

Transmittal Letter

April 4, 2001

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

Fellow Texans:

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

In February 1999, TSPR released the results of a review of the district's operations. This review, originally requested by the former superintendent and Board of Trustees, and endorsed by Senator Bill Ratliff, offered 83 recommendations that could save MPISD taxpayers nearly \$5.3 million by 2003-04. Cumulative net savings from all recommendations (savings less recommended investments) were projected to reach more than \$1.2 million by 2003-04. The review also noted a number of MPISD's exemplary programs and model services provided by district administrators, teachers and staff.

After nearly two years, we returned to check on how well the district's leadership put these proposals into practice. The former superintendent retired in June 2000. With his retirement, MPISD's board selected a new superintendent who embraced the report and began implementing these recommendations.

Over the last year, under the leadership of Superintendent Kenneth English, MPISD has implemented or is in the process of implementing 67 of the proposals, or 81 percent. The district has realized gross savings of nearly \$106,000 to date, however, the final usefulness of this report will depend on MPISD's decisions regarding those recommendations that remain on the table—some of which promise significant savings.

I applaud the board and superintendent for taking these initial steps, but urge continued diligence to ensure that students, teachers, and taxpayers receive the maximum possible benefit from every dollar spent in Mount Pleasant.

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

Thanks for all that you do for Texas.

Sincerely,

Carole Keeton Rylander

Carole Keeton Rylander
Texas Comptroller

Progress Report

Mount Pleasant Independent School District

April 2001

Introduction

In February 1999, the Comptroller of Public Accounts' Texas School Performance Review (TSPR) staff and consultants completed a comprehensive school review of the Mt. Pleasant Independent School District (MPISD). During the fall of 2000, TSPR staff returned to assess the district's progress in implementing the recommendations.

Since 1991, TSPR has recommended more than 4,300 ways to save taxpayers almost \$486 million over a five-year period in 45 different public school districts throughout Texas. TSPR also conducts follow-up reviews of districts that have had at least one year to implement recommendations. These 30 subsequent reviews show that almost 90 percent of TSPR's combined proposals have been acted upon, saving taxpayers more than \$96 million, with the full savings estimated to grow in the future.

Improving the Texas School Performance Review

Comptroller Carole Keeton Rylander, who took office in January 1999, consulted school district officials, parents and teachers from across Texas and carefully examined past reviews and progress reports in an effort to make the TSPR more valuable, even vital, to the state's more than 1,000 school districts. With the perspective of having served as a teacher and later a school board president, the Comptroller has vowed to steer TSPR to increase accountability to local school districts and the communities they represent. The Comptroller intends for TSPR to become a tool for improvement in many more districts, particularly districts that seek help to improve academic performance by better managing classroom resources.

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

Recognizing that only 52 cents of every state education dollar is spent on instruction, Comptroller Rylander's goal is to drive more of every education dollar directly into the classroom. In addition, no longer will school reviews bury the districts' best practices and exemplary models deep inside individual TSPR reports. Instead, Comptroller Rylander has ordered best practices and exemplary programs to be shared quickly and systematically among all the state's school districts and with anyone who requests such

information. There is no reason for a district that has solved a problem to keep the solution to itself. Comptroller Rylander has directed TSPR to serve as an active clearinghouse of the best and brightest ideas in Texas public education. Best practices identified in the original review of MPISD are included in the Comptroller's best practices database, *A+ Ideas for Managing Schools (AIMS)*.

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

- ensure students and teachers receive the support and resources necessary to succeed;
- identify innovative options to address core management challenges;
- ensure administrative activities are performed efficiently, without duplication and in a manner that spurs education;
- develop strategies to ensure the districts' processes and programs are continually assessed and improved;
- understand the link between the districts' functional areas and determine ways to provide a seamless system of services;
- challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- put goods and services to the "Yellow Pages test"—government should do no job if there is a business in the Yellow Pages that can do that job better and at a lower cost.

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

Detailed information can be obtained from TSPR by calling (512) 475-3676, or by visiting the Legislative Budget Board's Web site at www.lbb.state.tx.us.

TSPR in Mt. Pleasant Independent School District

TSPR began its review of the MPISD in October 1998. As in many previous reviews, TSPR came to MPISD in response to a local call for assistance. In August 1997, Mr. Charles R. Wright, MPISD's former superintendent, and members of the MPISD Board of Trustees requested a review. Senator Bill Ratliff of Mt. Pleasant also endorsed the request.

With the help of WCL Enterprises, a Katy-based consulting firm, the TSPR team held public forums at Frances Corprew Intermediate School and Mt. Pleasant Junior High School. To obtain additional comments, the review team interviewed district employees, school board members, students, parents, business leaders and representatives from

community organizations. In addition, the team collected comments from letters to the Comptroller's office and calls to the Comptroller's toll-free hotline.

The team sent written surveys to district personnel, students and parents. TSPR received completed responses from 242 teachers, 25 central and support staff, 66 parents and 55 campus staff.

TSPR also consulted two databases of comparative educational information maintained by the Texas Education Agency (TEA)—the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS). For the review, MPISD selected peer districts for comparative purposes based on similarities in size, location, student enrollment and property values. The selected peers were the Athens, Corsicana, Greenville, Kaufman, Kilgore, Liberty Eylau, Paris, Terrell and Texarkana Independent School Districts. TSPR also compared MPISD to district averages in TEA's Regional Education Service Center 8 (Region 8), to which MPISD belongs, and the state as a whole.

In the 1999-2000 school year, MPISD served 4,539 students in one high school, one junior high school, one middle school, one intermediate school, three elementary schools, one Child Development school and an alternative education campus.

The district's student enrollment has increased by 5.8 percent since 1995-96. MPISD's 1999-2000 property value per student was 12.4 percent lower than the state average, and 62.4 percent of its students were economically disadvantaged, compared to a statewide average of 49 percent.

According to TEA, MPISD's student body is 39.2 percent Anglo, 43.5 percent Hispanic, 16.6 percent African American and 0.7 percent categorized as Other. The percentage of students passing the state-mandated Texas Assessment of Academic Skills (TAAS) in 1999-2000 was 63.7 percent, compared to the state average of 77.1 percent.

For the 1999-2000 school year, the district had a staff of 698 employees. Of that total, 57.2 percent—399.5 full-time positions—were teachers. The district's 1999-2000 operating budget reached \$24.7 million. Almost 47.8 percent of MPISD revenue came from local funds, 52 percent from state funds and .2 percent from federal and other sources.

Numerous changes have occurred in MPISD since the 1999 review. The former superintendent, Charles Wright, retired in June 2000. With his retirement, the board hired a new superintendent, Kenneth English, who embraced the report and began implementing the proposals.

While the district still has a lot of work to do, both MPISD staff and TSPR team members have a sense of steady progress. Thirty-four recommendations have been implemented, 33 are in various stages of progress and 13 have not been addressed. MPISD officials

rejected three recommendations because they believed implementation was not feasible at this time. (See **Appendix A** for details on the recommendations' status.)

Mount Pleasant ISD Report Card

Chapter	Total	Complete	In Progress	Not Implemented	Rejected	Percent Complete/ In Progress	Grades
1. District Organization and Management	8	2	6	0	0	25%/75%	Satisfactory
2. Educational Service Delivery	10	3	7	0	0	30%/70%	Satisfactory
3. Community Involvement	6	1	2	3	0	17%/33%	Needs Work
4. Personnel Management	8	3	2	3	0	38%/25%	Needs Work
5. Facilities Use and Management	2	0	2	0	0	0%/100%	Satisfactory
6. Financial Management	10	7	2	0	1	70%/20%	Satisfactory
7. Asset and Risk Management	4	4	0	0	0	100%/0%	Excellent
8. Purchasing and Distribution	6	4	1	1	0	67%/17%	Satisfactory
9. Food Services	12	5	4	3	0	42%/33%	Needs Work
10. Transportation	11	3	4	2	2	27%/36%	Needs Work
11. Safety and Security	6	2	3	1	0	33%/50%	Satisfactory
Overall Grade	83	34	33	13	3	41%/40%	Satisfactory

Excellent = More than 80% complete
Satisfactory = 80% to 100% complete or in progress
Needs Work = Less than 80% complete or in progress

Exemplary Programs and Practices

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

- Two MPISD efforts focus on students at risk of dropping out of school, but they are available to *all* students on each campus—the Maximum Achievement Learning Lab (MALL) and Accelerated Schools teaching strategies. On every campus, a combination of Title I, compensatory, local, and state technology allotment funds fund the MALL. Since the MALL was created and the Accelerated School approach initiated, student TAAS scores have increased, especially among economically disadvantaged and African American students. *The Mall and the Accelerated School approach continue to be instrumental in increased TAAS scores for the district. For the first time, an MPISD campus, Mount Pleasant High School, earned a Recognized rating.*
- MPISD’s Campus Intervention Team (CIT), established in 1996-97, provides intervention strategies for any student not performing well in class, having difficulty reading, or exhibiting behavioral difficulties. According to principals and teachers, in 75 to 80 percent of the cases, individual student needs can be handled on their home campus by modifying their particular educational program. *The Campus Intervention Team (CIT) continues to be an effective intervention strategy for students not performing well in class. The district changed the alternative education program to provide a better environment for at-risk students and made efforts to recover more dropouts into the alternative program.*
- The Titus County Special Education Cooperative serves 807 students from four school districts, including MPISD. MPISD also participates in the Mt. Pleasant/Paris Regional Day School Program for the Deaf involving 33 students in a nine-county area, and the Tri-County Cooperative for the Visually Impaired, which serves 27 students in three counties. By using cooperatives, MPISD provides its students high-quality services at a reasonable cost. *MPISD continues to provide its students high-quality services at a reasonable cost through the use of cooperatives. The Titus County Special Education Cooperative now serves 1,054 students from four school districts, including MPISD.*

- The Titus County Special Education Cooperative receives more than \$100,000 in annual reimbursements through the federally funded School Health and Related Services (SHARS) program. Under SHARS, school districts are allowed to enroll as Medicaid providers and apply for Medicaid reimbursement for services determined to be medically necessary and reasonable to provide children with disabilities under the age of 21 the benefits of a free and appropriate public education.

The Titus County Special Education Cooperative now receives more than \$144,410 in annual SHARS reimbursements. MPISD and the Titus County Special Education Cooperative also participate in the Medicaid Administrative Claiming Program (MAC). MPISD began participating in June 1999 and the cooperative in October 1999. To date, the district and the cooperative have received approximately \$15,802 in reimbursements.
- The Mt. Pleasant Scholarship program, created in 1987, offers every student who graduates from Mt. Pleasant High School scholarships at Northeast Texas Community College. Every student who graduates in the top 10 percent of their class is eligible for paid tuition, books and fees. All others are eligible for paid tuition and fees. More than 1,200 students have received scholarships.

The Mt. Pleasant Scholarship program continues to be a source of pride for the district and its students.
- MPISD's energy management program, begun in 1991, uses performance contracts to replace heating, ventilation and air conditioning systems, retrofit lights, and install equipment to monitor and control building temperatures. In these performance contracts, the vendor guarantees that the cost for equipment will be paid with savings from reduced utility bills. Since 1991, MPISD has reduced energy costs by \$1.3 million, saving \$191,000 per year.

While annual savings have decreased since 1991, the district continues to use performance contracts to reduce its utility bills. Since 1997, MPISD reduced energy costs by \$100,000, saving \$50,000 per year. The savings result from heating and air conditioning equipment upgrades and lighting retrofits.
- Through a centralized accounting of activity funds, collected from various school-approved money-raising activities, MPISD reduces risks of poorly accounting for the dollars. The accounting method strengthens the district's internal controls and fosters efficient budgetary operations.

The district continues to take advantage of centralized accounting of activity funds to reduce its risks of poorly accounting for dollars and to ensure strong internal controls and efficient budgetary operations.
- An established budget and tax rate planning calendar allows for effective control of MPISD's budget preparation process.

The district's established budget and tax rate planning calendar continues to serve as an effective control for the budget preparation process.

- The East Texas Educational Insurance Association, a workers' compensation insurance pool, spreads the risk of workers' compensation costs among 180 member school districts, including MPISD, limiting the amount the district must pay in any year.
The East Texas Educational Insurance Association remains a sound insurance pool for MPISD.
- The district's purchasing code of ethics, adopted more than 10 years ago, ensures that its purchasing activities provide the best support possible for students, staff and faculty, at less cost to MPISD taxpayers.
Since the initial review, the district has updated the purchasing code of ethics and purchasing procedures manual to include policies and procedures related to the new automated purchasing system and deadlines for making purchases for the school year.
- A computerized cash management system ensures confidentiality in the MPISD free and reduced-price meal programs, saves time, reduces errors, includes a complete database of student patrons and produces accurate reports on the number of meals served.
MPISD's computerized cash management system continues to ensure confidentiality, save time and reduce errors in the free and reduced-price meal programs.
- A telephone hotline at Mt. Pleasant High School allows students, teachers and community residents the opportunity to anonymously alert district officials to any alleged violation of district security or discipline rules, without fear of reprisal.
MPISD now subscribes to a 1-800 number service to which it reports problems. Campus police also established a Crime-Stoppers program for students and faculty to anonymously report crimes.

TSPR Key Recommendations

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

District Organization and Management

#2 Develop a profile of the ideal superintendent to be used in seeking and selecting a superintendent.

During the original review, MPISD's superintendent announced his intent to retire at the end of 1999-2000. Following TSPR's recommendation, the board developed a profile of the ideal superintendent for the district, which included the criteria that the superintendent be an open and honest communicator. The board then contracted with the Texas Association of School Boards (TASB) to conduct the formal search for applicants. This action resulted in the district's hiring of Dr. Kenneth English, who started working for the district in June 2000.

District administrators said this recommendation helped to bring about frank discussions about what the next superintendent needed to bring to the district and community. They agreed the new superintendent should foster an atmosphere of open and honest communications. The administrators said the new superintendent is changing the atmosphere positively.

#4 Reorganize central administration with two deputy superintendents, one for business and operations, and one for all instructional areas.

To improve its efficiency, the district is reorganizing its central administration. As part of this reorganization, MPISD officials decided against filling a vacancy in Administration and Operations, which opened in May 2000, and expects this decision to save more than \$340,000 over five years. District administrators said the decision helped to assuage misperceptions and dissatisfaction in the community and among district staff who questioned the need for three deputy superintendents.

Educational Service Delivery

#11 Include all education program areas in designing a new curriculum.

MPISD believes implementing this recommendation will permeate all that it does in producing its product—student learning.

Personnel Management

#28 Increase teacher compensation to competitive levels to reduce high turnover.

#29 Implement a retirement incentive plan.

#30 Conduct a market survey and revise the paraprofessional employee, hourly employee and bus driver salary schedules to a market-based system.

MPISD implemented a new salary structure in summer 2000 and contracted with the Texas Association of School Boards (TASB) to conduct a compensation study and market survey. While the district is hesitant to implement a retirement incentive plan, administrators said that all three recommendations have the potential to make a

difference. They believe that the key to district success will be its ability to recruit and retain good people in an incredibly competitive market.

Facilities Use and Management

#33 Develop a long-range facilities master plan.

The district formed a citizens committee to review facility needs and report to the board in January 2001. District administrators said this recommendation would help them proactively address facility needs.

Financial Management

#44 Cross-train another member of the business office staff to handle the payroll clerk's duties.

The district had only one employee from 1985 until May 2000 who was trained to maintain payroll records and run monthly payroll. This situation put the district at risk of not getting out the payroll if that clerk, whom since has transferred to another position, was unavailable. Today, one employee plus the director of Business and Finance are trained to do payroll. The director expressed a sense of relief in the district's current ability to handle payroll if one employee is unavailable.

Asset and Risk Management

#47 Increase the district's fixed asset capitalization policy amount to \$5,000 and establish a control inventory of other high-theft items and all computer and telecommunications equipment.

MPISD previously capitalized fixed asset items with a value of \$500 or more and a useful life of at least one year. This limit resulted in a voluminous fixed assets listing, which required a significant amount of the clerk's time. The director of Business and Finance said the board's implementation of this recommendation had the greatest impact on workload, from an accounting and time standpoint.

Purchasing and Warehousing

#49 Implement the RSCCC automated purchase order system.

#53 Integrate the warehouse tracking system into the financial accounting system.

The district launched an automated purchase order system, Pentamation, in May 2000. This system also allowed MPISD to integrate the warehouse tracking system into the financial accounting system. District administrators said implementing this recommendation has resulted in a dramatic improvement in efficiency and the time spent processing purchase orders and tracking warehouse inventory, which no longer requires duplicative transaction entries.

Food Services

#55 Develop a job description for the Food Services Director and increase the salary to be commensurate with the new duties and responsibilities expected of the director.

The district's former Food Services director was not involved in the department's financial management, did not have authority to evaluate kitchen managers and staff, and was not paid in keeping with other school district food service directors. The new director's job description provided the position full management responsibilities such as budget oversight and personnel selections. The director now has the authority to evaluate kitchen managers and staff. The district also increased the former director's salary by \$5,100 in 1999-2000.

#56 Give the Food Services Director the authority to evaluate kitchen manager and staff.

Administrators said that it was important to provide the Food Service director additional duties, such as managerial oversight of staff and budget matters, and an increase in pay to bring that position more in line with its peer positions in other districts.

#65 Hire a bonded courier to pick up money from each cafeteria daily.

While the district has not hired a bonded courier, this recommendation was important because it identified and halted the risky practice of employees taking money home at night to be deposited the next day.

Transportation

#71 Designate hazardous routes where appropriate and apply to the Texas Education Agency for the full hazardous busing entitlement.

MPISD designated all its routes as hazardous. District administrators said this was a key recommendation because of the increased reimbursement amounts that it allowed the district to receive from the state.

#74 Address routine and remedial maintenance of MPISD's bus fleet by exploring options.

The district hired a second mechanic and now has a computerized set of records to facilitate preventative and remedial maintenance of its bus fleet. District administrators said implementing this recommendation was one of the most critical to providing transportation services. By preventing major repairs and bus replacements, it saves more money for the district than any other transportation recommendation.

Safety and Security

#78 Establish goals and objectives for MPISD's safety and security functions.

The district is developing a districtwide campus-level crisis management plan and new plans for each campus. The district also increased the number of security personnel by one certified and one non-certified officer, improved communications with improved radio technology and created a process so that officers regularly visit each campus. District officials said this recommendation would ensure that the district provides a safe and secure environment for its students and employees.

What Still Needs to be Done?

MPISD has made steady progress in implementing TSPR recommendations, particularly considering that it transitioned in a new superintendent during this time. Eighty-one percent of the TSPR recommendations either have been implemented or are being implemented at the present time. District administrators have not implemented 13 of the report's recommendations, and have provided their reasons for their delay or inaction on three others. This section addresses the key areas requiring additional attention.

Community Involvement

Because of the superintendent transitions, the district postponed implementing several recommendations that concerned increasing community involvement; outreach and communication, including holding quarterly town hall meetings; and activating the district's foundation. The district could not implement Recommendation 22, which suggested including the agenda for each board meeting on the cable television channel, because the channel was not available as of this report. TSPR understands these delays to implementation, but urges the district to move forward as soon as practical. Communication and community involvement are keys to a successful district.

Minority Involvement and Student Education

During the original review, TSPR found that one of the greatest community and staff concerns was the district's growing minority population. TSPR offered several recommendations to address the educational needs of minority students and the minority community's involvement in the district.

The district has taken steps to ensure minority representation on site-based decision-making committees, appoint a tri-ethnic task force and expand its recruitment efforts to colleges and universities that graduate a high number of minority teacher candidates. While the district reported that it has made progress in identifying and increasing enrollment in Advanced Placement and Gifted and Talented courses for all of its students, it did not focus on minority students. It is imperative the district develops strategies to decrease the participation gap existing between minority and non-minority students.

Further, MPISD has not implemented a recommendation to develop a cultural diversity training program for teachers that focuses on discipline management using input from representatives of the minority community. While the district said it would consider implementing this recommendation in the future, TSPR believes this recommendation is an important step toward lessening community concerns of unequal treatment of students.

Personnel Management

Three of eight recommendations in the personnel function have yet to be addressed including a retirement incentive plan, working with the Regional Service Center to develop an alternative certification program and developing an employee performance measurement and reward system. While the district has not rejected these recommendations outright, administrators expressed concern and the superintendent said he would need additional time to study each of these issues more carefully. Given MPISD's high employee turnover rates, TSPR continues to believe that a controlled retirement plan could help stem the exodus of experienced employees; the alternative certification program could bring key people into hard to fill teaching positions; and the reward system would serve to retain the brightest employees.

Transportation

Transportation was a serious concern at the time of the review, and while some progress has been made, the district continues to use a drop system in which regular program students are transported to the high school and transferred to other buses for transport to their respective schools. The drop system does not lend itself to a staggered bell system. Discontinuing the drop system and moving to a staggered bell system would allow the district to consolidate or redesign routes to add more passengers on each route and allow each bus to run at least two routes. These practices could increase the district's linear density ratio and possibly state allotments for transportation, while shortening the length of time students, particularly those at the elementary and intermediate grade levels, are on buses.

In an effort to offer MPISD alternatives to a massive overhaul of its in-house transportation operations, TSPR also recommended two options for consideration: contract for all or part of the transportation services from an outside vendor and create a transportation cooperative similar to the one operated by Bowie County. The district has not considered either option. The district should look into these options because they can provide economies of scale, particularly for small districts, that can reduce costs, while leaving the day-to-day operations to a more experienced entity.

Food Services

The district has not addressed several financial management issues in the Food Services area. The former Food Services director was not involved in financial management; therefore, in the transition to a new organizational structure and new director, these issues remain under consideration.

MPISD's Ideas for Improving the Texas School Performance Review Process

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

The feedback TSPR has received from other districts led to improvements in the review process. For example, early reports did not include implementation strategies, and districts told TSPR they needed help in getting started. As a result, the reports now include implementation strategies and timelines to complement the recommendations. Districts have told TSPR these blueprints are invaluable to achieving the desired results.

In some instances, however, the districts felt TSPR did not have all of the facts needed, consequently, the recommendations missed the mark. For example, TSPR recommended the Food Services Department combine the snack bar enterprise fund with the regular food service special revenue fund and amend the annual budget to include the estimated annual revenues and estimated annual expenditures of the snack bar operation. District officials said TSPR might not have gotten all of the information about this issue because its snack bar funds were never used for anything other than food service operations.

TSPR also recommended the district document services provided to the Titus County Special Education Cooperative and seek reimbursement. However, district administrators said MPISD, as the fiscal agent for regional special education, deaf services and visually-impaired cooperatives, already was charging a 15-percent administrative fee to member districts during the time of the review. They acknowledged that the bookkeeper might not have known this at the time.

While TSPR made every attempt to verify the information in each case, the individuals that were in a position to make these corrections obviously were not consulted. TSPR will make a more concerted effort to include key personnel in the findings meeting where the district has an opportunity to validate all findings.

MPISD board president, Dr. Mary Hearn, said the district has not had enough time to implement many of the recommendations because it has a new superintendent. She believes, however, that the administration, faculty and community are more aware of the various ways of working as a team since the release of the report. Dr. Hearn also said that district officials were pleased with the report. Some of the report hurt a bit, but that was what the district needed. The report was well written, and the review team was very professional even when it met with some resistance.

Board member Ezeal McGill echoed the board president's sentiment. Mr. McGill said that while there has not been enough time to judge the results, the board has been supportive of the recommendations and is working hard at implementing as many of the recommendations as possible.

Appendix: Status of Recommendations and Savings

Chapter 1: District Organization and Management

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
1	Explore a committee structure to address key areas of district operations. (p. 21)	Complete	\$0	\$0	\$0	A key and consistent area of contention in MPISD was the annual budget. In 1998-99 and 1999-2000, the board used a committee structure for the budget preparation and adoption process. During 1999-2000, the three-member committee met 10 times to help staff develop the budget for the next year, assess progress and make changes. The committee met with and reported to the full board two times before budget adoption. District administrators said the committee structure worked well and made for a much smoother adoption process.
2	Develop a profile of the ideal superintendent to be used in seeking and selecting a superintendent. (p. 22)	Complete	\$0	\$0	\$0	Before contracting with the Texas Association of School Boards (TASB) to conduct the formal search for a new superintendent, the district and community developed a profile for a

						superintendent, with a primary criterion being that the superintendent is an open and honest communicator. The new superintendent, Dr. Kenneth English, started working for the district in June 2000.
3	Establish a five-year plan that ties annual district priorities to the budget. (p. 27)	In Progress	\$0	\$0	\$0	In its effort to get a better handle on the different desires of its many stakeholders, and eventually settle on a common focus, the district's site-based decision-making committee (SBDM) issued an opinion survey to teachers, support staff, parents, students and the community. The SBDM will use the results of the survey to develop a three to four year district improvement plan.
4	Reorganize central administration with two deputy superintendents, one for business and operations, and one for all instructional areas. (p. 34)	In Progress	\$375,000	\$51,576	\$335,552	The superintendent elected to not fill the deputy superintendent for Administration and Operations position after it was vacated in May 2000. This will save the district \$51,576 per year in salaries and benefits.
5	Evaluate ways to strengthen the working relationship of the management team. (p. 37)	In Progress	\$0	\$0	\$0	While the district did not participate in a retreat, it has regularly scheduled monthly meetings, with the cabinet meeting every two weeks. The district

						developed a schedule for administrative training and already has conducted two training sessions. The first training session reviewed federal and state funding formulas and the second session covered vertical alignment teams and curriculum development.
6	Clearly define the levels of authority associated with each decision team in the SBDM process and communicate the new policy to MPISD staff. (p. 39)	In Progress	\$0	\$0	\$0	All principals received SBDM training from Region 8. The district now publishes the board agenda and minutes on its Web site. Each month, the superintendent requires each campus to give him the agenda and minutes of SBDM meetings so that he can stay abreast of issues. Administrators believe the district is moving in the right direction and has made good progress over the last six months.
7	Adopt the site-based planning process recommended by the Texas Education Agency and involve members of the SBDM committees in the process. (p. 41)	In Progress	\$0	\$0	\$0	MPISD's site-based decision-making process is beginning to function well. The district's focus now is to move this progress down to the campus level.
8	Institute districtwide guidelines on the election of MPISD teachers and professional staff to SBDM committees and increase efforts to attract minority representatives. (p.42)	In Progress	\$0	\$0	\$0	All district campuses now have election procedures, but the district has not yet established a

						district protocol. The district ensured that the SBDM committee included Special Education, English as a Second Language/Bilingual, and minority representatives.
Totals --Chapter 1			\$375,000	\$51,576	\$335,552	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 2: Educational Service Delivery and Performance Measures

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
9	Consolidate low-enrollment courses at the secondary level and use the savings generated to offset the cost of raising teachers' salaries to regional averages. (p.70)	In Progress	\$984,200	\$0	\$0	The secondary student-teacher ratios improved to efficient levels because enrollment increased at the high school level with no corresponding hiring of new teachers. The district has not analyzed the master class list for the 2000-01 school year.
10	Increase the proportion of African American and Hispanic high school students enrolled in Advanced Placement courses. (p. 72)	In Progress	\$0	\$0	\$0	The district is focusing on increasing Advanced Placement (AP) enrollment of all students by offering pre-AP courses at the junior high level and providing more training for teachers. The district, however.

						<p>did not focus on increasing minority student enrollment in AP classes per the recommendation. AP scores have improved, but administrators said it might be several years before they see results. The district also is developing a new concept-based curriculum that focuses on higher level thinking skills.</p>
11	<p>Include all education program areas in designing a new curriculum. (p. 78)</p>	In Progress	(\$25,000)	\$0	\$0	<p>MPISD created four vertical alignment teams that represented each core subject area. Each team participated in a full-day orientation session. The teams worked during summer 2000 to determine the future direction of the district. On October 16, 2000, the teams began work on the curriculum by using TAAS analysis by grade level and subject. Each team produced a</p>

						<p>matrix that was keyed to TEKS and showed areas of concern. Teachers on grade level horizontal teams are working on what they are going to teach. The teams completed their work and turned in a report in December. In January 2001, the board reviewed the TEKS. This process should eliminate overlap and reteaching. A Region 8 representative is the trainer.</p>
12	Develop an ongoing educational program evaluation process. (p. 80)	In Progress	(\$5,000)	\$0	\$0	<p>District administrators said vertical alignment training and benchmark testing would give MPISD a good tool for educational program evaluation. From this point forward, any new changes will have to fit into the new process. District administrators plan to develop a</p>

						<p>formal evaluation process after completing the new curriculum. The district first will evaluate core subject areas and follow with evaluation of the electives. District officials have not established anything outside of the vertical teams. They will work on this in the future.</p>
13	<p>Employ campus staff development coordinators at all campuses. (p. 83)</p>	In Progress	(\$1,000,000)	(\$119,162)	(\$258,025)	<p>At the time of the review, MPISD employed two staff development coordinators. TSPR recommended that the district hire four additional coordinators. To date, the district has hired one additional coordinator who receives the same \$3,500 stipend over regular salary as the two other positions. The district pays the staff development</p>

						coordinators' salaries out of Title VI funds. The coordinators work an extra 15 days per year. All of the coordinators teach at primary schools as well as provide staff development training.
14	Hire a counselor for grades 7-12 dedicated to identifying non-college bound, average, below average, and at-risk students and developing alternative learning tracks. (p. 96)	Complete	(\$229,940)	(\$31,307)	(\$156,505)	Because MPISD did not offer an alternative learning track for non-college bound students, it was difficult for the district to identify non-college bound, average, below average and at-risk students who might benefit from Career and Technology Education courses. Per TSPR's recommendation, the district hired a part-time counselor to identify these students and develop alternative learning tracks.
15	Review MPISD assessment procedures for	In Progress	\$0	\$0	\$0	According to district officials, MPISD has

	identifying gifted and talented students to determine whether other measures can be used to assist in identifying a greater number of minority students. (p. 103)					made some improvement on identifying a greater number of students. The Gifted and Talented director has conducted meetings with the campus principals about ways to identify more minority students for the gifted and talented program, but the district acknowledges that it still has work to do in this area.
16	Enroll in the Medicaid Administrative Claiming program. (p. 113)	Complete	\$216,000	\$15,802	\$79,010	The district enrolled in the Medicaid Administrative Claiming (MAC) program in fall 1999, and the special education cooperative enrolled in January 2000. To date, the district has received \$12,031 in MAC reimbursements and the special education cooperative has received one payment of \$3,771.
17	Develop a shared services contract	In Progress	\$0	\$0	\$0	The district now has a contract

	and have all participants sign the document. (p. 114)					with students, but not with the other districts participating in the Titus County Special Education Cooperative. The district has a contract in progress with attorneys for the Deaf Education Cooperative.
18	Document services provided to the cooperative and seek reimbursement. (p. 115)	Complete	\$60,000	\$0	\$0	District administrators said MPISD, as the fiscal agent for regional special education, deaf services and visually-impaired cooperatives, already was charging a 15-percent administrative fee to member districts during the time of the review. The bookkeeper might not have known this at the time.
Totals--Chapter 2			\$260	(\$134,667)	(\$335,520)	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 3: Community Involvement

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
19	Develop a comprehensive community involvement plan in conjunction with existing business and civic partners to enhance community involvement at MPISD. (p. 131)	In Progress	\$0	\$0	\$0	The district developed a Family Friendly Business luncheon that it holds at the end of the year to recognize MPISD partners, parents and other volunteers for their services to the district.
20	Appoint a tri-ethnic task force for the purpose of developing a greater understanding of minority issues and needs. (p. 133)	Complete	\$0	\$0	\$0	In 1999-2000, the district appointed a tri-ethnic task force that met several times over the last two years. The new superintendent will continue this project.
21	Hold quarterly town hall meetings to allow members of the community to speak on educational issues. (p. 134)	Not Implemented	\$0	\$0	\$0	The district has not acted on this recommendation, but keeps it in consideration.

22	Include the agenda for each school board meeting on the cable television channel as soon as it is available. (p. 134)	Not Implemented	\$0	\$0	\$0	MPISD has not implemented this recommendation because cable access remains unavailable. The district will implement this as soon as it completes the fiber network.
23	Activate the district's foundation, establish necessary by-laws to govern its functions, and recruit a board of directors. (p. 136)	Not Implemented	\$185,000	\$0	\$0	During the original review, TSPR found that MPISD had established, but not activated, a not-for-profit foundation to receive contributions from individuals and companies to support instructional initiatives in the district. District administrators said the foundation remains inactive. They said that the district completed the paperwork to activate the foundation, but they did not know if the district ever filed the paperwork. Administrators expressed interest in implementing

						<p>this recommendation once they find the paperwork because they realize that the Academic Booster Club could use the foundation.</p>
24	<p>Develop a comprehensive and structured collaborative business partnership program. (p. 139)</p>	In Progress	\$0	\$0	\$0	<p>District officials said that while the district made some progress by pulling some business partnership programs under one umbrella, its efforts still are piecemeal with no formal coordination process in place. The district continues its efforts to build more cooperative programs and partnerships and believes the Family Friendly Business program might be a start.</p>
Totals--Chapter 3			\$185,000	\$0	\$0	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 4: Personnel Management

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
25	Expand minority recruitment efforts. (p. 155)	Complete	\$0	\$0	\$0	To increase minority staff, with a particular focus on bilingual employees, the district developed a recruitment packet and PowerPoint presentation about MPISD that the district shows at job fairs. The district also now visits a number of new locations that historically produce a large number of minority teachers such as Arizona State University, Sam Houston State University in Huntsville, Texas Southern University in Houston, Grambling University in

						<p>Louisiana, the University of Texas-Pan American, the University of New Mexico and New Mexico State University. MPISD also partnered with Texas A&M- Texarkana and Northeast Texas Community College (NTCC) to offer the AmeriCorps Educator Assistance Program. This three-year project is designed to introduce selected students and adults to careers in education.</p>
26	<p>Explore the development of a regional alternative certification program through RESC VIII. (p. 158)</p>	<p>Not Implemented</p>	\$0	\$0	\$0	<p>The district still needs to work through logistics with Region 8 and the State Board of Educator Certification to implement this recommendation.</p>
27	<p>Develop an employee performance measurement and reward system that links improved</p>	<p>Not Implemented</p>	\$0	\$0	\$0	<p>The district declined to implement this recommendation until the new superintendent has more time to</p>

	performance in critical areas to increased rewards. (p. 161)					study it.
28	Increase teacher compensation to competitive levels to reduce high turnover. (p. 164)	In Progress	(\$2,228,085)	(\$384,480)	(\$1,922,400)	The district gave teachers a graduated pay increase based on degree and experience. The stipend increase for teachers with a Bachelor's degree ranges from \$500 to \$1,500 and the increase for teachers with a Master's degree ranges from \$800 to \$2,000. The district also contracted with the Texas Association of School Boards (TASB) to conduct a districtwide compensation survey. As of this report, the study remains in progress.
29	Implement a retirement incentive plan. (p. 166)	Not Implemented	\$958,140	\$0	\$0	MPISD's superintendent cast doubt about whether the district would consider implementing this recommendation based on his concerns about

						high rates of employee turnover and the need to retain experienced personnel.
30	Conduct a market survey and revise the paraprofessional employee, hourly employee, and bus driver salary schedules to a market-based system. (p. 169)	In Progress	\$0	(\$10,000)	(\$10,000)	MPISD contracted with TASB to conduct a districtwide compensation survey. The study is in progress.
31	Hire a full-time personnel specialist. (p. 171)	Complete	(\$203,105)	\$0	\$0	The district hired a Personnel Coordinator in June 2000. The district did not incur new costs because it eliminated a secretary position and used that salary to pay the coordinator.
32	Evaluate whether MPISD should change insurance coverage to a fully funded plan. (p. 177)	Complete	\$0	\$0	\$0	MPISD attempted to solicit information from insurers on the costs and coverage available in fully funded plans, but could not get a single agent to bid. However, the district changed administrators

						and restructured the plan. The district now pays \$150 per month instead of the \$90 per month it paid during the original review.
Totals--Chapter 4			(\$1,473,050)	(\$394,480)	(\$1,932,400)	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 5: Facilities Use and Management

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
33	Develop a long-range facilities master plan. (p. 189)	In Progress	\$0	\$0	\$0	MPISD established a large citizens committee that it divided into subcommittees based on attendance and budget centers. The committee, in conjunction with district staff and an architect, made a report to the board in January 2001. The board is considering whether to issue a bond for facilities construction and renovation needs. The district also received \$1.5 million in Qualified Zone Academy Bond (OZAB)

						funds.
34	Evaluate custodial cleaning areas and eliminate overtime for custodians by establishing two custodial shifts. (p. 196)	In Progress	\$107,500	\$0	\$0	The district is moving towards split shifts to improve cleanliness and eliminate overtime for custodians. It formed floor teams that go from campus to campus buffing floors and assigned one custodian as a trainer. Through attrition, the district will move the teams to night shifts. Because the district's immediate goal is to improve the quality of its custodial work, it has realized no savings to date.
Totals--Chapter 5			\$107,500	\$0	\$0	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 6: Financial Management

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
35	Clarify roles and reporting responsibilities of business office staff, and delegate appropriate responsibilities to management personnel and staff. (p. 209)	Complete	\$0	\$0	\$0	District officials said the roles and reporting responsibilities of business office staff were not clear during the time of the review because it was a transition period. Now, the director of Business and Finance manages purchasing, payroll, PEIMS, employee benefits, fixed assets and accounts payable functions. Dr. English retains final approval of purchase orders.
36	Revise the annual financial statements. (p. 210)	Rejected	\$0	\$0	\$0	The district rejected this recommendation after contacting the Texas Education Agency (TEA). District officials said TEA found

						its current financial reporting process acceptable.
37	Settle the successor-in-interest for the Titus County Education District between participating districts to reduce administrative time and effort in accounting for this activity. (p. 211)	In Progress	\$0	\$0	\$0	The district attempted to implement this recommendation. TEA informed the district of all the necessary procedures to settle the successor-in-interest. The district also met with the superintendents of participating districts to negotiate a settlement, but the superintendents could not agree on a final settlement. MPISD still hopes to settle this issue.
38	Solicit proposals for tax collection services from agencies such as the county tax office and seek to reduce tax collection costs by about 40 percent. (p. 213)	Complete	\$156,055	\$0	\$0	District officials said the county tax office is not interested, and therefore has not pursued this issue further.
39	Provide in-service training for federal program managers to	Complete	\$0	\$0	\$0	The district provided training for administrators

	<p>maximize the amount of federal assistance used by the district. (p. 214)</p>					<p>and the director of Budget and Finance conducted one-on-one training. Every program director now receives daily/monthly financial statements so that each one knows how much money has been spent and how much money remains. The district no longer sends funds back to the state.</p>
40	<p>Discontinue use of clearing accounts and begin accounting for cash transactions in the particular fund that is receiving and disbursing money. (p. 215)</p>	Complete	\$0	\$0	\$0	<p>The district did not discontinue the use of clearing accounts because the new software uses a clearing component. The director of Budget and Finance, however, no longer spends time performing the task because the accounts now clear as a process of the system.</p>
41	<p>Use word processing and spreadsheet applications in the business office to perform routine</p>	Complete	\$0	\$0	\$0	<p>In spring 2000, the district provided word processing and Excel spreadsheet</p>

	operations. (p. 217)					training to its personnel.
42	Form a coordination group on a districtwide basis to monitor and oversee year 2000 issues and related software and equipment conversions that may be necessary. (p. 219)	Complete	\$0	\$0	\$0	The district held meetings and worked with staff to prepare for Y2K conversion, which went well.
43	For future capital projects, conduct a comprehensive cost comparison between the financing options to determine the most cost-effective financing plan. (p. 221)	In Progress	\$0	\$0	\$0	The district has used QZABs for some financing. For future facility improvements, the district will propose a number of alternative financing options such as QZABs and a mixture of bonds.
44	Cross-train another member of the business office staff to handle the payroll clerk's duties. (p. 222)	Complete	\$0	\$0	\$0	From 1985 through May 2000, the district had only one employee able to maintain payroll records and run monthly payroll. Today, one employee and the director of Business and Finance are trained to do payroll. The

						director expressed a sense of relief in the district's current ability to handle payroll should one employee be unavailable.
Totals--Chapter 6			\$156,055	\$0	\$0	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 7: Asset and Risk Management

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
45	Through a system of better cash flow forecasting and a more aggressive movement of idle cash to higher yielding investments, the district should seek to increase annual interest earnings. (p. 227)	Complete	\$71,395	\$0	\$0	The district now immediately moves incoming money to TexPool or to Lonestar within a day. This activity allowed the district to cut its average daily cash balance from \$1 million to \$500,000. As a result, MPISD's earned interest increased from \$200,000 to \$350,000.
46	Reduce general operating disbursement frequency to two times per month. (p. 229)	Complete	\$32,845	\$0	\$0	MPISD attempted to reduce its general operating disbursement frequency to two times per month, but was not successful because the district issues travel advances

						instead of reimbursements. Dr. English said the district would work out the travel issue and try this again.
47	Increase the district's fixed asset capitalization policy amount to \$5,000 and establish a control inventory of other high-theft items and all computer and telecommunications equipment. (p. 231)	Complete	\$0	\$0	\$0	The board approved a policy to increase the district's fixed asset capitalization to \$5,000. The district hired a company to conduct a fixed assets inventory in February 2001. The company will provide software to load and barcode all of the district's assets into its system.
48	Review the district's claims history and retain only those earnings that are required to meet the needs of the fund. (p. 234)	Complete	\$1,840,225	\$0	\$0	During the original review, MPISD was contributing almost double the amount of the annual costs of its workers' compensation insurance pool, amassing \$1.2 million in retained earnings, despite the fact that the pool

						carries reinsurance policies that limit the district's losses. In 1999-2000, the district reduced the workers' compensation fund by transferring about \$775,000 to shore up its health insurance. MPISD officials elected to not claim savings because the money transferred from one district fund to another.
Totals--Chapter 7			\$1,944,465	\$0	\$0	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 8: Purchasing and Distribution

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
49	Implement the RSCCC automated purchase order system. (p. 250)	Complete	\$0	\$0	\$0	To speed up the order process and redirect Purchasing staff to more productive endeavors, the district implemented the Pentamation system in May 2000. The system has allowed the district to reduce copies of each purchase order from seven to eight copies to four. It also has reduced the time that employees spend filing and looking up things.
50	Assign numbers to all approved vendors and enter them into the automated finance system. (p. 251)	Complete	\$0	\$0	\$0	The district now assigns individual numbers to all vendors in the new system. This allows the district to merge

						the system from year to year.
51	Establish computer files to maintain all documentation records for required quotations. (p. 252)	Not Implemented	\$0	\$0	\$0	The district does not yet have computerized files for bids or RFPs. District officials said a transition is underway and when it hires a new person, the district will reconsider this recommendation.
52	Eliminate open purchase orders. (p. 253)	In Progress	\$0	\$0	\$0	The district reduced some open purchase orders by using a credit card and through other processes. District officials still are working to eliminate all open purchase orders, if possible.
53	Integrate the warehouse tracking system into the financial accounting system. (p. 256)	Complete	\$0	\$0	\$0	The district maintains a separate warehouse inventory system that it integrated into the financial accounting system through Pentamation. This integration allowed the district to eliminate duplicative journal entrv

						functions.
54	Establish a fee structure for print shop services and charge customers for all printing services. (p. 258)	Complete	\$0	\$0	\$0	The district eliminated its print shop deficit and estimates that the shop operated at breakeven or even netted a small profit in 1999-2000 by instituting a charge-back system for all printing services. MPISD also lease-purchased some copying and printing equipment.
Totals--Chapter 8			\$0	\$0	\$0	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 9: Food Services

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
55	Develop a job description for the Food Services Director and increase the salary to be commensurate with the new duties and responsibilities expected of the director. (p. 267)	Complete	(\$74,890)	(\$8,225)	(\$35,837)	During the original review, the district's former Food Services director was not involved in the department's financial management, did not have authority to evaluate kitchen managers and staff and was not paid in keeping with other school district food service directors. The new Food Services director's job description gives full management responsibilities, such as budget oversight and personnel selections, to the position. The district also increased the former director's

						salary by \$5,100 in 1999-2000.
56	Give the Food Services Director the authority to evaluate kitchen managers and staff. (p. 268)	Complete	\$0	\$0	\$0	The director now has full management responsibilities.
57	Provide job descriptions, training materials, and recipes for Food Services employees in English and Spanish, and encourage employees to take advantage of literacy courses offered by the district and community. (p. 270)	In Progress	\$0	\$0	\$0	The new director, who began the job in fall 2000, has converted some materials, such as the policy manuals, to Spanish. The director hopes to have the recipes converted to Spanish by spring 2001 semester.
58	Increase meal participation in the breakfast and lunch programs. (p. 274)	In Progress	\$0	\$0	\$0	The district increased participation by instituting an activity period at the high school level where it serves breakfast pizza. The district also will institute a grab and go breakfast at the junior high level during the spring 2001 semester.
59	Comply with the Competitive Food Policy required by the Child	In Progress	\$0	\$0	\$0	The district stopped selling vending machine snack foods and

	Nutrition Program and as outlined in the TEA Administrator's Reference Manual. (p. 275)					sodas at the lower grade levels that competed with meals served under the National School Lunch and School Breakfast Program. The district still has nothing in writing to principals about acceptable locations on campuses for vending machines and acceptable times to sell vending machine items throughout the school day.
60	Implement MPLH standards for each school cafeteria. (p. 276)	Not Implemented	\$0	\$0	\$0	The district hopes to implement this recommendation during the 2001 semester with help from Region 8 representatives.
61	Integrate the warehouse inventory system with the point-of-sale cash management system. (p. 277)	Not Implemented	\$0	\$0	\$0	The district plans to thoroughly investigate integrating the warehouse inventory system with the point-of-sale cash management system now that it has the software

						capability.
62	Develop a procedure for replacing lost meal cards. (p. 278)	Complete	\$0	\$0	\$0	Campus principals developed a procedure for replacing lost meal cards whereby the district replaces up to three cards, but students must pay \$5.00 for the district to replace a fourth card.
63	Develop policies to address the payment of meals for teachers, staff, or students who do not pay or who have reached the limit for charging. (p. 279)	Complete	\$10,920	\$0	\$0	MPISD implemented a districtwide meal charge limit of \$10.00. The district maintains an over-the-limit list that it sends to the applicable campus office for further action. If students go over the limit, principals send a letter home that advises student caretakers of the overage and requests payment of charges. The district offers a vegetable tray to students when they exceed the charge limit.
64	Combine the snack bar enterprise fund	Not Implemented	\$0	\$0	\$0	District officials said MPISD did not implement

	with the regular food service special revenue fund and amend the annual budget to include the estimated annual revenues and estimated annual expenditures of the snack bar operation. (p. 282)					this recommendation because its snack bar funds were never used for anything other than their intended use.
65	Hire a bonded courier to pick up money from each cafeteria daily. (p. 283)	Complete	(\$50,000)	\$0	\$0	While the district did not hire a bonded courier to pick up money from each cafeteria daily, it halted the risky practice of some employees taking money home at night to deposit in the bank the next day.
66	Complete necessary renovations to the kitchens using excess fund balances and snack bar revenues. (p. 285)	In Progress	\$0	\$0	\$0	MPISD's facilities committee is considering this recommendation. In summer 2000, the district painted and cleaned some facilities, placed new signage at the junior high and high schools, opened a new serving line and installed new equipment at the Child

						Development Center.
Totals--Chapter 9			(\$113,970)	(\$8,225)	(\$35,837)	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 10: Transportation

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
67	Establish a long-range bus replacement policy. (p. 293)	In Progress	\$97,000	\$0	\$0	In 1999-2000, the district began a process of buying two to three new buses each year and sold some old ones. The buses now are running at capacity on every route.
68	Adopt a spare bus ratio of 15 percent and dispose of older, less reliable buses. (p. 295)	In Progress	\$58,500	\$0	\$0	The district sold two buses and is considering an exchange of an old bus with the city for some police cars.
69	Purchase a communication system to equip each school bus in the active fleet. (p. 296)	Complete	(\$10,125)	(\$52,711)	(\$52,711)	The district purchased a bus communication system during the summer of 1999.
70	Establish staggered bell times, increase bus ridership, and improve routing efficiencies. (p. 300)	Not Implemented	\$154,375	\$0	\$0	The district still is considering this recommendation, but it continues to use a central drop system wherebv it

						transports regular program students to the high school where they transfer to other buses for transport to their respective schools. This central drop system does not lend itself to a staggered bell system.
71	Designate hazardous routes where appropriate and apply to the Texas Education Agency for the full hazardous busing entitlement. (p. 301)	Complete	\$97,800	\$38,423	\$192,115	MPISD designated all routes as hazardous in 1999-2000.
72	Hire two part-time "lead" drivers. (p. 302)	Not Implemented	(\$51,200)	\$0	\$0	The district is trying to find full-time substitutes, but has not been successful to date.
73	Send one driver to training school and use this driver to train other drivers. (p. 303)	Complete	(\$1,000)	\$0	\$0	The district elected to use Region 8 for all driver training.
74	Address routine and remedial maintenance of MPISD's bus fleet by exploring options. (p. 305)	In Progress	(\$250,000)	\$0	\$0	In 1999-2000, the district established a computerized set of records for its buses. It also hired a second

						skilled mechanic, but one mechanic left the district. MPISD plans to hire another mechanic.
75	Include transportation facilities in a districtwide facilities master plan. (p. 307)	In Progress	\$0	\$0	\$0	The district will handle this recommendation as part of the districtwide facilities issues.
76	Consider outsourcing the entire transportation function. (p. 310)	Rejected	\$0	\$0	\$0	MPISD did not consider this option.
77	Explore the possibility of forming a transportation cooperative with other school districts in Titus, Morris, and Franklin counties. (p. 312)	Rejected	\$0	\$0	\$0	The district did not consider this option.
Totals--Chapter 10			\$95,350	(\$14,288)	\$139,404	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	

Appendix: Status of Recommendations and Savings

Chapter 11: Safety and Security

Rec #	Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	Five-Year Savings (Costs) Estimates	Comments
78	Establish goals and objectives for MPISD's safety and security function. (p. 320)	Complete	\$0	\$0	\$0	In November 2000, MPISD completed a districtwide campus-level crisis management plan and individual campus plans. The district also increased the number of security personnel by one certified and one non-certified officer, increased the use of radio technology and established a process of regularly visiting each campus.
79	Increase the amount and frequency of communication with parents and the community about security	In Progress	\$0	\$0	\$0	The district will publish the crisis management plan on its Web site as soon as it is complete. The

	issues, and regularly solicit support for district efforts. (p. 322)					district also will publish safety and crisis management information in its newsletter.
80	Develop a cultural diversity training program for teachers that focuses on discipline management using input from representatives of the minority community. (p. 323)	Not Implemented	\$0	\$0	\$0	District officials said they would consider implementing this recommendation in the future.
81	Formalize cooperation with local law enforcement and pursue grants. (p. 329)	In Progress	\$0	\$0	\$0	District officials are working with local law enforcement agencies to develop a crisis management plan and other safety initiatives. The local agencies will have district floor plans and other pertinent safety information.
82	Establish additional coverage for a districtwide hotline. (p. 330)	Complete	\$0	\$0	\$0	The district now subscribes to a 1-800 number service to which it reports problems. Campus police also established a Crime-Stoppers

						program for students and faculty to anonymously report crimes.
83	Pilot a student mediation program in MPISD. (p. 331)	In Progress	\$0	\$0	\$0	MPISD held an in-service for counselors to work on setting up some procedures for a student mediation pilot program and will provide more training in the future.
Totals-- Chapter 11			\$0	\$0	\$0	
Total, All Chapters			\$1,276,610	(\$500,084)	(\$1,828,801)	