

# Tyler Independent School District

## Letter of Transmittal

November 8, 1999

The Honorable George W. Bush  
The Honorable Rick Perry  
The Honorable James E. "Pete" Laney  
Members of the 76th Legislature  
Commissioner James E. Nelson

Dear Ladies and Gentlemen:

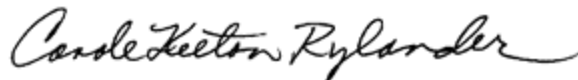
I am pleased to present this unprecedented three-year report on the progress of the Tyler Independent School District (TISD) implementing the Texas School Performance Review (TSPR) recommendations.

In February 1996, TSPR released the results of a five-month study of the district's operations. In June 1997, TSPR conducted a follow-up visit to determine how the district's leadership was putting our proposals into practice. At that time, school officials had implemented, or were in the process of implementing, 88 percent of TSPR's proposals, saving Tyler taxpayers more than \$2.4 million.

When asked, I agreed to return for another follow-up visit three years after the release of the initial report, because I felt there were things we could learn about the long-range effects of a school review. We found that TISD has continued to move forward, with only a few exceptions. The district has implemented, or is in the process of implementing, 118, or 97 percent, of the recommendations and saving Tyler taxpayers nearly \$7.9 million. By 2000-01, TISD expects to realize savings of nearly \$16 million.

This is good news, and TISD is to be congratulated. But, from a longer-term perspective, the work that remains to be done in the areas of strategic and facility planning will be critical to sustaining the district's progress. We are confident that TISD is up to this challenge and will carry forward with the excellent progress they have made to date.

Sincerely,



Carole Keeton Rylander

# Tyler Independent School District

## Introduction

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In 1995-96, the Comptroller of Public Account's Texas School Performance Review (TSPR) staff and consultants conducted a comprehensive school review of the Tyler Independent School District. In July 1999, Comptroller Carole Keeton Rylander agreed to return to Tyler to assess the district's progress in implementing the 1996 recommendations. Comptroller Rylander was eager to measure a performance review's effectiveness and to find ways to make the agency's review process more useful to districts.

Since 1991, TSPR has recommended more than 3,500 ways to save taxpayers more than \$381 million over five years in 34 public school districts throughout Texas. Follow-up reviews of districts that have had at least one year to implement their recommendations also have been conducted. These subsequent reviews show that almost 89 percent of TSPR's combined proposals have been acted upon, saving local taxpayers more than \$85 million, with the full savings estimated to continue to grow overtime.

## Improving TSPR

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 TSPR more valuable, and vital, to the state's more than 1,000 school districts. With the perspective of a former teacher and a former school board president, the Comptroller has vowed to steer the Texas School Performance Review (TSPR) to increased accountability to local school districts and the communities they represent. The Comptroller intends for TSPR to become a tool for improvement in many more districts, particularly districts that seek help in improving academic performance by better managing classroom resources.

Comptroller Rylander began by establishing new criteria for selecting school districts for future reviews. The agency will give priority to districts that are 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 emphasizes an approach that will give local school officials in Texas communities the ability to move every possible dollar to the classroom. In TISD, 62 cents now is dedicated to instruction as compared to 55 cents in 1995 before the TSPR review.

In addition, 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 no reason for a district that has solved a problem 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.

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

- ensure students and teachers receive the support and resources necessary to succeed;
- identify innovative ways to address the district's core management challenges;
- ensure administrative duties are performed efficiently, without duplication, and in a way that fosters education;
- develop strategies to ensure that the district's processes and programs are continuously assessed and improved;
- understand the link between the district's 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 the potential for public education. Suggestions to improve our schools or the school reviews are welcome at any time. The Comptroller is a staunch believer in public education and public accountability.

In September 1995, at the invitation of the TISD Board of Trustees, TSPR began a five-month review of TISD. An initial follow-up visit, completed in June 1997, outlined TISD's progress in implementing the Comptroller's recommendations. At the time of the progress report, TISD had implemented or was in the process of implementing 106 out of 121 recommendations, saving Tyler taxpayers more than \$2.4 million.

More than two years later, at the request of the Smith County Association of Taxpayers, TSPR returned to Tyler ISD to conduct an unprecedented three-year progress report. Comptroller Rylander wanted an opportunity to measure the long-term implications of a school performance review, and district officials agreed to a second visit to measure their progress since the initial progress report.

TSPR found the district had implemented or was still in the process of implementing 118 out of 121 recommendations or 97 percent, receiving an excellent rating from the Comptroller, while saving Tyler taxpayers nearly \$7.9 million to date. Five-year savings are expected to reach nearly \$16 million.

# Tyler Independent School District

## Summary of Savings and Report Card

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### Summary of Savings

	<b>TSPR's Projected Savings</b>	<b>Total Savings Projected by TSPR</b>	<b>TISD's Actual and Projected Savings</b>	<b>Difference</b>
1996-1997	Initial Annual Net Savings	\$2,892,297	\$2,404,057	(\$488,240)
1996-1999	Net Savings to Date	\$4,530,347	\$7,881,960	\$3,351,613
<b>TOTAL SAVINGS PROJECTED FOR 1996-2001</b>		<b>\$19,773,189</b>	<b>\$15,899,280</b>	<b>(\$3,873,909)</b>

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### Tyler ISD Three-Year Report Card

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<b>Chapter</b>	<b>Total</b>	<b>Complete</b>	<b>In Progress</b>	<b>Not Implemented</b>	<b>Rejected</b>	<b>Percent Complete/In Progress</b>	<b>Grades</b>
District Organization and Management	15	14	0	0	1	93%/0%	Excellent
Educational Service Delivery and Performance Measures	17	15	1	0	1	88%/10%	Excellent
Community Involvement	10	10	0	0	0	100%/0%	Excellent
Personnel Management	8	8	0	0	0	100%/0%	Excellent
Asset and Risk Management	7	7	0	0	0	100%/0%	Excellent
Financial Management	9	8	1	0	0	89%/11%	Excellent

Information Systems	9	9	0	0	0	100%/0%	Excellent
Purchasing and Warehouse Services	9	8	1	0	0	89%/11%	Excellent
Facilities Use and Management	16	9	6	1	0	56%/38%	Satisfactory
Transportation	5	4	1	0	0	80%/20%	Satisfactory
Food Service	9	7	2	0	0	78%/22%	Satisfactory
Safety and Security	7	6	1	0	0	86%/14%	Excellent
Overall Grade	121	105	13	1	2	87%/11%	Excellent

Excellent = More than 80% complete

Satisfactory = 80% to 100% complete or in progress

Needs Work = Less than 80% complete or in progress

# Tyler Independent School District

## Exemplary Programs in TISD

The first one-year progress report identified key recommendations and exemplary programs. Three years later, TISD had enhanced some exemplary programs and implemented new ones. Comptroller Rylander is committed to sharing these programs with other districts throughout Texas.

What follows is an extensive list of best practices that other districts should examine carefully to determine if these can be adapted to improve their own operations.

- The superintendent now requires central office administrators to volunteer a minimum of one hour of service every week in the schools. This commitment also is written into administrators' job descriptions, is a part of their performance appraisal, and is contained in the district's annual statement of goals and objectives. This time may be spent in a variety of ways including tutoring, assisting teachers in the classroom, or monitoring libraries and cafeterias. Additionally, the assistant superintendent meets regularly with principals over breakfast. The board also has set a goal for each board member to visit each campus in the district every year. According to district administrators, the result has been improved communication between the campuses administration and the board. (Recommendation 8)
- TISD administrators and board members say the strategic plan represents the first document that communicates the district's future. The strategic planning process has helped TISD focus attention on what the district is all about-educating children. Moreover, district officials believe the strategic plan has assisted and streamlined the overall budget process and has helped guide decision making. The strategic plan is treated as a living document and is regularly updated and revised to keep pace with TISD's priorities and needs. (Recommendation 13)
- TISD teachers continue to receive high marks. One secondary science teacher received the Tandy Technology Outstanding Teacher Award, which included a cash incentive to be spent in her classroom. Another teacher earned a state citation from the Texas Association of Health, Physical Education and Recreation. Another teacher was granted the Texas Education Agency's Health and Fitness Award. Yet another was named Region 7's Elementary Teacher-of-the-Year for 1998-99.

- The district's development of the Performance Plus Instructional Management System enables it to measure student performance in mathematics against state objectives for grades 3-8. Although TSPR recommended applying the system to mathematics, TISD expanded the system to include reading and writing. TISD officials report that the performance system contributed to improved student scores on the state-mandated Texas Assessment of Academic Skills (TAAS). Other outstanding academic endeavors in the district include the Tyler Literacy-Based Classroom Model, geared toward assisting low-achieving students in reading, and the Partnership for Accelerated Learning (PACE) program, an alternative high school program for students who are unsuccessful in a regular high school setting. (Recommendation 23)
- TISD teachers, principals, and administrators aggressively seek grants from the state and federal government and private foundations to help them improve educational opportunities for students and staff. Vending machine contracts and community and alumni donations also supplement funding needed for technology, buildings and facilities, staff development, and supplies and materials for classrooms. For example, TISD is one of only two districts in the state to receive the maximum allotment of \$500,000 for the Texas Education Agency's Statewide Reading Initiative-Reading Academy Grant. The funds are being used to expand the district's K-5 balanced reading program to grades 6-8. In May 1999, the Caldwell Foundation donated a school building, gym, auditorium, and athletic field and pledged \$4 million to TISD for renovations and repairs to be used for early childhood education. The US Navy donated its old recruiting center to the district to operate its PACE alternative education program. In 1998-99, TISD received nearly \$9.5 million in grants, donations, and other income sources; in 1999-2000, the district expects to receive nearly \$5.8 million.
- TISD's efforts to align and develop curriculum guides across the district with support from teachers has contributed to improved TAAS scores and classroom instruction. Over the last four years, TISD aligned and developed guides for curriculum in language arts, science, math, and social studies. This process also has enabled the district to select textbooks that more closely follow its chosen curriculum. Administrators enlisted the support from teachers to develop curriculum guides. At TSPR's urging, TISD also established the Office of Assessment and Accountability to develop a systematic evaluation and assessment tool for its instructional programs. Programs are evaluated on a four to five-year cycle. In combination, both of these efforts have positively influenced instruction, TAAS scores, and textbook selection. (Recommendations 19 and 20)



- Camp Tyler, located on 375 acres of lakefront property, provides a unique opportunity for students to get hands-on exploration of social studies activities, such as gardening or soap making. The camp-which is geared toward fifth-graders, who spend four days and three nights on the site-serves thousands of students each year. In an effort to make certain that future generations of children will be able to enjoy Camp Tyler, TISD implemented a cost-recovery program for non-TISD groups using the camp that includes a \$3 user fee. Two dollars of the fee goes to the Camp Tyler Foundation for repairs and maintenance, and \$1 goes toward the camp's utility costs. TISD reports that Camp Tyler has brought in more than \$106,000 to date and five year projections should reach \$150,000. (Recommendation 22)
- The district now provides students and parents more educational choices at the secondary school level. The International Baccalaureate Program is being expanded from grades 9-12 to grades 6-8 at Hogg Middle School over the next two school years. A Math-Science-Technology Magnet program was developed at Moore Middle School to spur younger students' interest in math and science. TISD's Stewart Middle School partnered with the Edison Project to offer parents more choice and ownership in their children's education.
- Beginning in August 2000, 100 students will be allowed to apply to the district's new arts magnet school and participate in interdisciplinary activities that include collaboration with community arts programs, Tyler Museum of Arts, and the East Texas Symphony Orchestra. Advanced level classes in art, band, choir, dance, theater, and orchestra also will be offered.
- TISD has implemented several instructional programs that have enriched students' education in science, arts, and technology. The popular Full Option Science System (FOSS) is a coordinated science program for students in grades K-5. (Special education students at John Tyler High School help teachers assemble and replenish materials used in FOSS by the elementary schools.) Robert E. Lee High School's Computer-Interface Science Laboratory provides students the opportunity to learn computer technology. The Caldwell Foundation donated funds to create an elementary arts magnet program for Bonner Elementary School beginning in August 2001. Approximately 150 grade 3-5 students across the district will receive interdisciplinary core curriculum instruction interwoven with the arts. Students also will explore expression through arts, creative dramatics, movement, and music.
- The district uses a public education channel to broadcast school board meetings, new educational programs, and various campus announcements and upcoming TISD events. During the televised board meeting, the superintendent and two board members are

available to take calls and answer questions from the public. TISD publicizes the TV program by sending discussion topics home with students before each show. These call-in forums also are broadcast on a local radio station. These televised call-in programs cost the district only \$100 each. (Recommendation 33)

- The district established a TISD school volunteer program with the TISD Foundation, Volunteer Connection, to coordinate and track major volunteer efforts. The foundation pays one-half the salary of a volunteer coordinator, and TISD pays the other half plus supplies, telephones, and other materials. Since TSPR made its recommendation to monitor and track volunteer efforts, the Volunteer Connection Program has tracked and reported more than \$600,000 in volunteer contributions. In 1998-99, TISD logged in 16,777 volunteer hours and more than \$251,000 in volunteer contributions for the district. Savings from in-kind donations and volunteer hours are expected to reach nearly \$1.2 million over a five-year period. TISD continues to enjoy a wealth of support from the Tyler community, local businesses, civic organizations, and churches. (Recommendations 35 and 38)
- The district as well as the Parent/Teacher Associations (PTA) have actively promoted and generated parental involvement in TISD schools. This school year is the first school year in which all TISD schools have PTAs. TISD parental involvement efforts are connected throughout the district. Most notable are the Head Start and Title 1 parent programs. (Recommendation 39)
- Head Start operates a Parent Store that is supplied with toiletries, diapers and underwear, cleaners, and tissues; items that cannot be purchased with the Lone Star Card. When parents volunteer to work in the Head Start Program, they are paid with "Head Start Bucks" that can be redeemed at the Parent Store. The more hours they volunteer the more "bucks" they receive.
- TISD's Title-I PALS (Parents Assisting with the Learning of Students) program is a "mobile resource" that sets up in various locations so that parents may check out educational materials, books, and family games. In the Home Computer Program, parents can attend a workshop to learn how to use a computer. Once they complete a workshop, they are permitted to check out a computer for a six-week period. The HELP (Home Education Liaison Person) program sends a retired teacher to the homes of families for a one-hour tutoring session for children in grades K-2 in basic mathematics and reading. In grades 3-12, the HELP program offers tutoring for the TAAS; parents must be present during the tutoring sessions.
- The district handles purchase orders in a timely manner, saving taxpayer dollars through interlocal and cooperative purchasing arrangements. At the time of the original review in 1995, TISD

was consistently paying invoices late. At the three-year follow up visit, TISD provided documentation to show that it has reduced the average time for payment of invoices from 30 to 20 days. Today, after a massive streamlining, which has included sending monthly outstanding invoice reports to individual campuses and reconciling old encumbrance reports, TISD has saved \$3,000 in discounts, and more in price reductions, from the timely payment of invoices.

(Recommendation 64)

- The Instructional Technology Department continues as a hub of district activity. The department has an efficient staffing plan that contributes to effective instructional technology. Upon TSPR's recommendation, the district bought a work order maintenance software program from Gateway at less cost than what TSPR estimated-\$24,000 compared to the \$44,000. TISD officials cited this proposal, along with recommendations 72, 96, 97, 98, and 104, as the key to achieving accountability in Facilities and Transportation. The software program has led to greater efficiencies throughout district operations that include a work order tracking system for computers and electronics, maintenance, and transportation. (Recommendation 68)
- TISD's long-range technology plan calls for the district to look for ways to finance a technology plan without going to the taxpayers. To date, TISD has received nearly \$1.8 million from Novell, the Technology Infrastructure Fund, Tyler Junior College Distance Learning, Pepsi, and Carrier Corporation, to name a few; and the district anticipates reaching \$2.5 million by 2000-01. TISD's aggressive efforts have gone a long way toward helping TISD meet its current and future technology goals. (Recommendation 74)
- TISD evaluates its transportation routes on a daily basis and shifts routes according to travel needs. As a result, TISD reports increased ridership and a greater confidence in the service provided by the Transportation Department. The number of riders has increased, while the number of routes has dropped from 75 routes in 1997-98 to 65 routes in 1998-99. Taxpayers have saved more than \$306,000, and projected five-year savings are anticipated to reach nearly \$529,000. This ongoing process is critical if the district is going to continue to offer the best transportation services possible with the limited dollars available. (Recommendation 102)
- By using TEA's direct certification process to identify students who are eligible for free and reduced-price meals and by increasing both lunch and breakfast participation, TISD Food Services has increased its funding by nearly \$1.9 million in state compensatory funds and revenues from the sale of meals. (Recommendation 109 and 110)

- Rather than hire an additional off-duty police officer to patrol the middle schools, as TSPR recommended, TISD implemented the Beat Officer program at no cost to the district. The Tyler Police Department's Beat Officer Program allows for designated officers to be available to respond to calls from school campuses in their areas of normal patrol. This program affords frequent to regular visits to the campuses by the patrol officers who become familiar with school personnel and students. The officers not only assist campus administrators, but visit classrooms as guest speakers and serve as excellent resources for questions about any violations of law that might involve students. (Recommendation 117)

# Tyler Independent School District

## **What Still Needs to Be Done**

During the past three years, Tyler ISD has made continued progress in putting TSPR's recommendations into place. However, it is apparent that some circumstances and conditions have changed over the last three years that have made some recommendations unworkable or have prompted the school district to reverse its decision to implement.

## Going Beyond The Initial Review

A major reason for accepting the invitation to perform an unprecedented three-year progress report was to determine the effects of school reviews on districts over time and to look for ways to make the reviews more useful in the long-term. TSPR staff wanted to determine if the report had resulted in sustained changes in the way the district does business and to identify critical factors that either influenced the district's decision to implement or not implement recommendations.

### **Has anything changed?**

Yes, and no. The board is more focused on its role as policy-makers, meetings are shorter and far less controversial. On the other hand, one recommendation implemented by the district that is now being altered is the use of standing committees. TSPR initially recommended standing committees as a mechanism for the board, community leaders, and administrators to develop a more trusting working relationship. TISD put the mechanics into place, but board members felt that they were missing out on all the information necessary to make competent decisions, so they decided that all board members should serve on each of the subcommittees. While this approach appears to be keeping the board more informed, TISD must remember that frequent and honest communication among the board, community leaders, and administrators is essential for building and maintaining trust.

Dedicated teachers continue to provide quality instruction but enjoy more support from the administration. One of TSPR's recommendations was for administrators to spend more time on campuses, and TISD's use of a "one hour a week" volunteer program for administrators is exemplary. TSPR, however, continues to believe that administrators should have more regular formal interactions with the people whose work they are facilitating. Finally, the community overwhelmingly approved a bond package for renovation projects blessed by the Justice Department. In 1998, TISD was able to get its first bond package passed since 1983 for

repairs to existing facilities; a bond totaling \$32 million. Yet much work remains to be done in the Facilities Management area where many recommendations are still in progress a full three years after the issuance of the original report. Today, the district is considering the need for new facilities. As part of the district's deliberations over future facility needs, the board-appointed facilities committee must finish its work, prepare a comprehensive facility master plan, and prioritize projects based on input from the board, administration, and community at large.

## **Can change be sustained?**

TISD is still working to implement some recommendations, and maintain those recommendations already implemented, primarily because the board and community continue to use the report as a dynamic document. TSPR commends these external groups for their active participation in this process. In all, TSPR's 1995 review remains a viable document that continues to provide guidance for district operations. But the end of its useful life is near. For TISD and the community it serves, the challenge is now to create an internal process for continuous improvement. One very hopeful sign was TISD's decision to hire a combined internal auditor and budget and accounting director. The decision to hire a single person to handle multiple tasks is, at first glance, an efficient measure. But, if TISD is to have a true internal audit function, an internal audit mission statement and formal audit plan must be developed. An internal auditor should not merely be used to chase the rabbit trail of irregularities. An effective internal audit operation is one that systematically examines the processes, procedures and internal controls in place at all levels of the district. Over time, no area should go unexamined. The difference in the recommended approach is one of pro-action rather than reaction.

# Tyler Independent School District

## **TISD's Ideas for Improving the TSPR Process**

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Elements of TSPR's review process can be performed better or differently. In addition to the suggestions offered in the one-year progress report, TSPR asked administrators for their frank opinions about how TSPR reviews could be more useful to districts over the long term. TISD staff shared the following:

- TISD officials believe the political nature of the release of the review caused unnecessary controversy in the community. Administrators suggested that if the Comptroller staff releases reports, it would reduce some of the sensationalism.
- Board members and administrators reported that the prospect of a follow-up review provided district employees a sense of urgency and helped them move forward on specific issues. One board member believed that while the one-year progress report was critical in getting the district to move forward, most recommendations could not be fully implemented until the second year. He said the Comptroller's progress reports helped the district to stay focused on change and suggested more realistic timelines and more frequent or continued revisits.
- TISD officials said that they did not understand that it was acceptable for the district to modify recommendations as long as they implemented the spirit of the recommendation. They felt that TSPR should clearly communicate to districts under review that they will get credit for trying ideas even if the original recommendation itself is not the most beneficial road to improvement.

# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### District Organization and Management (1-15)

Community Involvement (33-42)

Asset and Risk Management (51-57)

Information Systems (67-75)

Facilities Use and Management (85-101)

Food Service (107-115)

Educational Service Delivery and Performance Measures (16-32)

Personnel Management (43-50)

Financial Management (58-66)

Purchasing and Warehouse Services (76-84)

Transportation (102-106)

Safety and Security (116-122)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
1	Board members should receive training on a continuing basis in school district governance, team-building and sensitivity, and request assistance from TEA when questions arise related to governance and school district administration.	Complete	(\$117,500)	(\$2,000)	(\$7,500)	The board participates in ongoing training in the areas of governance and team-building. Since the TSPR report was published, board members have attended training sessions at state and national conferences and participated in workshops on team building and interacting with the media. Future training sessions are planned on related topics, and board members have attended Region 7



						training. The board conducts its business in a more open atmosphere. In spring 1999, Region 7 selected TISD board as Board of the Year.
2	Develop a timed agenda for board meetings and a consent agenda for routine action items.	Complete	\$0	\$0	\$0	The board incorporated a consent agenda into board meetings, which resulted in shorter, more manageable meetings. A time agenda also was implemented, but the district eliminated it because it was not practical. Each board meeting starts with a presentation that recognizes employees, teachers, community members, and students.
3	Use Robert's Rules of Order and appoint a parliamentarian to the board.	Complete	\$0	(\$50)	(\$50)	A copy of Robert's Rules of Order was purchased for each board member. The board-appointed, external attorney serves as parliamentarian.
4	Amend board policy to create at least four standing committees of the board, addressing the major functions required to manage the district	Complete	\$0	\$0	\$0	The board established five standing committees for: Instructional Services, Personnel Services, Finance/Budget

	effectively.					<p>Services, Facility/Support Services, and Audit/Policy Services. The committees provided an opportunity for greater discussion of agenda topics and resulted in more efficient board meetings.</p> <p>Initially, only two or three board members served on each committee. This resulted in some board members feeling they did not have all the information necessary to make competent decisions. So, the district decided that all board members should serve on each of the subcommittees. The board likes this new approach and feels it works well. These committee meetings are open for public input. And the board believes that this structure has enhanced communication.</p>
5	Develop a user-friendly executive reporting format for presenting financial and educational	Complete	\$0	\$0	\$0	Board members report they like the format but would like more detail. The district is refining

	program-related management reports to the board.					the financial reporting process. The board and administration work together to update and refine the format.
6	Implement a board policy that tables discussion items for which advance materials have not been received.	Complete	\$0	\$0	\$0	Policy BE (LOCAL) was changed and adopted by the board on June 6, 1996. The change was made to Order of Business. Items placed on the agenda for action or discussion for which advance materials have not been provided to the board will be postponed until a subsequent meeting unless the board president determines that the actions or discussions are an urgent necessity of the district.
7	Develop a specific, time-phased schedule for receiving comments from executive management to facilitate timely adoption of suggested policy revisions from TASB.	Complete	\$0	\$0	\$0	Policy updates from TASB are distributed to executive staff members upon receipt. A meeting is held to develop a time frame to submit comments and suggested changes.  The district conducted a policy audit in June 1997 with the assistance of TASB. All

						policies are online through TASB's web site.
8	Revise the <i>Administrator/Support Staff Appraisal Form</i> to include a section evaluating the percentage of time central administrators with instructional responsibilities spend in the schools.	Complete	\$0	\$0	\$0	<p>The board approved and implemented in 1996-97 a revised <i>Administrator/Support Staff Appraisal Form</i> that includes a section for evaluating the percentage of time central administrators with instructional responsibilities spend in the schools.</p> <p>The district modified the TSPR recommendation, and decided against specifying the percentage of time each administrator should spend in the schools in the administrator's job description and annual statement of goals and objectives.</p> <p>All administrators are expected to volunteer one hour each week in the schools to tutor or assist teachers and staff in the cafeterias and libraries. The assistant superintendent for Instruction also has a weekly breakfast with principals to</p>

						<p>discuss issues of concern to them.</p> <p>Administrators are continuing to work to improve communications with the campuses. The goal is to have people on the campuses know the names of the administrators and be comfortable enough to ask the m questions. The administrators try to visit every campus every two months. Likewise, the board has set a goal that each member visit each campus in the district every year.</p>
9	Conduct a series of workshops to build trust between central administration and teachers.	Complete	\$0	\$0	\$0	<p>Initial workshops conducted at the close of 1995-96 had low teacher turnout. Faculty advisory committees were expanded to include more teachers, but the district viewed them as unsuccessful because very few teachers turned out. The district now has a feedback loop to get comments from staff affected by its policy decisions.</p> <p>TISD established faculty advisorv</p>

						<p>committee meetings that are attended by district management. A meeting is set up where people can vent their frustrations or concerns about the district. DEIC is supposed to be focused on instruction. Each campus has a representative; the high schools have two representatives.</p> <p>The superintendent's Faculty Advisory Committee is continuing to meet at regularly scheduled times. Minutes of the meetings are distributed to every campus.</p> <p>The instructional staff has scheduled visits to every campus in the district. In addition, the superintendent will visit the classroom of every teacher new to the district.</p>
10	Hire an in-house general counsel to handle routine legal matters.	Rejected	\$272,000	\$0	\$0	The board voted against implementing this recommendation because the members believe their relationship

						with the external legal representative is best for the district. The attorney represents several school districts, and the board feels his knowledge is invaluable and that he is very accessible. The attorney now documents his hours, which he previously did not, and he details with whom and about what he spoke on the district's behalf.
11	Implement a local policy that precludes payment of invoices for legal fees in which the hours and rates charged for services rendered are not shown on the invoice.	Complete	\$0	\$0	\$0	A local policy was not developed, but the recommendation was implemented, and all legal fees will include hours and rates charged.
12	Schedule a retreat for the board and superintendent to develop mutually agreed upon long-term goals and objectives for the district.	Complete	\$0	\$0	\$0	The board and superintendent adopted goals for 1998-99 that serve as the basis for the superintendent's evaluation. A similar process was used for developing the 1999-2000 goals. While the action was not accomplished in a retreat setting, the goals were developed separate and apart from regular board

						meetings. The goals were published in the local newspaper, distributed to principals and advertised on the district's TV station, channel 19.
13	Develop a comprehensive strategic plan that incorporates the shared vision of the board, the superintendent, the Campus Performance Objectives Committees (CPOC), and the community.	Complete	\$0	(\$15,000)	(\$15,000)	<p>The board developed and approved a comprehensive strategic plan with input from over 200 community members and district staff in May 1997. The board adopted a goal for 1999-2000 to update the district's strategic plan.</p> <p>District officials say the strategic plan represents the first document they have that communicates where the district is headed. They have been able to use the document to review and help them make good decisions.</p> <p>The document has improved the relationship with the community, and the community has become more involved with the district. The district credits the TSPR review and the strategic plan with</p>



						<p>helping the district pass a bond issue for repairing schools in 1997, the first successful bond issue in the district since 1983. Over 90 percent of eligible voters turned out for the election. The plan also has allowed them to control tax increases.</p> <p>One of the board goals for the year is to revise the strategic plan. A process will be developed to include participation by the district-wide site-based decision making committee and the community.</p>
14	Develop and implement a policy to revise the secondary staffing plan to ensure one full-time equivalent assistant principal, including instructional consultants, for every 600 students.	Complete	\$1,947,150	\$277,977	\$1,826,225	<p>TISD uses a staffing allocation formula, which it implemented after the TSPR review was completed.</p> <p>Eight instructional consultant positions were eliminated at both high schools and five middle schools. The district achieved this reduction by placing individuals in other positions as they became available.</p>

						<p>This recommendation was fully implemented in 1997-98. With staff input, two new positions at the high school level were later created.</p>
15	<p>Provide additional training in SBDM to the board, central administration and principals emphasizing the appropriate scope of authority for campus leaders and central administrators.</p>	Complete	(\$42,300)	(\$8,400)	(\$8,400)	<p>The district provided a three-day workshop for all campus CPOCs in August 1996.</p> <p>The assistant superintendent of Instructional Services is involved in a SBDM train-the-trainer program through Region 7 and provides regular training to campus leaders.</p> <p>The SBDM plan was fully developed and in place for 1998-99.</p>

# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Educational Service Delivery and Performance Measures (16-32)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
16	Change the reporting structure of positions in Instructional Services to decrease the number of positions reporting directly to the assistant superintendent.	Complete	\$0	\$0	\$0	<p>The board implemented this recommendation through a reorganization of Instructional Services. TISD modified the original recommended organizational structure, but achieved the same results, reducing the recommended number of people reporting directly to the assistant superintendent.</p> <p>Two instructional staff and 30 principals report directly to the assistant superintendent. Principals have told the assistant superintendent that this has actually improved their accessibility to the superintendent.</p>

17	Move the reporting responsibility of the director of Athletics from Administrative Services to the Division of Instructional Services.	Rejected	\$0	\$0	\$0	District officials believe the athletics director has functioned well under the current reporting alignment. They have chosen not to change the supervision of the position to another division.
18	Shift the membership of the Instructional Focus Committee by increasing the number of teachers and by decreasing the number of administrative staff.	Complete	\$0	\$0	\$0	The instructional focus committee was expanded to include additional community representatives, and evolved into a strategic planning effort that included 200 people, 70 percent of whom were teachers. The community makes up 20 percent, and administrators fill out the remaining 10 percent.
19	Coordinate curriculum development in content areas with individual school sites.	Complete	\$0	(\$30,000)	\$0	Curriculum and Instruction worked with the campuses to align curriculum and write new curriculum guides as part of a five-year plan. The district budgeted \$30,000 for 1999-2000 to continue efforts in curriculum development and alignment.

					<p>TISD wrote and piloted language arts curriculum guides in 1996-97 for grades K-12. In 1998-99, TISD developed curriculum guides for science in K-8 and math and social studies for grades K-12. In the fall of 2000, the district will pilot, revise, and reissue social studies guides for grades K-12. Texas Essential Knowledge and Skills or instructional technology are integrated across curricular areas, and state-developed guides for selected career and technology courses are being locally aligned.</p> <p>Administrators have worked with teachers to familiarize them with the guides as well as included teachers in the development of curriculum guides.</p> <p>This recommendation is key according to district officials</p>
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						because it is driving instruction, TAAS scores, and textbook selection.
20	Establish a districtwide evaluation system for instructional programs.	Complete	\$0	\$0	\$0	In June 1997, in accordance with the strategic plan, TISD established the Office of Assessment and Accountability to develop a systematic evaluation design to assess the effectiveness of instructional programs and an effective evaluation process for all district staff. The district later hired a full-time person to conduct program evaluations, which are performed on a four to five year cycle. The district now uses the Statistical Package for Social Science model to evaluate its instructional programs.
21	All middle school and high school teachers should spend the same amount of instructional time in the classroom each week.	Complete	\$6,337,080	\$1,386,291	\$2,464,472	In 1996-97, the district established a single planning period in both high schools. Robert E. Lee now uses a 4x4 block schedule, and John Tyler uses an A-B block schedule. An A-B

						<p>block is made up of 10 cycles, 4 periods each, with classes meeting every other day. In the 4x4 schedule, classes meet every day, but courses last only one semester. Teachers have three periods, each teaching up to 150 students in the full year cycle. Students at each high school may complete up to 32 credits under this new schedule. Several middle schools are moving to a modified block schedule arrangement. While the district did not eliminate positions, it has staved off hiring additional teachers.</p>
22	<p>Work with Camp Tyler Foundation to establish a method for TISD to recover some of the operating costs for Camp Tyler incurred from non-TISD use.</p>	Complete	\$0	\$106,056	\$150,000	<p>The district and the foundation developed a fee schedule of \$3 per user, of which \$2 goes to the foundation for repairs and maintenance, with \$1 going to the district for utilities. From 1997 through 1999, Camp Tyler collected \$79,456 in user fees, of which the district received \$31,539.</p>

23	Implement the Performance Plus Instructional Management System for mathematics for the ninth and tenth grades, in addition to grades three through eight.	Complete	(\$25,000)	(\$50,750)	(\$300,000)	<p>Tests were developed and administered in April, 1997 for math as TSPR recommended. Although the recommendation was only for math, the district expanded Performance Plus to include writing and reading.</p> <p>During 1998-99, tests were administered for reading in grades 2-10, and math was expanded to include grade 2. Composition writing tests for grades 2-10 will be administered in 1999-2000. An objective writing test will be developed in 2000-01.</p>
24	Increase inclusion of special education students enrolled at St. Louis in regular education environments in other TISD schools.	Complete	\$0	\$0	\$0	<p>TISD formed a task force, which has held meetings, attended several inclusion workshops, contacted administrators of the two recommended school districts, and formulated a survey for TISD teachers. More severe special</p>



						<p>education students have been brought on campuses.</p> <p>Using donated building supplies from local businesses, the Chapel Hill FFA built a therapeutic horseback riding arena at the St. Louis school. Seeing the benefit of the riding program for students, TISD sought funds from various foundations, the City of Tyler, and a builders association to enclose the arena. Community members also volunteer their time to the riding program. Up to 50 special education students are riding horses each week.</p>
25	Maximize reimbursements by billing Medicaid for all services rendered to special education students and by contracting with a consulting firm to assist with claims.	Complete	\$240,965	\$408,000	\$1,206,750	Earnings for the 1996-97 school year total more than \$138,000; in 1997-98, earnings reached \$270,000, and \$408,000 in 1998-99. TASB continues to provide consulting services-at no additional cost to the district.

26	Provide focused staff development for administrators and teachers on how to implement, coordinate, evaluate and improve instructional programs for at-risk students.	Complete	\$0	\$0	\$0	<p>Training for teachers and staff members is now included in TISD's strategic plan. Training conducted during the 1996-97 school year was well received, and some employees participated in train-the-trainer sessions so they can establish their own district training center.</p> <p>The district continues to provide multi-cultural sensitivity training and poverty simulations for staff and have enlisted the services of a consultants to help staff learn how to understand and interact with at-risk students. All central administration staff are required to take the training; training is available to teachers although the principals determine who goes to the training.</p>
27	Develop and implement a plan for increasing the number of minority students served in the Gifted and Talented Education	In Progress	\$0	\$0	\$0	TISD has tightened up its identification of some gifted and talented (GT) students and broadened the screening and

	(GTE) program.					<p>identification process for minority students to bring more into the program. A portfolio assessment and a parental survey have been implemented. The district also has worked with the area's junior college to provide the space needed to expand the program, and is exploring other opportunities with the college.</p> <p>In the spring 2000 screening process, non-English speaking students will be tested with either tests in their home language or non-verbal tests on achievement, aptitude, and creativity (anecdotal information also may used). GT teachers will work 1.5 days every two weeks on campus to observe minority students in the classroom setting. Elementary teachers are required to have taken 30 hours of basic GT training to improve their</p>
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						ability to identify GT minority students.
28	Develop procedures to evaluate effectiveness of the Bilingual/ESL program at each participant school that will include tracking student progress.	Complete	\$0	\$0	\$0	<p>Evaluations include TAAS results, periodic and annual assessments of linguistic and academic skills, and LPAC reviews. The district has tried to address the consistent use of basic tests at given grade levels so that trends can be tracked. A system is in place for tracking continued progress.</p> <p>The district has recruited 12 teachers from Spain and is working with Region 7 to develop a teacher alternative certification program. UT-Tyler also has a one-year alternative certification program.</p>
29	Modify the current PACE program to serve students who wish to pursue high school course credit during evening hours and eliminate the Adult Evening School.	Complete	\$39,535	\$32,000	\$40,000	<p>The US Navy donated its old recruiting center to the district to house the PACE educational program, and the evening class was eliminated.</p> <p>TISD graduated</p>

						100 students from PACE each of the last two school years. PACE currently serves 92 students in the morning and 70 in the afternoon.
30	Consolidate the three positions of directors of Student Information Services, Instructional Services and Student Services to two positions of director of Student Services and director of Instructional Services.	Complete	\$460,410	\$464,000	\$570,000	The district consolidated three positions into one.
31	Develop a guidance curriculum to incorporate a continuum of counseling services for Pre-K through 12th grade.	Complete	\$0	\$0	\$0	<p>The district allocated no funds to address the clerical needs of counselors at the secondary level, so this recommendation was modified to include only those guidance areas necessary for the secondary program. This recommendation was fully implemented at the elementary level.</p> <p>After careful consideration, the district reports that</p>

						high schools were not aligned with the state guidance model because of the difficulty of developing the curriculum.
32	Develop a uniform workload whereby coaches teach the equivalent of five of seven class periods, or four of six instructional periods (including physical education) per day.	Complete	\$2,006,742	\$0	\$0	<p>At the April 1997 board meeting, trustees approved assigning coaches additional classes in situations that would prevent the employment of additional personnel. The new policy on staffing patterns affected the class assignments of coaches over the long term.</p> <p>Since both high schools have moved to block scheduling, coaches are expected to teach two out of four periods in academic subjects, one period for athletics and one period for teacher conferences.</p>

# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Community Involvement (33-42)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
33	Conduct quarterly public forum meetings to encourage community involvement.	Complete	\$0	\$1,700	\$8,500	<p>TISD conducted five town hall meetings at a cost of \$100 per forum. Turnout for town hall meetings was poor, so they were discontinued.</p> <p>TV call-in shows, for which board members are available to answer questions from the public, have been successful. These televised TV forums cost approximately \$100 per month. Call-in forums also have been broadcast on radio station KZEY on a regular basis.</p> <p>All new programs are now highlighted with some form of public notice; the public is provided a venue to ask questions and get answers. Education programs that were discussed in public forums have included the Stewart-Edison Project, Hogg Middle</p>

						Years IB Program, and Moore Math/Science /Technology Magnet Program.
34	Design and implement an effective outreach plan for the community that includes reactivating the bi-racial committee established by the desegregation order, and expanding the committee to include Hispanic members of the community.	Complete	\$0	\$0	\$0	Procedures were developed with the community to reestablish the bi-racial committee as a tri-ethnic committee. The district submitted names to officers of the former bi-racial committee and received approval from Judge William Wayne Justice in the United States District Court for the Eastern District of Texas. The committee is responsible for facilitating the development of a staff diversity plan and a program to attract minority teachers to the district. It regularly meets with and visits campuses.
35	Attempt to evenly assign business partners in the Partners in Education (PIE) program to campuses throughout the district.	Complete	\$0	\$0	\$0	The district now has a volunteer coordinator whose salary is equally shared by the district and the foundation. Most campuses have five to 10 business partners each. District officials believe it is best to let the campuses form their own partnerships and that a decentralized approach is best. Many of the partnerships are



						arranged through the parents at the particular campuses but a volunteer coordinator (usually a TSID employee) is designated for each campus. The district recognizes its volunteers each year in the Partner in Education Banquet.
36	Monitor the performance of public relations and communications activities.	Complete	\$0	\$0	\$0	The public relations program is monitored by the director of Public Relations/Professional Development/Library Services. A Public Relations Committee was established in fall 1998 and met twice in 1998-99 and once so far in 1999-2000. The district sponsors a back-to-school fair annually to showcase all schools via displays in the mall. TISD sponsors an Area News Media Luncheon four times a year.
37	TISD should develop a monthly community newsletter, mass-mailed to community businesses and organizations.	Complete	(\$60,000)	(\$15,000)	(\$60,000)	In January 1997, the board voted to resume a quarterly publication in the local newspaper at half, or less, of what it would cost the district to mail it.  The district also has developed an annual report, <i>Highlights and Insights</i> , which

						<p>includes a wall calendar, and it is sent to every family. This report/calendar is paid for by a local bank and the TISD foundation at no cost to the district.</p> <p>Regular communication to parents and to the public is accomplished via Channel 19 programming and Bulletin Board, highlighting school news and events. TISD also has developed a better relationship with the local newspaper, which helps communicate information to TISD parents. The <i>Ebony News Journal</i> and <i>Family Years</i> publications feature school news and articles featuring students or staff.</p>
38	Develop a TISD school volunteer program to coordinate and track major volunteer efforts by campus.	Complete	\$0	\$609,892	\$1,184,892	The TISD Foundation and Communication Office implemented this recommendation, and the Foundation provided a coordinator for Volunteer Connection. The Communications Office has become the center for information gathering and record keeping for the TISD volunteer programs. In-kind contributions from

						volunteer hours totaled over \$600,000 at the time of this progress report. Savings from in-kind donations are expected to reach \$1,184,892 over a five-year period.
39	Develop incentives for parents to attend PTO meetings, such as door prizes, that could include restaurant certificates, grocery certificates, and movie passes donated by area merchants.	Complete	\$0	\$0	\$0	<p>The board voted in October 1996 against implementing this recommendation because the City Council of PTAs and local campus PTAs believed this was a PTA matter. Although this recommendation was not implemented at the district level, individual PTA units provide many incentives to promote/generate parent attendance at PTA meetings. In fact, 1999-2000 is the first year that each campus has a PTA.</p> <p>Other parental involvement components are woven throughout the district's Head Start and Title I programs. For example, TISD offers home computer instruction; parent workshops to help parents with strategies to affect student learning; GED assistance; parenting classes; and food and nutrition awareness</p>

						<p>The district's Home Education Liaison Person (HELP) program offers one-on-one instruction to students in basic reading or math, and parents are required to participate. When parents volunteer in Head Start, they are "paid bucks" that can be redeemed at the Heart Start Store for various items that cannot be purchased with a Lone Star Card. The more hours they volunteer, the more bucks they receive. TISD also has provided transportation to parents to attend school meetings, given away a computer and free groceries.</p>
40	<p>Develop a cost recovery pricing schedule, based on the total cost of supplies, labor, equipment, shrinkage, and overhead.</p>	Complete	\$0	\$0	\$200,000	<p>A modified pricing schedule to include overhead and labor has been implemented for the Graphic Services internal funding. For example, the district adopted a new copier proposal that could potentially save them \$200,000 over five years.</p>
41	<p>Develop and document a procedure for ranking and prioritizing work requests received</p>	Complete	\$0	\$0	\$0	<p>Work requests are expeditiously fulfilled normally within two days turn around time and with open communication to</p>

	by Graphic Reproduction Services.					campuses and departments when additional time is required for items such as Personnel Handbooks, Student Handbooks, and Course Scheduling Handbooks.
42	Develop a table that details the estimated time to complete a printing work order.	Complete	\$0	\$0	\$0	<p>The Graphics Department adheres to a print schedule in accordance with timelines.</p> <p>The district continues to look for ways to improve quality and significantly reduce printing costs.</p>

# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Personnel Management (43-50)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
43	Contact Texas Workforce Commission (TWC) to determine if an alternate telephone or mail application process can be established for paraprofessional and auxiliary employees.	Complete	\$0	\$0	\$0	Any applicant may call TWC and request that both the TWC and TISD mail applications.
44	Establish a committee of parents, community members and district staff to set goals and objectives, and to develop a program to attract minority teachers to the district.	Complete	\$0	\$0	\$0	<p>A tri-ethnic committee has been formed to set goals and objectives, as well as develop a program to attract minority teachers to the district. A proposed staff diversity plan will also be reviewed by the committee.</p> <p>The percent of minority teachers in the district increased from 21 percent in 1996 to 23 percent in 1997 to 24 percent in 1999.</p> <p>For the 1999-2000 school year. TISD</p>

						employed 12 teachers from Spain under the Texas/Spain Teacher Program. This program will help supplement any efforts to improve the bilingual instructional program.
45	Create a cooperative group of school districts in the Tyler area to actively seek alternative certification for bilingual teachers through the Regional Education Service Center (RESC) and such institutions as the University of Texas at Tyler (UTT).	Complete	\$0	\$0	\$0	<p>UT-Tyler secured TEA's approval to offer graduate bilingual certification at TISD's request. This certification helps the district recruit additional bilingual teachers.</p> <p>At the initiation of TISD's superintendent, Region 7 now offers alternative certification programs in special education and bilingual education.</p>
46	Provide a table of contents at the beginning of each employee classification binder so that particular job descriptions easily can be located.	Complete	\$0	\$0	\$0	A table of contents has been prepared for each employee classification and has been placed in the job description files and binders.
47	Maintain personnel records of auxiliary employees (Food Service, Maintenance and Transportation) in Personnel Services.	Complete	\$0	\$0	\$0	All personnel records are now in one office. One clerical person was reassigned to the department as a

						result of the reorganization.
48	Develop a computer program allowing the records officers to print labels of personnel information to be attached to each employee's service record.	Complete	\$0	\$0	\$0	Efficiencies have resulted from a mainframe computer program that allows the records officers to keep and maintain the entire service record electronically.
49	Develop procedures to ensure that evaluations are conducted each year and develop a local policy to hold appraisers accountable.	Complete	\$0	\$0	\$0	The evaluation timeline and the board policy were revised to ensure that evaluations are conducted each year, and to hold appraisers accountable. Principals are given regular reports on their progress.
50	Develop a needs assessment at each campus to ensure that teachers have the opportunity for input into the type of staff development programs that are developed and that the staff development programs address the specific instructional needs at each campus.	Complete	\$0	\$0	\$0	Training has been implemented and included in the Strategic Plan and duties of CPOCs. Additional training will be provided over the next five years. The process is campus based. Campus plans and staff development plans must be approved by the board, but it is considered a living document and changes can be made without board approval so long as the changes are not a radical departure



						from the original plan. The district added an additional \$30,000 to the staff development budget.
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# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Asset and Risk Management (51-57)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
51	Consolidate the district's operating accounts.	Complete	\$75,000	\$1,240	\$2,400	Pursuant to board approval on August 15, 1996, TISD closed four bank accounts, saving \$10 per account per month.
52	Obtain the zero balance account (ZBA) feature for all operating accounts.	Complete	\$549,120	\$51,667	\$100,000	TISD estimates a savings of \$20,000 per year by implementing this recommendation.
53	Activate the on-line view feature to obtain full benefit of the ZBA feature.	Complete	(\$15,500)	(\$6,200)	(\$12,000)	TISD estimates a cost of \$200 per month to implement this recommendation.
54	Enhance existing cash-flow forecasting model.	Complete	\$0	\$0	\$0	TISD has enhanced its existing cash-flow forecasting model. Cash flow forecasting is being completed each week. TEXPOOL's daily liquidity helps them maintain cash availability.
55	Track workers' compensation claims and costs by worker category and develop safety programs to reduce	Complete	\$198,500	\$471,443	\$809,253	TISD's board hired a risk manager and set up a risk management department. Savings have been computed using \$60 per \$100

	claims.					payroll cost instead of the \$.87 per \$100 cost, which is the actual workers' compensation costs, yielding \$53,503 for four months.
56	Develop and implement property control policies and procedures for controlling fixed assets.	Complete	\$0	\$0	\$0	Policies and procedures were implemented on December 12, 1996.
57	Conduct a detailed inventory of fixed assets throughout the district and tag all items in accordance with the new property control policy.	Complete	(\$35,000)	(\$27,000)	(\$27,000)	TISD's conducted a fixed asset inventory of the district at a cost of \$27,000. This inventory is now completed annually, and the process was automated in spring 1999. The district was able to remove a number of items off the district's insurance, although this process did not result in a premium reduction. Excess furniture on campuses can now be readily located.

# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Financial Management (58-66)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
58	Involve school board members earlier in the budget process.	Complete	\$0	\$0	\$0	A new budget calendar was implemented for 1996-97. Modifications will be made as needed to the current calendar. A process to address this issue is included in the strategic plan. The strategic plan requires the budget process to begin in January of each year with participation at the campus/department level.
59	Change TISD's official budget document format to make the document more useful as an operations and financial management tool.	Complete	\$0	\$0	\$0	Modifications were made to the 1996-97 budget document, and additional modifications will make the document a viable, informative tool.
60	Perform monthly budget variance analysis to avoid overspending appropriations and formally amend budget before	Complete	\$0	\$0	\$0	The district is more stringently enforcing its own policy and in no case is overspending occurring without prior board approval.

	committing district funds.					
61	Reassign responsibilities in the Payroll department and cross-train bookkeepers on the payroll system.	Complete	\$0	\$0	\$0	This function has been moved into the Human Resources Department, and now has a supervisor of payroll. All staff are cross-trained. (See recommendation #66.)
62	Change the district's financial management organizational structure so that the Payroll Department reports to the director of Budget and Accounting.	Complete	\$0	\$0	\$0	The Payroll Department reports to the Human Resources executive director.
63	Develop an accounting procedures manual.	Complete	\$0	\$0	\$0	District officials revised the manual and procedures due to changing job duties resulting from online requisitions.
64	Develop a procedure for processing vendor invoices for payment.	Complete	\$0	\$2,993	\$5,000	Complaints have decreased. Between 97-98 percent of invoices are paid timely. The district has received nearly \$3,000 in timely invoice discounts from vendors, and has reduced the average time for payment of invoices from 30 to 20 days.
65	Establish a system for routinely performing	Complete	\$0	\$0	\$0	The district conducts a financial and staff analysis periodically.

	financial cost analysis.					but it is issue-based rather than time-based.
66	Hire an internal auditor and establish a board audit committee.	In Progress	(\$163,770)	(\$128,051)	(\$128,051)	The internal auditor position was combined with the position of director of budget and accounting. Internal audit functions will be performed by the director of budget and accounting. An audit program is being developed that dedicates approximately 25 percent of an accountant's time to performing audit functions.

# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Information Systems (67-75)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
67	Hire a systems applications trainer.	Complete	(\$147,790)	(\$44,330)	(\$235,355)	The individual employed for the applications trainer continues to make a great contribution to the district. Continual training is a necessity if the district is to keep up with the steady stream of changes in TISD's reporting requirements.
68	Assist the Facilities and Transportation Services departments to evaluate and select appropriate software to be installed on the district's mainframe computer.	Complete	\$0	(\$21,495)	(\$35,825)	TISD was able to purchase work order maintenance software at less cost than TSPR's estimate. The annual cost to maintain this software package is \$7,165. The expense of the software is shown here, but the efficiencies gained by its use also are discussed in recommendations #72, #96, #97, #98, and #104.

69	Establish a user committee for business and student services computing.	Complete	\$0	\$0	\$0	The district's technology advisory committee continues to meet bimonthly, and participates in the strategic planning process. The individual campus technology committees continue to evaluate campus technology needs and goals.
70	Incorporate cost estimates of a network communications system into the fiscal '96-97 budget and develop a definitive schedule to network campuses to central administration.	Complete	(\$30,000)	(\$1,180,000)	(\$1,780,000)	The district has networked more than 50 percent of its locations. Funds allocated from the bond issue, along with grants and e-rate refunds, are being used to increase the capacity of the network as it continues to grow. To date, the district has received approximately \$280,000 in grants and e-rate refunds to supplement the funds from the bond issue.
71	Develop purchasing standards for computer hardware and software.	Complete	\$0	\$0	\$0	Purchasing standards have been developed and are maintained, and a procedure is in



						place for software selection. A fixed asset inventory was completed.
72	Obtain a work order system to track computer and electronic repairs.	Complete	\$0	\$0	\$0	The district uses a new work order system. (See Recommendation #68.)
73	Develop a comprehensive long-range technology plan for business and student services computing.	Complete	\$0	\$0	\$0	The board approved the plan. The district has determined that it will cost \$1.5 million in the first year and \$7.5 million over five years to implement the technology plan. The district annually reviews the plan.
74	Identify grant sources and apply for technology grant funds.	Complete	\$1,125,000	\$1,742,787	\$2,500,000	<p>The district has received several technology grants including:</p> <ul style="list-style-type: none"> <li>Tyler Junior College Distance Learning 1996-97 \$50,000</li> <li>Novell grant \$182,056</li> <li>Technology Infrastructure Fund grant \$209,601</li> </ul> <p>Incentive funds received by the district from business partnerships allocated to</p>

						<p>technology include:  Pepsi \$500,000  ET Med. Center (US Tel &amp; Excelsior)  1996-97 \$45,000  1997-98 \$45,000  1998-99 \$45,000</p> <p>The district also received additional technology grants and donations totaling \$378,065 which included TIF grant in 1998, E-rate and TIF Technology Advancement grants in 1999, and a donation from Carrier Corporation in 1999.</p> <p>In addition to technology grants, TISD applied for and received other grants and donations in the amount of \$9,446,152 in 1998-99, and anticipates receiving \$5,533,476 in grants for 1999-2000.</p>
75	Develop purchasing standards for instructional	Complete	\$0	\$0	\$0	The Central Technology Committee reviews all

	computer hardware and software purchases.					technology purchases and sets standards with new hardware and software.
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# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Purchasing and Warehouse Services (76-84)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
76	Require all campuses and departments to use the existing automated purchasing system to process purchase requisitions.	Complete	\$0	\$0	\$0	The infrastructure for the automated purchasing system has been installed, and campuses can process requisitions.
77	Institute a procedure for controlling and monitoring short-form purchase order booklets.	Complete	\$0	\$0	\$0	The district is enforcing its policy and has discontinued use of all short form purchase order booklets, except for facilities, transportation, and electronic repairs. TSPR recommends the district look into using procurement cards or credit cards in the future.
78	Amend the current policy governing emergency purchase orders to include a definition of emergency purchases.	Complete	\$0	\$0	\$0	On August 19, 1996, the board adopted a policy to implement this recommendation.
79	Prepare a needs assessment and cost comparison report when a department is considering securing	Complete	\$0	\$0	\$0	All departments establish a needs assessment when major purchases are made and submit

	costly equipment/services.					them to the Purchasing Department, which evaluates the assessments according to existing guidelines.
80	Require all TISD campus and administrative personnel to use the existing automated purchasing system to requisition materials and supplies from the Distribution Center.	Complete	\$81,772	\$73,532	\$130,061	All campuses attended training October 1-3, 1996, and automated ordering from the warehouse began after training. One secretarial position was eliminated but was traded for a bus driver position.
81	Transfer athletic equipment and supplies located in the athletic warehouse to the Distribution Center and begin using the automated requisitioning system.	Complete	(\$7,500)	\$0	\$0	Athletic inventories have been drastically reduced, alleviating the need to warehouse athletic supplies. Items are ordered and delivered by vendors directly to the various campuses and are no longer warehoused.
82	Review and analyze the <i>Stock Status Listing by Stock Item</i> report monthly and calculate economic reorder points.	Complete	\$0	\$0	\$0	The current inventory system provides reorder levels.
83	Complete a formal manual that documents the policies and procedures governing warehouse operations.	Complete	\$0	\$0	\$0	A manual was developed by the previous warehouse director during the summer of 1996, and it is now being reviewed and updated.

84	Consolidate the Purchasing Department, Distribution Center, and the athletics warehouse into one business function.	Complete	\$432,785	\$270,447	\$410,000	<p>The Distribution Center was consolidated with Food Service because of the similar type of activities of both departments. Athletics was not moved into the Distribution Center because of the change in warehousing athletic equipment described in recommendation #81. The district plans to close its warehouse operations resulting in annual savings of \$40,000.</p>
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# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Facilities Use and Management (85-101)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
86	Update and expand the information included in the Facility Master Plan to include all district facilities.	In Progress	\$0	\$0	\$0	TISD's board appointed a citizens task force to prioritize facility needs. A bond oversight committee is in place overseeing the current projects. A new committee will be formed to help with facility needs for a future bond issue. There is a master plan in place for roofs, HVAC, and lighting. The district continues to work towards integrating these programs into a facilities master plan.
87	Assess the space needs of the district and establish and approve a set of school space guidelines, by type of space, to be used in making facility planning and budgeting decisions.	In Progress	(\$700)	\$0	\$0	The district is conducting a facilities study during the fall of 1999-2000. (See recommendation #86.)

88	Establish a committee to review the facility needs in the district and ensure that the issues raised by the U.S. Dept. of Justice are addressed in the district's facility master plans, space-use, analysis, and facility guidelines.	In Progress	\$0	\$0	\$0	The tri-ethnic committee may be assigned this task. (See recommendation #87.) A facility study committee has been established and includes community members and district and campus level representatives. The first meeting was scheduled for October 11, 1999.
89	Re-evaluate the use of TISD campus facilities.	In Progress	\$50,000	\$0	\$0	The tri-ethnic committee may also be assigned this task, too. (See recommendation #87.)
90	Establish current ADA deficiencies as a district priority and develop a plan to comply with the law.	In Progress	\$0	\$0	\$0	Prioritization of facilities needs, including ADA deficiencies, will be addressed by the citizens task force discussed in recommendation #86. A bond election provided \$1 million for ADA projects. Additional ADA projects will be included in future bond packages.
91	Develop a policy requiring all campus custodians to report directly to the campus principal.	Complete	\$0	\$0	\$0	TISD attempted to shift the supervision of custodians to the principals, but principals did not want to be responsible for custodians



						Custodians report to the custodial supervisor, who works closely with the principal to solve custodial problems on campus. The district reports that the schools are cleaner.
92	Eliminate the custodial foreman position within Facility Services.	Complete	\$143,990	\$150,000	\$269,196	The property services coordinator position, in the Maintenance Department, was eliminated, rather than the custodial foreman, who is still in place, with additional responsibilities.
93	Establish a minimum cleaning standard of 19,000 sq. ft. per custodian.	Complete	\$1,378,260	\$674,622	\$1,124,370	To date, 15.5 custodian positions have been eliminated through attrition, at an average annual salary of \$14,508 each, including benefits. At present, each custodian is cleaning 19,000 square feet.
94	Designate a lead custodian to supervise all night custodial crews.	Complete	(\$214,125)	\$0	\$0	TISD modified the implementation of this recommendation. Lead custodians check on their schools during the evening hours. The custodial foreman also checks on the schools.

95	Develop a formal policy for the distribution of keys to custodial staff and define who should have access to storage rooms.	In Progress	(\$23,112)	\$0	\$0	TISD has not re-keyed all locks. Internal procedures will be written for key distribution. At present, all custodians have keys to open their assigned campus. Lead custodians are solely responsible for a master key.
96	Establish time standards for completing work orders and set response time goals that reflect the expectations of the users.	Complete	\$0	\$0	\$0	In the summer of 1996, TISD purchased an automated work order system from Gateway. The system offers the degree of flexibility necessary to accomplish this recommendation. The system can track by school, craftsman, time, materials, and project. TISD has experienced a pronounced increase in productivity. The cost of the automated work order system is reflected in recommendation #68.
97	Track and analyze material and labor costs from work orders and Daily Work Reports so information can be used effectively by coordinators to	Complete	\$0	\$0	\$0	The automated work order system offers the degree of flexibility necessary to accomplish the recommendation. The cost of the automated work

	monitor projects and staff.					order system is reflected in recommendation #68.
98	Purchase an automated work order system to produce reports by craft and type of work performed.	Complete	(\$20,160)	\$0	\$0	The system was purchased and went on line September 1996. The cost of the automated work order system is reflected in recommendation #68. The average number of work orders processed have increased from 12,000 per year to 14,000 per year. In the future, the district can and should be able to use this system to prioritize work orders, institute a better system of quality control, and monitor facilities with recurring needs.
99	Reorganize paint crew to maximize their productivity and efficiency.	Not Implemented	\$278,460	\$0	\$0	During fiscal 1997-98, the paint crew was placed on an evening shift from 11:30 a.m. to 8:00 p.m. The administration believed this schedule would afford the paint department more time to paint when classrooms were unoccupied. In theory, this was a reasonable solution

						In practice, this new schedule led to a tremendous drop in morale, which resulted in a decrease in production. In the spring of 1998, the paint crew schedule was returned to the original time frame. Morale soared and production increased.
100	Pursue opportunities for sharing services with local organizations.	Complete	\$0	\$0	\$0	Various agreements are in place and pending with the City of Tyler, Smith County, and other school districts in the immediate area. A tax increment financing zone has been established for a technology center. Funding will be provided by TISD, Tyler Junior College, City of Tyler, and Smith County.
101	Conduct an assessment of the energy equipment systems at campuses to determine energy effectiveness of the systems.	Complete	\$0	\$273,662	\$1,529,622	An assessment was made of the lighting system districtwide, and new lighting has been installed with funding from a low interest state loan and bond funds. The total lighting project cost \$957,820. The pay back period on the lighting is estimated at between three and seven

						<p>years. An assessment of HVAC equipment and controls also was performed. New HVAC controls have been budgeted in the amount of \$1,645,765 with the first phase of the installation scheduled for this fall. The savings shown for HVAC controls is a reasonable amount. Additional electricity savings also will be realized from changing rates at various locations. It is estimated that savings for 1999-2000 will be \$125,556, which is net of consultant fees. Savings in future years should be approximately \$172,742.</p>
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# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Transportation (102-106)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
102	Evaluate the route designs and bus schedules to eliminate wasted travel and empty bus seats.	Complete	\$385,205	\$306,484	\$528,784	<p>Two Special Education routes were deleted prior to the release of the TSPR report; four kindergarten routes were discontinued due to extended-day kindergarten; one bilingual route was added because of an increase in student population; and one elementary route was added.</p> <p>Daily evaluations of bus routes are conducted, and TISD shifts routes according to travel needs.</p> <p>The district reports greater confidence in services provided by Transportation. The number of routes decreased from 75 in 1996-97 to 65 in 1998-99 while the number of riders increased.</p>
103	Purchase a	In Progress	\$352,852	\$0	(\$155,000)	The district has

	computer-aided routing and scheduling system.					reviewed and analyzed two computer-aided routing and scheduling systems, but has not yet issued a request for proposal. The cost will be either \$130,215 or \$154,800, based on specific proposals received. However, this recommendation has been low priority due to Y2K and technology in the classroom needs.
104	Obtain a computerized fleet maintenance system capable of more effectively tracking vehicle information.	Complete	(\$12,000)	\$0	\$0	Transportation shares the same software and tracking system as the Distribution Center and Facilities. The cost of the system is reflected in recommendation #68.
105	Establish a goal of reducing student incidents on buses by training drivers, enlisting the support of campus principals and using volunteer bus monitors.	Complete	(\$17,000)	(\$3,400)	(\$34,270)	TISD drivers are trained annually, and student trouble incidents have decreased.
106	Hire more permanent substitute bus drivers to ensure bus routes are covered when regular drivers are absent.	Complete	(\$146,995)	(\$29,399)	(\$117,600)	The district has implemented an ongoing intensive recruitment and driver training program. It has posted notices in schools, businesses, local colleges.

						<p>newspapers, TV spots, on school bus bumpers, and has advertised in other school districts. Although efforts have been introduced to hire and retain bus drivers, such as increased salaries, the district is still 22 drivers short. The district is running about 120 routes a day, and everyone who is capable of driving a bus is called upon to help.</p>
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# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Food Service (107-115)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
107	Develop a cost-allocation system for Food Service enabling the district to recover costs for utilities and custodial and maintenance services resulting from Food Service operations.	Complete	\$1,797,585	\$656,109	\$1,083,087	Custodial and utility costs for Food Service were developed on a per square-foot ratio, and costs were transferred to the General Operating Budget from the Food Service Budget. The salary for one person in maintenance is paid by Food Service.
108	Reduce food costs by 13 percent, bringing costs in line with industry guidelines and the peer district average.	Complete	\$1,384,545	\$0	\$0	Food costs are within industry guidelines. TSPR's recommended savings were based on an external auditor's report provided by the district that contained other costs in addition to the cost of food. The original audit was overstating the cost of food because paper costs were included. No savings can be realized.

109	In addition to the MAPS software, use the TEA direct certification method of identifying food stamp and AFDC families to determine the eligibility of students in the free and reduced-price meal program.	Complete	\$0	\$630,366	\$1,044,040	The direct certification method was implemented in 1996-97 and resulted in the identifying of an additional 529 students eligible for the free and reduced-price lunch program. An added benefit of this recommendation was the additional state compensatory funds TISD receives by identifying and qualifying students who are eligible for free and reduced-price meals and who had not been counted as compensatory students in the past.
110	Increase breakfast and lunch participation.	Complete	\$1,756,440	\$1,257,498	\$2,095,830	Breakfast and lunch participation have increased by 13 percent and 9 percent, respectively in the first two years of implementation. Since then, meal participation grew 1 percent in 1997-98 and 3 percent in 1998-99.
111	Fully automate all Food Service management reports.	In Progress	(\$300,000)	(\$250,000)	(\$350,000)	An electronic ordering system for eight kitchens has been implemented. However, the

						district has not implemented a point-of-sale system as of yet.
112	Obtain automated, accurate and timely financial statements.	Complete	\$0	\$0	\$0	This is an ongoing process with Accounting and Data Processing.
113	Investigate the feasibility of constructing a central kitchen.	Complete	\$0	\$10,580	\$21,160	Robert E. Lee High School provides meal service to three additional sites, including partial service for St. Louis that began in August 1999, and complete service for PACE and the Plyler Complex that began in 1998. Due to space availability and funding, the district has decided not to build a central kitchen.
114	Assess warehouse space and food service space needs and ensure that needs are included in the updated facility master plan.	In Progress	\$0	(\$1,000)	\$80,000	This recommendation was partially addressed in recommendation #84 about consolidating the Distribution Center with Food Service. A master plan for reorganizing the warehouse (developed at a cost of \$1,000) is being studied to determine the most cost-effective method for

						inventory, receiving, delivery, and labor. As a result of a recent examination of the distribution center operation, the district is planning to close the warehouse. Savings are projected in excess of \$40,000 per year beginning in 1999-2000.
115	Evaluate administrative office space needs of the Food Service Department.	Complete	\$0	(\$20,832)	(\$20,832)	Three offices, a storage area, and a conference workroom for Food Service personnel were built in the Distribution Center. This change addressed Food Service's additional space needs.

# Tyler Independent School District

## Appendix A - Status of Recommendations and Savings

### Safety and Security (116-122)

Rec #	General Recommendation	Implementation Status	TSPR Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	TISD Projected Five-Year Savings (Costs)	Comments
116	Adjust the assumption of the Tyler Police Department contract with TISD to more accurately reflect the actual time that two TPD liaison officers spend on TISD campuses.	Complete	\$53,995	\$45,521	\$82,521	The contract with Tyler Police Department's High School Liaison Officers' program is renegotiated each school year.
117	Hire an off-duty local police officer to patrol the middle school campuses using a district vehicle.	Complete	(\$54,000)	\$0	\$0	<p>The administrative staff has evaluated and prioritized the district's safety and security needs and has directed officers to step up their monitoring of middle school campuses using Beat Officers. There are now Beat Officers for middle schools at no cost to the district.</p> <p>The Tyler Police Department Beat Officer Program allows designated Officers to be</p>

						<p>available to respond to calls from school campuses in their areas of normal patrol. This program affords frequent/regular visits to the Campuses by the patrol officers who become familiar with school personnel and students. The officers not only assist campus administrators, but visit classrooms as guest speakers and serve as excellent resources for questions about any violations of law that might involve students.</p>
118	<p>Develop procedures for disposing of unclaimed weapons and communications devises previously confiscated.</p>	Complete	\$0	\$0	\$0	<p>The district's April 1998 CI (LOCAL) policy for school properties disposal includes the disposal of pagers, cell phones, and other items unclaimed through warehouse procedures and policy. Weapons are disposed of through local law enforcement</p>

						agencies.
119	Develop and execute a formal written contract between H.J. Control and the district outlining types of security services the company will provide at district-sponsored events.	Complete	\$0	\$0	\$0	A contract was approved by the board at its September 1996 meeting.
120	Develop and document a policy that designates personnel responsible for making original and duplicate keys, as well as individuals who should be assigned keys.	In Progress	\$0	\$0	\$0	TISD has a proposed CLA (LOCAL) policy addressing the security of buildings, grounds, and equipment.
121	Immediately assign a craftsman to repair and replace fire alarms on TISD campuses.	Complete	(\$141,450)	(\$190,000)	(\$280,000)	Costs over the full five years include investments the first year to repair or replace fire alarms. Quarterly inspections over five years will total \$75,000. In the spring of 1999, TISD hired two electronics technicians to install and repair fire alarm and intercom systems. TISD spends approximately \$23,000 a year for fire alarm systems.

122	Bring the Special Services Annex up to state fire code standards.	Complete	(\$300)	\$0	\$0	The students were relocated to a building with fire alarm protection. The Special Services annex is now the Athletics office.
	<b>TOTAL</b>		<b>\$19,773,189</b>	<b>\$7,881,960</b>	<b>\$15,899,280</b>	

**Note:** Due to an editing error, TSPR's February 1996 report contained no Recommendation 85, making the total number of proposals 121, rather than 122. In this progress report, TSPR has maintained the original numbering for ease of reference between the two reports.