November 27, 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 presenting this report on the progress of the Austin Independent School District (AISD) in implementing my Texas School Performance Review (TSPR) recommendations.

In April 2000, I released the results of my review of the district's operations. This review, the second TSPR review of AISD, offered 163 recommendations that could save AISD taxpayers nearly $70 million by 2004-05. Cumulative net savings from all recommendations (savings less recommended investments) were projected to reach more than $57 million by 2003-04. The review also noted a number of AISD'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, AISD has implemented or is in the process of implementing 156 of the proposals, or 96 percent. The district has, however, only realized net savings of $4.6 million to date and expects those savings over five years to reach $19 million, far short of the projected net savings of $57 million, because certain key recommendations such as selling the Carruth Administration Building and selling portable buildings have not been pursued.

The final usefulness of this report will depend on AISD's decisions regarding those recommendations that have yet to be fully implemented, several of which would improve district operations, and some of which promise significant savings. Because of this, I intend to return in one year to continue to monitor the district's progress.

This report is available on the Internet at http://www.window.state.tx.us/tspr/austinpr/.

Thanks for all that you do for Texas.

Sincerely,

Carole Keeton Rylander
Texas Comptroller

Introduction

In April 2000, Comptroller Carole Keeton Rylander's Texas School Performance Review (TSPR) staff and consultants completed a comprehensive school review of the Austin Independent School District (AISD). In June 2001, TSPR returned to assess the district's progress in implementing its recommendations.

Since 1991, TSPR has recommended more than 5,500 ways to save taxpayers more than $628 million over five years in 63 public school districts throughout Texas. TSPR also conducts follow-up reviews of districts that have had at least one year to implement its recommendations. The 35 follow-up reviews conducted to date show that districts have acted upon almost 90 percent of TSPR's proposals, saving taxpayers more than $103 million thus far, 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 (TSPR) 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 has vowed to steer TSPR toward being 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 will be given to districts judged poor performing academically or financially, and to hands-on reviews that will benefit the greatest number of students. These are the school districts and children that need help the most.

Recognizing that only about 52 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to drive more of every education dollar into the classroom. In addition, no longer will school districts' best practices and exemplary models be left buried inside individual TSPR reports. Instead, Comptroller Rylander has ordered best practices and exemplary programs to be shared 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 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 AISD will be 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 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 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 the Austin Independent School District

In July 1999, Texas Comptroller of Public Accounts Carole Keeton Rylander announced her intention to have her TSPR team conduct a management and performance review of the Austin Independent School District (AISD). Comptroller Rylander is an AISD graduate, former AISD teacher and school board president and a mother of AISD graduates. Her granddaughters now attend an AISD elementary school. The Comptroller was motivated by reports that AISD officials had manipulated student dropout data and the results of the state-mandated student achievement test, the Texas Assessment of Academic Skills (TAAS); by AISD's lagging student performance; and by its escalating property tax rate.

During a six-month review of the district, TSPR developed 163 recommendations to improve operations and save taxpayers nearly $70 million by 2004-2005. Cumulative net savings from all recommendations (savings less recommended investments) would reach more than $57 million by 2004-05.

TSPR interviewed district employees, school board members, students, parents, business leaders and community members. TSPR also held informal public forums on two evenings at 10 district high schools. Participants were invited to submit written observations on major topics of concern or to be interviewed by a member of the TSPR review team. The team also collected comments from letters to the Comptroller and calls to the Comptroller's toll-free hotline. TSPR also sent written surveys to a random sample of district administrators and support staff, principals, teachers, and students.

To gain additional insight into community concerns and perceptions, TSPR held 12 focus groups with AISD stakeholders, including the Greater Austin Chamber of Commerce; the Austin Area Research Organization; the League of United Latin-American Citizens; Austin Latino Alliance; the Austin Council of Parent-Teacher Associations; the Community Education Consortium; representatives of the Hispanic and African-American communities; Spanish-speaking parents; and AISD principals, assistant principals, teachers, and bilingual teachers. Community members and AISD staff who participated in focus groups provided oral and written comments about 12 functional areas under review in TSPR's report.

TSPR also conducted 650 telephone interviews with adults in a random sample of households in AISD's service area. In addition, TSPR consulted two databases of comparative educational information maintained by the Texas Education Agency (TEA), the Academic Excellence Indicator System and the Public Education Information Management System. Finally, TSPR asked AISD to select "peer" school districts with similar characteristics for comparative purposes. AISD chose the Alief, Corpus Christi, Fort Worth, Northside (Bexar County), and Pasadena ISDs as its peers. TSPR also compared AISD to district averages in TEA's Region 13 Education Service Center, to which AISD belongs, and to state averages.

AISD in Profile

Unlike many urban school districts, AISD generally has enjoyed widespread community support. But in recent years, this support has eroded under the strain of one management failure after another.

Since 1996-97, student enrollment has grown by 2.4 percent, or about a half-percent annually.

Some 48 percent of AISD's students are classified as economically disadvantaged, a level about on par with the state average. At the same time, AISD's property tax wealth per student is estimated at more than $437,000, making it one of the state's "property-wealthy" districts, and requiring it to share its property wealth with Texas' poorer districts.

AISD's 2000-01 budget totaled more than $579 million. The district has more than 9,600 employees, making it one of the largest employers in the greater Austin area. More than 5,000 of these employees are teachers. The student body is 46 percent Hispanic, 35 percent Anglo, 17 percent African-American, and 3 percent "other." The teaching staff is 70 percent Anglo, 21 percent Hispanic, 8 percent African-American, and 1 percent "other." The district has more than 100 campuses, of which 12 are high schools, including the new Garza Independence High School.

Under the state's school accountability system, TEA assigns annual ratings to each district and campus based upon TAAS student passing rates, student attendance and dropout rates, and the quality of various data reported to the state. AISD as a whole is rated as "academically acceptable," but its student performance remains below state and regional averages. The district's overall 1999-2000 TAAS passing rate of 71.2 percent (most recent data available) trailed both the statewide average of 79.9 percent and the Central Texas regional average of 80.9 percent.

In 2000-01, TEA rated five AISD schools as "low-performing," down from 16 in 1998-99. Of those five, however, four have been low performing for three of the last five years. AISD also has had some remarkable successes, with 14 schools rated as exemplary and 24 as recognized up from 10 and nine respectively in 1999-2000.

In spring 2001, Annie Webb Blanton Elementary School was named a National Blue Ribbon School by the US Department of Education.

Since April 2000, when TSPR's report was released, AISD has undergone some fairly significant changes. The district is introducing new districtwide data systems to handle finance, human resources, and student data; these promises to ease the administrative burden on AISD staff members, ensure more accurate data reporting, and make the data more useful for staff. AISD board policies that had not been comprehensively reviewed and updated since 1995 have been revised, presented to the board and are now online. The district has reduced its per-student cost for legal services from $21.71 in 1998-99 to $9.52 in 2000-01 through the use of in-house attorneys. Core business functions such as human resources, finance and technology are being restored under the leadership of a new administrative team.

While the district still has much work to do, both AISD managers and TSPR's team members have a sense of steady progress. Eighty-nine recommendations have been implemented, 67 are in various stages of progress and seven have not been addressed because the district felt they were not feasible at this time. (See Appendix A for details on the status of the recommendations.)

Austin ISD Report Card

Chapter	# of Records	Complete	In Progress	Not Implemented	Rejected	Percent Complete/ In Progress	Rating
District Organization and Management	19	14	4	1	0	74%/21%	Satisfactory
Educational Service Delivery and Performance Measures	32	18	14	0	0	56%/44%	Satisfactory
Community Involvement	7	5	2	0	0	71%/29%	Satisfactory
Personnel Management	12	6	5	1	0	50%/42%	Satisfactory
Facilities Use and Management	13	0	13	0	0	0%/100%	Satisfactory
Asset and Risk Management	11	8	3	0	0	73%/27%	Satisfactory
Financial Management	15	8	5	2	0	53%/33%	Satisfactory
Purchasing and Contract Management	10	3	7	0	0	30%/70%	Satisfactory
Management Information Systems	5	4	1	0	0	80%/20%	Satisfactory
Transportation	12	4	7	1	0	33%/58%	Satisfactory
Food Services	15	10	4	1	0	67%/27%	Satisfactory
Safety and	12	9	2	1	0	75%/17%	Satisfactory

Security							
Overall Grade	**163**	**89**	**67**	**7**	**0**	**55%/41%**	**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 AISD. Through commendations in each chapter, the original report highlighted model programs, operations and services provided by AISD administrators, teachers and staff members. Other school districts throughout Texas are encouraged to examine the exemplary programs and services to see if they can be adapted to meet local needs. TSPR's commendations include:

- *Magnet Program* - AISD's three magnet schools do an outstanding job of providing advanced, challenging curricula in science, mathematics and liberal arts. LBJ High School's class of 1999 (120 students) included 14 National Merit Scholars, 17 National Merit semifinalists, 17 National Merit Commended Scholars, two National Achievement Scholarships for Outstanding Negro Students and five National Hispanic Scholarships. At Kealing Junior High, about 60 students received state recognition for academic achievement in the Duke University Talent Search.

  Amid concerns about the future of AISD Magnet programs AISD formed a Working Group to study the issues. The Academic Magnets/ Neighborhood Schools Working Group issued an interim report concerning possible magnet school options to the Board of Trustees on June 7, 2001. The Working Group is presenting its final report to the board in September. During September and October, the board will make a decision regarding the future of the magnet programs.

- *Account for Learning* - AISD has developed a locally funded initiative, Account for Learning, to assist campuses with a high percentage of economically disadvantaged students in improving their reading and mathematics performance.

  For 2000-01, AISD's reading and math scores improved for all categories of students

- *School-to-Career Program* - AISD offers a School-to-Career program that prepares students for careers while allowing them to move from one pathway to another as their interests and skills evolve.

  Student participation in AISD's School to Career program in 2000-01 was at 14.5 percent (11,250 students), up from 13.6 percent (10,772 students) in the previous year. The district has formed a Career Preparation Workgroup to develop recommendations intended to increase the academic rigor of AISD's program and strengthen its links to the area business community. These recommendations will be provided to AISD's Board of Trustees in Fall 2001. Significant program development is under way in the areas of health sciences, hospitality and culinary arts, and construction.

- *Student Health Care* - AISD provides high-quality health care services to its students through partnerships with Travis County, the City of Austin, and the Children's Hospital of Austin.

  AISD continues to provide high-quality health care services to its students through these innovative partnerships.

- *Austin Partners in Education* - This nationally recognized program involves businesses and community organizations in enriching all AISD schools through volunteer services, in-kind contributions, and financial support.

  During 2000-01, AISD's partners, mentors, tutors, volunteers, and parents provided almost 400,000 hours of service valued at $6 million. In all almost $15 million in time, cash, resources, and hours was donated to the district by businesses, community organizations, and volunteers, an increase of 25 percent over the prior year. Since the Partners in Education program's inception in 1983, the total amount donated to the district has exceeded $79 million.

- *Community Education* - Over its 25-year history, a nationally recognized AISD/City of Austin partnership, the Community Education Program, has worked effectively with local organizations to provide tutorial and after-school services for more than one million area children and their families. The program has received national recognition.

  The Community Education Program continues to thrive. Local agreements with Austin Community College, the Travis County

Commissioner's Court and Austin Interfaith (a grassroots, faith-based advocacy organization) have helped to build communities of learners across the city. AISD provides after-school and summer programs for children and adult education classes at 50 school campuses in all parts of the city. The program places a major emphasis on high-need students and their families. The Community Education Program employs AISD curriculum standards to extend student learning during out-of-school time. Programs such as VICTORY tutorials, TAAS Power! Workshops and Project HELP (services for homeless students), help ensure that "at-risk" students receive help in overcoming barriers to their academic achievement.

- *Qualified Substitutes* - AISD's automated substitute-teacher calling system has proven effective in ensuring the availability of qualified substitutes.

  AISD continues to use its efficient automated substitute caller system to identify and fill classrooms with qualified substitutes when teachers are absent.

- *Building Prototypes* - AISD uses building prototype designs to ensure quality and control school construction costs. In 1996, AISD developed building prototypes for elementary, middle, junior-high, and high schools that established effective relationships between functions and the areas constructed for their use.

  The District's educational specifications set square footages for each use area while the prototype designs provide a two-dimensional representation of the required special relationships that must be preserved between the various use areas.

- *Insurance* - AISD adopted a novel insurance initiative called the Rolling Owner Control Insurance Program (ROCIP) as part of its 1996 bond construction program. ROCIP has generated estimated savings of $3.6 million and expanded the participation of smaller local contractors in the district's program.

  Under this innovative program, smaller contractors can be covered by greater limits of liability insurance and more comprehensive Worker Compensation and Builders Risk coverage than would otherwise be available.

- *Bonds* - AISD saved $4.8 million after refunding its Series 1996 bonds and has effectively managed its debt since the 1996 bond election.

  AISD's business staff regularly monitors market conditions to determine when and if the refunding of bonded indebtedness is in the best interest of the district.

- *Telecommunications* - The Greater Austin Area Telecommunications Network (GAATN) is a state-of-the-art wide area network capable of rapidly delivering large volumes of data directly to any computer system anywhere in the district.

  AISD is beginning to use this unique capability to offer distance-learning opportunities at its secondary schools and expand its use of net-based software to enhance student learning.

- *School Resource Officers* - AISD's school resource officers are the focal point of the district's safety and security efforts. They work harmoniously with schools and provide an important asset to the AISD community.

  School resource officers continue to serve a vital role in AISD's overall safety and security efforts.

- *Absent Student Assistance Project (ASAP)* - ASAP, a community-based collaborative effort involving the Austin and Del Valle school districts and Travis County constables, improves school attendance by providing timely responses to student absenteeism.

  Austin ISD has been working closely with the City of Austin and Travis County on a three-way funded "roving truancy master/judge" that would bring the court to the campus. In addition, AISD administrators are being trained in the need to file cases earlier in the year and provide better documentation on truancy cases.

- *Campus Crime Stoppers* - A collaborative community effort between AISD and the Travis County sheriff's office, Campus Crime Stoppers provides a "hotline" and rewards students who report weapons and possible criminal activity in and around schools.

  Campus Crime Stoppers continues to provide staff, students and community members with an easy way to report weapons and possible criminal activity in and around schools. Reports are

followed up on by the AISD police force in cooperation with the Travis County Sheriff's Department.

TSPR Key Recommendations

The following are some of the key TSPR recommendations that AISD administrators and staff believe have had the greatest impact on district operations. These highlighted recommendations are organized by chapter and area of operation as listed in the original report. The comments came from district administrators during the TSPR team's follow-up visit to the district.

District Organization and Management

Recommendation 8: Improve the development of Campus Improvement Plans. AISD instituted a revitalized process for developing campus improvement plans (CIPs). The superintendent said that, prior to the development of the new plans, he was unable to discuss the performance of individual campuses with their administrators because no data of this kind were readily available. Now, the superintendent can look at the data in the CIP and compare them to current data to see how a campus is performing and what progress they are making toward their goals. One board member said the new CIPs were particularly useful to board members in analyzing the performance of campuses in their districts.

Recommendation 9: Update the board policy manual and regulations and place it online. The board knew its policy manual was outdated and had been interested in making the necessary updates. The superintendent said this recommendation motivated district administrators to begin this task. As of August 2001, all seven sections of the Policy Manual have been approved by the board and put on line. AISD's next goal is to develop administrative procedures to ensure that these policies are carried out. Putting these procedures online along with polices will greatly reduce printing costs and put valuable information into the hands of every employee of the district. As of September 2001, 16 administrative regulations have been developed and put on line. By the end of September all policies will have been reviewed to determine what regulations are still needed.

Recommendation 16: Hire an in-house attorney, a legal assistant, and a secretary to reduce the district's legal costs. The district's new in-house counsel has been a tremendous benefit, according to administrators. As noted above, the district has reduced its per-student cost of legal services from $21.71 in 1998-99 to $9.52 per student in 2000-01. Poor staff training and unwise decisions contributed to the high cost of district

litigation. To address these problems, the district now requires each law firm that contracts with the district to provide eight hours of staff training as part of the contract. More than 80 hours of training on critical personnel functions will be provided this summer to campus and central office administrators, which should help reduce the need for litigation in the future.

Education Service Delivery

Recommendation 20: Implement a formal district policy on school reconstitution for consistently low-performing schools. The administration said that a formal policy on reconstitution - that is, totally restaffing of a school when it has been chronically low performing - gave the district a sense of urgency. Blackshear Elementary, which is chronically low-performing, was reconstituted in the 2000-01 school year. While student performance has not yet been brought up to standard, some indicators such as employee morale, campus climate and discipline management show signs of significant improvement.

Recommendation 25: Develop a comprehensive plan for accurately reporting dropout rates that includes campus and districtwide strategies. The superintendent said that he understood that accurate and useful data would be the key to addressing many of the district's problems and regaining the community's trust. Today, the district has corrected its data and is using routine processes to maintain them. Campus administrators are coming to depend on the data and are using them to follow up on students. The next step will be to reduce the administrative burden of data collection through automation. AISD is implementing a new data management system to accomplish this, which should be complete early next year.

Recommendation 31: Allocate bilingual/ English as a Second Language staff to each campus based on student enrollment. Previously, these employees were allocated to campuses based on need, but because the district's data on students and staff were inaccurate, the allocation was flawed. This recommendation, in combination with several related ones, emphasized the importance of bilingual education to the district and heightened AISD's awareness of its growing immigrant population and the need for services in both the upper and lower grades. One outgrowth was the creation of the Immigrant Academy, which provides special assistance to middle school students entering the system for the first time.

Recommendation 33: Provide teachers with detailed TAAS, Spanish version performance analyses in a timely manner so they can be used for instructional planning for limited English proficient students.

Recommendation 50: Provide campus-level, detailed TAAS performance analyses in a timely manner so that these can be used for effective instructional planning. The district felt these two recommendations were important because they gave schools the tools they need to analyze their own test data and take actions needed for improvement. As a result, the capabilities of campus staff and overall accountability are improving.

Recommendation 45: Establish clear leadership responsibility for School to Career Program management and install career labs in all middle schools.

Recommendation 46: Designate the deputy superintendent for Accountability and Information Systems Technology as the single point of contact between School to Career programs and the business community. According to the deputy superintendent for Accountability and Information Systems Technology, these recommendations changed the whole way the district looks at career and technology education. AISD formed a Career Preparation Workgroup to review and advise the district on ways to ensure that students are better prepared for the workplace; the deputy superintendent is sitting on the Chamber of Commerce's Workforce and Education Board and the business community has signaled its willingness to extend ongoing support to district career preparation programs.

Community Involvement

Recommendation 55: Restructure and consolidate AISD programming into one cable channel. This recommendation has allowed AISD to better use its limited media production capabilities and produce higher-quality local programming. This proposal spurred AISD to enter into a unique partnership with KLRU-TV, Austin's public broadcasting station, to develop a new initiative called "Career Connect." First through web portals, and eventually with interactive television, KLRU will provide valuable instructional and professional development programming for Austin students, teachers and parents.

Personnel Management

Recommendation 67: Update all job descriptions every three years. The district has hired a compensation analyst to update its job descriptions and conduct compensation studies to ensure that salaries are commensurate with the jobs being performed. Clearly delineating what people are expected to do will help the district address compensation issues such as exempt status and eligibility for overtime.

Recommendation 69: Reorganize all employee relations activities under the director of Employee Relations and add one representative to assist the director with the additional workload. District administrators said that this recommendation has ensured that employees receive more consistent information and treatment.

Facilities Use and Management

Recommendation 71: Reassess current and future building plans and reallocate dollars to areas where facilities are needed to address enrollment and capacity needs.

Recommendation 74: Create a comprehensive facilities master plan and annually monitor the district's progress toward its implementation. The district has contracted for a comprehensive facility assessment that may cost the district more than $2 million. The district believes this expenditure, however, will provide valuable information that will help the district better manage growth in the southern part of the district and adjust for enrollment declines in the north. Furthermore, AISD administrators said the study will help them plan for facility changes and perform better impact analyses in response to emergency situations, such as the need to relocate students from Hill Elementary when mold was discovered.
In addition, the board has appointed a trustee committee that will seek citizens' input to make recommendations on what should be done with such facilities as the Rio Grande campus, portables and other potential excess property.

Asset and Risk Management

Recommendation 94: Adopt a policy that requires central administration to identify, track and inventory only fixed assets worth more than $1,000. With the advent of new accounting principles that will require school districts to account for and depreciate fixed assets differently than they have done in the past, AISD raised the threshold for capitalization of fixed assets to $5,000. They continued, however, to track lower-dollar items in a control inventory, in which they are tagged, counted and tracked like other fixed assets but will not have to be depreciated and accounted for under the new accounting principals. This change in policy greatly reduced the administrative burden, while still maintaining control over the smaller-dollar items.

Financial Management

Recommendation 97: Ensure accountability and continuity in the district's financial operations by making the chief financial officer responsible for all financial monitoring, planning, and forecasting.

Recommendation 98: Transfer the direct authority over and responsibility for developing, implementing and controlling the budget from the Budget Team to the Budget director. According to the district's chief financial officer, these two recommendations are helping AISD maintain control over its finances and ensure accountability. Having a single individual serve as a clearinghouse for the key processes of financial management and budgeting ensures greater consistency and stability.

Recommendation 99: Prepare a district budget that is based on fund/function classification and that serves as a policy document, an operations guide, a financial plan, and a communications device. Prior to TSPR's review, AISD was not preparing its budget in the same manner as most other districts in the state, and the district's own computer system could not process and manage the budget based on standard fund and function codes. For 2001-02, AISD prepared the budget according to state guidelines. The district's chief financial officer told TSPR that the budget will now be useful as an operations guide, financial plan and communication device - a major improvement over past budgets.

Recommendation 100: Amend board policy to require a fiscal impact statement on all proposed budget actions, including the impact of those actions on the optimum fund balance. Board members and administrators alike found this recommendation to be extremely useful. Board members said that, in the past, they often were required to make decisions without a full understanding of their potential fiscal impact. Administrators said that providing this information requires additional time and thought, but it also answers many of the board's questions in advance, thereby reducing the amount of time spent in board meetings.

Recommendation 107: Fill the vacant director of Internal Audit position and hire at least two additional audit staff. Pursuant to TSPR's recommendations in this area, the district has hired an Internal Audit director and additional auditing staff; developed and approved an audit plan; and defined Internal Audit's reporting relationship to the board and superintendent. These actions have resulted in the creation of a strong unit that can review high-risk areas of district operations and ensure a strong system of internal controls.

Purchasing and Warehouse Services

Recommendation 111: Revise and implement AISD board policies for competitive purchasing to reflect changes in the Texas Education Code. District purchasing policies had not been updated to reflect legislative changes made to the Texas Education Code since 1995. The district now can communicate purchasing policies and procedures to campuses and departments engaged in the purchasing process, accurately and consistently. Everyone now knows the rules and has no excuse for not following them.

Recommendation 113: Expedite the purchase requisition approval process by authorizing purchasing assistants and buyers to approve purchase requisitions of $1,000 or less, and by developing a procurement card program. Now that the district has had a year to train new people in these positions, they feel comfortable allowing these individuals to authorize lower-dollar requisitions. This will speed the purchasing process, enhance quality control and allow management to spend less time signing paperwork.

Recommendation 116: Require principals to follow the textbook inventory guidelines in the *Guide to Textbooks*. AISD has had difficulty in tracking its textbooks over the years; poor control in this area can be costly and deprive students and teachers of the books they need. TSPR's recommendation made this issue a higher priority. Principals are now required to sign in when they attend textbook training, so they can have no excuse for not following district rules. Moreover, the district has begun auditing textbook inventories at every school every year. AISD anticipates that its textbook losses will be reduced by as much as $350,000 over the next few years.

Computers and Technology

Recommendation 123: Expand the Educator Technology Competencies (ETC) and DTLT/CTLT programs to include administrative and technical staff. AISD had a number of training programs for teachers, but little training for its other staff members. This recommendation caused the district to rethink how they were training administrative and technical workers. The district expanded its training programs to include the use of the Microsoft products as well as many other offerings aimed at improving the technical skills of administrative and support employees.

Transportation

Recommendation 135: Create a tracking system for recording student incidents on buses and analyze trends to respond to any recurring problems quickly. Keeping children safe on school buses is a primary

concern for any district. AISD is creating a system to track incidents so that disciplinary procedures can be better coordinated with campus administrators and incidents can be reduced.

Food Service

Recommendation 138: Implement the SNAP automated point-of-sale system at all AISD campuses. AISD officials said that this new system will allow the district to increase the amount of federal reimbursements it receives by more accurately counting meals served. For example, a la carte meals can, when served in certain combinations, be classified as a reimbursable meal according to federal guidelines. Furthermore, the system will protect the anonymity of students who qualify for free or reduced-price meals, thereby encouraging more children to eat in the cafeterias.

Recommendation 143: Establish multiple lunch periods at all AISD high school campuses. Administrators said that they are already seeing some increase in revenues this year as a result of the use of multiple lunch periods at the high schools. This is particularly important to attract high school students who are used to *fast* food; standing in line for long periods of time is not *fast*. These students are mobile and, when confronted by obstacles, they are likely to leave the campus for lunch.

Safety and Security

Recommendation 157: Develop a policy for the detection of weapons or drugs on campuses and acquire or contract for a drug- and weapon-detecting dog to promote greater security. AISD recognized that a Canine Unit could be a deterrent to crime and violence on campuses, as well as a tool that could be used to educate students, especially at the elementary level. In June 2001, the officers and dogs completed their training; in the fall, these units will perform routine searches on campuses and travel from school to school giving demonstrations at elementary campuses.

What Remains to be Done?

AISD has made steady progress in implementing TSPR's recommendations with 96 percent of the recommendations either implemented or being implemented at this writing. District administrators have failed to act on only seven of the report's recommendations; some of these, however, are critical to realizing the savings projected in the Comptroller's original report. This section addresses key areas requiring additional attention.

Low Performing Schools

In 2000-01, AISD's had only five low-performing campuses, down from nine in 1999-2000 and 16 in 1998-99. And, the total number of exemplary and recognized campuses rose significantly. What remains troubling is the fact that all of the 2000-01 low performing campuses are East of the interstate in neighborhoods with high minority and economically disadvantaged populations. Further, Blackshear Elementary, Dobie Middle School and Johnston and Reagan High Schools have all been low performing for three of the past five years. The Oak Springs Elementary had been academically acceptable and fell to low performing status in 2000-01. Blackshear Elementary was reconstituted last year under the district's new reconstitution policy (Recommendation 20) and district administrators and staff are confident that student performance will improve in the coming year as a result of these massive changes. But Recommendation 27, designed to attract qualified and experienced teachers to high need campuses, was modified by the district because they felt that teacher incentives were unnecessary, choosing instead to give principals more authority to recruit and hire their own staff.

Holding children hostage in neighborhood schools that have been low performing for three of the last five years is unacceptable. While the district has taken some steps to address the needs of these low performing schools including providing additional support from a Focus Support Team and targeted funds to enhance programs, more needs to be done. Whether AISD chooses to reconstitute these other schools, reconsiders giving teachers an added incentive or continues with its current program, the fact remains that high need campuses need the brightest and the best teachers to address the special needs of the children in these schools. Expectations must be set high and campuses need to be given the best teachers and resources to ensure success for all children in the district.

Facilities Use and Management

AISD's board and administration have consistently resisted any action on some important recommendations dealing with facilities and facility management. Most importantly, TSPR recommended that AISD sell its Carruth Administration Center, an attractive but inadequate facility that offers too little parking for the public and has proven costly to maintain. The district has placed this proposal on "indefinite hold" for reasons that, frankly, fail to hold water upon closer examination.

AISD claims that TSPR overestimated the property's value. The value TSPR placed on Carruth, however, came *directly* from the 1999 tax rolls, with very modest adjustments for rising taxable values. This property would by professional estimates bring a far greater price in today's market.

The district also states that TSPR has failed to account for the cost of moving equipment associated with the Greater Austin Area Telecommunications Network (GAATN) that presently is housed at Carruth. While the district estimates the cost of moving GAATN at $1-2 million, this represents only a fraction of the sum the district could realize by selling the facility, even in a softening real estate market. Moreover, the district could avoid this cost entirely simply by making the sale of Carruth contingent upon the district being able to lease back the space so that GAATN can remain in its current location. Whether GAATN is moved or left in its current location, the facts are that the Carruth Administration Center is inadequate for its purpose, inconvenient for the general public and unnecessarily expensive to operate. This currently tax exempt property is in a highly desirable location and remains eminently sellable despite the recent economic slowdown.

AISD maintains that it could not use its Reagan High School facility as an administrative center, as TSPR proposed, saying they expect Reagan's enrollment to increase despite trends to the contrary. And while the district has rejected Reagan, it has not pursued any *other* plans for an economical, efficient administrative center that offers community members easier access and parking space.

TSPR also has found evidence of unnecessary delay in the area of surplus portable buildings. AISD has about 600 portable buildings - the equivalent of 12 *additional elementary or middle schools*. Portables' operating costs far exceed those of permanent facilities, and portable buildings cannot offer the educational quality or student safety provided by brick and mortar. Yet the district still has not moved to reduce its egregious surplus of portables. District officials say they have delayed the sale of surplus portables because of Indoor Air Quality (IAQ) problems at various schools; portables are used to house students while remedial IAQ work is completed in the permanent facility. This is, of course, a valid use for portable buildings. Why the district needs to hold on to 12 schools' worth of portables, however, is far from clear.

AISD has completed less than a quarter of TSPR's recommendations concerning facilities, and *must* move ahead if it is to achieve the savings detailed in the original report.

The board and administration are once again encouraged to revisit TSPR's facilities recommendations and ensure that any decision to keep or sell the Carruth facility, portables and the like is based on a careful and impartial review of the facts.

Reducing Administration

To date, the district has reduced its administrative budget by $1 million. This is a good first step, but falls short of Recommendation 13's goal of reducing the number of administrative positions specifically assigned to work in the central office, regardless of the titles or TEA classifications, by 15 percent. This reduction was suggested because AISD's overall budget had grown by 48 percent and its administrative budget had grown by 22 percent since 1996-97, while enrollment had only risen by 6 percent.

Every position that is physically located in the central administrative facilities, regardless of whether the district classifies these positions as administrative, should be assessed to determine what value these positions add to the district's primary mission of educating students. Are teachers and students benefiting from the work they do? If not, AISD simply should not continue to spend its resources on those positions.

Magnet School Programs

AISD has taken some action on TSPR's Recommendations 35 and 36, which address magnet school programs, but the proposals' ultimate effect will depend on the board's willingness to make some hard choices. TSPR's recommendations, while incorrectly characterized by some as an attempt to close Reagan High School, instead ask AISD to consider establishing a high-quality regional magnet school at Reagan.

In December 2000, AISD's board appointed a 21-member Academic Magnets/Neighborhood Schools Community Working Group (CWG) to review the organizational structure and related policies of the magnet program's current "school within a school" model and consider alternative options and estimate their costs. While the CWG explored the idea of a regional magnet campus, the recommendation in this regard was to consolidate the LBJ and Johnston magnet programs on LBJ's campus. The board is scheduled to take action on CWG's recommendations in November 2001 for implementation in the 2002-03 school year.

Whether or not AISD chooses to create a regional magnet school, the district must act swiftly to ensure that it is meeting the needs of all of its students.

Transportation

Productivity and accountability were the basic themes of TSPR's recommendations in the Transportation area. Eliminating overtime, staggering bus schedules, increasing the productivity of mechanics by releasing them from driving duty and conducting a feasibility study for the outsourcing of all or part of the district's transportation services are just a

few of the recommendations that still await implementation, and so far AISD has done little to advance them.

AISD's answer to decreasing overtime was to raise the salaries of drivers so that more could be hired. District administrators have said that overtime is *still* required, though, so their response to Recommendation 125 has cost the district money without producing a clear return on the investment.

Since the slowing economy has allowed the district to hire more drivers, mechanics should now be available to return to their main task of repairing and maintaining school buses (Recommendation 132). Without extra driving duties, however, industry standards show that AISD has too many mechanics. The district should act immediately on TSPR's recommendation to reduce the number of mechanics to industry standards, and save money in the process.

Absenteeism among drivers has been and continues to be a problem in AISD (Recommendation 126). With TSPR's encouragement, the Transportation Department is considering, but has not yet fully adopted, incentives to reward good behavior and strongly discourage inappropriate behavior such as excessive absenteeism. All transportation employees and managers must be held accountable for their productivity and adherence to district policies if the department is to run effectively and efficiently. Furthermore, if AISD cannot achieve these efficiencies with in-house staff, the district should carefully consider contracted services for alternatives (Recommendation 136).

AISD's Ideas for Improving the Texas School Performance Review

TSPR has never assumed that its review cannot be improved. As part of the preparation of this progress report, TSPR asked AISD staff members and administrators what went right and what went wrong during the review, and how the process could be improved.

Similar feedback from other districts has led to a number of improvements in the review process. For example, early reports did not include implementation strategies, and districts told TSPR they needed help in getting started. As a result, TSPR's reports now include implementation strategies and timelines for their completion. AISD's administrators and board members made the following observations:

Board members who returned surveys voiced some concern over the balance of the review, saying that they felt more attention should have been given to positive things going on in the district rather than problems. While the report contained many commendations of AISD programs and

processes that can be replicated by other districts in Texas, it is always difficult to shift media attention to the positive aspects. This was especially difficult since AISD was deeply embroiled in controversies at the time of the review. It should be noted, however, that the district's commendable programs are being made available on the Comptroller's best practices database, *A+ Ideas for Managing Schools (AIMS)*, which is accessible on the web at www.aimsdatabase.org.

During the follow-up visit, newer administrators said that, when they arrived in the district, they were handed a copy of the review and told to give priority to the implementation of its recommendations. These managers indicated that the document proved very useful in getting a quick view of AISD's operations, and allowed them to hit the ground running in their new positions. Some others who had come on board during the review process said that the consultant/TSPR team helped them to better understand the departments they were being assigned to manage. In all, it was apparent that the district had taken the report seriously.

One administrator suggested that the report contained too many recommendations, and that dealing with so many recommendations tended to fragment staff time and attention. This administrator suggested that TSPR prioritize its recommendations, or simply reduce their number to a shorter list of high-priority items. Another related suggestion was to allow the district to ask TSPR to concentrate its review on those functional areas in which a district is having difficulties.

Both of these ideas have merit, but it will require a good bit of study to determine if and when the scope of TSPR's work should be focused more narrowly. In its early pilot studies of 1991, TSPR conducted limited reviews, but the participating districts said they felt key issues had been missed because the reviews were not comprehensive enough. TSPR will continue to look for a balance that meets school districts' needs without being burdensome.

Another comment noted that TSPR's recommendations did not seem consistent across sections. It was noted that one section recommended a reduction in program evaluation staff, while the entire report recommended more than a dozen new evaluations. Clearly TSPR can do a better job of communicating its intent in these situations. In nearly every recommendation for program evaluations, TSPR's recommendations were aimed at having the staff and administration responsible for those areas of the district operations to regularly evaluate their own programs. While centralized data collection is needed, TSPR felt that site-based management and evaluation of the programs would enhance accountability.

One board member who participated in the follow-up meeting said she sincerely hoped the media would devote as much attention to the things AISD has been able to accomplish as they did to the review's initial release last year. While TSPR cannot control the media, every attempt will be made to communicate the progress report results to the community and the media.

AISD's superintendent felt that, in some cases, TSPR had not taken all of the circumstances surrounding a given issue into consideration when making a recommendation. For example, he noted that the sale of the Carruth Building did not take into account the moving of the GAATN system, saying that the cost to move GAATN had not been deducted from projected revenues from the sale. TSPR knew that this would be a hard decision for the district and continues to believe the sale of the Carruth building is justified. In the future, TSPR will strive to present all relevant circumstances in the body of its reports, so that all facts are on the table for discussion and decision-making.

Finally, during discussions of several recommendations, administrators stated that some of the data presented in the report were flawed. In some instances, the administrators recognized that they had themselves supplied the data in question, only to find later that they were incorrect. This is always a danger in a district experiencing problems with its data management systems. TSPR was well aware of AISD's data problems at the time of its review and took great pains to verify everything with more than one source, whenever possible. TSPR may help to alleviate similar problems in the future by encouraging greater scrutiny by school districts at findings meetings and to alert them to the potential problems associated with inaccurate data.

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	AISD's Projected Five-Year Savings (Costs)	Comments
1	Restructure AISD's process for board elections by passing a resolution to change the number of trustee positions up for election to a four- and five-member sequence every two years. p.33	Complete	$0	$0	$0	On October 9, 2001, the Board of Trustees approved a resolution changing the structure of the Board. The current president and vice-president at-large positions will become at-large Trustees and the officers will be elected by the board. In addition, the Trustees will be elected in a 5-4 sequence as called for in this recommendation.
2	Establish board self-censorship guidelines to avoid micromanagement activities. p.35	Complete	($10,000)	$0	$0	The board adopted a Board Operating Procedures Manual to address this

						recommendation. With the election of new members and the arrival of Dr. Forgione and his cabinet, a strong team effort has been undertaken to address the spirit of this recommendation. The team has undergone extensive training in this area and now holds a less-formal monthly meeting called the "Board Dialogue"in which these precise issues are openly addressed. The board subcommittee on Board Governance is charged with developing strategies to improve board governance. The board also completes a feedback form after each meeting.
3	Reduce the number of regular board meetings to one a month and begin holding	Complete	$0	$0	$0	Although the board elected to stay with two regular meetings a month, a

	board work sessions prior to each meeting. p.36					number of substantive reforms have been implemented to make the most of the time of the board and staff. Timed agendas are used. The board and administration meet once a month for a Board Dialogue, which serves the purpose of a work session and takes the place of the prior agenda-setting meetings.
4	Develop an executive reporting format for board materials that provides pertinent summary data to help the board make informed decisions. p.37	Complete	$0	$0	$0	The existing board agenda format has been revised to be more precise and concise. In addition, major staff presentations are reviewed by the cabinet for focus and brevity. Information is shared in a timelier manner with the board and many, if not most, concerns are resolved prior to the formal presentation, making for a more efficient

						meeting. The team now more actively takes responsibility for staying focused and communicates this to one another. Also, minor reports that used to be presented to the board are shared via written reports as part of the board deliveries. The Easy Reference Guide to Superintendent's Office Procedures has been revised to require an executive summary for board materials and reports. The addition reads as follows: ÒExecutive Summary: When a board item or a report/ presentation to the board is lengthy, an executive summary of no more than one page will be used. The summary should provide pertinent data to better enable the board

						to make informed decisions."
5	Develop a comprehensive strategy to boost student enrollment and average daily attendance in the district. p.39	Complete		$0	$21,000	$207,000	Under the leadership of the deputy superintendent for Accountability and Information Systems, AISD has developed a comprehensive strategy that includes both district and campus staff working collaboratively to attract more students from the Austin and surrounding area and increase attendance among students who are already enrolled. IMPACT Teams on each campus monitor absences and develop intervention plans to improve attendance, Campus Improvement Plans (CIPS) and the District Improvement Plan (DIP) contain objectives and activities on attendance and

						certificates are given to campuses that improve their attendance by 10 percent or more. In all, this strategy has improved attendance and is consequently projected to increase district revenues by $207,000 over the next five years.
6	Create a cross-functional planning team to develop reliable student enrollment projections. p.43	Complete	$0	$0	$0	Several cross-functional teams were formed, each having a specific focus: a technology-oriented group to conduct modeling exercises; a campus user-group to look at budgeting, staffing, textbooks and campus planning; and an external group made up of individuals with related expertise (e.g., those doing projections for other districts). The district is now working to make its projections as

						accurate as possible to facilitate appropriate staffing and resource allocations to campuses.
7	Create and link various district plans based on proven planning and evaluation principles and processes. p.47	Complete	$0	$0	$0	Key district planning processes and the relationships among them were identified. Timelines for the development of CIPs, DIPs and the budget process were adjusted to allow better coordination of implementation strategies in support of the district's mission and goals.
8	Improve the development of Campus Improvement Plans. p.48	Complete	$0	$0	$0	AISD has developed an entirely new process, including new templates and training, for developing, implementing and monitoring campus improvement plans. CIP development is now aligned with the district plan. Principals and planning teams

						from every campus, including Site-Based decision-making (SBDM) committee representatives, have participated in three days of extensive training in developing plans to improve student achievement. Each team uses a district-developed 150-page planning manual to guide its efforts. For 2001-02, CIPs will include a new ÒNeeds Assessment Data Profile"that identifies any achievement gaps among student populations, targets the needs of special populations, gathers information on the implementation of the district's major improvement initiative and sets targets beyond minimum expectations on

						TAAS.
9	Update the board policy manual and regulations and put them online. p.49	Complete	($24,700)	$0	$0	As of August 2001, all seven sections of the Policy Manual have been updated and are online.
10	Develop administrative procedures and guidelines incorporating instructive examples to aid the implementation of district policy. p.51	In Progress	$0	$0	$0	Now that board policies have been updated, the district is writing procedures or administrative regulations to ensure that policies are carried out in day-to-day operations. As they are written and approved administrative regulations are being added to the online information. As of August 2001, 16 regulations have been approved and put online. The Administrators Handbook will be online by fall 2001 and will link to all other district regulations and guidelines.
11	Develop a local policy and guidelines for charter campuses	Complete	$0	$0	$0	The board approved a policy, EL (LOCAL), with

	and charter programs. p.52					its accompanying regulation and exhibits on June 28, 2000.
12	Develop a districtwide records management policy, guidelines and procedures. p.54	In Progress	($18,800)	$0	($45,000)	Examination of the issues related to records management led to two responses. Policies and procedures pertaining to records retention have been updated and disseminated to district staff. Implementation of software approaches has been intentionally delayed because the implementation of new software systems should mitigate many of the existing issues by allowing the creation of many documents directly into electronic formats. Once the new software systems are in place, remaining issues with digitizing documents will be addressed within the new

						context.
13	Reduce the levels of administration between line staff and the superintendent. p.58	In Progress	$18,180,340	$1,009,058	$5,045,290	As of May 14, 2001, the administration has reduced the central administrative budget to $14,190,942. This represented a decrease of $1,009,058 over the 1999-2000 budget. The administration is anticipating that the actual expenditure for 2000-01 will generate further savings in central administrative costs.
14	Sell the Carruth Administration Center and move the central administration function to the Reagan High School facility. p.59	Not Implemented	$11,750,000	$0	$0	The use of Reagan High School as an office facility was reviewed and not chosen in light of program efforts and demographic considerations. District administrators said they remain open to the sale of Carruth and have reviewed several scenarios considering this possibility.
15	Clearly define the role and	Complete	$0	$0	$0	Ray Cortines, former head of

responsibilities of area superintendents and change their reporting relationships to the superintendent. p.61					the two largest school systems in America (New York City and Los Angeles) has been working on a monthly basis for the last year to review and advise Dr. Forgione on the district's overall structure, with a special focus on the role of the area superintendents. The area superintendent's job description has been revised to reflect the district's new focus on teaching and learning. Due to this focus, it was determined that for the foreseeable future, the area superintendents should report to the deputy superintendent for Curriculum and Instruction. Furthermore, the instructional cabinet was established to give Dr. Forgione and the area superintendents more regular

					interaction with the superintendent.
16	Hire an in-house attorney, a legal assistant and secretary to reduce the district's legal costs. p.64	Complete	$1,125,130	$399,797	$1,452,844	This recommendation will save substantial sums of money and expand staff and board access to legal counsel and preventive legal training. The combination of savings and expanded services will yield substantial gains in operational efficiency and effectiveness. Legal expenses per student are expected to fall from $21.71 in 1998-99 to $9.52 in 2000-01.
17	Develop a new local policy and guidelines for using legal counsel. p.65	Complete	$0	$0	$0	AISD's general counsel reviews all outside counsel billings and meets with them to reduce or contain costs. Guidelines, a policy and regulations have been developed to specify which staff will have direct access to outside counsel. In addition, the board has

						approved an entirely new set of external law firms to work more closely with staff in designated areas. The firms were selected after a rigorous bid process.
18	Improve principal performance and job longevity. p.68	Complete	$0	$0	$0	The principal selection, orientation and induction processes have been reviewed and revised to address this issue. The Board of Trustees has approved the campus administrator appraisal system. The revised system is scheduled for implementation in the 2001-02 school year. Two other initiatives are worthy of note. The district has created the School Leadership Academy, whose mission is to prepare educators to assume the role of assistant principal on campuses. The

						first group of 15 participants has completed the first year of a two-year program and has been placed on campuses in assistant principal assignments for the coming school year. The district is collaborating with the University of Texas to develop a principal's academy, which will train aspiring and currently serving principals.
19	Develop a site-based decision-making matrix. p.71	In Progress	$0	$0	$0	A draft model of the site-based decision-making matrix is being reviewed by the cabinet and the campus and district advisory councils.
	Totals: Chapter 1		**$31,001,970**	**$1,429,855**	**$6,660,134**	

Chapter 2: Educational Service Delivery

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
20	Implement a formal district policy on school reconstitution for consistently low-performing schools. p.89	Complete	$0	$0	$0	A policy on the reconstitution process has been developed and adopted by the board. Based on the policy, one school was reconstituted for the 2000-01 school year. An entirely new administrative and teaching team is in place; the majority of teachers are experienced. The school climate is improved and stronger bonds with parents and the community are being forged. The district has actively sought and received additional resources to support the school through both private and public grants.
21	Closely monitor student TAAS participation data to ensure that the correct number and percentage of	Complete	$0	$0	$0	Student TAAS participation data have been collected, tabulated and reported to faculty and staff members. Schools with

	students are tested and included in the accountability system on each campus. p.90					participation issues were alerted and offered support. Participation will continue to be tracked and reported.
22	Establish a districtwide middle school initiative and dedicate selected central office curriculum staff to focus additional attention on middle school issues. p.92	In Progress	$0	$0	$0	A number of initiatives and programs have been implemented or are being planned to focus attention on middle school issues. The district has actively sought and received major grants, including a Bridges to Success Grant for $1,939,485 and a Gear Up Grant for $11,999,459 (over five years) that affect middle school and the transition between middle and high school. In addition, the district provides quality summer-school programs and middle school retreats to focus staff on the needs of middle school students. The middle school Committee on Quality Teaching and Rigorous Learning has issued a number of significant recommendations regarding academic rigor in middle school, with a focus on math and science. The current Austin Collaborative Mathematics Education (ACME) mathematics

						grant for Grades 6-8 is a major step in this process and the district is developing a new grant proposal to focus on math and science in Grades 5-9.
23	Ensure the appropriate students are selected to take the practice TAAS by validating and expanding AISD's procedures for such practice testing. p.93	Complete	$0	$0	$0	In 2000-01, the district began to strengthen its process for administering TAAS practice data and using the resultant data. All campuses participated in two districtwide TAAS benchmarks. However, as the state moves toward TAAS II, principals and central support staff recognized that the use of TAAS release tests as a source of benchmark data is becoming less meaningful. As a result, beginning in 2001-02, AISD will develop and use incremental Texas Essential Knowledge and Skills (TEKS)/TAAS II benchmarks in Grades 2-10. These benchmarks will target specific TEKS and TEKS-aligned TAAS objectives, including those for science, social studies and subjects previously not tested by TAAS. This information will be collected. scored and

						analyzed districtwide and for each campus. Curriculum support staff will use the data to design and provide targeted assistance for schools and students.
24	Identify effective strategies in selected high schools that prepare and improve students' performance on the SAT and ACT for implementation at lower-performing campuses. p.95	Complete	$0	$0	$0	In the last year, seven strategies were identified as effective in preparing students for college entrance exams and were implemented across the district. In addition, the GEAR UP program supported early preparation efforts for 8th grade students in 10 of the more at-risk middle schools. The GEAR UP program is dedicated to increasing the numbers of low-income students who have the skills to succeed in undergraduate programs. The district uses tutors, college experiences, cultural experiences, mentors, technology, and college admissions test preparation with students; training for teachers; and enhanced guidance and counseling services for parents.
25	Develop a comprehensive plan for accurately reporting dropout rates that includes	Complete	$0	$0	$0	Extensive efforts involving all secondary campuses and the central office staff were marshaled to

	campus and districtwide strategies. p.99					provide multiple correction cycles for the dropout data as well as training for all staff in how to document and code school-leavers. Strategies for retrieving and reducing dropouts were developed and implemented by IMPACT teams on each campus, guided and supported by a new Dropout Prevention Coordinator as well as the Dropout Task Force.
26	Develop a formal evaluation system and monitoring strategies to ensure that counseling services are effective. p.100	In Progress	$0	$0	$0	Counselors at Garza Independence High School and the director of Guidance and Counseling analyzed counseling interventions that have contributed to positive outcomes with students who are potential dropouts or are recovered students who had dropped out but now have returned to school). Their work will be shared with counselors in fall 2001 as part of the counselors' professional development. The success of the new model will be monitored and, as necessary, strategies adjusted.
27	Retain. recruit and	In Progress	($826,875)	($263,750)	($1,318,750)	The district chose not

reassign highly qualified teachers to high-need campuses and reward student improvement with a bonus of up to $3,000. p.103					to implement a $3,000 bonus to reward teachers for gains in student performance but has taken some steps to attract highly qualified teachers to high-need campuses. Principals from high-need campuses are being invited to go on recruiting trips to seek candidates first-hand and also receive the first opportunity to select candidates for interviews. District officials said that they found the greatest incentive for teachers to come to a high-need campus was the assignment of top-quality principals to those campuses, which the district has been doing systematically. In the case of Blackshear Elementary, the campus was reconstituted. When the new principal was named, he was given the latitude to hire the teaching staff. Many experienced teachers applied for the positions because they had worked with the principal in the past and were excited about the challenge. While this will be an ongoing activity, the Human Resources Department

						will continue to track movement of staff at schools and will concentrate particularly on schools with high needs. In addition, both signing bonuses and an annual stipend for bilingual teachers are used to increase the supply of this high-need certification area. The proposed budget includes an increase from $1,000 to $1,250 for the bilingual stipend to keep the district competitive. The district has included all recruitment costs in this recommendation, including bilingual education recruitment, which is part of Recommendation 34.
28	Post AISD curriculum guides on the AISD Web site. p.104	In Progress		$0	$0	$0	Available ASID curriculum guides have been posted on the district's web site. As soon as additional guides can be made available electronically or scanned in, they will also be posted. Priority is being given to guides for the core curriculum areas at all grade levels.
29	Develop a comprehensive strategic plan that identifies specific	In Progress		$0	($500,000)	($3,200,000)	AISD has aggressively sought and received grant funds to support a major math initiative

	strategies to improve student performance in mathematics and social studies. p.106					(ACME) for K-8. A new grant proposal is being written that will address the integration of math and science, focusing on training and support for new teachers and math and science programs at selected campuses, Grades 5-9. The administration also is seeking budget increases in social studies and science to provide staff in sufficient numbers (three each for social studies and science) to complete the area support teams and provide curriculum design, development and implementation support. For the year to date, in addition to the grant funds, the district has spent $200,000 for salaries of math support staff and $300,000 to provide salaries for additional support staff in social studies and science. Over the next five years, AISD plans to spend $2 million for math salaries and $1.2 million for social studies and science.
30	Implement an appropriate data collection process that correctly reports the	Complete	$0	$0	$0	Accountability, Finance and Bilingual Education staff members reviewed, corrected and

	number of limited-English-proficient students served and the correct budgeted expenditures. p.109					established procedures for ensuring that student counts and budget information remain accurate. Recommendation #43 discusses the PEIMS data collection process in greater detail and recognizes the costs associated with review and monitoring activities performed by contractors to ensure the accuracy of the data being submitted.
31	Allocate bilingual/ESL staff to each campus based on student enrollment. p.111	Complete	$0	$0	$0	Staff members are being allocated to each campus based on good enrollment numbers. As discussed in the previous recommendation, the student enrollment data provided at the time of the review was incorrect, causing the overall allocation to appear skewed. For the short run, the Office of Bilingual Education is manually gathering correct data and assigning staff to schools based on these numbers. With the upgrade of the district's data systems, correct student enrollment data should be readily available for use in assigning bilingual staff in the future.
32	Evaluate the Language	Complete	$0	$0	$0	After receiving the TSPR

	Proficiency Assessment Committee's (LPAC's) process for reviewing student progress to ensure that student needs are being met. p.112					recommendation, campuses were directed to appoint an administrator as LPAC chair. As of October 2000, all campuses had appointed a site administrator as their LPAC chair. This action has enhanced the accountability of the LPAC reviews and recommendations.
33	Provide teachers with detailed Spanish-version TAAS performance analyses in a timely manner so they can be used for instructional planning for limited-English-proficient students. p.113	Complete	$0	$0	$0	AISD reviewed software that would facilitate detailed analysis of Spanish-version TAAS data for use in campus planning. AEIS-IT, a software package developed by the Region XIII Service Center, was selected. A district license has been purchased and all campuses have been provided campus-specific data and training in using the software to conduct customized analyses.
34	Assess the quality of all middle school ESL teachers and implement recruiting practices that attract the largest possible pool of qualified bilingual/ESL	Complete	($44,500)	$0	$0	AISD has incorporated the recruitment of bilingual teachers into its recruitment plan. The cost for this effort is included Recommendation 27. Both a signing bonus and an annual stipend are used to enhance the recruiting of bilingual

	teachers. p.115					teachers. ESL teachers are placed only at the secondary level. The most challenging recruitment issue is in the area of bilingual teachers assigned to elementary schools. The middle school ESL program has been reviewed and recommendations for the improvement of the instructional program have been communicated via letter to principals of schools with significant numbers of limited-English-proficient students. In addition, five bilingual supervisors provide instructional support for the district's bilingual and ESL teachers.
35	Locate a new Regional Magnet Campus at Reagan High School and make Kealing Middle School a magnet-only campus for grades six through eight. p.118	In Progress	($500,000)	$0	$0	The board appointed a 21-member Academic Magnets/Neighborhood Schools Community Working Group (CWG) to review the structure and related policies of the current "school within a school" model and identify and assess future options and related costs. While the CWG is exploring the concept of a regional magnet campus, it is not targeting any specific campus. The

						CWG will complete its work in September 2001 and the board is scheduled to take action in October 2001 for implementation in the 2002-03 school year. The cost of the future effort will depend on the strategy recommended by the CWG and approved by the board.
36	Evaluate the educational and economic impact of magnet programs on host campuses. p.122	In Progress	$0	$0	$0	The CWG is evaluating the educational and economic impact of magnet programs on host campuses, as discussed in the previous recommendation.
37	Implement the Texas State Plan for the Education of Gifted and Talented (G/T) Students. p.124	In Progress	$0	$0	$0	AISD has appointed a G/T director; updated board policies to align them with the Texas State Plan for the Education of G/T Students; evaluated and improved the G/T identification system; evaluated through stakeholder surveys and interviews the program design and curriculum; hired a data clerk to implement a systematic means of centralized accountability for G/T records and work with programmers; designed and implemented a cyclical evaluation process; expanded networking through

						electronic means and newsletters; and improved methods of information dissemination through meetings and web page.
38	Establish a system to accurately identify, track and report the number of gifted students and certified gifted and talented teachers involved in teaching gifted students. p.125	Complete	$0	$0	$0	The director of Advanced Academic Services worked cooperatively with the Departments of Human Resources and Accountability to correct the data and ensure that procedures are in place to maintain the data's accuracy in the future. Recommendation #43 discusses the PEIMS data collection process in greater detail and recognizes the costs associated with review and monitoring activities performed by contractors to ensure the accuracy of the data being submitted.
39	Annually report the distribution of funds allocated to gifted and talented education. p.127	Complete	$0	$0	$0	This report is now generated annually. Because of the problems with the existing computer system, reporting has been difficult. With the implementation of the new system, this process as well as the accuracy of data should be greatly improved.
40	Develop gifted and talented curriculum guides	In Progress	$0	$0	$0	Prior to the development of any curriculum guides, a

	by grade level and content. p.127					gifted education curriculum scope and sequence must be designed as a framework for any additional curriculum development. A scope and sequence has been designed based on TEKS and best practices in gifted education by teachers, administrators and G/T consultants and will be implemented in the fall 2001. Additional support documents will follow based on teacher and parent feedback and needs assessments.
41	Comprehensively reevaluate special education services to better meet the needs of special education students. p.132	In Progress	$0	$0	$0	AISD hired a new director and assistant director of special education. Restructuring of the department is being planned by the new administration, and a comprehensive program evaluation is under way.
42	Establish a system to ensure that AISD personnel efficiently use prereferral intervention teams at each campus. p.134	In Progress	$0	$0	$0	Collaboration between regular education and special education for the purpose of researching and improving prereferral intervention is in progress. The district created a Special Education manual and extensive training of campus staff in research-based best

						practices is being planned.
43	Establish a system to ensure that the correct number of special education teachers is reported to TEA. p.135	Complete	$0	($85,000)	($115,000)	The new director of Special Education worked closely with the Departments of Human Resources and Accountability to correct the data and to ensure that future data will be maintained accurately. AISD also contracted with Gibson Consulting Group, Metro Information Services and Customized Computer Software to review the PEIMS submissions this year, and plans to conduct a similar external review next year to monitor the submission.
44	Allocate additional staff to assist with ARD/IEP workload to ensure that teachers spend adequate time with students. p.137	In Progress	($1,694,250)	$0	$0	Federal funds are being used to hire and restructure current staff. Additional assistance with the ARD/IEP workload will be provided through the implementation of an electronic ARD/IEP system in 2001-02.
45	Establish clear leadership responsibility for School to Career Program management and install career labs in all middle schools. p.148	In Progress	($960,000)	($460,000)	($1,160,000)	A director for the School to Career Program has been hired and has established clear leadership for the program. Career Laboratories have been established in 10 of the 17 middle schools to date. Costs for the

						remaining Career Laboratories are expected to be $700,000. The current plan calls for installing two additional Career Laboratories in each of the next two years and three Career Laboratories in the third year, funds permitting.
46	Designate the deputy superintendent for Accountability and Information Systems Technology as the single point of contact between School to Career programs and the business community. p.149	Complete	$0	$0	$0	The superintendent has designated the deputy superintendent for Accountability and Information Systems as the single point of contact between School to Career Programs and the business community. This deputy supervises the director of School to Career and sits on the Workforce and Education Board of the Chamber of Commerce. A Career Workgroup has been formed and is making recommendations to revitalize the SAC programs. This workgroup will make recommendations relating to a business advisory structure to provide ongoing support to these programs.
47	Improve School to Career counseling by analyzing data and using the	Complete	$0	$0	$0	Data from the Individual Academic and Career Plan (IACP) have been

	analysis to help students' career planning. p.151					collected from students in grades 5-11. Results have been analyzed and used to assist both districtwide and individual student career planning. Results also have been used to guide the Career Preparation Workgroup as they plan for the future career programs. Plans are under way for streamlining data collection and eventually supporting electronic development of IACPs.
48	Implement an Early College Start-type program to provide benefits and financial savings to students and parents. p.156	In Progress	$0	$0	$0	The district is aware of the financial savings to students by enrolling in an "Early College Start" program as well as the opportunity this provides for students to get ahead in today's competitive world. After the newly developed "Early College Start" program policy is approved by the board and the administrative regulations are reviewed, a task force comprising the deputy superintendent for Accountability and Information Systems, the director of Guidance and Counseling, the director of School to Career and principal

						and counselor representatives will reconvene to develop best practices for the program and plan a training and orientation session for August 2001.
49	Direct compensatory funds to campuses with the highest educational need. p.162	Complete	$0	$0	$0	The district's basic table of organization allocates additional resources based on the percent of students eligible for free or reduced-price lunch. Also, the schools with the largest percentages of economically disadvantaged students receive Account for Learning (AFL) funding. AFL is a locally funded initiative begun in 1999-2000. The primary goal of the AFL is to increase reading and math achievement at campuses with high percentages of economically disadvantaged students through equalization of recourses, to support high-quality instruction across the district. Previously, the district's coding and data were inaccurate, giving an appearance that compensatory funding was not being allocated appropriately.

						Now that the data have improved, the district can show that its budget meets federal and state guidelines. The district improvement plan and all campus improvement plans include a breakout of State Compensatory Education funds with services delineated, total full-time equivalents (FTEs) and total dollar allocation.
50	Provide campus-level detailed TAAS performance analyses in a timely manner so that these can be used for effective instructional planning. p.165	Complete	$0	$0	$0	Staff members evaluated the software available to support detailed evaluation of TAAS data. The AEIS-IT software developed by Region XIII Service Center was selected, a districtwide license purchased and campuses provided with their own data and training in the software to meet their own instructional planning needs.
51	Develop an ongoing assessment of federal and local education programs. p.167	Complete	($515,900)	$80,000	$520,000	AISD reduced two federally funded positions in the Office of Program Evaluation and additional reductions are planned for next year. One locally funded position was added on a temporary basis. Some programs that do not require annual reviews have been scheduled

					for alternate-year reviews to reduce the evaluation load. Three primary stakeholders - funding agents, program staff and decision makers - indicated a need for more support in the area of program evaluation, and the TSPR report recommended 16 new evaluations. Evaluation strategies are being adjusted to support this additional focus.
	Totals: Chapter 2		($4,541,525)	($1,228,750)	($5,273,750)	

Chapter 3: Community Involvement

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
52	Inventory all community involvement programs and develop a strategic plan to maximize communication and coordination among them. p.175	In Progress	$0	$0	$0	This year, AISD has engaged in the following activities aimed at the coordination and improvement of community involvement efforts: developing a clearinghouse of interlocal agreements between AISD and external organizations to eliminate duplication of efforts; compiling a report of business and volunteer support for schools and educational programs; conducting an inventory of after-school programs at all AISD campuses; organizing campus IMPACT teams and compiling campus resource guides to connect students and parents with

						community services; organizing a Parent Involvement Task Force and establishing parent involvement standards to improve the linkages between school and parents; convening quarterly meetings of the Austin City Council and AISD board to coordinate actions on issues of mutual interest; and developing a districtwide customer service model to improve interactions between AISD campuses/departments and community stakeholders.
53	Ensure that parent education specialists in schools with a Hispanic population are bilingual. p.176	Complete	$0	$0	$0	All but nine of 66 positions needing a Spanish-speaking staff member have been filled. As vacancies occur, the vacancies will be filled with a Spanish-speaking person. The preferred skill of bilingual Spanish ability is included as part of the job description whenever appropriate.
54	Annually evaluate the effectiveness of internal and external publications, television programming.	Complete	($4,000)	$0	$0	The Communication Department was able to use the results of the 2000 Austin ISD Parent Survey conducted by the University of Texas

	public relations campaigns and media relations and use the results to modify publications and programs. p.186					and the Greater Austin Chamber of Commerce to determine the effectiveness of and improve both its internal and external communication initiatives. The Communication Department anticipates using results of the annual Parent's Survey to continually evaluate the programs' effectiveness.
55	Restructure and consolidate AISD programming into one cable channel. p.190	In Progress	$200,000	$0	$125,000	The Communication Department is working with both AISD's Professional Development Office and representatives from KLRU-TV to develop new methods of delivering instructional programming to teachers and classrooms via Web casting and High Definition Television (HDTV), thus eliminating the need for programming on Cable Channel 18. KLRU hopes to make Web casting available in the Austin area in 2003 and HDTV is anticipated to be available by 2004-06.
56	Institute quarterly meetings of the superintendent	Complete	$0	$0	$0	Dr. Forgione has now conducted Community Forums

	and central office staff with parents and community members to discuss educational issues and obtain public input. p.191 (PF)					in each trustee district. These forums are well-publicized and receive positive feedback from AISD constituents who attend. Dr. Forgione appears on the monthly program Chalktalk on AISD Cable Channel 22 where he is available to answer questions from Austin constituents. Also, Dr. Forgione continues a very heavy public speaking schedule in all parts of the Austin community. These appearances are often publicized to the news media and frequently his written remarks are posted on the AISD Web site.
57	Aggressively recruit school volunteers for campuses with low volunteer involvement. p.195 (PF)	Complete	$0	$0	$0	In July 2000, AISD identified some of the schools with low volunteer involvement, listed below, to provide additional assistance from the Partners in Education Program: Blackshear Elementary School; Brooke Elementary School; Dobie Middle School; Johnston High School; and Oak Springs Elementary School. Beginning in July 2000, district staff met with the

						principals and Partners in Education contact persons at each of these campuses before the beginning of the school year to offer additional assistance. Staff conducted a needs assessment of all the schools; recruited partners from the community; coordinated meetings with the partners at three of these schools; held a press conference for two of the schools; conducted training in October 2000 for campus staff from all schools on recruiting partners, mentors and volunteers; trained more than 400 mentors for the schools; and overall made a concentrated effort to increase the partners, mentors and volunteers, as well as increase the cash and in-kind donations at each campus.
58	Develop a comprehensive plan for the AISD Public Education Foundation that addresses the generation of funds, sets fund targets and specific uses for	Complete		$0	$385,000	$1,925,000	Following the recommendations of TSPR, the AISD Public Education Foundation Board has held four meetings to reorganize and restructure. These meetings took place on April 25, 2000,

the funds. p.197 (PF)					August 24, 2000, February 22, 2001 and May 2, 2001. Over the course of these meetings, the foundation updated all IRS records and retained its tax-exempt status; the members remaining from the original board added a slate of new board members to increase board membership to 17; the foundation became a fund within the Austin Community Foundation; and the board amended its by-laws to allow more effective and efficient operation. The board held a retreat on May 2, appointing an executive committee to recommend fundraising targets and strategies, guidelines for the funds, board roles, duties and responsibilities and the relationship of the foundation to other district entities, such as Partners in Education and the PTA. Funds raised since June 1, 2000: $385,000. June 1, 2000-- $100.000 from

						Manuel and Jane Zuniga to support Blackshear Elementary
						June 1, 2000 through June 1, 2001--$11,000 from individual donors to support Blackshear through a fund set up by the Zunigas within the foundation
						July 1, 2000--$125,000 from the RGK Foundation for the AISD professional-development partnership with the Institute for Learning
						November 15, 2000--$19,000 from Austin Social Venture Partners to support software for the ELLA Academy at Webb Middle School for recent immigrant students
						May 31, 2001--$5,000 from SVERDRUP/Jacobs to support AISD art programs
						July 1, 2001--$125,000 from RGK Foundation to support second year of AISD professional-development partnership with the

					Institute for Learning The Foundation Board is developing a strategic plan that will include a fund-raising goal. This should be accomplished by November 2001. If current levels of donations continue at the 2000-01 rate, five-year estimates will reach nearly $2 million.
	Totals: Chapter 3		$196,000	$325,000	$2,050,000	

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	AISD's Projected Five-Year Savings (Costs)	Comments
59	Review and revise all outdated personnel policies. p.206	Complete	$0	$0	$0	As of August 2001, all personnel policies have been revised, approved by the board and all are now online.
60	Hold all supervisors accountable for ensuring that all performance evaluations are completed in a timely manner. p.209	Complete	$0	$0	$0	The Human Resources Department has created a checklist for monitoring the return of employee evaluations. The new appraisal systems for campus and non-campus-based administrators also includes accountability for quality appraisals and compliance with policies and rules that require timely completion of

						appraisals.
61	Hold all supervisors accountable for documenting poor performance and monitor improvement plans for employees. p.211	Complete	$0	$0	$0	Employee Relations has worked closely with all supervisors to create and monitor improvement plans for employees. All timelines for addressing issues of termination and non-renewal of contracts for unsatisfactory employees have been met. As mentioned above, the new appraisal systems for campus and non-campus-based administrators also includes accountability for quality appraisals.
62	Develop a single performance appraisal for all of AISD's nonteaching employees. p.217	In Progress	$0	$0	$0	The district is moving toward a more standard format although it has elected to stay with more than one appraisal form for non-teaching employees. The recently developed campus administrator and non-campus-

					based administrator appraisal instruments are examples of the move toward a more standard format.
63	Develop a formal recruiting process and strategy to track the district's success at using recruiting events to hire minorities. p.223	Complete	$0	$0	$0	The Human Resources Department's Recruiting Action Plan for 2000-01 contains a goal and strategies to "Increase the number of African-American and Hispanic teachers hired by 50 percent." A system is in place to assess the successful employment of minority teaching applicants. The goal identified in the response above represents 250 additional minority teachers for the 2001-02 school year. As of July 15th the district had employed through its various recruiting events 148 additional minority

						teachers. It is projected AISD will meet or exceed the goal by the end of the August hiring season.
64	Alter the formal travel stipend policy to limit it to the superintendent and area superintendents. p.226	In Progress	$0	$0	$0	A more detailed analysis that examines current stipend levels in light of increasing cost for fuel needs to be completed before bringing a final recommendation.
65	Develop a formal compensation philosophy. p.227	Not Implemented	$0	$0	$0	The District will continue to study the recommendation of a pay-for-performance system. This type of system would require additional resources. The amount would have to be determined based on how the system is structured. This issue will be included as part of the study of the District's formal compensation philosophy.
66	Establish a pay-for-performance system for AISD	In Progress	$0	$0	$0	The district is reassessing the offer of contracts

	employees. p.229						to employees who are not required by state or federal law to hold certificates or permits. A recent example is the employment of legal staff without contracts. The district is concerned that if the practice is totally eliminated, the results will greatly diminish its ability to attract and retain quality employees. The district has moved to a single "professional contract" for all employees who receive contracts. This action provided the district greater flexibility in addressing employee assignments.
67	Update all job descriptions every three years. p.230	In Progress		$0	($52,000)	($260,000)	The Human Resources Department created a new compensation analyst position to be responsible for creating and

					updating job descriptions. All district job descriptions will be reviewed by January 1, 2002 and will reviewed thereafter at a minimum of every three years.
68	Discontinue the practice of awarding contracts to employees who are not required by state or federal law to hold certificates or permits. p.232	In Progress	$0	$0	$0	The district is reassessing the offer of contracts to employees who are not required by state or federal law to hold certificates or permits. A recent example is the employment of legal staff without contracts. The district is concerned that if the practice is totally eliminated, the results will greatly diminish its ability to attract and retain quality employees. The district has moved to a single "professional contract" for all employees who receive

						contracts. This action provided the district greater flexibility in addressing employee assignments.
69	Reorganize all employee relations activities under the director of Employee Relations and add one representative to assist the director with the additional workload. p.233	Complete	($226,005)	($120,000)	($600,000)	During fall 2000, the Human Resources Department reorganized all employee relations activities under the director of Employee Relations and added an Employee Relations coordinator and support staff to assist the director with the additional workload.
70	Conduct periodic surveys of district staff to determine the effectiveness of staff training offerings and adjust courses to improve service. p.235	Complete	$0	$0	$0	A sample of the district's staff is surveyed annually to determine how effective professional training programs are on a general basis. In addition, exit surveys are conducted after every training session to provide specific information useful for

					revising and improving individual efforts.
	Totals: Chapter 4		($226,005)	($172,000)	($860,000)	

Chapter 5: Facilities Use and Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
71	Reassess current and future building plans and reallocate dollars to areas where facilities are needed to address enrollment and capacity needs. p.249	In Progress	($750,000)	$0	$1,500,000	Recommendation 74 addresses the facility management planning process in detail. This process includes "developing space use priorities and guidelines for the allotment of space"; "develop an inventory of space by type of facility"; "develop demographic projections for one, three, six and nine years"; and "compare future space needs to current inventories by type of space." The initial part of the facility management planning process will facilitate the district's assessment of current and future building planning needs to guide their future decisions in

						this area. Potential savings shown are estimated as follows: $1.1 million from the anticipated sale of Dill Elementary School. $150,000 from the lease of the Baker gym for Ballet Austin. $250,000 from the anticipated sale of portables.
72	Improve management of permanent classroom space by formalizing and implementing a strategy for more efficient use. p.250	In Progress	$0	$0	$0	According to administrators, the management of permanent space is to be evaluated annually. The plan includes the capability to identify the use of all rooms, permanent and portables. Campus principals will be required to keep their room use descriptions current. These "supported" and "discretionary" uses will be reviewed annually in all schools. Reallocation of rooms and uses will be decided using district priorities. AISD has no intention of assigning secondary teachers a

					"permanently assigned classroom." Earlier this year, the parameters for room use decisions were drafted, approved and sent to principals to inform the room use and allocation of portable room decisions. A review of the current capacity/membership was completed to see if any campuses could be consolidated. A standard of 70 percent of permanent capacity was established as a threshold for redirection of use, consolidation or closure. Two opportunities were identified at the elementary level, one for a boundary adjustment and one for the relocation of an existing program, which resulted in a potential sale of the former program location.
73	Improve the district's management of portable space by formalizing and implementing a strategy for its use, and sell surplus portable	In Progress	$16,441,689	$0	$2,100,000	As a part of the close-out to the 1996 bond issue, the district has begun work on Facility Management Plan software requirements and functions; employed

	units. p.253					Harner and Associates to assist with the five-year forecast; and has formalized and sent room-use parameters to assist the campuses to identify portables with potential for sale, if confirmed by the five-year forecast. According to district officials, the sale of surplus portables has been delayed because of Indoor Air Quality (IAQ) problems that have been encountered. Where remedial IAQ work is found to be necessary, portable rooms are used to house students while work is effected in the permanent facility. Further assessment of IAQ issues is under way and will be completed during the 2001-02 school year. The construction of additional portables has been put on hold and the district is manag-ing with available portable stock.
74	Create a comprehensive facilities master plan and annually monitor the	In Progress		$0	($25,000)	($2,000,000)	The primary challenge of facility management and the creation of a facility master plan is

					securing and maintaining the resources necessary to organize, implement and maintain the facility management database and complete a comprehensive condition assessment for each district facility. District staff are working with the Archibus consultant to develop a model for facility condition assessment that is being loaded into a hand-held computer so that facility condition assessment data can be gathered electronically. The board has reviewed the initial presentation on facility condition assessment and has authorized the staff to issue a Request for Proposals (RFP) to determine the costs associated with this initiative. Staff members will gather these data and present a proposal for board approval in June or August 2001.
district's progress toward implementation. p.256					
75	Identify and sell properties for which AISD has no plans, develop	In Progress	$999,121	$0	$250,000	AISD's miscellaneous properties were reviewed in light of

a formal strategy to sell these properties and sell miscellaneous properties. p.258					current and future plans and programs. In cases where opportunities for sale were deemed to be available, appraisals were secured. The district is openly pursuing sales of surplus property and remains open to future opportunities in this area. Current efforts include: Anticipated sale of Dill campus in connection with the analysis of permanent space undertaken per Recommendation 72 - $1,000,000 Sale of district right-of-way at Barrington Elementary to Walgreen's Analysis of 15+ acres adjacent to the Service Center for possible sale in connection with Affordable Housing Analysis of AISD, joint City of Austin/AISD, and Austin Community College (ACC) property with the Rio Grande Campus and House Park Potential lease of a

						portion of a district facility to a nonprofit organization.
76	Define, document and formalize the process for planning and implementing a construction program. p.261	In Progress	$0	$0	$0	The process for "Passing and Implementing a Successful, Large-Scale Bond Program" was the subject of a presentation given by Board President Kathy Rider at the March 2001 National School Board Association Convention. The presentation contains the basic steps for planning and implementing a bond program from the board's perspective. The Educational Specification Committee is updating the district's specifications in preparation for the next bond program. The comprehensive process for defining, documenting, and formalizing the planning and implementation process of a construction program is being revised as part of the process outlined in Recommendation 74 and is expected to be completed in

						September or October 2001.
77	Purchase and implement a maintenance management system to assist the district in prioritizing work and ensuring that critical tasks are completed. p.269	In Progress	($40,000)	$0	($40,000)	Bi-Tech, the vendor selected to provide the district's new financial software, is developing a maintenance management system to assist the district in managing these functions.
78	Evaluate the need and usage of district vehicles and sell excess vehicles. p.271	In Progress	$116,000	$0	$175,000	This audit considers the vehicles maintained by the Vehicle Services Department, which excludes the Transportation Services vehicles. Each year, departmental directors will be asked to evaluate usage for any vehicle that travels less than 10,000 miles and justify its use or make a recommendation to the appropriate deputy superintendent about whether the vehicle should be redeployed and the affected employee receive a stipend or mileage allotment. Ten staff cars have been identified as excess, all of them driver education cars. When the district-financed drivers

						education program was discontinued, these cars were assigned to the service center and over time an assumption had arisen that this was a district- financed motor pool. These cars will be sold and not replaced, resulting in an annual savings of at least $5,000 per year in maintenance and operational costs. An additional savings of $15,000 per vehicle would be realized since AISD would not be replacing these vehicles.
79	Develop formal, position-specific training requirements for maintenance personnel. p.272	In Progress	($65,200)	$0	$0	The assistant director of Maintenance has visited with Northside ISD and is in the process of implementing its training model. Implementation of this model began in July 2001 and is expected to increase the number of hours of training each employee receives to 56 hours annually. Training sessions will be held weekly at departmental meetings at the Service Center at no additional cost to the district.

80	Develop work performance and material use standards for maintenance. p.273	In Progress		$0	$0	$0	The data necessary to benchmark these standards will be a product of the new maintenance software program. After these data are gathered and the standards are integrated into the electronic system, this recommendation can be completed.
81	Expand the "zone" concept for maintenance to include painting, plumbing and electrical crews. p.274	In Progress		$0	$0	$0	A zone maintenance organization for plumbing, heating, painting and electrical has been designed and will be implemented with the 2001-02 school year. In addition, the school district uses a "rapid response team" during the summer months to complete maintenance projects in buildings that need intensive attention. The staff for these projects includes volunteer custodial personnel who want the opportunity to upgrade their skills to become eligible for more highly skilled jobs. This strategy serves as a recruitment device to encourage existing employees to improve their current

					skills and provide a pool of applicants for vacant skilled trade positions.
82	Standardize custodial shifts and responsibilities across the district and develop a strategy that brings AISD's custodial staffing levels in line with the suggested industry average. p.278	In Progress	$1,843,480	$207,384	$1,036,921	The Housekeeping Services Department has made recommendations for standardized district custodial schedules. This recommendation is under review by the superintendent and his cabinet. The allocation of space per custodian in Austin ISD is currently at 19,448 square feet. This allocation exceeds the TSPR recommendation of 19,000 square feet per custodian.
83	Consider outsourcing all or part of AISD's maintenance and custodial functions to reduce cost or improve the quality of services. p.283	In Progress	$0	$0	$0	The Maintenance Department outsources water treatment, refuse collection and grease trap maintenance. The district will continue to look for opportunities to save money by outsourcing. The district has in past years outsourced landscaping services and has piloted custodial care outsourcing in several schools. Neither of these

					efforts resulted in the level of service expected or the customer satisfaction necessary to continue with these programs.
	Totals: Chapter 5		$18,545,090	$182,384	$3,021,921	

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
84	Maximize short-term investments by regularly moving funds to the account that earns the higher yield. p.294	Complete	$282,810	$42,000	$210,000	According to the district's new chief financial officer (CFO), who arrived just before the release of the TSPR review, the district is moving funds to the account earning the best rate at the time. The district apparently believed, however, that TSPR had recommended that all district funds be invested in one pool. That is not the case. Appropriate diversification of investments, or the spreading of investments over a number of securities or

						different securities and maturities, reduces risk. The goal of diversification is to balance or spread risk and to minimize fluctuations in both the portfolio value and income. AISD's current investment practices appear to balance diversification and investment return, and have netted the district additional interest revenues in the process.
85	Develop weekly, monthly and annual cash flow forecasts by account using computer-based information resources provided by the depository. p.295	Complete	$0	$0	$0	At the time of the review, AISD was preparing an annual cash flow project that was not sufficiently detailed to allow accurate future cash flow projections. The current CFO visited with the El Paso ISD, a district pointed to as having an exemplary cash flow process.

					and incorporated some of their processes into district practice.
86	Use the bank's zero-balance account (ZBA) feature to automatically sweep operating and construction fund balances into overnight investment accounts. p.297	Complete	$6,475	$1,295	$6,475	The district began using the ZBA feature during the 2000-01 school year.
87	Redesign the monthly investment report to eliminate detailed daily transaction schedules while incorporating more summaries, charts, overviews, narratives and analyses. p.299	Complete	$0	$0	$0	As of May 2000, the monthly investment report was been revised as recommended.
88	Transfer securities and investments records to the portfolio management software and immediately begin using the system's full capabilities to manage the district's investment portfolio. p.301	Complete	$0	$0	$0	The district had begun to implement this recommendation even before the final report was released. All investments were transferred to the EVARE portfolio management software. The investments listing attached to the investment

						report are now prepared using this software.
89	Expand the contract of the professional benefits consultant to include assistance in preparing the next RFP for group health care services. p.315	Complete	$574,295	$2,882,201	$8,000,000	The district released an RFP for group health care services. Comparing the bid received after employing the benefits consultant to the one received before, it appears that the district avoided $2,882,201 in costs for the 2001-02 fiscal year. Using these services over the next five years should allow the district to avoid up to $ 8 million in costs for its health insurance program.
90	Hire a full-time benefits clerk to relieve the workload in the Benefits Office and transfer responsibility for completing Texas Teacher Retirement System forms to the Human Resources Department. p.318	Complete	$13,095	$0	$13,095	Due to the change in the health care program, which reduces the number of options available to employees, the workload in the Benefits office will be reduced, which will in turn reduce the need for an additional clerk.

91	Implement a wellness program to encourage preventive health care practices among district employees. p.322	In Progress	$208,868	$0	$0	The district and Education Austin are in the process of reviewing an Employee Assistance Program that includes wellness as a major component.
92	Provide incentives for safety coordinators and district employees to reach accident reduction goals set by Risk Management. p.327	In Progress	$372,250	$47,787	$238,935	The Maintenance service center, Transportation Department and Nutrition and Food Services Department have developed safety incentive programs in consultation with the Risk Management Department. Based on prior claim cost comparisons, claims have fallen by $47,787 over the last year and are expected to continue to fall as other departments implement similar programs.
93	Develop and maintain a comprehensive fixed-assets	In Progress	$86,523	$0	$51,915	A new software system has been purchased. Its implementation

	management system to ensure that district fixed assets are properly identified, monitored and safeguarded. p.331					will delay full implementation of a comprehensive fixed-assets management system until the 2001-02 fiscal year. The current level of staffing must be maintained until the new system is operational.
94	Adopt a policy that requires central administration to identify, track and inventory only fixed assets worth more than $1,000. p.333	Complete	$0	$0	$0	The district is in the process of raising its capitalization limits for fixed assets to $5,000 for financial statement purposes but continues to track assets valued at $300 or more.
	Totals: Chapter 6		**$1,544,316**	**$2,973,283**	**$8,520,420**	

Appendix A: Status of Recommendations and Savings
Chapter 7: Financial Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
95	Eliminate the community business liaison position and adopt a district policy that establishes guidelines and goals for including historically underused businesses on AISD purchase orders and contracts. p.345	In Progress	$311,920	$62,384	$311,920	The community business liaison position has been eliminated at a savings of $62,384 for each of the next five years. The district will review the policy that establishes guidelines and goals for including historically underused businesses on AISD purchase orders and contracts to assess and strengthen the language of the policy to ensure that the district's intent to encourage the participation of these groups is clear.
96	Move the Benefits Office from the	Not Implemented	$0	$0	$0	The district believes this

	supervision of the comptroller to the supervision of the executive director of Human Resources. p.346					recommendation must be studied further to determine the most effective organizational placement for the Benefits function.
97	Ensure accountability and continuity in the district's financial operations by making the chief financial officer responsible for all financial monitoring, planning and forecasting. p.348	Complete	$0	$0	$0	This recommendation was implemented immediately after the employment of the current CFO. According to the CFO, Recommendations 97 and 98 were key to maintaining control over the district's finances and ensuring accountability. Having a single individual serve as a clearinghouse for the key processes of financial management and budgeting ensures greater consistency and stability.
98	Transfer direct authority over and responsibility for the district budget from the Budget team to the Budget director. p.353	Complete	$0	$0	$0	In February 2000, the district hired a budget director to take over the responsibility of developing, implementing and monitoring the district's budget.
99	Prepare a district	Complete	$0	$0	$0	The 2001-02

	budget based on fund/function classification and that serves as a policy document, an operations guide, a financial plan and communications device. p.354					budget was prepared according to the TEA guidelines, including fund and function classifications. According to the district's CFO, the budget will now be more useful as an operations guide, financial plan and communication device - a major improvement over the past.
100	Amend board policy to require a fiscal impact statement on all proposed budget actions, including the impact of those actions on the optimum fund balance. p.356	Complete	$0	$0	$0	The Finance Office provides a monthly budget report on cumulative amendments and proposed amendments to the board prior to the board's meeting. This report includes estimated beginning and ending fund balances for the general fund, special revenue fund and debt service fund.
101	Create, adopt and implement standardized business operating procedures aimed at streamlining business processes	Not Implemented	$0	$0	$0	Management agrees with the need to have a written procedures manual for regular competitive tasks

	and equipping personnel with the guidance and authority necessary to serve the district's customers effectively. p.359					but has chose to defer implementation until the new finance software is in place.
102	Reduce the total number of payrolls from four monthly and two biweekly payrolls to one monthly and one biweekly payroll. p.360	In Progress	$427,050	$0	$256,230	The Financial Services Department is developing a plan to reduce the number of monthly and bi-weekly payrolls. The department is analyzing the payroll software package that will be implemented by September 1, 2001. When this analysis is completed, the plan for reducing the number of payrolls can be finalized and implemented.
103	Outsource AISD's payroll data collection, processing, check printing and direct deposit functions to an external vendor. p.362	In Progress	$103,043	$0	$61,827	The Financial Services staff has had several presentations and meetings with the software consultants for the new financial system to examine ways in which payroll processes could be streamlined while ensuring effective and timely

						completion of all payrolls. As these analyses are completed, the district will be able to make a decision on which payroll functions could be cost-effectively outsourced.
104	Update and adopt a new charter for the Internal Audit Department that includes the Standards for the Professional Practice of Internal Auditing promulgated by the Institute of Internal Auditors. p.365	Complete	$0	$0	$0	The Internal Audit department charter, developed using the Institute of Internal Auditors sample charter, was adopted by the board on January 8, 2001.
105	Adopt a formal risk assessment of the AISD organization and its operations, programs, systems and controls to be used by Internal Audit in identifying potential high-risk areas for review. p.366	Complete	$0	$0	$0	After seeking input from the Financial Services Department and the external auditors, the Internal Audit Department developed a list of potential audit areas. Each area was evaluated using the attached Risk Assessment Questionnaire. This process will be repeated on an annual basis.
106	Create a standing audit committee of the Board of	In Progress	$0	$0	$0	The establishment of the Board Subcommittee on

	Trustees that directs the Internal Audit Department and monitors the external audit function in auditing and investigating district operational and financial matters. p.367 (PF/LT)					Budget Development has addressed the area of financial oversight. However, the board will appoint an Audit Subcommittee during summer 2001 to specifically address this recommendation.
107	Fill the vacant director of Internal Audit position and hire at least two additional audit staff. p.368 (PF/LT)	Complete	($534,570)	($35,264)	($466,171)	The position of director of Internal Audit was filled in September 2000. The two additional internal auditor positions were filled as of February 2001.
108	Hire two full-time staff accountants and reassign the oversight responsibilities for school bookkeeping activities, training and support to the Finance Department. p.369	In Progress	($378,010)	$0	$0	The Internal Audit department has added two auditors to give feedback to campuses and assess their bookkeeping and accountability for student activity funds on a more regular basis. The Internal Audit and Financial Services Departments have been working to simplify the campus bookkeeping processes and provide training

						on the standard chart of accounts for student activity funds. The new financial software will provide campus users with the capacity for training in real time. These technological upgrades make it possible to function with the current district staff.
109	Develop an annual audit approach that will enable AISD to comply with Texas Education Code financial reporting requirements. p.371	Complete	$0	$0	$0	This year's audit report and PEIMS submission were completed successfully and plans are in place to continue gathering and compiling data through a manually intensive process until the new computer system becomes operational. Once the new administrative computing system is in place, the process should be streamlined and more efficient.
	Totals: Chapter 7		**($70,567)**	**$27,120**	**$163,806**	

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	AISD's Projected Five-Year Savings (Costs)	Comments
110	Develop a comprehensive purchasing policy and procedures manual for all offices in the Purchasing Division, campuses and departments, and place the manual on the district's Intranet. p.381	In Progress	$0	$0	$0	Two publications are providing interim information on district purchasing policies and procedures while the new software system is being implemented. "Materials Management: Guidelines and Information" and "2000-01 AISD Grant Management Information" provide guidelines and procedures to assist central and campus staff. District purchasing policy and procedures will

						change with the implementation of a new software system. An accompanying manual will be developed when the new software system is implemented.
111	Revise and implement AISD board policies for competitive purchasing to reflect changes in the Texas Education Code. p.384	Complete	$28,500	$5,700	$28,500	The policies have been revised and the board has approved them.
112	Require all departments and campuses to use the online purchasing requisitioning and approval system. p.385	In Progress	$23,400	$0	$0	The online purchasing requisition and approval system has been selected and will be implemented districtwide in conjunction with the new financial services software.
113	Expedite the purchase requisition approval process by authorizing purchasing assistants and buyers to approve purchase requisitions of $1,000 or less and by developing a procurement card	In Progress	$25,650	$0	$0	The district is studying the use of procurement cards, but unresolved expenditure coding issues may inhibit its ability to fully implement this recommendation.

	program. p.387				
114	Develop, implement and train users on administrative policies governing appropriate use of central office reimbursements and confirmation orders. p.390	Complete	$0	$0	$0	Policies have been revised and training sessions are being conducted, with attendance strongly encouraged. Revised procedures brought about by the software implementation will be integrated into this training when the system is operational.
115	Develop and use key performance measures to aid in the management of AISD's purchasing operations. p.392	In Progress	$0	$0	$0	The new software system will enable the collection of measurement data. These data must be collected for at least two years to determine trends. The new BiTech system includes a series of planned purchasing reports as well as 14 reports that will be used for tracking warehouse inventory. These data give preliminary information about the types of performance

						measure data that will be collected when the new system is implemented.
116	Require principals to follow the textbook inventory guidelines in Guide to Textbooks. p.396	Complete	$257,365	$0	$350,000	Principals are now required to attend textbook training and school performance on textbook accountability is monitored, with follow-up on an as needed basis by the area superintendent. In addition, during summer 2001, each school in the district is being audited to gather data on the current status of textbook accountability. This will give the district an up-to-date accounting and provide baseline accountability information for the area superintendents as they work with their building principals.
117	Sell obsolete transportation inventory and open the	In Progress	$154,366	$0	$75,000	Past attempts to sell surplus transportation parts via sealed

	acquisition of transportation parts to competition. p.400					bid received no offers. Efforts are under way to make another attempt this summer. The current parts supply agreement expires in April 2001 and will be rebid. Purchasing and Transportation personnel will determine which parts can be obtained promptly from Austin-area vendors and will no longer stock those in Materials Management Warehouse.
118	Develop and implement a policy and procedure governing the use and disposal of surplus classroom furniture. p.403	In Progress	$44,807	$0	$30,000	The board revised its policy regarding the disposal of surplus property in February 2000. Campus administrators were notified about the opportunity to schedule an appointment to inspect surplus classroom furniture, but full implementation of this recommendation

						is not expected until the 2001-02 school year.
119	Clearly label all warehouse aisles and shelves to facilitate efficient removal of stock. p.404	In Progress	$0	$0	$0	This work is expected to be complete by August 31, 2001.
	Totals: Chapter 8		**$534,088**	**$5,700**	**$483,500**	

Appendix A: Status of Recommendations and Savings
Chapter 9: Computers and Technology

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
120	Establish a plan to replace AISD's business and student information systems and dedicate funding to complete that mission. p.418	Complete	$0	$0	$0	Plans to replace AISD's Finance, Human Resource and Student Information systems have been made and funded and implementation has begun. Extensive training has been conducted. Data mapping is underway and conversion of data to the new systems has started. All of the programs are on time and under budget.
121	Reorganize Technology Services to better align it with an improved	In Progress	$0	$0	$0	Technology Services is being realigned to provide support more

	planning model and a multi-tiered technical support structure. p.421					efficiently and match campus needs and priorities more closely.
122	Create a knowledge base of information and make it available via the Greater Austin Advanced Tele-communications Network to anyone with a need to use it. p.425	Complete	($1,907,730)	($57,221)	($350,000)	Documentation of existing systems was not needed since most of them will be abandoned within the next year. New systems for the most part come with their own documentation. Plans call for hiring one technical writer to ensure that documentation is developed and made available to those who need it. It is likely that these materials will be posted on the newly developed AISD Intranet.
123	Expand the Educator Technology Competencies (ETC) and DTLT/CTLT programs to include administrative and technical staff. p.428	Complete	($1,352,465)	$0	$140,000	As AISD administrators and technical staff learn to use the newly licensed Microsoft products, extensive training opportunities

						have been provided. The district's focus is on helping supervisors to identify employee needs for technical skills and extending these types of training to classified as well as professional and administrative staff members. Future plans call for basic software instruction as part of new employee orientation and consideration of technical skills as an appropriate part of hiring decisions.
124	Put Instruction Technology staff back to work helping teachers integrate technology into their curriculum. p.430	Complete	$0	$0	$0	A plan for focusing Instructional Technology staff on helping teachers integrate technology into their classrooms has been developed and is being implemented. A key piece

					was to identify other sources of technical support that teachers needed and to educate teachers to the level of support they can expect from Instructional Technology staff.
	Totals: Chapter 9		($3,260,195)	($57,221)	($210,000)	

Appendix A: Status of Recommendations and Savings
Chapter 10: Student Transportation

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
125	Reallocate additional duties and charter trips to reduce driver overtime. p.442	In Progress	$263,690	($21,344)	($106,720)	According to the Director of Transportation, the Transportation Department has in the past had difficulty in recruiting and maintaining an adequate number of bus drivers; consequently overtime costs have risen. To address the driver shortage, the district raised the entry-level bus driver compensation from $10 to $11 per hour during this school year. In June 2001, at the urging of TSPR, the Director of Transportation initiated the

						monitoring of a daily printout of time worked by its staff to control the amount of overtime assigned to individual staff members.
126	Implement an incentive program to reduce driver absenteeism. p.444	In Progress	$119,967	$0	$0	Drivers are encouraged to have good attendance using bid groups based on attendance and seniority. (Bid groups give drivers with good attendance preference when applying for different routes and extra assignments.) An incentive program in development will permit staff with perfect or nearly perfect attendance to draw for cash prizes, either monthly or quarterly. This is another effort by the department to provide incentives to improve attendance and reduce driver absenteeism.
127	Require high	In Progress	$2,288,608	$45,000	$225,000	According to

schools to comply with the staggered bell schedule. p.448					administrators, it is very difficult to have common starting and ending bell schedule times given the diversity of programs in AISD high schools. To take advantage of the cost-efficiencies of the Capital Metro contract, the earlier magnet program start time is essential. The routes recommended for reduction occur for several reasons that cannot be addressed by changing school bell schedules, including small pockets of student riders in distant, rural locations; "diversity choice" routes caused by the complexity of the most recent boundary policy decisions; and increased traffic congestion in Austin, resulting in the need for shorter route lengths. The

						Transportation Department has implemented the TRANSFINDER software to monitor more closely the number of students in various geographic areas. This will produce more accurate data about how best to configure difficult routes. The district has reduced two routes and eliminated two driver positions, a savings reflected in the $225,000 five-year figure.
128	Increase the cost per mile and the rate for driver wait time charged for field trips to recover the average actual cost per mile incurred by the Department of Pupil Transportation. p.451	Complete	$459,185	$40,000	$200,000	Beginning in June 2001, out-of-district field trip costs have been adjusted to the following: Minimum charge: $8 Cost per mile: $2.68 Driver cost per hour: $11 (waiting time only). Based on 20.000

						miles a year for external trips, these additional revenues add up to about $40,000 a year.
129	Amend and enforce the field trip policy regarding acceptable times and acceptable use for field trip requests. p.453	In Progress	$0	$0	$0	The Transportation office is revising policies and procedures for August 2001 distribution, with the implementation of the new district software. Schools will receive new instructions for requesting field trips, including the revised field trip policies, at the beginning of 2001-02.
130	Provide routing coordinators with additional training on the new routing and scheduling software. p.454	Complete	$95,850	($1,134)	($5,670)	Training is being provided electronically to routing coordinators on a quarterly basis. The growth of summer programs and the limited windows of time available to schedule these programs have limited the district's ability to reduce scheduler overtime.

131	Obtain student census data including resident address, grade and attending school and use this information to create efficient routes. p.456	In Progress	$1,194,600	$240,000	$960,000	Appropriate route scheduling software has been purchased and is being installed. Staff members are being trained to use it. While this should improve efficiency, according to administrators, AISD requires a number of routes that are inherently inefficient to support Diversity Choice and Magnet Schools, both of which provide transportation to students. They further note that the opening of a new magnet school at Fulmore this coming year will further degrade the efficiency of AISD bus routes.
132	Eliminate four mechanic positions and increase the remaining mechanics' productivity by no longer requiring them to drive buses. p.459	Not Implemented	$657,792	$0	$0	With the shortages of bus drivers in the past, the district has used all available staff to assist in covering routes when necessary. District

						administrators said they will continue to identify and implement strategies within available resources to address this problem.
133	Enter all work orders into the automated fleet maintenance system as soon as they are requested. p.461	Complete	$0	$0	$0	Beginning in June 2001, the data entry clerk began the new work order process by entering all work orders into the system when drivers request them.
134	Provide drivers more ongoing training opportunities and institute minimum training requirements. p.462	Complete	($151,815)	$0	($121,452)	Beginning with the 2001-02 school year, annual training will increase with three additional hours of student management training, three additional hours of policies and procedures and charters training and four additional hours of the Texas Engineering Extension Services' behind-the-wheel training.
135	Create a tracking system for	In Progress	$0	$0	$0	The department is investigating

	recording student incidents on buses and analyze trends to respond to any recurring problems quickly. p.464					new software that will allow student incident reports to be entered by e-mail. This will simplify the entering of information into a database to assist in the monitoring of disciplinary trends. While this new software is being researched, student incident reports will be tracked using an Excel database.
136	Conduct a feasibility study for outsourcing Transportation Services and develop a request for proposals. p.468	In Progress	$0	$0	$0	The department currently outsources 31 magnet routes with the Capital Metropolitan Transportation Authority. One year remains on this contract. In renegotiating the contract for the 2002-03 school year, the district will investigate the possibility of adding the new Fulmore magnet program. This will increase the level of outsourcing by an additional 8-10 reroutes. The

					district will continue to remain open to additional outsourcing of transportation services whenever it can be justified financially.
	Totals: Chapter 10		$4,927,877	$302,522	$1,151,158	

Chapter 11: Food Services

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
137	Open the Food Services operation to competition by issuing a request for proposals for all or part of the food services function. p.479	Not Implemented	$0	$0	$0	The Food Services Department has outsourced maintenance and repair of cash registers and kitchen equipment and grease trap disposal for a number of years. However, the district has not explored the possibility of outsourcing the operation in its entirety or other parts of the operation since it believes that the department's current management has sufficiently improved its operations, making this a non-issue.
138	Implement the	In Progress	$4,411,572	$179,644	$898,220	Currently, 30

| | SNAP automated point-of-sale system at all AISD campuses. p.482 | | | | | schools have the SNAP system installed. By August 2001 all schools will be on-line. A comparison of year-to-date revenues at 13 schools that had implemented SNAP since the start of the current year shows revenue losses in seven schools and gains in six, with a total net increase in revenues of $179,644. Many factors can affect revenues and isolating the financial benefits of a point-of-sale system can be difficult. For example, in addition to the SNAP system, Crockett instituted two lunch periods for the first time; Paredes had all grades attending for the first time in 2000-01; and Kiker lost student enrollment due to the opening of Cowan Elementary. The |

						district points out that the numbers shown represent preliminary estimates, since the program is in its first year.
139	Develop accurate, detailed and timely departmental budgets and financial reports and use them to hold individual cafeteria managers accountable for campus profitability. p.486	Complete	$0	$0	$0	Cafeteria managers have been receiving profit and loss statements since September 2000. Department balance sheets and income statements are generated monthly.
140	Establish meals per labor hour (MPLH) standards to evaluate productivity and modify staffing levels at secondary campuses. p.491	Complete	$3,271,392	$312,642	$1,563,215	Standards were developed and applied to each campus during 2000-01, resulting in a savings of $312,642 for the year.
141	Rename the financial supervisor position as assistant director of Food Services Finance and realign the reporting relationship of this position to include the chief financial officer. p.494	Complete	$0	$0	$0	The financial supervisor position was renamed and the position now reports directly to the Food Services director and indirectly to the CFO.
142	Reengineer the	Complete	$115,795	$22,034	$127,789	The process has

	free and reduced-price meal application process and eliminate redundant processes. p.499					been re-engineered and further changes are anticipated when the SNAP system becomes fully operational. Additional savings may come after full implementation. A position has been eliminated, resulting in the savings reported.
143	Establish multiple lunch periods at all AISD high school campuses. p.500	Complete	$0	$0	$0	All but one high school campus have multiple lunch periods. Separating the reasons for increased revenues is difficult, so the total revenue increases are recognized in Recommendation 138 above.
144	Establish rules or regulations to control competitive food sales as required by the Child Nutrition Program and outlined in the TEA Administrator's Reference Manual. p.502	Complete	$0	$0	$0	The rules governing competitive food sales are communicated annually to principals via a memo under the signature of the CFO and included in the Administrators Handbook. Food Services supervisors will continue to

						report exceptions to the rules to the director of Food Services, who will make the CFO aware of the exceptions; the CFO, in turn, will work with the area superintendents to resolves any problems.
145	Comply with the guidelines for disciplinary action required by the Child Nutrition Program and outlined in the TEA Administrator's Reference Manual. p.503	Complete	$0	$0	$0	The guidelines for disciplinary action have been communicated to campus administrative staff. Principals will be notified if a violation of these guidelines occurs and area superintendents will be notified if they reoccur. According to administrators, a process similar to the process described in Recommendation 144 will followed here.
146	Develop districtwide programs to increase student participation in breakfast and lunch meals. p.504	In Progress	$1,396,070	$280,640	$1,403,200	AISD's Food Services Department was awarded a $13,672 grant from Dairy Max to implement an alternative breakfast service. For 2000-01. 11

					campuses were targeted for expanded breakfast programs. Additionally, in an effort to increase the number of federally reimbursable meals, secondary campuses began offering these reimbursable meals in separate serving lines.
147	Identify training needs and implement specific training programs for food service employees. p.507	Complete	($13,020)	$0	$0	The district has identified a number of training needs and is aggressively seeking training for employees at all levels, including comprehensive cashier training. Twice per year, the department, in conjunction with the Community Education Department, also provides Food Services employees with information about English as a Second Language (ESL) courses, GED and adult basic

						education programs. Of the 25 employees who attended the informational session in May, two signed up for ESL classes, four for GED in Spanish courses and 18 for GED in English courses.
148	Expand the Food Services employee reward program to include performance-based rewards that motivate and encourage exemplary employee and financial performance. p.508	In Progress	($2,640)	$0	$0	Safety incentive programs have been developed and will be implemented during the 2001-02 school year.
149	Provide job descriptions, employee policy handbooks, performance appraisals and recipes for Food Services employees in English and Spanish, and coordinate with the Community Education Department to provide English as a second language classes for	In Progress	($15,550)	$0	$0	The district has translated all job descriptions, employee policy handbooks and performance appraisals to Spanish, with the exception of the recipe book. Because of the length of the recipe book, this project will take one to two years to complete.

	employees. p.509					
150	Include Food Services representation on renovation and construction planning projects. p.512	Complete	$0	$0	$0	The assistant director for Food Services has been attending weekly bond update meetings since the inception of the bond program in 1996. Administrators said that Food Services is well-represented overall. However, frustrations expressed during the performance review reflected problems associated with the "hot" building environment at the time. Food Services is now under new management and this no longer seems to be an issue.
151	Apply for grants to implement a districtwide recycling program for Food Services' styrofoam and other recyclable waste. p.513	Complete	$0	$0	$0	Food Services implemented a districtwide recycling program during the 2000-01 school year. Recycling of cardboard is performed via a grant from the city.

	Totals: Chapter 11		$9,163,619	$794,960	$3,992,424	

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	AISD's Projected Five-Year Savings (Costs)	Comments
152	Include violence prevention and intervention plans and incident statistics in campus improvement plans, and publish the number, rate and type of incident statistics in the annual district report. p.522	Complete	$0	$0	$0	The new CIP "Needs Assessment Data Profile" and CIP template contain provisions for documenting, analyzing and addressing incidences of violence.
153	Revise the Administrative Discipline Procedures Manual 1999-2000 to reflect a goal and plan for returning students in alternative education programs to regular education whenever possible. p.524	Complete	$0	$0	$0	The Administrative Discipline Procedures Manual encourages campus administrators and staff to minimize the time during which students are removed or expelled. The district offered training in the procedures of

						this manual on August 31, September 1, 5 and 8, 2000. Two hundred thirty-nine campus administrators attended one of eight sessions offered. A working group of principals and central staff are recommending changes to the manual for 2001-02.
154	Develop procedures and provide training for hall monitors and principals. p.525	Complete	($23,375)	$0	($23,375)	This recommendation was completed prior to the start of the 2000-01 school year. The Police DepartmentÕs training coordinator develops the lesson plan and delivers most of the instruction, bringing in other instructors as appropriate. Training for both groups will continue for new hires and incumbents.
155	Develop performance measures to track the effectiveness of the Absent Student	Complete	$0	$0	$0	Participation data gathered by the constables and provided to the AISD ASAP coordinator will

Assistance Program in increasing school attendance and preventing at-risk students from dropping out. p.530					be used to determine whether there is a correlation between the number of ASAP filings and an increase in student attendance for campuses with demonstrated high rates of absences; and determine whether there is a positive correlation between the number of ASAP filings and any decrease in dropout rate for campuses with demonstrated high rates of absences. Impact teams will track ASAP program participation by the following methods: follow-up (e.g.; contact parents, file with constable) on students who fail to return to school and investigate the cause; verify, by interviewing their staff, whether schools are following the

						ASAP filing procedures distributed to all principals by the AISD ASAP coordinator; and review Impact team operational data to determine if there has been any increase in the attendance rate results. AISDÕs ASAP coordinator ensures that campuses comply with original ASAP participation goals identified in their campus ASAP survey response.
156	Establish a districtwide badge system for students, employees and visitors to promote greater security. p.531	In Progress	($35,698)	$0	($188,000)	Specifications for the badge system have been developed and cost information is being included in the 2001-02 budget request.
157	Develop a policy for the detection of weapons or drugs on campuses and acquire or contract for a drug- and weapons-detection dog to promote greater security. p.534	Complete	($100,000)	$0	($100,000)	The department is implementing a canine program in the 2001-02 school year. One position for the program will be funded through a $250,000 COPS in Schools grant. The dog will be used as part of the curriculum

						for violence and drug prevention classes with students. Students will learn how the canine unit will be used to keep the campus safe and search for drugs and weapons, thus informing students of the security provided them by this program and the risk they take by possessing drugs or weapons on campus. AISD has developed policies on interrogation, searches and lesson plans to be used with students. Existing funding was redirected to cover the startup costs.
158	Reevaluate the command structure of AISDÕs police department. p.535	Complete		$0	$0	$0	Effective May 2000, AISD revised the command structure of the district to ensure that adequate staffing is available during the most critical parts of the day.
159	Establish formal lines of	Complete		$0	$0	$0	The Chief of Police meets

	communication between the Life/Safety Services section and the Maintenance Services branch. p.537					weekly with the director of Construction Management. Alarm technicians are now housed at the AISD Service Center to facilitate coordination with the Maintenance Department. The new maintenance work order system will allow for real-time monitoring and coordination of tasks.
160	Develop and release a standard RFP for future construction projects that requires vendors to provide basic alarm and security systems maintenance and service calls. p.538	Complete	$0	$0	$0	According to administrators, the Request for Quotation (RFQ) process described was implemented in the 1996 bond program. The internal alarm technician crew was selected at a projected savings of $1,551,628. As a routine process, each time a major project is initiated an RFQ is issued to test the market and determine whether or not AISDÕs internal service

						organizations are competitive with external vendors.
161	Establish controls for the lock and key systems. p.539	In Progress	($500)	$0	$0	The software has been obtained at no cost and conversion will continue through 2001-02. Best Access Systems provided this software. Best was willing to donate the software due to the volume of business it does each year with the district.
162	Develop a plan to integrate the alarm and access-control systems. p.540	Not Implemented	$0	$0	$0	According to administrators, this recommendation cannot be implemented; fire alarm systems cannot be integrated with the access control system due to the City of AustinÕs building code.
163	Incorporate "Crime Prevention Through Environmental Design" (CPTED) principles into all new construction and renovation projects. p.541	Complete	$0	$0	$0	The Director of Construction Management and the AISD Police Chief reviewed the designs for the 1996 Bond Program to ensure that they incorporate

					CPTED principles. AISD police conducted security audits of secondary schools with recommendations to be incorporated into the current facilities management program.
	Totals: Chapter 12		($159,573)	$0	$311,375	
	TOTAL		$57,655,095	$4,642,853	$19,388,238	