

Introduction

Since 1991, the *Texas School Performance Review* (TSPR) has been helping public school districts across the state meet an increasingly difficult challenge—spending scarce education dollars in the classroom, where they belong, rather than on red tape, paperwork, and overlapping needless bureaucracy.

Created by state lawmakers as part of the State Comptroller's office in 1990, TSPR fields invitations from public school districts of every size and shape—large or small, rich or poor, rural or urban. Each review team settles in for months of detailed study, at no extra charge to district taxpayers. With the help of outside management experts, we consult a wide range of community groups, business

leaders, students, parents, teachers, principals, and administrators. We solicit suggestions from front-line district employees and ask students for their best ideas. We hold public meetings, arrange special focus group forums, and conduct private interviews. And, we encourage every concerned citizen to call our toll-free hotline to share their thoughts and suggestions.

TSPR's goal is to identify ways to hold the line on costs, reduce administrative overhead, streamline operations, and improve educational services—in short, to help school districts operate more efficiently and effectively with available resources. Most of the Comptroller's recommendations come directly from teachers, parents, students, and others who live or work in the district. TSPR has found that these hard-working folks have often known for years what would help them improve their schools, if only someone would ask. The Comptroller *asks*.

Since 1991, TSPR has offered nearly 3,100 detailed ways to save taxpayers more than \$340 million in 30 public school districts throughout Texas. And, TSPR has done all this without recommending the firing or laying off of a single classroom teacher.

Districts studied by the TSPR team to date include San Antonio, Richland Springs, San Saba, Cherokee, Lubbock, Victoria, West Orange/Cove Consolidated, Lake Travis, Dallas, Austin, Calhoun County, Midland, Paris, San Marcos Consolidated, Brownsville, Longview, San Angelo,



Beaumont, Waco, United in Laredo, Tyler, Houston, Texarkana, Corpus Christi, Spring, Ysleta, Socorro, Port Arthur, Wimberley, and Hamilton. The El Paso, Comal, and Mount Pleasant districts have reviews under way at this time, and a review of Killeen ISD is scheduled to begin in the months ahead.

In addition, TSPR has conducted follow-up reviews of districts that have had at least one year to implement our recommendations. These subsequent reviews show that nearly 89 percent of TSPR's combined proposals have been acted upon, saving local taxpayers more than \$80 million during the first years of implementation, with additional savings projected.

It's important to note that TSPR's work is not a financial audit in the traditional sense. Our purpose isn't to uncover financial wrongdoing or other potential criminal activities. Instead, each school performance review tries to show participating districts how they might accomplish more with the same money. Our team has recommended ways to streamline administrative functions, transportation and food service, improve campus security, reduce maintenance costs, and more efficiently manage facilities. We've proposed revamped investment strategies, better strategic planning, and privatization of certain district services.

Many of our recommendations aren't simply cost-cutting measures or easily quantifiable in dollar terms. Some have no direct fiscal effect at all, while others call for increased spending to attract greater public and private funding. All, however, promise improvements in student services and administrative efficiency.

The response to TSPR has ranged from enthusiasm to caution. In more than a few districts, the superintendent and most board members signaled their support early on and ultimately went above and beyond the proposals in the Comptroller's report to make major improvements in areas not even suggested. In one district, however, our report was about as welcome as fire ants at a Sunday picnic. Yet, even there, district officials eventually recognized the value of TSPR's proposals and achieved impressive results by implementing them. Indeed, most have learned that a TSPR report can serve as a foil against the backlash of unpopular but necessary change. Sometimes, only an impartial third party is truly able to explore certain "untouchable" topics in a district.

By acting on TSPR's proposals, all districts reviewed to date have cut their operating costs. In Lubbock, for example, then-Superintendent Mike Moses, now the state's Commissioner of Education, wrote that the 1992 *Texas School Performance Review* was one of the primary reasons [that]

the Lubbock Independent School District was able to regain credibility with this community."

Anyone seeking detailed information on a district's previous performance review is encouraged to call TSPR toll-free at 1-800-531-5441 ext 3-4900, or visit the Comptroller's website at <www.window.state.tx.us>.

TSPR in Corpus Christi, Texas

In April 1997, at the invitation of the Corpus Christi Independent School District (CCISD) Board of Trustees and Superintendent Abelardo Saavedra, TSPR began a six-month review of CCISD. As in its previous reviews of Texas school districts, the Comptroller's team drew upon the expertise of outside management consultants, in this case Neal & Gibson, an Austin firm. During visits to the district, the TSPR team held two public forums at area high schools, convened five focus groups, and interviewed hundreds of people who live and work in the community, including business leaders, district employees, school board members, and other community representatives. In addition, TSPR drew upon written survey responses from 141 students, 355 teachers and campus administrators, 380 families, and 80 district administrators.

The review team targeted 12 areas:

- District organization and management
- Educational service delivery and student performance
- Community involvement
- Personnel management
- Facilities use and management
- Financial management
- Asset and risk management
- Purchasing and distribution
- Computers and technology
- Food services
- Transportation
- Safety and security

Corpus Christi's public schools posed an unusual challenge for the review team. From the start, TSPR recognized that the district was an innovative leader.

CCISD's Academic Standards set expectations for student achievement well beyond the state's Texas Assessment of Academic Skills (TAAS) requirements. And, a full two years before the state mandated it, CCISD understood that decision-making belonged at the campus level and began its site-based decision-making process.

To be honest, CCISD was already doing many things right. But the board and administration challenged the Comptroller to find ways to make a good district even better. In that spirit, TSPR looked for ways to help hold the line on costs, streamline operations, and improve services so every available tax dollar was spent in the classroom, rather than on red tape and bureaucratic logjams.

As in any dynamic district, CCISD faced daunting challenges. While an effective strategic planning effort had been launched by the district in 1988, for instance, by 1997 the district lacked a shared vision. Patchwork facility improvements, conflicts between the board and the superintendent, and the annual adoption of short-term goals that did not appear to lead to long-term results were impeding progress. TSPR recommended resumption of the strategic planning process. Today, the districtwide strategic planning process is just beginning, but the superintendent told the review team he considered the reminder to strategically plan *the* key recommendation in the report. In his opinion, a long-range strategic plan will provide a "road map" for the future, giving district personnel a sense of stability and accountability.

TSPR also suggested that after a year of districtwide implementation and rapid adjustments to the innovative Academic Standards Program, the district should step back and evaluate its programs and make fine-tuning adjustments necessary to ensure continued success. In a true spirit of continual improvement, the instructional areas of the district took a top to bottom look at their programs, including areas such as special and alternative education, and made subtle and very dramatic changes to the way the district teaches its students. One administrator said the review provided them an opportunity to look at themselves through someone else's eyes, and make changes that were absolutely timely and appropriate.

CCISD's existing plan for technology improvements was aggressive, and the district had made strides in identifying and securing funds to purchase technology. But at the time of the review, responsibility for implementation of the technology plan was distributed among multiple departments, resulting in inefficient use of limited resources. After the review, CCISD moved toward full implementation of Pentamation, the district administrative and business software. In addition, an executive director for Technology was hired, detailed implementation plans were developed, and monthly updates began to be provided to the superintendent's management team.

After a six-month review, the TSPR team had developed 109 recommendations and identified total savings of \$21.9 million that could be realized from 1997-98 through 2001-02 should CCISD implement the recommendations. The TSPR recommendations also included one-time and ongoing investment opportunities of \$412,000 in fiscal 1998 and total investment opportunities of \$3.1 million through fiscal 2002. Cumulative net savings (savings minus recommended investments) from all recommendations were expected to reach almost \$18.8 million by fiscal 2002.

Since the report's September 1997 release, CCISD has completed 63 recommendations, saving \$3.6 million to date; savings of more than \$19.3 million over five years are anticipated. The district's aggressive approach toward implementing those recommendations with the greatest savings potential is evident in the first year savings that are \$2.3 million higher than TSPR's original projections. Another 33 recommendations are in progress, leaving 13 recommendations not implemented. Although there are some recommendations not implemented, not a single recommendation was rejected by the district. The overall results demonstrate definitive progress, signaling greater future gains.

Corpus Christi ISD Report Card

Chapter	Total	Complete	In Progress	Not Implemented	Rejected	Percent Complete/ In Progress	Grades
District Organization and Management	6	4	2	0	0	67%/33%	Satisfactory
Educational Service Delivery and Student Performance	28	24	3	1	0	86%/11%	Excellent
Community Involvement	5	5	0	0	0	100%/00%	Excellent
Personnel Management	5	1	3	1	0	20%/60%	Satisfactory
Facilities Use and Management	10	2	7	1	0	20%/70%	Satisfactory
Financial Management	5	1	3	1	0	20%/60%	Satisfactory
Asset and Risk Management	8	3	3	2	0	38%/38%	Needs work
Purchasing and Distribution	11	5	4	2	0	45%/36%	Satisfactory

Computers and Technology	4	2	1	1	0	50%/25%	Needs work
Food Services	5	5	0	0	0	100%/00%	Excellent
Transportation	18	9	5	4	0	50%/28%	Needs work
Safety and Security	4	2	2	0	0	50%/50%	Satisfactory
Overall Grade	109	63	33	13	0	58%/30%	Satisfactory
Excellent = More than 80% complete							
Satisfactory = 80% to 100% complete or in progress							
Needs Work = Less than 80% complete or in progress							

Exemplary Practices

In the CCISD performance review, TSPR highlighted exemplary district programs and practices that could be studied by other districts for possible adoption. Several new district initiatives deserve statewide attention:

- CCISD has employed a wide range of innovative programs and activities to improve student performance.

The district tracks and analyzes student performance for each school. The objective is for 90 percent of the students to score at the passing criterion of 70 percent or higher on each administration of the state's mandatory Texas Assessment of Academic Skills (TAAS). The analysis-completed for all subject areas tested, for different ethnic groups, and for economically disadvantaged students-is used by principals and teachers to adjust teaching techniques and curricula to address identified weaknesses.

- CCISD's innovative academic performance standards have been an example for districts throughout the nation.

The district has not only responded to the recommendations provided by the Comptroller for ensuring the continued success of the program, but also developed and implemented enhancements as a result of lessons they have learned. In essence, the district has taken a good product and made it better. Student test scores on the TAAS increased in all subject areas from 1997 to 1998. Increases in overall student passing rates from 1997 to 1998 were:

- *Reading-increase from 82.9 to 87.0 (4.1%)*
- *Math-increase from 76.6 to 83.1 (6.5%)*
- *Writing-increase from 86.5 to 88.9 (2.4%)*

All student groups (African American, Hispanic, White, and economically disadvantaged) showed gains in each subject area.

- Menger Elementary School signifies CCISD's successful Adopt-A-School program, which draws upon more than 300 area businesses and organizations.

These partnerships yield employees as tutors and mentors; supplies and equipment; field trips; incentives; and opportunities for teachers to enhance professional skills. For 1997-98, the Port

of Corpus Christi adopted Menger Elementary and provided aquariums and microscopes for a science lab, and money for the school's Accelerated Reading Program. In addition, port employees were to be trained as child mentors and role models.

CCISD has drawn upon the Panasonic Foundation to develop strategies for improving the district's internal and external communications as well as parental involvement. By providing consulting services at no charge, and access to a national network of exemplary schools, the Panasonic partnership has helped reduce district costs, saving local taxpayers.

- CCISD has more experienced and educated teachers than its peer school districts.

Forty-three percent of CCISD teachers have a master's degree, and 0.3 percent have a doctorate, compared to peer district averages of 21.9 percent and 0.2 percent, respectively. Further, CCISD teachers have an average of 13.4 years of experience compared to peer district averages of 11.5 years.

CCISD teachers remain the district's core strength. Despite the loss of some experienced teachers through the early retirement program recommended by TSPR, the district still has some of the most skilled and educated teachers in the region. As part of implementing the retirement recommendation, the district capped future sick leave liability costs and increased beginning teachers' salaries, improving offers to the individuals who replaced 162 teachers who elected to retire.

- CCISD allocates costs such as utilities and maintenance to its individual departments and campuses.

This practice allows departments and campuses to know, and act upon, their true financial position.

During 1997-98, the district continued to allocate costs to individual departments and campuses. This information was especially useful as the district reviewed the true cost of custodial operations. Consequently, the district implemented TSPR's recommendation to reduce custodial staffing levels through attrition. The district worked with its employee groups to modify the recommendation. Through consultation, the district developed an acceptable alternative to the original recommendation.

- The district has implemented initiatives designed to contain increases in workers' compensation claims. For example, the district initiated an alternative duty program that encourages temporarily injured employees to return to work early from job-related injuries. The number of lost-time accident claims was reduced from 225 in 1991-92 to 94 in 1995-96.

Following recommendations made by the Comptroller, the district continues seeking ways to hold the line on costs, in part by continuing to require pre-employment physicals for all new employees.

- CCISD employs two in-house attorneys. As several long-standing lawsuits conclude, the district anticipates a 50 percent drop in legal fees. Routine cases will be assigned to the in-house attorneys and the new cooperative attorney.

The district has already reduced its legal fees by \$400,000 a year, or 22 percent, by hiring an additional in-house attorney. Previously, the district was contracting with outside practitioners for legal support.

- The district has aggressively planned for technology needs by establishing a four-year plan and identifying funding for almost \$49 million in technology improvements, including more than \$2 million in outside grants.

In response to recommendations made by the Comptroller, the district has significantly increased its grant funding by \$6.2 million in two years. The district aggressively pursued alternative funding opportunities, and will continue to incorporate grant searches into their long-term plan. This increase in non-tax dollars alleviates the burden on district taxpayers, thus increasing support for the district.

Since the TSPR review, CCISD developed a fully automated policy manual that is user-friendly and accessible to the public. This on-line policy manual will allow campuses, remote sites, and the public to have ready access to both policies and procedures at the touch of a finger. Policy updates are easier and the district expects to realize annual savings of \$8,000 by no longer printing paper copies of the manual.

- CCISD's Food Service Department contains costs and prevents waste. For example, food service management has planned and developed a high-productivity central kitchen that prepares food

for all district elementary schools. This approach increased employee productivity, reduced labor shortages and food costs, while ensuring better control.

Following recommendations made by the Comptroller, CCISD's Food Service Department has found ways to generate nearly \$350,000 in additional revenue, and estimates that continued productivity enhancements will generate nearly \$2.7 million in additional revenue over the next five years.

- The Transportation Department has designated two magnet school routes that collect students in two areas and meet at a central location to exchange students.

If the routes were not coordinated in this way, two additional routes, requiring two more buses and drivers, would be needed to carry the same number of students.

For 1998-99, bus routes and magnet school pickups were revised for even further efficiency, initially saving the district \$183,000, and promising savings of more than \$730,000 over five years.

Savings By Functional Area

Chapter	TSPR's Projected Five-Year (Costs or Savings)	Actual Savings (Costs) to Date	Five-Year Savings (Costs) Estimates
District Organization and Management	\$1,624,492	\$411,133	\$2,055,665
Educational Service Delivery and Student Performance	\$878,314	\$584,787	\$3,157,155
Community Involvement	(\$68,077)	\$57,498	\$266,537
Personnel Management	\$8,155,734	\$369,395	\$3,956,542
Facilities Use and Management	\$5,408,216	\$365,428	\$2,802,802
Financial Management	\$683,200	\$971,950	\$2,937,500
Asset and Risk Management	\$126,000	\$15,000	\$141,000

Purchasing and Distribution	\$594,280	\$73,577	\$784,061
Computers and Technology	\$0	\$0	\$0
Food Services	\$1,324,517	\$349,442	\$2,663,540
Transportation	\$156,985	\$177,370	\$575,685
Safety and Security	(\$102,384)	(\$65,000)	(\$24,200)
Total Savings	\$18,781,277	\$3,310,580	\$19,316,287

Summary of Saving

	Total Net Savings Projected by TSPR	CCISD's Actual and Projected Net Savings	Difference
1997-98 - First Year	\$1,173,162	\$3,310,580	\$2,137,418
Total Savings Projected for 1997-2002	\$18,781,277	\$19,316,287	\$535,010

TSPR Key Recommendations

Since its inception in 1990, TSPR has found room for improvement in even the best-run public school districts-and CCISD proved no exception. The district's leadership appears committed to positive change, dramatized by 88 percent of TSPR's recommendations being either implemented or in progress.

During TSPR's preparation of the progress report, district administrators and staff identified certain recommendations as having the greatest effect on district operations. Highlighted recommendations in this section are arranged by chapter and area of operation as organized in TSPR's original review of CCISD.

District Organization and Management

#2 Initiate a long-range strategic plan. CCISD established a district vision through an effective strategic planning effort in 1988, although the district did not complete it.

The lack of a strategic plan led to patchwork facilities improvements, issues between board members and the superintendent, and the annual adoption of short-term goals that did not lead to long-term objectives. TSPR recommended the superintendent lead an effort to develop a long-range strategic plan for the district using the same model it had applied in 1988. CCISD is developing this plan. According to the superintendent, the recommendation to renew strategic planning was one of the most important recommendations that came out of TSPR's review. In his opinion, a long-range strategic plan will provide a "road map" for the future, giving district personnel a sense of stability and accountability. At this time, the Board of Trustees and administration are beginning to develop a shared vision for the district's future.

Education Service Delivery

#21 Develop and adopt a three-year strategic plan for special education that addresses fiscal issues and program improvement.

In April 1998, CCISD developed and began to implement a strategic plan that includes long- and short-term objectives and pragmatic approaches to special education.

#22 Establish pilot pre-referral intervention teams at five schools with high rates of referral to special education.

Eight schools are implementing pre-referral intervention processes that emphasize early intervention, with very positive results. Benefits are being realized for both at-risk and traditional students—a positive by-product of the recommendation.

#23 Implement a special education accountability system to monitor the productivity of assessment personnel.

At the time of the original report, CCISD had no monitoring system or plan in place to ensure the productivity of diagnostic staff. Since then, CCISD has implemented a system that includes weekly, monthly, and annual reports submitted to appropriate special education staff. While no cost savings have been achieved, administrators said productivity gains have been realized.

#31 Reduce the number of additional teacher workdays for vocational cooperative and agricultural teachers and contract with a private firm to take care of animals and plants for the agricultural program.

Administrators have taken a fresh look at the program offerings to ensure that student enrollment justifies course offerings. Several programs were closed, teacher workdays were reduced, and costs decreased accordingly.

#34 Relocate the Student Learning and Guidance Center to a more suitable facility and restructure the overall alternative program.

The Student Learning and Guidance Center was disbanded and restaffed with new personnel and administrators. According to administrators, attendance policies, dress codes, discipline measures, and academic achievement standards are now strictly enforced. The center provides a productive learning environment for students who continually misbehave and commit behavioral or drug-related offenses. The center awaits the district's completion of a Facilities Master Plan to address persisting facility needs.

Community Involvement

#35 Move the Office of Parental Involvement and Education into the Office of Public Affairs and Governmental Relations.

CCISD's organizational structure did not facilitate an integrated approach to community relations, making it difficult for staff to coordinate activities, share information, and develop a focused community relations effort. Consequently, community residents told TSPR they did not have an easy way to approach district administrators. The superintendent said this

was an important recommendation; now community efforts are combined into one office so parents and other community members have a clear, single point of contact.

#39 Provide assistance to schools with low parent involvement. TSPR noted in the review that CCISD parental involvement varied widely among schools.

Educational research has proven that parental involvement is a critical factor in improving student achievement. According to one study, "when parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parent's education level." The district has exceeded typical efforts in engaging parents, developing partnerships with the Panasonic Foundation and the Edna McConnell-Clark Foundation. These foundations provide consulting services at no charge to help the district increase parental involvement and get in touch with other U.S. districts successfully boosting parental involvement.

Personnel Management

#40 The district should reduce overtime and raise the annual number of days worked for positions now accounting for excessive overtime hours.

The district was spending nearly \$500,000 annually on overtime. The district has since increased auxiliary staff days from 231 to 232 days, and continues to monitor overtime and evaluate how to reduce overtime costs. To date, \$134,714 in overtime has been reduced. The district expects savings to reach \$673,570 by 2002.

#41 Offer a retirement incentive program to all employees.

At the time of the review, 20 percent of CCISD teachers were rapidly approaching retirement age. TSPR recommended the district carefully plan for the future by using an early retirement incentive to ensure a controlled exit of experienced staff. The district developed and offered such an incentive, in which 287 employees participated. The incentive has been projected to realize a \$12 million saving by 2005, while allowing the district to more effectively and gradually recruit, hire, and train replacements. The district appears committed to hiring and keeping the brightest and most qualified teachers possible.

Facilities Use and Management

#45 Develop a long-range Facilities Master Plan using a comprehensive planning model.

The district has contracted with an outside firm to develop a Facilities Master Plan to guide the development and renovation of facilities, based on the district's anticipated needs. The master plan will address potential changes in attendance boundaries, the increased number of magnet schools, the current use and planned reduction of temporary buildings, and the development of planning assumptions such as replacement vs. renovation of facilities). The district will use the master plan to build on the district's strategic plan, providing long-term guidance for all areas of operation.

#51 Reduce custodial staffing levels through attrition to achieve productivity of 19,000 square feet per custodian.

District officials indicated that through a negotiated compromise, custodial staffing levels were reduced by 28 positions. New equipment was purchased to make the remaining custodians more productive, and the district is realizing savings. More importantly, the district has established staffing standards that are more easily managed and controlled.

Financial Management

#56 Develop staffing allocation formulas for budget purposes.

TSPR found that CCISD did not use staffing allocation formulas to determine appropriate staffing levels. This caused resources to be allocated inequitably. The district has developed and implemented staffing formulas for teachers and is developing formulas for other staff. The district expects related savings of \$2.5 million through 2002.

Food Service

#84 Design and implement participation initiatives to increase meal participation at schools with low participation rates.

Increasing student participation at cafeterias brings in income to offset the preparation costs and draws in significant Compensatory Education federal aid. The district has increased student participation by 2 percent since fall 1997, and continues to make improvements. By 2002, an additional \$1.3 million in revenue is projected.

#86 Use management reporting tools to better manage the Food Services Office financial status and better understand trends that may impact the operation's productivity and profit.

TSPR found that food service managers lacked necessary financial reporting tools. Since the report, the Food Services Office has

implemented necessary tools to track food service performance. This allows management to identify negative trends such as excessive costs for labor of food and correct them quickly.

Transportation

#97 Review regular transportation routes to see if system productivity can be improved.

TSPR found CCISD not as efficient or cost-effective in bus routing as some other districts. The district reviewed its routes in order to identify maximum efficiency and was able to eliminate five routes. However, community residents were concerned with route changes and challenged district administrators to explain. The district subsequently showed the plan was effective, and ultimately the change was widely accepted.

Safety and Security

#107 Apply coverage ratios when allocating security personnel and resources to schools.

A coverage ratio compares demands for security at individual schools, with the number of assigned security personnel. Schools with more calls for service should be assigned a higher number of personnel. The district applied coverage ratios and staffed schools requiring more personnel, improving their overall coverage ratio from 13 to 31 percent.

#109 Build on the commitment of the "Take a Stand" program and develop and implement a comprehensive anti-drug and anti-violence prevention and intervention program that focuses on the interrelationships among gangs, drugs, and violence.

In fall 1998, CCISD implemented a new student discipline program based on rules, responsibility, and respect. The superintendent described the initiative as a positive move. The teacher organization brought in more than 20 resource documents from across the nation, including TSPR's "Keeping Texas Children Safe in School," to help the district design the program.

What Still Needs to Be Done

This section of the progress report stops short of discussing each recommendation in detail, but it is important to note that CCISD has begun many initiatives in the last few months that will take time to complete. In addition, several district operations face challenges requiring more attention than others. TSPR urges CCISD to take time for necessary planning and reflection to take full advantage of the review team's original recommendations. In some cases, this may lead the district to invest money up front that will pay off in future savings and efficiencies.

Strategic Planning

While efforts are under way to revive a strategic plan and develop a facilities master plan (Recs. #1 and #45), TPR urges the district to see these processes through to completion.

CCISD staff should take care to make sure completion of these plans does not become solely an exercise without lasting impact. Steps must be taken to make sure the planning process becomes an integral part of the way the district does business. To date, some implementation steps have been completed at the departmental level, while others are in progress or not yet implemented. TSPR urges the district to complete these plans as quickly as possible, and then routinely make use of them.

Computers and Technology

Two recommendations (Recs. #79 and #80) are deemed complete because initial steps have been taken to put the recommendations in motion. In reality, however, managing technology, continually updating a technology plan, and monitoring the most cost-effective methods of doing business must be ongoing activities. With the implementation of Pentamation, the district's business and decentralized student software package, CCISD was to maximize efficiency and cut costs, while improving customer satisfaction. The district installed the business software in January 1998, the payroll software in July 1998, and the student software in spring 1998. District efforts have concentrated on converting old technology, training campus users on decentralized operations that are now possible with this technology, and customizing the student information part of the system to meet district needs. Consequently, there have not yet been efforts to review and evaluate procedures and eliminate redundancy and manual processing, as urged by Rec. #81.

Another recommendation critical to every aspect of district technology is training (Rec. #82). This recommendation is in progress, but TSPR suggests that even greater emphasis be placed on technology training.

Training should not be limited to the district's business operations. Reallocation of hardware dollars or reprogramming of staff development funds to technology training still needs to take place if the district is to take full advantage of its worthy educational and administrative hardware investments.

Transportation

TSPR has noted a reluctance on the part of the district to make investments in transportation, despite projected benefits in dollar savings, productivity, and safety. TSPR identified several critical reinvestment needs that still merit district attention. Specifically, the district should establish an air conditioner maintenance bay, with appropriate Freon recovery systems, to repair and maintain buses on-site (Rec. #105). The district has purchased a Freon recovery system, but has not converted the facility work bay to the extent that CCISD mechanics can use the facility. Instead, the district pays approximately \$1,000 for every bus they send out for air conditioning repairs. Staff estimate that three or four buses a week are sent to an outside contractor for this type work. In contrast, the estimated cost of repairing the facility work bay would equal the cost of sending eight buses to the outside contractor. In other words, such an investment would be repaid within a month, with all future savings being hard dollars that could support other aspects of transportation. TSPR found no logical reason for the district failing to implement this recommendation.

TSPR also recommended the district hire two new mechanics to bring the mechanic staff to 15, allowing nine mechanics for 206 buses with a buses-per-mechanic ratio of 23 to 1 (Recs. #99 and #100). The district has elected to maintain mechanic staffing at the existing level and not increase the transportation budget. Considering overtime pay being expended as well as the cost of contracted services, this appears to be an investment the district should reconsider when evaluating this recommendation. The district has also not increased the budget to replace maintenance vehicles and equipment-inaction that increases repair costs and down time associated with older maintenance vehicles and equipment.

TSPR also recommended the district create six lead driver positions in Regular Education Transportation and four lead drivers in Special Education Transportation, or about one lead driver for every 25 drivers (Rec. # 88). The district instead elected to have transportation operations staff provide this function twice a week. In other words, individuals permanently assigned to other tasks have been regularly pulled from their jobs to serve as lead drivers. While cross-training opportunities result from this approach, it seems impractical to do this on a routine basis.

Business Operations

During TSPR's follow-up visit with the district, instructional staff were organized and appeared to have approached the implementation positively, fully exploring all possibilities and making full use of opportunities for improvement. In the district's business areas, however, TSPR observed resistance to recommendations associated with reducing staff as Pentamation computer systems are implemented. After these systems are fully operational, these cost-saving recommendations should be reviewed.

Business operations staff appear to have concentrated on recommendations with the largest cost savings or long range impact, such as the suggested early retirement plan and custodial staffing adjustments (Recs. #41 and #51). These recommendations have accounted for more than 50 percent of actual savings to date. The district's contract for a master facility study and the initiation of the strategic planning process are expected to address many remaining recommendations. While a significant number of major recommendations have been completed, many others are considered in progress because only minimal work has been done, and many will require significant study and a commitment to change by several departments, the superintendent and the board. Such recommendations include the application of staffing ratios across the district and changing attendance zone boundaries (Recs. #56 and #47).

During the follow-up visit, the superintendent singled out the strategic planning process as a key recommendation. While the district has not yet conducted strategic planning, departments have begun to take critical steps, including the creation of performance measures on which the effectiveness of departments or programs can be evaluated, setting districtwide and departmental goals, and the like. Purchasing staff have established performance measures (Rec. #72) but no one has been assigned responsibility for calculating and analyzing financial performance measures (Rec. #58). After the Pentamation systems are fully implemented, this recommendation should be given priority.

TSPR also recommended the district add a program evaluation staff person to the Management Information Systems (MIS) Department to conduct a cost-benefit analysis before purchasing new products or services (Rec. #14). The district chose not to implement this recommendation, which was intended to ensure that taxpayer dollars were spent efficiently. A quality cost-benefit analysis could help justify spending district dollars, potentially increasing CCISD's support in the greater Corpus Christi community.

Special Education

Finally, the Special Education Department is to be commended for seeking reimbursement for related services provided to students with disabilities. Actual revenues exceed budgeted revenues from the School, Health, and Related Services (SHARS) program by \$180,000 this year. This gain is impressive to say the least. However, if the district determines that the additional money generated by this program should be used on programs other than Special Education, TSPR has found that campus administrators and Special Education employees have little incentive to complete the paperwork necessary to recover these funds. TSPR recommends the Special Education Department be awarded SHARS incentive funds for program improvements based on campus-level participation in the program, so that this becomes a win/win situation for all involved.

CCISD's Ideas For Improving the TSPR Process

Every public school district faces unique challenges. That's why every Texas School Performance Review is different.

Common themes, however, emerge in each review-including recommendations from district officials and others for improving the review process itself. TSPR welcomes these ideas. After all, if we accept an invitation to study a community's schools and sound off on ways to improve them, we should be willing to take some constructive criticism in return.

This review also brought forth a number of helpful hints from CCISD administrators about how TSPR can do its own job better-reviewing the reviewers, if you will. CCISD officials raised the following issues:

- Officials said that CCISD student achievement merited more attention in the report. The fact that CCISD had significant gains in student achievement was lost in the report, in the district's opinion. TSPR will continue to emphasize commendable or exemplary practices in every reviewed district, and will also look for more ways to draw attention to notable achievements.
- Questions were raised as to who TSPR interviewed for the review. Administrators said that key players may have been missed, thus denied opportunities to provide feedback. The administrators said that a broader perspective may have enhanced or even changed some of the report's findings. TSPR makes a concerted effort to interview as many people as possible during district performance reviews. But the risk of missing key players increases in larger districts such as CCISD. In the future, more care will be taken to ensure that staff directly involved in areas under scrutiny have opportunities to provide information.
- Administrators said TSPR did not "zero in" on certain issues. In some cases, staff said, findings, recommendations, and implementation strategies could have been more specific. Vagueness on certain issues resulted in district confusion regarding steps that needed to be taken.
- The district informed TSPR that a three-year district energy plan was overlooked during the review. Administrators described the plan as innovative and important, yet the absence of a plan was erroneously reported by TSPR. TSPR acknowledges this omission. More care will be taken to avoid similar oversights.
- District staff said some suggested implementation time lines and expectations proposed by TSPR were not realistic. The work load

on staff to implement a new computer system, train users, and maintain normal business operations did not allow the staff to also assume new responsibilities for developing performance measures and redesigning the budget development process in the same year. In the future, TSPR will try to give more consideration to staff work loads when developing timelines.

Status of Recommendations and Savings - Part 1

Chapter 1 - (Rec#1) through Chapter 5 - (Rec#54)

Rec. #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	Five-Year Savings (Costs) Estimates	Comments
Chapter 1: District Organization and Management						
1	Identify areas where district standards should guide site-based decisions and document roles and responsibilities in the Planning and Decision-Making Handbook. (p. 28)	Complete	\$0	\$0	\$0	Standards have been developed and the Planning and Decision-Making (PDM) Handbook used by administrators and teachers was revised to incorporate the new standards. The district also expanded the roles and responsibilities principals and teachers play in the process. The handbook was to be reviewed with the district Planning and Decision-Making Committee at an October 15 meeting. The handbook's districtwide introduction and related training are expected later this year.
2	Initiate a long-range strategic planning process. (p. 34)	In Progress	\$0	\$0	\$0	The district has begun gathering information for the plan. Target dates have been set for developing the strategic plan for the district for the 1998-99 school year. Focus groups are being formed to solicit external and internal input. The

						Facilities Master Plan will be incorporated into the strategic plan.
3	Develop performance reports for the board that completely and accurately report district program effectiveness and operating efficiency, as well as project status reports tracking major projects. (p. 37)	In Progress	\$0	\$0	\$0	Food Services has developed and implemented performance measures and tracking reports submitted to the board. All other functional areas are developing performance measures and reports.
4	Consolidate two layers of vertical team management. (p. 42)	Complete	\$0	\$0	\$0	Vertical team management was consolidated by eliminating two director positions. Remaining directors report to the assistant superintendent for Instruction and School Services. Cost savings achieved to date are shown in recommendation #5.
5	Reorganize CCISD to increase span of control and more logically group functions and responsibilities at proper levels within the organization. (p. 47)	Complete	\$1,624,492	\$403,133	\$2,015,665	While the district's revised organizational structure retained the position of executive director for Personnel Services, the Office of Risk Management was abolished and other positions were realigned to increase productivity. Principals also now have direct access to the assistant superintendent for Instruction.

6	Update all policies to be consistent with state law and ensure that proper training has been conducted to comply with the policy. (p. 50)	Complete	\$0	\$8,000	\$40,000	<p>The district has gone beyond the recommendation by developing a system to continuously review and update policies electronically. Policies will be accessible to the community and district personnel via the Internet, saving \$8,000 in annual printing costs.</p> <p>As policies are adopted or amended, Internet updates and/or appropriate training will take place.</p>
Totals-Chapter 1			\$1,624,492	\$411,133	\$2,055,665	
Chapter 2: Educational Service Delivery and Performance Measures						
7	Evaluate the implementation of academic standards by determining the standards' impact on student performance and assess the quality of curricular materials. (p. 62)	Complete	\$0	\$0	\$0	<p>A new system to annually evaluate implementation of the Academic Performance Standards requires that:</p> <ol style="list-style-type: none"> 1. The Academic Performance Standards align with state curricular and Texas Assessment of Academic Skills (TAAS) objectives; 2. Student promotions be based on achievement of the performance standards. The district banned

						<p>social promotions;</p> <p>3. The grade reporting system and grading guidelines align with the performance Standards;</p> <p>4. Communication feedback tools be put in place to collect input from CCISD stakeholders;</p> <p>5. Communication groups at the district and campus levels focus on student achievement of the Academic Performance Standards;</p> <p>6. District and Campus Action Plans focus on student achievement and implementation of the Academic Performance standards;</p> <p>7. The district regularly assess teaching practices and student success. The district developed its own</p>
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						test for students in grades 4, 7, and 9, and also analyzes student performance on specific TAAS items.
8	Plan for, provide, and require teacher participation in district-wide training related to implementation of the academic standards. (p. 65)	Complete	\$0	\$0	\$0	<p>In 1997-98, the District-Level Planning and Decision-Making Committee recommended, and the board approved, designation of one day for training teachers in the Academic Performance Standards.</p> <p>Each campus action plan was changed to emphasize implementation of the performance standards and training requirements were included to support individual campus action plans.</p>
9	Reduce the number of summer school attendees by developing alternative methods to allow students to achieve academic standards during the school year. (p. 67)	Complete	\$168,400	\$0	\$168,400	<p>Alternatives developed to reduce the number of summer school students include:</p> <p><u>Elementary schools:</u> Each campus develops programs tailored to its student population. A description of each program is required in each campus action plan.</p> <p><u>Middle schools:</u> Added a <i>Zero Period</i> program that meets before first period classes to help students who have not achieved</p>

						<p>the Academic Performance Standards.</p> <p><u>High schools:</u> Added a <i>Sixth Day</i> program to help students fulfill the performance standards.</p> <p>Summer school enrollments are as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">1997</td> <td style="text-align: center;">1998</td> </tr> <tr> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> <td style="border-top: 1px solid black;"></td> </tr> <tr> <td>High school</td> <td style="text-align: right;">2,204</td> <td style="text-align: right;">1,964 (10.89%)</td> </tr> <tr> <td>Middle</td> <td style="text-align: right;">973</td> <td style="text-align: right;">1,221 +25.5%</td> </tr> <tr> <td>Elementary</td> <td style="text-align: right;">462</td> <td style="text-align: right;">674 (31.5%)</td> </tr> <tr> <td>Title I</td> <td style="text-align: right;">800</td> <td style="text-align: right;">432 +85.2%</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">4,103</td> <td style="text-align: right;">4,447 +8.38%</td> </tr> </table> <p>The district plans to monitor summer school enrollments to measure success.</p>		1997	1998				High school	2,204	1,964 (10.89%)	Middle	973	1,221 +25.5%	Elementary	462	674 (31.5%)	Title I	800	432 +85.2%	Total	4,103	4,447 +8.38%
	1997	1998																									
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Title I	800	432 +85.2%																									
Total	4,103	4,447 +8.38%																									
10	Rewrite the job description for the coordinator of Academic Standards position and add additional responsibilities related to information management and	Complete	\$0	\$0	\$0	The position of coordinator for Academic Standards has been revised to add responsibilities for information management and training. Monthly reports filed with the executive director of the department include																					

	training. (p. 68)					reports on academic standards and training for teachers.
11	Develop and implement programs to improve elementary reading and mathematics test scores. (p. 80)	Complete	(\$55,000)	(\$141,913)	(\$547,345)	<p>The district passing rate on the TAAS in grades 3-5 was 81.7 percent of all students in 1995 and 89 percent in 1998, a 7.3 percent gain. The district has implemented an extensive phonics program in the primary grades. A district Reading Center has been established to train K-3 teachers in reading.</p> <p>The district passing rate on the TAAS math test in grades 3-5 was 73.7 percent in 1995 and 86 percent in 1998, a 12.3 percent gain. At the elementary level, mathematics standards were revised to identify benchmark skills to be achieved at each grade level.</p> <p>At the middle school level, the district implemented the <i>Algebra-for-All</i> program for students in grades 6-8. The state-required end-of-course Algebra test administered in spring 1998 resulted in a 28 percent passing rate for high school and middle school students combined, but taken alone, 73.5 percent of middle school students</p>

						passed the exam.
12	Establish a summer mathematics institute. (p. 82)	Complete	(\$136,000)	\$0	\$0	The district established the summer mathematics institute using a portion of the McConnell-Clark grant the district received to assist them with full implementation of Academic Standards. The district developed a comprehensive mathematics training plan which includes summer institutes. The mathematics academic standards are based upon National Council for Teachers of Mathematics standards that emphasize solving problems and making connections with math programs in other districts.
13	Designate Yeager Elementary School as an elementary magnet school for math and science. (p. 84)	Complete	\$0	\$0	\$0	Yeager was designated a magnet school for math and science beginning in 1997-98. Yeager teachers receive staff development focused on math and science.
14	Create a program evaluation specialist position in the Management Information and Operations division. (p. 85)	Not Implemented	(\$222,600)	\$0	\$0	The new director plans to evaluate this recommendation for possible action.
15	Reduce the number of oversized classes in secondary mathematics and	In Progress	(\$454,000)	\$0	\$0	This district reduced class sizes in secondary math and science without additional costs.

	science by hiring additional teachers. (p. 88)					<p>The district hired 12 new teachers-seven in math and five in science-while reducing vacant positions in other areas.</p> <p>The district continues to recruit secondary math and science teachers.</p>
16	Develop a detailed long-range strategic plan to modify the identification, assessment, and classification of all LEP students. (p. 95)	Complete	\$0	\$0	\$0	The bilingual program has been moved into the Department of Academics. The home language survey also has been redesigned and approved by the U.S. Office of Civil Rights. A task force has been convened to develop a strategic plan for improving Bilingual/ESC education.
17	Recruit additional special education-certified bilingual teachers to fill existing positions. (p. 96)	In Progress	(\$175,000)	\$0	\$0	The district recruited sufficient special education teachers to fill all seven vacant positions. While none were bilingually certified, some new teachers are bilingual, making communication with bilingual students possible.
18	Redesign identification procedures used for the gifted and talented program. (p. 97)	Complete	\$0	\$0	\$0	In May 1998, the Board of Trustees approved new gifted and talented identification criteria. A training video and handbook was developed by the district.
19	CCISD should seek out and apply for grants to assist	Complete	\$0	\$49,200	\$147,600	Texas A&M University-Corpus Christi has been awarded a federal Title

	in complying with OCR findings. (p. 98)					VII grant to involve CCISD in a collaboration assisting undergraduate and graduate-level teachers to obtain bilingual education and English as a Second Language endorsements. The grant pays for tuition, books, fees, and stipends for CCISD teachers who qualify as full-time university students. The collaborative will annually serve 12 CCISD teachers for three years.
20	Invite teachers from other districts to participate in CCISD's Bilingual Education Conference. (p. 98)	Complete	\$30,000	\$0	\$0	The annual bilingual conference was scheduled for October 17, and teachers from other districts were invited. The district had yet to determine profits, if any, so anticipated long-term savings could not be quantified.
21	Develop and adopt a three-year strategic plan for special education that addresses fiscal issues and program improvement. (p. 103)	Complete	\$0	\$0	\$0	A strategic plan for special education was completed in April 1998 and is being implemented.
22	Establish pilot pre-referral intervention teams at five schools with high rates of referral to special education. (p. 107)	Complete	\$0	\$0	\$0	Eight campuses have implemented a special education pre-referral intervention process. The district is monitoring performance against established standards. As a by-product the district

						also is able to identify ways to help at-risk students using some of the same techniques.
23	Implement a special education accountability system to monitor the productivity of assessment personnel. (p. 110)	Complete	\$585,800	\$0	\$0	An accountability system, developed in January 1998, includes weekly, monthly and annual reports. The district went from 11 to nine consultants and 20 to 25 assessment staff, thereby giving teachers more help in the classroom. The district anticipates productivity gains from implementation of this accountability system, but could not quantify gains at this time
24	Begin filing Medicaid claims quarterly, and create incentives for all schools to capture all eligible expenses. (p. 111)	Complete	\$175,635	\$180,000	\$900,000	A full-time clerk was hired to process Medicaid claims and a new filing system was implemented in August 1998, resulting in significant savings.
25	Participate in the Medicaid Administrative Outreach program. (p. 113)	Complete	\$1,087,751	\$396,000	\$1,980,000	The district enlisted in the Medicaid Outreach program as recommended. No new staff was required.
26	Rewrite job descriptions for special education consultants, diagnosticians, and behavior specialist. (p. 115)	Complete	\$0	\$0	\$0	Job descriptions have been rewritten, including new responsibilities for selected staff. Administrative officers and coordinators monthly monitor staff performance.
27	Conduct comprehensive, mandatory.	Complete	\$0	\$0	\$0	Dates for campus-based staff development days and special education

	district-wide training in special education rules, regulations, and procedures and one full day of in-service training on special education topics for each administrator and teacher. (p. 116)					training have been established for 1998-99.
28	Develop and implement a long-range strategic plan for improving dyslexia program services. (p. 119)	Complete	\$0	(\$43,500)	(\$217,500)	A Dyslexia Task Force was formed to develop long-range strategic plans. A dyslexia consultant has been hired and the plan is being implemented.
29	Expand Buccaneer Academy by offering two sessions, one in the morning and one in the afternoon so that more students can be served. (p. 122)	Complete	(\$575,552)	\$0	\$0	A GED program and a student employment assistance program have been added to the Buccaneer Academy to reduce student dropouts and boost student achievement. No new costs were incurred.
30	Analyze Career and Technology programs and remove outdated or obsolete offerings. (p. 126)	Complete	\$0	\$124,000	\$620,000	The district evaluated course offerings, changed the direction of the electronics course, and added industrial machinery as well as hospitality and tourism courses, and evaluated programs to see if they satisfied requirements of the Carl Perkins Vocational & Applied Technology Act. As a result, the district eliminated outdated offerings and reduced

						three positions through reassignment and retirement.
31	Reduce the number of additional teacher work days for vocational cooperative and agricultural teachers and contract with a private firm to take care of animals and plants for the agriculture program. (p. 127)	Complete	\$144,400	\$21,000	\$106,000	Cooperative education and agriculture teachers' work was reduced in 1995, students assumed responsibility for care of animals, and the Horticulture program was closed after 1997-98. The agriculture program will be reviewed at the end of 1998-99. If enrollments do not increase, additional reductions may occur.
32	Increase participation in Del Mar College's Career and Technology courses. (p. 129)	Complete	\$656,480	\$0	\$0	Course offerings have been increased. Electronics, Process Technology I and II, Industrial Machinery, and Hotel Management and Tourism courses will be taught as components of the Regional Career Technology Center. Dialogue continues between the district and Del Mar College about additional course articulation. Thirteen students attend the Regional Career Technology Center.
33	Examine the course loads of all CCISD secondary teachers to determine whether coaches' total teaching loads are the same as those for other teachers.	Complete	\$0	\$0	\$0	The district's extensive analysis of coaches' total teaching loads for 1998-99 indicated that parity was being achieved. The district is also monitoring the number of athletic periods coaches have in comparison to teaching

	(p. 132)					periods to ensure that parity continues. Such evaluations will be conducted twice a year.
34	Relocate the Student Learning and Guidance Center to a more suitable facility and restructure the overall alternative program. (p. 136)	In Progress	(\$352,000)	\$0	\$0	The center's staff was reorganized for 1998-99. However, the physical plant was not relocated. The Facilities Master Plan will ultimately determine whether to relocate the center. NovaNET has been added to bring electronic curriculum to students.
Totals-Chapter 2			\$878,314	\$584,787	\$3,157,155	
Chapter 3: Community Involvement						
35	Move the Office of Parental Involvement and Education into the Office of Public Affairs and Governmental Relations. (p. 149)	Complete	\$0	\$0	\$0	The Office of Parental Involvement was moved to the Office of Community, Business and Governmental Relations. A task force was formed to develop family involvement standards. As a result of these changes, benefits are better coordinated, allowing Public Affairs to focus on all community involvement activities.
36	Modify <i>On Task</i> to include key district information and broaden its distribution to parents and community members. (p. 153)	Complete	(\$33,495)	(\$6,015)	(\$51,028)	The district increased circulation of <i>On Task</i> by sending a copy to every household with a CCISD student. Also, <i>On Task</i> continues to be mailed to business and community leaders.
37	Create an ombudsman	Complete	(\$169,682)	\$0	\$0	The director for Community. Business

	position in the Office of Public Affairs and Governmental Relations. (p. 157)					and Governmental Relations serves as the district ombudsman. The consultant for Parent Involvement and Education's job description includes ombudsman duties. A part-time Title I Ombudsman position has also been created to work with Title I parents. Staff were redirected so no additional costs were incurred.
38	Evaluate the cost-effectiveness of the print shop under its new structure to determine whether the district should continue its operation. (p. 158)	Complete	\$135,100	\$63,513	\$317,565	The district's surcharge on all copier and offset printing was increased 20 percent to make the print shop cost-effective, and competitive with outside printing operators.
39	Provide assistance to schools with low parent involvement. (p.167)	Complete	\$0	\$0	\$0	The consultant for Parent Involvement and Education chairs a task force to develop family involvement standards. The task force-comprised of parents, community representatives, and campus and central office staff-will develop a plan to increase parental involvement districtwide. This project is being assisted by the Panasonic Foundation.
Totals-Chapter 3			(\$68,077)	\$57,498	\$266,537	
Chapter 4: Personnel Management						
40	The district should reduce overtime	In Progress	\$856,350	\$134,714	\$673,570	In an effort to reduce overtime. the annual

	and raise the annual number of days worked for positions now accounting for excessive overtime hours. (p. 180)					<p>number of days for auxiliary staff was increased from 231 to 232 days.</p> <p>The department will continually analyze overtime. The executive director for Personnel Services will collaborate with departments to monitor overtime practices and evaluate costs and benefits of implementing a 260-day work calendar for some positions.</p> <p>A 26 percent decrease in overtime dollars has been achieved for this budget year, a decrease from \$509,682 in fiscal 1998 to \$374,968 in fiscal 1999.</p>
41	Offer a retirement incentive program to all employees. (p. 183)	Complete	\$7,165,824	\$218,681	\$3,198,172	<p>An early retirement program has been offered to all eligible employees, and 287 employees, including 162 teachers, participated. Through realized salary savings, the district increased beginning teacher salaries. The sick leave payoff at the time of retirement or termination also was capped.</p> <p>The district anticipates \$12 million in related savings by 2005. (The figure shown in five-year savings is the projected savings through 2002.)</p>

42	Improve documentation of performance for administrative and clerical positions. (p. 192)	In Progress	\$0	\$0	\$0	<p>In an effort to improve documentation of clerical performance, the district provided administrators with training in:</p> <ul style="list-style-type: none"> Documentation Guidelines Grievance Training Sexual Harassment and Confidentiality Issues Documenting Employee Performance Legal Issues. <p>Personnel will continue to monitor managers to ensure that documentation is done properly and in a timely fashion.</p>
43	Upon implementation of Pentamation, eliminate one records specialist position from Records Management and one secretarial position from Administrative Services. (p. 193)	Not Implemented	\$133,560	\$16,000	\$84,800	<p>One clerical position has been eliminated. However, Pentamation has not decreased the staff workload. As the familiarity of the system grows and streamlining efforts occur, the district may implement cost savings.</p>
44	Develop a mission and goals for the Department for Administrative and Personnel	In Progress	\$0	\$0	\$0	<p>The department has developed a mission and goals, but performance measures have not been developed.</p>

	Services. (p. 194)					
Totals-Chapter 4			\$8,155,734	\$369,395	\$3,956,542	
Chapter 5: Facilities Use and Management						
45	Develop a long-range facilities master plan using a comprehensive planning model. (p. 204)	In Progress	\$0	(\$270,083)	(\$270,083)	<p>In September 1998, the Board of Trustees contracted with Vitetta Corporation to develop a Facilities Master Plan. The study is under way. Expected contributions include:</p> <ul style="list-style-type: none"> General assessment of facilities Student capacity Educational program analysis Demographic study Facilities Master Plan Recommendations including a review of block scheduling, year round schooling, etc. Cost of maintaining temporary buildings and acceptable usage of such facilities Facility surveys <p>Once complete, the Facilities Master Plan will be incorporated into the district's strategic plan to ensure consistency and community acceptance.</p>

46	Completely upgrade highest need facilities on a planned schedule. (p. 209)	In Progress	\$0	\$0	\$0	When the Facilities Master Plan is complete, needs will be prioritized, and financing and action plans will be developed.
47	Adjust attendance zones to maximize the use of current facilities. (p. 210)	In Progress	\$0	\$0	\$0	When the Facilities Master Plan is complete, attendance zones can be determined. The plan will give the district options and 10-year growth projections.
48	Reduce the use of temporary buildings (p. 212)	In Progress	\$156,000	\$11,856	\$101,280	CCISD sold seven portable buildings in summer 1998.
49	Move the construction management function out of the Maintenance Department and elevate it to report directly to the assistant superintendent for Business and Administration. (p. 213)	Complete	\$0	\$0	\$0	In April 1998, the construction management function began reporting directly to the assistant superintendent for Business and Support Services.
50	Improve district oversight of the coordinating architect, and thoroughly review new options for construction management for future bond issues. (p. 215)	In Progress	\$0	\$0	\$0	The assistant superintendent for Business and Support Services oversees construction updates. However, project status reports have not been designed or implemented to date. Coordinating architects have revised their construction progress reports to show the percent of construction

						<p>completed.</p> <p>All architectural and engineering firms selected by the district are required to have Computer Assisted Design (CAD) systems to support the efficient development, and changes to building specifications.</p> <p>Electrical and cabling requirements have been standardized.</p> <p>The district has retained a single project engineer to manage all projects.</p>
51	Reduce custodial staffing levels through attrition to achieve productivity of 19,000 square feet per custodian. (p. 220)	Complete	\$4,009,590	\$393,000	\$1,965,000	<p>Staffing formulas have been implemented, reducing 46 custodial FTE's in two years. The reduction was accomplished through attrition and reassignments.</p> <p>The district decided to reinvest savings in hiring additional staff to support the revamped custodial operation. New hires include a secretary, an AC filter changer, more substitute custodians, and a supervisor.</p>
52	Designate three maintenance workers as drivers to deliver parts and supplies to maintenance workers at the	Not Implemented	\$225,426	\$0	\$0	<p>The director for Maintenance will complete an internal study to determine the feasibility of this recommendation.</p>

	schools. (p. 221)					
53	Develop an energy management and conservation plan and incorporate it into the district's master facilities plan. (p. 223)	In Progress	\$0	\$0	\$0	Contrary to the <i>TSPR</i> report, the district has an energy management and conservation plan. The district is developing a Facilities Master Plan which will incorporate the energy management and conservation plan to ensure that retrofits and new buildings include energy conservation measures.
54	Explore opportunities to use energy audits and performance contracts and other alternative methods to fund energy retrofit and/or construction projects to achieve districtwide savings in energy costs. (p. 226)	In Progress	\$1,017,200	\$230,655	\$1,006,605	The district contracted with a private company to change out lighting and implement management systems; the contract was paid for with related energy savings reflected in lower utility bills.
Totals-Chapter 5			\$5,408,216	\$365,428	\$2,802,802	

Status of Recommendations and Savings - Part 2

Chapter 6 - (Rec#55) through Chapter 12 - (Rec#109)

Rec. #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	Five-Year Savings (Costs) Estimates	Comments
Chapter 6: Financial Management						
55	Redesign the budget development process to assure proper allocation of resources and link the budget process to the strategic plan. (p. 245)	In Progress	\$0	\$0	\$0	Staff are researching site-based budgeting and activity-based costing methods used by other districts, and have contacted five districts to date. The district plans to redesign the budget process by linking the budget to the district's strategic plan.
56	Develop staffing allocation formulas for budget purposes. (p. 249)	In Progress	\$0	\$945,450	\$2,500,000	Staffing allocation formulas for teachers have been developed and implemented. Staffing formulas for other positions are being developed. Shown savings reflect changed formulas for teachers only.
57	Eliminate supervisory positions for payroll and	Complete	\$148,400	\$26,500	\$137,500	The district eliminated the accounts payable supervisor

	accounts payable. (p. 252)					position.
58	Assign responsibility for the calculation and analysis of financial performance measures to the Finance Department and create procedures for developing fiscal impact statements. (p. 253)	Not Implemented	\$0	\$0	\$0	Staff time has been focused on implementing Pentamation financial and payroll systems. After implementation of Pentamation, the district plans to redirect staff to implement this recommendation as part of the districtwide strategic planning process.
59	Hire an internal auditor and eliminate contracted internal audit services. (p. 255)	In Progress	\$534,800	\$0	\$300,000	The Board of Trustees plans to phase in this recommendation. Plans have been discussed to hire an internal auditor and develop a transition plan to significantly reduce outside audit assistance. District administrators said this recommendation is key to directing more resources to improving district operations.
Totals-Chapter 6			\$683,200	\$971,950	\$2,937,500	
Chapter 7: Asset and Risk Management						
60	Develop written cash management	In Progress	\$0	\$0	\$0	A draft of cash management

	procedures that clearly define the staff's roles and responsibilities. (p. 263)					procedures awaits management review and approval.
61	Fully explore controlled disbursement banking and lower minimum balance requirements when negotiating the district's next bank depository contract. (p. 264)	Not Implemented	\$54,000	\$0	\$54,000	The district has looked at controlled disbursement options and plans to implement this option in spring 1999 when the next bank depository contract is negotiated.
62	CCISD should establish a tax collection policy that maximizes the timely and efficient collection of delinquent taxes within the guidelines of state law. (p. 267)	Not Implemented	\$0	\$0	\$0	Tax collection guidelines will be addressed in January 1999. This has been delayed due to the Pentamation implementation.
63	CCISD should coordinate with other Nueces County taxing jurisdictions to ensure that the Nueces County tax assessor-collector electronically transfers funds to investment accounts. (p. 268)	Complete	\$72,000	\$15,000	\$87,000	By December 1997, the district implemented wire transfers to receive tax money faster, resulting in additional interest income.
64	Request injury reports from the Texas Workers'	In Progress	\$0	\$0	\$0	Pre-placement physicals are required for all

	Compensation Commission for all new employees and provide pre-employment physicals when needed. (p. 276)					new auxiliary employees. However, injury reports have not been requested to date. The district indicated they would consider requesting these reports since they are now available electronically.
65	Ensure that the third party administrator for CCISD's workers' compensation program performs a bank reconciliation every month, and provides a monthly reconciliation to the district. (p. 277)	Complete	\$0	\$0	\$0	Beginning January 1998, bank reconciliations have been completed monthly with monthly reconciliations to the district.
66	Streamline the fixed asset processes of accounting, tracking, transfer and inventory control. (p. 279)	Complete	\$0	\$0	\$0	Fixed-asset procedures have been written and distributed. The inventory conducted in February 1998 used the new procedures. Fixed assets were reconciled as of August 1998.
67	Establish a board policy for the capitalization of fixed assets with a threshold of \$5,000 and	In Progress	\$0	\$0	\$0	CCISD has implemented the monthly balancing of ledgers. A new policy will be drafted in January

	maintain a separate controllable inventory listing of lower-dollar items. (p. 280)					1999 with approval by the Board of Trustees expected in March 1999.
Totals-Chapter 7			\$126,000	\$15,000	\$141,000	
Chapter 8: Purchasing						
68	Reorganize the management structure of the Office of Purchasing and Distribution. (p. 290)	Complete	\$223,200	\$32,200	\$308,200	The office was reorganized to eliminate the executive director for Business and the administrative officer for Purchasing and Distribution positions. The executive director for Business will retire in December 1998.
69	Reduce the district's number of active suppliers while ensuring that the purchasing process remains open to small and minority vendors. (p. 291)	Complete	\$0	\$0	\$0	At the time of the <i>TSPR</i> review, the district's vendor list contained approximately 3,990 suppliers. After evaluation, purging, and re-entry, the list had shrunk by half to an estimated 1,500 product suppliers. While the district has cleaned their files of all inactive suppliers, work still needs to be done to reduce the number of active suppliers.
70	Correct safety	Complete	\$0	\$0	\$0	According to

	hazards in Purchasing and Distribution. (p. 293)					district officials, hazards have been removed and flammable liquids stored in fire-containing cabinets. Purchasing has increased safety awareness training throughout the entire facility to include: Receiving, Stockroom, Book Processing and the administrative office areas.
71	Develop a written plan for implementing the final phases of Pentamation's purchasing function. (p. 295)	Complete	\$0	\$0	\$0	Pentamation is fully implemented in Purchasing and the previously manual process for requesting supplies has been automated.
72	Develop and use key performance measures to aid operations management and install additional management reporting features during the Pentamation implementation. (p. 299)	In Progress	\$0	\$0	\$0	The following Pentamation custom reports and features have been approved to assist in monitoring purchasing: 1. Receipt processing time report. 2. Stockroom processing time report. 3. Clo

						<p> sing of inventory to allow annual or cyclic inventories to be conducted. 4. </p> <p> Bac k order auto-fill report to automatical ly print pick tickets upon the receipt of materials received from vendor backorders. These reports have been designed by CCISD Purchasing and are fully functioning: 1. </p> <p> Inv entory turnover ratio report 2. </p> <p> Sto ck level report 3. </p> <p> Reo rder report 4. </p> <p> Ord er / Expedite report While savings have not been </p>
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						calculated, warehouse efficiency and effectiveness will improve significantly.
73	Redesign the purchasing/central receiving process and eliminate unnecessary positions after the implementation of Pentamation. (p. 302)	In Progress	\$172,000	\$0	\$172,000	The redesign of purchasing, receiving, and warehouse functions was accomplished using the Pentamation system. All features of the system are in use and additional custom features have been approved and are pending action by Pentamation. The recommended elimination of a mail driver has not occurred. Various means of electronic transmission of mail and other documents are being explored and developed within the district. This may eventually result in an elimination of one driver and a reduction of delivery services to every other day. The recommended elimination of a huber position has

						not occurred. The <i>TSPR</i> report correctly pointed out that automation should result in a revision of roles and responsibilities and possible staff reductions. The district plans to try to achieve savings.
74	Implement a bar-coding process for tagging fixed assets. (p. 305)	Not Implemented	\$64,050	\$0	\$64,050	Pentamation is developing an interface for bar coding equipment. When this becomes available, Purchasing will pursue a bar coding solution for fixed asset tagging and tracking and receiving in both stockrooms.
75	Redesign the stockroom requisition process and eliminate unnecessary positions after the implementation of Pentamation. (p. 306)	In Progress	\$65,600	\$0	\$65,600	The stock room requisitioning process has been redesigned through Pentamation. The administrative officer position that had oversight over the stockroom operation has been eliminated. The inventory specialist assumed many of these duties. However, reductions in staff have not yet occurred.

76	Require each school to pay for all lost textbooks from its principal activity fund balances. (p. 308)	In Progress	\$150,000	\$44,277	\$177,111	Starting in 1998-1999, any unrecovered money at each campus was being paid from student activity funds and the appropriate principal's discretionary fund. The Texas Education Agency (TEA) also has announced a new policy regarding surplus textbooks that should aid in recovery and collection of losses. In CCISD, the Book Processing Department has written and issued a complete Textbook Processing Manual detailing collection and other processes. A Hayes software package (costing \$1,500) for textbook accounting and a personal computer (costing \$1,400) have been purchased to aid Book Processing in issuance, tracking, and collection tasks.
77	Automate the textbook tracking	Complete	(\$48,000)	(\$2,900)	(\$2,900)	CCISD has implemented

	system at each school in the district. (p. 311)					Hayes Tracking Software for high schools and middle schools where most losses occur. Elementary schools will be included as funds come available for additional licenses.
78	Develop and implement a centralized textbook distribution and collection system at district high schools. (p. 314)	Not Implemented	(\$32,570)	\$0	\$0	For several years, a decentralized textbook distribution and collection system has been in place at each of the high schools. At each school, an assistant principal is assigned responsibility for textbook distribution and collection. A "Manual on Textbook Procedures" was developed to standardize textbook accountability. CCISD supports the recommendation to bar code school textbooks. However, the state has not yet issued a standard format and detailed technical specifications for bar coding of state-owned

						textbooks. When this occurs, CCISD will bar code textbooks.
Totals-Chapter 8			\$594,280	\$73,577	\$784,061	
Chapter 9: Computers and Technology						
79	Develop a method of managing implementation of the Technology Plan that includes detailed implementation steps for each task and a monthly report to monitor progress. (p. 332)	Complete	\$0	\$0	\$0	An executive director for Technology was hired in January 1998. Detailed implementation plans were developed and monthly updates are provided to superintendent's management team. Project Management software was purchased in April 1998 to provide a tool to manage projects electronically.
80	Consider contracting for outside technology expertise to supplement district staff. (p. 335)	Complete	\$0	\$0	\$0	Outside consultants have been hired for telephone, telecommunication networks, selected Pentamation application systems, and technology training.
81	Require each office to identify efficiency and labor savings resulting from the implementation of	Not Implemented	\$0	\$0	\$0	No results have emerged to date.

	Pentamation and all future automation projects and hold offices responsible for realizing these savings. (p. 339)					
82	Reallocate funds to adequately train staff on the use of technology. (p. 342)	In Progress	\$0	\$0	\$0	Staff development sessions are being offered for Pentamation Systems such as financial, purchasing, and student tracking systems. Funds for staff development will be reallocated for technology training.
Total-Chapter 9			\$0	\$0	\$0	
Chapter 10: Food Services						
83	Annually assess meal prices and adjust based on costs. (p. 353)	Complete	\$0	\$305,442	\$1,527,210	Meal prices were increased in 1997-98, resulting in significant revenues to avoid impending deficits and offset costs.
84	Design and implement participation initiatives to increase meal participation at schools with low participation rates. (p. 355)	Complete	\$1,370,930	\$75,000	\$1,370,930	Several initiatives were implemented in 1997-98, resulting in a 2 percent increase in students eating in school cafeterias. This boosted both cafeteria revenue and compensatory education funding, based on the number of students

						signing up for free- and reduced-price meals.
85	Conduct a cost benefit analysis and, if justified, contract with an outside vendor to plan, manage, and implement the software by the end of the 1997-98 school year. (p. 358)	Complete	\$0	(\$15,000)	(\$135,000)	The district hired a technician to support the Food Service technology needs at a cost of \$30,000 annually. This position will monitor and control cash receipts, assist in training, implementation, and troubleshooting of software, hardware and network problems. Some savings may offset costs.
86	Use management reporting tools to better manage the Food Services Office's financial status and better understand trends that may impact the operation's productivity and profit. (p. 362)	Complete	(\$4,000)	(\$16,000)	(\$64,000)	The district hired a part-time accountant to assist in preparation of finance-related goals and reports. Goals have been developed, revised, and communicated to staff. Spreadsheets were developed to track Food Service performance. Performance evaluations were reviewed based on the goals. The district has developed individual school-

						based profit and loss statements, which help analyze trends and monitor cafeteria performance.
87	Implement a planned and controlled preventive maintenance program for all Food Services machinery and equipment, to systematically inspect, adjust, lubricate, replace components and test and analyze performance. (p. 363)	Complete	(\$42,413)	\$0	(\$35,600)	The district has quantified preventive maintenance needs for the Food Service operations and hired an outside contractor to identify and address needs.
Totals-Chapter 10			\$1,324,517	\$349,442	\$2,663,540	
Chapter 11: Transportation						
88	Create six lead driver positions in Regular Education Transportation and four lead drivers in Special Education Transportation, about one for every 25 drivers. (p. 373)	Not Implemented	(\$360,000)	\$0	\$0	The district agrees with this recommendation, but due to budget considerations did not fund the recommendation in 1998-99. In the meantime, dispatchers, the operations supervisor, and transportation operations staff have been serving as lead drivers twice weekly.
89	Designate a supervisor for the	Complete	(\$42,750)	\$0	(\$22,000)	A bus driver was moved into the

	supply room reporting to the administrative officer for Transportation. (p. 375)					position to keep costs down. Corresponding job descriptions were modified to include the additional duties.
90	Reorganize the Transportation Department to create a transportation division and a support division. (p. 376)	Complete	\$0	\$0	\$0	The department was reorganized. The Service writer was moved to maintenance foreman; the administrative officer for Special Education Transportation moved to oversee all transportation; and the administrative officer for Transportation moved to administrative officer for Logistics and Vehicle Maintenance.
91	Allocate costs of shared positions between Special and Regular Education Transportation to reflect the true cost of providing each service. (p. 378)	In Progress	\$0	\$0	\$0	The Transportation Operations Manager (TOM) software system was purchased to request transportation trips, monitor budgets, request drivers, and eliminate or reduce paperwork. Individual schools may contract with private providers if

						they offer competitive prices. District staff plan to evaluate shared operations staff and management positions. Managers said they are trying to identify ways to track costs through Pentamation and other systems.
92	Implement an incentive program to encourage driver attendance. (p. 380)	Complete	\$17,700	\$0	\$0	The district has implemented a <i>Zero Absence</i> incentive program as of August 1998. The program offers \$100 to drivers for no absences per semester. This was funded by using \$6,000 from the substitute driver budget. Savings will be reviewed as the program progresses.
93	Increase extracurricular transportation fees charged to schools to fully reflect the cost of providing this service and offer incentives to schools scheduling field trips on non-demand days of the week and during off-seasons to reduce	Complete	\$23,200	\$0	\$23,200	Field trip fees have been increased to cover the actual cost of providing service. The TOM software system, will also manage the extracurricular transportation operation.

	overtime. (p. 381)					
94	Develop key indicators to measure and monitor performance of regular and special education transportation. (p. 383)	In Progress	\$0	\$0	\$0	The district is developing performance goals and indicators.
95	Convert critical positions within the Transportation Department to permanent positions with appropriate salaries. (p. 385)	Complete	(\$65,000)	\$0	\$0	The district hired an accounting clerk and service manager at no extra cost.
96	Establish a regular bus procurement program that replaces regular education buses every 12 years. (p. 387)	In Progress	\$0	\$0	\$0	The Board of Trustees approved a regular bus procurement program beginning in 1998. By going to a standardized fleet, the district expects to save on parts and in the training of mechanics. Food service and maintenance vehicles are not yet on a planned replacement schedule.
97	Review regular transportation routes to see if system productivity can be improved. (p. 389)	Complete	\$387,000	\$183,000	\$732,000	Bus routes and magnet student pick-up sites were revised for efficiency for 1998-99. When the Facilities Master Plan is

						completed, the district will use the demographic data and an electronic routing system to maximize routing efficiency. The district's goal is to have the routes 95 percent correct based on the population distribution by first day of school.
98	Use the Vehicle Maintenance Information System as a management tool.	Complete	\$0	\$0	\$0	Since <i>TSPR</i> reviewed CCISD, the district has installed 19 additional used computers to manage and monitor fleet maintenance, resulting in a paperless shop. Automation gives transportation management the ability to manage the assets and inventory quickly. The automated system (VMIS) is updated daily.
99	Create two lead mechanic positions. (p. 391)	Not Implemented	(\$3,175)	\$0	(\$3,175)	The district agrees with the recommendation, but it was not funded in 1998-99. Staff are reviewing how much is spent on contracted maintenance and overtime in comparison to the

						cost of hiring new mechanics or creating lead mechanic positions.
100	Dedicate four mechanics to general services fleet maintenance. (p. 392)	Not Implemented	\$0	\$0	\$0	The district agrees with the recommendation, but it has not been implemented.
101	Hire two new mechanics to bring the mechanic staff to 14, allowing nine mechanics for 206 buses with a buses-per-mechanic ratio of 23 to one. (p. 393)	Not Implemented	(\$221,540)	\$0	(\$221,540)	The district agrees with the recommendation, but it was not funded in 1998-99.
102	Dedicate one bus mechanic to preventive maintenance so the district's preventive maintenance schedule can be achieved. (p. 394)	Complete	\$0	\$0	\$0	One bus mechanic has been dedicated to preventive maintenance.
103	Reduce driver pre-trip time to 10 minutes and transfer the post-trip inspection function to the light-duty maintenance person. (p. 395)	Complete	\$354,350	\$0	\$0	Pre-trip and post-trip inspections have been transferred to light duty maintenance staff. However, the district determined that driver pre-trip times could not be reduced since the drivers have other duties that require them to be there at that time. No cost savings will be

						realized.
104	Fill in the pit to create another full bay. (p. 396)	In Progress	(\$5,000)	\$0	(\$5,000)	The request to fill in the bay has been submitted to the district Office of Facilities and awaits approval.
105	Establish an air conditioner maintenance bay with appropriate Freon recovery systems. (p. 397)	In Progress	\$72,200	(\$5,630)	\$72,200	A Freon recovery system was purchased; however, the physical corrections to the bay have not been made. When the bay is ready in November, one of the existing certified mechanics will be assigned to operate the system. Three to four buses a week are sent to an outside contractor at a cost of \$1,000 a bus. This costs the district \$24,000 every eight weeks (8 weeks x \$3,000 per week).
Total-Chapter 11			\$156,985	\$177,370	\$575,685	
Chapter 12: Safety and Security						
106	Hire an additional four certified peace officers and eliminate nine contracted security guards. (p. 410)	Complete	(\$99,584)	(\$65,000)	(\$24,200)	The district has taken steps to hire necessary peace officers and reduce security guards. In 1997-98, the district hired five certified peace officers and

						eliminated five security guard positions. In 1998-99, the district hired four more certified peace officers, drawing from a three-year outside grant. To date, the district has reduced its security guards by nine positions.
107	Apply coverage ratios when allocating security personnel and resources to schools. (p. 412)	In Progress	\$0	\$0	\$0	A methodology for assessing security threats has been developed; coverage ratios are being calculated based on critical needs; security personnel assigned based on "critical needs"; and a security assessment review is being conducted. Parameters are being established. The district's overall coverage ratio has improved from 31.7 percent in 1996-97 to 13.39 percent in 1997-98. The district plans to continue looking at coverage ratios and tie them into incentives and site-based budgeting.
108	In cooperation	Complete	\$0	\$0	\$0	Known gaps

	with the Corpus Christi Police Department, identify and report known gang members enrolled in CCISD. (p. 414)					members enrolled in CCISD are being reported to the Office of Security Services and the Corpus Christi City Police. District security personnel meet monthly with the City Gang Task Force to identify gang members in school.
109	Build on the commitment of the "Take A Stand" program and develop and implement a comprehensive anti-drug and anti-violence prevention and intervention program that focuses on the interrelationships among gangs, drugs, and violence in CCISD. (p. 419)	In Progress	(\$2,800)	\$0	\$0	CCISD implemented the <i>3-R Discipline Program</i> , based on rules, responsibility, and respect. The program targets inappropriate behavior on district property and stresses an education component for teachers to follow when introducing the program to students. In addition, the Office of Security Services has implemented the Gang Resistance Education and Training Program.
Totals-Chapter 12			(\$102,384)	(\$65,000)	(\$24,200)	
Grand Total			\$18,781,277	\$3,310,580	\$19,316,287	