

Transmittal Letter

October 8, 2003

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

Fellow Texans:

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

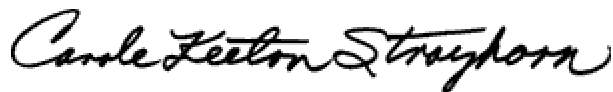
In April 2002, I released the results of my review of the district's operations. This review offered 101 recommendations that collectively could save LISD taxpayers a net of more than \$13 million by 2006-07. The review also noted a number of LISD's exemplary programs and model services provided by district administrators, teachers and staff.

In June 2003, we returned to check on how well the district's leadership put these proposals into practice. Over the last year, LISD has implemented, or is in the process of implementing, 92 of the proposals, or 91 percent. The district has saved a net of more than \$1.1 million to date, and expects those savings to grow to more than \$5.8 million over five years.

This report is available on my Web site at
<http://www.window.state.tx.us/tspr/laredopr/>.

Thanks for all that you do for Texas.

Sincerely,



Carole Keeton Strayhorn
Texas Comptroller

c: Senate Committee on Education
House Committee on Public Education
The Honorable Judith Zaffirini, Ph.D., State Senator, District 21
The Honorable Ryan Guillen, State Representative, District 31
The Honorable Richard Raymond, State Representative, District 42

Laredo ISD Report Card

Chapter	Total	Complete	In Progress	Not Implemented	Rejected	Percent Complete/ In Progress	Grades
District Organization and Management	8	3	4	1	0	38%/50%	Satisfactory
Educational Service Delivery and Performance Measures	17	7	9	1	0	41%/53%	Satisfactory
Community Involvement	7	6	0	1	0	86%/0%	Excellent
Personnel Management	14	13	1	0	0	93%/7%	Excellent
Facilities Use and Management	9	6	3	0	0	67%/33%	Satisfactory
Asset and Risk Management	4	2	2	0	0	50%/50%	Satisfactory
Financial Management	4	4	0	0	0	100%/0%	Excellent
Purchasing and Warehouse Services	4	4	0	0	0	100%/0%	Excellent
Food Service	8	4	4	0	0	50%/50%	Satisfactory
Transportation	8	1	4	2	1	12%/50%	Needs Work
Computers and Technology	12	2	7	2	1	17%/58%	Needs Work
Safety and Security	6	4	2	0	0	67%/33%	Satisfactory
Overall Grade	101	56	36	7	2	55%/36%	Satisfactory

Excellent = More than 80% complete

Satisfactory = 80% to 100% complete or in progress

Needs Work = Less than 80% complete or in progress

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 contained in the original report. District administrators provided the comments during the TSPR team's follow-up visit to the district.

District Organization and Management

Recommendation 5: Provide comprehensive materials to the board to enable board members to prepare adequately for board meetings.

According to the director of Finance, LISD trustees have responded favorably to the content and format of the new comprehensive reports designed to assist them in preparing for board meetings. The enhanced reports include finance, human resources and administrative information. The finance reports also are saved to compact disks and placed on the district's Web site.

Educational Service Delivery and Performance Measures

Recommendation 10: Create and implement a schedule for curriculum guide development and update for all high school courses.

Administrators said this recommendation served as a tremendous support to LISD teachers and opened the district's eyes to new ways of teaching. Several teams of LISD teachers worked collaboratively for seven weekends to update the district's high school curriculum content and guides. The new curriculum guides align all curriculum resources to the Texas Essential Knowledge and Skills (TEKS) standards adopted by the State Board of Education in 1997.

Recommendation 13: Increase student participation and pass rates for college entrance examinations.

As a result of this recommendation, LISD teachers, parents and students have received a greater commitment from the superintendent and the board to increase student participation in college entrance examinations. The district's administrators said that staff development intervention with teachers, counselors and special events, including a special presentation by Princeton Review for students and parents regarding the college entrance process, resulted in heightened awareness of college entrance requirements and programs for everyone involved.

Community Involvement

Recommendation 26: Centralize the grant writing process. According to the district's grants coordinator, LISD divisions appreciate the consistent guidance they now receive from the newly appointed grant administrator. Since January 2003, the grant administrator has provided LISD division representatives with a grant packet, technical assistance and support to identify grants, file forms in a timely manner and navigate the grant application and administration process.

Personnel Management

Recommendation 33: Reclassify the vacant clerk position to that of a compliance officer and immediately comply with federal employment regulations. The district's executive director of Human Resources (HR) considers this recommendation critical to a well-run department and appreciates the superintendent's support in allowing him to fill the position at a higher skills level than recommended by the review team. By hiring a qualified individual with a Professional Human Resources (PHR) certification from the Society for Human Resources Management, the district will ensure ongoing compliance with various state and federal employment laws. In August 2003, the newly appointed HR specialist provided written certification to the board that the district now complies with various employment laws, including its administration of the Consolidated Omnibus Benefits Reduction Act (COBRA) and has posted all legally mandated displays of state and federal posters districtwide.

Recommendation 40: Develop an exit interview process for all employees to identify potential sources of job dissatisfaction. The executive director of HR and staff said that exit interview information now compiled, analyzed, abstracted and reported, provides invaluable information to the district and its administrators in strategic and staff development planning. The district has also implemented a practice of calling former employees who resign voluntarily to seek information that may be useful in analyzing employee relations. The information has also resulted in an awareness of potential employee relations and retention issues.

Facilities Use and Management

Recommendation 54: Centralize custodial operations, including staff, under the administrative assistant for Custodians and Textbooks. This recommendation initiated many needed changes and efficiencies to the district's custodial operations. District officials modified TSPR's recommendation by centralizing its custodial operations under the director of Construction; standardized custodial schedules; trained its custodians; and clarified job duties for all custodial positions, ultimately resulting in increased efficiency and greater uniformity in employment practices.

Starting in 2003-04, survey data will be used as one measure of custodial performance.

Asset and Risk Management

Recommendation 58: Prepare updated quarterly cash forecasts in addition to the annual cash forecast prepared during the budget process. According to LISD's chief financial officer, this recommendation has provided the board with quarterly cash forecasts and monthly reports on the district's construction costs, Chapter 41 contracts and other critical financial information allowing the district to invest four-to-five months out. The reports also appear on the district's Web site.

Financial Management

Recommendation 63: Ensure that the new management information system provides for electronic interfacing of human resources and payroll information.

As a result of the recommendation, Human Resources and Finance Department staff can now view and access personnel and payroll information simultaneously by using common software. Staff in both departments attest to greater accuracy, improved communication between departments, timelier customer service and integration of electronic management of LISD's payroll.

Purchasing and Warehouse Services

Recommendation 67: Develop procedures to phase-in the purchase of custodial and instructional supplies on a just-in-time basis. Implementing this recommendation encouraged the district's division of Operations to evaluate its need for additional square footage. As a result of the evaluation, the district reduced its inventory by more than half and eliminated 1,512 square feet of warehouse space saving the district \$36,542. As the district further reduces inventories, LISD expects to be able to further decrease warehouse space and realize additional savings.

Food Service

Recommendation 68: Designate a cafeteria manager at each campus to provide a more effective supervisory structure for Child Nutrition Program staff located at campus cafeterias. In April and May 2003, LISD posted its cafeteria manager positions. The district also anticipates promoting some of its employees from within by October 2003. With the new campus cafeteria organizational structure scheduled to be in place by December 2003, the district will no longer need some of its driver

positions since food prepared in the central kitchen will no longer require delivery to the schools.

Transportation

Recommendation 78: Implement staggered bell times at district schools. LISD will begin implementing its new, staggered bell schedule in 2003-04. As a result of this recommendation, the Transportation Department also identified routing efficiencies.

Computers and Technology

Recommendation 88: Eliminate the operations manager position and four operator positions; create a video teleconferencing technical manager position; and consolidate all responsibilities under the network administrator. LISD added Help Desk duties to the video teleconferencing technical manager and changed the position title to Help Desk/Video Teleconferencing coordinator. By consolidating all responsibilities under the network coordinator, IT staff provides timelier and more consistent technology support services to the schools.

Safety and Security

Recommendation 96: Publish a combined student code of conduct and parent/student handbook annually. Shortly after LISD hired a new director of Student Services in April 2003, the district created a committee of parents and students to develop a student code of conduct that will incorporate the passage of the 78th Legislative Session bills. In July 2003, the committee finalized the new code of conduct, which includes superintendent goals and a dress code standard. The new combined handbook is scheduled for full implementation in 2003-04. The district also plans to translate the handbook into Spanish no later than 2004-05. By using in-house resources to produce the handbook, the district will complete the project at reduced cost.

Progress Report

Laredo Independent School District

October 2003

Introduction

In April 2002, Comptroller Strayhorn released the results of the Texas School Performance Review (TSPR) of the Laredo Independent School District (LISD). Based on more than six months of work, the report identified 101 recommendations that could, if fully implemented, result in net savings of more than \$13 million over the next five years for the district. The TSPR staff returned to LISD in June 2003 to assess the district's progress in implementing the report recommendations.

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

Improving the Texas School Performance Review

Comptroller Carole Keeton Strayhorn, who took office in January 1999, consulted school district officials, parents and teachers from across Texas and carefully examined past reviews and progress reports in an effort to make TSPR more valuable, even vital, to the state's more than 1,000 school districts. With the perspective of a former teacher, and school board president, the Comptroller has vowed to steer TSPR toward increased accountability to local school districts and the communities they represent.

Comptroller Strayhorn began by establishing new criteria for selecting school districts for future reviews. Priority is now given to districts judged poor performing academically or financially, and to hands-on reviews that benefit the greatest number of students. To ensure this process also serves small districts, reviews of numerous school districts in close proximity, regardless of academic or financial status, are also completed to achieve some economy of scale, as was the case with the smaller districts reviewed in Tom Green County.

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

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

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

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

Detailed information can be obtained from TSPR by calling 1-800-531-5441 extension 5-3676, or by visiting the Comptroller's Web site at www.window.state.tx.us.

TSPR in Laredo ISD

The Comptroller's office selected Resource Consultants, Inc. (RCI, Inc.), a Delaware, Maryland-based consulting firm with an office in Austin, to assist the agency with the review at a cost of \$190,000. The review team interviewed district employees, school board members, parents, business leaders and community members and held three public forums at each of LISD's three high schools on November 5, 6 and 7, 2001 from 5 p.m. to 8 p.m.

To obtain additional comments, the review team conducted focus group sessions with teachers, principals, parents and community members. To ensure that all stakeholder groups had input, TSPR asked students, parents, teachers, school and central administrators and support staff to complete surveys.

The review team received 304 completed surveys from: 45 administrative and support staff; 27 principals and assistant principals; 48 teachers; 50 parents and 134 students. Details from the surveys and public forums appear in **Appendices A through F** of the original TSPR report of LISD.

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

LISD selected five peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The selected peer districts were Eagle Pass, Edgewood, Edinburg, Harlandale and United ISDs. TSPR also compared LISD to district averages in TEA's Regional Education Service Center I (Region 1), to which LISD belongs, and to the state's overall averages.

Laredo ISD in Profile

Established more than a century ago, LISD has grown from a single-room schoolhouse to a district in Webb County that covers more than 13.83 square miles. In 2001-02, LISD ranked among the 40 largest school districts in the state.

During the review in 2001-02, the district served more than 23,188 students in 30 schools: 21 elementary schools, four middle schools, three high schools and two magnet schools. In 2001-02, LISD's students consisted of 98.9 percent Hispanic, 0.9 percent Anglo, 0.1 percent African American and 0.1 percent other.

In 2002-03, the LISD student population increased to 23,881 students. This caused a small shift in ethnic composition to: 99.2 percent Hispanic,

0.1 percent African American, 0.1 percent Asian/Pacific Islander and 0.7 percent Anglo. The district has 95.5 percent of its students classified as economically disadvantaged.

The district received an accreditation rating of *Academically Acceptable* from TEA for 2001-02. The TAAS student passing rate on all tests taken was 74.4 percent.

The district employs a staff of 3,384 individuals, 42.7 percent of which are teachers. In 2001-02, the ethnic breakdown of LISD's teachers consisted of 92.4 percent Hispanic, 6.8 percent Anglo, 0.3 percent African American, 0.3 percent Asian/Pacific Islander and 0.1 percent Native American.

LISD's 2002-03 budget was \$159 million. The district budgeted 51.9 cents of every tax dollar on classroom instruction compared to the state average of 51 cents. Since 2000-01, the district has decreased the amount it spends on classroom instruction from 54 cents on every dollar to 51.9 cents, a decrease of 2.1 cents.

Over the last year, the district experienced significant changes. Dr. Paul Cruz, the district's former superintendent, accepted a position with TEA and the LISD board appointed Dr. Jerry Barber as the district's interim superintendent. On November 15, 2002, Dr. Barber officially became LISD's new superintendent.

As one of his first initiatives, Dr. Barber reviewed TSPR's complete report, assembled a team of administrators to further analyze each of the 101 recommendations and to recommend implementation as appropriate. The superintendent then developed 10 priority goals for LISD that will provide direction for student achievement and will be used to reformulate the district's improvement plan. The board approved these goals in February 2003.

LISD also converted its board meeting process to a paperless procedure. Board members now use laptop computers and designated diskettes to view the agenda or agenda items. This new process has not only saved the district in funds spent on printing and paper, but more importantly has saved staff time in producing voluminous binders.

Other significant changes in 2002-03 include the district's commitment to increase the quality and number of career technology courses and improve the performance of all LISD students as measured by the Texas Assessment of Knowledge and Skills (TAKS). In 2002-03, 56 percent of all sixth grade LISD students tested met the mathematics standard of TAKS; 65 percent met the reading standard; and 57 percent of all ninth

grade LISD students met the reading standard. The district's fourth grade scores meeting TAKS standards for reading and mathematics were 74 percent and 81 percent, respectively.

The district also implemented effective human resources practices and a construction and facilities maintenance program. It also provides quality instructional and administrative technology for students, staff and the community, including acquisition and maintenance of appropriate hardware and software.

In December 2002, the district dedicated its newest elementary schools, Sanchez-Ochoa and Dovalina Elementary. Sanchez-Ochoa Elementary includes new classrooms for 750 students while Dovalina Elementary under-went a 90 percent renovation of its original structure, adding classrooms and a gym/cafeteria.

On April 24, 2003, LISD initiated a new wave of school construction by breaking ground for Bruni, Alma Pierce and MacDonell elementary schools. The three elementary schools will replace older schools under the district's \$144 million construction bond program approved by voters in 1999. Completion of these facilities is scheduled for August 2004.

In addition, on July 2003, the board approved a \$1.9 million pay raise for staff effective September 2003; including a 6-percent increase for its 1,590 para-professionals, a 4-percent increase for its 1,959 professionals and a \$2.8 million pay raise for the district's 1,688 teachers, librarians and counselors.

The district held its first-ever *Summer Leadership Academy* on June 3-4, 2003. The superintendent coordinated the professional development event to facilitate learning and teaching for all staff. Presentations included the Texas Open Records Act, student code of conduct, campus and student activity funds and other critical information for administrators and key staff.

While work continues in the district, both LISD staff and TSPR team members have a sense of steady progress. The district has implemented 55 recommendations; has 36 in various stages of progress; reviewed eight not yet implemented; and rejected two recommendations. (See **Appendix A** for details on the recommendations' status.)

Laredo ISD Report Card

Exemplary Programs and Practices

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

- ***LISD provides opportunities for students to explore their interests in communications, fine arts, health and science.*** LISD maintains two magnet schools offering varied curricula in science and fine arts. Advanced Placement courses are available for both gifted and talented students and regular students, which increases their chances of going to college. A committee of parents, gifted and talented teachers and regular teachers, principals and central administrators evaluate and suggest modifications to program offerings at the magnet schools, ultimately improving the quality of the education offered to enrolled students.

Since the review, LISD has continued to improve its magnet schools. The district has expanded its gifted and talented (G/T) program and ensured that its teachers receive the appropriate training. In addition to the required 30-hour gifted and talented certification requirement, G/T teachers attend six hours of required G/T training. Students in the Fine Arts Magnet School who are active in the Laredo Philharmonic Orchestra will have the opportunity to play at Carnegie Hall in New York City. In addition, the University of Texas Area Health Education Center began a partnership with LISD's Health and Science Magnet School to increase student awareness of health and science careers.

- ***LISD's efforts have increased scholarship funding for students.*** To encourage students to enroll in college, LISD has developed strong partnerships with higher education and local businesses and is dramatically increasing the amount of money available for student scholarships. In addition, the Scholarships and Special Projects Department has succeeded in increasing the amount of scholarship money available to students from \$1.3 million in 1996 to \$3.3 million in 2001.

Working with the district's Webmaster, the LISD Scholarship Office created a scholarship Web site launched in spring 2003. Since its debut, the site has had more than 3,000 visitors. The Web site provides information on local and out-of-town scholarship applications and deadlines; scholarship criteria; scholarships by

interest or major(s); financial aid resources; and other valuable Internet-based resources.

- ***Energy management and conservation program has produced significant savings during the first year of operation.*** The Energy Management Department began a comprehensive energy conservation program in September 1998 with the final retrofit completed in June 2000. The program included a comprehensive lighting retrofit, the addition or replacement of approximately 162 heating, ventilation and air conditioning (HVAC) units, the installation of a building automation system for districtwide control of mechanical and electrical equipment and a pilot water conservation project. First year energy savings totaled \$669,859.

After experiencing success with its energy management and conservation program, LISD turned its attention to air quality management districtwide. By patterning Environmental Protection Agency (EPA) model programs, LISD has conducted indoor air quality testing for its schools and prepared reports on standards. In addition, a committee of teachers and nurses identified air quality concerns, issues and solutions. The district has designated department and school-based quality coordinators who have been trained on a variety of air quality issues.

- ***Improved financial reporting has provided LISD with multiple awards.*** LISD's Finance Department has emphasized and improved its reporting processes, and as a consequence, has repeatedly received national recognition. LISD received the Distinguished Budget Presentation Award from the Government Finance Officers Association for 1997-98, 1998-99 and 1999-2000 and also received the Certificate of Achievement for Excellence in Financial Reporting for its Comprehensive Annual Financial Reports for the fiscal years ending August 31, 1997, August 31, 1998 and August 31, 1999.

LISD continues to enhance its financial reporting. In 2002-03, the district provided financial reports to board members and requestors on compact discs. The district's Web site also continues to provide well-organized and comprehensive "Financial Facts About Laredo ISD" including its financial goal of "maximizing fiscal and human resources and utilizing sound fiscal planning."

- ***LISD's process for identifying, selecting and writing grants has increased funding for technology improvements.*** As a result of technology grants, all of LISD's schools are fiber optically wired, and an extensive server network has been installed. While the

district has no full-time grant writer, the chief financial officer, the administrative assistant for Instructional Technology and the director of Information Technology have worked well together to identify and obtain the funding required to continuously improve LISD's information technology infrastructure.

Since the review, the district has appointed a grant writer to coordinate all grants and maintain a centralized database of grant applications by title, amount, organization, project name and award dates. The grant writer also provides technical writing support to divisions and has developed and distributed a 2003-04 "Grants Application Packet" that includes comprehensive procedures, technical writing tips, multiple sources of grant funding and other valuable grant-related information.

- ***Long-range planning has helped to improve the district's transportation facility needs.*** The Transportation Department has had severely limited available space for parking and maintaining buses, housing parts and administrative offices. A new facility funded by a 1999 bond issue will be built on land already owned by the district and be used in conjunction with the Transportation Department's existing facility. This facility will help increase the space necessary to meet the Transportation Department's needs.

The district has continued to improve its transportation services by hiring two regular part-time bus driver substitutes who will cover routes when staff absences occur. Starting in 2003-04, the district will implement a staggered bell system and achieve greater routing efficiencies.

- ***Sale of weighted average daily attendance (WADA) credits have increased revenue to the district.*** LISD has aggressively searched for other school districts as potential partners under the state's current school finance system. One option under this system allows school districts with property wealth exceeding the equalized wealth level of \$300,000 per student to purchase weighted average daily attendance (WADA) credits from property poor school districts like LISD. Under this option, the property poor school district receives payments for WADA credits sold to property wealthy school districts to reduce the wealthy district's property wealth per student. Laredo ISD partnered with Deer Park ISD in 2000-01, resulting in an additional \$2.6 million in revenues. For 2001-02, LISD has contracts with four districts for an estimated \$4 million in additional revenues.

In 2003-04, the district will contact more than 50 districts statewide seeking additional partnerships. As a result of the district's canvassing effort, LISD will propose contracting with Deer Park, La Porte, Texas City, Eanes, Spring Branch, Plano and Sweeny ISDs at an estimated \$8 million gain. If successful, the district will achieve an increase of \$1.8 million in WADA credit sales.

- ***Awarding prizes to students has improved participation in the district's breakfast program.*** The Child Nutrition Program increased student participation in the district's breakfast program by periodically awarding prizes to students who eat breakfast at school. The staff purchases stuffed animals and other items and raffles these prizes off to the students who participate in the breakfast meal program. The prizes are distributed to students by attaching a winning number or color to the bottom of one breakfast tray. The cafeteria servers or cashiers then announce the winning tray and the student claims their prize.

The district has progressively improved student participation in the district's breakfast program. Using themes to increase participation, LISD hosted cafeteria events including National School Lunch Week (October 21-25); Winter Wonderland (November and December); Valentine's Day (February 14) and Cinco de Mayo (May 5). During the themed events, LISD awards prizes to students who eat breakfast at school.

- ***Use of the LISD's Web site has improved the purchasing process.*** The Purchasing Department efficiently uses the district's Web site in its bid process. In 2001-02, LISD began placing bid invitations and requests for proposals (RFPs) on its Web site. The department submits the information to the district's Web site administrator, and bidders may download the RFP. The department continues to mail RFPs to vendors upon request, but expects use of the Web site to reduce the costs of printing and postage for mailings to 8,000 potential vendors.

As a result of its online purchasing and requisitioning capabilities and achieving greater workflow efficiencies, the district was able to eliminate a buyer position and provide intensive training to staff on the online purchasing system.

- ***The district's safety program and accident prevention plan have reduced LISD workers' compensation claims.*** LISD has designated a safety representative for each campus and department and holds monthly meetings of safety representatives. Monthly

safety training, monthly facility audits/inspections, detailed quarterly analyses and completion of monthly safety checklists have also reduced claims. In 1998, the Texas Workers' Compensation Commission designated LISD as an extra-hazardous employer because the district's record of injuries was higher than the expected claims rate. By June 2000, LISD completed six months of monitor status for the Hazardous Employer Program and was removed from the program because of its improved performance.

By educating its employees on safety practices and purchasing protective equipment, the district has significantly reduced employee injury claims. In 1997-98, LISD was classified "extra-hazardous" based on a scale used by the Texas Workers' Compensation Commission and insurance companies to rate a district's safety performance. However, since 2001-02, the district has been rated "exceptional" because of its reduced employee injury claims. The district also implemented an integrated return-to-work policy, practice and program that allows injured workers to return to duty as soon as medically authorized using a "work-hardening" methodology that restores the injured employee to full duty in the shortest time possible.

TSPR Key Recommendations

What Still Needs to be Done?

LISD has made steady progress in implementing TSPR recommendations. The district has implemented 56 recommendations; has 36 in various stages of development; reviewed but not implemented six; and rejected two.

In June 2003, TSPR staff returned to Laredo to assess the district's progress toward implementing the recommendations contained in the April 2002 report. This section addresses key areas requiring additional attention by LISD.

District Organization

TSPR recommended that the district replace standing committees with a Committee of the Whole and train its board members on using the Committee of the Whole effectively (Recommendation 2). LISD instead created three standing committees: the Finance Committee; the Quality and Assurance Committee for Safety and Operations; and the Quality and Assurance Committee for Curriculum and Technology, on which all board

members serve. Some board members and administrators report that the lengthy committee meetings do not cover all agenda items as planned.

During the review team's onsite progress visit in June 2003, the board members had three meetings scheduled in one day. This recommendation was intended to assist the district in curtailing the need for extensive meetings that were duplicative in nature with those of the regular board meeting. By creating a Committee of the Whole and obtaining training in how to conduct effective meetings, LISD's board members and stakeholders can achieve greater efficiency. The superintendent is currently coordinating board training by an experienced consultant on running effective meetings. However, in the interim, the district needs to reconsider its meetings process to ensure the discussion of agenda items as planned and to maximize efficiencies.

TSPR recommended that the district apply administrative staffing guidelines for elementary, middle and high schools to reflect differences in enrollment (Recommendation 6) and apply staffing formulas for custodial positions (Recommendation 55). While the district has reduced staff in certain areas and administrators have begun to meet and discuss administrative staffing guidelines, the district has not yet implemented the guidelines. As a result, the district has left nearly one-half of the potential savings of \$7.8 million on the table. The district has grown by 693 students over the course of the last year and must ensure that staffing is equitable and appropriate, providing services for all.

Personnel Management

TSPR also recommended that the district develop job descriptions to clearly identify job requirements for every district position (Recommendation 44). Since the review, the district has implemented many position reassignments and redeployed its human resources, in some instances without first developing specific job descriptions for reassigned personnel. By identifying job duties prior to filling vacancies or reassigning personnel, LISD will ensure greater organizational efficiency; ensure proper classification and compensation of all district positions; and manage overtime eligibility issues for non-exempt position classifications as required under the Fair Labor Standards Act.

Asset and Risk Management

While LISD has amended its local policy to clearly define and assign responsibility for its assets, the district has not performed periodic unannounced audits as recommended by TSPR (Recommendation 59). LISD's long-standing history of problems with its fixed asset system and procedures requires appropriate follow-up by the district to ensure that

LISD records are accurate and that fixed assets are added and deleted from the inventory records in a timely manner.

Computers and Technology

Computers and Technology remains an area that needs work. The district has not implemented one-fourth of the recommendations and has left potential savings on the table.

While the district reorganized and assigned technicians to specific schools as recommended by TSPR (Recommendation 84), LISD's IT Department still has not yet created comprehensive written procedures (Recommendation 90).

TSPR also recommended that the district eliminate 11 campus trainers (Recommendation 85) because of overstaffing and unclear reporting lines. Instead, LISD's IT Department retained all 30 of its campus trainers and added responsibilities to their positions. LISD's decision to retain all of the campus trainers has not addressed overstaffing, skills or inadequate experience levels and related issues identified by TSPR and is ultimately impacting the ability of teachers to acquire needed technology skills.

TSPR recommended that the district acquire adequate tools, hand-held test equipment, work benches, and other supplies (Recommendation 94) to facilitate IT technicians. The district has purchased limited supplies-to-date.

TSPR recommended that the district hire a chief information officer who reports directly to the superintendent and serves as a member of the superintendent's cabinet (Recommendation 86). While LISD reassigned the former director of IT to serve as the chief technology officer, the position still reports to the director of Finance, not to the LISD superintendent. By not acting on TSPR's recommended reporting relationship for LISD's chief technology officer position, the superintendent is unable to receive timely first-hand information about IT plans, projects and programs. The district needs to reconsider the existing reporting structure and develop a unified technology organization that operates as a strategic partner and delivers IT services in the most cost-effective manner.

Transportation

TSPR recommended that the district charge user departments a rate that reflects actual transportation costs (Recommendation 79). Although the district prepared a cost analysis in May 2003 and submitted the analysis to its chief financial officer, as of June 2003, no further progress has been

made on this recommendation. Sound fiscal policy and generally accepted accounting principles require that costs be allocated to the correct user department. Therefore, it is important for the district to ensure adherence to sound accounting methods.

LISD's Ideas for Improving the Texas School Performance Review

TSPR 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, TSPR asked LISD staff members and administrators to discuss what went right and what went wrong-and then talk about 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. It is important for TSPR to continually be mindful of those things that did not work as intended so that the review process can be improved.

In order to obtain feedback on the review process, TSPR sent surveys to board members and interviewed board members and administrators. One board member returned a survey to TSPR and other board members were interviewed while onsite in June 2003.

In interviews, board members voiced a wide range of opinions about the review process. Some indicated the review was useful while others said the report heightened their awareness of the school board's role and responsibility versus that of the superintendent. Another board member questioned why TSPR assumed that LISD is a "poor" district that would need to eliminate positions. Another board member said that the performance review fairly portrayed the exemplary programs as well as the challenges facing LISD. More than one board member expressed concerns that TSPR did not "verify" reports of micromanagement by the board or other allegations prior to releasing the LISD report. TSPR respects the opinions voiced by LISD board members and uses multiple strategies to carefully cross reference information during all reviews.

The survey completed by one of the district's board members disagreed with statements that fiscal timetables given by TSPR in the report were realistic and attainable.

TSPR will continue to consider mitigating circumstances and a district's competing priorities when recommending implementation timelines and strategies.

Similarly, district administrators expressed a wide range of opinions about the review process. Some administrators said that the review and some of the recommendations resulted in raising teacher awareness of different teaching strategies.

A few administrators suggested that TSPR improve its requests for information from the district to avoid redundancy. Another administrator suggested that TSPR conduct additional interviews with staff to ensure a good cross-sectional representation of staff. Responsive to the administrators' concerns, TSPR will examine ways to improve its coordination of all requests for preliminary data and work closely in preplanning sessions with consultants. TSPR always welcomes all district staff input, especially during the onsite public forums.

Appendix A

STATUS OF RECOMMENDATIONS AND SAVINGS

Status of Recommendations and Savings - Part 1

Rec. #	Recommendation	Implementation Status	TSPR's Projected Five - Year Savings (Costs)	LISD's Actual Savings (Costs) To Date	LISD's Projected Five - Year Savings (Costs)	Comments
Chapter 1 - District Organization and Management						
1	Ensure each board member completes the required hours of overall training and provide the board with specific and targeted continuing education opportunities. p. 32	In Progress	\$0	\$0	\$0	With one exception, LISD board members completed the required annual eight-hour training for a total of 108.5 hours. In June 2003, the district surveyed board members to determine training topics of interest. According to the superintendent, training for 2003-04 will be based on survey results.
2	Replace standing committees with a Committee of the Whole and train board members on using the Committee of the Whole effectively. p. 36	Not Implemented	(\$9,500)	\$0	\$0	The district did not create a Committee of the Whole. Instead, the LISD board made three standing committees; the Finance Committee; the Quality and Assurance Committee for Safety and Operations and the Quality Assurance Committee for

						Curriculum and Technology each a committee of the whole, naming all board members as part of the committee. Some board members reported having to attend as many as three lengthy meetings in one day. In addition, due to lengthy meetings, not all agenda items are heard at the committee meetings.
3	Require the board president to review and approve each proposed agenda item. p. 37	Complete	\$0	\$0	\$0	The board president, superintendent and the district's attorney meet every month to review and approve the agenda. Each board member and the superintendent are allowed to place up to five items on the agenda. Items must be submitted according to a timeline to permit the development of background material.
4	Develop operating procedures for the board and a self-monitoring system to ensure all board members fulfill their roles and responsibilities. p. 38	In Progress	\$0	\$0	\$0	The board has not formally developed operating procedures or a self-monitoring system. However, in June 2003 the superintendent

						<p>contacted a nationally-recognized consultant to provide board training on running effective meetings. The superintendent said one of the district's methods for monitoring board meetings has been to assign the district's attorney the responsibility for keeping board meeting discussions within legally-accepted bounds. However, some board members commented that meetings continue to be too lengthy with insufficient time to cover all agenda items.</p>
5	<p>Provide comprehensive materials to the board to enable board members to prepare adequately for board meetings. p. 41</p>	Complete	\$0	\$0	\$0	<p>Since April 2003, the superintendent and district administrators have submitted more comprehensive executive management reports to the board. The reports include finance, human resources and administrative information such as regional and state salary comparisons. LISD district staff also save the reports to</p>

						compact disks so that board members can access the information on personal laptops or home computers. Although board members have responded favorably to the reports' content and format, the superintendent has committed to work closely with board members to ensure that the reports meet their needs.
6	Apply administrative staffing guidelines for elementary, middle and high schools to reflect differences in enrollment. p. 52	In Progress	\$7,803,054	\$795,000	\$3,975,000	In 2002-03, LISD reduced its central office administrators by eight positions, resulting in annual savings of \$545,000. The district also reassigned secretarial and clerical staff to vacant positions saving an additional \$250,000 in 2002-03. The district is also conducting a study that compares LISD to peer districts, Region 1 and the state that will be presented to the board upon completion. However, LISD has not implemented more than 27 staff reductions

						of assistant principals and curriculum specialists that would result in additional savings of more than \$3 million over five years.
7	Restructure LISD's organization to functionally align responsibilities of staff, reduce the number of staff directly reporting to the superintendent and clearly assign accountability and specific lines of authority. p. 57	Complete	\$0	\$0	\$0	In November 2002, the superintendent reorganized the district by functionally aligning responsibilities. As a result of the reorganization, the district developed a new organizational chart and revised all of the impacted job descriptions. The reorganization reduced the number of positions reporting directly to the superintendent from 17 positions to nine, a 47 percent decrease. The superintendent and board of trustees favor the more streamlined organizational structure that shows clear lines of accountability and allows the superintendent to increase focus on the district's instructional and strategic needs.
8	Develop a plan and timeline for producing the	In Progress	\$0	\$0	\$0	LISD continues to rely on the Academic

	district annual report and monitor progress towards its preparation. p. 59					Excellence Indicator System (AEIS) report as its annual report. While the AEIS presents some aspects of an annual report as required under the Texas Education Code (TEC) Chapter 39.053, AEIS reporting does not include other TEC-mandated elements, such as a statement of the number, rate and type of violent or criminal incidents that occurred on each district campus; information concerning school violence prevention and violence intervention policies; the district's current special education compliance status with the Texas Education Agency (TEA); or other required categories. As of September 2003, the district has developed a timeline for implementation of the required annual report by the end of 2003-04.
	Totals-Chapter 1		\$7,793,554	\$795,000	\$3,975,000	
Chapter 2 - Educational Service Delivery and Performance Measures						
9	Develop and adopt a board policy to provide	In Progress	\$0	\$0	\$0	By using Texas Association of School Board

	direction for the management of curriculum. p. 79					(TASB) policy samples, the district drafted a comprehensive policy that will provide direction for its curriculum management. The new policy requires staff training in roles and responsibilities for teachers, the superintendent and parents. Draft policies were presented to the superintendent's advisory council for review and feedback prior to presentation to and approval by the board. District staff presented the policy to the board during July and August.
10	Create and implement a schedule for curriculum guide development and update for all high school courses. p. 80	In Progress	(\$195,000)	(\$65,300)	(\$326,500)	In February 2003, the district created a timeline to develop high school curriculum guides. The timeline includes a schedule of when to review and revise the guides. Upon completion, the schedule will be placed online by the district's Information Technology Department. Revisions will be made as necessary. Several teams of

						LISD teachers worked collaboratively for seven weekends to update the district's high school curriculum content and guides. The district has also aligned curriculum to include the Texas Essential Knowledge and Skills standards.
11	Implement strategies to improve student scores on Advanced Placement examinations. p. 83					The district implemented several instructional models for teachers to use in improving student scores on Advanced Placement exams. The instructional models include district-adopted strategies that are integrated, collaborative and designed to reinforce student learning. Instructional strategies include differentiation of instruction including questioning, prompting, lectures, generalization, training, observation and coaching. The district's new practice requires teachers to use one model
		Complete	\$0	\$0	\$0	

						structure per month. Under the new practice, LISD principals must monitor classrooms and offer feedback to teachers.
12	Include and implement specific strategies to improve student pass rates for high school end-of-course examinations in campus and district improvement plans. p. 85	Not Implemented	\$0	\$0	\$0	According to district staff, the state has eliminated end-of-course (EOC) examinations, therefore they have not included strategies for EOC exams in the CIPs but have instead focused on instructional strategies to assist low student performance in the new TAKS tests.
13	Increase student participation and pass rates for college entrance examinations. p. 87	Complete	\$0	\$0	\$0	In spring 2003, the district conducted week-long activities to promote college awareness. Parents, counselors and various college representatives were invited to participate and answer questions. LISD has also created a committee to develop strategies to increase student participation and pass rates for college entrance exams. In 2003-04, the district will require high school seniors to take the Scholastic

						Achievement Test (SAT) prior to graduation.
14	Increase the number of students tested on TAAS. p. 89	In Progress	\$0	\$0	\$0	To help increase the number of students taking the state assessment tests, LISD's staff development personnel trained principals on specific intervention strategies to use before referring students for the Special Education or Limited English Proficient (LEP) programs. Schools with high special education referral rates are being identified and principals are coached to ensure that all students eligible for TAKS take the test. In 2002-03, district administrators started reporting to the board and superintendent on the number of LEP and Special Education exemptions.
15	Ensure that all LISD Gifted and Talented professional staff members have the required training. p. 93	Complete	(\$101,250)	(\$21,600)	(\$29,200)	In September 2002, all LISD teachers received the necessary training to teach gifted and talented (G/T) students. New teachers received 30 hours of training in gifted and talented

						while certified teachers received their required six hours of annual continuing education to serve G/T students. The training has also been recorded on diskette for future use. By recording training and using train-the-trainer techniques, the district will reduce its training costs in this area.
16	Create an assessment system for the district's magnet school program to measure the academic success of attending students. p. 96	Complete	\$0	\$0	\$0	In November 2002, LISD formed an advisory committee to develop an assessment system (formative and summative) for the Vidal M. Trevino School of Communications Magnet that will measure student academic success. The system established criteria for program entry and exit. The district is also considering the same evaluative process for the Health Science Magnet.
17	Improve tracking and oversight activities and set a goal of increasing	Complete	\$102,090	\$264,454	\$300,000	Since May 2002, the district has implemented several program

	Medicaid reimbursements by 5 percent annually. p. 100					controls to comply with this recommendation. This includes the selection of the Texas Association of School Boards as LISD's Medicaid administrator and centralizing Medicaid reporting through a single clerk's position that posts and monitors Medicaid reimbursements. As a result, LISD increased its Medicaid reimbursement rates in 2001-02 and 2002-03 above TSPR's recommended 5 percent increase. The district's director of Special Education anticipates additional Medicaid reimbursement revenues to the district as a result of this recommendation and the district's positive outcomes -to-date.
18	Monitor and evaluate programs designed to improve TAAS scores of special education students. p. 102	In Progress	\$0	\$0	\$0	Since September 2002, LISD principals and the district's testing coordinator have jointly monitored all student gains, TAKS benchmarking and program

						effects, including those for Special Education students. The director of Special Education and supervisors support LISD principals through direct intervention by providing recommendations and staff development for those campuses identified as performing poorly.
19	Create a comprehensive program to address ESL students' needs and focus instruction to improve student performance. p. 106					In 2002-03, the district hired a consultant to provide comprehensive training to teachers on its integrated curriculum and remediation strategies. In addition, English as a Second Language (ESL) administrators have increasingly monitored the ESL program and its practices. As part of the program enhancements, the district identified the first year of school as a critical area of focus for this student population. As a result, in 2003-04, LISD will also use a more comprehensive
		Complete	\$0	\$11,543	\$61,555	comprehensive

						<p>bilingual curriculum for pre-Kindergarten through grade 5 that will ensure ESL instruction is provided during this first year of ESL development. As a result of the changes, LISD's ESL Department did not need as many teaching and clerical positions and achieved annual savings.</p>
20	<p>Reduce the number of LEP students exempted from TAAS. p. 107</p>	In Progress	\$0	(\$10,000)	(\$10,000)	<p>The district has scheduled an external consultant in 2002-03 to attend Language Proficiency Assessment Committee (LPAC) meetings and train all LEP teachers regarding the use of LEP exemptions. The district will use train-the-trainer techniques to ensure that any future training is conducted by staff instead of external consultants. The training plan aims to reduce the LEP exemption rate from 5 percent to 3 percent.</p>
21	<p>Coordinate supplemental program administration efforts to improve</p>	In Progress	\$0	\$0	\$0	<p>In June 2003 LISD's superintendent created a task force of</p>

	<p>funding and student services for at-risk students. p. 113</p>					<p>administrators, principals, teachers and program managers to review long-range planning of the department's administrative organization and management of supplemental funds. Starting in 2003-04, directors of supplemental programs will meet at least two times each semester to identify better integration of the district's federal and state programs for targeted populations. In 2004-05, the directors of supplemental programs will identify and evaluate any improvements of funding and services for the targeted populations and initiate any planning changes necessary for the upcoming school year.</p>
22	<p>Create a long-range plan for future CATE programs including a broad-based task force of business and community members. p. 120</p>	<p>Complete</p>	<p>\$0</p>	<p>\$0</p>	<p>\$0</p>	<p>In January 2003, the superintendent and 35 LISD stakeholders formed a superintendent's business advisory (SBA) which meets monthly to</p>

						research best practices and make recommendations to the superintendent for changes to the CATE program. As a result, the district has broadened its CATE offerings and requested additional financial resources as needed to implement such programs. The district also collaborates with post-secondary educational institutions (Laredo Community College and Texas A&M International University) to establish additional articulation agreements and plan for future CATE programs.	
23	Improve awareness and effectiveness of the Early College Start program. p. 123	In Progress		\$0	\$0	\$0	In February 2003, the district created a task force to review current district initiatives and develop a plan to implement best practices for an Early College Start program (Dual and Concurrent Enrollment). As a result, information previously fragmented

						<p>is now consistently communicated through the use of flyers and parent bulletins. The district also uses public access television to promote the Early College Start program and is updating its Web site to promote the program as well. Additionally, the Early College Start program has been incorporated into the district's strategic plan and approved by both the superintendent and board. Specific information on dual and concurrent enrollment has been incorporated into the district's curriculum bulletin, CATE Step-Up booklet and other documents. In 2002-03, LISD hosted a college and career night for local and surrounding area juniors and seniors to provide information on the Early College Start Program.</p>
24	Create an	In Progress	\$0	\$0	\$0	In 2002-03 the

	assessment and improvement plan using state standards for the district's library program. p. 126					district created a task force to assess its libraries, develop a needs assessment and design an improvement plan. The task force is expected to submit a report to the superintendent in October 2003.
25	Ensure that technical support staff is trained to support the library software and hardware. p. 127	In Progress	\$0	\$0	\$0	In September 2003, the superintendent plans to appoint and train two specialists on technical support software. The superintendent described his expectation of timely assistance to district staff. LISD installed the library software and hardware in all schools.
Totals-Chapter 2			(\$194,160)	\$179,097	(\$4,145)	
Chapter 3 - Community Involvement						
26	Centralize the grant writing process. p. 133	Complete	\$0	\$0	\$0	In January 2003, the superintendent reassigned a professional staff member from the Communications Department to oversee special projects and grants coordination. The position coordinates all LISD grants, assists schools with grant applications

						ensures that all requirements are met and provides technical writing assistance. In addition, the district created a centralized tracking database for grants and developed a grants application packet for 2003-04 that provides concise instructions on grant writing and sources.
27	Eliminate the position of photographer. p. 135	Complete	\$197,555	\$39,511	\$197,555	In August 2002, after evaluating the photographer's position, the director of Communications eliminated the position and re-distributed the duties to other positions. The director reassigned the incumbent to a vacant position.
28	Eliminate one graphic designer position and transfer the remaining graphic designer to the print shop. p. 136	Not Implemented	\$115,475	\$0	\$0	Upon further evaluation of department goals and objectives, the director of Communications determined that both graphic designers are necessary to meet district, business needs and graphics artwork. The director of Communications also said that the positions may eventually be reallocated to

						other LISD departments that have lost staff by attrition.
29	Evaluate the cost-effectiveness, efficiency and staffing of mailroom operations and determine whether the district should continue its operation. p. 137	Complete	\$0	\$25,601	\$128,005	Effective January 2003, LISD assigned mailroom operations to the executive director for Records and Assets. In April 2003, the district reassigned one of its former postal clerks to a vacant position in another department and will not fill the vacated position. The duties performed by the former postal clerk have also been assigned to personnel from the Records and Assets Department. LISD is also collecting information on its mail volume and evaluating its postal equipment for efficiency. As a result of its internal postal efficiency study, LISD obtained a non-profit organization permit, which has resulted in districtwide postage savings.
30	Evaluate the cost-effectiveness of the Printing Department. p. 139	Complete	\$0	\$0	\$0	After completing a comparative analysis of its Printing Department and commercial

						printing services in February 2003, the district decided that its internal printing operation is more cost effective than paying for commercial printing services. LISD's Printing Department continues to provide all district printing services at a lower cost than commercial printers.
31	Produce a newsletter for the community in English and Spanish. p. 141	Complete	(\$175,000)	(\$4,000)	(\$20,000)	In April 2003, the district produced and distributed its first bilingual newsletter, <i>Las Escuelas de Laredo ISD</i> . The newsletter, which will be distributed every other month, is printed in-house for the cost of paper and postage only.
32	Form parental involvement teams and share model techniques and practices used in successful schools across the district. p. 146	Complete	\$0	\$0	\$0	During 2002-03, the district's parental involvement coordinator provided training to campus liaisons on effective practices for implementing parent volunteer programs. The liaisons received information on how to develop model volunteer programs, establish

						leadership among volunteers and recruit and train volunteers. The parental involvement coordinator shared successful campus models with the teams. Liaisons were also asked to submit volunteer program documentation monthly.
	Totals-Chapter 3		\$138,030	\$61,112	\$305,560	

Appendix A

STATUS OF RECOMMENDATIONS AND SAVINGS

Status of Recommendations and Savings - Part 2

Rec. #	Recommendation	Implementation Status	TSPR's Projected Five - Year Savings (Costs)	LISD's Actual Savings (Costs) To Date	LISD's Projected Five - Year Savings (Costs)	Comments
Chapter 4 - Personnel Management						
33	Reclassify the vacant clerk position to that of a compliance officer and immediately comply with federal employment regulations. p. 154	Complete	(\$54,665)	(\$40,371)	(\$201,855)	In April 2002, LISD hired a degreed and experienced Human Resources specialist. Because of the complexity of federal and state employment laws, district administrators decided to hire a professional exempt position at a higher cost than recommended by the review team. The specialist is professionally certified as a professional in Human Resources (PHR) by the nationally-recognized Society for Human Resources Management (SHRM).
34	Ensure that active personnel files are maintained in compliance with state and federal laws in a secure location and that all required documentation is	Complete	\$0	(\$20,000)	(\$20,000)	The Human Resources (HR) Department completed the lengthy project of separating and securing all district personnel and employee files in

	contained in every file. p. 156					June 2003. As required by state and federal laws, the district now maintains files containing eligibility to work in the United States records, medical records and other confidential employee records separately. The district also developed a checklist of records to be maintained in personnel files to ensure consistency of practice among HR staff. Because of the enormity of the project and the sense of urgency to comply with various employment laws, the district temporarily contracted six retired teachers to assist in expediting completion of the project.
35	Develop a system for tracking grievances filed by employees or parents according to class, category and resolution. p. 157	Complete	\$0	\$0	\$0	The district created a computerized database to track employee grievances. The database incorporates grievances dating from September 2001 through June 2003. The database allows the district to analyze grievance trends, issues and identify possible training opportunities. Starting in December 2004, the HR Department

						will provide a quarterly report to the superintendent summarizing grievance activity for the previous quarter.
36	Develop a comprehensive procedures manual for Human Resources operations. p. 158	Complete	\$0	\$0	\$0	The district drafted a Human Resources Manual. The manual will be complete by September 2003 and will be included on the district's Web site.
37	Provide training opportunities for all Human Resources staff and encourage membership in the local chapter of the Society for Human Resources Management. p. 159	Complete	(\$12,305)	(\$1,645)	(\$8,225)	Several HR staff members are SHRM-certified and all have attended HR-related conferences in 2002-03. In order to maintain certification, SHRM requires proof of continuing training. The district also maintains active membership in the local chapter of SHRM. The executive director of HR also developed a training plan for each HR staff member through December 2003. In addition, HR staff has also attended Regional Education Service Center (Region 1), TASB and Texas Association of Personnel Administrators (TASPA) trainings.
38	Acquire a Spanish version of the attendance	Complete	(\$2,500)	(\$2,500)	(\$2,500)	The district installed the Spanish version of

	system, distribute written, user-friendly instructions in English and Spanish to all staff and enforce the use of the automated system. p. 160					its attendance system in August 2003 and explained the system during new orientation sessions to its staff, including consequences for non-compliance.
39	Develop a report that reflects each recruiting activity, its cost and the number of resulting hires from each activity. p. 163	Complete	\$0	\$0	\$0	HR staff started tracking and reporting new hire information in March 2003, including recruitment costs, referral source, recruitment expenditures and recruitment activities planned for the school year. The executive director of HR uses the reports in districtwide strategic planning meetings.
40	Develop an exit interview process for all employees to identify potential sources of job dissatisfaction. p. 165	Complete	\$0	\$0	\$0	In May 2003, the district's HR Department established formal procedures to coordinate exit interviews districtwide. The district has also implemented a practice of calling former employees who resign voluntarily to seek additional information that may be useful in analyzing employee relations issues, including grievance patterns. The information is presented to the executive director of HR who shares

						the information in strategic team meetings and discussions with other district administrators.
41	Develop a process to ensure that the list of available substitutes is current and re-evaluate the substitute recruitment needs of each school. p. 165	Complete	\$0	\$0	\$0	By working collaboratively with its Information Technology staff, the district updated labels for all active substitutes. As a result of this project, the district deactivated 600 substitutes. The district now updates the database monthly to ensure that it remains current. The district also uses local newspaper advertisements, commercials and radio spots to target prospective substitutes and has provided 12 hours of training to its substitutes in 2002-03 through Laredo Community College.
42	Revise the employment process to accommodate the needs of the applicant and use technology to make application materials more accessible. p. 166	Complete	\$0	\$0	\$0	The district updated its Web site to include frequently asked (employment application process) questions. In June 2003, the HR Department installed computer workstations for applicants. Using a TASB format, the district also created a uniform job description and job-posting

						template for all positions districtwide.
43	Conduct an intensive campaign to assist and encourage all teaching staff to attain certification. p. 169					Effective March 2003, LISD's certification coordinator began sending letters to teachers regarding additional requirements for their certification; working with principals to ensure they encourage teaching staff to attain certification and creating a teacher handout related to the certification process. The certification coordinator also meets with each prospective teacher prior to date-of-hire to review transcripts and other requirements. Once teachers are hired, the coordinator sends the hire letter to each principal indicating the individual's certification status.
		Complete	\$0	\$0	\$0	
44	Develop job descriptions that clearly identify the job requirements for every position in the district. p. 170					The district started updating its job descriptions in January 2003 and completed the project in late July 2003. According to the executive director of HR, all job descriptions will be updated annually beginning in 2003-04.
		Complete	\$0	\$0	\$0	
45	Require all performance-					In order to maintain a proper
		Complete	\$0	\$0	\$0	

	related documents to be properly filed in employee personnel files, and develop a tracking system to ensure performance appraisals are conducted. p. 171					document filing system for all employee personnel files, the HR department retains a computerized database checklist of the information requested of managers and principals. The checklist assists the department in determining what information has been returned. The district is implementing a performance appraisal tracking system for 2003-04. The HR Department will send reminder memos to department managers and principals to complete performance appraisals in a timely manner.
46	Develop an improved and uniform employee appraisal tool for performance evaluation of all employees, based on the PDAS appraisal system and the employee's job description. p. 172	In Progress	\$0	\$0	\$0	The district has begun steps to implement this recommendation. After completing the update of job descriptions in July 2003, the district began correlating the job descriptions to employee performance standards using a new districtwide evaluation form that will be implemented in 2003-04. The form will have an employee feedback section and the HR

						Department will issue reminders to department managers and principals prior to employee performance evaluation due dates. In addition, the district is reviewing software options that will load the performance evaluation information to the district's HR server.
	Totals-Chapter 4		(\$69,470)	(\$64,516)	(\$232,580)	
Chapter 5 - Facilities Use and Management						
47	Prepare a comprehensive set of specification standards for use in LISD's Capital Improvement Plan bond program. p. 184					With the input of project architects in October 2002, LISD's Facility Construction Department prepared a comprehensive five-volume set of project specifications that are now being used in the district's Capital Improvement Plan Bond Program. The project specifications not only provide notice to architects and engineers to consolidate materials and practices but also standardize the request for proposal (RFP) process and make RFP information available on compact discs. LISD provides at least one copy of
		Complete	\$0	\$0	\$0	

						the specifications to all firms.
48	Establish firm schedules for each project and prepare reports that clearly indicate the status of each construction project. p. 187	Complete	\$0	\$0	\$0	During October 2002, the Facility Construction Department revised and established firm construction schedules on all of the district's Capital Improvement Bond Program projects. The construction schedule was designed with input from LISD's Quality Assurance Committee, school administration, project architects and district staff. The department developed the construction schedule using specific industry-based criteria, including an academic calendar, safety standards, logistics, priority needs, budgets and other construction criteria. Department staff reported the schedule to the superintendent and the board.
49	Establish a facilities planning committee to create a long-range facilities master plan and update it annually. p. 190	In Progress	\$0	\$0	\$0	In May 2003, LISD established a facility planning committee that will meet weekly to develop a facilities master plan incorporating all projects under the district's Capital Improvement Bond Program. The master plan will be evaluated annually

						and updated accordingly.
50	Prepare monthly status reports to track interest earnings and adjust projections based on current interest rate trends. p. 191	Complete	\$0	\$0	\$0	LISD closely monitors interest earnings and rates to ensure the district takes full advantage of higher earnings. The district's Finance Department now provides monthly investment and interest earnings reports on LISD's Web site, www.laredoisd.org .
51	Prepare a maintenance improvement plan to increase satisfaction with facilities maintenance. p. 196	In Progress	\$0	\$0	\$0	LISD's Division of Operations and Maintenance developed a preventive maintenance schedule to ensure proper facility performance districtwide. The district's preventive maintenance plan includes scheduled routine maintenance and allows end-user feedback to determine satisfaction with facilities maintenance.
52	Implement an automated method to transmit work order requests to the Maintenance and Operations Department's service center. p. 198	Complete	\$0	\$0	\$0	In 2002-03, the district's division of Operations and Plant Maintenance developed a web-based Work Order Service Center. LISD's Service Center is networked to all schools and departments. Department customers input

						work orders, which are transmitted through LISD's Intranet system in an efficient and expedited manner.
53	Develop a comprehensive procedures manual for the Maintenance and Operations Department. p. 199	In Progress	(\$4,000)	\$0	\$0	In June 2003, the district began updating and expanding its Maintenance and Operations procedures manual. The district has assigned the task to the director of Construction and will only incur costs for printing copies internally, which is already in the existing budget.
54	Centralize custodial operations, including staff, under the administrative assistant for Custodians and Textbooks. p. 202	Complete	\$0	\$0	\$0	The district completed a study that compared LISD's custodial operations to other districts and statewide practices in December 2002. As a result of the study, LISD centralized its custodial operations under the district's Construction Department effective June 7, 2003. The district has standardized custodians' schedules and assignments, as well as centralized training. The district simultaneously implemented a new performance survey form linked to specific custodial assignments LISD

						periodically seeks staff input on the quality of custodial performance and services. Starting in 2003-04, survey data will also be used as one measure of custodial staff performance.
55	Apply district staffing formulas for custodial positions. p. 205					<p>The district has identified this recommendation as complete based on a comparative analysis of its custodial services and staffing formulas. LISD discovered that other districts have a separate grounds maintenance crew, whereas LISD had combined grounds maintenance and custodial positions. In order to continue to use the district's internal 13,000 square feet standard, LISD reassigned four custodial positions to the PEP centers to comply with PEP regulations and redeployed 37 custodial staff to maintain the district's grounds. In July 2003, LISD also transferred responsibility for the grounds crew to the Division of Operations. Because LISD re-deployed its personnel, the district did not achieve the TSPR recommended</p>
		Complete	\$2,866,390	\$0	\$0	

						savings.
	Totals-Chapter 5		\$2,862,390	\$0	\$0	
Chapter 6 - Asset and Risk Management						
56	Consolidate campus, student activity and homemaking accounts. p. 217	In Progress	\$30,000	\$4,000	\$20,000	The Finance Department implemented a pilot program at one school consolidating the campus, student activity and homemaking accounts. The Finance Department will periodically update the board on the pilot and is obtaining a purchasing card for the schools. Other accounts will be added in 2003-04. In addition, the district's director of Finance achieved savings for LISD by negotiating a no-cost monthly fee on school accounts.
57	Expand direct deposit marketing efforts and encourage all employees to use direct deposit. p. 218	Complete	\$0	\$0	\$0	In April 2003, the Finance Department used a payroll staffer to promote the benefits of direct deposit. Finance Department staff also promote the concept in meetings with principals and other LISD staff. The department continues efforts to implement this recommendation. The director of Finance will provide annual status updates to

						the board.
58	Prepare updated quarterly cash forecasts in addition to the annual cash forecast prepared during the budget process. p. 218	Complete	\$0	\$0	\$0	In May 2003, the Finance Department began capturing all of its monthly finance reports on compact discs. The monthly reports to the board include investment and interest reports, construction costs, Chapter 41 contracts and other critical financial information. The Finance Department also prepares quarterly reports on construction funds. The reports appear on LISD's Web site at, www.laredoisd.org .
59	Conduct periodic unannounced inventory audits and perform quarterly reconciliations of the fixed asset subsidiary ledger to the general ledger. p. 227	In Progress	\$0	\$0	\$0	LISD's superintendent assigned oversight of the Assets Management Department to the executive director for Records and Assets in January 2003. Subsequent to the realignment, district staff conducted periodic reconciliation of the fixed assets subsidiary ledger to the general ledger. LISD has also amended its local policy to clearly define and assign responsibility for the district's assets. The district also developed and disseminated asset management procedures to all schools and

						departments and posted the information on the Assets Management Department's Web site. The district conducted a physical inventory of all fixed assets on April 2, 2003. The district's Asset Management Accountability Plan for 2003-04 requires two annual inventory verifications, the annual physical inventory and unannounced audits throughout the year.
	Totals-Chapter 6		\$30,000	\$4,000	\$20,000	
Chapter 7 - Financial Management						
60	Designate an employee outside of internal audit as the district's records management officer. p. 243	Complete	\$0	\$0	\$0	Effective December 2002, LISD reassigned records management duties, which had reported to an internal auditor, to the director of Records and Asset Management.
61	Adopt a formal policy for tracking and periodically reporting on the status of audit recommendations made to LISD. p. 244	Complete	\$0	\$0	\$0	The district adopted a formal policy for tracking and reporting the status of all audit recommendations in March 2003. LISD now requires follow-up by department and all audit findings are coordinated with the Finance Department for financial accountability.

62	Review the internal audit charter and revise if necessary. p. 245	Complete	\$0	\$0	\$0	Effective May 2003, the board approved LISD's revised internal audit charter.
63	Ensure that the new management information system provides for electronic interfacing of human resources and payroll information. p. 250	Complete	\$0	\$0	\$0	After the district installed new software in April 2002, staff downloaded payroll information into the system in May 2002. The new fully implemented system enables LISD to integrate electronic management of LISD payroll and human resources information.
Totals-Chapter 7			\$0	\$0	\$0	
Chapter 8 - Purchasing and Warehouse Services						
64	Develop an implementation plan to use the accounting system's improved online requisitioning capabilities. p. 257	Complete	\$182,795	\$36,559	\$182,795	LISD staggered implementation of its online requisition process. Departments started using it in August 2002, secondary campuses in October 2002 and elementary schools in June 2003. The new electronic system enabled the district to eliminate one of its buyer positions in 2002-03.
65	Increase the use of purchasing cooperatives when purchasing custodial and instructional supplies. p. 259	Complete	\$0	\$0	\$0	Since February 2003, the Purchasing Department has joined four cooperatives to purchase custodial and instructional supplies. The cooperatives

						include Region 1, Region 4, TASB'S Buy Board and the Houston-Galveston Council of Governments.
66	Create procedures for textbook accountability including conducting periodic textbook verifications. p. 261	Complete	\$0	\$0	\$0	The Textbook Department developed procedures for textbook accountability including conducting periodic textbook verifications. The district posted textbook practices on its Web site in May 2003. Finance Department staff also now participates in the verification process.
67	Develop procedures to phase-in the purchase of custodial and instructional supplies on a just-in-time basis. p. 264	Complete	\$411,753	\$220,541	\$1,102,705	LISD's Division of Operations and Maintenance developed comprehensive procedures to purchase custodial and instructional supplies on a just-in-time basis. The district no longer restocks these supplies automatically. As a result, LISD reduced its inventory from \$303,000 in December 2002 to \$119,000 as of May 20, 2003. Now, the district also more efficiently uses its warehouse space for combined savings of \$36,542. The district has continued to

						streamline its ordering process by moving to just-in-time purchases. The district has eliminated one full-time position and more than 1,500 square feet of warehouse space. By ordering from some vendors directly online, the district is guaranteed 24-hour delivery for many of its office supplies. Starting in August 2003, LISD deliveries are made directly to all schools, automatically increasing the district's purchase and delivery efficiency.
	Totals-Chapter 8		\$594,548	\$257,100	\$1,285,500	

Appendix A

STATUS OF RECOMMENDATIONS AND SAVINGS

Status of Recommendations and Savings - Part 3

Rec. #	Recommendation	Implementation Status	TSPR's Projected Five - Year Savings (Costs)	LISD's Actual Savings (Costs) To Date	LISD's Projected Five - Year Savings (Costs)	Comments
Chapter 9 - Food Service						
68	Designate a cafeteria manager at each campus to provide a more effective supervisory structure for Child Nutrition Program staff located at campus cafeterias. p. 275	In Progress	(\$198,855)	\$0	(\$119,313)	In April and May 2003, the district advertised to fill cafeteria manager positions at four elementary schools. LISD's director of Child Nutrition Programs (CNP) anticipates that all four positions will be filled on or before October 2003.
69	Obtain additional feedback from students, teachers and administrators about the quality, taste, variety and quantity of menu items served. p. 276	In Progress	\$0	\$0	\$0	In May 2002, LISD conducted a student survey on the quality, taste, variety and quantity of the district's menu selections. As a result of the survey in September 2002 the district began introducing two new menu items each month. Staff also developed a promotional plan and strategy to expand the survey to obtain additional feedback from

						cafeteria stakeholders. The plan includes a monthly newsletter and monthly surveys with results provided to each school. The surveys will be posted online in 2003-04. In addition, the district will use suggestion boxes in cafeterias and create an advisory committee of principals, teachers, parents, paraprofessionals and students.
70	Monitor kitchens' absentee rates and implement corrective action plans including disciplinary action for those with excessive absences and an incentive program to encourage attendance. p. 277	In Progress	(\$35,200)	\$0	(\$43,803)	The director of Child Nutrition Programs has been monitoring employees' attendance records. In May 2003, the district began progressive counseling of kitchen employees for repeated and excessive absenteeism. In addition, in summer 2003 the district revised its disciplinary policy to include progressive discipline standards and procedures. To implement an incentive program that encourages positive attendance

						starting in 2003-04, LISD will conduct monthly raffles and recognize employees with above-average attendance on bulletin boards.
71	Establish meals - per-labor-hour standards to evaluate productivity and guide staffing levels at each campus. p. 279	In Progress	\$957,060	\$100,000	\$500,000	The district developed meals - per-labor-hour standards for each cafeteria, which enabled it to not fill some vacant positions. The director of Child Nutrition Programs calculates the meals -per-labor-hour for each cafeteria quarterly and compares the results to the standard for each cafeteria. LISD has calculated its staffing patterns and will make appropriate staffing allocation recommendations to the board no later than September 2003. The recommendations will reduce staff in accordance with the meals - per-labor-hour standards for each cafeteria.
72	Immediately implement a point-of-sale system at all campuses. p. 281	Complete	(\$63,000)	(\$12,600)	(\$12,600)	In 2002-03, the district implemented a point-of-sale system at the following cafeterias.

						<p>Cigarroa High School; Cigarroa Middle School; Farias Elementary; Santa Maria Elementary; Sanchez/Ochoa Elementary; Dovalina Elementary; and at LISD's secondary schools. LISD purchased six computers, printers and other necessary equipment and software.</p>
73	<p>Monitor the Child Nutrition Program's energy management practices. p. 282</p>	Complete	\$0	\$0	\$0	<p>Beginning in 2002-03, LISD started to use monthly bills to monitor its Child Nutrition Program (CNP) energy management practices. The district also conducts energy management conferences with CNP employees each morning.</p>
74	<p>Expand menu items and the nutrition, education and promotion plan. p. 284</p>	Complete	\$0	\$0	\$0	<p>In September 2002, the district developed and implemented a promotional plan that includes expanded menu items. LISD has added two new menu items each month and began promoting activities on holidays such as Valentine's Day, St. Patrick's Day and other festive days. The district</p>

						posts menus and parent education information on the LISD Web site. In addition, the Child Nutrition Program announces "new foods month" and the dietitian collects feedback on any new menu items. Results are included in district newsletters.
75	Develop a process to ensure that the Child Nutrition Program fund balance does not exceed three months of operating expenditures after the central kitchen is completed. p. 286	Complete	\$0	\$0	\$0	LISD now requires the director of CNP to communicate with the district's chief financial officer daily to ensure that the CNP fund balance does not exceed three months of operating expenditures. The chief financial officer also provides monthly financial reports to the director of CNP to monitor the fund balance reserved for the new facility. The director of CNP must request budget modifications as needed to ensure compliance with the district's standards. In July 2002, the district received state approval to use the excess fund balance to buy

						new equipment for all of the district's cafeterias.
	Totals-Chapter 9		\$660,005	\$87,400	\$324,284	
Chapter 10 - Transportation						
76	Eliminate the Transportation Department security guard position. p. 292	Rejected	\$114,390	\$0	\$0	The district has decided to create its own police force in 2003-04 and will retain the night shift security guard position. The director of Transportation advocates that the district has spent millions of dollars to purchase surveillance equipment that would be jeopardized without the night shift security guard position.
77	Hire permanent, part-time drivers to drive the routes of absent full-time drivers. p. 293	In Progress	(\$75,695)	(\$15,139)	(\$75,695)	In May 2003, LISD's Operations Division approved a request from the director of Transportation to hire two regular part-time bus drivers. The district began recruiting for the drivers in June 2003 with an expectation to hire and train the two part-time bus drivers before September 2003. In 2003-04, the new part-time bus drivers will be assigned to

						routes as other bus driver absences occur.
78	Implement staggered bell times at district campuses. p. 297	Complete	\$333,275	\$0	\$333,275	In April 2003, the superintendent, director of Transportation and LISD principals coordinated and developed staggered bell times. In May 2003, the board approved the new LISD policy for staggered bell times. In June 2003, LISD principals informed parents of the district's new policy and have implemented the plan districtwide in 2003-04.
79	Charge user departments a rate that reflects actual transportation costs. p. 300	Not Implemented	\$0	\$0	\$0	In May 2003, the directors of Finance and Transportation met to discuss and develop a rate for transportation based on actual costs to charge the schools. The district has targeted fall 2003 for the program rollout and implementation, however, there has been no further progress made on this recommendation.
80	Implement a policy of purchasing buses based on student	Not Implemented	\$226,000	(\$426,210)	(\$639,315)	In February 2003, the director of Transportation developed bid

	transportation needs. p. 301					specifications for request for proposals (RFPs) to purchase school buses. In March 2003, LISD's directors of Transportation and Purchasing solicited bids through the RFP process, evaluated all bids and selected a qualified vendor. In May 2003, LISD purchased nine buses to replace older units. The district received six of the buses in 2002-03 and will receive the additional buses in 2003-04. This recommendation was not implemented by LISD. TSPR's original analysis reflected a 43.9 percent utilization rate. However, according to the director of Transportation the district's decision to purchase large-capacity buses was based on extra-curricular and special events that require greater seating capacity.
81	Purchase and implement an automated vehicle maintenance information system (VMIS). p. 303	In Progress	(\$8,150)	(\$6,000)	(\$6,000)	In June 2003, LISD directors of Transportation and Information Technology identified the

						computer upgrades necessary to operate the Vehicle Maintenance Information System Software (VMIS) system. In July 2003, the district included the required specifications in a request for proposals. In August 2003, the district plans to install the computer upgrades and develop a training schedule on the new system.
82	Consolidate all district vehicle maintenance into the Transportation Department. p. 304					According to LISD's director of Transportation, the district has a targeted implementation date of January 2004 to consolidate all district vehicle maintenance into the Transportation Department. Since January 2003, the director of Transportation, director of Child Nutrition Programs and the Budget director have met regularly to discuss maintenance needs of all district vehicles and funding
		In Progress	\$0	\$0	\$0	

						required for consolidating LISD's maintenance services districtwide.
83	Provide ASE certification training to all LISD mechanics. p. 305	In Progress	(\$1,125)	(\$585)	(\$1,085)	In July 2002, LISD developed a training schedule for district mechanics. The district has identified the funds necessary to reimburse employees for the certification classes and has submitted all necessary budget amendments. In September 2003, the director of Transportation and fleet supervisor will begin monitoring the progress of each LISD mechanic to ensure successful course completion. Four LISD mechanics have already tested for certification and are awaiting results and remaining staff will apply for certification in 2003-04.
Totals-Chapter 10			\$588,695	(\$447,934)	(\$388,820)	
Chapter 11 - Computers and Technology						
84	Reorganize the Network Administrator section into four areas and hire 10 more specialists	In Progress	(\$2,411,670)	\$0	(\$1,028,848)	In May 2003, LISD reorganized its Information Technology function dividing

	314					<p>the district by network technicians assigned to schools. According to the chief information officer, the network administration reorganization will be fully implemented by September 2003. The district has also revised all of the affected job descriptions and plans to hire two Help Desk technicians, four PC software technicians and four network technicians by October 2003, all of which were approved by the superintendent in June 2003.</p>
85	Assign campus trainers to the administrative assistant for Academics-Technology and reduce the number of trainers from 31 to 20, organized in four geographic areas. p. 316	Not Implemented	\$2,157,540	\$0	\$0	<p>Campus trainers have been assigned additional duties, which include: serving as user liaison, troubleshooting PCs and providing technical assistance on the automation and implementation of the library system.</p>
86	Create a chief information officer position that reports directly to the superintendent and serves as a member of his	In Progress	(\$457,074)	\$0	\$0	<p>In December 2002, LISD's superintendent created a working title of chief information officer and</p>

	cabinet. p. 319					reassigned the district's former director of Information Technology to the position at no additional cost to the district. However, the position still reports at a lower organizational level.
87	Create a Software Systems Section, eliminate three positions and require users to use online menus to select reports. p. 320	Rejected	\$719,910	\$0	\$0	The district's chief information officer said that based on LISD's current demand and application development and because of the overwhelming user programming needs, this recommendation will not be implemented despite the projected district savings. In the long term, however, due to attrition, the district will consider not filling some of the positions recommended for elimination by the review team.
88	Eliminate the operations manager position and four operator positions; create a video teleconferencing technical manager position; and consolidate all responsibilities under the network administrator n	In Progress	\$391,172	\$0	\$279,240	In July 2003, LISD notified the operations manager that the position was to be eliminated. The employee has been reassigned to the reorganized Help Desk as a video teleconferencing technical

	323					coordinator, and a new job description is being drafted. The district also eliminated three computer operator positions effective 2003-04.
89	Delay implementation of SAGE Millennium, and any other major software packages until detailed implementation and test plans are developed and resourced. p. 327	Complete	\$0	\$0	\$0	LISD completed detailed implementation and testing of the system in 2002-03. Effective June 2003, SAGE Millennium has been fully implemented.
90	Write detailed procedures for key undocumented IT processes. p. 328	Not Implemented	(\$16,944)	\$0	\$0	According to the chief Information Technology officer, all new programs or systems written in-house will have programmer and user procedures when needed. Procedures will be completed as older programs are modified and reviewed to determine if they need written procedures. LISD's Information Technology Division also updated its technology Disaster Preparedness and Recovery Plan in June 2003.
91	Develop a technology	In Progress	\$0	\$0	\$0	LISD's Information

	architecture plan that provides for server replacement and consolidation. p. 334					Technology staff is evaluating this recommendation and expects to have a technology plan in place by December 2003. If the district is approved for e-Rate, the district will not have lower capacity servers.
92	Revise computer standards and implement a strategy of leasing and purchasing computers to make additional computers available to students. p. 336	In Progress	\$496,500	\$320,000	\$1,600,000	As of June 2003, LISD implemented a districtwide leasing and purchasing plan that extends the leases from three to four years on pre-Kindergarten through grade 2 computers. The plan also requires staff to install new equipment at their new campuses and a student-to-computer ratio of 3:1 by 2003-04.
93	Create a single technology help desk, jointly staffed and supported by commercial help desk software. p. 339	In Progress	(\$163,945)	(\$58,194)	(\$232,776)	The district's chief information officer said the district started recruiting for two Help Desk positions in June 2003 and anticipates a start date of October 2003 for the positions.
94	Acquire adequate tools, hand-held test equipment, workbenches, cabinets and computers to aid the IT	Complete	(\$26,200)	(\$2,158)	(\$2,158)	The district purchases include a microscanner carrying case and cable at a total one-time cost of

	Department's technicians. p. 340					\$2,158.
95	Establish a network response time monitoring program that records response times at peak and non-peak hours for both Internet and LISD network transactions. p. 342	In Progress	\$0	\$0	\$0	LISD acquired intrusion detection software in March 2003 and has implemented the Universal Remote Locator filtering portion of the software. The monitoring feature will be fully implemented by October 2003.
Totals-Chapter 11			\$689,289	\$259,648	\$615,458	
Chapter 12 - Safety and Security						
96	Publish a combined student code of conduct and parent/student handbook annually. p. 353	In Progress	(\$17,855)	(\$10,000)	(\$10,000)	In April 2003, the district assigned parents and students to a committee charged with developing a student code of conduct. As a result, LISD has combined its student code of conduct and student handbook, condensing the one book to 23 pages from the original 53 pages. The board will eventually translate the final revised document to Spanish. The final release will be fully implemented by September 2003.
97	Clarify responsibilities and ensure accountability for all personnel	Complete	\$0	\$0	\$0	Effective June 2003, the superintendent reorganized the Safety and

	responsible for safety and security. p. 358					Occupational Health Department to include Plant Facilities and Support Services. The executive director for Safety and Occupational Health reports directly to the superintendent. As a result of the reorganization, the executive director for Plant Facilities/Support Services acquired two safety officer positions as direct reports. Effective June 2003, the district's Security Department reports to the administrative assistant for Administration. The executive director for Plant Facilities/Support Services and the director of security regularly confer with each other on a variety of safety and security issues as required. All job descriptions have been revised according to the organizational realignment.
98	Create an on-going, community-wide safety committee to tap resources, review safety and crisis management procedures	Complete	\$0	\$0	\$0	In July 2002, the district created an onsite crisis team comprised of various stakeholders, including a former City

	regularly and share input about related community concerns. p. 359					Council member, the LISD superintendent, director of Communications and others.
99	Carry out and evaluate several relevant disaster simulations with roles and responsibilities outlined for key school and community participants. p. 360	In Progress	\$0	\$0	\$0	In October 2002, LISD updated its crisis manual and emergency calling tree. The director of Safety and Occupational Health trained district administrators in disaster procedures and protocols. In July 2002 the district implemented an administrator-on-call system. LISD administrator training includes command center planning and emergency communication practices. In 2003-04, LISD will conduct random simulations of the system.
100	Analyze security staffing patterns and re-deploy guards to provide 24-hour security in high-risk schools. p. 361	Complete	\$0	\$0	\$0	The district is conducting a survey to determine high-risk schools. In August 2003, the district re-deployed its security guards from secure elementary schools to its construction sites. Once construction is completed, the district will again re-deploy its

						security personnel as dictated by business needs.
101	Establish a districtwide policy for controlling building keys and alarm codes that would trigger re-keying under specific conditions. p. 361	Complete	\$0	\$0	\$0	The Facility Construction Department, LISD's administration and project architects, developed a master key schedule that will increase control of building keys. The key schedule is being implemented at all new schools in 2003-04. Other campuses also will be re-keyed in accordance with the LISD key policy.
Totals-Chapter 12			(\$17,855)	(\$10,000)	(\$10,000)	
Total Savings			\$13,075,026	\$1,120,907	\$5,890,257	