

Dallas Independent School District

TSPR recommended 193 ways to save Dallas ISD more than \$69.9 million in savings over the next five years.

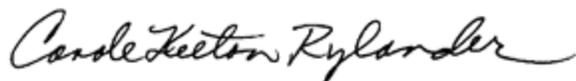
The Dallas Independent School District (DISD) is the second largest school district in Texas with almost three out of every four students living in poverty. In 1999-2000, the district had 28 low-performing schools--the highest number in the state--and suffered from financial and leadership instability. After more than seven months of work, my Texas School Performance Review (TSPR) team and I found that the district needs to address five major challenges:

- Inadequate focus on education,
- Lack of accountability,
- Leadership instability and board turmoil,
- Poorly planned and managed contracted services, and
- Failure of core business functions.

My performance review makes 193 recommendations that, if implemented, would save Dallas ISD taxpayers more than \$69.9 million over a five-year period, while reinvesting more than \$16.1 million to improve educational services and other operations. Net savings are estimated to reach more than \$53.8 million. That is money that could be driven directly into the classroom where it belongs. Dallas ISD must take swift, corrective action to restore trust with its community and ensure that its students receive the highest quality education. The district must ensure that school board members let administrators run day-to-day operations without interference; hold administrators and staff accountable for their actions; establish a single vision for educating students that focuses on the state's accountability system; integrate technology into the classroom; renegotiate outside contracts and provide stricter oversight of those contracts; and decentralize office staff to deliver services closer to the people they affect, allowing for a cut in central office staff by 3 percent, saving almost \$4 million per year.

By addressing these issues and others, I believe Dallas ISD can get back on track and set an example for other school districts in Texas and across the nation to follow. I am confident that school board members, school administrators, teachers and parents are all committed to making the district the best it can be for their students.

When I took office in January 1999, I set new criteria for school audits giving priority to districts with poor academic or financial performance and/or where the greatest number of students would benefit from an audit. That is what prompted me to act immediately on the request by the Dallas school board to thoroughly inspect its district. Throughout the review, the new superintendent, Dr. Mike Moses, and the school board have provided invaluable help. I commend them on their spirit and willingness to improve the Dallas Independent School District.

A handwritten signature in cursive script that reads "Carole Keeton Rylander". The signature is fluid and elegant, with a long, sweeping tail on the final letter.

Carole Keeton Rylander, Texas Comptroller

Key Findings and Recommendations

TSPR examined Dallas ISD (DISD) operations and heard from employees, school board members, teachers, students, parents, and community and business leaders. Following are the major proposals TSPR has developed to help the district address various issues:

Major Proposals

Inadequate Focus on Education

- **Match the criteria used in DISD's school improvement system with the state's accountability system.** The district's School Effectiveness Indices (SEI), which it uses as the basis for its School Improvement Awards, does not employ the same standards used by the state's Academic Excellence Indicator System. In 1999-2000, seven DISD schools rated Low-Performing by the Texas Education Agency--the lowest possible rating--received a Silver SEI rating, the district's second-highest rating. Matching the SEI ratings with the state accountability ratings, and basing the monetary rewards on three-year averages, should help ensure the schools receive a consistent accountability measure from both the district and the state.
- **Increase the district's number of "teacher technologists" to better integrate technology into the classroom.** DISD's teacher technologists have become its first line of defense against computer problems, but these individuals are being overwhelmed with requests for their services. By designating more teachers as teacher technologists the district could reduce the workload on its existing technologists while giving teachers additional support.
- **Get out from under court-ordered desegregation.** Seven years after DISD was granted unitary status, the district remains under court-ordered desegregation. DISD, with more than 90 percent of its students classified as minority, is a majority-minority district. The cost for maintaining a compliance office to monitor the court order is more than \$560,000 annually, and still the district has no plan in place to remedy its few remaining areas of non-compliance. By preparing a short-term plan and petitioning the courts for dismissal, the district will ensure that it is serving all children equitably and can eliminate the monitoring office.

- **Give counselors more time to work with students.** Counselors' responsibility for coordinating an average of 16 student-testing programs negatively impacts the effectiveness and quality of counseling services to students. In some schools, counselors are unable to provide an effective guidance program because the testing program consumes more than half of their time. By hiring test coordinators and allowing counselors to do their job, the district could ensure that students receive the help they need to succeed in school.
- **Improve special education services.** DISD's special education program has serious and persistent problems. The district has failed to identify, evaluate and appropriately serve children with disabilities living in residential facilities for a number of years. As a result of this persistent failure, TEA assigned a special education monitor to DISD in February 2000. DISD should reorganize its special education personnel, provide them with annual training and create an automated tracking system to ensure that DISD adheres to the mandated timelines for student special education assessments.

Lack of Accountability

- **Limit the use of administrative leave.** According to DISD records, as of January 2001, 25 district employees were on "administrative leave with pay pending an investigation," with annual salaries of more than \$1 million. Administrative leave with pay is used when it is believed an employee would hinder an investigation or is a threat to the well-being of students or staff. DISD has no clear, written guidelines for the use of administrative leave with pay. By limiting the length of time employees can remain on administrative leave and developing a prompt approach for handling administrative complaints and investigations, the district can control expenses while ensuring fair and consistent treatment of its employees.
- **Eliminate employee contracts that are not required by law.** DISD issues employment contracts to more than 600 professional non-certified employees. This practice is costly at time of termination, time-consuming to administer all seven contract types and not required by the Texas Education Code. Discontinuing contracts when the law does not require them will reduce the district's administrative workload and avoid the risk of unnecessary lawsuits related to contract terms.
- **Create a pay-for-performance system.** Trying to put more dollars into the hands of teachers is commendable, but DISD's

current system of longevity pay is costly and does not address the issue of performance. Existing funds budgeted for longevity pay should be examined in light of the long-term financial implications as well as the system's impact on productivity and performance. DISD should redesign its performance rating categories and merit increase system to more accurately reflect a pay for performance plan.

Leadership Instability and Board Turmoil

- **Restructure DISD's central and area offices; cut central administrative staffing.** Some of DISD's central office functions have illogical reporting relationships that allow employees to circumvent the chain of command. The district should change its organizational structure to include four deputy superintendents and reduce its more than 3,100 central office positions by 93 positions, or 3 percent, to control administrative costs during a period of flat enrollment. By trimming the central office staff and pushing functions out into the district's nine areas, closer to the people they serve, the bureaucracy will be reduced and services to campuses improved, saving more than \$3.8 million annually.
- **Expand the code of conduct to discourage micromanagement by the school board.** Most of DISD's board members routinely exceed their policy-making role and attempt to micromanage various district functions. For example, some board members conduct monthly meetings with school principals in their areas, interfere in personnel decisions and saddle administrators with time-consuming data requests. By clarifying its own policies, expanding the code of conduct and levying sanctions against board members that meddle in day-to-day administration, the board can begin operating more effectively, as a cohesive unit.

Poorly Planned and Managed Contracted Services

- **Renegotiate key district contracts valued at \$53.8 million.** DISD's contracts with Edison Schools, Inc. (ESI), Community Education Partners (CEP), and Dallas County Schools (DCS) are not favorable to the district. They contain very few specific performance criteria which are not linked to compensation. These three major contracts were negotiated and approved by DISD without adequate review by the district's purchasing department and its legal counsel. DISD should examine each contract carefully and renegotiate their terms to ensure the district's vendors deliver high-quality services at a fair and reasonable price.

- **Provide oversight for all contracts.** DISD uses many contracted services, yet some contracts have no one assigned to oversee them. For example, no DISD employee is responsible for managing the \$10.6 million outsourced transportation contract. Disputes about past charges and the ownership of buses remain unresolved. By assigning a qualified individual for contract oversight and project management, the district could better monitor the quality of services it purchases and ensure the district's interests are protected.
- **Enforce terms of contracts.** In many cases, DISD administrators proved to be unaware of the terms of various district contracts, and TSPR found little was being done to enforce contract terms. In May 2000, for example, DISD's armored car service missed 111 scheduled pickups. When this happens, cash must be placed in school safes, a practice that has led to theft. By enforcing contract conditions more stringently DISD can help ensure that public resources remain protected.

Failure of Core Business Functions

- **Improve human resource management.** DISD's Human Resource Services department has been disrupted by constant managerial and organizational changes, with no fewer than five different department heads since 1996. This chaos has caused the district's hiring, recruiting and employee administration activities to break down over the years, forcing or allowing campuses and departments to take on these functions themselves. In February 2001, DISD's executive management finally addressed the department's problems by hiring an experienced department head. To reverse the department's long slide, however, the district needs a strategic operating plan that outlines both short- and long-term performance improvement goals.
- **Develop a comprehensive fixed-asset management system.** DISD does not have a comprehensive system for keeping tabs on its fixed assets, which are currently valued at more than \$1 billion. The last inventory was conducted in 1998, but variances detected at that time were not investigated adequately and inventory records were not adjusted to reflect the new counts. Many of the district's records are incomplete, making it difficult to track and protect public property. By creating a comprehensive fixed-asset management system DISD will improve the accountability of its existing fixed assets and will create a process for the safekeeping of new fixed-asset purchases.

- **Fix administrative technology systems.** Inadequate or underused technology is at the center of many of DISD's problems. The district's computerized payroll, personnel management, vendor management and financial systems are not running properly, despite a \$5.7 million investment. Before DISD makes any more moves in this area it should conduct a comprehensive business-case analysis of its needs and decide, based on the best evidence, whether to repair or replace the current system.
- **Establish a strong purchasing system.** DISD has been plagued by illegal and inappropriate purchasing practices for many years. Its purchasing controls are weak and, because its processes are cumbersome, many district employees simply circumvent the system to obtain the goods and services they need to do their jobs. A comprehensive purchasing infrastructure that enforces district policy and holds employees accountable would help the district prevent abuses and improve the services offered to its employees.
- **Make facilities safe for students and staff.** In November 2000, DISD's schools had 138 outstanding fire code violations, some of them two to five years old. In addition, school entry and exit controls are inconsistent throughout the district and the district estimates that only about half of the metal detectors installed in its schools work. DISD does not conduct regular safety and security assessments of its schools, has no objective performance criteria for grading school safety, and does not hold anyone accountable for fixing problems related to safety and security. A districtwide inspection program would ensure that such problems are identified and addressed efficiently and quickly.
- **Apply an equitable custodial staffing formula.** Custodians are not assigned based on the unique characteristics of schools, causing overstaffing at some schools and understaffing at others. The district should apply an equitable custodial staffing formula and increase the square footage allocated per custodian. This would save the DISD almost \$3 million per year.

Exemplary Programs and Practices in the Dallas Independent School District

TSPR identified numerous best practices in the Dallas ISD (DISD). Through commendations in each chapter, the report highlights model programs, operations and services provided by the district's administrators, teachers and staff. Other school districts throughout Texas are encouraged to examine these exemplary programs and services to see if they could be adapted to meet local needs.

- **Medicaid reimbursement**

DISD aggressively pursues Medicaid reimbursements for the services it provides to students with disabilities. In 2000-2001, DISD switched its contract for the administration of this program from a private sector company to Houston ISD, which was able to provide the service at a lower cost, thus increasing the net revenue generated for DISD. Through continual evaluation and improvement of processes for obtaining Medicaid reimbursement for eligible costs under the SHARS (school health and related services) and MAC (Medicaid administrative claiming) programs, the district has obtained \$9.8 million since 1997.

- **Meeting local workforce needs**

By working closely with campus-based and districtwide advisory committees, the Career and Technology Education (CATE) program has ensured that its offerings are relevant to the needs of area employers. In addition, graduates receive computer-based information about occupations, seminars and job referrals through the district's Graduate Placement Center. In addition, special education students at the Multiple Magnet Center are trained in workplace skills to help them find and keep jobs and live independently.

- **Student health services**

Since 1974, the district has forged partnerships with state, local and private health service organizations to provide medical and mental health services to its students. Its nine Youth and Family Centers (YFCs) serve a group of 20 to 25 campuses. In 1999-2000, YFCs treated 11,911 clients, 62.5 percent of whom were economically disadvantaged; 99 percent had no private medical insurance.

- **Integrating technology in the classroom**
Institutions of higher education, community groups and businesses have partnered with DISD providing the district with 1,150 networked computers for 23 schools, 10 printers and specialized training for 20 master teachers. These 20 master teachers will train 20 additional teachers each year in techniques for integrating technology into the curriculum. In addition, DISD is participating in an intradistrict distance learning pilot program that will allow students from throughout the district to receive instruction from a master teacher located in one of the district's six participating high schools.
- **Arts-in-education initiative**
ArtsPartners is a citywide arts- in-education initiative launched by the City of Dallas Cultural Affairs Commission in partnership with DISD. Through the program, which operates during the school day, students attend arts and cultural events; have music, dancing and art lessons; or attend the opera, theater or zoo. This program is integrated into the curricula and gives access to cultural events to children from all backgrounds.
- **Cash Management**
The district maintains only five checking accounts for normal business operations. This results in lower bank service fees and requires less employee time reconciling accounts and overall administration of the accounts.

What Is TSPR?

The Texas School Performance Review (TSPR), a program of the Texas Comptroller's office, is the nation's first state-level vehicle designed to improve the management and finances of public school districts.

Since its creation in 1991, TSPR has conducted in-depth, on-site management reviews of 46 Texas school districts serving more than 1 million students, or 28 percent of the state's 3.9 million public school students. More than \$491 million in five-year net savings have been identified in the previous 46 reviews conducted to date.

These reviews diagnose districts' administrative, organizational, and financial problems and recommend ways to cut costs, increase revenues, reduce overhead, streamline operations, and improve the delivery of educational services. TSPR's overall goal is to ensure that every possible education dollar is directed to the classroom.

A TSPR review is more than a traditional financial audit. Instead, TSPR examines the entire scope of district operations, including organization and management, educational service delivery, personnel management, community involvement, facilities use and management, financial management, asset and risk management, purchasing and warehousing functions, computers and technology, food services, transportation, and safety and security.

Reviews can be requested or districts can be selected for a review. A cross-section of Texas school districts—large and small, wealthy and poor, urban and rural—are selected so that a wide variety of other districts can apply TSPR's recommendations to their own circumstances. Priority is given to districts with a poor academic performance and/or a poor financial performance, and where the greatest number of students will benefit from an audit.

Nearly 90 percent of all recommendations are being voluntarily implemented to date in the 31 districts that have had more than one year to implement TSPR recommendations.

TRANSMITTAL LETTER

June 25, 2001

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

Fellow Texans:

I am pleased to present our Texas School Performance Review of the Dallas Independent School District (DISD).

This review is intended to help DISD hold the line on costs, streamline operations and improve services to ensure that more of every education dollar goes directly into the classroom, with the teacher and children, where it belongs. To aid in this task, I contracted with McConnell, Jones, Lanier and Murphy of Houston, Texas.

We have made a number of recommendations to improve DISD's efficiency. We also have highlighted a number of "best practices" in district operations to share with other districts-model programs and services provided by the district's administrators, teachers and staff. This report outlines 193 detailed recommendations that could save DISD more than \$69.9 million over the next five years, while reinvesting more than \$16.1 million to improve educational services and other operations. Net savings are estimated to reach more than \$53.8 million-savings that the district can redirect to the classroom.

We are grateful for the cooperation of DISD's board, staff, parents and community members. We commend them for their dedication to improving the educational opportunities for our most precious resource in DISD-our children.

I am also pleased to announce that the report is available on my Window on State Government Web site at
<<http://www.window.state.tx.us/tspr/dallas/>>.

Sincerely,



EXECUTIVE SUMMARY

Executive Summary Overview

Summary of Costs and Savings by Recommendation (Exhibit 3) (Chapters 1-4)

Summary of Costs and Savings by Recommendation (Exhibit 3) (Chapters 5-8)

Summary of Costs and Savings by Recommendation (Exhibit 3) (Chapters 9-12)

On August 24, 2000, the Dallas Independent School District (DISD) Board of Trustees asked Texas Comptroller Carole Keeton Rylander to conduct a performance review of the district's operations and agreed to pay one-fourth of the review's cost, or \$200,000 of \$800,000. Work began in Dallas in November 2000. This report, based on more than seven months of work, identifies both exemplary and flawed programs within the district, and suggests a number of concrete ways to improve DISD's operations. If fully implemented, the 193 recommendations in this report could save the district a net of more than \$53.8 million over the next five years.

Improving the Texas School Performance Review

Soon after taking office in January 1999, Texas Comptroller Carole Keeton Rylander consulted school district officials, parents and teachers from across Texas and carefully examined past reviews and progress reports to make the Texas School Performance Review (TSPR) more valuable to the state's school districts. With the perspective of a former teacher and school board president, the Comptroller has vowed to use TSPR to increase local school districts' accountability to the communities they serve.

Recognizing that only 52 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to drive more of every education dollar directly into the classroom. Comptroller Rylander also has ordered TSPR staff to share best practices and exemplary programs quickly and systematically with all the state's school districts and with anyone else who requests such information. Comptroller Rylander has directed TSPR to serve as a clearinghouse of the best ideas in Texas public education.

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

- Ensure students and teachers receive the support and resources necessary to succeed;

- Identify innovative ways to address the district's core management challenges;
- Ensure administrative duties are performed efficiently, without duplication, and in a way that fosters education;
- Develop strategies to ensure the district's processes and programs are continuously assessed and improved;
- 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 a business in the Yellow Pages can do that job better and at a lower cost.

Finally, Comptroller Rylander has opened her door to Texans who share her optimism about the potential for public education. Suggestions to improve Texas schools or the school reviews are welcome at any time. The Comptroller believes public schools deserve all the attention and assistance they can get.

For more information, contact TSPR by calling toll-free 1-800-531-5441, extension 5-3676, or see the Comptroller's Website at www.window.state.tx.us.

This marks the second time that the Texas School Performance Review (TSPR) has reviewed DISD. A 1992 TSPR review of Dallas ISD contained 296 recommendations that promised to generate \$60.5 million in savings. A 1995 progress report showed that 99 percent of the recommendations had been implemented, with reported savings of \$24.8 million to date.

The Comptroller contracted with McConnell, Jones, Lanier and Murphy, a Houston-based firm, to assist with the present review. The review team interviewed district employees, school board members, parents, business leaders and community members and held 15 public forums at various district high schools on November 13, 14 and 16, 2000. To obtain additional comments, the review team conducted 27 focus group sessions with various district and community organizations.

About 3,160 persons completed and returned written surveys, including 120 campus and central administrators and support staff, 167 principals and assistant principals, 781 teachers and 2,092 students. In addition, TSPR conducted a random telephone survey of 1,223 area households. Details from these surveys and public forums appear in **Appendices A through F**. The Comptroller's office also received letters, e-mails and phone calls from a number of parents, teachers and community members.

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

DISD selected several "peer districts" for comparisons based on similarities in student enrollment, student performance and community and student demographics. The districts selected included Austin, El Paso, Fort Worth, Houston and San Antonio.

Many TSPR recommendations would have no direct financial impact, but would improve the district's operations; others call for additional investments to make such improvements. In all, however, the recommendations in this report would net area taxpayers more than \$48.6 million by 2005-06.

Exhibit 3 provides a detailed list of costs and savings by recommendation.

Acknowledgments

The Comptroller's office and McConnell, Jones, Lanier and Murphy wish to express their appreciation to the DISD Board of Trustees, superintendent Dr. Mike Moses, and the many district employees, students, parents and community residents who helped during this review. Special thanks go to Marie Drake, secretary to Dr. Moses; deputy superintendent Mary Roberts; and her assistant, Cheryl Axley, who jointly served as DISD's liaisons to the review team. They arranged for office space, equipment and meeting rooms, organized meetings, responded to requests and made other valuable contributions to the review team's effort.

Dallas ISD

DISD is the 11th largest school district in the US and the second-largest district in Texas, surpassed only by Houston ISD.

DISD serves more than 160,000 students who come from homes where 58 different languages are spoken. The students are educated in 221 schools: 154 elementary schools; 28 middle and junior high schools; 28 high schools; and 11 multi-level schools that house alternative education programs and special education centers. DISD is a "majority-minority" district; 54.5 percent of its students are Hispanic, 35.9 percent African American, 7.9 percent Anglo, 1.4 percent Asian/Pacific Islander

and 0.4 percent Native American. Economically disadvantaged students make up 74.3 percent of the total student population (**Exhibit 1**).

Exhibit 1
Demographic Characteristics of DISD
and Peer School Districts
2000-2001

District	Student Enrollment	Racial/Ethnic Percentage				
		Percent Hispanic	Percent African-American	Percent Anglo	Percent Other	Percent Economically Disadvantaged
Houston	208,672	54.9	32.1	10.0	3.0	77.0
Dallas	161,670	54.5	35.9	7.9	1.8	74.3
Fort Worth	79,764	45.4	30.9	21.4	2.3	56.6
Austin	77,862	47.8	15.7	33.7	2.8	48.0
El Paso	62,412	78.5	4.8	15.2	1.5	66.8
San Antonio	57,339	85.5	10.0	4.2	0.3	93.3
Region 10	594,529	30.0	21.0	44.0	4.7	43.0
State	4,071,433	41.0	14.0	42.0	3.0	49.2

Source: Texas Education Agency, PEIMS, 2000-01.

DISD's enrollment has risen steadily since 1996-97, from 154,847 to 161,670 in 2000-01 (**Exhibit 2**).

Exhibit 2
DISD Student Enrollment History

School Year	Actual Student Enrollment	Percent Change
1996-1997	154,847	
1997-1998	157,622	1.8%
1998-1999	159,908	1.5%
1999-2000	160,477	0.4%
2000-2001	161,670	0.7%

Source: Texas Education Agency, AEIS, 1996-97 through 1999-2000, and PEIMS 2000-01.

In fiscal 2000, DISD's property value reached \$320,262 per student, compared to a state average of \$215,121 and a Education Service Center Region 10 average of \$292,033 per student. DISD's tax rate is \$1.54753: \$1.47803 for maintenance and operations and \$.0695 for debt service.

The district's annual budget totaled nearly \$1.06 billion for 2000-01, 7 percent more than the 1999-2000 budget of more than \$991 million.

DISD's 1999-2000 Texas Assessment of Academic Skills (TAAS) passing rate was 59.9 percent, well below the state average of 79.9 percent and the Region 10 average of 78.2 percent. The 1999-2000 passing rate, moreover, was significantly lower than the 1998-99 rate of 61.5 percent. TEA has given DISD an AEIS rating of "Academically Acceptable" since 1996; in 1999-2000, DISD had eight Exemplary schools, 16 rated as Recognized, 157 Acceptable and 28 Low Performing. DISD had the highest number of Low Performing schools in the state.

DISD has been under court desegregation orders since 1960. In 1994, the court granted DISD "unitary status," acknowledging that the district has largely implemented the orders. The orders, however, remain in effect.

In recent years, DISD has been plagued by unstable leadership. Dr. Mike Moses, a former state commissioner of Education, was appointed general superintendent on October 20, 2000, by a unanimous vote of the Dallas Board of Trustees. He took the helm on January 3, 2001 as the district's fifth superintendent or interim superintendent in the last four years. The last superintendent, Dr. Bill Rojas, was fired by the board after a little less than one year in office. Yvonne Gonzales, who preceded Dr. Rojas, resigned and was jailed after pleading guilty to embezzling more than \$16,000 from the district.

As DISD works to improve its services, the board, Dr. Moses and his administrators must address and overcome a number of problems, including:

- an inadequate focus on the district's primary mission of educating students.
- a basic lack of accountability at all levels of district operations.
- leadership instability and board turmoil.
- poorly planned and managed contract services.
- the failure of core business functions, including human resources, facilities, purchasing and financial management, to meet basic

district needs and comply with state and federal laws, rules and regulations.

Key Findings and Recommendations

Inadequate Focus on Education

- ***Match the criteria used in DISD's school improvement system with the state's accountability system.*** The district's School Effectiveness Indices (SEI), which it uses as the basis for its School Improvement Awards, does not employ the same standards used by the state's Academic Excellence Indicator System. In 1999-2000, seven DISD schools rated Low-Performing by the Texas Education Agency-the lowest possible rating-received a Silver SEI rating, the district's second-highest rating. Matching the SEI ratings with the state accountability ratings, and basing the monetary rewards on three-year averages, should help ensure the schools receive a consistent accountability measure from both the district and the state.
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- ***Provide oversight for all contracts.*** DISD uses many contracted services, yet some contracts have no one assigned to oversee them. For example, no DISD employee is responsible for managing the \$10.6 million outsourced transportation contract. Disputes about past charges and the ownership of buses remain unresolved. By assigning a qualified individual for contract oversight and project management, the district could better monitor the quality of

services it purchases and ensure the district's interests are protected.

- ***Enforce terms of contracts.*** In many cases, DISD administrators proved to be unaware of the terms of various district contracts, and TSPR found little was being done to enforce contract terms. In May 2000, for example, DISD's armored car service missed 111 scheduled pickups. When this happens, cash must be placed in school safes, a practice that has led to theft. By enforcing contract conditions more stringently DISD can help ensure that public resources remain protected.

Failure of Core Business Functions

- ***Improve human resource management.*** DISD's Human Resource Services department has been disrupted by constant managerial and organizational changes, with no fewer than five different department heads since 1996. This chaos has caused the district's hiring, recruiting and employee administration activities to break down over the years, forcing or allowing campuses and departments to take on these functions themselves. In February 2001, DISD's executive management finally addressed the department's problems by hiring an experienced department head. To reverse the department's long slide, however, the district needs a strategic operating plan that outlines both short- and long-term performance improvement goals.
- ***Develop a comprehensive fixed-asset management system.*** DISD does not have a comprehensive system for keeping tabs on its fixed assets, which are currently valued at more than \$1 billion. The last inventory was conducted in 1998, but variances detected at that time were not investigated adequately and inventory records were not adjusted to reflect the new counts. Many of the district's records are incomplete, making it difficult to track and protect public property. By creating a comprehensive fixed-asset management system, DISD will improve the accountability of its existing fixed assets and will create a process for the safekeeping of new fixed-asset purchases.
- ***Fix administrative technology systems.*** Inadequate or underused technology is at the center of many of DISD's problems. The district's computerized payroll, personnel management, vendor management and financial systems are not running properly, despite a \$5.7 million investment. Before DISD makes any more moves in this area it should conduct a comprehensive business-

case analysis of its needs and decide, based on the best evidence, whether to repair or replace the current system.

- ***Establish a strong purchasing system.*** DISD has been plagued by illegal and inappropriate purchasing practices for many years. Its purchasing controls are weak and, because its processes are cumbersome, many district employees simply circumvent the system to obtain the goods and services they need to do their jobs. A comprehensive purchasing infrastructure that enforces district policy and holds employees accountable would help the district prevent abuses and improve the services offered to its employees.
- ***Make facilities safe for students and staff.*** In November 2000, DISD's schools had 138 outstanding fire code violations, some of them two to five years old. In addition, school entry and exit controls are inconsistent throughout the district and the district estimates that only about half of the metal detectors installed in its schools work. DISD does not conduct regular safety and security assessments of its schools, has no objective performance criteria for grading school safety, and does not hold anyone accountable for fixing problems related to safety and security. A districtwide inspection program would ensure that such problems are identified and addressed efficiently and quickly.
- ***Apply an equitable custodial staffing formula.*** Custodians are not assigned based on the unique characteristics of schools, causing overstaffing at some schools and understaffing at others. The district should apply an equitable custodial staffing formula and increase the square footage allocated per custodian. This would save the DISD almost \$3 million per year.

Exemplary Programs and Practices

TSPR identified numerous "best practices" in DISD. Through commendations in each chapter, this report highlights model programs, operations and services provided by DISD administrators, teachers and staff members. Other school districts throughout Texas are encouraged to examine these exemplary programs and services to see if they can be adapted to meet their own needs. TSPR's commendations include the following:

- ***Medicaid reimbursement*** -DISD aggressively pursues Medicaid reimbursements for the services it provides to students with disabilities. In 2000-2001, DISD switched its contract for the administration of this program from a private sector company to Houston ISD, which was able to provide the service at a lower

cost, thus increasing the net revenue generated for DISD. Through continual evaluation and improvement of processes for obtaining Medicaid reimbursement for eligible costs under the SHARS (school health and related services) and MAC (Medicaid administrative claiming) programs, the district has obtained \$9.8 million since 1997.

- ***Meeting local workforce needs*** -By working closely with campus-based and districtwide advisory committees, the Career and Technology Education (CATE) program has ensured that its offerings are relevant to the needs of area employers. In addition, graduates receive computer-based information about occupations, seminars and job referrals through the district's Graduate Placement Center. In addition, special education students at the Multiple Magnet Center are trained in workplace skills to help them find and keep jobs and live independently.
- ***Student health services*** -Since 1974, the district has forged partnerships with state, local and private health service organizations to provide medical and mental health services to its students. Its nine Youth and Family Centers (YFCs) serve a group of 20 to 25 campuses. In 1999-2000, YFCs treated 11,911 clients, 62.5 percent of whom were economically disadvantaged; 99 percent had no private medical insurance.
- ***Electronic validation of teaching and professional staff certifications*** -With almost 15,000 teachers and other professional staff requiring certification, verification of certification data maintained by the State Board of Educator Certification (SBEC) is a major task. By electronically matching DISD's list of teachers and professional staff with SBEC's master list of current certifications, the district has made the process more efficient. Since August 2000, the district identified seven employees with sanctioned or revoked certifications.
- ***Integrating technology in the classroom*** -Institutions of higher education, community groups and businesses have partnered with DISD providing the district with 1,150 networked computers for 23 schools, 10 printers and specialized training for 20 master teachers. These 20 master teachers will train 20 additional teachers each year in techniques for integrating technology into the curriculum. In addition, DISD is participating in an intradistrict distance learning pilot program that will allow students from throughout the district to receive instruction from a master teacher located in one of the district's six participating high schools.

- ***Three-step annual evaluations of principals*** -In August, area superintendents conduct a "pre-conference" with principals to develop mutually agreed-upon, measurable goals. In January, a mid-year evaluation is held to review peer observations. In June, a final, summary evaluation measures progress toward the established goals.
- ***Arts-in-education initiative*** -ArtsPartners is a citywide arts-in-education initiative launched by the City of Dallas Cultural Affairs Commission in partnership with DISD. Through the program, which operates during the school day, students attend arts and cultural events; have music, dancing and art lessons; or attend the opera, theater or zoo. This program is integrated into the curricula and gives access to cultural events to children from all backgrounds.
- ***Cash Management*** -The district maintains only five checking accounts for normal business operations. This results in lower bank service fees and requires less employee time reconciling accounts and overall administration of the accounts.
- ***Contracts for vehicle parts supply services*** -DISD contracts with a nationally recognized parts company to provide a guaranteed price for 85 percent of all auto parts on demand and 95 percent of all auto parts that are delivered by the next business day after ordering. The contract also requires full manufacturer's warranties on all parts and a fixed 10 percent net profit for the contractor.

Savings and Investment Requirements

Many of TSPR's recommendations would result in savings and increased revenue that could be used to improve classroom instruction. The savings identified in this report are conservative and should be considered minimums. Proposed investments of additional funds usually are related to increased efficiencies, savings or improved productivity and effectiveness.

TSPR recommends 193 ways to save DISD more than \$69.9 million in gross savings over a five-year period. Reinvestment opportunities would cost the district more than \$16.1 million during the same period. Full implementation of all recommendations in this report could produce net savings of more than \$53.8 million by 2005-06.

Exhibit 3
Summary of Net Savings
TSPR Review of Dallas Independent School District

Year	Total
2001-02 Initial Annual Net Savings/(Costs)	\$5,282,629)
2002-03 Additional Annual Net Savings)	\$12,275,123)
2003-04 Additional Annual Net Savings)	\$12,721,261)
2004-05 Additional Annual Net Savings)	\$12,721,261)
2005-06 Additional Annual Net Savings	\$12,761,261
One Time Net Savings/(Costs)	(\$1,935,990)
TOTAL SAVINGS PROJECTED FOR 2001-2006	\$53,825,545

A detailed list of costs and savings by recommendation appears in **Exhibit 3**. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines and estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions needed to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

TSPR recommends the DISD board ask district administrators to review the recommendations, develop an implementation plan and monitor its progress. As always, TSPR staff members are available to help implement these proposals.

EXECUTIVE SUMMARY

Summary of Costs and Savings by Recommendation (Exhibit 3) (Chapters 1-4)

Exhibit 3 Summary of Costs and Savings by Recommendation

Recommendation	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	Total 5-Year (Costs) or Savings	One-Time (Costs) or Savings
PART 1							
Chapter 1 - District Organization and Management							
1	Expand the board members' code of conduct and develop standard operating procedures. p. 35	\$0	\$0	\$0	\$0	\$0	\$0
2	Revise the board policy on news releases to include protocols for how board members and administrators should communicate with the media. p. 37	\$0	\$0	\$0	\$0	\$0	\$0
3	Request that the Commissioner of Education appoint a monitor to advise board members on governance issues. p. 39	\$0	\$0	\$0	\$0	\$0	(\$26,250)
4	Provide specific and targeted continuing education for board members and amend board policies to require board members to	\$0	\$0	\$0	\$0	\$0	\$0

	attend "designated" mandatory continuing education. p. 42							
5	Maintain the board's Committee of the Whole and eliminate the remaining four standing committees. p. 44	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Present to the board financial, management and program-related information in a summary format and use computer technology to provide detailed information. p. 45	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Restructure the roles and responsibilities of support staff in the Board Services Office according to functions performed and eliminate two board assistant positions. p. 48	\$90,017	\$90,017	\$90,017	\$90,017	\$90,017	\$450,085	\$0
8	Review board travel, cell phone use and printing expenditures as part of the board's self-monitoring process and reduce the budget for board perquisites. p. 50	\$56,250	\$56,250	\$56,250	\$56,250	\$56,250	\$281,250	\$0
9	Conduct a strategic planning retreat to re-energize the strategic planning process and review the status	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	of <i>Vision 2003</i> , p. 55							
10	Restructure DISD's organization, grouping similar administrative and operations positions, reassigning essential support services to area offices and establishing formal communication protocols based on the new reporting relationships. p. 61	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	Reduce the number of central office positions by 3 percent to control administrative costs during a period of flat enrollment. p. 69	\$1,942,398	\$3,884,796	\$3,884,796	\$3,884,796	\$3,884,796	\$17,481,582	\$0
12	Define the roles and responsibilities for the central office and area offices to require that area superintendents focus on operational issues. p. 71	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	Revise the performance evaluation instrument for central administrators to better measure the performance of employees performing non-teaching	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	functions. p. 73							
14	Redirect central office instructional specialists to the area offices to decentralize instructional support services for mathematics and science. p. 74	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Reassign budget analysts, employment administrators and project liaisons to area offices. p. 77	\$0	\$0	\$0	\$0	\$0	\$0	\$0
16	Reestablish the principals' leadership academy to train assistant principals from within DISD to be principals and develop an in-house leadership training program for principals and area superintendents. p. 79	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17	Develop a formal process for assigning and transferring principals and formally communicate this process to principals and assistant principals throughout the district. p. 80	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18	Develop a formal process to allow principals to participate in the screening, interviewing and	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	selection of assistant principals and deans of instruction before assignments are made. p. 81							
19	Provide targeted training in site-based decision making to board members, central administrators, principals, teachers and School Community Councils. p. 83	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Reduce the number of law firms contracted to provide legal services to DISD. p. 87	\$240,640	\$240,640	\$240,640	\$240,640	\$240,640	\$1,203,200	\$0
21	Develop and implement a policy requiring the general counsel to assign all cases to outside counsel. p. 89	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22	Update the existing Microsoft Access database with the 1999-2000 outside counsel's caseload activity and related legal fees. p. 89	\$0	\$0	\$0	\$0	\$0	\$0	(\$30,000)
23	Prepare a short-term plan to comply with the desegregation order and request that the court immediately relinquish jurisdiction and dismiss the desegregation	\$0	\$0	\$561,538	\$561,538	\$561,538	\$1,684,614	\$0

29	Identify the factors contributing to low income and ethnic minority students' low TAAS scores and develop strategies to improve the scores. p. 120	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30	Increase emphasis on testing all students and reducing TAAS exemptions. p. 123	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31	Ensure that DISD high school students have equal access to advanced academic courses. p. 126	\$0	\$0	\$0	\$0	\$0	\$0	\$0
32	Increase student enrollment in the district's "recommended" and "distinguished achievement" graduation programs. p. 127	\$0	\$0	\$0	\$0	\$0	\$0	\$0
33	Review the district's Algebra I and U.S. History curricula to ensure that they accurately reflect the material covered in end-of-course examinations. p. 129	\$0	\$0	\$0	\$0	\$0	\$0	\$0
34	Develop strategies to increase student participation and assist students in improving their SAT and ACT scores. p. 132	\$0	\$0	\$0	\$0	\$0	\$0	\$0

35	Develop and follow a schedule for the development and revision of curriculum guides. p. 136	(\$111,000)	(\$111,000)	(\$111,000)	(\$111,000)	(\$111,000)	(\$555,000)	\$0
36	Reclassify an executive-level superintendent's position as deputy superintendent of Curriculum and Instruction and assign all instructional functions and the area superintendents to that position. p. 139	\$0	\$0	\$0	\$0	\$0	\$0	\$0
37	Reorganize personnel and functions to provide special education services efficiently and effectively. p. 151	\$0	\$0	\$0	\$0	\$0	\$0	\$0
38	Aggressively monitor compliance and annually train all campus personnel on the <i>Special Education Operations Manual</i> . p. 154	\$0	\$0	\$0	\$0	\$0	\$0	\$0
39	Develop an automated tracking system for Special Education referrals, assessments and placements and provide monthly reports to area superintendents and principals. p. 155	\$0	\$0	\$0	\$0	\$0	\$0	\$0
40	Develop procedures to	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	correctly and equitably identify gifted and talented students in all racial and ethnic groups. p. 161							
41	Respond to the principal recommendations of the 1996 report <i>Gifted and Talented Program Review</i> . p. 162	\$0	\$0	\$0	\$0	\$0	\$0	\$0
42	Improve Career and Technology Education (CATE) strategic planning by tracking student preferences indicated on the Individual Academic and Career Plan forms and Choices sheets and comparing them with CATE offerings. p. 170	\$0	\$0	\$0	\$0	\$0	\$0	\$0
43	Improve middle school career exploration by installing integrated interactive career investigation laboratories in all schools. p. 172	(\$200,000)	(\$200,000)	(\$200,000)	(\$200,000)	(\$160,000)	(\$960,000)	\$0
44	Prepare all limited English proficient students to take the TAAS by administering the Spanish TAAS and the released TAAS and use the results to plan instruction. p. 177	\$0	\$0	\$0	\$0	\$0	\$0	\$0
45	Reassign Bilingual Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	(BE)/English as a Second Language (ESL) teachers to reduce or eliminate the need for ESL waivers and to concentrate BE teachers in elementary schools with large limited English proficient populations. p. 179							
46	Exit limited English proficient students from Bilingual Education/English as a Second Language programs as soon as they meet the appropriate criteria. p. 181	\$0	\$0	\$0	\$0	\$0	\$0	\$0
47	Provide campus-level training to assist teachers in using best practices to improve the academic performance of economically disadvantaged students. p. 186	\$0	\$0	\$0	\$0	\$0	\$0	\$0
48	Relieve counselors of administrative and testing activities so that they can devote their time to providing direct services to students. p. 198	(\$1,404,642)	(\$1,404,642)	(\$1,404,642)	(\$1,404,642)	(\$1,404,642)	(\$7,023,210)	\$0
49	Centralize the coordination, resource allocation and leadership of staff training efforts	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	208							
50	Conduct needs assessments and evaluate the effectiveness and quality of existing training to improve course offerings. p. 211	\$0	\$0	\$0	\$0	\$0	\$0	\$0
51	Create a central, comprehensive course administration system for the district to schedule, register and track individual training activities. p. 214	\$0	\$0	\$0	\$0	\$0	\$0	\$0
52	Use innovative delivery methods for staff training. p. 216	\$0	\$0	\$0	\$0	\$0	\$0	\$0
53	Assess teacher support programs and set goals and strategies for the program. p. 219	(\$30,244)	(\$30,244)	(\$30,244)	(\$30,244)	(\$30,244)	(\$151,220)	\$0
	Chapter 2 Total	(\$1,745,886)	(\$1,745,886)	(\$1,745,886)	(\$1,745,886)	(\$1,705,886)	(\$8,689,430)	\$0
Chapter 3 - Community Involvement								
54	Combine the duties performed by the executive director and director of Community Relations and eliminate the executive director position. p. 230	\$73,107	\$73,107	\$73,107	\$73,107	\$73,107	\$365,535	\$0
55	Develop and implement an annual operating plan to provide strategic focus for the Communications Department. p. 233	\$0	\$0	\$0	\$0	\$0	\$0	\$0

56	Develop strategies and goals for improving districtwide internal and external communications. p. 237	\$0	\$0	\$0	\$0	\$0	\$0	\$0
57	Enhance DISD's Web site so that it can be used more effectively as a timely communications tool. p. 241	\$0	\$0	\$0	\$0	\$0	\$0	\$0
58	Discontinue the use of the unofficial name "Dallas Public Schools." p. 242	\$0	\$0	\$0	\$0	\$0	\$0	\$0
59	Develop formal guidelines for sunseting and restructuring districtwide advisory committees and establish well-defined oversight authority within the district's management structure. p. 259	\$0	\$0	\$0	\$0	\$0	\$0	\$0
60	Eliminate DISD's contracted outreach services with local chambers of commerce. p. 261	\$215,000	\$215,000	\$215,000	\$215,000	\$215,000	\$1,075,000	\$0
61	Establish a task force to work with principals and volunteers at schools without structured parental involvement organizations to ensure that all schools have active	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	organizations by 2003. p. 263								
	Chapter 3 Total	\$288,107	\$288,107	\$288,107	\$288,107	\$288,107	\$1,440,535	\$0	
Chapter 4 - Personnel Management									
62	Establish effective human resource management practices and improve customer service. p. 278	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
63	Consolidate and update district policies and guidelines into one employee handbook. p. 280	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
64	Develop a standard operating procedures manual for the Human Resource Services department p. 281	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
65	Discontinue the practice of routinely issuing employment contracts to non-certified professional employees. p. 283	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
66	Create a pay for performance compensation plan. p. 285	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
67	Grant annual car allowances for personal vehicle use to executive level positions only with exceptions for other positions when required travel is properly documented and justified. p. 288	\$338,041	\$405,649	\$405,649	\$405,649	\$405,649	\$1,960,637	\$0	\$0

68	Modify district policy and guidelines to limit the amount of time employees can be placed on administrative leave with pay. p. 291	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000	\$0
69	Obtain legal advice and establish a district policy regarding DISD staff performing their same job through a temporary employment agency. p. 292	\$0	\$0	\$0	\$0	\$0	\$0	\$0
70	Conduct an annual evaluation of the recruitment programs and staffing projections. p. 299	\$0	\$0	\$0	\$0	\$0	\$0	\$0
71	Develop selection criteria and documented procedures to hire employees and process employment applications. p. 302	\$0	\$0	\$0	\$0	\$0	\$0	\$0
72	Require campus administrators and teachers to use the district's automated substitute calling system for teachers. p. 304	\$0	\$0	\$0	\$0	\$0	\$0	\$0
73	Develop an evaluation tool for substitute teachers that is completed at the end of each assignment. p. 305	\$0	\$0	\$0	\$0	\$0	\$0	\$0
74	Conduct exit	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	interviews with all departing DISD employees and reformat the follow-up survey report to capture summary level information on the reasons employees leave the district. p. 307							
75	Aggressively develop, implement and support a quality, ongoing records management program, in compliance with the state public government records guidelines. p. 310	\$0	\$0	\$0	\$0	\$0	\$0	\$0
76	Maintain personnel files in a consistent and legally compliant manner. p. 314	\$0	\$0	\$0	\$0	\$0	\$0	(\$7,456)
77	Complete software and equipment upgrades and work closely with the districtwide information technology assessment effort. p. 316	\$0	\$0	\$0	\$0	\$0	\$0	(\$20,000)
78	Image all documents as received to ensure up-to-date backup of documents in case of record destruction or loss. p. 317	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 4 Total	\$438,041	\$505,649	\$505,649	\$505,649	\$505,649	\$2,460,637	(\$27,456)

EXECUTIVE SUMMARY

Summary of Costs and Savings by Recommendation (Exhibit 3) (Chapters 5-8)

Exhibit 3 Summary of Costs and Savings by Recommendation

Recommendation	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	Total 5-Year (Costs) or Savings	One-Time (Costs) or Savings
Chapter 5 - Facilities Use and Management							
79	Restructure the operating units and reporting responsibilities under Facilities Support to provide more focus on planning, management, operations and quality control. p. 326	\$0	\$0	\$0	\$0	\$0	\$0
80	Use the data from the Functional Equity Study to develop long-term strategies to upgrade facilities. p. 330	\$0	\$0	\$0	\$0	\$0	\$0
81	Complete the planning components necessary for a fully integrated 10-year facilities master plan. p. 333	\$0	\$0	\$0	\$0	\$0	(\$50,000)
82	Develon	\$0	\$0	\$0	\$0	\$0	\$0

	prototypical designs for educational facilities that provide flexibility in responding to site and neighborhood concerns and save the cost of additional design fees each time a new school is built. p. 335							
83	Conduct post-occupancy evaluations of major construction projects. p. 337	\$0	\$0	\$0	\$0	\$0	\$0	(\$750,000)
84	Develop a plan that addresses the quality and construction of portable buildings based on the length of time they realistically will remain in service. p. 339	\$0	\$0	\$0	\$0	\$0	\$0	\$0
85	Redraw the boundaries for high school clusters and middle and elementary schools. p. 350	\$0	\$0	\$0	\$0	\$0	\$0	\$0
86	Conduct a comprehensive audit of utility and custodial costs associated with after-school facilities use and	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	procedures and eliminate the department created as a solution to weak internal controls. p. 451							
111	Consolidate supplemental pay codes and implement Internal Audit Department recommendations. p. 454	\$0	\$0	\$0	\$0	\$0	\$0	\$0
112	Purchase lockable bank-bag type envelopes for payroll transmittal. p. 456	(\$12,500)	(\$6,250)	(\$6,250)	(\$6,250)	(\$6,250)	(\$37,500)	\$0
113	Hold immediate supervisors responsible for notifying the Payroll Department of employee terminations, and reduce their department's budget by the amount of overpayments for which they are responsible. p. 457	\$0	\$0	\$0	\$0	\$0	\$0	\$0
114	Expand direct deposit marketing efforts through the use of the district Intranet, weekly publications, incentives.	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	partnerships with banking institutions and a "direct deposit week." p. 459							
115	Work with the Technology Services Division to improve deficiencies in the accounts payable system and ensure that any request for proposals (RFP) for a new system fully addresses employees' issues and concerns. p. 462	\$0	\$0	\$0	\$0	\$0	\$0	\$0
116	Centralize middle and high school activity fund administration under five area business managers. p. 469	(\$154,377)	(\$231,565)	(\$231,565)	(\$231,565)	(\$231,565)	(\$1,080,637)	\$0
117	Target activity fund audits based on in-depth risk assessments and establish a staggered audit schedule. p. 472	\$0	\$0	\$0	\$0	\$0	\$0	\$0
118	Use the full capabilities of the activity fund software and require all schools to use the system. p. 475	\$0	(\$3,120)	(\$3,120)	(\$3,120)	(\$3,120)	(\$12,480)	(\$8,164)
119	Require at least two signatures on	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	business case, detailed study of DISD's business, control and operating environment to support a decision to purchase an integrated software system. p. 489							
126	Transfer external audit oversight responsibilities from the chief financial officer to the board. p. 490	\$0	\$0	\$0	\$0	\$0	\$0	\$0
127	Examine the PEIMS data reporting process and implement the recommendations made in previous studies to ensure the accuracy of data reported to the Texas Education Agency. p. 493	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 7 Total	(\$94,701)	(\$168,759)	(\$168,759)	(\$168,759)	(\$168,759)	(\$769,737)	(\$8,164)

PART 2

Chapter 8 - Purchasing and Contract Management

128	Establish a purchasing infrastructure that enforces policy and control procedures. p. 514	\$0	\$0	\$0	\$0	\$0	\$0	\$0
129	Renegotiate the	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	Purchasing Department's policy and procedures manual. p. 526							
135	Develop procedures for approving the addition of vendors to the database. p. 528	\$0	\$0	\$0	\$0	\$0	\$0	\$0
136	Require all schools to use procurement cards for purchases of \$1,000 or less. p. 530	\$0	\$0	\$0	\$0	\$0	\$0	\$0
137	Eliminate or reduce the Service Centers' supply warehouse operations and implement an effective inventory management system. p. 535	\$0	\$2,599,165	\$2,483,765	\$2,483,765	\$2,483,765	\$10,050,460	\$0
138	Develop and implement a department-wide fleet replacement schedule. p. 537	(\$153,375)	(\$122,700)	(\$122,700)	(\$122,700)	(\$122,700)	(\$644,175)	\$0
139	Automate the districtwide textbook inventory system to improve textbook tracking. p. 541	\$329,981	\$285,581	\$285,581	\$285,581	\$285,581	\$1,472,305	(\$496,600)
140	Perform an annual physical inventory of all	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	textbooks and implement periodic cycle counts to ensure inventory accuracy and accountability. p. 543							
141	Operate the Graphics Department as a full cost-reimbursement internal service fund. p. 546	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 8 Total	\$176,606	\$2,762,046	\$2,646,646	\$2,646,646	\$2,646,646	\$10,878,590	(\$496,600)

167	Conduct a feasibility study for outsourcing student transportation and develop a request for proposals. p. 640	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Chapter 10 Total		\$437,265	\$508,714	\$508,714	\$508,714	\$508,714	\$2,472,121	\$0

Chapter 11 - Food Services

168	Include Food Services management in key decisions affecting the department and clarify the authority of Food Services field specialists over the day-to-day operations of their assigned school kitchens. p. 650	\$0	\$0	\$0	\$0	\$0	\$0	\$0
169	Require monthly physical inventories at district kitchens and establish appropriate order quantities for the warehouse and kitchens. p. 651	\$0	\$0	\$0	\$0	\$0	\$0	\$0
170	Strengthen cash controls at district cafeterias. p. 655	\$0	\$0	\$0	\$0	\$0	\$0	\$0
171	Review the district's contract with its armored car service. p. 656	\$0	\$0	\$0	\$0	\$0	\$0	\$0
172	Evaluate alternatives for providing and transporting food services to the eight satellite locations and conduct an audit of proper sanitation procedures. p. 657	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	658							
173	Aggressively seek to identify all students eligible for free and reduced-price meals. p. 665	\$1,365,190	\$2,755,380	\$2,755,380	\$2,755,380	\$2,755,380	\$12,386,710	\$0
174	Use electronic scanners to complete data entry for processing free and reduced-price meal applications. p. 666	\$70,482	\$70,482	\$70,482	\$70,482	\$70,482	\$352,410	(\$6,000)
175	Increase student participation in the National School Lunch Program. p. 671	\$0	\$0	\$0	\$0	\$0	\$0	\$0
176	Discontinue vending and concession operations during the lunch period. p. 674	\$350,746	\$350,746	\$350,746	\$350,746	\$350,746	\$1,753,730	\$0
177	Schedule lunches closer to normal meal hours and increase the number of lunch serving periods, where possible. p. 676	\$0	\$0	\$0	\$0	\$0	\$0	\$0
178	Increase student participation in the School Breakfast Program. p. 678	\$0	\$0	\$0	\$0	\$0	\$0	\$0
179	Develop a food services facilities master plan in conjunction with the overall district facilities master planning effort. p. 680	\$0	\$0	\$0	\$0	\$0	\$0	\$0
180	Reduce the time required for kitchen	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	management. p. 703							
187	Evaluate whether DISD should continue to maintain its current Dispatch Center. p. 704	\$0	\$0	\$0	\$0	\$0	\$0	\$0
188	Ensure that district security employees are properly equipped. p. 706	(\$53,200)	(\$53,200)	(\$53,200)	(\$53,200)	(\$53,200)	(\$266,000)	\$0
189	Modify the district's Student Code of Conduct to align the student disciplinary offenses with the consequences. p. 711	\$0	\$0	\$0	\$0	\$0	\$0	\$0
190	Develop a comprehensive long-range plan for the district's alternative education programs. p. 713	\$0	\$0	\$0	\$0	\$0	\$0	\$0
191	Improve the district's transition process for at-risk students. p. 714	\$0	\$0	\$0	\$0	\$0	\$0	\$0
192	Renegotiate the Community Education Partners contract to reflect district interests regarding accountability standards, guaranteed enrollment and contract termination. p. 715	\$0	\$0	\$0	\$0	\$0	\$0	\$0
193	Develop, finance and implement a phased plan for	(\$30,000)	(\$16,800)	(\$16,800)	(\$16,800)	(\$16,800)	(\$97,200)	(\$70,000)

	installing required life safety systems and other preventive measures at all district facilities. p. 718							
	Chapter 12 Total	(\$83,200)	(\$70,000)	(\$70,000)	(\$70,000)	(\$70,000)	(\$363,200)	(\$70,000)
Total - All Chapters								
	Gross Savings	\$8,100,632	\$15,123,309	\$15,569,447	\$15,569,447	\$15,569,447	\$69,932,282	\$0
	Gross Costs	(\$2,818,003)	(\$2,848,186)	(\$2,848,186)	(\$2,848,186)	(\$2,808,186)	(\$14,170,747)	(\$1,935,990)
	Total	\$5,282,629	\$12,275,123	\$12,721,261	\$12,721,261	\$12,761,261	\$55,761,535	(\$1,935,990)

Total Gross Savings	\$69,932,282
Total Gross Costs	(\$16,106,737)
Net Savings/(Costs)	\$53,825,545

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter discusses the organization and management of the Dallas Independent School District (DISD) in seven sections:

- A. Governance
- B. Planning
- C. Policies and Procedures
- D. District Management
- E. School Management and Site-Based Decision-Making
- F. Legal Services
- G. Desegregation Order

The organization and management of a school district requires cooperation between elected members of the Board of Education and district staff. The board's role is to set goals for the district in both instructional and operational areas, determine the policies that will govern the district, approve the plans to implement those policies and provide the funding necessary to carry out the plans.

BACKGROUND

Under the Texas Education Code, the Board of Education of a Texas independent school district is a corporate body, elected by the public with the "exclusive power and duty to govern and oversee the management of the public schools of the district." The board, as a legal agent of the State of Texas, derives its status from the Texas Constitution and the Legislature. It must function in accord with state and federal statutes, as well as regulations that interpret those statutes and relevant court decisions. Specific powers granted to the board under the Education Code include the powers and duties to:

- Adopt rules and bylaws necessary to govern and oversee management of the public schools of the district;
- Acquire and hold real and personal property, sue and be sued and receive bequests and donations and other money or funds;
- Dispose of property no longer necessary for the operation of the school district;
- Levy and collect taxes; issue bonds, including determining the tax rate when a specific tax rate has not been adopted at an election authorizing a tax;
- Prepare, adopt and file a budget for the next fiscal year and file a report of the revenues and expenditures for the preceding fiscal year;

- Have district accounts audited following the close of each fiscal year at district expense;
- Ensure that a district improvement plan and campus improvement plans are developed, reviewed and revised annually;
- Publish an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward the objectives; and
- All powers and duties not specifically delegated by statute to the Texas Education Agency or to the State Board of Education.

The school district staff is responsible for implementing on a day-to-day basis the plans approved by the board and recommending modifications to ensure the district operates effectively. The superintendent, as the chief executive officer of the district, recommends the staffing levels and the resources necessary to operate and accomplish the board's goals and objectives.

Chapter 1

A. GOVERNANCE (PART 1)

DISD's Board of Education consists of nine members elected from single-member districts. Trustees are elected to three-year terms on a rotating basis, with one-third of the board members up for election each year. Three trustees stood for election in May 2001. The discussion of board member activities that follows addresses the board that existed through May 2001, prior to the election.

The current board is listed in **Exhibit 1-1**.

Exhibit 1-1
DISD Board of Education
As of May 2001 Election

Name	Title	Term Expires	Full Years of Service as of May 2001	Occupation
Ken Zornes	President	2002	2 Years	Teacher/Administrator
Ron Price	1st Vice President	2003	4 Years	College Administrator
Kathleen Leos	2nd Vice President	2004	6 Years	Education Consultant
George Williams	Secretary	2003	2 Years	Marketing Director
Roxan Staff	Member	2002	5 Years	Banker
Hollis N. Brashear	Member	2002	9 Years	Engineer
Lois Parrott	Member	2003	5 Years	College Professor
Lew Blackburn	Member	2004	0 Years	College Professor
Rafael Anchia	Member	2004	0 Years	Attorney

Source: DISD Superintendent's Office, May 2001.

Note: The board that was in place during the review included the following members not listed above: Se-Gwen Tyler, defeated by Lew Blackburn and José Plata, succeeded by Rafael Anchia. In addition, the

following held leadership positions during the review: Roxan Staff, President; Se-Gwen Tyler, 1st Vice President; Kathleen Leos, 2nd Vice President and Ron Price, Secretary.

Regular board meetings are held on the fourth Thursday of each month at 6:00 p.m. in the auditorium of the Administration Building located at 3700 Ross Avenue. The public is welcome to attend all meetings and citizens wishing to address the board about specific agenda items must register before 3:00 p.m. the day of the meeting in the Board of Education Office during regular office hours indicating the specific agenda items they wish to address. Citizens' comments are limited to three minutes. The board will not deliberate, discuss or make decisions on public comments unrelated to items on the meeting agenda.

The board also conducts a special monthly public forum for people to address issues other than those included as specific agenda items. The forum is limited to one hour and begins at the conclusion of business at the Committee of the Whole and immediately before the closed session held on the same day. Delegations of more than five people wishing to address the same item must appoint one person to represent the group's view to the board. Citizens cannot comment on individual personnel or individual students in either public session.

The board president and superintendent develop the agenda for board meetings. Agenda items, however, come from a variety of sources including board members, the superintendent or members of the superintendent's cabinet. Individual board members submit to the board president by the Friday before the regular meeting any item they wish to have considered on the agenda.

The superintendent and executive leadership team, beginning as early as three weeks prior to the regularly scheduled monthly board meetings, organize the agenda items, which usually are reviewed in either the Audit Committee, Governance and Policy Committee, Education Committee or the Committee of the Whole before the board meeting. An additional committee is the Public Input Committee, but that committee is not currently on the regular monthly meeting schedule.

The Audit, Governance and Policy and Education Committee meetings are held on the second Tuesday of the month and the Committee of the Whole meeting is held on the third Wednesday of the month. Board members can change the agenda as a result of items discussed in any of the committee meetings. The agenda is finalized and posted by the Friday before the regular board meeting. The executive director for Board Services, who serves as the board secretary, compiles the agenda books according to the finalized posted agenda that includes all supporting documents. The board

secretary delivers the agenda books to board members on the Friday before the regularly scheduled Thursday meeting. Each board member has from Friday through Thursday to contact the superintendent or cabinet members with any questions or clarifications they need about information in the agenda book.

The board secretary prepares the official minutes of all open meetings. The board secretary, along with other board members, reviews the official minutes of all meetings for accuracy and completeness prior to approval. DISD makes both audiotapes and videotapes of open meetings and keeps them on file for two years.

The board's staff prepares audiotapes of discussions in closed session and forwards sealed tapes to the district's law firm for safekeeping.

FINDING

Although DISD board members appear to understand their roles and responsibilities, the majority of them do not restrict their activities to making policy. Board members can recite the textbook definition of their roles and responsibilities; however, some of them routinely attempt to individually participate in management activities. These activities include, but are not limited to, conducting monthly meetings with principals of schools, involving themselves in personnel decisions such as the appointment of principals and assistant principals, and contacting area superintendents and central administrators with time-consuming data requests. More than 50 percent of the 156 principals participating in the principals' focus groups said they have been contacted directly by board members to discuss position vacancies, student performance, teacher performance and issues brought to them by their constituents.

Some board members communicate directly with principals, scheduling meetings as if they were district administrators. Board members that have continuing, direct contact with principals throughout the system undermine the authority of the superintendent by engaging in administrative activities that are within the responsibility of members of the superintendent's cabinet and area superintendents.

Board members' misinterpretation of DISD's policies also contributes to micromanagement. For example, Board Policy BKB (LOCAL), Administrative Organization: Line and Staff Relations states: "Each employee in the district shall be responsible to the board through the general superintendent." This policy statement could be interpreted to mean that each employee of the district is ultimately responsible to the board, rather than to the superintendent, who is responsible to the board.

The board, in an effort to improve its existing governance structure, adopted John Carver's *Policy Governance Model*® on February 1, 2000 to change how it governs the district. The *Policy Governance Model*® is a "hands-off" governance model in which the board sets broad policy parameters, allows the superintendent to freely operate within those broad parameters and holds the superintendent accountable for results.

Board members attended targeted training related to the *Policy Governance Model*® conducted by John Carver before adopting the model. The John Carver training consisted of an introductory session funded by the business community and five separate training sessions funded by DISD at a cost of \$89,801. **Exhibit 1-2** summarizes the overall structure of the Carver *Policy Governance Model*® that is incorporated into board policies.

Exhibit 1-2
Structure of the Carver *Policy Governance Model*®
Incorporated into DISD Board Policies

Category	Description
<i>Executive Limitation</i>	Policies that establish prudence and ethical boundaries on staff action, limiting executive authority.
<i>Governance Process</i>	Policies that deal with the "how" of governance itself, including the board's trusteeship role. The Governance Process describes the board's global governance commitment, governing style, job description, agenda planning, president's role, board members' code of conduct, committee principles, committee structure and the cost of governance.
<i>Board - Superintendent Linkage</i>	Policies that set out the nature of delegation and accountability between the board and superintendent. Board - Superintendent Linkage describes the connection between global governance and management, unity of control (i.e., only officially adopted motions of the board are binding on the superintendent), accountability of the superintendent, delegation to the superintendent and monitoring superintendent performance.
<i>Ends</i>	Policies that currently hold the board's previous mission-related intentions in place while the board defines its work and its relationship to strategic planning. ("Ends" are results to be achieved in students' lives, the recipients of those results where applicable and the cost or priority of those results-all with a long-term perspective. Ends policies are still under development.)

Source: DISD Board Policy Manual, Policy BA (LOCAL), adopted February 1, 2000.

As a result of adopting John Carver's *Policy Governance Model*®, Board Policy BA (LOCAL) specifically states: "Board members may not attempt to exercise individual authority over the district and members' interactions with the superintendent or with staff must recognize the lack of authority vested in individuals except when explicitly board authorized." However, neither the policy nor accompanying regulations explain the intent of the policy or list specific examples of micromanagement by board members considered to be prohibited. Consequently, board members are not clear what activities are prohibited. **Exhibit 1-3** presents specific instances of micromanagement by DISD board members.

Exhibit 1-3
Specific Instances of DISD Board Micromanagement

Area	Micromanagement Activity
Administration	<ul style="list-style-type: none"> • Conducting meetings with principals in individual board members' areas. • Reprimanding principals related to problems presented to individual board members by parents and community members within their respective areas. • Attending conferences related to instructional programs and administrative functions with district administrators. • Requesting names of employees assigned by district administrators to perform district-related activities such as teams formed to improve student performance in low-performing schools. • Requesting data and information directly from members of the executive leadership team rather than submitting requests through the superintendent.
Personnel	<ul style="list-style-type: none"> • Recommending to the superintendent candidates for principal and assistant principal. • Recommending candidates for jobs throughout the district. • Refusing to support superintendent's personnel action to terminate executive and management-level employees that report to the superintendent.
Legal	<ul style="list-style-type: none"> • Assigning cases and requesting legal research from outside counsel in an individual capacity rather than as a corporate body.

	<ul style="list-style-type: none"> • Assigning cases to the board's law firm without notifying the in-house counsel, who is primarily responsible for case management.
Contracts	<ul style="list-style-type: none"> • Recommending vendors to district administrators responsible for purchasing materials, supplies and services. • Working directly with the previous superintendent in an individual capacity rather than as a corporate body to promote contracts. • Directing district personnel, through committee, to consider vendors other than those recommended through the competitive bidding process.

Source: Interviews, focus groups and review of collected data.

The Carver *Policy Governance Model*[®] contains a broad policy statement about the board's "self-monitoring" process. Board Policy BA (LOCAL), Governing Style Item 2, Paragraph 6 states: "The board will monitor and discuss the board's process and performance at each meeting. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Superintendent Linkage categories." However, the majority of board members said the board does not effectively control the activities of its members. As a result, some board members may be using their elected positions to act individually rather than as a member of a corporate body, to disrespect their colleagues and the public by walking in and out of public board meetings and to selectively inform certain board members of matters that potentially affect the board as a whole.

While the Governance Process and Board-Superintendent Linkage categories in Board Policy BA (LOCAL) outline specifically prohibited board activities in the Board Members' Code of Conduct and Accountability of the Superintendent, the categories do not establish a formal "self-policing" structure or describe specific sanctions for board members that engage in micromanagement activities. For example, Accountability of the Superintendent Item 3, Paragraphs 1 and 2 state: "The board will never give instructions to persons who report directly or indirectly to the superintendent and the board will not evaluate, either formally or informally, any staff other than the superintendent." However, the policy is not specific as to penalties that will occur if board members engage in such activities, such as the president of the board removing a member from a board leadership role.

Recommendation 1:

Expand the board members' code of conduct and develop standard operating procedures.

Board members should not take action as an individual, but rather they should act as a body during regular board meetings. Individual requests made by board members of staff that will take time and resources to fulfill should be included on the agenda and brought before the entire board for a majority vote before being acted upon. As a first step, the board should clarify the language in Board Policy BKB (LOCAL), Administrative Organization: Line and Staff Relations to make it clear that employees are responsible to the superintendent, and the superintendent is responsible to the board. Additionally, the board should establish standard operating procedures that gives specific examples of how members will handle day-to-day inquiries, requests for information from staff, direct contact with principals or administrators, handling of personnel related matters, appropriate contact with vendors and the board's attorneys and the like.

DISD's board should also develop a formal self-policing structure to address instances in which board members do not comply with board rules or conform to acceptable board decorum. The structure should be incorporated in board policy and accompanying procedures and should outline specific prohibited actions and related sanctions. For example, the board, as a corporate body, could give the board president the authority to publicly reprimand board members who act individually rather than as a corporate body, and the reprimand would be recorded in the official minutes of the board. Further, the president could also be given the authority to remove board members guilty of engaging in prohibited actions from leadership roles on board committees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president of the board appoints an ad hoc committee of the board to expand the code of conduct, complete with policies, procedures and related sanctions.	August 2001
2.	The superintendent directs the executive director for Board Services to work with the ad hoc committee to establish expectations for board conduct and develop a list of specific board-member behaviors that the board deems unacceptable.	August 2001
3.	The ad hoc committee obtains input from board members as to the type of self-policing structure and related sanctions they would prefer.	September 2001
4.	The ad hoc committee, in cooperation with the executive director	September

	for Board Services, drafts amendments to board policy and related procedures. The executive director for Board Services revises the language in Board Policy BKB (LOCAL), establishes expectations for board conduct and lists specific examples of micromanagement and unacceptable activities in the Board Policy Manual.	2001
5.	The superintendent reviews and approves the policy revisions made by the executive director for Board Services and submits to the board for approval.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although DISD has a protocol for formal communications with the media that designates the board president or designee as spokesperson for the board, some board members do not follow the protocol, which has led to conflicting messages being sent to the media and ultimately the public. The DISD Communications Department has good relations with the local media despite the fact that it has experienced a considerable amount of negative press coverage over the past several years. TSPR conducted a telephone survey with eight major media outlets in the Dallas area to determine the effectiveness of DISD's Communications Department. Nearly all media representatives responding to the telephone survey said that accessibility to Media Relations staff and the superintendent was good. Most media representatives surveyed said the interim special assistant to the superintendent for Communications was particularly helpful with ensuring that all news (positive or negative) was disseminated in a timely manner.

The most significant problem with media relations is that individual board members often express opinions in press conferences that are not reflective of the majority of the board or the superintendent. These incidents magnify the perception that the district is disorganized and constantly dealing with conflict.

This practice occurs even though Board Policy GBBA (REGULATION), School Communications Program: News Media Relations states that the superintendent delegates the responsibility for news releases about overall district operations or activities that include more than one campus to the Communications Department.

Recommendation 2:

Revise the board policy on news releases to include protocols for how board members and administrators should communicate with the media.

DISD's Board Policy GBBA (REGULATION), School Communications Program: News Media Relations regarding news releases should be revised to state that all official statements about the district should come from the superintendent or superintendent designee. In most instances the superintendent designee should be the special assistant to the superintendent for Communications, who should function as the official spokesperson for the district. The policy should be revised further to state that individual board members should not have direct contact with the local media for the purpose of expressing opinions about official school district business, with the exception of communicating actions related to hiring and termination of the superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the superintendent for Communications drafts a revision to Board Policy GBBA (REGULATION) regarding news releases.	August 2001
2.	The special assistant to the superintendent for Communications submits the revised policy to the superintendent for review.	August 2001
3.	The superintendent reviews the draft policy and makes necessary changes.	September 2001
4.	The revised policy on news releases goes into effect.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Collectively, board members do not trust each other. The origins of mistrust stem from board members' feelings that their colleagues have personal agendas that conflict with the board's agenda, engage in "back-room" politics to advance their respective interests and do not respect differences of opinion.

TSPR interviewed all nine board members and noted that feelings of mistrust are pervasive and clearly affect school board governance. The following comments from board members contain examples of actions by

board members that have contributed to the mistrust between members of the board:

- "Board members have leaked information to the press. For example, someone leaked confidential information about the superintendent's search."
- "Board members sometimes openly question the integrity of their colleagues, and the board cannot come together as a team."
- "Often board presidents are elected with 5-4 or 6-3 votes indicating divisiveness among board members."
- "All board members are not always provided the same information, and some board members block access of other board members to information that is often critical to informed board deliberations."
- "The minority view (i.e., the view of those that disagree with the majority position on an issue) of the board is neither respected nor recognized by the majority, and differences of opinion are not respected, which breaks down trust."
- "The minority vote does not want to accept the final vote of the majority and holds press conferences to undo the majority vote."
- "Board members have filed lawsuits against their colleagues in the past."
- "Some board members have gone into the community and made remarks to the media about fellow board members."

Additionally, some board members felt that trust among board members was damaged by the methods used by their colleagues to remove a previous board president from office. The majority of board members said this type of behavior has contributed to feelings of mistrust among members of the board. Some board members feel there are members that do not want the board to succeed, while others feel that existing relationships among board members cannot be mended and DISD would be best served if the entire board were replaced.

School boards typically use team-building training to understand each other's differences, build trust and establish a cohesive governance team that works together as a unit to achieve the overall goals for a school district. DISD board members have attended team-building training over the past five years sponsored by the Texas Association of School Boards (TASB). **Exhibit 1-4** summarizes team-building training attended by board members between March 1, 1996 and November 20, 2000.

Exhibit 1-4
Team-Building Training Attended by DISD Board Members
March 1, 1996 through November 20, 2000

Name	Current	Credit
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	Tenure	Hours
Hollis N. Brashear	June 1992 - Present	22.25
José Plata	February 1995 - Present	22.25
Kathleen Leos	May 1995 - Present	22.25
Lois Parrott	February 1996 - Present	22.25
Roxan Staff	May 1996 - Present	22.25
Ron Price	May 1997 - Present	16.50
Se-Gwen Tyler	September 1998 - Present	9.00
George Williams	January 1999 - Present	9.00
Ken Zornes	June 1999 - Present	9.00

Source: TASB Board Member Training Report, Reporting Period: 3/1/96 - 11/20/00.

The board has attended only nine hours of team-building training as a unit, which may have contributed to the members' inability to understand differences in their respective personalities and how to work together in spite of those differences.

The team-building training they have attended has not enhanced the level of trust among board members in the past and, in the opinion of several board members, the prospect of additional team-building to restore trust is futile.

In August 2000, the Institute for Educational Leadership convened the Task Force for School District Leadership, co-chaired by Dr. Rod Paige, Secretary of the United States Department of Education and former superintendent of Houston Independent School District (HISD) and Ms. Becky Montgomery, chairperson of the St. Paul Public Schools Board of Education, that was a part of the School Leadership for the 21st Century Initiative. The task force was convened to heighten public awareness of the problems that confront the leadership echelons of the nation's public schools. In its report, entitled "Restructuring School District Leadership," issued in February 2001, the task force discusses strategies for dealing with dysfunctional boards, especially those with board members that are driven by special interests or partisan agendas. The report concludes that these activities often alter the performance of too many school board members, ultimately undercutting the stability of a school district over the long term. As a solution, the report suggests reconstituting a school board with an approach used by Dr. Paige in HISD where "the superintendent works with the community and civic leaders to (1) identify potential board

members who will keep the best interests of the children at the forefront, and (2) provide community backing for the candidates of such individuals as a way to promote greater stability in the system."

With the assistance of a consultant, single-member districts for the DISD Board of Education are currently being redrawn, as a result of the 2000 Census. An election will be held in either November 2001 or May 2002, depending on whether the proposed redistricting plan will be challenged in court. Redistricting will provide a unique opportunity for the community to identify potential candidates that could possibly work together for the best interests of the children of DISD.

The Commissioner of Education often appoints monitors to assist school boards that are struggling with various governance issues. TEA charges districts about \$400 per day plus expenses for the services of a monitor to attend all of the board's regular and committee meetings.

Recommendation 3:

Request that the Commissioner of Education appoint a monitor to advise board members on governance issues.

During the interim period before single-member districts are redrawn, DISD should request the services of a monitor to advise the board on governance issues, including their roles and responsibilities as a board member. The monitor would also critique the actions of individual board members and the board as a whole at each regular and committee meeting.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board votes to request a monitor from the Commissioner of Education.	August 2001
2.	The board president contacts the Commissioner of Education to request a monitor to oversee all board meetings before school board elections are held in either November 2001 or May 2002.	August 2001
3.	The Commissioner of Education appoints a monitor to work with the board to improve trust and help the board work together.	September 2001
4.	The monitor attends all board meetings and monitors governance activity before school board elections.	September 2001 - April 2002
5.	The elections are held and new board members are seated.	May 2002

FISCAL IMPACT

TEA will charge DISD approximately \$400 per meeting for professional services plus expenses of about \$125 per meeting (\$25 per diem plus \$100 round trip airline ticket from Austin), for a total of \$525 per meeting. There is one regular board meeting each month and four committee meetings that the monitor would attend each month.

To be conservative, TSPR assumes the election would occur in May 2002, so the monitor would attend meetings beginning in August 2001 through May 2002, or 10 months. There would be 10 regular board meetings and 40 committee meetings (4 per month X 10 months), for a total of 50 meetings.

The total one-time cost to the district would be \$26,250 (\$525 per meeting X 50 meetings) in 2001-02 only.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Request that the Commissioner of Education appoint a monitor to advise board members on governance issues.	(\$26,250)	\$0	\$0	\$0	\$0

Chapter 1

A. GOVERNANCE (PART 2)

FINDING

Board members said that continuing-education training provided by TASB and the Region 10 Education Service Center was adequate, but that they had not received more specific and targeted training in complex issues that face large, urban school districts. Board Policy BBD (LEGAL) and BBD (LOCAL) require certain types of training, but the policies do not require and board members have not had targeted training in areas such as performance management, board public relations, board decorum (such as public meeting etiquette, and negative body language), change management and financial management and budgeting. **Exhibit 1-5** summarizes samples of the type of training attended by DISD board members during the period September 1998 through October 2000.

Exhibit 1-5
Sample of Training Attended by DISD Board Members
September 1998 through October 2000

Training Session	Staff	Tyler	Leos	Price	Zornes	Parrott	Williams	Brashear	Plata
How Does your District Compare?	X								
Delegate Assembly - Resolutions	X	X		X					
Carver - Policy Governance	X	X	X	X	X	X	X		X
Show Me Yours; Here's Mine	X								
When Do They Kick In?	X								
We are Going to Decide	X								
TEC Update	X		X	X		X		X	X

Carver - Team-Building	X								
Carver - Board Retreat	X								
Board President Training	X								
Grassroots 2000	X								
How to Corral a "Maverick" Board Member	X								
Agreeing on and Writing Down Team Operations	X								
Effective School Board Meetings - Introduction	X								
Pathway to Effective Schools		X		X					
Effective Board-Superintendent Relationships		X							
What's the Big Idea?		X							
Texas Caucus of Black School Board Members		X		X				X	
Orientation to Code		X	X						
Boardsmanship Basics		X			X		X		
Life as a Member of the		X	X		X		X		

Board									
Solving Problems and Making Decisions		X			X		X		
Teamwork Basics		X	X		X	X	X		
School Law, Policy and Personnel Basics		X			X				
TEC Orientation		X			X				
Five Models of Staff Development			X						
Building Effective School Governance			X						
Board Teamwork			X						
How Good Educational Leaders Make Tough Decisions			X						
Strategic Planning: Decision-Making with Community			X			X			X
Bilingual Exceptions and ESL Waivers-Issues			X						
Post Legislative Seminar			X	X			X		X

Hispanic Student Excellence			X						
Grass Roots Advocacy Process			X						
Beyond the Culture Wars: How to Find Common Ground				X					
Growing up Digital				X					
Compressing Bilingual Education in an Urban District				X					
Seeds of Greatness				X					
Investigating the Open Meetings Act				X					
School Facilities Questions? We Have Answers!					X				
Serving as a School Trustee					X				
Assessing and Improving Leadership Skills						X			
The Four Roles of Leadership			X			X			
School Law Conference			X				X		
Governance Matters			X					X	

continuing education and travel for board members, participation in targeted training sessions has been sporadic by some members.

Some board members told TSPR that continuing-education training has been more than adequate, but not well attended. Some board members said that some of their colleagues routinely do not attend targeted training sessions-especially the John Carver Policy Governance training. Board members who did not attend the sessions told TSPR that John Carver publicly criticized the board, and they felt this was inappropriate.

Recommendation 4:

Provide specific and targeted continuing education for board members and amend board policies to require board members to attend "designated" mandatory continuing education.

Board members should list specific training sessions they would like to attend, and the executive director for Board Services should identify targeted continuing education opportunities that address their needs. Additionally, Board Policy BBD (LOCAL) should be amended to require mandatory attendance at key continuing education training sessions that will benefit the full board. The mandatory-attendance policy should be included as one of the board-member criteria subject to sanction in the revised code of conduct.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Board members identify specific types of training they wish to attend.	August 2001
2.	The executive director for Board Services compiles a list of board-member training requests and identifies targeted training opportunities.	September 2001
3.	The executive director for Board Services distributes the list of continuing professional-education training sessions to board members.	October 2001
4.	The executive director for Board Services drafts an amendment to Board Policy BBD (LOCAL) regarding continuing education.	September 2001
5.	The executive director for Board Services submits the policy change to the board for approval.	October 2001
6.	Board members attend targeted training sessions.	November 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Some of the activities of the existing board standing committees are micromanagement at the committee level. DISD's board dismantled its standing committee structure during 1999-2000 and replaced it with five basic committees recommended by the Carver *Policy Governance Model*®: the Audit Committee, Governance and Policy Committee, Public Input Committee, Education Committee and the Committee of the Whole. The Audit Committee monitors all operations and administrative functions; the Governance and Policy Committee continuously updates and revises board policies and the related governance issues; the Public Input Committee develops creative strategies to obtain representative input from the general public; the Education Committee reviews and discusses curriculum and instruction-related issues and the Committee of the Whole reviews and approves all action items from the working committees. Accordingly, board members spend the majority of their time monitoring the implementation of board policy through the revised committee structure.

Most board members appear to approve of the existing committee structure because the committees provide opportunities for board members to assume leadership roles, become knowledgeable about district administration and operations and to interact with the executive leadership. However, some board members feel that the committee meeting schedule prevents them from attending all the committee meetings, while others feel that too many administrative and operations functions are handled in the committees. For example, the Audit Committee meeting is held during the morning and, although most board members with full-time jobs can commit to attending committee meetings one day per month, certain board members find it difficult to attend.

The Audit Committee is responsible for monitoring the implementation of board policy and is designed to be a forum where board members can seek clarification of any reports or background information presented by administrators related to action items to be placed on the regular meeting agenda. The Audit Committee monitors business and administrative activities including purchasing, finance, technology, human resources, facilities, transportation, food service and other district functions.

Board Policy BDB (LOCAL), adopted as part of the Carver *Policy Governance Model*®, states the following related to the structure of the Audit Committee: "1a. Product: The board will have a fully screened

financial audit firm for board action no later than May of each year. Within 90 days following board action, the auditor will have a complete scope of audit. Random direct inspection monitoring of the board's asset protection and fiscal policies as chosen by the committee. 1b. Authority: To incur costs of no more than \$150,000 in direct charges."

Audit committees of school districts typically oversee internal and external audits, with little involvement in other operational areas. However, the Carver *Policy Governance Model*® expands the board's authority and provides broad latitude for the board to monitor asset protection and fiscal policies of their choice, including activities that may not be covered in external audit reports such as vendor selection and evaluation during the competitive bidding process.

As a result of the broad policy statement included in Board Policy BDB (LOCAL), some board members and administrators said the Audit Committee covers too many functions, committee members abuse the committee's authority, and the committee has become a forum where directives are issued to the executive staff on behalf of the full board, which is actually micromanagement at the committee level. For example, one board member is said to have suggested particular vendors that the district should consider doing business with. TSPR representatives attended the January 9, 2001 Audit Committee meeting and witnessed a board member make a direct request of DISD staff. The committee was discussing how seven teams of instructional support personnel (referred to as "SWAT Teams") would be deployed throughout the district to assist low-performing schools improve student achievement. One board member, after listening to the staff's methodology for deploying the teams and the activities the teams would perform, directed the staff member to provide a list of names of members of each of the seven SWAT teams for their review—a clear example of micromanagement at the committee level and a violation of the board's *Policy Governance Model*® incorporated into Board Policy BA (LOCAL). Board Committee Principles Item 7, Paragraph 3 clearly states: "Board committees cannot exercise authority over staff. Because the superintendent works for the full board, he or she will not be required to obtain approval of a board committee before an executive action."

Additionally, members of the executive team also said they spend considerable time preparing for board committee meetings, regular board meetings and responding to direct requests from board members. For example, DISD central administrators report the same information to the Audit Committee and the Education Committee because some board members on the Education Committee cannot attend the Audit Committee meeting.

The Houston Independent School District (HISD) does not use permanent board committees or standing committees as part of its governance structure. HISD's board determined that one Committee of the Whole was an efficient way for all board members to become knowledgeable about district administration and operations and to interact with the district's executive leadership team. Board members review all agenda action items with the executive leadership team in the Committee of the Whole meeting, where each has the opportunity to ask questions before the regular board meeting. The superintendent and executive team provide supporting documentation and information as required, and the board issues no directives through the Committee of the Whole. Additionally, the board forms ad hoc committees to address specific issues as necessary. For example, the board formed an ad hoc Legislative Committee in 2000 to formulate the district's legislative agenda for the 2001 Texas Legislature. The board also formed an ad hoc Superintendent's Search Committee in 2001 to begin the process of replacing the superintendent. Both committees will be dissolved once their purpose is served.

Chapter 1

A. GOVERNANCE (PART 3)

Recommendation 5:

Maintain the board's Committee of the Whole and eliminate the remaining four standing committees.

The board should eliminate the Audit Committee, Public Input Committee, Governance and Policy Committee and the Education Committee that are standing committees under the Carver *Policy Governance Model*®. This will require that Board Policy BA (LOCAL) be revised.

Eliminating these committees and retaining the Committee of the Whole will allow the superintendent and his executive leadership team to conduct the business of the district more efficiently by reducing duplicate information requests between committees and reduce the opportunities for board micromanagement at the committee level. The Committee of the Whole will continue to be the place for all board members to interact with the superintendent and his cabinet about action items that will appear on the regular meeting agenda.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president of the board directs the executive director for Board Services to revise Board Policy BA (LOCAL) to eliminate all committees except the Committee of the Whole.	August 2001
2.	The executive director for Board Services revises the policies and presents them to the board for approval.	September 2001
3.	The board approves the revisions to Board Policy BA (LOCAL).	September 2001
4.	The president of the board eliminates all committees except the Committee of the Whole.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

A majority of board members said information provided by the administration is often incomplete or inaccurate. Most board members agree that the existing executive staff and administrators are competent, but cite instances when they have had to vote on agenda items without adequate information. As a result, many board members are concerned that DISD administrators do not provide them with accurate information through the executive-level reporting process.

A minority of board members, however, said the board receives enough detailed and accurate information from the administrative staff to be well informed if they do their homework. The minority says that some board members do not take the time to review information provided to them in their board-agenda packets. During the November 15, 2000 Committee of the Whole meeting, some board members appeared not to have read information provided to them by the administration.

Houston Independent School District executive-level administrators review material in board-agenda packets with each board member the Monday before the regular board meeting held on Thursday. This formal review is scheduled as a part of the board's monthly meetings leading up to the regular board meetings. During this session, the superintendent and key executive-level administrators walk board members through the agenda packets to be sure they have reviewed the packets before the board meeting and are familiar with the issues on which they will be required to take board action.

TSPR reviewed board-agenda packets prepared for regular board meetings held on August 24, 2000, October 26, 2000 and February 22, 2001. Each of the packets contained minutes from previous board meetings, action items for approving budget amendments, contracts and memoranda of understanding between the district and local agencies. The packets also included a ratification of personnel actions from the previous month. Each board action item included supporting documentation detailing the specifics of contracts, agreements, memoranda of understanding or budget amendments.

Although the board-agenda packets included specific supporting documentation related to action items for the regular board meeting, they did not include standard financial reports or performance reports in areas such as student performance, transportation performance and the like. Reports are not in an executive level summary format to encourage board members to review the data to make informed decisions. Financial reports, while not included in board agenda packets, are presented by the chief financial officer during Audit Committee and Committee of the Whole meetings.

Recommendation 6:

Present to the board financial, management and program-related information in a summary format and use computer technology to provide detailed information.

The board must work with the superintendent and executive leadership team to enhance the existing executive-level reporting formats to provide board members with summary data. The format should take into account the information needs of specific board members and include comparative summary reports prepared by the superintendent's cabinet. For example, TSPR recommends enhancing the existing financial reports presented at the board meetings with variance analysis and accompanying notes to explain significant differences from period to period.

In addition to enhancing the executive-level reporting to the board, the superintendent should conduct a formal briefing of all board members to review all pertinent information and action items before each regular board meeting. This will force each board member to review board agenda material in detail before both the Committee of the Whole meeting and the regular board meeting.

Exhibit 1-7 presents examples of summary-level executive management reports that will be helpful to the board.

**Exhibit 1-7
Examples of Summary - Level Executive Management Reports**

Report Title	Sample Contents
Budget Control	<ul style="list-style-type: none">• Summary of departmental budgets by function, with columns for prior-year actual amounts, adopted budget, revised budget, projected balance at year-end and associated variances.• Departmental performance measures, including the status of performance measures for the month.• Summary section highlighting operational or administrative issues affecting performance goals.
Financial Management	<ul style="list-style-type: none">• Revenue and expenditure data showing columns for current and prior-year actual amounts for similar periods.• Notes explaining significant variances.• Bar graphs and pie charts depicting

	<p>comparative revenue and expenditures.</p> <ul style="list-style-type: none"> • Administrative cost ratios, cost per student, transportation costs per mile, food and labor cost per meal, etc., compared to prior years. • Monthly reconciliation of fund balance, including specific items that increase or decrease the balance. • Summary of monthly grant activity, including number and dollar value of grants submitted, number and dollar value of grants awarded and the ratio of grants awarded to grants submitted-all compared to prior years.
Education Program Performance/Student Discipline	<ul style="list-style-type: none"> • Comparative data related to performance such as annual graduation rates, dropout rates and TAAS test scores by school. • Comparative funding of specific education programs between fiscal years (Compensatory Education, Gifted and Talented, Vocational Education). • Actual vs. planned performance, with accompanying notes explaining significant variances between planned and actual performance. • Monthly incidents by school, ethnicity and gender compared to the same month the previous year. • Monthly hearings and related disposition by school, ethnicity and gender compared to the same month in the previous year. • Monthly referrals to alternative-education settings by school, ethnicity and gender compared to the same month in the previous year.

Source: Developed by McConnell, Jones, Lanier & Murphy LLP.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board identifies critical management information desired by board members and designates the type, format and content of executive management reports.	August 2001
2.	The superintendent rolls the board to determine if	August 2001

	monthly briefing sessions are desirable.	
3.	The board approves monthly briefing sessions and sets a standard date on the monthly meeting calendar for the board.	September 2001
4.	The superintendent, in conjunction with the cabinet, develops executive-level reports for review and comment by the board.	September - October 2001
5.	The board suggests the appropriate revisions and the cabinet finalizes the reports.	October 2001
6.	The superintendent submits executive-level management reports to the board.	November 2001 and monthly thereafter
7.	The superintendent and executive team conduct formal briefing sessions for board members before each Committee of the Whole meeting and regular board meeting.	November 2001 and monthly thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The roles, responsibilities and the appropriate staffing levels for board member assistants in the Board Services Office are not clearly defined. Board member assistants are assigned to individual board members rather than to discreet functions such as board travel, constituent communications and event management. Board Policy BBI (LOCAL) states: "The superintendent shall assign a minimum of four administrative assistants whose exclusive duties and responsibilities shall be to assist board members with their official responsibilities." The Board Services Office has a budgeted staff of 10, including four board member assistants; one of the four assistant positions is currently vacant. Three assistants serve two board members each, and one serves three board members.

Employees within the central office told TSPR that some board members use their assistants to attend meetings and luncheons on their behalf as "surrogates." Additionally, because board members are assigned assistants, there is some question as to whether some of the members use the board assistants as "personal valets" to handle unofficial duties for them.

Based on interviews with the executive director for Board Services, it appears that there is not enough work to keep the board assistants busy. The remaining support staff include a data manager and three project liaisons. The support staff transcribe and compile minutes, complete agenda packets, control board documents and assist with records management activities.

Exhibit 1-8 presents the 2000-01 budget for the Board Services Office.

**Exhibit 1-8
Board Services Office Budget
2000-01**

Object Class	Line Item	Amount	Percent of Budget
6100	Salaries	\$459,079	32%
6100	Benefits	27,444	2%
	Subtotal Object 6100	\$486,523	34%
6200	Contract Maintenance & Repair	\$750	0%
6200	Leases - Furniture, Computers and Equip.	12,200	1%
6200	Printing	80,000	6%
6200	Miscellaneous Contracted Services	21,204	1%
	Subtotal Object 6200	\$114,154	8%
6300	General Supplies and Forms Object 6300	\$19,000	1%
6400	Travel & Subsistence - Employee Only	\$3,500	0%
6400	Election Expenses	796,000	55%
6400	Miscellaneous Operating Expenses	22,750	2%
	Subtotal Object 6400	\$822,250	57%
6600	Technology Equipment Object 6600	\$5,000	0%
	Total Organization Budget	\$1,446,927	100%

Source: DISD Board Services Office.

Approximately 57 percent of the Board Services Office budget is allocated to election expenses, and 34 percent is allocated to salaries and benefits. The average salary for the three board assistants is \$44,805, with the lowest paid board assistant earning \$36,484. The salary for the vacant board assistant position based on DISD's Staffing Report by Job Code for a Specialist I 226 (Job Code 1160) is \$39,374. The average salary for the two executive-level positions within the Board Services Office, including the executive director for Board Services and the policy administrator, is \$92,830.

The Houston Independent School District's (HISD) Board Services office has a staff of six to provide support services to the board. The office is responsible for preparing and mailing board agenda packets and assist board members with correspondence, speech-writing and travel arrangements. Assistants in the HISD Board Services Office are assigned specific duties and are not assigned to support individual board members.

Recommendation 7:

Restructure the roles and responsibilities of support staff in the Board Services Office according to functions performed and eliminate two board assistant positions.

The superintendent should require the executive director for Board Services to review, evaluate and clearly define the roles and responsibilities of support staff, to reallocate responsibilities, and to eliminate two board assistant positions. Board assistants should be redefined based on the support functions the office should perform such as board travel, constituent communications and event management.

The job descriptions for all the positions in the Board Services Office should be rewritten to reflect the revised roles and responsibilities. Board Policy BBI (LOCAL) should be revised to reflect the reduced number of board assistants.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the executive director for Board Services to evaluate and define the responsibilities of all board support staff, and to eliminate two board assistant positions and to draft an amendment to Board Policy BBI (LOCAL).	August 2001
2.	The executive director for Board Services reviews, evaluates and clearly defines the roles and responsibilities of board support staff, eliminates two positions and submits the proposed policy amendment to the board.	August 2001

3.	The executive director for Board Services revises the job descriptions of the staff in the Board Services Office to reflect the revised roles and responsibilities.	August 2001
4.	The executive director for Board Services presents the revised job descriptions to the superintendent for review and approval.	September 2001
5.	The executive director for Board Services assigns board assistants to perform support functions such as travel and constituent communications.	September 2001

FISCAL IMPACT

The salary for the vacant Specialist I-226 position is \$39,374, and the average salary for the three remaining board assistants is \$44,805, plus a flat employee benefits amount of \$2,272 and annual car allowance of \$647 per employee. The annual savings of eliminating two assistants would total \$90,017 (\$39,374 + \$44,805 + \$2,272 + \$2,272 + \$647 + \$647).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Restructure the roles and responsibilities of support staff in the Board Services Office according to functions performed and eliminate two board assistant positions.	\$90,017	\$90,017	\$90,017	\$90,017	\$90,017

FINDING

Some DISD board members incur excessive travel expenses and cellular phone charges conducting DISD-related business when compared to their colleagues. DISD Board Policy BBI (LOCAL) provides certain benefits for board members, referred to as "trustee perquisites." Trustee perquisites allowed by board policy include:

- Assistance from the executive director for Board Services or administrative assistants in the preparation of correspondence, speeches, memoranda, resolutions, travel arrangements, hotel accommodations, meetings and other clerical services for district purposes.
- Voice mail and e-mail communications system for district business.
- Access to a board conference room and workstation reserved for trustee use.
- Appropriate parking privileges.

- Reasonable and necessary transportation in district-owned vehicles for public purposes in extraordinary situations. This shall not include regular transportation to perform duties as a trustee.
- Cellular telephone and long-distance telephone service for district and/or trustee-related business.
- Group memberships in regional, state and national educational associations as approved by the board based on the merits of each and its value to the educational program of the district.
- Transportation, meals and housing expenses to local, state or national meetings germane to the board's role.
- Subscriptions to journals pertinent to trusteeship.
- A telephone dictation service available 24 hours-a-day.
- Postage for correspondence relating to the trustees' official duties.
- Board administrative assistants assigned to assist board members with official responsibilities.
- Filing cabinets and materials loaned to trustees during their tenure for use at their residence/office.
- Assorted technological tools such as computers, hand-held organizers and fax transmission resources including a dedicated fax and DSL line.

The 2000-01 budget for the Board of Education includes \$60,000 for board travel and training, \$112,500 for additional board perquisites such as cell phones, printing memos and newsletters to schools within board members' districts, mileage reimbursements and \$30,000 for computer equipment. Board members travel to national conferences that address urban school issues, including conferences sponsored by the National School Boards' Association, Council of Great City Schools and the National Association of Black School Educators.

TSPR reviewed actual expenditures incurred from September 1999 to August 2000 and from September 2000 to January 2001 for board perquisites such as travel, cellular phones, mileage reimbursements, printing and school-related expenditures within board members' districts. Based on this review, TSPR noted that some DISD board members travel extensively to conferences and conventions, use district-provided cellular telephones and incur printing and costs for newsletters, memos and other information items that are distributed to schools in their areas disproportionately compared to their colleagues. For example, four board members accounted for 81 percent of the travel expenditures from September 1999 to August 2000, and four board members accounted for 57 percent of cellular telephone charges during the same period. It is important to note that for members who represent the district on national committees, their travel expenditures may justifiably be higher than other members. **Exhibit 1-9** summarizes actual expenditures from September 1999 to August 2000 for four categories of trustee perquisites.

Exhibit 1-9
Actual Expenditures for Trustee Perquisites
September 1999 - August 2000

Trustee	Cell Phones	School Printing/Misc.	Travel	Mileage	Totals	Percent
Member A	\$757	\$5,308	\$10,755	\$2,825	\$19,645	23%
Member B	1,255	2,975	8,926	2,107	15,263	18%
Member C	1,687	2,606	8,935	0	13,228	15%
Member D	1,929	2,870	4,305	2,851	11,955	14%
Member E	1,557	668	7,955	154	10,334	12%
Member F	1,166	826	3,476	1,103	6,571	8%
Member G	1,371	2,611	314	0	4,296	5%
Member H	2,057	721	228	0	3,006	3%
Member I	843	673	395	0	1,911	2%
Totals	\$12,622	\$19,258	\$45,289	\$9,040	\$86,209	100%

Source: DISD Board Services Office, February 2001.

An analysis of **Exhibit 1-9** reveals that although board members as a whole did not exceed the budgets for travel and board perquisites, five of the nine board members account for 82 percent of the board's expenditures. More significantly, three board members account for 56 percent of the expenditures for trustee perquisites, with one board member accounting for almost one-fourth of the expenditures. Additionally, Board Member A spent significantly more on travel, school-related expenditures and printing than other members of the board. TSPR reviewed detailed travel schedules for Board member A and noted that the board member accompanied DISD staff to two conferences and one trip to observe a unique educational program in Washington, D.C. TSPR also noted that another board member attended a convention held by an advocacy organization that is not education-related.

Exhibit 1-9 also shows that four board members incurred annual cell phone charges in excess of \$1,500 each, accounting for 57 percent of total cell phone expenditures. TSPR reviewed the monthly detail for each board member's cell phone charges and found that the four members in excess of \$1,500 consistently used their cell phones more frequently than their colleagues, and that some board members incurred significant cell phone roaming charges. One board member incurred \$1,258 in cell phone

charges from September 2000 to January 2001, including \$840 in roaming charges.

Recommendation 8:

Review board travel, cell phone use and printing expenditures as part of the board's self-monitoring process and reduce the budget for board perquisites.

Individual board members should discontinue sending memos or newsletters to schools within their districts at DISD's expense. Any communication should be a publication from the board as a whole or from the superintendent. In addition, as part of the board's self-monitoring process included in Board Policy BA (LOCAL), the president of the board, through the superintendent, should designate the executive director for Board Services to prepare a monthly report of expenditures for trustee perquisites by board member for the board's review. The monthly report should be distributed to each board member to be reviewed at each meeting as required by BA (LOCAL). Board members should justify expenditures that appear excessive or disproportionate to those of other board members. The self-monitoring process and related report should be used as a basis for reducing subsequent years' budgets for board perquisites if abuses continue to occur.

Given that board members only spent 75 percent of the \$60,000 travel budget (\$45,289) and 36 percent, \$40,920, of the \$112,500 budgeted for additional board perquisites, the board should reduce the annual budget for board perquisites other than travel by 50 percent. This reduction would curb the abuse of board perquisites.

Additionally, board members should not accompany DISD staff members to conferences or fact-finding trips unless specifically authorized by action of the full board as enumerated in the *Policy Governance Model*®.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the executive director for Board Services to begin preparing monthly reports of expenditures for trustee perquisites.	August 2001
2.	The board president recommends a 50-percent reduction in the board-perquisites budget.	August 2001
3.	The board approves a 50-percent reduction in its perquisites budget.	August 2001
4.	The executive director for Board Services prepares the	September 2001

	monthly reports of expenditure for trustee perquisites and distributes copies to each board member.	and monthly thereafter
5.	The board reviews the monthly report of expenditures for trustee perquisites as part of its self-monitoring process, and individual members justify excessive expenditures as appropriate.	September 2001 and monthly thereafter

FISCAL IMPACT

The 2000-01 budget for board perquisites other than travel and computer equipment is \$112,500. A 50-percent budget reduction will yield annual savings of \$56,250.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Review board travel, cell phone use and printing expenditures as part of the board's self-monitoring process and reduce the budget for board perquisites.	\$56,250	\$56,250	\$56,250	\$56,250	\$56,250

Chapter 1

B. PLANNING

Planning is essential to effective school district management. Proper planning establishes a mission and identifies goals and objectives, sets priorities, identifies ways to complete the mission and determines performance measures and benchmarks to achieve goals and objectives. In its purest sense, planning anticipates the effect of decisions, indicates possible financial consequences of alternatives, focuses on educational programs and methods of support and links student achievement to the cost of education.

The board and superintendent are primarily responsible for DISD's planning, with both establishing the vision and direction for the district and the superintendent coordinating the development of the strategic plan.

Vision 2003 is DISD's district improvement plan-used as a strategic plan-developed by the district and community stakeholders in 1998. In developing *Vision 2003*, DISD's former superintendent directed the strategic planning process that resulted from discussions with district administrators, parents, students, community members and business leaders. The board also commissioned a districtwide survey in 1998 to gather perceptions and information essential to developing the plan from DISD teachers, parents and students in grades 7-12. Most DISD stakeholders agreed that clear and logical connections must exist between the district's mission statement, goals and initiatives to make the strategic plan a reality.

The planning groups discussed measurable "goal categories" and specific goals in each broad category, assigned initiatives on how to reach the goals and challenged the district to develop an implementation plan. As a result, each initiative in the plan includes objectives, timelines for completion and the person(s) responsible. Budget decisions are linked to the expected time frames for implementing each initiative. As annual budget decisions are made, critical needs outlined in the plan are matched with resource allocations. The board also implemented a comprehensive evaluation plan to ensure that *Vision 2003* allowed for change as new knowledge and experience might dictate.

DISD views *Vision 2003* as a "strategic plan with a planning horizon of 2003." The plan identifies seven critical areas for improvement: academics, school completion, student well-being, governance, parent/community participation, technology and organization/management systemic reform. It also identifies 10 priority initiatives to address reading,

mathematics, science, social studies, dropout prevention, graduate follow-up, technology and compliance.

Vision 2003 communicates multiple strategies to achieve DISD's mission. To implement these strategies in an efficient and systematic manner, the district is using a five-phase project-management system including defining, planning, organizing, controlling and completing the initiatives on time, within budget and within specifications. Accordingly, **Exhibit 1-10** summarizes the priority initiatives defined by DISD from *Vision 2003* for the years 2000-2003.

Exhibit 1-10
Vision 2003 Priority Initiatives and Related Goals
2000-2003

Initiative	Goal(s)
Dallas Mathematics Plan Part 1 (Grades K-8)	<ul style="list-style-type: none"> • Purchase and implement standards-based curricula programs for grades K-8 over the next four years and develop an infrastructure and professional development system that supports K-8 teachers' efforts to implement the selected curricula.
Dallas Mathematics Plan Part 2 (Algebra Plan)	<ul style="list-style-type: none"> • Develop an infrastructure and professional development system that supports algebra teachers' efforts to implement standards-based mathematics instruction and curriculum.
Dallas Reading Plan Reading and Language Arts Department	<ul style="list-style-type: none"> • Meet goal of 90 percent of DISD students attaining grade-level reading proficiency by 2003 as measured by the district-adopted norm-referenced test and continue reading and language arts development at grade-level expectancy throughout their schooling.
Dallas Science Plan	<ul style="list-style-type: none"> • Meet goal of 90 percent of all students passing any state-required science assessment or any applicable norm-referenced test by 2003.
Dallas Social Studies Plan	<ul style="list-style-type: none"> • Align curriculum in social studies from PreK-12 by 2001. • Train teachers to use an integrated approach to teach the eight strands of social studies while focusing on the historical context in which events occur. Increase the rate of students passing the state-required social

	<p>studies assessment to 90 percent by 2003.</p>
<p>Dropout Prevention</p>	<ul style="list-style-type: none"> • Alter the delivery of instruction for secondary students repeating coursework by August 31, 2001. • Establish a process for re-examining the continuum of student placement options by May 31,2000. • Expand the variety of credit-recovery opportunities for students who are overage for grade level by August 31, 2000. • Initiate a comprehensive data retrieval and tracking system designed to monitor students who are at risk for discontinuing their education by April 30, 2001. • Develop a plan to increase family and community outreach activities by July 31, 2001. • Develop a systematic approach to dropout -prevention efforts, PreK-12, that targets a variety of student needs by December 1, 2000. • Initiate a plan designed to encourage systematic collaboration among departments participating in dropout-prevention efforts by May 31, 2001. • Allocate sufficient staff for the attendance-improvement and truancy-reduction initiative to adequately address the needs of students and their families by September 30, 2001.
<p>Graduate Follow-Up of the Class of 2000</p>	<ul style="list-style-type: none"> • Develop a process for collecting data from the graduate class of 2000 and conduct a survey of the graduate class of 2000. • Identify trends and patterns in the post-secondary activities of graduates over time. • Identify correlations among student coursework, participation in and performance on college entrance tests and student post-secondary activities. • Provide direction for revising curriculum and school-level processes.
<p>Special Education Effectiveness Plan</p>	<ul style="list-style-type: none"> • Establish an effective delivery system for Special Education which will result in compliance with least restrictive environments, related services, transition services, residential care facility services, parent involvement and timelines for initial evaluation and re-evaluation.
<p>Governance and</p>	<ul style="list-style-type: none"> • The Dallas community will recognize the Board of

Policy	Education for its excellence in all aspects of its operations by 2003.
Strategic Plan for Technology	<ul style="list-style-type: none"> Review and update the Technology Implementation Plan for DISD to allow for the inclusion of improved and enhanced technological resources and strategies with emphasis on the student as the end-user and primary beneficiary by June 2000.
Compliance	<ul style="list-style-type: none"> Design and implement a system for assessing, improving and maintaining campus and central compliance by January 31, 2003.

Source: Vision 2003, 2000-2003 Priority Initiatives.

DISD developed a "project overview" for each of the priority initiatives as the first major item to deliver when implementing *Vision 2003*. Each project overview contains five sections: a needs assessment statement, goals, a list of objectives, a list of success criteria and a list of preliminary resources and assumptions. The needs assessment statement identifies the gap between where the district is and where it wants to be. Goals identify the initiative's final outcome. The list of objectives identifies the major steps or milestones that the district must reach to realize the initiative's goal. The success criteria identify measures to assess the success in implementing the initiative and meeting its goal. The preliminary resources and assumptions identify the key assumptions and resources necessary to accomplish the initiative's goal. **Exhibit 1-11** presents a sample project overview for the Dallas Mathematics Plan - Part 2 (Algebra Plan).

Exhibit 1-11
Sample Project Overview for the
Dallas Mathematics Plan - Part 2 (Algebra Plan)

Needs Assessment	Districtwide performance in algebra is unsatisfactory on measures of algebra proficiency. The district's performance suggests the need to intervene in the high school program. This problem is symptomatic of poor long-term districtwide student performance in problem-solving and reasoning. The algebra initiative is an effort to address the problem at a point of urgency. The K-8 mathematics effort addresses the problem at its foundation.
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Goal	Develop an infrastructure and professional development system that supports algebra teachers' efforts to implement standards-based mathematics instruction and curriculum. This system will be operational in September 2000 and capable of supporting 25 percent of DISD's high schools. The remaining 75 percent of the schools will be phased in during the academic terms 2001-2002, 2002-2003 and 2003-2004.
Objectives	<ol style="list-style-type: none"> 1. Conduct a comprehensive audit to determine the algebra programs in place by February 2001. 2. Select an algebra program consistent with DISD standards and system goals by May 2001. 3. Establish a professional development system for new and returning algebra teachers by September 2001.
Success Criteria	<ol style="list-style-type: none"> 1. Complete audit of algebra programs. 2. Select and purchase appropriate curriculum materials as approved by the Board of Education. 3. Increase the number of algebra teachers completing mathematics professional development specifically using the selected standards-based program. 4. Publish the professional development schedule.
Assumptions, Limitations and Preliminary Resources	<ol style="list-style-type: none"> 1. The resources will continue to be available to secure the required curriculum materials. 2. Assume the acquisition of site licenses for supporting software. This will cost approximately \$124,000 for each of the school years 2000-01, 2001-02, 2002-03 and 2003-04. 3. Increase the number of algebra teachers completing mathematics professional development specifically using the selected standards-based program. 4. Publish the professional development schedule.

Source: Vision 2003, 2000-2003 Priority Initiatives.

The project overviews serve as control points for reporting to the superintendent and board and evaluating the progress, efficiency and effectiveness of priority initiatives. They are used as a foundation for subsequent project activities and for mid-course planning adjustments needed so that the district can meet the key quantifiable goals of *Vision 2003*.

FINDING

Although the community was involved in the strategic planning process that produced *Vision 2003*, board members are divided on the extent of the board's participation. Also, a majority of board members said the board did not initiate the process, although some members participated in the community sessions and reviewed drafts of the document. One board member said *Vision 2003* is not representative of a "true" strategic planning process. For example, although Board of Education and Districtwide Committee work sessions were conducted in November 1998 and monthly from January through April 1999, the board and superintendent never had a visioning session, and the entire strategic planning process was initiated and managed by the administration. In fact, the board has not conducted a retreat to discuss long-range planning or establish a shared vision and shared beliefs for DISD since 1995. One board member said the board has not made a "real commitment" to strategic planning.

DISD is considerably behind with the implementation of *Vision 2003*. The prior superintendent did nothing to implement initiatives contained in the plan because he felt the goals were not realistic for DISD. The interim general superintendent began streamlining the initiatives contained in *Vision 2003* by prioritizing 11 initiatives from the plan that the district should implement first. These priority initiatives were approved by the board but were not reviewed as a part of the normal planning process.

The current superintendent was appointed in October 2000 and formally began working in the district in January 2001. Accordingly, the superintendent asked the board to put on hold the existing planning process until he had time to review the plan and consider streamlining it and redirecting its focus with input from the board.

DISD plans to implement districtwide student, teacher and resource initiatives included in *Vision 2003* at the end of 2000-01. Student initiatives include special-education inclusion, establishing Community Education Partners, creating campus-learning communities in middle schools, expanding campus and central-learning communities, implementing the Coca-Cola Valued Youth at-risk program and starting student mentoring programs. Campus-learning communities consist of students and teachers that are assigned to "pods" or "communities" for instruction in math, English, science and social studies. This approach is used to facilitate team-based learning and instruction. Teacher initiatives include implementing a comprehensive teacher-training program and a new professional development appraisal system to reinforce teaching that enhances student performance. Resource initiatives include developing user-friendly student performance data, allowing high school credit for

middle school Algebra I and adopting new reading and science textbooks for grades K-6 and 1-6 respectively.

Recommendation 9:

Conduct a strategic planning retreat to re-energize the strategic planning process and review the status of *Vision 2003*.

It is important that the board be included at the beginning of the strategic planning process to establish a shared vision with the superintendent. This shared vision is the basis for conducting ongoing strategic planning that ultimately involves stakeholders throughout the district. In this case, it is critical that the board and the new superintendent revisit and re-energize the strategic planning process that produced *Vision 2003*.

A strategic planning retreat will constructively engage the board in the strategic planning process and result in a reevaluation of initiatives included in *Vision 2003*. At this retreat, the board and superintendent can establish a "shared" vision for the district.

The strategic planning retreats should be led by a facilitator and become an ongoing part of the strategic-planning process. Board members must make a commitment to participate in the visioning retreat for one to two days.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and board president holds a strategic planning retreat with a "visioning" session to review <i>Vision 2003</i> and establish a shared vision for the district.	October 2001
2.	The board conducts annual visioning retreats.	Annually as agreed

FISCAL IMPACT

This recommendation can be implemented with existing resources. DISD budgeted \$60,000 for board travel and training during 2000-01.

Chapter 1

C. POLICIES AND PROCEDURES

DISD has a contract for policy development with the Texas Association of School Boards (TASB). Any policy designated in the policy manual as "Legal" has been developed by TASB to comply with state and local laws. Local policies developed by or for the district to reflect decisions of the local Board of Education are designated as "Local." Policy updates are issued by TASB on a regular basis for local review to ensure that the district's policies remain current. DISD's policy administrator serves as the district's liaison to TASB and is primarily responsible for developing, processing and maintaining district policies.

FINDING

DISD subscribes to TASB's "Policy On Line" service. The service enables DISD to electronically publish its policy manual on the Internet to allow "read-only" access to the manual by users. The electronic document is secure, and only TASB's Policy Service, as directed by DISD, can make changes to the policy manual. Users navigate the district's policy manual by accessing a DISD-specific table of contents that lists every policy and administrative regulation in use by the district. This list is in alphabetical order, and to see a specific policy, the user merely "clicks" on the list. There also is a search engine available that allows users to look for a word or phrase, and search results show a list of policies and titles containing the word or phrase, which also can be selected with a "click."

Local policies approved by the board are submitted to TASB's Policy On Line service by the policy administrator within 48 hours of adoption. The policies are then posted on TASB's Policy On Line Web site under DISD's district number. The Web address for accessing DISD's Board Policy Manual is www.tasb.org/policy/pol/private/057905. The word "private" appears in the Web address only to indicate that the policy manual is for a specific school district and does not restrict the public's access to the Web site.

DISD's Board Policy Manual has been updated for all legal and local policies through Policy Update No. 64, dated November 2000.

COMMENDATION

DISD uses the Internet to maintain an up-to-date policy manual and administrative regulations and expanded access of that manual to administrators, teachers, parents, students and the community.

FINDING

DISD's policy administrator developed a "Policy Development Information Packet" that is a step-by-step guide to clarify DISD policies and regulations and to explain how to develop and revise local policies and regulations. Members of the executive team, department heads and the board use this guide to ensure that policies and regulations have the appropriate content and supporting documentation.

The Policy Development Information Packet has three sections: (I) Starting Point; (II) Policy Development; and (III) How to Get Your Policy Proposals Moving. The contents of each of these sections are described in **Exhibit 1-12**.

Exhibit 1-12
Contents of Policy Development Information Packet

Section	Contents
I. Starting Point	<ul style="list-style-type: none">• Defines board policies and regulations• Defines legal policies, local policies and administrative regulations
II. Policy Development	<ul style="list-style-type: none">• Outlines the superintendent's responsibilities for policy development• Outlines the duties of the superintendent listed in board policies
III. How to Get Your Policy Proposals Moving	<ul style="list-style-type: none">• Outlines procedures for initiating or recommending changes in policies or regulations• Presents the organization of the online policy manual• Lists specific actions related to policies and regulations (e.g., new policy, amend existing policy)• Shows who must approve policy or regulation proposals and why• Provides a "Proposed Policy or Regulation Change Form" to use to initiate or revise policies

Source: DISD Policy Development Information Packet.

The Policy Development Information Packet includes a "Proposed Policy or Regulation Change Form" that must accompany proposed new or amended policies and regulations and include three signatures: the deputy

superintendent, Office of Legal Services and policy administrator before the policy request is processed. After the request is processed, the executive director for Board Services and the superintendent sign the form, and the policy or administrative regulation is formally revised.

COMMENDATION

DISD created a policy development information packet as a guide to facilitate the consistent development and revision of local board policies and regulations by department managers and members of the executive leadership team.

Chapter 1

D. DISTRICT MANAGEMENT (PART 1)

According to the Task Force for School District Leadership's report entitled *Restructuring School District Leadership* (February 2001), the main leadership challenges facing school district leaders are organizational. To effectively manage school districts, superintendents must be able to establish expectations or norms of teaching and learning while building organizational systems to support them and maintaining a professional climate that encourages teachers and administrators to continue to learn. Developing and managing the resources necessary to support the instructional system must be high-level priorities at all times; and holding professionals responsible for implementing quality instruction in classrooms and schools in order to reach desired goals is non-negotiable. How to do this in school districts that vary widely in size, demographics and quality of performance is difficult.

DISD has not been successful identifying and retaining sound leadership that results in effective management of the district's resources. Over the past nine years, several events have contributed to this lack of effective management, including unstable leadership at the superintendent's level that has resulted in management control problems throughout the organization. DISD has had three permanent and two interim superintendents since 1995, which has had a rippling effect on the stability of the district's executive and mid-management leadership teams. With each change in leadership, executive team members and middle managers have been moved from position to position rather than terminated, leading to instability throughout the organization over the past nine years. **Exhibit 1-13** presents a chronology of past events that have shaped the district's present and will likely influence its future.

Exhibit 1-13 Chronology of DISD Events

Event	Date
Texas Comptroller releases its management and performance review report of the Dallas Independent School District containing almost 300 recommendations for improvement.	June 1992
Dallas voters approve a \$275 million bond package to finance the construction of 15 schools and renovation of almost all district facilities.	December 1992
A school board member resigns after being caught on tape making	September

inappropriate racial and sexist remarks.	1995
Superintendent resigns after three years to pursue other interests. Deputy superintendent becomes acting superintendent.	August 1996
Internal auditors uncover overtime fraud involving DISD custodial, maintenance and central service staff. FBI launches its own investigation.	April 1997
Two district employees are fired for approving more than \$700,000 of roof repairs that were of poor quality or not completed.	July 1997
District's first Hispanic superintendent gets embroiled in racial infighting as Anglo and Hispanic interests clash with African-American interests. Board meetings are interrupted with racially motivated outbursts; protests are held outside district offices; and the superintendent receives death threats.	September 1997
Superintendent resigns under allegations of sexual harassment and pleads guilty to embezzling more than \$16,000 from the school district.	October 1997
Interim superintendent, the third permanent or interim superintendent in two years, takes over reins of the school district.	October 1997
Contractor comes under fire after district investigation reveals incomplete, shoddy work done for energy-conservation projects. FBI launches investigation.	December 1997
A federal grand jury indicts contractor and school employee in connection with energy-conservation kickbacks.	March 1998
DISD names a new superintendent to lead the district, the fourth permanent or interim superintendent in three years.	April 1999
The school board fires the superintendent after less than one year in office.	July 2000
DISD names a new superintendent to lead the district, the fifth permanent or interim superintendent in four years.	October 2000

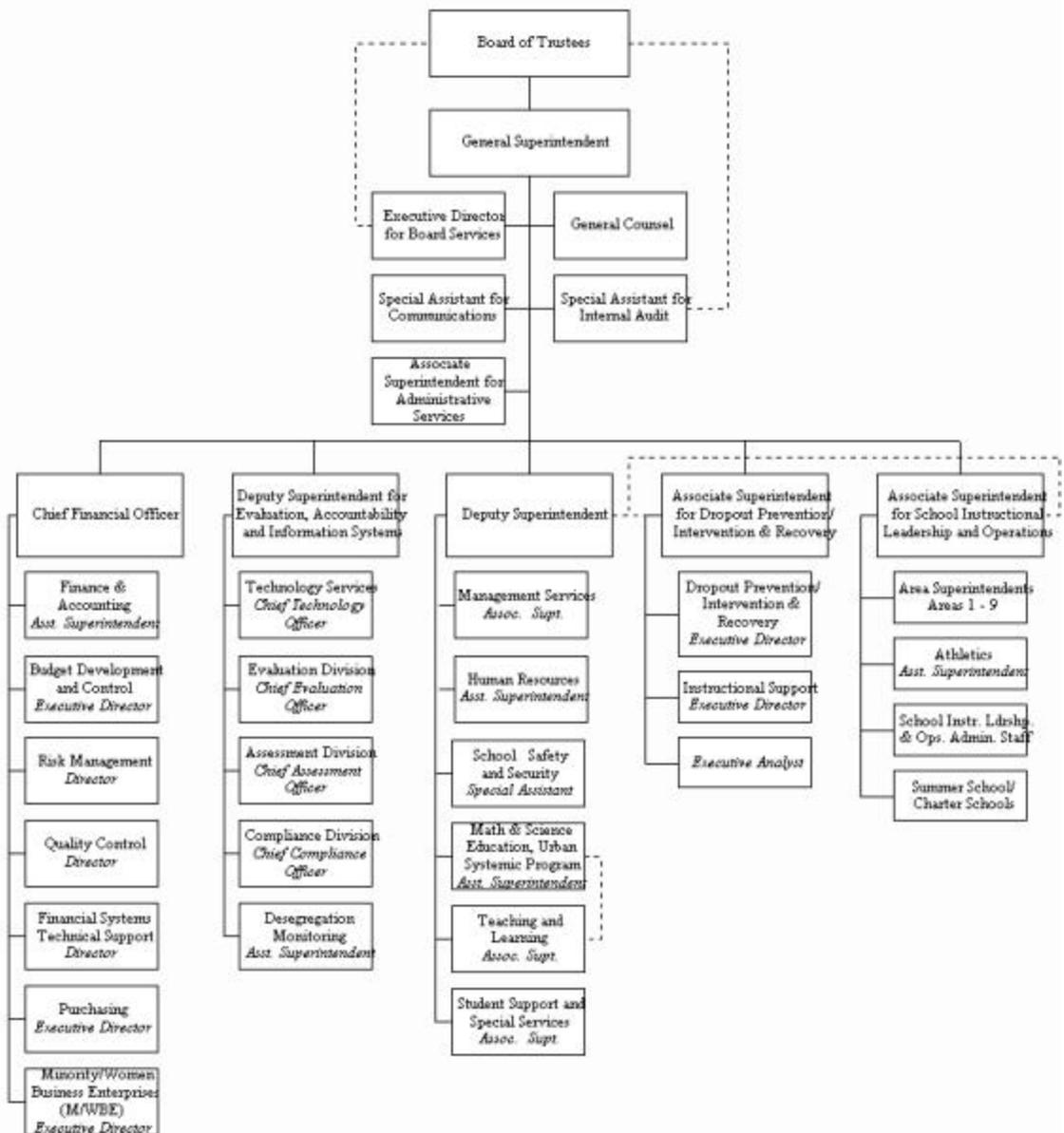
Source: Houston Chronicle News Articles.

Dr. Mike Moses has served as DISD's general superintendent since January 2001 and is the chief executive officer of the district. The superintendent's executive team is the district's executive leadership team responsible for day-to-day operations and administration. The executive team consists of the deputy superintendent for Operations, deputy superintendent for Evaluation, Accountability and Information Systems, associate superintendent for Student Support and Special Services, associate superintendent for Dropout Prevention/Intervention and

Recovery, associate superintendent for Management Services, associate superintendent for Administrative Services, general counsel, associate superintendent for Teaching and Learning, assistant superintendent for Human Resources, associate superintendent for School Instructional Leadership and Operations and the chief financial officer.

The executive team, nine area superintendents and department heads make up the superintendent's extended cabinet. **Exhibit 1-14** presents DISD's organization.

Exhibit 1-14
DISD Organization
2000-2001



Source: DISD Superintendent's Office.

The superintendent meets with the executive team each Monday morning and with the extended cabinet on the fourth Tuesday of each month. Executive team meetings typically last two to four hours and include extensive discussions of issues affecting administration and operation of the district, the issuance of directives by the superintendent, status reports by executive team members and planning for monthly board meetings. Extended cabinet meetings include the area superintendents and department managers and typically last two hours. Extended cabinet meetings are used to communicate information resulting from decisions made by the executive team that affect DISD's administration and operations. The interim general superintendent immediately before the current superintendent established the extended cabinet to provide a direct communication link to area superintendents and department heads that did not exist with the former superintendent, Dr. Waldemar "Bill" Rojas.

The superintendent's management philosophy relies on having a streamlined organization, hiring competent, capable executives and giving them the authority and autonomy to define and accomplish specific objectives for their respective areas. Along with the authority and autonomy, the superintendent demands accountability for the results of the objectives most crucial to the success of students within DISD.

FINDING

Area superintendents use a three-step process to evaluate principals within their respective areas. The process includes a pre-conference in August with principals to develop mutually agreed-upon measurable goals for the school year and to determine the level of assistance needed from the area office; a mid-year evaluation in January in which the results of peer observations are reviewed in detail; and a final, summary evaluation in June in which results are compared to the measurable goals established at the beginning of the year.

The Commissioner of Education has recommended procedures for administrator appraisals as minimum requirements including goal setting, a formative conference and a summative conference. DISD has expanded on these minimum requirements.

COMMENDATION

Area superintendents consistently conduct three-step annual evaluations of principals within their areas to ensure that measurable

goals and objectives are defined and monitored to assess the effectiveness of principals in improving student achievement.

FINDING

Instability within the superintendent's office over the past five years has caused DISD's organization to be flawed, with some dissimilar functions grouped together. For example, **Exhibit 1-14** shows that both the associate superintendent for School Instructional Leadership and Operations and the associate superintendent for Dropout Prevention/Intervention & Recovery have an advisory, rather than a direct, reporting relationship to the deputy superintendent although the three positions report directly to the superintendent. Another example is that both curriculum and instruction and administrative positions report to the deputy superintendent, meaning the deputy superintendent is responsible for such varied activities as Human Resources, Management Services, the Department of Public Safety, Teaching and Learning and the Dallas Reading Plan.

The illogical way responsibilities are grouped allows members of the executive team and extended cabinet to regularly override established reporting relationships and chain of command. Consequently, members of the executive team and extended cabinet make direct requests of their colleagues' subordinates and direct reports without notifying the member of the executive team responsible for the area. For example, the deputy superintendent will sometimes request special information or special reports from the chief financial officer's staff without informing him of the specifics of each request and when the requests must be completed. These direct requests create workload management problems because subordinates often reprioritize tasks that were assigned by the executive team member to which they report. Since January 2001, the new superintendent has worked to restore the reporting relationships within the organization.

DISD's organization also centralizes critical administrative and instructional school-support positions, such as instructional support specialists, budget analysts and employment administrators. Instructional support specialists for mathematics and science operate from the central office rather than area offices. Budget analysts are assigned schools in Areas 1 through 9 to support, but they also work from the central office. Finally, nine employment administrators and their project liaisons operate out of the central office and are responsible for recruiting and staffing each of the nine area offices. Each of these positions provide essential support, but are not close to the schools. As a result, principals complain about the quality and timeliness of instructional, budget and employment support provided from the central office.

Each area office is staffed with an area superintendent, executive secretary, office manager and reading and language arts instructional specialists. The area offices must work directly with the central office to obtain support services, and service requests do not require other central office departments to intervene on behalf of the area offices. However, because all area offices work directly with the central office to obtain these support services, principals and teachers can experience considerable frustration because they must sometimes wait behind other areas that requested these services first.

The Houston Independent School District provides budget, instructional and employment support from its 12 sub-district offices. The superintendent's philosophy included placing essential instructional and administrative support services personnel "closest to the action" to enable principals and teachers to obtain these services without navigating a central office bureaucracy.

Recommendation 10:

Restructure DISD's organization, grouping similar administrative and operations positions, reassigning essential support services to area offices and establishing formal communication protocols based on the new reporting relationships.

DISD should restructure the current organization to more appropriately group administrative and operational positions and to decentralize essential support services, moving positions such as instructional support specialists, budget analysts and employment administrators into the area offices. The top-level organization should be restructured as follows:

- The superintendent's existing staff positions should remain as they are and include the executive director for Board Services, special assistant for Communications, general counsel and the special assistant for Internal Audit.
- Create four deputy superintendent positions who report to the superintendent. The positions should include a deputy superintendent for Finance, deputy superintendent for Human Resources, deputy superintendent for Curriculum & Instruction and deputy superintendent for Administration.
- Each deputy superintendent should have a minimum of two associate superintendents or directors who report to them.

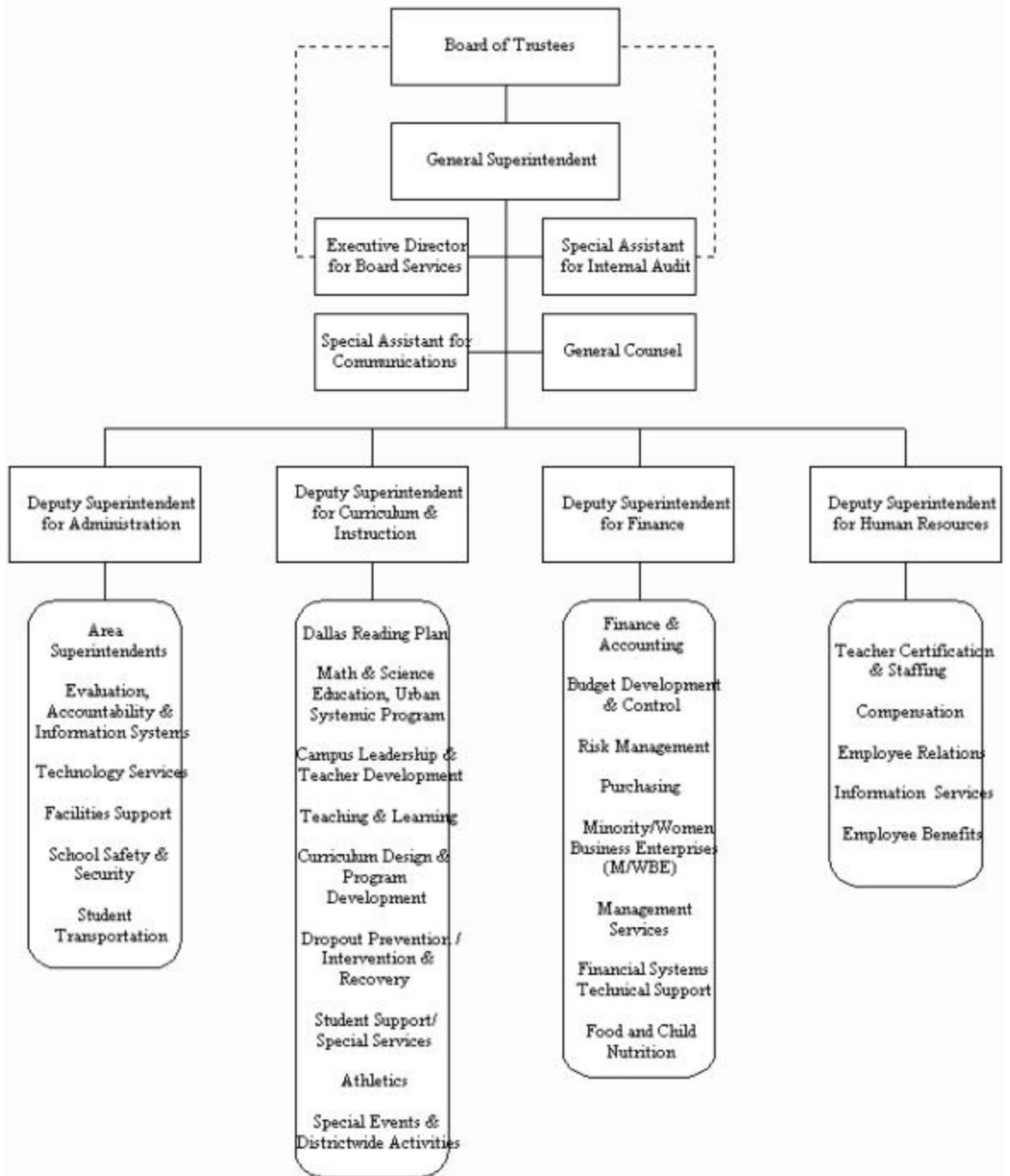
Each deputy superintendent should evaluate the roles and responsibilities of each associate or assistant superintendent and determine the appropriate level of leadership for each function. For example, the Athletics

Department should be managed by a director-level position rather than an assistant superintendent.

Exhibit 1-15 presents the proposed organization for DISD.

Exhibit 1-15
Proposed Organization for DISD

2001-02



Source: Developed by MJLM.

Budget analysts, employment administrators and instructional support specialists for mathematics and science should be reassigned to the area offices to decentralize essential support services. Each area office should be staffed as follows:

- Area superintendent
- Office manager
- Executive secretary
- Instructional specialists for reading and language arts
- Instructional specialists for mathematics and science
- Employment administrator
- Project liaison (provides clerical support for employment administrator)
- Budget analyst

Decentralizing budget analysts must be coordinated with implementing an automated, integrated budget system to allow for appropriate user training.

Formal communications protocols direct staff not to honor requests unless they are made in accordance with the established chain of command within the new organization structure. The protocols should specifically describe the reporting relationships to be honored by subordinates and the manner in which information requests should be handled, including emergency requests.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent restructures the organization to establish four deputy superintendents, group similar administrative and operations positions and reassign essential support services to the area offices from the central office.	August 2001
2.	The superintendent, in conjunction with the deputy superintendents, reviews existing administrative leadership positions and determines the appropriate positions to manage each function.	September 2001
3.	The superintendent presents the restructured organization to the board for approval.	September 2001
4.	The board approves the new organization.	September 2001
5.	The superintendent, via memorandum and administrative regulation, defines communication protocols based on the new organization structure.	October 2001

FISCAL IMPACT

During this restructuring, some positions will be reduced in rank while others may be elevated. All changes should, in total, require no additional resources, therefore, no fiscal impact.

FINDING

The layers of bureaucracy within DISD's central office departments significantly affect the overall quality and timeliness of support services provided to the schools. In addition, the district has experienced increased administrative costs disproportionate to student enrollment.

TSPR conducted focus groups with 156 principals within the district and found that the overwhelming majority of them were dissatisfied with the responsiveness of central office to purchasing requisitions, requests for personnel actions and maintenance requests. Most principals attending the focus groups attributed the lack of responsiveness to a layered bureaucracy with no clear definition of which departments or personnel are ultimately responsible for ensuring that essential support services are provided to the schools.

DISD has created a number of departments and assigned executive, management and director-level personnel to central office administrative positions without first determining if the positions are absolutely necessary to support DISD's instructional program. For example, the Intercultural Relations Department, with a mission to "develop a positive working and learning environment that leads to the quality education of all students," was created and staffed with four central administration employees and given a total budget of \$237,299 for 2000-01. The department's mission is broad and not specifically targeted to improving student achievement.

One executive team member describes DISD as a huge bureaucratic organization that has not reviewed its organizational functions and related staffing in central office departments to determine which positions support its instructional program and which do not. Additionally, TSPR's interviews, focus groups and observations discovered there is a pervasive perception that executive management created a number of administrative positions for poor performers rather than terminating them.

DISD's 2000-01 adopted district budget includes on pages 62-64 a five-year staffing summary by central office department and area that shows full-time equivalent (FTE) staffing for administrative and instructional positions for the five years between 1996-97 and 2000-01. **Exhibit 1-16** shows the net change in FTEs for the three-year period between 1998-99 and 2000-01 for those departments designated in DISD's budget as "central office" departments.

Exhibit 1-16
Net Change in FTE Staffing for Central Office Departments
1998-99 and 2000-01

Central Office Department	Budgeted FTE 2000-01	Actual FTE 1998-99	FTE Diff. Incr. (Decr.)	Percent Incr. (Decr.)	2000-01 Salary/ Benefits	2000-01 Salary/ Benefits Per FTE
Board Services	10.00	9.00	1.00	11%	\$517,342	\$51,734
General Superintendent	6.00	11.00	(5.00)	-45%	\$530,075	\$88,346
Teaching & Learning	992.67	852.53	140.14	16%	\$33,327,839	\$33,574
Office of the Deputy Superintendent	4.00	5.00	(1.00)	-20%	\$334,537	\$83,634
Intergovernmental Relations	0	8.00	(8.00)	-100%	\$0	\$0
Evaluation, Accountability & Information Systems	32.70	41.00	(8.30)	-20%	\$1,938,646	\$59,286
Dropout Prevention	30.77	0	30.77	100%	\$1,719,677	\$55,888
Early Childhood Education	3.91	3.00	0.91	30%	\$235,842	\$60,318
Math & Science Education	10.00	8.00	2.00	25%	\$484,580	\$48,458
Communications	40.00	44.00	(4.00)	-9%	\$1,979,780	\$49,495
Office of Legal Services	6.00	6.00	0	0%	\$341,997	\$57,000
Internal Audit	14.00	13.00	1.00	8%	\$830,412	\$59,315
Financial Operations	126.50	86.75	39.75	46%	\$6,602,083	\$52,190
Human Resources Services	100.00	88.00	12.00	14%	\$5,254,760	\$52,548
Curriculum, Instruction &	0	8.00	(8.00)	-100%	\$0	\$0

Academic Support						
Pre-Service Professional Development	0	16.00	(16.00)	-100%	\$0	\$0
Student Support & Special Services	72.19	91.45	(19.26)	-21%	\$4,091,680	\$56,679
Curriculum Design/Program Development	130.70	190.50	(59.80)	-31%	\$7,095,421	\$54,288
Dallas Reading Plan	20.00	16.00	4.00	25%	\$2,187,447	\$109,372
Youth & Family Educational Services	0	11.95	(11.95)	-100%	\$0	\$0
Technology Services	171.50	146.50	25.00	17%	\$8,919,135	\$52,007
Accountability & Information Systems	70.00	80.20	(10.20)	-13%	\$4,700,209	\$67,146
Management Services	7.00	4.00	3.00	75%	\$661,557	\$94,508
Facilities Support	1,815.00	641.00	1,174.00	183%	\$54,674,394	\$30,124
Facilities Bond Program	5.00	4.00	1.00	25%	\$376,389	\$75,278
Service Center	143.00	186.00	(43.00)	-23%	\$4,967,530	\$34,738
Food & Child Nutrition	123.00	90.00	33.00	37%	\$5,710,645	\$46,428
Transportation	7.00	7.00	0	0%	\$339,387	\$48,484
Textbooks	7.00	5.00	2.00	40%	\$305,361	\$43,623
Central Operations	15.00	59.00	(44.00)	-75%	\$471,381	\$31,425
Safety & Security	148.00	136.00	12.00	9%	\$5,451,073	\$36,832
School Operations	21.00	21.00	0	0%	\$1,191,239	\$56,726

Business Services	0	5.00	(5.00)	-100%	\$0	\$0
Facilities Support - Building Improv. Force	69.00	39.00	30.00	77%	\$2,693,141	\$39,031
Athletics	16.00	35.00	(19.00)	-54%	\$1,042,358	\$65,147
Graphics	37.00	33.00	4.00	12%	\$1,517,250	\$41,007
Workers' Compensation	9.00	9.00	0	0%	\$361,288	\$40,143
Totals	4,262.94	3,009.88	1,253.06	42%	\$160,854,455	\$37,733

Source: DISD Adopted District Budget, 2000-2001.

Chapter 1

D. DISTRICT MANAGEMENT (PART 2)

Exhibit 1-16 shows that the number of administrative staff in designated central office departments increased 42 percent since 1998-99, primarily in the Facilities Support and Teaching and Learning Departments. Further investigation by TSPR found that the 1,174 FTE increase in Facilities Support resulted from a decision made by Dr. Waldemar "Bill" Rojas to centralize control of approximately 1,157 custodians. Accordingly, the FTEs associated with this change were reflected in DISD's 2000-01 adopted budget. The interim superintendent, after consulting with DISD's principals, reversed the decision and decentralized the responsibility for managing the custodians back to the schools in September 2000. **Exhibit 1-17** shows the net change in FTE staffing for central office departments after adjusting for decentralizing the 1,157 custodians.

Exhibit 1-17
Net Change in FTE Staffing for Central Office Departments
Adjusted for Decentralizing Responsibility for Custodians in
September 2000
1998-99 and 2000-01

Central Office Department	FTE 2000-01	FTE 1998-99	FTE Diff. Incr. (Decr.)	Percent Incr. (Decr.)	2000-01 Salary/ Benefits	2000-01 Salary/ Benefits Per FTE
Board Services	10.00	9.00	1.00	11%	\$517,342	\$51,734
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Teaching & Learning	992.67	852.53	140.14	16%	\$33,327,839	\$33,574
Office of the Deputy Superintendent	4.00	5.00	(1.00)	-20%	\$334,537	\$83,634
Intergovernmental Relations	0	8.00	(8.00)	-100%	\$0	\$0
Evaluation, Accountability & Info. Systems	32.70	41.00	(8.30)	-20%	\$1,938,646	\$59,286

Dropout Prevention	30.77	0	30.77	100%	\$1,719,677	\$55,888
Early Childhood Education	3.91	3.00	0.91	30%	\$235,842	\$60,318
Math & Science Education	10.00	8.00	2.00	25%	\$484,580	\$48,458
Communications	40.00	44.00	(4.00)	-9%	\$1,979,780	\$49,495
Office of Legal Services	6.00	6.00	0	0%	\$341,997	\$57,000
Internal Audit	14.00	13.00	1.00	8%	\$830,412	\$59,315
Financial Operations	126.50	86.75	39.75	46%	\$6,602,083	\$52,190
Human Resources Services	100.00	88.00	12.00	14%	\$5,254,760	\$52,548
Curriculum, Instruction & Academic Support	0	8.00	(8.00)	-100%	\$0	\$0
Pre-Service Professional Development	0	16.00	(16.00)	-100%	\$0	\$0
Student Support & Special Services	72.19	91.45	(19.26)	-21%	\$4,091,680	\$56,679
Curriculum Design/Program Development	130.70	190.50	(59.80)	-31%	\$7,095,421	\$54,288
Dallas Reading Plan	20.00	16.00	4.00	25%	\$2,187,447	\$109,372
Youth & Family Educational Services	0	11.95	(11.95)	-100%	\$0	\$0
Technology Services	171.50	146.50	25.00	17%	\$8,919,135	\$52,007
Accountability & Information Systems	70.00	80.20	(10.20)	-13%	\$4,700,209	\$67,146

Management Services	7.00	4.00	3.00	75%	\$661,557	\$94,508
Facilities Support*	658.00	641.00	17.00	3%	\$23,560,717	\$35,807
Facilities Bond Program	5.00	4.00	1.00	25%	\$376,389	\$75,278
Service Center	143.00	186.00	(43.00)	-23%	\$4,967,530	\$34,738
Food & Child Nutrition	123.00	90.00	33.00	37%	\$5,710,645	\$46,428
Transportation	7.00	7.00	0	0%	\$339,387	\$48,484
Textbooks	7.00	5.00	2.00	40%	\$305,361	\$43,623
Central Operations	15.00	59.00	(44.00)	-75%	\$471,381	\$31,425
Safety & Security	148.00	136.00	12.00	9%	\$5,451,073	\$36,832
School Operations	21.00	21.00	0	0%	\$1,191,239	\$56,726
Business Services	0	5.00	(5.00)	-100%	\$0	\$0
Facilities Support - Building Improv. Force	69.00	39.00	30.00	77%	\$2,693,141	\$39,031
Athletics	16.00	35.00	(19.00)	-54%	\$1,042,358	\$65,147
Graphics	37.00	33.00	4.00	12%	\$1,517,250	\$41,007
Workers' Compensation	9.00	9.00	0	0%	\$361,288	\$40,143
Totals	3,105.94	3,009.88	96.06	3%	\$129,740,778	\$41,772

Source: Derived from DISD's Adopted District Budget, 2000-2001.

**Adjusted for the 1,157 custodians.*

Exhibit 1-17 shows that, after decentralizing management responsibility for custodians, the number of administrative staff in designated central office departments increased 3 percent since 1998-99, primarily in the Teaching and Learning, Dropout Prevention, Financial Operations and Facilities Support-Building Improvement Force Departments. Student enrollment during the same period increased from 159,908 in 1998-99 to 161,670 in 2000-01, or only 1.1 percent. Further, DISD's budget increased 16 percent, from \$914 million in 1998-99 to \$1.06 billion for 2000-01. The salary and benefits budgeted for administrative staff in designated

central office departments is nearly \$130 million. Consequently, administrative costs have increased disproportionately to student enrollment.

TSPR reviewed DISD's Staffing Report by Job Code to determine the types of administrative positions included in central office departments, the number of FTEs and the average salaries paid by position. Based on the review, DISD has created a number of highly paid administrative, mid-management and director-level positions. For example, two school attorney positions paying an average of \$161,500 were combined and filled by the previous superintendent at a salary of \$323,000. **Exhibit 1-18** presents a sample of administrative positions included in the Staffing Report with total and average salaries for each position.

Exhibit 1-18
Sample Administrative Positions in Central Office Departments
2000-01

Position	Job Code	FTE	Total Salary	Average Salary
General Superintendent	1000	1	\$280,000	\$280,000
Deputy Superintendent	1080	2	\$340,000	\$170,000
Associate Superintendent	1010	7	\$886,477	\$126,640
Area Superintendent	1070	9	\$962,000	\$106,889
Special Assistant to Superintendent	11A0	3	\$320,000	\$106,667
Assistant Superintendent	1020	15	\$1,562,928	\$104,195
Operations Executive	1240	7	\$596,218	\$85,174
Executive Manager	1030	3	\$252,537	\$84,179
Evaluation Specialist	1790	4	\$319,170	\$79,793
School Attorney	1230	3	\$229,660	\$76,553
Executive Director	1040	52	\$3,960,537	\$76,164
Director	1050	72	\$4,857,432	\$67,464
Project Director	1110	2	\$127,735	\$63,868
Coordinator	1060	39	\$2,488,995	\$63,820
Executive Analyst	1920	14	\$830,307	\$59,308
Instructional Specialist	1200	36	\$2,100,007	\$58,334

Evaluation Specialist III	1860	9	\$522,098	\$58,011
Specialist IV - 226	1130	169	\$9,507,671	\$56,258
Executive Planner	1220	1	\$54,872	\$54,872
General Supervisor	3980	2	\$108,702	\$54,351
Administrative Assistant	11M0	1	\$53,712	\$53,712
Instructional Specialist - Other	1201	39	\$2,075,717	\$53,224
Specialist IV - Other	1131	20	\$1,032,656	\$51,633
Specialist III - 226	1140	92	\$4,144,701	\$45,051
Specialist II - 226	1150	45	\$1,981,045	\$44,023
Specialist III - Other	1141	6	\$255,386	\$42,564
Secretary to Assoc./Asst. Supt.	4000	7	\$287,497	\$41,071
Specialist II - Other	1151	7	\$278,763	\$39,823
Youth Action Center Specialist	1190	32	\$1,270,277	\$39,696
Specialist I - 226	1160	37	\$1,456,831	\$39,374
Community Liaison	1170	68	\$2,373,371	\$34,903
Specialist I - Other	1161	17	\$584,002	\$34,353
Project Liaison	48A0	125	\$3,884,512	\$31,076
Totals		946	\$49,985,816	\$52,839

Source: DISD Staffing Report by Job Code, 4/6/01.

Exhibit 1-18 shows that there are 218 FTEs with average salaries greater than \$60,000 per year, not including the superintendent. Based on this sample, DISD appears to have a high number of generic position titles including specialists and coordinators. In addition, it is unclear whether many of the director and executive director-level positions support the educational programs of the district.

Chapter 1

D. DISTRICT MANAGEMENT (PART 3)

Recommendation 11:

Reduce the number of central office positions by 3 percent to control administrative costs during a period of flat enrollment.

Each deputy superintendent should evaluate the roles and responsibilities of each position in central office departments, determine which positions add value in supporting DISD's instructional program, eliminate positions that are duplicate and do not add value and specifically define the roles of each remaining position. DISD should set a minimum goal of reducing the number of administrative positions in central office by 3 percent to correspond to relatively flat levels in student enrollment over the past three years.

It is important to note that the 3-percent reduction in central office administrative positions should be over and above specific recommendations to eliminate positions in other functional areas included in this report.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent implements an administrative hiring freeze and directs the deputy superintendents to review all central-office administrative positions with a target to reduce administrative positions by 3 percent.	August 2001
2.	The deputy superintendents review and evaluate the roles and responsibilities of all associate superintendents, assistant superintendents and administrative staff.	August 2001
3.	The superintendent recommends which positions to eliminate to achieve the 3-percent reduction of central office administrative positions.	September 2001
4.	The board approves the superintendent's recommendation, and the positions that can be eliminated in 2001-02 based on terms of existing contracts are eliminated, while the others are put on notice that contracts will not be renewed in 2002-03.	September 2001

FISCAL IMPACT

Of the 3,106 FTEs included in **Exhibit 1-17**, 3 percent is 93 positions. The average salary and benefits per position as shown in **Exhibit 1-17** is \$41,772. The fiscal impact of eliminating 3 percent of central office positions each year is an annual salary and benefits savings of \$3,884,796 (93 positions X \$41,772 per position). DISD should implement a freeze in 2001-02 and assume that 50 percent will leave voluntarily or be reassigned, while the remaining positions will be eliminated at the end of the contract year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce the number of central office positions by 3 percent to control administrative costs during a period of flat enrollment.	\$1,942,398	\$3,884,796	\$3,884,796	\$3,884,796	\$3,884,796

FINDING

DISD's nine area superintendents often operate autonomously using existing staff to carry out their own initiatives regardless of whether or not such initiatives align with the districtwide instructional or operational initiatives. They are generally too involved in programmatic issues and involved too little in operational issues for their area schools. The roles and responsibilities of the central office versus the area offices have not been clearly defined and have not been clearly communicated to area superintendents.

The following are examples of operational issues that have not been addressed appropriately by area superintendents:

- Reported to the general superintendent that students in junior high who took Algebra I did not get high school credit. However, after the general superintendent made a board recommendation to give students credit, it was determined that schools were actually giving elective credit, but no area superintendents knew that this was occurring.
- Were unaware that their area's high schools were not adhering to a 1993 policy regarding the method to compute honor graduates. High schools have been using a method that differs from the method required in policy, but because the area superintendents

were unaware of the policy, they did not communicate that to their area's principals and staff.

- Do not consistently enforce the required dress code policy for principals and teachers. Without area superintendent enforcement, campus staff will do as they desire with no ramifications.
- Expressed unhappiness about being asked to assign a portion of their staff to SWAT teams to visit low performing schools, even though DISD has 28 low performing schools, the highest number of low performing schools of any district in the state.
- Often not returning parent complaint phone calls and instead referring parent complaints to central office instead of handling the complaints directly with a proactive approach to solving the problem.
- Are too lax about notifying parents when events occur at school that affect their child. For example, if students are injured at school, either the principal or the area superintendent should notify the child's parents. That often does not occur.

Before the superintendent was appointed in October 2000, the interim superintendent managed day-to-day operations through an executive-leadership team that consisted of the deputy superintendent and associate superintendents and an extended cabinet that included department heads and the nine area superintendents. The nine area superintendents and department heads were included in the extended cabinet by the interim superintendent in September 2000. Before that time, under Dr. Rojas, area superintendents had not been included in the extended cabinet. Although they are included in the extended cabinet, the majority of the area superintendents complain that cabinet meetings are "perfunctory" meetings "for information only" and are not productive because the executive-leadership team makes most decisions affecting their schools without their input. Consequently, extended cabinet meetings often deteriorate into "complaint sessions" because area superintendents are generally opposed to some of the decisions made by the executive team.

Although the associate superintendent for School Instructional Leadership and Operations is an advocate for the area superintendents on the executive team, the majority of the area superintendents do not feel the executive team hears the associate superintendent for School Instructional Leadership and Operations' voice. Accordingly, the majority of area superintendents feel there is no "team atmosphere" and they have limited input in decisions the executive team makes that affect their schools. One area superintendent suggested that, because they are closest to field operations in the schools, the area superintendents should be the executive team closest to the superintendent.

Job descriptions for executive-team members and middle managers in the central office do not outline all of the responsibilities each assumes and their respective relationship with area offices. As a result, DISD, in the opinion of one executive team member, "has lost focus of who is responsible for what," causing poor communication between the central and area offices. That ultimately prevents the executive team and area superintendents from working together as a cohesive team.

More significantly, the lack of clearly defined roles and communication of expectations to members of the executive team and area superintendents causes disagreement between the two groups at extended cabinet meetings. Members of the executive team said this lack of role definition has made it difficult for area superintendents to put aside their individual concerns and work together as a team on issues that affect the district as a whole.

Recommendation 12:

Define the roles and responsibilities for the central office and area offices to require that area superintendents focus on operational issues.

The superintendent should formally define the roles and responsibilities of both central office leadership and area superintendents. This role definition should be a result of restructuring the current organization and should outline the restructured reporting relationships and related communication channels to ensure that area superintendents have the appropriate input into districtwide decisions that affect their respective areas.

For example, the area superintendents should have the following duties:

- Implement board policy
- Support and advocate for districtwide initiatives
- Provide leadership, guidance and supervision to principals
- Team with other area superintendents and principals to ensure equitable and quality implementation of district goals and standards of service
- Meet regularly with parents and community members individually and in groups
- Observe schools, evaluate quality of functioning and level of attainment of campus improvement goals; prepare regular status reports for the superintendent, board and others as requested
- Develop strong relationships between schools and the business community
- Oversee the area's budget preparation

- Participate in campus extracurricular activities

The executive team should work with the area superintendents to obtain feedback from area superintendents about issues that affect their respective areas before the team makes relevant decisions. For example, the executive leadership team could conduct monthly or bi-monthly roundtable discussions with the area superintendents to obtain their input on districtwide initiatives contemplated by the executive team before the decisions are made. The input obtained from these roundtable discussions could then be factored into the decision-making process by the executive team during its deliberations.

The superintendent should formally communicate expectations to both the deputy superintendent to which the area superintendents will report and to the area superintendents. Additionally, the area superintendents should be allowed to provide the superintendent with feedback concerning the type of interaction with the executive team (through the deputy superintendent) that is appropriate given the established expectations and reporting relationships defined by the superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the deputy superintendent to formally define the roles and responsibilities of central office administrators and area superintendents and to define the respective relationships of central office to area offices.	September 2001
2.	The deputy superintendent, in conjunction with the executive leadership team, develops a formal administrative regulation outlining the roles and responsibilities of the central and area offices.	September - October 2001
3.	The superintendent approves the administrative regulation.	November 2001
4.	The superintendent formally communicates the administrative regulation and related expectations via memorandum to the executive leadership team and area superintendents.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD's performance evaluation form for central office administrators is not sufficient to measure their performance. Although the instrument is

used to evaluate central office administrators, it was originally developed for instructional-related administrators and lacks specific criteria for evaluating central office administrators. For example, the instrument requires administrators to be evaluated in 10 separate domains, or categories, as required by the Commissioner of Education's rules on administrator appraisals, but those are not appropriate for central office administrators. **Exhibit 1-19** presents the domains measured by the appraisal instrument and sample appraisal criteria for a data processing employee in DISD's central office.

Exhibit 1-19
DISD Administrative Appraisal Instrument for a Data Processing
Employee
Measurement Domains

Domain Measurement Area	Sample Appraisal Criteria
Domain I Instructional Management	No criteria listed.
Domain II School/Organizational Climate	Expectations, environment, effectiveness and personal example. Includes goal setting, informing parents/community and maintaining exemplary behavior and attitude.
Domain III School/Organizational Improvement	Literature, technology and planning. Includes studying and research, analyzing systems, organizing committees and involving the community.
Domain IV Personnel Management	Appraisal of employees, conflict resolution, leadership and recommendations. Includes identifying and evaluating conflicts, developing staff and recognizing achievement.
Domain V Administration and Fiscal/Facilities Management	Policies, budgets and purchasing, resource management and system resources. Includes complying with applicable laws and policies, managing resources and problem control.
Domain VI Student Management	No criteria listed
Domain VII School/Community Relations	Mission, user community needs and user community involvement. Includes communication, participating in workshops for central office and school-based users, communicating with the community on a regular basis and conducting hands-on training workshops for the

	user community.
Domain VIII Professional Growth and Development	Personal improvement and professional development. Includes setting professional goals that reflect feedback from the appraisal process, reading professional literature and attending conferences for staff development.
Domain IX Productivity	Effectiveness, continuity, implementation and planning. Includes maintaining focus on district's goals, maintaining an acceptable level of service for ongoing functions and identifying new opportunities for effective application of department capabilities.
Domain X Technical Performance	Scope of knowledge, accuracy and timeliness. Includes competence, thoroughness, technical quality and dependability.

Source: DISD Administrative Appraisal Instrument, Revised 1/94.

The evaluation instrument does not allow administrators to set specific goals and measurable objectives to evaluate central office administrative activities and does not provide evaluation criteria to encourage creative thinking and accountability.

Recommendation 13:

Revise the performance evaluation instrument for central administrators to better measure the performance of employees performing non-teaching functions.

To be useful, evaluation instruments must be tailored to measure the performance of employees who perform non-instructional activities. DISD should revise the instrument to include goals and measurable objectives based on the specific administrative functions and activities performed and should include a section for the employee to respond to the evaluators' comments.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Human Resources works with members of the executive team to obtain input for designing a performance evaluation instrument tailored to central administrators.	October 2001
2.	The assistant superintendent for Human Resources contacts school districts to obtain model performance evaluation	November 2001

	instruments used to evaluate central office administrators.	
3.	The assistant superintendent for Human Resources uses input obtained from the executive team and model instruments from other school districts to revise DISD's performance evaluation instrument used to evaluate central administrators.	November - December 2001
4.	The superintendent approves the revised performance evaluation instrument for central administrators.	January 2002
5.	Central office administrators begin using the revised evaluation instrument.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Area superintendents are unable to provide timely instructional support in mathematics and science to schools within their areas because of staff reductions in 2000-01. The former superintendent reduced the area office budgets and reassigned instructional specialists to teach mathematics and science in elementary and secondary schools. As a result, area offices must use math and science instructional specialists from the central office to provide instructional support to schools within these areas. Often, the area offices cannot respond quickly enough to address the immediate needs of principals and teachers within their areas, and instruction for mathematics and science suffers. **Exhibit 1-20** presents area office budgets for 1999-2000 and 2000-01.

Exhibit 1-20
Area Office Budgets
1999-2000 and 2000-01

Area Office	1999-2000		2000-01		Percent Incr. (Decr.)	
	FTEs	Budget	FTEs	Budget	FTEs	Budget
Area 1	14.0	\$889,642	7.0	\$595,776	-50%	-33%
Area 2	7.7	616,006	6.7	592,146	-13%	-4%
Area 3	12.0	744,150	7.0	508,214	-42%	-32%
Area 4	16.0	924,634	6.0	557,728	-63%	-40%
Area 5	14.0	830,445	7.0	592,054	-50%	-29%
Area 6	13.0	892,653	22.0	1,282,592	69%	44%

Area 7	8.5	604,550	7.0	519,479	-18%	-14%
Area 8	11.0	787,097	7.0	587,678	-36%	-25%
Area 9	8.0	718,579	7.0	689,248	-13%	-4%
Total	104.2	\$7,007,756	76.7	\$5,924,915	-26%	-16%

Source: DISD Adopted Budgets for 1999-2000 and 2000-2001.

Exhibit 1-20 shows a 26 percent decrease in FTEs in the area offices between 1999-2000 and 2000-01. This decrease is primarily because the former superintendent felt DISD's teacher shortage required the district to reassign area instructional specialists to schools to teach mathematics and science. In 1999-2000, the majority of the area offices had two mathematics and two science instructional specialists—one each to support elementary schools and one each to support secondary schools. Area 6, which is the largest area within the district, experienced a 69 percent increase in FTEs primarily because of 15 Compensatory Education teachers assigned to the area office that provide instructional support to schools throughout the area. Even with the 69 percent increase in FTEs, Area 6 did not retain its mathematics and science instructional specialists.

During focus groups, the majority of principals said that the delivery of instructional support services in mathematics and science has been poor and untimely, and the central office instructional support staff cannot respond to their needs quickly enough. The National Science Foundation visited DISD in the fall of 2000-01 to review the district's mathematics and science programs and expressed concern about the lack of instructional support in mathematics and science provided to schools by the area offices.

Recommendation 14:

Redirect central office instructional specialists to the area offices to decentralize instructional support services for mathematics and science.

DISD should redirect two instructional specialists for mathematics and science to each area office from the central office. The board has determined through *Vision 2003* that mathematics and science are priority initiatives over the next three years, and the instructional support systems should be in the area offices to ensure the success of the two initiatives. Decentralizing instructional support for mathematics and science instructional specialists will allow area offices to be more responsive to principals and teachers than the central office because area offices are closer to the schools.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent restructures DISD's organization to decentralize instructional support positions to the area offices.	August 2001
2.	The board approves the restructured organization, including decentralization of instructional support staff.	September 2001
3.	The associate superintendent for School Instructional Leadership and Operations reassigns instructional support specialists for mathematics and science to the nine area offices.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

E. SCHOOL MANAGEMENT AND SITE-BASED DECISION MAKING

Effective schools meet the needs of the communities they serve. Population diversity, the economic and ethnic backgrounds of the students, special service requirements, adequacy of facilities, staffing resources and instructional priorities of the community all contribute to shaping the unique organization of each school.

State law requires a site-based model for decision making in Texas school districts. The Texas Education Code specifies many requirements for site-based decision making (SBDM), including the following:

- The district must develop, annually review and revise a district-improvement plan and campus-improvement plans.
- District and campus performance objectives that, at minimum, support state goals and objectives must be approved annually.
- Administrative procedures or policies must clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers and district-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development and school organization.
- District and school-based decision-making committees must be actively involved in establishing administrative procedures.
- The district must put into place systematic communication measures to obtain broad-based community, parental and staff input and to provide information to those persons regarding the recommendations of the district-level committee.
- Administrators must regularly consult with the district-level committee on the planning, operations, supervision and evaluation of the district's educational program.

SBDM provides a mechanism for teachers, parents and community members to assist central and campus administrators improve student performance. Additionally, schools must have adequate resources and flexibility to develop programs that are tailored to meet the unique needs of the students they serve.

DISD's SBDM model, School-Centered Education (SCE), includes the District-Level Committee, which serves as the District Education Improvement Council and advises the board or superintendent in establishing and reviewing the district's educational goals, objectives and major districtwide classroom instructional programs and School-

Community Councils (SCC). SCCs serve as the primary decentralized campus-level planning and decision-making committees for DISD schools and include teachers, parents and community members as required by the Education Code. The superintendent's executive team, in cooperation with the District-Level Committee, is responsible for developing DISD's District Improvement Plan (DIP), while each SCC is responsible for developing individual campus improvement plans (CIP). *Vision 2003* serves as DISD's DIP, and the plan is in its third year of implementation.

SCE's purpose is to enhance the sense of community on each campus within DISD, where all concerned stakeholders come together to understand, plan and implement educational programs that best meet the academic and social development needs of their students. The guiding philosophy of SCE is to create and sustain learning and caring communities in which all adults feel respected and all children feel valued and motivated to learn and achieve.

SCCs are the focal point of DISD's SCE model, and each is intimately involved in developing unique mission statements for each campus consistent with the district's mission and in designing and implementing programs and activities to meet school and community needs. The SCCs also advise principals on planning, needs assessment, goal setting, budgeting, curriculum, staffing patterns, staff and parent development and school organization and management. Moreover, the SCCs consult and advise principals on CIPs, approve staff development plans and develop the CIP with the DIP, superintendent's initiatives, acceptable quality standards and best practices.

Each school's executive team is responsible for implementing SCE. The executive team consists of a principal, assistant principal(s) and deans of instruction.

FINDING

The overwhelming majority of principals are not supportive of the way the central office supports the schools. Over 90 percent of the principals participating in the focus groups complained that the central office was not responsive to their needs in the areas of Human Resources, Purchasing and Payroll. Their complaints ranged from the inability to get their phone calls returned to rude treatment by Human Resources personnel.

Budget analysts within the central office are currently assigned responsibility for each area, and nine employment administrators and accompanying project liaisons are assigned to the area offices, but all are located in the central office.

According to the results of TSPR's principal and assistant principal survey, respondents are evenly split on the support received from the central office. When presented with the statement: "Central administration supports the educational process," 43 percent of the respondents either disagreed or strongly disagreed, while 44 percent either agreed or strongly agreed. When presented with the statement: "Central administration is efficient," only 25 percent of the respondents agreed or strongly agreed, while 62 percent of the respondents disagreed or strongly disagreed, confirming the frustrations with central office support that principals expressed in the focus groups.

Principals meet with members of the central office administrative team three to four times each school year. The purpose of these meetings is to allow principals to share their concerns about the support that they receive from the various administrative departments in central office. These departments include Human Resources, Purchasing, Budget, Maintenance, Custodial and other departments. Principals said these meetings are always rushed and are not effective. Although department managers summarize concerns raised by principals in the meeting and send written responses to area offices and schools, principals report that there is no follow-up from department managers, problems cited during the meetings often go unresolved and support from the departments rarely improves. As a result, principals continue to experience frustration with the support provided to their schools and resort to phone calls and letter writing to get the support they need.

Principals also report that the instability of DISD's leadership has contributed to the lack of support at the school level. They perceive that administrators in the central office do not have clearly defined roles and responsibilities and that there is no consistency or accountability within the central office with respect to supporting the schools. For example, there has been no executive director for the Limited English Proficiency program since October 2000, which has resulted in a lack of districtwide direction for a program that affects many schools.

Recommendation 15:

Reassign budget analysts, employment administrators and project liaisons to area offices.

Providing accountability for central office support services is essential to SBDM. Accordingly, re-assigning budget analysts, employment administrators and project liaisons to the area offices will enable the central office to provide better "site-specific" support to the schools in each area.

Each area office should be assigned one budget analyst, one employment administrator and one project liaison, each of whom will be held accountable for ensuring that the central office provides the necessary service and support to the schools in a timely manner.

Additionally, the district should establish central office accountability by measuring service quality, response times and effective communication in each area office.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reassigns budget analysts, employment administrators and project liaisons to the nine area offices as part of the restructured organization.	August 2001
2.	The superintendent directs the executive leadership team to work with the area offices to develop performance measures to hold reassigned personnel accountable for critical school support.	September 2000
3.	The executive leadership team develops critical performance measures and presents to the superintendent for approval.	September - November 2001
4.	The superintendent approves and implements the performance measures.	November 2001
5.	The executive leadership team monitors the performance of budget analysts, employment administrators and project liaisons on an ongoing basis.	December 2001 and monthly thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not have a formal program for training its own principals. In the past, the district had its own leadership academy and participated in a Fast-Track program with the University of Texas at Austin to train principals beginning in 1994-95. However, the leadership academy was discontinued after 1993-94, and the Fast-Track program was discontinued in 1998-99. One area superintendent said that less than 10 percent of the assistant principals in his/her area are ready to be principals. Additionally, the majority of new principals attending principals' focus groups received no training prior to their assignment as principals for the first time. Both area superintendents and principals agree that targeted training is not in place for principals and assistant principals in budgeting, school law,

scheduling, textbook administration, instructional staff development, program implementation, student activity funds, conflict resolution, student discipline/Student Code of Conduct and overall school management.

DISD also does not provide sufficient training for area superintendents. As a result, recently appointed area superintendents have a difficult time adjusting to the rigors of area management and often experience considerable frustration dealing with the central office's bureaucracy, which ultimately affects the level of service and support the area superintendents provide to their schools through the area offices.

Fort Bend Independent School District (FBISD) operates a model leadership training program to develop principals and administrators. The superintendent uses a variety of private-sector leadership training and management techniques to develop principals and administrators to manage FBISD. These techniques are used to implement and manage processes that contribute to the overall quality and efficiency of the district.

Examples include techniques originated by Stephen Covey, W. Edwards Deming and Peter Drucker. FBISD's administrative leadership team, consisting of assistant principals, principals, district-level administrators and the superintendent's cabinet, receives annual training through "Architecture of Leadership Sessions" (ALS) that focus on leadership, executive stewardship, planning and scheduling, decision making, process improvement, quality management, motivation, performance appraisal and conflict resolution. ALS training increases leadership capacity throughout the organization and is based on the following principles:

- Leadership is key to organizational improvement.
- Organizational improvement means people improvement. Leaders improve their organization by developing their people.
- Leadership can be learned.
- Effective leaders share a common set of traits and behaviors.
- Administrators must exhibit both management and leadership capabilities. One must know how and when to manage or lead appropriately.
- Leaders motivate all stakeholders towards a common vision for the future. These visions are translated into goals for their organizations and expectations for people.
- Quality systems involve training, focusing on and monitoring achievement, establishing alignment and measuring processes.

FBISD also has a Future Principals Academy for assistant principals that uses identical leadership training techniques to develop principals from

within the organization. This academy leverages the managerial and leadership skills of FBISD central and school administrators to provide innovative training to assistant principals. The district finds that assistant principals who complete the training offered by the Future Principals Academy are often more qualified than sitting principals in other districts to become principals within FBISD.

DISD administrators proposed a Campus Leadership Academy be implemented in 2001-02, after TSPR's fieldwork was conducted from November 2000 through January 2001. The proposal is in draft form and is designed to build the base of potential building-level administrators including principals and assistant principals. Three programs are proposed: Program One for professional employees who already possess appropriate certification; Program Two for teachers who have interest and capability to pursue a program leading to certification for campus leadership; and Program Three for campus leaders who need professional development to renew the certificates they have. Program One is the only program that will be operational in 2001-02. Programs Two and Three will be planned and developed in 2001-02.

Recommendation 16:

Reestablish the principals' leadership academy to train assistant principals from within DISD to be principals and develop an in-house leadership training program for principals and area superintendents.

In conjunction with the Campus Leadership Academy, DISD should reestablish the principals' leadership academy to use proven leadership training techniques to develop principals and area superintendents from within its organization. The district should use private-sector leadership training and management techniques to develop its principals and area superintendents. The program should start with assistant principals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Human Resource Services and the associate superintendent for School Instructional Leadership and Operations to develop a plan for reestablishing the principals' leadership academy.	August 2001
2.	The assistant superintendent for Human Resource Services and the associate superintendent for School Instructional Leadership and Operations develop a detailed plan for reestablishing the principals' leadership academy, complete with implementation initiatives and costs.	September - October 2001
3.	The superintendent reviews and approves the plan.	November

		2001
4.	The superintendent submits the plan to the board and the board approves the plan.	December 2001
5.	The superintendent includes the costs for reestablishing the principals' leadership academy in the 2002-03 budget.	February 2002
6.	The superintendent formally reestablishes the principals' leadership academy.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

TSPR contacted Fort Bend ISD to determine the cost per participant in its Future Principals Academy. The interim superintendent was responsible for the Future Principals Academy and told TSPR that qualified district administrators lead their academy at minimal cost. The district only incurs costs for refreshments and printing training materials, which is minimal.

FINDING

DISD does not have an objective process for promoting or assigning the best candidates for open principal positions. Some area superintendents said their recommendations were considered and upheld, while others said their recommendations were not. One area superintendent said the principals assigned to his area that he has the most challenges with are those that were "given" to him in the assignment process. The majority of area superintendents said that once poor-performing principals are assigned to them, it is difficult to move them because sometimes they are "protected" by internal and external sources, including board members.

The majority of principals said they were unaware of a formal process for assigning principals. The principals who were aware of a formal process said that candidates from outside DISD provide resumes and letters of interest, and then they are interviewed. If an aspiring principal is within the DISD system, they typically receive a phone call telling them to come and interview for the job. Most felt that the existing process is very political, and that principals can be moved from school to school without notice other than a telephone call to come to the area or central office. The overwhelming majority of principals participating in the focus groups told TSPR that the current process does not yield the best principals. Because of the absence of a formal training program or leadership academy for new principals, the skill level of newly assigned principals depends on the level and quality of the "mentoring" principal that an assistant principal worked for during his/her career.

When TSPR conducted its fieldwork from November 2000 through January 2001, there was no formal process that set forth minimum criteria for education qualifications, preferred experience, specific competencies and references. The recruitment, application, interviewing, appointment and transfer process is not formally documented and communicated to area superintendents, principals and assistant principals throughout the system. However, since TSPR left the district in January 2001, the Human Resources Department began to develop a formal process for announcing vacancies for principals, assistant principals and deans of instruction and began formally outlining application requirements in those announcements. Additionally, administrators presented TSPR with a table outlining a selection process, but the process has not been formally adopted as a part of the district's administrative procedures manual.

Area superintendents and central office administrators are not required to provide documented evidence in the form of applications, interview summaries and exit summaries for any principal assignment or transfer.

Recommendation 17:

Develop a formal process for assigning and transferring principals and formally communicate this process to principals and assistant principals throughout the district.

A formal process for applying for new principal positions and transferring to open principal positions within the district is essential for DISD to identify and appoint the best possible candidates. The district should develop a formal process that sets forth minimum criteria for education qualifications, preferred experience, specific competencies and references. The recruitment, application, interviewing, appointment and transfer processes should be formally documented and communicated to area superintendents, principals and assistant principals throughout the system.

Area superintendents and central office administrators should be required to provide documented evidence in the form of applications, interview summaries and exit summaries for any principal assignment or transfer to maintain the integrity of the process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Human Resource Services directs the executive director of Staffing to work with the area superintendents and the associate superintendent for School Instructional Leadership and Operations to develop a formal process for assigning and transferring principals.	August 2001
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2.	The executive director of Staffing obtains input from the area superintendents and the associate superintendent for School Instructional Leadership and Operations to develop and document a step-by-step process for assigning and transferring principals.	August - September 2001
3.	The assistant superintendent for Human Resource Services reviews the process with both the superintendent and the associate superintendent for School Instructional Leadership and Operations.	September 2001
4.	The deputy superintendent uses input from the superintendent and associate superintendent for School Instructional Leadership and Operations to develop an Administrative Regulation to formally document the process.	September - October 2001
5.	The superintendent approves the Administrative Regulation.	November 2001
6.	The superintendent formally implements the new principal assignment and transfer process and communicates the process to principals, assistant principals and administrators throughout the district.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Principals are assigned assistant principals and deans of instruction without their input. Typically, assistant principals are assigned to principals by the central office, and principals do not have the opportunity to review their backgrounds or resumes before they report to the school. The majority of principals participating in the focus groups said they would like to have the opportunity to "build their own teams." To build their own teams, they feel they should have input into the assignment process for assistant principals and deans of instruction that are assigned to them because the principals are held accountable for student performance at their schools. Some principals were assigned assistant principals that were poor-performing and who had been demoted; yet the principals were held accountable for improving student performance.

Recommendation 18:

Develop a formal process to allow principals to participate in the screening, interviewing and selection of assistant principals and deans of instruction before assignments are made.

Assistant principals and deans of instruction are key members of a principal's school management team. As a result, each principal should have the opportunity to screen and interview potential candidates for the positions rather than have them assigned by area superintendents without their input. This screening and interviewing process is essential for principals to be sure they are being assigned individuals with the appropriate skills to implement the instructional and operational plan for their schools.

DISD should develop a formal screening and interviewing process that includes principals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Human Resource Services develops a policy and related Administrative Regulation requiring principals to participate in the screening, interviewing and selection of assistant principals.	August - September 2001
2.	The superintendent reviews and approves the policy and related Administrative Regulation and presents to the board.	September 2001
3.	The board approves the policy.	November 2001
4.	The superintendent implements the policy and related process documented in the Administrative Regulations.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's local board policy does not outline, and board members, principals, teachers, central office administrators and campus-improvement committees do not fully understand, their respective roles and responsibilities in site-based decision making (SBDM) or their levels of authority. For example, principals report that SBDM is not working in some of their schools because they feel SBDM is centrally controlled and school-based decisions made by campus-improvement teams and supported by principals sometimes are not upheld. Additionally, some principals told TSPR that their site-based committees did not understand that they serve in an advisory role to the principal as outlined in the Texas Education Code. This is primarily because SBDM roles and responsibilities have not been defined for each level of decision making within the district.

Additionally, 62 percent of respondents to TSPR's principal and assistant principal survey agreed or strongly agreed that site-based budgeting is used effectively to extend the involvement of principals and teachers in the budgeting process. The majority of principals participating in focus groups said they need more targeted training in areas such as budgeting and financial management, purchasing and school management.

DISD prepared a training program in 1998 to acquaint principals, teachers, administrators, School-Community Council (SCC) members and the school community with the district's SBDM process. The district developed a training manual entitled *The Guide to Shared Decision-Making* to be used as a resource manual for DISD's SBDM process. The manual describes the process and describes the roles and responsibilities of participants at each level of the SBDM process and is used by schools throughout the district. SCC members receive core training in the SBDM process through districtwide sessions and distance learning. SCCs may view taped training through the district's cable communications network or borrow tapes to view the session on an individual campus. The training tapes are approximately 15 minutes long.

The Guide to Shared Decision-Making does not provide specific training for budgeting, financial management, school management and purchasing. Principals told TSPR that this training is provided by the Region 10 Education Service Center, but is not comprehensive enough to improve their SBDM skills.

Although principals said that SBDM training is not comprehensive enough to improve their skills, district administrators responsible for SBDM training report that several districtwide training sessions were offered during 2000-01 at individual campuses, including budget training conducted during March 2001. Additional SBDM training is scheduled for July and August 2001.

TSPR also reviewed the TASB Board Member Training Report for the period from September 1998 to October 2000 and found that none of the current board members attended SBDM training during this period. However, two board members have been assigned to a subcommittee to develop training guidelines for new board member orientation that will include SBDM training.

Administrators, teachers and SCC members also do not receive targeted training in addition to the training provided through *The Guide to Shared Decision-Making*.

Recommendation 19:

Provide targeted training in site-based decision making to board members, central administrators, principals, teachers and School Community Councils.

DISD should define the roles and responsibilities of each level of authority in the SBDM

process- from SCCs to the school board- and include that definition in local board policy. This will ensure that all participants in the SBDM process understand both the scope of their authority and their limitations. Further, the district should commit to annual, targeted training workshops on SBDM to reinforce the concept for SCC members, teachers, school administrators and central administrators. By providing annual training in SBDM, the district will increase stakeholders' level of awareness in the SBDM process.

DISD's Human Resources Department should work with Region 10 to provide more targeted and detailed training for principals and assistant principals for budgeting, financial management, purchasing and school management and operations. These sessions should be mandatory for all principals and assistant principals and should be held twice each year until specific competencies are achieved.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent works with Region 10 to identify targeted SBDM training for board members, administrators, teachers and members of the SCCs.	August 2001
2.	The deputy superintendent revises DISD policy to require two mandatory SBDM training sessions per year.	September 2001
3.	The board approves the policy requiring two mandatory SBDM training sessions per year.	November 2001
4.	The deputy superintendent, in cooperation with the Region 10 Education Service Center, establishes a mandatory training schedule for the two sessions.	November 2001
5.	The deputy superintendent directs the SBDM training staff to begin conducting training sessions.	January 2002 and each January and August thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

F. LEGAL SERVICES

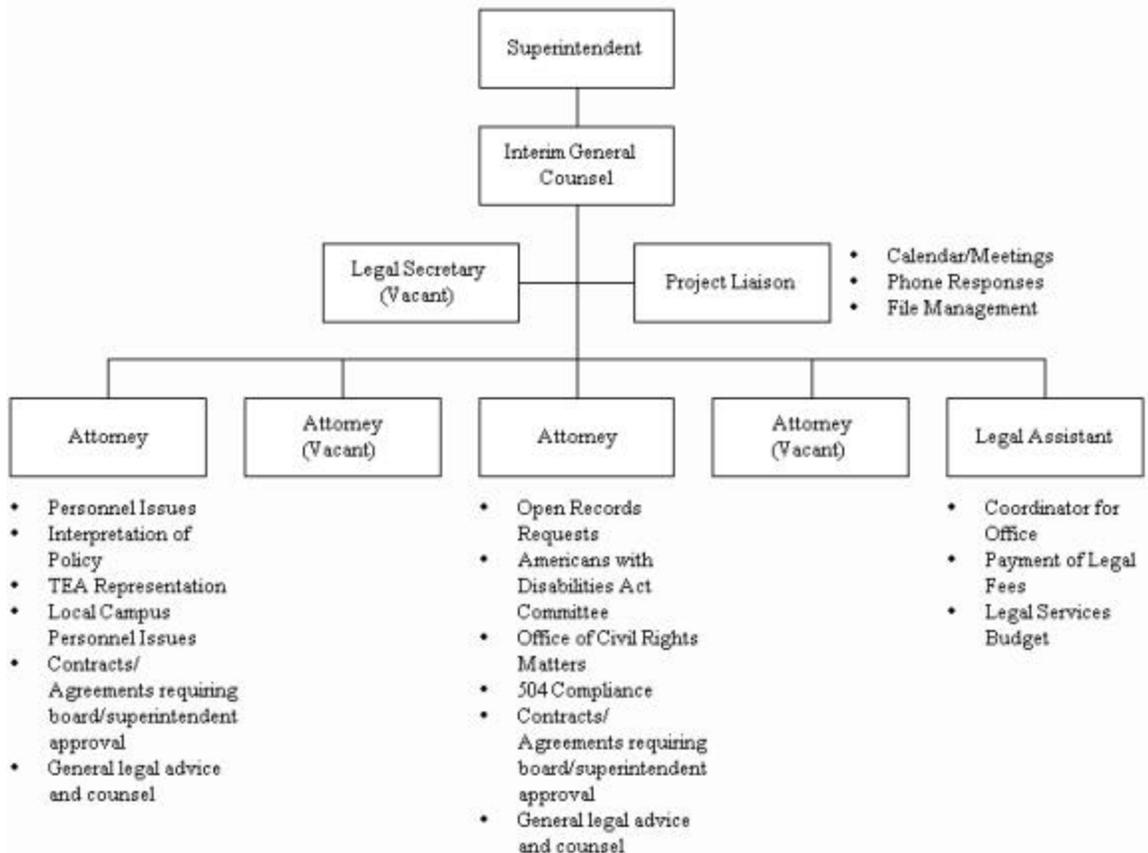
DISD established the Office of Legal Services (Legal Services) in 1998 to provide comprehensive legal services to the district, its officers, employees and board members. These services include reviewing compliance with federal, state and local laws, interpreting laws and policy, negotiating contract terms, completing open records requests and representing the district in administrative hearings before the board and in court.

Legal Services is responsible for managing and handling DISD's legal services and representing the superintendent, staff and Board of Education. The office coordinates, reviews and approves legal services and representations that are performed by law firms on behalf of DISD. Legal Services is also responsible for managing and controlling DISD's legal expenditures.

The general counsel supervises in-house legal services related to personnel, preventive law, workers' compensation, special-education law and contracts, provides legal advice to DISD staff and provides legal training for various departments within the district. **Exhibit 1-21** presents the organization for the Office of Legal Services.

Exhibit 1-21 Office of Legal Services Organization

2000-01



Source: DISD Office of Legal Services.

Legal Services is staffed with a general counsel, four attorneys (two vacant positions), a legal assistant, project liaison and legal secretary for a total of eight FTEs. The staff attorneys provide routine in-house legal services as described in the organization chart.

DISD purchases a lawyer's professional-liability insurance policy to cover the attorneys employed by Legal Services. The policy costs \$21,188 per year and pays to defend the attorneys in lawsuits filed against them while rendering professional services for the district. The policy also pays damage claims if any are assessed by the courts. The district purchased the policy at the request of several lawyers formerly employed by Legal Services who were concerned about being sued personally while performing legal work for the district.

Exhibit 1-22 presents the Office of Legal Services' budget for 1997-98 through 2000-01.

Exhibit 1-22
Office of Legal Services Budgets
1997-98 Through 2000-01

Line Item	2000-01	1999-2000	1998-99	1997-98
Salary and Employee Benefits	\$341,997	\$535,869	\$368,351	\$78,117
Contracted Services	3,236,918	\$2,735,000	2,240,800	\$2,137,748
Supplies and Materials	11,000	21,000	11,000	6,000
Other Expenses	16,440	41,440	16,440	15,000
Equipment	10,000	15,000	10,000	15,000
Total	\$3,616,355	\$3,348,309	\$2,646,591	\$2,251,865

Source: DISD Adopted Budget, 2000-2001 and Legal Services Current Operating Budgets for 1997-98 through 1999-2000.

Contracted services in the 2000-01 budget include approximately \$2.5 million for outside counsel's fees and \$500,000 for potential settlements. The remaining budget for 2000-01 supports the operations and administration of the Office of Legal Services. Contracted services in the 1997-98 budget include approximately \$1.3 million for outside counsel's fees and \$650,000 for potential settlements; contracted services in the 1998-99 budget include approximately \$1.5 million for outside counsel's fees and \$550,000 for potential settlements; and contracted services in the 1999-2000 budget include approximately \$2 million for outside counsel's fees and \$550,000 for potential settlements.

Open records requests are assigned to one attorney within Legal Services who is responsible for receiving, routing, processing and tracking all open records requests. Public information requests come to the district from a variety of sources and all requests are routed through Legal Services. The designated attorney is responsible for determining whether open records requests are "confidential" exceptions under the Texas Public Information Act. If the records are not confidential, the attorney releases the records within 10 days of the request.

FINDING

DISD provides cost-effective routine legal services through its in-house Office of Legal Services. The interim general counsel calculated the annual savings in legal fees to range from \$563,771 to \$968,771, depending on the number of hours per week worked by outside lawyers. Including DISD's interim general counsel, three in-house attorneys handle

routine legal services for the district. The annual salary, benefits and car allowances for the three attorneys total \$246,229 and the attorneys work an average of 40-60 hours per week on 226-day contracts (45 weeks per year). The attorneys are not compensated for overtime.

If routine legal services were contracted to outside counsel based on the current billing rates, DISD would pay an average rate of \$150 per hour each for three lawyers to work on routine legal matters for the district. Assuming the three attorneys would work 40-60 hours per week, 45 weeks per year, the interim general counsel estimates the annual savings as follows:

	<u>40-Hour Week</u>	<u>60-Hour Week</u>
Outside Counsel (3 attys. x 40 or 60 hrs. x 45 wks. x \$150 per hr.)	\$810,000	\$1,215,000
Less: DISD In-House Attorneys (3 Attorneys)	(246,229)	(246,229)
Estimated Annual Savings	<u>\$563,771</u>	<u>\$968,771</u>

COMMENDATION

DISD reduced the cost of outside legal fees by establishing an Office of Legal Services to provide cost-effective legal services for the district's routine legal matters.

FINDING

DISD currently uses two more outside law firms to provide legal services to the district than the Houston Independent School District (HISD) does, and Houston is the largest school district in the state of Texas. In addition, it is unclear how much value is added by each of the district's additional outside law firms when the fees billed are considered. In addition to in-house counsel, the district uses 10 law firms to provide litigation and special legal services. HISD, which has a student enrollment that is 31 percent larger than DISD, uses eight law firms as outside counsel.

In 1998, DISD's board hired one of the 10 firms with an exclusive contract to be the board's outside counsel. The firms handle cases related to tort litigation, civil rights claims, desegregation cases, contractual disputes and employment. Either the general counsel or a member of the board assigns cases to the firms as required. **Exhibit 1-23** presents a summary of legal fees by firm from 1997-98 through November 2000 of 2000-01 which shows that DISD has used more than 10 firms in prior years.

**Exhibit 1-23
Summary of Legal Fees by Firm
1997-98 Through 2000-01***

Firm	1997-98		1998-99		1999-2000		2000-01*	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Carrington, Coleman	\$418,755	9.9%	\$318,356	11.6%	\$175,691	7.3%	\$31,015	6.5%
Clark, West, Keller	67,056	1.6%	10,446	0.4%	1,398	0.1%	0	0.0%
Cloutman, Edward B.	63,971	1.5%	80,024	2.9%	105,791	4.4%	8,591	1.8%
Cunningham, E. Brice	101,754	2.4%	51,218	1.9%	110,943	4.6%	0	0.0%
Friedman & Associates	98,065	2.3%	0	0.0%	0	0.0%	0	0.0%
Figari & Davenport	9,592	0.2%	0	0.0%	0	0.0%	0	0.0%
Gardere & Wynne	0	0.0%	0	0.0%	56,420	2.3%	2,378	0.5%
Hughes & Luce	311,129	7.3%	76,330	2.8%	7,622	0.3%	3,332	0.7%
Kane, Russel, Coleman	344,110	8.1%	0	0.0%	0	0.0%	0	0.0%
O'Hanlon, Kevin	8,675	0.2%	52,541	1.9%	25,740	1.1%	5,225	1.1%
Ramirez & Associates	155,586	3.7%	136,398	5.0%	100,159	4.2%	32,928	6.9%
Robinson, West, Gooden	438,987	10.4%	493,666	18.0%	315,333	13.1%	47,592	10.0%
Ronquillo Law Firm	903,875	21.3%	130,308	4.7%	63,172	2.6%	19,108	4.0%
Schwartz & Eichelbaum	922,915	21.8%	268,170	9.8%	244,700	10.2%	62,872	13.2%
Strasburger & Price	74,906	1.8%	77,761	2.8%	55,487	2.3%	11,070	2.3%
Vial, Hamilton, Koch	316,005	7.5%	1,049,361	38.2%	1,130,691	47.0%	249,035	52.2%

White Sims & Wiggins	0	0.0%	0	0.0%	13,254	0.6%	4,171	0.9%
Total	\$4,235,381	100.0%	\$2,744,579	100.0%	\$2,406,401	100.0%	\$477,317	100.0%

Source: DISD Office of Legal Services.

* September 2000 through November 2000.

Note: Totals may not add to 100 percent due to rounding.

As shown in **Exhibit 1-23**, between 1998-99 and 2000-01, as few as seven and as many as 10 law firms received 5 percent or less of total legal fees paid by DISD. During that period, DISD contracted with three different law firms representing 68 percent of total legal fees in 1998-99, 70 percent in 1999-2000 and 75 percent in 2000-01. One firm accounted for 38 percent of total legal fees in 1998-99, 47.0 percent in 1999-2000 and 52 percent through November 2000.

HISD contracted with eight law firms in 1999-2000 and spent \$1,098,900, while DISD contracted with 14 law firms and spent \$2,406,401-approximately 119 percent more than HISD. DISD does not have an insurance policy with TASB or a commercial carrier that pays a percentage of legal fees incurred for specific types of litigation.

In 2000-01, DISD reduced to 10 the number of outside law firms it contracted with to more effectively manage cases assigned to outside counsel. The general counsel must review legal bills submitted by all firms, monitor the cases and coordinate outside counsel's litigation activities. Consequently, the more outside law firms the district contracts with, the greater the effort required by in-house general counsel to conduct case management and coordinate and monitor activities. **Exhibit 1-24** shows the number of active cases by law firm as of January 25, 2001.

Exhibit 1-24
DISD Active Cases by Law Firm
As of January 25, 2001

Law Firm	Cases	Percent
Carrington, Coleman, Soloman & Blumenthal, LLP	6	9%
Fanning, Harper & Martinson	1	1%
Hughes & Luce, LLP	1	1%
O'Hanlon & Associates	2	3%
Robinson, West & Gooden, PC	26	38%

Schwartz & Eichelbaum, PC	8	12%
Strasburger & Price, LLP	1	1%
The Ronquillo Law Firm	1	1%
Vial, Hamilton, Koch & Knox, LLP	22	33%
White, Sims & Wiggins, LLP	1	1%
Total	69	100%

Source: DISD Office of Legal Services, January 25, 2001.

Again, **Exhibit 1-24** shows that three firms are handling 83 percent of DISD's active cases as of January 25, 2001. However, the general counsel must continue to review bills, coordinate and administer the activities of seven other law firms that are only handling 17 percent of the active cases to date. Accordingly, DISD's general counsel is burdened with case management and administration activities for law firms that are not handling most of the district's cases.

Recommendation 20:

Reduce the number of law firms contracted to provide legal services to DISD.

DISD's general counsel should review the existing contracts of all outside law firms to determine what activities can and should be done in-house by existing staff and how much value the district gets for what it is billed. After reviewing the contracts and conducting a value analysis, the general counsel should issue a request for proposals to hire a minimum of three and a maximum of five law firms, including firms with specific school-law experience, to reduce legal fees and case-management activities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The general counsel reviews existing contracts and conducts a value analysis for each firm serving as outside counsel, including the board's attorney.	August 2001
2.	The general counsel reports to the superintendent and board the result of the review and analysis.	September 2001
3.	The general counsel, in cooperation with the purchasing department develops and issues a request for proposals (RFP) for outside legal services.	September - October 2001
4.	The general counsel reviews the responses to the RFP and	November

	selects a minimum of three and a maximum of five firms to provide legal services to DISD as outside counsel.	2001
5.	The superintendent and board approve the law firms selected.	December 2001

FISCAL IMPACT

As a result of this recommendation, TSPR assumes that overall legal fees would be reduced by 10 percent. Based upon the 1999-2000 expenditures of \$2,406,401, the annual savings would be \$240,640 ($\$2,406,401 \times .10$)

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce the number of law firms contracted to provide legal services to DISD.	\$240,640	\$240,640	\$240,640	\$240,640	\$240,640

FINDING

The general counsel does not assign all legal cases to outside counsel, creating inefficient case management. In addition, the board does not have direct communication with in-house general counsel. For example, the board has its own outside counsel, and a member of the board assigns cases approved by the board to that outside firm without advising DISD's general counsel. As a result, DISD's general counsel often is not aware of the number and type of cases assigned by the board to its outside counsel until notified by the outside firm.

Some DISD executives and department managers also notify outside counsel of potential cases without first advising the Office of Legal Services. Law firms under contract with the district begin working on cases and notify the general counsel after casework has begun rather than obtaining authorization to proceed from the general counsel first.

Houston Independent School District's (HISD) Board of Education hired outside counsel to represent the board, but worked out an arrangement with the district's general counsel that all cases handled by the board's attorney will be assigned through the general counsel's office. Additionally, all HISD departments must route requests for matters to be handled by outside counsel to the general counsel as well. This procedure allows the general counsel to assign, coordinate and monitor all active cases from the School Attorney's Office to provide for efficient case management.

Recommendation 21:

Develop and implement a policy requiring the general counsel to assign all cases to outside counsel.

The board should allow the general counsel to conduct all case management activities including assigning all cases to outside counsel whether they are originated by the board for its special counsel or by executives and department managers within the district. Local Board Policy should be amended to require that all case assignments be initiated from the Office of Legal Services.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the general counsel and executive director for Board Services to prepare a local board policy requiring the general counsel to assign all cases to outside counsel.	August 2001
2.	The executive director for Board Services, in cooperation with the general counsel, develops the policy.	September 2001
3.	The board approves the policy.	October 2001
4.	The general counsel begins assigning all cases from the Office of Legal Services.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Office of Legal Services cannot determine caseload activity handled by outside counsel from 1997-98 through 1999-2000 because there was no method to assign, track and report on the status and disposition of cases. In December 2000, Legal Services began programming a Microsoft Access database to assign, monitor and track cases assigned to outside counsel. Legal Services completed programming the database and entered data on outstanding cases by obtaining current status reports on open cases through "self-reporting" from outside counsel.

Although Legal Services' initial attempt to "populate" the database was successful and the database is operating effectively, the lack of historical caseload activity does not allow the office to analyze case-management trends and the relationship between cases assigned, services rendered and legal fees paid to each firm to establish a baseline for future case management. Additionally, the Legal Services Office must review manual

reports and billings from outside counsel to determine historical-case activity that may be useful in projecting future case management.

Recommendation 22:

Update the existing Microsoft Access database with the 1999-2000 outside counsel's caseload activity and related legal fees.

The Office of Legal Services should review manual reports of case activity and related billings submitted by outside counsel for 1999-2000 to have a basis for comparison for future case management. Information such as cases assigned, cases completed, activities performed, problems encountered, disposition of cases and legal fees billed should be collected from manual reports and billings provided by each law firm. This information will be useful to determine which firms efficiently disposed of cases and those that provided the district with the best value and can be used as a baseline for assigning cases in the future.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The general counsel reviews the current workload within Legal Services to determine staff availability to review 1999-2000 reports and legal bills from outside counsel.	August 2001
2.	The general counsel identifies a legal consultant to review the reports and bills and enter the data into the Microsoft Access database.	August 2001
3.	The general counsel recommends hiring a legal consultant to work with a Legal Services' staff assigned to the project.	September 2001
4.	The superintendent approves the hiring of the legal consultant.	September 2001
5.	The Legal Services' staff member and legal consultant update the database with 1999-2000 case activity.	September 2001 - October 2001

FISCAL IMPACT

The district will hire a consultant to assist with updating the database for approximately \$75 per hour or \$12,000 per month (\$75 per hour X 8 hours per day = \$600 per day X 20 days per month). The project is estimated to take 2.5 months for a total cost of \$30,000 (\$12,000 X 2.5 months).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Update the existing Microsoft	(\$30,000)	\$0	\$0	\$0	\$0

Access database with the 1999-2000 outside counsel's caseload activity and related legal fees.					
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Chapter 1

G. DESEGREGATION ORDER

DISD has been embroiled in racial controversy since 1955 when the district refused to recognize the U.S. Supreme Court's 1954-55 command to desegregate. DISD has consequently been under court-ordered desegregation since 1960.

On July 26, 1994, the court granted DISD "unitary status," meaning the district has implemented the spirit of the order. The order for unitary status recognizes that the district's demographics have changed significantly over the years. Not only is DISD's student population not majority Anglo, it is now majority Hispanic (55 percent), with 36 percent African-American and only 8 percent Anglo. While granting unitary status, the court specified certain deficiencies that had to be remedied during a monitoring period, which they anticipated to last no more than three years. The order states that when those deficiencies were remedied, the court would lift the order.

In the order granting unitary status, the skepticism of the African-American board members and some African-American community members is recognized and commented on as "understandable" in light of the district's history of resistance to voluntary compliance.

The 1994 memorandum opinion and order regarding unitary status also contained the following statement:

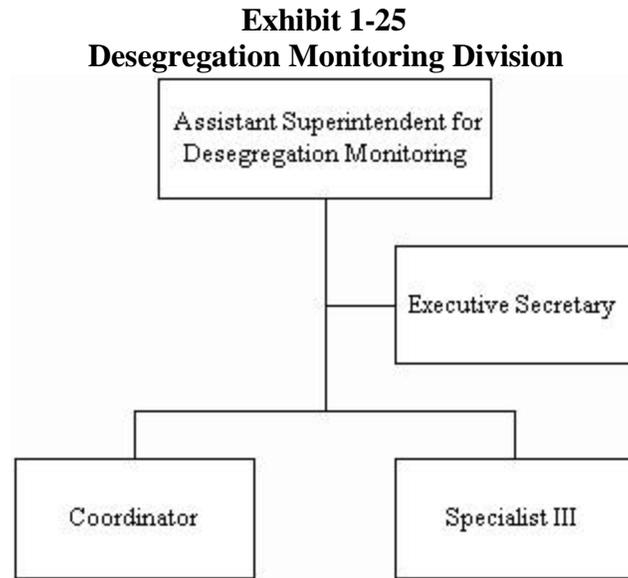
"The desegregation shortcomings pointed out in this Opinion are due primarily, and perhaps solely, to failures by a few district personnel to follow through in the implementation of established desegregation policies. From time to time the Court has expressed its impatience at the apparent lack of motivation and good management responsible for these problems."

To address these concerns, DISD created the Desegregation Monitoring division of the Department of Evaluation, Accountability and Information Systems.

According to DISD's 2000-01 Adopted Budget, "Desegregation Monitoring provides technical assistance, monitoring, reporting and other services mandated in the 1987 Annotated Amended Judgment, the 1994 Memorandum Opinion and Order Granting Unitary Status and other assignments by the general superintendent. The department monitors for

continuous improvement in instructional priorities and critical initiatives benefiting students, staff, parents, community and taxpayers."

Exhibit 1-25 presents the current organization for the Desegregation Monitoring division.



Source: DISD Superintendent's Office, Organization Chart as of 2/26/01.

Exhibit 1-26 presents the salaries for each position shown in the organization chart.

Exhibit 1-26
Desegregation Monitoring Division Salaries

Position	Salary
Asst. Superintendent	\$91,599
Executive Secretary	\$28,887
Coordinator	\$64,888
Specialist III	\$57,126
Total (Salary Only)	\$242,500

Source: DISD Salary Report, January 11, 2001.

The total budget for the department is \$561,538 and is summarized in **Exhibit 1-27**.

Exhibit 1-27
Desegregation Monitoring Division Budget
2000-01

Line Item	Amount
Salary and Employee Benefits	\$272,894
Contracted Services	\$278,963
Supplies and Materials	\$7,189
Other Expenses	\$2,492
Total Budget	\$561,538

Source: DISD Adopted Budget, 2000-01.

FINDING

DISD has no action plan for seeking relief from court-ordered desegregation. Seven years after DISD was granted unitary status, the Federal Court has not lifted the desegregation order. The general turmoil that has surrounded the district in the last few years may have contributed to the fact that the district has not sought or received relief from the order. District officials say they anticipate that the court will release DISD from the order in the next two to three years, but no action plan for seeking relief is available.

Coupled with the absence of an action plan for seeking relief from the desegregation order, the court-appointed external auditor's annual report indicates that many compliance deficiencies remain before the court will remove DISD from its jurisdiction. For example, in its most recent annual report for 1999-2000, the external court auditor points out that the *July 1994 Memorandum Opinion and Order Regarding Unitary Status* clearly requires DISD to provide specified incentives and additional services to Majority to Minority (M-to-M) transfer students and their parents. However, the auditor states: "...little information validating the actual provision of services is provided in general reports to the Court ...and no special reports are submitted by the district's Desegregation Monitor, nor the counseling and/or Fine Arts departments, who bear the responsibility for providing the incentives to students and parents. Because of limited information, the auditor is unable to verify the level of services provided. Specifically, the auditor continues to question whether ombudsman services are provided to parents; the level of parental involvement of transfer students; the level of participation of elementary transfer students in free music lessons; and whether counselor records for transfer students

are used by school personnel to improve and increase the services of the M-to-M transfer program."

The auditor's report also cites the 1994 court directive to "fund the magnets, academies and vanguards at current or higher rates" as a source of concern. The report states: "The district continues to *credit* the reduction in the budgets of the six magnet schools at Townview to program consolidation. Enrollment fluctuation and staff turnover are also mentioned as factors causing budget shifts from one year to another. The move to Townview occurred in 1995. Therefore, any reductions in magnet school budgets since the initial year of operation (1995-96) should not be attributed to the move. Other vanguards and magnets have been in their current locations since their establishment. The district fails to provide adequate explanation for budget shifts in schools located outside Townview. For example, the Mark Twain budget in 1994-95 was \$319,449 with an enrollment of 59 students. The following year, the budget decreased to \$300,900 despite an increase in enrollment to 103 students. Five school years after the Order to fund the magnets at current or higher rates, Twain has not regained its 1994-95 funding level."

The issues of non-compliance cited by the court-appointed external auditor are within the scope of responsibility of the Desegregation Monitoring Division which, to date, has not developed a viable short-term plan to correct compliance deficiencies and, according to the external auditor, in some instances has not submitted special reports detailing initiatives DISD has implemented to comply with certain elements of the *July 1994 Memorandum Opinion and Order Regarding Unitary Status*-both of which are necessary to ensure that the court releases DISD from its jurisdiction.

Recommendation 23:

Prepare a short-term plan to comply with the desegregation order and request that the court immediately relinquish jurisdiction and dismiss the desegregation case against the district.

The assistant superintendent for Desegregation Monitoring should immediately develop a short-term plan to comply fully with the *July 1994 Memorandum Opinion and Order Regarding Unitary Status* by the end of 2002-03, at which time DISD should request immediate relief from the Court and dismantle the Desegregation Monitoring Division.

While the compliance deficiencies noted in the *July 1994 Memorandum Opinion and Order Regarding Unitary Status* are extensive, none of them are extremely difficult to accomplish if the district implements and follows

a short-term plan to correct them. DISD should be able to comply within two to three years.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Desegregation Monitoring to develop a short-term plan for addressing deficiencies noted in the July 1994 Memorandum.	August 2001
2.	The assistant superintendent for Desegregation Monitoring develops the plan to correct deficiencies by 2002-03.	August - September 2001
3.	The superintendent approves the plan.	September 2001
4.	The assistant superintendent for Desegregation Monitoring monitors the implementation of the plan and files the appropriate reports with the court indicating compliance initiatives.	October 2001 - July 2003
5.	The board requests the court relinquish jurisdiction and dismiss the desegregation order.	June 2003
6.	The court relinquishes its jurisdiction and dismisses the desegregation order.	August 2003
7.	The superintendent eliminates the Desegregation Monitoring Division.	August 2003

FISCAL IMPACT

The fiscal impact assumes that the Desegregation Monitoring Division would be eliminated in 2003-04 with savings for each year thereafter due to the elimination of the division. The total budget for the division is \$561,538 as shown in **Exhibit 1-27**.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Prepare a short-term plan to comply with the desegregation order and request that the court immediately relinquish jurisdiction and dismiss the desegregation case against the district.	\$0	\$0	\$561,538	\$561,538	\$561,538

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter discusses DISD's educational service delivery function in nine sections.

- A. Student Performance and Instructional Program Delivery
- B. Special Education
- C. Gifted and Talented Education
- D. Career and Technology Education
- E. Bilingual Education/English as a Second Language
- F. Title I/State Compensatory Education
- G. Health Services
- H. Counseling
- I. Staff Development

If a school district is to meet the needs of the students it serves, it must have a well-designed and well-managed process for directing instructors, maintaining a curriculum, evaluating and monitoring the success of its educational programs and providing the resources needed to support its educational programs.

BACKGROUND

DISD encompasses 351 square miles in Dallas County in north-central Texas and serves the second-largest student enrollment in the state. According to an undated report entitled *Dallas Public Schools PEIMS Fall 2000 Enrollment*, the district currently serves 161,670 students at 221 locations. **Exhibit 2-1** indicates the number of schools in DISD by level and grades served.

Exhibit 2-1
DISD Schools by Level and Grades Served
2000-01

Level	Grades Served	Number of Schools
Elementary Schools	EC through Grade 3	6
	EC through Grade 6	40
	PK only	1
	PK through Grade 3	11
	PK through Grade 4	1

	PK through Grade 5	4
	PK through Grade 6	69
	K through Grade 3	2
	K through Grade 6	12
	Grades 4-6	8
Middle Schools	Grades 7-8	28
High Schools	Grades 9-11	1
	Grades 9-12	27
Multi-level	EC through 12	1
	K through 7	1
	Grades 4-8	1
	Grades 4-12	1
	Grades 6-8	2
	Grades 7-10	1
	Grades 7-12	3
	Grades 8-12	1
Total		221

*Source: Texas Education Agency (TEA), Public Education Information Management System (PEIMS), 2000-01.
Early Childhood (EC); Pre-Kindergarten (PK); Kindergarten (K)*

The Texas Education Agency (TEA) provides information on the results of the Texas Assessment of Academic Skills (TAAS) as well as other demographic, staffing, and financial data to school districts and the public annually through its Academic Excellence Indicator System (AEIS) and its Public Education Information System (PEIMS). TSPR used AEIS and PEIMS reports to examine DISD data over time, and to compare the performance of DISD's students with those in its "peer" districts (a concept explained below), the state as a whole and in Region 10. The latest AEIS data available are for 1999-2000.

During the 2000-01 school year, DISD employed 19,193 total personnel. Professional staff (18,657 total) included 10,101 teachers, 63 central office administrators, 1,844 professional support employees, 1,654 educational aides, and 4,482 auxiliary personnel. DISD's percentage of total staff represented by teachers, professional support personnel and campus

administration is slightly higher than in the state as a whole. The share of total staffing represented by central administrators, educational aides and auxiliary workers is lower than the state average. DISD's percentage of teachers with no degree is more than twice the state average, however, they also employ a higher percentage of teachers who hold a masters or doctoral degree than the state average. DISD's percentage of teaching staff with zero to five years of experience is higher than the state average. Their percentage of teaching staff with six to 20 years of experience is below the state average, but the percentage of teaching staff with more than 20 years of experience is slightly higher than the state average. **Exhibit 2-2** provides data on staffing and the race/ethnicity, degree and experience of teachers in DISD and the state.

**Exhibit 2-2
Staff Information
DISD Versus State Average
1996-97-2000-01**

Category	DISD			State		
	1996-97	2000-01	Percent Inc (Dec)	1996-97	2000-01	Percent Inc (Dec)
<i>Staff</i>						
Teachers	53.1%	52.6%	(0.9%)	51.9%	50.1%	(3.5%)
Professional Support	9.5%	9.6%	1.2%	6.7%	7.9%	17.9%
Campus Administration	2.7%	2.7%	0.0%	2.5%	2.4%	(4.0%)
Central Administration	0.1%	0.3%	200.0%	0.9%	1.0%	11.1%
Educational Aides	0.0%	8.6%	860.0%	9.0%	10.2%	13.3%
Other Staff	34.7%	23.4%	(32.7%)	29.1%	27.7%	(4.8%)
<i>Race/Ethnicity (Teachers)</i>						
African American	38.8%	41.5%	(7.0%)	8.2%	8.5%	3.7%
Hispanic	10.1%	12.0%	18.8%	15.5%	16.8%	8.4%
Anglo	49.7%	44.7%	(10.1%)	75.6%	73.8%	(2.4%)
Other	1.6%	1.8%	12.5%	0.8%	0.9%	12.5%
<i>Degree Status (Teachers)</i>						
No Degree	2.5%	3.0%	2.0%	0.9%	1.3%	44.4%

Bachelors Degree Only	60.8%	69.5%	14.3%	72.1%	74.8%	3.7%
Masters Degree	35.1%	26.0%	(25.9%)	26.6%	23.4%	(12.0%)
Doctorate Degree	1.5%	1.5%	0.0%	0.4%	0.5%	25.0%
<i>Experience (Teachers)</i>						
0 Years Experience	7.4%	14.1%	90.5%	6.6%	7.8%	18.2%
1-5 Years Experience	25.8%	28.9%	12.0%	26.8%	27.1%	1.1%
6-10 Years Experience	13.6%	13.8%	1.5%	17.4%	18.2%	4.6%
11-20 Years Experience	26.4%	20.9%	(20.8%)	29.6%	25.4%	(14.2%)
20+ Years Experience	26.7%	22.4%	(16.1%)	19.5%	21.5%	10.3%

Source: TEA, Academic Excellence Indicator System (AEIS), 1996-97, PEIMS, 2000-01. Percentages may not add to 100 due to rounding.

As shown in **Exhibit 2-3**, average salaries are higher in DISD in all categories than the state average. The average salary for DISD teachers is \$3,133 higher (8.2 percent) than the state average; \$7,431 higher (16.3 percent) for professional support staff; \$6,350 higher (10.9 percent) for campus administrators; and \$49,025 higher (65.3 percent) for central administrators.

**Exhibit 2-3
Staff Information
DISD Versus State Average
2000-01**

Staff Category	DISD	State Average	Percent Difference
Average Salary (Excluding Supplements)			
Beginning Teachers	\$28,609	\$27,007	5.9%
1-5 Years Experience	\$34,030	\$28,758	18.3%
6-10 Years Experience	\$37,048	\$33,499	10.6%

11-20 Years Experience	\$44,012	\$39,426	11.6%
20+ Years Experience	\$56,159	\$43,602	28.8%
Average Salary (Excluding Supplements)			
All Teachers	\$41,492	\$38,359	8.2%
Professional Support	\$52,945	\$45,514	16.3%
Campus Administration	\$64,602	\$58,252	10.9%
Central Administration	\$124,050	\$75,025	65.3%

Source: TEA, PEIMS, 2000-01.

DISD selected five Texas school districts to serve as "peer districts" for comparative purposes: Austin, El Paso, Fort Worth, Houston and San Antonio. These districts share a number of similar characteristics with DISD. They are the largest districts in the state and all have ethnic minority student populations in excess of 65 percent; a majority of students in all of the districts except Austin are economically disadvantaged (**Exhibit 2-4**).

Exhibit 2-4
Demographic Characteristics of Students
DISD Versus Peer School Districts
2000-01

District	Student Enrollment	Racial/Ethnic Percentage				Percent Economically Disadvantaged
		Percent African American	Percent Hispanic	Percent Anglo	Percent Other	
Houston	208,672	32.1%	54.9%	10.0%	3.0%	77.0%
Dallas	161,670	35.9%	54.5%	7.9%	1.8%	74.3%
Fort Worth	79,764	30.9%	45.4%	21.4%	2.3%	56.6%
Austin	77,862	15.7%	47.8%	33.7%	2.8%	48.0%
El Paso	62,412	4.8%	78.5%	15.2%	1.5%	66.8%
San Antonio	57,339	10.0%	85.5%	4.2%	0.3%	93.3%
State	4,071,433	14.0%	41.0%	42.0%	3.0%	49.2%

Source: TEA, PEIMS, 2000-01.

Exhibit shows that Dallas ISD is the second-largest (after Houston) school district in the state. DISD's property value per pupil is second-highest among the peer districts and almost 50 percent higher than the statewide average. The percentage of DISD students passing the TAAS is lower than in any of the peer districts.

Exhibit 2-5
District Property Value per Pupil and Percent of Students Passing the TAAS
DISD Versus Peer Districts
1999-2000

District Name	2000-01 Enrollment	2000-01 Property Value per Pupil	Rank by Value	Percent of Students Passing TAAS 1999-2000	Rank by Performance
State	4,071,433	\$215,121	N/A	79.9%	N/A
Austin	77,862	\$437,245	1	71.2%	1
Dallas	161,670	\$320,262	2	59.9%	6
Houston	208,672	\$289,391	3	70.3%	4
Fort Worth	79,764	\$176,988	4	70.4%	3
San Antonio	57,339	\$136,396	5	65.6%	5
El Paso	62,412	\$134,448	6	70.7%	2

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.

According to the 2000-01 PEIMS report, DISD's budgeted instructional operating expenditures per student were third-highest among the peer districts and higher than the averages for Education Service Center Region 10 (Region 10) and the state. DISD's share of budgeted instructional expenditures on regular, career and technology and compensatory education were highest among the peer districts, Region 10 and, with the exception of career and technology, were higher than the state. Yet DISD's expenditures were lowest for special education and bilingual and English as a second language (ESL) education (**Exhibit 2-6**).

Exhibit 2-6
Budgeted Instructional Operating Expenditures

**DISD Versus Peer Districts, Region 10 and the State
2000-01**

District	Total Instructional Operating Expenditures* per student	Percent of Instructional Operating Expenditures**					
		Regular Education	Gifted and Talented	Special Education	Career & Technology Education	Bilingual & ESL Education	Compensatory Education
Houston	\$3,723	59.0%	1.0%	13.3%	3.1%	15.4%	8.2%
San Antonio	\$3,722	67.0%	0.5%	15.6%	3.2%	9.7%	4.0%
Dallas	\$3,648	72.9%	2.1%	8.7%	4.0%	3.0%	9.3%
Austin	\$3,577	63.1%	0.9%	16.8%	2.8%	12.3%	4.1%
Fort Worth	\$3,322	68.5%	3.8%	11.3%	3.4%	6.4%	6.6%
El Paso	\$3,249	70.1%	0.5%	11.6%	2.9%	8.2%	6.7%
Region 10	\$3,454	71.3%	2.2%	11.6%	3.8%	4.3%	6.3%
State	\$3,487	70.0%	1.8%	12.5%	4.1%	4.3%	6.6%

Source: TEA, PEIMS, 2000-01.

*Instruction (Functions 11, 95) and Instructional Leadership (Function 21); ** Functions 11 and 95 only.

DISD's expenditures in the 2000-01 school year totaled more than \$1 billion or \$6,530 per student. Operating expenditures-all expenditures other than debt service and capital outlay-totaled \$973.3 million or \$6,020 per student. Instructional operating expenditures (spending for activities directly related to interactions between teachers and students, Juvenile Justice Alternative Education Program, and the management of teachers) totaled \$589.7 million or \$3,648 per student. DISD ranks fourth among its peer districts in total expenditures per student, fourth in total operating expenditures per student and third in total instructional operating expenditures per student (**Exhibits 2-7 and 2-8**).

**Exhibit 2-7
Total and Per Student Budgeted Expenditures,
Operating Expenditures and Instructional Operating Expenditures
DISD Versus Peer Districts
2000-01**

District	Total Expenditures	Total Expenditures Per Student	Total Operating Expenditures	Total Operating Expenditures Per Student	Total Instructional Operating Expenditures*	Total Instructional Operating Expenditures Per Student
San Antonio	\$389,027,895	\$6,785	\$345,729,804	\$6,030	\$213,394,736	\$3,722
Austin	\$588,223,609	\$7,555	\$495,944,900	\$6,370	\$278,519,445	\$3,577
Dallas	\$1,055,771,633	\$6,530	\$973,285,604	\$6,020	\$589,729,907	\$3,648
Houston	\$1,479,105,549	\$7,088	\$1,338,766,617	\$6,416	\$776,913,976	\$3,723
Fort Worth	\$518,449,788	\$6,500	\$461,399,646	\$5,785	\$264,941,903	\$3,322
El Paso	\$380,427,067	\$6,095	\$342,553,945	\$5,489	\$202,795,410	\$3,249

Source: TEA, PEIMS, 2000-01.

*Instruction (Functions 11, 95) and Instructional Leadership (Function 21).

Exhibit 2-8
Total Budgeted Expenditures Per Student,
Budgeted Operating Expenditures Per Student and
Total Budgeted Instructional Operating Expenditures Per Student
DISD Versus Peer Districts: Ranking
2000-01

District	Rank		
	Total Expenditures Per Student	Total Operating Expenditures Per Student	Total Instructional Operating Expenditures Per Student
San Antonio	3	3	2
Austin	1	2	4
Dallas	4	4	3
Houston	2	1	1
Fort Worth	5	5	5
El Paso	6	6	6

Source: TEA, PEIMS, 2000-01.

As shown in **Exhibit 2-9**, DISD was highest or second-highest among the peer districts in the share of its resources devoted to instruction, instructional related services and plant maintenance/operation. The district was second-lowest for student transportation, and third lowest for school leadership, co/extracurricular, security and monitoring services and data processing services. DISD's share of expenditures devoted to instruction, instruction-related services, instructional leadership and school leadership are higher than the state average.

Exhibit 2-9
Percent of Total Budgeted Expenditures by Function
DISD Versus Peer Districts
2000-01

Expenditure Category	Austin	Dallas	El Paso	Fort Worth	Houston	San Antonio	State
Instruction	46.2%	54.5%	51.3%	49.2%	51.6%	53.7%	51.3%
Instructional-Related	3.0%	3.3%	3.0%	3.3%	3.2%	2.3%	2.6%
Instructional Leadership	1.2%	1.3%	2.0%	1.9%	1.0%	1.1%	1.2%
School Leadership	5.0%	5.4%	5.7%	5.7%	6.1%	4.9%	5.2%
Student Support Services	2.8%	4.3%	4.4%	5.0%	4.1%	5.3%	4.0%
Student Transportation	2.7%	1.6%	2.2	2.5%	2.5%	1.4%	2.5%
Food Service	4.5%	4.9%	5.8%	5.1%	4.8%	6.5%	4.9%
Co/Extra Curricular	1.4%	0.9%	1.7%	1.5%	0.8%	1.2%	2.2%
Central Administration	2.5%	2.7%	3.4%	2.1%	3.1%	2.4%	3.5%
Plant Maint/Operations	9.7%	10.7%	9.1%	10.2%	10.6%	7.9%	9.6%
Securing/Monitoring	0.8%	0.9%	0.6%	1.6%	0.9%	1.2%	0.6%
Data Processing	4.4%	1.7%	0.8%	0.9%	2.1%	8.6%	1.1%
Other*	15.7%	7.8%	10.0%	11.0%	9.5%	3.4%	11.3%
Total	99.9%	100.0%	100.0%	100.0%	100.3%	99.9%	100.0%

Source: TEA, PEIMS, 2000-01.

**Includes any operating expenditures not listed above and all non-operational expenditures such as debt service, capital outlay, and community and parental involvement services.*

*** Totals may not add to 100 percent due to rounding.*

Chapter 2

A. STUDENT PERFORMANCE AND INSTRUCTIONAL PROGRAM DELIVERY (PART 1)

School districts need sound systems for managing the instructional process. Administrators must ensure that the resources allocated to instructional programs produce continual improvements in student performance. This entails the continuing monitoring and evaluation of personnel and programs alike, as well as a comprehensive program for student assessment that accurately evaluates achievement across all content areas and grades.

FINDING

DISD provides its students with equal access to the arts, so that such experiences increase the impact of teaching and learning. ArtsPartners is a citywide arts-in-education initiative launched by the City of Dallas Cultural Affairs Commission in partnership with DISD. Its goal is to augment the learning experience by integrating arts and cultural programs with the curriculum, and to ensure equitable access to these resources for all Dallas children. Through ArtsPartners, students attend arts and cultural events; take music, dancing and art lessons; and attend the opera, theater or zoo.

ArtsPartners coordinates the educational outreach programs of 54 different cultural agencies. It has an interactive Web site that serves as an integral part of the initiative's professional development offerings, creating a virtual classroom for educators and artists. A searchable database arms teachers with detailed information about more than 500 ArtsPartners programs, including artists' biographical information and evaluations of age-appropriateness. Teachers can use and adapt model arts-in-education school plans that outline how best to incorporate multicultural studies, literacy studies, science or math at each grade level.

The governing and advisory partners of ArtsPartners include representatives of 51 arts and cultural organizations of all disciplines, more than 25 DISD personnel at all grade levels, and more than 36 top civic, community and business leaders. As of mid-2000, DISD had invested \$200,000 in Arts Partners. The City of Dallas contributed \$150,000, while foundations, corporations and individuals accounted for an additional \$344,000. With that budget, ArtsPartners provided:

- Arts and cultural programming for 19,000 children in 28 DISD elementary schools

- Professional development and technical assistance for 1,711 teachers
- Training in child development, program design and curriculum integration for 100 Dallas artists
- \$200,000 in funding for services delivered directly to children.

ArtsPartners' Assessment Committee is partnering with an evaluation specialist at Harvard University to design and implement a three-year study examining the impact of community arts and cultural resources on classrooms and school systems, as reflected in teacher effectiveness and student achievement, engagement and motivation.

COMMENDATION

ArtsPartners enhances DISD's learning opportunities by integrating arts and cultural programs into the curriculum and ensuring equitable access to these resources for all children in the district.

FINDING

DISD uses locally-developed tests to evaluate student performance on knowledge and skills included in the local curriculum and the Texas Essential Knowledge and Skills (TEKS) which are covered on the TAAS. In 1985, the district developed its Survey Tests of Essential Elements and Learner Standards (STEELS) and in 1992-93 replaced it with the Assessments of Course Performance (ACP). The purpose of both assessments was to standardize the final examinations used in DISD secondary schools, so that teachers and administrators could measure instructional effectiveness and compare instructional programs across the district. According to documents provided by the district, the ACP tests reflect the curricula of both DISD and the TEKS and are correlated to objectives contained on TAAS.

The Evaluation, Accountability and Information Systems and Curriculum and Instruction departments work together to determine the courses for which an ACP will be developed and to select teachers to serve on teams to write test items for the examinations. Writing-team participants, selected for their subject-matter expertise, availability during the summer and representation of schools districtwide, work with employees from Test Development and Curriculum and Instruction to prepare the examinations. Before preparing the test items, writers use course objectives and the TEKS to develop an outline or "blueprint" of what should be included in the ACP. After review by content specialists, these blueprints are used to develop the test items.

ACP examinations are widely available for use at the high school level. In 2000-01, one exam was available for each semester of 44 two-semester courses; one for the first semester of four two-semester courses; and one for each semester of five one-semester courses. At the middle school level, ACP examinations have been developed for 19 two-semester courses; one for the first semester of a two-semester course; and one for each semester of two one-semester courses. Board policy *EIA (Local) Grading/Progress Reports to Parents* provides that the ACP must count as 25 percent of a high school course. The ACP is not used, however, in courses requiring an end-of-course examination.

COMMENDATION

DISD uses locally developed semester and end-of-course examinations for high school core subjects and middle school English as a Second Language courses that reflect the state and DISD curricula.

FINDING

The Assessments of Course Performance (ACP) have documented wide differences in student performance in academic courses across the district. The ACP examinations were developed to ensure consistent instruction by providing for equitable evaluations of DISD courses. The ACP exams were developed using a stringent set of criteria to maximize test reliability and validity. Teams of teachers and other DISD personnel wrote the test items after "blueprints" of course objectives reflecting TEKS and the district curriculum had been prepared. Test coordinators at secondary schools were trained in the administration and scoring of the exams.

DISD has analyzed the results of the ACP examinations over the past five years. This analysis indicates that the average percentage of correct scores was lower in the 1999-2000 school year than in 1995-96, although some reversal of that trend has been noted during the last two years. Possible reasons for the decline include the following:

- A greater number of academically advanced students are taking exams designed for Advanced Placement courses.
- The essential knowledge and skills included for testing have become more rigorous and the rigor is reflected more quickly in ACP updates than in teachers' instructional strategies.
- The adoption of new textbooks in some courses has resulted in a delay between objectives emphasized in the texts and teaching strategies employed in the classroom.
- The increasing emphasis on TAAS has deemphasized activities that contribute to success on ACP.

The 1998-99 and 1999-2000 ACP test results found evidence of differences in student performance across the district. Unless student achievement does in fact differ widely across the district, the ACP results indicate that district teachers are not offering the same quality of instruction. Some initiatives have been undertaken to address this issue. Project CLEAR-Clarifying Learning to Enhance Achievement Results-is designed to clarify what is to be taught and assessed relative to all state curriculum requirements.

Recommendation 24:

Require secondary schools to document how Assessment of Course Performance "blueprints" are used to guide classroom instruction.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Curriculum and Instruction establishes a committee of area superintendents, secondary principals, teachers and subject-area specialists to develop procedures for documenting the use of ACPs.	August 2001
2.	The superintendent approves the procedures for use beginning in the second semester of 2001-02.	September 2001
3.	The deputy superintendent for Curriculum and Instruction orders sufficient copies of the procedures, guidelines for their use and any forms required for distribution to the appropriate secondary teachers.	October 2001
4.	Curriculum and Instructions staff from area and central offices meet with the appropriate secondary teachers to discuss the process for determining how ACP "blueprints" are used.	November 2001
5.	Secondary teachers complete the documentation and turn it in to the deputy superintendent for Curriculum and Instruction for analysis.	January - May 2002
6.	The deputy superintendent for Curriculum and Instruction compares the documentation with results from subsequent administrations of the ACP.	Ongoing

FISCAL IMPACT

The fiscal impact of this recommendation would be limited to production costs for the documentation to be used and cannot be calculated until the documentation is created.

FINDING

Procedures for determining the number and frequency of program evaluations completed by DISD do not exist. The division of Evaluation, Accountability and Information Systems conducts numerous regularly scheduled reports and responds to requests for data on a variety of topics. Between 1997-98 and 1999-2000, the division produced 189 reports with an additional 90 scheduled for completion in 2000-01. Of the 279 total reports, 73 have been for the same program for more than one year. For example, evaluation reports were produced on five programs during 1997-98 and 1998-99, on one program during each of the four years except 1999-2000 on one program during 1997-98 and 1999-2000. Of the 111 separate reports prepared by the division, 43 (38.7 percent) were provided annually beginning in 1997-98. These data are provided in **Exhibit 2-10**.

Exhibit 2-10
Evaluation Projects/Reports
Evaluation, Accountability and Information Systems
1997-98 through 2000-01

Number of Reports Completed	Year(s) Reports Completed			
	1997-98	1998-99	1999-2000	2000-01*
11	X			
5	X	X		
43	X	X	X	X
1	X	X		X
1	X		X	
4	X		X	X
2	X			X
1		X		
4		X	X	X
3			X	
13			X	X
23				X
111	67	54	68	90

Source: DISD Division of Evaluation, Accountability and Information Systems

**Approved but not completed.*

A review of the executive summaries of program evaluations for 1998-99, 1999-2000 and 2000-01 indicate that approximately one-third (71 of the 212) of the reports produced during those three years were required by external funding sources, court orders or state or federal mandates.

Exhibit 2-11 provides a partial listing of these reports.

**Exhibit 2-11
Partial Listing of DISD Programs
Requiring Evaluation
1998-99 to 2000-01**

Report Year	Report Title
1998-99	Annual Academic Excellence Indicator System Report to the Texas Education Agency 1998-99
	Final Evaluation of the 1998-99 Elementary Bilingual Education and English-as-a-Second-Language Instructional Program
	The Dallas Independent School District 1998-99 Court Report on Desegregation (Civil Action No. CA-3-4211-H)
	Final Report on Evaluation of the 1998-99 Dallas Urban Systemic Initiative Program
	Final Evaluation of the 1998-99 Elementary and Secondary Education Act (ESEA) Title II Dwight D. Eisenhower Mathematics and Science Grant Program
1999-2000	At-Risk Identification and Services, 1999-2000
	Dallas Youth and Family Institute, 1999-2000
	Cary Hypermedia Language Acquisition Center (Language Gallery), 1999-2000
	Class Size Reduction Program (Title VI)
	Emergency Immigrant Education Program, 1999-2000
2000-01	Evaluation of the Texas Instruments Initiative, 2000-01
	Evaluation of the Magnet Schools Program, 2000-01
	Evaluation of the Title I Programs in Private Schools and Institutions for Neglected or Delinquent Children and Youth, 2000-01
	Evaluation of the Safe and Drug-Free Schools and Communities Program, 2000-01
	Evaluation of the Edison Schools Partnership: 2000-2001

Source: Overview and Report Schedules for Evaluation Projects, 1998-99, 1999-2000, 2000-01: DISD Division of Evaluation, Accountability and Information Systems.

The remaining 141 of the 212 reports have been responses to "requests for data" from staff or, in some cases, the Board of Trustees. For example, the report *Analysis of Student Assessment, 1999-2000* was the result of district efforts to evaluate a 1992 board directive to develop "a sophisticated accountability system designed to assess school and teacher effectiveness." The *Comprehensive School Improvement Program (Including Low-Performing Schools), 1999-2000* was designed by the district to evaluate success in initiating "changes aimed at improving the academic and social success of the district's low-performing schools." Two reports scheduled for completion in 2000-01 are for the purpose of improving the division's effectiveness, namely, *The Development and Maintenance of Institutional Research Software and Databases, 2000-2001* and *Institutional Research Training and Other Services to Schools, 2000-2001*.

The evaluation reports produced by the division of Evaluation, Accountability and Information Systems provide a valuable service to the DISD staff and the Board of Trustees. The evaluation of instructional programs and the use of the assessment data produced is critical to program improvement. However, in a district of the size and complexity of DISD, demands for evaluation services from staff and others can become unmanageable without appropriate controls.

In the 2000-01 approved list of evaluations to be conducted, DISD's Evaluation, Accountability and Information Systems division will review the schools that are run by Edison Schools, Inc. One of the purposes of the evaluation is to assess "the effectiveness of the program from a student performance perspective." DISD is conducting a longitudinal analysis of Edison and control schools by reviewing three years of TAAS scores and other data, as well as reviewing those schools' School Effectiveness Indices.

Recommendation 25:

Develop and implement procedures for determining the number of projects or programs to be evaluated annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a committee of area and central office administrators, principals, teachers and subject area specialists to review programs currently being evaluated and to	September 2001
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	develop procedures for determining the programs to be evaluated on an annual basis.	
2.	The committee submits its recommendations to the superintendent for consideration and approval beginning in 2001-02.	January 2002
3.	The superintendent, after review by the superintendent's cabinet and input from the Board of Trustees, approves procedures for determining programs to be evaluated beginning in 2001-02.	March 2002
4.	The superintendent assigns staff to disseminate the procedures and provide information regarding how the procedures are to be implemented.	April 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not have documented procedures for reporting the status of recommendations made in evaluation reports. DISD makes a large annual commitment in time and personnel to the preparation of thorough, well-written evaluation reports related to student achievement and program effectiveness, and distributes them to district administrators and the Board of Trustees.

To determine the extent to which such evaluation results are used in the district, TSPR requested a list of evaluation reports conducted during the 1999-2000 school year, the recommendations made in each and the actions taken on those recommendations to date. The resulting list featured 38 evaluation reports and more than 180 specific recommendations.

Exhibit 2-12 lists some of the DISD evaluation reports and a sampling of recommendations and their status.

Exhibit 2-12
Selected DISD Evaluation Reports
Recommendations and Status of Each

Evaluation Report	Recommendation(s)	Status of Recommendation(s)
Elementary Bilingual Education/ESL Programs (REIS00-200-2)	Update records to show that qualified teachers are assigned to the appropriate students and instructional programs.	No evidence at the beginning of 2000-01 to indicate the records had been updated.
Summer School (REIS00-160-3)	<p>Reevaluate procedures used by area superintendents for promoting students who do not meet promotion requirements.</p> <p>Review the costs and benefits of end-of-term exams and search for alternatives to introducing a more serious approach to summer school schooling.</p>	<p>Promotion recommendations based on performance, attendance and participation. Final decision rests with the home campus.</p> <p>End of term exams have been dropped.</p>
Training and Development (REIS00-159-3)	Develop a download file compatible with the district's registration system to ensure the accuracy of records and documentation needed for certification renewals.	Unknown
Safe and Drug Free Schools and Communities Programs (REIS00-158-3)	Identify Active Peer Mediation programs within the first month of school and track each six weeks.	Unknown
Title I Programs in Private Schools and Institutions for Neglected or Delinquent Children and Youth (REIS00154-3)	<p>Improve collaboration between DISD Title I office and private school and institutions.</p> <p>Develop a better archival system to eliminate missing student data.</p> <p>Require all private schools to administer a standardized test to determine student progress and progress toward program goals.</p>	<p>Unknown</p> <p>Unknown</p> <p>Unknown</p>
Learning Centers (REIS00-166-3)	<p>Review the job description and reporting relationships of the community liaison position to improve parental and community involvement.</p> <p>Program management provide ongoing assurance to campus administrators in addressing teacher concerns to improve leadership ratings.</p>	<p>Not addressed</p> <p>Not addressed</p>

Exhibit 2-12 (continued)
Selected DISD Evaluation Reports
Recommendations and Status of Each

Evaluation Report	Recommendation(s)	Status of Recommendation(s)
Districtwide Mathematics Instructional Program (REIS00-148-3)		
Elementary Level	Ensure that all students receive challenging material regardless of ethnicity or economic status.	Unknown
Secondary Level	Ensure that teachers provide supplemental instruction for at-risk students.	Unknown
	Revise the criterion of an 80 th percentile score on a norm-referenced test to 60 th percentile of admission to grade 8 Algebra I.	Changes to Policy EHD C (Local) concerning admission criteria for Algebra I have been approved by the Board of Trustees
	Reduce or eliminate time spent on test practice activities unrelated to course content for students in standard courses.	Unknown
Districtwide Science Instruction (REIS00-149-3)	Assign a priority of weight similar to that used for reading and mathematics	Unknown
	Administer student performance assessment instruments across all grade levels.	Unknown
Comprehensive School Improvement Program (REIS00-146-3)	Desegregate TAAS data for Comprehensive School Improvement Program (CSIP) principals and provide them with assistance in working with DEAIS.	No funding set aside by CSIP for DEAIS evaluator.
	Emphasize the importance to teachers and administrators of the importance of TAAS <i>mastery</i> (as opposed to passing).	Unknown
	Work with schools to develop school management and classroom instructional planning models to assist new administrators and teachers.	Unknown

Source: DISD Division of Evaluation, Accountability and Information Systems.

As of January 2001, some action had been taken on 80 (44.4 percent) of these. For another 15-20 percent of the recommendations, discussions were reported to have begun, but no specific actions had been initiated. No action was reported on 40-45 percent of the recommendations.

Recommendation 26:

Develop procedures for monitoring the status of actions taken on recommendations contained in evaluation reports.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Evaluation, Accountability and Information Systems assigns the development of a reporting format and schedule to the appropriate division staff.	August 2001
2.	The deputy superintendent for Evaluation, Accountability and Information Systems forms a work group of teachers, support staff and administrators to review and make recommendations concerning the reporting format/schedule developed by staff.	August 2001
3.	The deputy superintendent for Evaluation, Accountability and Information Systems submits the recommended format/schedule to the superintendent's cabinet for review and approval.	October 2001
4.	The deputy superintendent for Evaluation, Accountability and Information Systems disseminates the approved reporting format/schedule to all central office and program administrators, area superintendents and principals.	November 2001
5.	The deputy superintendent for Evaluation, Accountability and Information Systems collects data concerning the status of recommendations contained in evaluation reports and prepares reports for the appropriate administrators, the superintendent's cabinet and the Board of Trustees.	June - August 2001 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not have a well-written local policy to provide direction for the management of the curriculum. The district contracts with the Texas Association of School Boards (TASB) for its policy development. Policies designated in the policy manual as (Legal) or as an (Exhibit) were developed by TASB to comply with various legal requirements defining local district governance. TASB issues policy updates on a regular basis for local review and action to help ensure that the district's policies remain up to date. Local policies developed by or for the district to reflect decisions of the local Board of Trustees are designated as (Local).

DISD has five board policies and two administrative regulations concerning curriculum development, including:

- *Policy EGA (Legal) Curriculum Development: Innovative and Magnet Programs*
- *Policy EGD (Local) Curriculum Development: Curriculum Guides and Course Outlines*
- *Regulation EGD Curriculum Development: Curriculum Guides and Course Outlines*
- *Policy EH (Local) Curriculum Design*
- *Regulation EH Curriculum Design*
- *Policy EHA (Legal) Curriculum Design: Basic Instructional Program*
- *Policy EHA (Local) Curriculum Design: Basic Instructional Program*

Strong policies on curriculum provide clear direction concerning staff responsibilities, establish how available resources are to be allocated and used to accomplish the goals of the district and outline the processes and procedures by which decisions will be made. Such policies include statements defining the curriculum; outlining the curriculum development process; requiring written documents in all subject areas and courses; establishing expectations that the curriculum, instructional materials and evaluation/assessment program will be coordinated; provide for staff training; and connect the budget process with the district's curricular priorities. *Regulation EH Curriculum Design* and *Policy EHA (Local) Curriculum Design* adequately define the curriculum for the elementary, middle and high school levels. The other elements mentioned above that should be expected in a strong curriculum management policy, however, are missing.

Many districts include well-written board policies on curriculum management in their policy manuals. These establish common standards for what is to be taught, how it is to be presented in written form and how it should be evaluated. Such standards ensure that the curriculum is consistent across the district and provide a basis for decision-making in all instructional settings. These policies must be clearly written and thoroughly communicated to all staff members and the community at large.

An increasing number of Texas school districts have undergone full or partial curriculum management audits or have used trained curriculum management auditors to assist with curriculum alignment issues, including Fort Bend, Spring Branch and Round Rock ISDs. Houston ISD has worked with external auditors on a number of curriculum management issues over the past several years. In addition, many education service centers can provide districts with expertise to aid in conducting internal curriculum audits. DISD training and management staff participated in curriculum management audit training in February 2001.

Recommendation 27:

Develop and adopt board policies to provide direction for the management of curriculum.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Curriculum and Instruction contacts TASB for information on districts with strong curriculum management policies.	August 2001
2.	The deputy superintendent for Curriculum and Instruction assigns the appropriate staff members to review and modify DISD policies.	August - September 2001
3.	The deputy superintendent for Curriculum and Instruction submits the proposed policies to the superintendent's cabinet for review and approval.	October - November 2001
4.	The superintendent submits the policies to TASB's Policy Service for formatting.	November 2001
5.	The Board of Trustees reviews and approves the policies for inclusion in DISD policy manual.	On receipt from TASB

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Many DISD staff members do not understand the purpose of the district's School Effectiveness Indices (SEIs). In its report to the Board of Trustees, the Commission on Educational Excellence recommended "a system of financial rewards for schools that demonstrate a positive effect on the learning of their students." Although the commission suggested that DISD's compensation system eventually should move to a performance-based and need-based pay system, it also recommended, as a first step, that salary and program supplements be used as the basis for these rewards. DISD adopted the rewards system as recommended for 1992-93 and has continued it since.

The SEI is used as the basis for the district's School Improvement Awards. Schools are ranked and designated as "gold," "silver" or "other," based on the extent to which they meet or exceed standards set by the Accountability Task Force. Schools with "gold" designations receive \$2,000 for their activity funds, \$1,000 for each professional employee and \$500 for each support worker. Over the past three years, the district has

spent \$5,450,824 for this purpose-\$1,537,321 in 1998-99, \$2,031,684 in 1999-2000 and \$1,881,819 through February of the current school year.

Exhibit 2-13 lists gold and silver schools for the 1999-2000 school year. **Exhibit 2-14** compares SEI ratings with TEA's accountability ratings.

**Exhibit 2-13
Gold, Silver and Other SEI Schools
1999-2000**

Level	SEI Designation		
	Gold	Silver	Other
Elementary	18	59	76
Middle School	4	8	17
High School	3	9	18
Total	25	76	111

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.

**Exhibit 2-14
Comparison of TEA Accountability Ratings
With DISD School Effectiveness Ratings
Elementary, Middle and High Schools*
1999-2000**

TEA Accountability Rating	DISD School Effectiveness Rating		
	Gold	Silver	Other
<i>Elementary Schools</i>			
Exemplary	0	1	0
Recognized	4	8	0
Acceptable	13	43	56
Low-Performing	0	7	20
<i>Middle Schools</i>			
Exemplary	1	0	1
Recognized	0	1	1
Acceptable	2	6	14

Low-Performing	0	0	1
<i>High Schools</i>			
Exemplary	1	3	1
Recognized	0	1	1
Acceptable	2	5	16
Low-Performing	0	0	0

*Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01. *Schools without a TEA accountability rating were not included.*

Employees at some schools consider the district's SEI ratings to be more important than TEA's accountability ratings, since monetary awards are attached to the SEI rating. While the SEI provides valuable information regarding the academic improvements being made in schools, the district's primary emphasis should be on meeting state accountability standards.

Recommendation 28:

Change the School Effectiveness Indices ratings to those used by the state accountability system and base monetary rewards on three-year averages.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Accountability Task Force recommends modifications to the SEI after reviewing similar systems across the country to determine what adjustments would be needed to use four-scale rating system and three-year averages.	August - November 2001
2.	The deputy superintendent for Evaluation, Accountability and Information Systems submits the revised DISD rating system to the superintendent for approval.	December 2001
3.	The superintendent submits the revised rating system to the Board of Trustees for approval.	January - February 2002
4.	The office of Staff Development, area superintendents and divisions of Curriculum and Instruction and Evaluation, Accountability and Information Systems conduct training sessions with all staff members on the revised system.	March - April 2002
5.	The deputy superintendent for Evaluation, Accountability and Information Svstems determines SEI ratings and authorizes	June - August 2002

<i>TAAS All Tests Taken</i>							
All Students	38.9%	61.5%	59.9%	(1.6%)	21.0%	1.6%	24.3%
African American	30.8%	57.5%	59.8%	2.3%	29.0%	4.0%	34.7%
Hispanic	39.1%	60.2%	55.9%	(4.3%)	16.8%	1.7%	30.7%
Anglo	63.5%	82.1%	81.8%	(0.3%)	18.3%	1.4%	19.9%
Economically Disadvantaged	33.6%	57.3%	55.5%	(1.8%)	23.7%	2.1%	31.0%
<i>TAAS Reading</i>							
All Students	59.3%	73.8%	72.4%	(1.4%)	13.1%	0.9%	10.9%
African American	52.2%	72.3%	74.6%	2.3%	22.4%	2.6%	20.6%
Hispanic	59.9%	71.3%	67.6%	(3.7%)	7.7%	1.2%	15.8%
Anglo	80.7%	89.8%	89.9%	0.1%	9.2%	0.6%	7.1%
Economically Disadvantaged	53.7%	69.7%	68.2%	(1.5%)	14.5%	1.6%	16.9%
<i>TAAS Math</i>							
All Students	45.2%	71.7%	71.3%	(0.4%)	26.1%	1.4%	26.9%
African American	37.2%	67.1%	69.5%	2.4%	32.3%	4.2%	38.9%
Hispanic	45.8%	72.2%	69.6%	(2.6%)	23.8%	2.2%	35.8%
Anglo	68.1%	87.4%	87.3%	(0.1%)	19.2%	1.1%	20.3%
Economically Disadvantaged	40.5%	68.7%	67.9%	(0.8%)	27.4%	2.4%	36.1%
<i>TAAS Writing</i>							
All Students	67.3%	78.5%	74.9%	(3.6%)	7.6%	0.0%	9.2%
African American	63.5%	77.6%	77.6%	0.0%	14.1%	0.5%	16.6%
Hispanic	65.5%	76.6%	69.8%	(6.8%)	4.3%	(0.8%)	12.7%
Anglo	83.1%	89.2%	91.1%	1.9%	8.0%	0.9%	6.4%
Economically Disadvantaged	62.2%	74.8%	70.4%	(4.4%)	8.2%	(0.1%)	13.6%

*Source: TEA, AEIS, 1994, 1999 and 2000, PEIMS, 2000-01.
Computations by McConnell Jones Lanier & Murphy.

Chapter 2

A. STUDENT PERFORMANCE AND INSTRUCTIONAL PROGRAM DELIVERY (PART 2)

DISD students did not perform as well, generally, as students in the peer districts. DISD student passing rates were not as high as those in the peer districts for all student groups in all tests except the following:

- On all tests taken, African American students in DISD had higher passing rates than African American students in Austin and San Antonio and economically disadvantaged students in DISD had higher passing rates than the same student group in Austin.
- On the reading subtest, African American students in DISD had higher passing rates than African American students in Austin, Fort Worth and San Antonio and Anglo students in DISD had higher passing rates than Anglo students in San Antonio.
- On the mathematics subtest, African American students in DISD had higher passing rates than African American students in Austin and San Antonio and Anglo students in DISD had higher passing rates than Anglo students in San Antonio.
- On the writing subtest, African American students in DISD had higher passing rates than African American students in Austin, Fort Worth and San Antonio and Anglo students in DISD had higher passing rates than Anglo students in San Antonio.

These data are shown in **Exhibit 2-16**.

Exhibit 2-16
2000 TAAS Passing Rates
DISD and Peer Districts

	Percent of Students Passing TAAS					
	Austin	Dallas	El Paso	Fort Worth	Houston	San Antonio
<i>TAAS All Tests Taken</i>						
All Students	71.2%	59.9%	70.7%	70.4%	70.3%	65.6%
African American	55.1%	59.8%	68.1%	60.3%	67.6%	54.9%
Hispanic	60.9%	55.9%	66.8%	67.2%	66.8%	66.1%
Anglo	87.8%	81.8%	87.3%	88.4%	91.2%	79.7%

Economically Disadvantaged	56.4%	55.5%	63.2%	64.0%	65.9%	65.0%
<i>TAAS Reading</i>						
All Students	81.2%	72.4%	80.3%	80.2%	80.9%	76.6%
African American	71.2%	74.6%	82.2%	74.1%	81.9%	69.9%
Hispanic	72.6%	67.6%	77.0%	76.9%	76.6%	76.7%
Anglo	93.6%	89.9%	93.2%	93.4%	96.0%	88.9%
Economically Disadvantaged	68.8%	68.2%	74.1%	74.9%	77.3%	76.1%
<i>TAAS Math</i>						
All Students	79.5%	71.3%	81.3%	80.0%	80.6%	76.8%
African American	64.9%	69.5%	77.3%	70.6%	75.1%	65.5%
Hispanic	72.7%	69.6%	79.0%	79.2%	80.3%	77.6%
Anglo	91.7%	87.3%	91.2%	92.5%	93.8%	86.7%
Economically Disadvantaged	68.4%	67.9%	76.7%	75.6%	77.9%	76.4%
<i>TAAS Writing</i>						
All Students	82.9%	74.9%	80.9%	81.3%	84.0%	80.9%
African American	74.1%	77.6%	83.0%	76.1%	85.7%	75.1%
Hispanic	74.8%	69.8%	77.6%	77.6%	79.7%	81.0%
Anglo	93.5%	91.1%	93.3%	93.7%	95.8%	90.8%
Economically Disadvantaged	71.9%	70.4%	74.8%	75.6%	80.6%	80.5%
<i>District Student Composition</i>						
African American	16.7%	37.6%	4.8%	31.7%	33.0%	10.1%
Hispanic	45.8%	52.0%	77.3%	43.0%	54.1%	85.3%
Anglo	34.8%	8.5%	16.5%	22.8%	10.0%	4.3%
Economically Disadvantaged	46.8%	73.4%	66.3%	58.0%	75.4%	85.5%

Source: TEA, AEIS, 1999-2000.

TEA's 2000 accountability standards for school districts include four ratings: exemplary, recognized, academically acceptable and academically unacceptable. For a district to receive an exemplary rating, at least 90 percent of its students as well as 90 percent of its African American, Hispanic, Anglo and economically disadvantaged students must pass the TAAS reading, writing and mathematics subtests; the student attendance rate must be at least 94 percent; and the dropout rate must not be above 1 percent. A district may not be rated exemplary if it has one or more low-performing campuses or 1,000 (or 10 percent) of its students underreported on its enrollment or school leaver records. School leavers are students in grades 7 through 12 who were enrolled or in attendance at any point during the prior year but did not re-enroll in the fall. Included are those who graduated, received a GED, moved to another district, state, or country, died or dropped out.

To receive a rating of recognized or acceptable, the passing rate on each of the three subtests must be 80 percent and 50 percent, respectively, with an attendance rate of at least 94 percent. A school's annual dropout rate for all students as well as for those in each student group cannot exceed 3.5 percent to be rated as recognized or 6 percent to be rated as acceptable.

A school is determined to be low-performing if, for all students or for any student group, the TAAS passing rate is less than 50 percent, the dropout rate is greater than 6 percent or the attendance rate is less than 94 percent. The number and percent of low-performing schools in DISD and its peer districts is shown in **Exhibit 2-17**.

Exhibit 2-17
Total Number of Campuses/Low-Performing Campuses
DISD Versus Peer Districts
1999-2000

District	Total Campuses	Low-Performing Campuses	Percent Low-Performing
El Paso	82	0	0.0%
San Antonio	92	3	3.3%
Fort Worth	113	5	4.4%
Houston	283	17	6.0%
Austin	100	9	9.0%
Dallas	215	28	13.0%

Source: TEA, AEIS, 1999-2000

DISD's exemplary and low-performing schools for 1997-98, 1998-99 and 1999-2000 are listed in **Exhibit 2-18**.

Exhibit 2-18
DISD Exemplary and Low-Performing Schools
1997-1998 Through 1999-2000

	1997-1998	1998-1999	1999-2000
Exemplary			
Elementary	Gabe P. Allen Everett L. DeGolyer Stonewall Jackson	G.B. Dealey Montessori Everett L. DeGolyer Edison Environmental Science Henry Longfellow Academy Elisha M. Pease Harry Stone Montessori	G.B. Dealey Montessori Stonewall Jackson Harry Stone Montessori
Secondary	Health Profession High School Science & Engineering Magnet TAG Magnet	Health Profession High School Science & Engineering Magnet TAG Magnet	Education & Social Services Magnet Government & Law Magnet Health Profession High School Science & Engineering Magnet TAG Magnet
Totals	6	9	8
Low-Performing			
Elementary	J.Q. Adams Arcadia Park City Park Maple Lawn Urban Park	Julius Dorsey O. Hernandez M. Moreno O.M. Roberts Stevens Park Sequoyah P.L. Tyler	Bayles J.B. Bonham James Bowie R.C. Buckner Buckner Academy D.G. Burnet W.W. Bushmen S.S. Conner Lorenzo DeZavala Amelia Farhart

			O. Hernandez J.S. Hogg Lida Hooe Sam Houston Richard Lagow Maple Lawn Joseph McMillan Primary Esperanza Medrano W.B. Miller Mount Auburn Prairie Creek Academy Preston Hollow O.M. Roberts J.T. Saldivar Ascher Silberstein Stevens Park Phyllis Wheatley
Secondary	J.F. Kimball High School LACEY Alternative Roosevelt High School W.W. Samuell High School South Oak Cliff High School	Bryan Adams High School North Dallas High School	J.L. Long Middle School
Totals	10	9	28

Source: DISD Division of Evaluation, Accountability and Information Systems.

Exhibit 2-19 notes all DISD low-performing schools and their corresponding SEI rating as assigned by the district.

**Exhibit 2-19
DISD Low-Performing Schools and Corresponding SEI rating
1999-2000**

	Low Performing Schools	DISD SEI rating
Elementary	Bayles J.B. Bonham	Silver Silver

	James Bowie	Other
	R.C. Buckner	Other
	Buckner Academy	Other
	D.G. Burnet	Silver
	W.W. Bushmen	Other
	S.S. Conner	Other
	Lorenzo DeZavala	Silver
	Amelia Earhart	Other
	O. Hernandez	Silver
	J.S. Hogg	Other
	Lida Hooe	Other
	Sam Houston	Other
	Richard Lagow	Other
	Maple Lawn	Other
	Joseph McMillan Primary	Other
	Esperanza Medrano	Other
	W.B. Miller	Other
	Mount Auburn	Other
	Prairie Creek Academy	Silver
	Preston Hollow	Silver
	O.M. Roberts	Other
	J.T. Saldivar	Other
	Ascher Silberstein	Other
	Stevens Park	Other
	Phyllis Wheatley	Other
Secondary	J.L. Long Middle School	Other

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01, DISD Division of Evaluation, Accountability and Information Systems.

Although the increase in DISD's number of low-performing schools between 1998-99 and 1999-2000 was due in part to a change in policy regarding the exemption from TAAS of limited-English-proficient (LEP) students, other factors contributed to the increase. Through the 1998-99 school year, a district could exempt a LEP student for three years if a test was not available in their native language. This policy was interpreted by DISD to mean that LEP students could be exempted from TAAS examinations in grades 3, 4 and 5. Although some DISD schools chose to override the state exemption, a number did not test LEP students on TAAS; as a result, many students did not take a content-area test until grade 6. In fall 1999, the state changed its interpretation of when the exemption should begin from grade 3 to grade 1; in consequence, LEP exemptions were limited to grade 3 only. *A Final Report: Longitudinal Trends 1989-2000* prepared by the Division of Evaluation, Accountability and Information Systems states that most of the losses in TAAS scores

between 1999 and 2000 were due to the change in this testing policy, which caused a large number of limited English proficient students to take the TAAS without sufficient preparation.

A school is classified as low-performing if it fails to meet state standards on any one base indicator; e.g., attendance for all students and dropout data and passing rates for reading, mathematics and writing for all students and each of four student groups considered separately in TAAS. Twenty-eight DISD schools were found to be low-performing. Eleven received the rating based on low student performance on one base indicator, five schools on two base indicators, nine schools on three base indicators, one school on four base indicators, one school on seven base indicators and one school on eight base indicators. The base indicators and number of schools found to be low-performing in each area are indicated in **Exhibit 2-20**.

Exhibit 2-20
Base Indicators Contributing to
Low-Performing Designation of DISD Schools
1999-2000

Base Indicator	Student Group	Number of Schools
Attendance Rate	All Students	0
Dropout Rate	All Students	0
TAAS Reading	All Students	3
	African American	1
	Hispanic	2
	Anglo	0
	Economically Disadvantaged	3
Reading Subtotal		9
TAAS Mathematics	All Students	10
	African American	8
	Hispanic	8
	Anglo	0
	Economically Disadvantaged	11
Math Subtotal		37

TAAS Writing	All Students	5
	African American	0
	Hispanic	6
	Anglo	0
	Economically Disadvantaged	10
Writing Subtotal		21
Total		67*

*Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01. * More than one indicator may be present on a campus.*

An examination of the base indicators suggests that the change in the policy relating to LEP exemptions does not fully explain the decline of TAAS scores between 1999 and 2000. A total of 67 indicators contributed to the low-performing status of DISD schools in 2000-nine in reading, 37 in math and 21 in writing. Of those, two (22.0 percent) in reading applied to Hispanic students, eight (21.6 percent) in math applied to Hispanics and six (28.5 percent) in writing applied to Hispanics. Assuming that the African American and Anglo student groups do not contain large numbers of LEP students, one can conclude that factors other than the increase in the numbers of LEP students tested contributed to the decline in TAAS scores. Of particular note are the nine schools in which the performance of African-American students on the mathematics, reading or writing portion of TAAS contributed to the low-performing designation.

One possible explanation is offered in the report on achievement trends previously cited. That document indicates that DISD schools rely on a "lower-level drill and kill approach" rather than a "higher-level expanded teaching approach" in preparing students to pass the TAAS. The report suggests that the existing approach becomes inadequate after a certain point due to the number of higher-order skill items in the TAAS. The report also suggests that spending large amounts of instructional time in preparation for the TAAS, particularly when the preparation is of the "drill and kill" variety, results in low expectations for what students can or should learn.

Recommendation 29:

Identify the factors contributing to low income and ethnic minority students' low TAAS scores and develop strategies to improve the scores.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of School Instructional Leadership and Operations contacts Region 10 and Texas school districts that have succeeded in improving low income and ethnic minority students' TAAS scores to identify useful practices. Research from outside sources, e.g., the Charles A. Dana Center at the University of Texas at Austin on high-performing campuses with large percentages of low income students, may also be reviewed.	August - September 2001
2.	The executive director of School Instructional Leadership and Operations, assistant superintendent for Evaluation, Accountability and Information Services and appropriate staff from both offices review and codify the applicable findings and recommendations of evaluation reports.	August - September 2001
3.	The executive director of School Instructional Leadership and Operations meets with staff members from schools, area offices and the central office to review proposed recommendations, modify them, if necessary, and submit them to the superintendent for review and approval.	October - December 2001
4.	The Office of Staff Development plans and coordinates training sessions for school, area and instructional support employees concerning the new procedures.	December 2001-March 2002
5.	The executive director of School Instructional Leadership and Operations, through the deputy superintendent of Curriculum and Instruction, puts the new procedures in place for the 2002-03 school year.	April 2002 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD's TAAS participation rate in 2000 was lower than those of all but two of the peer districts, Region 10 and the state average.

It is the state's intention that every student enrolled in grades 3-8 and 10 in a Texas public school take the TAAS. Some circumstances, however, can result in students not being tested or in a student's test performance not being included in a district's accountability ratings. The number of students participating in the TAAS as well as the reasons for non-participation are reported in AEIS as the district's "participation profile." Reasons for such exclusions can include the following:

- The student takes the test but was not enrolled in the district by the last Friday in the previous October (such students are called the "mobile subset").
- The student is absent during test administration.
- The student receives an Admission, Review and Dismissal (ARD) exemption for every test.
- The student receives a Limited English Proficient (LEP) exemption for every test.
- The student fails to take the test due to illness.

In 2000, DISD's share of students not tested due to a LEP exemption was higher than all of the peer districts as well as the Region 10 average, and three times as high as the state average (**Exhibit 2-21**).

Exhibit 2-21
2000 TAAS Participation Rate
DISD, Peer Districts, ESC 10, and State

	Percent Participation							
	Austin	Dallas	El Paso	Fort Worth	Houston	San Antonio	Region 10	State
Tested	88.5%	87.1%	91.5%	85.8%	89.6%	85.9%	89.2%	90.2%
Absent	1.7%	1.0%	1.0%	1.2%	0.7%	0.8%	0.7%	0.6%
ARD Exempt	6.6%	6.9%	4.2%	8.7%	6.8%	11.7%	7.1%	7.1%
LEP Exempt	2.0%	3.9%	2.4%	3.0%	1.8%	0.8%	2.2%	1.3%
Other	1.3%	1.2%	0.8%	1.4%	1.0%	0.8%	0.8%	0.8%

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.

The percent of DISD students tested but not included in the district's rating due to the date of their enrollment-the "mobile set"-fell slightly from 1999 to 2000. DISD's share of students in this category was tied for highest among the peer districts in 1999 and was the highest in 2000. The district fell above the Region 10 average in 1999 and below it in 2000; it exceeded the state average in 1999 and matched it in 2000. DISD's mobile set shrank between 1999 and 2000, as it did in three of the peer districts and in the state as a whole (**Exhibit 2-22**).

Exhibit 2-22
1999 and 2000 TAAS Mobile Set
DISD, Peer Districts, Region 10 and State

District	1999	2000	Percent Change
Austin	4.5%	4.4%	(0.1%)
Dallas	4.8%	4.6%	(0.2%)
El Paso	3.8%	3.9%	0.1%
Fort Worth	4.5%	4.1%	(-0.4%)
Houston	3.9%	4.0%	0.1%
San Antonio	4.8%	4.5%	(0.3%)
Region 10	4.6%	4.7%	0.1%
State	4.7%	4.6%	(0.1%)

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.

The percent of DISD students taking the TAAS rose from 1999 to 2000, from 81.9 to 87.1 percent. The factor contributing most significantly to this increase was the decrease in the number of students receiving LEP exemptions, from 9.0 percent in 1999 to 3.9 percent in 2000 (**Exhibit 2-23**).

Exhibit 2-23
DISD TAAS Participation Rate
1999 and 2000

	Participation Rate		
	1999	2000	Percent Change
Tested	81.9%	87.1%	5.2%
Absent	0.8%	1.0%	0.2%
ARD Exempt	7.5%	6.9%	(0.6%)
LEP Exempt	9.0%	3.9%	(5.1%)
Other	0.9%	1.2%	0.3%

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.

Assessing each student's strengths and weaknesses is the first critical step necessary for creating programs that can help those children succeed. TAAS results can help identify students needs.

Recommendation 30:

Increase emphasis on testing all students and reducing TAAS exemptions.

Methods should be developed to increase the numbers of students tested. TAAS and alternative test data will provide important information to support the development of appropriate instruction for students and the improvement of student performance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of School Instructional Leadership and Operations meets with a committee of area superintendents, principals and school personnel responsible for Public Education Information Management System (PEIMS) data collection to develop processes and procedures to ensure that all students eligible for TAAS participation are tested.	August 2001
2.	The executive director of School Instructional Leadership and Operations submits the recommended processes and procedures to the associate superintendent for School Instructional Leadership and Operations for review.	September 2001
3.	The executive director of School Instructional Leadership and Operations submits the recommended processes and procedures to the superintendent's cabinet for review and approval.	October 2001
4.	The executive director of School Instructional Leadership and Operations meets with area superintendents and principals to discuss the implementation of the approved procedures.	November 2001
5.	The executive director of School Instructional Leadership and Operations implements the plan, monitors the results and counsels with the principals that are found to have unacceptable participation rates.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

A. STUDENT PERFORMANCE AND INSTRUCTIONAL PROGRAM DELIVERY (PART 3)

FINDING

DISD high schools vary in the number of advanced academic courses they offer. Advanced academic courses that may be offered in Texas high schools currently include 13 courses in English/language arts, 21 in social studies/humanities/history, eight in mathematics, 31 in fine arts, 11 in science, six in computer science and 66 in advanced modern or classical languages. During 2000-01, DISD offered 10, eight, four, one, five, 19, three, and eight courses in these subjects, respectively. The core subjects of English, social studies, mathematics and science include 53 state-approved courses, 27 (50.9 percent) of which DISD offers in one or more of its high schools (**Exhibit 2-24**).

Exhibit 2-24
State Approved and DISD
Advanced Academic Courses

2000-01

Subject Area	Total State Courses	Total DISD Courses	Percent DISD of State
<i>English/Language Arts</i>	<i>13</i>	<i>10</i>	<i>76.9%</i>
<i>Social Studies/Humanities/History</i>	<i>21</i>	<i>8</i>	<i>38.1%</i>
<i>Mathematics</i>	<i>8</i>	<i>4</i>	<i>50.0%</i>
<i>Science</i>	<i>11</i>	<i>5</i>	<i>45.5%</i>
Fine Arts	31	19	61.3%
Computer Science	6	3	50.0%
Advanced Languages	66	8	12.1%
District	156	57	36.5%
<i>Core Courses Only</i>	<i>53</i>	<i>27</i>	<i>50.9%</i>

Source: DISD listing of advanced academic courses.

DISD's share of students receiving credit for at least one advanced academic course during 1998-1999 (most recent year available) was second-highest among the peer districts and highest for each of the four student groups examined (African-American, Hispanic, Anglo and economically disadvantaged). DISD's share of students completing advanced academic courses was lower than the Region 10 average for all students but higher for the four student groups, and higher for all students as well as for each student group compared to the state average (**Exhibit 2-25**).

Exhibit 2-25
Percent of Students Completing and Receiving
Credit for at Least One Advanced Academic Course
DISD Versus Peer Districts, Region 10 and State
1998-99

District	Percent of Students by Student Group				
	All Students	African American	Hispanic	Anglo	Economically Disadvantaged
Austin	19.8	11.9	12.8	28.2	10.1
Dallas	18.7	18.5	15.2	31.0	16.5
El Paso	13.1	11.2	10.5	22.2	8.5
Fort Worth	13.9	9.1	9.7	23.4	8.3
Houston	15.9	14.2	11.9	29.6	11.2
San Antonio	15.0	17.7	14.2	20.3	15.1
Region 10	19.9	15.1	13.5	23.1	12.7
State	17.5	11.7	12.9	21.3	11.3

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.

When considered as a group, the number of advanced academic courses available in DISD high schools has remained fairly constant over the past three years; however, individual schools have experienced significant fluctuations in the number of courses offered. Between the 1998-99 and 2000-01 school years, the number of courses offered fell at Seagoville High School (from 12 to 8, or 33.3 percent), North Dallas (from 25 to 20, or 20.0 percent) and Bryan Adams (from 36 to 29, or 19.4 percent). By the same token, the number of course offered rose at M.E. Molina High School (from 15 to 22, or 46.7 percent), Wilson (from 21 to 27, or 28.6 percent) and A.M. Smith (from 12 to 15, or 25.0 percent). When advanced course offerings are considered on a per-student basis, wide variations

become apparent, ranging from 140 at Seagoville and Skyline to 31 at Washington (special enrollment schools excluded). This information is summarized in **Exhibit 2-26**.

Exhibit 2-26
Advanced Academic Courses Offered
By DISD High School
1998-1999 Through 2000-2001

High School	Advanced Academic Courses Offered				Fall 2000-01 Enrollment	2000-01 Students Enrolled per Course
	1998-99	1999-2000	2000-01	3-Year Increase (Decrease)		
Bryan Adams	36	35	29	(7)	2,288	79
Adamson	12	12	13	1	1,254	96
A. M. Smith	12	13	15	3	994	66
M. E. Molina	15	19	22	7	2,251	102
Hillcrest	33	32	34	1	1,484	44
Jefferson	21	20	20	(1)	1,509	75
Kimball	24	22	17	(7)	1,668	98
Lincoln	18	24	20	2	1,096	55
Learning Alt Center (Lacey)	0	1	1	1	107	107
Pinkston	8	9	8	0	814	102
Roosevelt	16	14	16	0	776	49
Samuell	19	19	16	(3)	1,771	111
Seagoville	12	12	8	(4)	1,118	140
South Oak Cliff	17	19	19	2	1,361	72
Spruce	17	21	19	2	1,574	83
Sunset	21	21	23	2	1,706	74
Language Academy (Pinkston)	0	0	0	0	202	0

White	26	30	28	2	1,936	69
Wilson	21	24	27	6	1,350	50
Carter	18	21	21	3	1,704	81
North Dallas	25	24	20	(5)	1,690	85
Skyline	28	28	30	2	4,207	140
Townview*	34	36	35	1	2,163	62
School Community Guidance	5	0	1	(4)	108	108
Health Special	5	1	1	(4)	112	112
Community Ed Partnership	0	0	0	0	235	0
Madison	10	11	12	2	727	61
Washington	17	20	21	4	653	31
Buckner Academy	0	2	0	0	21	0
Hospital Homebound	3	0	0	(3)	59	0
Middle College	5	3	3	(2)	91	30
Seagoville Alternative	2	0	1	(1)	45	45
Total**	480	472	464	8	37,029	80

Source: DISD Division of Evaluation, Accountability and Information Systems.

**Includes Science and Engineering, Business and Management, Health Professions, Education and Social Services, Public Service Government Law, and Talented and Gifted Magnets.*

*** Excludes Evening Academy, Barbara Manns, Metro, JUV/Justice and Youth Village.*

Recommendation 31:

Ensure that DISD high school students have equal access to advanced academic courses.

Floating teachers between campuses should be considered, as well as the use of distance learning which could be used to supplement campuses with small numbers of registrations in advanced academic courses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent of Curriculum and Instruction convenes a committee of instructional support personnel and secondary teachers, counselors and administrators, including those from high schools with both relatively high and low numbers of advanced academic courses offerings and enrollments to analyze the reasons for the disparity and develop plans to increase the number of options available to students.	August - December 2001
2.	The deputy superintendent of Curriculum and Instruction submits committee recommendations for providing better access to advanced academic courses to the superintendent for review and approval.	January 2002
3.	The deputy superintendent of Curriculum and Instruction works with area offices and secondary schools to implement these recommendations for the coming school year.	February - July 2002
4.	The campus principals begin offering the courses as defined in the plan.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD's share of students who graduate having satisfied the requirements of the district's "recommended" and "distinguished achievement" high school programs is third-lowest among the peer districts and significantly lower across all student groups than the Region 10 and state averages. The district-approved *recommended* high school graduation program for students entering the ninth grade during or after the 2000-01 school year includes the following credits: English language arts (four), mathematics (three), science (three), social studies (three and a half), economics (one-half), other languages (two), physical education or a substitute (one and one-half), health education (one-half), technology applications (one), fine arts (one), speech (one-half), and additional components, such as mathematics or science electives or career and technology education courses (three and one-half). The district's *distinguished achievement* program for students entering the ninth grade during or after the 2000-01 school year requires the same total number of credits as the recommended

program but with three rather than two credits in other languages and two rather than three in additional components. The distinguished program also requires advanced measures such as an original research project. DISD's percent of students satisfying the requirements of the recommended and distinguished achievement graduation programs is compared with the peer districts, Region 10 and the state average in **Exhibit 2-27**.

Exhibit 2-27
Percent of Students Satisfying the Recommended or Distinguished Achievement High School Graduation Program
DISD Versus Peer Districts, Region 10 and State
Class of 1999

District	Percent of Students by Student Group				
	All Students	African American	Hispanic	Anglo	Economically Disadvantaged
Austin	10.1	3.7	5.4	14.5	5.2
Dallas	3.9	2.6	3.4	9.7	2.5
El Paso	1.6	2.5	1.5	1.7	1.7
Fort Worth	12.7	12.1	5.5	20.4	6.2
Houston	24.9	16.9	22.3	44.6	18.0
San Antonio	0.6	4.2	0.1	0.0	0.6
Region 10	19.7	9.1	11.3	24.0	8.0
State	15.0	9.9	10.9	17.9	9.4

Source: TEA, AEIS, 1999-2000.

Changes were made by DISD during the first semester of the 2000-01 school year to increase the number of students fulfilling the requirements of the recommended graduation program. Current grade levels nine, ten, and 11 reflect at least 95 percent of students in each grade level as being enrolled in the recommended plan.

Recommendation 32:

Increase student enrollment in the district's "recommended" and "distinguished achievement" graduation programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent of Curriculum and Instruction convenes a committee of instructional support personnel and high school teachers, counselors and administrators.	August - September 2001
2.	The committee analyzes trends of student participation in the recognized and distinguished graduation programs to ensure increased enrollment in these programs.	October 2001
3.	The deputy superintendent of Curriculum and Instruction works with area offices and high schools to improve student participation in the recognized and distinguished graduation programs.	November 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

In the 1999-2000 school year, DISD's share of students passing end-of-course examinations was second-lowest among the peer districts and lower than the Region 10 and state averages in Algebra I and English II. All students completing Algebra I, Biology, English II or U.S. History must take an end-of-course examination. For reporting purposes, Algebra I may be taken in grades 7-12 and Biology, English II and U.S. History in grades 9-12. The exams may be taken at a number of different times during the school year, usually during the spring, summer and fall. Students eligible to take the exit-level TAAS in grade 10 in spring 2000 and beyond can meet the testing requirement by passing an end-of-course in Algebra I, Biology and English II or U.S. History.

DISD compares more favorably with the peer districts on the Biology and English II end-of-course exams than on Algebra I and U.S. History. Its share of African American, Hispanic and economically disadvantaged students passing the Biology end-of-course exam was second-highest among the peer districts and third-highest for all students. African American, Hispanic and Anglo students had the third-highest passing percentage on the English II end-of-course exam. DISD students generally were less successful on the Algebra I and U.S. History exams.

DISD was fifth among the peer districts for the Algebra I exam across all student groups, and fourth, fourth or sixth on the U.S. History end-of-course exam (**Exhibit 2-28**).

Exhibit 2-28
Percent of Students Passing End-of-Course Examinations
In Algebra I, Biology, English II and U.S. History by Student Group

**DISD Versus Peer Districts, Region 10 and State
1999-2000**

District	Percent of Students Passing Algebra I by Student Group				
	All Students	African American	Hispanic	Anglo	Economically Disadvantaged
Austin	36.9%	14.9%	21.7%	60.5%	17.9%
Dallas	24.8%	19.5%	24.0%	50.2%	22.9%
El Paso	35.1%	23.1%	30.3%	58.2%	27.1%
Fort Worth	23.4%	13.3%	16.6%	46.9%	17.3%
Houston	37.1%	27.4%	33.8%	71.4%	33.3%
San Antonio	33.8%	27.3%	33.9%	44.4%	34.0%
Region 10	44.3%	24.6%	29.4%	58.5%	28.8%
State	43.9%	26.5%	32.7%	56.7%	31.3%
District	Percent of Students Passing Biology by Student Group				
	All Students	African American	Hispanic	Anglo	Economically Disadvantaged
Austin	73.1%	55.5%	60.3%	90.6%	55.1%
Dallas	70.8%	70.4%	67.2%	88.6%	66.6%
El Paso	76.6%	79.7%	72.1%	92.0%	67.4%
Fort Worth	62.5%	51.8%	55.2%	88.3%	50.7%
Houston	70.5%	68.1%	65.3%	93.5%	62.6%
San Antonio	61.5%	54.8%	61.2%	85.2%	60.9%
Region 10	82.0%	71.2%	68.6%	91.2%	67.9%
State	80.3%	69.0%	69.4%	91.2%	68.2%
District	Percent of Students Passing English II by Student Group				
	All Students	African American	Hispanic	Anglo	Economically Disadvantaged
Austin	72.3%	53.0%	63.3%	85.1%	56.4%
Dallas	69.8%	67.9%	68.7%	85.5%	65.7%

El Paso	76.5%	77.6%	72.8%	90.0%	68.1%
Fort Worth	59.4%	46.6%	55.6%	78.4%	52.8%
Houston	72.7%	71.5%	67.8%	88.7%	67.6%
San Antonio	71.7%	59.9%	72.3%	83.6%	71.1%
Region 10	81.5%	73.0%	73.4%	87.7%	70.9%
State	77.7%	68.4%	71.1%	84.4%	68.6%
Austin	74.6%	62.1%	64.4%	86.5%	56.9%
Dallas	56.7%	57.4%	53.2%	78.9%	53.6%
El Paso	73.7%	82.3%	68.2%	91.4%	62.2%
Fort Worth	58.4%	46.2%	51.8%	82.7%	46.1%
Houston	52.2%	47.1%	43.5%	88.3%	38.8%
San Antonio	61.7%	57.4%	61.3%	84.6%	60.5%
Region 10	74.7%	61.7%	58.6%	85.2%	56.4%
State	72.1%	58.1%	58.3%	84.0%	54.9%

Source: TEA, AEIS, 1999-2000.

Recommendation 33:

Review the district's Algebra I and U.S. History curricula to ensure that they accurately reflect the material covered in end-of-course examinations.

Senate Bill 103 as passed by the 76th Session of the Texas Legislature mandates a number of changes to TAAS. Referred to as TAAS II, the new examination requires the exit level test to be moved from grade 10 to grade 11 and students to pass tests in English language arts, mathematics, science and social studies. The mathematics test will include Algebra I and geometry. The social studies test will include early American and United States history.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent of Curriculum and Instruction contacts the Texas Curriculum Audit Center for a list of districts that have conducted internal or external curriculum	August 2001
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	audits, and contacts Region 10 to determine what assistance is available in this area.	
2.	The deputy superintendent of Curriculum and Instruction gathers information from districts that have conducted internal or external curriculum audits or studies.	August - September 2001
3.	The deputy superintendent of Curriculum and Instruction, working with a committee of teachers, administrators and support staff, develops recommendations and supporting budget amendments and submits them to the superintendent and Board of Trustees for approval.	October - December 2001
4.	Designated DISD staff conduct the curriculum study.	January - May 2002
5.	The deputy superintendent for Curriculum and Instruction and the assistant superintendent for Evaluation, Accountability and Information Services make any changes suggested by the study to the DISD curricula and to the district's Assessments of Course Performance, if needed.	May - June 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

A. STUDENT PERFORMANCE AND INSTRUCTIONAL PROGRAM DELIVERY (PART 4)

FINDING

The percent of DISD students tested on the reasoning portion of the Scholastic Aptitude Test (SAT) and the American College Test (ACT) is lower than the percent of students tested in all but one of the peer districts and the percent of students tested statewide. Furthermore, the average score of DISD students on the SAT and ACT is lower than that for students statewide and in all but one of the peer districts.

Many colleges and universities require a standardized aptitude test for admission. The SAT and the ACT are the two tests most commonly used as a requirement of entry. Both are designed to assess the academic skills determined to be important to college success, specifically verbal and mathematical ability. The ACT also measures other skills in reading, mathematics and science. More than 2 million high school students take the SAT each year. More than 1 million students took the ACT in 2000. SAT scores for students in DISD, the peer districts, Region 10 and the state and nation are provided in **Exhibit 2-29**.

Exhibit 2-29
SAT Scores
DISD, Peer Districts, Region 10, State, and Nation
1997-98 Through 1999-2000

District	Class of 1998	Class of 1999	Class of 2000
Austin	1,063	1,052	1056
Dallas	874	871	866
El Paso	950	942	949
Fort Worth	951	941	945
Houston	930	936	929
San Antonio	826	818	800
Region 10	1,013	1,016	Not available
State	995	993	993
Nation	1,017	1,016	1,019

Source: College Board; Peer District Survey, McConnell Jones Lanier & Murphy.

During 1998-99, 42 percent of the 6,120 seniors enrolled in DISD high schools participated in the SAT. Students in four of 31 (12.9 percent) schools had composite scores greater than the state average, while three schools (9.7 percent) had scores higher than the national average. Of 11 schools with composite scores above the district average, seven (63.6 percent) had 50 percent or more of their enrolled seniors take the SAT. In the 20 schools with composite scores below the district average, 16 (80 percent) had fewer than 50 percent of their enrolled seniors take the test.

Eleven of 31 (35.5 percent) DISD schools had at least half of their enrolled seniors take the SAT. Exclusive of magnet and special enrollment schools, the SAT participation rate was 50 percent or more at two of 19 (10.5 percent) DISD schools and between 40-49 percent at eight (Exhibit 2-30).

Exhibit 2-30
SAT Score Distributions of DISD High Schools
1998-99

High School	Verbal Score	Math Score	Composite Score	Number of Enrolled Seniors	Percent Taking SAT
Hillcrest	492	503	995	215	48%
W. Wilson	490	500	990	260	35%
W.T. White	481	486	967	299	52%
Bryan Adams	472	459	931	371	42%
Seagoville	441	449	890	127	45%
District	436	435	871	6,120	42%
Thomas Jefferson	427	424	851	230	26%
North Dallas	393	441	834	235	23%
Sunset	414	405	819	341	23%
Carter	402	404	806	355	49%
South Oak Cliff	392	398	790	231	42%
Grady Spruce	400	388	788	272	25%
Adamson	394	389	783	203	31%

Kimball	388	391	779	262	48%
Maceo Smith	382	396	778	141	28%
Madison	378	389	767	108	36%
Samuell	347	347	694	255	46%
Roosevelt	362	379	741	156	46%
Lincoln	357	367	724	182	67%
Pinkston	339	350	689	109	30%
Magnet/Special Enrollment					
Talented & Gifted	622	611	1,233	40	100%
Science Magnet	530	548	1,078	55	73%
Arts Magnet	543	513	1,056	141	84%
Health Professions	470	455	925	119	83%
Public Services	465	446	911	89	82%
Skyline CDC	444	448	892	302	70%
Business & Mgnt	421	419	840	109	67%
Ed/Social Services	435	405	840	48	92%
Skyline	417	411	828	264	43%
Lincoln Magnet	422	379	801	53	85%
Barbara Manns	352	318	670	61	8%
Metro Educ Cntr	314	322	636	129	4%
State	494	499	993	Not Available	Not Available
Nation	505	511	1,016	Not Available	Not Available

Source: DISD Division of Evaluation, Accountability & Information Systems.

Excluding Hillcrest, the four district high schools with the highest average verbal and math scores also had the highest percentage of test-takers. Conversely, the high schools with the lowest share of students taking the SAT were among those whose students recorded the lowest scores on both parts of the test (**Exhibit 2-31**).

Exhibit 2-31
**Highest and Lowest SAT Participation Rates/
 Verbal and Math Scores**
1998-99

Campus	Percent Taking SAT	Rank Among 31 DISD High Schools	Verbal Score	Rank Among 31 DISD High Schools	Math Score	Rank Among 31 DISD High Schools
<i>High Schools with Highest Participation of Students Taking SAT</i>						
Talented & Gifted	100	1	622	1	611	1
Arts Magnet	84	4	543	2	513	3
Science Magnet	73	7	530	3	548	2
Hillcrest	48	13	492	4	503	4
<i>High Schools with Lowest Participation of Students Taking SAT</i>						
North Dallas	23	28.5	393	21	441	12
Sunset	23	28.5	414	17	405	16.5
Barbara Manns	8	30	352	28	318	31
Metro Educ Cntr	4	31	314	31	322	30
District	42	N/A	436	N/A	435	N/A

Source: DISD Division of Evaluation, Accountability & Information Systems.

DISD ranked second-lowest among its peer districts and lower than Region 10 and the statewide average in SAT and ACT scores. During 1998-99, 52.6 percent of the 6,120 seniors enrolled in DISD high schools participated in either the SAT or ACT. DISD's share of graduates who took either test and its share of students scoring at or above 1110 on the SAT and 24 on the ACT were lower than all but one of the peer districts and lower than the Region 10 and state averages (**Exhibit 2-32**).

Exhibit 2-32
SAT/ACT Scores in Peer Districts,

**DISD, State, and Region 10
Class of 1999**

District	Percent Taking Either SAT or ACT	Percent at or Above Criterion*	SAT Average Score	ACT Average Score
Austin	58.4%	41.0%	1,052	20.8
El Paso	56.2%	19.1%	942	20.0
Houston	59.5%	22.8%	935	19.2
Fort Worth	52.1%	23.0%	941	19.1
Dallas	52.6%	12.8%	871	17.9
San Antonio	61.1%	5.5%	800	17.1
Region 10	63.8%	32.4%	1,013	20.9
State of Texas	61.8%	27.2%	989	20.2
Maximum	100.0%	100.0%	1,600	36.0

Source: TEA, AEIS, 1999-2000.

** 1110 on the SAT, 24 on the ACT.*

Recommendation 34:

Develop strategies to increase student participation and assist students in improving their SAT and ACT scores.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Curriculum and Instruction and appropriate staff members research best practices that could increase SAT and ACT participation and improve test scores.	August - October 2001
2.	The deputy superintendent for Curriculum and Instruction and appropriate staff members develop recommendations.	November - December 2001
3.	The deputy superintendent for Curriculum and Instruction makes recommendations to the superintendent's cabinet for discussion and approval.	January - February 2002
4.	The superintendent presents recommendations to the Board of Trustees for approval.	March 2002
5.	The deputy superintendent for Curriculum and Instruction	March - April

	includes fiscal requirements for the approved programs in 2002-2003 budget requests.	2002
6.	The deputy superintendent for Curriculum and Instruction monitors the program and provides status reports to the superintendent's cabinet and Board of Trustees on a regular basis.	Ongoing

FISCAL IMPACT

This recommendation can be accomplished with existing resources. Resources required for 2002-03 and beyond would depend upon the program or programs adopted.

FINDING

Curriculum guides support only 130 (32.2 percent) of the 404 courses DISD offers to students in grades 9-12. Curriculum guides are intended to provide teachers with direction on student objectives, testing methods, prerequisite skills, instructional materials and resources and classroom strategies. Well-written guides identify basic instructional resources and describe suggested instructional approaches for delivering content in the classroom.

DISD provides direction for the distribution and use of curriculum guides through its *Policy EGD (Local) Curriculum Development: Curriculum Guides and Course Outlines* and a supporting administrative regulation. *Policy EGD* specifies that the superintendent "shall cause guides to be published for use by staff members in all curriculum areas." Regulation EGD requires that "appropriate instructional guides shall be distributed to teachers by the principal" and that "each instructional guide is (to be) updated as needed in accordance with District and state guidelines, procedures, practices, and priorities."

DISD provided TSPR with a variety of guides and other materials used to develop district curricula. TSPR compared these documents with the list of high school courses contained in the district's *Educational Planning Guide for Eighth Grade Students*, a document that lists all the courses the district offers to students in Grades 9-12. A curriculum guide should be available to support each of these courses. However, of 404 courses listed in the *Planning Guide*, only 130 (32.2 percent) were supported by guides made available to TSPR for review. The courses offered and the curriculum guides available to support them are listed in **Exhibit 2-33**.

Exhibit 2-33 DISD Courses Offered and Curriculum

**Guides Available for Grades 9-12
1999-2000**

Course/Content Area	Courses Offered	Number of Guides Available for Review	Percent of Courses Supported by a Guide
English/Language Arts	44	10	23%
English/Language Arts for Students in Special Education	12	0	0%
English for Speakers of Other Languages (ESOL)	12	0	0%
Mathematics	14	9	64%
Mathematics for Students in Special Education	8	1	13%
Science and Health	17	9	53%
Science and Health for Students in Special Education	8	0	0%
Computer Science	6	0	0%
Computer Science for Students in Special Education	1	0	0%
Social Studies	20	11	55%
Social Studies for Students in Special Education	9	0	0%
Other Languages	49	12	25%
Languages for Native Speakers	12	6	50%
Fine Arts	77	11	14%
Business Education	19	18	95%
Health Science Technology Education	6	1	14%
Family and Consumer Science	21	15	71%

Technology Education	19	8	42%
Marketing Education	11	7	64%
Trade and Industrial Education	11	8	73%
Specialized Career and Technology Education	14	0	0%
Physical Science and Athletics	7	0	0%
Driver Safety Education	2	0	0%
Naval Junior Reserve Officer Training Corps	4	4	100%
Total	403	130	32%

Source: DISD Educational Planning Guide for Eighth Grade Students.

The district is developing a plan to review and revise its existing curriculum guides and create new ones as needed. Steps taken thus far include reviewing curricular documents obtained from other districts, comparison of the TEKS with national standards and other benchmarks, alignment of selected DISD programs with TEKS, and contracting with the Curriculum Management Audit Center (CMAC) to train DISD staff in how to conduct an internal review of the district's curriculum. The CMAC training was conducted in February 2001.

DISD has developed a sample five-year curriculum review schedule that outlines specific activities to be completed during each year of the cycle as well as the subject and content areas to be reviewed. These include;

Year 1: Organize and train committee
 Program self-study/review
 Identify scope/sequence
 Review best-practice literature
 Consumer survey
 Mission statement
 Program goals

Year 2: Review/validate learner outcomes
 Vision statement
 Belief statement
 Site visits/validation
 Scope/sequence for best program
 Grade/course level outcomes

Develop grade/course level assessments

Year 3: Vision of best program
 Staff development planning
 Identify resource needs
 Review and order resources
 Plan technology requests
 Plan materials requests
 Plan library/media requests
 Develop implementation plans

Year 4: Staff development
 Implement curriculum
 Make program adjustments

Year 5: Continue program adjustments
 Plan for next cycle

The schedule developed during the 1999-2000 school year of curricular areas and the five-year cycle during which each is to be reviewed are outlined in **Exhibit 2-34**.

Exhibit 2-34
Five-Year Curriculum Review Schedule

Five-Year Cycle	Curricular Areas
1999-2000 through 2003-04	Mathematics K-8 Geology Meteorology Oceanography Aquatic Science World History
2000-01 through 2005-06	Language Arts/Reading K-3 Science K-8 U.S. History Integrated Physics and Chemistry Geometry
2001-02 through 2006-07	Language Arts/Reading 2-5 Literature 6-8 World History Algebra II
2002-03 through 2007-08	Science 6-12
2003-04 through 2008-09	Social Studies 1-12 Pre-Kindergarten Systems

2004-05 through 2009-10	Health 1-12 Business Home Economics Marketing Trade & Industrial Education Technology Applications Careers
2005-06 through 2010-11	Kindergarten Systems Mathematics 1-5
2006-07 through 2011-12	Mathematics 6-12

Source: DISD Division of Teaching and Learning.

To be effective, curriculum guides should be up to date, "user friendly" and easy to translate into day-to-day lessons. At a minimum, they should include clear and valid objectives; a curriculum relevant to the testing process; an outline by grade of essential skills and knowledge; a list of major instructional resources; and clear approaches for classroom use. After development, the guides should be reviewed and revised, as needed, on a four-to-six year cycle to ensure that they remain current and continue to be useful to teachers.

When developing schedules for the development and revision of curriculum guides, many school districts coordinate their efforts with the schedule developed by TEA for the adoption of textbooks. The writing of new guides as well as any needed revisions to those currently in use is frequently coordinated with the textbook adoption schedule to better ensure alignment of the two. With some exceptions, this has been DISD's practice. For example, the course curriculum listed for review in DISD in the 1999-2000 school year is the same as the one included on the state textbook adoption cycle for that year. In 2000-01, however, the state adoption cycle and the DISD curriculum review cycle do not match.

DISD has modified its schedule based on forthcoming revisions to state graduation standards that will require all students beginning in 2004-05 to pass the TAAS exit examinations in grade 11. The examinations will measure proficiency in reading, social studies, mathematics (including algebra and geometry) and science (including biology, chemistry and physics). To help ensure that DISD's curriculum prepares students for these examinations, the district plans to develop new guides during 2000-01 and 2001-02 in mathematics, grades K-8; U.S. History, grades 8 and 11; science, grades K-8; Algebra I in grades 8 and 9; integrated physics and chemistry in grade 10; and biology in grade 9. DISD should be careful, however, to ensure that it has a sound rationale for any mismatch

between the local schedule and state textbook schedule to minimize the negative effects of a lack of coordination between the local curriculum guides and newly adopted textbooks.

Moreover, the Five-Year Curriculum Review Schedule currently followed in DISD is outdated. According to information provided by DISD, the course curricula scheduled for review in 1999-2000 will not be reviewed until 2000-01 and 2001-02. In addition, the current schedule does not include Algebra I and Biology, which other information provided by DISD indicates will be reviewed between 2000 and 2002.

Recommendation 35:

Develop and follow a schedule for the development and revision of curriculum guides.

A guide for each course offered in the district should be scheduled for initial development or review and revision over the next six-year period that is coordinated with state graduation requirements and the state textbook adoption cycle. Assuming that no new courses are added or deleted and that the district, as has been its practice, continues to purchase guides for its career and technology education (CATE) courses, about 230 guides will need to be developed over the next six years. In addition to CATE courses, 73 course guides are currently available. About a third or 24 of these will need revision during the initial six-year period.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Curriculum and Instruction assigns responsibility for coordination of curriculum guide development to the office of Curriculum Design and Program Development.	August 2001
2.	The office of Curriculum Design and Program Development assigns staff members to revise the Five-Year Curriculum Review Schedule.	August 2001
3.	The office of Curriculum Design and Program Development selects staff members, including teachers and school administrators, to review all DISD course offerings and determine the order in which guides should be developed or revised, and the timelines for completion.	September - November 2001
4.	The office of Curriculum Design and Program Development, with input from staff members and using the revised curriculum review schedule, develops a proposed timeline for the completion of guides for all courses taught in the district.	November - December 2001

5.	The office of Curriculum Design and Program Development contacts other districts, education service centers and appropriate professional associations regarding individuals who can provide training in curriculum guide development.	November - December 2001
6.	The deputy superintendent for Curriculum and Instruction recommends a budget amendment for a summer guide writing program to the general superintendent and Board of Trustees for approval.	January - February 2002
7.	Staff selects curriculum writing teams and contracts for training in curriculum alignment, writing skills and other areas relevant to the preparation of curriculum guides.	February - March 2002
8.	Writing teams develop the guides slated for initial development.	June - July 2002
9.	Teachers field-test the initial guides and provide feedback to the writing teams.	August 2002 - May 2003
10.	The guide writing teams modify their processes based on the feedback and continue writing guides.	June - July 2003 Ongoing

FISCAL IMPACT

A curriculum review and revision cycle for 50 guides would require 50 three-person teams for one week per guide. The cost for each team, composed of two teachers and one support staff member or administrator, is calculated at 100 teachers for five days each at a rate of \$209/day (average teacher's salary of \$39,041 divided by 187 days) for a total of \$104,500. The district can provide support and clerical staff at no additional cost. Supplies and materials needs are estimated at \$1,500. The cost for a consultant to conduct a one-day training session and provide a one-day on-site review of the writing process and a two-day review and critique of the guides produced is estimated at \$5,000 annually (four days @ \$1,000 per day plus \$1,000 for expenses related to travel and subsistence, printing and telephone/fax). The total cost to develop 50 guides per year is estimated at \$111,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop and follow a schedule for the development and revision of curriculum guides.	(\$111,000)	(\$111,000)	(\$111,000)	(\$111,000)	(\$111,000)

FINDING

The district's organizational structure does not lend itself to the efficient delivery or monitoring of the curriculum. Two divisions have major responsibilities related to the instructional program. The deputy superintendent has administrative responsibility for three districtwide efforts, the Math and Science Education project, the Dallas Reading Plan and Teaching and Learning. The Math and Science Education project and the Dallas Reading Plan are intended to improve student achievement in math, science and reading. Teaching and Learning is responsible for most of DISD's content area and instructional programmatic efforts. Teaching and Learning includes:

- Advanced Academic Services
- Campus Leadership Development
- Cultural Heritage Center
- Districtwide Activities (UIL competitions and graduation)
- Early Childhood
- Fine and Performing Arts
- Media Services
- Multi-Language Enrichment
- Physical Education
- Special Events
- Title I

Area superintendents are primarily responsible for the implementation of instruction and report to the associate superintendent for School Instructional Leadership and Operations. Each area is staffed with six to eight personnel having various instructional responsibilities related to special education, early childhood education, general education and Title I programs. Dallas Reading Plan lead teachers are assigned to all schools with grades K-3, work in collaboration with the offices of the area superintendents and are evaluated by the district's Research and Evaluation unit, school principals and the assistant superintendent.

DISD's staffing assigned to the major functions related to effective curriculum delivery (planning, design, implementation, monitoring, evaluation and revision) is inadequate. In the areas of math and science, for example, the district sought and received a five-year \$11.5 million grant through the National Science Foundation (NSF) to identify and purchase a standards-based K-12 curriculum for DISD and to provide the training and support staff needed to implement it. NSF funds were available to employ nine instructional specialists on the condition that DISD would employ an additional 18. The specialists were to conduct teacher training sessions and follow-up sessions to ensure appropriate classroom application of the concepts learned. In October 1999, 18 of 27

math specialists were reassigned to the classroom. At this writing, only one math specialist is assigned to each of the district's nine areas. Four of the positions are vacant, leaving five specialists to serve 155 schools. The effect is a fragmented delivery system and a lack of program oversight that has resulted in a limited implementation of a board-approved, districtwide math curricular effort.

Concern has been expressed about the role of the area superintendents with respect to curriculum delivery. Of most concern is the degree of autonomy area offices have in decisions relating to the implementation of district initiatives or programs after their approval. Many of those interviewed felt that this autonomy has resulted in the inconsistent implementation of programs across the district.

An unusual aspect of the district's current organization is the reporting relationships of top-level employees with responsibilities related to curriculum and instruction. The deputy superintendent and one associate superintendent report directly to the general superintendent; the area superintendents report to an associate superintendent; two associate superintendents report to the deputy superintendent; and one assistant superintendent reports to the deputy superintendent (**Exhibit 1-13.**)

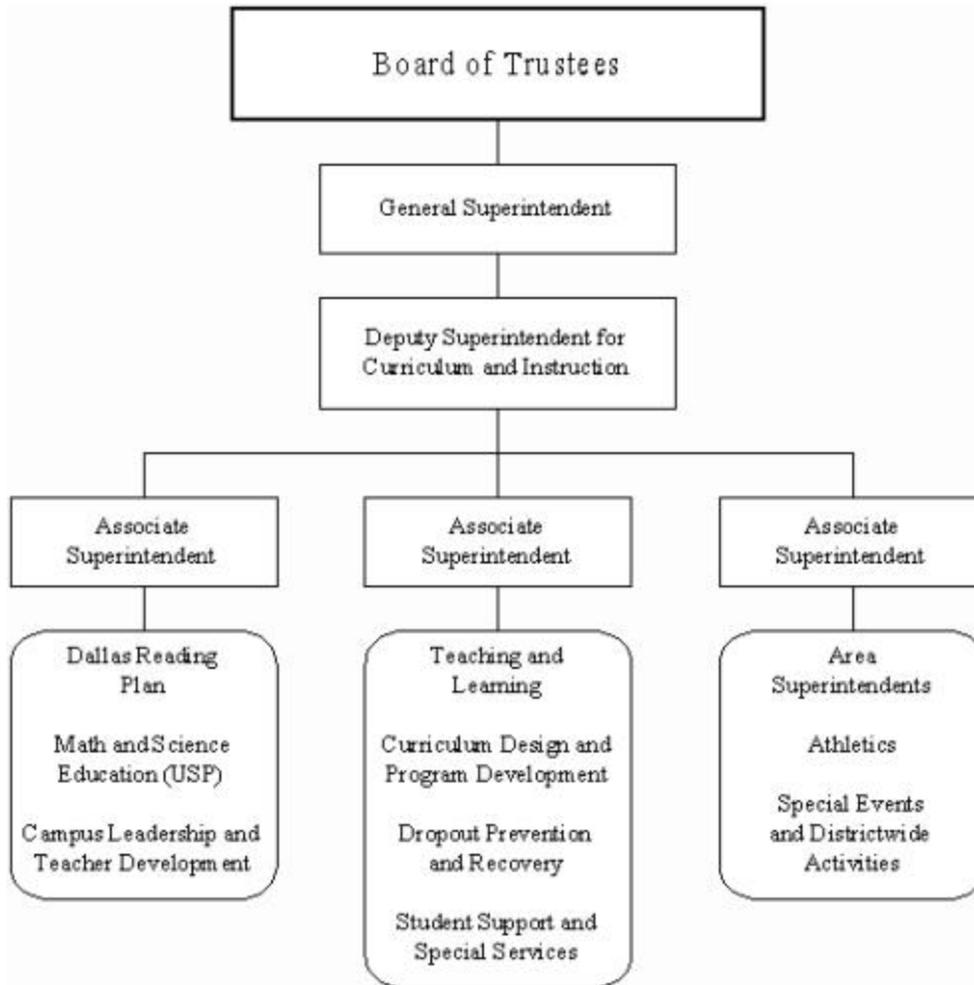
Recommendation 36:

Reclassify an executive-level superintendent's position as deputy superintendent of Curriculum and Instruction and assign all instructional functions and the area superintendents to that position.

A reorganization of the Division of Curriculum and Instruction would improve its efficiency and effectiveness. The proposed organizational chart appears in **Exhibit 2-35.**

**Exhibit 2-35
Proposed Organization**

Division of Curriculum and Instruction



Source: TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reclassifies an executive-level superintendent position as deputy superintendent of Curriculum and Instruction and assigns all offices with curriculum and instruction responsibilities and the area superintendents to this position.	August 2001
2.	The deputy superintendent of Curriculum and Instruction reassigns staff as needed to facilitate the effective delivery of curricula in DISD.	August - September 2001
3.	The executive director of Human Resources ensures that all job descriptions are modified to reflect the new responsibilities and reporting relationships.	October 2001- January 2002

FISCAL IMPACT

As part of the overall reorganization described in the District Organization and Management chapter of this report, this recommendation should be possible with existing resources.

Chapter 2

B. SPECIAL EDUCATION (PART 1)

The federal Individuals with Disabilities Education Act (IDEA) mandates free appropriate public education for all children with disabilities regardless of the severity of their handicaps. This law, which is designed to protect children and parents in educational decision-making, requires each school district to develop an individualized education plan (IEP) for every child with a disability.

Federal law also requires the district to provide students with disabilities an education in the "least restrictive" environment. The law states that the IEP must be more clearly aligned with those of children in regular education classrooms and include regular education teachers in the decision-making process. The law also requires that students with disabilities be included in state and district assessment programs and performance goals.

To serve the varying needs of all students with disabilities and comply with IDEA's requirements, an effective special education program should follow the following practices (derived from Public Law 105-17, the 1997 amendments to the Individuals with Disabilities Education Act):

Pre-referral intervention in regular education. When a student experiences academic problems in regular education, an intervention can and should occur to solve the problems. If these steps don't produce results, the problem should be referred to the district's special education staff. In DISD, this function is performed by the Student Support Team.

Referral to special education for evaluation. Referring a student to special education involves writing an official request supported by documentation. The referral information must include an explanation of steps that have been taken in regular education to solve the student's problem before the referral.

Comprehensive nondiscriminatory evaluation. After a student has been referred, the district must provide a comprehensive nondiscriminatory evaluation, commonly called an assessment, within a prescribed amount of time.

Initial placement through an Admission, Review, and Dismissal (ARD) committee meeting. After the evaluation is completed, a meeting is held to discuss the results of the evaluation, decide if the student qualifies for

special education services in one of 13 federal special education categories and, if so, write a plan for the student's education.

Provision of educational services and supports according to a written Individualized Education Plan. The IEP developed by the ARD committee should include information about which classes the student will take, how much time will be spent in regular education, and related needs such as speech therapy or counseling.

Least Restrictive Environment (LRE). To the maximum extent appropriate, children with disabilities should be educated alongside children who are not disabled. Special classes, separate schooling or other removals of children with disabilities should occur only if the nature or severity of their disabilities are such that they cannot be educated satisfactorily in regular classes with supplementary aids and services.

Annual program review. Each year after a student's initial qualification and placement, an ARD committee should conduct a review of the student's IEP to ensure that the student's program is appropriate.

Three-year re-evaluation. Every three years, the student should undergo a comprehensive individual assessment by the ARD committee, which then should meet to discuss the results of the re-evaluation and determine if the student still qualifies for special education in the same category.

Dismissal from the special education program. If and when a student no longer meets special education eligibility criteria, the student should be dismissed from special education. The ARD committee must make this decision.

In DISD, each campus has a Student Support Team (SST) consisting of an administrator, nurse, all campus counselors, a representative of the district Psychological/Social/Diagnostic Services (PSDS) Department, two or more teachers, and a pool of additional teachers and professionals who can be called upon for expertise in specific areas (such as teachers in specific disciplines, speech clinicians, community agency representatives, Youth and Family Center representatives, etc.). By policy, the SST must screen students referred for special education services. The SST screening process has three levels, as shown in **Exhibit 2-36**.

Exhibit 2-36
Student Support Team Referral Process
For Determining Eligibility for Special Education Services

Level	Referral	SST Action	Outcome
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<p>Level I Pre-SST Referral</p>	<p>Students may be referred by anyone for a variety of health-related, social, family or academic reasons. Referrals may be made directly to whichever service provider is deemed appropriate (i.e. nurse, social worker, licensed specialist in school psychology or other provider.)</p>	<p>Service provider will validate problem, provide services, and evaluate effectiveness.</p>	<p>If issue is not resolved, service provider may try additional strategies, consult with another professional, refer student to another professional, or move referral to Level II.</p>
<p>Level II SST Referral</p>	<p>Referral by a service provider when a variety of alternatives have been tried without success or if the student needs collaborative services that the team can provide and manage.</p>	<p>SST will systematically attempt to identify the source of the student's difficulty, evaluate previous corrective actions, develop an action plan, assign a case manager, and put the plan into action. The plan may extend over a period of time and entail follow-up, review, and revisions.</p>	<p>If the action plan is unsuccessful, SST will develop a new plan or recommend that the student be evaluated for special education services (Level III)</p>
<p>Level III Referral for Special Education Evaluation</p>	<p>Referred by SST after Level II interventions have been implemented without success.</p>	<p>Student is evaluated to determine eligibility for special education services.</p>	<p>If student is eligible for special education services, an ARD committee is convened to place the student in the most appropriate setting. If the student is found to be ineligible for special education services, the case is returned to SST at Level II for additional intervention.</p>

Source: DISD, *Student Support Teams: A Framework for Integrated Service Delivery, 2000-01*.

Once a student has been identified as eligible for special education services, a full continuum of services becomes available. To ensure the appropriate "least restrictive" environment for each student, district personnel first consider providing services in regular education classes, with supplementary aids and appropriate curriculum modifications. Admissions, Review, and Dismissal committees, composed of parents and professional staff members, determine program eligibility and participation, create educational plans and place students in and dismiss them from the special education program. ARD committees develop individual education plans for each student with a disability.

About 8.2 percent of DISD's students have been found eligible for special education; this share is the lowest among the peer districts and is significantly lower than the state average of 12.1 percent (**Exhibit 2-37**). About 7.8 percent of DISD's faculty work in special education; this share is lowest among the peer districts and well below the Region 10 and state averages.

Exhibit 2-37
Number and Percent of Special Education Students and Teachers
DISD Versus Peer Districts
2000-01

District	Student Enrollment		Teachers (FTEs)	
	Number	Percent	Number	Percent
San Antonio	7,857	13.7%	438.4	12.3%
Austin	9,538	12.2%	727.8	14.1%
Fort Worth	8,157	10.2%	448.4	9.4%
Houston	20,823	10.0%	1,135.4	10.8%
El Paso	5,784	9.3%	363.8	8.9%
Dallas	13,250	8.2%	788.3	7.8%
Region 10	66,798	11.2%	3,825.1	9.6%
State	492,045	12.1%	27,410.2	10.0%

Source: TEA, *PEIMS, 2000-01*.

Exhibit 2-38 presents demographic data for DISD students enrolled in special education.

Exhibit 2-38
Ethnicity and Gender of DISD Students
Enrolled in Special Education
2000-01

	Total Students	White	African American	Hispanic	Asia/Pacific Islander	Native American	Male	Female
Spec. Ed	13,250	1,670	5,997	5,421	87	75	9,022	4,228
Percent	100%	12.6%	45.3%	40.9%	0.7%	0.6%	68.1%	31.9%

Source: TEA, PEIMS, 2000-01.

DISD's special education students demonstrate a wide spectrum of disabilities (**Exhibit 2-39**). The most common category of disability is Learning Disabled, while the second-largest is Speech Handicapped. Of course, students may have more than one disability.

Exhibit 2-39
DISD Special Education Students by Disability*
December 2000

Disability	Frequency (Number of Occurrences of the Disability Students)	Percent of Population
Learning Disabled	6,138	46.1%
Speech Handicapped	2,671	20.1%
Mentally Retarded	2,288	17.2%
Emotionally Disturbed	656	4.9%
Other Health Impaired	460	3.5%
Auditorially Handicapped	345	2.6%
Autistic	196	1.5%
Developmentally Delayed	159	1.2%
Non-Categorical Early Childhood	151	1.1%
Orthopedically Handicapped	110	0.8%
Visually Handicapped	99	0.7%
Traumatic Brain Injury	25	0.2%

Deaf/Blind	4	0.0%**
Totals	13,302	99.9***

Source: DISD Student Assessment Department.

*Data based on Special Education Management Disability Report generated on 12/01/2000. Data was generated at a different date from PEIMS.

**Percentage is less than one tenth of one percentage point.

***Total not equal to 100 due to rounding.

In 2000-01, DISD devoted \$49,194,021 to special education-about \$3,713 per special education student (**Exhibit 2-40**). DISD's per-pupil expenditure was higher than the Region 10 and state averages but lower than those of four of its peer districts. DISD's share of budgeted expenditures devoted to special education (4.7 percent) was lower than in all its peers and lower than the state average (6.4 percent).

Exhibit 2-40
Special Education Expenditures
DISD Versus Peer Districts
2000-01

District	Number Students Enrolled	Budgeted Special Education Expenditures	Percent of Budget	Per Student Expenditure
Houston	20,823	\$101,476,672	6.9%	\$4,873
Austin	9,538	\$45,539,483	7.7%	\$4,775
San Antonio	7,857	\$32,570,873	8.4%	\$4,145
El Paso	5,784	\$22,701,909	6.0%	\$3,925
Dallas	13,250	\$49,194,021	4.7%	\$3,713
Fort Worth	8,157	\$28,839,514	5.6%	\$3,536
Region 10	66,798	\$232,281,635	N/A	\$3,477
State	492,045	\$1,734,634,496	6.4%	\$3,525

Source: TEA, PEIMS, 2000-01.

Federal law requires that students with disabilities be included in state and district assessment programs. An ARD committee may exempt a student with disabilities from testing, but districts usually work to minimize the number of such exemptions. As indicated in **Exhibit 2-41**, the share of

students receiving an ARD committee exemption in DISD and its peer districts in 1999-2000 ranged from a high of 8.7 percent to a low of 4.2 percent. DISD's percentage declined from 7.5 percent in 1998-99 to 6.9 percent in 1999-2000. The 1999-2000 percentage of 6.9 percent was slightly lower than the state average (7.1 percent), but higher than in three of the peer districts.

Exhibit 2-41
Percent of Special Education Students
Exempted from TAAS
DISD vs. Peers
1998-99-1999-2000

District	1998-99	1999-2000
Fort Worth	9.2%	8.7%
San Antonio	11.2%	7.1%
Dallas	7.5%	6.9%
Houston	7.3%	6.8%
Austin	6.2%	6.6%
El Paso	4.3%	4.2%
Region 10	7.2%	7.1%
State	6.9%	7.1%

Source: TEA, AEIS, 1999-2000.

DISD has serious and persistent problems in its special education delivery system. These issues were originally noted by TEA in a District Effectiveness and Compliance (DEC) on-site visit to DISD in March 1997. The most notable of the problems are:

1. Lack of adequate procedures for serving students in residential facilities
2. Disproportionate numbers of students served in restrictive settings
3. Under-identification of students eligible for special program services
4. Too many students exempt from the TAAS
5. Inadequate transition services
6. A general lack of documentation of ARD committee activities and decisions.

After working with DISD for two years to correct these situations, TEA conducted a follow-up visit in October 1999. During that visit, TEA found significant areas of noncompliance still present. On February 10, 2000, the Texas Education Commissioner exercised the authority granted under Texas Education Code, Section 39.131 to appoint a special education monitor for DISD. This decision was based on DISD's continuing failure over an extended period of time to ensure that children with disabilities living in residential facilities in DISD were identified, evaluated and served appropriately.

After the DEC review and the monitor's appointment, DISD developed various corrective action plans (CAPs), but none were fully implemented. The most recent CAP, as outlined in an executive summary dated January 2000, is summarized in **Exhibit 2-42**.

Exhibit 2-42
DISD Corrective Action Plan
In Response to DEC Review, January 2000

Corrective Action	Implementation Strategies
Develop and implement a system to locate, identify, evaluate, and serve each student in a residential facility.	<ul style="list-style-type: none"> • Regularly contact licensing/accreditation agencies • Create/maintain database of identified residential facilities • Distribute <i>Child Find</i> materials • Standardize intake and enrollment procedures • Conduct timely evaluations
Serve students with disabilities in settings that allow maximum access to general education curriculum and interaction with same-age non-disabled peers.	<ul style="list-style-type: none"> • Identify students whose IEP can be fulfilled at a home school in general education courses at least 50 percent of the day • Conduct ARD committee meetings to move students to the home school and place them with general education students at least 50 percent of the day • Provide training and technical assistance to central administrators, area administrators and instructional staff in the inclusion of students with disabilities in general education settings

<p>Develop screening and referral procedures to support the efficient and timely identification of students with disabilities.</p>	<ul style="list-style-type: none"> • Conduct a review of the Student Support Team concerning its efficiency and paperwork burden • Determine to what extent the SST process involves undue delay in locating, identifying, evaluating, and serving students with disabilities • Develop strategies to reduce amount of time and paperwork required for student assessment • Explore the range of options to determine eligibility and train assessment staff and ARD committees on the use of these options • Develop effective screening practices that are sensitive to cultural differences to assist in the early recognition of students at risk for disabilities • Develop service models that reduce the stigma attached to placement in special education • Increase parent awareness regarding the availability of free and appropriate special education services and due process rights
<p>Reduce TAAS exemptions to a level at or below the state average and increase the passing rate of participating students to at least the state average.</p>	<ul style="list-style-type: none"> • Ensure that special education teachers are trained in TEKS curriculum • Provide special education students with TAAS remediation and support strategies that are available to other students at risk for failure • Strengthen the abilities of special education teachers to design instruction that can accommodate a wide range of student ability • Include special education students in practice tests to familiarize them with the format of TAAS • Direct all principals to ensure that students with disabilities receive instruction at an appropriate level of difficulty • Increase the level of accountability regarding the monitoring of the

	<p>progress of special education students</p>
<p>Provide quality transition services to all students with disabilities that comply with state and federal regulations.</p>	<ul style="list-style-type: none"> • Conduct a comprehensive review of transition services with key stakeholders including parents, professionals, and community-based organizations • Analyze services provided to secondary students and determine to what extent they prepare special education students for adult outcomes • Identify transition-planning procedures for each component of the secondary continuum • Analyze extent to which students with disabilities have access to regular career education programs • Review the workloads and responsibilities of all personnel providing job coaching, job placement, and community-based instruction
<p>Meet ARD and IEP compliance requirements with 100 percent accuracy.</p>	<ul style="list-style-type: none"> • Train Quality Assurance Teams (QATs) at the area level to provide campuses with technical assistance in the correction of all compliance discrepancies • Follow area training with staff training on each campus • Direct QATs to identify corrections needed in 10 percent of student folders on each campus; have remaining folders analyzed by campus staff • Integrate QAT process into the area monitoring process • Add compliance indicator risk-factor status to the performance evaluation of area superintendents and principals • Provide ongoing technical assistance to campuses with a high percentage of risk factors

Source: DISD Special Education Department, "Improving Quality of Services for Special Education Students: Executive Summary," January 12, 2000.

Chapter 2

B. SPECIAL EDUCATION (PART 2)

Because TEA administrators remained concerned about the amount of time that elapsed without a district response to various corrective actions, the commissioner notified DISD in an October 10, 2000 letter that its 2000 Special Education Compliance Status would be *Sanctions Imposed: Unresolved Corrective Actions*. In addition, the letter stated that if the district had not successfully demonstrated compliance with all federal and state laws related to special education by March 1, 2001, the district's accreditation rating would be lowered to *Academically Unacceptable: Special Accreditation Investigation*. That rating would remain in effect until the district could demonstrate that it had resolved all outstanding corrective actions and was in full compliance with federal and state laws related to special education. Finally, the October 10 letter stated that, if the district had not demonstrated significant progress toward correcting these deficiencies by March 1, the commissioner would review the role of the special education monitor and consider whether the role should be changed to that of a master, who would oversee the operation of the district's overall special education program.

On March 1, 2001, the commissioner informed DISD that TEA had elected to delay a decision regarding the district's accreditation rating for an indefinite period of time. The letter noted that DISD had exhibited, over a two-year period of time, a continuing failure to ensure that students with disabilities residing in residential facilities within the district were served appropriately. It also noted the district made little progress in implementing corrective actions from February through August 2000.

The commissioner noted, however, that beginning in September 2000, DISD administrators began to demonstrate a commitment to bringing about the type of changes needed to bring the district into compliance. The commissioner also noted that the district's progress began to accelerate in January 2001. Although DISD had failed to correct a number of deficiencies in the past, TEA acknowledged that much of the reason for these failures could be attributed to instability in the district's administrative leadership over the past several years. Although deferring a decision regarding the district's accreditation rating at this time, the commissioner broadened the responsibilities of the special education monitor to cover *all* areas of DISD's compliance with special education laws.

FINDING

DISD aggressively pursues strategies to maximize its Medicaid SHARS/MAC reimbursement.

In September 1992, the Texas Medicaid program was amended to allow school districts to enroll as Medicaid providers and apply for Medicaid reimbursement for services they are already providing to children with disabilities. The reimbursement program is known as the School Health and Related Services (SHARS) program. School districts need not spend new money, but instead can simply apply for reimbursement for specific services they provide to Medicaid-certified children. If a student's individual education plan (IEP) requires occupational therapy, physical therapy or speech therapy, for instance, and that student is Medicaid-eligible, the district can receive Medicaid reimbursement for providing those services. Because SHARS is a reimbursement for funds already spent, the funds returned to the district can be used to offset future expenses without restrictions.

Another reimbursement available to Texas school districts comes from the Medicaid Administrative Claims (MAC) program, which reimburses districts for certain health-related administrative services that are not eligible for reimbursement through SHARS. Because public schools play a critical role in helping children and their families access physical and mental health services, school districts may be reimbursed for referral, outreach and coordination activities.

School districts normally contract with a professional consulting firm to assist them in obtaining these reimbursements. The third-party administrator typically performs duties such as:

- Assist the school district in obtaining a Medicaid Provider Identification Number
- Verify student eligibility for each claim submitted electronically
- Enter all data needed to create and maintain student and service provider files
- Enter each claim to be submitted for Medicaid reimbursement
- Train district staff members in maximizing Medicaid reimbursement
- Maintain a toll-free support hotline for assistance and technical support
- Maintain appropriate records and files, including safe site storage of data needed to support claims
- Electronically submit claim data to Medicaid for weekly SHARS reimbursement
- Comply with federal and state laws, rules, regulations and guidelines concerning the confidentiality of student and Medicaid information

- Provide access to documentation and records required by federal and state laws, rules, regulations and guidelines

In 2000-2001, DISD switched its contract for third-party administration from a private company to Houston Independent School District (HISD). HISD offers professional consulting services through an annual contract with lower fees than the private company. HISD has successfully participated in SHARS since 1992, and was the first SHARS provider in Texas to receive reimbursement for claims. HISD has designed a proven, automated process that has been reviewed by the Texas Health and Human Services Commission, Texas Education Agency, Texas Department of Human Services, Texas Department of Health and the federal Health Care Financing Administration.

DISD is working with HISD to identify more ways to increase its reimbursements for services offered at its Youth and Family Centers.

DISD has received reimbursements of \$9,800,768 since 1996 (**Exhibit 2-43**).

Exhibit 2-43
DISD
SHARS and MAC Revenue to DISD
1996-97 to 1999-2000

Year	1996-97	1997-98	1998-99	1999-2000	Total
SHARS	\$1,387,324	\$1,250,396	\$1,198,142	\$898,844	\$4,734,706
MAC	\$1,771,719	\$2,013,946	\$1,577,933	\$1,432,010	\$6,795,608
Less Commissions*	\$473,856	\$489,651	\$416,411	\$349,628	\$1,729,546
Net Received	\$2,685,187	\$2,774,691	\$2,359,664	\$1,981,226	\$9,800,768

Source: DISD Student Services Department.

COMMENDATION

Through continual evaluation and improvement of its processes for obtaining Medicaid reimbursements under the SHARS and MAC programs, DISD has obtained \$9.8 million since 1997.

FINDING

DISD is addressing the needs of its students with hearing impairments in a number of innovative ways. The Dallas Regional Day School Program for the Deaf (RDSPD) serves about 350 students that are deaf and hard-of-hearing up to 21 years old. DISD serves as the "fiscal agent" district for RDSPD and serves the following "sending" districts which contract with DISD for educational services:

- Carrollton-Farmers Branch ISD
- Coppel ISD
- Duncanville ISD
- Garland ISD
- Highland Park ISD
- Lancaster ISD
- Richardson ISD
- Cedar Hill ISD
- DeSoto ISD
- Ellis County Co-op
- Grand Prairie ISD
- Irving ISD
- Lewisville ISD

DISD receives \$7,000 per student from the sending districts. Student transportation is provided by the Dallas County School District. RDSPD funding for the 1998-99 school year is shown in **Exhibit 2-44**

Exhibit 2-44
Funding for RDSPD
1998-99*

Source	Amount
State Deaf Education Funds	\$2,582,453
IDEA-B Formula Deaf	\$159,211
IDEA-B Preschool Deaf	\$28,229
IDEA-B Capacity Building Deaf	\$5,699
IDEA-B Discretionary Deaf	\$83,280
IDEA-H Early Intervention	\$8,404
Funds from member districts for 1998-99*	\$287,000
Funds contributed by DISD for 1998-99*	\$142,280
Total	\$3,296,556

*Source: TEA, Services for the Deaf. * most recent information available*

Based on students' individual program goals, DISD provides services for deaf students in neighborhood schools or at one of seven cluster sites. The cluster sites offer both self-contained and mainstreamed instructional

arrangements. Through modifications of the general education curriculum, deaf students follow the TEKS in all educational programming.

The RDSPD offers the following services:

- Parent-infant program (ages 0-3)
- Mainstreamed classes in neighborhood schools in Dallas or Metroplex school districts with itinerant teacher support
- Mainstreamed co-teaching classes with a deaf educator and general educator at the preschool and elementary levels at four campuses (Callier Preschool, Sudie Williams Elementary, Herbert Marcus Elementary School and T.C. Marsh Middle School).
- Mainstreamed classes, grades K-12, with modifications
- Mainstreamed classes, grades K-12, with sign language and/or oral interpreters
- Self-contained classes, grades K-12, with mainstream classes for electives and/or selected core academics
- Bilingual classes, grades Pre K-6, with instructional aide support
- ESL classes, grades 3-8, with instructional aide and/or deaf education resource/itinerant teacher support
- Use of various magnet school programs with interpreters for secondary students

Communication modes used are auditory/oral, total communication and bilingual. The program is supported by interpreters for all mainstreamed classes and extracurricular activities; after-school transportation for students participating in extracurricular activities; counseling services offered by counselors holding Deaf Education and Interpreter certification; and assessment services by educational diagnosticians with Deaf Education certification.

For parents, DISD offers a Deaf Education Parent Hotline, a Parent/Family Program with services in the home for families of students ages 0-3 and six weeks of classes for the families of newly identified deaf students. The district also offers Sign Language classes in English and Spanish.

The department has established a partnership with Texas Woman's University for the 2000-01 school year to provide training for teachers and to establish a bank of substitute teachers and interpreters.

One exemplary instructional program in this area is a distance-learning initiative between DISD and the Texas School for the Deaf. In 1999-2000, DISD offered a Pre-calculus class and in 2000-01 offers a geometry class through an interactive classroom. The teacher is in Austin, while the students are in a classroom in Dallas. This is the nation's first distance-

learning initiative for deaf students that offers credit. In addition, a DISD teacher provides a class in Deaf Culture for staff members at the Texas School for the Deaf. Through a partnership with the National Technical Institute for the Deaf, the district also is using interactive technology to provide faculty training and to provide students with information on transition issues.

COMMENDATION

DISD provides innovative services for its students that are deaf or hard of hearing, using interactive technology and distance education to expand program offerings, provide transition information to students and improve faculty training.

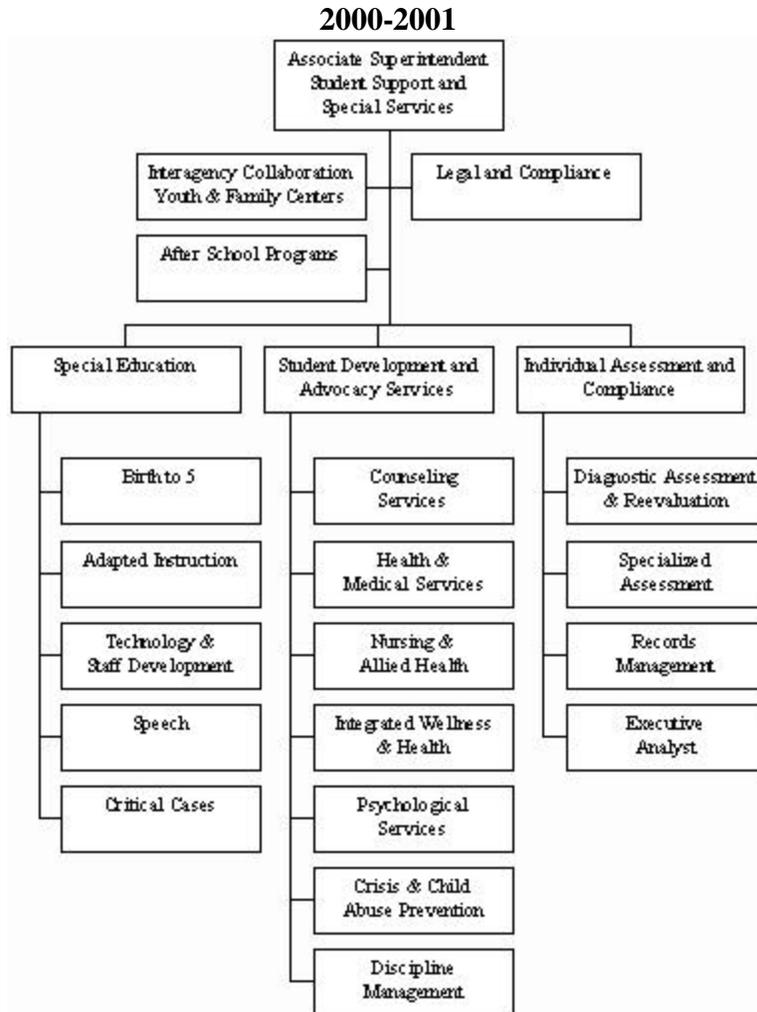
FINDING

The Special Education Department's organization makes it difficult to provide services to students efficiently and effectively.

The executive director of Special Education, the assistant superintendent of Student Development and Advocacy Services and the executive director of Assessment and Compliance all report to the associate superintendent of Student Support and Special Services. Personnel and functions relating to diagnostic and specialized assessments and reevaluations are directed by the executive director of Assessment and Compliance. Psychological Services reports to the assistant superintendent for Student Development and Advocacy Services. These are two groups of psychologists, one providing crisis intervention services for the regular education program and the other providing assessments for special education. The director of Records Management reports to the executive director of Individual Assessment and Compliance. The director of Legal and Compliance reports to the associate superintendent of Student Support and Special Services.

Exhibit 2-45 portrays the current DISD Student Support and Special Services Department organizational chart by program/function.

Exhibit 2-45
DISD Student Support and Special Services Department
Organizational Chart



Source: DISD Student Services Department.

The associate superintendent for Student Support and Services manages two functions directly related to safety and security: the Crisis and Child Abuse Prevention Office and Disciplinary Management Offices. In the latter capacity, the associate superintendent coordinates at-risk student and drug prevention funding sources, manages the Community Education Partners alternative education contract and oversees discipline management referral hearings and assignment to alternative schools. However, oversight of the alternative education centers is the responsibility of the associate superintendent of School Instructional Leadership and Operations.

The separation of assessment services in a distinct department does not serve the district well. Assessment is not closely linked with the special education services it supports.

Recommendation 37:

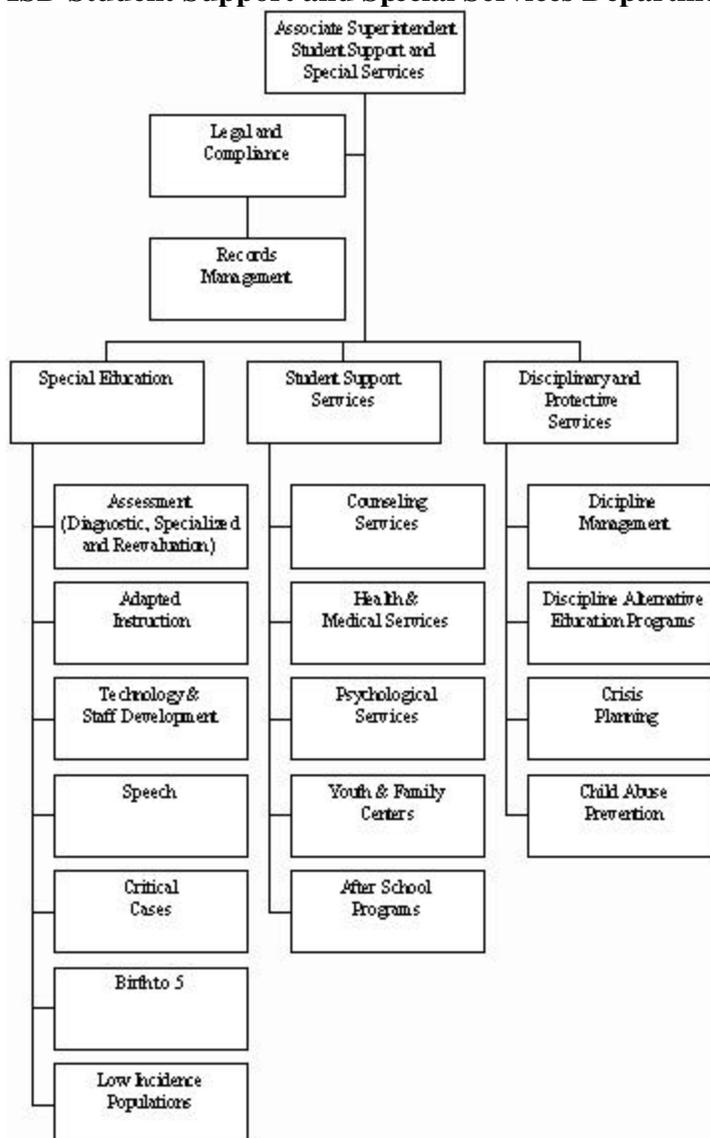
Reorganize personnel and functions to provide special education services efficiently and effectively.

Personnel and functions relating to diagnostic assessment, specialized assessment and reevaluation should be managed by the executive director of Special Education, not the executive director of Assessment and Compliance. Psychologists providing assessments for special education should report directly to the Special Education executive director. The director of Records Management should report to the director of Legal and Compliance.

Because students referred to alternative education centers often have special education, health, crisis or abuse issues, the alternative education centers should be closely integrated with the health, counseling and discipline management functions of the Student Support and Special Services Department. A more cohesive organization for Student Support and Special Services is suggested in **Exhibit 2-46**.

**Exhibit 2-46
Suggested Reorganization of**

DISD Student Support and Special Services Department



Source: Texas School Performance Review.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the associate superintendent of Student Support and Special Services to develop a department organizational scheme that integrates assessment services with special education and aligns student support service functions.	August 2001
2.	The reorganization is completed.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not provide adequate follow-up and accountability for training on special education policies and procedures to ensure consistent service delivery and compliance with relevant state and federal laws. While DISD has put a number of training and tracking systems in place to comply with state and federal laws relating to Special Education, there is inadequate monitoring to ensure that individuals are actually following through with the established guidelines.

The district's *Special Education Operations Manual* contains comprehensive information about the identification, assessment and placement of special education students. A flow chart clearly identifies responsible personnel, timelines and required activities. The manual is updated regularly to reflect changes in laws, policies and procedures. Each campus has a copy.

In the 1999-2000 school year, in response to the TEA DEC review, the district formed Quality Assessment Teams (QATs) that provide intensive training on special education assessment procedures and records keeping. The QATs reviewed a representative number of special education folders at each campus and examined ARD/IEP procedures and processes for compliance with the *Operations Manual*.

To ensure that training and follow-up are consistent across the district, the following written check points were established:

- *QAT Checklist*-Filled out by the QAT chairperson for each campus, this checklist ensures training consistency and completeness and proper prior notice of QAT review; provides a formula for the number and type of Special Education folders to be reviewed; and highlights points to emphasize during initial meetings and debriefing with campus staff members and exit conferences with principals.
- *Principal's Debriefing*-Notes the number of special education student folders reviewed by the QAT; students needing new ARD/IEP committee meetings as a result of folder review; TEA special education risk factors reviewed at the campus, and strategies for addressing them discussed with the principal; major ARD/IEP paperwork and coding errors observed; SST processes and procedures not being followed; and other miscellaneous observations and comments.
- *Campus QAT Activity Checklist*-A list of activities the campus team is responsible for completing. May include such activities as

reviewing all folders not reviewed by the QAT; reviewing all student instructional codes and correcting any errors; scheduling and conducting ARD meetings for students whose paperwork was found to be out of compliance; entering special education data into the database system; submitting information of students reassessed as a result of folder review or "risk factor" analysis; etc.

- *QAT Campus Team Feedback*-A rating of the campus reception to QAT training, including such factors as campus administrators' understanding of the purpose of the review; active participation in and support of training by campus staff; general level of compliance with federal and state laws related to students with disabilities, etc.
- *Area QAT Team Rating*-A rating of QAT performance by the campus principal on such indicators as the team's knowledge of federal and state laws, quality and relevance of training, ability to establish rapport with campus personnel, etc.

A district system has been established to track progress on each of the factors listed above as well as issue a monthly report. However, a March 2001 review of district tracking information found many data missing. For example, the information did not include *Campus Team Checklists* for any campuses in eight of the nine areas. QAT team ratings were indicated in only seven of the nine areas, and some campuses in each of those seven areas lacked ratings.

No one person is responsible for receiving and tracking all of the various training and compliance documents. According to directions on the forms, the following administrators should receive these documents:

- *QAT Checklist*-Completed form sent to the director of Legal and Compliance/Student Support and Special Services Division.
- *Principal's Debriefing*-A copy of the debriefing is sent to the principal, the area superintendent and the director of Legal and Compliance/Student Support and Special Services Division.
- *Campus QAT Activity Checklist*-Copy to the principal.
- *QAT Campus Feedback Form*-Copies to the area superintendent and the director of Legal and Compliance Management/Student Support and Special Services Division.
- *Area QAT Team Rating*-Copies to area superintendent and the director of Legal and Compliance Management/Student Support and Special Services Division.

If the *Campus QAT Activity Checklist* goes only to the principal, no one in a supervisory position at the area superintendent's office or central office will have a record of the activities local campuses must undertake as a result of the QAT training and folder review. Furthermore, the district has

not clearly articulated in writing how the information in the various forms will be used to improve the system. For example, a review of some *Principal's Debriefings* provided by the district found a common problem across campuses: the use of outdated forms. Yet it is not clear who should be responsible for ensuring that up-to-date forms are available-the principal, the area superintendent or the director of Legal and Compliance. Without clear assignments of responsibility to correct such problems, it seems unlikely that they will be corrected.

Finally, the district tracking system showed a category for "monthly reports," presumably the progress report from each campus to show completion of activities on the *Campus QAT Activity Checklist*. However, the district does not appear to have a format for these monthly reports, and the tracking sheet showed that only three campuses had made a monthly report, and only one campus had made two.

Although a training/follow-up model has been developed and implemented, inconsistencies in reporting indicate that accountability has not been established. Clear assignment of accountability is necessary to ensure that feedback is used, errors are corrected and training is adjusted as needed.

Recommendation 38:

Aggressively monitor compliance and annually train all campus personnel on the *Special Education Operations Manual*.

Annual training would ensure that all personnel have information on the most current policies and procedures as they change to reflect new legislation, and that all personnel use the same information to make decisions. A standardized training schedule and accountability tracking system would ensure that operations and compliance are consistent throughout the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Student Support and Special Services orders the executive director of Special Education to issue a calendar of campus compliance review and training on the <i>Special Education Operations Manual</i> and to monitor its implementation.	Annually, beginning 2002
2.	The associate superintendent of Student Support and Special Services orders the director of Legal and Compliance to generate a quarterly progress report on the completion of the <i>Campus OAT Activities Checklist</i> . Area superintendents will be	Quarterly, beginning 2002

	accountable for ensuring that principals in their areas have completed all activities on the checklist.	
3.	The director of Legal and Compliance reviews all compliance report forms each month to identify and assign responsibility for correcting problems.	Monthly, beginning 2002
4.	Integrate the QAT process into the area monitoring process.	September 2002
5.	Add compliance indicator risk factor status to area superintendents' and principals' performance evaluations.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD lacks an adequate automated tracking system to ensure that personnel adhere to the mandated timelines for referrals to assessment and annual reassessments. Upon referral, a district has five days to notify the parents of the referral, 60 days to conduct the assessment and 30 days afterward to conduct the ARD meeting and develop an IEP for the student.

At present, when the SST refers a student for assessment, his or her data are entered in a campus database; from that moment, the clock starts ticking on the mandated timelines. However, the district has no centralized tracking system to generate automatic reports. A compliance monitor must retrieve the records manually to determine if the timelines have been met.

Recommendation 39:

Develop an automated tracking system for Special Education referrals, assessments and placements and provide monthly reports to area superintendents and principals.

An automated tracking system could generate reminders of pending actions, provide an early warning when timelines are about to expire and help campus personnel set priorities for compliance activities. A monthly compliance report would facilitate accountability.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Student Support and Special Services directs the executive director of Special Education to	August 2001
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	work with the assistant superintendent for Technology to identify existing systems that may be modified to track and report Special Education referral, assessment and placement.	
2.	The assistant superintendent for Technology modifies the existing systems to notify appointed staff when important dates are approaching.	September 2001
3.	The executive director of Special Education designs and conducts training on the tracking system.	October 2001
4.	The executive director for Special Education generates a monthly report for area superintendents and campus principals. Area superintendents are held accountable for ensuring that principals in their areas complete all necessary compliance activities identified in the tracking report in a timely manner.	Monthly beginning October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

C. GIFTED AND TALENTED EDUCATION

Section 29.122 of the Texas Education Code (TEC) states that school districts "shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level." Section 29.123 requires the State Board of Education (SBOE) to "develop and periodically update a state plan of the education of gifted and talented students" to be used for accountability purposes "to measure the performance of districts in providing services to students identified as gifted and talented." The SBOE plan, adopted in 1996, provides direction for the refinement of existing services and for the creation of additional curricular options for gifted students.

DISD has offered a program for students identified as gifted and talented since the early 1990s. The current program includes three components: the Talented and Gifted (TAG) Program for grades 1-8, advanced academic courses for grades 7-12 and an elective course in middle school, the interdisciplinary seminar, designed to meet the needs of gifted and talented students. The TAG program is interdisciplinary and is taken in middle school as an elective. It is available in all district schools serving grades K-8 and at four magnet schools, Polk Vanguard, Spence Academy, Travis Vanguard & Academy and TAG Magnet.

Advanced academic coursework at the middle school level includes Pre-Honors (PH) courses in language arts and math and in high school as Pre-Advanced Placement (Pre-AP) or Advanced Placement (AP) courses. PH courses are available to all qualified students in grades 7-8, Pre-AP courses to students in grades 9-11 and AP courses to students in grades 11-12. Magnet school enrollment is determined by additional criteria related to racial/ethnic ratios and other constraints established by the court in the various desegregation orders concerning DISD.

Enrollment in the program has remained relatively constant since 1997-1998. The number of students served and the average percent of the student population in the program at the elementary, middle and high school levels are summarized in **Exhibit 2-47**.

Exhibit 2-47
Total/Percent of Students Enrolled
DISD Gifted and Talented Program
1997-1998 Through 1999-2000

	1997-1998		1998-1999		1999-2000	
	Total G/T Enrollment Districtwide	Percent of Grade Level Enrollment	Total G/T Enrollment Districtwide	Percent of Grade Level Enrollment	Total G/T Enrollment Districtwide	Percent of Grade Level Enrollment
Elementary School	28,074	Not available	32,106	16%	32,052	17%
Middle School		Not available		35%		32%
High School		Not available		32%		30%

Source: DISD Division of Evaluation, Accountability and Information Systems.

Between the 1999-2000 and 2000-01 school years, DISD funds budgeted for instructional operating expenses rose by 7.1 percent for all programs, from about \$908.8 million to \$973.3 million. During the same period, funds budgeted for the gifted and talented (G/T) program rose by 14.3 percent, from \$10.6 million to \$12.1 million. During the same period, total enrollment in the district increased by just 0.7 percent and enrollment in the G/T program fell by 2.1 percent. The increase in budgeted instructional operating expenditures for each student enrolled in the G/T program was 17 percent (**Exhibit 2-48**).

Exhibit 2-48
Comparison of Instructional Operating Expenditures
To G/T Operating Expenditures in DISD
1999-2000 to 2000-01

	1999-2000	2000-01	Percent Increase (Decrease)
Total Operating Expenditures	\$908,781,890	\$973,285,604	7.1%
Student Enrollment	160,477	161,670	7.4%
Expenditure per Student Enrolled	\$5,663	\$6,020	6.3%
G/T Program Expenditures	\$10,571,728	\$12,086,122	14.3%
G/T Enrollment	32,088*	31,406*	(2.1%)
Expenditure per G/T Student	\$329	\$385	17.0%

Enrolled			
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Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.
 *Differences between Exhibit 2-47 and Exhibit 2-48 in 1998-99 and 1999-2000 enrollment are due to enrollment counts being taken at different times of the year.

FINDING

DISD offers a number of options to its staff to meet the training requirements related to gifted and talented education.

The *Texas State Plan for the Education of Gifted/Talented Students* provides a basis for program accountability for G/T services. It outlines five areas of program performance, student assessment, program design, curriculum and instruction, professional development and family-community involvement, and provides three levels of performance measures-acceptable, recognized and exemplary-to guide districts in program development.

The "acceptable" performance measure includes those actions included either in state law or rule. Under the area "professional development," the state plan requires that teachers who provide G/T instruction and services:

- Have a minimum of 30 clock hours of training in the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students; and
- Receive a minimum of six hours each year of training in gifted education.

It also requires that administrators and counselors who make program decisions have a minimum of six hours of professional development on the nature and needs of and program options for gifted/talented students.

During fall 2000, DISD provided its staff members with training on six different topics, on two separate occasions each, to help them complete the state-required 30 clock hours of basic training or six hours of update training (**Exhibit 2-49**).

**Exhibit 2-49
 Gifted and Talented Training Sessions
 Fall 2000**

Dates of Training Session	Topics Included
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Saturday, September 30	Six-Hour Update Identification and Assessment
Saturday, October 7	Nature and Needs Social and Emotional Needs
Saturday, October 28	Differentiated Curriculum Creativity and Instructional Strategies
Saturday, November 11	Social and Emotional Needs Nature and Needs
Saturday, November 18	Identification and Assessment Creativity and Instructional Strategies
Saturday, December 2	Differentiated Curriculum Six-Hour Update

Source: DISD Department of Advanced Academic Services.

COMMENDATION

DISD provides training opportunities to teachers, counselors and administrators involved in the gifted and talented program to help them meet state training requirements.

FINDING

DISD and the Texas Instruments Foundation (TIF) cooperatively fund the district's Advanced Placement Initiative Program (APIP) in an effort to increase the number of AP courses offered, teachers trained and students enrolled. Administered by Advanced Placement Strategies, Inc. (APS), the program is a continuation of one previously funded through the O'Donnell Foundation. It provides monetary incentives to students, teachers and campuses for improved AP test performance and works with schools in forming vertical teams to support AP instruction. Ten DISD high schools and 11 middle schools are included in the program for the 2000-01 school year.

Under the current five-year contract (September 1, 2000 to August 31, 2005), TIF is providing the following monetary incentives:

- *Teachers.* \$150 for each AP exam score of 3, 4 or 5 earned by students appearing on the teacher's AP class roster for subjects for which the teacher was approved for funding.
- *Teachers.* \$500 stipend if the number of students passing in any subsequent year is greater than in any year since 1999-2000.
- *Students.* \$100 for each AP exam score of 3, 4 or 5 earned in any subject taught by a teacher approved for funding.

- *Principals.* \$1,500 if all responsibilities, as determined by APS, are carried out.
- *AP Coordinators.* \$500 stipend if all responsibilities as determined by APS are carried out.

Nomination, screening and selection criteria are summarized in **Exhibit 2-50**.

Exhibit 2-50
Nomination, Screening and Selection Criteria
DISD Programs for Gifted and Talented

Program Component	Process/Procedure	Selection Criteria
<i>TAG</i>		
Elementary	Nomination	<ul style="list-style-type: none"> • Recommendations by teacher, parents, students, self-nomination, or community members • Scoring at the 80th percentile or higher on three achievement tests: Stanford-9, Aprenda, and Woodcock-Munoz Broad Ability.
	Screening	Multiple data weighted equally, including <ul style="list-style-type: none"> • Standardized test data (above) • Renzulli-Hartman Behavioral Rating Scale • GIFT (K-6)/GIFFI (7-8) English and Spanish • Anecdotal information • Products/portfolios.
	Selection	Placement decisions are made by a three-person campus-level Admission, Review and Exit (ARE) committee composed of a G/T teacher, counselor and one other classroom teacher, each of whom has received at least six hours of specified training related to gifted children.
<i>Advanced Academic Courses (PH, Pre-AP, and AP)</i>		

Middle School	Nomination, Screening and Selection	<ul style="list-style-type: none"> • Minimum score of 80th percentile on the appropriate section of DISD norm-referenced test, • Overall grade average of 80 or above in regular academic courses, and • Meets all course prerequisites for Honors courses, or • Recommendation by academic teachers and the counselor, self-recommendation or recommendation by a parent. <p>Screening and selection decisions are made by campus ARE committee.</p>
High School	Nomination, Screening and Selection	Same as above.

Source: DISD Handbook for the Education of Gifted/Talented Students.

COMMENDATION

DISD works with businesses and organizations to provide opportunities to increase the number of Advanced Placement courses offered, teachers trained and students enrolled.

FINDING

The share of DISD students identified as gifted and talented significantly exceeds the share of its population that most research indicates is gifted in one or more areas. DISD's high G/T enrollment appears to be due not to the percentage used to ensure appropriate racial/ethnic ratios in the program, but to the student identification procedures being used. In 1999-2000, 32,052 students were enrolled in DISD G/T programs. In all, 17 percent of elementary students, 32 percent of middle school students and 30 percent of high school students were identified as G/T (**Exhibit 2-47**). As shown in **Exhibit 2-51**, DISD's percentage of total student enrollment served in G/T programs was higher than all the peer districts, nearly double the Region 10 percentage, and more than double the state percentage. The percentage of teaching staff allocated to G/T programs, by contrast, was second-lowest among the peer districts and lower than the Region 10 and state averages. The percent of budgeted instructional expenditures dedicated to G/T programs was higher than four of the peer districts and the state average but about the same as the Region 10 average.

Exhibit 2-51
Percentage of Students, Teachers, and Budgeted
Instructional Operating Expenditures in G/T Programs
DISD Versus Peer Districts
2000-01

District	Percentage G/T of Total Student Enrollment	Percentage G/T of Total Teachers	Percentage G/T of Total Budgeted Instructional Expenditures
Austin	8.4%	0.0%	0.9%
Dallas	19.4%	1.5%	2.1%
El Paso	7.1%	1.6%	0.5%
Fort Worth	10.6%	1.7%	3.8%
Houston	10.2%	6.2%	1.0%
San Antonio	4.9%	7.0%	0.5%
Region 10	11.0%	1.7%	2.2%
State	8.4%	2.2%	1.8%

Source: TEA, PEIMS, 2000-01.

DISD's *Handbook for the Education of Gifted/Talented Students* states that "program enrollment is expected to be 12 percent or more of each school's population." Staff responsible for the G/T program indicated that the courts established the percentage at some time during the district's desegregation lawsuit. Correspondence from attorneys representing DISD in its ongoing desegregation litigation, however, indicates that the 12 percent requirement was self-imposed. The letter indicates that, during 1994-95, the then-newly created Honors Development Department conducted a study of G/T enrollments in district schools and concluded that "ethnicity ideally should match school population, plus or minus 10 percent, and ideally should be between 12 percent and 18 percent of school population." The correspondence also indicates that "this test or goal or expectation was never even approved by the Court, much less was it mandated by the Court."

In January 2001, the TEA associate commissioner for Quality, Compliance, and Accountability Reviews mailed a letter to all superintendents in the state outlining the agency's process for selecting districts to receive on-site district effectiveness and compliance (DEC) monitoring visits during the 2001-02 school year. The letter discussed

TEA's program analysis system (PAS), and the 76 data elements and 12 program areas covered in the system. One of the data elements is the percent of a district's enrollment identified as G/T. PAS assigns points to the various data elements; in the case of G/T enrollment, districts can earn from 0 points for less than 8 percent enrollment to 4 points for 15 percent or more enrolled. The higher the point total, the higher the probability of receiving a DEC visit. Although a high score on one data element will not generate a visit, the implication for DISD's G/T program is that its current levels of G/T enrollment are too high.

DISD as well as the courts are concerned about the re-segregation of G/T classes. In its evaluation of the 1999-2000 program, the division of Evaluation, Accountability and Information Systems pointed out that Anglos are less overrepresented and Hispanics less underrepresented in the program than four years ago. The evaluation report states that "restricting the population to those students who scored at or above the 80th percentile eliminated the White 'advantage' in elementary TAG enrollment," which makes a case for using lower-than-expected achievement criteria to establish eligibility for the program.

A 1996 report, *Gifted and Talented Program Review*, discussed the desirability of using identification procedures in addition to standardized measures to identify G/T students in underrepresented populations. The report stated that "traditional paper/pen identification procedures are not sensitive enough" to identify the children of high general intelligence and aptitude present in all populations. In discussing issues relating to "programming and services at all levels," the report stated that "unevenness in the identification of students was a focus of much concern from stakeholders." Specific concerns mentioned included the following:

- The wide range of ability and achievement and the large numbers of students identified on school records makes it very challenging to meet all participants' needs. The report stated that most DISD schools served between 12 to 20 percent of the school population in G/T programs, a larger percentage than in many districts, with G/T participation of up to 100 percent noted on some campus records.
- In some cases, DISD's identification procedures did not follow TEA guidelines. The report found that district policies appeared to be consistent with law but that "implementation inconsistencies" existed.
- The perception existed that the district and/or some of its schools were overly concerned with ratios and might have overreported services to satisfy court-ordered initiatives.

- Concern was expressed over the district's failure to coordinate the general education core curriculum with the curriculum for G/T students.

Recommendation 40:

Develop procedures to correctly and equitably identify gifted and talented students in all racial and ethnic groups.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Advanced Academic Services contacts the office of Advanced Academic Services at TEA to gather information about district G/T programs with effective identification procedures.	August 2001
2.	The executive director of Advanced Academic Services contacts and secures identification procedures used by other districts.	August - October 2001
3.	The executive director of Advanced Academic Services convenes a committee of TAG and AP teachers, principals, counselors, parents and instructional and office of desegregation personnel to review and recommend revised procedures for identifying gifted students.	October 2001 - February 2002
4.	The executive director of Advanced Academic Services recommends the revised procedures to the deputy superintendent of Curriculum and Instruction for review and submission to the superintendent and Board of Trustees.	March 2002
5.	The superintendent and Board of Trustees approve the revised procedures.	April 2002
6.	The executive director of Advanced Academic Services initiates the revised procedures in the 2002-03 school year.	May - June 2002

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

FINDING

To date, DISD has not acted on any recommendations made in a 1996 *Gifted and Talented Program Review*. The 1996 review was intended "to review the entire scope of the district's programming for the talented and gifted from kindergarten to grade 12." The report contained 19 "short-term" and 10 "long-term" recommendations.

The short-term recommendations involved "adjustments and improvements that could be made almost immediately with minimal implications for the budget." Examples included enlisting the strongest central administrative staff feasible with current available funds to guide long-range improvement plans, placing a G/T specialist on each cluster service team and improving communication on G/T issues among central office administration, school faculties and parents.

Long-term recommendations included "actions which will take extensive planning and widespread involvement of stakeholders." Examples included the development of clear definitions of the program's purpose, populations to be served, terminology and services; a program to reach the area's growing Hispanic population, especially recent immigrants and those with limited English proficiency; and programming for sub-populations of gifted students, such as underachieving gifted students and gifted students in at-risk situations.

Recommendation 41:

Respond to the principal recommendations of the 1996 report *Gifted and Talented Program Review*.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Advanced Academic Services reviews the recommendations contained in the 1996 evaluation of the DISD G/T program.	August 2001
2.	The executive director of Advanced Academic Services convenes a committee of teachers and parents of gifted students, administrators, counselors and instructional personnel to develop an action plan for responding to the report's recommendations.	August - December 2001
3.	The executive director of Advanced Academic Services recommends the action plan to the deputy superintendent of Curriculum and Instruction for consideration and approval by the superintendent and Board of Trustees.	January - February 2002
4.	The executive director of Advanced Academic Services initiates the action plan.	May 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

D. CAREER AND TECHNOLOGY EDUCATION

All students eventually enter the workplace, whether they continue their education after high school or not. Section 29.181 of the Texas Education Code requires school districts to provide a curriculum that allows each student to "master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner; and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level." SBOE rule, 19 TAC 74.3, Subchapter A, requires school districts to offer Career and Technology Education (CATE) courses in at least three of eight career and technology educational areas: agricultural science and technology; business education; health science technology; home economics; industrial technology; marketing; trade and industrial; and career orientation. DISD offers programs in all eight areas. DISD also provides additional services including a job placement center for all graduates and an adult apprenticeship-training program.

While the various CATE courses offered by DISD have unique missions and goals, they employ common instructional strategies. These strategies include exploratory, comprehensive/technical, pre-employment laboratory and cooperative education.

Exploratory programs are intended to familiarize students with many different possible careers. Exploratory courses are scheduled in one-hour periods at the middle school level.

Comprehensive/technical courses are broad in nature, surveying the entire spectrum of a career program, and technical, offering in-depth study and experiences in specific program areas. Comprehensive/technical courses are scheduled in one-hour periods at the high school level.

Pre-employment labs offer instruction and experiences in all aspects of a specific career or trade. The labs simulate an industry setting on a high school campus. Close ties to industry are maintained through advisory committees. The instruction is provided for two- to three-hour periods to allow students more time to learn and practice skills.

Cooperative education combines classroom instruction with on-the-job training in a specific career field. Co-op programs extend the student's training from the classroom into the workplace, allowing the student to work with real equipment in real world situations that cannot be reproduced on campus. Instruction includes one period of related

instruction on the high school campus and 15 hours of on-the-job training each week.

DISD enrolled 29,231 students in CATE in 2000-01. The district's CATE enrollment as a share of total enrollment, 18.1 percent, was higher than those of four of the peer districts and just under the state average of 18.9 percent. DISD's share of total expenditures on CATE was higher than all of the peer districts and Region 10, and about equal to the state average. DISD's per capita expenditure was \$796 per student, higher than the state average of \$735. DISD's percentage of student enrollment and budgeted expenditures for CATE is compared to the peer districts in **Exhibit 2-52**.

Exhibit 2-52
Percentage of Student Enrollment and Budgeted Expenditures in
CATE
DISD Versus Peer Districts
2000-01

District	Student Enrollment		Budgeted CATE Expenditures		
	Number	Percent	Expenditure	Percent	Per Capita
Austin	12,703	16.3%	\$7,717,540	2.8%	\$608
Dallas	29,231	18.1%	\$23,274,260	4.0%	\$796
El Paso	11,888	19.0%	\$5,575,589	2.9%	\$469
Fort Worth	11,375	14.3%	\$8,668,701	3.4%	\$762
Houston	36,393	17.4%	\$23,611,685	3.1%	\$649
San Antonio	4,694	8.2%	\$6,683,475	3.2%	\$1,424
Region 10	114,418	19.2%	\$75,471,999	3.8%	\$660
State	768,226	18.9%	\$564,377,617	4.1%	\$735

Source: TEA, PEIMS, 2000-01.

Exhibit 2-53 provides demographic data on DISD students enrolled in CATE.

Exhibit 2-53
Ethnicity and Gender of DISD
Students in Career and Technology Education
2000-01

	Total Students	White	African American	Hispanic	Asian/Pacific Islander	Native American	Male	Female
CATE	29,231	2,114	12,301	14,318	373	125	14,420	14,811
Percent	100%	7.2%	42.1%	49.0%	1.3%	0.4%	49.3%	50.7%

Source: TEA, PEIMS, 2000-01.

An executive director leads DISD's CATE Department. Seven specialists provide assistance to campus programs. These specialists work in the following areas: Business Education and Academy of Finance; Family and Consumer Sciences Education; Technology Education and CISCO Academies; Marketing Education, Academy of Travel, Tourism and Adult Apprenticeship; Agriculture Science and Technology; Trade and Industrial Education; Career Investigation and Health Science Technology; and the Graduate Placement Center and Law Intern Program.

The department has a written five-year plan that identifies goals, activities and outcomes including the following:

- Prepare the future Dallas workforce to reach 21st century world-class standards.
- Provide curricula based on competencies needed by Dallas business and industry.
- Link secondary and post-secondary learning through curricula across educational levels
- Promote awareness, knowledge and support of the school-to-work system
- Promote Career Pathways as established by the *Texas State Plan for Career and Technology Education*
- Increase the percentage of students graduating from high school by identifying their vocational interests.

Programs are available on all middle and high school campuses, all academy and magnet campuses and eight special campuses. CATE students can earn college credit while still in high school. In Dual Credit programs, students earn college credit and also satisfy high school diploma requirements. Under a Tech Prep program, an articulation agreement—a formal written contract between a public school system and a post-secondary institution—coordinates occupational training to eliminate unnecessary duplication of course work and provides that students receive college credit for work completed in high school. **Exhibit 2-54** shows the district's CATE offerings.

Exhibit 2-54
Career & Technology Education Offerings
2000-2001

Middle School	High School	Dual Credit Programs	Tech Prep Programs
<ul style="list-style-type: none"> • Business Education • Career Investigation • Family & Consumer Sciences • Technology Education 	<ul style="list-style-type: none"> • Agriculture Science & Technology • Business Education • Family & Consumer Science • Health Science & Technology • Marketing Education • Technology Education • Trade & Industrial Education 	<ul style="list-style-type: none"> • Architecture • Auto Technology • Child Development • Computer Assisted Drafting & Design (CADD) • Computer Information Systems • Computer Science • Travel & Tourism • Visual Communications 	<ul style="list-style-type: none"> • Accounting • Auto Body Technology • Child Development • Computer Assisted Drafting & Design (CADD) • Criminal Justice • Electronics/Computer Technology • Electronics Technology • Heating & Air Conditioning • Marketing • Office Technology • Travel, Exposition, and Meeting Management • Video Technology • Visual Communications

Source: DISD CATE Department.

All DISD high schools offer a variety of career and technology education courses, including career and technology courses in business/ office education, home economics, industrial technology, marketing, and trade and industrial fields. Many CATE courses are offered at the Skyline Career Development Center, Yvonne A. Ewell Townview Center and Multiple Careers Magnet Center. Some specialized programs are offered in specific high schools. **Exhibit 2-55** shows the CATE offerings by campus.

Exhibit 2-55
CATE Program Offerings by Campus
2000-01

All High Schools		
Business/Office Education	Home Economics	Industrial Technology
Marketing	Trade & Industrial	
Skyline Career Development Center		
Advanced Mathematics	Advanced Science	Advertising Design
Air Conditioning & Refrigeration	Appliance Repair	Architecture
Aircraft Mechanics	Automotive Collision Repair	Automotive Technician
Building Trades	Child Care Management	Commercial Photography
Computer Technology	Construction	Construction Youth Apprentice
Cosmetology	Diesel Mechanics	Electronics
Electrical Trades	Fashion Design & Merchandising	Food Services
Graphic Arts	Horticulture	Hotel Management
Interior Design	Languages	Machine Shop Technology
Man & His Environment	Plastics Technology	Plumbing/Piping
Travel & Tourism	School-to-Work Transition	Technical Drafting
Computer Maintenance	World Languages	Upholstery/Furniture Repair
Media Technology	Sheet Metal Technology	
Magnet Schools		
Humanities/Communications Magnet	Hands-on training in newspaper writing or program production at in-house radio station and television studio	
Business-Townview	Banking/accounting/finance; marketing management; office administrative systems; information processing/business computer applications; fashion merchandising; electronic/desktop publishing; travel and tourism	

Education & Social Services-Townview	Social service, education and child related professions	
Government & Law-Townview	Public service, criminal justice, paralegal, police officer, attorney	
Health Professions-Townview	Veterinary, medical, dental, & nursing assisting; hospital administrative services; health care science; medical technology support; bioscience; research; pharmacy; respiratory therapy; vocational nursing	
Multiple Career Magnet Center		
Building Maintenance	Business Support Systems	Food Production Management & Service
Building Trades	Hospitality Services	Laundry Services
Specialized Programs in Specific High Schools		
Agriscience	Segoville	
Auto Body	H.G. Spruce	
Auto Mechanics	W.H. Adamson, Lincoln, L.G. Pinkston, H.G. Spruce	
Building Trades	North Dallas	
Child Care & Guidance Mgt.	W.H. Adamson, Seagoville, Madison, Woodrow Wilson	
Cosmetology	L.G. Pinkston, W.W. Samuell, H.G. Spruce	
Electronics	L.G. Pinkston	
Electrical Trades	Roosevelt	
Small Engine Repair	North Dallas, W.W. Samuell, Lincoln	
Travel & Tourism	Bryan Adams, Thomas Jefferson, J.F. Kimball, James Madison, Woodrow Wilson	
Computer Maintenance	L.G. Pinkston, Woodrow Wilson	
School-to-Work Transition	Madison, W.W. Samuell, Thomas Jefferson, Middle College	
Hospitality Services	North Dallas	
Telecommunication Electronics	Madison	
Criminal Justice	North Dallas, Sunset	

Source: DISD 2000-01 Student Handbook.

The district offers 15 Tech Prep plans with seven post-secondary institutions. All DISD Tech Prep programs are linked with the Dallas Community College District, with specific programs at specific colleges (**Exhibit 2-56**).

Exhibit 2-56
DISD Tech Prep
Articulation Agreements

2000-2001

Associate Degree Tech Prep	College Offering Articulation
Accounting	All Colleges
Air Conditioning & Refrigeration	Cedar Valley, Eastfield, North Lake
Auto Body Technology	Eastfield
Computer Aided Drafting & Design	Eastfield, Mountain View
Criminal Justice	Cedar Valley, Eastfield, El Centro, Mountain View
Electronics/Computer Technology	Eastfield
Electronics Technology	Mountain View, North Lake
Diagnostic Medical Sonography	El Centro
Echocardiology	El Centro
Invasive Cardiovascular Technology	El Centro
Medical Laboratory Technology	El Centro
Respiratory Care	El Centro
Marketing Careers/Business Marketing	Brookhaven, Cedar Valley
Marketing Careers/Fashion Marketing	Brookhaven, Cedar Valley
Office Technology	All colleges
Travel, Exposition, & Meeting Management	Richland
Video Technology	Northlake
Visual Communications	Brookhaven

Source: DISD Career and Technology Education Department, Articulation Reference Guide.

Admission to CATE programs is based on application. Factors considered are student interest, age, grade level, attendance and the ability of the program to meet the student's needs. Space limitations may prevent all students who are qualified and interested from entering a given program.

DISD's CATE program offers many outstanding courses with state-of-the-art facilities and equipment. For example, the law magnet offers a realistic courtroom, judges' chambers, law library and a forensic laboratory with modern criminal investigation equipment. Students in health professions gain hands-on skills in a dental lab, mini-hospital, physical therapy room and institutional kitchen. An electron microscope and state-of-the-art blood analyzing system is available for student use. In addition, the CATE staff uses community partnerships to expand its offerings. Some recent activities include:

- Creating CISCO academies
- Hosting a districtwide Graduate Placement Job Fair
- Motivating students to become future teachers through Family and Consumer Sciences Education
- Offering Trade and Industrial education programs at community college facilities

FINDING

The CATE Department has worked closely with campus-based and districtwide advisory committees to ensure that its program offerings meet local workforce needs. For example, the district formerly offered Radio/TV Repair at every campus. As the cost of radios and TVs has fallen, however, it has become more common to replace rather than repair them. The district therefore has redirected these resources to Computer Repair courses, now offered at three campuses. Similarly, the recent growth of Dallas' travel and tourism industry clearly indicated a need for more workers in this sector, and travel/tourism/hospitality programs now are offered at seven campuses.

In response to a request from two high schools (W.T. White and Thomas Jefferson) for Auto Repair programs, the CATE Department conducted a feasibility study and cost analysis of providing such courses. These programs require a substantial initial investment in equipment, but the need for workers in this area was clearly documented. After studying several options, the district formed a partnership with Brookhaven Community College, which offers an auto repair program and is close to both high schools. The district provides tuition and transportation, while

the community college provides a teacher and curriculum, a facility and equipment. DISD applies to the state for transportation reimbursement for transporting its students to the instructional program.

COMMENDATION

The involvement of campus-based and districtwide advisory committees in planning ensures that CATE program offerings meet area workforce needs.

FINDING

DISD's Graduate Placement Center serves both graduates and potential employers in the Metroplex. The center was an outgrowth of a need identified by *Goals for Dallas*. The district obtained startup funds through a Texas Workforce Commission grant to create the placement center, which provides students with computer-based occupational information, resource materials, seminars, guidance, and assistance in preparing and printing resumes and job referrals. Prospective employers can post job openings, provide company information and hold job fairs at the center. The center is open Monday through Thursday, 8:00 a.m. to 7:00 p.m., and Friday 8:00 a.m. to 4:30 p.m.

In addition, the district created a course to be offered to seniors at local campuses and taught by a member of the CATE faculty. The course teaches seniors how to look for a job, write a resume, interview for a position and includes a field trip to the Job Placement Center, which is designed to look like an employment agency. Originally offered as a non-credit class, the course now can be taken for credit; the district receives a state reimbursement for each student taking the course. The course is offered on ten campuses for students who have not taken a pre-employment or cooperative education program.

COMMENDATION

The Graduate Placement Center is an innovative program offering benefits both to students and prospective employers.

FINDING

DISD's Multiple Careers Magnet Center (MC) provides special education students with training in standards of work performance and specific occupational skills to help them make a successful transition to independent life and employment. The MC serves from 100 to 130 students each year. Placement criteria include the following:

- Eligibility for special education
- Completion of a comprehensive vocational assessment
- ARD/IEP planning with parents and staff from MC
- ARD/IEP recommendation for a specific vocational placement
- Bus transportation arrangements by the home school

MC provides a student/teacher ratio of 10:1. MC meets the "least restrictive environment" requirement of the federal Individuals with Disabilities Education Act and provides an exemplary program of inclusion and transition. MC students attend their home school for half of the day and the center for the other half. MC offers the following programs:

- *Building maintenance*-students learn concepts and skills associated with basic building repair, including proper techniques in repairing interior and exterior walls, sheetrock, and minor plumbing and electrical maintenance.
- *Business support systems*-students learn to operate personal computers and word processors and other basic office machines such as electronic calculators and copiers; they also learn to sort, file, distribute mail, perform telephone and receptionist duties and practice ethical business procedures.
- *Food production, management and services*-students learn to prepare and serve food in a cafeteria that is open to the community one day a week; to comply with sanitation, food handling, and grooming standards; to coordinate meal planning, preparation and serving; and to open and close the cafeteria, clean it, bus tables, and operate a cash register.
- *Building trades*-students learn basic construction skills with an emphasis on basic carpentry. They learn to read plans, layout, frame, install decking, roofing, and sheet rock, perform electrical work, use hand and power tools and learn the basic concepts of purchasing, stocking and inventorying supplies.
- *Hospitality services*-students learn routine housekeeping tasks: how to use cleaning equipment and supplies, follow sanitary procedures, recognize differences in floors and fabrics and choose appropriate cleaning procedures.
- *Laundry services*-through a dry-cleaning service open to the neighborhood, students learn to sort clothing articles into correct categories, identify stains, use spotting agents, launder and press washable items, dry clean and press woolen/silk items and use social and counter skills in working with the public.

Courses at the MC are not considered to be special education courses, but occupational courses; the instructors are certified vocational teachers, not special education teachers. Exposure to the real world of work is an

integral part of this learning, and the MC students move to community work-based employment as soon as they are ready. Students receive guided job placement no later than the third year of training, which may be in the form of job shadowing and paid and unpaid internships. The MC uses the Life-Centered Career Education (LCCE) curriculum. LCCE is divided into three broad competency areas: daily living skills, personal social skills and occupational guidance and preparation.

In 2000, the district implemented a pilot program at the MC. The Career Assessment and Curriculum Exploration (CACE) program gives DISD special education students the opportunity to spend two or three weeks at MC, accompanied by their home schoolteacher. These students rotate through MC's seven course areas, typically spending a day in each. Any time remaining is spent in the course of their choosing. In addition, the students receive a series of assessments to gauge their vocational aptitudes and interests and help their home campus teachers plan a curriculum concentrating on skills that the assessment found weak or to explore skills found to be strong. The program enhances the recruitment of eligible students to the MC by exposing both students and teachers to the opportunities it offers.

COMMENDATION

The Multiple Career Magnet School provides special education students with training in standards of work performance and specific occupational skills to help them make a successful transition to independent living and employment.

FINDING

DISD has no systematic way of ascertaining student career interests to support its CATE planning decisions. Students in ninth grade fill out "Choices" sheets to indicate the subjects they wish to take in high school. The Choices sheets are forwarded to the high school they will attend so that principals can plan program and staffing needs. The Choices sheets are created at the local campus, and are not consistent in format across the district.

The CATE Department makes numerous efforts to publicize various career options. The department provides printed information for school counselors to distribute to students and parents. CATE employees meet annually with school counselors to provide up-to-minute information on area career opportunities, and offer similar information during early enrollment. In many cases, however, the Choices sheets reflect only the CATE courses offered by the individual high school to be attended. In addition, some Choices sheets list programs that are not offered any

longer; others fail to list new offerings, and some list offerings by names that are no longer in use. As a result, at the time of enrollment, students may not be aware of all their CATE options. The executive director of CATE has requested that a copy of each Choices sheet be forwarded to the CATE Department, but that is not consistently done.

The district complies with the TEKS Career Awareness standard that recommends all students complete a four-year Individual Academic and Career Plan (IACP) in the eighth grade. The IACP process assists students in making systematic academic choices based on career goals and prepares them for the likelihood that future employment will require post-secondary education. While the standard is not a requirement, it is encouraged by TEA and is a common practice. The IACP forms completed by students annually are placed in each student's folder. However, the district does not track these forms to compare student interests with DISD's program offerings or to determine whether students enroll in courses of study that reflect their career interests. Thus DISD has no information to indicate whether the IACP helps encourage students to plan for post-secondary education.

Recommendation 42:

Improve Career and Technology Education (CATE) strategic planning by tracking student preferences indicated on the Individual Academic and Career Plan forms and Choices sheets and comparing them with CATE offerings.

Choices sheets provide a projected course demand for one year, while IACPs give longer-range projections. Improved tracking and analysis of these data would help the district ensure that its program offerings match student interest, improve counselor and teacher training, facilitate cross curriculum planning and recognize and improve deficiencies in career counseling.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent requires all secondary Campus Improvement Plans to address the creation and annual review of student four-year Individual Academic and Career Plans starting in eighth grade.	September 2001
2.	The area superintendents and counselors train principals in completing student IACPs.	January 2002
3.	The director of CATE works with Instructional Technology to create an electronic database of IACPs that can be updated annually and analyzed for student preferences by feeder pattern	January 2002

	and other appropriate indicators.	
4.	Counselors annually tabulate and analyze student preferences as indicated on Choices sheets and IACPs and provide these data to the CATE director for use in decisions about program continuation, expansion and improvement.	May 2002 Ongoing
5.	Counselors attach IACPs to student folders and forward them to the next year's counselors for annual reviews and updates.	May 2002 Ongoing
6.	The area superintendents include completion of IACPs as an element in principals' performance conferences and annual evaluations.	Spring 2002 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Middle school career exploration is inconsistent across the district and often fails to make students interested in potential careers. Yet research shows that when students can connect what they are learning in the classroom with real-life experiences, performance and attendance improve while discipline referrals and dropout rates decline.

DISD's Division of Evaluation, Accountability and Information Systems (DEAIS) has compiled information that shows a positive correlation between CATE enrollment and certain effectiveness indicators. During 1998-99, of the students enrolled in CATE courses:

- 89.2 percent passed the TAAS exit test at the standard set by the State Board of Education.
- 97.9 percent demonstrated completion and competency in TEKS.
- 94 percent graduated with their classes.

Also in 1998-99, 86 percent of DISD students enrolled in cosmetology passed a certificate of competency by the state licensing agency.

To help students explore career options and identify career interests earlier, CATE intends to make greater use of interactive technology. The district has established a state-of-the-art integrated career exploration lab at Longfellow Middle School, as a replacement for the woodwork and home economics classes once offered as electives at Longfellow. The prototype lab is being demonstrated to teachers and administrators across the district. Ultimately, DISD hopes to place a lab in each middle school, but the department does not have a plan or timeline for this goal.

Working in teams of two to four, students using the lab can choose from among 60 modules to explore careers. The modules include such career options as criminal justice, robotics, energy, education, and technology. Learning is organized in a seven-session rotation, with a student team managing all activity at a workstation. Students maintain their own records, record all activities in a personal portfolio, and are responsible for their own behavior. The curriculum includes interactions, animation, video and award-winning graphics to engage student interest. When students answer questions or participate in computer activities, on-screen feedback immediately explains what they've done right or wrong, and helps them better understand the concepts being presented. Moreover, the modules integrate career exploration with core subjects like math and science objectives that are linked to TEKS. Not all lab activities are computer-based, although all *are* team-centered. As a team, students engage in both simulated and real activities-weighing, measuring, designing, building, cooking and sewing.

Each module includes team activities as well as computer-based interactivity. Depending upon the module, students may engage in such activities as examining samples with a microscope, measuring and preparing food or building a rocket. Each module has a technical library of reference books and appropriate tools and equipment. The curriculum is cross-disciplinary; students are called upon to use writing, reading, speaking and math skills.

A Parent Briefing is provided for each module. The briefing provides parents with information to assist them in communicating with their child about what he or she is learning. It includes information on the focus of each session, words students will learn in the module, and questions that address the key concepts students will be expected to master. By discussing these concepts, parents can participate in the learning process.

Recommendation 43:

Improve middle school career exploration by installing integrated interactive career investigation laboratories in all schools.

The integrated labs offer greater diversity in career investigation than traditional middle school CATE electives and do so in a way that is more appealing and engaging to students. Furthermore, the labs integrate CATE offerings with the core curriculum, which should improve student performance on TAAS. Finally the labs allow students to learn how to make decisions, work in teams, and plan and implement projects-all characteristics of the modern workplace.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director of Career and Technology to determine the sequence in which integrated career investigation labs should be installed in middle schools.	August 2001
2.	The director of CATE works with building principals to identify the schools most ready for the labs, taking into consideration available space, electives that can be dropped to free up time for lab activities, schools' at-risk student populations and other appropriate factors.	September 2001
3.	The director of CATE works with principals to weigh the feasibility of maximizing enrollment in the integrated labs by making each lab a one-semester course rather than a one-year course.	September 2001-January 2002
4.	The superintendent directs the Division of Evaluation, Accountability and Information Systems to track students participating in the career labs to see if their TAAS scores, grades, attendance, behavior and completion are significantly better than those of students who do not have access to a lab.	September 2001
5.	The director of CATE requests the necessary funds in the budget.	January 2002
6.	The district begins installing more labs.	September 2002

FISCAL IMPACT

The investment in capital equipment for each lab would involve 10 computers, 10 inkjet printers, furniture, software and instructional supplies. The annual cost projected includes 50 computers at \$2,000 each (\$100,000), 40 inkjet printers at \$500 each (\$20,000), furniture at \$10,000 and \$70,000 for software and supplies, for a total of \$200,000. Career investigation laboratories should be installed in five middle schools each year for four years and four schools the fifth year, until all schools have labs. Because the integrated career labs would replace middle school electives, no additional annual operating cost or personnel cost should be incurred, as teachers and current operating costs would simply be transferred.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Improve middle school career exploration by installing integrated	(\$200,000)	(\$200,000)	(\$200,000)	(\$200,000)	(\$160,000)

interactive career investigation laboratories in all schools.					
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Chapter 2

E. BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

Texas Education Code Chapter 29, Subchapter B requires all school districts with at least 20 Limited English Proficient (LEP) students in the same grade level to offer Bilingual Education (BE), English as a Second Language (ESL) or an alternative language program. A LEP student is one whose primary language is not English and whose English language proficiency limits his or her participation in an English-language academic environment.

State law specifies that BE must be provided in pre-kindergarten through the elementary grades and that BE, ESL or other transitional language instruction approved by TEA must be provided in the post-elementary grades through grade 8. For students in grades 9-12, only instruction in ESL is required.

BE is a program that uses two languages for instructional purposes: the student's native language and English. The amount of instruction in each language is commensurate with the students' level of proficiency in both languages and their level of academic achievement. Students in K-2 receive most of their instruction in their native language with a designated time for ESL. As a general rule, transition into English instruction takes place in the third grade. The district provides content-area instruction, such as math, science and social studies in both languages.

ESL instruction is designed to develop student proficiency in the comprehension, speaking, reading and composition of both oral and written English. Depending on the student's language ability, the amount of time accorded to English may vary from total immersion to instruction in the regular program in the elementary grades, and from one to two periods in grades 6-12.

DISD's BE/ESL program is called the Multi-Language Enrichment Program (MLEP). DISD's enrollment of LEP students has increased steadily since 1995, by an average 10 percent each year. The district's total LEP population rose by 34.6 percent from 1995-96 to 1999-2000. The increase rate at the secondary school level (38.6 percent) was higher than that at the elementary level (33.3 percent).

Exhibit 2-57 shows the pattern of increasing enrollment for the last five years.

Exhibit 2-57
LEP Enrollment in DISD
1995-2000

Year	Annual Percent Increase
1995-96	17.9%
1996-97	10.3%
1997-98	6.1%
1998-99	7.0%
1999-2000	7.4%

Source: DISD Division of Evaluation, Accountability and Information Systems, 2000 BE/ESL Elementary Evaluation.

DISD's LEP students represent 69 different languages. The four most common languages after English are Spanish, Vietnamese, Cambodian and Amharic, the official language of Ethiopia.

Parents may waive BE/ESL instruction. The DISD *Bilingual/ESL Program Guide Policies and Procedures* sets out specific steps to ensure that parents understand the ramifications of waiving these services, and requires a signed waiver from the parents to be placed in the student's folder. Students on waiver status receive no modifications and must take the TAAS in the year they enroll.

Of 53,060 LEP students enrolled in DISD, 47,062 (88.7 percent) are served in BE/ESL education (**Exhibit 2-58**). DISD serves a higher share of LEP-eligible students than three of its peers but a lower percentage than the other two peer districts or the state average (89.5 percent).

Exhibit 2-58
Limited English Proficient Eligible Students and
BE/ESL Program Enrollment
DISD vs Peer Districts
2000-01

District	Number of LEP Eligible Students	Percent of Enrollment	Number of Students Enrolled in BE/ESL	Percent Enrolled in BE/ESL
Austin	13,843	17.8%	12,671	91.5%

Dallas	53,060	32.8%	47,062	88.7%
El Paso	19,769	31.7%	14,398	72.8%
Fort Worth	20,273	25.4%	19,368	95.5%
Houston	56,748	27.2%	49,718	87.6%
San Antonio	10,289	17.9%	7,630	74.2%
Region 10	95,822	16.1%	87,040	90.8%
State	570,443	14.0%	510,688	89.5%

Source: TEA, PEIMS, 2000-01.

DISD served 47,062 students (29.1 percent of total enrollment) enrolled in bilingual/ESL programs in 2000-01. This percentage was more than twice as high as the state average of 12.5 percent (**Exhibit 2-59**). Per-student expenditures ranged from \$361 to \$2,664. DISD had a higher share of students enrolled in BE/ESL than any of its peers, but also devoted the lowest percentage of budgeted expenditures to BE/ESL. DISD's per-student expenditure (\$361) was lowest of the peer districts and substantially lower than the Region 10 and state averages.

Exhibit 2-59
BE/ESL Per Student Expenditure
DISD and Peer Districts, 2000-01

District	Students Enrolled in BE/ESL	Percent of Total Enrollment	Budgeted Expenditures	Percent of Budgeted Expenditure	Per Student Expenditure
San Antonio	7,630	13.3%	\$20,326,320	9.7%	\$2,664
Houston	49,718	23.8%	\$117,732,224	15.4%	\$2,368
Austin	12,671	16.3%	\$33,299,388	12.3%	\$2,628
El Paso	14,398	23.1%	\$15,996,178	8.2%	\$1,111
Fort Worth	19,368	24.3%	\$16,366,654	6.4%	\$845
Dallas	47,062	29.1%	\$16,997,834	3.0%	\$361
Region 10	87,040	14.6%	\$85,589,095	4.3%	\$983

State	510,688	12.5%	\$590,335,700	4.3%	\$1,156
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Source: TEA, PEIMS, 2000-01.

Allocations for Temporary ESL teachers (TESL) are additional funds distributed for program implementation under DISD's court-ordered desegregation. The *Annual Report of the External Court Auditor, 1999-2000* reviewed the expenditure of TESL funds under the supervision of the Multi-Language Enrichment Program Department. The report noted that expenditures for 1997-98 were significantly less than allocations, and that a significant number of TESL teachers (formerly called teachers of English SOL students, or T-SOL) either were not aware of the funds or could not provide input concerning planned purchases. Department officials reported that they have no oversight responsibilities for funds allocated for the purchase of instructional materials. The fact that the funds were disbursed to campuses may account for the schools' failure to spend all the revenue, particularly at the secondary level. Because TESL is a desegregation-funded program, DISD must report on the effect of the TESL program on student achievement. The district's report, *Final Evaluation of the Bilingual Program*, compares the achievement of students taught by TESL teachers with those in the regular ESL program and concludes that these students perform as well or better than other ESL students in the district.

DISD is restructuring its LEP program for the 2001-02 school year to place greater emphasis on Bilingual Education in PK-3 and English as a Second Language in Grades 4-6. Newcomer programs will be piloted at 17 sites to address the needs of recently arrived students in Grades 3-6.

FINDING

DISD has not prepared its LEP students adequately for the TAAS because the district is using an exemption no longer available under current law. Until 2000, BE/ESL students could receive three separate exemptions from TAAS. New local and state testing policies finalized in February 2000 are designed to reduce the number of students exempted from testing. Under changes ordered by the 1999 Legislature and the State Board of Education, LEP students who meet testing eligibility are required to take TAAS. The Language Proficiency Assessment Committee (LPAC) determines English or Spanish as per the student's instructional program.

In April 2001 the governor signed Senate Bill 676 into law. This legislation, which took effect immediately, modifies the state testing requirements for LEP students in Grades 3-8 and affects the Spring 2001 administration of the TAAS. The major provisions of the bill are: (1) the LPAC may now grant certain immigrants in Grades 3-8 an exemption

from the TAAS on the basis of limited English proficiency during their first three years of enrollment in American schools; (2) Spanish-speaking LEP students may not be administered TAAS in Spanish for longer than 3 years; and (3) TEA is charged with developing rules and procedures for the LPAC to follow to ensure that students are included in the state assessments at the earliest possible date.

The share of DISD students exempted from TAAS fell from 9 percent in 1998-99 to only 4 percent in 1999-2000 (**Exhibit 2-60**). Even so, the district's share of exempted students in the 1999-2000 school year was three times higher than the state average and higher than all of the peer districts.

Exhibit 2-60
LEP Students Exempted from TAAS
DISD Versus Peers
1998-99-1999-2000

District	LEP Exemption Rate 1998-99	LEP Exemption Rate 1999-2000
Dallas	9.0%	3.9%
Fort Worth	3.6%	3.0%
El Paso	2.3%	2.4%
Austin	1.3%	2.0%
Houston	1.6%	1.8%
San Antonio	.07%	.08%
Region 10	4.3%	2.2%
State	2.2%	1.3%

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.Reports. TAAS participation, Grades 3-8 and 10.

According to district officials, one explanation for DISD's large exemption rate is the district's very high number of immigrant students. In March 2001, the district had 11,322 immigrant students, 948 of whom were in their first year. Several district schools are located close to community-based organizations such as Catholic Charities that sponsor large numbers of immigrant families. Many immigrants choose to resettle in Dallas because the economy is good, jobs are readily available and pay is better than in other areas of the state. Immigrant families often are housed close

to schools, ensuring that the district will serve a continuing influx of immigrant students.

The district's testing policy underwent several changes during 1999-2000. Previously, BE/ESL students were tested with the Woodcock-Munoz Language Survey (WMLS), the Spanish Assessment of Basic Education (SABE), the Iowa Test of Basic Skills (ITBS), and TAAS. In spring 2000, a new testing policy was adopted that incorporates the state mandate that all non-immigrant LEP students test in either English or Spanish. The state also requires all LEP students in grades 3-12 to take a Reading Proficiency test in English (RPTE). Students in the district for less than 30 months must take the Spanish TAAS and Aprenda. Students in the district for more than 30 months must test in English on the Stanford 9 and the English TAAS.

Exhibit 2-61 summarizes the different testing programs for LEP students.

**Exhibit 2-61
DISD Testing Program for LEP Students
1999-2000**

Test	Student	Purpose
Woodcock-Munoz Language Survey	All entering students All continuing LEP students	Identification & placement Assessment of annual growth
Reading Proficiency Test in English	All LEP students grades 3-12	Measures cognitive academic language proficiency (CALP)
Stanford 9 (English) Norm Referenced Test	Grades K-9 Level 4 & 5 LEP or more than 30 months in DISD	Assessment of academic achievement
Stanford Math Procedures	ESL students enrolled for less than 30 months in the district test with 1-6; ESL students enrolled more than 30 months in the district test with 3-6.	Assessment of academic achievement
Aprenda (Spanish) Norm Referenced Test	All BE students K-6 with less than 30 months in the district	Assessment of academic achievement
TAAS (English) Criterion Referenced Text	Grades 3-8, LEP with more than 30 months in the district	Assessment of academic achievement
TAAS (Spanish)	Grades 3-6. LEP with less than 30	Assessment of

Criterion Referenced Text	months in the district	academic achievement
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Source: DISD Division of Evaluation, Accountability and Information Systems, Final Report 1999-2000: Elementary Bilingual Education/ESL Programs.

The Division of Evaluation, Accountability and Information Systems has performed extensive analyses of student performance on these tests. The division concluded that WMLS and the RPTE are highly correlated, and that the WMLS is a good predictor of student performance on the ITBS and TAAS. However, while students scored above the national norm on SABE, they do not perform as well on the Spanish TAAS.

The division's data indicate that the share of students passing the Spanish TAAS declines in higher grades (from 56.8 percent in grade 3 to 39.7 percent in grade 6). The BE program at grade 3 is the strongest, with a slight majority of students passing the Spanish TAAS in reading. However, as **Exhibit 2-62** shows, when all tests are considered the majority of Grade 3 LEP students taking Spanish TAAS do not pass it. Although the share of students passing the test rose between 1998 and 2000, the progress has not been steady, and the percentage passing all tests in 2000 (41 percent) still was lower than in all the peer districts and significantly lower than the state average of 66 percent.

Exhibit 2-62
Percent of Grade 3 Students Passing Spanish TAAS
DISD vs Peer Districts
1998-2000

District	Reading			Mathematics			All Tests Taken		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Fort Worth	68%	68%	82%	65%	78%	77%	56%	63%	72%
Houston	74%	77%	82%	73%	75%	79%	64%	66%	71%
San Antonio	42%	69%	76%	44%	72%	79%	32%	61%	69%
El Paso	62%	71%	73%	65%	71%	73%	52%	61%	63%
Austin	61%	64%	66%	59%	62%	63%	48%	53%	55%
Dallas	50%	58%	57%	45%	55%	49%	35%	46%	41%
Region	52%	63%	61%	49%	62%	54%	38%	53%	47%
State	65%	74%	76%	65%	75%	75%	54%	65%	66%

Source: TEA, AEIS, 1999-2000, PEIMS, 2000-01.

The percentage of students passing Spanish TAAS increased in 1999 but decreased in 2000. The percent of LEP students passing English TAAS was 56 percent for reading and 59 percent for writing and math, better than the Spanish TAAS, but lower than the state average.

Recommendation 44:

Prepare all limited English proficient students to take the TAAS by administering the Spanish TAAS and the released TAAS and use the results to plan instruction.

DISD should use its LEP testing to guide instructional planning. The Spanish TAAS and the released TAAS are more useful for preparing students to pass the TAAS. Students become familiar with the TAAS format and analyses of results can be used more easily in designing instructional strategies. Individual and item testing analyses allow teachers to examine individual students' performance and develop individual instructional plans that address specific areas of weakness.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director of the Division of Evaluation, Accountability and Information Systems to analyze the current LEP testing program and make recommendations for improving its simplicity and focus.	August 2001
2.	The Spanish TAAS and released TAAS are administered to LEP students. Additional tests may be administered if deemed appropriate.	Beginning with 2001-2002 School Year
3.	The director of DEAIS provides TAAS objective level and item analysis data to the MLEP director.	2001 and Ongoing
4.	The director of MLEP uses TAAS data analysis to plan staff training.	2001-2002
5.	The director of MLEP provides teachers with TAAS objective level and item analysis data on their students and guides instructional planning to address areas of need.	2001-2002 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not use its BE/ESL teachers effectively; moreover, its records regarding these teachers often are inaccurate.

According to its internal records, DISD had a total of 1,624 BE/ESL program teachers in the 1999-2000 school year. While just 750 of these were coded as bilingual education teachers on the district database, 839 received a bilingual stipend. Among the bilingual education teachers, 81 percent were BE certified and 7 percent were teaching on a BE permit. Among ESL teachers, 2 percent were BE certified, 46 percent were ESL certified, 1 percent were on a BE or ESL permit, and 21 percent were grandfathered ESL. About 88 percent of bilingual education and 68 percent of ESL teachers had documented certification. In all, just 78 percent of BE/ESL teachers had the appropriate certification for their assignments. DISD added 107 bilingual teachers during Summer 2000.

According to data submitted to TEA, DISD employed 1,899 BE/ESL teachers in the 2000-01 school year, a number that accounted for 18.8 percent of all teachers employed. **Exhibit 2-63** shows the BE/ESL education teacher/student ratio, which was 1:25. The DISD ratio is larger than those of all of the peer districts except Houston.

Exhibit 2-63
BE/ESL Teacher/Student Ratio
DISD vs. Peer Districts
2000-01

District	Students	Teachers (FTE's)	Percent of Teachers	Teacher/Student Ratio
Fort Worth	19,368	1,323.0	27.8%	1:15
Dallas	47,062	1,899.3	18.8%	1:25
Houston	49,718	1,923.9	18.3%	1:26
San Antonio	7,630	386.6	10.9%	1:20
Austin	12,671	768.2	15.2%	1:16
El Paso	14,398	842.8	20.7%	1:17
Region 10	87,040	3,251.4	8.2%	1:27
State	510,688	20,240.9	7.4%	1:25

Source: TEA, PEIMS, 2000-01.

DISD's BE/ESL teacher/student ratio is the same as the state ratio. However, according to an internal evaluation, only 59 percent of DISD

principals feel their campuses have an appropriate number of BE/ESL teachers.

Three factors may influence this perception. Historically, DISD has had a high number of vacancies. For example, as of October 1999, a total of 87 district positions were vacant, including three permanent substitutes. The high teacher/student ratio, although comparable to the state average, also may cause concern. Finally, the fact that the district annually applies for bilingual exceptions and waivers also lends credibility to the perception that DISD has a shortage of BE/ESL teachers.

Since the state requires districts to offer bilingual education, they must file for a bilingual exception whenever BE is not available to all students eligible for the service. Under this exception, the district agrees to provide ESL instruction. If ESL instruction cannot be provided either, the district must file for an ESL waiver. DISD requested 1,399 BE exceptions in November 1999 and 66 ESL waivers. DISD has requested BE exceptions or ESL waivers for ten consecutive years. **Exhibit 2-64** provides data for exemptions/waivers for 1998-2000.

Exhibit 2-64
District Requests for Exceptions/Waivers
to the BE/ESL Program
1998-2000

Reporting Element		1998-99	1999-2000
A.	Number of identified Limited English Proficient students district-wide.	54,686	57,695
B.	Number of teachers with BE certification employed in district	720	732
C.	Number of teachers with BE certification currently teaching BE	690	692
D.	Number of teachers with BE certification currently not teaching BE*	30	40
E.	Number of teachers instructing LEP students under a BE exception	N/A	1,399
F.	Number of ESL endorsed teachers employed by the district	653	1,150
G.	Number of ESL endorsed teachers currently teaching ESL	443	918

H.	Number of ESL endorsed teachers currently not teaching ESL**	210	232
I.	Number of teachers instructing LEP students under an ESL waiver	74	66
J.	Number of teachers on special permit for BE granted by State Board of Educator Certification	55	167
K.	Number of non-certified permanent substitutes providing BE instruction	30	34
L.	Number of non-certified permanent substitutes providing ESL instruction	19	32
M.	Number of consecutive years school district has requested either BE exceptions or ESL waivers	9	10

Source: DISD Request for Waiver for ESL 1998-99 and Request for BE Exception 1999-2000.

** Number derived by subtracting C from B. **Number derived by subtracting F from E.*

TEA reviewed DISD's BE/ESL programs in the 1999-2000 school year. The peer review team acknowledged the district's recruiting efforts and its ability to attract and hire BE and ESL teachers. However, the team was concerned about the district's placement of certified personnel. Only 690 of 720 BE-certified teachers were assigned to teach BE in the 1998-99 school year and only 692 of 732 BE-certified teachers were assigned to BE in 1999-2000. Only 443 of 653 ESL-certified teachers were assigned to teach ESL in 1998-99 and only 918 of 1,150 of ESL-certified teachers taught ESL in 1999-2000. Over the same time period, significant numbers of teachers taught without certification, and/or with exceptions, waivers or temporary certificates.

DISD's Division of Evaluation, Accountability and Information Systems (DEAIS) reports that the district has enough teachers to staff the LEP program properly if all certified teachers and LEP students are identified and assigned appropriately. Moreover, DEAIS reports that proper assignment of the current certified staff and LEP students could eliminate the need for ESL waivers.

Recommendation 45:

Reassign Bilingual Education (BE)/English as a Second Language (ESL) teachers to reduce or eliminate the need for ESL waivers and to concentrate BE teachers in elementary schools with large limited English proficient populations.

The district should review the teaching assignments of bilingual-certified teachers and reexamine its staffing priorities to ensure that it can meet the needs of its LEP students. Grades K-3, a crucial time in language acquisition, should receive first priority for bilingual education teachers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director of Human Resources to verify and correct the certification and job code fields for all BE/ESL teachers on the personnel database.	August 2001
2.	The director of the Multi-Language Enrichment Program devises a staffing plan to eliminate ESL waivers and concentrate certified bilingual education teachers in elementary grades K-3.	August 2001
3.	The superintendent requires the director of the Multi-Language Enrichment Program to solicit volunteers to fill positions required to meet the department's staffing goals. If voluntary transfers do not meet the need, the director of the Multi-Language Enrichment Program should consider involuntary transfers.	October 2001
4.	The staffing plan is implemented with annual reviews and adjustments in assignments as necessary to accommodate the changing student population.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Many students do not exit the DISD BE/ESL program in a timely manner. DISD data for the last five years indicate that close to 24 percent of the district's elementary LEP population is new each year. Yet students already in the system continue to accumulate, with few being reclassified as non-LEP in less than five to seven years.

More than 40 percent of DISD's elementary students had been classified as LEP for four or more years in the 1999-2000 school year. The greater increase of LEP students at the upper grades (9-12) than the lower grades suggests the possibility of an accumulative effect of "continuing" LEP students. At the end of that year, 7,185 students were still classified as LEP after at least seven years in the program; of those, 4,816 (67 percent) had been identified as LEP for nine or more years.

To exit from LEP, a student must:

- Score at or above the 40th percentile on both the English reading and language arts portions of the state-approved Stanford 9 test, or
- Pass both the reading and writing subtests of the English TAAS and achieve a score of 4 or 5 broad ability on the Woodcock-Munoz Language Survey, or
- Pass the TAAS and achieve a score of 3 on the WMLS.

Exhibit 2-65 reflects the number of DISD's LEP elementary students leaving the BE/ESL program over the last four years. It also provides the number meeting the exit criteria based on test results each year.

Exhibit 2-65
Number of LEP Elementary Students Exited from
BE/ESL and Number Meeting Exit Criteria
1995-99

Year	Met Exit Criteria		Total Exited	
	Number	Percent	Number	Percent
1995-96	2,904	16.0%	427	2.4%
1996-97	3,480	17.4%	606	3.0%
1997-98	2,455	11.7%	1,329	6.3%
1998-99	2,466	11.4%	1,622	7.5%

Source: DISD Division of Evaluation, Accountability and Information Systems, 1999-2000 Final Report of the Elementary Bilingual Education/ESL Programs.

In each school year, the number of students leaving the program was lower than the number qualified to leave. Many students who meet the exit criteria simply are not removed from the program, according to the district's student database. Although the exiting percentage has risen in each year, about 800 students that met the exit criteria were left in the program in 1999.

DISD's Division of Evaluation, Accountability and Information Systems has data showing that LEP students who meet the exit criteria consistently outperform all other comparison groups, including non-LEP students, on reading comprehension, language, and math. At each grade, on each subtest, exited LEP students score above the 50th percentile. Although the division has conducted this analysis for only one year to date, its preliminary findings suggest that the district's exit criteria may be too high.

Recommendation 46:

Exit limited English proficient students from Bilingual Education/English as a Second Language programs as soon as they meet the appropriate criteria.

Students who meet the exit criteria should be released from BE/ESL unless they meet clearly defined, written exception criteria.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the deputy superintendent of Evaluation, Accountability and Information Systems and the director of the Multi-Language Enrichment Program to review LEP exit criteria, adjust them as needed and develop appropriate guidelines for cases in which a student remains in the program after meeting the exit criteria.	August 2001
2.	The director of the Multi-Language Enrichment Program provides staff training on LEP exit criteria to BE/ESL teachers and LPAC committee members, to help ensure that students meeting the exit criteria are released from the program in a timely manner.	September 2001
3.	The Multi-Language Enrichment Department provides strategies, resources, and training for regular program teachers of students exiting the BE/ESL program.	November 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

F. TITLE I/STATE COMPENSATORY EDUCATION

DISD offers a number of instructional programs designed to provide special support to students deemed at risk of dropping out or who are not performing at their age-appropriate grade level.

The federal Elementary and Secondary Education Act (ESEA) of 1965, as amended, provides funding for programs aimed at students who are failing to meet state performance standards. These federal Title I, Part A funds are sent to campuses via TEA, based on the school's number of students considered to be economically disadvantaged (students who are eligible for free or reduced-price lunches or breakfasts). The students served, however, must be selected based on educational need, not economic status. Title 1 funds, moreover, must be used to supplement district programs; in other words, federal compensatory funds must be added to the regular education program and not used in place of regular education funds.

Under federal law, a school may be designated as a Title I schoolwide program if 50 percent or more of its students are low income. Districts may apply for Education Flexibility Partnership Demonstration Program (Ed-Flex) waivers to establish schoolwide programs on campuses with a lower share of low income students. DISD designates campuses where economically disadvantaged students make up 45 percent or more of the total student body as campuswide programs. In addition, the district has received approval for an Ed-Flex waiver that allows three of its campuses with less than a 50 percent share of economically disadvantaged students to be served through Title I schoolwide programs.

State Compensatory Education (SCE) programs began in Texas in 1975. The Texas Education Code requires that SCE funds, like federal Title I funds, must be supplemental in nature, but the law allows for a great deal of flexibility in the identification of students and program offerings. SCE funds are granted on the basis of the number of economically disadvantaged students, but students served by the funds may not always be economically disadvantaged. State law, Chapter 29, Subchapter C of the Texas Education Code defines the students to be served by these funds.

The DISD Title I/SCE program allows local campuses to decide which compensatory education initiatives they will fund. This flexibility is combined with measures intended to guarantee accountability for student performance. Campuses can choose from among a menu of "Best

Practices" for instructional delivery systems. All programs address the state's required curriculum and TAAS at the appropriate grade levels. **Exhibit 2-66** summarizes the menu of instructional initiatives from which campuses may choose to serve Title I/SCE eligible students.

Exhibit 2-66
Title I Instructional Models/Strategies/Activities
For Eligible Students

Grades K-8	Grades 9-12
<i>In School During the Day</i>	<i>In School During the Day</i>
Tutoring (one to one) Computer-Assisted Instruction) Cooperative Learning) Early Education to Elementary Transitional) Family Literacy Services) Math Resource Teacher) Block Scheduling) Parallel Block Scheduling) Heterogeneous Grouping) Multi-age Grouping) Enriched Curriculum) Integrated Curriculum) Thematic Units) Effective Schools Program) Accelerated School Program) Reading & Math through the Arts	Block Scheduling) Scheduling Options) Enriched Curriculum) Integrated Curriculum) Effective Schools Program) Accelerated Curriculum) School-to-Work) College Career Awareness) Family Literacy Services)
<i>Extended Day/Week/Year/Intersession</i>	<i>Extended Day/Week/Year</i>
Small Group Instruction) Computer-Assisted Instruction) Tutoring (One to One)) Educational Tours) Young Audiences) Guest Speakers) Fine Arts Activities) Family Literacy Services	Small Group Instruction) Computer-Assisted Instruction) Tutoring (One to One)) Educational Tours) Young Audiences) Guest Speakers) Fine Arts Activities) Family Literacy Services

Source: DISD, Title I Planning and Implementation Guide, 2000-01.

In deciding which of these instructional activities to use, local campuses should:

- Consider a comprehensive needs assessment of the entire school that assesses performance on state content and student performance standards,
- Provide opportunities for all children to meet proficient and advanced levels of performance,
- Plan appropriate professional training for teachers, aides, parents, principals and other staff members.
- Attempt to increase parental involvement.

Since DISD began its schoolwide Title I programs in the 1995-96 school year, the number of students served has risen steadily from 71,323 in 1995-96 to 117,832 in 1999-2000, an increase of 53.2 percent. In the 1999-2000 school year, Title I/SCE schools in DISD included 22 high schools, 23 middle schools and 190 elementary schools.

DISD uses its SCE funds in all schools offering Grades 7, 8 and 9. Schools first must use these funds to hire teachers to reduce the teacher-pupil ratio in reading improvement courses, and secondly to purchase supplies and materials. SCE funds also have been used to add community liaisons, hire counselors and provide teacher training.

In the 2000-01 school year, 74.3 percent of DISD's students are economically disadvantaged, compared with a state average of 49.2 percent (**Exhibit 2-67**). Among the peer districts, Dallas was third-highest, with San Antonio having the highest percentage at 93.3 percent.

Exhibit 2-67
Economically Disadvantaged Enrollment
DISD Versus Peer Districts and Region 10 and State Averages
2000-01

District	Number	Percent
San Antonio	53,496	93.3%
Houston	160,638	77.0%
Dallas	120,194	74.3%
El Paso	41,673	66.8%
Fort Worth	45,163	56.6%
Austin	37,372	48.0%
Region 10	253,094	42.6%
State	2,002,121	49.2%

Source: TEA, PEIMS, 2000-01.

Exhibit 2-68 shows that one-tenth of one percent of DISD's faculty consists of compensatory education teachers. Additionally, 9.3 percent of total district expenditures are for compensatory education. DISD's percentage of compensatory education teachers is lowest among the peer districts and much lower than the state average of 3.2 percent. On the other hand, DISD devotes more of its budget to compensatory education than any of the peer districts or the state and regional averages.

Exhibit 2-68
Compensatory Education Expenditures
DISD Versus Peer Districts and Region 10 and State Averages
2000-01

District	Compensatory Education Teachers (FTEs)	Percent of Total Faculty	Budget Expenditures	Percent of Total Budget
Austin	190.2	3.7%	\$11,209,592	4.1%
Dallas	6.3	0.1%	\$53,409,808	9.3%
El Paso	9.0	0.2%	\$12,986,563	6.7%
Fort Worth	179.4	3.8%	\$16,872,809	6.6%
Houston	91.8	0.9%	\$62,674,262	8.2%
San Antonio	83.3	2.3%	\$8,271,156	4.0%
Region	828.3	2.1%	\$130,368,510	6.5%
State	8,902.4	3.2%	\$909,308,662	6.6%

Source: TEA, PEIMS, 2000-01.

DISD's Title I budget for 2000-01 is \$42,574,399. **Exhibit 2-69** summarizes how the district's Title I dollars are allocated.

Exhibit 2-69
Title I Program, Part A
Budget Allocations by Function
2000-01

Program/Function	Amount	Percent
Campuses (All schools)	\$26,263,094	61.7%
Dallas Reading Plan	2,886,586	6.8%

Summer School	2,533,082	5.9%
Mathematics	2,046,000	4.8%
Interagency Collaboration	1,956,293	4.6%
Science and Health	1,508,000	3.5%
Early Childhood and HIPPI	898,277	2.1%
Curriculum and Development	714,996	1.7%
Training and Development	616,841	1.5%
District Offices	540,330	1.3%
Indirect Costs	534,232	1.3%
Evaluation and Testing	509,696	1.2%
Psychological and Social Services	430,554	1.0%
Title I Central Office	391,474	0.9%
Private Schools	245,259	0.6%
Reading and Language Arts	133,107	0.3%
Teaching and Learning	113,411	0.3%
Budget and Finance	103,440	0.2%
Neglected Institutions	97,907	0.2%
Extra District Funds	51,820	0.1%
Total	\$42,574,399	100.0%

Source: DISD Office of Special Programs.

A 1999 TEA District Effectiveness and Compliance review of the district's SCE program cited the district for insufficient documentation of its use of SCE funds, insufficient documentation of evaluation of SCE programs and services and insufficient parental involvement in SCE programs. The district provided TEA with a Corrective Action Plan in spring 2000 and had shown evidence of putting the plan into effect at the time of TSPR's review.

FINDING

DISD does not meet the instructional needs of its economically disadvantaged students with the same degree of effectiveness as it does for other students. According to one internal evaluation (Final Evaluation of the 1999-2000 Title I instructional program by the EAIS Division), the

overall 1998-99 TAAS passing rate for economically disadvantaged students in Title I schools was 68 percent, compared to 81 percent for other students. The overall passing rate for the TAAS mathematics tests was 67 percent and 74 percent respectively for economically disadvantaged and other students. About 72 percent of economically disadvantaged students passed the writing test, compared to 81 percent of other students. Generally, Title I students performed more poorly on the Iowa Test of Basic Skills reading and mathematics in 1998-99 than in 1997-98. The Title I population's scores for the ITBS reading and mathematics tests fell for two consecutive years. In all, districtwide achievement results indicate that instructional programs at Title I schools have helped students learn basic skills, but failed to help them achieve higher-order thinking skills.

The Annual Report of the External Court Auditor on Court Ordered Desegregation of the Dallas Independent School District, 1999-2000 reports that DISD uses Title I funds to help bridge the achievement gap between minority and low - achieving students and their white and/or high - achieving counterparts. The audit report concurs with the district report *Final Evaluation of the 1999-2000 Title I Instructional Program* in finding that economically disadvantaged students in DISD score lower on tests than other students, and that a significant share of the district's schools have been ineffective in helping students at risk of poor academic performance.

At the time of the TSPR review, DISD was developing a list of approved programs for use with Title I. A survey was conducted districtwide to determine the programs and strategies currently used in Title I schools. Content directors identified best practices and programs, and a list of "Approved Programs" was created from this information. Schools were to receive the list, which would allow them to use it during the budget development process.

Recommendation 47:

Provide campus-level training to assist teachers in using best practices to improve the academic performance of economically disadvantaged students.

This training should give teachers the opportunity to see how other schools in the region and across the state are performing, particularly those that have successful programs.

For example, Austin's Martin Junior High became a National Blue Ribbon middle school in 2000, just four years after being designated low-performing by TEA. Martin is among the highest performing schools in

Texas with similar populations, according to a report issued by Just for the Kids, a Dallas-based nonprofit education research group. To make this improvement, Martin's principal and teachers have worked to find out where their students are weak, and have created activities that are engaging and instructive, such as an annual TAAS Math Bowl, in which student teams compete with one another to answer questions based on TAAS math competencies. DISD schools could imitate Martin's strategies.

Data for peer campuses are readily available from TEA and Just for the Kids. DISD's training should highlight the best practices of comparable campuses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Curriculum and Instruction works with the Division of Evaluation, Accountability and Information Systems to correlate test scores with approved Title I programs and determine which programs are most successful in improving performance of economically disadvantaged students.	October 2001
2.	Title I specialists in the area offices train campus staff on interpreting test scores and planning instruction to address specific assessment objectives and items.	February - March 2002
3.	Title I specialists in the area offices help principals and teachers identify successful instructional practices and programs in other schools that can be applied to DISD Title I schools.	April 2002 Ongoing
4.	The Division of Evaluation, Accountability and Information Systems regroups individual student data by program and achievement and provides teachers with summary reports for their incoming Title I students at the beginning of each school year.	August 2002 Ongoing

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

Chapter 2

G. HEALTH SERVICES

A commitment to student health ultimately supports academic goals and objectives. A child that is unhealthy, undernourished, has vision or hearing problems, suffers from serious emotional problems or abuses drugs or alcohol cannot perform well academically. To the extent that school health programs can prevent or alleviate health problems, they serve the school's primary mission well. Healthy children have fewer absences, are less likely to drop out and are better--prepared to learn. A 1994 Gallup poll found that 82 percent of parents believe health education is more important or as important as other school subjects.

Schools historically have played a critical part in improving the health of Americans. They have facilitated mass immunization efforts, conducted health screenings and referred students with vision, hearing and other health problems for treatment. About 24 percent of Texas children are uninsured, so a school nurse is the only health professional some children see.

Because no federal or state law requires schools to offer basic health services to the general student population, many districts do not have school nurses or school health programs. There is no dedicated funding for school nursing staff. Such funding comes from local property tax revenues or state and federal grants. Some state support is offered through TEC Chapter 38, Section 38.011, which sets up a grant fund, allocated through a competitive application process, for school-based health centers.

The Pregnancy Related Services (PRS) component of the state's Public Education Information Management System (PEIMS) provides compiled data on district services for pregnant students. Participation in this program allows districts to claim additional funds based on the attendance of pregnant students.

Compensatory Education Home Instruction (CEHI) is a required support service for districts that offer a PRS program. CEHI provides academic services to students at home when pregnancy complications prevent the student from attending school; the support also is delivered over an extended postpartum period. CEHI requires individual instruction by a teacher certified in Texas. CEHI allows students to receive the individual instruction they need to maintain and gain skills in core classes and allows students to return to school with minimal classroom readjustment. It is also expected to have a positive impact on dropout prevention by keeping

students connected with the school and coordinating services (such as child care) to allow them to return to school as soon as is appropriate.

DISD has chosen to use local dollars, grants and in-kind services to provide health services to its students. The budget for the Health Services Department in 1999-2000 is presented in **Exhibit 2-70**.

Exhibit 2-70
Health Services Department Budget
1999-2000

Function	Amount
Central Office Services	427,441
Nurse Salaries	5,729,840
Nurse Assistant Salaries	605,790
Clinic Attendant Salaries	1,310,215
Total Expenditures	\$8,073,286

Source: DISD Health Services Annual Report 1999-2000.

In 1999-2000, DISD's health services cost was \$48.74 per pupil (**Exhibit 2-71**).

Exhibit 2-71
Health Services Department
Cost Per Pupil
1999-2000

Total Expenditure	Enrollment	Per Pupil Expenditure
\$7,645,845	156,866*	\$48.74

Source: DISD Health Services Annual Report 1999-2000.

**Enrollment in October reported to TEA for official snapshot.*

FINDING

DISD works aggressively to provide medical services to its students, particularly those who would not have access to health care otherwise. The goals of the Health Services Department are:

- To contribute to the improvement of student academic achievement by reducing the incidence of health-related absences.
- To remove health-related barriers to learning through the early identification and referral of health problems.
- To assess and manage the health problems of students in the school.
- To link home and school with the health care community in providing services for students.
- To enhance the health of students and staff alike through health education, counseling, promotional and maintenance activities.

A pediatrician has headed DISD's program since 1974. This stability in leadership has allowed the district to forge partnerships with state and local health agencies and public and private health service organizations. Department personnel serve in various community and professional organizations that provide health services and education to children in the community. In addition to a head of health services, the staff also includes registered nurses (RNs) social workers (MSWs) and paraprofessionals. **Exhibit 2-72** summarizes staffing levels for 2000-2001.

**Exhibit 2-72
Health Services Department
Staffing
2000-01**

Number of Staff	Professional	Function
1	M.D.	Executive Director
1	RN	Director of Nurses and Allied Health
4	RN	Central office responsibilities for Health Services, Area Management, Teen Pregnancy and Parenting and Recruitment/Staffing
31	RN MSW	Central office responsibilities for Program Support & Development, Vision/Hearing, Medicaid Programs, Teen Pregnancy and Parenting Programs
10	RN	Area/Home School Specialists
134	RN	School nurses assigned to local campuses
108	Paraprofessionals	Clinic Attendants and Nurses Assistants
6	Social Workers	Work directly in high schools with Pregnancy, Education and Parenting Program students

Source: DISD Health Services Organization Chart and Interview Notes.

Nurses and paraprofessionals are assigned to DISD's 218 campuses based on a formula that considers enrollment and the special health needs of each campus population. A caseload evaluation is conducted annually to adjust the nurse/paraprofessional-to-student ratio. Some nurses are assigned to two buildings, but their location is considered to reduce driving time. Either a school nurse or a paraprofessional is in every school building at all times. For additional backup, the department has trained two nonmedical employees at each campus in general health care delivery, first aid, and CPR. The district maintains an Emergency Network Schedule that lists the name, telephone number and schedule of the school nurse, area nursing specialist and nonmedical trained personnel by geographic area. In an emergency, the district can mobilize trained staff to immediately move to the area of crisis.

Area nursing specialists spend one day each week on a single school campus and another day on a districtwide assignment (such as serving on the Continuing Education Committee, working with Medicaid records, serving as a community liaison or working on special procedures). For the remainder of the week, the specialists travel from campus to campus, providing orientation and answering questions from teachers and principals. This system keeps the department's administrative staff familiar with campus-level issues and fosters a team spirit.

School health personnel provide episodic and emergency health care to ill or injured students. They assess student health to promote early referrals of health problems, and administer and monitor physician-prescribed medications in school when required. They assess and help manage the unique health needs of students with chronic physical problems like asthma, epilepsy and diabetes. Finally, they maintain records to ensure that families comply with state immunization requirements; in the 1999-2000 school year, the district attained a 98 percent compliance level.

Highlights of Health Services activities for 1999-2000 are summarized in **Exhibit 2-73**.

Exhibit 2-73
Health Services Activities
1999-2000

Number	Activity
1,136,051	Clinic visits by students
265,683	Clinic visits by adults

87,134	Vision screenings
80,720	Hearing screenings
32,201	Dental screenings
16,140	Spinal screening (grades 5,8)
16,518	Cases of lice treated
9,870	Reports of communicable diseases by school nurses (flu, chickenpox, ringworm, etc.)
1,582	Students served in Teen Pregnancy, Education and Parenting Program (PEP)
657	Special case reports (events of significant magnitude to warrant notification of the Central Health Services office and/or 911 calls for medical emergency services)
647	Campus personnel trained in CPR and/or first aid
303	Students who required technical procedures on a daily basis (blood glucose monitoring, catheterization, gastrostomy tube feeding, etc.)
286	Teen Pregnancy, Education & Parenting students who graduated
53	Student dropouts reentered school due to health recovery efforts

Source: DISD Health Services Annual Report 1999-2000.

Each campus has a nurse's office with a computer. Department personnel have been working with district and UNISYS/Delta personnel to begin computerizing student health records including immunizations, vision, hearing and scoliosis screenings and medications. The system was tested in summer 2000 and staff nurse training in the system began in September 2000.

The district's Continuing Education Committee creates training programs for school Health Services workers. The department has obtained designated provider status through the Texas Nurses Association and the Texas State Board of Social Workers, so that training offered by the department counts as contact hours for nurse and social worker licenses held by district staff members. The district offers a comprehensive program of orientation for new Health Services staff members as well as a School Nurse Certification Program. Professional and paraprofessional staff members receive CPR training and certification annually through the American Red Cross. The district recertifies all staff members in vision and hearing assessment every five years.

The district provides comprehensive, written instruction manuals for school nurses and paraprofessionals. These manuals include information on recognizing and treating illnesses, contact numbers for additional help, community resources and forms needed to comply with district administrative processes and procedures.

COMMENDATION

DISD provides an exemplary program of health services to its students through comprehensive staffing and continuing training.

FINDING

DISD aids pregnant and parenting teens in learning through careful case management and collaboration with district and community professionals. Two major programs provide services to pregnant and parent teens: the Pregnancy, Education and Parenting (PEP) Program and the Pregnancy Related Services (PRS) Program, which also includes the required component of Compensatory Education Home Instruction (CEHI). These programs include services provided by health professionals, social workers, educators, support staff and others and are directed by the district's School Health Services Department.

PEP provides counseling, job-related training, child care, transportation for students and their children and parenting skills instruction. A part-time PEP facilitator (who may be a social worker, nurse, or teacher) in each school establishes and coordinates these services for eligible students with the school nurse, counselor and community-based providers. Middle school nurses coordinate PEP services on their own campuses. PEP facilitators assist the nurses and make site visits as needed to insure compliance with PEP and PRS requirements, which include regular school attendance, an overall "C" average and participation in various PEP-sponsored activities.

The most sought after PEP services are assistance with child care expenses, crisis intervention counseling and referrals, assistance with transportation, and tuition for summer school and night school. During 1999-2000, 1,582 students received PEP services. **Exhibit 2-74** summarizes these activities.

Exhibit 2-74
Pregnancy, Education, and Parenting Services
1999-2000

Number	Service Provided
---------------	-------------------------

1,582	Total students served by PEP
1,480	Female students served by PEP
102	Male students served by PEP
286	Graduates
53	Recovered dropouts
35	Child care paid by PEP
202	Child care arranged/partially paid by PEP
53	Students receiving bus passes
\$7,935	Tuition paid by PEP

Source: DISD Health Services Annual Report 1999-2000.

The Health Services Department collects data to allow the district to participate in PRS and to claim additional CEHI funds based on attendance by pregnant students. In 1998-99, the district collected \$620,000 in additional funds based on these compiled data. CEHI served 62 high school students and two middle school students during 1999-2000. They received homebound services and individual instruction. Fifty-nine students (92 percent of those served) complied with CEHI requirements and returned to their regular school programs.

COMMENDATION

Through its Pregnancy, Education and Parenting and Pregnancy Related Services programs, DISD helps pregnant and parenting students achieve academic success while learning to manage the responsibilities of parenthood.

FINDING

DISD works with community partners to focus its health services on areas of particular need and to develop additional services. For example, the district had the following special projects for 1999-2000:

First Dental Center Mobile Dental Unit. The First Dental Center of Oak Cliff provided seven days of dental services to two elementary schools, L.P. Cowart and J.N. Bryan, via a mobile dental van. A total of 318 students received services including oral examinations, x-rays, dental cleanings, sealant applications, preventive resin applications and education and nutrition counseling.

Baylor Sealant Initiative. Fourth-year dental and dental hygiene students under the supervision of Baylor College of Dentistry faculty and volunteer dentists provided free services to more than 400 students in three elementary schools in Area 3, applying sealants to 85 percent of the students to prevent cavities. Communities in Schools staff coordinated the on-site delivery of these services, while parent volunteers helped with the flow of students from classrooms to temporary dental clinics set up inside the school.

Presbyterian Asthma Management Program. Presbyterian Hospital adopted three elementary schools (Vickery Meadows, Preston Hollow and Hotchkiss) to provide them with asthma management services. Full-time respiratory therapists work with their students and manage the program under physician supervision. The program has significantly reduced days of missed school (by 93 percent), emergency room visits (by 98 percent) and hospitalizations (by 79 percent) among students at the three schools. The program was expanded in the 2000-01 school year.

East Dallas Health Center Immunization Outreach. The East Dallas Health Center provided free immunizations to school-aged children in clinics held on school campuses in the evening, so that working parents could bring their children. The Dallas County Health Department contributed additional manpower and vaccines to the effort. The initiative was highly successful and helped bring the immunization compliance rate for Area 3 students up to 99.5 percent.

Fannin Community Project. A collaborative effort among the Church Health Ministries, Baylor University Medical Center, Children's Medical Center, and Texas Scottish Rite Hospital. Lens-crafters has provided the students and families of Fannin Elementary School with vision examinations, eyeglasses, parent education, dental care, asthma screening, immunizations and a health fair. Ross Avenue Baptist Church provided a van to transport students and families to appointments.

COMMENDATION

The district successfully develops partnerships to expand its health services and focus them in areas of particular need.

FINDING

Dallas' national award-winning Youth and Family Centers provide an integrated program of physical and mental health services and other services for students and families throughout DISD. This program, a partnership of DISD, Parkland Health and Hospital System (Parkland) and Dallas MetroCare Services (MCS, formerly Dallas Mental Health and

Mental Retardation), has been an innovator in health care since its inception in 1969. Beginning with one center housed at the Children's Medical Center, then moving to two elementary campuses, the network has grown to its current configuration of nine Youth and Family Centers (YFCs). Each YFC is located on a middle or high school campus and serves a "family" of 20 to 25 campuses. Each school campus provides a member of its Student Support Team to serve as a liaison to the YFC to facilitate referrals and the school service portion of each child's treatment plan.

The three partner agencies plan intensively to ensure that policies and procedures, such as referral and intake, record sharing, facility design, and site selection are appropriately addressed. Most YFCs are freestanding modular facilities built by the school district. Most YFCs include a waiting area, exam room, multipurpose mental health rooms, kitchen, pharmacy, lab and offices.

YFCs offer both physical and mental health services. The shared space helps to minimize any stigma that might be attached to visiting a mental health facility. To ensure that children and families are comfortable, waiting rooms and offices are decorated in bright colors with pictures and drawings appealing to children, and games and refreshments are available.

YFCs are open five days a week, with extended hours until 8 or 9 pm available on some evenings to accommodate working parents. Parkland and Dallas MCS provide 24 hour, seven-day backup crisis services including emergency room and hospital care. **Exhibit 2-75** profiles DISD and the students and families served by the YFCs in 1998-99, the most recent year for which comprehensive demographic data are available. The YFCs' service profile mirrors that of the district, except that the YFCs serve a greater percent of the population at risk of dropping out.

Exhibit 2-75
Profile of DISD and Students/Families Served
By the Youth and Family Centers
1998-99

Demographics	DISD	Served by YFC
Enrollment	160,000	11,572
Gender	50% female 50% male	47% female 53% male
Ethnicity:		
African American	37%	36%

Hispanic	52%	49.5%
White	8%	10.6%
Other	2%	6.3%
Meet Poverty Guidelines	67%	68%
Speakers of Other Languages	33%	27%
At Risk for Dropping Out	39%	60%
Special Education	7%	12%

Source: DISD Youth and Family Services Department.

In 1999-2000, YFCs treated 11,911 clients in a total of 39,150 visits. More than half (20,364) of the visits were for physical health services, while the remaining visits (18,786) were related to mental health services, including mental health care, counseling, youth development, case management, family/home involvement and family education specialist services. According to DISD, 62.5 percent of the YFCs' clients were eligible for the free lunch program and 99 percent had no private medical insurance.

The YFCs are coordinated centrally by the school district. The program's central staff includes an executive director, administrative director, clinical director, analyst, evaluator, financial officer and grants person. The district employs a licensed mental health professional as the YFC manager at each site. Each YFC has an advisory board comprised of parents, school staff members and local community representatives.

YFC managers lead and coordinate the activities of a team of health professionals from Parkland, Dallas MCS and the district. Forty-five full-time DISD employees work in the YFCs and more than 50 part-time staff members work evening hours, including school psychologists, social workers, counselors, nurses, marriage and family therapists, and parent educators. Health team members include pediatricians, nurse practitioners, physician assistants and social workers. Mental health professionals include child and adolescent psychiatrists, intake and assessment workers, and nonpsychiatric clinical service providers. Other staffers include predoctoral interns in psychology and social work and residents in general and child and adolescent psychiatry.

The YFC program provides a collaborative, multidisciplinary mental health treatment team, co-led by a child and adolescent psychiatrist and the YFC manager, also a licensed mental health professional. The team approach is reflected in every phase of service delivery, including intake, evaluation and assessment, treatment and follow-up. Parents, school staff

members and community agencies all can initiate referrals to the YFCs. Staff members, trained by YFC personnel, screen student referrals and request YFC services in one or more of five major components: intensive mental health care, physical health care, counseling, family/home involvement and youth development activities. Upon referral, the family visits the YFC, where a collaborative team reviews the student's intake information and interviews the student and family to arrive at a preliminary diagnosis and case formulation.

At the conclusion of the evaluation, the team works with the family to develop a treatment plan designed to help the family respond to their child's developmental needs. The YFC staff provides feedback to the referring school, helps design treatment strategies and coordinates schedule and classroom changes and family/teacher/principal conflict resolution sessions. Therapeutic alternatives available to students include individual and group therapy, family therapy, play therapy and adjunctive psychopharmacology. The YFCs conduct follow-up and treatment plan evaluations and revisions on a regular basis; the Texas Uniform Assessment requires a complete reassessment of each client every 90 days.

Although two-thirds of the students attending YFCs come for primary health care, the students receiving mental health services attend more frequently, averaging 5.5 visits per student. Other family members usually visit an additional four or five times for additional services. Behavioral problems spur the majority of referrals (66.4 percent); other common areas include emotional problems (20.2 percent) and family issues (7.5 percent). Behavioral issues include such symptoms as hyperactivity, impulsivity, aggressive behavior, conflict with teachers and peer relationship difficulties. Emotional issues include depression, anxiety, social withdrawal and somatic complaints. Family/home referrals may reflect issues relating to divorce, separation, marital conflict, death of a relative and abuse or neglect.

Family therapy is the preferred treatment for many cases. Others include individual psychotherapy, school interventions, training, support groups and group therapy. In 22 percent of the cases, a psychiatrist prescribed one or more drugs as an adjunct to other treatment.

Ongoing training helps YFCs maintain close relations with all stakeholders. Health center workers attend weekly training sessions at the central office. Health center managers visit each of their schools monthly to identify their training needs. YFCs train school staff members, including principals, teachers and school nurses, in the proper procedures for referring a child, what the YFCs expect from the schools and issues of child development.

DISD's YFC program was the nation's first school-based health program to track educational outcomes and, as such, can point to solid achievements. The district's Division of Evaluation, Accountability and Information Systems collects data on all students and families and tracks educational outcomes, including attendance, grades, behavior and test scores. This information is integrated with data on students receiving services from the YFCs. For students receiving mental health services, the improvements amount to a 32 percent decrease in absences, a 31 percent decrease in course failures, and a 95 percent decrease in discipline referrals. For students receiving physical health services, the benefits include a 25 percent decrease in absences and a 14 percent decrease in course failures. On satisfaction questionnaires completed by students and family members receiving mental health services, more than 90 percent reported they were happy with the services and would return if needed. School personnel similarly reported 95 percent satisfaction.

During the 1995-96 school year, DISD began using a percentage of the federal funds it received through Title XI, a section of the 1995 Elementary and Secondary Schools Act, to enhance program coordination and expand the services offered by the YFCs. Under Title XI, a district may set aside 5 percent of all federal entitlement funds for coordinated health services for a five-year period (1995-2000). DISD was the first school district in the nation to request the set-aside and one of the few districts to use it. The set-aside has provided \$2,115,295 to pay YFC administrative costs. Currently, the school district contributes \$1.5 million, the Parkland Health and Hospital System contributes \$1.8 million and Dallas MetroCare Services contributes \$450,000 to \$700,000. No fees are charged directly to families.

DISD received a three-year Meadows Foundation grant to establish the Dallas Youth and Family Institute within its department of Youth and Family Education Services. The Institute's goal is to train district employees in the best practices of school-based mental health care. In 1999-2000, the institute provided monthly one-hour "Grand Rounds" seminars that featured noted speakers in the health care and mental health fields. The institute also provided systems training and Spanish immersion training to district employees. The grant additionally provides funds to establish a tenth YFC that will provide mental health and counseling services to students and families in the North Dallas High School feeder pattern.

COMMENDATION

The Youth and Family Centers provide free mental and physical health services that contribute to improved attendance, a reduction in dropouts and fewer discipline referrals.

Chapter 2

H. COUNSELING

The *1996-2000 Long Range Plan of the State Board of Education for Public School Education* cites a goal of the State Board of Education: to provide all Texas students with equal access to developmental guidance and counseling. The Texas Education Code, Chapter 21.356, requires the commissioner of education to develop and periodically update a counselor job description and to consult with the state guidance association in doing so.

In 1998, TEA published a revised *Model Developmental Guidance and Counseling Program Guide*. The guide addresses program "balance," which is to be achieved by allocating resources both to developmental guidance and counseling. The guide recommends that school counselors spend a portion of their time on each of four activities: Guidance Curriculum, Responsive Services, Individual Planning and System Support. The amount of time devoted to each should be dictated by student needs. **Exhibit 2-76** summarizes TEA's suggested standards for allocating time among these activities.

Exhibit 2-76
State Recommended Distribution of
Counselor Time
By Percentage Rate

Grade Level	Elementary School	Middle School	High School
Guidance Curriculum	35-45%	35-40%	15-25%
Individual Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

Source: Texas Education Agency, A Model Developmental Guidance and Counseling Program for Texas Public Schools, pp. 21-23.

TEA's revised developmental guidance and counseling model differs from previous models in that it moves counseling from a reactive model to one that is planned and based on priorities; from information dissemination to developmental curriculum; and from a focus on clerical and administrative tasks to the attainment of student goals. Based on the national and Texas performance standards for school counselors, the counselor's role in

testing is to interpret test results to students, parents and teachers and use test results as a tool for education planning.

DISD has 177 elementary, 65 middle school and 117 high school counselors. Their mission, as described by the district, is "To promote and support academic excellence and personal well-being for all students." The district has clearly defined, written performance standards for elementary, middle and high school counselors.

The Counseling Department publishes an annual counseling calendar and planner for each level (elementary, middle and high school). Each planner bears a theme or logo that reflects the year's emphasis as chosen by the counselors for that grade level. The planner serves as a guide to counselor activities throughout the year, providing a scope and sequence of counseling activities. Beginning with the four components of school guidance-guidance curriculum, responsive services, individual planning and system support-the planners set out major goals for each month and activities to be accomplished related to each component. **Exhibit 2-77** summarizes typical activities that counselors should engage in for each component.

Exhibit 2-77
Guidance Components and
Typical Activities

Component	Guidance Curriculum	Responsive Services	Individual Planning	System Support
Typical Activities	Present lessons in self-confidence and motivation to achieve, decision-making, goal-setting, planning, problem-solving, interpersonal effectiveness, communication skills, cross-cultural awareness and responsible behavior.	In individual and/or group sessions, address students' immediate concerns across a spectrum of issues: academic, school-related, and personal concerns (grades, tardiness, dropout prevention).	Help students with activities ranging from development of study skills, academics planning, career awareness and goal-setting.	Engage in activities such as guidance program development, parental education, professional training, and consultation with teachers, administrators, community outreach and public relations.

		sexuality issues, family relationships, grief and loss, and coping with stress.		
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Source: DISD, School Counselor Performance Standards.

The calendar/planner lists all professional training opportunities, department meetings, and key activities for the year. Within the broad outlines set out in the annual planner, each counselor's role is coordinated with the local campus plan; the counselor selects activities that address unique needs at his or her campus.

FINDING

Counselors' responsibility for coordinating the testing program negatively impacts the effectiveness and quality of counseling services provided to students. Coordination of the testing program involves a wide range of administrative responsibilities, including teacher supervision, campus accountability, teacher training, test security and facilities management. DISD counselors have identified 41 administrative tasks they are required to undertake in their roles as test coordinators (**Exhibit 2-78**).

Exhibit 2-78 Test Coordination Tasks

TASK	
1.	Be familiar with test objectives for various instructional levels.
2.	Be able to answer questions from teachers, parents and others regarding the testing policies of DISD, testing dates, test interpretation, levels of testing, exemptions, etc.
3.	Know about all tests administered in the building
4.	Attend all systemwide test coordinator's meetings.
5.	Maintain log of students who transfer in and out of the school during the year.
6.	Ensure that the CRC/Data Controller updates the database as needed.
7.	Register private school students for testing in January, February and March if they did not take the Stanford 9 in the previous spring and want to attend a magnet school. Forward registration to System wide Testing by applicable

	deadline(s).
8.	Design and print test administration guidelines for teachers.
9.	Receive all testing shipments sent to the school.
10.	Train all teachers on test administration and coding procedures for various tests.
11.	Have all test administrators and principals sign security oaths and keep them on file for a year.
12.	Ensure that teachers know which students should take what tests. Provide a printed list indicating students taking off-level or alternate tests.
13.	Familiarize all teachers with testing procedures and answer any questions they may have before testing begins.
14.	Prepare and distribute flyers for parents and students (in English and Spanish) regarding suggestions for successful test-taking.
15.	Count all test administration manuals, test booklets and answer sheets to be certain that there are enough for all participants. Order additional materials if short.
16.	When necessary, go to the Service Center to pick up needed materials.
17.	Ensure confidentiality and follow test security procedures daily while tests are in the building.
18.	Obtain class rosters and arrange all testing materials in classroom sets for easy pickup and logging out.
19.	Distribute blank answer documents to teachers who do not have precoded documents.
20.	Log all materials checked out to teachers on a materials security form.
21.	Check in and count all testing materials on a daily basis during testing.
22.	Walk through classrooms to be certain that test-related items on walls and bulletin boards are covered.
23.	Intercept students who come to school late on testing days and make special arrangements for them.
24.	Monitor classes during testing.
25.	Check and complete student answer sheets with missing information (e.g. bubbles, student ID, PEIMS, etc.). Clean up stray marks.
26.	Copy all 4 th and 8 th grade TAAS writing samples prior to sending in for scoring and give to principal/dean to hold until release date.
27.	Package answer sheets by class sets in paper wrappers.

28.	Box test booklets and answer sheets for return.
29.	Hand-deliver scorables to S.J. Hay or the Service Center.
30.	Order TAAS practice materials for students.
31.	Keep a record of all students not tested, the reason, off-level testing, etc. for the entire school population.
32.	Xerox all class rosters for each test to indicate if students are exempt, off level, absent, or had other special circumstances.
33.	Check on discrepancies in scoring with Systemwide Testing.
34.	Place test results labels on students' cumulative cards.
35.	Copy all test information for students applying to magnet schools.
36.	When enrolling new students, call their previous schools to get test information before cumulative folder/transcript arrives.
37.	Instruct staff members on how to profile student progress using test results.
38.	Administer the Woodcock-Munoz to eligible ESL students. Test individuals and send answer documents for scoring.
39.	Receive the Woodcock-Munoz scores and give copies to LPAC, teachers, principal, etc.
40.	Attend ARD meetings to check on the testing status of all students receiving special education services.
41.	Attend appropriate LPAC meetings to keep informed of the testing status of ESL students and to ensure that the LPAC is informed of students' level changes.

Source: DISD Counseling Department.

According to DISD's Counseling Performance Standards, counselors must spend at least 90 percent of their time planning, implementing and evaluating the comprehensive guidance program. As already noted, however, counselors must spend a great deal of their time on administrative duties involved with the district's testing program. During 1999-2000, elementary school counselors were required to coordinate approximately 16 standardized tests; middle school counselors coordinate 18 standardized tests; and high school counselors coordinate 15 standardized tests. **Exhibit 2-79** shows the tests administered for each level.

Exhibit 2-79
Tests Coordinated by DISD Counselors
1999-2000

Elementary	
Diagnostic Skills Profile (Fall and Spring)	TAAS Writing English
TAAS Writing Spanish	Special Education Alternative Assessment
Reading Proficiency Tests in English	Stanford 9 Achievement Test
APRENDA 2 Bilingual Test	TAAS Math, Reading
TAAS Spanish Math, Reading	Perfil Diagnostico Destreza (PDD)
Examination for Acceleration	Credit by Exam
Woodcock Munoz Language Survey	Reading Inventory K-2
Middle School	
Diagnostic Sills Profile (Fall and Spring)	Alternative Assessment (Special Education)
PSAT (eight grade students)	TAAS Writing
Reading Proficiency Test in English (Fall and Spring)	TAAS Reading, Math
Woodcock Munoz Language Survey	TAAS Science, Social Studies
Stanford 9/ITBS Comparison Assessment	Stanford 9 Achievement Test
Assessment of Course Performance (ACP) (Fall and Spring)	Credit By Exam
End of course exams (Fall and Spring)	Examination for Acceleration
High School	
TAAS Exit Writing Exam (Fall and Spring)	Woodcock-Munoz Language Survey
TAAS Exit Reading Exam (Fall and Spring)	TAAS Exit Math Exam (Fall and Spring)
Preliminary Scholastic Aptitude Test (PSAT)	Stanford 9 Achievement Test
Assessment of Course Performance (Fall and Spring)	Advanced Placement (AP) Exams
End of Course Exams (Fall and Spring)	Reading Proficiency Test in English
High School Counselors Also Prepare/Enroll Students in the Following:	
Scholastic Aptitude Test (SAT)	Credit by Exam

American College Testing (ACT)	ACP Credit Validation
Texas Assessment of Scholastic Proficiency (TASP)	Examination for Acceleration
Armed Services Vocational Aptitude Battery (ASVAB)	

Source: DISD Counseling Department.

In addition, high school counselors prepare and enroll students for the Scholastic Aptitude Test, ACT, Texas Assessment of Scholastic Proficiency, Armed Services Vocational Aptitude Battery, Credit by Exam, Assessment of Course Performance Credit Validation and Examination for Acceleration.

In some schools, counselors are unable to provide an effective guidance program because the testing program consumes more than 50 percent of their time, leaving little time for individual and group counseling and crisis intervention. Counseling resources devoted to activities unrelated to counseling, moreover, are not reimbursable under Medicaid.

Administrators, principals, teachers, parents and students surveyed by TSPR all expressed dissatisfaction with the current counseling program. Less than a majority of respondents in every category agreed that the career-counseling program is effective. The same was true when respondents evaluated the college counseling program and counseling of parents.

As part of a regular program evaluation, three DISD counseling task forces of 20 middle school counselors, 20 high school counselors and 30 elementary school counselors met in spring 2000 to identify barriers to effective counseling and guidance. Each group overwhelmingly cited test coordination as the primary problem compromising their effectiveness. Lack of time prevents counselors from delivering a developmental counseling program, providing individual guidance and addressing issues relating to child abuse, suicide threats, family problems, substance abuse and other mental health issues.

Recommendation 48:

Relieve counselors of administrative and testing activities so that they can devote their time to providing direct services to students.

Time spent by counselors in the coordination of the testing program adversely impacts the district's ability to receive Medicaid funds reimbursed for services rendered by a counselor. A certified faculty member should be assigned to coordinate testing on a part-time basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs that a certified employee in each secondary school be assigned to plan and implement the school's testing program on a half-time basis.	September 2001
2.	The superintendent directs elementary school principals to review their existing counselor duty assignments to identify duties not related to counseling.	September 2001
3.	The elementary principals develop a plan to transfer all of these unrelated duties to other personnel.	September 2001
4.	Counselors are relieved of duties not related to counseling and begin to move toward compliance with TEA-recommended standards.	September 2001 Ongoing

FISCAL IMPACT

This recommendation could be accomplished at the elementary level with existing resources by reassigning existing personnel. At the secondary level, the estimate assumes that a certified person can be assigned as test coordinator on a half-time basis (34 FTEs for 67 secondary school campuses). Assuming an average teacher salary level of \$39,041 plus \$2,272 in benefits times 34, the cost of this proposal would be \$1,404,642 per year. Some of the cost in future years would be offset by increased Medicaid reimbursement as counselors have more time to engage in activities eligible for such reimbursement.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Relieve counselors of administrative and testing activities so that they can devote their time to providing direct services to students.	(\$1,404,642)	(\$1,404,642)	(\$1,404,642)	(\$1,404,642)	(\$1,404,642)

Chapter 2

I. STAFF DEVELOPMENT (PART 1)

Staff training forms the foundation for district attempts to enhance the quality of instructional delivery, supports mastery of teaching and classroom skills, encourages individual professional development, initiates program changes across multiple schools or job classes, and reinforces district values, cultural and management commitments. When staff training is administered effectively:

- the individuals for whom the classes are created are made aware of training opportunities with sufficient planning time and with a clear understanding of the prerequisites, mandates and options available.
- class time is used effectively.
- locations and facilities are selected to best meet the needs of the participants and the course content.
- funding is used effectively across many units of the organization.
- teaching and funding partnerships are nourished to generate resources that can be shared by many groups.
- class registration is simple and participation is tracked, creating individual employee training records.
- courses are developed with sufficient lead time to ensure that critical points can be implemented into the work setting or class content, and in response to deficiencies uncovered through performance or program evaluations.
- redundant, outdated and inappropriate course content is readily identified and modified or eliminated.

Model professional training programs identified by the U.S. Department of Education:

...have gone far beyond ensuring good professional development workshops. They have made professional development a critical contributor to school performance and, thus, inextricably linked and aligned the two...have clarified school educational goals, increased teacher accountability for linking classroom activity to student results, and significantly improved the process for selecting the professional development that teachers need to get results. (Emily Hassel, *Professional Development: Learning from the Best*, NCREL/North Central Regional Education Laboratory, 1999)

The Texas Education Code, Section 21.451, addresses training requirements for school districts. It states that:

- staff development must be conducted in accordance with minimum standards developed by the state's education commissioner for program planning, preparation, and improvement;
- staff development must include technology training and training in conflict resolution and discipline;
- training must be predominately school-based, related to objectives developed and approved by the school site-based decision-making committee (SBDM); and,
- school districts may use districtwide training that is developed and approved by the district-level planning and SBDM committee as described in Section 11.251 of the code.

TEC also states that school staff training may include activities that enable the school staff to enhance their existing skills, share effective strategies, discuss curricular and instructional issues, analyze student achievement results, consider ways to increase student achievement, study and conduct relevant research, practice new teaching methods, identify students' strengths and needs, and implement site-based decision-making. These efforts may be conducted using study teams, individual research, peer coaching, workshops, seminars, conferences or other methods with the potential to improve student achievement.

The U.S. Department of Education has outlined principles for high-quality professional development (**Exhibit 2-80**).

Exhibit 2-80
U.S. Department of Education Principles for
High-Quality Professional Development

Professional Development Principles
Focuses on teachers as central to student learning, yet includes all other members of the school community.
Focuses on individual, collegial, and organizational improvement.
Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.
Reflects the best available research and practice in teaching, learning, and leadership.
Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.

Promotes continuous inquiry and improvement embedded in the daily life of schools.
Is planned collaboratively by those who will participate in and facilitate that development.
Requires substantial time and other resources.
Is driven by a coherent long-term plan.
Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Source: Emily Hassel, Professional Development: Learning from the Best, NCREL/North Central Regional Education Laboratory, 1999.

FINDING

DISD's management of staff training is widely dispersed and lacks strong central coordination for strategic and resource planning, resulting in no clear evidence of goal alignment across district, school, team and individual staff development levels.

In 1992, TSPR's review of the staff development function commended DISD's central division for staff development. At that time, the department had been newly reorganized as the Division of Training and Development Services, separate from the Division of Personnel Services; it reported directly to the superintendent and was held responsibility for coordinating all staff training and development. At the same time, TSPR also recognized the "academy" structure under which training was offered in DISD. The five academies were:

- the Administrator Academy, which planned and directed all professional training.
- the Teacher Academy, which planned and directed all teacher training.
- the Classified/Support Academy, which coordinated staff training in other divisions.
- the Parent Academy, which worked with various divisions to provide parent training and increase parent involvement in the schools.
- the Office of Alternative Certification, which was responsible for alternative certification programs in areas of critical teacher shortage; an induction program for beginning teachers, advanced study opportunities and the coordination of student-teacher programs through a district teacher education center.

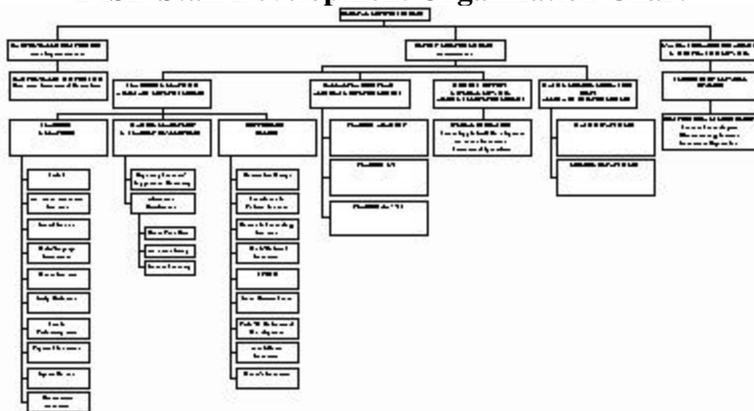
The academy structure in place in 1992 defined course audience and content and provided a clear way to address the needs of each training audience.

Organizational changes since then have dramatically altered the structure and focus of the training function. Today, of the five original academies, only the Office of Alternative Certification survives. Since 1992, the Office of Alternative Certification has been assigned at times to Teaching and Learning and at other times to the Human Resource Services Department. In January 2001, it was reassigned to the Campus Leadership and Teacher Development Unit of Teaching and Learning, and an assistant superintendent was selected to lead it. This reorganization creates an opportunity to revive the Administrator or Leadership Academy.

In 2001, formal teaching and administrative training programs throughout the district are assigned to multiple departments and divisions. Four training units make up the central training function and report to a deputy superintendent, who in turn reports to the general superintendent. The Teaching and Learning Department oversees most curriculum-based training and program development. Special programs for the Dallas Reading Program, Special Student Services and Urban Systemic Program Math and Science Education (supported by a federal grant) have been established as separate units to meet specific training initiatives outlined in the district's *Vision 2003* plan.

Exhibit 2-81 illustrates DISD's dispersed responsibility for teaching and staff training.

**Exhibit 2-81
DISD Staff Development Organization Chart**



Source: DISD, January 2001.

Changes in department leadership have contributed to fragmented training strategies. A previous assistant superintendent is on administrative leave.

An interim assistant superintendent was appointed during summer 2000, and a different interim assistant superintendent was placed in September 2000. The deputy superintendent no longer oversees only staff development, but also a wide variety of special education, student support services and special programs.

The frequent changes in district superintendents have contributed to inconsistent long-range plans and goals; each superintendent has had different approaches to curriculum development and the complementary training needed to support his or her initiatives. The lack of solid short- and long-term strategies and initiatives has created many of the problems addressed in this review.

As of the 1992 TSPR report, DISD's staff training functions involved about 20 staff positions and a budget of \$1,609,796. In 2000-01, the staffing budget for staff training in the four main departments involved (Teaching and Learning, Dallas Reading Plan, Student Support and Special Services, and Math and Science Education) is \$14,489,613, and supports more than 305 staff positions, including curriculum developers, instructors, administrators, program managers, media technicians and support staff. One of the assistant superintendents of Teaching and Learning explained that the growth in staffing and budget allocated to staff training is due to expanded program offerings and the addition of media technicians, support personnel and program managers. Most district units no longer provide training directly. The responsibility for staff training, however, is shared across departmental units: some curriculum and content development and training occurs for varying audiences in each unit, and each is dependent upon support staff in other units. The number of staff has risen by 1,600 percent and the staffing budget has grown by 900 percent in the past nine years.

A review of position titles suggests that DISD's staff training function is top-heavy, with several management levels within the department, contrary to the general trend of flattening hierarchies within organizations. District training staff told TSPR that the broad range of responsibilities within the department accounts for the existence of these hierarchies, and that they do not indicate an inappropriate distribution of management levels and salaries. This is confirmed in **Exhibit 2-82**, which summarizes management position titles and salaries.

Exhibit 2-82
Staff Development Staffing and Salaries, Summary
(excludes instructional staffs assigned to areas, technology instruction,
and special education services)

Position	Number of	Total payroll (as of January
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	Positions	11, 2001)
Department Administration		
Not directly involved in the delivery of professional development/staff training.		
Department Superintendent	1	\$165,000
Associate Superintendent	2	\$256,000
Assistant Superintendent	3	\$350,000
Nonmanagement Staff	0	\$0
Total unit	6	\$771,000
Future Teacher Development		
Involved in the Alternative Certification Program; instructional specialists perform technical assistance and minimal staff training.		
Executive Director	1	\$80,568
Director	1	\$72,138
Nonmanagement Staff	20	\$880,755
Total unit	22	\$1,033,461
Program Development		
Not involved in staff training with the exception of the Career and Technology staff, who write curriculum, provide technical assistance, and conduct staff training sessions.		
Coordinator	1	\$52,551
Director	1	\$63,525
Executive Director	5	\$381,832
Nonmanagement Staff	82	\$3,006,287
Total unit	89	\$3,504,195
Teaching & Learning		
Includes administrative and support staff not involved in staff training. Content directors and specialists are responsible for curriculum development, program operation, technical assistance to teachers, and some staff training.		
Assistant Supervisor	1	\$45,957
Coordinator	3	\$193,426
Director	10	\$693,928
Executive Director	4	\$325,494

Project Director		1		\$56,405
Supervisor		5		\$186,292
Nonmanagement Staff		79		\$3,037,680
Total unit		103		\$4,539,182
Dallas Reading Plan				
Involved in technical assistance and staff training.				
Coordinator		1		\$63,155
Director		1		\$72,654
Nonmanagement Staff		76		\$2,122,448
Total unit		78		\$2,258,257
Professional Development				
Directly involved in staff training for the district.				
Executive Director		1		\$78,076
Nonmanagement Staff		6		\$288,023
Total unit		7		\$366,099
Department Summary				
Assistant Superintendent		3		\$350,000
Assistant Supervisor		1		\$45,957
Associate, Superintendent		2		\$256,000
Coordinator		5		\$309,132
Department Superintendent		1		\$165,000
Director		13		\$902,245
Executive Director		11		\$865,970
Project Director		1		\$56,405
Supervisor		5		\$186,292
TOTAL	Number of Positions	Percent of all Department Positions	Total payroll (11Jan2001)	Percent of all Department Payroll (11Jan2001)
Management staff	42	13.8%	\$3,137,001	25.2%

Nonmanagement staff	263	86.2%	\$9,335,192	74.8%
Total, all positions	305	100.0%	\$12,472,193	100.0%

Source: TSPR team, compiled from DISD Teaching & Learning Department salary data, April 2001.

Chapter 2

I. STAFF DEVELOPMENT (PART2)

The recent organizational changes have prompted changes in course development as well. Most courses now are developed by program or curriculum area. Curricula-based courses include the Math and Science Education program, special education initiatives and the Dallas Reading Plan, which were developed as high priority, independent program initiatives to meet specific curricula training needs. Textbooks under adoption define course offerings. Most are designed for teaching staff only. This segmentation does not allow for the easy coordination of course offerings to audiences that may need to learn job-specific skills to advance student learning. It also can result in duplication of training resources, and does not foster cross-functional course development.

All technology classes are developed independent of other courses in the district, and directed by the Evaluation/Accountability and Information Services Department, which is not part of the Teaching and Learning Department.

Course offerings are inconsistent across the district. Central staff development creates courses, but area superintendents are not required to offer them in their areas. Each area superintendent has wide latitude in designing, mandating and contracting for training. They can choose to develop their own training programs or to not deliver any courses at all. Teaching and Learning Department staff members and TSPR public forum participants said that this has resulted in widely varying levels of quality, commitment and course content among the available staff training offerings. Area superintendents were described by one interviewee as "judge and jury" on whether and when training is offered.

By contrast, a good deal of partnership existed between central staff development and the district areas from 1997 to 1999. During these two years, each of the district's nine areas had a three-person team that worked closely with and on behalf of the Training and Learning Department. These teams, made up of highly skilled teachers released from classroom responsibilities, coordinated area training resources across curricula and grade levels, ensured that training courses were held, and assisted in course development. In 1999, due to the district's teacher shortage, these teams were disbanded. Eighteen of the team members were returned to the classroom (although 16 of them actually chose to leave the district rather than return to the classroom), while the remaining nine became "generalists" who continue to be assigned to and work on behalf of the area superintendents, not for Teaching and Learning.

Staff training for district personnel other than teachers is initiated and separately funded by individual departments, and is not coordinated by any central group. For example, the Meadows Foundation awarded DISD a grant to establish a Mental Health Best Practice Institute, called "The Dallas Youth and Family Institute" (DYFI). DYFI staff developed and led three training units-Campus Prevention and Intervention Strategies, Clinical Training, and Advanced Clinical/Administrative Leadership-for its paraprofessionals, such as nurses, social workers, counselors, psychologists and visiting teachers.

Training and Learning generally does not address literacy skills for nonteaching employees. For example, Spanish is the first language of many employees in DISD's food service system. Many are not able to easily read and understand directions in English. This can interfere with the efficient and safe operation of equipment, and impedes administrative collaboration with school staff who do not speak Spanish. Yet only the Dallas Youth and Family Institute sponsors Berlitz Spanish classes for its paraprofessionals.

Informal training collaborations do exist among some district groups, such as the "Training Think Tank" initiative led by the executive director for PreK-12 Professional Development, which is bringing together training representatives from various departments to catalogue training courses, eliminate redundancies and identify gaps in existing training offerings.

In the absence of a central coordinating point for its various staff training efforts, DISD's staff development efforts have been inconsistent. For example:

- training staff report a wide variation in the number of training hours expected and wide variances in the number of training hours employees receive.
- rather than being determined by needed skills or career expectations, training staff say that course selection often is determined by whether or not a stipend is paid or other incentives are offered. These incentives vary by program and are not available for all forms of training that may be needed.
- although instructional technology training is a district board training initiative, participation in Instructional Technology classes is described as voluntary, with the offer of computers at course completion used as an incentive for participation.

In summary, decentralized responsibility for training has resulted in:

- a lack of consistent, long-term training strategies.
- inconsistent and noncoordinated policies.

- inconsistent standards.
- uneven application of policies.
- a lack of accountability for training effectiveness.
- lack of coordination of resources.

DISD's *Proposed Comprehensive Professional Development Plan, 2001-02* (dated March 29, 2001) addresses many of the issues highlighted in this finding. The plan represents a collaboration of district training staff, committees and focus groups, with standardized training modules being developed under the direction of content directors and department heads "to ensure seamless service to the campuses." **Exhibit 2-83** summarizes the features of the proposed plan.

Exhibit 2-83
Features of the Proposed Comprehensive Professional Development Plan, 2001-02

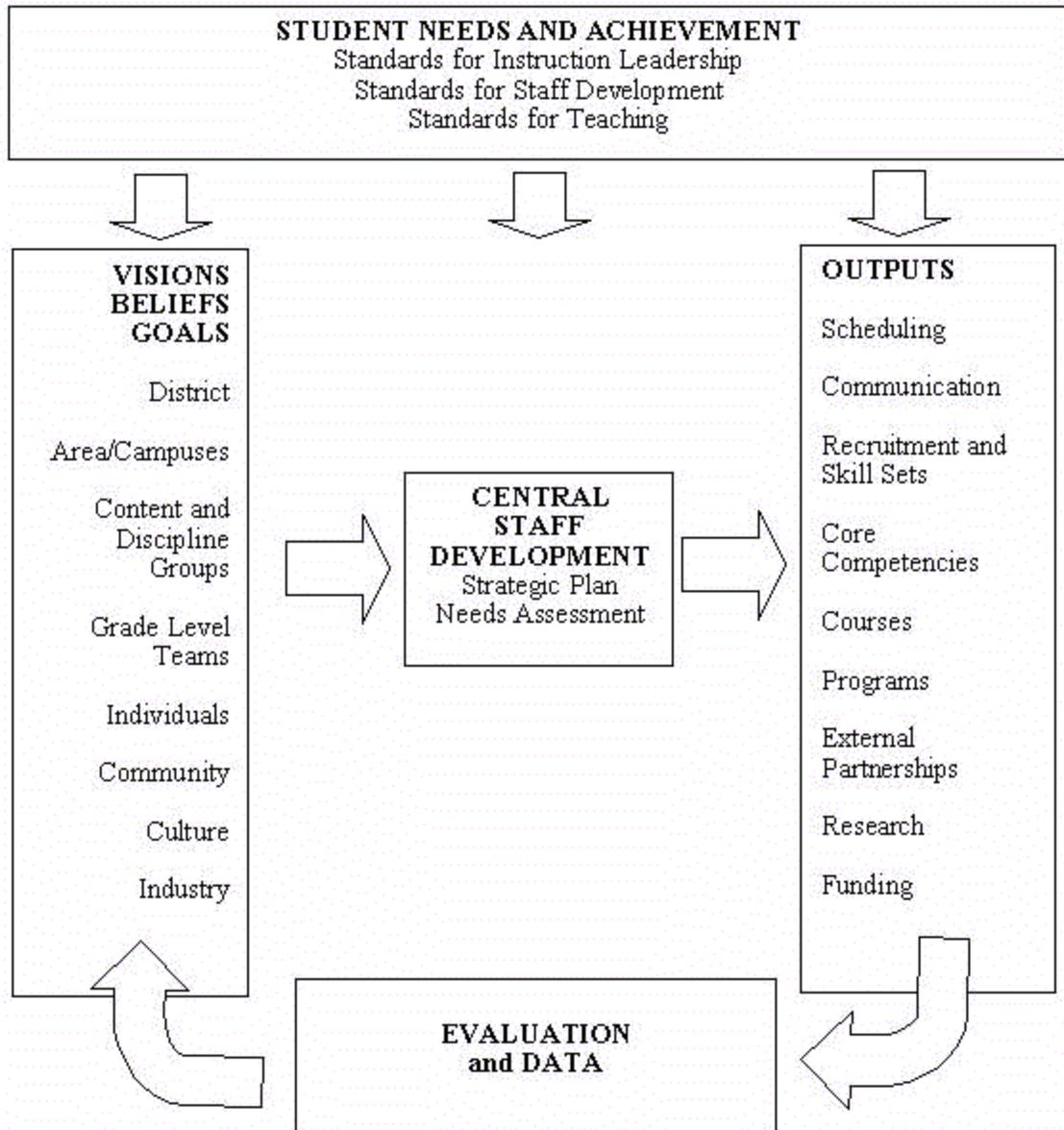
Overview
<ul style="list-style-type: none"> • Proposes 21 hours of mandatory content/program-specific training for all teachers. Elementary emphasis will be in reading and mathematics with infusion of the following strands: multilingual, diversity, and targeted strategies for special populations. Secondary emphasis will be content/program specific and special education inclusion. Infusion of the following strands will be considered in training modules: multilingual, diversity and targeted strategies for special populations.
<ul style="list-style-type: none"> • Proposed mandatory training for new and experienced campus-level administrators, other campus-based staff (media specialists, nurses, counselors, etc.), support staff (instructional and clerical), and central-level administrators.
<ul style="list-style-type: none"> • Optional content and pedagogical training opportunities for both teachers and administrators.
<ul style="list-style-type: none"> • Training timeline from June 2001 through January 2002.
<ul style="list-style-type: none"> • Differentiated formats for training sessions (i.e., online training, action research projects, book studies, distance learning, video conferencing, seminars and university courses).
<ul style="list-style-type: none"> • Sophisticated telephone registration system for all districtwide sessions inclusive of an individual and campus accountability and documentation

component.
<ul style="list-style-type: none"> • Site-based decision-making and parental involvement training
<ul style="list-style-type: none"> • A uniform training module format, attendance form and evaluation instrument for quality assurance.
<p>GOAL To provide training that will ensure:</p> <ul style="list-style-type: none"> • A qualified teacher in every classroom • Effective leadership for every campus • High levels of continuous learning for all • Application of learning to benefit students

Source: DISD Training & Learning, April 2001.

The most effective school training programs recognize the many stakeholders they serve, their goals and the standards they strive to achieve. These programs function not as central, controlling, directive departments, but as facilitators, coordinators and distributors of district resources (**Exhibit 2-84**).

Exhibit 2-84
Effective Staff Training Process Design



Source: TSPR.

A coherent long-term strategic plan and stable leadership will allow the district to pursue its strategies successfully and assess student achievement accurately. Three- to five-year planning cycles for needs assessment, goal-setting, course development, training and classroom or office implementation create the stability needed for administrative and classroom effectiveness. Clearly defined roles and responsibilities for assessment, research, development, reporting and customer service create the groundwork for accountability. Research supports the adoption of Peter Senge's concept of "continuous learning," a guiding principle for business since the early 1990's, to create a school environment that values

and nurtures learning and achievement for all district stakeholders to effect long-term change in the practical application of new skills.

Recommendation 49:

Centralize the coordination, resource allocation and leadership of staff training efforts.

The district should assign a strategic leader to focus on long-range, solid training initiatives, assemble training resources, oversee a comprehensive training policy that all understand, and apply the policy evenly to training needs throughout the district. This leader should be granted authority to identify and integrate training resources throughout the district.

The proposed district reorganization includes a deputy superintendent for Instruction who would report directly to the superintendent and oversee the area superintendents and formal training and curriculum programs. This employee would be in a pivotal position to integrate and coordinate all district training programs and ensure the execution of strategic planning that is already under way. The deputy superintendent also should ensure that the roles and responsibilities of area instructional generalists are clearly delineated, including the relationship of these individuals to the training function.

District managers should make a critical review of staffing structure, salaries, job content and employee skills to match available resources with training initiatives and goals. An organizational and compensation realignment, if appropriate, would free up resources and personnel for other roles in the district. Investigating job requirements and individual employee skills might identify misplaced staff members whose lack of skills in certain areas may have necessitated redundant hiring to shore up inadequacies. Inevitably, district managers must ensure that the department's resources are used efficiently and that any termination decisions are appropriate. Any staffing changes to be made should be determined after an exhaustive review of the district's organizational structure. In light of the district's strategic goals in staff training proposed changes are addressed in chapter one of this report.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assigns responsibility for school and department staff training to the proposed deputy superintendent for Instruction.	August 2001
2.	The deputy superintendent convenes task forces as appropriate to gather data. review and recommend policies. assemble	August - October

	resources and outline strategic training initiatives in support of and in addition to the strategic planning process begun in spring 2001.	2001
3.	The deputy superintendent presents the strategic plan to the superintendent for approval.	November 2001
4.	The superintendent approves the plan, with revisions as required.	November 2001
5.	The deputy superintendent implements the plan throughout the district.	December 2001
6.	The deputy superintendent monitors and manages the plan.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not consistently monitor feedback on its training programs or assess individual training needs for all district stakeholders. This has resulted in a list of course offerings that may not meet the needs of district personnel.

Individual class feedback is inconsistent and sporadic. Some classes request feedback from participants, but others do not; this appears to be a function of the individual department or individual instructor. Informational Technology staff members report that feedback from their classes is routinely requested and, when received, is routed to Teaching and Learning. The district's online *Curriculum Management System: TEKS Leadership Guide* includes feedback forms for teachers and principals, contains a section for assessing the Methodologies section of the System and illustrates an excellent medium for distributing surveys.

DISD has begun an early-stage pilot project that will link student test performance to teacher participation in DISD training classes. Data collected by the Research and Evaluation staff are being matched against class registration lists. This project may prove to be an excellent tool for developing curricula to meet specific goals. The department also has developed a standard form for all district departments to gather information about training experiences and their impact. The Professional Development Module Form includes sections to determine goals and outcomes, inclusion and modification strategies and specific needs for various audiences and delivery systems.

The district's failure to coordinate individual training plans and performance evaluations represents a missed opportunity for using existing data for course development: exceptions include certification deficiency planning and the Advanced Study program for critical needs areas, through which courses are prescribed by DISD staff and taken at partner universities. DISD has no way to automatically alert training employees to skill deficiencies identified in performance reviews, so that courses may be developed to meet specific individual needs. The performance evaluation form is a static, paper form placed in each individual's personnel file which includes no informational points tied back to district training opportunities.

Lacking a timely and formal needs assessment mechanism to obtain this information, the department cannot respond to the needs of its "students," and may prolong misconceptions about the program or repetition of inappropriate or unnecessary course emphases.

Training employees report that their courses typically are developed by Teaching and Learning to address specific teaching strategies intended to improve student performance on TEKS and TAAS and to teach methodologies for newly adopted textbooks. This approach does support student testing, but its short-term focus has led to a considerable investment of staff time in courses that become outdated quickly. The department was criticized in TSPR surveys for delivering courses based on new textbooks that were not adopted.

DISD staff members are offered a "menu" of training courses from which to choose. The Teaching and Learning course catalogue of August 2000 identifies more than 70 classes delivered in more than 315 sessions in the areas of:

- Beginning Teacher Mentoring and Support
- Experienced and New Teacher Support
- Environmental Education
- EXCET Review
- Mathematics
- Science
- Social Studies
- Special Education for General Education Teachers
- Urban Systemic Program Mathematics
- Volunteer Training

A review of courses offered throughout the district for 2000-01 identified training partnerships with:

- McGraw-Hill: a "Train the Trainer" Training Academy for reading and language arts
- Prentice Hall: Literacy Consortium for DISD High School English Teachers
- workshops: for example, National Conference for Social Studies Teachers (San Antonio), State Conference for Social Studies Teachers (Grapevine), and Teaching of History Conference (Denton)

However, the district's focus on training for TAAS and TEKS is narrow, and misses opportunities to provide staffing development for other district stakeholders. Among useful items missing from the list of courses were:

- Courses for new and seasoned principals
- Preparatory courses for future school leaders and administrators
- Region 10 Educational Service Center course offerings
- Courses designed to improve parental participation in children's education
- Spanish classes for all employees
- Courses offered in partnership with universities, through which employees may earn college credit toward graduate degrees (beyond teaching in critical areas)
- Speaker forums presenting best practices from industry
- Courses for food service workers
- Business practices courses for administrative and clerical employees
- Partnership offerings through area universities and training groups (such as the American Society for Training and Development).
- Community training opportunities for site-based decision-making
- Courses on character education
- Courses supporting paraprofessional skills
- Information about courses and workshops offered throughout the state, especially adjacent school districts

The lack of such courses reinforces the public perception of DISD's training as inadequate, as shown in these sample survey statements.

- *Staff development should be revamped to include more topics for specialized teachers (i.e., PE, Music, Art, etc)*
- *Teachers and school administrators need the continuing education, especially with the new findings in brain research.*
- *Teacher training needs to address commitment, integrity, loyalty, and dedication... training in people skills, i.e., in giving respect, giving recognition, giving encouragement, giving help, giving training, and at times, giving limits and consequences to each other.*

- *Subject-specific teacher staff development should be available instead of everybody getting ESL and special education topics at every staff development.*
- *DISD needs to become more proactive in educating the entire community, employees, staff, administrators, parents and others on SBDM. Administrators and faculty are reluctant to have outsiders interfering with the system. Training is virtually nonexistent and campus councils are left to flounder, be a rubber stamp, or exist in name only.*
- *Staff development is generally a waste of time and changes according to fads of the day.*
- *I think we have an awesome reading academy that could really work. But too often, teachers attend workshops for the stipends and never intend to change their ways of teaching.*
- *Most of the staff development provided by our school is very good, but the district requires too many hours of staff development. This doesn't leave sufficient time to plan and implement the strategies taught.*
- *Staff development should be in place before new programs are introduced to teachers as a mandate.*
- *Give incentives to all teachers to learn Spanish.*

DISD stakeholders offered many comments about the effectiveness of its training program. TSPR survey and public forum results show a fairly even split in stakeholder ratings of training effectiveness. As shown in **Exhibit 2-85**, of three groups represented, few strongly agree the program is effective; however, 35 percent to 45 percent of the respondents agree or strongly agree that it is effective. In all categories, 45 percent to 54 percent disagree or strongly disagree that it is effective.

Exhibit 2-85
DISD
TSPR Survey Results

Respondents to Survey Question: "The district operates an effective staff development program."	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
District Administrators and Support Staff	5%	40%	10%	30%	15%
Principals and Assistants Principals	1%	41%	10%	38%	10%
Teachers	3%	32%	11%	31%	23%

Source: TSPR Survey Results, November 2000.

National staff training award winners identified by the U.S. Department of Education model professional development program include a variety of evaluation elements:

- frequent peer and self evaluations
- periodic student evaluation of teachers
- annual review of student achievement versus goals
- evaluations immediately following workshops
- team level assessments of successful implement of training ideas and materials in the classroom
- annual "needs assessment" surveys

Chapter 2

I. STAFF DEVELOPMENT (PART 3)

Recommendation 50:

Conduct needs assessments and evaluate the effectiveness and quality of existing training to improve course offerings.

In facilitating and coordinating a formal needs assessment process, DISD should study group as well as individual course needs.

The resulting list of courses may be extensive and planning time short. Not all of these courses, however, must be developed in-house. To make the most effective use of available funding, the department should invest in partnerships with training providers who can offer programs efficiently and economically. District employees will appreciate the increase in training options, course development expenses could be lowered and the program could more readily adapt to emerging training needs.

A formal feedback system would improve the department's responsiveness to individual as well as campus training needs and should offer opportunities to clarify expectations or communicate more effectively the opportunities that are in place. In addition, feedback would help the district identify redundant, outdated and inappropriate course content and modify or eliminate it. Each class should be evaluated upon completion, the results tabulated and the ratings used for individual and course performance measures.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The proposed deputy superintendent for instruction assigns responsibility for the development of a needs assessment and monitoring strategy development to the assistant superintendents of Teaching and Learning and Evaluation, Assessment and Compliance.	August 2001
2.	The assistant superintendents of Teaching and Learning and Evaluation, Assessment and Compliance convene a task force to develop a needs assessment and monitor programs.	August 2001
3.	The task force obtains feedback from district stakeholders and determines the resources that will be needed.	August - December 2001

4.	The task force presents its recommendations to the deputy superintendent for Instruction for approval, with revisions as required.	January 2002
5.	The assistant superintendents of Teaching and Learning and Evaluation, Assessment and Compliance ensure that the monitoring process is fully implemented for classes beginning in Summer 2002.	April 2002
6.	The assistant superintendents of Teaching and Learning and Evaluation, Assessment and Compliance ensure that a comprehensive course list is offered for Fall 2002.	July 2002
7.	The assistant superintendents of Teaching and Learning and Evaluation, Assessment and Compliance continually monitor the district's course listings against development goals, adjusting DISD-developed and external course offerings to ensure that course offerings are appropriate.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district advertises its training opportunities ineffectively.

Course catalogs and calendars contain many inaccuracies and confusing information.

- Course calendars are issued by area, program, month and curriculum area. The proliferation of calendars may create confusion for employees trying to find particular courses.
- Course calendars are printed in hard copy, and many but not all are online. Multiple formats are helpful, but inconsistent formats and incomplete distribution channels can create confusion for prospective participants.
- Course selections are presented in chronological order and are not cross-referenced by content, audience, prerequisite, date, time or location.
- Supplements to earlier catalogs are distributed in hard copy throughout the year.
- The planning horizon for training calendars is short: of 315 sessions listed in the Teaching and Learning August 2000 calendar, 44 were scheduled for the spring term. Fall events that may affect fall training schedules typically are not announced until the middle

of the spring semester. In contrast, most area training calendars are set for the full school year.

- DISD's curriculum, grade level, and program training schedules are not coordinated, resulting in overlapping and competing courses. Each group sets its own schedule without consulting the calendars of other training groups.
- A comprehensive list of training offered throughout the entire district provided to TSPR was not summarized on any single schedule.

DISD's web site has made a good start toward providing online training resources for teachers but has many weaknesses.

- Links to some web sites are dead: the home page identifies a link to a district training calendar, for instance, but no such link exists.
- The "Teacher's Lounge" section on the home page refers to staff training, but could not be opened.
- The Information Technology training calendar is online, but as of January 4, 2001, it had not been updated past December 2000 and showed nothing for the year 2001.
- The Instructional Technology page link to "Online Registration" would not open.
- The Instructional Technology page link to "Training Manuals" would not open.
- Some course catalogs mentioned on the web site proved difficult to open for review.

Training staff plan to add a web page in the 2001-02 school year that will extensively advertise its staff training offerings.

While the web site is an excellent tool, its full usefulness cannot be realized until the district is fully networked. Not all teachers have computers in their classrooms. Nonteaching staff may or may not have computers nearby, or be trained in the use of the computer.

The lack of a comprehensive, up-to-date, and easily sorted staff development calendar makes it more difficult for site-based training coordinators to plan for training their teaching and administrative workers, and may generate redundant course development on a school-by-school basis.

The lack of coordination also affects the timing of classes and the scheduling of facilities. All training groups compete for the same, scarce class time and facilities. Classes typically must be scheduled for weeknights or Saturdays or during the summer months or held in rented, nondistrict space. Training staff members report that time slots and

building resources typically are made available on a first-come, first-served basis. Consequently, space is used inefficiently.

Training employees also report that class participants often complained about inconvenient training locations, classes offered on short notice and classes scheduled for conflicting dates and times. In addition, some teachers complained that course scheduling does not allow sufficient time for classroom planning and implementation.

Registration for classes and workshops is inconsistently managed across all departments. The Instructional Technology Department provides online registration for its technology courses. The Training and Learning Department also offers electronic registration for most of its classes through "The Electronic Registrar." Initiated in 2000-01, this pilot project allows employees to call and register for classes from any phone at any time. Because all employees have access to telephones, the system is considered more widely available to district workers than online registration. For some classes, however, neither online nor telephone registration is available: individuals listed in training materials must be called to register.

Training completed by teachers and administrative workers is tracked infrequently and inconsistently. The Electronic Registrar will track participation in courses developed through Training and Learning for five years. However, classes offered by other divisions or departments lack formal tracking procedures. For many classes, lists of participants are sent to area superintendents, but they do not keep a master database reporting class participation by individual teachers. A record of class participation will be placed in a teacher's file if the teacher requests it. A participant is sometimes asked to provide his or her social security number during a registration process; it is needed to pay the participant when a class includes a stipend.

The State Board of Education recently required teachers to receive 150 hours of staff training over five years. DISD will not be able to verify its compliance with this standard unless it develops better tracking capabilities.

A department review of the capabilities of the online registration system is progressing. Potential upgrades could include an online system with a course calendar, course information, online registration tracking and transcript generation.

Online course administration has become a standard best practice for universities and public and private training groups. Such software can:

- record each training class taken by an individual during employment or degree pursuit.
- reserve and assign employees to upcoming classes.
- post available classes.
- offer detailed information about course content.
- sort information by audience, location, content or date, as best fits the needs of the reviewer.
- provide an electronic bulletin board to notify employees of special external training opportunities.

Using such a system, employees and supervisors can survey schedules, register for classes and review individual training histories.

Communication tools that clearly and simply identify a continuum of learning across content, discipline, skills or experience more fully engage participants in learning. Participants are able to understand prerequisites for classes, the application of classes for specific experience levels and courses required for career progression. For example, a simple matrix could identify the appropriate courses to be taken at specific stages of employment or experience for all groups within an organization, as suggested in **Exhibit 2-86**.

Exhibit 2-86
Sample Course Offering Matrix

Years of experience	0-1 year	1-3 years	3-5 years	5-10 years	10-20 years	More than 20 years
Audience						
New Teachers						
Classroom skills						
Preparation for School Leadership						
District Business Administration	S	A	M	P	L	E
Custodial Staff						
Food Service						
Principals						
Reading Skills						
Math Skills						

Source: TSPR.

Recommendation 51:

Create a central, comprehensive course administration system for the district to schedule, register and track individual training activities.

Behind the scenes, course development and scheduling can be sorted by content area for organizational purposes, but to district employees it must be comprehensive, well-organized and easy to use. Training options must be presented so that the user feels that the department has respected his or her time, anticipated the information that he or she will need and made every effort to provide all of the choices available. In terms of service, this is the training department's first contact with its customers, and the process will influence the user's experience of the entire district training process

A single point of contact for all course registration would greatly facilitate employee reviews of available training opportunities and provide a mechanism to easily track state-required training hours. The current electronic registration system should be used to its full capacity, and upgrades to the system that expand its capabilities should be reviewed to ensure that it can support a single, districtwide registration system.

As a side benefit, training department resources are more efficiently used and internal operations benefit from the increased orderliness in the way information is managed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The proposed deputy superintendent for Instruction assigns responsibility for coordination of districtwide training to the Teaching and Learning assistant superintendent.	August 2001
2.	The Teaching and Learning assistant superintendent launches a review of districtwide staff training coordination and communication issues and resources.	August 2001
3.	The Teaching and Learning assistant superintendent convenes task forces as needed to gather data, review and recommend policies, assemble resources and outline strategic training initiatives.	August - November 2001
4.	The Teaching and Learning assistant superintendent presents the coordination plan to the deputy superintendent for Instruction for approval.	December 2001
5.	The deputy superintendent for Instruction approves the plan, with revisions as required.	December 2001

6.	The Teaching and Learning assistant superintendent administers the implementation of the plan and the coordination of communication throughout the district.	Spring 2002
7.	The Teaching and Learning assistant superintendent monitors the plan to assess registration and tracking procedures, identify areas for improved procedures, update procedure manuals and ensure training of district staff.	Ongoing

FISCAL IMPACT

Assuming that the current telephone registration system does not need added capacity at this time, this recommendation can be implemented with existing resources.

FINDING

DISD has not broadly adopted innovative teaching styles for employee training. DISD's training classes rely almost exclusively on the classic workshop model (a presenter lecturing in front of an audience). Some science and technology workshops involve hands-on activity. Facility resources and tradition have dictated the way in which course delivery has been developed. Public forum respondents criticized DISD training for its lack of innovation, citing "boring, long classes" and often mentioning the lack of training materials, computer time or individual science kits in workshops.

In 2001-02, DISD plans to offer a comprehensive training plan involving a variety of educational delivery methods, including a district video-conferencing center and additional online training.

While the district has been innovative in its delivery of coursework to its student population, it has not been quick to adapt innovative approaches it to staff training. Distance learning, which is used to teach specialized classes between school districts, has not been broadly adopted for staff training through partnerships with university and private providers. Emerging training technology for online, on-demand training has not been adapted. Yet the district's extensive information technology resources provide the infrastructure for online, customized, one-on-one training. The online *Curriculum Management System: TEKS Leadership Guide* offers comprehensive curriculum development information and includes guidelines for educational delivery; it illustrates good use of online resources. The office of Media Services in Teaching and Learning has resources available, and has adapted shell or "canned" presentations for district specific needs.

Recent research indicates that professional development programs must be built on content and delivery processes supported by adult learning research. As outlined in the 1999 North Central Regional Education Laboratory report, *Professional Development: Learning from the Best*, Malcolm Knowles' research concludes that adult learners are self-directed; have a rich experiential base for resources; and are more ready to learn things they need to know to fulfill their adult roles. The research further indicates that the majority of staff development instructors continue to use directive behavior with their adult learners (such as workshop formats) and a continuation of adult/child teaching methodology rather than a student-centered model. Participation and learning expand as more favorable adult learning models are incorporated, directly affecting staff development and the professional quality of school staff.

Recommendation 52:

Use innovative delivery methods for staff training.

Such methods would enhance the adult learning experience and make a more efficient use of district resources.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The proposed deputy superintendent for Instruction convenes a task force of course developers, media office representatives and information technologists to develop course delivery innovations, assess district resources and set goals for the adoption of innovative teaching strategies.	August 2001
2.	The task force prepares a position paper on possible innovations in training.	October 2001
3.	The task force plans and produces an innovative delivery mechanism for delivery of information about the focus on innovative course delivery, and assists the deputy superintendent for Instruction in preparing the deliverables.	November 2001
4.	The deputy superintendent for Instruction leads a staff meeting that presents the position paper to staff training personnel, who are directed to try the new approaches.	November 2001
5.	Course developers work with district technology and other training providers to create a variety of innovative and appropriate training methods.	November 2001 and thereafter
6.	The deputy superintendent for Instruction monitors the new training initiatives and assesses resources available.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD has not adequately addressed its three certification subprograms: Grow Your Own (GYO), Advanced Study and Student Teaching. This reduces their effectiveness. Additionally, the district has not developed goals and strategies that will ensure the success of these programs.

The GYO and Advance Study programs are degree underwriting programs established to move staff members into badly understaffed teaching areas. Both programs require participants to meet college admissions and grade-point requirements and take classes at partner universities. The GYO program pays for the cost of courses through a voucher submitted directly to the university. The Advance Study program reimburses participants upon proof of course completion and fee payment in full. Advanced Study participants have four years in which to complete a degree plan. Both GYO and Advanced Study require a five-year district teaching commitment, with prorated penalties for early termination or departure from the district.

Program management for both programs includes six phases:

1. Recruitment of eligible participants throughout the district
2. Program enrollment paperwork and administration
3. Monitoring and support of students
4. Confirmation of course completion and fee payment
5. Reimbursement to the university or individual, as appropriate
6. Follow-up to ensure agreement compliance

Participants in GYO and Advanced Study programs must meet the continuing demands of their work in the district. The lack of work-hour flexibility requires participants to take courses after work hours or on weekends; for many, this schedule entails a lengthy period before degree completion. By contrast, district employees who aspire to teaching or other degree plans may qualify to work as substitute employees and reserve teachers while completing their degrees. As such, they can attend colleges other than the partnering institutions and have considerably greater schedule flexibility, typically completing degree programs in much shorter periods of time than the GYO and Advanced Study programs allow. Consequently, some district employees choose not to take advantage of the two degree underwriting programs. The availability of substitute and reserve employment has made recruiting for GYO and Advanced Study difficult.

The program coordinator identified several other inefficiencies concerning the underwriting programs:

- The difficulty in reviewing data to confirm eligibility and employment compliance before, during or after program participation.
- The lack of historical data, since so many different individuals have been involved in managing the programs and no central archives exist.
- The lack of program handbooks to support participants.
- The lack of online registration and program information, which could reduce the amount of informational faxes, calls and letters that must be made.

The Student Teaching Office is responsible for placing student teachers from partnering teaching universities in the district, to complete the interning portion of their college education degrees. The Student Teaching staff coordinates these assignments, monitors the students and the assigned school to ensure that the assignments are going well, and supports the district's partnership with the teaching universities. The Alternative Certification Office handles the Student Teaching effort, and recently assigned full program management responsibilities to a department specialist.

When a recent audit of Student Teaching participation was completed, the Student Teaching coordinator said she first thought that participation was falling: a 100-person student teacher goal fell short by 57 in 2000-01. However, further investigation revealed that the central Student Teaching Office had been sidestepped through informal partnerships created between the teaching universities and individual schools, particularly in the placement of elementary level student teachers; 99 student teachers were identified across the district. These informal arrangements were created at the urging of a former DISD staff member who was able to identify potential partner schools for universities. Staff suggested that these informal partnerships were created due to:

- The ease created by the partnership in coordinating student observation time and student teaching internships.
- The benefits gained in the establishment of one-to-one relationships directly with schools, such as priority service, school knowledge and known resources.
- The assurance of specific school placement to facilitate university monitoring of and access to students across the broad geographic area of the district.
- University confusion and the lack of information concerning the formal student teacher placement process.

- The perception of the amount of time needed to complete a placement through the main office.
- Failure by the central office to meet the needs of the universities in previous years.

Yet informal student teaching arrangements create problems for the district:

- The lack of centralized records prevents the district from acknowledging the student's role, formally recruiting the student for regular employment at graduation and tracking historical information concerning the partnership.
- The lack of criminal background verification or TB test validation creates staffing risks for the district.
- The lack of clear rules on when one source is used: for example, Texas A&M University/Commerce places directly through its own school partnership and through the Student Teaching Office.
- Teaching resources are unevenly distributed; partnerships are created in "favored" schools, preventing other schools from benefiting from the teaching methods student teachers and their mentors bring to schools.
- The lack of central coordination fails to ensure quality involvement with the district and the school's preparation to work with that student.

Discussions with one teaching university revealed that other school districts typically require *all* student teaching placements to be made through a central office.

Inherent in the success of well-run teacher development programs are:

- efficient review of data and online communication;
- personalized partnership development with teaching universities and recruiting efforts;
- extensive one-on-one communication and support with participants;
- central partnership coordination, mitigation of staffing risks and distribution of resources; and,
- central records management through Human Resource Services for credentials verification and tracking.

Recommendation 53:

Assess teacher support programs and set goals and strategies for the program.

Teacher support programs are valuable as a recruiting source and a proven method for transforming job skills to meet critical staffing shortages.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Teaching and Learning assistant superintendent convenes a task force of Alternative Certification staff and HRS representatives to assess teacher support program issues and set program goals and strategies; this should include a review of peer district programs.	August - October 2001
2.	The task force recommends program implementation and growth strategies to the Teaching and Learning assistant superintendent for approval, with revisions as required.	November 2001
3.	The executive director of Alternative Certification ensures implementation of the plan.	November 2001 - January 2002
4.	The executive director of Alternative Certification monitors program implementation, assesses progress goals and supports program staff.	Ongoing
5.	The Alternative Certification staff meets with HRS representatives periodically to assess the program, identify needs, suggest improvements and ensure that the programs meet the needs of stakeholders.	Quarterly

FISCAL IMPACT

The assessment and goal setting processes can be implemented with existing resources. Monitoring and continued follow-up will require the hiring of one administrative clerk at an annual salary of \$27,972, which reflects the average salary of all administrative clerks in staff development payroll data as of January 11, 2001; a flat rate of \$2,272 per year for benefits is also included.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Assess teacher support programs and set goals and strategies for the program.	(\$30,244)	(\$30,244)	(\$30,244)	(\$30,244)	(\$30,244)

Chapter 3

COMMUNITY INVOLVEMENT

This chapter reviews Dallas Independent School District's (DISD) communications and community relations efforts in four sections:

- A. Organization and Management
- B. Internal and External Communications
- C. Community Relations
- D. Broadcast Services

Community involvement is essential to the success of a school district and the quality of life within a school district's community. A successful community involvement program is designed to address the unique characteristics of both the school district and the community. Community involvement activities include activities that enable parents, business leaders and others with a stake in public education to better understand the challenges and opportunities facing the district and become involved in the district's activities.

BACKGROUND

Dallas County has more than two million residents, according to 1999 U.S. Census data. The county's ethnic composition is 54 percent Anglo, 21 percent African American, 20 percent Hispanic, 4 percent Asian and 1 percent other ethnic groups. Dallas has the 12th largest Hispanic population, the 10th largest African American population, and the 17th largest Asian population in the nation.

DISD's 2000-01 student population is as diverse as the community. The district's ethnic composition is 54 percent Hispanic, 36 percent African American, 8 percent Anglo, and 2 percent other ethnic groups. More than 74 percent of DISD's student population is economically disadvantaged.

The district's community involvement program has undergone two performance evaluations in recent years—one in 1992 by the Texas Comptroller of Public Accounts' Texas School Performance Review (TSPR) Division and another in 1995 by members of the Public Relations Society of America.

Commendable community involvement practices identified during the TSPR review included:

- An extensive array of citizen advisory committees
- District support provided to advisory committees

- Increased involvement in planning programs at each campus through the implementation of the School-Centered Education Plan
- A wide array of public information channels including televised broadcasts of the district's programs and operations
- Numerous publications and brochures made available to the public
- A highly attended annual fair held to inform the public of the district's magnet schools
- A collaboration with the city of Dallas to achieve recognition for educational reform and designation as an "America 2000" city
- An extensive adopt-a-school/volunteer program that provided about \$9 million in materials services and financial assistance during the 1990-91 school year
- A collaboration with Dallas business leaders to share in funding a \$2.4 million school and incentive award program
- Strong evidence of community support for public education substantiated by the passage of a 1985 bond referendum that provided \$195.5 million in capital improvements for the district

Major recommendations of the 1992 TSPR review included:

- Using citizen advisory committees and ensuring that the committees receive timely information on major district duties and activities
- Modifying the annual report from the superintendent to the community and staff to include a list of the district's goals and objectives and the extent to which each goal was met that year
- Restoring public confidence in the district's ability to manage its business operations by establishing of a strong internal auditing program, using formal work management systems designed to support management processes, and developing and enforcing written administrative goals

Major recommendations made by members of the Public Relations Society of America included:

- Restructuring the department into four major areas -- media relations, internal communications and information services, external services, and television and broadcast
- Increasing the media relations staff to make it more proactive
- Staffing the proposed internal communications and information services area with two new positions (a graphic designer and photographer)
- Developing an issues management program
- Developing and implementing a crisis communication plan
- Implementing state-of-the-art, technology-based communications systems such as e-mail and cellular telephones

- Transferring the district's cable communications and television operation back to the Communications Department;
- Decentralizing community outreach, maintaining coordination and support at the central office for programs such as the speaker's bureau and community leader advocates
- Implementing ongoing research and evaluation programs that measure public perception and the effectiveness of all district communication programs

DISD implemented all of the recommendations suggested in both the 1992 TSPR management and performance review and the Public Relations Society of America Society study, yet public confidence regarding the district's ability to manage its operations is still poor.

DISD's *Vision 2003*, a five-year strategic plan for improving the school district, was written in 1998 with the assistance of Sirota Consulting of New York. The five-year strategic plan contains a section on historical problems. One problem noted is the diverse constituencies and expectations throughout the Dallas area that make it difficult to meet the needs of the growing student population. The historical perspective also notes DISD's poor reputation, which creates a platform for continuous criticism and diminishes the quality of the leadership pool that could successfully address the district's challenges.

When TSPR conducted a management and performance review of Houston Independent School District (HISD) in 1996, the district faced many of the same issues that DISD faces today, including poor test scores, top-heavy central administration and inadequate facilities. In a January 19, 2001 Houston Chronicle article, Dr. Rod Paige, former HISD superintendent and present U.S. Secretary of Education, credited the 1996 TSPR report with contributing to the district's turnaround. The article described how in the months prior to TSPR's performance review, Dr. Paige sought the input and expertise of the Houston business community to assist with the restructuring of the district. In the months following TSPR's review, the head of HISD's media relations publicized the implementation of the recommendations contained in the report. Dr. Rod Paige also publicized the successes derived from the TSPR report to change public perception about the district. When HISD proved to the public that district operations had improved, public perception improved.

Chapter 3

A. ORGANIZATION AND MANAGEMENT

The mission of the DISD's Communications Department is:

"To effectively communicate district successes to targeted audiences internally and externally, while organizing and managing communication issues that affect stakeholders..."

The department is responsible for providing the necessary communication tools for community and corporate cooperation with the school board and administration. The department has four divisions -- Community Relations, Media Relations, Internal Communications, and Broadcast Services.

Community Relations provides ongoing support to local campus staff, central administration, community stakeholders and the general public for information dissemination, partnership development and building community coalitions. Community and district recognition programs are developed and implemented through this division, and through community focus groups and surveys.

Media Relations is responsible for communicating clearly, openly and responsibly with DISD's various audiences; ensuring adequate channels of communication that enhance and support the image of public education within the district; and responding to requests for information from the media and others in a timely manner. The division also provides media relations management services to community support groups, schools, departments, outside media organizations and publishers, and to the superintendent and Board of Education.

Internal Communications and Information Services provides technical assistance for disseminating information to employees and the general public. Primary responsibilities include compiling, writing, editing, designing, formatting and proofreading numerous DISD publications and other material used in schools and distributed throughout the community.

Broadcast Services provides instructional television production, distance learning and delivery services for students, staff, parents and the community.

The Communications Department has an annual operating budget of \$2.6 million for fiscal 2000-01. **Exhibit 3-1** presents a breakdown of the department's operating budget by division.

Exhibit 3-1
DISD Communications Department Operating Budget
2000-01

Description	Community Relations	Media Relations	Internal Communications	Broadcast Services	Total
Payroll-Related Expenses	\$504,242	\$457,502	\$389,538	\$628,498	\$1,979,780
Professional and Contract Services	*242,012	24,000	*174,063	11,252	451,327
Supplies and Materials	26,500	16,618	13,343	19,897	76,358
Other Operating Expenses	14,232	8,000	5,446	7,004	34,682
Capital Outlay	0	7,500	0	36,115	43,615
Total	\$786,986	\$513,620	\$582,390	\$702,766	\$2,585,762

Source: DISD 2000-01 General Operating Budget.

Note: The majority of budget dollars for Community Relations professional and contract services are allocated for contracts with local chambers of commerce to solicit business partners and program support such as criminal background checks for volunteers and volunteer recognition. The majority of budget dollars for Internal Communications professional and contract services are allocated for printing and postage for publications.*

DISD falls fourth among its peers in the amount of resources per student allocated to community involvement. **Exhibit 3-2** shows DISD's budgeted per student expenditures for community services in 2000-01 were \$35, based on expenditures reported to the Texas Education Agency's Public Education Information Management System (PEIMS). Community service-related expenditures include recreation, civic activities and services for students who do not attend public schools. Budgeted expenditures for DISD's peer districts ranged from as low as \$2 at El Paso ISD to a high of \$57 at Fort Worth ISD. Average budgeted expenditures per student for peer districts were \$36.

Exhibit 3-2
Community Involvement Budgeted Expenditures
DISD and Peer Districts
2000-2001

District	Enrollment	Community Involvement Expenditures per Student
Fort Worth	79,764	\$57
Houston	208,672	\$51
Austin	77,862	\$40
Dallas	161,670	\$35
San Antonio	57,339	\$32
El Paso	62,412	\$2
Peer Average w/o DISD	92,566	\$36

Source: Texas Education Agency, Public Education Information Management System, 2000-01.

To determine how DISD's Communications Department compares to similar departments at other school districts around the country with comparable enrollment, operating data and program offerings were requested from the following peer districts: Houston Independent School District, El Paso Independent School District, Hillsborough County Schools (Tampa, Florida) and San Diego City Unified Schools (San Diego, California). These districts are used throughout this chapter as more representative peers for community involvement.

Exhibit 3-3 compares peer district communication departments based on staffing and major duties. DISD's staffing levels appear similar to peer districts of comparable size.

Exhibit 3-3
Peer District Comparisons for Community Involvement
Enrollment, Staffing and Major Duties
1999-2000

Districts	Dallas	Houston	Hillsborough	San Diego	El Paso
Enrollment	160,477	209,916	156,452	138,433	62,451
Student Ethnicity					

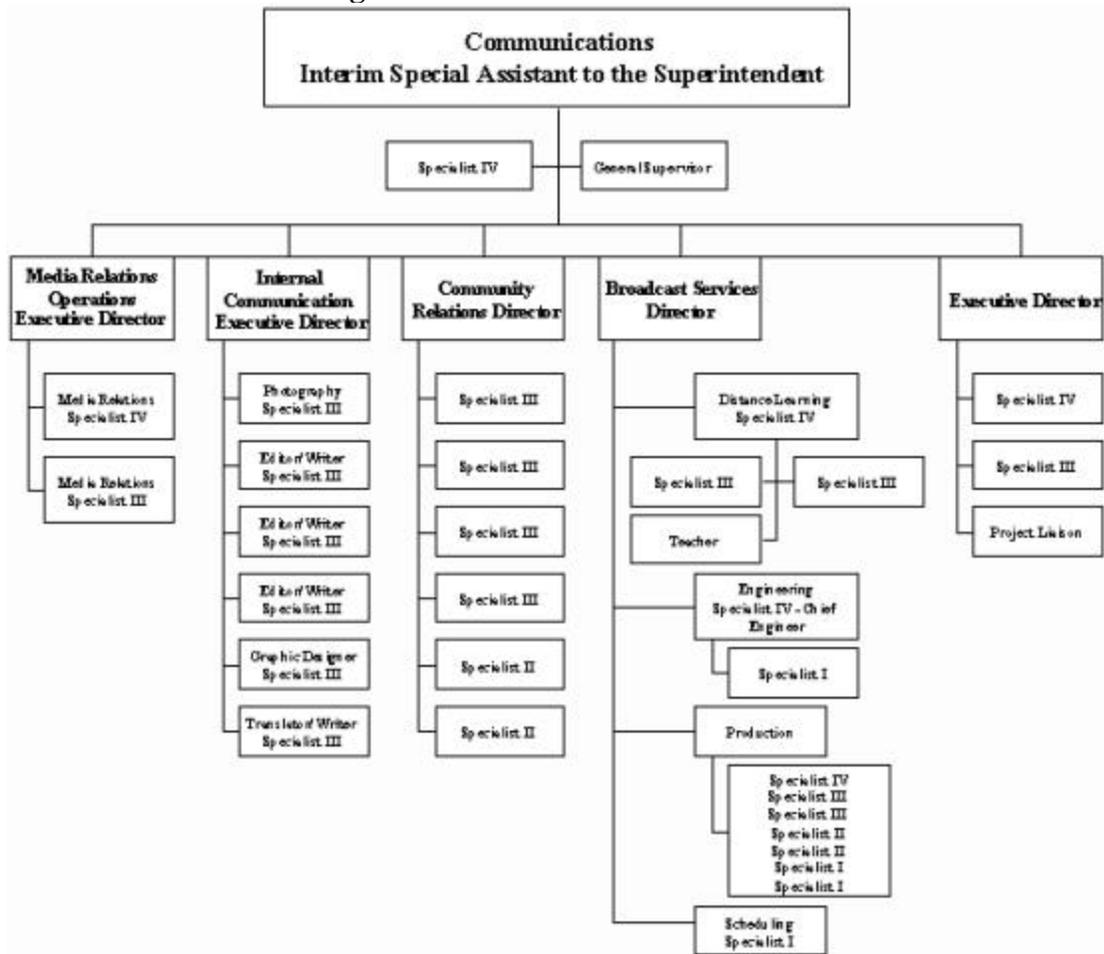
Anglo	9%	10%	54%	28%	28%
African American	39%	34%	24%	17%	17%
Hispanic	49%	53%	19%	36%	36%
Asian	2%	3%	1%	18%	18%
Other	1%	1%	0%	1%	1%
Major Duties by Department					
Total Dept. Staff	40	52	43	19	22
Media Relations	X		X	X	X
Media Broadcast Services	X	X		X	X
Community Relations	X	X		X	X
Districtwide Educational Foundation/Fundraising					X
Graphics and Publications	X	X	X	X	X
Open Records		X	X		X
Public Information/ Reception/Switchboard	X	X	X		X

Source: DISD and Peer District Community Involvement-Related Departments.

An interim special assistant to the superintendent heads DISD's Communications Department. For fiscal 2001, the department was supported by 40 budgeted positions including the interim special assistant to the superintendent. **Exhibit 3-4** presents DISD's Communications Department organizational structure.

Exhibit 3-4
DISD Communications Department

Organizational Structure



Source: DISD Communications Department.

FINDING

The duties of the executive director and the director of Community Relations are duplicative. DISD's Communications Department was reorganized in 1995 as a result of a departmental audit and evaluation conducted by the Public Relations Society of America. The audit recommended that the Communications Department organize into four functional areas, which closely approximate the four existing divisions.

However, numerous changes at the district superintendent level since the 1995 departmental audit resulted in a lack of consistent leadership for the Communications Department. During one change in departmental leadership, an executive director position was created that does not actually oversee a division. Three support staff report to the executive director position. The executive director is responsible for public affairs projects, which are similar to those handled by the Community Relations

Division. Examples of public affairs projects handled by the executive director include:

- American Airlines Mini-grant Process (an application process for teachers to explore new classroom techniques or educational projects)
- Arts Partners (communication support of a districtwide effort to infuse the arts in targeted schools)
- AT&T (Scholarship Program-coordination of scholarship application)
- City of Dallas Projects (Mayor for a Day-job shadow Dallas Mayor)
- Civic Group Projects (CAST-technology outreach program in conjunction with minority technology professionals)
- Dallas County Projects (Dropout Prevention Coalition-advisory effort to help identification and intervention efforts designed to reduce the dropout rate)
- DISD Boundary Changes (community outreach and involvement efforts)
- DISD New Teacher Orientation (educate new staff on the Communications Department, process and their role)
- Employee Recognition Projects (Disney Teacher Award-notification of nomination process to recognize extraordinary teachers and DISD Retiree Celebration-planning and executing event honoring annual list of employees)
- Employee Outreach/Involvement Project (Food Drives-districtwide efforts in collaboration with U.S. Postal Service and Walk-athons)
- Graduate Placement Center Projects (Advisory Committee-provide communications advice and Cable Services Broadcast-modified videos geared toward assisting high school students)
- Pepsi Kid-Around (encourage participation in extensive outside play activities for students of all ages)
- Principal for a Day (opportunity for professionals, corporate and civic leaders to participate in job shadowing program)
- U.S. Department of Health Project (support events that address the negative impact of tobacco use on youth)
- U.S. Congressional Projects (support events offering exposure, options and opportunity to apply to various military academies)

In contrast, the Community Relations is managed by a director and supported by six specialists who serve as liaisons for the DISD central office, schools and the community. The Community Relations director oversees two main programs --- Community Outreach and Partners in Education. Community Outreach develops and maintains relationships throughout the city, keeping the community involved and informed of district activities and initiatives. Partners in Education builds partnerships

and increases volunteer participation among students, families, businesses, organizations, agencies, neighbors and school staff. These partnerships and volunteer programs provide substantial support through contributions of individuals' time, money and in-kind donations from individuals and various organizations. Community Relations provides centralized coordination and support for more than 2,200 partnerships and 27,000 community and parent volunteers.

The three support staff assigned to the executive director assist with the planning and coordination of districtwide public affairs special events conducted throughout the school year. The six support staff assigned to the director of Community Relations provide centralized business partnership and parental involvement support for the district's 221 schools. Examples of Community Relations support staff responsibilities include ensuring that partners and volunteers submit information for background checks, complete the necessary tracking forms to document volunteer service hours and contributions, attend volunteer training and are familiar with the district's various volunteer programs.

Recommendation 54:

Combine the duties performed by the executive director and director of Community Relations and eliminate the executive director position.

Public affairs-related duties should be folded into Community Relations, since many of the programs and activities are similar. Support staff performing public affairs duties should be transferred to the Community Relations Division.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the superintendent for Communications obtains approval from the superintendent to eliminate the executive director position assigned to the Communications Department.	August 2001
2.	The special assistant to the superintendent for Communications combines the responsibilities of the executive director assigned to the Communications Department and the director of Community Relations into a new job description for the director of Community Relations.	August 2001
3.	The special assistant to the superintendent for Communications informs the executive director and the director of Community Relations of the position elimination.	August 2001
4.	The special assistant to the superintendent for Communications informs the director of Community Relations of additional roles and	August 2001

	responsibilities, and reviews the new job description.	
5.	The special assistant to the superintendent for Communications eliminates the executive director position.	August 2001

FISCAL IMPACT

Eliminating the executive director position assigned to the Communications Department will save \$73,107 annually based on a salary of \$69,431, benefits of \$2,272, and an annual car allowance of \$1,404. There should be no fiscal impact associated with the transfer of public affairs support staff to the Community Relations Division.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Combine the duties performed by the executive director and director of Community Relations and eliminate the executive director position.	\$73,107	\$73,107	\$73,107	\$73,107	\$73,107

FINDING

DISD's Communications Department and each of its four divisions have developed goals for operations, but has no strategic operating plan for helping the department accomplish these goals. The goals are incorporated into each of the division heads' job descriptions instead of a comprehensive planning document that could be used to establish the strategic focus of the entire department.

Many of the goals are vague and quantifiable measures that gauge goal accomplishment in some instances are lacking. For example, the goal "Build support for district programs with various communities through regular communication" is both vague and difficult to quantify. **Exhibit 3-5** shows examples of DISD's Communications Department goals.

Exhibit 3-5
Examples of DISD's Communications Department Goals
1999-2000

Department/Division Unit	Goals
Communications Department	<ul style="list-style-type: none"> Communicate five-year district improvement plan to every community served by school district and board including parents.

	<p>teachers, staff, students, taxpayers, chambers of commerce, realtors and religious groups.</p> <ul style="list-style-type: none"> • Build support for district programs with various communities through regular communication. • Recruit and retain volunteers and business partners to raise student achievement.
Media Relations	<ul style="list-style-type: none"> • Increase positive news stories pitched to radio/TV reporters. • Continue to increase the number of news releases targeted to weeklies and minority media. • Work more diligently with School Communications contacts to promote student/staff successes.
Internal Communications and Information Services	<ul style="list-style-type: none"> • Demonstrate accountability through information on district programs and activities. • Tell positive stories about DISD, its programs and people to help improve the public's perception of the district. • Provide Spanish versions of publications going to parents and community members.
Community Relations	<ul style="list-style-type: none"> • Strengthen community outreach activities to support the goals and mission of the district. • Promote interaction between schools, parents, partners, volunteers and the DISD community. • Enhance communications and strengthen relationships with schools, parents, partners, volunteers, businesses and the Dallas community to increase student academic achievement.
Broadcast Services	<ul style="list-style-type: none"> • Support district goals by designing and producing quality staff training programs for various academic curriculums through videotaped or online systems. • Design, develop and produce distance learning classes for district schools in critical-need areas.

	<ul style="list-style-type: none"> • Operate district cable channels as a communications vehicle and to provide instructional television experiences to the district.
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Source: DISD Communications Department.

In November and December 1998, Sirota Consulting of New York administered a districtwide survey funded by a grant from the H. Ross Perot Foundation. The survey was administered to more than 75,000 DISD teachers, parents, and students in grades 7-12. Survey results combined with community input from advisory groups working at both campus and district levels became the foundation for DISD's *Vision 2003*, a five-year strategic plan for improving the school district.

Vision 2003 focused on parent and community participation, but not on specific aspects of department operations. Eight priority needs were outlined in *Vision 2003*, of which one was specifically related to community involvement—the need for increased parent/community participation.

The stakeholder survey that formed the basis for *Vision 2003* showed that 73 percent of parents felt favorably regarding their school's ability to get them involved in their children's education, and that 74 percent of teachers and 73 percent of principals were receptive to their ideas and opinions. Seventy-seven percent of parent survey respondents felt that schools made them feel welcome when they visited. Sixty-six percent of the parents also rated the job done by the Parent Teacher Associations (PTAs) and Parent Teacher/Student Associations (PTSAs) favorably (66 percent). However, only 24 percent of teachers had favorable views of parents' involvement in their children's education. Forty-four percent had unfavorable opinions. In addition, while 76 percent of teachers rated favorably the job done by volunteers who worked in their schools, only 56 percent of teachers felt their school made effective use of volunteers. Teachers' ratings of DISD officials' efforts to build relationships with community groups and businesses were also mixed (35 percent favorable, 24 percent unfavorable).

DISD's *Vision 2003* set these goals for improving parent and community participation:

- By 2003, DISD will create an infrastructure for parent participation that promotes collaboration among all stakeholders and empowers parents to become meaningfully involved as partners in the local schools for the benefit of all children:

- The quantity and quality of PTA-sponsored activities will increase by at least 20 percent each year
 - One-hundred percent of the campuses will have an active and productive parent organization
 - The number of school partnerships with community organizations will significantly increase
- By 2003, DISD will provide quality skills development training and capacity-building opportunities that will empower parents and community members to actively participate in the site-based decision-making process:
 - Every campus will have a fully established and operational site-based decision-making committee inclusive of parent representatives
 - Every campus improvement plan will include a parental involvement initiative that reflects measurable objectives
 - Parental involvement at each campus will be evaluated for effectiveness by the Accountability Peer Review Teams established through the school accountability initiative
- By 2003, DISD will support a community liaison at each elementary and secondary campus.

DISD has made substantial progress toward accomplishing the second and third goals, but not the first one.

DISD's Communications Department does not have a plan for improving community involvement.

Recommendation 55:

Develop and implement an annual operating plan to provide strategic focus for the Communications Department.

The strategic operating plan should be developed with the input of the special assistant to the superintendent for Communications and each of the division directors assigned to the Communications Department.

The strategic operating plan should address all major duties performed by department staff and all programs and activities offered by the department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the superintendent for Communications and division directors assigned to the Communications Department document major duties performed by department staff and all programs and activities offered by the department.	January 2002
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2.	The special assistant to the superintendent for Communications and division directors review department and division goals and develop operating strategies, determine audiences, communications vehicles, resource requirements, evaluation tools and measurable goals for the strategic operating plan.	February 2002 - June 2002
3.	The special assistant to the superintendent for Communications reviews the strategic operating plan with the superintendent and obtains approval for implementation.	July 2002
4.	The special assistant to the superintendent for Communications and division directors implement the strategic operating plan.	August 2002
5.	The special assistant to the superintendent for Communications and directors of each of the divisions develop an annual operating plan.	August 2002 and annually, thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

B. INTERNAL AND EXTERNAL COMMUNICATIONS

Internal and external communications involves the effective use of media relations to support the mission and goals of the school district; to provide information about district programs and employees; and to address the interests of staff and other stakeholders and their need for information. It also involves the effective use of written publications, newsletters, pamphlets, and flyers and electronic communication such as Web sites directed at district staff members and parents, community members and taxpayers.

Restructuring School Leadership, a February 2001 report by the Institute for Educational Leadership, states that effective communication among board members, superintendents, district and school staff, as well as parents, students and community members is not only essential, it can be the difference between the success and failure of a school district.

The report further states that district leaders must be comfortable with managing media relations, public meetings and politically-inspired pressures, and be adept at developing both permanent and temporary coalitions with often-disparate community groups. Without such abilities, even the most professional stewardship of a district's affairs can come up short. The Institute for Educational Leadership is a nonprofit, nonpartisan organization based in Washington D.C.

DISD's Media Relations division is managed by an operations executive director and supported by two media specialists. The operations director position is vacant. Media Relations is responsible for maintaining regular contact with local newspaper, television and radio outlets through the distribution of press releases; planning press conferences; and monitoring news coverage of district events. The division is also responsible for responding to calls for information from local and national news organizations, writing public service announcements on various subjects, and maintaining a calendar of district events and activities. In addition, Media Relations is responsible for preparing speeches and bullet points for the superintendent, attending board and community meetings, and helping principals and department heads manage and report crises to the media.

Internal Communications and Information Services are managed by an executive director and supported by three editor/writers, a translator/writer, a photography specialist and a graphic designer.

FINDING

DISD's regular board meetings, which are held on the last Thursday night of each month, have been broadcast on the local cable network Channel 7B of AT&T Cable Systems since 1999. Televised broadcasts of board meetings provide a convenient means of access for those community members and DISD staff who are unable to attend.

Students interested in broadcasting as a career tape the board meetings as they are fed live to the cable channel. Broadcast Services provides supervision and oversight to students during the tapings. Videotapes of the board meetings are also produced.

Broadcast Services also tapes board committee meetings. Board committee meetings are fed live over Channel 11B, a closed-circuit television station aired throughout DISD's administration building.

COMMENDATION

DISD broadcasts regular board meetings on local cable and board committee meetings on internal closed circuit television stations making it convenient for community members and district employees to stay abreast of district issues.

FINDING

Many parents and community members feel that communications about the district's programs and services are not reaching their intended audiences. A telephone survey of 1,223 parents and community members showed that 84 percent of the survey respondents felt they knew nothing about the programs and services provided by DISD based on what they had seen or heard from newspapers, television, neighbors and friends. **Exhibit 3-6** summarizes the parent/community telephone survey results.

**Exhibit 3-6
DISD Public Input Stakeholder Survey Results
Parent/Community Telephone Survey**

"How much do you know about the programs and services provided by Dallas ISD based on what you have seen or heard from other sources (i.e., newspapers, television, neighbors and friends)"				
Respondent	A Lot	A Little	Nothing	Total
Parents/Community Members	1.6%	14.4%	84.0%	100%

Source: TSPR Telephone Survey, December 2000.

There is a vast difference in the perceptions of district administrators and support staff and teacher survey respondents regarding media reports about the district. About 63 percent of district administrators and support staff, and 55 percent of teacher survey respondents felt local television and radio stations regularly report school news and menus. **Exhibit 3-7** summarizes these stakeholder survey results.

Exhibit 3-7
DISD Public Input Stakeholder Survey Results
District Administrator/Support Staff and Teacher Survey

"The local television and radio stations regularly report school news and menus."							
Respondent	Number of Respondents	Strongly Agree	Agree	No Opinion	Disagree	Strong Disagree	Total
District Administration and Support Staff	120	10%	53%	8%	23%	6%	100%
Teachers	781	8%	47%	12%	25%	8%	100%

Source: TSPR District Administrator Support Staff and Teacher Surveys, November 2000.

In response to the low survey ratings, Media Relations staff told TSPR that about 300 news releases about district programs and activities are distributed throughout the Dallas Metroplex each year. Media entities that receive these news releases include:

- seven television stations
- two daily newspapers
- 15 to 20 radio stations
- 20 weekly newspapers

Media Relations' tracking systems show that the majority of news releases are printed in weekly newspapers.

Media Relations also maintains an extensive file of news stories about the district and monitors media coverage. Media Relations developed the following goals to improve communications:

- Increase positive news stories pitched to radio/television reporters
- Continue to increase the number of news releases targeted to weekly and minority media

- Work more diligently with school communications contacts to promote student/staff successes
- Update news releases on the district's WWeb site weekly to provide district news to broader audiences
- Continue to meet the needs of smaller media outlets by providing camera-ready artwork, photos and columns
- Increase the number of public service announcements to help keep the community aware of district meetings and events
- Match coverage and effort put into promotion of events by maintaining data on television news stories generated from news releases, stories pitched and newspaper clips printed from news release
- Track schools and departments in news stories to ensure they do not focus on just a few schools

The telephone survey administered to parents and community members showed that nearly 59 percent of the survey respondents felt that communication between the DISD administration and the community were poor. **Exhibit 3-8** summarizes parent/community telephone survey results.

Exhibit 3-8
DISD Public Input Stakeholder Survey Results
Parent/Community Telephone Survey

"Communication is good between the Dallas ISD administration and the community."						
Respondent	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Parents/Community Members	1.3%	29.0%	11.0%	48.1%	10.6%	100%

Source: TSPR Telephone Survey, December 2000.

Public input comments regarding communications between DISD administration and the community include:

- *"Communication is great at the school level. Districtwide, you usually have to read it in the newspaper..."*
- *"The DISD newsletter promotes their friends' schools! It's not fair..."*
- *"There isn't enough communication between the parents and the teachers and the administration..."*

- *"Our reputation in the community is not good. We need to increase public awareness of the myriad of victories that occur daily in our district..."*
- *"There needs to be communication in the community. Flyers given to students to bring home don't make it home. Maybe there should be mail-outs and volunteers to call homes to inform parents of meetings..."*
- *"Communications between the school and community is excellent at City Park and Martin Luther King Learning Center..."*
- *"I am from Thompson Elementary and I feel that there should be more communication between the school and parents in both languages with more time between each meetings instead of one language and overnight notice of meetings..."*

Internal Communications and Information Services produce a broad complement of publications and materials used to reach parents and community members. District publications produced by Internal Communications and Information Services include:

- This Week (weekly newsletter for staff)
- District Times (bimonthly, feature-oriented newspaper for staff and the community published in both English and Spanish)
- Awards and Honors/Report to Parents (annual publication of student, school and district achievements)
- Directory of Services (two-page directory of DISD services for staff and the community)
- School and Staff Directory (contains the telephone and fax numbers of district schools and administrative staff)
- Annual Report or District Report (account of districtwide accomplishments published in English and Spanish)
- Facts Brochure and Fact Sheet (pamphlet and single sheet that contains facts that correspond to frequently asked questions, published in English and Spanish)
- New School Brochures (introductory pieces that provide information about location and attendance boundaries of new district schools published in English and Spanish)
- Special brochures and reports
- Information sheets
- Guide for Hispanic Parents (handbook published in English and Spanish that provides information about requirements for enrolling students in school)

Department and school publications include school brochures, department brochures, program brochures, booklets; reports, special purpose publications, posters, flyers and ads.

In addition to the publications produced by Internal Communications and Information Services, the department of Evaluation/Accountability and Information Services produces five wall maps for use by the district, parents and community members. These wall maps are used to illustrate elementary, middle and high school attendance zones, board of trustee district boundaries and boundaries for area superintendents.

Peer districts vary widely regarding the number of publications they distribute to internal and external stakeholders. Hillsborough County in Tampa, Florida reported that about 60 different internal communication pieces are targeted at employees and 70 different external communication pieces are targeted at parents and community members. These communications are developed and published by several central office departments, not just the communications department.

In contrast, San Diego City Unified Schools reported that their Communications Department publishes four core internal communications pieces targeted at district employees and three external communications pieces targeted at parents and community members.

Recommendation 56:

Develop strategies and goals for improving districtwide internal and external communications.

Communications Department management should conduct a series of focus groups with DISD community members to identify media, print, and Web-based publications that would have the greatest impact on improved communication. Potential focus group participants should be carefully screened to ensure that stakeholders from all segments of the DISD community are involved.

Once the focus group data is collected, goals and related strategies for improving districtwide internal and external communications should be refined and prioritized.

The executive director of Internal Communications and Information Services should evaluate the content, appeal, target audience, frequency of distribution and cost-effectiveness of all publications produced by the Communications Department and develop strategies for improving communication and raising awareness among community members. These strategies should be incorporated into the Communications Department's annual operating plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the superintendent for Communications directs the operations executive director of Media Relations and the executive director of Internal Communications and Information Services to plan logistics and develop focus group criteria and discussion guides.	August 2001
2.	The operations executive director of Media Relations and the executive director of Internal Communications and Information Services select focus group participants from a wide cross-section of DISD stakeholders.	August 2001
3.	The operations executive director of Media Relations and Media Relations specialists screen and invite potential focus group participants.	September 2001
4.	The operations executive of Media Relations and the executive director of Internal Communications and Information Services conduct six to eight focus groups.	October 2001
5.	The operations executive director of Media Relations and the executive director of Internal Communications and Information Services review, analyze and use focus group data to refine goals and related strategies for improving districtwide media communications.	October 2001
6.	The operations executive director of Media Relations and the executive director of Internal Communications and Information Services develop an inventory of media communications and publications and evaluate overall effectiveness.	November 2001
7.	The operations executive director of Media Relations and the executive director of Internal Communications and Information Services solicit input from community focus groups for improving publications and internal communications.	November 2001
8.	The operations executive director of Media Relations and the executive director of Internal Communications and Information Services develop strategies to improve media and publications, based on community focus group evaluations.	November - December 2001
9.	The operations executive director of Media Relations and the executive director of Internal Communications and Information Services redesign communication tools', improve their appeal, refocus on a selected target audience and change the frequency of distribution, as necessary.	January 2002
10.	The special assistant to the superintendent for Communications improves communications and raises	January 2002

awareness of DISD programs and services.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD maintains an attractive and user-friendly Web site that provides general information about board members and schools. But it is not as comprehensive as those of other large districts, and does not keep information such as board meeting agendas, board meeting summaries and information about individual schools current.

The DISD Communications Department and Internal Communications and Information Services Division have had little control over the content, organization and design of the school district's Web site at <www.dallasisd.org> or the district's Intranet site at <www.phoenix.dallasisd.org>. While the Internal Communications and Information Services division played a role in the conception and original design of the Internet Web site in 1996, it is maintained by the district's Technology Department.

As the Internet, Intranet and e-mail have become primary tools for communication, the Communications Department has not developed a strategy for effectively using these forms of information exchange to establish a successful connection with district stakeholders.

Internal Communications and Information Services staff efforts are primarily directed toward gathering and disseminating information about the district through weekly and quarterly publications. One of the quickest methods that they use for expanding communications is to make this printed information accessible to a wider range of readers on the DISD Web site. Because staff time is not allocated to reformat the published articles from the newsletters and newspapers for Web placement each week, the Web site's content is not timely.

In addition, the Web site's home page and links are not organized to provide direct access to articles. Web site versions of the weekly newsletter, quarterly newspaper, and annual Awards and Honors are buried in the Web site's links and are extremely difficult for district employees to find. It is even more difficult for parents and community members unfamiliar with the site to find the publications.

As an alternative, some districts use a direct and specifically named link to articles placed on the home page of their Web site. For example, one of

DISD's peers, Austin ISD, has an illustrated link prominently positioned at the top of its home page for "NEWS & MEDIA: The latest news, media, and happenings at AISD." A similarly prominent link is not available on DISD's home page for direct access to news, press releases and publications.

DISD's home page lists a link for parents called "Parents' Corner." This site provides information on Youth Action Centers, Youth & Family Centers, phone numbers of student support services and links to other Internet sites directed toward parents. This site has not been expanded to include considerably more information essential to parents and families considering a move to Dallas, such as:

- School calendars
- PTA information and school volunteer opportunities
- Student handbook information (including the dress code and discipline procedures)
- Maps of school attendance boundaries
- Information on special district events and student competitions
- Transportation information
- School feeder patterns
- Types of alternative schools
- State academic skills test information and results

The Parents' Corner also provides a "Parents' Forum," which is "an avenue for parents of DISD students to communicate with other parents on issues of concern." It specifically points out that the forum is not for parents to communicate with or ask questions of administrators or school staff. Only 40 messages have been posted on the Parents' Corner link since the start of school in August 2000, a small percentage of parents for a district with more than 160,000 students.

In addition, the majority of messages are not responses to other messages. The Parents' Forum does not provide an opportunity for questions from parents to school and district administrators, so two-way communication between the district and parents does not take place. Parents seeking the best educational opportunities for their children are not offered an opportunity to express opinions and ask questions of the district's decision-makers.

DISD's Web site has only one listing under the link for "Corporate Partnerships" for one company's volunteer painters at an elementary school. None of the district's more than 2,200 business and organization partnerships (Partners in Education) is listed. The Community Relations Division of the Communications Department has not expanded its efforts through the Internet.

The district's Web site is not currently being used to provide appreciation and publicity for its partners, or information for recruiting sponsors, supporters, volunteers and partners for the schools.

The district's Intranet site is accessible to most central administrators, but only to a limited number of school administrators, teachers and other district personnel. Originally set up to provide technology-troubleshooting information to district employees, the site provides a limited range of information for district employees, including: online access to the Services Center catalog, the board policy manual, maintenance service procedures, safety and security procedures, employee benefits information and salary schedules, records management forms, technology assistance information, and the district telephone directory.

The Intranet site does not provide a wide range of employee information on a regular basis. The Intranet site does not include any of the following:

- *This Week* articles about district employees
- "Just the Facts" columns on employee issues
- Organizational charts
- Duties of the various district departments and divisions
- Operation Involvement duties
- Hidden Agenda (question and answers about employee concerns)
- Employee discount program details
- Employee event schedules (principals' meetings, seminars, staff development)
- Information on grants available to schools and departments

The district's Web site does not contain a page for employees to share personal accomplishments, such as retirements, births, deaths, marriages and employee awards and recognition.

GroupWise, the district's e-mail system, is not being used as a tool for communicating "hot" items of interest to district employees in a more expeditious manner than possible in the employee newsletter. Email communication often helps allay the frequent complaints from employees that they first hear of major district actions or events on the evening news.

Hot items often include board decisions on controversial issues, such as the hiring or resignation of superintendents and other top district officials and major health plan changes. Guidelines have not been established to determine what types of district news are considered hot. Nor is anyone designated as an administrator with responsibility for final approval of the news items transmitted.

For the Communications Department to make the most effective use of electronic communications, the following elements would be necessary:

- School district information that is updated on a regular basis
- Comprehensive information in all areas of interest to district employees and stakeholders and up-to-date reports that will be anticipated and revisited by site readers
- A targeted electronic campaign to invite community involvement with the district
- Electronic formatting software that is adaptive for ease-of-use and accessible by Web site contributors and visitors
- Assignment of staff responsible for electronic communications content decisions and adequate staff to produce, maintain and update Internet and Intranet Web sites

DISD's Technology Services Department has one webmaster, who has primary control of information placed on the district's Web site. The director of Internal Communications and Information Services is responsible for most internal and external publications distributed by the district.

Recommendation 57:

Enhance DISD's Web site so that it can be used more effectively as a timely communications tool.

The Internal Communications and Information Services division should work closely with DISD's Technology Department to coordinate the channeling of timely information to the district's Web site to improve communications to staff and community members.

An increasing number of district staff and Dallas households will have access to the Internet in the future. An enhanced Web site will substantially broaden the audience of district and community stakeholders who receive DISD communications.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the executive director of Internal Communications and Information Services to work with the chief technology officer to make communication enhancements to DISD's Web site.	September 2001
2.	The director of Internal Communications and Information Services and the chief technology officer review innovative Web sites of comparably sized peer districts to document potential	October 2001

	improvements.	
3.	The chief technology officer constructs a project plan to modify the existing Web site.	November 2001
4.	The chief technology officer assigns access privileges to the director of Internal Communications and Information Services to modify the portion of the Web site that pertains to the Communications Department.	December 2001
5.	The chief technology officer and the director of Internal Communications and Information Services select a small number of individuals to review the modifications to the Web site and refine it as needed.	January 2002
6.	The chief technology officer and the director of Internal Communications and Information Services implement enhancements to the district's Web site.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD uses the informal name "Dallas Public Schools" even though its official name is the Dallas Independent School District. DISD introduced its unofficial name in a news release in December 1993 when it announced the creation of its new logo, which featured the profile of a child's face looking upward silhouetted against a sun-like background symbolizing enlightenment. In a June 1994 news release, district officials stated that the new logo and unofficial name were designed to represent the positive changes and progress made in the district. A memorandum to the Superintendent's Council from August 1994 instructed district officials to use the formal name Dallas Independent School District on contracts and legal documents, but the short name "Dallas Public Schools" when referring to the district.

The term Dallas Public Schools was adopted when executive leadership in the district was in turmoil. Instead of being associated with positive changes as intended, the short name may now be associated with a negative era. On many of the district's documents and publications, the legal name Dallas Independent School District and the unofficial name Dallas Public Schools are used interchangeably and it is confusing. All Texas public school districts are independent school districts organized under the laws set forth in the Texas Education Code and subject to the rules and regulations established by the Commissioner of Education, the State Board of Education and the Texas Education Agency. The consistent

use of the official name reinforces the fact that DISD is a part of the state's system of public schools and as such is accountable to the people of Dallas and the taxpayers of Texas.

Recommendation 58:

Discontinue the use of the unofficial name "Dallas Public Schools."

DISD should require that only Dallas Independent School District or the acronym DISD be used on all district documents and publications beginning in the 2001-02 school year.

Formal news and districtwide communication releases should be announced to the public and district employees informing them of the change.

The district should retain the use of its existing logo, but phase out the use of the unofficial name on all forms, letterhead, internal and external publications and signage as old materials are depleted.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the special assistant to the superintendent for Communications to develop a board policy discontinuing the use of the unofficial name Dallas Public Schools and requires the use of the legal name Dallas Independent School District or acronym DISD.	August 2001
2.	The special assistant to the superintendent for Communications inventories all district documents and publications with the unofficial name Dallas Public Schools and develops a plan to phase out the use of the name.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

C. COMMUNITY RELATIONS (PART 1)

Community Relations serves as DISD's link to community groups, businesses, civic and religious organizations, chambers of commerce and parents. Community Relations provides the necessary contact and communication to increase the public's awareness of district activities and to enhance participation in the educational process. Community Relations emphasizes community outreach, school partnerships and public participation

Exhibit 3-9 summarizes results from a telephone survey administered to 1,223 parents and community members and shows that nearly 80 percent of the survey respondents felt that opportunities are available to be involved in DISD schools.

Exhibit 3-9
DISD Public Input Stakeholder Survey Results
Parent/Community Telephone Survey

"Dallas ISD parents are given opportunities to play an active role in public schools."						
Respondent	Strongly Agree	Agree	No Opinion	Disagree	Strong Disagree	Total
Parents/Community Members	8.7%	71.1%	7.1%	11.0%	2.1%	100%

Source: TSPR Telephone Survey, December 2000.

The telephone survey also showed that 70 percent of the parents who responded felt welcome when they visited schools. **Exhibit 3-10** summarizes parent/community telephone survey results.

Exhibit 3-10
DISD Public Input Stakeholder Survey Results
Parent/Community Telephone Survey

"Dallas ISD parents feel welcome when they visit a school."						
Respondent	Strongly Agree	Agree	No Opinion	Disagree	Strong Disagree	Total

Parents/Community Members	6.5%	63.7%	16.2%	11.4%	2.2%	100%
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Source: TSPR Telephone Survey, December 2000.

Parents and community members responding to the survey had less favorable opinions about participation in school activities and organizations. **Exhibit 3-11** shows that less than half of the survey respondents felt parents participate in school activities and organizations.

Exhibit 3-11
DISD Public Input Stakeholder Survey Results
Parent/Community Telephone Survey

"Dallas ISD parents participate in school activities and organizations."						
Respondent	Strongly Agree	Agree	No Opinion	Disagree	Strong Disagree	Total
Parents/Community Members	3.8%	45.1%	15.6%	31.6%	3.9%	100%

Source: TSPR Telephone Survey, December 2000.

Exhibit 3-12 shows that 46.1 percent of the survey respondents felt parents and community members take an active part in the education of children in DISD.

Exhibit 3-12
DISD Public Input Stakeholder Survey Results
Parent/Community Telephone Survey

"Community members take an active part in the education of children at Dallas ISD."						
Respondent	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Parents/Community Members	1.4%	44.7%	14.7%	33.6%	5.6%	100%

Source: TSPR Telephone Survey, December 2000.

Exhibit 3-13 shows that survey respondents have mixed opinions about how DISD works to involve the community in school activities. More than

46 percent responded favorably to this question, and less than 40 percent responded unfavorably.

Exhibit 3-13
DISD Public Input Stakeholder Survey Results
Parent/Community Telephone Survey

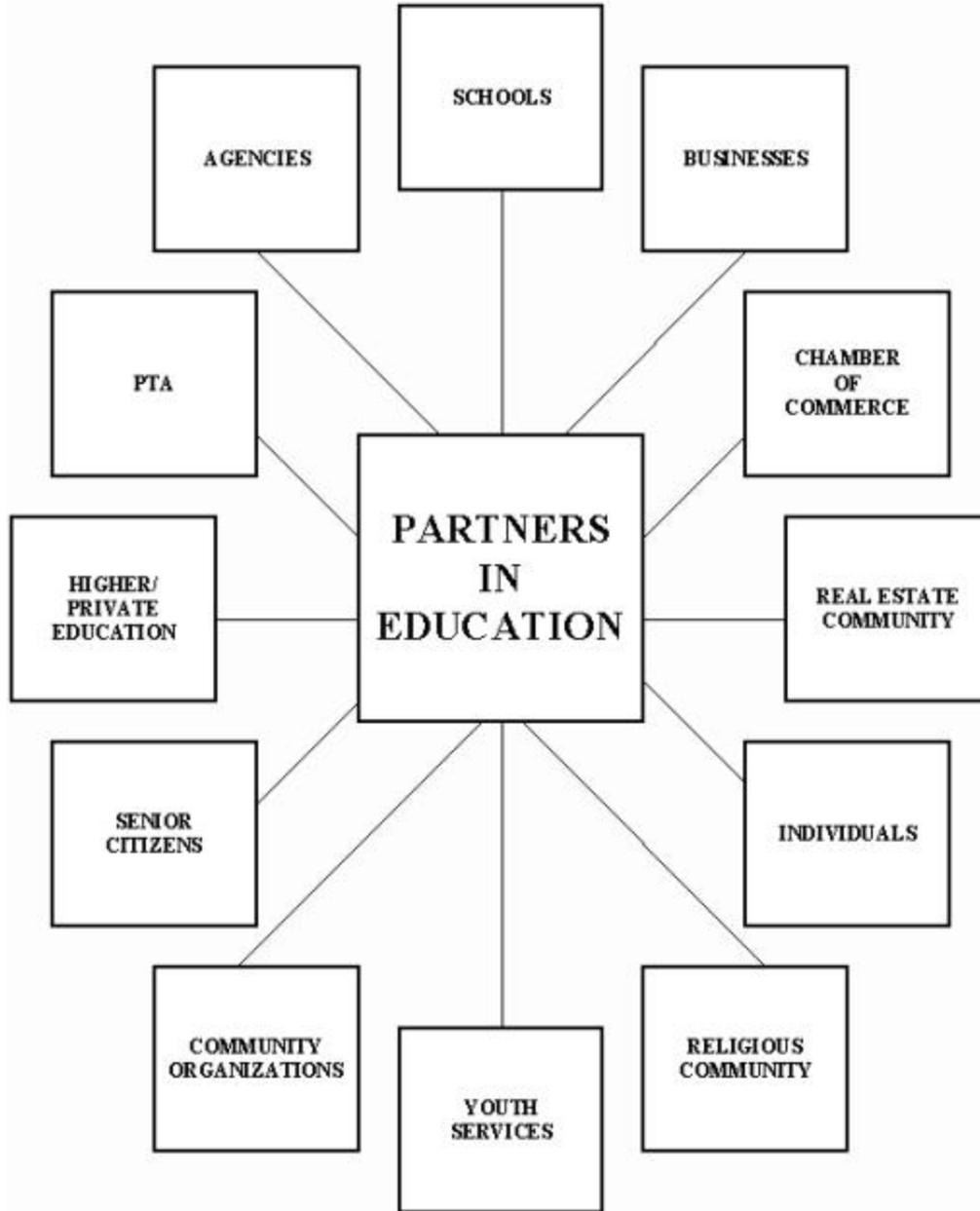
"Dallas ISD works to involve the community in school activities."						
Respondent	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
Parents/Community Members	2.0%	44.6%	13.9%	33.9%	5.6%	100%

Source: TSPR Telephone Survey, December 2000.

FINDING

DISD's Community Relations Division coordinates the Partners in Education program, which provides a wide range of supplementary assistance from school volunteers and business partners, allowing community members to play an active role in the district's educational process. **Exhibit 3-14** presents a diagram of Community Relations' Partners in Education stakeholders.

Exhibit 3-14
Diagram of Community Relations Partners in Education Stakeholders



Source: DISD's Partners in Education - School Partnership Training Manual.

DISD's Partners in Education program began in 1969, when the National Council of Jewish Women offered to donate their time and resources to schools and students. Partners in Education has grown incrementally for more than 30 years, adding new programs each school year.

Exhibit 3-15 presents the program's milestones.

Exhibit 3-15
DISD's Partners in Education
1968-69 through 1999-2000 Milestones

School Year	Thirty-Year Milestones
1968-69	<ul style="list-style-type: none"> • Volunteer Program begins with 22 volunteers from National Council of Jewish Women (NCJW) at Fred Douglas Elementary School.
1969-70	<ul style="list-style-type: none"> • The group, Colored PTA merges into City Council of PTAs. • School Health Room Volunteers start with American Red Cross support.
1970-71	<ul style="list-style-type: none"> • Volunteer Executive Committee formed.
1971-72	<ul style="list-style-type: none"> • Other religious groups become involved.
1972-73	<ul style="list-style-type: none"> • Special Programs for Additional Resources of Knowledge, a Women's Council of Dallas County project (300 speakers recruited).
1973-74	<ul style="list-style-type: none"> • Executive Assistant Programs is initiated. • Reading Is Fundamental begins as a Junior League of Dallas project.
1974-75	<ul style="list-style-type: none"> • Business Involvement: Sun Oil & Production Company (Oryx Energy Co.) is the first business adopter.
1975-76	<ul style="list-style-type: none"> • Adopt-A-School term is established: Dallas Chamber of Commerce involvement begins with Adopt-A-School program.
1976-77	<ul style="list-style-type: none"> • Community Network for Public Education evolves.
1977-78	<ul style="list-style-type: none"> • Senior Citizens of Greater Dallas begins "Off Our Rocker" program. • University involvement begins with Southern Methodist University.

1978-79	<ul style="list-style-type: none"> • Dallas Older Volunteers in Education evolves.
1979-80	<ul style="list-style-type: none"> • English as a Second Language becomes a focus for volunteers.
1980-81	<ul style="list-style-type: none"> • Listener Projects is developed with Texas Coalition for Juvenile Justice. • Private schools adopt schools for Community Service requirement. • STEP Foundation begins their volunteer project in the schools.
1981-82	<ul style="list-style-type: none"> • Positive Parents of Dallas is organized. • Special Education Adaptive Ice Skating Project begins.
1982-83	<ul style="list-style-type: none"> • Dallas County Community College/Greater Dallas Community of Churches - Praxis Program.
1983-84	<ul style="list-style-type: none"> • Health Special School volunteer program starts.
1984-85	<ul style="list-style-type: none"> • Communities in Schools begins in Dallas.
1985-86	<ul style="list-style-type: none"> • Computer Moms and Dads training offered.
1986-87	<ul style="list-style-type: none"> • Dallas Black Chamber of Commerce Excel Plus program is initiated. • I Have a Dream program established. • Project Early Options, Meadows Foundation (SAT preparation) begins. • Student Support for Adolescent Moms begins.
1987-88	<ul style="list-style-type: none"> • Drug Abuse Resistance Education (DARE) by Dallas Police Department begins. • Mediation Project begins. • Pupil Assistance Support System begins.
1988-89	<ul style="list-style-type: none"> • Children's Arts and Ideas begins. • Home Instruction for Parents of Pre-School Youngsters by NCJW starts. • Partnerships for Arts and Culture in Education begins. • Upwords (English immersion for 4-year-olds) by Junior League of Dallas begins.

	<ul style="list-style-type: none"> • Young Audiences of Greater Dallas.
1989-90	<ul style="list-style-type: none"> • LETS replaces DARE program. • Safe Schools/Communities initiated. • Youth Leadership begins.
1990-91	<ul style="list-style-type: none"> • Saturday and after-school programs expand. • Southwest Conference project begins.
1991-92	<ul style="list-style-type: none"> • School Clinic (Heath Room) volunteer training by DISD begins.
1992-93	<ul style="list-style-type: none"> • Mentoring project developed with North Dallas Chamber of Commerce.
1993-94	<ul style="list-style-type: none"> • DISD Adopt-a-School Program becomes Dallas Partners in Education. • Helping One Student To Succeed program begins.
1994-95	<ul style="list-style-type: none"> • Americorps-Building Blocks, a Greater Dallas Community of Churches-National Service Programs starts. • City of Dallas Mentoring project begins. • Dallas Public Schools-Central Staff volunteer project begins. • Greater Dallas Hispanic Chamber of Commerce-Partners in Education program begins. • Zero Tolerance for Violence initiated by Big Brothers & Sisters.
1995-96	<ul style="list-style-type: none"> • Dallas Bar Association Legal Advocates for Minors Project starts. • J.L. Turner Legal Association/Dallas Area Bench & Bar Spouses-Lawyers and Kids project starts.
1996-97	<ul style="list-style-type: none"> • Dallas Black Chamber-Power in the Pyramid (One Church-One School) starts. • Earning by Learning of Metropolitan Dallas program begins. • Southern Methodist University - Service Learning & College Bound begins.
1997-98	<ul style="list-style-type: none"> • Drop Everything And Read program begins. • Greater Dallas Asian American Chamber of Commerce-

	<p>Partners in Education program starts.</p> <ul style="list-style-type: none"> • Mountain View Community College "America Reads" Work-Study project begins. • DISD's "Reading Channel" on public access television begins. • Southern Methodist University "Reading our Way to College" partnership program starts.
1998-99	<ul style="list-style-type: none"> • Arts Partners-a collaboration of City of Dallas Office of Cultural Affairs, Dallas arts organizations and Dallas Public Schools starts. • Dallas County Community College District-Service Learning replaces PRAXIS • NCJW begins Fast-track English Acquisition Project at Vickery Meadow. • Volunteer Center of Dallas County introduces Metroplex Mentor Center. • Principal for a Day Program begins. • Southwestern Bell Pioneers "I Like Me" reading project begins. • Southwestern Bell sponsors the "Principals Fellowship" Reading Program. • DISD Family Reading Project with "Wishbone" Public Broadcast Services character starts.
1999-2000	<ul style="list-style-type: none"> • DISD Volunteers conduct a Dropout Prevention and Recovery Project phone bank. • IBM adds an E-Pals program to its partnership with Walnut Hill Elementary School. • Reading Backpacks for Family Reading begins

Source: DISD's Partners in Education-School Partnership Training Manual.

Partnerships are collaborative efforts to achieve mutually agreed-upon goals and objectives by matching community resources to the needs of an individual school or district. In meeting these goals, school resources are also matched to the needs of a particular individual, agency, business, higher/private or public education institution, individual, PTA organization, civic group or religious institution.

A partnership represents a separate commitment to an individual school or the district, whether it involves volunteers, funding or the donation of materials, services and incentives. Some partners have a commitment to several schools.

Community Relations developed a program that provides centralized support to assist schools with the implementation of the Partners in Education program. Partners and volunteers come to schools from various sources, often identified by the school, referred by Community Relations or recruited through one of the local minority chambers of commerce, which the district contracts with to promote community involvement.

The centralized support provided by Community Relations ensures the success of DISD's Partners in Education program. Community Relations specialists, principals and school personnel work together to present volunteer opportunities to potential volunteers. Representatives from minority chambers of commerce meet with local businesses and community members to determine interests and provide an overview of DISD's Partners in Education program. Chamber representatives schedule meetings with the potential business partner, the Community Relations specialists and the school principal to determine the specifics of the partnership.

The Community Relations specialists and the school partnership coordinators work together to ensure all application and criminal background check forms are complete.

Community Relations specialists train volunteers and business partners and assists schools with placement. Community Relations specialists also assist with making arrangements and monitoring the delivery of resources such as funds, materials and equipment to schools.

Community Relations also developed a comprehensive School Partnership Training Manual that outlines guidelines for volunteers and business partners participating in the program. These guidelines include:

- DISD's mission statement
- A historical perspective of DISD's Partners in Education Program
- The role of Community Relations in the Partners in Education Program
- The role of volunteers and business partners
- The role of the school principal
- The role of the school partnership coordinator
- Steps to success for effective school partnership programs
- Record keeping requirements for volunteers and business partners
- Descriptions of what volunteers can do at elementary and secondary schools
- Orientation and training documentation for volunteers
- Orientation and training schedule
- Forms for requesting volunteers, supplies, group volunteer projects and partnership contributions

- DISD board policy on the Community Relations School Volunteer Program
- School locations in the district and district feeder patterns

Community Relations coordinated 2,242 educational partnerships for 1999-2000 at 206 of DISD's 221 schools. **Exhibit 3-16** provides a breakdown of the types of partnerships coordinated.

**Exhibit 3-16
Community Relations Partnerships
1999-2000**

Type	Number of Partnerships
Agencies	289
Businesses	1,235
Individuals	186
Organizations	341
Public/Private and Higher Education Institutions	77
Religious	114
Total	2,242

*Source: DISD Community Relations Division
1999-2000 Annual Report.*

DISD recruited more businesses to serve as partners than selected peer districts (**Exhibit 3-17**).

**Exhibit 3-17
Comparison of DISD and Peer District Business Partnerships
1999-2000**

District	Total Business Partnerships
Dallas	2,242
El Paso	2,193
Houston	1,612
Hillsborough (Tampa)	1,558
San Diego	1,199

Source: DISD Community Relations Division and Selected Peer District Communications Departments.

During the 1999-2000 school year, Community Relations coordinated 27,430 volunteers, who worked 705,635 hours on behalf of DISD students. DISD's guidelines for Partners in Education allow volunteer hours to be counted in:

- Advisory committees
- After school/Saturday and summer programs
- Assisting in the classroom
- Assisting teachers
- Chaperoning
- Classroom assistance
- Classroom enrichment
- Career Day speakers
- Community involvement
- Computer assistance
- Health room
- Helping One Student to Succeed Program
- Library
- Listener Program (special training required)
- Mentor/tutor programs

Although DISD recruited more than 27,000 volunteers, it ranks third among those peer districts that chose to respond to TSPR's request for information. **Exhibit 3-18** illustrates this comparison.

Exhibit 3-18
Comparison of DISD and Peer District Volunteers
1999-2000

District	Total Volunteers
Hillsborough (Tampa)	32,230
Houston	31,000
Dallas	27,430
El Paso	6,186

Source: DISD Community Relations Division and Selected Peer District Communications Departments.

Chapter 3

C. COMMUNITY RELATIONS (PART 2)

DISD ranks second among selected peers in the total number of hours worked by volunteers (**Exhibit 3-19**).

Exhibit 3-19
Comparison of DISD and Peer District Volunteer Hours
1999-2000

District	Total Volunteer Hours
Hillsborough (Tampa)	1,324,494
Dallas	705,635
Houston	542,836
El Paso	538,000

Source: DISD Community Relations Division and Selected Peer District Communications Departments.

According to the Volunteer Center of Dallas County and the National Volunteer Center, each volunteer hour is worth \$14.83 per hour. Therefore, the 705,635 volunteer hours donated to DISD during 1999-2000 were worth \$10.5 million. Partners in Education and DISD volunteers also provide direct funding, in-kind services, material and supplies, and incentives for teachers and students.

Exhibit 3-20 provides a breakdown of the Partners in Education contribution categories and amounts.

Exhibit 3-20
Community Relations Partners in Education Program
Contribution Summary
1999-2000

Contribution Category	Amount
Volunteer hours (705,635 X \$14.83) per hour	\$10,464,567
Funding	1,115,576
In-kind Services	1,262,983

Materials and Supplies	1,537,376
Student Incentives	377,010
Teacher Incentives	137,000
Total	\$14,894,512

Source: DISD Community Relations Division 1999-2000 Annual Report.

COMMENDATION

DISD's Partners in Education program provides opportunities for parents and community members to be actively involved in students' education, resulting in in-kind and monetary contributions of nearly \$15 million annually.

FINDING

DISD has no guidelines for the formation, function, evaluation and continuation of its many districtwide advisory committees and task forces.

DISD's Community Network for Public Education serves as a voluntary coordinating group of individuals and organizations committed to providing a forum for community input for DISD. The Network has 16 task forces and advisory committees representing various sectors of the community. The Community Relations Division oversees and monitors the activities of the Network task forces and advisory committees and has staff representatives in attendance at most of their meetings.

The first efforts of the Network were directed to ensure peaceful opening of DISD schools when the desegregation court order was implemented in August 1976. Those efforts to inform and reassure the public about the court order and its community support were effective in establishing two-way communications between the district and the community-at-large.

Since that time, the Network has been active in many district-related projects as the need arises. Such efforts have included community input on education options, school improvement programs and leadership for the expanding Partners in Education program.

The Network assists the district with the development of its five-year strategic plan, helps the district improve its education services and actively participates in superintendent searches. **Exhibit 3-21** presents DISD's Network groups and their role.

Exhibit 3-21
DISD Community Network for Public Education

Committee	Purpose
Committee of Network Chairs	<p>Chairpersons from the individual task forces/advisory committees are charged with the overall direction of the Community Network for Public Education. Their tasks include working with the superintendent to:</p> <ul style="list-style-type: none"> • Identify and address issues that affect public education • Advocate on behalf of individual groups and DISD to gain support for education from the community at large • Represent DISD, upon commission of the General Superintendent, when seeking support for the school district • Work with the General Superintendent to support the goals and mission of the school district and the Board of Education
African American Advisory Committee	<p>The African American Advisory Committee serves as an advocate for effective public education by:</p> <ul style="list-style-type: none"> • Acting as a liaison to the community and DISD • Serving in a guiding and advisory capacity to DISD, especially in matters sensitive to the African American community • Supporting the school district's implementation of educational strategies that benefit the children of the district
American Indian Parent Advisory Committee	<p>The American Indian Parent Advisory Committee (PAC) of the American Indian Educational program of the DISD recommends solutions, identifies problems and establishes priorities to meet the educational and culturally related academic needs of American Indian students. As representatives of the community, PAC members help improve the educational opportunities available through the Title IX American Indian Education Program, a federally funded Department of Education grant. PAC complies with federal rules and regulations to:</p>

	<ul style="list-style-type: none"> • Enhance parent and student involvement • Assist in the annual needs assessment for the program • Assist in the annual public hearings • Review, recommend and support all projects that serve Title IX programs • Locate necessary information and documents relating to the programs, except those protected by law from disclosure
<p>Asian American Advisory Committee</p>	<p>For more than 10 years, community volunteers, parents and DISD staff have worked together to ensure the proper educational resources are available to children of Asian descent within the Dallas school system. The committee has worked to:</p> <ul style="list-style-type: none"> • Provide recognition and awards to teachers who educate Asian students • Provide resources and referrals to Asian refugee students and families • Raise money to award scholarships to Asian students • Recruit Asian teachers
<p>Career Advisory Committee</p>	<p>This committee proposes recommendations and policies that provide career development activities for DISD students. Some of the areas of involvement include:</p> <ul style="list-style-type: none"> • School to Careers • Graduate Placement Program • Summer Youth Employment • Career Development Centers and Clusters throughout DISD • Occupational trends
<p>Chamber Coalition for Education</p>	<p>The Chamber Coalition for Education was formed to provide a core group of support from the Dallas area chambers of commerce and to exchange information about education issues affecting the DISD. The coalition assists by:</p> <ul style="list-style-type: none"> • Using local chamber resources to increase the number of business partners and individuals

	<p>participating in the schools</p> <ul style="list-style-type: none"> • Assisting with advocacy efforts for effective public education by promoting the initiatives and accomplishments of the students and DISD • Informing businesses about the issues affecting local education and gather support for those areas of common agreement among the coalition members • Keeping the business community informed about the emerging education issues • Providing an annual education update from for the Dallas business community • Working together to secure support from targeted industries
<p>Dallas Council of PTAs Board of Managers</p>	<p>The goals of the PTA are to:</p> <ul style="list-style-type: none"> • Promote the welfare of children at home, in school, in the community and in places of worship • Raise the standards of home life • Secure adequate laws for the care and protection of children • Bring home and school life together, so parents and teachers may cooperate in the education of children • Develop united efforts between educators and the general public to secure the highest advantages in physical, mental, social and spiritual education for all children
<p>Early Childhood Advisory Committee</p>	<p>The Early Childhood Advisory Committee was formed to assist the district with identifying daycare and Head Start Programs that feed into DISD schools and to work with them to coordinate instructional curriculums and programs that promote early childhood education.</p>
<p>Higher/Private Education Task Force</p>	<p>Two-year and four-year colleges and universities in the Higher/Private Education Task Force demonstrate their commitment to DISD schools by:</p> <ul style="list-style-type: none"> • Recruiting area universities and colleges to focus their volunteers and tutors to specific schools • Assigning college-level counseling staff as

	<p>liaisons to DISD high schools to work with counselors and advise college-bound students choosing and applying to colleges and universities</p> <ul style="list-style-type: none"> • Participating in college fair events organized by DISD high schools • Organizing events in DISD high schools that provide students with detailed information on enrolling in institutions of higher education, applying for and receiving financial aid for education, and preparing for entrance examinations • Encouraging and creating partnership relationships between the colleges and universities and DISD schools by identifying colleges, hospitals, corporations, churches, community centers and private schools willing to adopt DISD schools • Fostering the free flow of information between area colleges and universities and DISD schools by making speakers available to groups of students or administrators in DISD by making speakers available to groups of either DISD students or administrators • Welcoming speakers from the DISD onto campuses and developing contacts for potential speaking engagements
<p>Latino Task Force</p>	<p>The Latino Task Force advocates and addresses the educational needs and concerns of Spanish-speaking students and their parents. The task force's goals are to:</p> <ul style="list-style-type: none"> • Enhance opportunities for Hispanic students in DISD • Increase Hispanic parent involvement in DISD • Give input on educational matters sensitive to the Hispanic community • Support the implementation and fulfillment of district goals benefiting the students of DISD • Assist DISD in recruiting Hispanic and bilingual teachers
<p>Minority/Women Business Enterprise</p>	<p>The mission of the Minority/Women Business Enterprise Advisory Committee is to:</p>

<p>Advisory Committee</p>	<ul style="list-style-type: none"> • Expand the role of minority and women participation in district business • Identify barriers that hinder the growth and development of minorities and women • Brainstorm solutions to eliminate those barriers • Help communicate accurate information about DISD to all sectors of the minority and women business community
<p>Organization/Youth Services Task Force</p>	<p>After a period of inactivity, the Organization Task Force and the Youth Services Task Force combined to form the Organization/Youth Services Task Force. The task force involves community organizations in volunteer efforts on behalf of DISD, ensures the sharing of information to provide opportunities to students throughout the Dallas area, and provides resources for creative program development and involvement. Specific areas for initial efforts include:</p> <ul style="list-style-type: none"> • Dropout Prevention and Intervention • Exposure to Leadership and Career Activities • Extended opportunities for Art and Culture
<p>Partners in Education Advisory Committee</p>	<p>The mission of the Partners in Education Advisory committee is to support community, parent and business partnerships with DISD schools and serve as an information and resource network for the DISD Partners in Education program. The advisory committee has established the following goals:</p> <ul style="list-style-type: none"> • Promoting increased community, partner and volunteer involvement • Assisting in developing a Partners in Education information packet for potential partners/volunteers • Streamlining procedures for accepting outside donations and funding • Increasing knowledge of volunteer opportunities • Working to revitalize Positive Parents of Dallas • Establishing an active Web site that explains Partners in Education and volunteer programs and provides a link to services that support the DISD

<p>Real Estate Task Force</p>	<p>Members of the Real Estate Task Force believe that if the economic and social development of Dallas is to improve, all citizens must take an active role. Furthermore, they believe it is essential that the real estate community become familiar with Dallas schools and the programs they offer. In order to fulfill these goals, the Real Estate Task Force sponsors:</p> <ul style="list-style-type: none"> • Information sharing: • Speakers from schools, including parents, administrators and students address Realtors at area Multiple Listing Service meetings • Publishing articles in the Greater Dallas Association of Realtors' (GDAR) monthly publications • Providing FACTS/FAX on demand with up-to-date information about schools • Hosting GDAR/DISD Education Day on April 20, 2000, to foster interaction between realtors and local schools • Running a public campaign to publicize good things DISD does, emphasizing the need for constantly updating the district Web site, helping distribute publications and information about DISD and promoting school board elections • Dropout Recovery Commitment: • Volunteers have been recruited to assist with a DISD-sponsored phone bank to reconnect with school dropouts • Tutor and Mentor Recruitment: • Establishing relationships with individual schools to provide support for reading with "Drop Everything and Read" program • Making classroom presentations for career days through SPARK program • Encouraging fellow realtors and those in related businesses to get involved
<p>Religious Community</p>	<p>The Religious Community Task Force of DISD is an</p>

Task Force	<p>original member of the Community Network for Public Education. The task force assisted in a smooth transition to the Desegregation Court Order of 1976, communicating between the school district, the organized religious community and its congregation members. The task force also:</p> <ul style="list-style-type: none"> • Supports DISD schools through the various religious groups • Acts as a liaison for DISD to religious institutions • Serves in a guidance and consultative capacity to the General Superintendent on matters relating to faith • Assists in Network projects and programs
Special Education Parent Advisory Committee	<p>The goals of the Special Education Parent Advisory Committee are to</p> <ul style="list-style-type: none"> • Building a community for collaboration and growth by establishing a system for communication with teachers, principals, other campus staff and parents through Academic Support Team members • Establishing an educational service center to help children with special needs and their families by developing innovative educational programs that meet their ongoing educational needs • Creating programs for educating and supporting families of students with special needs, including: <ul style="list-style-type: none"> • Training programs for special education staff and parents for continuously upgrading the instructional program • Educational programs that encourage parents to participate in their children's education • Community support for creating partnerships with schools

Source: DISD Community Relations Division.

Chapter 3

C. COMMUNITY RELATIONS (PART 3)

In addition to DISD's 16 Community Network advisory groups and task forces monitored by the Community Relations Division, the district has 41 districtwide advisory committees (**Exhibit 3-22**) that are loosely monitored by several different departments. Some of the advisory groups include district employees, some include community members and others include a combination of both. They cover a wide variety of topics and interest areas.

Exhibit 3-22 presents a listing of DISD's districtwide advisory committees.

Exhibit 3-22
DISD Districtwide Advisory Committees
2000-01

Name	Type	Purpose	Meeting Schedule	Number of Members		Expiration of Term
				District	Community	
75/25 Waiver	District	To review and approve requests for campuses to deviate from the staffing ratios of the Desegregation Court Order.	Monthly, Every Third Wednesday	6	0	N/A
Alternative Certified Certification Committee	District	The committee was established by a 1994 State Board of Education Council proposal, to review recommendations on the certification of interns. The proposal identifies the members of the committee.	2-3 times yearly (June-August)	3	0	N/A

Alternative Teacher Certification Advisory Committee	District/Community	The Advisory Committee provides technical assistance, feedback and program review. The Chairperson of the committee serves on the Certification Committee.	Twice yearly (Fall/Spring)	22	6	Currently no expiration; recommendation will be made at spring meeting to limit terms.
Academy of Finance (A Member Program of the National Academy Foundation)	Community	Provide industry expertise to support curriculum; provide opportunities for paid internships for Academy students; assist in garnering financial support for scholarships, program activities and other special projects.	Quarterly	0	12	N/A
Academy of Travel and Tourism	Community	Support and advice on the travel and tourism industry.	As needed	0	14	N/A
Accountability Task Force	District/Community	To make decisions concerning the Dallas Accountability System.	2-3 times yearly	19	16	N/A
Americans with Disabilities Act (ADA) Review	District	To review the ADA accommodation requests submitted by employees and to make appropriate accommodations	Every other Wednesday or as needed	5	0	N/A

		to comply with ADA regulations.				
Benefits Oversight	District	To discuss and review benefits proposals and to make recommendations to the superintendent and the board of trustees.	As needed	10	0	N/A
Booker T. Washington High School for the Performing and Visual Arts Advisory	Community	To conduct a building design competition using National Education Association funding.	As needed	0	5	N/A
Calendar Committee	District/ Community	To prepare the calendar for each school year.	As needed	17	4	Yearly
Campus Leadership Development Advisory Committee	District/ Community	To provide input on plans for Campus Leadership Development.	Biweekly until program is operational; then as needed to review, evaluate and recommend program modifications and improvements.	20	4	Ad Hoc - No term
Communication Technical Advisory Committee	District/ Community	Support schools with Broadcast/Video Production Courses.	N/A	10	15	N/A
Construction Youth Apprenticeship Committee	District/ Community	Assist and advise program staff on industry standards, provide guest speakers and donations of	Monthly	7	15	N/A

		equipment and supplies.				
Curriculum Approval, Review and Alignment Committee	District	Review district course offerings; provide initial approval for innovative and magnet school courses; renewal of innovative and magnet school course; update and produce <i>the General Information Bulletin</i> .	First and Third Thursday, 7:30 a.m.	12	0	Positional Appointment
Dallas Reading Plan Advisory Committee	District/ Community	Review plans for improving reading in DISD and make recommendations.	Bi-monthly	7	7	N/A
Foundation Exploratory Committee	District/ Community	Make recommendations to the superintendent regarding a structure for a foundation to benefit DISD.	Four meetings were held; no additional meetings are scheduled until further direction from the superintendent	1	11	All serve at the will of the superintendent
Future Facilities	Community	To assist the district with planning for future facilities improvements.	Has met weekly, monthly or as necessary since 1997.	0	1	N/A
Human Resources (HR) Advisory	District	To share plans for improving HR services to the schools and departments.	Every two months	36	0	N/A
Initialization	District	To plan, prepare and execute the initialization or	Weekly	16	0	N/A

		continuation of all employee positions from one fiscal year to another.				
Juvenile Justice Task Force	District/Community	To share information and solve specific problems between the district, Dallas County Juvenile Department, law enforcement agencies and community groups.	Quarterly	6	7	N/A
Law Intern Program	District/Community	Provide paid internships at law firms and provide educational activities.	As Needed	2	4	Ongoing
Legal Review	District	To review employee disciplinary matters.	Every Wednesday	7	0	N/A
Marketing Education	Community	Support and advise on marketing programs.	As Needed	0	13	Yearly
Materials and Programs for Risk Reduction Education	District/Community	To review and approve educational materials and programs for classroom use that address pregnancy prevention and Sexually Transmitted Diseases. Required by law, Texas Education	Every other month during the school year	7	13	N/A

		Code Section 28.004.				
Migrant Parent Advisory Council	District/Community	Increase the quantity and quality of parent involvement; make recommendations on improving programs and services offered to Migrant children.	January, April, August, October	1	2	January 2002
National Automotive Technicians Education Foundation Transportation Technology Committee	District/Community	Assist and advise programs with industry standards, provide guest speakers and donations of equipment and supplies.	As Needed	4	7	N/A
Operation Involvement Advisory Committee	District	To communicate with local schools.	Monthly, Every First Monday	18	0	Yearly
Operation Involvement	District	To communicate with employees.	Monthly, Every First Tuesday	14 regular 14 alternate	0	Yearly
Professional Support - District Communications Committee	District/Community	To communicate with professional organizations and unions about district activities.	Monthly, Every Third Monday	Varies	Varies	Yearly
Safe and Drug-Free Schools	District/Community	To assist with the establishment of program goals and objectives; review strategies; and advise regarding program needs.	Three times yearly	7	5	Yearly
Safety and	District/	To review.	Five times	36	2	August 2001

Security Council	Community	recommend and propose plans for the provision of safe environments, early intervention programs and the prevention of situations that may lead to crises or injury to students or employees.	yearly			
School To-Work Advisory Council	District/Community	Provide entry-level job leads for Job Bank; financial support for scholarships, support program activities and special projects.	Once per Semester	8	32	N/A
Sick Leave Bank	District/Community	To review and approve employee requests for withdrawals from the Sick Leave Bank.	Every two weeks	3	1	N/A
Site-based Decision-Making Committee	District/Community	Required by Texas Education Code Sections 11.251-11.254.	Monthly	15	8	3 years or a change in representation status of member
Task Force on Child Abuse and Children With Special Needs	District/Community	To examine existing policies and procedures regarding child abuse and children with disabilities, particularly children who are nonverbal or have difficulty communicating.	Monthly	16	12	August 2001

		To help safeguard students with disabilities by developing guidelines and practical procedures that will identify critical training issues.				
Teacher Appraisal Taskforce	District/Community	To monitor and refine the Dallas Teacher Appraisal System.	2-3 times yearly	53	3	Change in representation status of member
Teen Pregnancy and Parenting Advisory Committee	District/Community	Assist with planning and implementation of the Teen Pregnancy and Parenting programs.	September, March, Two to six meetings of sub-committees yearly.	12	15	N/A
Teen School Board	Community	Advise Board of Trustees on issues of concern to students.	Monthly	0	58	Yearly
Training Think Tank	District	Coordinate training activities for staff.	N/A	Fluctuates depending upon number of representatives and directors attending.	N/A	N/A
Urban Systemic Program (USP) Advisory	District/Community	To give broad-based support in the continued efforts to reach USP goals towards systemic reform and improved student achievement.	Yearly	13	23	N/A
Yvonne A. Ewell Academic	District/Community	The advisory committee meets	Quarterly	24	5	Unlimited - membership.

and Social Development Program Advisory Committee		to discuss and give input regarding the status of the program and to make recommendations for the structure, design, programming, speakers, field expansion, recruitment of community volunteers and use of monetary contributions.				May change from year to year as program is expanded and as interests of the community dictate.
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Source: DISD Superintendent's Office.

Note: N/A = Not Available

The way districtwide advisory committees are structured results in little or no district management input regarding the fair selection of committee participants. Many of the committees do not have focused agendas aligned with DISD's goal of improving student performance. Many of the committees were formed to address specific problems or issues and there is no sunset process in place to examine whether there is a need for such committees to continue. Finally, there is no mechanism in place for any of the committees to tell district management what their goals and objectives are or how their actions benefit student performance.

Recommendation 59:

Develop formal guidelines for sunseting and restructuring districtwide advisory committees and establish well-defined oversight authority within the district's management structure.

DISD should develop specific guidelines regarding the sunseting and formation of all districtwide advisory committees and task forces. The guidelines should include an application and approval process that is handled by the superintendent's office. The application process should include documentation requiring the purpose of the advisory committee; the process for selecting prospective committee members; goals, objectives and anticipated benefits of the advisory committee; proposed meeting schedules; and anticipated duration of the committee.

The application and approval process should be applied to the 57 existing districtwide advisory groups. DISD district management should use the new guidelines to consolidate or eliminate groups that do not meet the district's expectations or are not active.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Administration develops specific guidelines for sunsetting and the establishment of districtwide advisory committees and includes them in board policy.	September 2001
2.	The assistant superintendent for Administration assigns members of district management to all districtwide advisory committees to ensure that activities are communicated and are aligned with the district's broad goals and objectives.	October 2001
3.	Members of district management communicate committee accomplishments and constraints on a quarterly basis.	Quarterly beginning in December 2001
4.	The assistant superintendent for Administration and members of district management assigned to work with the committees evaluate the advisory committees on an annual basis.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD contracts with local chambers of commerce to assist with outreach activities to promote the district's Partners in Education Program, even though Community Relations staff have the capacity to perform this duty.

The Community Relations Division maintains outreach contracts with three local chambers of commerce. Outreach services performed by the chambers are described similarly in all three contracts and include:

- Recruiting and retaining businesses, organizations and individuals as partners and volunteers for the DISD Partners in Education Program
- Communicating and disseminating information about DISD to stakeholders through the use of chamber newsletters and events
- Recruiting and retaining minorities as volunteers, tutors, mentors and business partners

- Assisting with the recruitment and retention of teachers and administrators and developing and implementing programs to reduce dropout rates

These contracts have been in force since 1992 and came about when Community Relations had fewer staff members. The Community Relations Division is currently staffed with six full-time specialists who serve as liaisons between the DISD central office, schools and community groups. These specialists are primarily responsible for central office coordination of business partnership, volunteer and community outreach programs. Community Relations' 1999-2000 year-end results showed an increase of 62 partnerships and 3,444 volunteers, many of which would have been added without the use of external resources.

DISD is paying \$75,000 a year for two of these contracts and \$65,000 a year for the third. Upon review of the monthly invoices for contracted services with the chambers of commerce, itemized billing allocations showed charges for payroll expenses, office rent, postage and mailing, and special projects-expenses already incurred by the Community Relations Division.

Many chambers of commerce have an education committee that coordinates activities and programs to promote community involvement and support public school district programs on a volunteer basis.

Recommendation 60:

Eliminate DISD's contracted outreach services with local chambers of commerce.

The six full-time specialists assigned to Community Relations should be capable of performing all community outreach for the district. Therefore, DISD should eliminate all contract services with local chambers of commerce.

The Community Relations Director should provide annual training and develop creative strategies to assist specialists performing community outreach activities. Members of chambers of commerce will still be able to work with the Community Relations Division as volunteers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the superintendent for Communications and the director of Community Relations eliminate the chamber of commerce contracts for outreach activities.	September 2001
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2.	The director of Community Relations provides appropriate outreach training to internal staff and develops innovative outreach strategies for the minority community.	September 2001
3.	The director of Community Relations and Community Relations specialists develop and implement ongoing strategies to improve outreach in the minority community.	September 2001 and annually thereafter

FISCAL IMPACT

DISD's annual outlay for contracted outreach services with local chambers of commerce is \$215,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Eliminate DISD's contracted outreach services with local chambers of commerce.	\$215,000	\$215,000	\$215,000	\$215,000	\$215,000

FINDING

A review of the DISD Council of Parent Teacher Association (PTA) roster on February 5, 2001, shows that 45 percent of DISD's 221 schools do not have active PTA organizations. While other schools may have an appointed person to act as a PTA liaison there is nothing to show that they have an active organization. **Exhibit 3-23** shows that DISD ranks lowest among selected peers when comparing the percentage of schools with active PTAs or Parent Teacher Organizations (PTOs).

DISD Community Relations Division management said that a higher percentage of district schools may have PTAs or PTOs that are not active. The district only recognizes PTA organizations that meet regularly and pay annual membership dues to the statewide association.

Exhibit 3-23 Comparison of DISD and Peer District PTA/PTO Organizations 1999-2000

District	Percentage of Schools with PTAs/PTOs
Houston	100%
Hillsborough (Tampa)	99%
El Paso	80%

San Diego	65%
Dallas	45%

Source: DISD Community Relations Division and Selected Peers Communications Departments.

In a March 8, 2001 Dallas Morning News article DISD officials said that 15 of the district's 28 low-performing schools have no PTA, while all 24 of the district's exemplary schools have active PTA groups.

According to Dr. Joyce Epstein, director of the Center on School, Family and Community Partnerships at John Hopkins University in Baltimore, Maryland, research shows that increased parental involvement can boost a child's performance by one-third of a letter grade—from a C to a C+ in one year. Studies show that regardless of economic status of a family, when parents are involved, there are measurable effects in achievement.

Active parental involvement groups have a proven success record for increasing parental participation. These types of parental involvement organizations serve as a network for parents, educators, and community leaders on all issues that are relevant to children and families.

One of DISD's *Vision 2003* initiatives is that by 2003, the district will create an infrastructure for parent participation that promotes collaboration among all stakeholders and encourages parents to become involved as partners in local schools for the benefit of all children. A subset of the initiative states that:

- The quantity and quality of PTA-sponsored activities will increase by at least 20 percent each year
- One-hundred percent of the campuses will have an active and productive parent organization

DISD is at the halfway point for accomplishing the critical goals related to parent participation outlined in the *Vision 2003* and less than 50 percent of the district's schools have active PTAs or parental involvement advocacy organizations.

Recommendation 61:

Establish a task force to work with principals and volunteers at schools without structured parental involvement organizations to ensure that all schools have active organizations by 2003.

The Community Relations Division should create a task force of members of the Dallas ISD Council of PTAs and Community Relations staff. Principals and volunteers from those schools without parental involvement organizations should also be members of the task force.

The task force should assist the district with soliciting volunteers and organizing PTAs at all DISD. The task force should also assist the district with evaluating the quantity and quality of existing parental involvement organizations' sponsored activities and developing specific strategies to increase those activities by 20 percent annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Community Relations obtains approval from the special assistant to the superintendent for Communications to establish a task force to ensure all DISD schools have parental involvement organizations by 2003.	September 2001
2.	The director of Community Relations contacts the DISD Council of PTA leadership to identify schools without parental involvement organizations.	September 2001
3.	The PTA task force contacts school principals and works with volunteers to organize parental involvement advocacy associations at all schools.	October 2001
4.	The PTA task force requests DISD PTA presidents or leaders of parental involvement organizations to submit a plan for evaluating the quantity and quality of existing PTA-sponsored activities and developing specific strategies to increase those activities by 20 percent annually.	January 2002
5.	The PTA task force monitors the increase in the number of PTA organizations and reports to the superintendent semi-annually.	March 2002 and monthly thereafter
6.	The PTA task force monitors the quantity and quality of PTA-sponsored activities to ensure a 20 percent increase and reports to the superintendent semi-annually.	March 2002 and monthly thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

D. BROADCAST SERVICES

DISD's Broadcast Services Division supports students, staff and community members by providing quality educational and informational programming through district cable channels.

Broadcast Services is managed by a director and supported by staff in four areas-Distance Learning, Engineering, Production and Scheduling, Distance Learning is supported by a specialist IV position, two specialist III positions and a teacher. A chief engineer and a specialist I position support engineering. Production is supported by two specialist I positions, two specialist II positions, two specialist III positions and a specialist IV position. Scheduling is supported by a specialist I position.

Broadcast Services is responsible for:

- Coordinating and producing distance learning courses
- Providing technical training in distance learning technologies
- Providing technical assistance to schools with broadcast capabilities
- Operating district cable channels
- Providing video production services
- Providing audio/visual assistance to the administration building

FINDING

Broadcast Services enables the planning, scheduling and broadcasting of distance learning educational programs to all district campuses; provides videotaped staff development training for teachers and administrators, and airs district board meetings.

Broadcast Services programs five cable channels (2B, 5B, 7B, 9B and 12B) on AT&T Cable Systems for instructional use that go to schools and 145,000 homes in the Dallas metropolitan area. Programs are broadcast from 8:00 a.m. until 10:00 p.m., seven days per week, 365 days per year. A sixth channel-11B-operates as a closed circuit television channel within the district's administration building. **Exhibit 3-24** summarizes Broadcast Services' cable channel offerings.

Exhibit 3-24
Summary of Broadcast Services
Cable Channel Program Offerings

Channel	Purpose
2B - Reading	Provides teacher-training modules on best practices in reading instruction. This channel also features Celebrity Readers, a series designed to promote the importance of reading. <i>Dallas Reading Plan Model Lessons</i> - Topics covered include developing an understanding of how children develop awareness of the different sounds that make up words. Techniques that promote awareness of basic speech are modeled. <i>Literacy Material Center</i> - A room designed to help teach a balanced reading program by providing a wealth of materials in response to teachers' needs and to reach children on all reading levels.
5B - Foreign Languages/Math	Russian, Spanish and Japanese language courses and an interactive math course. <i>Advanced Placement Calculus</i> - Prepares students to take the Advanced Placement Calculus exam for college credit through a live, interactive math program. <i>Russian World</i> - A journey through Russian language, culture and history through 30-minute Russian I and Russian II distance learning programs.
7B - Music/Art/Math/Miscellaneous Programming	Music, math, art and miscellaneous electronic field trips. <i>A Tribute to Dr. Martin Luther King, Jr.</i> - Celebrates the diversity and unity of culture as the legacy of Dr. King is remembered. DISD honored Dr. King with a variety of performances by students at the Pilgrim Rest Baptist Church. <i>Art Journeys: What is Art?</i> - An introduction to the appreciation of art through three art themes: Art About Life (realistic), Art About Art (abstraction/non-objective) and Art About Ideas (conceptual).
9B - Annenberg/CPB	Broadcast services airs this programming 24 hours a day, seven days a week. Annenberg/CPB offers innovative programs including professional development for K-12 teachers in math, science, literature, social studies, arts and humanities, and world languages. <i>Voices and Visions</i> - Profiles Ezra Pound, who describes the role of music and visual arts in the search for one's poetic voice. <i>The Earth Revealed</i> - Creates an appreciation for the immensity of the geologic time scale and summarizes Earth's evolutionary journey over more than 4 billion years.
11B - Closed-circuit Network	Closed-circuit network for DISD's administration building. Airs programming such as DISD's board committee meetings.

12B - Downlinks/ Miscellaneous Programming	A variety of programs are downlinked from the STEP-Star Network including adult literacy, parenting skills and science. <i>Young Astronauts I & II</i> - These programs encourage children to develop knowledge, skills and positive attitudes toward science, technology and mathematics. Students explore how satellites and space stations are used to improve life on earth. Parenting Skills - A comprehensive parenting course identifying major concepts and issues in child development and family relationships.
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Source: DISD Broadcast Services Division.

Exhibit 3-25 provides an overview of distance learning courses produced by DISD's Broadcast Services Division.

**Exhibit 3-25
Broadcast Services Produced
Distance Learning Courses**

Course	Number of Schools Served	Number of Students Served	Grade Levels Served
Elementary Spanish	32	1,656	K-4
Elementary Russian	3	125	3-6
Russian World - Russian I-III	5	58	9-12
Spanish I	1	150	9-12
Advanced Placement	11	300	11-12
Russian World - Russian I (out-of-state schools)*	7	32	N/A
Russian World - Russian II (out-of-state schools)*	6	10	N/A

Source: Broadcast Services Division.

*Note: *Tuition is paid to Broadcast Services from the sale of Russian I-II. Revenue received for 1999-2000 was \$20,895. Funds were used to purchase textbooks and supplies, pay teachers extra duty pay, take students on cultural field trips, pay for printing of workbooks, order videotapes and pay for Japanese III tuition.*

Exhibit 3-26 provides an overview of programming received from external distance learning providers.

Exhibit 3-26
Programming Received From Distance Learning Providers

Course	Number of Schools Served	Number of Students Served	Grade Levels Served
Japanese III*	2	5	11-12
Annenberg/CPB Channel	All District	Unlimited	K-12/Adult
Fairfax Network - Field Trips	All District	Unlimited	K-12
NASA Teleconferences	All District	Unlimited	K-12
T-Star Network	All District	Unlimited	Adult

Source: Broadcast Services Division.

*Note: *Tuition: \$2,500 (\$500 per student paid to South East Regional Consortium).*

Houston ISD contracts with the city of Houston to present 18 hours of programming each day, including district-produced instructional and informational programs. About 50 percent of Houston ISD's media broadcast programming is produced locally by HISD including issues programs, a daily 15-minute newscast, parent programming, homework assistance and special events programs. Houston ISD also partners with the University of Houston to produce videotaped musical instrument instruction programs. Houston ISD's board meetings are also televised via media broadcast services.

Hillsborough County Schools in Tampa, Fla. provides media broadcast services in conjunction with the Partners in Tampa Educational Consortium on the educational channel carried by Time Warner Communications. Hillsborough County Schools' media broadcast programs include community forums, a math homework hotline and the superintendent's "Back to School" press conference. The supervisor of Parent Involvement co-hosts a weekly broadcast for family involvement and other school-related information. Media broadcast services also airs Hillsborough County Schools' board meetings.

San Diego City Unified Schools uses media broadcast services to videotape staff development training for employees and to produce a

monthly one-hour community involvement program that airs on local cable television stations. Board meetings are not televised.

El Paso ISD uses media broadcast services for the production of instructional programs and documentaries. Board meetings are televised on the local cable channel.

COMMENDATION

DISD's Broadcast Services Division provides a variety of distance learning courses to students, staff development courses for district employees and provides televised board meetings.

Chapter 4

PERSONNEL MANAGEMENT

This chapter of the report reviews the personnel management function of the Dallas Independent School District (DISD) in five sections:

- A. Organization and Management
- B. Operating Policies and Procedures
- C. Compensation Plan and Practices
- D. Recruiting, Hiring and Retention
- E. Records Management

Essential human-resource management activities include workforce planning, recruiting and staffing, administering employee benefits, administering compensation, evaluating employee performance, training and developing, improving the work environment and complying with personnel policies and government regulations. While these activities are performed by both human resources staff and administrators in other areas, the human resources department is primarily responsible for managing and executing the district's personnel functions. A well-organized human resources department plays a key role in building and retaining a competent workforce and creating a work environment that attracts, develops, motivates and retains qualified employees.

Chapter 4

A. ORGANIZATION AND MANAGEMENT

Since the 1992 Texas School Performance Review (TSPR), DISD has increased its Human Resource Services Department (HRS) budget and staff by almost 50 percent. This is in response to the fact that DISD has grown into one of the largest employers in the city of Dallas with 19,193 professional and support staff on its 2000-01 payroll. HRS is responsible for performing the essential personnel functions necessary to maintain this massive workforce which includes over 10,000 teachers and almost 4,500 auxiliary staff including custodians, maintenance and food service workers. **Exhibit 4-1** lists employment categories and corresponding personnel figures for DISD for the 2000-01 school year.

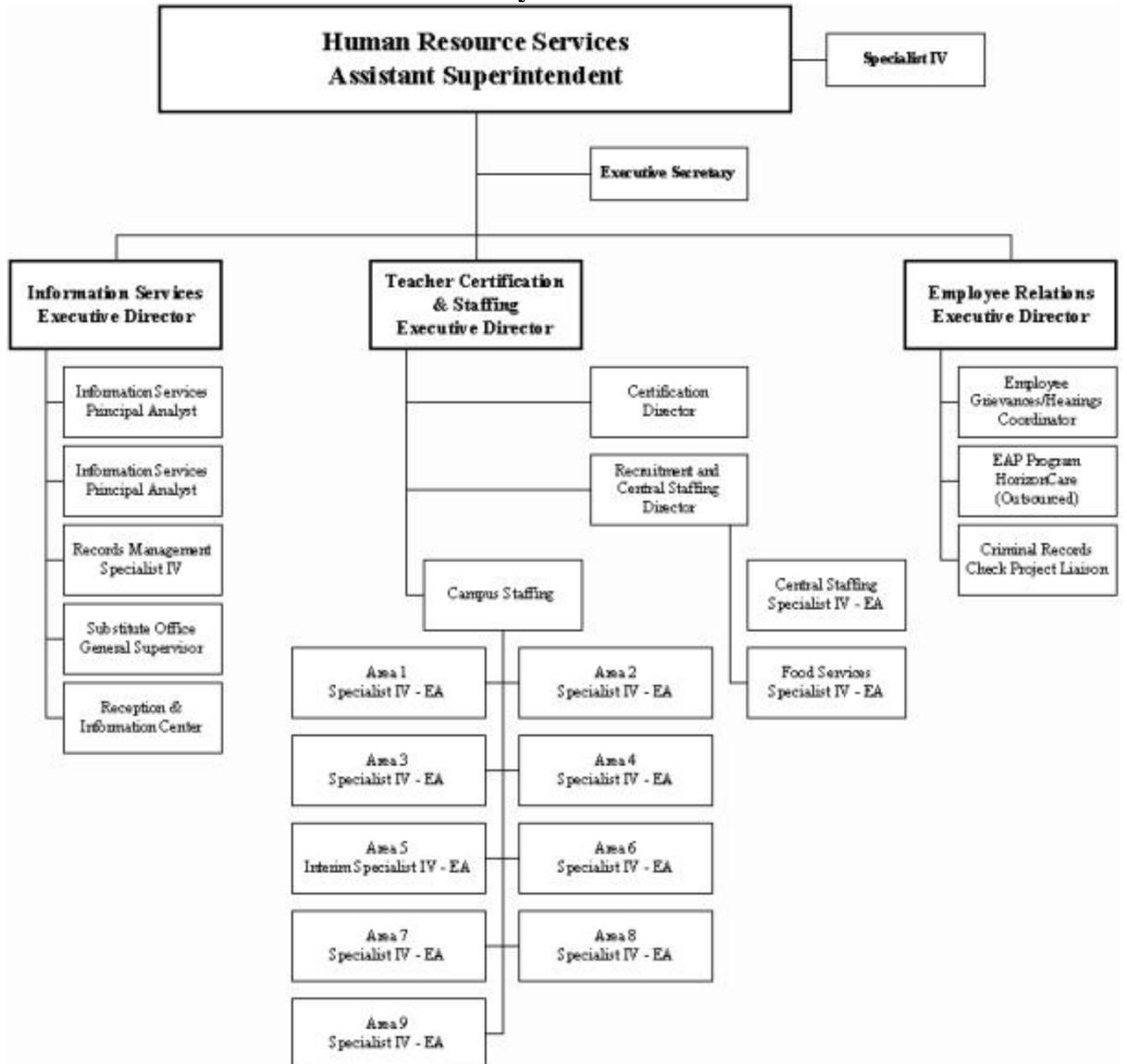
Exhibit 4-1
DISD Employed Personnel for 2000-01

Employment Categories	Number of Employees
Teachers	10,101.2
Administrators	575.0
Counselors	349.3
Librarians	212.0
Nurses	126.7
Psychologists	51.7
Educational Aides	1,653.7
Auxiliary	4,482.0
Other Staff	1,641.4
Total Staff	19,193.0

Source: Texas Education Agency, PEIMS 2000-01.

The budget supports a staff of 83 full-time equivalent (FTE) employees led by the HRS assistant superintendent who reports to the DISD director of operations. **Exhibit 4-2** presents the entire organizational structure of HRS as updated in February 2001.

Exhibit 4-2
Human Resource Services Department Organization
Effective February 2001



Source: DISD Deputy Superintendent - Operations.

The 1992 TSPR review noted that HRS had 46 staff positions and a budget of nearly \$2.3 million. For the 2000-01 academic year, the department has a budget of \$4.5 million, of which \$4 million, or nearly 90 percent, is allocated for their staff salaries and employee benefits. **Exhibit 4-3** shows the HRS budgets for fiscal 2000 and fiscal 2001.

Exhibit 4-3
Budget for DISD Human Resource Services Department
1999-2000 and 2000-01

Expenditure Categories	1999-2000	Percent of Budget	2000-01	Percent of Budget
Salaries	\$3,559,522	86.4%	\$4,059,421	90.3%
Contracted Services	\$273,982	6.7%	\$137,039	3.0%
Supplies and Materials	\$100,589	2.4%	\$110,589	2.5%
Other Operating Expenses	\$124,067	3.0%	\$150,661	3.4%
Equipment	\$59,629	1.5%	\$35,329	0.8%
Total	\$4,117,789		\$4,493,039	

Source: DISD Fiscal 2000 and 2001 Budgets.

Note: Percents may not total to 100 due to rounding.

The mission of the Human Resource Services Division is to *"provide comprehensive human resources services for DISD to carry out its mission and programs; to provide quality, accessible, responsive, and state-of-the-art services for its customers; and to provide model services in recruitment, employment, classification and compensation, work force development, employee relations, benefits, equal employment opportunity, and teacher certification and licensure."*

The goals of the department are to:

1. Align human resources with DISD priorities and requirements.
2. Plan for quality service, which reflects DISD vision and values.
3. Reengineer or streamline core human resource services and business processes.
4. Develop and maintain a well-trained, competent and diverse staff that constantly learns and improves.
5. Provide quality management through improved communication, customer satisfaction, employee participation and development, effective partnerships and an emphasis on results.
6. Have the Principals' Advisory Committee (PAC) continually solicit customer feedback.
7. Streamline administrative processes and develop new human resources procedures manual.
8. Develop HRS as a family-friendly workplace that supports high employee morale and the work and personal needs of employees.
9. Provide a quality work environment that accommodates employees and enhances productivity.

10. Develop an integrated information system to ensure that HRS employees have the necessary information to meet DISD goals and priorities and customers have access to its information.
11. Recognize and reward employees for performance.

The major responsibilities and functions of the department are:

- interpreting and communicating personnel policy and procedures;
- recruiting, hiring and processing related paperwork;
- tracking certifications and licensure;
- conducting background checks;
- administering employee benefits plans;
- performing salary calculations and implementing approved salary changes;
- maintaining, retrieving and storing personnel records;
- tracking employment statistics;
- responding to open records requests; and
- handling employee relations matters.

FINDING

The office environment of HRS does not promote safety, health and professionalism. A safe, healthy and pleasing work environment is important to the productivity and well-being of its employees.

The department is housed in a former grocery store building. Construction in the parking lot obstructs both entry into the building and parking. Space inside the building is very cramped. The hallways are narrow. The office does not appear to be fully compliant with the American with Disabilities Act (ADA), and TSPR observed an instance where a wheelchair-bound staff member was unable to maneuver easily around the floor of the office. Open areas are cluttered due to limited storage and office space. The restrooms are located in the back of the building, requiring visitors to walk through the work areas unsupervised. According to the staff, this open access compromises their safety and places them in a vulnerable position for outside intruders. Staff members also said that they feel the building is a firetrap.

In an interview, the interim associate superintendent of HRS said that the office building has approximately 15,000 square feet, but the staff needs an additional 12,000 square feet. She based this assessment on a recommendation made in a previous management review, in which the consulting firm used a general standard of 300 gross square feet per employee. Based on this standard, the department needs 27,000 square feet of office space for a staff of 90 employees.

According to the recently assigned assistant superintendent of HRS, renovation of the HRS office building is nearing completion. This renovation is designed to enhance the attractiveness of the lobby, to provide restrooms for customers and to add kiosks for inquiries and employment applications. However, there are no plans to increase the office workspace for HRS staff. The assistant superintendent of HRS is exploring options to relocate the HRS department someplace with more space. Additional funds for the relocation are requested in the proposed 2001-02 budget.

Unattractive work facilities can also hurt the district's efforts to recruit quality applicants because an unappealing office building can negatively affect an applicant's impression of the district. Overcrowded work areas hamper employee productivity and performance.

COMMENDATION

DISD recognizes the importance of a functional and attractive human resource facility, is taking short-term actions to remediate the problem and is planning and budgeting for a long-term solution.

FINDING

The constant management and organizational changes in HRS have hampered the department's ability to provide effective leadership for the district's human resources policies, programs and practices. This instability and the shortage of professional human resources expertise reduce the strategic and operational effectiveness of the department.

In February 2001, the DISD executive management team began addressing the department's severe management and customer service issues by reorganizing the department, renaming the department head's position and reassigning a former interim associate superintendent of HRS as the new assistant superintendent of HRS. The new department head has more than 31 years of service with DISD and previously worked in HRS for almost seven years, serving in three different positions-recruiting specialist, operations executive and interim associate superintendent.

Prior to the reassignment as assistant superintendent of HRS, she was the policy administrator for the district. The primary role of the policy administrator is to serve as the chief contact person for the development, communication and management of board policies. Key responsibilities include maintaining and updating the official board policies and regulations manual, providing administrative consultation and research services related to board policies, responding to inquiries from employees and others about district policies and staying abreast of legislative

developments, professional trends, legal developments and other information affecting district policies or programs. This experience as a policy administrator will enhance her leadership capabilities in this reassignment.

The February 2001 reorganization removed the Employee Benefits unit and the Compensation unit from HRS and reassigned both to the Financial Operations Department. Teacher development was removed from HRS and assigned to the Teacher Talent and Leadership Development Department.

With this reorganization, HRS has had five different department heads since 1996. The last associate superintendent held the position for nine months before being placed on administrative leave and reassigned to another department.

The second tier of management is the operations executive position. Since 1998, four different employees held this position, with the last hired in March 2000. This position was eliminated in February 2001, and the employee was reassigned to another department.

The third management level in HRS is the executive director position. Four employees have been terminated from these positions since December 1997. Further down is the director position. Three directors transferred from the department between 1999 and 2000.

High turnover in management positions is compounded by many other staff changes in non-management positions. A review of the personnel records reveals that 26 of the 75 human resources staff members were hired in 2000. In the Employee Benefits area, four of the five benefits specialists are new hires, and these individuals are the key administrators for the employee benefits plans. The Staffing unit just completed a reorganization to realign the employment administrators with each of the nine geographic areas, or zones, that comprise the district. The employment administrators were assigned Human Resources generalist responsibilities even though they do not have the training and experience recommended by the human resources profession. Also, new staff members recently joined this group. The Information Services unit recently lost several employees who transferred to better paying positions.

A review of the personnel records of the senior management team shows that while the current staff has prior human resources management experience, more than one-half of the management team has less than one year of experience with the district. The remaining employees have several years of experience with DISD. **Exhibit 4-4** shows the tenure of staff members at the director level and above.

Exhibit 4-4
Tenure of Human Resource Services Management Staff
2000-01

Position Title	Time in Position with DISD	Former Employers
Assistant Superintendent	2 months	DISD for 31.8 years
Executive Director -Employee Benefits	7 months	IPM Service Corp.
Executive Director - Compensation	3 months	Sprint Sales Office
Executive Director - Employee Relations	1.2 years	DISD for 12.6 years
Executive Director - Teacher Certification & Staffing	7.8 years	DISD for 27.6 years
Executive Director - Information Services	9 months	District of Columbia Public Schools
Director - Recruitment & Central Staffing	1.8 years	DISD for 12 years
Director - Benefits Manager	10 months	District of Columbia Public Schools
Director - Certification	9 months	DISD for 10.6 years

Source: DISD personnel files and records.

The structural reorganization that took effect in February 2001 did not eliminate all the problems and performance deficiencies of HRS. It is the knowledge, skills and abilities of employees, particularly in management positions, that determine how well the department performs. When measured against critical success factors for typical human resource management practices, DISD's Human Resource Services Department rates unfavorably. **Exhibit 4-5** compares the department's performance against critical success factors.

Exhibit 4-5
Comparison of DISD HRS Department to Critical Success Factors

Success Factors	DISD HRS Department Performance
Leadership and stewardship	Constant turnover and limited leadership experience resulting in loss of institutional knowledge

Visioning and strategic planning	No shared vision or strategic planning process to ensure linkage and a unified focus
Organizational structure	No organizational alignment for best performance and customer service
HR effectiveness measures	No departmental or staff performance measures to ensure goals are met
Operational efficiency	No documented, systematic operating procedures, resulting in unreliable and inconsistent customer service
Customer service orientation	Low customer satisfaction ratings; have not defined needs of customers
Organizational culture and work environment	No organizational values; limited teamwork; no reward and recognition system
Recruitment and staffing	No comprehensive workforce planning to ensure positions are filled based on priorities identified in <i>Vision 2003</i> ; no standard, objective interviewing process
Employee benefits administration	Plan design not competitive or tied to employee needs; plan administration is inefficient and manually intensive
Compensation and salary administration	Lack of philosophy and strategy; no job evaluations to ensure fairness and equity of pay; no schedule for salary surveys
Performance management	Performance appraisals conducted as a matter of routine with little or no effect on productivity
Training and development	No formal training or cross-training for staff; no skills assessment inventory to ensure core competencies
Communication processes	Ineffective internal and external communications; no single communication method for department
Technology	Systems are neither well integrated nor well-used; no technology upgrades are linked to district strategic plan
Compliance	No written procedures, methodology or schedule for ensuring compliance with federal, state and district regulations; no strategic goal tied to the district's initiative on compliance

Source: McConnell, Jones, Lanier and Murphy, LLP and interviews with DISD personnel.

An environment of instability has made it difficult for the department to engage in strategic planning, preserve its institutional knowledge and implement and sustain sound operating procedures. Also, introducing and

re-introducing new management and employees with different ideas and approaches disrupts the flow of work and the attainment of strategic goals, resulting in decreased productivity and low employee morale. Consequently, the district has difficulty attracting, developing, motivating and retaining qualified and talented employees.

Also, frequent turnover affects the district financially. By regularly replacing and reassigning employees, the district incurs costs for recruiting, training and creating new positions for highly paid individuals. Industry experts recognize that the costs associated with employee turnover are high. Several methods are used to calculate personnel replacement costs. The United States Department of Labor suggests that replacing an employee costs one-third of the new hire's annual salary. Some industry experts estimate replacement costs can run as high as one-half of the annual compensation. **Exhibit 4-6** shows the replacement costs for the 26 positions filled in 2000, using the beginning salaries in the formulas.

Exhibit 4-6
Replacement Costs for Recently Filled Human Resource Services Positions

Position Category	Number of Positions	Combined Annual Salary	One-Third Formula	One-Half Formula
Management Staff	6	\$470,000	\$156,667	\$235,000
Administrative Staff	9	\$416,659	\$138,886	\$208,330
Support Staff	11	\$268,655	\$89,552	\$134,328
Total	26	\$1,155,314	\$385,105	\$577,658

Source: DISD personnel records.

Note: One-third and one-half calculations have been rounded.

As shown in the exhibit above, turnover cost is significant, particularly since these dollars could be better spent in the classrooms. Controlling turnover and maintaining a competent HRS staff typically reduces costs and improves the effectiveness of personnel departments.

Two key ingredients for improving the performance of any organization are retaining effective leaders and developing a strategic plan to provide direction and focus for the staff. The Society for Human Resource Management (SHRM) emphasizes the importance and value of strategic

planning by the human resources leader. According to SHRM, strategic planning:

- Creates a vision;
- Identifies present and future critical needs of the organization;
- Assesses organizational capabilities and performance gaps;
- Defines workable methods, systems and processes;
- Maximizes the human, financial and capital resources of the organization and
- Focuses on continuous improvement.

Human resources departments that engage in strategic planning assure that the department's activities, contributions and service are directly linked to the larger organization's vision, strategies and goals. DISD, as the larger organization, developed a strategic improvement plan called *Vision 2003* that serves as the framework for the district's various departments, such as HRS, to address critical improvement needs. *Vision 2003* identifies seven mission critical areas for improvement and 10 priority initiatives for addressing the critical areas. To implement strategies systematically, the district uses a five-phase approach that includes defining, planning, organizing, controlling and closing out the initiatives on time, within budget and within specifications. Project overviews are developed for each initiative. The format used for the project overview provides a comprehensive report of the initiative in five areas: a needs assessment statement, a goal, a list of objectives, a list of success criteria and a list of preliminary resources and assumptions.

Exhibit 4-7 shows an example of a project overview from *Vision 2003*.

Exhibit 4-7
DISD *Vision 2003*
Example of Project Overview

<i>Compliance</i>	
Needs Assessment	The district fails to fully comply with state and federal program specifications and regulations.
Goal	Design and implement a system for assessing, improving and maintaining campus and central compliance by January 31, 2003.
Objectives	<ol style="list-style-type: none"> 1. Develop a baseline campus compliance checklist by August 31, 2000. 2. Develop and publish a methodology for assessing and improving campus compliance annually by May 31, 2001.

	3. Develop a training system and systemwide method for improving campus compliance by June 29, 2001.
Success Criteria	<ol style="list-style-type: none"> 1. Cut the total percentage of campus noncompliance citations reported through state accreditation reports by 5 percent annually. 2. Improve the district's overall average campus and central compliance scores as measured by locally developed compliance checklists by 5 percent annually.
Assumptions, Limitations, and Preliminary Resources	The general superintendent provides the Department of Systemwide Planning and Project Management with the necessary authority to fully implement the Compliance Initiative.
Project Manager	Employee Name Systemwide Planning and Project Management

Source: DISD Vision 2003 Priority Initiatives 2000-2003.

Recommendation 62:

Establish effective human resource management practices and improve customer service.

Steps must be taken to stabilize the department now that the reorganization is complete. HRS needs to focus on strategies and plans for achieving immediate and long-term performance improvement. HRS should translate the critical success factors identified in **Exhibit 4-5** into a strategic operating plan, using the format created for project overviews associated with *Vision 2003*. For each success factor, HRS should conduct a needs assessment, establish a strategic goal and objective, define the success criteria and identify the assumptions, limitations and preliminary resources necessary for accomplishing the goals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent of Operations and the assistant superintendent of HRS establish written performance goals that hold the assistant superintendent of HRS accountable for improving HRS performance.	August 2001
2.	The assistant superintendent of HRS and the HRS	August 2001

	management team define strategic goals and objectives for the department and communicate the goals and objectives to the internal staff.	
3.	The assistant superintendent of HRS determines if the organizational structure provides adequate staff to meet the department's goals and objectives and to provide quality customer service.	September 2001
4.	The assistant superintendent of HRS assesses the knowledge, skills and abilities of staff and develops plans to increase skill levels or replace unqualified staff.	September 2001
5.	The assistant superintendent of HRS involves staff members in developing a strategic operating plan to implement over the next 12 months.	October 2001
6.	The assistant superintendent of HRS documents the plan and submits it to the deputy superintendent of Operations for approval.	November 2001
7.	The assistant superintendent of HRS implements the plan and continuously monitors and reports progress on a quarterly basis to the deputy superintendent of Operations.	December 2001 and quarterly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

B. OPERATING POLICIES AND PROCEDURES

HRS plays a critical role in ensuring that human resources reflects the district's philosophy, values, culture and expectations. This department has the most opportunities to interact with the greatest number of employees. The department's efficiency influences the motivation and ability of district employees to focus on the needs of the students.

FINDING

The district distributes two different employee handbooks that do not always agree. DISD developed and issued *A Handbook For Employees*. The handbook is dated January 2000 and is a reprint of the Internet version of certain district policies that are required by law, required by the Texas Education Agency, recommended by the Texas Association of School Boards or approved by the board. The handbook is not provided to new employees.

A second handbook is given to new employees as a part of the new-hire orientation process. The handbook is called *Orientation Packet*. This guidebook reviews records requirements, salary administration, teacher certification, employee benefits, grievances and sexual harassment, teacher evaluations, leaves and absences, career options and district communication. It also provides basic information about district policies and procedures. Current employees are not provided a copy. The book is not dated, which makes it difficult to determine its accuracy. Some information is outdated. For example, a section of the handbook describes the career ladder stipend program as if it is still available to all employees. The Texas Legislature abolished the career ladder stipend in 1993 for teachers who did not have career ladder status as of August 1993.

Having two different handbooks with inconsistent or incomplete information makes it difficult for employees to understand and follow district policies. Employee handbooks serve an important function, according to a white paper developed for the Society for Human Resource Management (SHRM). The employee handbook communicates information to employees about the organization's philosophy, values, personnel policies, benefits, pay practices and responsibilities and obligations of the employer and the employee.

Recommendation 63:

Consolidate and update district policies and guidelines into one employee handbook.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent of HRS appoints staff members from each organizational unit to serve on a committee for consolidating policies and guidelines into one employee handbook.	October 2001
2.	The committee meets and develops a project plan.	November 2001
3.	The committee reviews handbooks for discrepancies, redundancies and omissions related to important policies and guidelines.	December 2001 - February 2002
4.	The committee develops a revised handbook and presents it to the assistant superintendent of HRS for approval.	May 2002
5.	The assistant superintendent of HRS approves the handbook and obtains approval from the deputy superintendent of Operations, the superintendent and the board.	June 2002
6.	Once approved, the assistant superintendent of HRS ensures distribution of the handbook to all employees and makes it available through the districts Intranet.	August 2002
7.	The assistant superintendent of HRS establishes a schedule and process for updating the handbook on a regular basis.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Human Resource Services Department does not have an operating procedures manual that reflects board policies and provides day-to-day instructions for the staff. In almost every area of the department, work processes are inconsistent, work is backlogged, cross-training is lacking and internal controls are missing. A lack of documented and standardized procedures results in miscommunications and overall inefficiency.

Staff members said that no systematic method for communicating internal policies or procedural changes is in place. They reported that they often do not learn about revised procedures until they are reprimanded for following outdated procedures. Regular staff meetings are not held. Focus group interviews with the support staff revealed a high level of

dissatisfaction with the department. Performance expectations are not always clear. Performance standards and measures are not in place. Training is haphazard and inconsistent. Within the same work group, new employees are given conflicting instructions on how to perform their work. This results in chaos, workflow disruptions, doing work over, low employee morale and inefficiency.

In light of the frequent turnover in the department, the productivity of newly hired staff members is hampered by the lack of documented and standardized procedures. Inconsistent procedures result in paperwork being processed incorrectly or district employees being misinformed about certain personnel procedures.

Recommendation 64:

Develop a standard operating procedures manual for the Human Resource Services department.

This manual will provide the framework for standardizing procedures and keeping the staff informed on processes and expectations. Each area should develop desk manuals to ensure continuity of work during absences and vacancies.

The manual should contain the department's mission, goals, organizational structure and detailed procedures for carrying out the functions of the department. The manual should be reviewed and updated regularly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent of HRS appoints staff members from each organizational unit to serve on a committee to develop an operational manual.	January 2002
2.	The committee meets and develops a project plan.	February 2002
3.	The committee collects and reviews descriptions of policies, procedures and practices of the department.	March 2002
4.	The committee develops the procedural manual and presents it to the assistant superintendent of HRS for approval.	May 2002
5.	The assistant superintendent of HRS approves the manual and obtains approval from the deputy superintendent of Operations, the superintendent and the board.	June 2002
6.	Once approved, the assistant superintendent of HRS distributes the manual to each Human Resource Services staff member.	August 2002

7.	The assistant superintendent of HRS establishes a schedule and process for updating the handbook on a regular basis.	August 2002
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD issues 620 employment contracts not required by the Texas Education Code (TEC) for non-certified professional employees. In addition, the oversight and management of the contracts is inconsistent.

Chapter 21 of TEC states that a school district must issue employment contracts to classroom teachers, principals, librarians, nurses and counselors. The code further states that the district is not required to give contracts to employees other than the ones listed above. Board policy, DCE (LOCAL) specifies that the board may use written contracts to employ personnel not eligible for a contract under Chapter 21 of the Education Code.

The orientation booklet identifies two types of contracts-probationary and three-year. Professional employees receive a probationary contract during the first two years of employment, then become eligible for a three-year contract after they receive successful performance evaluations for two or more consecutive years.

The review team was provided copies of seven different contracts. The Staffing unit, which is charged with contract administration, was not familiar with the three Non-Certified Professional Administrative Employee Term Contracts. However, the recently reassigned assistant superintendent of HRS confirmed that all seven contract types are in use by the department. **Exhibit 4-8** lists the types of contracts that the department issues.

**Exhibit 4-8
DISD Employment Contracts**

Contract Name	Term
Teacher Probationary Contract	1 year
Teacher Term Contract	3 years
Employee Probationary Contract	1 year
Employee Term Contract	3 years

Non-Certified Professional/Administrative Employee Term Contract	1 year
Non-Certified Professional/Administrative Employee Term Contract	2 years
Non-Certified Professional/Administrative Employee Term Contract	3 years

Source: DISD HRS Department.

Some discrepancies exist regarding the appropriate use of the contracts. In one instance, an HRS employee hired in April 2000 signed a probationary contract. Three months later, this same employee signed a three-year term contract even though the employee was ineligible. In another example, an HRS staff member hired in October 2000 was given a three-year contract from the start and not the required probationary contract for new hires. Further, in an audit of randomly selected DISD personnel files, the review team noticed that approximately one-third of the files did not contain current contracts.

The Non-Certified Professional /Administrative Employee Term Contract contains a clause that has confusing language and appears to create a financial liability for the district. Item 12 of the contract reads as follows:

"Employee may be released from this contract only with District approval, pursuant to local policy. Upon such release, the Board shall continue to make regular payroll disbursements to the Employee until any due and owing salary amount is fully paid."

This clause suggests that the district may pay the salary of a terminated employee through the end of the contract term. Human Resource Services staff members did not know this statement was in the contract and did not know its meaning. DISD's employment-law attorney explained that the statement refers to any salaries or pay that the employee has already earned. The attorney further confirmed that, in general, the contracts do not have a buy-out provision.

The state of Texas is an employment-at-will state which means that either an employer or employee can terminate the employment relationship for any or no reason. Contractual relationships may be more difficult to terminate depending upon the specific terms regarding termination. While DISD applies the employment-at-will doctrine to support employees, the district uses contracts to bind non-certified professional employees who could also be subjected to employment-at-will if contracts were not used. Board policy does permit termination of contracts based on guidelines outlined in DF (LOCAL) and non-renewal of contracts in accordance with the guidelines listed in DFBB (LOCAL).

Recommendation 65:

Discontinue the practice of routinely issuing employment contracts to non-certified professional employees.

The district should provide employment contracts only when required by law and when necessary to hire and retain key personnel in strategic positions. Board policy DCE (LOCAL) should be reviewed for amendment. By no longer routinely awarding contracts to non-certified personnel, the district will reduce its financial exposure and risk. In addition, HRS staff should pay particular attention to detailed management of the contract process according to district policy and corresponding procedures.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board revises district policy to authorize employment contracts only for those employees required by law to have valid certificates and permits and for those employees whose retention is critical to the district's operations.	August 2001
2.	The board establishes a policy to reflect the changed policy .	August 2001
3.	The Human Resource Services staff changes departmental procedures to reflect the revised policy.	August 2001
4.	The assistant superintendent of HRS explains the revised policy and its impact to affected employees through meetings and other forms of communication.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

C. COMPENSATION PLAN AND PRACTICES

Board policy DEA (LOCAL) states that salaries and wages are set to allow the district to compete for and attract beginning and experienced personnel. The policy says that employees on salary schedules that include steps in pay will advance one step each school year until the limit is reached for that salary range. Central staff have pay grades and salary ranges with a minimum, midpoint and maximum. The district publishes and distributes a Compensation Plan booklet of salary schedules for all positions. The schedules identify the number of contract days a position is to be paid and the job codes for which that pay schedule applies. For example, a community liaison position at pay grade two for 205 days has a minimum annual pay of \$34,737, and the same position at the same pay grade for 215 days has a minimum annual pay of \$36,366. The daily rate of pay for both positions is the same.

Salary supplements are included as pay to employees who assume additional responsibilities. The compensation booklet shows that stipends are available for specific positions such as math teachers, science teachers, special education personnel and academic decathlon coaches. Other supplemental compensation is available for both professional and support staff who perform work outside of their contract days.

FINDING

DISD does not use a performance based compensation system that encourages or rewards higher levels of performance. The 1992 review by TSPR recommended that DISD consider broadening the rating scale for evaluating overall employee performance. The district still uses the two-scale rating system of "meets expectations" and "below expectations." The performance ratings drive pay increase decisions but do not indicate degrees of individual performance or how much improvement is needed.

Effective with the 2000-01, teachers and related instructional personnel employed during 1999-200 with 15 years of service or more are eligible for a longevity stipend. New teachers and instructional personnel will only be eligible for the longevity stipend once they have 15 or more years of service in the district. Longevity awards are paid annually in addition to base salary in the following amounts:

- \$1,000 - 15 to 19 years
- \$2,500 - 20 to 24 years
- \$4,000 - 25 to 29 years

- \$5,000 - 30 years and above

According to information presented at the June 2001 Committee of the Whole meeting, the actual expenditures for 2000-01 related to this longevity decision are anticipated to far exceed the \$6.375 million estimates made by the previous administration. By one report, the amount expended this year is expected reach more than \$14 million. Additionally, a decision to collapse the 28-step pay schedule to 15-steps and advance personnel one step next year was estimated to cost \$20 million. Collapsing to an 11-step pay schedule as approved by the board last year will cost the district another \$10 million next year. Not considering any other advancements, pay increases or changes in numbers of personnel in the district, this package could cost approximately \$44 million annually. Teachers and related instructional personnel will reach the highest pay schedule sooner under this plan.

Trying to put more dollars into the hands of teachers is commendable, but the current plan is costly and does not address the issue of performance. DISD's pay increase plan does not provide an incentive for employees to consistently achieve higher performance. This pay plan conveys to employees that average or minimum performance levels are acceptable, which is inconsistent with the district's vision and strategic goals. Without any meaningful incentive, the performance appraisal process becomes routine with little or no value, and the pay increase is treated as an entitlement. Pay increases that are clearly and specifically tied to job performance have motivational impact, rewarding employees based on individual contribution or performance. Overall organizational performance improves because highly motivated employees produce more and better quality work.

Sections 21.352 and 21.354 of the TEC specify that Texas school districts must develop a performance appraisal process and establish criteria for evaluating teachers and administrators. The code states that school districts can either adopt the state's model or develop a process at the district level that is designed to meet the state's recommended criteria. TEC does not require specific performance rating categories; however, the state model, the Professional Development and Appraisal System (PDAS) for Texas teachers, uses a four scale performance rating system. According to Section 150.1002 of the TEC, the performance rating categories are:

- exceeds expectations;
- proficient;
- below expectations; and
- unsatisfactory.

Employee performance appraisals and districtwide salary increases occur on an annual basis. At the beginning of the performance appraisal cycle, HRS distributes a schedule with deadlines for all appraisals. Supervisors and principals conduct the performance evaluations, assign an overall performance rating and forward the completed appraisal form to HRS. HRS hires a temporary clerical employee to track and follow up on all performance reviews.

Also, at the beginning of the performance appraisal cycle, HRS staff works with Software Development employees to program the human resources/payroll computer system to reflect a performance rating of "meets expectations" for all DISD employees. After the completed performance appraisal forms are received in HRS, the temporary employee checks the performance rating on each review. If the rating is a "below expectations," the temporary employee manually changes the code in the system to reflect the low rating. No other action is taken by HRS other than the filing of the performance appraisal form. A random review by TSPR of 83 DISD personnel files revealed that performance appraisal forms were missing or outdated. There were no current performance appraisals for 1999-2000.

Board decisions on districtwide pay increases usually follow the performance appraisal cycle. There are no federal or state regulations governing pay increases to non-teaching employees. DISD administrative procedures in DN (REGULATION) stipulate that employees who receive an overall "below expectations" evaluation for a school year shall not receive a wage or salary increase for the ensuing school year, or be eligible to receive any stipends subject to the appeals procedure. The Compensation staff told the review team that due to a computer programming error, all DISD employees received pay increases in September 2000, including employees with low performance ratings. For 2000-01, only 118 of the 15,183 DISD employees received a "below expectations" rating, which represents less than 1 percent of total employees. However, because of their heavy workloads, the staff has not been able to conduct an audit of the personnel records to reverse the incorrect pay increases.

In a recent TSPR survey, district administrators, support staff, principals, assistant principals and teachers were asked about their perceptions of DISD's performance management practices. The survey results summarized in **Exhibit 4-9** show that many of the respondents feel the district does not reward competence and experience.

Exhibit 4-9
DISD Employee Opinion Survey Results

"The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion."							
Respondent	Number of Respondents	Strongly Agree	Agree	No Opinion	Disagree	Strong Disagree	Total
District Admin. & Support Staff	120	5%	19%	10%	40%	26%	100%
Principals & Assistant Principals	167	1%	21%	11%	43%	24%	100%
Teachers	781	2%	19%	14%	41%	24%	100%

Source: TSPR Survey Results, November 2000.

In an effective pay for performance plan, a district rewards its employees with merit increases of varying amounts based on their performance and contributions. Typically, poor performers do not receive merit increases, average performers are eligible for a minimum pay increase and top performers are considered for a larger merit increase.

Recommendation 66:

Create a pay for performance compensation plan.

The continuation of expenditures for longevity pay and further collapsing the pay steps should be reconsidered. DISD should redesign the performance rating categories and the merit increase system to more accurately reflect a pay for performance plan. Existing funds budgeted for longevity pay and pay increases should be examined in light of the long term financial impact on the district as well as the system's desired impact on productivity and performance. To effectively tie pay to performance, pay increases should be awarded according to varying levels of performance. Average performers should not receive the same amount of pay increases that are awarded to top performers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for HRS and the executive director of Compensation to prepare a plan to present to the board concerning the discontinuation of the longevity pay system and the further collapsing of the pay steps, and the implementation of a performance-based system of pay.	July 2001
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2.	The assistant superintendent for HRS creates a committee of stakeholders comprised of teachers, administrators and support personnel to provide additional input on the performance ratings and merit increase structure revision.	July 2001
3.	The assistant superintendent for HRS and the executive director of Compensation obtain input on the performance ratings and merit increases from the stakeholder committee and present the findings to the board for approval.	August 2001
4.	The assistant superintendent for HRS and the executive director of Compensation work with members of the DISD Districtwide Committee to redesign rating categories on the performance appraisal forms.	October 2001
5.	The assistant superintendent for HRS submits the revised appraisal policy and plan to the superintendent for approval.	November 2001
6.	The superintendent submits the revised policy and plan to the board for approval.	November 2001
7.	The board approves the revised policy and plan and all affected employees are notified of the change in the appraisal system.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources. Savings in the out years will be possible by reconsidering the current longevity and step systems, but the amount will be dependent entirely upon the compensation system adopted by the board.

FINDING

According to March 2001 payroll records, 2,076 DISD employees receive an annual car allowance, costing the district \$1,843,859 annually. The car allowance is treated as regular income to the employee and is reported on the W-2 form to the Internal Revenue Service (IRS).

This is not a reimbursement plan, but an annual allowance to account for intradistrict or travel within 30 miles of the central administration building that is added to an employee's regular pay at the time the employee assumes that position. No proof of travel is required. The amount of the car allowance differs from a low of \$315 per year to a high of \$3,288 per year. Some of these support and professional employees receive both a car allowance and the use of a district vehicle. The DISD compensation unit confirmed that the executive director and the specialist IV in the Transportation department both use a district vehicle and receive this car allowance.

The purpose of the car allowance is not discussed in the Employee Handbook or the Compensation Plan booklet. Limited information on the car allowance is found in the board's online policy manual. According to board policy, DEE (REGULATION), certain positions receive the car allowance in lieu of actual mileage expense for intradistrict business-related travel. However, the manual or policy does not explain how or why these positions receive the extra pay. Approximately 70 different classifications of professional employees and almost 20 different categories of support positions receive a car allowance. In addition, travel outside of the district or the state is reimbursed. Regular mileage reimbursements for employees not receiving the intradistrict car allowance are calculated with the \$.28 per mile rate established by the Texas Education Agency in accordance with the State Mileage Guide. An employee must complete and submit a monthly travel report form to the department head for approval when submitting mileage claimed for reimbursement.

Exhibit 4-10 shows the district's 2000-01 Car Allowance Schedule for professional personnel. **Exhibit 4-11** lists the support positions eligible for a car allowance.

Exhibit 4-10
DISD Annual Car Allowance Schedule for Professional Positions
2000-01

Amount	Position	Amount	Position
\$3,288	Associate Superintendent Special Assistant to the General Superintendent Deputy Superintendent	\$663	Nurse-in-Charge
\$2,877	Assistant Superintendent Executive Manager Area Superintendent Chief of Staff	\$647	Specialist I Senior High School Principal Senior High School Assistant/Head Coach/Trainer Community Liaison
\$2,626	Board Secretary Administrative Assistant to the General Superintendent Operations Executive Executive Assistant to the Superintendent	\$639	Pre-doctoral School/Psychology Intern

	School Attorney		
\$1,404	Area Coordinator Controller Executive Director Director Coordinator Specialist IV Project Director Evaluation Specialist II/III/IV Executive/Principal/Senior Analyst Engineer/Architect/Facilities Planner Engineer Intern Administrative Assistant Executive Planner Treasurer Electrical Engineer Mechanical Engineer	\$563	Middle School Principal Middle School Coach Senior High School Golf/Soccer/Tennis Coach Senior Programmer/Programmer Analyst
\$1,277	Child Advocacy Liaison Home School Coordination/Visiting Teacher Nursing Specialist Nurse Preceptor Occupational/Physical Therapist/Mobility Therapist Psychologist Social Worker Specialist - Youth Action Center/Security	\$481	Secondary Assistant Principal/Dean of Instruction Elementary Principal Magnet School Principal
\$1,058	Accounting Staff Auditing Staff Specialist/Food Service Evaluation Specialist I	\$359	Accountant III
\$962	Specialist II/III Itinerant & Crisis Teacher Instructional Specialist Lead Reading Teacher Hospital-Homebound/Vision Teacher Vocational Adjustment Coordinator Educational Diagnostician Audiologist	\$315	Elementary Assistant Principal/Dean of Instruction

Cooperative Vocational Teacher Speech Therapist Teacher - Adapted P.E. Head Trainer Drug Specialist Licensed Specialist in School Psychology		
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Source: DISD 2000-01 Compensation Plan booklet.

Exhibit 4-11
DISD Car Allowance Schedule for Support Positions
(expressed in annual amounts)
2000-01

Amount	Position	Amount	Position
\$1,404	General Custodial Supervisor	\$995	Artist Youth Action Center Advisor
	Field Supervisor Operations Supervisor Photographer Paraprofessionals	\$962	Accounting Liaison Program Paraprofessional (225/215/205/195/185)
	Project Liaison - Cable Data Specialist II - Cable Accounting Clerk II - 225 (Property) Data Communications	\$630	Program Paraprofessional - Supervisor I-SC (Media)

Source: DISD 2000-01 Compensation Plan booklet.

The Houston Independent School District (HISD) gives a car allowance to upper level management positions equivalent to the DISD assistant superintendents and higher. The HISD superintendent may assign a car allowance for special circumstances at his discretion. Other employees must request mileage reimbursement under their travel plan that uses the IRS rate of \$.345 per mile. Some of these positions include itinerant teachers, principals, and assistant principals. HISD schools and departments are allowed to establish an intradistrict travel budget to pay mileage reimbursements to employees. After budget funds are used, there are no additional monies available for mileage reimbursements.

Recommendation 67:

Grant annual car allowances for personal vehicle use to executive level positions only with exceptions for other positions when required travel is properly documented and justified.

Car allowances should be approved only for those positions that require routine travel for official district business. Positions not requiring routine intradistrict travel should be subject to the existing intradistrict travel reimbursement policy.

The district should eliminate the annual car allowance for employees using a district vehicle and in positions below the executive management level until the district determines if it is appropriate for other employees. The district should institute a process for district administrators to request an exception to the policy when they submit proper documentation and justification.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent of HRS and the executive director of Compensation develop a plan to reduce the number of positions eligible for the annual car allowance.	August 2001
2.	The assistant superintendent of HRS and the executive director of Compensation draft a policy eliminating the annual car allowance for positions below the executive management level unless proper documentation and justification is submitted.	September 2001
3.	The assistant superintendent of HRS obtains approval from the superintendent and board for policy and schedule revisions.	October 2001
4.	The executive director of Compensation and the Payroll Department develop a plan to notify affected personnel.	October 2001
5.	The executive director of Compensation and the Payroll Department implement the plan.	November 2001

FISCAL IMPACT

The work associated with reviewing and revising the policy can be done with existing resources. Actual cost savings can conservatively be estimated at 22 percent of the present costs of \$1,843,859 or \$405,649 annually. In 2001-02, savings will be \$338,041 ($\$405,649 \div 12 \text{ months} \times 10 \text{ months}$).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Grant annual car	\$338,041	\$405,649	\$405,649	\$405,649	\$405,649

allowances for personal vehicle use to executive-level positions only with exceptions for other positions when required travel is properly documented and justified.					
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FINDING

Placing employees on "administrative leave with pay pending an investigation" is a costly management practice that keeps employees on the payroll while not actually working for the district.

DISD allows employees to take leaves of absence from work for a number of reasons. The leaves may be on a voluntary or involuntary basis. For example, board policy DEC (LOCAL) addresses sick leave, personal leave, local leave, emergency leave, funeral leave, family and medical leave (FMLA), temporary disability leave, leave for jury duty and other court service, professional leave and involuntary leave for medical evaluation or for disciplinary reasons. *A Handbook for Employees*, dated January 2000, states:

Administrative leave with pay pending an investigation "means that a complaint or other kind of notification was received by administration which requires the removal of the employee from the workplace until facts are investigated. Administrative Leave with Pay is not a disciplinary action."

The guidelines for placing an employee on administrative leave state that the purpose of placing an employee on leave is to remove the employee from the school when it is believed that the employee's presence will hinder an investigation or is a threat to the well-being of students or staff. To initiate an administrative leave, supervisors and principals are required to contact the executive director of Employee Relations in HRS to discuss the situation. HRS must approve the administrative leave before the administrator can remove the employee. After HRS authorizes the leave, the supervisor or principal generates a form letter addressed to the employee, stating the alleged policy violations or circumstances that warrant an investigation and that the employee is being placed on leave. The letter states that the leave is not a reflection of guilt, wrongdoing or disciplinary action, but it is an action designed to facilitate an investigation of the matter. While the letter advises the employee to be available during work hours, it does not specify the length of the leave. As a result, the

period of leave is determined by the length of time it takes to complete the investigation, conduct the hearing and render a decision.

If the situation does not require the involvement of law enforcement officials, the initiating administrator is permitted to conduct the investigation or request that the special assistant to the superintendent for Safety and Security conduct the investigation. The guidelines provide general instructions for how to conduct the investigation and state that the administrator is expected to conduct the investigation in a prompt and expeditious manner. The guidelines do not specify what constitutes a prompt and expeditious investigation.

Standard and current reports are not available or generated regularly to allow a comprehensive evaluation of the cost and time the district spends in placing employees on administrative leave. While the Employee Relations group manages the grievance and hearings processes, no district staff member is charged specifically with ensuring the effectiveness of this leave practice. According to the executive director of Employee Relations, the investigative unit of Public Safety and Loss Prevention handles the investigations for cases not involving law enforcement. The Employment Relations unit may or may not receive notification about an employee's return to work after the leave ends. Consequently, payroll records may not get timely updates, and Payroll and HRS may show two different dates as the employee's official return date.

In 1999, 31 employees were placed on administrative leave with pay, lasting from one week to one and one-half years. During 2000, the number of employees placed on administrative leave jumped significantly to 99 employees, with leave periods ranging from one week to one year. Based on information provided by the Employee Relations unit, 25 employees were still on administrative leave with pay as of January 12, 2001. Three of these employees began their leave in 1999 and have not returned to work. **Exhibit 4-12** shows the number of employees on leave by month and by year.

Exhibit 4-12
Employees on Administrative Leave with Pay
As of January 12, 2001

Number of Employees	Leave Begin Month	Combined Annual Salaries
3	October 1999	\$97,569
1	March 2000	\$13,420
2	April 2000	\$49,621

2	May 2000	\$67,884
1	June 2000	\$175,000
5	August 2000	\$125,754
2	September 2000	\$82,706
4	October 2000	\$241,678
3	November 2000	\$122,718
2	December 2000	\$95,221
Total 25		\$1,071,571

Source: DISD Human Resource Services Department.

The exhibit shows that the district is spending more than \$100,000 for salaries of the four employees who have been on administrative leave since October 1999 and March 2000. Factoring in the 21 additional employees who have been on varying lengths of administrative leave with pay since April 2000 means that this employment practice is costly to the district. The district has no guidelines placing limits on the length of time employees may remain on administrative leave with pay. Without such guidelines for administrators to consider before recommending this type of leave for individual employees, initial placements and subsequent investigations may be handled inconsistently and without careful consideration of possible costs.

Recommendation 68:

Modify district policy and guidelines to limit the amount of time employees can be placed on administrative leave with pay.

Administrative leave with pay should be used sparingly and only when necessary for conducting an impartial and prompt investigation of employee relations matters. A systematic approach for handling administrative complaints and investigations will control district expenses and ensure fair and consistent treatment of employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent of HRS and the executive director of Employee Relations develop a plan for reviewing and recommending changes to the administrative leave with pay policy and guidelines.	September 2001
2.	The assistant superintendent of HRS presents the plan to the	October

	superintendent and board for approval.	2001
3.	The board approves the plan.	October 2001
4.	The assistant superintendent of Human Resources and the executive director of Employee Relations implement the plan.	November 2001

FISCAL IMPACT

While it is difficult to determine the exact annual cost of paying employees who are on administrative leave with pay, due to the varying lengths of time that each employee is on leave, and the number of employees on leave with pay at any given time, TSPR estimates that about \$500,000 is paid out annually. By tightening the guidelines on the amount of time an employee can stay on leave without pay, TSPR estimates that about 20 percent of this cost would be reduced, for an annual savings of \$100,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Modify district policy and guidelines to limit the amount of time employees can be placed on administrative leave with pay.	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000

FINDING

HRS management allowed nonexempt employees to perform their exact job functions through a temporary employment agency after normal working hours, and no policy is in place prohibiting or allowing this practice. In December 2000, the HRS interim assistant superintendent budgeted \$10,000 to fund temporary employees from EuroStaff, an agency approved by the board for 2000-01 temporary services, to complete the data entry of health insurance benefits. Temporary services were used because it was more cost effective than paying overtime or guaranteeing compensatory time off to employees.

The interim assistant superintendent requested that the Benefits Department management inform employees that participation was voluntary. Participating employees concluded their regular workday then went on the clock as employees of EuroStaff. Some employees said that they were required to work overtime through the temporary service.

Allowing employees to perform their same job functions through a temporary agency may create the perception that the department is unwilling to comply with standard labor practices and compensate employees for overtime.

Recommendation 69:

Obtain legal advice and establish a district policy regarding DISD staff performing their same job through a temporary employment agency.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent of HRS reviews the overtime policy and departmental practice with the legal department of DISD.	August 2001
2.	The assistant superintendent of HRS and the legal department draft a revision to the policy to reflect overtime hiring of DISD employees in exact staff positions by a temporary agency.	August 2001
3.	The assistant superintendent of HRS obtains approval from the superintendent and board for policy revisions.	September 2001
4.	The assistant superintendent of HRS ensures ongoing compliance with district policy regarding overtime and temporary services.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

D. RECRUITING, HIRING AND RETENTION (PART 1)

In the state of Texas, there were approximately 40,000 teacher vacancies for the 2000-01 school year, according to a study co-sponsored by the Texas Education Agency and the Texas A&M University System's Institute for School-University Partnerships. DISD has between 275 and 300 teacher vacancies each year; therefore, the district must aggressively recruit qualified teachers and staff. The ability to recruit, hire and retain qualified staff is critical for the overall success of DISD and its nearly 160,000 students. At the beginning of the 2000-01 school year, DISD had over 19,000 employees of which 10,101 (52.6 percent) were teachers. Slightly more than 62 percent of employees were instructional personnel - classroom teachers and professional support including teaching assistants, librarians and counselors.

Exhibit 4-13 shows the number of employees in the district by employee classification for 2000-01.

Exhibit 4-13
Number of DISD Employees
2000-01

Employee Classification	Number of Employees	Percent of Employees
Teachers	10,101.2	52.6
Professional Support	1,844.4	9.6
Campus Administrators	512.0	2.7
Central Office Administrators	63.0	0.3
Educational Aides	1,653.7	8.6
Auxiliary Staff	4,482.4	23.4
Other Staff	536.3	2.8
Total Employees	19,193.0	100.0

Source: Texas Education Agency, PEIMS 2000-01.

Exhibit 4-14 compares the number of administrative/professional employees for DISD with its peer districts' professional staff.

Exhibit 4-14
Administrative/Professional Employees
DISD versus Peer Districts
2000-01

District	Student Enrollment	Central Admin.	Campus Admin.	Professional Support	Teachers	Total Professional Staff
Austin	77,862	50.0	279.6	790.4	5,161.8	6,281.8
Fort Worth	79,764	68.0	283.1	850.8	4,752.2	5,954.1
El Paso	62,412	12.0	202.0	726.4	4,077.8	5,018.2
Houston	208,672	17.0	569.6	4,047.1	10,536.6	15,170.3
San Antonio	57,339	43.0	167.6	624.6	3,561.0	4,396.2
Dallas	161,670	63.0	512.0	1,844.4	10,101.2	12,520.6

Source: Texas Education Agency, PEIMS 2000-01.

Exhibit 4-15 shows the number of DISD teachers hired by ethnicity from 1998-99 through 2000-01. The number of teachers increased by 17.55 percent from 1998-99 to 1999-2000, and by 29.41 percent from 1999-2000 to the 2000-01 school year.

Exhibit 4-15
DISD
Number of Teachers Hired by Ethnicity
1998-99 through 2000-01

School Year	African American	Hispanic	Anglo	Native American	Asian American	Other	Total
1998-99	329	143	431	2	17	18	940
1999-2000	391	178	482	4	10	40	1,105
2000-01	614	177	595	10	29	5	1,430

Source: DISD Human Resources Services Department Recruitment Plan 2000-01 School Year.

Exhibit 4-16 illustrates the years of experience for teachers, and **Exhibit 4-17** shows the number of DISD teachers with advanced degrees.

Exhibit 4-16
DISD Teachers
Years of Experience
2000-01

Years	Number of Teachers	Percent of Total
Beginning Teachers	1,423.3	14.1
1-5 Years of Experience	2,921.3	28.9
6-10 Years of Experience	1,390.7	13.8
11-20 Years of Experience	2,106.6	20.9
More than 20 Years of Experience	2,259.0	22.4
Total	10,101.2	100.0

Source: Texas Education Agency, PEIMS 2000-01.

Note: Totals may not be exact due to rounding.

Exhibit 4-17
DISD School Teachers with Advanced Degrees
2000-01

Degree	Number of Teachers	Percent of Total
No Degree	298.3	3.0
Bachelor	7,020.9	69.5
Master	2,625.8	26.0
Doctorate	156.2	1.5
Total	10,101.2	100.0

Source: Texas Education Agency, PEIMS 2000-01.

The DISD recruiting budget was \$66,000 for the 2000-01 school year. On the first day of school, a total of 1,430 teachers had been hired for the year, and there were 150 teacher vacancies compared to 259 vacancies at the same time for the 1999-2000 school year. As of December 31, 2000, an additional 145 teachers were hired for the 2000-01 school year. The executive director of Teacher Certification and Staffing, the director of Recruitment and Central Staffing, renamed as of February 2001, and nine

employment administrators (EAs) are responsible for filling teacher vacancies in the district.

FINDING

DISD's recruitment strategy is jointly planned by the executive director of Teacher Certification and Staffing and the director of Recruitment and Central Staffing of HRS. The fall and spring recruitment efforts were targeted at colleges and universities with a high number of teacher graduates and degreed professionals who were eligible to enter the Alternative Certification Program (ACP) or who could obtain a Deficiency Plan from a college or university.

The ACP intern program consists of individuals who have degrees in fields other than education and meet the State Board of Education requirements to become certified teachers. DISD has focused the ACP to produce teachers in the areas of early childhood education, general elementary, math, composite science, English as a Second Language (ESL), bilingual, reading, special education and music.

The district begins intern training in June. Training continues during the year while interns teach. After a year of training, the interns usually obtain certification. There are a few instances where interns may need an additional year of training before they are certified. Deficiency plans are developed for individuals who qualify for teaching areas supported by ACP. An emergency permit is offered to individuals who seek employment to teach after the ACP intern program has begun. Those placed on emergency permits to teach are required to commit to entering the DISD ACP for the next class session, as well as meet the requirements for entry into the program.

DISD hired 352 individuals from the ACP for the 2000-01 school year who either did not have a teaching certificate or had a teaching certificate but not for the specific subjects that they were teaching. Also, the ACP approved 219 Emergency Teacher Permits; these individuals will begin the intern program May 31, 2001 if all deficiencies are cleared. The majority of these individuals were recruited through job fairs at colleges and universities.

Attendance at local, statewide and out-of-state job fairs is determined by previous recruiting success at colleges or universities. Once the fairs are selected for attendance, the area superintendents, principals, curriculum managers or staffing personnel decide who will be on the recruiting teams. Principals and area superintendents are invited to accompany HRS staff to the job fairs. DISD participated in more than 40 teacher job fairs at colleges and universities in Texas and surrounding states to recruit

teachers for the 2000-01 school year. The director of Recruitment and Central Staffing is responsible for tracking job fair attendance across the country. **Exhibit 4-18** shows the number of new hires from job fairs attended locally and out-of-state for the 1998-99, 1999-2000 and 2000-01 school year. Historically, the majority of teachers for DISD are recruited in Texas.

Exhibit 4-18
DISD New Hires from Recruitment Fairs by State
1998-99, 1999-2000 and 2000-01

Number Hired			
STATE	1998-99	1999-2000	2000-01
Alabama	8	8	8
Arkansas	36	30	38
California	15	27	13
Florida	6	18	15
Indiana	6	11	7
Illinois	18	22	14
Iowa	7	6	10
Kansas	6	11	19
Louisiana	45	75	95
Michigan	0	0	7
Missouri	0	0	13
Michigan	0	0	7
Minnesota	0	0	7
Mississippi	31	20	31
Ohio	8	0	8
Oklahoma	51	45	79
New Mexico	7	7	6
New York	0	0	9
Puerto Rico	5	10	8
Tennessee	11	20	16
Texas	676	850	800

Source: DISD Human Resources Services Department.

Human Resource Services sponsored a number of job fairs for teaching and non-teaching positions, some of which were targeted at critical subjects. Three teacher job fairs were held at Molina High School, one job fair at A. Maceo Smith High School, three at Cesar Chavez Learning Center and two at the HRS office in 1999, for a total of nine job fairs to hire teachers for the 2000-01 school year. **Exhibit 4-19** is an example of a teacher job fair announcement that was posted in the HRS office, on the district's website and at the school campuses.

DISD has also initiated several innovative approaches to recruiting, including targeted job fairs for recruiting in critical teaching areas, rehiring retired teachers of DISD, allowing pre-hire authority for the director of Recruitment and Central Staffing and the recruiting teams and posting job openings and applications on the Internet. The director of Recruitment and Central Staffing conducted a multi-media blitz consisting of newspaper, magazine, radio and television to market DISD as the employer of choice for teacher candidates. Targeted areas for newspaper and magazine ads of job openings are Texas and Dallas/Fort Worth Metroplex. The director of Recruitment and Central Staffing conducted research to determine what radio stations teachers listened to and the times they listened. As a result of the research, a 30-minute interview was conducted with the director of Recruitment and Central Staffing to promote DISD and 10 commercial spots were aired on KPZS and K104 radio stations to announce upcoming job fairs.

Exhibit 4-19
DISD Job Fair Announcement



**Dallas Public Schools
TEACHER JOB FAIRS**

**OUR STUDENTS ARE
LOOKING FOR ADDITIONAL TEACHERS
TO SUPPORT THEIR LEARNING**

IF YOU ARE INTERESTED IN TEACHING OPPORTUNITIES

Visit our Job Fair:

Saturday, January 20th, 2001

**A. Maceo Smith High School
3030 Stag Road
Dallas, Texas 75241**

8:00 a.m. to 9:30 a.m. - Pre-Screening of Applicants

Minimum Bachelor's Degree with 2.5 GPA, teacher certificate or college letter of completion of certification requirements, transcript indicating degree conferred, references

10:00 a.m. to 12:30 p.m. - Interviews with School Principals

Applicants cleared through pre-screening will be directed to interview with school principals

Salary Range : \$33,000 - \$57,821 (Salary and stipends will be determined by the actual contracted days worked)
Annual Stipend Areas
\$3,000 Bilingual
\$1,000 Math (7-12)
\$1,000 Science (7-12)
\$ 500 Special Education
\$ 500 Spanish

Teaching Fields: General Elementary, Bilingual, Early Childhood, Special Education, Math, Science, Music, English as a Second Language (ESL)

Unable to attend Job Fairs, please mail copies of resumes, transcripts, college letter of intent or certification to DISD-HF, 3807 Ross Avenue, Dallas, TX 75204 or fax (972) 925-4300.

For additional information, call 1-800-443-6181 or (972) 925-4200.

Equal Opportunity Employer M/F/H

http://www.dallasisd.org/job_listings/jobfairs.htm

1/9/01

Source: DISD Human Resource Services Department.

The DISD Teacher Application packets are given to potential candidates during job fairs and at the HRS office. The application packet contains an application and instructions and information about teaching in DISD, the district, its compensation plan and general information about housing and the Dallas area.

To attract teachers to DISD, the Board of Trustees approved a signing bonus compensation plan on March 30, 2000. DISD offers signing bonuses of \$1,500 to the first 1,000 new teachers; signing bonuses of \$500 to \$1,500 to teachers in Math, Science, Special Education, Early

Childhood Education and Bilingual Teachers, which are critical shortage areas; and signing bonuses of \$1,500 to teachers with dual certification in critical shortage areas. Teachers must sign a contract and report to work to receive the applicable signing bonus or bonuses. A total of 1,548 teachers in DISD were awarded signing bonuses for the 2000-01 school year as a result of the signing bonus compensation plan. **Exhibit 4-20** shows the number and amounts of DISD Signing Bonuses awarded for the 2000-01 school year as of December 19, 2000.

Exhibit 4-20
DISD
Signing Bonus Awards (as of December 19, 2000)
2000-01

Bonus Category	Number Awarded	Dollar Amount
Signing Bonus - New Teacher	1,048	\$1,524,697
Signing Bonus - Math Teacher	78	38,070
Signing Bonus - Science Teacher	67	31,912
Signing Bonus - Special Education Teacher	135	66,068
Signing Bonus - Early Childhood Teacher	87	43,500
Signing Bonus - Bilingual Teacher	117	58,500
Signing Bonus - Dual Certification	16	22,000
Total	1,548	\$1,784,747

Source: DISD Human Resources Services Audit: Signing Bonus Program School Year 2000-01.

The district also offers annual stipends in the amounts of \$500 to \$3,000 to teachers who teach in the critical shortage areas. Although the Texas Legislature abolished the Career Ladder stipend in May 1993, DISD continues to pay the stipend to teachers hired if the teacher had Texas Career Ladder status as of August 31, 1993. Annual Career Ladder stipends are \$1,500 for Level II and \$3,000 for Level III. Also individuals transferring into the district with Career Ladder status are eligible for comparable Career Ladder status for the 2000-01 school year.

Several teacher support programs are offered through the Staff Development office to ensure professional growth and to improve performance of new and veteran teachers in the district. These programs are described in detail in the Staff Development section of the Educational

Services Delivery chapter. As a result of these programs, DISD's rate of turnover for its teachers was the second lowest among its peers for the 2000-01 school year. **Exhibit 4-21** compares teacher turnover rates of DISD to peer districts.

Exhibit 4-21
Teacher Turnover Rates
DISD versus Peer Districts
2000-01

School District	Number of Teachers	Turnover Rate
El Paso	4,078	16.3%
Austin	5,162	15.9%
Houston	10,537	15.9%
Fort Worth	4,752	14.0%
Dallas	10,101	13.0%
San Antonio	3,561	10.7%

Source: Texas Education Agency, PEIMS 2000-01.

Note: Number of teachers have been rounded to the nearest whole number.

COMMENDATION

DISD uses innovative and creative ways to recruit and retain qualified teachers.

FINDING

Human Resource Services does not have performance measures or an evaluation tool to determine which aspects of its recruitment and retention programs are effective. Also, the staff does not know which activities are ineffective or produce low results. Although HRS uses innovative methods in its recruiting activities, many district stakeholders do not believe that it does. In surveys conducted by TSPR, more than one-half of the respondents either disagreed or strongly disagreed that the district had an effective employee recruitment program or accurately projected staffing needs. The responses are shown in **Exhibit 4-22** and **Exhibit 4-23**.

**Exhibit 4-22
DISD
TSPR Survey Results**

Respondents to Survey Question: "The district has an effective employee recruitment program."	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
District Administrators and Support Staff	3%	25%	20%	37%	16%
Principals and Assistant Principals	1%	31%	12%	41%	15%
Teachers	1%	21%	27%	29%	22%

Source: TSPR Survey Results, November 2000.

Fifty-six percent of the principals and assistant principals responding disagreed or strongly disagreed that the district has an effective recruitment program, 53 percent of the district administrators and support staff and 51 percent of the teachers supported the opinion. For example, during principal focus groups, some participants told TSPR that they had to identify their own perspective teacher candidates without the appropriate assistance from HRS.

To address the future staffing needs of DISD, the director of Recruitment and Central Staffing developed a recruitment plan. However, a majority of district stakeholders disagreed that the district successfully projects future staffing needs. Their responses to a TSPR survey on the subject are shown in **Exhibit 4-23**.

**Exhibit 4-23
DISD
TSPR Survey Results**

Respondents to Survey Question: "The district successfully projects future staffing needs."	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
District Administrators	3%	29%	11%	35%	22%

and Support Staff					
Principals and Assistants Principals	2%	27%	11%	44%	16%
Teachers	1%	11%	17%	39%	32%

Source: TSPR Survey Results, November 2000.

Chapter 4

D. RECRUITING, HIRING AND RETENTION (PART 2)

The executive director of Teacher Certification and Staffing and the director of Recruitment and Central Staffing forecasts staffing needs for each campus based on a vacancy list obtained from the Access computer database manager for staffing information. The vacancy list retrieved from Access is used to determine the number of teachers that will need to be hired at the beginning of and during the school year. In March, April and May, Human Resource Services sends a list of known vacancies for the next school year to campus administrators. The list is also sent to the employment administrator assigned to each district area. After reviewing the vacancy list, employment administrators prepare a packet to send to the principal of the school which includes the vacancy list and the resumes of pre-screened candidates for interviews. The employment administrators file the vacancy list in a portfolio that contains the student enrollment and the campus improvement plan for each campus of their assigned area.

DISD provided TSPR with a list of statistical criteria that could possibly be used in developing performance measures. Some of the elements include teacher vacancies per month, central staff vacancies, teaching vacancies filled per month, support vacancies filled per month and recruitment trips for 2001-02. While this information could be useful for establishing performance measures, there was no indication that the district keeps track of these statistics regularly or that it has established performance goals for this data.

Ineffective recruitment programs can result in unqualified hires, unfilled positions and excessive turnover. Since hiring quality teachers will reduce vacancies and help students achieve academic excellence, attracting and retaining the best teachers are critical to the district's success.

Recommendation 70:

Conduct an annual evaluation of the recruitment programs and staffing projections.

HRS should develop a formal evaluation of the effectiveness of its effort to recruit teachers and to forecast staffing needs. An evaluation that includes measuring customer satisfaction of the recruiting program and staffing activities should be a part of the yearly recruitment plan. The evaluation should be forwarded to district stakeholders to obtain feedback. This information could be used to restructure and maximize the overall effectiveness of the recruiting program and staffing activities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Teacher Certification and Staffing and the director of Recruitment and Central Staffing develop performance measures to evaluate the effectiveness of the recruitment program.	August 2001
2.	The executive director of Teacher Certification and Staffing and the director of Recruitment and Central Staffing and the EAs construct an assessment survey to obtain feedback from district stakeholders.	August 2001
4.	The executive director of Teacher Certification and Staffing presents the assessment survey to the EAs for implementation.	August 2001
5.	The EAs forward the assessment survey to DISD stakeholders at the end of the fall and spring recruiting sessions.	December 2001 and April 2002 and Ongoing
6.	When they receive the completed surveys, the EAs tabulate survey results and forward results to the executive director of Teacher Certification and Staffing.	January 2002 and May 2002 and Ongoing
7.	The executive director of Teacher Certification and Staffing and director of Recruitment and Central Staffing review the results of the survey and use the performance measures to make the necessary adjustments to the recruitment program to improve the effectiveness of the program.	January 2002 and May 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Constant organizational changes, a general lack of constant leadership and the lack of documentation procedures have resulted in a difficult and often lengthy hiring process. Various DISD personnel indicated the hiring process may differ based on type of position, who first receives an employment application, the department with the vacancy and/or the employment administrator (EA) responsible for filling the position.

The school district is organized into nine areas. Each area has an EA assigned to recruit and hire qualified individuals. In addition, there are two EAs who are responsible for staffing open positions in Central Staffing and Food Services. Each EA has a Project Liaison who handles the administrative clerical function of the employment process.

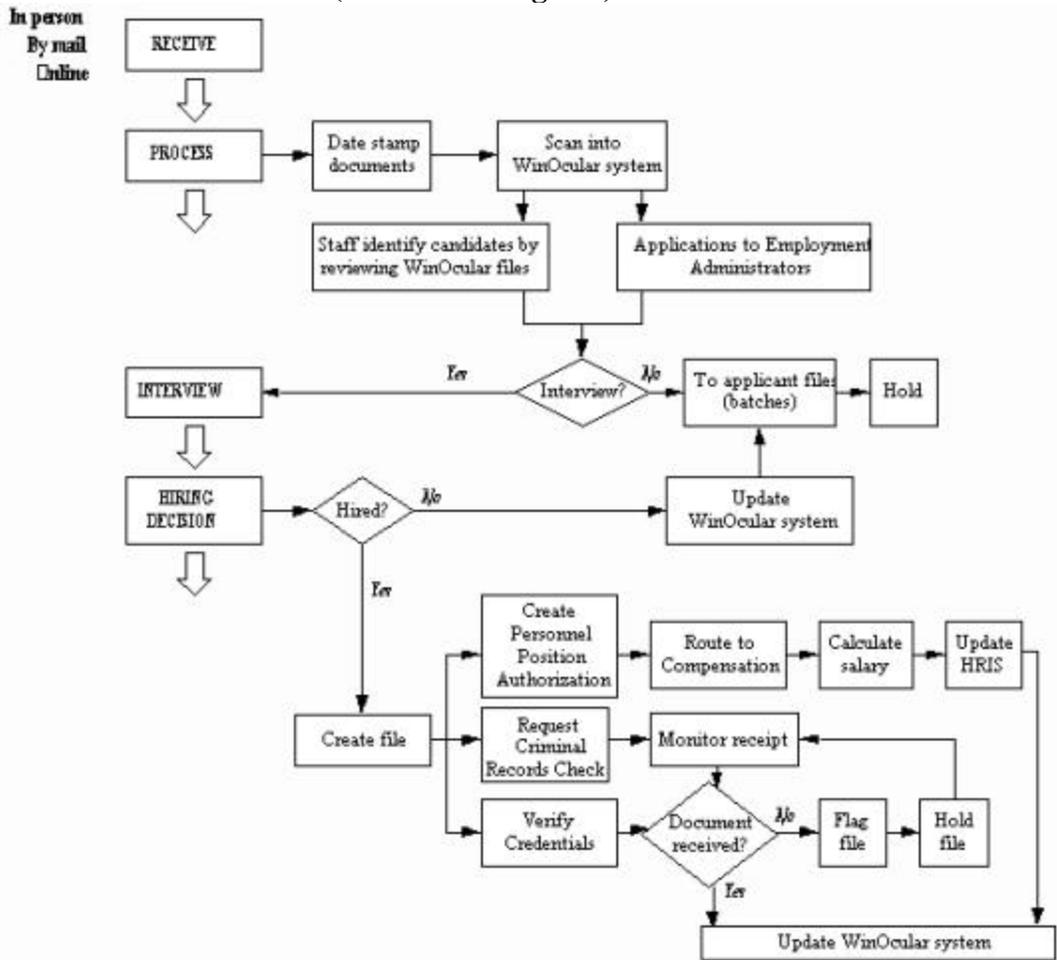
Individuals seeking employment as a teacher with DISD must complete an Application for Professional Employment and Applicant Data Form. The completed forms for each candidate, along with related documents such as teaching certificate or college letter of recommendation, transcripts and references, are placed in a folder by the Project Liaison and sent to the applicant process office. Teaching applications are then computer scanned and entered into the HRS management information system, WinOcular. To apply for a non-teaching position, individuals must complete a Letter of Interest and submit a resume. The EA compiles a list of qualified individuals for the non-teaching positions and places the list and the related documents in a folder. The folder is forwarded to the appropriate department for employment consideration.

In both instances a criminal records check (CRC) is initiated. All applicants must complete a DISD Applicant Data Record Release form, which permits the district to conduct a background check. The HRS staff member responsible for conducting the criminal checks often times returns the CRC because of incomplete data. The application process is halted until the CRC Department receives the CRC form(s) with the requested information. If the results of the CRC are satisfactory, the folder for the candidate is sent for a salary quote from the HRS Compensation unit, which moved to the financial Operations Department in February 2001. It takes two to three weeks to process an application.

Food Services staff mentioned that the process for hiring candidates for its positions is lengthy. **Exhibit 4-24** illustrates the teacher application process as it was explained to the TSPR review team during interviews conducted with the HRS staff, and **Exhibit 4-25** demonstrates the process as it was explained by members of the Food Services' staff.

Exhibit 4-24
Applicant Processing
Teaching Positions

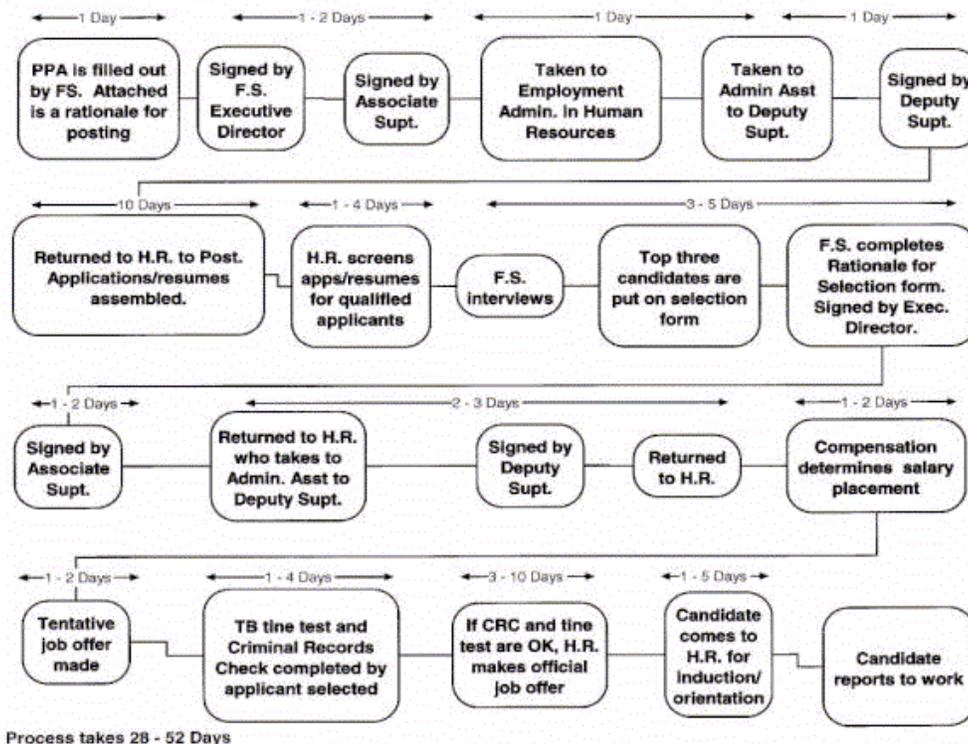
(Flowchart diagram)



Source: DISD Interviews with Human Resource Services staff.

Exhibit 4-25
Applicant Processing
Food Services

(Flowchart diagram)
Personnel Position Authorization for Food Services - Posted



Source: DISD Food Services Department.

While newly hired EAs have recruiting experience, the majority of them have been with the district less than one year. In interviews, the EA staff indicate that they were not trained to pre-screen candidates. As a result, candidates who did not have appropriate certification were hired or re-hired, even though they were ineligible for re-hire by the district. This lack of initial training affects the EAs' ability to identify and hire qualified staff. HRS provided the review team with a copy of a Recruiting Team Training Manual that will be used in the spring to train EAs on how to interview and select candidates for teaching positions; however, it does not provide guidelines for hiring non-teaching staff for DISD or procedures for processing employment applications of candidates.

The 1992 TSPR review of DISD contained recommendations to develop written operating procedures for processes and functions related to recruitment and hiring. To date, EAs do not have a desk manual that provides standard procedures for hiring employees or processing employment applications.

Recommendation 71:

Develop selection criteria and documented procedures to hire employees and process employment applications.

The procedures should be placed in a desk manual and given to the EAs to formally communicate the procedures for hiring and processing employment applications for the district. This would eliminate the selection and hiring of unqualified candidates and decrease the amount of time needed to process applicants. It would also provide consistency and continuity to speed the employment process, decreasing the possibility of losing qualified candidates to surrounding districts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Teacher Certification and Staffing and the director of Recruitment and Central Staffing develop criteria and documented standards to process employment applications and hire employee staff.	August 2001
2.	The executive director of Teacher Certification and Staffing presents the criteria and standards to the assistant superintendent of HRS for approval.	September 2001
3.	The assistant superintendent of HRS approves the criteria and standards.	September 2001
4.	The executive director of Teacher Certification and Staffing presents the criteria and standards to the EAs and Project Liaisons for implementation.	September 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although the Substitute Employee Management System (SEMS) allows DISD to find substitutes for absent teachers efficiently, campus administrators and teachers are not required to use it. In 1995, DISD purchased and installed SEMS, an automated substitute calling system for teachers. SEMS is managed by the Records Management department of HRS Services with two clerical assistants who oversee and operate the system. Employee data is entered into SEMS, and each employee is given a personal identification number (PIN) to use when dialing in to report that they will be absent. When substitutes register, their information is also entered into SEMS, and individual PINs are assigned. The system is completely automated with 20 incoming and 16 outgoing lines.

When teachers are absent, they call into SEMS, which automatically records requests for substitute employees, contacts substitutes according to prescribed criteria and assigns a job assignment number that authorizes the salary payment to the substitute employee. Instructions for using the system are outlined in brochures. Training on the system is provided throughout the year as needed by the Substitute Office.

SEMS is able to respond to the needs of the district only to the degree that it is used to request and place individuals. Some campuses use a manual system for contacting substitutes. During interviews the staff said that there is a "preferred list" of teacher substitutes that is used by a lot of campuses. This list is a compilation of names of retired teachers and previous substitutes who have worked for DISD. The list is updated manually and maintained by the school secretary. There have been instances where the HRS Substitute Office was not notified about the employment of a substitute. The campus contacted a substitute from their own "preferred" list. After the substitute reported to the campus for work, the school completed a supplemental pay form for the substitute and submitted it directly to the Payroll department. This makes it difficult for the HRS Substitute Office to maintain accurate records and track the number of substitutes that DISD uses on a monthly basis.

Recommendation 72:

Require campus administrators and teachers to use the district's automated substitute calling system for teachers.

HRS should require campus administrators and teachers to use SEMS to report when they will be absent. This would allow DISD to find substitutes for absent employees efficiently and allow the Substitute Office to accurately track the number of substitutes used by the district on a monthly basis. Substitutes on the "preferred" list could be entered in SEMS, thus eliminating the need for the school secretary to update and maintain a manual list.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Teacher Certification and Staffing and the general supervisor of the Substitute Office develop a policy to require use of the SEMS.	August 2001
2.	The executive director of Teacher Certification and Staffing presents the policy to the assistant superintendent of HRS for approval.	September 2001
3.	The assistant superintendent of HRS approves the policy.	October 2001

4. The general supervisor of the Substitute Office sends the policy to the campus administrators for implementation.	October 2001 and Ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not formally evaluate substitute teacher performance. If a substitute receives a total of three negative comments while substituting, he or she is dismissed from the program. Teachers generally report these negative performance remarks to campus administrators. However, not all campus administrators report problems or instances of unacceptable performance to the Substitute Office. Instead, they ask the substitute not to return to the campus. As a result, the substitute's name is not deleted from SEMS. This practice allows an individual with unsatisfactory past performance to continue substituting at another school. DISD is not receiving an equitable return of its investment in substitute teachers if poor-performing substitutes are allowed to teach.

As of April 2, 2001, 2,887 persons were registered with DISD as substitute teachers. To become registered as a substitute teacher, a person must complete an application, data card and information sheet, provide documentation such as an official transcript or high school diploma, tuberculosis test results, an I-9 form and a W-4 form and receive a criminal record clearance. All substitutes for teaching positions are required to attend an eight-hour orientation session prior to reporting to the classroom. Teacher substitutes are paid \$90 a day if degreed and certified, \$75 a day if degreed and non-certified, \$70 a day if non-degreed and non-certified. If a substitute accepts a continuous teaching assignment (11-29 days), he or she receives \$100 a day if degreed and certified, \$80 a day if degreed and non-certified. If a substitute works a continuous teaching assignment of 30 or more days, he or she is paid \$176.47 a day if degreed and certified or \$100 a day if degreed and non-certified. On average, between 1,000 and 2,000 substitutes are required weekly. DISD actual expenses for hiring substitutes were \$10,075,123 for fiscal 1998, \$10,963,204 for fiscal 1999 and \$10,732,782 for fiscal 2000.

Recommendation 73:

Develop an evaluation tool for substitute teachers that is completed at the end of each assignment.

An evaluation of substitutes would ensure that the district has qualified and competent individuals in the classroom when teachers are absent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Teacher Certification and Staffing with members of the HRS recruiting staff develop performance measures for an evaluation tool to evaluate substitute teachers.	August 2001
2.	The executive director of Teacher Certification and Staffing and the general supervisor of the Substitute Office review the evaluation tool with campus administrators and instruct them to implement evaluation of substitute teachers at the end of each assignment.	September 2001 and Ongoing
3.	The campus administrators accept responsibility for substitute evaluations or designate appropriate campus staff members to evaluate substitute teachers at the end of each assignment prior to submitting evaluations to the campus administrator and the Substitute Office.	September 2001 and Ongoing
4.	The Substitute Office reviews the evaluation. If a recommendation to terminate the substitute teacher is indicated, then the substitute's name is deleted from the SEMS database and the substitute is notified of the dispensation.	September 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Human Resource Services developed an exit interview survey as a means of evaluating the reasons employees leave the district but has not consistently used it nor consistently conducted exit interviews. The Personnel Department Follow-up Survey requests information on the gender, ethnicity, years of experience in DISD, month of separation from the district and primary reason for leaving. The data is then compiled to help HRS identify patterns and trends in professional employee turnover. The survey format, however, does not give a summary level analysis of turnover or the primary reasons employees leave the district. (The report information is divided by geographic areas and school board districts.)

Exhibit 4-26 is an example of the format and the statistical data contained in DISD's report.

Exhibit 4-26
DISD Human Resource Services Department
Follow-up Survey

AREA 1 Survey Categories	Category Divisions	Number of Respondents	Percent of Respondents
Gender	Female	19	79.2%
	Male	5	20.8%
Ethnicity	African-American	10	43.5%
	Asian	0	0.0%
	Anglo	12	52.2%
	Hispanic	0	0.0%
	American Indian	0	0.0%
	Other	1	4.3%
Years in DISD	0 (1 st year)	5	20.8%
	1 year	1	4.2%
	2 -5 years	10	41.7%
	6 -13 years	7	29.2%
	14-23 years	0	0.0%
	24-30 years	1	4.2%
	30+ years	0	0.0%
Month of separation	Sep/Oct	2	8.3%
	Nov/Dec	1	4.2%
	Jan/Feb	1	4.2%
	Mar/Apr	2	8.3%
	May	10	41.7%
	June	3	12.5%
	July	0	0.0%
	Aug	5	20.8%
Primary reason for separation	Certification	2	8.7%
	Closer to family	3	13.0%
	Contract non-renewal	0	0.0%
	Problems with supervisors	0	0.0%
	Promotion	1	4.3%

	Resume education	2	8.7%
	Retirement	1	4.3%
	Family illness/death	0	0.0%
	Job eliminated	0	0.0%
	Job in other district	6	26.1%
	Leaving teaching	2	8.7%
	Spouse transferred	1	4.3%
	Stay home with kids	0	0.0%
	Unhappy with job	2	8.7%
	Other	0	0.0%
	Marital status change	2	8.7%
	No advancement	0	0.0%
	Personal illness	1	4.3%

Source: DISD Human Resources Services Department.

Recommendation 74:

Conduct exit interviews with all departing DISD employees and reformat the follow-up survey report to capture summary level information on the reasons employees leave the district.

Departmental exit interviews would provide clarification about reasons for resignations. Consistent use of the follow-up survey would also provide insight about the effectiveness of organizational policies and practices of the district. This data is useful in addressing employee turnover and creating a work environment that would attract and retain talented individuals for DISD. If an organization knows explicitly why people leave, the organization can take the appropriate action needed to retain its employees.

HRS should also reformat the follow-up survey report to prioritize and summarize the reasons employees leave DISD, as well as make the report more readable. By doing so, the district would adopt the suggestions in the Texas Comptroller's December 2000 e-Texas recommendations for Human Resources to restructure the format of the exit interview data.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Teacher Certification and Staffing instructs EAs to conduct exit interviews with all resigning employees and reformats the follow-up survey report.	August 2001 and Ongoing
2.	The EAs input the survey results into the survey report and forward to the executive director of Teacher Certification and Staffing.	August 2001 and Ongoing
3.	The executive director of Teacher Certification and Staffing reviews the survey report to identify trends and patterns of employee turnover in DISD to develop retention strategies.	September 2001 and Ongoing
4.	The executive director of Teacher Certification and Staffing and members of the HRS recruiting staff develop and recommend retention strategies and activities and submit them to the assistant superintendent of HRS for approval.	September 2001 and Ongoing
5.	The assistant superintendent of HRS reviews and approves the recommendations and submits recommendations to the deputy superintendent of Operations and the superintendent.	October 2001 and Ongoing
6.	The superintendent approves and authorizes implementation of the recommended retention strategies and activities.	October 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

E. RECORDS MANAGEMENT

Adequate attention to records management can increase department efficiency, decrease the number of misplaced or lost documents, support good customer service, reduce labor and other costs, improve decision making, improve processing efficiency and reduce litigation exposure and other problems. As a public government, school districts are subject to specific records management guidelines mandated by the state, as well as federal employment records guidelines.

FINDING

The district improved its documentation of professional certifications by implementing a computer based verification process coordinated with the State Board Of Educator Certification's (SBEC) Data.

Before the summer of 2000, the district relied on licensed employees to update their own certification. Licensed employees were expected to notify HRS when their certification status changed. However, they often did not report these changes in a timely manner. With this self-reporting system, HRS staff had to monitor and check individual records. They contacted licensed personnel through letters, faxes and phone calls to request updates to the certification status. Many certification records were incomplete and had not been changed since the district first hired the employees.

While the district has long been able to review individual certification records on-line to the SBEC database, the concept of performing a mass validation of several hundred records had not been explored. The HRS certification staff initiated contact with the SBEC staff in Austin and inquired about the possibility of conducting a mass validation of records. After several discussions, the SBEC staff and HRS certification staff determined that a file containing district employees' social security numbers could be sent to the SBEC office and matched against the database containing the most recent SBEC certification information.

HRS staff sent the first list to SBEC in August 2000 for a comparison. This first effort revealed that the district and SBEC used different certification codes; therefore, the data could not be compared. The district used a generic code "B/E" for teachers certified in bilingual education/ESL. SBEC used specific codes representing the different languages - "B/Sp" for bilingual Spanish and "B/Ge" for bilingual German.

The HRS staff enlisted the help of the district's Information Services employees to program field and code changes to match the SBEC codes. Then HRS submitted a second list, with the revised codes, to SBEC in October 2000. As a result, the comparison produced about 12,600 records that did not match due to coding errors, additional certifications and other status changes. The HRS staff did not consider this to be an excessive number of non-matches because the district has almost 15,000 employees who require certification, many of whom have four to five certifications each. Of critical significance, this matching process identified seven sanctioned or revoked certifications.

In January 2001, the HRS certification staff audited the non-matches, verified the differences and updated the district records. The department plans to audit the records two times each year. The HRS certification staff said that no additional cost was involved in setting up the program.

The procedure has benefited the department's record authentication in a variety of ways. The district is able to:

- review information that may otherwise be difficult to obtain;
- obtain timely and accurate information;
- maintain a full certification history for all employees;
- document changes from temporary permits to full certification, which will reflect on the quality of its teaching staff; and
- identify sanctioned and revoked certifications.

SBEC staff confirmed that DISD is unique in requesting this data in this format, and the process the staff developed may serve as a template for other districts.

COMMENDATION

DISD implemented an efficient computer-based process for validating teaching and professional staff certification credentials.

FINDING

DISD does not have an effective central records management system. As a result, schools and departments are storing district records wherever space is available and records are frequently incomplete, unfiled or misplaced. Human Resources, Purchasing and Payroll Department documents are retained in the respective departments and may not be readily available to district personnel. Principals routinely complain that the HRS Department consistently misplaces or loses employment applications, transcripts and resumes of potential employees.

The records management unit receives personnel documents from all functional areas of HRS. These documents vary but include application records, performance appraisal forms, personnel transaction forms, salary and position classifications changes and leaves of absence records. These records are important as the records represent the employment history of the employee and may be needed for employment references, verification of credentials and rehire consideration.

Some of the undocumented procedures that records management personnel follow included:

- Applicant files are kept in alphabetical batches, with no destroy dates.
- Substitute employee files are kept for two years and destroyed at the end of the second school year. The files are recreated if the person re-enrolls as a substitute.
- Active employee files are kept in metal filing cabinets, but as these employees terminate, their files are scanned into the WinOcular system then transferred to manila envelopes and kept in alphabetical order in the central file room.
- At termination, original credentials in the regular and substitute employees' files are returned to the employee.
- Records of student teachers are maintained inconsistently, if at all; records are kept at the student's university, at the district Student Teacher Office (in Teaching and Learning) or at the assigned school.
- Central file room staff said that no district records are purged because of the ongoing FBI investigation; however, there is no written policy or guidelines for the staff to follow regarding storage, inventory and archive of records.

The HRS records management specialist said that the Central Technology Office is promoting districtwide compliance on records management and retention; however, he stated that he is not aware of detailed policy guidelines. He shared with TSPR a copy of the district's retention schedule for personnel related documents, but expressed concern about whether or not the list was accurate and correct. He further said that the district created a Records Retention Committee to deal with districtwide records compliance issues. The district records officer of Board Services directs the committee. The district records officer confirmed that she convened a new Record Retention Committee last fall. The committee has not met again due to the district's organizational changes and schedule demands (she also functions as the administrator for the school board). While initiatives and timelines have not been established, her plans include:

- a requested reissue of an RFP for outsourcing the cleanup of district records, which would include HRS records (an established service company would collect, archive and destroy files);
- the designation of climate-controlled warehouse space for a district central records center;
- the implementation of state guidelines for records management and retention; and,
- records management training, lead by staff of the Texas State Library and Archives Commission.

The district records officer said that budgeted funds have not been identified to make improvements to a storage building or to hire staff to implement records procedures throughout the district. She said that the records management initiatives that are being developed will apply districtwide to all records, including the HRS records.

The HRS records management specialist said that the district owns an offsite storage facility, called the central Records Retention Center, but HRS will not send records for storage because the building is neither weatherproof nor suitable for paper records.

Effective school-record management complies with the guidelines for records management prescribed by the Texas State Library and Archives Commission. Two schedules and one bulletin specifically apply to school district personnel records; all may be found on line through the library's web site: at <http://www.tsl.state.tx.us> (link to "Our Publications" in the top tabs; link to "Records Management Publications for State Agencies and Local Governments"; select links to each of the publications):

- Schedule GR: Records Common to all Governments;
- Schedule SD: Records of Public School Districts; and,
- Bulletin D, Local Government Records Act; this bulletin details the responsibilities of the local government records custodians, security and confidentiality measures that must be addressed, and record integrity and history that must be maintained.

The Dallas Board Policy supports records management by stating that the district will follow the applicable minimum retention schedules adopted by the State Library and Archives Commission. No further policy guidelines are mandated.

OFFICE MANAGEMENT: RECORDS MANAGEMENT PROGRAM (UPDATE 44, CPC(H)-P) In developing the District's records retention schedule, the records management officer shall ensure it is consistent with the applicable minimum retention schedules adopted by the

State Library and Archives Commission, i.e., Local Schedule GR-Records Common to all Governments, Local Schedule EL-Records of Elections and Voter Registration, Local Schedule TX-Records of Property Taxation, and Local Schedule SD-Records for Public School Districts. 13 TAC 7.125

Arlington ISD has a central records management center where it stores, inventories and catalogues district records and disposes of them in accordance with state records retention schedules. Houston ISD contracts with Harris County to pick up, inventory, store and dispose of district documents according to state of Texas records retention schedules.

Recommendation 75:

Aggressively develop, implement and support a quality, ongoing records management program, in compliance with the state public government records guidelines.

Improving records management will give the district records officer the ability to address districtwide records issues and will enable the department to effectively and efficiently manage the records for which it is responsible. Since the guidelines for maintaining public government records are expressly detailed by the state, the department should aggressively map and implement the changes that are required to be in compliance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	HRS management establishes a task force consisting of representatives from each HRS unit, charged with identifying district employee records issues and establishing a strategic plan for managing department records.	August 2001
2.	The task force plans and completes a comprehensive records inventory creating a list of all data and records that exist within HRS.	August 2001
3.	The task force develops policies for creating, storing and retrieving personnel files.	August - October 2001
4.	The task force implements and posts a retention schedule for each document as defined by the Texas State Library and Archives Commission.	August - October 2001
5.	The task force assesses and establishes appropriate methods of records destruction as related to confidentiality, legal and	August - October

	environmental standards.	2001
6.	The task force identifies available secure and fireproof district space in which to store records.	August - October 2001
7.	The task force presents its policies and procedures to HRS management.	November 2001
8.	HRS management approves the policies and procedures, with revisions as needed.	November 2001
9.	The task force develops a records management manual.	November - December 2001
10.	The task force presents the records management policy and procedures to the entire HRS staff, and provides training for all document handlers and general HRS staff.	January 2002
11.	The task force meets periodically to assess records management procedures, to identify areas and sources for improved processes, to update the records management manual, to ensure periodic training of HRS staff and to review state and board mandates about records retention to ensure full compliance.	Ongoing Quarterly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Personnel records files are not current and consistently created and updated. The central file room has stacks of files in varying stages of processing. The file room contains documents for which file folders could not be located or for which no filing has been done since 1996. Records management staff said that in September 2000 approximately 100,000 pieces of paper needed to be filed.

In 1992, TSPR conducted an audit of randomly selected personnel files and found the files to be complete and properly maintained. However, an audit of randomly selected personnel files performed in January 2001 by TSPR revealed that most of the files did not have complete or updated records. **Exhibit 4-27** presents the findings.

Exhibit 4-27
Audit of DISD Personnel Files, Sample Statistics
January 2001

Criteria	Number	Percent of Total
Files selected for review	99	
Files not found	16	16.2%
Files with current Personnel Position Authorization (PPA)	14 of 83	16.9%
Files with current employment application	73 of 83	88.0%
Files with current I-9 Forms	50 of 83	60.2%
Files with current performance reviews	0 of 83	0.0%
Files with TB test results	58 of 83	69.9%
Educator files only with teacher certification documents	42 of 44	95.5%
Educator files only with current teaching/employment contract	29 of 44	65.9%

Source: TPSR Review Team and DISD personnel files.

The contents of the files were typically in random order. Document histories for employees who have long service in the district or who are rehires were confusing because records were not in chronological order. **Exhibit 4-28** shows a proposed filing order by DISD for file contents; however, very few employee files have been put in this order.

Exhibit 4-28
DISD Employee Records Filing Order

Left Side (Top to Bottom)	Right Side (Top to Bottom)
Service Records	Employee Performance Appraisal
Certificates and Certification Documents	Notice of Assignment and Salary
Transcripts	Position Personnel Authorization Form
Oath of Allegiance	Employment Contract
Drivers License and Social Security Card	Report to Work Form
I-9 Form	Employment Application
TB Test Results	Resume
	Letters of Reference
	Candidate Assessment Form

CRC (Data Release Record)	Family Relationship Disclosure Information Signing Incentive Form
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Source: DISD HRS Department.

The proposal requires files be partitioned into two sections, and documents kept in chronological order. Standard, single fold manila file folders are used. During the years of employment, multiple copies of similar documents are generated. As each document is ready for filing, the clerk removes all the documents on a single side to place the document with other like documents. This step is labor-intensive, especially in a department where there are many documents to be filed daily.

In addition, the handling of documents throughout the hiring process creates backlogs and inefficiencies. Applications are received in the department by mail, in person and on-line. Some, but not all, are processed through the applicant processing area of records management, where they are scanned into the WinOcular system, a document-imaging program. Three scanners are used, but staff members said that typically two of the scanners are not working. After imaging, applicant files are sometimes given to the employment administrators for review. Generally, the applications are left in batches in the file room and may or may not become part of the employment record if the person is hired.

Personnel file folders are created when an applicant is hired. When the file is created, the records clerks review the records to ensure that all required hiring documents have been received. When a hiring document cannot be located, the file folder is set aside and its processing put on hold, pending the receipt of the document. The records staff said that the receipt of the document is tracked informally by the file room staff, and sometimes the file is physically removed from the file room and kept in another HRS office. When this happens, the file sometimes cannot be located when the document is received; so the document cannot be placed in the file to complete the processing of the file. Consequently, some applicants are asked to submit duplicate copies of forms they had already sent to the HRS office.

Confidentiality and integrity of employee files are not ensured. The HRS file room is not secure. Room-entry restrictions and a file checkout system have been developed but are not enforced consistently. While on-site, the review team observed HRS non-records staff routinely entering the file room and pulling files from the shelves. Staff members report that it is easy to unlock the door if no one is in the file room.

Files are not consistently stored in a central location. Files were observed throughout the building - in boxes, at varying stages of the hiring process, "checked out" by individuals or kept by individual HR units. Offices are cluttered with paper, sometimes with boxes of documents for which processing is not complete or that are otherwise not able to be filed. Files for substitute employees are kept in the Substitute Employee office, not in the central file room. Staff from several HR units reported that a considerable amount of time is spent trying to locate personnel files that are missing from the file room.

In summary, several factors contribute to record backlogs and the lack of master files, including:

- the physical removal of personnel files from the file room by non-filing staff;
- the "temporary" holding of files on shelves or in boxes in the file room or in other HRS offices throughout the building;
- scanning equipment breakdowns;
- the cyclical nature of school hiring with peak periods at the beginning of the fall, spring and summer terms which create extraordinary amounts of paperwork;
- the cyclical nature of personnel activities such as performance evaluations and contract renewals which occur during a very tight time frame for most district employees and also create extraordinary amounts of paperwork;
- informal and unreliable document tracking systems; and
- unexpected projects that require staff to be pulled off routine processing, such as the DISD audit of the Social Security records which kept records staff from routine filing for several days at a time.

HRS staff is entrusted with confidential information about employees. The file room is the safekeeping room for credentials, correspondence and supporting documents for all decisions made on behalf of an employee throughout his or her employment with the district. Lacking secure rooms and limited access to the hard-copy files, these important documents may be lost accidentally or may be intentionally removed, either of which creates extra labor cost in recreating the documentation and increases risk for the department. If the district limits access, it will need guidelines for checking out files, including monitoring roles and responsibilities, return policies and penalties for noncompliance.

Efficient business practice for document handling suggests that:

- each document be handled as few times as possible and processed as quickly as possible;

- similar documents be batched and handled in one processing cycle;
- certain activities be processed on certain days, such as all applications batched and processed on Monday, all new hires on Tuesday and on Friday and all terminations on Wednesday;
- clearly labeled bins be placed in the file area for sorting documents and identifying actions needed for specific groups of documents as received;
- performance standards be set for each type of document; for example, all documents filed by the end of the week received, all returned files refiled by the end of the day received; and,
- performance measures be established as part of the records staff performance evaluations and the department's performance report.

When peak document periods are known and predictable, specific strategies should be in place to handle the extra workload, including the hiring of temporary staff through outside vendors, "borrowing" staff from other departments, hiring district administrative staff during summer months or paying restricted overtime to eligible HRS staff. Other strategies to accommodate these peak periods may include limiting the number of new projects so that all effort is focused on the peak demand, or using flexible work schedules.

Recommendation 76:

Maintain personnel files in a consistent and legally compliant manner.

Using multiple partition or classification file folders instead of the single-fold manila file folders provides more efficient filing for personnel records. The multiple partition folders allow documentation to be separated into several categories for better organization of records, quick chronological filing and easy retrieval of specific file contents.

A strictly enforced, restricted-entry policy for non-filing staff in the central file room would reduce the loss or misplacement of files and would reduce the amount of time that all staff spend trying to locate files.

In order to implement strict filing procedures and schedules, the district should commit the resources needed to assist them in bringing all files current.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The HRS records management specialist hires temporary staff to ensure that all documents in the central file room are filed.	August 2001
2.	The HRS records management specialist convenes a task force	August -

	of representatives from each of the HRS units, to assess department document procedural requirements: the application handling process; the types of documents received; the processes that must be completed at each stage; who has access to file room; and the circumstances under which entry may be granted.	October 2001
3.	The task force develops its file room entry policy, including a file request and checkout system.	August - September 2001
4.	The records staff establishes appropriate task-completion goals.	August - September 2001
5.	The task force identifies security resources, if any (such as door locks), needed to limit entry to the file room.	August - September 2001
6.	The HRS records management specialist defines appropriate peak-document handling strategies and enlists HRS management support for resources and funding that may be needed.	August - September 2001
7.	The task force presents its policy guidelines to the HRS management team.	October 2001
8.	The HRS management team approves the procedures, with revisions as appropriate.	October 2001
9.	HRS management instructs all HRS staff to deliver all employee documents to the central file room.	October 2001
10.	The HRS records management specialist ensures that all files have been delivered and that all records are integrated in the central file area, supported with the hiring of temporary staff.	October - November 2001
11.	The records staff creates a procedures manual for all filing activities.	October - November 2001
12.	The HRS records management specialist ensures that all HRS document handlers are trained in the new procedures.	November - December 2001
13.	The new records-filing procedures are launched for the spring hiring cycle.	December 2001
14.	The HRS records management specialist weekly monitors task completion to ensure that filing is complete and goals are met.	Ongoing Weekly

FISCAL IMPACT

Most of the implementation can be done with existing resources. However, to bring the files current, HRS needs to employ temporary clerical staff. The estimate assumes the district will hire two temporary clerical staff for a total of 640 hours for implementation steps 1 and 10 above. Based on the district's contract with a temporary labor agency, the estimated billing rate would be \$11.65 per hour, for a total estimated cost of \$7,456 (640 hours x \$11.65 per hour).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Maintain personnel files in a consistent and legally compliant manner.	(\$7,456)	\$0	\$0	\$0	\$0

FINDING

The HRS staff use employee data management systems that are not integrated, resulting in duplicate entry of personnel information. The three systems are the WinOcular scanning and tracking system, the automated Substitute Employee Management System (SEMS) and the Delta Human Resource Information System (HRIS).

The WinOcular system was installed in 1994-95 and is designed to be the database manager for the applicant pool. As documents are scanned, a digital file for each applicant is created. To function as a dynamic, useful applicant management database, the system requires the staff to input status updates of each applicant as he or she progresses through the interview and hiring process. This process includes changing the status to "hired" so that the applicant is taken out of the applicant pool. Records clerks, employment administrators or the project liaisons are capable of making the status updates; however, the updates are inconsistently done. The system is also capable of providing information to campus administrators so that they may directly reserve candidates to interview for positions in their schools. The technology required for this feature was not available districtwide until early 2001, and this feature has not been fully introduced to all schools.

When a teaching applicant is hired, the applicant information is not transferred from the WinOcular to the Delta HRIS. As a result, the HRS staff creates a new employee record in the Delta HRIS, which means redundant input of employee information.

Similarly SEMS, which automatically manages the assignment of substitute employees to jobs throughout the district, does not communicate

with the payroll system. After an assignment is made, a duplicate entry must be made into the payroll system to generate a paycheck for the substitute employee.

Several staff members said they were aware of the system features that have not been used but have not had time to consider incorporating into their work processes. Using all of the features of the system software may be helpful in the short-term, but will not address the larger, long-term capacity issues. Proposals that were considered in 2000 were placed on hold pending the district reorganization and the consideration of a districtwide data management system. However, the information services executive director reported that purchase orders have now been submitted to upgrade these systems. The upgrade proposals include:

- upgrading the WinOcular system through the purchase of replacement scanners to meet system hardware requirements; WinOcular has offered to upgrade the software and provide staff training at no cost; the scanners have been ordered; and,
- upgrading the SEMS program to a Windows NT Operating System, at a cost of around \$20,000; this would eliminate the four call processing systems in use and would mitigate many of the substitute/payroll integration issues with upgraded file transfer capabilities.

Recommendation 77:

Complete software and equipment upgrades and work closely with the districtwide information technology assessment effort.

The software upgrades are short-term solutions. It is important that HRS anticipate and plan for future data capacity and availability needs. HRS records management personnel must ensure that they have an active voice during the district's strategic planning for the districtwide technology plan to be certain that their concerns are fully addressed. Not only must internal department operations be improved, but also the group must address the manner in which employee data are used, obtained and integrated across the district. At the foundation of HRS data management is the reduction of redundant data entry. The department will benefit in reduced labor costs. It will also be able to develop straightforward accountability and performance measures about the accuracy of the information that is entered.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. HRS completes the installation of three scanners and the upgrade to the SEMS program software.	August 2001
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2.	HRS information services executive director appoints a delegate to the District Technology Planning committee, to address HRS technology issues throughout the planning process.	August 2001
3.	The HRS information services executive director ensures completion of a data entry procedural manual and the availability of software and hardware documentation, for all HRS data entry and program staff.	August - September 2001
4.	HRS convenes a technology subcommittee consisting of the HRS district technology planning delegate and representatives from records management, the substitute employee office, payroll and recruiting to assess its technology and data management process needs.	August - September 2001
5.	The HRS information services executive director ensures that all data entry and program staff is trained in new procedures and equipment.	September 2001
6.	The HRS technology subcommittee works through its delegate with the district technology planning committee in support of HRS department technology needs.	Ongoing
7.	The technology subcommittee meets periodically to assess data entry procedures, to identify areas and sources for improved processes, to update the data entry procedures manual, to ensure periodic training of HRS staff and to review district technology implementation strategies.	Ongoing Quarterly

FISCAL IMPACT

The \$20,000 fiscal impact is based on cost estimates provided by the SEMS vendor, for system upgrades and training. This does not include the cost of scanners, since their purchase was initiated during the review period.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Complete software and equipment upgrades and work closely with the districtwide information technology assessment effort.	(\$20,000)	\$0	\$0	\$0	\$0

FINDING

Since all employee documents have not been scanned, the district is at risk of a tremendous loss if a physical disaster occurs to the building or if master files are lost. A backup process has not been comprehensively implemented. While the data stored in the Delta HRIS is backed up daily by the central technology department, there is no crisis backup system for documents not scanned in the WinOcular system.

The file room is not fireproof. A fire, tornado, roof leak or other devastation to the building would cause the loss of almost all hardcopy documents, resulting in extensive labor cost in recreation of documents and a breakdown in records support of employees districtwide.

The department is able to scan documents with its WinOcular imaging software; however, records staff estimates that less than 1 percent of the employee records has been imaged into the WinOcular system. Automated backup of the WinOcular system will preserve the scanned data in case of a catastrophe. According to the HRS information technology executive director, software and equipment problems have hampered their ability to scan documents on a regular basis. Some applicant files are imaged when received. New employee files are not imaged. Individual documents are not imaged before filing. The entire employee file contents are imaged when an employee terminates.

Recommendation 78:

Image all documents as received to ensure up-to-date backup of documents in case of record destruction or loss.

By imaging documents when received, and with daily backups of system data, the department will be able to quickly restore files.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The HRS information services executive director and the records management specialist assess the features and capabilities of scanning equipment, to incorporate all appropriate features into the department's process.	August 2001
2.	The HRS records management specialist with the records staff recommends periodic performance goals for document scanning to the HRS information technology executive director.	August 2001
3.	The HRS records management specialist ensures that all HRS records staff are trained to use scanning equipment and understand the scanning procedure and the performance goals.	September 2001
4.	The HRS records staff begins scanning all documents before	October

	filing.	2001
5.	The HRS records staff begins scanning existing documents that have not been imaged.	October 2001
6.	The HRS records management specialist weekly monitors task completion to ensure that scanning is complete and goals are met.	October 2001 Weekly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

FACILITIES USE AND MANAGEMENT

This chapter reviews the Dallas Independent School District's (DISD) facilities in seven sections:

- A. Organization and Management
- B. Facilities Planning and Design
- C. Facility Use
- D. Delivery and Program Management
- E. Maintenance and Operations
- F. Custodial Services
- G. Energy Management

A comprehensive facilities planning, management, custodial and energy management program coordinates all physical resources in the school district. Such a program effectively integrates facilities planning and management with educational program requirements, effects of changing demographics and all other district planning.

BACKGROUND

The Facilities Support Division, which reports to the associate superintendent for Management Services, is directly responsible for facilities planning, maintenance and operations. DISD has more than 160,000 students and in more than 200 schools and academic centers. **Exhibit 5-1** provides an overview of DISD's facilities by type.

Exhibit 5-1
DISD School Facilities by Type

Type of School	Number	Average Age	Acres	Gross Permanent Square Feet	Portables Square Feet	Total Gross Square Ft. w/Portables
Elementary	153	43	1,258	8,684,334	1,086,888	9,771,222
Middle	25	42	495	2,948,372	207,420	3,155,792
High	28	45	589	5,074,705	145,488	5,220,193
Special Education	1	31	23	142,995	6,936	149,931
Total	207	43	2,365	16,850,406	1,446,732	18,297,138

Source: DISD Facilities Department Facilities Inventory, Fall 2000.

The academic facilities vary greatly in size, type and construction. Many were constructed prior to 1960. During the 1970s, the district made substantial investments in improvements to mechanical systems to provide air-conditioning systems as add-ons to existing heating systems. In some schools, the heating system was replaced when air-conditioning was added. There are a high percentage of portable classrooms.

The district invested more than \$472 million in design and construction to upgrade, renovate and construct new facilities using bonds issued in 1986 and 1992. **Exhibit 5-2** is a comparison of DISD bond program expenditures in 1986 and 1992.

**Exhibit 5-2
Facility Improvements (1986 and 1992)**

Scope	1986 Bond	1992 Bond
Building Exterior - Windows/Walls	\$1,400,000	\$0
Building Exterior - Roofs	\$19,700,000	\$17,555,140
Health & Safety	\$19,600,000	\$2,676,150
Interior Renovations	\$25,100,000	\$21,630,000
Building Systems	\$17,600,000	\$27,785,552
Technology	\$0	\$361,500
Renovations	\$8,700,000	\$16,949,153
Additions	\$34,700,000	\$14,446,000
New Schools	\$63,400,000	\$114,900,100
Site Acquisition & Infrastructure	\$1,100,000	\$14,500,000
Athletic Facilities	\$0	\$0
Early Childhood Centers	\$0	\$0
Kitchen Preparation Facility	\$0	\$0
Portables	\$0	\$0
Administrative and Maintenance Facilities	\$0	\$0
Design & Management	\$6,550,000	\$29,464,286
Contingency	\$0	\$14,732,143
Total	\$197,850,000	\$275,000,024

Total for 1986 and 1992 Bond Programs	\$472,850,024
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Source: DISD Facilities Support Department and DISD Bond Office Reports.

While DISD has 221 discrete schools as defined by the Texas Education Agency, some of these programs are physically located on one campus or within a single facility. The discussion that follows relates to facilities and not the multiple programs housed at those facilities.

DISD's high school cluster pattern drives facilities planning. A cluster pattern is a group of elementary and middle schools that feeds students into the area's high school. The district has 22 high school clusters. Additionally, there is a districtwide cluster that includes magnet high and specialty schools. **Exhibit 5-3** provides basic information on the DISD clusters.

**Exhibit 5-3
Overview of DISD Clusters**

Cluster Name	No. of Schools	Average Age	Permanent Sq. Ft.	Sq. Ft. of Portables	Projected Enrollment 2000-01	Cluster Gross Sq. Ft.
Adams	13	47	981,700	142,200	12,318	1,123,900
Adamson	10	38	876,750	105,336	8,995	982,086
Carter	10	36	905,960	59,976	7,375	965,936
Hillcrest	10	46	624,236	115,392	8,364	739,628
Thomas Jefferson	10	44	682,073	135,264	9,537	817,337
Kimball	9	37	780,922	90,768	8,802	871,690
Lincoln	5	52	586,134	13,080	4,145	599,214
Madison	9	61	588,228	3,072	2,936	591,300
Molina	8	36	691,671	56,232	7,564	747,903
North Dallas	13	50	1,022,790	69,240	9,488	1,092,030
Pinkston	9	38	714,741	30,744	3,783	745,485
Roosevelt	8	45	744,912	3,072	4,592	747,984
Samuell	11	41	946,974	109,200	11,261	1,056,174

Seagoville	5	15	406,105	40,752	3,924	446,857
Skyline	4	48	722,814	48,408	7,084	771,222
Smith	8	35	702,332	9,240	4,501	711,572
South Oakcliff	11	47	674,841	33,816	6,034	708,657
Spruce	12	36	874,271	101,616	8,837	975,887
Sunset	8	62	555,366	113,136	7,750	668,502
White	12	37	848,570	89,028	9,200	937,598
Wilson	7	66	559,004	49,272	5,371	608,276
Sub-Totals	192	43	15,490,394	1,418,844	151,861	16,909,238
Districtwide Cluster	15	38	1,360,012	27,888	6,416	1,387,900
Totals	207	43	16,850,406	1,446,732	158,277	18,297,138

Source: DISD Facilities Support Department and Division of Evaluation, Accountability & Information Systems.

Note: Projected Enrollment figures for 2000-01 differ from actual enrollments.

Chapter 5

A. ORGANIZATION AND MANAGEMENT

DISD's Management Services Division oversees Facilities Support, the Bond Office, Central Operations and Food Services Operations.

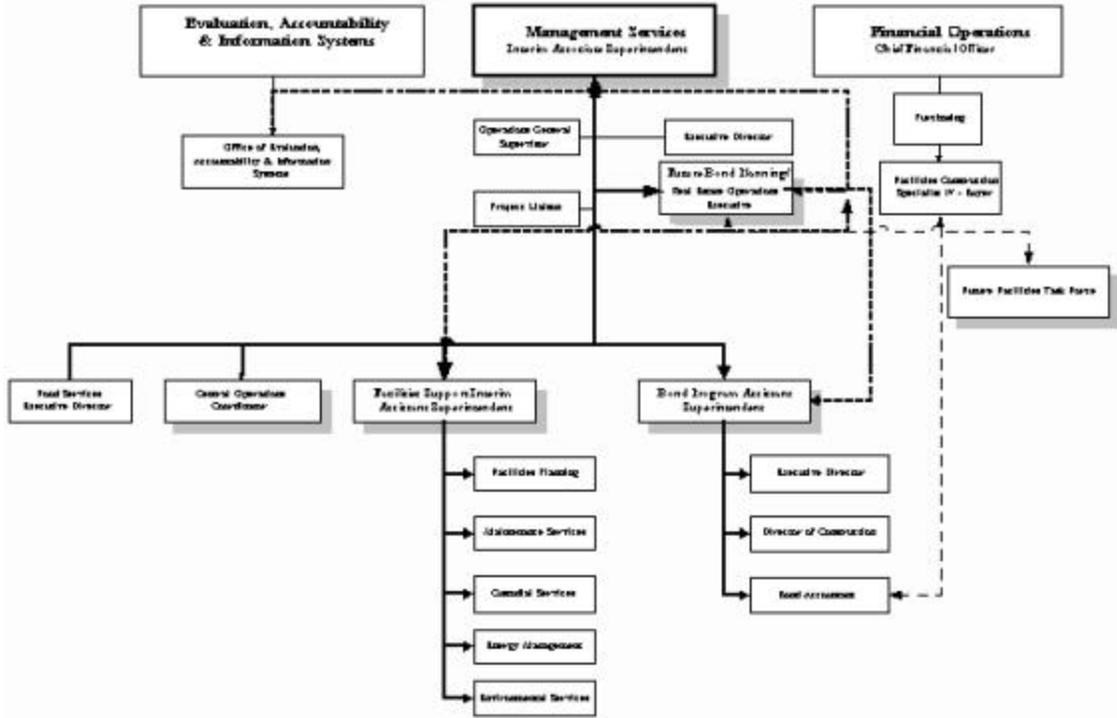
Facilities Support is responsible for Facilities Planning, Maintenance Services, Custodial Services, Energy Management and Environmental. Executive directors who report directly to the assistant superintendent of Facilities Support head each of these organizational units.

- Facilities Planning is responsible for master planning, facility management-space use assessment, space design, portable classroom use, adaptive reuse of space-and facility planning standards. Facilities Planning also handles facility document archival and control, facility planning and design studies, and design and construction of small school improvement projects funded by each school's improvements budget.
- Maintenance Services is responsible for the repair and upkeep of the district's facilities through the use of craft trades such as carpenters, plumbers, electricians, and heating, ventilation, and air-conditioning (HVAC) technicians. Maintenance Services also maintains district equipment and grounds functions.
- Custodial Services provides custodial training, establishes the level of custodial care and administers a multi-skills training program for the lead custodians whose objective is to reduce the costs of minor routine maintenance tasks.
- Energy Management conducts research, seeks alternative funding for energy conservation improvements and develops and administers awareness programs to help control utility costs. Energy Management works with the HVAC trade group in the Maintenance Services unit.
- Environmental Services is responsible for environmental abatement programs-asbestos, lead and fluorescent lamps-air quality, toxic substances monitoring and fleet management activities.

The Bond Office administers the district's capital improvement programs. Central Operations is responsible for maintenance, custodial and security operations at administrative facilities. Food Services administers the district's Food and Child Nutrition Program.

Exhibit 5-4 shows the organizational structure for the Management Services Division and functional reporting relationships external to the division.

**Exhibit 5-4
Management Services Division
Existing Organizational Chart**



Source: DISD Facilities Support Department.

Four key management positions report directly to the associate superintendent for Management Services. They include the assistant superintendent for Facilities Support (academic and athletic facilities), the coordinator for Central Operations (administrative and support facilities), the assistant superintendent for the Bond Program and the executive director for Food Services.

Important external reporting relationships include the Office of Evaluation, Accountability and Information Systems and the Office of Financial Operations. The Office of Evaluation Accountability and Information Systems performs demographic studies and school feeder design used by facilities support to make planning decisions. The Office of Financial Operations works in coordination with the capital improvement office of Management Services to process and disburse payments to contractors and vendors participating in the capital program.

Community, business and professional leaders participate in the planning of school facilities through the Future Facilities Task Force. The task force reconvened in February 2000 at the request of the superintendent and school board.

FINDING

The Facilities Support Department lacks an integrated and coordinated approach in performing its planning, management, operations and quality control. The organizational structure of the department is designed around tasks and trades and does not promote cross-functional relationships and responsibilities among department personnel.

There are two basic areas of facilities management and operations: planning and management; and maintenance and operations. The organizational structure of the Facilities Support Department does not establish a clear distinction between these two areas. Some units have planning, management and operations responsibilities. For example, the Environmental Services unit is responsible for both environmental abatement programs in buildings and vehicle operation and maintenance.

There also is some duplication and overlap in planning and quality control activities. Even though Energy Management has a quality control focus and Maintenance Services has an operational focus, both units have mechanical engineers responsible for design, engineering and quality control. Custodial Services has a multi-skills training program in carpentry, electrical and plumbing that is separate from the trade training programs in Maintenance Services.

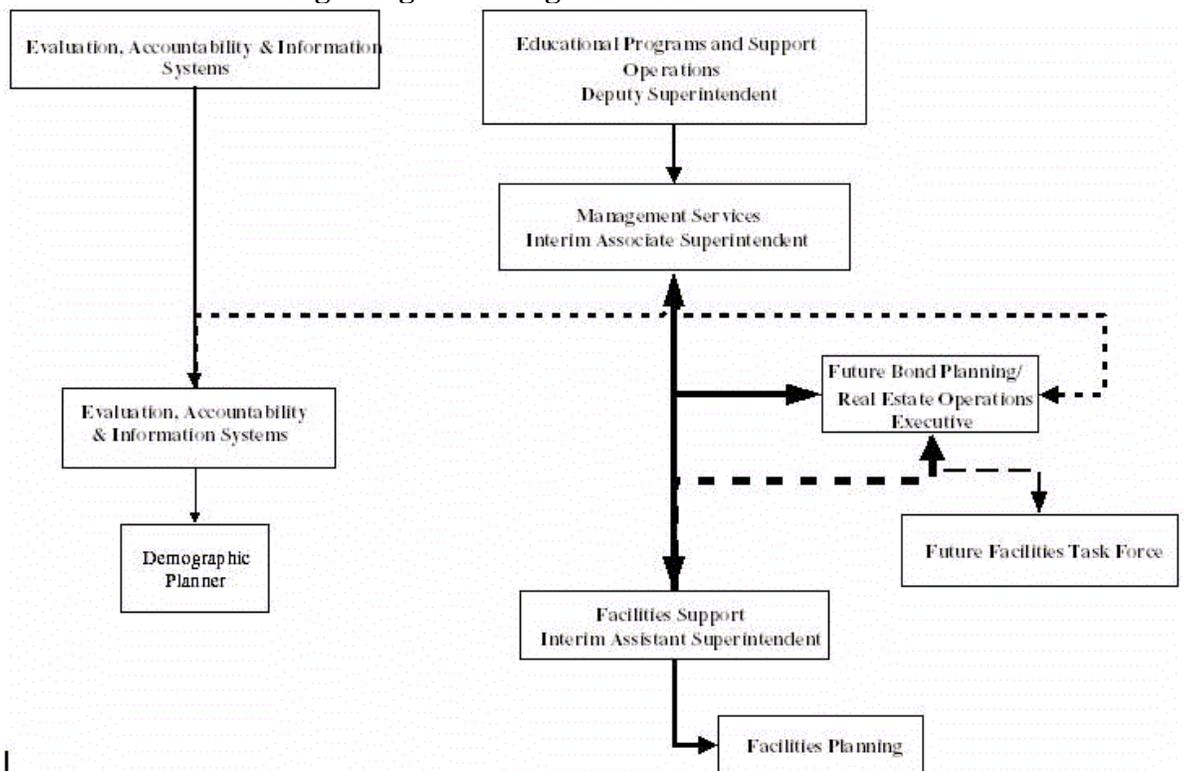
Environmental Services performs a dual role. It provides program standards to manage and monitor toxic substances such as the use of cleaning materials, and health conditions such as air quality. The unit also oversees the removal of hazardous building materials such as asbestos and lead.

The role of Facilities Planning further fragments the integration and coordination of DISD's facilities management. This unit has program, quality control and operational responsibilities. Personnel assigned to this unit perform and oversee planning and management activities for all schools, but also are responsible for the design and construction of small school improvement projects. The Office of Evaluation, Accountability and Information Systems, not a part of Facilities Planning, is responsible for facility planning related to underused and overcrowded facilities.

These planning functions are performed by the Office of Evaluation, Accountability and Information Systems because of its special expertise in

statistics, demographics, and computerized mapping. In addition, these functions must be performed in coordination with other responsibilities of the Office of Evaluation, Accountability and Information Systems: enrollment projections, design of attendance zones and reporting of zone changes to the Court under the desegregation court order. Another district department that is not a part of Facilities Planning-Educational Programs and Support Operations-also shares facility planning responsibilities. The result is poor coordination of critical activities. **Exhibit 5-5** shows how responsibilities are divided.

**Exhibit 5-5
Diagram of Facilities Strategic and
Long-Range Planning Activities**



Source: DISD Facilities Support Department.

The Ysleta Independent School District uses a team concept in its Facilities Department to provide efficient maintenance and repair service to the schools and departments. Assigned to the team are heating, ventilation, and air conditioning technicians as well as carpenters, plumbers, painters, electricians, craftsmen and helpers to support all of the assigned schools in a feeder pattern. The teams have access to districtwide services such as groundskeeping and landscaping, roofing, graffiti removal and food service maintenance. Team leaders report directly to the executive director of the Facilities Department. This approach has been

effective in ensuring accountability and eliminating duplication of responsibilities among maintenance personnel. Improved coordination and integration of key processes within a department result in increased responsiveness and better service in meeting the needs of the district.

Recommendation 79:

Restructure the operating units and reporting responsibilities under Facilities Support to provide more focus on planning, management, operations and quality control.

Reorganize the five centrally-based organizational units into two to better address facilities planning and management activities and to integrate all facilities maintenance and operational activities. A decentralized approach should be adopted for both Facilities Planning and Management and Facilities Operations and Maintenance. Facilities-related operations should be divided into four geographic areas such as A, B, C and D to promote increased customer service and accountability. The proposed organization encourages establishing teams at the operational level, thereby improving quality control and quality control procedures. More specifically:

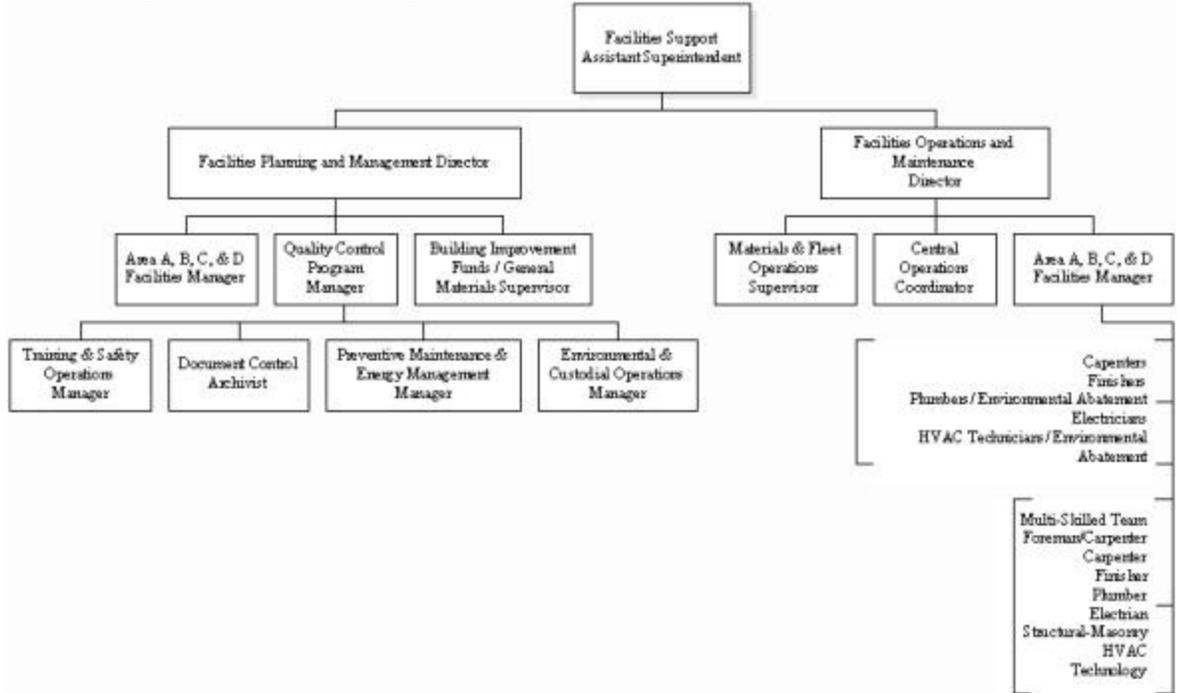
- **Facilities Planning and Management** should be responsible for planning, design, inventory, facility liaison, use evaluation and quality control of operational costs and space use. Strategic oversight should be the responsibility of the Facilities Planning and Management director. Additionally:
 - Demographic planning, which includes teacher station use, space inventories and facility use status, should be transferred from the Office of Evaluation, Accountability and Information Systems to the Facilities Planning Management director.
 - Quality control planning, staff training, safety programs and operational cost control should be coordinated by the Quality Control Program manager.
 - The responsibility for space use assessment, space design, portable classroom use, adaptive reuse of space, master planning and review of small school improvements should be performed by the A, B, C & D Facilities manager. This position should also act as liaison to school principals.
 - Document control should be performed by an archivist.
 - Preventive maintenance planning and energy conservation should be merged under a manager position.
 - Quality control planning and management of environmental abatement and custodial services should be combined under a management position.

- **Facilities Operations and Maintenance** should be responsible for preventive maintenance, maintenance and repairs, construction projects, oversight of site-based custodial operations and quality control training. Strategic oversight should be the responsibility of the Facilities Operations and Maintenance director.
 - Restructure and decentralize Maintenance Services craft trades such as carpenters, plumbers, electricians, and heating, ventilation, and air-conditioning technicians by forming work teams that are divided into four geographic areas (A, B, C and D). Day-to-day maintenance operations should be assigned to an operations supervisor. Build a team with the facilities planners as the liaison with principals to process and execute work orders.
 - Day-to-day preventive maintenance programs also should be the responsibility of an operations supervisor.
 - The administration and maintenance of administrative buildings and service centers should continue to be the responsibility of the Central Operations coordinator. Responsibilities remain the same. The only change is in the reporting relationship.
 - Put all maintenance and operations, maintenance and repair, environmental abatement, grounds and custodial under the operations supervisor. Transfer the maintenance of equipment from Maintenance Services and fleet management from Environmental Services and put them under a unit called Materials and Fleet Operations.

This model has proven to be very effective where there are facility-managed operations, a large inventory of facilities and/or facilities spread across a large geographical area.

Exhibit 5-6 presents the proposed organizational structure.

**Exhibit 5-6
Proposed Restructuring of the Facilities Support Division**



Source: DISD Facilities Support Department and TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Management Services assigns the assistant superintendent for Facilities Support the task of developing organizational structure and job descriptions in accordance with this recommendation.	August 2001
2.	The assistant superintendent for Facilities Support prepares the recommended organizational structure and job descriptions for review and approval by the associate superintendent for Management Services.	September 2001
3.	The associate superintendent for Management Services reviews the organizational structure, job descriptions and budget, makes comments and revisions, and submits the recommendations to the superintendent for approval.	September 2001
4.	The superintendent reviews the recommendations and approves the new organizational structure.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

B. FACILITIES PLANNING AND DESIGN

Critical components of facilities planning and design are long-range planning and standardization of design and materials. An ongoing assessment of the condition of all facilities is a major part of the planning process. Other critical components include documenting facility operational cost, physical conditions and enrollment projections.

FINDING

DISD has not updated its Conditions Surveys and Assessment of all facilities since 1997. The district also does not have a planning instrument to determine if capital improvements are effective in reducing long-term operating expenses.

In February 2001, the district began the process of updating the facilities assessment when the board approved a contract for a consultant to perform a Functional Equity Study for all schools. The study will cost about \$3.4 million and be used to establish future facility needs for the district's next Capital Improvement Program. This type of study typically focuses on identifying capital improvements required to address deficiencies. The scope of the study, as outlined in the Request for Qualifications, will focus on the following areas:

- Assessment of existing conditions to identify repair needs or upgrades;
- Space inventory of all district-owned buildings;
- Efficiency assessment with which DISD facilities are used;
- Portable buildings analysis;
- Prioritization of needs;
- Cost estimating, budgets and schedules;
- Facilities management information system that will allow the district to generate future capital improvements programs;
- Computer Aided Design documentation including building plan drawings and digital photographs of each facility; and
- Written documentation of, and training on, all processes, inspection methods, cost data adopted standards, computer software and applications.

In addition to physical condition and capacity, comprehensive facility assessments usually include:

- Criteria for optimum school sizes to reduce operating costs;

- Criteria for determining which facilities are obsolete and too costly to upgrade;
- Application of programming, design and operating criteria to assess the need and priorities for preserving and upgrading existing facilities; and
- Analyses of the long-term operating costs of equipment, maintenance and custodial, and energy compared to the quality of the facility.

Data derived from the study will be used to evaluate strategies and alternative methods to correct deficiencies and develop initial project scopes and budgets.

Exhibit 5-7 is an example of a model that expands the assessment of a facility over a 20-year period. The model helps assess individual schools based on their age, type, capacity, deficiencies and policies for upgrading existing facilities to comparable standards of new facilities.

Exhibit 5-7
Cost Model for Assessment of the Information
Provided in the Functional Equity Study

	Scope	2001-05	2006-10	2011-15	2016-20	Cost/Sq. Ft. Over 20 Years
Educational Program Delivery	Administrative Staff					
	Teaching Staff					
	Other Expenses					
Operational	Custodial Operations					
	Utilities					
	Maintenance, Repairs & Minor Projects					
	Preventive Maintenance					
Deferred Maintenance Backlog	Exterior Envelope					
	Site & Utility Infrastructure					
	Building Systems					
Functional	Administrative					

Upgrades & Additions	General Classrooms					
	Art/Science/Music/ Technology Classrooms					
	Cafeteria/Food Preparation					
	Physical Education & Health					
	Energy Management Improvements					
	Technology Infrastructure					
	Capital Improvement Financing					
	Professional & Management Fees					
Replacement Construction	Replacement School Construction					
	Capital Improvement Financing					
	Professional & Management Fees					
	FF&E & Start-up Costs					
Neighborhood Improvement	Historic Preservation of Significant Buildings and Features					
	Landscape Improvements					

Source: Developed by MJLM.

Recommendation 80:

Use the data from the Functional Equity Study to develop long-term strategies to upgrade facilities.

The following criteria should be used to assess the information gathered and the capital and non-capital strategies developed to fulfill the initial goals and objectives established by the district:

- Overall reductions in overcrowded and underused schools;
- Overall reductions in use of portables;
- Reductions in operational cost (cost per student and cost per square foot);
- Improvements in the preservation and upgrading of existing buildings so they are an attractive learning environment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The consultant completes the Functional Equity Study and presents findings to the associate superintendent for Management Services and the Task Force.	February 2002
2.	The associate superintendent for Maintenance Services and the Task Force review the findings.	March 2002
3.	The associate superintendent for Maintenance Services presents the findings to the superintendent for review and comment.	March 2002
4.	The superintendent reviews the findings and directs the associate superintendent for Management Services to use the findings in the development of a Facilities Master Plan.	April 2002

FISCAL IMPACT

This recommendation can be implemented within the limits of the \$3.4 million fee the board approved in February 2001 for the Functional Equity Study.

FINDING

DISD has completed components of a facilities master plan; however, a formal, long-range and fully integrated master plan does not exist. Educational improvements, operational cost efficiencies and strategies for addressing under-use and overcrowded schools and administrative facilities have not been clearly documented by the district.

DISD has made progress toward completing the components necessary to develop a long-range facilities master plan. Many of the components addressed in recommendations in TSPR's 1992 Management and Performance Review were completed, but need to be updated. Critical components of the district's master plan that have not been updated include:

- A preliminary facility needs assessment prepared in 1997 that provided the district with essential data for planning purposes for the 1998 Facilities Task Force Report;
- A facilities needs study by a program management consultant to augment the facilities' needs assessment done by DISD;
- Demographic changes that reflect 2000 U.S. Census data;
- Facilities Architectural Program and Design Standards completed in 1994 used to guide the design and construction of new schools; and
- Annual demographic projections and assessments of facility use to help modify school attendance boundaries.

Additionally, the Future Facilities Task Force 1999-2000 report dated June 2000, identified the following issues facing facility planning:

- Severe under-use and overcrowding of elementary schools;
- Over-use of portable classrooms;
- Deferred maintenance backlog caused by reductions in maintenance and the age of facilities;
- Inequity between new and existing schools;
- Lack of Special Education personnel involvement at the design stage in construction of new facilities;
- Poorly designed air-conditioning systems; and
- Substandard science labs and technology infrastructure.

Exhibit 5-8 is a model of the facilities planning process developed by the Texas Education Agency and shows DISD's status toward completion.

**Exhibit 5-8
Model Facilities Planning Process and
DISD Planning Process Components**

Program Element	Mission	Responsibilities	Deliverables	Components Included in DISD Planning Process
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Planning	Needs Assessment	Identify current and future needs.	Demographic Study, Facilities Survey, Documented Attendance Boundaries, Funding General Operating vs. Bond Funded Projections, Education Program Requirements, Market Studies, Staff Capability, and Transportation Analysis.	Demographic Projections, Facilities Survey, Educational Program Requirements and Market Studies.
	Scope	Outline required building areas; develop schedules and costs.	Programming, Cost Estimating, Scheduling, Cost Analysis.	Not fully developed.
	Strategy	Identify structure.	Facilities Project List, Master Schedule, Budget Plan, Organizational Plan, and Marketing Plan.	Not fully developed.
	Public Approval	Implement public relations campaign.	Public and Media Relations Plan.	Initial process underway for planning; public approval not started.
Approach	Management Plan	Detail roles, responsibilities, and procedures.	Program Management Plan and Systems.	Structure in place.

	Program Strategy	Review and refine details.	Detailed Delivery Strategy.	Not developed.
	Facility Program Guidelines	Identify specific program and design criteria for new schools and criteria to evaluate existing schools.	Educational Specifications, Design Guidelines, Computer-Aided Design Standards.	Educational specifications, design guidelines; Computer Aided Design Guidelines.
Project Initiation	Mobilize Team	Include all project participants.	Site Selection and Acquisition, Facility Program, Project Educational Program, Environmental Impact Report, Preliminary Budget Approval.	Structure in place.
Project Activity	Design Documentation, Award Contracts, Construction, Post Construction	Conformance to program plan, bidding, contract and procurement procedures, monitor the progress of construction.	Construction Document Final Acceptance, Notice to Proceed, Occupancy Permit, Facility Ready; Closeout of Projects within Three Months of Certificate of Occupancy.	Structure in place.

Source: TEA and DISD.

Many school districts have found that proposed capital improvement plans are more readily accepted when future facility requirements are well-defined, strategies are clear and measurable benefits from investments are documented.

Recommendation 81:

Complete the planning components necessary for a fully integrated 10-year facilities master plan.

DISD's Management Services Division should complete the remaining components for a long-range facilities master plan that addresses and integrates issues outlined in the June 2000 Future Facilities Task Force Report using TEA's facilities planning model as a guideline and the following best practices:

- Undertake a major redesign of the high school clusters to reduce the need for capital improvements to balance under-use and overcrowding in elementary schools;
- Develop prototype designs to bring construction, operations and maintenance costs uniformity to new schools;
- Update Facilities Program and Design Standards for new schools and apply them to existing schools, where possible;
- Establish performance standards to reduce and optimize energy and utility costs;
- Integrate and coordinate capital improvement and operational budgets to reduce the deferred maintenance backlog;
- Document and maximize the use and source of other funds, such as low interest bond programs like Qualified Zone Academy Bonds (QZAB) in lieu of 20-year bond financing, historic preservation grants and energy conservation partnerships that have already been explored by the district to upgrade its facilities;
- Evaluate the cost effectiveness of decisions made based on a 20-year life cycle; and
- Restructure how the bond program is managed so administrative costs are reduced and construction quality is improved.

The completed plan will provide a road map for new construction, additions and renovations of facilities space. Priorities in the plan should be to address severe under-use and overcrowding of schools and over-use of portable classrooms. This will save the district money and improve the quality of schools districtwide.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent seeks board approval to hire a consultant to assist the district with producing a Facilities Master Plan.	August 2001
2.	The associate superintendent for Management Services works with the consultant to revise the Future Facilities Task Force 1999-2000 report based on: 1) information obtained from the Functional Equity Study; 2) all funding resources required and available, including operational budgets; and 3)	September 2001

	measurable benchmarks.	
3.	The associate superintendent for Management Services reconvenes the Task Force. The Task Force creates a draft Facilities Master Plan with the assistance of the administrative assistant to the associate superintendent for Management Services.	October 2001
4.	The associate superintendent for Management Services reviews the draft Facilities Master Plan and requires necessary revisions be incorporated.	October 2001
5.	The associate superintendent for Management Services and the Task Force present the draft Facilities Master Plan to the superintendent and board.	November 2001
6.	The superintendent and board review the plan, request revisions and direct the associate superintendent for Management Services to schedule public forums to solicit input.	November 2001
7.	The associate superintendent for Management Services and the Task Force conduct public forums on the draft Facilities Master Plan.	December 2001 - January 2002
8.	The Task Force and the associate superintendent for Management Services review the comments received and draft a final Facilities Master Plan for approval by the superintendent and the board. The plan shall include a section on funding strategies and recommendations.	February 2002
9.	The associate superintendent for Management Services presents the final Facilities Master Plan document to the superintendent and the board for approval.	March 2002
10.	The superintendent and the board review the Facilities Master Plan, approve the plan with comments and direct the associate superintendent for Management Services to prepare the Bond Program Application.	April 2002
11.	The associate superintendent for Management Services incorporates the comments and publishes the Facilities Master Plan.	May 2002

FISCAL IMPACT

Much of the information necessary to produce a comprehensive long-range facilities master plan already has been collected. The bulk of the work remaining is to organize and consolidate the data. This

recommendation can be accomplished by hiring a consultant to work with district personnel to produce this plan at an estimated cost of \$50,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Complete the planning components necessary for a fully integrated 10- year facilities master plan.	(\$50,000)	\$0	\$0	\$0	\$0

FINDING

The district does not use prototypes in the design and construction of new schools. Prototype designs provide school facility administrators and planners with an effective tool for developing a consistent approach in addressing policies and construction practices with respect to:

- The amount of useable space compared to the total space in the building;
- Construction systems;
- The building exterior and energy efficient design;
- Cultural and/or neighborhood sensitive design themes;
- Construction cost;
- Materials and equipment that impact operational costs;
- Energy operating costs;
- Alternative site concepts that incorporate land conditions;
- Designs for expansion to accommodate enrollment growth;
- Criteria for land acquisition; and
- Security.

The benefits of prototype designs are:

- Improved quality of design and construction;
- Standardization of building components while allowing for the expression of community individuality and style;
- Reduction in the project delivery timetable;
- Greater predictability with respect to energy and operating costs; and
- Reduction of project and design management costs.

For the most recent schools constructed, DISD spent \$8.9 million on elementary schools, \$14.9 million on middle schools, and \$26.7 million on high schools. The architectural fee for the design of a new school is 6.5 percent. Other school districts that use prototype designs have saved 70 percent of the design fee when prototype designs are used.

Prototypes for newly constructed schools can save the district in design costs, construction costs, inconsistencies in construction quality and additional time in the delivery of new schools. DISD's next Capital Improvement Program will include funds for new school design and construction. Some of the issues that will be considered in the design of these schools are:

- Construction maintenance and operational cost of single story construction compared to multi-story construction for elementary schools; and
- Responding to community concerns for culturally and/or neighborhood sensitive design.

Recommendation 82:

Develop prototypical designs for educational facilities that provide flexibility in responding to site and neighborhood concerns and save the cost of additional design fees each time a new school is built.

The district should retain the services of one or more architects to develop concepts for prototype designs for elementary, middle and high schools. These prototype designs will address all the issues involved in the planning and design of school facilities and set standards that can be incorporated into the designs for individual schools.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Management Services directs the assistant superintendent for Facilities Support to document the benefits of prototype designs and drafts a Request for Qualifications (RFQ) to select architects to design prototype designs for elementary, middle and high schools.	August 2001
2.	The assistant superintendent for Facilities Support prepares the report on the benefits of prototype designs and an RFQ and submits it to the associate superintendent for Management Services and the deputy superintendent for review and approval.	September 2001
3.	The deputy superintendent reviews and approves the report and makes a presentation seeking approval by the superintendent and board.	September 2001
4.	The superintendent and board approve the use of prototype designs for schools.	October - December 2001
5.	The associate superintendent for Management Services issues	January -

	the RFQ, architects are selected and contracts are executed to develop the prototype designs.	March 2002
6.	Architects develop schematic designs and thematic alternatives for prototype schools to be approved by the district.	April - May 2002
7.	The associate superintendent for Management Services approves the designs and makes the designs available for community input.	June - November 2002
8.	The architects proceed with the refinement of the designs and technical drawings in accordance with DISD's updated School Design Standards Manual and updated Technical Design Standards.	December - May 2002
9.	The associate superintendent for Management Services proceeds with the bidding and construction of a prototype for each type of school in accordance with DISD School Design Standards Manual.	June - July 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources. During future construction projects, the district should realize savings of about 70 percent on architectural design fees for each new school that is built once a prototype is developed and perfected for each school type (elementary, middle and high school).

FINDING

The district does not have procedures for conducting post-construction evaluations of new construction and renovations. The School Design Handbooks for Elementary, Middle & Senior High Schools, 1995 (Design Handbooks) and the Technical Design Standards, 1995 (Technical Standards), which serve as guidelines for renovations and new construction have not been updated since 1995.

Deficiencies have been noted in schools constructed before 1995 by Facilities Support staff, teachers and on-site inspections by the TSPR review team. They include:

- Lack of storage space;
- Lack of custodial closets;
- Poor use of mechanical equipment spaces;
- Structural settlement in floors and walls;
- Too many different lighting fixtures to maintain and poor placement of fixtures to allow easy maintenance;
- Poor control of heating and air-conditioning systems; and

- Use of floor finish materials not in the district's inventory of floor finishes.

Post-construction evaluations are a necessary part of ongoing improvements and cost effective management techniques. Failure to document performance deficiencies identified in the post construction evaluation, the reasons for their occurrence and procedures to avoid the deficiency in the future can result in continued oversights and errors. These problems can be reduced by instituting evaluations following a building's completion and occupancy.

Most post-construction evaluations include highly structured and well-documented reviews covering at a minimum:

- How well the completed building conforms to the educational program;
- Did the educational program produce the desired results;
- Does the facility meet expectations of building code officials and school administrators concerned with security, safety and risk management;
- Does the HVAC equipment, toilet accessories, furniture and equipment fit within the guidelines for repair and replacement;
- How well does the facility provide access to people with special needs;
- Is the facility neighborhood friendly;
- Materials and construction with respect to custodial operations;
- How well do the materials and construction meet expected long-term maintenance and repair concerns; and
- Energy operating costs, comfort ventilation and health/sanitation.

Recommendation 83:

Conduct post-occupancy evaluations of major construction projects.

DISD should include the school principal, teachers, food service personnel, educational program directors, maintenance and custodial staff and selected Facilities Support staff in conducting post-occupancy evaluations.

The data gathered should be incorporated into the Design Handbooks and Technical Standards in the form of dated revisions. These revisions should take the form of schedules and written and numerical criteria and drawings. Identify those components of the facilities program that are critical to ensuring that a facility supports the educational mission of the district. Adapt the program and design standards for new facilities to these components of existing facilities. Identify historical components and

features and guidelines for their preservation and conservation. A consulting architect should undertake this study.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Facilities Support retains the services of a consultant experienced in post-construction evaluations and organizes and convenes a task force to conduct post-construction evaluations of facilities built since 1992.	August - October 2001
2.	The task force and consultant meet, organize, schedule and conduct post-construction evaluations and document their findings.	November 2001
3.	The task force presents its findings to the superintendent and board along with recommendations of what to include in the Design and Technical Standards.	December 2001- January 2002
4.	The assistant superintendent for Facilities Support reviews the recommendations, and comments by the superintendent, and incorporates them as revisions in the Design and Technical Standards.	February 2002

FISCAL IMPACT

A study by an outside vendor to conduct a post-occupancy evaluation would cost DISD between \$500,000 and \$750,000, according to one program management company.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Conduct post-occupancy evaluations of major construction projects.	(\$750,000)	\$0	\$0	\$0	\$0

FINDING

DISD does not have a proactive plan to effectively manage the maintenance, upgrade or replacement of portable buildings integrated in its Capital Improvement Plan. The district has built 16 new schools since 1995, but still relies heavily on portable classroom buildings. DISD uses more than 1,700 portables to meet the enrollment growth that has averaged about 3.5 percent a year since 1990.

Since 1992, when DISD had its last bond program, the district has invested 56 percent of its capital improvement funds in new facilities and

less than 6 percent in additions to existing facilities. Additions to many of the facilities are being accomplished with portable classroom construction.

Exhibit 5-9 compares the amount of floor space in portable construction to permanent construction and the square feet of additions built since 1991.

**Exhibit 5-9
Comparison of Permanent and
Portable Classroom Square Footage Added Since 1991**

Type of Space	1991-95	1996-2000	Total
Permanent Space Added	395,105	1,564,968	1,960,073
Portables Space Added	335,616	391,680	727,296
Total Permanent and Portable Space Added	730,721	1,956,648	2,687,369
Percent of Portable to Total Added	46%	20%	27%

Source: DISD Facilities Support & Division of Evaluation, Accountability & Information Systems.

Portables are not always a desirable alternative. Portable facilities can expose students and staff to climatic extremes; problems in air quality, poor access for staff and students with special needs, inferior toilet facilities, inadequate storage and inferior lighting.

Portable classrooms typically cost between \$30,000 and \$40,000 each. Although the initial costs for portables are less than 50 percent of the cost of more permanent construction, portables are more costly to operate due to higher energy and repair costs.

The policy of the district is to maintain and repair portables on a critical need basis. A large inventory of DISD's portables are approaching or past their useful life span. Portables are designed and constructed for short-term occupancy, which is typically five to seven years. If left in service for longer periods of time, they should be considered as permanent structures and managed as such. Nearly half, or 700,000 square feet of portables, have been in service for at least 10 years.

As a result, the district will face a strategic planning decision with respect to renovation, replacing or continued minimum maintenance of the existing inventory of portables.

Recommendation 84:

Develop a plan that addresses the quality and construction of portable buildings based on the length of time they realistically will remain in service.

DISD should develop a plan to assess the management of portable buildings that has clear criteria for different levels of maintenance based on the following factors:

- Type of construction;
- Length of service;
- Physical and functional condition;
- Health and sanitation;
- Use;
- Cost to operate and maintain;
- Anticipated remaining life; and
- Anticipated length of service remaining.

Based on the assessment, the district should develop a realistic budget that supports the continued maintenance of portable buildings, or declares the portables too costly and inefficient to maintain.

The assessment and budget data should be used to set priorities for portable maintenance based on physical and functional conditions and projected service needs:

- **Level 1** - Do nothing;
- **Level 2** - Make minor repairs (toilets, steps, ramps, doors/locksets and mechanical systems) for the health and safety of students and teachers;
- **Level 3** - Renovate to maintain the integrity (interior finishes, lighting, built-in furnishings and equipment) that has deteriorated due to use and time in service;
- **Level 4** - Renovate and upgrade (electrical, HVAC, windows, exterior weather-tightness) to provide levels of service comparable to permanent buildings; and
- **Level 5** - Remove or replace.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Facilities Support directs the Offices of Planning and Maintenance and Operations to develop a plan for the management and maintenance of portable buildings.	September 2001
2.	The Offices of Planning and Maintenance and Operations develops the plan.	October 2001 - April 2002

3.	The assistant superintendent for Facilities Support implements the plan.	May 2002
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FISCAL IMPACT

Facilities Support staff can develop the plan with existing staff resources. Potential costs associated with repairs or savings associated with removal cannot be determined until the assessments are complete.

Chapter 5

C. FACILITY USE

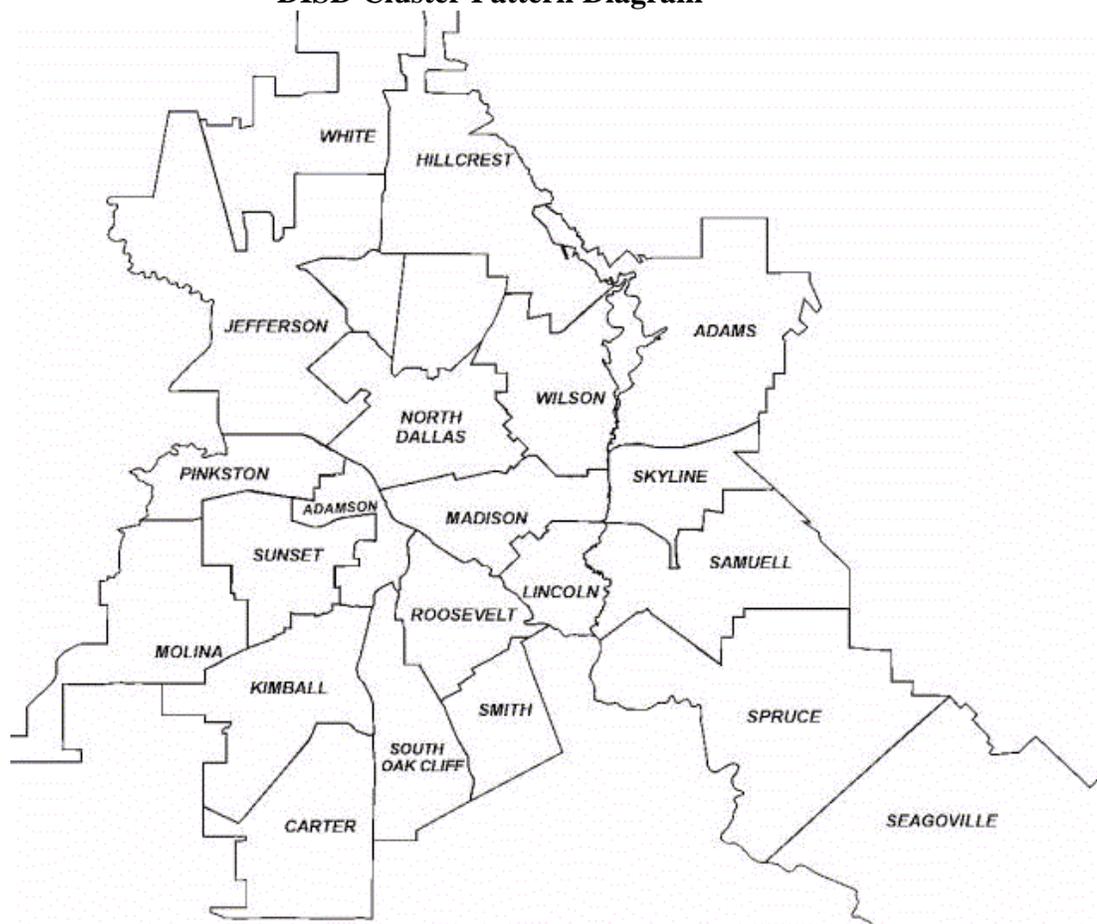
Neighborhood changes affect the short and long-term use of school facilities. Facility planners and managers need demographic information and facility assessments to respond to the changing conditions in neighborhoods. Yearly analysis of neighborhood demographic changes helps managers make adjustments to school attendance boundaries and to middle and high school feeder patterns, which balance attendance. Periodically, long-term shifts in population and changes in land use require major redesign of high school feeder patterns to balance under-use and overcrowding and to minimize expenses.

Three groups assess the use of facilities by DISD schools:

- The DISD Facilities Support Division - assesses physical conditions and functional deficiencies;
- The DISD Office of Evaluation, Accountability and Information Systems - makes adjustments to school feeder zone design; and
- The Texas Department of Licensing and Regulation - checks compliance with federal and state accessibility guidelines.

DISD uses the cluster concept, which feeds elementary and middle school students into a high school based on geographic boundaries. This concept is the basis for yearly strategic and long-range facilities planning. **Exhibit 5-10** shows how clusters are organized in DISD.

Exhibit 5-10
DISD Cluster Pattern Diagram



Source: DISD Division of Evaluation, Accountability and Information Systems.

FINDING

Overcrowding is the largest logistical planning issue facing DISD. The district does not have written guidelines to evaluate and balance overcrowding and under-use of facilities. DISD also does not use planning guidelines to ensure that students stay with the same group of children from kindergarten through grade 12. These types of planning guidelines would represent the concept of neighborhood schools. Without them, there are cases where elementary schools feed to more than one middle school and where middle schools feed to more than one high school. Furthermore, there are six high school clusters that do not have a middle school feeder (Madison, Molina, Pinkston, Skyline, South Oakcliff and Sunset). DISD told TSPR that the district cannot depend on planning guidelines to ensure that students stay with the same group of children from kindergarten through grade 12. DISD schools range in age from two

years to 90 years old and vary widely in capacity because of the building policies that have changed through the decades. For example, a middle school built in a period when large schools were the standard may not be able to feed all of its students to the local high school which may be relatively small.

Despite a districtwide use rate of 102 percent, cluster use rates range as low as 59 percent (Roosevelt cluster) and as high as 140 percent (the Jefferson cluster). Use rates for individual schools range as low as 16 percent (Metropolitan Educational High School) and as high as 222 percent (Field Elementary School). The district manages overcrowding through the use of portable buildings. The square footage of portable buildings in use exceeds 20 percent of the total space at 39 schools, and it is just under 8 percent of the total permanent space in the core academic facilities. Similar conditions were documented in the 1992 TSPR Performance Review of DISD.

Exhibit 5-11 shows DISD's use rates by cluster.

**Exhibit 5-11
DISD Facility Use Rates by Cluster**

Facility Name	Year Built	Site Area	Permanent Bldg. Student Capacity	Permanent Bldg. Gross Sq. Ft.	Sq. Ft. of Portables	Gross Area w/ Portables	Enrollment 2000-01	Permanent Classroom Utilization 2000-01	Utilization with Portables
ADAMS CLUSTER									
Adams HS, Bryan	1956	24.3	2,010	216,337	19,968	236,305	2,289	114%	98%
Gatson MS, W. H.	1953	13.02	954	108,714	33,024	141,738	975	102%	80%
Hill MS, Robert T.	1951	18.08	888	94,074	0	94,074	822	93%	79%
Bayles ES	1960	11.07	442	44,287	13,824	58,111	721	163%	91%
Casa View ES	1953	6.06	607	53,594	13,056	66,650	894	147%	97%
Conner ES, S. S.	1964	11.08	460	47,193	14,616	61,809	679	148%	86%
Gill ES, Charles	1957	9.03	616	69,135	9,216	78,351	987	160%	113%
Hexter ES, Victor	1954	8.05	451	43,025	13,104	56,129	634	141%	85%
Kiest ES, Edwin J.	1954	9.08	708	65,563	7,680	73,243	881	124%	99%
Reilly ES, Martha T.	1954	9.06	764	67,039	11,520	78,559	1,109	145%	107%
Reinhardt ES	1940	14.05	662	58,789	3,840	62,629	655	99%	87%
Sanger ES, Alex	1956	6	598	46,700	1,536	48,236	560	94%	88%
Truett ES, George W.	1955	10.06	764	67,250	15,384	82,634	1,112	146%	98%
TOTAL		148.94	9,924	981,700	156,768	1,138,468	12,318	124%	
ADAMSON CLUSTER									
Adamson HS, W. H.	1915	8.02	1,270	146,382	10,752	157,134	1,253	99%	91%
Greiner MS, W. E.	1990	4.04	1,134	140,724	6,144	146,868	1,792	158%	89%
Quintanilla MS Raul	1997	23.80	1,162	151,000	0	151,000	1,056	91%	91%
Bowie ES, James	1987	5.40	718	61,625	16,896	78,521	1,056	147%	95%
De Zavala, ES, Lorenzo	1979	3.05	317	35,887	768	36,655	379	120%	113%
Hogg ES, James	1954	4.03	451	41,733	10,800	52,533	657	146%	93%
Larrier ES, Sidney	1949	4.04	791	74,232	8,472	82,704	785	99%	82%
Peeler ES, John F.	1927	3.06	543	40,836	12,288	53,124	706	130%	86%
Reagan ES, John H.	1980	3.00	506	41,931	12,336	54,267	710	140%	89%
Storey MS, Boude	1933	N/A	970	142,400	0	142,400	661	68%	61%
TOTAL		58.44	7,862	876,750	78,456	955,206	9,855	115%	

Exhibit 5-11 (continued)

Facility Name	Year Built	Site Area	Permanent Bldg. Student Capacity	Permanent Bldg. Gross Sq. Ft.	Sq. Ft. of Portables	Gross Area w/ Portables	Enrollment 2000-01	Permanent Classroom Utilization 2000-01	Utilization with Portables
CARTER CLUSTER									
Carter HS, David W.	1965	29.03	1,860	228,073	3,072	231,145	1,706	92%	88%
Atwell MS, W. H.	1964	27.00	1,219	139,549	1,536	141,085	904	74%	72%
Hulcy MS, DA	1970	18.04	1,351	167,976	0	167,976	608	45%	45%
Alexander ES, Birdie	1968	5.00	497	54,088	0	54,088	355	71%	71%
Lee ES, Umphrey	1959	12.05	764	62,323	3,072	65,395	587	77%	77%
McNair ES, Ronald	1989	12.09	561	57,515	7,680	65,195	577	103%	74%
Terry ES, T. G.	1956	13.03	432	46,215	12,288	58,503	669	155%	97%
Turner ES, Adelle	1966	30.02	460	47,755	11,544	59,299	634	138%	84%
Twain ES, Mark	1955	8.04	616	57,638	7,704	65,342	611	99%	76%
Weiss ES, Martin	1962	9.02	442	44,828	13,080	57,908	724	164%	101%
TOTAL		163.32	8,202	905,960	59,976	965,936	7,375	90%	
DISTRICTWIDE									
B.T. Washington Arts Mag. HS	1922	5.00	1,050	122,123	6,336	128,459	653	62%	55%
YE Townview Center MS/HS	1995	19.99	2,970	378,084	0	378,084	2,162	73%	73%
Health Special HS	1994	N/A	260	131,170	0	131,170	114	44%	44%
L.A.C.E.Y. HS	1977	N/A	240	8,710	0	8,710	107	45%	45%
Metropolitan Educational HS	1915	0	1,120	31,008	0	31,008	180	16%	16%
Multi Careers HS	1951	0	160	33,942	768	34,710	160	100%	100%
Edison Academy MS	1966	15.08	1,197	187,030	4,608	191,638	842	70%	64%
Longfellow MS, Henry W.	1945	9.00	473	50,608	4,632	55,240	353	75%	58%
Walker Spec. Ed., Ewell D	1970	23.06	333	142,995	6,936	149,931	84	25%	21%
Brashear PK	1978	18.20	141	9,260	0	9,260	170	121%	121%
Dealey ES, George	1955	10.34	672	87,484	0	87,484	553	82%	82%
Prairie Creek Acad.(PK-3)	1997	N/A	141	32,000	0	32,000	117	83%	83%
Seagoville Alternative Center	1980	N/A	220	18,463	0	18,463	79	36%	36%
Stone ES, Harry(PK-8)	1957	13.03	699	77,787	1,536	79,323	483	69%	66%
Travis TAG Magnet(4-8Gd)	1955	2.06	396	49,348	3,072	52,420	359	91%	77%
TOTALS		115.76	10,072	1,360,012	27,808	1,387,900	6,416	64%	
HILLCREST CLUSTER									
Hillcrest HS	1937	20.09	1,170	135,364	13,824	149,188	1,484	127%	97%
Franklin MS, Benjamin	1956	20.95	936	102,616	9,240	111,856	1,058	113%	91%
Hotchkiss ES, L. L.	1962	13.01	534	51,706	22,320	74,026	925	173%	91%
Kramer ES, Arthur	1957	27.09	432	45,559	13,056	58,615	832	193%	93%
Lakewood ES	1952	10.01	589	43,141	8,448	51,589	740	126%	94%
Lee ES, Robert	1931	4.03	561	57,052	0	57,052	486	87%	87%
Pershing ES, John J.	1957	6.07	552	52,596	13,080	65,676	704	128%	87%
Preston Hollow ES	1946	10.00	478	57,723	17,712	75,435	806	169%	93%
Rogers ES, Dan D.	1955	11.04	451	45,479	13,104	58,583	899	199%	101%
Vickery Meadows ES	1998	1.19	322	33,000	4,608	37,608	430	134%	114%
TOTAL		123.48	6,025	624,236	115,392	739,628	8,364	139%	
JEFFERSON CLUSTER									
Jefferson HS, Thomas	1956	43.90	1,360	163,971	1,536	165,507	1,510	111%	101%
Cary MS, Edward H.	1959	20.00	936	96,828	31,488	128,316	1,417	151%	94%
Rusk MS, Thomas J.	1953	16.40	728	82,882	13,056	95,938	694	95%	66%
Arlington Park ES	1970	1.09	221	21,930	2,304	24,234	173	78%	67%
Bumet ES, David G.	1956	12.50	957	71,044	19,992	91,036	1,359	142%	100%
Field ES, Tom	1952	8.00	276	32,658	13,104	45,762	614	222%	93%
Foster ES, Stephen	1953	9.08	570	43,854	29,184	73,038	1,125	197%	104%
Knight ES, Obadiah	1931	6.00	524	47,618	11,544	59,162	894	171%	100%
Saldivar ES, Jesus T.	1996	8.30	764	68,431	7,680	76,111	1,306	171%	121%
Walnut Hill ES	1945	6.90	469	52,857	5,376	58,233	445	95%	82%
TOTAL		132.17	6,805	682,073	135,264	817,337	9,537	140%	

Exhibit 5-11 (continued)

Facility Name	Year Built	Site Area	Permanent Bldg. Student Capacity	Permanent Bldg. Gross Sq. Ft.	Sq. Ft. of Portables	Gross Area w/ Portables	Enrollment 2000-01	Permanent Classroom Utilization 2000-01	Utilization with Portables
KIMBALL CLUSTER									
Kimball HS, Justin	1956	25.2	1,810	197,954	6,912	204,866	1,674	92%	85%
Stockard MS, L. V.	1954	14.07	907	95,529	11,568	107,097	802	88%	71%
Browne MS, T. W.	1961	48.10	1,153	125,964	7,680	133,644	1,154	100%	86%
Carpenter ES, John W.	1960	10.05	368	45,618	12,312	57,930	512	139%	71%
Henderson ES, Margaret B	1941	5.05	708	67,028	12,288	79,316	885	125%	95%
Jordan ES, Barbara	1953	8.03	570	52,125	13,080	65,205	960	168%	104%
Moreno ES, Maria	1996	7.70	782	74,750	6,144	80,894	1,098	140%	114%
Tolbert ES, Thomas	1996	13.51	773	69,746	6,144	75,890	876	113%	92%
Webster ES, Daniel	1955	10.08	626	52,208	14,640	66,848	841	134%	93%
TOTAL		141.79	7,697	780,922	90,760	871,690	8,802	114%	
LINCOLN CLUSTER									
Lincoln HS/Instructional	1980	18.07	1,880	159,568	0	159,568	1,095	58%	58%
Anderson MS, Pearl C	1963	6.00	1,191	162,708	2,304	165,012	878	74%	71%
Rhoads ES,	1926	3.09	776	76,211	1,536	77,747	647	83%	77%
Rice ES, Charles	1927	5.00	800	93,420	6,144	99,564	716	90%	77%
Thompson ES, H. S.	1951	5.07	992	94,227	3,096	97,323	809	82%	77%
TOTAL		37.23	5,639	586,134	13,000	599,214	4,145	74%	
MADISON CLUSTER									
Madison HS, James	1915	5.01	1,280	160,495	0	160,495	726	57%	57%
City Park ES	1919	2.02	386	58,034	0	58,034	252	65%	65%
Dade ES, Billy Earl	1912	3.03	504	65,618	0	65,618	246	49%	49%
Dunbar ES, Paul	1930	4.04	752	78,131	0	78,131	517	69%	69%
Frazier ES, Julia	1930	2.03	317	34,654	1,536	36,190	239	75%	68%
Harris ES, Fannie	1951	2.03	194	23,946	1,536	25,482	170	88%	74%
James ES, Daniel C.	1991	2.08	504	66,230	0	66,230	316	63%	63%
MLK ES	1980	4.04	656	72,321	0	72,321	316	48%	48%
Wheatley ES, Phyllis	1929	3.00	185	28,799	0	28,799	154	83%	60%
TOTAL		27.28	4,778	588,228	3,072	591,300	2,936	61%	
MOLINA CLUSTER									
Molina HS, Moises	1997	25.04	1,780	263,255	0	263,255	2,256	127%	127%
Arcadia Park ES	1937	3.00	396	34,573	6,936	41,509	560	141%	94%
Bethune ES, Mary M.	1996	12.78	736	74,251	3,840	78,091	958	130%	104%
Cochran ES, Nancy J.	1968	11.02	524	60,819	12,312	73,131	650	124%	83%
Donald ES, L. O.	1949	8.13	607	65,259	10,056	75,315	652	107%	96%
Hall ES, Lenore K.	1954	11.00	662	60,916	5,400	66,316	710	107%	92%
Jones ES, Anson	1955	6.50	745	73,068	10,776	83,844	1,028	138%	94%
Stemmons ES, Leslie A.	1963	13.06	616	59,530	6,912	66,442	750	122%	98%
TOTAL		90.53	6,066	691,671	56,232	747,903	7,564	125%	
NORTH DALLAS CLUSTER									
North Dallas HS	1921	7.08	1,620	169,651	13,824	183,475	1,695	105%	86%
Spence MS, Alex	1940	11.09	926	100,907	11,520	112,427	990	107%	83%
Bonham ES, James B.	1924	4.00	378	36,184	4,608	40,792	344	91%	86%
Chavez ES, Cesar	1997	5.44	888	99,798	0	99,798	879	99%	N/A
Fannin ES, James	1915	2.06	695	62,763	6,144	68,907	489	70%	57%
Hernandez ES, Onesimo	1996	7.62	782	72,867	2,304	75,171	813	104%	97%
Houston ES, Sam	1909	2.9	331	42,634	8,448	51,082	426	129%	80%
Kennedy ES, John F.	1996	9.15	976	100,640	5,376	106,016	888	91%	91%
Maple Lawn ES (Edison)	1931	9.07	626	69,050	14,712	83,762	872	139%	95%
Medrano ES (Edison)	2000	N/A	764	76,868	0	76,868	738	97%	97%
Milam ES, Ben	1909	2.08	386	45,830	0	45,830	303	78%	75%
Ray ES, J.W.	1940	3.46	552	74,800	0	74,800	341	62%	62%
Zaragoza ES, Ignacio	1989	1.84	773	70,798	2,304	73,102	710	92%	86%
TOTAL		65.79	9,697	1,022,790	69,240	1,092,030	9,488	98%	

Exhibit 5-11 (continued)

Facility Name	Year Built	Site Area	Permanent Bldg. Student Capacity	Permanent Bldg. Gross Sq. Ft.	Sq. Ft. of Portables	Gross Area w/ Portables	Enrollment 2000-01	Permanent Classroom Utilization 2000-01	Utilization with Portables
PINKSTON CLUSTER									
Pinkston HS, L. G.	1961	N/A	1,550	243,192	0	243,192	816	53%	53%
Allen ES, Gabe P.	1955	6.00	519	56,377	4,608	60,985	545	105%	87%
Carr ES, C. F.	1950	6.05	387	51,266	2,304	53,570	333	86%	76%
Carver ES, George W.	1955	11.50	688	79,748	0	79,748	406	59%	59%
Earhart ES, Amelia	1957	5.02	336	41,784	13,080	54,864	339	101%	59%
Martinez ES, Eladio	1990	7.72	664	70,689	9,984	80,673	733	110%	86%
Navarro ES, Jose	1971	9.63	352	40,910	768	41,678	147	42%	38%
Sequoiah ES	1957	11.05	619	91,300	0	91,300	288	47%	47%
Tyler ES, Priscilla L.	1971	1.02	264	39,475	0	39,475	176	67%	67%
TOTAL		57.99	5,379	714,741	30,744	745,485	3,783	70%	
ROOSEVELT CLUSTER									
Roosevelt HS, Franklin D.	1963	18.07	1,710	171,916	0	171,916	775	45%	45%
Holmes MS, Oliver W.	1955	21.07	1,625	164,228	0	164,228	992	61%	61%
Bryan ES, John Neely	1951	7.03	929	76,743	0	76,743	590	64%	63%
Harlee ES, N. W.	1928	1.06	423	45,447	0	45,447	278	66%	66%
Johnston ES	1954	8.07	837	89,856	0	89,856	619	74%	74%
Miller ES, William B.	1955	8.06	773	48,332	3,072	51,404	315	41%	37%
Mills ES, Roger Q.	1930	8.00	810	85,217	0	85,217	621	77%	77%
Starks ES, J. P.	1987	7.4	662	63,173	0	63,173	402	61%	61%
TOTAL		78.76	7,769	744,912	3,072	747,984	4,592	59%	
SAMUELL CLUSTER									
Sammell HS, W. W.	1955	31.03	2,010	230,298	2,304	232,602	1,768	88%	85%
Florence MS, Fred F.	1962	21.04	1,181	130,622	7,680	138,302	1,240	105%	90%
Hood MS, John B.	1955	17.02	1,427	144,546	6,912	151,458	1,392	98%	87%
Adams ES, John Q.	1949	8.02	718	60,277	7,680	67,957	847	118%	90%
Blanton ES, Annie W.	1955	14.31	432	52,614	13,848	66,462	686	159%	90%
Hawthorne ES, Nathaniel	1956	4.00	460	43,375	15,384	58,759	765	166%	101%
Ireland ES, John	1955	11.02	570	50,007	9,240	59,247	867	152%	94%
Pleasant Grove ES	1996	8.68	773	70,100	10,752	80,852	972	126%	94%
Ranyon ES, J. W. (Edison)	1968	11.08	589	54,260	13,872	68,132	956	162%	93%
San Jacinto ES	1952	8.08	699	45,709	1,536	47,245	714	102%	97%
Titcher ES, Ed (Edison)	1960	10.00	690	65,166	19,992	85,158	1,054	153%	80%
TOTAL		144.28	9,549	946,974	109,200	1,056,174	11,261	118%	
SEAGOVILLE CLUSTER									
Seagoville HS	1980	88.05	1,030	157,992	9,984	167,976	1,118	109%	87%
Seagoville MS	1986	88.05	747	88,517	7,680	96,197	823	110%	88%
Central ES	1987	20.04	406	41,865	5,400	47,265	497	122%	98%
Kleberg ES	1987	12.09	552	52,154	13,080	65,234	778	141%	90%
Seagoville ES	1988	5.01	660	65,577	4,608	70,185	708	107%	92%
TOTAL		213.24	3,395	406,105	40,752	446,857	3,924	116%	
SKYLINE CLUSTER									
Skyline HS	1970	75	4,390	581,702	4,608	586,310	4,209	96%	93%
Rowe ES, ED	1968	10.07	800	49,575	8,448	58,023	1,047	131%	104%
Silberstein ES, Ascher	1956	11.08	460	46,577	13,824	60,401	911	198%	105%
Urban Park ES	1920	10.01	414	44,960	21,528	66,488	917	221%	101%
TOTAL		106.16	6,064	722,814	48,408	771,222	7,084	117%	

Exhibit 5-11 (continued)

Facility Name	Year Built	Site Area	Permanent Bldg. Student Capacity	Permanent Bldg. Gross Sq. Ft.	Sq. Ft. of Portables	Gross Area w/ Portables	Enrollment 2000-01	Permanent Classroom Utilization 2000-01	Utilization with Portables
SMITH CLUSTER									
Smith HS, A. Macco	1989	28.03	1,170	172,619	0	172,619	990	85%	85%
Zunwalt MS, Sarah	1957	19.05	926	98,173	0	98,173	675	73%	73%
Bushman ES, W. W.	1955	4.05	754	74,369	0	74,369	546	72%	72%
Darrell ES, B. F.	1969	5.05	488	56,941	0	56,941	344	70%	71%
Ervin ES, J. N.	1962	10.03	736	91,120	0	91,120	669	91%	91%
Jackson ES, Maynard	1971	17.5	645	64,751	3,864	68,615	393	61%	56%
Pease ES, Elisha M	1952	10.02	651	63,230	0	63,230	405	62%	62%
Young ES, Whitney	1971	3.03	672	81,129	5,376	86,505	479	71%	71%
TOTAL		96.76	6,042	702,332	9,240	711,572	4,501	74%	
S. OAKCLIFF CLUSTER									
South Oak Cliff HS	1951	19.05	1,770	198,492	0	198,492	1,366	77%	77%
Budd ES, Harrell	1923	4.00	718	69,296	0	69,296	741	103%	101%
Lisbon ES	1919	9.06	460	48,009	7,680	55,689	518	113%	83%
Marsalis ES, Thomas L.	1957	11.07	423	46,884	6,912	53,796	594	140%	98%
Marshall ES, T. D.(PK-3)	1969	10.09	387	39,076	2,304	41,380	333	86%	76%
McMillan ES (PK-3)	1978	18.2	308	35,757	0	35,757	223	72%	72%
Oliver ES, Clara (4-6 Gd)	1954	11.00	468	51,384	0	51,384	246	53%	53%
Patton ES (4-6 Gd)	1978	18.2	229	20,193	0	20,193	165	72%	72%
Russell ES, Clinton P.	1931	2.01	489	55,929	0	55,929	364	74%	74%
Seguin ES, Erasmo(PK-3)	1970	6.09	537	55,566	2,328	57,894	641	119%	109%
Thornton ES, Robert L.	1962	9.13	616	54,255	14,592	68,847	843	137%	105%
TOTAL		117.90	6,405	674,841	33,816	708,657	6,034	94%	
SPRUCE CLUSTER									
Spruce HS, H. Grady	1962	49.24	1,980	240,845	6,192	247,037	1,574	79%	76%
Comstock MS, E. B.	1961	33.03	1,295	122,569	6,144	128,713	923	71%	64%
Anderson ES, William	1957	11.07	561	52,840	11,544	64,384	771	137%	101%
Blair ES, W. A.(Edison)	1959	9.09	626	52,476	6,912	59,388	710	113%	90%
Buckner ES, R. C.(PK-3)	1970	9.00	317	44,460	12,336	56,796	475	150%	90%
Burleson ES, R. C. (4-6 Gd)	1955	9.00	499	47,268	6,144	53,412	504	101%	76%
Cuellar ES, Gilbert	1996	12.99	718	71,775	9,984	81,759	997	139%	100%
Dorsey ES, Julius	1963	10.07	405	46,877	9,984	56,861	606	150%	94%
Douglas ES, Fred.(PK-3)	1987	15.00	396	47,132	6,192	53,324	441	111%	100%
Lagow ES, Richard	1962	12.35	570	55,540	6,912	62,452	638	112%	87%
Macon ES, B. H.	1952	12.06	396	40,396	11,568	51,964	576	145%	88%
Moseley ES, Nancy	1959	13.05	460	52,093	7,704	59,797	622	135%	91%
TOTAL		195.95	8,223	874,271	101,616	975,887	8,837	107%	
SUNSET CLUSTER									
Sunset HS	1925	9.00	1,560	147,244	26,928	174,172	1,707	109%	84%
Cowart ES, Leila	1937	9.00	699	77,221	22,296	99,517	1,121	160%	95%
Hooe ES, Lida	1922	4.00	580	52,344	21,576	73,920	1,059	183%	100%
Kahn ES, Louise W.	1997	12.23	754	72,295	0	72,295	784	104%	104%
Peabody ES, George	1928	2.08	552	53,273	5,376	58,649	674	122%	99%
Rosemont ES	1922	5.01	616	52,473	10,776	63,249	781	127%	89%
Stevens Park ES	1943	8.00	589	60,818	10,776	71,594	789	134%	100%
Winnetka ES	1939	4.03	506	39,698	15,408	55,106	835	165%	120%
TOTAL		53.35	5,856	555,366	113,136	668,502	7,750	132%	

Exhibit 5-11 (continued)

Facility Name	Year Built	Site Area	Permanent Bldg. Student Capacity	Permanent Bldg. Gross Sq. Ft.	Sq. Ft. of Portables	Gross Area w/ Portables	Enrollment 2000-01	Permanent Classroom Utilization 2000-01	Utilization with Portables
WHITE CLUSTER									
White HS, W. T.	1964	32.01	1,480	208,522	9,216	217,738	1,947	132%	112%
Marsh MS, Thomas C.	1962	22.00	1,153	125,689	12,228	137,917	1,249	108%	86%
Adams ES, Nathan	1968	10.84	478	47,475	6,144	53,619	450	94%	72%
Cabell ES, William	1958	13.00	773	64,447	0	64,447	663	86%	86%
Caillet ES, F. P.	1955	13.07	598	46,426	0	46,426	632	106%	106%
De Golyer ES, Everette	1962	8.64	460	44,319	0	44,319	399	87%	87%
Frank ES, Anne	1998	11.91	754	74,943	13,056	87,999	1,119	148%	105%
Gooch ES, Tom C.	1965	11.40	460	45,665	768	46,433	460	100%	86%
Marcus ES, Herbert	1963	8.02	524	53,748	20,736	74,484	960	183%	94%
Polk ES, K.B.	1964	4.04	432	44,497	10,752	55,249	542	125%	68%
Williams ES, Sudie L.	1952	15.08	423	46,910	3,840	50,750	254	60%	48%
Withers ES, Harry C.	1962	9.48	469	45,929	12,288	58,217	525	112%	88%
TOTAL		159.49	8,004	848,570	89,028	937,598	9,200	115%	
WILSON CLUSTER									
Wilson HS, Woodrow	1927	8.40	1,400	157,333	9,264	166,597	1,349	96%	84%
Long MS, J. L.	1933	7.00	1,011	75,171	14,592	89,763	1,010	100%	73%
Jackson ES, Stonewall	1940	11.02	432	47,680	11,520	59,200	563	130%	82%
Lipscomb ES (PK-3)	1920	NA	528	66,236	3,120	69,356	518	98%	89%
Mata ES, Eduardo (4-6 Gd)	1997	6.20	853	75,995	2,304	78,299	653	77%	71%
Mt. Auburn ES	1921	NA	739	77,959	6,168	84,127	727	98%	90%
Roberts ES, Oran M.	1909	3.06	552	58,630	2,304	60,934	551	100%	91%
TOTAL		35.68	5,515	559,004	49,272	608,276	5,371	97%	
GRAND TOTALS		2,364	154,968	16,850,406	1,446,732	18,297,138	158,277	102%	

Source: DISD Facilities Support Department.

Exhibit 5-12 shows the use rates for the 41 schools within clusters where portable building square footage exceeds 20 percent of total space.

**Exhibit 5-12
DISD Schools with Portable Use Rates in Excess of 20 Percent**

Facility Name	Year Built	Permanent Bldg. Student Capacity	Permanent Bldg. Gross Sq. Ft.	Sq. Ft. of Portables	Gross Area w/ Portables	Portables Sq. Ft. to Gross Area
ADAMS CLUSTER						
Bayles ES	1960	442	44,287	13,824	58,111	24%
Casa View ES	1953	607	53,594	13,056	66,650	20%
Comer ES, S. S.	1964	460	47,193	14,616	61,809	24%
Hexter ES, Victor	1954	451	43,025	13,104	56,129	23%
TOTAL		1,960	188,099	54,600	242,699	
ADAMSON CLUSTER						
Bowie ES, James	1986	718	61,625	16,896	78,521	22%
Hogg ES, James	1979	451	41,733	10,800	52,533	21%
Peeler ES, John F.	1927	543	40,836	12,288	53,124	23%
Reagan ES, John H.	1980	506	41,931	12,336	54,267	23%
TOTAL		2,218	186,125	52,320	238,445	
CARTER CLUSTER						
Terry ES, T. G.	1956	432	46,215	12,288	58,503	21%
Weiss ES, Martin	1962	442	44,828	13,080	57,908	23%
TOTAL		874	91,043	25,368	116,411	
HILLCREST CLUSTER						
Hotchkiss ES, L. L.	1962	534	51,706	22,320	74,026	30%
Kramer ES, Arthur	1957	432	45,559	13,056	58,615	22%
Peshing ES, John J.	1957	552	52,596	13,080	65,676	20%
Preston Hollow ES	1946	478	57,723	17,712	75,435	23%
Rogers ES, Dan D.	1955	451	45,479	13,104	58,583	22%
TOTAL		2,447	253,063	79,272	332,335	
JEFFERSON CLUSTER						
Cary MS, Edward H.	1959	936	96,828	31,488	128,316	25%
Bumet ES, David G.	1956	957	71,044	19,992	91,036	22%
Field ES, Tom	1952	276	32,658	13,104	45,762	29%
Foster ES, Stephen	1953	570	43,854	29,184	73,038	40%
Knight ES, Obadiah	1931	524	47,618	11,544	59,162	20%
TOTAL		3,263	292,002	105,312	397,314	
KIMBALL CLUSTER						
Carpenter ES, John W.	1960	368	45,618	12,312	57,930	21%
Jordan ES, Barbara	1953	570	52,125	13,080	65,205	20%
Webster ES, Daniel	1955	626	52,208	14,640	66,848	22%
TOTAL		1,564	149,951	40,032	189,983	
PINKSTON CLUSTER						
Earhart ES, Amelia	1957	336	41,784	13,080	54,864	24%
TOTAL		336	41,784	13,080	54,864	

Exhibit 5-12 (continued)

DISD Schools with Portable Use Rates in Excess of 20 Percent

Facility Name	Year Built	Permanent Bldg. Student Capacity	Permanent Bldg. Gross Sq. Ft	Sq. Ft of Portables	Gross Area w/ Portables	Portables Sq. Ft to Gross Area
SAMUELL CLUSTER						
Blarton ES, Arnie W.	1955	432	52,614	13,848	66,462	21%
Hawthorne ES, Nathaniel	1956	460	43,375	15,384	58,759	26%
Rurymon ES, J. W.(Edison)	1968	589	54,280	13,872	68,132	20%
Titche ES, Ed (Edison)	1960	690	65,166	19,992	85,158	23%
TOTAL		2,171	215,415	63,096	278,511	
SEAGOVILLE CLUSTER						
Kleberg ES	1987	552	52,154	13,080	65,234	20%
TOTAL		552	52,154	13,080	65,234	
SKYLINE CLUSTER						
Silberstein ES, Ascher	1956	460	46,577	13,824	60,401	23%
Urban Park ES	1920	414	44,980	21,528	66,488	32%
TOTAL		874	91,537	35,352	126,889	
S. OAKCLIFF CLUSTER						
Thornton ES, Robert L.	1962	616	54,255	14,592	68,847	21%
TOTAL		616	54,255	14,592	68,847	
SPRUCE CLUSTER						
Buckner ES, R. C.(PK-3)	1970	317	44,460	12,336	56,796	22%
Macon ES, B. H.	1952	396	40,396	11,568	51,964	22%
TOTAL		713	84,856	23,904	108,760	
SUNSET CLUSTER						
Cowart ES, Leila	1937	699	77,221	22,296	99,517	22%
Hooe ES, Lida	1922	580	52,344	21,576	73,920	29%
Winnetka ES	1939	506	39,698	15,408	55,106	28%
TOTAL		1,785	169,263	59,280	228,543	
WHITE CLUSTER						
Marcus ES, Herbert	1963	524	53,748	20,736	74,484	28%
Withers ES, Harry C.	1962	469	45,929	12,288	58,217	21%
TOTAL		993	99,677	33,024	132,701	
GRAND TOTALS		20,366	1,969,224	612,312	2,581,536	

Source: DISD Facilities Support Department.

Annually, DISD studies the need to change boundaries to relieve overcrowding and accommodate new schools. According to DISD, when proposed zone changes are presented in community meetings, parents are reluctant to move their children to a school in another neighborhood, even though the school is less crowded. Changes are made in response to: changes in population (to relieve overcrowding or under-use); parental preferences; new school construction; and ethnic diversity ratios, which were mandated by a 1992 court order to maintain racial balance.

DISD considers the following factors when making boundary changes:

- Size of the physical plant;
- Acreage of the site;
- Natural boundaries;
- Long-range enrollment projections;
- Proximity of students to campus;
- Age/grade level configurations;
- Ethnic ratios of students;
- Highways and major thoroughfares;
- The Board of Education's 800-student elementary school goal;
- Input from board members;
- Input from the involved principals and staff;
- The existing bond program;
- Input from the involved communities;
- Housing patterns;
- Satellite facility centers;
- Reuse of under-used space; and
- Goals of contiguous zones.

Of the factors listed above, the following are primary contributors to the district's difficulties in resolving under-use and overcrowding:

- The Trinity River;
- Large tracts of industrial land uses;
- Highway and thoroughfares layout;
- Shifting populations (caused in some measure by the district's improvements);
- Parental preferences for neighborhood schools;
- The district's retention of small elementary schools; and
- The absence of a long-range facilities master plan.

According to DISD management, the last school-boundary change occurred in 1997. This feeder-boundary change focused on modifying high, middle and elementary school attendance boundaries resulting from the 1992 bond program construction. These boundary changes were not districtwide.

Of DISD's 22 clusters (excluding the Districtwide cluster), eight have use rates that equal or exceed 115 percent. These clusters are Adams, Hillcrest, Jefferson, Molina, Samuell, Seagonville, Skyline and Sunset. Five of the district's 22 clusters (excluding the Districtwide cluster) have overall use rates of 85 percent or below. These clusters are Lincoln, Madison, Pinkston, Roosevelt and Smith. (The review team excludes the Districtwide cluster from this discussion because it is composed of special

schools and programs that students attend from across the district, which precludes it from achieving average use rates.)

Recommendation 85:

Redraw the boundaries for high school clusters and middle and elementary schools.

DISD should redraw cluster and school attendance boundaries to minimize overcrowding and under-use of schools. The district will have to submit its plan to redraw attendance boundaries to the United States District Court to comply with the desegregation order. A careful study of alternative attendance boundaries should improve facility management and reduce the district's reliance on capital expansion programs.

Four strategies should be used to make major changes in school attendance boundaries:

- Develop long-range strategies to consolidate small and under-used schools into larger schools;
- Reduce the grades in elementary school to K-5 and place the 6th grade in the middle schools;
- Enlarge the area served by an under-used school to increase enrollment; and
- Reduce the area served by an overcrowded school to decrease enrollment.

Michigan's definitions of under-use and overcrowding should be used as a best-practices model for planning in DISD. For purposes of this recommendation the definitions are:

- Under-use -- Less than 85 percent use rate;
- Average Use -- Between 85 percent and 115 percent use rate;
- Overcrowding -- Greater than 115 percent use rate.

Using the above guidelines, the district could relieve overcrowding in the Pinkston cluster by redrawing high school boundaries and consolidating elementary schools with those in the adjacent Adamson and Sunset clusters.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Management Services asks the associate superintendent for Evaluation, Accountability and Information Systems and the assistant superintendent for Facilities Support to study redesigning cluster boundaries to	August 2001
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	balance under-use and overcrowding in schools.	
2.	The assistant superintendent for Facilities Support and the demographics planner in the Office of Evaluation, Accountability and Information Systems prepare non-capital and capital alternatives and preferred recommendations for the associate superintendent for Management Services to review.	October 2001
3.	The associate superintendent for Management Services reviews the recommendations and gives comments. After the comments are incorporated, the associate superintendent gives the recommendations to the superintendent.	November 2001
4.	The superintendent reviews the recommendations, makes comments for final recommendations and submits to the board for approval.	December 2001
5.	The board reviews the recommendations and final comments and approves the cluster boundary plan.	January 2002
6.	The board submits the cluster boundary plan to the United States District Court for the Northern District of Texas-Dallas Division for approval.	February 2002
7.	The court approves the cluster boundary changes.	September 2002
8.	The board directs the superintendent to present the plan to the community for input.	October 2002
9.	The superintendent directs the associate superintendent for Management Services to establish a process and method for community review.	November 2002
10.	The associate superintendent establishes and convenes the community review task force and starts the review process.	December 2002
11.	The community reviews the new cluster plan, and the task force includes comments in a final plan.	February 2003
12.	The final plan is submitted to the board and superintendent.	March 2003
13.	The board and superintendent approve the plan and direct that the plan be implemented in the 2002-03 school year.	April 2003
14.	The new plan is implemented and incorporated into the facilities master plan.	May 2003

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

After-school use of facilities is one reason for high overtime costs for custodians and additional energy costs. DISD encourages after-school and summer use of school facilities by community groups, recreation programs and parent and community involvement programs, but the district has not determined if the fees charged fully reimburse the district for expenses incurred. Such expenses include providing additional custodial, security, heating and air-conditioning to spaces used after school hours.

Custodians must delay cleaning areas used after hours, and they must clean spaces used on non-school days. The costs for custodian services and kitchen staff are easily documented and most often compensated for, but the costs of additional utilities have not been documented. The fee schedule for use of school facilities is shown in **Exhibit 5-13**.

Exhibit 5-13
DISD Fee Schedule for Use of Schools By
Outside Programs and Groups

Facility Type	Classification/ Group	Day	Auditorium	Classroom	Cafeteria	Gymnasium
High School	Classification I - PTA's Dad's Clubs, YMCA, Boy & Girl Scouts, Camp Fire Girls	School Day	\$50.00	\$0.00	\$0.00	\$0.00
		Non School Day	\$250.00	\$100.00 1 classroom	\$150.00	\$75.00 4 hr limit
	Classification II - Educational, Religious, Civic Organizations for non-school related non-profit events	School Day	\$250.00	\$100.00 2 classrooms	\$150.00	\$30.00 2hr limit
		School Day	\$350.00	\$150.00 2 classrooms	\$200.00	\$80.00
	Classification III -	School Day	\$500.00	N/A	\$200.00	\$50.00 2 hr limit

	Private schools, dance studios, profit making organizations	Non School day	\$700.00	N/A	\$250.00	\$100.00 2 hr usage
Middle School	Classification I	School day	\$50.00	-0-	-0-	-0-
		Non School Day	\$250.00	\$100.00	\$150.00	\$75.00
	Classification II	School Day	\$200.00	\$100.00	\$150.00	\$30.00
		Non School Day	\$300.00	\$150.00	\$200.00	\$60.00
	Classification III	School Day	\$400.00	N/A	\$200.00	\$50.00
		Non School Day	\$600.00	N/A	\$250.00	\$80.00
Elementary School	Classification I	School day	\$50.00	-0-	-0-	-0-
		Non School Day	\$125.00	\$100.00	\$100.00	\$60.00
	Classification II	School day	\$100.00	\$75.00	\$75.00	\$30.00
		Non School day	\$200.00	\$150.00	\$150.00	\$60.00
	Classification III	School Day	\$300.00	N/A	\$150.00	\$50.00
		Non School Day	\$500.00	N/A	\$80.00	

Source: DISD Management Services, Report by the Executive Planner-Office of the Executive for Future Bond Planning/Real Estate Office.

Recommendation 86:

Conduct a comprehensive audit of utility and custodial costs associated with after-school facilities use and modify fee policies as required.

An analysis should be conducted to determine how much the district spends on these activities and what the costs are for providing utilities to areas used after normal school hours. The district should use this analysis to determine school-use fees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Management Services directs the assistant director for Facilities Support to conduct an analysis of the operating costs associated with outside groups using school facilities after hours and to compare expenses with the present fee schedule.	September 2001
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2.	The assistant superintendent for Facilities Support and internal staff conduct the study and report findings to the associate superintendent for Management Services.	October 2001
3.	The associate superintendent for Management Services and the assistant superintendent for Facilities Support evaluate the findings and make a recommendation to the superintendent and board whether the present fee structure should be changed.	November 2001
4.	The superintendent and board evaluate the recommendation and render a decision on changing the fee structure.	December 2001
5.	The associate superintendent for Management Services implements the rate structure based on the board decision.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

D. DELIVERY AND PROGRAM MANAGEMENT

DISD has relied in the past on 20-year capital improvement bond programs to pay for improvements to its schools. Each Capital Improvement Program has been administered and managed by the district's Bond Office. The DISD Bond Office, which reports to the associate superintendent for Management Services, is responsible for managing the finances, schedule, design and construction activities for the \$275 million 1992 Bond Program. The district has spent more than \$13 million or approximately 4.75 percent of the funds allocated for construction and design activities. The Bond Office retained the services of a program manager to manage the 1992 bond program.

The management of a Capital Improvements Program funded with public bonds requires the following components:

- A single source for administrative and managerial oversight;
- Management of and quality control of the design process;
- Management of and quality control of the construction process;
- Fiscal controls with checks and balances over disbursements made;
- Control of projects scope and schedule; and
- Policies and procedures for evaluating the performance of all participants.

FINDING

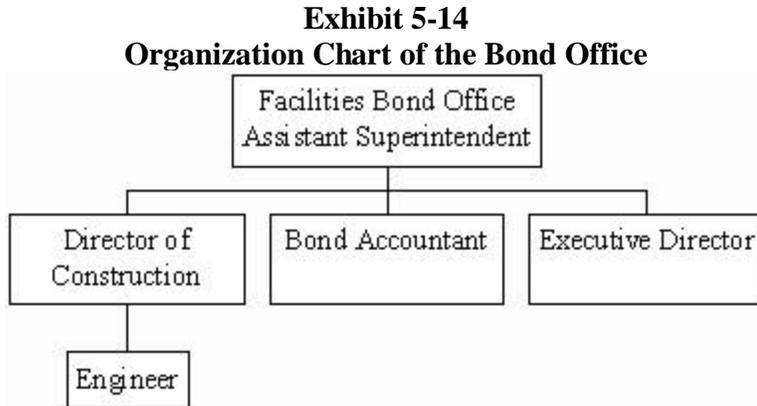
The 1992 Capital Improvements Program was 95 percent completed in mid-2000. After May 2001, the internal audit of the Capital Improvement Program will be complete; and the fiduciary responsibilities of the Bond Office will be officially complete.

All project budgets are closed and unencumbered funds amount to less than \$120,000. According to the assistant superintendent for the Bond Office, the unencumbered funds will be used to correct accessibility problems identified by Texas Department of Licensing and Regulation. The office also is holding a \$50,000 retainage from Heery International, Inc. for program management services rendered from the 1992 Bond Program.

The Bond Office staff was reduced from 17 to 5 employees in September 1998 when funds were transferred from the capital bond budget to the general operating budget. Presently, the Bond Office is staffed by the

assistant superintendent, executive director, director of Construction, electrical engineer and bond accountant.

Exhibit 5-14 shows the organization chart for the Bond Office.



Source: DISD Bond Office.

The assistant superintendent told TSPR that future activities of the Bond Office depend on approval of an \$8 million grant from the State of Texas to resolve accessibility problems in order to comply with the Americans with Disabilities Act (ADA). There is no timetable for the grant award and no way to know when there will be a need for the office staff.

Recommendation 87:

Eliminate the staff in DISD's Bond Office until the district undertakes another major capital improvement program.

DISD should complete all activities associated with the 1992 Bond Program such as settling the retainage for the program manager. The district should then close the Bond Office and eliminate all related staff, with the exception of the bond accountant and engineer. DISD should move the bond accountant and engineer to another district department until a major capital improvement program is approved and implemented.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Management Services obtains approval from the superintendent to eliminate the Bond Office and all associated positions (assistant superintendent, executive director and director of construction).	August 2001
2.	The deputy superintendent for Management Services informs the Bond Office staff of the position eliminations.	August 2001

3.	The deputy superintendent for Management Services eliminates the positions and relocates the bond accountant and engineer to another department.	September 2001
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FISCAL IMPACT

The annual savings associated with the elimination of DISD's Bond Office is \$242,415. Annual savings are calculated as follows:

Title	Annual Salary	Benefits	Car Allowance	Total Compensation
Assistant Superintendent	\$89,979	\$2,272	\$2,877	\$95,128
Executive Director	\$62,936	\$2,272	\$1,404	\$66,612
Director of Construction	\$76,999	\$2,272	\$1,404	\$80,675
Total	\$229,914	\$6,816	\$5,685	\$242,415

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Eliminate the staff in DISD's Bond Office until the district undertakes another major capital improvement program.	\$242,415	\$242,415	\$242,415	\$242,415	\$242,415

FINDING

Because DISD omitted critical planning elements, project program changes totaling 10 percent of the 1992 Bond Program expenditures resulted. There were no programming studies to determine the scope, implementation plan, site-specific design philosophy, or probable construction costs (plus or minus 5 percent) prior to the budget, design and construction phase of bond projects. Previous bond programs have been based primarily on facility assessment data without regard to implementation planning or district priorities.

A Programming Study is a pre-design activity that results in a document that establishes project scope, cost and amount of time to complete and resources required for implementation. The programming study also forms the basis for design services accountability, provides a vehicle for early input from DISD staff, and establishes whether there is a need for land acquisition. A Programming Study includes the following deliverables:

- Documentation of facility architectural requirements;
- Documentation of preliminary site conditions assessment including topography, soils and building systems conditions;
- Report of alternatives for architectural and engineering design concept;
- Design criteria including site related issues and preferences for building materials;
- Project(s) construction budget in current dollars;
- Project design conditions and contingencies (usually 5 percent);
- Expected project change order contingency based on the type of project (usually 5 percent);
- Project schedule based on the anticipated bid date;
- Fixed furnishings (classroom boards, sinks, cabinets, etc.) and equipment schedule;
- Loose furnishings (desks, tables, chairs, etc.) and equipment schedule;
- Project budgets (capital and operating dollars).

Programming studies provide the following benefits:

- Reduce dramatically the costs and the level of effort for surveys, design and engineering investigations described in the Functional Equity Study;
- Provide better control of design decisions;
- Uncover hidden conditions prior to developing the project budget;
- Reduce program scope changes like those that occurred in the 1992 Bond Program; and
- Improve change order control during the design phase of the project.

Changes in project scope are less costly when the need for change is determined early in the planning process rather than requested during the design and construction phases of a project. In-house staff may perform programming studies; but if conducted by a consultant, that consultant must be excluded from continuing with the final design for the project. Programming studies can be performed as a part of the capital improvement program.

In Massachusetts, fees for programming studies cost 10 to 12 percent of project cost associated with the final design phase services. This methodology combines two aspects of project development. The first is a study that provides the determination of need. For example, the air conditioning system does not cool some areas of building and may require repair or replacement. The purpose of the study is to confirm that the problem with the air conditioning is due to something that must be repaired or replaced. The second component is the development of a

program to repair or replace the air conditioner. The program analyzes alternative ways to make repairs, making the air conditioner functional. The best practice is to know the true cost outlay before the project is funded.

There are four areas in which programming studies can be used to refine facility assessments, investigate alternative solutions and develop project scopes and means of implementation prior to insertion of a project budget into the capital improvements program. The 1986 and 1992 bond programs provide excellent case studies to illustrate the application of programming studies to refine and develop project budgets and scopes. The following components related to the \$384 million in construction cost could have benefited from programming studies. The components include:

Building Exterior Repairs and Preservation - \$38.6 million

- Confirm and update previous conditions surveys;
- Confirm safety, code and preservation criteria;
- Perform test cuts (samples) of roofing systems to determine the type of roof, level of deterioration and condition of structural support;
- Perform alternative cleaning tests for masonry and stone cleaning and restoration;
- Perform microscopic analysis of areas representative of structural failure and severe deterioration;
- Document and evaluate environmental abatement requirements, issues if any.

Building Systems and Technology Upgrades and Improvements - \$45.6 million

- Confirm and update previous conditions surveys;
- Document layout and operating efficiency;
- Confirm operating, use and design criteria;
- Evaluate alternative system concepts and how they impact architectural finishes, renovation and operating and life-cycle costs;
- Document and evaluate environmental abatement issues, if any;
- Evaluate construction means and methods relative to occupancy.

Interior Renovations and Additions - \$121.4 million

- Evaluate and confirm the application of facility programming and design standards in the renovation and upgrades of existing space;
- Coordinate additions with renovation alternatives and select the optimum concept for the location of additions;
- Evaluate the impact of the renovations and additions on the existing building systems and recommend most-effective life-cycle strategy for upgrades.

New Schools - \$178.3 million

- Analyze alternative site selections for new schools based on the use of prototype school designs;
- Compare site construction costs, e.g. utility, site improvements;
- Compare implications on modifications, if any, to the prototype;
- Perform land surveys and environmental assessments to ascertain any environmental abatement requirements.

Programming studies requires planning and design skills. These skills are not necessarily provided by the same design services firms that provide design services for construction projects. Districts often develop criteria for the selection of programming consultants and initiate this process before the next bond program is developed. A best practice (used in Massachusetts, Michigan, New York) for performing programming studies is develop a programming budget as a separate bond program, or as a part of a bond program. In setting aside a separate planning and budgetary process, this method clearly defines the pre-design activities that are required to ensure that projects are programmed and designed to meet the specific needs of that project.

Recommendation 88:

Conduct programming studies as a prerequisite to funding for all projects.

Programming studies are a natural extension of the Functional Equity Study. They use the assessments made in the Functional Equity Study as a basis to refine the assessments into project design criteria and scopes that are agreed to by all stakeholders before budgets are allocated and the final design drawings started. The programming study is also an agreement attesting to the consensus and accuracy of the study. In Massachusetts

there are rigorous quality control protocols. The architect or engineer performing the programming study must certify the studies. This certification attests that the project program and cost are within 5 percent of the estimated cost of construction (bid proposal). In addition, the study is signed by the administrative and client agencies participating in the programming study. Changes in the program require a formal process for modification that must also be certified.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Management Services directs the assistant superintendent for Facilities Support to develop a plan (process, procedure, criteria, selection of consultants, fees and method) to administer programming studies. The plan also should include a list of projects that includes developing prototype school design.	August 2001
2.	The assistant superintendent for Facilities Support develops the plan for implementing programming study services and submits the plan to the associate superintendent for Management Services for review and approval.	August to October 2001
3.	The associate superintendent for Management Services reviews and approves the plan, and submits the plan to the superintendent and board for review and approval.	November 2001
4.	The superintendent and board review and approve the plan.	November 2001
5.	The plan is incorporated into existing procedure manuals.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

E. MAINTENANCE AND OPERATIONS

An effective Maintenance Management Program has clearly defined policies, budgets, procedures and preventive maintenance plans. There are established methods for logging requests, planning and scheduling maintenance work, materials planning, assigning and deploying appropriate personnel and records maintenance.

DISD's Facilities Support Division supervises the Maintenance Services Department (MSD). The MSD staff includes an executive director, assisted by an administrative team consisting of a training specialist, coordinator, mechanical engineer and budget specialist. In 2000-01, the 540 department staff consists of 494 craftsmen, 24 clerical, 15 monthly support personnel and six management and technical personnel. The department is organized functionally around construction trade groups led by general material specialists, field supervisors and an inventory specialist. General maintenance supervisors (GMS) lead multi-skilled teams consisting of trades craftsmen. The skills in the maintenance department include:

- Carpentry
- Structural
- Finishing
- Electrical
- Mechanical (Plumbing)
- HVAC
- Grounds

FINDING

DISD's Maintenance Services Department found it difficult to compete with the private sector in attracting and retaining staff in critical technical fields and implemented a Maintenance Apprenticeship Program in 1985 to improve employee retention. More specifically, DISD found that craft technicians who are required to be certified or licensed by the state are in high demand in private sector companies, and Maintenance Services is often unable to compete with compensation and benefits packages.

As an alternative, employees in the Maintenance Services Department who are not classified as skilled tradesmen can apply for the Maintenance Apprenticeship Program. The program was designed to "grow your own" employees for the high maintenance demand at DISD. The program lasts four years and participants receive "on-the-job training" for the skill they

want to pursue. Additionally, apprenticeship participants are required to enroll in state-certified training programs to learn the technical aspects of the trade. DISD's Maintenance Apprenticeship Program covers electrical, fire alarm systems, heating, ventilation and air conditioning (HVAC) and plumbing. The Maintenance Apprenticeship Program selection committee, which is comprised of the executive director of Maintenance, the director of Maintenance, training program manager and various supervisors in the associated trades areas, select the candidates who participate.

Upon completion of the technical training through a state-certified program, four years in the apprentice program and good ratings from supervisors from the various trades participants graduate to a higher pay grade. During the 2000-01 school year, 15 individuals participated in the program and 85 percent graduated.

COMMENDATION

DISD designed an apprenticeship program to assist maintenance staff in obtaining the technical skills needed for skilled trades and to better compete with the private sector to retain capable staff within the district.

FINDING

DISD's Maintenance Department initiated dedicated "graffiti removal crews" to decrease graffiti vandalism by establishing a 24-hour or less turn-around time for removal. The district's philosophy is that if graffiti is removed almost immediately, vandalism perpetrators will become discouraged and the incidents will decline.

The district began the use of "graffiti removal crews" in late 1992 with four maintenance employees being able to service only about 30 schools per month. When the program started in 1992, the crews sandblasted the graffiti from the masonry surface of the school buildings, which could erode the surface of the schools over time.

To make the program more effective, DISD expanded the number of staff assigned to five crews of two persons each and investigated the use of better equipment. During the 1998-99 school year, the district trained the crews to use high-pressure water sprayers and compressors and baking soda pressurizers to remove graffiti vandalism. The increase in staff has enabled the district to remove graffiti from an average of 100 schools per month and the new equipment is less harsh on the surface of the buildings. The implementation of the dedicated crews has lessened violations overall, and has the effect of making schools more attractive and well-maintained.

COMMENDATION

DISD implemented dedicated graffiti removal crews, which result in prompt removal of graffiti vandalism and help to make schools more attractive and well-maintained.

FINDING

While the gross square footage of buildings operated and maintained by DISD has increased by more than 1.5 million square feet since 1996, the maintenance budget has decreased by 17 percent. Moreover, DISD does not have a preventive maintenance program budget that conforms to best practices, which results in higher deferred maintenance costs for most of the district's facilities. Without a preventive maintenance program, buildings rapidly deteriorate, which prompts higher operating costs and damages related systems.

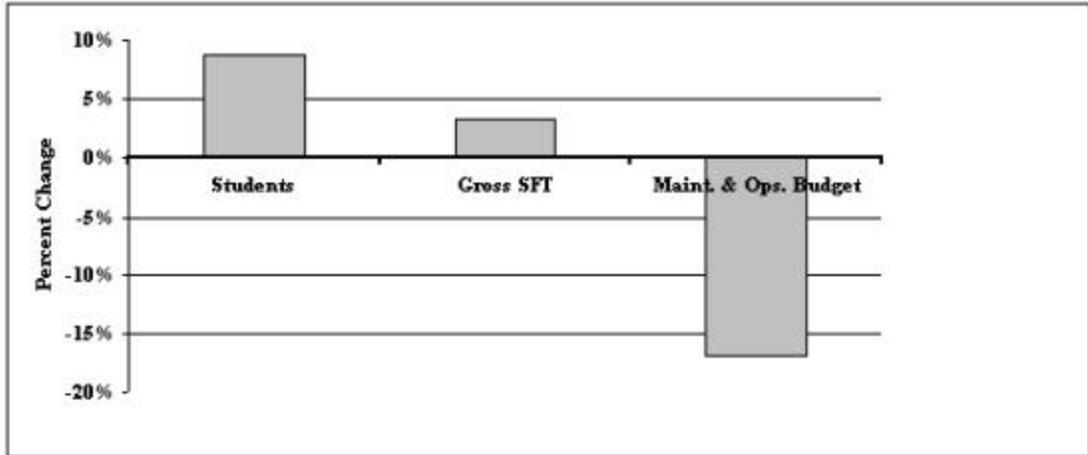
Five factors contribute to DISD's deferred maintenance backlog.

- Emergency repair requests must be performed in lieu of scheduled preventive maintenance.
- Non-emergency repair requests result from using facilities beyond their useful lives.
- Scheduled repairs and maintenance are not completed because of budget reductions (backlog maintenance).
- Repairs of construction deficiencies occur after warranty periods have expired.
- Repairs of poor construction work are necessary and no warranties exist.

Exhibit 5-15 compares the Facilities Support Department's annual budget to changes in the district since 1996.

Exhibit 5-15 Percent Changes in Facilities Maintenance Budget

Compared to Key Variables in DISD Since 1996-97



Source: DISD Facilities Support Department.

The total maintenance and operations budget decreased approximately 17 percent from 1996-97 to 2000-01 (\$34.7 million to \$28.8 million), while the number of students (148,649 to 161,670) and gross square footage (17.8 million to 18.4 million) maintained by the district increased approximately 9 and 3 percent, respectively, over the same time period.

Exhibit 5-16 compares DISD's 2000-01 facilities maintenance budget to the southern regional averages for facilities maintenance budgets in the 29th *Annual Maintenance and Operations Cost Study: School Administrators*, 1999-2000 survey, conducted by Joe Argon in December 2000 for American School and University Administrators. The southern region includes the states of Arkansas, Louisiana, New Mexico, Oklahoma and Texas.

Exhibit 5-16 **Comparison of the 2000-01 Facilities Budget with Southern Region**

Statistics

Total Fall 2000 Enrollment: 161,670					
Line Item	Amount	DISD Cost Per Student	Regional Avg. Cost/Student	Difference	Percent Difference
Maintenance Personnel	\$ 14,723,237	\$91.07	\$74.75	\$16.32	22%
Custodial Personnel & Supplies	28,183,860	\$174.33	\$171.53	\$2.80	2%
Administration Expenses	1,745,606	\$10.80	\$31.65	(\$20.85)	-66%
Grounds Labor & Equipment	2,489,675	\$15.40	\$37.07	(\$21.67)	-58%
DISD-Performed Maintenance & Repair	6,208,234	\$38.40	\$39.31	(\$0.91)	-2%
Outside Contract labor	-	\$0.00	\$40.17	(\$40.17)	-100%
Utilities	15,194,625	\$93.99	\$189.26	(\$95.27)	-50%
Building Improvements	1,905,345	\$11.79	\$0.00	\$11.79	0%
Environmental Abatement	1,761,360	\$10.89	\$0.00	\$10.89	0%
Total Expenditures	\$ 72,211,942	\$446.66	\$583.74	(\$137.08)	-23%
Total Gross Square Footage: 18,401,933					
Line Item	Amount	DISD Cost Per SFT	Regional Avg. Cost/SFT	Difference	Percent Difference
Maintenance Personnel	\$ 14,723,237	\$0.80	\$0.41	\$0.39	95%
Custodial Personnel & Supplies	28,183,860	\$1.53	\$0.96	\$0.57	60%
Administration Expenses	1,745,606	\$0.09	\$0.14	(\$0.05)	-32%
Grounds Labor & Equipment	2,489,675	\$0.14	\$0.18	(\$0.04)	-25%
DISD-Performed Maintenance & Repair	6,208,234	\$0.34	\$0.22	\$0.12	53%
Outside Contract labor	-	\$0.00	\$0.14	(\$0.14)	-100%
Utilities	15,194,625	\$0.83	\$0.96	(\$0.13)	-14%
Building Improvements	1,905,345	\$0.10	\$0.00	\$0.10	0%
Environmental Abatement	1,761,360	\$0.10	\$0.00	\$0.10	0%
Total Expenditures	\$ 72,211,942	\$3.92	\$3.01	\$0.91	30%

*Source: DISD Facilities Support Department.
American Schools and Universities 29th Annual Maintenance & Operations Cost Study: School Administrators, December 2000.*

An analysis of the district's \$72.2 million facilities maintenance budget with regional statistics shows that the district's 2000-01 budget, at \$447 per student, is 23 percent below the average cost per student for school districts in the southern region of the United States. When DISD's facilities maintenance budgeted expenditures per square foot are compared to regional averages, the district's budgeted maintenance and operations expenditures are 30 percent higher.

The higher maintenance personnel costs are reflected in comparing the space allocations per maintenance worker with the regional space norms. According to the 29th Annual Maintenance and Operations Cost Study: School Administrators, the regional average square footage allocated per maintenance employee is 65,790 square feet. DISD allocates approximately 37,250 square feet per maintenance employee (18,401,933 gross square feet ÷ 494 maintenance workers). DISD square footage allocations per maintenance employee are 43 percent less than the regional average.

Although DISD does not have a funded preventive maintenance program, 16 new schools, additions and renovations totaling more than 1.56 million square feet were placed in service in the past six years, and 395,000 square

feet of facilities were placed in operation between 1992 to 1998. Items in these facilities that require preventive maintenance include:

- Building joint sealant and caulking designed to prevent moisture infiltration into the building;
- Roof drains;
- Roof flashing;
- Fans and chillers; and
- Masonry joints.

A basic preventive maintenance program consists of scheduled inspections, budgeting, repairs and replacements. **Exhibit 5-17** presents a sample of a typical preventive maintenance program.

Exhibit 5-17
A Sample Preventive Maintenance Program

Area	Component	Inspection & Repair (3-6 Month Intervals)	Inspection & Repair Annually	Inspection & Repair (2-5 Year Intervals)	Inspection & Replacement (7-10 Year Intervals)	Inspection & Replacement (12-15 Years)
Exterior	Roof		X	X		X
	Roof Drainage		X	X		
	Windows & Glass		X	X	X	
	Masonry		X	X		
	Foundations		X			X
	Joints & Sealants		X		X	
Equipment	Belts & Filters	X				
	Motors & Fans	X		X		X
	Pipes & Fittings	X			X	
	Ductwork		X		X	
	Electrical Controls		X		X	
	Heating Equip.	X			X	
	Air-conditioning Equip.	X			X	
Interior	Doors & Hardware		X			X
	Wall Finishes		X			X

	Floor Finishes		X		X	
Site	Parking & Walks		X	X		
	Drainage		X	X		
	Landscaping	X			X	
	Play Equipment		X		X	

Source: Developed by MJLM.

Recommendation 89:

Develop a districtwide preventive maintenance program as part of realigning the district's maintenance and operations staffing and budget.

The Facilities Maintenance Department should develop the preventive maintenance program along with a detailed preventive maintenance schedule for all maintenance projects. These projects should be prioritized by school and administrative support facility. A timeline for completing preventive maintenance projects should also be established.

DISD appears to have sufficient Maintenance personnel to conduct preventive maintenance activities, based upon the lower than average square footage per Maintenance employee. Consequently, as part of the development of a plan, DISD will need to examine staffing patterns and productivity standards and hold Maintenance staff accountable for achieving the desired results.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Management Services directs the assistant superintendent of Facilities Support to develop a preventive maintenance program that targets all schools and facilities.	August 2001
2.	The assistant superintendent for Facilities Support convenes a task force of maintenance, planning, construction and environmental services personnel to develop a preventive maintenance program.	September 2001
3.	The task force reviews the maintenance needs of DISD facilities and develops a preventive maintenance schedule.	October 2001 - February 2002
4.	The assistant superintendent of Facilities Support refines the	February

	preventive maintenance schedule, staffing assignments and productivity standard and the budget and submits them to the associate superintendent for Management Services for review and approval.	2002
5.	The associate superintendent for Management Services reviews and approves the preventive maintenance program.	March 2002
6.	The assistant superintendent for Facilities Support implements the preventive maintenance program.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources and could achieve significant savings over time. As preventive maintenance is conducted, costs for major repairs should decline.

FINDING

DISD's work order processing software limits the ability of the Facilities Support Department to coordinate staff work assignments improve worker productivity. Currently, all maintenance requests are made by telephone or mail and are monitored by principals.

The district's work order system was installed in 1994 and lacks a preventive maintenance module that could enable the district to coordinate maintenance with online access for users. The work order system is used primarily for logging, planning, executing and tracking the progress and status of work orders. Priority 1 and Priority 2 work orders are generated for emergency requests, while Priority 3 and Priority 4 work orders are generated for non-emergency requests and facilities improvement projects. The Facilities Support work order process includes the following tasks:

- Receive requests from principals by phone for emergencies or by mail for non-emergencies;
- Issue work orders;
- Prioritize and schedule based on the type of request;
- Verify the request;
- Notify the principal of the probable schedule;
- Assign a planner and conduct a site visit to confirm the scope and related issues;
- Project budgeting and planning, including schedule adjustments;
- Project approval, authorization and execution;
- Project completion and data entry to track pertinent time and cost parameters; and
- Project closeout (work order closed).

The Maintenance Department processed more than 61,000 work orders in 1999-2000. More than 50,300 were completed at a cost of \$28.7 million.

In 1997, United ISD implemented a "service call" maintenance system that has led to major productivity gains. The system assigns work orders by school and gives workers allotted time periods to complete specific tasks. Principals sign work orders upon completion and record the time at which tasks are completed. In the first three months of the new system, department workers completed 900 work orders, compared to 600 during a previous three-month period.

Recommendation 90:

Purchase and implement an integrated computerized maintenance management software package.

Worker productivity will be greatly enhanced when a new system is installed, and staff is sufficiently trained. Improved productivity will allow DISD to do much needed preventive maintenance.

The system should allow schools and administrative facilities to enter work order requests online. The new system must include onsite information systems management as well as service, upgrades and training agreements with the software vendor. The system should also include a fully integrated preventive maintenance module to facilitate tracking the status of preventive maintenance as well as routine and emergency work orders.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Facilities Support directs the executive director for Maintenance Services to research and recommend a new work order processing software, complete with a preventive maintenance module, which is compatible with existing hardware and systems.	August 2001
2.	The assistant director for Maintenance Services researches and makes recommendation to the assistant director of Facilities Support on the most appropriate software system for the division.	August - October 2001
3.	The executive director for Purchasing, in cooperation with the executive director for Maintenance Services, develops a request for proposals (RFP) to provide the appropriate computerized maintenance management software.	October - November 2001
4.	The vendors respond to the RFP and the executive director for	December

	Maintenance Services schedules vendor presentations.	2001 - February 2002
5.	An evaluation committee evaluates the proposals and presents their findings to the associate superintendent for Management Services.	March 2002
6.	The associate superintendent for Management Services approves the software system, negotiates a draft contract with the assistance of the Office of Legal Services and forwards the selected vendor and contract to the superintendent and board for approval.	March 2002
7.	The board approves the selection and contract.	April 2002
8.	The associate superintendent for Management Services directs the executive director for Maintenance Services to oversee the implementation of the new computerized maintenance management system with training and implementation monitored for a period of one year.	May 2002 - April 2003

FISCAL IMPACT

The fiscal impact assumes that fully integrated computerized maintenance management software and related training can be implemented for approximately \$200,000 for a district the size of DISD. The district will incur an additional \$50,000 in initial training during the first year of implementation.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Purchase and implement an integrated computerized maintenance management software package.	(\$250,000)	\$0	\$0	\$0	\$0

Chapter 5

F. CUSTODIAL SERVICES

Effective custodial operations are an integral part of a preventive maintenance program because custodians are the employees who are primarily responsible for the proper care of building finishes and materials. In addition to standards of care and periodic schedules for major cleaning best practices, well-run custodial operations include efficient staffing based on the type of facility activity and age, ongoing training programs, the timely repair of equipment and incentives to minimize absenteeism. Effective custodial operations typically have a reference a manual that explains the care and standards for day-to-day work and periodically scheduled major cleaning activities for areas that are intensively used.

DISD operates a campus-administered custodial services program funded through each school's operations budget. This program gives principals direct responsibility for the quality of custodial services in their building with training support provided by Facilities Support. This separation of administrative and quality control procedures is one of the key factors responsible for disparities in the quality of custodial services.

The district's proposed to solve the problems through 2000-01 school year budget by placing custodial services under the control of Facilities Support. Although the board adopted a budget that included centralized custodial services under former superintendent Rojas' administration, principals requested and received approval from the interim superintendent in August 2000 to keep custodial services under decentralized local school management and administration.

The Custodial Services Department within the Facilities Support Division provides training, establishes standards and helps principals evaluate custodians. The department also provides substitute custodians to fill in for absent and vacationing custodians. The training program for lead custodians, known as facility supervisors, provides basic carpentry, electrical and plumbing repair work skills training. The facility supervisors share emergency maintenance work with the maintenance services staff, while supervising the custodians. There are 1,182 custodians including facility supervisors reporting directly to the individual schools.

FINDING

Custodial services cost the district \$28.2 million in 1999-2000, and there are substantial variances in costs, levels of cleaning and the quality of the

services among schools. The custodial absentee rate is more than 20 percent. The policies, monitoring procedures, custodian skills and budget allocation prepared by principals vary from facility to facility. The costs are 2 percent higher than regional averages on a per student basis, but more than 60 percent higher on a per square foot basis.

Factors that affect the efficiency and effectiveness of custodial services include:

- The age, size, layout and conditions of facilities and resultant square foot allocations;
- The lack of a uniform policy covering custodian skills, training and disciplinary action;
- Confusion over to whom custodians are accountable;
- Lack of accountability governing equipment damage;
- Inadequate monitoring of expenditures for custodial supplies;
- Limitations in providing custodians from a pool to overcome the absentee rate;
- Limited disciplinary actions for failures in performance; and
- Problems with budgeting, allocating and repairing equipment.

Custodial operations are adversely affected at some schools by inequities and inconsistencies in the allocation of spare parts for equipment. This is especially true with respect to the maintenance of high impact areas such as lobbies and corridors, cafeterias, gymnasiums and toilet floors. A Controls Assessment Report commissioned by the district in 1998 suggests that this problem is linked to improper training, improper use of equipment and insufficient administrative and budgetary controls to make local schools accountable for repairs to the equipment.

Custodial Services guidelines allocate custodians based on a sliding scale. Elementary schools are allocated one custodian for every 16,500 square feet, middle schools are allocated one for every 18,500 square feet and high schools are allocated one for every 20,500 square feet. **Exhibit 5-18** summarizes DISD's actual custodial staff square feet allocations by type of school, based on gross square footage including portable buildings and compares current staffing to the district's guidelines.

Exhibit 5-18
Square Feet Allocations for Custodians by School Type

Type of School	Gross Sq. Ft. with Portables	Total Number of Custodians	Average Sq. Ft. per Custodian	DISD's Custodial Allocation Guidelines	Custodians Needed Per DISD's Guidelines	Over (Under) Staffing
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Elementary	9,201,099	633	14,536	16,500	557	76
Middle	3,156,593	185	17,063	18,500	171	14
High	5,151,812	290	17,765	20,500	251	39
Totals	17,509,504	1,108	15,802		979	129

Source: DISD Facilities Support Department-Custodial Services.

National best practices standards for custodial staffing allocate an average of 19,000 square feet per custodian. The southern regional average square footage per custodian is 18,393 square feet, which includes the states of Arkansas, Louisiana, New Mexico, Oklahoma and Texas as reported in the 29th Annual Maintenance & Operations Cost Study: School Administrators, December 2000 (American School and University Administrators). DISD's composite average square footage per custodian for all school types is 15,802 square feet, which is 16 percent less than the southern region average and 20 percent less than the national best practice standards, indicating that the district is overstaffed with custodians.

Exhibit 5-19 compares DISD's custodial staffing allocation for elementary schools to the best practice standards of 19,000 square feet per custodian and the southern region average of 18,393 square feet per custodian.

Exhibit 5-19
Comparison of DISD's Custodial Staffing Allocation for Elementary Schools

To Regional Averages and National Best Practices

Facility Name	Year Built	Permanent Bldg. Gross Sq. Ft.	Gross Area w/ Portables (A)	Number of Custodians (B)	Sq. Ft. Per Custodian	Best Practice (A)/19,000 = (C)	Over(Under) Best Practice (B) - (C) = (D)	Regional Average (A)/18,393 = (E)	Over(Under) Regional Average (B) - (E)
Adams ES, John Q	1940	60,277	67,957	5	13,592	3.38	0.92	3.69	0.81
Adams ES, Nathan	1968	43,435	53,619	4	13,320	2.82	0.68	2.92	0.58
Alexander ES, Burde	1968	54,088	54,088	4	13,554	2.85	0.65	2.94	0.56
Allen ES, Gabe F	1953	56,377	60,985	5	13,552	3.21	1.29	3.32	1.18
Anderson ES, William	1957	52,840	64,384	4	16,096	3.39	0.61	3.50	0.50
Aracadio Park ES	1977	34,573	41,509	3	13,836	2.18	0.82	2.26	0.74
Arlington Park ES	1970	21,930	24,234	2	12,117	1.28	0.72	1.32	0.68
Berline ES	1960	44,287	58,111	4	14,528	3.06	0.94	3.16	0.84
Berkman ES, Mary M	1996	74,251	78,091	5	15,618	4.11	0.89	4.25	0.75
Blanton ES, Annie W	1955	52,614	66,462	4	16,616	3.50	0.50	3.61	0.39
Bordaux ES, James B	1924	36,184	40,792	4	10,198	2.15	1.85	2.22	1.78
Boone ES, James	1987	61,625	78,521	6	14,277	4.13	1.37	4.27	1.23
Bryan ES, John Neely	1951	70,743	76,743	5	15,349	4.04	0.96	4.17	0.83
Buckner (PK-J)	1970	44,400	56,798	4	14,199	2.99	1.01	3.09	0.91
Budd ES, Harrel	1923	69,296	69,296	4	17,324	3.65	0.35	3.77	0.23
Burleson ES, R. C. (4-6 Old)	1955	47,268	53,412	3	17,804	2.81	0.19	2.90	0.10
Burnet ES, David G	1956	71,044	91,036	7	13,005	4.39	2.21	4.95	2.05
Bushman ES, W. W	1955	74,369	74,369	5	16,526	3.91	0.59	4.04	0.46
Cabell ES, William	1938	64,447	64,447	4	16,112	3.39	0.61	3.50	0.20
Callie ES, F. P	1955	56,146	56,146	4	16,042	2.96	0.54	3.05	0.45
Carpenter ES, John W	1960	45,618	57,930	4	14,483	3.03	0.95	3.15	0.83
Carr ES, C. F.	1950	51,266	53,570	4	13,306	2.82	0.68	2.91	0.39
Carver ES, George W	1955	79,748	79,748	5	15,950	4.20	0.80	4.34	0.66
Casa View ES	1953	53,594	66,650	5	14,811	3.51	0.99	3.62	0.88
Central ES	1987	41,865	47,265	3	15,755	2.40	0.51	2.57	0.43
Chavez ES, Cesar	1997	99,798	99,798	7	15,354	5.25	1.25	5.48	1.07
City Park ES	1919	58,034	58,034	3	19,345	3.05	(0.05)	3.16	(0.16)
Clackman ES, Nancy J	1968	60,819	73,131	5	16,251	3.85	0.65	3.98	0.52
Cozart ES, S. S.	1964	47,193	61,809	5	13,735	3.25	1.25	3.36	1.14
Cowan ES, Leola	1937	77,221	99,517	7	14,217	5.24	1.76	5.48	1.59
Cunha ES, Gilbert	1996	71,775	81,759	5	16,352	4.30	0.70	4.45	0.55
Dale ES, Billy Earl	1912	65,618	65,618	5	13,124	3.45	1.55	3.57	1.43
Danzel ES, B. F	1989	56,941	56,941	4	14,235	3.00	1.00	3.10	0.90
De Goysee ES, Ewette	1962	44,319	44,319	3	14,773	2.33	0.67	2.48	0.39
De Zoroka ES, Lorenzo	1979	35,887	36,655	3	12,218	1.93	1.07	1.99	1.01
Dudley ES, George	1955	87,484	87,484	4	21,871	4.60	(0.60)	4.76	(0.76)
Donald ES, L. O.	1946	65,259	75,315	5	15,063	3.96	1.04	4.09	0.91
Dorsey ES, Julia	1963	46,877	56,861	4	14,215	2.99	1.01	3.09	0.91
Douglas ES, Fred (PK-J)	1987	47,132	53,324	4	15,235	2.81	0.69	2.90	0.60
Dubois ES, Paul	1930	78,131	78,131	5	15,626	4.11	0.89	4.25	0.75
Earhart ES, Amelia	1957	41,784	54,864	4	13,716	2.89	1.11	2.98	1.02
Erwin ES, J. N	1962	68,847	68,847	5	13,769	3.62	1.38	3.74	1.26
Fazzini ES, James	1915	62,763	68,907	5	13,781	3.63	1.37	3.75	1.25
Field ES, Tate	1952	52,638	45,362	3	15,254	2.41	0.59	2.49	0.51
Footer ES, Stephen	1953	43,854	73,038	6	12,173	3.84	2.16	3.97	2.03
Fritz ES, Anne	1998	74,943	87,999	5	17,600	4.63	0.37	4.78	0.22
Frutser ES, Julia	1930	34,654	36,190	3	12,063	1.90	1.10	1.97	1.03
Gill ES, Charles	1957	69,135	78,351	6	14,206	4.12	1.38	4.26	1.24
Gooch ES, Tom C.	1965	45,665	46,433	3	15,478	2.44	0.56	2.52	0.48
Page 1 Totals		2,789,176	3,128,248	209	14,953	164.08	44.51	169.92	39.08

Exhibit 5-19 (continued)
Comparison of DISD's Custodial Staffing Allocation for Elementary Schools

To Regional Averages and National Best Practices

Facility Name	Year Built	Permanent Bldg. Gross Sq. Ft.	Gross Area w/ Portables (A)	Number of Custodians (B)	Sq. Ft. Per Custodian	Best Practice (A)/19,800 = (C)	Over(Under) Best Practice (B) - (C) = (D)	Regional Average (A)/18,993 = (E)	Over(Under) Regional Average (B) - (E)
Hall ES, Lenore K.	1954	60,916	66,316	5	13,263	3.49	1.51	3.61	1.39
Harlee ES, N. W.	1928	45,447	45,447	3	15,149	2.39	0.61	2.47	0.53
Harris ES, Fannie	1951	23,946	25,482	2	12,741	1.34	0.66	1.39	0.61
Hawthorne ES, Nathaniel	1956	43,375	58,759	4	16,788	3.09	0.41	3.19	0.31
Hexter ES, Victor	1954	43,025	56,129	4	16,037	2.95	0.55	3.05	0.45
Hogg ES, James	1954	41,733	52,533	4	13,133	2.76	1.24	2.86	1.14
Hooe ES, Lida	1979	52,344	73,920	7	11,572	3.89	2.61	4.02	2.48
Hotchkiss ES, L. L.	1922	51,706	74,026	6	12,338	3.90	2.10	4.02	1.98
Houston ES, Sam	1909	42,634	51,082	6	9,288	2.69	2.81	2.78	2.72
Inland ES, John	1955	50,007	59,247	5	13,166	3.12	1.38	3.22	1.28
Jackson ES, Maynard	1971	64,751	68,615	4	17,154	3.61	0.39	3.73	0.27
Jackson ES, Stonewall	1940	47,680	59,200	4	14,800	3.12	0.88	3.22	0.78
James ES, Daniel C.	1991	66,230	66,230	4	16,558	3.49	0.51	3.60	0.40
Joharston ES	1984	89,856	89,856	6	14,976	4.73	1.27	4.89	1.11
Jones ES, Anson	1955	73,068	83,844	6	13,974	4.41	1.39	4.56	1.44
Jordan ES, Barbara	1953	45,618	58,698	5	11,740	3.09	1.91	3.19	1.81
Kahn ES, Louise W.	1997	72,295	72,295	5	16,066	3.81	0.70	3.93	0.57
Kennedy ES, John F.	1996	100,640	106,016	7	16,310	5.58	0.92	5.36	0.74
Koert ES, Edwin J.	1954	65,563	73,243	5	16,276	3.85	0.65	3.98	0.52
Kleberg ES	1987	52,154	65,234	4	16,309	3.43	0.57	3.55	0.45
Knight ES, Clodiah	1931	47,618	59,162	5	13,147	3.11	1.39	3.22	1.28
Kramer ES, Arthur	1957	45,559	58,615	6	9,769	3.09	2.92	3.19	2.81
Lagow ES, Richard	1962	55,540	62,452	4	15,613	3.29	0.71	3.40	0.60
Lakewood ES	1952	43,141	51,589	6	9,380	2.72	2.78	2.80	2.70
Lasier ES, Sidney	1949	74,232	82,704	5	16,541	4.35	0.65	4.50	0.50
Lee ES, Robert	1931	57,052	57,052	4	16,301	3.00	0.50	3.10	0.40
Lee ES, Umphrey	1959	62,323	65,395	4	16,349	3.44	0.56	3.56	0.44
Lipcomb ES (PK-3)	1920	66,236	69,356	5	13,871	3.65	1.35	3.77	1.23
Lubbock ES	1974	48,009	62,009	4	15,502	3.26	0.74	3.37	0.63
Macon ES, B. H.	1952	40,396	51,964	4	12,991	2.73	1.27	2.83	1.17
Marcus ES, Herbert	1963	53,748	74,484	5	14,897	3.92	1.08	4.05	0.95
Marsalis ES, Thomas L.	1957	46,884	53,796	4	13,449	2.83	1.17	2.92	1.08
Marshall ES, T. D. (PK-3)	1969	39,076	41,380	3	13,793	2.18	0.82	2.25	0.75
Martinez ES, Eladio	1980	70,689	80,673	7	12,411	4.25	2.25	4.39	2.11
Mata ES, Eduardo (4-6 Od)	1997	75,995	78,299	5	15,660	4.12	0.88	4.26	0.74
McNair ES, Ronald	1989	47,515	55,195	5	12,266	2.91	1.60	3.00	1.50
Milam ES, Ben	1909	45,830	45,830	3	15,277	2.41	0.59	2.49	0.51
Miller ES, William B.	1955	48,332	51,404	4	12,851	2.71	1.29	2.79	1.21
Mills ES, Roger Q.	1929	85,218	85,218	5	17,044	4.49	0.51	4.63	0.37
MLK ES	1980	72,321	72,321	5	16,071	3.81	0.69	3.93	0.57
Moreno ES, Maris	1996	74,750	80,894	5	16,179	4.26	0.74	4.40	0.60
Moseley ES, Nancy	1959	52,093	59,797	4	17,085	3.15	0.35	3.25	0.25
Mt. Auburn ES	1921	77,959	84,127	6	15,296	4.43	1.07	4.57	0.93
Navarro ES, Jose	1971	40,910	41,678	4	10,420	2.19	1.81	2.27	1.73
Oliver ES, Clara (4-6 Od)	1954	51,384	51,384	4	14,681	2.70	0.80	2.79	0.71
Peabody ES, George	1928	53,273	58,649	4	14,662	3.09	0.91	3.19	0.81
Peare ES, Elatha M.	1952	63,230	63,230	5	12,646	3.33	1.67	3.44	1.56
Peeler ES, John F.	1927	40,836	53,124	5	11,805	2.80	1.70	2.89	1.61
Peeling ES, John J.	1957	52,596	65,676	4	16,419	3.46	0.54	3.57	0.43
Pleasant Grove ES	1996	70,100	80,852	5	16,170	4.26	0.74	4.40	0.60
Page 2 Totals		2,835,833	3,284,481	226	14,179	168.66	57.34	174.22	51.78

Exhibit 5-19 (continued)
Comparison of DISD's Custodial Staffing Allocation for Elementary Schools

To Regional Averages and National Best Practices

Facility Name	Year Built	Permanent Bldg. Gross Sq. Ft.	Gross Area w/ Portables (A)	Number of Custodians (B)	Sq. Ft. Per Custodian	Best Practice (A)/19,000 = (C)	Over/(Under) Best Practice (B) (C) = (D)	Regional Average (A)/18,393 = (E)	Over/(Under) Regional Average (B) - (E)
Folk ES, K B.	1954	44,497	55,249	5	12,278	2.91	1.59	3.00	1.50
Fraire Creek Acad.(PK-3)	1997	32,000	32,000	3	12,800	1.68	0.82	1.74	0.76
Fraiston Hollow ES	1946	57,723	75,435	6	13,715	3.97	1.53	4.10	1.40
Ray ES, J.W	1940	74,800	74,800	5	14,960	3.94	1.06	4.07	0.93
Reagan ES, John H.	1980	41,931	54,267	4	13,567	2.86	1.14	2.95	1.05
Railly ES, Martha T.	1954	67,039	78,559	5	17,458	4.13	0.37	4.27	0.23
Reinhardt ES	1940	58,789	62,629	4	15,657	3.30	0.70	3.41	0.59
Rhoads ES,	1926	76,211	77,747	5	15,549	4.09	0.91	4.23	0.77
Rice ES, Charles	1927	93,400	99,564	7	15,318	5.24	1.26	5.41	1.09
Roberts ES, Oren M.	1909	58,630	60,934	4	15,234	3.21	0.79	3.31	0.69
Rogers ES, Dan D.	1955	45,497	58,601	4	14,650	3.08	0.92	3.19	0.81
Rosemont ES	1922	52,473	63,249	4	15,812	3.33	0.67	3.44	0.56
Rowe ES, ED	1968	49,575	58,023	5	11,605	3.05	1.95	3.15	1.85
Russell ES, Clinton P.	1931	55,929	55,929	3	18,643	2.94	0.06	3.04	(0.04)
Sakdvar ES, Julius T.	1996	68,431	76,111	6	13,838	4.01	1.49	4.14	1.36
San Jacinto ES	1952	45,709	47,245	4	11,811	2.49	1.51	2.57	1.43
Sanger ES, Alex	1956	46,700	48,236	4	12,059	2.54	1.46	2.62	1.38
Seagrave ES	1988	65,577	70,185	4	17,546	3.69	0.31	3.82	0.18
Seguin ES, Erasmo(PK-3)	1970	55,566	57,894	4	14,474	3.05	0.95	3.15	0.85
Sequoyah ES	1993	91,300	91,300	5	18,260	4.81	0.19	4.96	0.04
Silberstein ES, Ascher	1956	46,577	60,401	4	15,100	3.18	0.82	3.28	0.72
Stake ES, J. P.	1987	63,173	63,173	4	15,793	3.32	0.68	3.43	0.57
Stemmons ES, Leslie A.	1963	59,530	66,442	5	13,288	3.30	1.50	3.61	1.39
Stevens Park ES	1943	60,818	71,594	5	14,319	3.77	1.23	3.89	1.11
Stone ES, Harry(PK-3)	1957	77,787	79,323	5	15,865	4.17	0.83	4.31	0.69
Terry ES, T. G.	1956	46,215	58,503	4	14,626	3.08	0.92	3.18	0.82
Thompson ES, H. S.	1951	94,227	97,323	6	16,221	5.12	0.88	5.29	0.71
Thomson ES, Robert L.	1962	54,255	68,847	6	12,518	3.62	1.88	3.74	1.76
Tolbert ES, Thomas	1996	69,746	75,890	5	15,178	3.99	1.01	4.13	0.87
Trovis TAO Magnet(4-30d)	1990	42,003	45,603	4	11,401	2.40	1.60	2.48	1.52
Truett ES, George W.	1955	67,250	82,634	6	15,024	4.35	1.15	4.49	1.01
Turner ES, Adelle	1966	47,755	59,299	4	14,825	3.12	0.88	3.22	0.78
Twain ES, Mark	1955	57,638	65,342	5	14,520	3.44	1.06	3.55	0.95
Tyler ES, Priscilla L.	1971	39,475	39,475	3	13,158	2.08	0.92	2.15	0.85
Urban Park ES	1920	44,960	66,488	4	16,622	3.30	0.50	3.61	0.39
Victory Meadows ES	1998	33,000	37,608	3	12,536	1.98	1.02	2.04	0.96
Walnut Hill ES	1945	52,857	58,233	4	14,558	3.06	0.94	3.17	0.83
Weber ES, Daniel	1955	52,208	66,848	6	11,141	3.52	2.48	3.63	2.37
Weiss ES, Martin	1962	44,828	57,908	4	14,477	3.05	0.95	3.15	0.85
Wheatley ES, Phyllis	1929	28,799	28,799	3	9,600	1.52	1.48	1.57	1.43
Wilkins ES, Sodie L.	1952	46,910	50,750	3	16,917	2.67	0.33	2.76	0.24
Winnetka ES	1939	39,698	55,106	6	10,019	2.90	2.60	3.00	2.50
Withers ES, Harry C.	1962	45,929	58,217	4	14,554	3.06	0.94	3.17	0.83
Young ES, Whitney	1971	81,129	86,505	5	19,223	4.55	(0.05)	4.70	(0.20)
Zaragoza ES, Ignacio	1989	70,798	73,102	5	16,245	3.85	0.65	3.97	0.53
Page 3 Totals		2,549,362	2,871,378	198	14,502	151.12	46.88	156.11	41.89
Page 2 Totals		2,835,833	3,204,481	226	14,179	168.66	57.34	174.22	51.78
Page 1 Totals		2,789,176	3,125,248	209	14,953	164.49	44.51	169.92	39.88
TOTAL ELEMENTARY		8,174,371	9,201,099	633	14,536	484.27	148.73	500.25	132.75

Source: DISD Facilities Support Department.

Note: Seven schools contracted to Edison including Titche, Runyon, Medrano, Maple Lawn, Hernandez and Henderson are not included because Edison is responsible for determining custodial staffing allocations in contracted schools. Also, three schools in Nolan Estes Plaza including Patton, McMillan and Brashear are not included because custodial services are provided jointly for the complex.

Exhibit 5-19 shows that DISD elementary schools are overstaffed with custodians when compared to both national best practices and regional averages. Elementary schools are staffed with approximately 149 more custodians than recommended by national best practices and

approximately 133 more custodians than the average for elementary schools in the southern region.

DISD elementary school custodians clean an average of 14,536 square feet per custodian, which is 27 percent less than the regional average. This is primarily because almost 25 percent of DISD's elementary schools are more than 30 years old with capacities of less than 500 students and the district does not consistently use its staffing formula to allocate custodians to elementary schools. For example, 35 percent, or 51 of the 147 non-Edison elementary schools (Edison is responsible for determining custodial staffing allocations in contracted schools) allocate less than 14,000 square feet per custodian.

Other factors that determine DISD's custodial staffing allocations include (1)14 elementary and two middle schools designated as learning centers were mandated to receive one additional custodian as a result of the desegregation order; (2) custodial personnel are also responsible for mowing a portion of the external grounds; (3) custodians provide minor, on-site repairs to the schools; and (4) custodians monitor lunch periods.

Exhibit 5-20 compares DISD's custodial staffing allocation for middle schools to the best practice standards of 19,000 square feet per custodian and the southern region average of 18,393 square feet per custodian.

Exhibit 5-20
Comparison of DISD's Custodial Staffing Allocation for Middle Schools
To Regional Averages and National Best Practices

Facility Name	Year Built	Permanent Bldg. Gross Sq. Ft.	Gross Area w/ Portables (A)	Number of Custodians (B)	Sq. Ft. Per Custodian	Best Practice (A)/19,000 = (C)	Over(Under) Best Practice (B) - (C) = (D)	Regional Average (A)/18,393 = (E)	Over(Under) Regional Average (B) - (E)
Anderson MS. Pearl C	1963	162,308	165,012	9	18,335	8.68	0.32	8.97	0.03
Arnold MS. W. H.	1960	139,549	141,085	7	20,155	7.43	(0.43)	7.67	(0.67)
Brown MS. T. W.	1961	125,964	133,644	8	16,706	7.03	0.97	7.27	0.73
Carroll MS. Edward H.	1959	96,828	128,316	7	18,331	6.75	0.25	6.98	0.02
Constock MS. E. B.	1961	122,569	128,713	7	18,388	6.77	0.23	7.00	0.00
Edison Academy MS	1960	100,000	102,608	13	7,893	5.40	7.60	5.78	7.42
Florence MS. Fred F.	1962	130,622	139,862	7	19,980	7.36	(0.36)	7.60	(0.60)
Franklin MS. Benjamin	1956	102,616	114,928	6	19,155	6.05	(0.05)	6.25	(0.25)
Gatson MS. W. H.	1953	108,714	141,738	7	20,248	7.46	(0.46)	7.71	(0.71)
Greene MS. W. E.	1990	140,724	146,868	13	11,298	7.73	5.27	7.98	5.02
Hill MS. Robert T.	1951	94,074	94,074	5	18,815	4.95	0.05	5.11	(0.11)
Holmes MS. Oliver W.	1955	164,228	164,228	10	16,423	8.64	1.36	8.93	1.07
Hood MS. John B.	1955	144,546	151,458	8	18,927	7.97	0.03	8.23	(0.23)
Huker MS. DA	1970	167,976	167,976	7	23,997	8.84	(1.84)	9.13	(2.13)
Lozier MS. J. L.	1933	75,171	89,763	7	12,823	4.72	2.28	4.88	2.12
Longfellow MS. Henry W.	1945	50,608	55,240	4	13,810	2.91	1.09	3.00	1.00
Maria MS. Thomas C.	1962	125,689	137,917	7	19,702	7.26	(0.26)	7.50	(0.50)
Marionville MS. Basil	1997	151,000	151,000	9	17,265	7.95	0.35	8.21	0.26
Rusk MS. Thomas J.	1953	82,882	95,938	6	15,990	5.05	0.95	5.22	0.78
Spartanville MS	1986	88,517	96,197	5	19,239	5.06	(0.06)	5.23	(0.23)
Stence MS. Alex	1940	100,907	112,427	6	18,738	5.92	0.08	6.11	(0.11)
Stewart MS. L. V.	1954	95,529	107,097	7	15,300	5.64	1.36	5.82	1.18
Stover MS. Beulah	1933	140,400	142,400	8	18,987	7.49	0.01	7.74	(0.24)
Walker SE. Evelyn D.	1970	142,995	149,931	8	18,741	7.89	0.11	8.15	(0.15)
Wintersville MS. Sarah	1957	98,173	98,173	5	19,435	5.17	(0.17)	5.34	(0.34)
TOTAL MIDDLE SCHOOLS		2,954,989	3,156,593	185	17,863	166.14	18.86	171.62	13.98

Source: DISD Facilities Support Department.

DISD middle schools are also overstaffed with custodians when compared to both national best practices and regional averages. Middle schools are staffed with approximately 19 more custodians than recommended by national best practices and approximately 13 more custodians than the average for middle schools in the southern region.

Exhibit 5-21 compares DISD's custodial staffing allocation for high schools to the best practice standards of 19,000 square feet per custodian and the southern region average of 18,393 square feet per custodian.

Exhibit 5-21
Comparison of DISD's Custodial Staffing Allocation for High Schools
To Regional Averages and National Best Practices

Facility Name	Year Built	Permanent Bldg. Gross Sq. Ft.	Gross Area w/ Portables (A)	Number of Custodians (B)	Sq. Ft. Per Custodian	Best Practice (A)/19,000 = (C)	Over(Under) Best Practice (B) - (C) = (D)	Regional Average (A)/18,393 = (E)	Over(Under) Regional Average (B) - (E)
Adams HS, Bryan	1956	216,337	236,305	13	18,177	12.44	0.56	12.85	0.15
Adams HS, W. H.	1915	146,382	157,134	8	19,642	8.27	(0.27)	8.34	(0.54)
Arts Magnet/ETW	1960	122,123	126,123	7	18,303	6.74	0.26	6.97	0.03
Carter HS, David W.	1965	228,073	231,145	11	21,013	12.17	(1.17)	12.57	(1.57)
Small Teachers Center	1994	376,000	376,000	24	15,667	19.79	4.21	20.44	3.56
Health Special HS	1995	131,171	131,171	7	18,739	6.90	0.10	7.13	(0.13)
Hilbert HS	1937	135,364	149,188	8	18,649	7.85	0.15	8.11	(0.11)
Jefferson HS, Thomas	1956	163,971	165,307	9	18,380	8.71	0.29	9.00	0.00
Kimball HS, Justin	1956	197,949	204,861	11	18,624	10.78	0.22	11.14	(0.14)
L.A.C.E.Y. HS	1977	8,710	8,710	2	4,355	0.46	1.54	0.47	1.33
Lincoln HS	1980	149,436	149,436	10	14,944	7.87	2.13	8.12	1.88
Madison HS, James	1915	130,486	130,486	8	16,311	6.87	1.13	7.09	0.91
Metropolitan Educational HS	1915	31,008	31,008	3	10,336	1.63	1.37	1.69	1.31
Moines HS, Moines	1997	263,260	263,260	15	17,551	13.86	1.14	14.31	0.69
North Carey HS	1951	33,982	34,710	2	17,355	1.83	0.17	1.89	0.11
North Dallas HS	1921	169,649	183,473	11	16,679	9.66	1.34	9.98	1.02
Prokator HS, L. G.	1961	243,192	243,192	12	20,266	12.80	(0.80)	13.22	(1.22)
Rosevelt HS, Franklin D.	1963	171,916	171,916	10	17,192	9.05	0.85	9.35	0.65
Sanger HS, W. W.	1955	230,289	232,602	11	21,146	12.24	(1.24)	12.65	(1.65)
Searsboro HS	1980	157,992	167,936	10	16,799	8.64	1.16	9.13	0.87
Elkhart HS	1970	381,702	386,310	31	18,913	30.86	0.14	31.88	(0.88)
Smith HS, A. Macco	1989	172,619	172,619	8	21,577	9.09	(1.09)	9.39	(1.39)
South Oak Cliff HS	1951	198,492	198,492	11	18,045	10.45	0.55	10.79	0.21
Sutton HS, H. Gandy	1962	240,546	247,038	13	19,003	13.00	(0.00)	13.43	(0.43)
Sweet HS	1925	147,244	174,172	13	13,389	9.17	3.83	9.47	3.33
White HS, W. T.	1964	208,499	217,715	12	18,143	11.46	0.54	11.84	0.16
Wilson HS, Woodrow	1927	149,992	159,263	10	15,926	8.38	1.62	8.66	1.34
TOTAL HIGH SCHOOLS		5,484,468	5,151,812	290	17,765	271.15	18.85	200.19	9.98

Source: DISD Facilities Support Department.

DISD high schools are overstaffed with custodians when compared to both national best practices and regional averages. High schools are staffed with approximately 19 more custodians than recommended by national best practices and approximately 10 more custodians than the average for high schools in the southern region.

The Association of Higher Education Facilities Officials (APPA) is a national organization whose focus is custodial staffing and operations for educational facilities. In its publication *Custodial Staffing Guidelines for Educational Facilities, Second Edition (1999)*, APPA correlates custodial

service levels, productivity, type of space, finishes and space allocation per custodian in determining custodial staffing patterns. Because the guidelines are based on the type of space cleaned, finishes and five levels of service, they provide a more accurate assessment of staffing levels than is afforded by using average square feet allocations that are adjusted based on the age of a facility. AAPA identifies five distinct custodial service levels and describes characteristics of each. Designated as Levels 1 through 5, AAPA identifies Level 2 (Ordinary Tidiness) as the base level of cleaning quality for studies of educational facilities.

Exhibit 5-22 presents an example of APPA standard space descriptions.

Exhibit 5-22
APPA Custodial Service Levels

Level	Description
Level 1 - Orderly Spotlessness	Level 1 establishes cleaning at the highest level. It was developed for corporate suites, donated buildings or historical focal points. This is show-quality cleaning for a prime facility.
	<ul style="list-style-type: none"> • Floors and base moldings shine and/or are bright and clean; colors are fresh. There is no buildup in corners or along walls.
	<ul style="list-style-type: none"> • All vertical and horizontal surfaces have a freshly cleaned or polished appearance and have no accumulation of dust, dirt, marks, streaks, smudges, or fingerprints.
	<ul style="list-style-type: none"> • Washroom and shower tile and fixtures gleam and are odor-free. Supplies are adequate.
	<ul style="list-style-type: none"> • Trash containers and pencil sharpeners are empty, clean, and odor-free.
Level 2 - Ordinary Tidiness	Level 2 is the base upon which this study is established. This is the level at which cleaning should be maintained. Lower levels for washrooms, changing and locker rooms, and similar type facilities are not acceptable.

	<ul style="list-style-type: none"> • Floors and base molding shine or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days worth of dirt, dust, stains or streaks. • All vertical and horizontal surfaces are cleaned, but marks, dust, dirt, smudges and fingerprints are noticeable with close observation. • Washroom and shower tile and fixtures gleam and are odor-free. Supplies are adequate. • Trash containers and pencil sharpeners are empty, clean and odor-free.
<p>Level 3 - Casual Inattention</p>	<p>This level reflects the first level of custodial budget cuts or some other staffing-related problem, which results in lowering of normal expectations. While not totally acceptable, it has yet to reach an unacceptable level of cleanliness.</p> <ul style="list-style-type: none"> • Floors are swept clean, but upon close observation dust, dirt and stains, as well as a buildup of dirt, dust or floor finish in corners and along walls, can be seen. • There are dull spots or matted carpet in walking lanes, and streaks and splashes on base molding. • All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges and fingerprints. • Trash containers and pencil sharpeners are empty, clean and odor-free.
<p>Level 4 - Moderate Dinginess</p>	<p>Level 4 reflects the second level of custodial budget cuts, or some other significant staff-related problem. Areas are becoming unacceptable. People are beginning to accept an environment lacking normal cleanliness. In fact, the facility begins to constantly look like it requires a good "spring cleaning."</p>

	<ul style="list-style-type: none"> Floors are swept clean, but are dull. Colors are dingy and there is an obvious buildup of dust, dirt or floor finish in corners and along walls. Molding is dull and contains streaks and splashes.
	<ul style="list-style-type: none"> All vertical and horizontal surfaces have conspicuous dust, dirt, smudges, fingerprints and marks that will be difficult to remove.
	<ul style="list-style-type: none"> Less than 5 percent of lamps are burned out and fixtures are dingy.
	<ul style="list-style-type: none"> Trash containers and pencil sharpeners have old trash and shavings. They are stained and marked. Trash cans smell sour.
<p>Level 5 - Unkempt Neglect</p>	<p>This is the lowest level of custodial care. The trucking industry would call this "just-in-time cleaning." The facility is always dirty, with cleaning accomplished at an unacceptable level.</p>
	<ul style="list-style-type: none"> Floors and carpets are dirty and have visible wear or pitting. Colors are faded and dingy, and there is a conspicuous buildup of dirt, dust or floor finish in corners and along walls. Base molding is dirty, stained and streaked. Gum, stains, dirt, dust balls and trash are noticeable.
	<ul style="list-style-type: none"> All vertical and horizontal surfaces have major accumulations of dust, dirt, smudges and fingerprints, as well as damage. It is evident that no maintenance or cleaning is done on these surfaces.
	<ul style="list-style-type: none"> More than 5 percent of lamps are burned out and fixtures are dirty with dust balls and flies.
	<ul style="list-style-type: none"> Trash containers and pencil sharpeners overflow. They are stained and marked. Trash containers smell sour.

Source: APPA "Custodial Staffing Guidelines for Educational Facilities," Second Edition (1999).

Exhibit 5-23 shows how square footage allocations per custodian for selected educational spaces vary based on the type of space and finishes.

**Exhibit 5-23
APPA Standard Space and Staffing Service Levels**

APPA Standard Space	Square Footage Per Custodian				
	Level #1	Level #2	Level #3	Level #4	Level #5
Classroom with Hard Floor	8,500	16,700	26,500	39,000	45,600
Entranceway	4,300	7,500	12,300	20,700	35,000
Locker/Changing Room - No Shower	11,800	12,100	Xxx	Xxx	Xxx
Office with Carpet	9,600	18,200	32,000	53,000	87,000
Public (Circulation) with Hard Floor	7,500	20,500	30,500	38,400	41,800
Cafeteria with Carpet	9,900	15,400	Xxx	Xxx	Xxx
Cafeteria with Hard Floor	11,200	16,400	Xxx	Xxx	Xxx
Library with Carpet	17,900	36,900	72,600	106,400	126,800
Library with Hard Floor	10,900	20,200	23,000	47,000	57,000
Auditorium Seating and Foyer	5,700	14,000	32,600	67,200	408,000

Source: APPA "Custodial Staffing Guidelines for Educational Facilities," Second Edition (1999). Xxx = Unacceptable levels of cleanliness due to lower custodial staffing.

Square footage allocations per custodians increase as the level of service decreases, even to an unacceptable level for cafeterias and wet areas. Level 2 square footage allocations per custodians recommended for education facilities are determined based on the unique characteristics of schools such as the type of space cleaned and building finishes.

Recommendation 91:

Examine and consistently apply custodial staffing formulas across the district.

The district, at a minimum, should apply its own staffing allocation guidelines and immediately reduce staffing accordingly. In addition, the district should analyze its custodial operations in accordance with the

APPA Custodial Operation Self-Analysis Program. This is an approach that will allow the district to reduce custodial staffing and reduce costs while addressing the specific and unique characteristics of each school. The analysis should be coordinated with planning efforts to reduce the square footage of portables and construct additions to overcrowded facilities. It also should consider each facility's space and finishes, improvements in custodial scheduling, and service levels.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Management Services directs the assistant superintendent for Facilities Support to apply the existing custodial staffing allocation guidelines and reduce staff accordingly.	August 2001
2.	The associate superintendent for Management Services directs the assistant superintendent for Facilities Support to conduct an analysis of site-based custodial operations using the APPA Self-Analysis Program with the ultimate objectives to increase efficiency, reduce custodial staff and lower costs.	August 2001
3.	The assistant superintendent for Facilities Support directs the executive director for Custodial Services to develop a restructuring plan and procedures for site-based maintenance and to perform an analysis of the efficiency of custodial staff, the unique characteristics of each facility and the cost profiles at each facility.	August 2001
4.	The executive director for Custodial Services conducts an audit of custodial staff efficiencies and cost to identify underlying causes and solutions for the variances and recommends to the assistant superintendent for Facilities a new custodial allocation formula that increases the average square footage per custodian to reflect regional averages and lower custodial costs.	August - October 2001
5.	The associate superintendent for Management Services and assistant superintendent for Facilities Support review and approve the custodial allocation formula and staff reductions and present them to the superintendent.	November 2001
6.	The superintendent and board review and approve the custodial staff reductions.	December 2001
7.	The associate superintendent for Management Services implements the new custodial staffing allocation plan and associated staff reductions.	January 2002

FISCAL IMPACT

The fiscal impact assumes that DISD will immediately apply its custodial staffing guidelines as shown in **Exhibit 5-19**. The average salary per custodian (Job Code 7210) included in DISD's Staffing Report by Job Code (October 19, 2000 run date) totals \$20,897. Fringe benefits total \$2,272 per employee, for a total salary and benefits cost of \$23,169 per custodian.

Based on the number of custodians and the salary and benefits cost, eliminating 129 custodial positions will result in annual savings calculated as follows:

Total custodial positions eliminated	129
Salary and Benefits	x \$23,169
Total Annual Savings	<u>\$2,988,801</u>

Since the implementation strategies project the staff reductions to be effective January 1, 2002, only eight months of the savings are included in the 2001-02 fiscal year ($\$2,988,801 \times 8/12 = \$1,992,534$).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Examine and consistently apply custodial staffing formulas across the district.	\$1,992,534	\$2,988,801	\$2,988,801	\$2,988,801	\$2,988,801

FINDING

DISD has tried unsuccessfully to implement custodial and maintenance training programs to reduce costs and improve quality and customer service. The review team observed substandard maintenance work including:

- Failure to replace ceiling tiles following plumbing repairs;
- Failure to remove debris from equipment spaces after repairs were completed;
- Non-working lamps in lighting fixtures;
- Leaking and/or non working faucets in toilets;
- Friable asbestos tile in air conditioning equipment rooms; and
- Damage to pipe wraps from leaking valves containing asbestos.

The conditions noted are the result of executing small, single-task work orders without concern for restoring the condition of buildings after work has been performed. The necessary follow-up inspections require an additional trip that often does not occur unless there is work nearby. These

observations raise issues of how to improve site-based quality control procedures and instill local responsibility for quality and budgetary oversight.

The district recently implemented a Multi-Skills Program to find a more cost-effective way to make minor repairs and to improve the planning, execution and quality of maintenance and repair work. The Facilities Support Maintenance Department administers the program in which certain tradesmen are trained to be proficient in several skills. The program includes training lead custodians (facility supervisors) to perform basic skills repair tasks involving carpentry, plumbing, electrical and finishing trades. This eliminates the need for skilled maintenance personnel to respond to some work orders for minor repairs. The training provides for direct control over performing minor repair work. The goal is to improve response time and reduce costs for repairs that can be performed by semi-skilled personnel.

Recommendation 92:

Increase the role of lead custodians in approving maintenance and repair work.

The district would benefit if it trained lead custodians, gave them responsibility for quality control and required them to be the initial point of approval for work performed in their building. This change would be in addition to quality control procedures performed by the Maintenance and Custodial Services Departments. Procedures for general facility inspections, as well as inspections of work performed by others also should be developed. The lead custodians' additional responsibilities should be reflected in the work schedules.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Facilities Support directs the executive directors of Custodial Services, Maintenance and Environmental Services to develop an expanded training manual and course to improve the technical skills and administrative competence of lead custodians.	August 2001
2.	The executive directors of Maintenance, Custodial Services and Environmental Services develop a new training manual for lead custodians along with recommended responsibilities and proficiency evaluations.	September - October 2001
3.	The assistant superintendent for Facilities Support reviews and approves the new training manual and directs the executive director of Custodial Services to implement the program.	November 2001

4.	The executive director of Custodial Services implements the training program and increases responsibility for lead custodians.	December 2001
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FISCAL IMPACT

Seminars on administration procedures, inspection and quality control procedures will be conducted by DISD staff in addition to the 40 hour work week. Seminars can be conducted in groups of 18 to 22 custodians per instructor. The seminars should be conducted annually over a six-month period.

Assuming 11 seminars are required and that each seminar will last four hours, the cost for instructor at \$100 per hour would be \$4,400 (11 x 4 x \$100). Based on an overtime rate of \$26.68 per hour, four hours per custodian multiplied by 218 lead custodians, staff training will cost \$23,265 in payroll costs. Total annual costs would be \$27,665 (\$4,400 + \$23,265).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Increase the role of lead custodians in approving maintenance and repair work.	(\$27,665)	(\$27,665)	(\$27,665)	(\$27,665)	(\$27,665)

Chapter 5

G. ENERGY MANAGEMENT

Energy and utility expenses represent more than 20 percent of DISD's facilities operations and maintenance budget. A combination of building age, type of heating and air-conditioning systems, lighting and functional use are factors that must be considered when developing and implementing cost-effective system design and energy cost control programs.

DISD has implemented an energy management control system that operates in all schools. The system is centrally based with control centers operated by the district, with limited on-site control at schools and administrative facilities.

FINDING

DISD has implemented an energy conservation program to help the district control costs. Elements of the energy conservation program include:

- School board adopted energy policy;
- Top-down support of energy management from administration;
- Written goals and objectives;
- Energy managers;
- Energy monitoring and tracking systems;
- Written building operating procedures/guidelines for conserving energy;
- Written district energy management plan;
- Energy conservation awareness literature; and
- A people and hardware approach to controlling energy costs.

In early 2000, the district actively explored two initiatives to reduce electric energy costs by changing the rate structures as follows:

- Changed from the TXU (local electric and gas utility company) rate structure to the Texas General Land Office (GLO) State Power Program. This change is expected to reduce DISD's annual utility costs by \$50,000.
- Proposed and is currently negotiating an agreement with TXU to change 22 schools to TXU's General Time of Use (GTU) rate. According to TXU, annual savings of \$551,720 are expected.

In addition to using rate structure changes to reduce utility costs, DISD is participating in the Federal Department of Energy (DOE) - Rebuild America Program. In June 2000, the district initiated a pilot effort in 18 schools as part of the DOE Rebuild America Program. The report identified \$4,152,150 in project implementation costs with savings of \$468,200 in annual energy savings. Projects include lighting upgrades, lighting controls, energy management and control system upgrade, HVAC replacements including chiller replacements, continuous commissioning, metering and verification, duct modifications and cooling tower replacement. According to officials with Texas A&M University's Energy Systems Lab, a Rebuild Texas Strategic Partner, Rebuild will assist the district in identifying a lender that is interested and qualified. A detailed Engineering study will be used to determine the total project cost, annual savings and payback for the loan.

COMMENDATION

DISD is actively pursuing innovative initiatives that are helping the district to reduce overall energy costs.

FINDING

Although DISD has taken steps to reduce energy costs, DISD's approach to energy management has been piecemeal and the district lacks an overall energy management plan to guide the district's efforts. The type of heating, ventilation and air conditioning (HVAC) equipment and systems in DISD facilities directly affect climate control and air quality. Interviews and data collected from the DISD Facilities Department management show that the district's buildings systems fall into four major categories:

- **Buildings Constructed Before 1960** - oversized central steam or hot water heating systems where ventilation was limited to opening windows and exhaust fans in toilet rooms. Buildings were upgraded in the 1970s with a separate air-conditioning system.
- **Buildings Constructed Between 1961-1980** - central steam or hot water boilers supplying hot water to air-handling units in the building or on the roof with air conditioning provided by chilled water to the same air-handling units.
- **Buildings Constructed Between 1981-90** - central hot water boilers and chillers supplying hot- and chilled-water to equipment to supply air to zones consisting of several rooms. Energy management systems are not very sophisticated and equipment controls are predominantly pneumatic.
- **Buildings Constructed Since 1991** - central hot water boilers and chillers supplying hot- and chilled-water to equipment to supply air to multiple zones containing several rooms. Sophisticated digital

controls and computerized energy management systems have been used.

DISD facilities constructed before 1980 make up 60 percent of the district's building space. DISD Facilities management report that students and staff often suffer from poor air quality and uneven distribution of heating and air-conditioning. The result is discomfort and wasted energy consumption due to improper climate controls and poorly designed heating ventilation and air conditioning systems.

Radiated heat generated by students and computer equipment requires the need for ventilation and occasional cooling. Even when outdoor temperatures were in the low 40-degree range, staff were attempting to improve airflow and relieve the minor overheating by partially opening windows.

During facility tours at about 35 of the district's schools, the review team observed numerous instances of unsatisfactory ventilation in gymnasiums, corridors, toilets, classrooms and gymnasium locker areas. The potential sources of poor air quality include:

- Dirty supply and return air ductwork;
- Dirty ceiling plenums that have an array of water and electrical lines as well as insulation in the plenum space; and
- Lack of ongoing monitoring to properly maintain and clean ducts and plenums.

DISD's energy management system is centralized and does not meet local site expectations and needs of adjusting heating and air-conditioning where special conditions of occupancy and weather occur. DISD's energy management systems are pre-programmed control systems designed to do the following:

- Maintain a predetermined energy cost on an annual basis based on an expected occupancy pattern and exterior climate condition;
- Operate controls in each piece of equipment installed in the building in accordance with code requirements and occupancy as the climate conditions around the building changes; and
- Make and manage changes in heating and air conditioning requirements upon request.

An effective energy management system is designed to strike a balance between comfort and energy conservation. DISD Facilities management reported that lighting and the power for ventilating equipment motors are the sources of most of the district's energy consumption.

School staff and facilities personnel frequently expressed their frustrations over their inability to modify heating and air-conditioning at their own campuses. With the present technology in newer buildings, however, schools can allow site-based control systems that can be adjusted to local situations without upsetting the overall Energy Management Program for the building. Public forum comments on room temperatures include:

- "I am tired of sitting, working, and teaching in either a too cold or too hot of an environment. When you mention or stress this issue regarding the working environment, the building supervisor gets angry..."
- "Why does that central office control the heating and air at all campuses? Our building is an oven in the winter! The principal should have the control of these things..."
- "Almost all school buildings are overheated in winter. During hot months the air conditioning does not work properly. The students achieve more with a good climate..."
- "The heating and air conditioning units are antiquated. If they are not freezing the teachers and students, they are burning them up..."
- "The air quality in the building especially upstairs is so poor, teachers and kids are frequently ill. The temperature in the building is not regulated. The heat can stay on until the room is over 90 degrees while another section is too cold. It's a miserable atmosphere to work in..."
- "Air quality and climate sub-standard in our building..."

According to DISD's utility costs reports, the district's average energy cost per square foot is \$.80, which is below the \$1.00 per square foot industry standard that many experts have used to gauge energy cost-effectiveness. The utility costs are also 16 percent lower than regional averages.

Exhibit 5-24 presents a summary of energy costs for DISD facilities by period of construction and facility type.

Exhibit 5-24
Summary of DISD Energy Costs
By Period of Construction and Facility Type

Building Age Groups	Facility Type	Gross Sq. Ft.	Average Electricity Costs	Gas Costs	Yearly Energy Costs/Sq. Ft.	Range of Costs/Sq. Ft.
Built Prior to 1940	High School	138,836	\$97,606	\$10,710	\$0.78	\$0.70 - 1.15

	Middle School	114,863	\$47,043	\$5,019	\$0.60	\$0.50 - 0.85
	Elementary School	63,415	\$43,573	\$5,169	\$0.77	\$0.62 - 1.20
	AVERAGE	105,705	\$62,741	\$6,966	\$0.72	\$0.61 - 1.07
Built 1941-1960	High School	153,211	\$118,613	\$18,561	\$0.77	\$0.67 - .96
	Middle Schools	123,659	\$73,124	\$11,180	\$0.68	\$0.51 - 1.12
	Elementary School	64,511	\$52,879	\$6,144	\$0.92	\$0.60 - 2.68
	AVERAGE	113,794	\$81,539	\$11,962	\$0.79	\$0.59 - 1.59
Built 1961-1980	High School	206,789	\$164,765	\$20,136	\$0.72	\$0.54 - 1.03
	Middle School	146,150	\$88,242	\$12,006	\$0.69	\$0.66 - .86
	Elementary School	62,626	\$55,513	\$6,280	\$0.99	\$0.70 - 2.48
	AVERAGE	138,522	\$102,840	\$12,807	\$0.80	\$0.63 - 1.46
Built 1981-90	High School	172,614	\$111,733	\$9,727	\$0.70	\$0.70
	Middle School	96,197	\$116,860	\$11,979	\$1.34	\$1.34
	Elementary School	65,186	\$54,254	\$3,381	\$0.90	\$0.59 - 1.11
	AVERAGE	111,332	\$94,149	\$8,362	\$0.98	\$0.88 - 1.11
Built 1991-2000	High School	256,810	\$211,037	\$14,803	\$0.88	\$0.84-.89
	Middle School	148,934	\$115,760	\$3,293	\$0.77	\$0.77
	Elementary School	75,368	\$57,314	\$3,705	\$0.81	\$0.52-1.32
	AVERAGE	160,371	\$128,037	\$7,267	\$0.82	\$0.71 - 1.11

DISTRICT TOTALS	High School	928,260	\$703,754	\$73,937	\$3.85	\$0.69 - 1.01
	Middle School	629,803	\$441,029	\$43,477	\$4.08	\$0.76 - 0.94
	Elementary School	331,106	\$263,533	\$24,679	\$4.39	\$0.61 - 1.76
	AVERAGE	629,723	\$469,439	\$47,364	\$0.80	\$0.69 - 1.24

Source: DISD Facilities Support, Energy Management Department.

The overall low cost of utilities mask conditions that are inefficient and costly from an operational perspective. DISD has approximately 135 campuses that do not have the energy-efficient fluorescent-electronic ballasts/T-8 lamps and LED-type "Exit" lights. Based on available information from the district, the existing ballasts are the standard magnetic type that result in additional energy costs to the district.

The existing lighting design in schools does not factor in efficiencies by including daylighting in lighting design nor does the lighting design optimize efficiencies (15-20 percent) of indirect lighting design concepts over direct lighting design concepts. Indirect lighting provides improved quality of lighting at lower levels of illumination (foot candles) and power consumption (Kw/hr.) than direct lighting).

Exhibit 5-25 shows the estimated cost for a phased program of replacing direct lighting with indirect lighting and using fixtures with electronic ballasts and T-8 lamps.

Exhibit 5-25

Estimated Lighting Fixtures and Lighting Design

Task/Item	Unit Cost	Level of Effort	Base Costs
Building Systems Master Planning Consultant	\$80.00/hr.	1,500 hrs.	\$120,000
Replace ballasts/lamps as part of an indirect lighting design in 135 campuses			\$4,000,000
Change lighting design to indirect lighting in 135 campuses			\$1,000,000

Change lighting to indirect lighting in 67 campuses (excludes schools constructed in 1992 Bond Program)			\$2,500,000
Design Consultant for lighting design and fixture replacement	\$80.00/hr.	2,200 hrs.	\$176,000
Total Cost/Investment			\$7,796,000

Source: State Energy Conservation Office Contractor.

Many of DISD's cooling systems are antiquated, resulting in increased energy costs. DISD reported about 34 water-cooled chillers are 20 years of age or older. The water-cooled chiller list also included approximately 15 additional chillers between 12 and 19 years old. All of the chillers use CFC refrigerant, which is an environmental pollutant and can no longer be replaced. **Exhibit 5-26** shows the cost estimate to implement a phased program of replacing obsolete and aging chillers with high-energy efficiency (e.g. 0.55 Kw/Ton) and non-CFC refrigerant chillers.

Exhibit 5-26

Estimated Cost of Chiller Replacements

Task/Item	Unit Cost	Level of Effort	Base Costs
Building Systems Master Planning Consultant	\$80.00/hr	Included above	\$0
Replace obsolete and aging chillers			\$4,100,000
Design Consultant for replacement of obsolete and aging chillers	\$80.00/hr	800 hrs	\$64,000
Total Cost/Investment			\$4,164,000

Source: State Energy Conservation Office Contractor.

While these costs may appear to be prohibitive, performance contracts are being successfully used by many school districts across the nation as a way to securing needed capital improvements without additional cash outlays. DISD has been involved with a performance contractor in the past, but the results did not meet expectations. DISD terminated its Shared Energy Management Program with Johnson Controls and Honeywell in 1999 because of contract management disputes. Both the contractor and the school district acknowledge that this past arrangement was

problematic and agree that additional planning and analysis could have improved the outcome.

With a performance contract, energy savings are used to pay for capital improvements. Only those projects with hard dollar energy-saving potential can be considered for performance contracting, since these contracts are dependent on energy savings to finance the overall project cost. Lighting retrofits, for example, often have a rapid payback period. The energy savings are immediate. Other energy saving retrofits may take many, many years to payback. These longer-term projects may or may not qualify for performance contracting on their own because of the very long payback period. By combining projects with a relatively short payback period with other longer-term payback projects, it is possible for a district to fund a more comprehensive energy retrofit using the combined savings.

DISD has not done a good job of addressing deferred maintenance needs in the district. Performance contracts of this sort could also help DISD to meet some of its deferred maintenance needs such as the replacement of aging chillers.

Recommendation 93:

Conduct a districtwide energy management audit and develop a strategic energy management plan.

For a district the size of DISD, a contract that includes the initial audit, the recommendations for eventual retrofits, professional assistance in developing a strategic energy plan and the implementation of energy retrofits could be handled as one comprehensive package. To avoid the problems that DISD experienced with past performance contracts, careful planning and evaluation are required.

Guidelines and helpful information about performance contracting and a sample Request for Quotation (RFQ) used by state agencies can be found on the State Energy Conservation Office's (SECO's) Web site at:
http://www.seco.cpa.state.tx.us/sa_performcontract.htm.

In order for DISD to gain the maximum benefit from an energy program, the district should:

- Establish energy management guidelines for the design of new schools;
- Update DISD's 1985 energy conservation plan to reflect advances in energy-conscious design and performance criteria; and
- Implement all cost effective energy efficiency measures identified through facility audits.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Management Operations directs the assistant superintendent for Facilities to prepare a Request For Qualifications (RFQ) for a comprehensive energy audit of all the schools and assistance in the development of a strategic energy management plan.	August 2001
2.	The assistant superintendent for Facilities Support develops and issues the energy audit RFQ with guidance and assistance from Purchasing and Legal Services.	September - November 2001
3.	Following district purchasing guidelines, the assistant superintendent for Facilities Support reviews responses and makes recommendations to the board.	January 2002
4.	The selected contractor(s) conduct a districtwide energy audit and prepares a report to the board containing findings and recommendations.	February - April 2002
5.	The board considers the recommendations and determines if there are energy cost reduction measures that can and should be done immediately while a more comprehensive strategic plan is being developed.	April 2002
6.	The superintendent directs the assistant superintendent for Facilities Support to assemble a strategic energy management committee comprised of representatives from key user divisions, principals and teachers to begin the process of developing a strategic energy management plan for the district with assistance from the contractor.	April 2002
8.	The strategic energy management committee prepares a strategic energy management plan and presents the plan to the board for review and approval.	April - August 2002
9.	The board approves the plan and implementation begins.	September 2002

FISCAL IMPACT

By using performance contracts to finance the audit and the eventual retrofits, DISD can implement this recommendation with existing resources.

FINDING

While DISD does a great deal to make district employees aware of the energy management programs of the district, there is still more that can be

done at the campus level. DISD's energy management team typically speaks to the teachers at each campus at the start of each school year. Although the team did not visit the campuses during the 2000-01 school year, because of numerous changes in the district, information has been posted on the district's Web site. An energy awareness article also was published in DISD's newspaper to inform the staff about energy conservation measures.

If energy conservation is to have an impact, everyone needs to get into the act. Some of the small but effective things, like planting trees around buildings, can be done with the help of parent and community volunteers. This will prevent heat from reaching the building, provide shade and help to improve the environment.

Checking door and window weather-stripping is another effective way to stop energy dollars from leaking through the cracks. Check outside air dampers, heating, ventilation and air conditioner filters. Replace old or broken caulking and weather-stripping. Develop maintenance schedules for keeping tabs on the condition of these items. Sound maintenance and operations procedures need to be in place to recoup savings associated with turning off lights in unoccupied areas, sensibly reducing equipment run times during the summer months, enforcing standard operation and maintenance practices for air conditioning equipment and attending to caulking and weather-stripping problems to lower infiltration (but not at the expense of air quality). Savings generated from these actions may offset the cost of more expensive retrofits. It does little good to design or retrofit a building for energy efficiency if the building and its energy systems are not properly operated and maintained.

The bottom line for most energy management programs is getting the people who control the energy-using equipment to understand how they are involved in the overall conservation of energy.

By developing policies and programs to promote and reward student and staff participation in energy conservation, Spring ISD achieved energy savings. Spring ISD developed a rebate program that rewards each school for efficient energy use by sharing savings with any school that reduces its usage below the budgeted amount. The school receives a check for 50 percent of the savings amount. Spring ISD's office of Construction and Energy reviews actual energy costs against budgeted amounts and sends a monthly report to each school. Principals encourage students and staff to participate in activities such as turning off lights and closing doors when leaving a room to retain conditioned air in the classrooms. Some principals have encouraged operation staff by sharing cost savings with the mechanics. The district has saved from 7 to 14 percent per year for the five years of the rebate program.

SECO has a program called *Watt Watchers* or *Watt Team*, that is school-based. SECO provides free materials, training and site support. Student Councils, Science Clubs, Activity Clubs and grade levels from first through twelfth grade can participate in the program. Students gain self-esteem, learn about energy resources and take an active role in teaching others the importance of energy efficiency - all while having fun participating in the program. This program will not only save money at the schools, but students will learn how to develop a habit of saving energy in their homes as well. A program for high school students is offered through SECO's Texas Energy Education Development (TEED) project. Students conduct school-year long energy projects that promote energy conservation awareness. The projects could range from designing posters containing energy-saving reminders, to mentoring elementary and middle school students on energy-saving projects to weatherizing low-income homes in the community.

The Watt Watchers program also involves starting an Energy Patrol at individual schools. The Energy Patrol consists of teachers, students, parents and community volunteers who work together to implement energy conservation practices, such as:

- Planting trees around the building to provide shade and improve the environment;
- Checking door and window weather stripping to stop energy dollars from leaking through cracks;
- Checking outside air dampers, heating, ventilation and air conditioning filters;
- Replacing old or broken caulking and weather stripping; and
- Developing maintenance schedules for monitoring energy conservation.

Spring ISD has implemented a successful school energy conservation program. Spring ISD developed a rebate program that rewards each school for efficient energy use by sharing savings with any school that reduces its usage below the budgeted amount for utilities. The school that reduces its usage below the budgeted amount receives a check for 50 percent of the savings.

Another interesting opportunity to save energy at the campus level has to do with vending machines. The average soft drink machine uses two fluorescent bulbs, which total 80 watts. Add to this the energy required to operate the ballast, a component required to alter the electricity when using fluorescent bulbs. Using a very conservative estimate of only 2 kWh per day usage, a soda machine uses an annual total of 730 kWh just for lights. At an average rate of \$0.10 per kWh this amounts to \$73 per year for just one machine. DISD has more than 1,000 vending machines

operating districtwide. By disconnecting the lights in these machines alone, the district could save an estimated \$73,000 annually.

Recommendation 94:

Involve schools in energy conservation.

DISD should strengthen its existing energy conservation program by implementing SECO's "Watt Watchers" program at individual schools. In addition, to reinforce sound energy conservation practices, DISD should send principals monthly reports of energy use compared to same month of previous year and prepare an annual energy report for each school and submit it to the board. Incentives and suggestions such as the vending machine light example should be included with the reports to show principals what they can do to conserve energy at their campuses.

Program support for *Watt Watchers* is available from the State Energy Conservation Office (1-800-531-5441, extension 3-1931) by phone, e-mail, fax and on the Comptroller's website at: <http://www.seco.cpa.state.tx.us>.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	DISD's energy manager contacts SECO for assistance with developing and implementing a "Watt Watchers" program at individual schools.	September 2001
2.	DISD's energy manager and energy management team help individual schools implement the "Watt Watchers" program.	September 2001
3.	The energy manger sends monthly reports including suggestions for energy conservation to principals.	November 2001
4.	The energy manager and energy team visits each campus and meets with the principals and head custodians to walk through each campus.	Quarterly beginning in January 2002
5.	The energy manager prepares and submits an annual report to the board.	May 2002 and annually thereafter

FISCAL IMPACT

The recommendations can be accomplished by a DISD energy management team consisting of managers in the Energy Department and facilities managers from Office of Facilities Planning and Management, SECO and staff at individual schools. Energy savings from campus conservation measures could result in significant savings to the district,

but are conservatively limited here to the savings that could be achieved through disconnecting vending machines shown above.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Involve schools in energy conservation.	\$73,000	\$73,000	\$73,000	\$73,000	\$73,000

Chapter 6

ASSET AND RISK MANAGEMENT

This chapter addresses Dallas Independent School District's (DISD) asset and risk management in four sections:

- A. Employee Benefits and Risk Management
- B. Fixed Assets
- C. Cash and Investment Management
- D. Bond Issuance and Indebtedness

The assets and associated risks in this chapter include the district's cash, employees, land, buildings, equipment and borrowing capacity. Effective asset and risk management includes: providing affordable health and workers' compensation insurance to employees; identifying potential risks and safeguarding district property from loss through damage, theft and unexpected events; investing idle cash to earn the highest rate of interest possible within guidelines established by the district's board and state law pertaining to allowable investments, principal preservation and liquidity; and managing debt through timely principal and interest payments while using opportunities to reduce interest costs.

The ultimate success of the district's asset and risk management effort is how well it preserves or improves the resources it values-financial resources, human resources, physical resources and its image in the community.

Chapter 6

A. EMPLOYEE BENEFITS AND RISK MANAGEMENT (PART 1)

School districts face many risks and uncertainties that could lead to catastrophic financial losses to both the district and its employees. Since the safe, efficient operation of schools is a vital public interest, these risks must be managed effectively to reduce the risk of loss. Effective risk management involves:

- Identification of risks;
- Classification of identified risks;
- Evaluation of the frequency and severity of identified risks;
- Management of risk through avoidance, reduction, deductibles or insurance; and
- Development, maintenance and monitoring of loss prevention programs and practices.

The primary tool used by school districts to limit their exposure to financial losses is insurance. The two main types of insurance purchased are casualty, property and liability insurance and health insurance for school employees. Within each of these broad categories, school districts attempt to balance their overall cost by assuming a portion of potential losses through self-insurance programs for certain risks and by establishing deductible levels that reduce premiums.

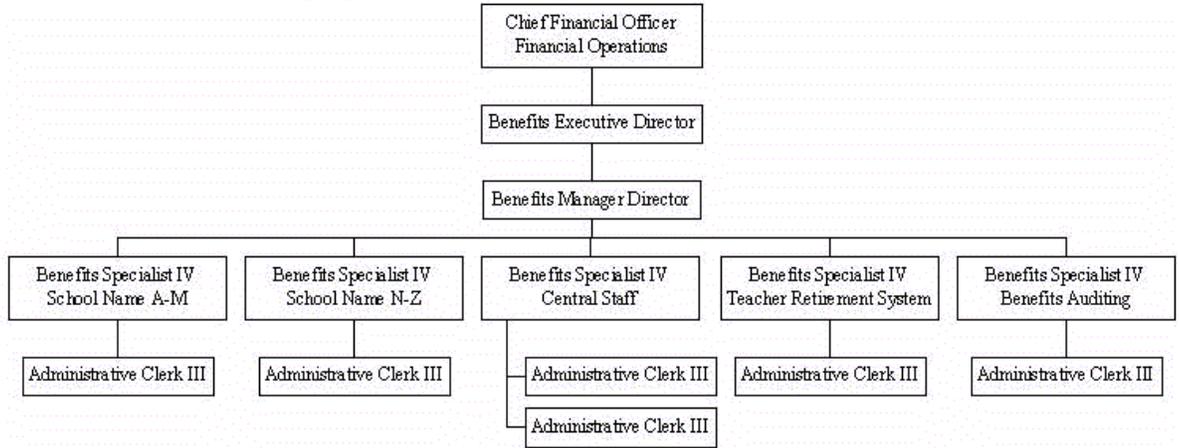
DISD's risk management functions are divided between two units. Until recently, employee benefit programs (health and dental insurance, flexible benefit plans and retirement plans) were administered by DISD's Employee Benefits Office within Human Resource Services. In February 2001, the Employee Benefits and Compensation offices were moved from Human Resources Services to Financial Operations under the direction of the chief financial officer. The director of Risk Management, who is also within Financial Operations, handles the district's property, casualty, liability and workers' compensation insurance programs.

Employee Benefits

Quality, affordable health insurance and other employee benefit programs are important components of the district's risk management activities. These programs protect and preserve the health of employees and their families. Maintaining a healthy workforce is one of the district's most important activities and is essential to providing a quality education for the children the district is designed to serve.

Exhibit 6-1 shows the Employee Benefits Department organizational structure.

**Exhibit 6-1
DISD Employee Benefits Organization Chart**



Source: DISD Financial Operations and Superintendent's Office.

The Employee Benefits Department is responsible for providing benefits information to employees, administering the benefit enrollment process, and coordinating activities with insurance companies and other service providers.

Exhibit 6-2 provides an overview of the types of benefits provided to district employees.

**Exhibit 6-2
DISD 2001 Benefits Summary**

The Benefit Plan	Summary of Plan	Cost of the Plan
Health Insurance Plan Choices	Plan Design/Coverage	Monthly Cost
Basic HMO: Provides comprehensive medical coverage at less cost than the Bonus HMO. Plan requires higher co-pay per visit and hospital coverage at 70% of network contracted fees.	Basic HMO Plan \$20 per visit to the primary care physician (PCP) \$20 per visit to the specialist with referral \$10, \$20, \$30 prescription local & mail \$70 coverage for Hospital service \$2000 Individual maximum out-of-pocket \$4000 Family maximum out-of-pocket	Basic HMO Plan \$30.00 – Employee Only \$196.40 – Employee + 1 child \$215.74 – Employee + 2 or more children \$271.28 – Employee + Spouse \$334.93 – Employee + Family \$156.93 – Family Couples Plan
Bonus HMO: Provides comprehensive medical coverage with less co-pay per visit and less hospital co-pay compared to Basic HMO.	Bonus HMO Plan \$15 per visit to the PCP \$15 per visit to the specialist with referral \$10, \$20, \$30 prescription local & mail \$400 hospital care co-pay per admission \$850 Individual maximum out-of-pocket \$2000 Family maximum out-of-pocket	Bonus HMO Plan \$56.73 – Employee Only \$244.51 – Employee + 1 child \$266.34 – Employee + 2 or more children \$329.01 – Employee + Spouse \$400.84 – Employee + Family \$222.84 – Family Couples Plan

<p>POS (Point-of-Service): Provides a comprehensive medical coverage with the Bonus HMO and Out-of-Network Options.</p> <p>To access the network benefits for all plans, employee must select and use a Primary Care Physician from the HMOBlue Directory of Physicians or check the HMOBlue website at www.hmoblue.texas.com.</p>	<p>POS Plan</p> <p>In-Network</p> <p>\$15 per visit to the PCP</p> <p>\$15 per visit to the specialist with referral</p> <p>\$10, \$20, \$30 prescription local & mail</p> <p>\$400 hospital care co-pay per admission</p> <p>\$850 Individual maximum out-of-pocket</p> <p>\$2000 Family maximum out-of-pocket</p> <p>Out-of-Network (after-deductible)</p> <p>70% coverage (usual and customary rates-UCR) – physician visit</p> <p>70% coverage (UCR) – specialist</p> <p>\$10, \$20, \$30 prescription local & mail</p> <p>70% coverage (UCR) hospital coverage</p> <p>\$500 Individual Deductible per Plan Year</p> <p>\$1500 Family Deductible per Plan Year</p> <p>\$2500 Individual maximum out-of-pocket</p> <p>\$5000 Family maximum out-of-pocket (UCR)</p>	<p>POS</p> <p>\$171.00 – Employee Only</p> <p>\$450.20 – Employee + 1 child</p> <p>\$482.66 – Employee + 2 or more children</p> <p>\$575.84 – Employee + Spouse</p> <p>\$682.63 – Employee + Family</p> <p>\$504.63 – Family Couples Plan</p>
Basic Life Insurance Plan	Coverage	Cost of the Plan
The District provides \$5,000 life insurance coverage to employees enrolled in the health insurance plan.	The life insurance policy will pay the designated beneficiary up to \$5,000 in the event of the employee's death.	The District provides this benefit at no cost to the employees.
Dental Insurance Plan Choices	Coverage	Monthly Cost
<p>Safeguard Dental Managed Care Plan:</p> <p>This means employees receive general dental work from a primary care dentist. Most procedures are fixed co-payment when services are rendered. Employees must select and use a primary care dentist in order for the benefits to be payable under this plan.</p>	<p>Safeguard Dental Plan</p> <p>Refer to the summary of coverage provided by the carrier for detail benefit information.</p>	<p>Safeguard Dental Plan</p> <p>\$7.95 – Employee Only</p> <p>\$15.05 – Employee + 1 child</p> <p>\$15.05 – Employee + 2 or more children</p> <p>\$15.05 – Employee + Spouse</p> <p>\$19.31 – Employee + Family</p>

Exhibit 6-2 (continued)
DISD 2001 Benefits Summary

The Benefit Plan	Summary of Plan		Cost of the Plan
<p>Aetna Indemnity Dental Plan:</p> <p>This plan allows employees to seek treatment from any licensed dentist of their choice. This plan has a deductible and maximum per year.</p>	<p>Aetna Indemnity Dental Plan</p> <p>Plan pays after deductible is met:</p> <p>100% Cleaning/Oral Exam no deductible</p> <p>80% Filling</p> <p>80% Root Canal</p> <p>50% Crowns/Major Procedures</p> <p>50% Child Orthodontic Treatment</p> <p>\$2000 Child Orthodontic Max-Lifetime</p> <p>\$50/150 Individual/Family Deductible/Yr.</p> <p>\$1250 Maximum Benefit per Plan Year</p>		<p>Aetna Indemnity Dental Plan</p> <p>\$38.52 – Employee Only</p> <p>\$74.18 – Employee + 1 child</p> <p>\$74.18 – Employee + 2 or more children</p> <p>\$74.36 – Employee + Spouse</p> <p>\$116.01 – Employee + Family</p>
Vision Care Plan	Coverage		Monthly Cost
Provides employee and their dependent coverage for eye examinations, lenses, frames, either through a network or non-network eye care providers.	<p>Benefits</p> <p>Eye Exam \$10 co-pay</p> <p>Lenses</p> <p>-Single Vision \$0</p> <p>- Bifocal \$0</p> <p>- Trifocal \$0</p> <p>- Lenticular \$0</p> <p>Frames \$0</p> <p>Contacts (in lieu of lenses and frames)</p> <p>- Elective \$10 co-pay</p> <p>- Med. Necessary \$10 co-pay</p>	<p>(Reimbursement)</p> <p>Out-of-Network</p> <p>\$36</p> <p>\$28</p> <p>\$45</p> <p>\$56</p> <p>\$80</p> <p>\$45</p> <p>\$105</p> <p>\$210</p>	<p>Vision Plan</p> <p>\$6.86 – Employee Only</p> <p>\$14.20 – Employee + 1 child</p> <p>\$14.20 – Employee + 2 or more children</p> <p>\$13.20 – Employee + Spouse</p> <p>\$16.18 – Employee + Family</p>
Flexible Spending Account/Pretax	Coverage		Monthly Cost

Premium Conversion Plans This allows employees to have a higher take home pay due to tax savings from premiums deducted pre-tax. Benefit elections with pretax options are binding for the whole plan year elected unless a qualifying lifestyle changing event occurs.	Premium conversion – pre-tax payment of health, dental, vision, & AFLAC premium. Medical Reimbursement – pre-tax option for unreimbursable medical expenses. Dependent Care – pre-tax option to pay for childcare expenses.	The District provides this benefit at no cost to the employees. The District pays the monthly administrative charges.
Cancer Protection Plan	Coverage	Monthly Cost (Pre-tax Option)
Provides cash benefits related to treatment of cancer.	\$1,500 First Occurrence Level 1 Plan \$2,000 First Occurrence Level 2 Plan \$5,000 First Occurrence Level 3 Plan \$200/day Level 1 and \$300/day Level 2 & 3 for in-patient hospital confinement for the first 30 days \$400-Level 1 and \$600 Level 1 & 2 day in-patient hospital confinement – from the 31 st continuous days	Cancer-Level 1 \$16.90 – Employee Only \$27.50 – Family, One Parent \$21.40 Cancer – Level 2 \$23.80 – Employee Only \$39.90 – Family, One Parent \$30.00 Cancer – Level 3 \$26.80 – Employee Only \$47.50 – Family, One Parent \$35.00
Hospital Intensive Care Plan	Coverage	Monthly Cost (Pre-tax Option)
Provides cash benefits during confinement at the hospital intensive care unit (ICU) of up to 15 days. No lifetime maximum.	\$600/day (Days 1-7) \$1,000 per day (Days 8-15) up to \$250 ground ambulance up to \$2,000 air ambulance	\$8.40 – Employee Only \$17.54 - Family
Long Term Care	Coverage	Monthly Cost
The plan covers care received in a long-term care facility such as a state-licensed facility or home by professional health care provider.	The money is paid directly to employee. Coverage is based on the level of benefits employee select. Evidence of insurability is required prior to approval.	The pricing is based on the level of benefits employee chooses and employee's age.

**Exhibit 6-2 (continued)
DISD 2001 Benefits Summary**

The Benefit Plan	Summary of Plan	Cost of the Plan
Additional Voluntary Life & AD&D Insurance	Coverage	Monthly Cost
This plan allows employees to purchase additional life and AD&D insurance for them and their dependents. Evidence of insurability is required for life insurance coverage if the employee is not currently covered and more than 31 days has passed since employee was hired. This also applies to life insurance increase amount of coverage.	Life insurance coverages for employee of 1x, 2x, & 3x annual salary up to \$400,000 Coverage in excess of \$200,000 requires evidence of insurability. Dependent Life: \$500, \$2000, \$5,000 or \$10,000 AD&D coverage from \$25,000 up to \$300,000 coverage in excess of \$25,000 must be in the increments of \$10,000.	Life Insurance cost is based on age. Dependent Life cost is based on coverage selected. AD&D insurance cost is based on coverage selected.
The Wrap Plan	Coverage	Monthly Cost
This plan provides universal life insurance that the employee can continue after retirement.	Portable universal life insurance plan coverage.	Contact Transamerica Life Insurance for price information @ 800-874-5469.
The Heart/Stroke Plan	Coverage	Monthly Cost
Provides cash benefits directly to employees for hospital confinement due to heart disease or stroke.	\$100 - \$300/day hospital confinement benefits for the first 30 days \$200 - \$600/day from 31 st day & thereafter	\$15.80 – Employee Only \$17.30 – Employee & Child(ren) \$27.80 – Employee & Family
Tax Sheltered Annuities	Coverage	Monthly Cost
Section 403(b) of the IRS codes provides employees the choice to buy tax sheltered annuities as a supplement to the Teacher Retirement System.	Employee can set aside an amount each payroll to be deducted pre-tax for retirement benefits.	Employee may contribute up to the amount allowable by the Internal Revenue Service each year.

U.S. Savings Bond Plan	Coverage	Monthly Cost
The plan allows employee to purchase U.S. Saving bond.	U.S. Savings bonds can be purchased through payroll deductions.	The cost is determined by the face value of the savings bond.
The Dallas Teachers Credit Union (DTCU)	Coverage	Monthly Cost
The DTCU provides a variety of services for DISD employees.	Service include savings accounts, direct deposit option, loans, credit cards and travelers' checks.	\$5.00 introduction fee
Direct Payroll Deposit	Benefits	Monthly Cost
Employees may deposit their payroll check directly to their bank.	Employee may deposit their net pay directly to any financial institution that participates in the Automated Clearing House.	No charge
Long Term Disability/Income Replacement Plan	Coverage	Monthly Cost
This plan provides income protection to employees of the district due to disability and/or illness resulted in loss of income.	Employee's choice of monthly benefits from \$200 up to 66 2/3% of monthly salary. Coverage in excess of \$3400 requires proof of insurability.	Premium is based on age and the level of coverage the employee selected.
Employee Cellular Telephone Plan	Benefits	Monthly Cost
The District and SWBW offers employees an opportunity to participate in a discount plan with SWBW.	The plan allows employees to participate in a cellular telephone plan with SWBW. SWBW allows monthly payroll deductions for telephone charges and equipment.	Bases on plan selected. Contact the SWBW representative for rates and more information.

Source: DISD Risk Management Department.

FINDING

The district has not established a policy that addresses the role of employee benefits nor developed procedures that reflect the district's position and expectations. The district's Employee Benefits Department failed to timely re-bid its health insurance contract. DISD does not have comprehensive policies and procedures to direct the activities associated with benefits planning, design, funding, administration and evaluation. As a result, the district pays an additional \$8.9 million in medical premiums in 2001 than it paid in 2000 and will force teachers and administrators to pay between \$66 and \$304 more per month for insurance. The district's three-year contract with HMO Blue expired at the end of December 2000. The district's premiums were fixed for the contract period and, as a result, district employees experienced no increase in their insurance costs during that period.

However, since 1998, HMO Blue incurred significant losses under its contract with the district. **Exhibit 6-3** shows the premiums earned along with medical and administrative costs incurred by HMO Blue since 1998.

Exhibit 6-3
DISD Health Care Costs
1998 through 2000

	1998	1999	2000 (thru June 30, 2000) ⁽¹⁾
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Earned Premiums - Employee and District Contributions (HMO and PPO plans)	\$31,479,410	\$32,791,635	\$17,026,148
Total Medical Expenses	29,446,662	34,387,392	19,005,215
Administrative Costs	5,343,371	5,544,324	2,863,712
Total Expenses	34,790,033	39,931,716	21,868,927
Net Loss	(\$3,310,623)	(\$7,140,081)	(\$4,842,779)

Source: DISD Benefits Office (1) The district has not received the actual financial results for the last six months of 2000 through June 30, 2000.

According to an annual health insurance survey conducted by the New York consulting firm William M. Mercer Inc., Dallas area employees' insurance costs rose on average of 5.1 percent in 2000 and are expected to increase 13 percent in 2001. Nationally, the survey reported health insurance costs rose 8.1 percent in 2000 and employers expect an average increase of 11 percent in 2001. According to district officials, the district has had a high-risk population since 1998 and insurance claim costs have exceeded premiums paid by the district. **Exhibits 6-4** and **6-5** compare DISD's features and costs to peer districts for fiscal 2001.

Exhibit 6-4
Comparison of Health Plan Costs
DISD and Peer Districts
1999-2000

Type of Plan	Average Monthly Employer Contribution	Total Monthly Premium			
		Employee Only	Employee & Spouse	Employee & Children	Employee & Family
Austin					
-Amil HMO	\$154.00	\$154.00	\$364.67	\$320.17	\$488.95
-Amil PPO	\$154.00	\$207.16	\$490.56	\$430.69	\$657.74
-NYLCare/Aetna HMO	\$154.00	\$162.79	\$385.50	\$338.45	\$516.87
-NYLCare/Aetna PPO	\$154.00	\$211.47	\$500.76	\$439.65	\$671.42
Dallas					
-Basic HMO	\$178.00	\$208.00	\$449.28	\$393.74	\$512.93
-Bonus HMO	\$178.00	\$234.73	\$507.01	\$444.34	\$578.84
-POS in-Network	\$178.00	\$349.00	\$753.84	\$660.66	\$860.63
-POS Out of Network	\$178.00	\$349.00	\$753.84	\$660.66	\$860.63

Exhibit 6-4 (continued)
Comparison of Health Plan Costs
DISD and Peer Districts
1999-2000

Type of Plan	Average Monthly Employer Contribution	Total Monthly Premium			
		Employee Only	Employee & Spouse	Employee & Children	Employee & Family
El Paso (1)					
-Classic Option	\$220.00	-	\$211.06	\$151.80	\$362.90
-Select Option	\$220.00	\$220.00	\$521.11	\$447.00	\$710.88
Houston					
-HMO-\$10 Co-Pay	\$202.00	\$216.00	\$432.00	\$421.00	\$609.00
-HMO-\$15 Co-Pay	\$202.00	\$194.00	\$386.00	\$377.00	\$543.00
-HMO-\$20 Co-Pay	\$200.00	\$180.00	\$357.00	\$349.00	\$501.00
-PPO	\$191.00	\$288.00	\$587.00	\$422.00	\$830.00
Fort Worth					
-Standard Provider Program	\$145.00	\$165.32	\$409.37	\$339.65	\$496.53
-Point-of-Service	\$145.00	\$199.16	\$448.95	\$417.73	\$553.03

Source: DISD's Fiscal 2000 Benefit Plan Enrollment Guide and Peer District Surveys.

El Paso ISD self-funds its employee medical insurance. Employer and employee contributions are placed in the EPISD Health Care Trust Fund and all medical expenses and administrative expenses are paid from this fund.

Exhibit 6-5
Comparison of Key Health Plan Features
DISD and Peer Districts

1999-2000

Type of Plan	Deductible	Co-Payments*	Maximum Annual Out of Pocket	Drug Co-pay**
Austin -Amil HMO -Aetna HMO -Amil PPO -Aetna PPO	None None None \$300-Ind., \$600-Fam.	\$10-\$75 \$10-\$40 \$10-\$75-10% \$10-10%	\$0 \$0 \$1K-Ind., \$2K-Fam. \$1.3K-Ind., \$2.6K-Fam	\$25 NF, \$15 BN, \$5 GR \$10 BN, \$5 GR \$25 NF, \$15 BN, \$5 GR 80% after \$50 annual deductible per insured
Dallas Basic HMO Bonus HMO POS in-Network POS Out of Network	None None None \$500/\$1,500	\$20 \$15 \$15 \$30	\$2K-Ind, \$4K-Fam \$850- Ind \$2K-Fam \$850-Ind, \$2K-Fam \$2,500- Ind, for employee / \$5000 for all other	\$10/\$20/\$30 \$10/\$20/\$30 \$10/\$20/\$30 \$10/\$20/\$30
El Paso -Classic Option -Select Option	None \$250-Ind, \$750-Fam	\$10 \$20	\$1K-Ind, \$3K Fam \$2K-Ind, \$6K Fam	\$5/\$15/\$25 \$10/\$20/\$40
Houston -HMO-\$10 Co-Pay -HMO-\$15 Co-Pay -HMO-\$20 Co-Pay -PPO	None None None None	\$10 \$15 \$20 \$15	\$1.5K-Ind, \$3K-Fam \$1.5K-Ind, \$3K-Fam \$2.5K-Ind, \$5K-Fam \$2K-Ind, \$4K-Fam	\$10/\$20 \$10/\$15/\$30 \$15/\$25 \$10/\$20
Fort Worth - Standard Provider - Program Point of Service	None None	\$20 \$20	\$0 \$0	\$10/\$15/\$35 \$10/\$15/\$35

Source: Fiscal 2000 Benefit Plan Enrollment Guide and Peer District Surveys.

* Percentages refer to portion of the cost of certain services paid by the employee up to a specified maximum.

** NF=Nonformulary, F=Formulary, BN=Brand name, GR=Generic.

District officials did not begin the process of re-bidding their insurance contract until June 2000, when they issued a request for proposal (RFP) from potential benefit consultants. Large school districts such as DISD and many private sector companies hire employee benefit consultants to assist with benefit plan design, bid process and selection of insurance carriers and implementation of the plan. The district received no responses to the RFP and a revised RFP was issued and sent to a larger audience of prospective consultants in July 2000. The district received three responses to the revised RFP.

In 1995, the DISD Board of Trustees approved the creation of a Benefits Oversight Committee to provide broad oversight and supervision to the process of selecting employee benefit plan providers. **Exhibit 6-6** shows the composition of the Committee that reviewed the three proposals.

**Exhibit 6-6
DISD Benefits Oversight Committee**

Chairperson - Special Assistant to the General Superintendent - Personnel Services or their designee
Vice Chairperson - Executive Director of Budget
Treasurer
General Counsel
Purchasing Director
Director of Benefits
Controller
Risk Manager
Executive Director Minority/Women Business Enterprise
*Executive Director - Dallas School Administrators Association
*Local President - Association of Texas Professional Educators
*President - American Federation of Teachers
*President - Classroom Teachers of Dallas

*Source:DISD Superintendent's Office. The Chairperson of the Committee during the time of the selection process was the associate superintendent for Human Resource Services. *These individuals actively participated and provided decision-making input in the Benefits Oversight Committee meetings but are not members of the committee according to board policy.*

After reviewing the three bids, the Committee submitted its recommendation for a benefits consultant to the Board of Trustees for approval in August 2000.

The Board of Trustees approved the Benefits Oversight Committee's recommendation to authorize the negotiation of a contract with CBIZ Benefits and Insurance Services of Texas Inc. The contract was not executed, due to a change in plans and strategic direction by district management. Each of the consultants responding to the RFP expressed concerns about the timing of the district's quest to secure a new health insurance contract for 2001. In response to the concerns raised by prospective consultants, the district was forced to insert an addendum in the RFP that would allow a selected consultant to negotiate a new contract extension with the existing health care provider-HMO Blue-in the event the consultant was not able to negotiate a contract with a health care provider to begin on January 1, 2001. With no consultant and not enough time to evaluate its options or secure proposals from other health care

providers, the district negotiated a one-year extension on its contract with HMO Blue through December 31, 2001.

Rising health care costs are an issue for school districts and companies throughout the state. TSPR survey results of teachers and principals revealed a high level of dissatisfaction with the district's health care coverage. Survey comments point to the steep increase in insurance premiums as the main point of dissatisfaction. Among principals and assistant principals, 80 percent of respondents said the district's health insurance did not meet their needs; among teachers, 88 percent responded the same.

The 77th Texas Legislature, meeting during the spring of 2001, established a statewide school employee health insurance plan for teachers and other employees of school districts. School districts with 500 or fewer employees-over 80 percent of the state's school districts-will be required to participate in the new state insurance plan beginning in the fall of 2002. Districts with between 501 and 1,000 employees may join the plan but must make this decision before September 30, 2001. Districts with more than 1,000 employees may join in 2005, unless the Teacher Retirement System Board (TRS), who will be administering the plan, determines that an earlier opt-in is feasible. Districts not joining the state insurance plan will still receive state support to continue their locally determined insurance programs. All districts, whether participating in the state insurance plan or not will receive from the state a \$75 a month per covered employee contribution for the district and \$1,000 a year "pass through" for each school employee.

All full-time employees and those part-time employees who are members of TRS are automatically covered by the basic state plan, which is considered catastrophic coverage. Receiving higher levels of coverage will require additional district and employee contributions. To assist with these costs, the state will send each district \$75 per month, per covered employee and will give each employee an additional \$1,000 annually (\$83 a month) to pay for additional employee coverage, dependent coverage, compensation or any combination of the above. Part-time employees who are not TRS members may participate if they or the district pays the full cost.

Districts are required to make a minimum contribution of \$150 per employee per month. If they are not currently making that effort, over the next six years the state will help them pay that local district share. The state will phase out this hold harmless aid over the next six years. Districts reaching the Maintenance and Operations tax cap of \$1.50 will also be held harmless for any tax effort over \$1.50 required to reach their minimum district effort of \$150 a month.

Districts contributing more than \$150 a month per employee may use the difference between their current expenditure per employee per month and the required \$150 a month minimum effort to provide additional insurance coverage or other employee compensation.

All of the details of the plan will be subject to contract negotiations with health insurance providers, actuarial estimates, as well as rules and guidelines set by TRS. TRS will have more details before July 31, so that districts with between 501-1,000 employees can make a decision regarding participation before the September 30, 2001 deadline for declaring their intent to participate. Consequently, within the next year more than 80 percent of the districts in the state will be examining the options and making plans to transition to the new plan.

Because the Legislature was concerned about the effect that the termination or bidding of insurance contracts during this final year of coverage would have on a district's ability to obtain competitive bids for health insurance, the state has exempted the smaller school districts from the competitive bid requirements for health insurance coverages for the coming year.

Due to the number of employees in the district, DISD is a district that will not be eligible to join the plan until 2005.

The district's lack of a comprehensive set of policies and procedures, an overall strategy for and systematic approach to employee benefits led to ineffective and problematic implementation of the district's 2001 health-care insurance program. Consequently, the district experienced increased plan costs, extended enrollment deadlines and negative publicity.

The employee benefit programs are an essential component of an employer's total compensation package to employees. The cost of the district's contribution to all employee benefits is a significant investment of financial resources. Based on the district's established benefits rate of \$2,272 for each employee, the district funds employee benefits for its 19,000 employees at a cost of more than \$43 million.

As shown in **Exhibit 6-7**, in December 2000 Human Resource Services established an interim goal for the employee benefits programs.

Exhibit 6-7
Human Resource Services Department

Employee Benefits Interim Goal for 2000-2001 Interim Goals for 2000-2001

Department: Human Resource Services: Employee Benefits

Objective: To develop and implement comprehensive employee benefits programs to meet employee needs, improve plan design and services and contain costs to the district and employee.

NEEDS (If not met, an interim goal is deemed necessary)	STRATEGIES (Outline specific actions designed to address needs. Specify any extra resources needed. Tiered list of actions essential to the strategy)	DOCUMENTATION/VALUATION (Specify available data that has been taken to address needs)
<ul style="list-style-type: none"> • Significant 1999 plan market • Annual employee plan survey • Current plan design and cost structure • Annual plan and cost survey • Significant employee retirement options • Significant employee health options • Significant employee dental options • Significant employee vision options • Significant employee life insurance options • Significant employee disability options • Significant employee dependent options 	<ol style="list-style-type: none"> 1. Significant employee retirement options 2. Significant employee health options 3. Significant employee dental options 4. Significant employee vision options 5. Significant employee life insurance options 6. Significant employee disability options 7. Significant employee dependent options 8. Significant employee retirement options 9. Significant employee health options 10. Significant employee dental options 11. Significant employee vision options 12. Significant employee life insurance options 13. Significant employee disability options 14. Significant employee dependent options 	<ol style="list-style-type: none"> 1. Transition plan - 1/1/99 2. Employee retirement approval of new plan by 1/1/2001 3. Employee health options to meet needs by 1/1/2001 4. Employee dental options to meet needs by 1/1/2001 5. Employee vision options to meet needs by 1/1/2001 6. Employee life insurance to meet needs by 1/1/2001 7. Employee disability options to meet needs by 1/1/2001 8. Employee dependent options to meet needs by 1/1/2001

Comments:

Adopted by the Board
December 1, 2000

Source: DISD Human Resource Services Office.

The plan does not assign accountability for different activities nor does it identify what resources or methods will be used to ensure achievement of the goal. In the section under Strategies, some of the actions listed do not have a due date. Item two was not met as open enrollment continued into January 2001. Item eight already calls for an increase in the district's contribution. Item 10 appears to contain a typo as the date shown is in the year 2020. Other important elements of benefits planning and administration are missing from these strategies. There is no reference to obtaining information about employees' needs or preferences although meeting employees' needs are part of the stated objective. The listed strategies do not include any activities related to assessing the effectiveness and competitiveness of the district's overall employee benefit programs.

In 1999, Houston ISD outsourced its employee benefit plan design and administration to an alliance of two companies - William M. Mercer Inc. (Mercer) and Automated Data Processing (ADP). According to discussion notes prepared and provided by HISSD's deputy superintendent, HISSD faced significant projected health insurance rate increases after operating with a rate-capped medical insurance program for three years beginning in 1997 that was similar to DISD. According to the notes,

- *"HISD faced the need for cost-effective benefits, a better means to administer them, and a means to reduce overhead/administrative expense. This combination led HISD to solicit proposals for outsourcing both benefit plan design and administration, reducing health care cost and including advanced technology for enrollment and continuing support."*
- *The benefit plan was designed to "hold down further health care cost growth while providing superior health care services to employees. HISD entered into a multi-year contract that includes significant investments in wellness programs, absence management, clinical disease management and other initiatives that were developed initially for advanced commercial clients but which are new to the public sector in Texas."*
- *"HISD's cost savings are projected to be \$90 million over five years and HISD officials say comparable savings expectation could be \$45-\$55 million for DISD- before any State contribution is considered."*

In January 2001, officials from Houston ISD approached DISD with a proposal to enter into an interlocal agreement. HISD's deputy superintendent says the agreement would allow *"the districts to not only take advantage of HISD's investments, but also form the basis for designing and administering a statewide health care program for public school employees."*

In March 2001, the DISD Board of Trustees authorized the district to negotiate an interlocal agreement with Houston ISD that includes the outsourcing of the district's health care benefit program to the alliance of Mercer and ADP. The alliance firms will design the district's health and overall benefit plan, conduct the search for and recommend a health insurance provider and provide ongoing enrollment and administrative support.

Recommendation 95:

Ensure that employee benefits are effectively planned, designed, funded, administered and evaluated.

An effective planning process will help the district define the philosophy and standards by which the employee benefits program will be designed, funded, administered and evaluated. The needs of the employees as well as the district should be identified and considered when designing an employee benefits plan. The following should be considered in the district's planning process and incorporated in its policies and procedures:

- Define service level requirements from the standpoint of both district management and the district employees.
- Seek out best practices from potential benefit consultants or health care providers.
- Create a win-win relationship with financial incentives and penalties for prospective service providers.
- Ensure adequate and accurate service level monitoring tools are available.
- Review performance and revise service levels at least annually.

The district's health care management and costs are an increasingly complex set of issues that will command a significant investment of human and technical capital to effectively serve the needs of DISD's employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the Benefits Oversight Committee to work with the alliance firms to develop the district philosophy, comprehensive policies and procedures for its employee benefits programs.	August 2001
2.	The Benefits Oversight Committee under the direction of the chief financial officer conducts due diligence examination of the processes involved in establishing the district's employee benefits program design, implementation, and ongoing administration.	September 2001
3.	The Benefits Oversight Committee and alliance firms develop the policy and submit to the superintendent for review and approval. The superintendent submits the policy to the board and obtains approval from the board.	October 2001
4.	Enrollment process begins under new benefit plan.	November 2001

FISCAL IMPACT

The recommendation could be implemented with existing resources.

FINDING

The district has not effectively communicated guidelines governing the tax sheltered annuity (TSA) program to vendors and employees. TSAs are retirement plan investments that allow district employees to set aside pre-tax dollars from each paycheck. Also, the district's guidelines do not contain adequate processes and provisions to monitor vendor compliance.

The district does have a process for authorizing TSA providers marketing privileges to solicit employee's accounts. Prospective vendors must complete an application and a certification statement acknowledging an understanding of DISD guidelines regarding solicitation practices and other legal and administrative requirements including employee eligibility and procedures for enrollment, calculating maximum exclusion allowance for employees and changing vendors. Employees are provided a list of vendor names and contact numbers that have been approved by the district. Currently, there are approximately 152 vendors on the list.

DISD staff told the review team that there is no orientation program for vendors and that the application process is not always handled effectively. Vendors desiring to participate in the district's TSA program simply have to request forms to complete and return them to the district. DISD employees have not been adequately trained and informed about the district's TSA program guidelines. Some employee's complaints of being influenced by supervisors to establish contracts with particular vendors were publicized in the *Dallas Morning News*. Such actions could give the impression that vendors were providing incentives to employees for referring business. The Employee Benefit Department's vendor guidelines say, "providing gifts, monetary or any form of reward to influence TSA participants to move accounts for vendor benefit is strictly prohibited." Employees should be reminded of these restrictions and encouraged to report any acts of solicitation on the part of management or staff they perceive to be inappropriate.

Recommendation 96:

Strengthen tax annuity program guidelines to include compliance testing processes and improve communication of guidelines to vendors and employees.

Revised procedures should include mechanisms to test vendor compliance with the district guidelines. For example, the vendor guidelines say "remittances to the participant's account(s) will be credited within one working day of the vendor's receipt of the remittance" from the district. Benefit Department staff, with help from the Internal Audit Department, should conduct routine checks to test vendor compliance with this requirement and make sure the district's payroll department is sending employee deductions to the vendors in a timely manner. The policies should also require the Benefit Department staff to hold an annual vendor orientation session to review guidelines with mandatory attendance by vendors that desire to be included on the district's approved vendor list. Tax deferred annuity guidelines should be communicated to employees during the district's benefit enrollment period.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer directs the executive director for Benefits to revise the TSA guidelines to include monitoring devices for testing vendor compliance with district guidelines.	August 2001
2.	The executive director for Benefits submits the revised guidelines to the chief financial officer for review and approval.	September 2001
3.	The guidelines are communicated to administrative officials with supervisory responsibility. Communication regarding inappropriate solicitation of employees by supervisors or vendors is sent to all district employees.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's payroll system is outdated and inadequate to efficiently handle deductions for TSAs. While the payroll system will accommodate deductions for employees with more than one annuity contract, the system does not contain appropriate safeguards to ensure that legal limits on annuity deductions by employees are not exceeded. Enforcement of this limitation requires a time-consuming manual review of employee payroll records to make preemptive and/or corrective inputs to the payroll system. A system modification estimated to cost \$150,000 was first requested in January 1997 to correct the deficiency, but was put on hold pending a decision to purchase a new financial accounting and payroll system. No such system has been purchased and the request has been renewed with no action taken thus far.

Recommendation 97:

Modify the payroll software to make correct deductions for employee tax-sheltered annuities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director for Benefits resubmits the request to the Technology Department to make modifications to the payroll software to accommodate multiple annuities and flag annuity dollar limitations.	August 2001
2.	Technology department approves the request and schedules	September

	software modification.	2001
3.	Technology department makes necessary modifications.	September 2001

FISCAL IMPACT

The original modification request to modify the payroll software to accommodate multiple annuities and flag annuity dollar limitations estimated the cost to be \$150,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Modify the payroll software to make correct deductions for employee tax-sheltered annuities.	(\$150,000)	\$0	\$0	\$0	\$0

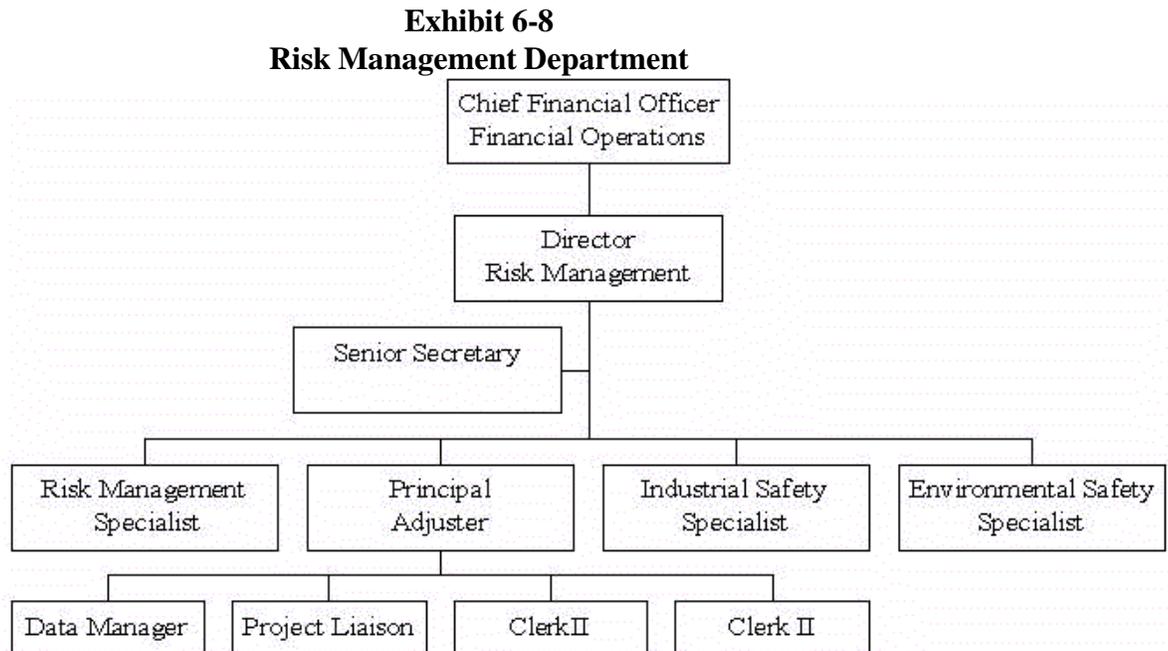
Chapter 6

A. EMPLOYEE BENEFITS AND RISK MANAGEMENT (PART 2)

Risk Management

The district's property and casualty insurance programs and workers' compensation insurance is managed by the director of Risk Management.

Exhibit 6-8 shows the Risk Management Department organization.



Source: DISD Superintendent's Office.

The Risk Management Department duties include:

- Purchasing insurance for property and casualty risks;
- Managing the district's workers' compensation self-insurance program;
- Processing including workers' compensation and unemployment insurance claims;
- Conducting safety-training programs; and
- Investigating safety hazards and performing risk assessment studies.

Property and Casualty Insurance

Property and casualty insurance includes coverage for facilities, vehicles, equipment, personal injury, professional and general liability and student travel. **Exhibit 6-9** provides details of DISD's property and casualty policies currently in force.

Exhibit 6-9
DISD Property and Casualty Coverage
August 31, 2000

Category	Premium	Limits	Deductible	Description of Coverage
Property	\$536,427	\$1,749,871,323	\$250,000	Real and personal property.
Boiler & Machinery	\$35,942	\$25,000,000 per accident, \$100,000 expediting expenses	\$1,000 per accident	Covers sudden and accidental breakdown of boilers, any refrigeration system, and other types of equipment.
Paving Bond	\$50	\$2,000	None	Protects the City of Dallas for damage the district caused to City property during construction.
Tax Assessor & Collector's Bond	\$887	\$50,000	None	The DISD Tax-Assessor is bound to faithfully perform all duties of appointment and to account for all monies.
Treasurer's Bond	\$9,700	\$2,000,000	None	The DISD Treasurer is bonded to faithfully perform all duties of appointment and honestly account for all monies.
Treasury Excess Policy	\$6,647	\$1,750,000	None	Covers 5 employees in treasurer's office, CFO and Asst. CFO for dishonest acts in

				excess of Public Employees Honesty Bond.
Public Employees Honesty	\$8,630	\$250,000	\$5,000 per occurrence	Covers loss sustained through fraudulent or dishonest acts or acts committed by employees. Includes acts by board members.
Commercial Crime	\$1,572	On or off premises \$20K cash, \$10K checks	\$1,000 per occurrence	Bond coverage is for theft, disappearance and destruction of monies, securities kept at 3700 Ross Avenue
Student Health Liability	\$1,046 (1 yr.) \$4,446 (1yr.)	\$500,000	None	Covers loss arising from students participating in non-paid internships at hospitals and doctor's offices.
Safety / Security Officers Bond	\$5,265	\$1,000 bond each officer	None	Covers loss arising when security officer fails to turn over monies or property to proper person.
Auto Liability	\$140,656	Bodily Injury: \$100K per person \$300K per occurrence. Property damage: \$100K per occurrence	\$25,000 per occurrence	All sums DISD is obligated to pay in damages up to policy limits arising out of bodily injury or property damage.
Commercial General Liability	\$8,505	\$1M per occurrence \$1M aggregate	\$500 per occurrence	Covers loss from bodily injury or property damage liability for which DISD becomes legally liable.

				including leased buildings, special events and Hotel Training Program.
Asbestos Transporter's Liability	\$5,670	\$1M limit \$2M aggregate	\$5,000 per occurrence	Liability coverages for DISD asbestos transport drivers.
Pollution Liability	\$4,706	\$1M per occurrence \$1M aggregate	\$5,000 per occurrence	Covers off-site clean-up, third party liability and defense costs with respect to 13 storage tanks operated by DISD.
Hotel Training Medical	\$310	\$10,000 accident medical \$5,000 Acc. Death & Dismemberment	None	Provides minor medical coverage for students with internships at hotels.
Graduation Liability	\$2,940 (all events)	\$1M per occurrence, \$1M aggregate	\$500 per occurrence	Covers commercial general and professional liability for four non-district sites for graduation exercises. Includes DISD employees, students and guests.
Athletic Insurance	\$756,000 (1 st yr. of 3 yr. policy)	\$25,000 per accident	None	Provides medical expenses for athletes at school or on the road. Includes benefits for accidental death, dismemberment or loss of sight.
Athletes Catastrophic Insurance	\$9,000 (1 st yr of 3 yr policy)	\$5M per accident	\$25K within 2 yrs or \$10K within 1 yr.	Provides medical expenses for athletes at school or on the road. Includes benefits for accidental death, dismemberment or loss of sight.

Auto Property Damage	\$368	Replacement cost of vehicle	\$1,000	Covers comprehensive and collision damage.
Lawyers Professional Liability	\$21,888	\$3M	\$25K	Pays and defends all employed lawyers for damages made against them while rendering professional services for DISD.

Source: DISD Risk Management Office.

FINDING

The director of Risk Management produces a Risk Management Annual Report that provides a comprehensive overview of the district's insurance programs (excluding health insurance), including cost of risks associated with workers' compensation, unemployment, employee injuries, vehicle operations and other property claims. The report tracks annual costs, number of claims and accidents for each type of risk and appears to be an excellent tool for analyzing trends for purposes of controlling the district's risk costs. The report was produced in color for the first time for fiscal 2000 and distributed to management to bring more attention to safety issues. **Exhibit 6-10** provides a summary of the district's cost of risks taken from the fiscal 2000 report.

Exhibit 6-10

Cost of Risk Summary

	1995-96	1996-97	1997-98	1998-99	1999-00
<i>Number of Losses</i>					
Auto Liability	72	88	96	99	97
Property	0	0	0	0	2
Workers' Compensation	2,379	2,406	2,359	2,323	2,237
Athletics	0	0	0	306	371
Other	0	3	1	1	0
Total	2,451	2,497	2,456	2,729	2,707

<i>Total Incurred</i>					
Auto Liability	\$109,803	\$63,646	\$89,501	\$122,489	\$164,388
Property	0	0	0	0	\$1,004,660
Workers' Compensation	\$6,249,352	\$7,187,233	\$6,926,714	\$8,443,691	\$8,404,185
Athletics	0	0	\$561,927	\$793,551	\$558,682
Other	0	0	\$27,000	\$25,198	0
Total	\$6,359,155	\$7,250,879	\$7,605,142	\$9,384,929	\$10,131,915
<i>Self-Insured Cost (includes deductible)</i>					
Auto Liability	\$177,699	\$121,343	\$84,207	\$63,014	\$68,411
Property	0	0	0	0	\$500,000
Workers' Compensation	\$6,249,352	\$7,187,233	\$6,926,714	\$8,443,691	\$8,404,185
Athletics	0	0	0	0	0
Other	0	\$193,617	\$5,000	\$5,000	0
Total	\$6,427,051	\$7,502,193	\$7,015,921	\$8,511,705	\$8,972,596
<i>Premium Cost</i>					
Auto Liability	\$185,000	\$185,000	\$180,090	\$130,656	\$140,656
Property	\$808,881	\$808,881	\$748,269	\$510,700	\$510,700
Workers' Compensation	0	0	0	0	0
Athletics	0	0	\$567,360	\$567,360	\$750,432
Other	\$112,197	\$91,561	\$88,481	\$88,885	\$110,956
Total	\$1,106,078	\$1,085,442	\$1,584,200	\$1,297,601	\$1,512,744
<i>Cost of Risk</i>					
Auto Liability	\$362,699	\$306,343	\$264,297	\$193,670	\$209,067
Property	\$808,881	\$808,881	\$748,269	\$510,700	\$1,010,700
Workers' Compensation	\$6,249,352	\$7,187,233	\$6,926,714	\$8,443,691	\$8,404,185
Athletics	0	0	\$567,360	\$567,360	\$750,432

Other	\$112,197	\$285,178	\$93,481	\$93,885	\$110,956
Total	\$7,533,129	\$8,587,635	\$8,600,121	\$9,809,306	\$10,485,340

Source: DISD Risk Management Office.

Overall risk costs increased \$670,034 (\$10,485,340 - \$9,809,306) or 6.9 percent in fiscal 2000 from 1999. Most of the increase is attributable to increased deductible expense totaling \$500,000 (\$1,010,700 - \$510,700) on the district's property insurance from fire related damages sustained at two high schools. Deductibles are amounts paid first by the district for any losses incurred before any insurance payments are made. Additionally, the district's athletic insurance premiums increased by \$183,072 due to losses from several football-related injuries.

The Risk Management Department is also producing a Web page that will include all claims forms and documentation. This will enable claims to be processed automatically and more efficiently. Beginning in 1999, all incoming mail related to workers' compensation claims is scanned and paper archived for more efficient storage and access.

Another management tool under development by the Risk Management Department is a Building Detail Report. The report will be an overview of every DISD facility and will include pictures of the facility, building characteristics, valuations and safety features including location of utility cutoffs and fire protection. The report will be on-line and is designed for use by the district for both insurance and safety and security purposes.

COMMENDATION

The district's Risk Management Department captures the cost of property, casualty and workers' compensation risks through the development and implementation of several useful management tools and reports.

FINDING

The district does not have professional liability insurance covering employees and school board members. Currently, the district purchases a lawyers' professional liability policy that costs \$21,888 to cover lawyers who are employees of the district. The policy pays and defends the lawyers for lawsuits and damages made against them while rendering professional services for the district. The policy was purchased at the request of several lawyers formerly employed by the district who were concerned about being sued personally while performing legal work for the district.

As employees of the district, attorneys, other school employees and board members are covered by the district's public employees honesty policy that covers losses sustained from fraudulent or dishonest acts such as theft of property committed by employees or board members. The policy however does not extend to employees or board members for other civil actions that may be brought against them or the district. DISD and the Board of Trustees are currently defendants in a number of lawsuits dealing with employment-related issues, civil rights violations and contract related issues.

According to the director of Risk Management, the Board of Trustees has requested insurance that would cover board members individually and pay legal costs and potential damages sustained in lawsuits. Houston ISD has an errors and omission policy that provides professional liability coverage for all employees of the district including board members. According to the Houston ISD risk manager, the policy covers board members and employees acting under the course and scope of their employment and costs the district approximately \$600,000 annually.

Although DISD does not have professional liability insurance covering employees and board members, the district recognized the potential risks of lawsuits against the district and established a special arrangement with the Texas Association of School Boards (TASB) Risk Management Fund. According to the associate executive director for TASB, the arrangement was *"initially established to provide a source of money for DISD's legal liability expenses including attorney's fees, judgments and preventive law activities."* Effective September 1, 2000, DISD canceled its membership in the Risk Management Fund; the balance of the fund is more than \$2.5 million, which will be returned to the district's general fund.

As of January 25, 2001, the district had 69 active legal cases. Given the litigious climate in general and the high turnover among top DISD administrative officials it is certainly prudent for the district to explore options available to limit the district's exposure to lawsuits and provide some immunity for judgments against board members and employees. Under the Texas Tort Claims Act (TTCA), school districts are entitled to governmental immunity from most state law claims. The TTCA's one exception is that school districts may be held liable for claims involving motor vehicles. The district has general liability automobile insurance policies.

According to a Texas Department of Insurance's guide for Texas School Districts, school districts *"should not depend on the doctrine of governmental immunity to protect it from lawsuits. Monetary damages collectible from a school district might be limited by the Texas Tort Claims Act depending on various circumstances to which the Act applies."*

And in a recent U.S. Supreme Court Case, a school district was held liable for "active indifference" in a case involving student sexual harassment.

District officials told TSPR they plan to issue a request for proposal to obtain professional and school board liability insurance coverage in June 2001.

Recommendation 98:

Review the district's potential civil and professional liability risks for board members and employees and develop a strategy for insuring those risks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director of Risk Management to work with the district's legal department to prepare an assessment of the district's civil liability risks and professional liability risks of the board and employees.	August 2001
2.	The director of Risk Management obtains quotes from insurance companies for errors and omission/professional liability coverage to analyze costs of insurance versus self insuring the risks.	September 2001
3.	The director of Risk Management and the Legal Department submit a report to the superintendent for review and approval outlining a recommended strategy for insuring the district and its employees against potential legal actions.	October 2001
4.	The superintendent submits a recommendation to the board for approval and implements the strategy.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

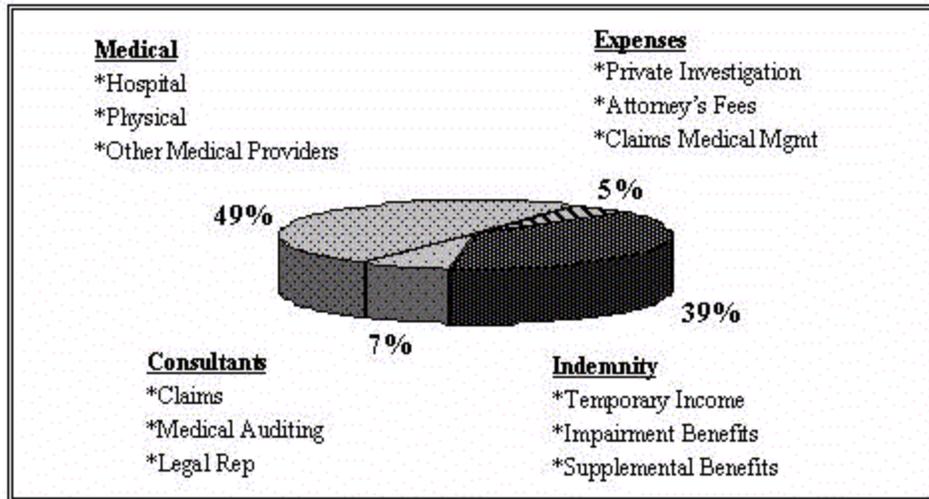
Workers' Compensation

The district self funds its workers' compensation coverage. Self-funded means the district assumes the risk of loss and pays all claims rather than paying an insurance company to assume the risk.

As shown in **Exhibit 6-10**, workers' compensation costs declined by 2 percent in fiscal 2000 after increasing by 22 percent in fiscal 1999. The director for Risk Management attributes the decrease to an aggressive medical bill-auditing program and the district's safety training and incentive programs. According to the director for Risk Management, the

increase in workers' compensation costs beginning in fiscal 1999 was primarily attributable to increased medical costs. As shown in **Exhibit 6-11**, medical expenses account for 49 percent of all workers' compensation costs.

Exhibit 6-11
How Workers' Compensation Dollars Are Spent
Fiscal 2000



Source: DISD Risk Management Annual Report.

Exhibit 6-12 compares DISD's average number of claims and incurred cost per claim to its peer districts. Although the number of claims filed by DISD employees is higher than its peer average, its cost per claim is much lower than its peer group. In fact, DISD's cost per claim is less than half of HISD's cost per claim. The district's cost per claim also decreased more than its peers.

Exhibit 6-12
Workers' Compensation Claims and Incurred Cost per Claim
DISD and Peer Districts-Fiscal 1998 through 2000

District	Three-year Average		Three-year Annual Rate of Growth (Decline)	
	Number of Claims	Incurred Cost Per Claim	Number of Claims	Incurred Costs per Claim
Houston	3,024	\$7,357	2.2	(26)
Fort Worth	1,044	\$5,252	6	14
Austin	686	\$3,056	No Info	No Info

Dallas	2,360	\$3,024	(2.6)	(29.6)
Peer Average (without Dallas)	1,584	\$4,638	4.1	(6)

Source: DISD's Workers' Compensation Claims Reports Fiscal 1998 through 2000 and peer surveys.

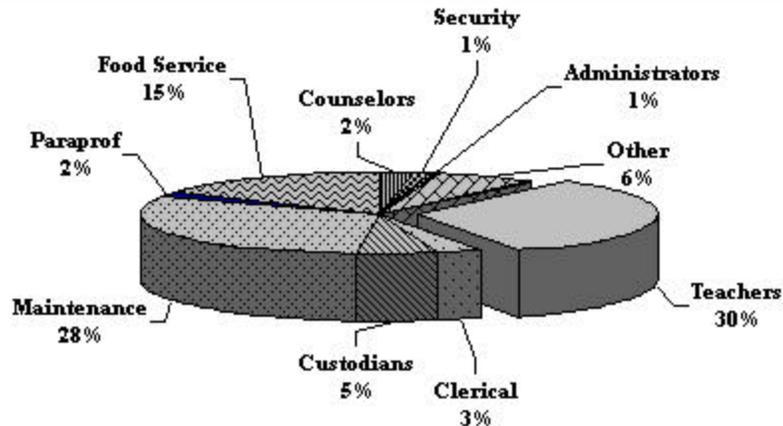
Note: El Paso and San Antonio data not provided. Austin's incomplete data not included in Peer Averages.

FINDING

The director of Risk Management has implemented a number of safety initiatives to target areas within the district that are considered high risk in terms of the number and cost of claims incurred.

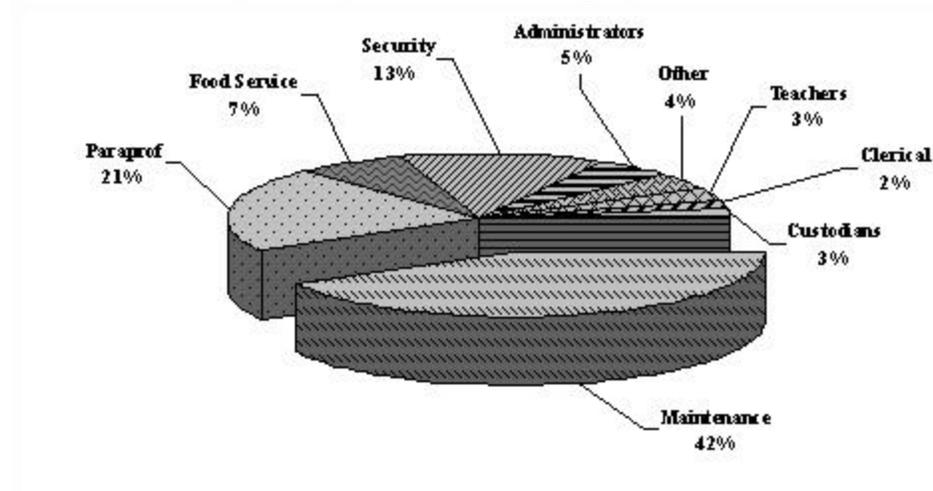
As shown in **Exhibit 6-13**, teachers account for 30 percent of the cost of injuries by job. However, as shown in **Exhibit 6-14**, teachers account for only three percent of the cost of injuries by job per 100 employees. On the other hand, maintenance workers account for 42 percent of the cost of injuries by job per 100 employees and 28 percent of the cost of injuries by job.

Exhibit 6-13
Cost of Injuries by Job - Fiscal 2000



Source: DISD Risk Management Annual Report.

Exhibit 6-14
Cost of Injuries by Job Per 100 Employees - Fiscal 2000



Source: DISD Risk Management Annual Report.

In an effort to promote awareness of safety issues and reduce safety-related accidents, the director of Risk Management developed and implemented a Safety Coordinator Certification program to train safety coordinators throughout the district. A coordinator is assigned to each school and department and receives two to four hours of training each year. The coordinator's responsibilities are shown in **Exhibit 6-15**.

Exhibit 6-15
Safety Coordinator Duties and Responsibilities

- Act as a liaison with Risk Management on safety related issues.
- Implement safety activities such as quarterly safety surveys, monthly safety meetings, hazard communication training and make up the Risk Profile Score of their assigned department.
- Identify safety training needs - and know how to obtain needed training.
- Identify hazards needing correction - and be able to obtain necessary corrections.

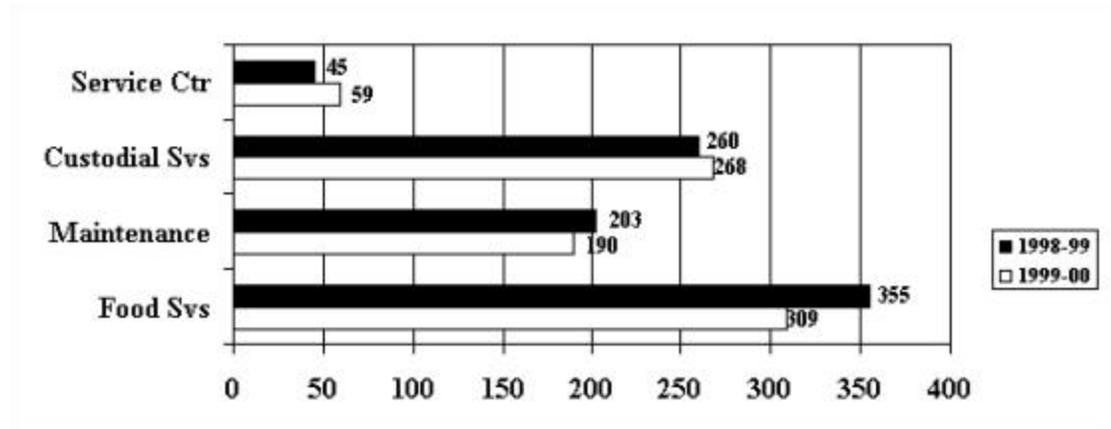
Source: DISD Risk Management Office.

The coordinators are issued a Safety Coordinator Resource Manual, a six-minute video that introduces the district's Accident Prevention Plan, the Risk Profile Score Sheet used to assess a department's risk profile and safety issues and a Safety Survey Form. The coordinator's training includes a review of the Texas Hazard Communication Act requirements, Material Safety Data Sheets, chemical product lists and container labels.

The fiscal 2000 Risk Management Annual Report says risk management "provided safety training to more than 3,500 employees, performed safety inspections for 125 facilities and investigated and provided assistance upon request to 137 facilities." The district's efforts to identify and target high-risk areas contributed to decreases in both the number of claims and cost of claims as shown in **Exhibit 6-16** and **6-17**. Some specific measures implemented by the Risk Management office to help minimize accidents include:

- Purchasing special footwear coating for custodial workers to reduce slip and fall accidents;
- Conducting special training on machine handling techniques and emphasizing "lock out-tag out" procedures for equipment;
- Providing protective eyewear (such as goggles) and training on the safe use of electrical and other high-risk equipment; and
- Providing training on confined space issues, OSHA requirements and proper lifting techniques.

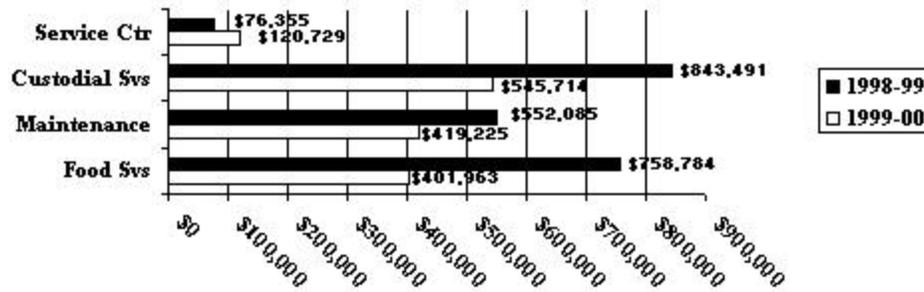
Exhibit 6-16
High Risk Areas - Number of Claims
Fiscal 1999 and 2000



Source: Risk Management 2000 Annual Report.

Exhibit 6-17
High Risk Areas - Cost of Claims

Fiscal 2000 and 1999



Source: DVISD's Risk Management 2000 Annual Report.

The district also has a safety incentive program to encourage employees and departments to participate in loss control efforts. Financial incentives are awarded to departments and employees based on a risk profile scoring system developed and maintained by the Risk Management Department. At least 50 percent of the incentive money awarded must be used to purchase safety-related items.

A return to work program was implemented during fiscal 2000 that includes a "fitness for duty" component. If a supervisor believes an employee is abusing sick leave, then the district can request the employee be examined by an independent physician to determine if the employee is physically able to perform their duties.

In an effort to control rising health care costs, the district uses a third party medical bill auditing firm to conduct pre-certification testing of employees and audits of medical bills. In the fiscal 2000 Risk Management Annual Report, Risk Management says it "saved the district \$3.4 million through cost containment methods, including medical bill auditing, pre-certifying hospital stays and medical peer reviews, etc." Additionally, the report states that risk management "collected \$155,166 for workers' compensation injuries, \$23,936 for auto damage and reduced annual unemployment claim payments by \$14,519."

COMMENDATION

The efforts to identify high-risk activities and to lessen the risks involved have reduced the number and cost of workers' compensation claims.

Chapter 6

B. FIXED ASSETS

DISD's chief financial officer has overall responsibility for fixed assets. A fixed asset accountant and other warehouse staff assist the chief financial officer in day-to-day fixed asset activities.

The Texas Education Agency (TEA) defines fixed assets as purchased or donated items that are tangible in nature, have a useful life longer than one year, have a unit value of \$5,000 or more and may be reasonably identified and controlled through a physical inventory system. TEA's *Financial Accountability System Resource Guide* requires that assets of \$5,000 or more be recorded in a fixed-asset group of accounts.

These guidelines also allow school districts to establish lower thresholds, for accountability and control purposes, for equipment costing less than \$5,000. For example, computer and audiovisual equipment costing less than \$5,000 does not have to be accounted for in the fixed asset group of accounts. Some districts, however, maintain lists of such assets for control and accountability purposes.

TEA guidelines also state:

"Certain fixed assets, such as furniture and equipment, should be inventoried on a periodic basis. Annual inventories taken usually at the end of the school term before staff members leave are recommended. Discrepancies between the fixed asset/inventory list and what is on hand should be settled. Missing items should be listed and written off in accordance with established policy."

DISD's policy of capitalizing fixed assets costing \$5,000 or more follows TEA's guidelines for capitalization of fixed assets. In addition, DISD maintains inventory records for control purposes of other assets costing less than \$5,000. **Exhibit 6-18** shows the balance of DISD's fixed assets as of August 31, 2000.

Exhibit 6-18
DISD Fixed Assets
As of August 31, 2000

Description	Balance 8/31/00	Percentage
-------------	-----------------	------------

Land and improvements	\$46,769,257	4.5%
Buildings and improvements	933,395,765	89.2%
*Furniture and equipment	55,338,404	5.3%
Construction in progress	10,169,509	1.0%
Total	\$ 1,045,672,935	100%

Source: DISD Audit Report.

**Includes Lease-purchase assets.*

The district purchased a Government Fixed Asset Management System (GFAMS) in September 2000, at a cost of \$185,000, but at the time of this review, was not yet operational. The new fixed asset accounting software will be able to interface with the bar code reader software. This new fixed asset accounting software will allow the district to conduct inventories using existing hand held bar code readers, which should produce a more accurate physical count.

FINDING

Fixed asset inventory procedures are inadequate. They do not ensure that accurate inventories are taken on an annual basis or that the district's records are adjusted to reflect actual inventory. The district's policy does not address how inventory records are to be adjusted to a physical count. Numerous items were not located during the review team's fixed asset tests conducted on campus visits. At some locations, assets are not identified by room, but by school or building, making it virtually impossible to find individual assets. Further, assets were not consistently tagged.

The district's procedures for requisition, receiving, accounting and identifying fixed assets are inadequate. The district has policies that address these issues but the policies are vague and do not call for specific procedures to implement policies. For example, the district policy states "the fixed asset staff will perform the necessary reconciliation of the inventory and will report the results to the principal or department manager, the appropriate superintendent and the internal auditor. The principal or department manager will be required to account for the missing equipment." This policy does not address how or who will adjust the inventory records, when the reconciliation will be performed or responsibilities the principal or department managers have for missing items. Another example, according to the district's policy, "Certain types of fixed assets such as maintenance, technology, music instruments, audio-visual equipment, certain athletic equipment, band uniforms, etc., require daily management by personnel assigned to those areas. Notwithstanding

the special program nature of these fixed asset items, those departments will be responsible for the accurate and timely maintenance of the fixed asset database..." This policy does not address how they will maintain records, custody or storage of the assets or the type of database to track assets. During TSPR's school visits, records were maintained on different systems and the data maintained on individual items was not consistent. As a result, the district's staff is not following these policies due to a lack of understanding and guidance.

Past efforts to strengthen fixed asset controls were nothing more than a band-aid approach to the problem when the district needed a comprehensive solution. Recommendations identified in the Texas Comptroller of Public Accounts' 1992 performance review of the district included, "conduct a complete update of the district's equipment inventory files, annually conduct an internal audit of the district's equipment inventory and establish a formal set of procedures for adding or deleting equipment from the district's inventory files." The Comptroller's office has developed best practices to assist local governments set up effective and efficient fixed assets management systems. These best practices offer a comprehensive solution to deficient fixed assets management systems and suggest steps to develop and maintain an effective system. Successful, effective systems contain these elements, which contemplate a "fresh start" and require the involvement of key individuals throughout the district. **Exhibit 6-19** summarizes these best practices.

Exhibit 6-19
Best Practices for an Effective Fixed Assets Management System

<p>Preliminary Steps</p>	<ul style="list-style-type: none"> • Identify individuals in the district who will have key fixed asset responsibilities and establish the nature of such responsibilities. • Devise policies and procedures governing capitalization thresholds, inventory, accounting, employee accountability, transfers, disposals, surplus and obsolescence, and asset sale and disposition. • Determine district fixed asset information needs and constraints. • Determine the hardware and software necessary to effectively manage the system.
<p>Creating the Fixed Asset Management System</p>	<ul style="list-style-type: none"> • Adopt a proposal setting up the fixed asset system including adoption of formal policies and procedures. • Create positions and job descriptions for those

	<p>with fixed asset responsibilities.</p> <ul style="list-style-type: none"> • Determine the design of the fixed asset inventory database and develop standard forms to match the format of computerized records. • Provide training as necessary. • Identify specific assets below the capitalization threshold that should be tracked for information purposes and safeguarding. • Budget the amount necessary to operate the fixed assets management system adequately.
Implementing the Fixed Asset Management System	<ul style="list-style-type: none"> • Inform all departments of the requirements, policies and procedures of the fixed assets system. • Ensure that assets to be tracked on the system have been identified and tagged. • Enter information into the fixed assets database. • Assign appropriate values to the assets in the database. • Establish location codes and custodial responsibility for fixed assets.
Maintaining the Fixed Asset Management System	<ul style="list-style-type: none"> • Enter all inventory information into the automated fixed asset system as fixed assets are received. • Assign tag numbers, location codes, and responsibility to assets as they are received. • Monitor the movement of all fixed assets using appropriate forms approved by designated district personnel. • Conduct periodic inventories and determine the condition of all assets. • Generate appropriate reports noting any change in status of assets including changes in condition, location and deletions. • Reconcile the physical inventory to the accounting records, account for discrepancies, and adjust inventory records. • Use information from the system to support insurance coverage, budget requests and asset replacements and upgrades.

Source: "Getting a Fix on Fixed Assets," City and County Financial Management, May 1999 Vol. 15 Issue 2.

The district does not have a centralized fixed asset computer system. Currently, the district is maintaining fixed assets on several different systems. These different fixed asset listings are sent to the fixed asset accountant to maintain on Excel spreadsheets.

Recommendation 99:

Develop and maintain a comprehensive fixed asset management system, which holds employees accountable and ensures that the district's fixed assets are properly identified, monitored and safeguarded.

Such procedures would include provisions that make specific assignments to employees that are involved in any fixed asset procedure. The procedures would also require documents to be prepared that list property that is assigned to individuals, such as personal computers, which the individual would sign, acknowledging their responsibility for reasonable care and safeguarding of the items.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer and fixed asset accountant identifies the GFAMS fixed asset system's capabilities and functions.	August 2001
2.	The fixed asset accountant coordinates with personnel responsible for fixed assets at each site and becomes familiar with their capabilities and/or limitations.	August 2001
3.	The fixed asset accountant drafts procedures and circulates them to interested parties for feedback and comments.	September 2001
4.	The fixed asset accountant submits a final draft to the chief financial officer for review and approval.	September 2001
5.	The fixed asset accountant introduces the reengineered fixed asset system to appropriate district employees and conducts training sessions to familiarize employees with fixed asset policies and procedures and the new automated system.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not conduct an annual physical inventory count. The district conducted its last inventory count during the summer of 1998. According to the district's policy each district location will be inventoried at least

once every two years. A third party vendor performed the 1998 inventory count and tagged assets at a cost of \$156,500. During this count, the vendor put bar codes on all items inventoried. Since 1998, the district puts bar codes on all items received at the various warehouses but not items received at the schools.

When items are received at locations other than the central warehouse, the appropriate department notifies the Controller's Office for tagging and entry into the fixed asset inventory database. Because the count was conducted during the summer, many storage areas and rooms were not accessible, therefore all items were not physically observed or counted. The Internal Audit Department outlined these problems in its July 20, 1999 Consolidated School Audit report.

KDFW, a local television station, recently reported that the district was missing dozens of televisions, VCRs, computers, musical instruments including a piano and approximately 30 portable buildings. Based upon a 1998 inventory list, it would be difficult to reconcile the district's actual inventory to determine whether these items were simply misplaced, were disposed of or were actually missing.

Recommendation 100:

Annually perform a physical inventory of all fixed assets.

Principals and school-level staff should be responsible for conducting the inventory at their school each year. The fixed asset accountant should provide the inventory listings to each campus each year to enable that to occur. The principals and school-level staff should verify the inventory identification numbers on the inventory list with the identification tags that have been affixed to the property.

The fixed asset accountant should audit the physical inventory on a sample basis. A sampling approach to taking a physical inventory should be implemented to allow for an increased number of necessary inventories. Rather than inventorying all items at a school, random and targeted sampling approaches should be used at each school each year, with particular focus on those items identified as theft-prone, or "hot items."

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The fixed asset accountant develops an annual physical inventory schedule that includes all district schools.	August 2001
2.	The principals and school-level staff, and the fixed asset accountant begins the physical inventories.	September 2001

3.	The fixed asset accountant monitors staff performance to ensure inventories are being performed at all district schools each year.	Ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

After the 1998 inventory, accounting records were not adjusted to reflect changes in counts. Inventory variances between warehouses, schools and the master listings are not investigated on a timely basis. In addition, the manual update of the master inventory record increases the risk for data input and reconciliation errors. Fixed assets and inventory records are maintained at several different locations-central receiving, food services, maintenance and facilities warehouses, other sites-throughout the district. These subsidiary inventory records are sent to the fixed asset accountant annually to update the master inventory listings. The master inventory listings are used for financial reporting purposes. This process is performed manually because the listings are not maintained on the same software systems. Updating the lists annually creates accountability problems.

Inventory records must be reconciled on a periodic basis to detect items that may be lost or stolen. If discrepancies are not investigated and adjusted, lost or stolen fixed assets may go undetected.

Recommendation 101:

Reconcile subsidiary and school inventory records to the master inventory listings on a periodic basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer and fixed asset accountant develop standardized policies and procedures for compiling inventory records at each location.	August 2001
2.	The fixed asset accountant advises and trains personnel responsible for maintaining inventory records on the policies and procedures.	August 2001
3.	Each department and school submits subsidiary inventory records to the fixed asset accountant.	September 2001
4.	The fixed asset accountant reconciles subsidiary and school	October 2001

inventory records with the master inventory listings and investigates variances.	and Ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The master inventory lists do not contain the cost or fair market value, age or useful life data on numerous items. There is no accurate inventory of historical fixed assets. The central services warehouse has maintained an inventory of acquisitions and deletions from 1999 through the present. The fixed asset accountant maintains the historical data. In 1998, the district contracted with an appraiser to conduct a districtwide review to provide fair market values for items where historical costs were not available. However, the appraised values were not used. The master inventory lists were not updated and variances were not investigated. Fixed assets are required to be recorded at cost or fair market value if cost is not available. Because the inventory was performed nearly three years ago, this information may be obsolete and no longer valid.

State and local governments, including school districts, are not required to depreciate their assets. A June 1999 Governmental Accounting Standards Board (GASB) Statement 34, however, now requires capital assets to be reported in the financial statements net of depreciation. Governments with total revenues of \$100 million or more must apply the statement for fiscal years beginning after June 15, 2001. This means DISD must begin complying with the provisions of the statement on September 1, 2001. GASB 34 requires districts to maintain cost or fair market value, age and useful life information for its depreciable assets. DISD does not maintain any of this required data.

Recommendation 102:

Update inventory records to include cost or fair market value, age and useful life information to be in compliance with Governmental Accounting Standards Board Statement 34.

This recommendation should be implemented after the completion of a districtwide physical inventory count.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The fixed asset accountant identifies all items without assigned	August 2001
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	cost or fair market value, age or useful life data.	
2.	The fixed asset accountant performs appraisals, obtains or estimates age and useful life data for individual items.	August 2001
3.	The fixed asset accountant assigns and records data into the new fixed asset accounting software.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not have a single department or individual responsible for the safekeeping of fixed assets and inventory records. Fixed asset records are stored or maintained at several different locations, including central receiving, food services, warehouses and at individual schools. Although reporting and accounting for fixed assets are the responsibilities of the fixed asset accountant, the district has not implemented accountability for the safekeeping of fixed assets. Definitive actions are not taken when assets are reported lost or stolen, other than filling out a form, completing a police report and submitting these reports to the fixed asset accountant.

The police reports are filed with DISD's Public Safety and Loss Prevention unit where instances are currently investigated. This unit, however, just recently initiated an investigative policy and has not followed through on stolen property. The police reports are not maintained and categorized, so the district is unable to identify risk areas and develop preventive procedures.

Recommendation 103:

Develop policies and procedures and assign responsibility for the safekeeping of fixed assets.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer and fixed asset accountant develop and implement procedures that assign responsibilities for the safekeeping of fixed assets and to track and monitor police reports to identify risk areas.	August 2001
2.	The fixed asset accountant accumulates and categorizes police reports in accordance with new policies and procedures.	August - September

		2001
3.	The fixed asset accountant develops controls and procedures to reduce the risk of loss of fixed-assets.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

There is no system in place to ensure that all fixed assets are tagged with a permanent, machine-readable label and placed on the fixed asset control system. The district's policy allows for certain types of fixed assets to be delivered to an end user. Many fixed assets, some by district policy and some by receiving the items in conflict with district policies, are delivered directly to individual schools. These assets include vehicles, mainframe computers, portable buildings, maintenance repair items, other large items or items that require special care. However, other items such as personal computers are required to be delivered to central receiving for tagging.

During TSPR's on-site school visits, the review team noted several personal computers were delivered directly to the school and were not tagged. The team also found, during fixed asset tests, that assets were not consistently numbered.

Recommendation 104:

Develop improved procedures to ensure all fixed assets are tagged and placed on the fixed asset control system.

Procedures should include a process that reconciles expenditures of fixed assets to the fixed asset control system. Procedures currently in place do not ensure that fixed assets purchased are tagged and placed on the fixed asset control system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer and fixed asset accountant develop revised procedures for tagging and a new procedure for reconciling fixed asset purchases to the fixed asset control system.	August 2001
2.	The fixed asset accountant trains personnel on the procedures.	September 2001

3.	The revised procedures are implemented.	September 2001
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 6

C. CASH AND INVESTMENT MANAGEMENT

Effective cash management provides a system of controls over the collection, disbursement and use of cash that results in an efficient use of available cash to generate investment income or reduce interest costs. It also involves establishing and maintaining beneficial banking relationships and forecasting timely and accurate cash requirements.

DISD'S cash for general operations is derived from three sources - local property taxes, state and federal sources. **Exhibit 6-20** shows a summary of the sources of cash for fiscal 2000.

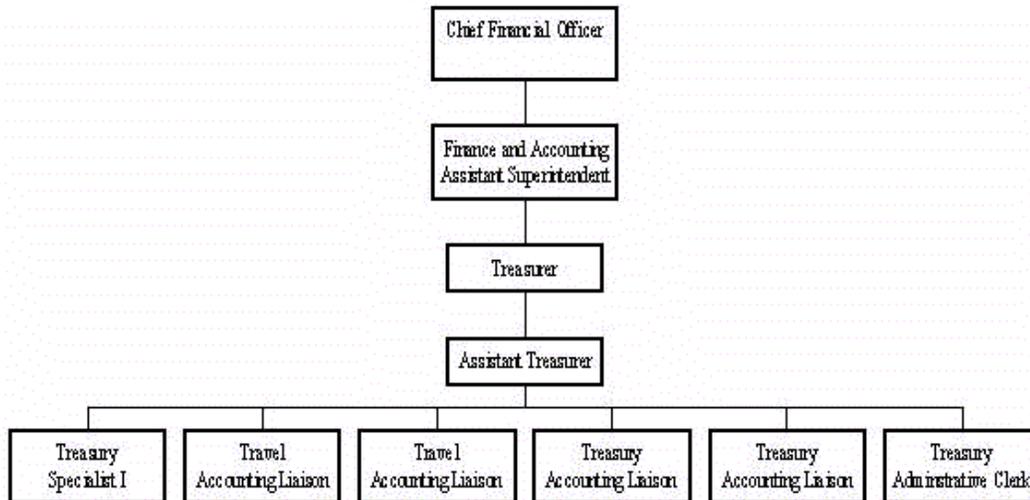
Exhibit 6-20
DISD Sources of Cash
Fiscal 2000

Cash Sources	Amount	Percent of Total	Increase over Fiscal 1999	Percent Increase
Local Funds	\$724,711,000	68.4%	\$53,735,000	8.0%
State Funds	224,637,000	21.2%	29,760,000	15.3%
Federal Funds	110,046,000	10.4%	3,936,000	3.7%
Total	\$1,059,394,000	100.0%	\$87,431,000	9.0%

Source: DISD Annual Report.

DISD's treasurer has day-to-day responsibility for managing the district's cash and investments and reports to the chief financial officer. **Exhibit 6-21** shows the organizational structure of the Treasury Department.

Exhibit 6-21
Treasury Department Organization



Source: DISD Superintendent's Office.

The treasurer's principal duties and responsibilities are to:

- Prepare and update cash forecasts to determine liquidity needs;
- Invest district funds on a short- and medium-term basis;
- Transfer funds between and among accounts as necessary to satisfy daily cash requirements;
- Process stop payments, wire transfers and debt service payments;
- Prepare the monthly investment report;
- Post cash and investment transactions to the general ledger;
- Process employee travel advances and reimbursements and reconcile the district's American Express card used for travel; and
- Process deposits and handle miscellaneous cash transactions.

The district's checking accounts are maintained under an operating agreement with its depository, Bank of America. The depository agreement was last bid in 1997 and in 1999 was extended for an additional two-year term through 2001. The extended agreement includes a 5-percent reduction in bank service fees. The bank receives payment for account maintenance, item processing and other services under a compensating balance arrangement, direct payment of fees or a combination of both. In a compensating balance arrangement, the bank applies an earnings credit rate to available cash balances each month. The earnings credit rate is based on the 90-day Treasury bill interest rate. Accounts are analyzed and settled monthly. If earnings-the earnings credit rate multiplied by the average collected balance-exceed the bank's monthly service charges, no service charge is due. If earnings are less than service charges, the bank invoices the difference each month. Since DISD invests most of its

available account balances, DISD pays the bank directly for the majority of its service charges.

In accordance with the Public Funds Investment Act (Act) under Section 2256.005 of the Texas Government Code, school districts must adopt local investment policies. The Act requires a written local investment policy, primarily emphasizing the safety of principal and liquidity, and addressing investment diversification, yield, maturity and the quality and capability of investment management. The Act also requires the district's investment policy include the following elements:

- a list of the types of authorized investments in which the funds of the school district may be invested;
- the maximum allowable stated maturity of any individual investment owned by the school district;
- the maximum allowable average dollar-weighted maturity-based on the stated maturity date of the portfolio-of any individual pool invested in by the school district; and
- a separate written investment strategy for each fund under its control.

The investment strategy must describe the investment objectives for the fund using the following defined priorities in order of importance:

- understanding of the suitability of the investment to the financial requirements of the entity-the investment must fit within the guidelines of the district's investment policy;
- preservation and safety of principal-the investment objective should focus on low risk investments such as government bonds and money market securities;
- liquidity-the investment must be easily convertible to cash without significant loss;
- marketability-the investment should be able to be bought and sold quickly and easily;
- diversification-spreading of risk by putting assets in several categories of investments; and
- yield-the rate of return or profit on the investment expressed as an annual percentage rate.

Each school district must customize its policies to meet defined board and administrative objectives as defined. objectives. School districts are required to annually review their investment policies and strategies.

FINDING

DISD's cash management system begins with useful information in the form of a cash forecast to determine liquidity needs. DISD prepares a comprehensive and detailed cash projection worksheet using a computerized spreadsheet program. The worksheet is a rolling annual forecast of daily cash receipts and disbursements and is categorized by funding source for both cash inflows and outflows. Actual activity is reconciled daily as a basis for adjusting projections, which form the basis of the district's investment decisions. **Exhibit 6-22** presents an excerpt from the district's cash flow projection worksheet.

Exhibit 6-22
Cash Flow Worksheet

	28-Feb	1-Mar	2-Mar	3-Mar	4-Mar
BEGINNING BALANCE		50,000	50,000	50,000	50,000
Cash Inflows:					
TX Education Agency			750,000		
Tax Revenue		523,152	523,152		
Commercial Deposits					
Sweep In					
Special Revenue					
NHIC Medicaid					
JROTC					
Other					
Transfers from Federal Fund			200,000		
Transfers from BOA GF Money Mkt					
Trans In fr Non-GF MM or Pools					
Transfers from TexPool					
Transfers from MBIA Inv Pool					
Transfers from LOGIC Inv Pool					
Transfers from Lone Star Inv Pool					
Investment Maturity & Interest					
Total Cash Inflows	-	523,152	1,473,152	-	-
Cash Outflows					
Federal WH Taxes-Form 941					
Child Support					
Credit Union					
Edison					
Nylcare					
Savings Bonds					
Spending Trust					
Teachers Retirement					
TWC Unemployment					
Bank Fees & Supplies					
Fujitsu					
Unisys					
Procure Card					
Risk Mgt. Misc.					
Trans Tax Portion to I & S					
Purchase Investments					
ACCOUNTS PAYABLE		1,069,751	1,069,751		
PAYROLL			2,993,964		
OLD PAYROLL					
DEBT SERVICE		1,208,378			
Sweep Out					
Trans to BOA Genl Fund MM					
Other					
Total Outflows	-	2,278,129	4,063,715	-	-
Net Change/Ending Balance	-	(1,704,977)	(2,540,563)	50,000	50,000
Transfers to/fr BOA MM	-	(1,704,977)	(2,540,563)	-	-
Genl Fund Investments					
Genl Fund BOA Money Market	57,668,191	55,963,214	53,422,651	53,422,651	53,422,651
Genl Fund Securities	240,000,000	240,000,000	240,000,000	240,000,000	240,000,000
Genl Fund Texpool Inv Pool Bal	75,000,000	75,000,000	75,000,000	75,000,000	75,000,000
Genl Fund MBIA Inv Pool Bal	102,874,468	102,874,468	102,874,468	102,874,468	102,874,468
Genl Fund LOGIC Inv Pool Bal	22,833,321	22,833,321	22,833,321	22,833,321	22,833,321
Genl Fund Lone Star Inv Pool Bal	80,406,900	80,406,900	80,406,900	80,406,900	80,406,900
Total General Fund MMs & IPs	578,782,879	577,077,902	574,537,339	574,537,339	574,537,339

Source: DISD Treasury Department.

COMMENDATION

DISD prepares a comprehensive annual forecast of daily cash flows that is updated and reconciled daily.

FINDING

The district maintains five checking accounts for normal business operations. **Exhibit 6-23** summarizes funds held in the district's checking accounts as of August 31, 2000 and describes the account's purpose.

**Exhibit 6-23
DISD Bank Accounts
As of August 31, 2000**

Account Name	Balance at August 31, 2000	Purpose of Account
General	\$149,373	Receives state and local funds and main operating account.
Payroll Controlled Disbursement Account	\$0	Disburse payroll checks.
Accounts Payable Controlled Disbursement Account	\$0	Disburse vendor payments.
Federal Fund	\$141,640	Food service concession receipts and disbursements including federal funds from National School Breakfast, Lunch, Commodity Supplemental and Summer Feeding programs.
Spending Trust	\$90,015	Flexible benefit account for employee contributions and reimbursements.
Total	\$381,028	

Source: DISD Finance and Accounting - Treasury Department.

As shown in **Exhibit 6-24**, DISD has fewer bank accounts than any of its peer districts resulting in lower bank service fees and less employee time administering the accounts.

**Exhibit 6-24
Number of Bank Accounts for DISD and Peer Districts
Fiscal 2000**

District	Number of Bank Accounts
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Austin	9
Dallas	5
El Paso	15
Fort Worth	16

Source: DISD and Peer Districts.

Note: Houston and San Antonio data not provided.

DISD also employs a number of cash management techniques and services that improve its ability to manage its cash efficiently, maximize earned interest on idle funds and guard against fraudulent use of its accounts.

- The district uses controlled disbursement accounts for both payroll and accounts payable checks. The controlled disbursement accounts are zero balance accounts that allow the district to gain maximum control over their disbursements. The district knows the exact amount of checks clearing on these accounts early each day. With this knowledge, the district can calculate its cash position and make more informed investment decisions to maximize potential investment opportunities. This feature also improves the float on district deposits, thereby allowing cash to stay invested longer. Float is the time between when the district writes a check and the bank deducts it from the account.
- DISD uses a computerized balance and transactional reporting software program to access information on its bank accounts. The personal computer-based program allows the district to view the previous day's account balances and current day controlled disbursement clearing totals, issue wire transfers, transfer funds between accounts and make bank reconciliations. This information also allows the district to easily and accurately update its cash forecast and manage its cash daily.
- The district recently implemented two processes—a laser check system and positive pay service—in an effort to thwart checking account fraud. The laser check system allows the district to print its checks in-house as opposed to purchasing pre-printed checks. The laser check's watermarks—distinguishing characteristics—are very difficult to duplicate and the system's control features make it very difficult for unauthorized individuals to print checks. The positive pay is a service provided by the district's bank that flags differences between checks presented for payment and legitimate checks issued and approved by the district. Each day, the district electronically transmits check data to the bank. As checks are presented for payment, the bank compares them to the list of approved checks. Checks that match are cleared for payment.

Checks that do not are flagged as exceptions and are not paid until the district clears them for payment.

These services and techniques are sound management practices that promote efficiency and improve earnings potential for the district.

COMMENDATION

DISD manages its cash efficiently and effectively by using a small number of bank accounts and employing sound cash management techniques.

FINDING

DISD ensures its operating funds are invested daily. Treasury department staff obtain interest rates daily from the district's depository bank, broker/dealer network and investment polls and consult with the treasurer to determine which investment vehicle offers the best advantage to the district. The broker/dealer network is a list of 12 board-approved investment firms that the district uses to purchase investment instruments such as agency obligations, treasury bills and money market funds. In accordance with the Act, the district annually reviews the list of investment firms and recommends to the Board of Trustees those firms that meet the district's qualifications. Treasury department staff obtain quotes from at least three of the firms on a rotating basis and select the best deal for the district.

The district uses a variety of investment instruments including money markets, investment pools and individual fixed-income securities that are allowed by the Act. The investment portfolio consists of both general operating and special purpose funds. **Exhibit 6-25** summarizes the district's investment portfolio by fund and **Exhibit 6-26** summarizes the investment portfolio by type of investment.

**Exhibit 6-25
Investment Portfolio by Fund
August 31, 2000**

Fund Description	Description	Book Value at August 31, 2000	Percent of Total
General Fund	State and local taxes designated for general school operations	\$167,597,090	83.0%
Tax Abatement Fund	Revenues from entities granted tax abatements by DISD	2,776,765	1.4%

Unisys Student Records Fund	Remaining balance from a \$10 capital lease program to purchase computers for student records initiative	819,803	0.4%
Fujitsu Fund	Balance of telephone system initiative to upgrade the district's telephone system	7,170,579	3.6%
Interest and Sinking Fund	Debt service fund for general obligation bonds	22,450,542	11.1%
1995 Bond Fund	Balance of funds remaining from 1995 Bond Issue	1,124,686	0.6%
	Total Investment Portfolio (excluding school funds)	\$201,939,465	100.0%

Source: DISD Treasury Department.

Exhibit 6-26
Investment Portfolio by Type of Investment
August 31, 2000

Type of Investment	Description	Book Value at August 31, 2000	Percent of Total	Average Yield
Investment Pools	Public investment funds that allow government entities to pool idle cash with other government entities to achieve liquidity, safety of principal and the highest possible investment return. Participating entities own a pro-rata share of the underlying assets of the fund in which they participate.	\$115,306,449	57.1%	6.5%
Money Markets	Pooled funds registered and regulated by the Securities and Exchange Commission that invest in highly liquid and safe, short-term, fixed-income securities.	81,936,828	40.6	6.4%

Agency Obligations	Obligations issued by U.S. government agencies such as the Federal National Mortgage Association (Fannie Mae).	2,160,400	1.0	6.0%
Texas Association of School Boards	Risk Management Fund for legal liability expenses including attorneys' fees and potential judgments.	\$2,535,788	1.3%	6.8%
Total		\$201,939,465	100%	
Consolidated Yield				6.35%
Average Yield 90-day Treasury Bill				6.14%

Source: DISD Treasurer's Office.

Note: Consolidated yield is the rate of return on the district's overall portfolio, taking into account the total of annual interest payments from all investments, the purchase price of agency obligations and other bonds, the redemption value and the amount of time remaining until bonds mature. A treasury bill is a short-term, discounted government security sold through competitive bidding at weekly and monthly auctions in denominations from \$10,000 to \$1 million. Treasury bills are the most widely used of all government debt securities. The average yield is the average rate of return on Treasury bills having a maturity of 90 days.

As is the case with many school districts, DISD uses the 90-day Treasury bill rate as its benchmark for purposes of measuring the investment performance of its portfolio. As shown in **Exhibit 6-26**, the district's average yield as of August 31, 2000 was 6.35 percent, or .21 percent higher than the average 90-day Treasury bill rate. The Act's list of allowed investments includes all fixed-income securities that are safe, highly liquid and marketable. Within these strict guidelines, the 90-day Treasury bill rate is an appropriate benchmark for the district to measure its portfolio's performance. The district's written investment policies, procedures and investment portfolio composition are in compliance with the Act.

The district also ensures that 100 percent of its operating funds are invested each day by using an overnight-automated sweep repurchase agreement with its depository bank. The investment is fully collateralized by U.S. Government Securities and allows the district to earn interest on funds remaining in the operating account at the end of each business day by investing them overnight. On the next business day, the funds are transferred back to the operating account with interest earned.

COMMENDATION

The district's cash is invested in accordance with state law and the use of a sweep account ensures that all idle funds are invested each day.

Chapter 6

D. BOND ISSUANCE AND INDEBTEDNESS

The chief financial officer is responsible for the issuance of bonds, debt obligations and refinancing. The day-to-day activities are delegated to the Bond Program office and the treasurer. In the last approved bond election in 1992, voters approved \$275 million for the construction, renovation and improvement of school facilities. **Exhibit 6-27** presents a summary of project costs incurred through August 31, 2000 for construction contracts exceeding \$5 million. **Exhibit 6-28** presents outstanding bond indebtedness as of August 31, 2000.

Exhibit 6-27
Major Bond Fund Construction Projects
Costs Incurred As of August 31, 2000

Project	Final Total Cost	Completion Date
Townview Magnet Center	\$35,166,223	1995
Thomas Tolbert School	\$7,352,001	1996
Mary McLeod Bethune School	\$7,242,610	1996
Gilbert Cuellar Sr. School	\$7,833,985	1996
Onesimo Hernandez School	\$9,437,058	1996
Julian T. Saldivar School	\$7,005,741	1996
John F. Kennedy Learning Center	\$12,683,422	1996
Pleasant Grove School	\$7,675,280	1996
Maria Moreno School	\$7,533,953	1996
Eduardo Mata School	\$7,691,217	1997
Anne Frank School	\$7,367,870	1997
Moises Molina High School	\$26,864,261	1997
Raul Quintanilla Middle School	\$14,996,028	1997
Cesar Chavez Learning Center	\$10,204,677	1997
Louise Wolff Kahn School	\$8,626,077	1997
Esparanza "Hope" Medrano School	\$9,879,051	2000

Total	\$187,559,454	
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Source: DISD (Facility Bond Program).

Exhibit 6-28
DISD Outstanding Indebtedness
As of August 31, 2000

Description	Interest Rate	Amount
General Obligation Bonds-Series 1993	4.75 - 5.75%	\$118,455,000
General Obligation Bonds-Series 1995	5.3 - 5.8	46,775,000
General Obligation Bonds-Series 1999	2.97 - 4.75	163,360,000
Capital Appreciation Bonds-Series 1995	6.4	9,317,000
Capital Appreciation Bonds -Series 1999	4.05	6,865,000
Contractual Obligation Bonds-Series 1994	4.3 - 5.3	2,275,000
Contractual Obligation Bonds -Series 1995	4.0 - 4.8	7,680,000
Contractual Obligation Bonds-Series 1996	4.2 - 6.2	4,725,000
Capital leases	4.44 - 6.89	29,776,000
Total		

Source: DISD Treasury Department.

FINDING

In February 1999, the district issued \$165.5 million of Unlimited Tax Refunding Bonds, Series 1999. Refunding bonds are issued to repay principal and accrued interest on older outstanding bonds. The purpose of refunding older bonds is to reduce interest cost or reschedule bond maturities to coincide with district objectives. The treasurer monitors the interest rates very closely for investment purposes and compares the current rates to the rates of their bond obligations. When savings can be incurred, the treasurer recommends to the chief financial officer to issue refunding bonds. The bonds were used to refund \$20.6 million of the Unlimited Tax School Building and Refunding Bonds, Series 1993 and \$144.9 million of the Unlimited Tax School Building and Refunding Bonds, Series 1995. As a result, the present value of interest saved was \$5 million.

COMMENDATION

The district's aggregated debt service decreased approximately \$28.9 million and had a net present value interest savings of \$5 million.

Chapter 7

FINANCIAL MANAGEMENT

This chapter addresses the financial management functions of Dallas Independent School District (DISD) in the following sections:

- A. Budget Development and Monitoring
- B. Accounting Operations
- C. Internal/External Auditing
- D. Tax Collections
- E. Public Education Information Management System (PEIMS) Reporting

Financial management enables school districts to use cash, employees, land, buildings, equipment and supplies efficiently to support the educational process and ensures that adequate resources are available for educating the next generation. Effective financial management involves:

- designing organizational structures and hiring qualified employees to ensure that financial activity is properly recognized, managed, and reported;
- developing budgets to monitor spending, control costs, and establish accountability throughout a school district;
- employing manual and automated systems and controls to ensure that vendors and employees are paid accurately and timely and to ensure that financial transactions are properly recorded on a school district's books.
- accounting for funds in accordance with applicable laws, rules and regulations such as the Texas Education Agency's (TEA's) *Financial Accountability System Resource Guide (FASRG)*; internal policies and procedures; Generally Accepted Accounting Principles (GAAP); and Governmental Accounting Standards Board (GASB) guidelines.

BACKGROUND

Allegations of financial impropriety and an absence of consistent leadership have marred DISD's past. The district has been rocked by the indictments of employees for overtime fraud; employees and contractors investigated for shoddy work and kickbacks; numerous FBI investigations into allegations of wrongdoing; and a superintendent fired and jailed for embezzlement. The district has had four chief financial officers in the last five years and five superintendents in the last four years.

DISD, Texas' second-largest school district, suffers from the lingering effects of its turbulent past. For example, the district needs funds for new

schools and renovations. To pass a bond referendum, however, it must overcome the common public perception of a district out of control and rife with corruption. Meanwhile, FBI investigations of alleged wrongdoing and questionable business practices continue.

With the hiring of its new superintendent in October 2000, the district hopes to rebuild its image and reputation. In the November 6, 2000 issue of DISD's publication *"This Week,"* the new superintendent outlined four top priorities for his administration, which are:

- improving student academic achievement,
- nurturing teachers and staff,
- improving the way the district handles its finances,
- passing a bond program.

Finances play a major role in district activities touching every aspect of its operations. Therefore, improving the district's finances will significantly influence the success of the other three priorities. In past efforts to improve business processes and strengthen financial controls, the district has undergone many reviews, assessments, and studies. More than 800 specific recommendations have been made to improve business processes and strengthen internal controls. In addition, DISD's Internal Audit Department has conducted various internal reviews throughout the years. **Exhibit 7-1** presents a summary of reviews conducted by external auditors since 1992.

Exhibit 7-1
DISD Finance-related Audit Reports and Studies

Name of Report	Auditor	Date	Purpose	Recs.	Cost	Follow-up Done?
Texas Comptroller of Public Accounts performance review	Texas Comptroller	June 1992	To recommend improvements to district operations and achieve cost savings that can be directed back into the classroom.	298	\$395,000 No cost to the district	Yes (By state comptroller)
DISD Procurement Process Reengineering Initiative	Arthur Andersen & Co.	1993	Reengineer the procurement process.	District did not provide	District did not provide	No

Human Resources Management System Position Control and Payroll Controls Documentation	Arthur Andersen & Co.	1993	Review district's position control system and payroll internal controls.	District did not provide	District did not provide	No
Internal Audit Quality Review	Arthur Andersen & Co.	1994	Assess internal audit organization and operations.	18	District did not provide	Yes. In 1995, Internal Audit developed an initiative to implement recommendations in the report.
TEA's Public Education Information Management System (PEIMS) review	Arthur Andersen & Co.	August 1994	To improve the quality and accuracy of PEIMS reporting.	16	District did not provide	No
Review of Security Elements of Delta Financial System	KPMG	May 1998	Review the security features of the Delta System.	N/A	\$114,000	External auditors never released a final report
Controls Assessment Reports	KPMG	September 1998	To identify opportunities to strengthen controls and improve procurement, service center, and custodial operations.	66	\$230,000	Internal Audit scheduled to follow up in May 2001
Controls Assessment Reports	KPMG	November 1998	To identify opportunities to strengthen controls and improve personnel and	18	Included in total above.	Yes. Internal Audit completed during fiscal 2001

			payroll operations.			
Post-Implementation Review of Delta System	KPMG	November 1999	Review the implementation of the Delta System.	78	\$154,000	Project was a follow-up to system implementation
TEA's Public Education Information Management System (PEIMS)	Moak, Casey & Associates	December 1999	Recommend quality control improvements in reporting data to PEIMS.	12	\$60,000	Internal Audit began follow-up in March 2001
Fraud Audit	KPMG	March 2000	To identify instances of financial fraud, waste, and mismanagement within the district.	30	\$1,500,000	FBI is following up through its subpoena process
Implementation Plan Follow-up	KPMG	May 2000	To track implementation status of internal control recommendations for treasury, payroll, construction, procurement, and maintenance operations.	166	Included in control assessment total	This was a follow-up report to the control assessments
Letters to Management on Internal Control	KPMG	August 1997, 1998 November 1999, 2000	To report internal control weaknesses noted during the year-end financial statement audit.	1997-37 1998-21 1999-19 2000-22	Included in annual audit fees.	Yes Yes Yes No
Audit Committee Review	KPMG	August 2000	Review specified items from audit committee on a monthly basis.	Monthly	\$152,500	Monthly follow-up reports are issued based on prior-month reports.

Source: DISD Financial Operations Division and Audit Reports, where provided.

Although the district has made progress since TSPR's 1992 review, strong internal controls and effective business processes remain critical issues because the district has experienced significant growth. At the time of the 1992 review, the district operated 199 schools, served 137,772 students, had 15,418 employees, and had an annual budget of \$630 million. During fiscal 2001, the district operated 221 schools, served 161,477 students and employed about 19,000.

DISD's fiscal 2001 budget is approximately \$1.06 billion, a 7 percent increase over the fiscal 2000 budget of \$991 million.

DISD's budget grew by 15.5 percent during the three-year period ending August 31, 2001, which is largely attributable to increases in instruction. The percentage devoted to instruction increased as a percentage of total expenditures from 53.5 percent in 1998-99 to 54.5 percent in 2000-01. The percentage devoted to school leadership decreased from 5.8 percent in 1998-99 to 5.4 percent in 2000-01.

Exhibit 7-2 presents a three-year summary of budgeted expenditures for the district by functional area.

**Exhibit 7-2
DISD Budgeted Total Expenditures by Function
Fiscal Years 1999 through 2001**

Function	1998-99	1998-99 Percent of Total	1999-2000	1999-2000 Percent of Total	2000-01	2000-01 Percent of Total
Instruction	\$488,884,391	53.5%	\$533,838,355	53.8%	\$575,903,639	54.5%
Instructional Related Services	27,164,420	3.0%	28,829,594	2.9%	34,673,393	3.3%
Instructional Leadership	13,510,219	1.5%	15,842,033	1.6%	13,826,268	1.3%
School Leadership	52,799,462	5.8%	55,560,012	5.6%	57,007,373	5.4%
Support Services	38,861,447	4.3%	46,031,698	4.6%	45,857,866	4.3%

Students						
Student Transportation	4,239,622	0.5%	3,982,084	0.4%	16,668,569	1.6%
Food Services	51,674,776	5.7%	52,833,236	5.3%	52,230,603	4.9%
Co curricular/ Extracurricular Activities	7,909,268	0.9%	9,349,609	0.9%	9,020,841	0.9%
Central Administration	22,963,821	2.5%	27,064,394	2.7%	28,241,325	2.7%
Plant Maintenance and Operations	104,260,436	11.4%	108,534,463	10.9%	112,761,160	10.7%
Security and Monitoring Services	6,999,942	0.8%	7,783,290	0.8%	9,074,634	0.9%
Data Processing Services	18,573,127	2.0%	19,133,122	1.9%	18,019,933	1.7%
Other	76,300,829	8.3%	82,616,102	8.3%	82,486,029	7.8%
Total Budgeted Expenditures	\$914,141,760	100.0%	\$991,397,992	100.0%	\$1,055,771,633	100.0%

Source: TEA's Academic Excellence Indicator System (AEIS) and Public Education Information Management System (PEIMS) for the years indicated.

Exhibit 7-3 compares DISD's budgeted 2001 cost per student to peer districts and state averages. DISD's expenditures are near the peer average of \$6,018.

**Exhibit 7-3
Expenditures per Student: DISD, Peers, and State
Fiscal 2001**

Independent School District	Expenditure Per Student
El Paso	\$5,489

Fort Worth	\$5,785
State Average	\$5,924
Peer Average Excluding DISD	\$6,018
Dallas	\$6,020
San Antonio	\$6,030
Austin	\$6,370
Houston	\$6,416

Source: TEA PEIMS 2000-01.

Revenues to support district operations come from local, state, and federal sources. Local revenues, the largest component, consist primarily of local property taxes, which are based on local property values and the district's tax rate. Local revenues also include revenues from other local administrative units or political subdivisions, such as counties, municipalities, and utility districts.

State revenues are determined by complex funding formulas designed to equalize funding across the state after taking into consideration local property values and tax rates, student populations, average daily attendance and other factors. Federal revenues consist of funds from federal, state and local grants such as the Title I program.

During fiscal 2001, about 78 cents of every DISD dollar will come from local sources; 17 cents from state sources; and 5 cents from federal and other sources. **Exhibit 7-4** presents the sources of DISD's budgeted fiscal 2001 general fund revenue.

Exhibit 7-4
Dallas ISD
Source of General Fund Revenue-Fiscal 2001 Budget



Source: TEA PEIMS 2000-01.

Compared to its peers, DISD is second in funding received from local sources and above the state average of 53.1 percent. Conversely, DISD is second to last in funds received from the state and is below the state average of 43.6 percent. Funds received from federal sources are about equal to the peer districts and slightly above the state average. **Exhibit 7-5** compares sources of revenue for DISD, the peers, and the state as a whole, based on budgeted 2001 funds.

Exhibit 7-5
DISD, State and Peer Districts
Sources of Budgeted Revenue as a Percentage of Total Budgeted
Revenue
2000-01

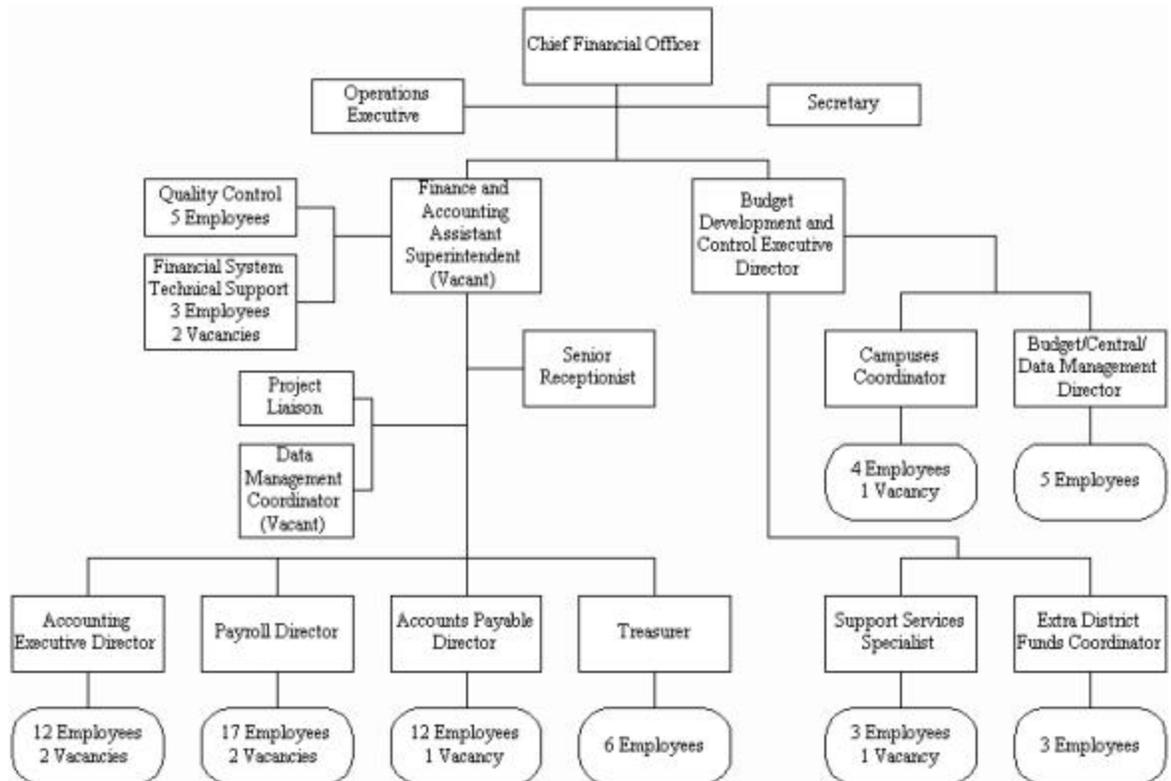
Entity	Local Property Tax	Other Local And Intermediate	State	Federal
Dallas	77.2%	0.8%	17.1%	4.9%
Austin	89.0%	4.3%	4.0%	2.7%
San Antonio	26.9%	7.6%	59.0%	6.5%
Houston	65.8%	0.9%	28.9%	4.4%
El Paso	35.6%	4.2%	54.6%	5.6%
Fort Worth	41.3%	9.3%	45.5%	3.9%
State Average	48.5%	4.6%	43.6%	3.4%

Source: Texas Education Agency, PEIMS 2000-01.

DISD's financial management functions, which consist of Finance and Accounting and Budget Development and Control, are budgeted for 95 positions, of which 11 are vacant at this writing. **Exhibit 7-6** depicts the Financial Operations Division's organization. Only financial management functions are shown.

Exhibit 7-6
DISD Financial Operations Division Organization

October 2000



Source: DISD Financial Operations Division.

DISD's chief financial officer (CFO) is responsible for the day-to-day management of the district's finances and reports directly to the superintendent, who in turn reports to the local school board. As head of the Financial Operations Division, the CFO is responsible for seven areas: Finance and Accounting; Budget Development and Control; Risk Management; Quality Control; Financial Systems Technical Support; Purchasing; and Minority Women Business Enterprises.

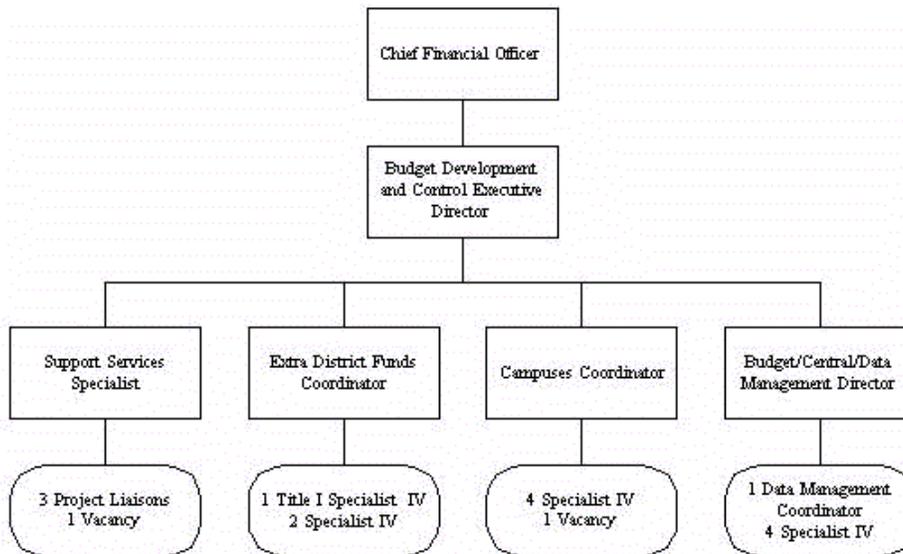
Chapter 7

A. BUDGET DEVELOPMENT AND MONITORING

A budget shows anticipated revenues and expenditures for a given period, usually a year. An effective budget links spending plans to strategic goals, priorities, and initiatives established by the governing body. The development of a school district budget is a collaborative effort requiring the participation and cooperation of various individuals across the organizational spectrum. The budget should reflect the financial stewardship of the administration, the board of trustees and the local community.

DISD's Budget Development and Control Department is responsible for compiling the district's budget. The Budget Department is headed by an executive director and has 22 positions, of which two are vacant at this writing. **Exhibit 7-7** presents the Budget Department's organization.

Exhibit 7-7
Budget Development and Control Department Organization
October 2000



Source: DISD Financial Operations Division.

Exhibit 7-8 presents the primary responsibilities of various budget personnel.

Exhibit 7-8
DISD Budget Department Personnel
Primary Responsibilities

Position	Number	Primary Responsibility
Management		
Executive Director	1	Oversees operation of the entire budget department, which compiles the budget based upon board-approved long, intermediate, and short-term financial goals. Also oversees the department's role in monitoring actual performance against budget through data analysis, data management and facilitation of budget transfers and amendments.
Campuses Coordinator	1	Team leader for five specialists IV. Oversees the planning, development, approval, and monitoring of campus, magnet school, and special school budgets.
Budget/Central/Data Management Director	1	Team leader for four specialists IV and the data management coordinator. Oversees the planning, development, approval, and monitoring of central department budgets. Assume the duties of the executive director in the executive director's absence.
Support Services Specialist	1	Oversees the work of four project liaisons responsible for supporting and coordinating the work of the Budget Department. Organizes and distributes mailouts, coordinates input of budget information into the system, and maintains departmental files, documents, and manuals. Produces computer-generated management reports and assists in the preparation of budget reports and board documents.
Specialists IV	12	Report to the campuses coordinator, budget/central/data management director, or the extra district funds coordinator as assigned. Act as primary points of contact for assigned campus, central, or special revenue budget administrators as applicable. Assist budget administrators with budget planning, development, analysis, preparation, presentation, and monitoring. Assist with

		budget amendments and transfers. Conduct training sessions for budget administrators. Verify supplemental pay line codes. Work assigned based upon the district's area concept.
Data Management Coordinator	1	Reports to the budget/central/data management director. Verifies funds for board actions and ensures that funds have been encumbered properly. Monitors and administers financial activities of the district's Edison contract. Responds to open records requests. Responds to board members' requests for budget information. Assists with strategic planning for the Budget Department and works on special projects as assigned. Primary budget contact for 29 central organizations plus the seven Edison schools. Verifies supplemental pay line codes.
Project Liaisons	4	Reports to the support services specialist. Responsible for supporting and coordinating the work of the Budget Department. Organizes and distributes mail-outs, coordinates the input of budget information into the system, and maintains departmental files, documents, and manuals. Produces computer-generated management reports, and assists in the preparation of budget reports and board documents. Verifies funds for supplemental pay forms.

Source: DVID Job Descriptions and Interviews with Budget Department Personnel.

Budget development involves both campus and central department budgets. The process for both types of budgets consists of the following five phases:

- Planning
- Formulation and submission
- Review and coordination
- Adoption
- Monitoring and evaluation

Central departments prepare level budgets, which are based on the previous year's amount less one-time allocations plus new programs and other enhancements. Central

department budget administrators complete a series of worksheets that are reviewed and approved by the Budget Department, superintendent, and board before departmental allocations become part of the districtwide budget. Campus budget development continues year-round and is more involved than central department budgeting.

Planning for campus budgets begins each September, when the Budget Department issues the Districtwide Needs Assessment Survey. This survey is intended to gather information about campus concerns, needs and priorities. It gives campuses an opportunity to identify and prioritize needs in the following areas:

- Administrative professional personnel
- Instructional professional personnel
- Administrative support personnel
- Instructional support personnel
- Contracted services
- Supplies and materials
- Equipment costing more than \$1,000
- Maintenance
- Safety and security

The Budget Department compiles and analyzes the data from the survey and uses it to allocate resources during the budget process. The Budget Department administered and compiled the 2001-02 survey in September/October 2000. Results of the survey showed that campuses placed a high priority on allocating resources for professional instructional and support personnel and equipment needs. The most frequently mentioned needs were additional classroom teachers, more funding for workbooks and computer software, updated technology and better playground equipment. These needs are being considered during the 2001-02 budget cycle, which began in September 2000.

After the Budget Department compiles and analyzes the Districtwide Needs Assessment Surveys, the budget development calendar is prepared and campus budget administrators, area superintendents, and central division managers suggest changes in budget allocation formulas.

The Budget Department uses allocation formulas to allocate personnel and non-personnel resources to campuses based on campus census data. For example, schools with student enrollment of 676 to 950 receive one assistant principal; schools with enrollment of 951 to 1,500 students receive two. Non-personnel allocations work in similar fashion. High schools receive \$14 per student for general supplies, \$3 per student for furniture that costs less than \$500, and \$200 per visual arts teacher for fine arts supplies.

Budget allocation formulas originate from a variety of sources. The Southern Association of Colleges and Schools (SACS) is an accreditation agency that prescribes many of the district's personnel allocation formulas. The Texas Education Code, Texas Administrative Code, district policy, federal and state mandates and DISD's court desegregation order are other sources of personnel allocation formulas. Non-personnel allocation formulas have evolved through recommendations from central and campus administrators based upon the actual costs of operating the schools. For example, copier allocations remain the same until old leases expire and new leases with different costs are signed.

The board assesses the budgetary impact of funding needs identified in the Districtwide Needs Assessment Surveys as well as the financial impact of recommended changes to allocation formulas. The Budget Department collects, compiles and presents recommended allocation formula changes to the board for review and approval. The Budget Department applies the approved formula changes to enrollment figures and other census data to determine campus budgets.

The Evaluation, Accountability and Information Department forecasts enrollment for regular and special student populations. The department surveys campuses using the previous five-year enrollment trends factoring in demographics such as student mobility and housing construction/demolition. Projected enrollment figures are adjusted in September based on actual enrollment during what is called the "campus leveling process" (discussed later in this section.)

Budget preparation manuals provide detailed instructions to both campus and central department employees responsible for budget preparation. In addition, campuses and central departments receive budget preparation packets that contain the materials and forms needed to prepare their budgets.

Campus budgets are developed by the individual schools according to the district's site-based model, School-Centered Education (SCE). This model emphasizes and encourages stakeholder involvement in budget development. Each campus has a School Community Council (SCC) that is involved in education planning and decision-making. The SCC's efforts are documented in meeting minutes that must be attached to the SCE Budget Advisory Checklist when the budget is submitted for review and approval.

After adoption of the district budget, DISD's Budget Department publishes the *Principal's Blue Pages*, a manual containing TEA's Academic Policies and Administrative Regulations; position control procedures; a job code table; desegregation guidelines; an accounting code list; and other

information designed to assist principals in administering their schools' budgets. Each September, the district conducts a "campus leveling" process, through which enrollment projections are fine-tuned based on actual student enrollment. During campus leveling, schools that overestimated their enrollments lose positions to schools that underestimated their enrollment, so that the allocation of staff resources is "level" across the district. Campus leveling represents the end of one budget cycle and the beginning of another; it appears last on the district's budget calendar (**Exhibit 7-9**).

Exhibit 7-9
DISD Budget Development Process

Time Line	Activity/Process
September	<ul style="list-style-type: none"> • Submit budget development calendar for input. • Distribute Districtwide Needs Assessment Survey forms. • Distribute budget calendar.
October	<ul style="list-style-type: none"> • Discuss and obtain campus administrator, district superintendent, and central division manager budget input and allocation formula suggestions. • Distribute student attendance zone consideration forms. • Collect and analyze Districtwide Needs Assessment Survey forms.
November	<ul style="list-style-type: none"> • Discuss and obtain budget input from board member district constituents. • Districtwide Needs Assessment Surveys due from campuses. • Collect student attendance zone consideration forms.
December	<ul style="list-style-type: none"> • Review allocation formulas. • Review student attendance zone consideration forms. • Review enrollment projections. • Review Districtwide Needs Assessment Survey results.
January	<ul style="list-style-type: none"> • Conduct board of education workshops to perform mid-year program review. • Distribute budget preparation documents to campuses and central offices.
February	<ul style="list-style-type: none"> • Conduct budget workshops for central budget managers.

	<ul style="list-style-type: none"> • Conduct budget workshops for campuses and community groups. • Review compensation and benefits study.
March/April	<ul style="list-style-type: none"> • Central office budgets due in Budget Development and Control Department. • Traditional and year-round campus budgets due in Budget Development and Control Department. • Budget Development and Control Department and superintendent's council review and analyze budget input.
May	<ul style="list-style-type: none"> • Review proposed budgets with central division managers.
June/July	<ul style="list-style-type: none"> • Submit proposed budget to board for review. • Hold public budget hearings.
August	<ul style="list-style-type: none"> • Review proposed budget for community input and board directives. • Review and finalize proposed budget. • Adopt budget.
September	<ul style="list-style-type: none"> • Conduct campus leveling based on actual enrollment. • Distribute principal's <i>Blue Pages</i>.

Source: DISD Budget Calendar.

FINDING

DISD prepared its 2000-01 budget using Association of School Business Officials (ASBO) and Government Finance Officers Association (GFOA) guidelines and plans to seek GFOA and ASBO certification. ASBO and GFOA are two national organizations that promote excellence in the form, content and presentation of budget documents through budget award programs. The primary difference between the ASBO and the GFOA programs is that ASBO's program is specifically designed for school districts, while GFOA's program is designed for any governmental entity. These programs establish a number of criteria for exemplary budget documents and provide certification awards to governmental entities whose budget documents meet the criteria. Many school districts across the country use the criteria to apply for the award, but some use it merely to improve their budget document's content, format and presentation.

COMMENDATION

DISD prepared its fiscal 2001 budget document according to Association of School Business Officials and Government Finance Officers Association standards and is seeking to have it certified by these organizations.

FINDING

DISD's budget compilation process is neither fully automated nor integrated. Many paper forms are used during budget development and budget information is compiled using a database application for budget development, a spreadsheet program for budget analysis and tracking and a mainframe system for general ledger applications. The budget development software is a stand-alone application incapable of online input from remote locations, such as campuses. Data distribution and collection also are not automated. As a result, campus and central office budget specialists must spend considerable time entering budget data into the budget development system or consolidating and reformatting information for upload into the system. This is an inefficient process considering that automated, integrated budget development solutions are available with today's technology. These solutions eliminate the need for many of the paper forms used to collect, compile and consolidate budget data.

DISD schools use a variety of forms to provide information about each campus and to realign budget resources. After reviewing their detailed budgets, principals may realign personnel and non-personnel resources to meet their school's needs as identified in their Campus Improvement Plan. The forms schools use to collect budget information and realign resources are summarized in **Exhibit 7-10**.

**Exhibit 7-10
Campus Budget Preparation Forms**

Type	Name	Description
Form A	Organization Overview	Provides the mission, goals, and objectives of the school.
Form B	External Support Systems	Identifies all monetary contributions from non-DISD sources.
Form C	Needs Assessment Budget Acknowledgment Input Form	Identifies budget provisions that have been influenced by the Needs Assessment Survey conducted at the beginning of the prior year's budget process.

Form D	Employee Release Form	Used to transfer employees from one school/organization to another.
Form D-1	Position/Employee Reconciliation Form	Reconciles positions budgeted with current employees.
Form E	Budget Allocation Trade Off Form	Used to realign funds among budget line codes. For example, to move funds from supplies to personnel. Net fiscal impact must equal zero.
Form F	Request for Contract Validation and Consultant Funds	Used to identify contract services anticipated for the year. Includes consultant services, leases, repairs and maintenance, and other professional services.
Form G	School Budget Planning Form	Provides a series of questions designed to ensure that the school receives all allocations necessary to support the school's instructional programs.
Form H	School-Community Council Budget Advisory Checklist	Used by School Community Council representative to document participation in the site-based planning process. SCC representatives list the topics in which they participated in an advisory capacity.
Form I	Budget Development Checklist	Transmittal for all budget forms.

Source: DISD School Budget Preparation Manual.

Central district departments prepare "level" budgets, meaning that they must begin with the previous year's budget and justify any increases. Department budgets are prepared using a variety of electronic spreadsheets that, after review by budget specialists, must be consolidated for uploading into the district's budget development program. In February 2001, the district redesigned these forms so that they could be uploaded into the budget system more easily. **Exhibit 7-11** summarizes budget forms used to prepare central department budgets.

Exhibit 7-11

Central Office Budget Preparation Forms

Type	Name	Description
Form A	Organizational	A general description of organizational

	Overview	programs, services and objectives and performance measures.
Form A-1	Evaluation of Performance Measures	Summarizes performance measures for previous fiscal year with an evaluation of performance for the first six months of the current fiscal year. A follow-up form is prepared at the end of the year to measure performance for the last six months of the current fiscal year.
Form B	Current Authorized Personnel	Summarizes employees in the organization showing job code, salary and budget line code to which each salary is charged.
Form BL	Level Personnel Adjustments	Used to make adjustments and corrections to level budget personnel figures (based on prior-year budget) for full-time, part-time, temporary positions and supplemental pay categories.
Form B-1	Personnel Modifications	Used to request personnel modifications for the current year budget.
Form B-a	Rationale for Request for Supplemental Pay Funds	Used to justify supplemental funds requested for overtime, stipends and extra duty pay.
Form C	Non-Personnel Costs	Identifies changes to the organization's level (prior- year) budget as well as requested modifications for the current year.
Form G	Summary of Requested Modifications	Summarizes modifications made on forms B-1, C, and BL.
Form H	Personnel Allocation and Fixed Costs	Lists prior budget year approved, prior budget year filled and current budget year requested positions by classification. Also lists fixed costs such as existing contracts, utilities, transportation, etc.
Form I	Grand Total Budget Summary	Summarizes various totals from forms B, BL, C and B-1.
Form J	Department Overview	Summarizes activities of the department. Shows mission statement, department goals and organizations within the department with brief description of services provided.
Form M-10	Budget Reduction (10 percent)	Shows 10 percent reduction of budget items that will have the least impact on departmental

		operations.
Form M-20	Budget Reduction (20 percent)	Shows 20 percent reduction of budget items that will have the least impact on departmental operations.
Form N	Central Office Budget Forms Checklist	Transmittal form summarizing all budget forms in the completed budget packet.

Source: DISD Central Budget Preparation Manual.

Budget specialists say that preparing and consolidating these forms leaves little time for budget analysis or customer service. Their work is further hampered by separate systems that do not work together seamlessly. Budget administrators and budget specialists spend significant time managing a variety of forms and inputting data when they should be focusing on core competencies and customer service.

Recommendation 105:

Work with the Technology Services Division to implement the automated, integrated budget development application.

The Budget Department should work with the Technology Services Division to implement the budget development module to work with the district's existing financial system more seamlessly than the existing budget development module. All of the information currently collected and compiled using various forms should be evaluated and incorporated into the design of an integrated budget development application. Information, now collected using paper forms, should be entered using computer screens in the integrated budget development package. Manual compilation of the budget will be significantly reduced once the district has this capability. Budget administrators would enter budget information on appropriate computer screens corresponding to the current budget form and the system would edit, summarize and compile the data automatically. Budget specialists would be able to review budgets online or via printout, but would not need to manually enter information into the budget development software.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Budget director and the chief technology officer (CTO) review the Budget Department's technology needs.	August 2001
2.	The Budget director and CTO determine the need for a budget	August 2001

	development module that will automate the district's budget compilation process and that will have distributed processing capability.	
3.	The Budget director and CTO determine if modifications can be made to the proposed system to ensure that it meets the needs of the district and the Budget Department.	August 2001
4.	The Budget director and CTO devise a strategy to ensure that the interests and requirements of the Budget Department are addressed as the district addresses its technology needs and develops solutions to its technology problems.	August 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The budget document DISD prepared and submitted for ASBO and GFOA certification is not the same budget document that was made available to the public. The public document is a three-volume set of 1,366 pages consisting of an executive summary, a program budget and a general-purpose budget (**Exhibit 7-12**).

Exhibit 7-12 Overview of DISD's Published 2000-01 Budget Document

Volume	Description	Pages
Executive Summary	Summarizes changes since the previous year and current-year budget information by school.	40
Volume 1	<p>Includes program descriptions for all central office and campus budgets. Summarizes information using four forms for each department.</p> <ul style="list-style-type: none"> • Form J: Department overview and mission statement. • Form K: Budget modifications for the current budget year. • Form A: Programs, objectives, and performance measures for each central office and mission, goals, and objectives of each campus. • Form H: Approved positions and budget totals by object code. 	707

Volume II	Provides department and campus budgets by function and object code as well as positions.	619
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Source: DISD 2000-01 Budget Document.

These volumes contain useful information and enough detailed information to perform meaningful analyses. However, they are cumbersome and are not user-friendly. The volumes have little narrative description and no graphic presentations. The executive summary was placed on the district's Web site but the other two volumes, due to their size, were not placed on the Web site.

The document the district submitted for GFOA and ASBO certification also is full of useful information, but it is a single volume of 621 pages, including explanatory narrative as well as charts and summary tables. This document was produced along with the traditional document, since this was the first year the district applied for certification.

Recommendation 106:

Make the budget document submitted for Association of School Business Officials and Government Finance Officers Association certification available to the public in both printed form and on the district's Web site.

Even if the budget document submitted to ASBO and GFOA is not certified by one or both organizations, it still should become the standard document provided to the public, since it is much more user-friendly and informative than the current three-volume set. Moreover, the district should make the document available on the district's Web site as well as the district's Intranet. Finally, the district should continue to improve its budget document as a communications device, information resource and financial guide.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Budget director instructs the department's budget specialists to produce future budgets using the ASBO and GFOA format.	August 2001
2.	The budget specialists determine how many budget booklets should be produced, based on historical usage.	August 2001
3.	The budget specialists instruct the support service specialists to assemble the required number of budget documents.	August 2001

4.	The Budget director makes the newly formatted budget document available to the public.	August 2001 and Ongoing
5.	The Budget director coordinates with the Technology Services Division to put the budget document on the World Wide Web and the district's Intranet.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD has not linked its strategic goals to its budget priorities in an effective manner. While the district clearly communicates its strategic goals in its budget materials, it has not tied specific dollars to these goals. Effective budgets establish strong, visible links between strategic goals and the resources committed to meet them. These links help stakeholders understand how much money the district has committed to achieving each of its strategic goals.

DISD's five-year strategic plan, called *Vision 2003*, establishes board-approved goals in seven broad areas as follows:

- School Completion
- Academic
- Student Well-Being
- Governance
- Parent/Community Participation
- Organization/Management System Reform
- Technology

Within each of these areas, the plan establishes specific goals in the form of declarative statements. To illustrate, **Exhibit 7-13** presents the specific goals for student well-being.

Exhibit 7-13 Strategic Plan Goals-Student Well-being

- | |
|--|
| <ul style="list-style-type: none"> • By the year 2003, positive student character traits will be demonstrated by a 50 percent reduction in truancy filings, a 25 percent reduction in disciplinary infractions and in the following four categories of behaviors as measured by the National Youth Risk Behavior Survey: substance use, violent behavior, sexual activity and behaviors that affect personal health and safety. |
|--|

- By the year 2003, a 90-percent reduction in student-on-student and student-on-school personnel assaults will be evidenced.
- By the year 2003, all students will participate in student activities including clubs, organizations, athletics, or other extracurricular activities.
- By the year 2003, all secondary students will be required to participate in 50 hours of community service as part of their graduation plan.
- By the year 2003, all students will be taught a life skills curriculum that emphasizes character and life skills development.

Source: DISD District Strategic Plan Vision 2003.

Each strategic area is supported in this fashion by specific goals. However, the district has not linked these goals with the budget.

Recommendation 107:

Link the budget to specific goals and objectives identified in DISD's strategic plan.

For example, a 90-percent reduction in student-on-student and student-on-school personal assaults might be linked to more investments in security cameras. **Exhibit 7-14** uses three student well-being goals to illustrate how budget priorities and strategic plans might be linked in the budget document. Amounts and percentages are for illustrative purposes only.

**Exhibit 7-14
Example of Student Well-Being Goals Linked to Budget**

Goal	Budget Commitment	Percent of Budget
<ul style="list-style-type: none"> • By the year 2003, a 90 percent reduction in student-on-student and student-on-school personnel assaults will be evidenced. 	\$50,000,000	5%
<ul style="list-style-type: none"> • By the year 2003, all students will participate in student activities including clubs, organizations, athletics, or other extracurricular activities. 	\$9,000,000	1%
<ul style="list-style-type: none"> • By the year 2003, all secondary students will be required to participate in 50 hours of community service as part of their graduation plan. 	\$25,000,000	3%

Source: DISD Strategic Plan Vision 2003 and TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer instructs the Budget executive director to develop a method for linking the budget to the	August 2001
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	district's strategic plan.	
2.	The chief financial officer reviews and approves the method.	August 2001
3.	The Budget executive director instructs the campuses and central budget coordinators to communicate the method to district budget administrators.	September 2001
4.	The Budget executive director instructs the campuses and central budget coordinators to implement the method during budget preparation.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

B. ACCOUNTING OPERATIONS (PART 1)

A school district's accounting operations include payroll, accounts payable, activity funds, grant accounting, cash management and general ledger accounting. These are critical functions because goods and services must be acquired, paid for and recorded if the district is to accomplish its core task of educating children. Vendors and employees expect to be paid on time and for the correct amount. Moreover, a variety of legal requirements must be met, such as compliance with the requirements of TEA's *FASRG*.

General Operations

FINDING

Although individual finance-related areas such as payroll, accounts payable, budgeting and activity funds have their own procedures manuals, DISD lacks a single policies and procedures manual for the district's business and financial processes. Policies communicate what should be done and why; procedures communicate how things should be done. Standard policies and procedures must be established and clearly communicated for a district of DISD's size to operate effectively.

Written policies and procedures serve various functions. They provide written notice to all employees of an organization's expectations and practices; provide direction in the correct way of processing transactions; serve as reference material; and provide a training tool for new employees. Additionally, written policies and procedures provide a source of continuity and a basis for uniformity. Without clear, written and current policies and procedures, DISD's internal control structure is weaker because practices, controls, guidelines and processes may not be applied consistently, correctly and uniformly throughout the district.

The Houston Independent School District codified its finance-related activities in a two-volume procedures manual published in 1995. At this writing, the manual is being updated and will become available on the district's Web site sometime during 2001. The manual includes organization charts of financial areas, a finance office telephone directory and a summary of who handles what. In 16 sections it covers, among other areas, accounts payable, activity funds, budgeting and planning, financial reporting, purchasing, payroll, benefits and risk management.

Recommendation 108:

Develop a districtwide financial management policies and procedures manual.

Both board and Financial Operations Division finance-related policies and procedures should be codified in an indexed, constantly updated policies and procedures manual. This tool should provide staff members with detailed procedures for performing critical accounting and reporting functions. Moreover, it should institutionalize the district's vision, philosophy, operating procedures and general practices. It should clearly communicate acceptable and unacceptable practices as well as the consequences of violating its provisions.

The manual should be detailed enough to be useful in daily operations yet flexible enough to be used by current as well as future employees. At minimum, the manual should include:

- Budget policies and procedures
- Payroll policies and procedures
- Accounts payable policies and procedures
- Activity fund policies and procedures
- Treasury policies and procedures
- District procedures governing approvals for checks and journal vouchers
- Procedures for cash receipts and travel reimbursements
- Procedures and controls for safeguarding district fixed assets
- Descriptions of each process performed in the Financial Operations Division
- Detailed desk level instructions for the most critical processes
- District procedures governing distribution of financial reports

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the chief financial officer to develop comprehensive financial management policies and procedures for the district.	September 2001
2.	The chief financial officer organizes a policies and procedures task force consisting of representatives from Internal Audit, Payroll, Budget, Accounts Payable, Treasury and other financial departments in the district.	September 2001
3.	The chief financial officer instructs the task force to review existing policies and procedures and develop a single, comprehensive manual for the district.	October 2001 through December 2001
4.	The task force assigns a committee to conduct a search for best practices in this area and to identify the best model for	December 2001 through January

	the district.	2002
5.	The task force takes into consideration the unique functions of the district's financial system when developing the procedures manual.	January 2002
6.	The task force develops a policies and procedures manual and submits a first draft to the chief financial officer and superintendent for approval.	January 2002 through September 2002
7.	The superintendent instructs the chief financial officer to publish the manual and distribute it throughout the district.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

While some follow-up reviews have been performed by Internal Audit, DISD lacks a comprehensive plan for following-up on and implementing recommendations made during various finance-related audits and reviews. Without adequate follow-up, the district cannot fully benefit from such recommendations. Moreover, opportunities for strengthening controls and improving processes are lost when follow-up is neglected or performed haphazardly.

The Internal Audit Department recognizes this problem and includes follow-up reviews in its annual audit plan. For example, Internal Audit conducted follow-ups of the 1997, 1998, and 1999 management letters, and during fiscal 2000, external and internal auditors conducted a follow-up of control assessments performed by KPMG, the district's external auditors. The Internal Audit Department has not received the original control assessment reports and does not know if the external auditor ever provided them to the district. As a result, Internal Audit conducted its control assessments follow-ups using recommendation summaries that KPMG provided.

Exhibit 7-15 presents the implementation status of finance-related reviews conducted since TSPR's 1992 review.

Exhibit 7-15 Implementation Status of Finance-Related Reviews 1992 through 2000

Report	Progress	Recs.	Recs.	Recs. Not
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	Report Date	Implemented	Partially Implemented	Implemented
Texas Comptroller of Public Accounts performance review	October 1993	298	0	6
1996-97 Management Letter	December 1999	19	12	6
1997-98 Management Letter	December 1999	5	13	3
Implementation Plan Follow-up to Fiscal 2000 Control Assessment	May 2000	58	103	5
1998-99 Management Letter	December 2000	4	4	11
1999-2000 Management Letter	Letter completed in December 2000. No follow-up due.			
DISD Procurement Process Reengineering Initiative	No follow-up report prepared			
Human Resources Management System Position Control and Payroll Controls Documentation	No follow-up report prepared			
Internal Audit Quality Review	Follow-up performed as part of 1995 Internal Audit Initiative			
TEA's Public Education Information Management System (PEIMS review)	Follow-up performed as part of 1999 PEIMS review.			
Review of Security Elements of Delta Financial System.	Final report was never issued. Follow-up included in fiscal 2001 audit plan.			
Controls	Follow-up included in fiscal 2001 audit plan.			

Assessment Reports-September 1998	
Controls Assessment Reports November 1998	Follow-up included in fiscal 2001 audit plan.
Post-Implementation Review of Delta System	After report was issued, district issued a request for proposals to replace the Delta system.
Public Education Information Management System (PEIMS)	No follow-up report prepared in progress
Fraud Audit	FBI issued subpoenas to follow up on fraud issues.

Source: Available progress reports and interviews with DISD Financial Operations Division and Internal Audit Department.

The basis for comprehensive follow-up on audit recommendations is contained, to a limited extent, in board policy. Board regulation CFC requires department heads to prepare implementation plans for external auditor management letter comments, federal and state audit reports and internal audit reports. However, there is no similar requirement for other types of reviews, such as the fraud audit conducted during fiscal 2000 or the payroll/personnel control assessments conducted in 1998. Board regulation CFC requires department heads to prepare and submit, by specified deadlines, written implementation plans to the CFO and internal auditor that contain the following elements:

- Acknowledgement of findings and recommendations
- Description of corrective actions(s)
- Time line for implementation
- Identification of specific staff member(s) responsible for implementing corrective action

Managers who fail to prepare and submit an audit implementation plan "must notify the CFO and the internal auditor and provide a detailed explanation prior to the effective date of implementation."

TSPR reviewed external auditor management letters for fiscal 1997 through 1999, noting that a management response accompanied each recommendation. However, the responses lacked timelines for implementation and did not identify specific staff members responsible for

implementing corrective actions. TSPR also reviewed internal audit reports issued during fiscal 2000, noting that the provisions of board regulation CFC were applied inconsistently. **Exhibit 7-16** summarizes TSPR's review and shows that department head responses complied with regulation CFC in only one report.

Exhibit 7-16
Review of Compliance with Board Regulation CFC
Internal Audit Reports Issued in 2000

		Compliance with Board Regulation CFC?			
Description	Report Date	Acknowledged Report	Described Corrective Actions	Provided Time Lines	Identified Staff Responsible
Service Center Physical Inventory Observation	November 2000	Yes	Yes	No	No
Vendor Database Monitoring	September 2000	No	No	No	No
Surprise Time Card Review	October 2000	Report noted that principals with exceptions at their campus responded with letter addressing corrective actions. TSPR did not review the letters.			
Emergency Pickup Authorization Special Project	September 2000	Yes	Yes	Yes	Yes
Review of Human Resource Services Employees Hired Reports	October 2000	No	No	No	No
Review of Steinway Piano or Equal Bid #B3-12363	October 2000	No	No	No	No

Booker T Washington High School Electrical Contract Bid	November 2000	No	No	No	No
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Source: Completed Internal Audit Reports Issued in 2000.

Recommendation 109:

Develop a comprehensive plan to review and implement recommendations from both internal and external audits and reviews, and expand and enforce the provisions of board regulation CFC.

Board regulation CFC should be expanded to all audits and reviews. Strict monitoring and enforcement of this regulation would provide a basis for a districtwide follow-up plan, since the person responsible and the timeline for implementation would be an integral part of management's response.

Since the Internal Audit Department has conducted follow-up reviews of management letters in the past and routinely conducts follow-ups of internal reviews as part of its audit plan, the department should play a major role in developing a comprehensive implementation plan. Moreover, department heads must understand their crucial role in documenting management's responses as well as their roles in implementing audit recommendations.

Finally, the district must ensure that the Internal Audit Department receives audit reports of prior control assessments. Internal Audit should review and receive all report drafts in future reviews.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the chief financial officer to draft an expanded version of board regulation CFC including all audits and reviews, not just external auditor management letter comments, federal and state audit reports, and internal audit reports.	August 2001
2.	The superintendent reviews and approves a draft of the expanded regulation.	August 2001
3.	The superintendent places the expanded regulation on the board agenda for approval.	August 2001
4.	The board approves the expanded version of regulation CFC.	August 2001

5.	The superintendent directs the Internal Audit director to develop a comprehensive audit/review implementation plan incorporating relevant reviews conducted over the past five years.	September 2001
6.	The superintendent directs the chief financial officer to send a memo to all department heads informing them of the expanded regulation and requiring strict compliance with its provisions.	September 2001
7.	Department heads acknowledge receipt of the chief financial officer's memo and communicate their understanding and intention to comply with board regulation CFC.	October 2001
8.	The Internal Audit director presents the audit/review implementation plan to the superintendent for approval and includes a plan to assemble a task force to spearhead the implementation plan.	November 2001
9.	The superintendent approves the Internal Audit director's plan and authorizes organization of an implementation task force.	November 2001
10.	The Internal Audit director includes the implementation plan in the current year's audit plan.	December 2001
11.	The task force begin following up on the implementation of past audit/review recommendations.	January 2002
12.	The Internal Audit staff and/or task force issues a report summarizing their results.	April 2002
13.	The Internal Audit staff and/or task force reviews the implementation of future audit and review recommendations and issues progress reports summarizing its results.	May 2002 and Ongoing

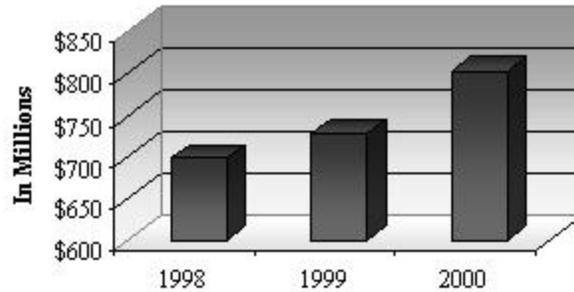
FISCAL IMPACT

This recommendation can be implemented with existing resources.

Payroll

Payroll is the largest expenditure in any school district. About 77 percent of DISD's total expenditures consist of payroll and employee benefits. The district's fiscal 2000 payroll was \$803 million, representing a 10.3 percent increase over fiscal 1999. Since fiscal 1998, payroll costs have risen by an average 7.5 percent per year. **Exhibit 7-17** presents actual payroll costs for fiscal years 1998 through 2000.

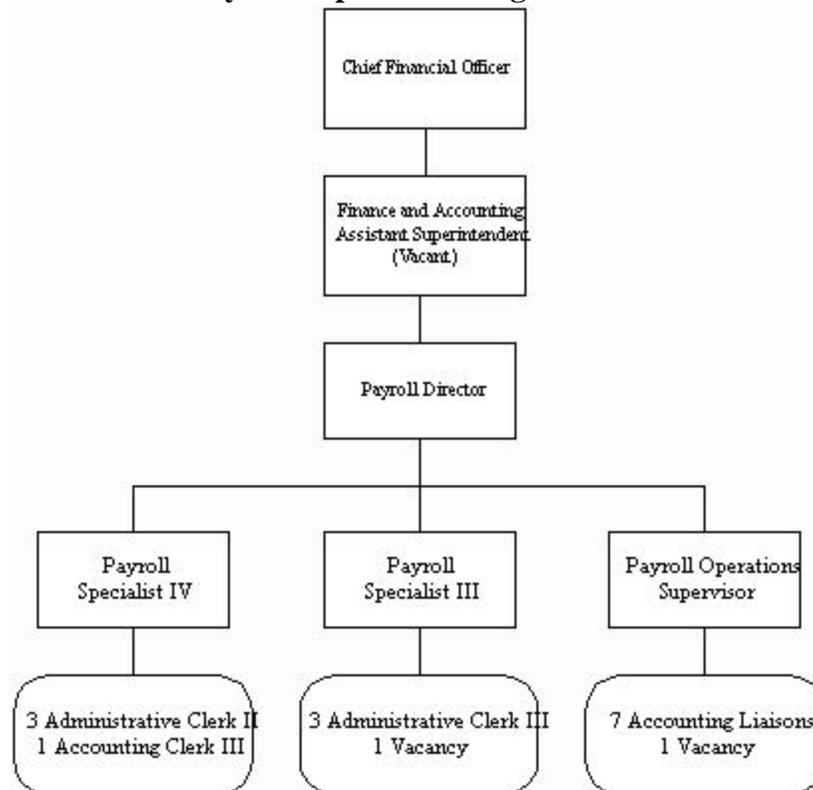
Exhibit 7-17
DISD Actual Payroll Costs-Fiscal Years 1998-2000



Source: DISD Payroll Department.

The payroll supervisor and 17 payroll employees handle the day-to-day operations of the Payroll Department. Two positions are vacant at this writing. These individuals process monthly and biweekly payrolls each month for about 19,000 employees. **Exhibit 7-18** presents the Payroll Department's organization.

Exhibit 7-18
Payroll Department Organization



Source: DISD Financial Operations Division.

FINDING

DISD created a separate department to perform control functions for payroll and accounts payable in response to KPMG recommendations, made during an assessment of the district's internal controls. The creation of this department, however, was at best a small bandage applied to a serious wound; it does not address the real problem -- weak internal controls.

In 1997 an internal audit revealed weak internal controls related to overtime. The district was paying excessive overtime and discovered that some employees were falsifying their timesheets. Instead of holding supervisors strictly accountable for controlling and authorizing overtime -- and disciplining them when they do not -- the district created a separate department to check overtime hours.

KPMG made the recommendations in **Exhibit 7-19** after conducting its payroll control assessment. In response to these recommendations, in fiscal 2000 the district created a department within the Financial Operations Division called the Quality Control Department (Quality Control), which, among other duties, checks overtime hours every pay period.

Exhibit 7-19 Summary of Recommendations Creating the Quality Control

Recommendation	Action Taken (Management's Response)
Implement procedures to ensure that overtime reports are reviewed by principals and department heads (e.g. positive confirmation of such review).	A quality control position has been established that is responsible for the review of overtime reports. A report has been developed that shows all overtime by school and department. Quality Control contacts all schools and departments to verify that overtime in excess of 20 hours per person is accurate.
Implement policies whereby personnel outside the Payroll Department are responsible for reconciling the payroll data to bank statements.	A quality control position has been established in the Financial Operations Division to perform all bank reconciliations.
Implement policy to require *ACH payments be reconciled to Delta reports to ensure that all ACH payments are authorized.	A Quality Control has been established in the Financial Operations Division to perform all bank reconciliations.
Implement procedures whereby	A Quality Control has been established in the

an employee outside the Payroll Department reviews the payroll pay limit exception reports.	Financial Operations Division that reviews the payroll limit exception reports.
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Source: KPMG's Implementation Plan Activity Follow-up- May 2000.
 *ACH=Automated Clearing House: a funds transfer system governed by the ACH Rules of the National Automated Clearing House Association (NACHA), which provides for the interbank clearing of electronic entries for participating financial institutions.

Quality Control operates on a budget of \$276,031, has five employees and is organized as shown in **Exhibit 7-20**.

Exhibit 7-20
Quality Control Department



Source: DISD Financial Operations Division.

Quality Control administers the procurement card program, performs bank reconciliations, trains activity fund bookkeepers and monitors and reviews activity fund reports. The department also monitors payroll overtime hours and reviews accounts payable vouchers before checks are generated.

Each pay period, Quality Control receives a report of all employees who worked 20 hours of overtime or more in that pay period. To verify reported overtime hours, the Quality Control director calls the appropriate campus to ask the supervisor how many overtime hours were approved for each employee. Quality Control also verifies the payroll checks of everyone in the Payroll Department, since these workers can alter any payroll record, including their own. Quality Control has noted clerical errors but does not keep a record of them. Instead, Quality Control brings them to the Payroll director's attention for resolution.

Quality Control also performs verification procedures for the Accounts Payable Department. Twice each week, before Accounts Payable prints checks, the Quality Control director audits invoice batches, checking the vendor name, invoice number, invoice date, invoice amount and purchase order number.

Typically, checks and balances are built into specific processes to detect errors and irregularities -- for example, the verification of overtime hours using trend analysis and budget-to-actual reports. In addition, supervisors review and approve overtime for their employees. Accounts payable clerks with no invoice processing responsibilities typically review payment vouchers for accuracy. An employee in the Accounts Payable Department helps the Quality Control director review payment vouchers whenever Quality Control falls behind in its review. A separate department to perform these functions is simply an unnecessary layer of bureaucracy.

Recommendation 110:

Build checks and balances into the current Purchasing, Accounts Payable and General Accounting procedures and eliminate the department created as a solution to weak internal controls.

Quality Control should be eliminated and its duties divided among Purchasing, Accounts Payable and General Accounting (**Exhibit 7-21**). The director's position is the only one that should be eliminated, since the other positions perform critical functions that can be transferred to Purchasing, Accounts Payable or General Accounting.

Supervisors should verify overtime using variation analysis and budget reports. In addition, the Internal Audit Department should review overtime reports and conduct ongoing overtime audits. The Accounts Payable Department should assign someone with no invoice processing duties to verify payment vouchers. One accounts payable clerk already assists Quality Control with this function whenever backlogs occur. These duties could be divided between this employee and one or two other accounts payable clerks with no data input responsibilities.

**Exhibit 7-21
Elimination of Quality Control**

Position	Duties and Responsibilities	Disposition
Director-Quality Control	Supervises activity of Section.	Eliminate position. Divide duties among Purchasing, Accounts Payable and General Accounting, as appropriate.
Specialist III-Procurement Cards	Administers the district's procurement card program.	Transfer duties and responsibilities to the Purchasing Department.
Specialist II-Bank	Reconciles all district	Transfer duties and responsibilities

Reconciliations	bank accounts.	to General Accounting.
Specialist II- Activity Funds	Coordinates activity fund training for school office managers.	Transfer duties and responsibilities to a section in General Accounting responsible for coordinating student activity fund accounting and administration.
Specialist II- Activity Funds	Monitors and verifies monthly activity fund reports.	Transfer duties and responsibilities to a section in General Accounting responsible for coordinating student activity fund accounting and administration.

Source: Interviews with DISD staff and DISD Job Descriptions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the chief financial officer to eliminate the Quality Control and reassign its responsibilities to the appropriate areas.	September 2001
2.	The chief financial officer eliminates the Quality Control director's position and assigns the department's review responsibilities to the Purchasing, Accounts Payable and General Accounting Departments.	September 2001
3.	The chief financial officer or a designee develops procedures to analyze payroll and informs supervisors that they will be held strictly accountable for their overtime budgets.	September 2001
4.	The chief financial officer or a designee monitors overtime districtwide on a monthly basis.	September 2001

FISCAL IMPACT

The fiscal impact of this recommendation is equal to the director's salary of \$68,500 plus benefits of \$2,272 and auto allowance of \$1,404, for a total savings of \$72,176 annually.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Build checks and balances into the current Purchasing, Accounts Payable and General Accounting procedures and eliminate the department created	\$72,176	\$72,176	\$72,176	\$72,176	\$72,176

as a solution to weak internal controls.					
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FINDING

Supplemental pay forms create a major burden for school office managers and the Payroll and Budget departments. Supplemental pay is additional pay certain employees receive for additional work. For example, teachers receive extended-day pay for working an extra 45 minutes per day.

DISD provides 67 types of supplemental pay and processes more than 2,000 supplemental forms each month. During fiscal 2000, the district paid nearly \$53 million in supplemental pay (**Exhibit 7-22**).

Exhibit 7-22

Supplemental Pay-Fiscal 2000

Description	Amount
Extra Duty	\$23,968,726
Substitute Teacher Salaries	\$10,855,249
Overtime	\$6,101,622
Support Substitute Salaries	\$4,593,211
Salaries Professional	\$4,166,842
Professional Part-time/Temporary	\$2,091,766
Support Part-time/Temporary	\$323,119
Salaries Support Personnel	\$301,768
Other Employee Benefits	\$291,411
Other	\$60,377
Car Allowance	\$27,689
Career Ladder	\$12,173
Total	\$52,793,953
Percent of Total Payroll	7%

Source: DISD Payroll Department Special Report Request.

Office managers complete supplemental pay forms for the approval of the appropriate principals. These forms represent additional paperwork for office managers, since the regular payroll transmittal is completed on a separate form. The Payroll Department batches and enters these forms into the district's payroll system and the Budget Department reviews the forms to ensure that the budget codes are correct and money is available in the line code.

Budget specialists spend too much of their time (10-25 percent) processing supplemental pay forms and not enough time servicing the budget needs of the schools and departments. Payroll clerks say that entering the forms is a time-consuming task, and the department is considering using scanning technology to eliminate the need for manual entry. While scanning technology may ease the Payroll Department's burden, it will do nothing to help school office clerks and budget specialists. The problem is that the district simply has too many types of and requests for supplemental pay. **Exhibit 7-23** presents a summary of codes existing as of March 12, 2001.

Exhibit 7-23

List of Supplemental Pay Codes as of March 12, 2001

Code	Description	Code	Description
ABE	Adult Basic Education	PTB	Part-Time Biweekly
ACD	Academic Decathlon	PTM	Part-Time Monthly
ASBE	Asbestos Pay	RELF	Relief Supervisor
ASCH	Before/After School	RETR	Retro Pay
ATHL	Athletics	RSA	Retirement Service Award
ATND	Attendance Award	SAT	Saturday School
BISL	Bilingual/ESL	SBLC	Signing Bonus-Learning Center
BOYS	Boys Town	SBPK	Signing Bonus Pre K
BUSM	Bus Monitor	SDEV	Staff Development
CILT	Campus Instructional Leader	SECU	Security
CLAS	Class Coverage	STDC	Stipend Department Chair
CODA	Coaching Days	STEC	Stipend Extra Class
CONT	Contract Reimbursement	STIP	Stipend

CURR	Curriculum	SUBC	Substitute Custodian
DRIV	Driver's Education	SUBF	Substitute Food Service
ELEC	Elections	SUBM	Substitute Monthly
ESPY	Evening Shift Pay	SUMS	Summer School
EVEN	Evening School	SUPL	Supplemental Pay
EXTD	Extended Day	TAAS	TAAS Testing
FLOW	Flow Through	TEMP	Temporary
FOOD	Food Service	TEXT	Textbook
FSIP	Food Service Incentive Pay	TLED	Temporary Lead Person
GOAL	Goals-Learning Centers	TMPB	Temporary Biweekly
GRAD	Graduation Duty	TMPM	Temporary Monthly
HIC	Helper-in-Charge	TTL1	Title I
HIP	Hippy Program	TUTR	Tutor
INPY	Incentive Pay for High Performing Schools	UIL	University Interschool League
INTR	Intersession	USI	Urban Systemic Initiative
LERN	Learning Center	VAC	Vacation Pay
LSSA	Life Sport	WCOS	Workers Compensation Offset
LSTR	Life Sport Travel	WELL	Wellness Program
NEWS	Newspaper	WKSH	Workshop
OVT	Hourly Time and 1/2	YEAR	Yearbook
PSA	Payback Salary		

Source: DISD Payroll Department.

DISD's Internal Audit Department conducted a preliminary survey of the supplemental pay process prior to performing an audit of this area. The department's report, issued in January 2001, noted the following significant weaknesses:

- There is no control over the number of pay codes that can be established.
- There are no guidelines for who can use supplemental pay codes and when.

- There is no budgetary control over supplemental pay; it is coded to regular payroll accounts.
- Supplemental pay rates are not verified.

Internal Audit recommended that the district assemble a task force to "establish internal control procedures and specifications for an automated supplemental pay process."

Recommendation 111:

Consolidate supplemental pay codes and implement Internal Audit Department recommendations.

The district should eliminate as many supplemental pay codes as possible and restrict the number that can be used. In addition, the district should implement Internal Audit's recommendation to "establish internal control procedures and specifications for an automated supplemental pay process." Certain types of supplemental pay should be included in the regular salary of eligible employees. Other types could be eliminated altogether through a change in district compensation policy and accounted for as part of an employee's regular job duties.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the chief financial officer to devise a method of consolidating and reducing the number of supplemental pay codes.	September 2001
2.	The superintendent instructs the chief financial officer to confer with the Internal Audit Department and the task force established to implement supplemental pay controls throughout the district.	September 2001
3.	The chief financial officer in cooperation with the supplemental pay task force devise a plan to reduce the number of supplemental pay codes and to develop controls over supplemental pay.	September 2001 through March 2002
4.	The chief financial officer presents the plan to the superintendent for review and approval.	April 2002
5.	The superintendent places the plan on the board agenda for review and approval.	April 2002
6.	The board reviews and approves the plan.	May 2002
7.	The plan is implemented throughout the district.	September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

B. ACCOUNTING OPERATIONS (PART 2)

FINDING

DISD's method for delivering payroll transmittal forms to the Payroll Department creates a risk that the forms could be altered. Each pay period, campus and department personnel deliver payroll transmittals to the Payroll Department in unsealed envelopes. The payroll transmittal is the record of attendance that serves as the basis for payment. The district has had problems with employees tampering with payroll transmittals en route to Payroll. During a 1997 overtime audit, internal auditors noted that "Time cards did not reflect or support the hours shown on the transmittals.... We noted [examples]...where the hours on the transmittals did not agree to the time card for the same period. It appears in some cases that the transmittals were altered." Some employees who delivered their department's payroll transmittals were tampering with them en route to the Payroll Department. In response, internal auditors recommended that the district review its procedures for submitting transmittals to the payroll department.

At present, only certain individuals are authorized to deliver payroll transmittal forms to Payroll. However, this procedural change does nothing to resolve the basic problem; the payroll transmittal envelope still can be opened before it arrives in Payroll. Principals and department heads do not seal or lock the envelopes after placing their transmittals inside. Consequently, payroll clerks have no way of knowing whether the transmittals have been tampered with en route to the department.

KPMG recommended in their fiscal 1999 and 2000 Management Letters that "standardized delivery methods should be used to help reduce the occurrences of misplaced transmittals and late delivery and to ensure payroll transactions are processed timely and accurately." The district responded that it is testing modifications to the Delta system that will allow schools and departments to enter time electronically. The district has also responded that it is in the process of acquiring an integrated financial system that will allow electronic entry of payroll transmittals.

While this electronic entry capability is the ultimate solution to the problem, until the new system is adopted payroll transmittals continue not being safeguarded while en route to the Payroll Department.

Recommendation 112:

Purchase lockable bank-bag type envelopes for payroll transmittal.

The district should use a more secure envelope for delivering payroll transmittals to the Payroll Department. An envelope with a special seal or a lockable bank deposit bag would serve the purpose and ensure that payroll transmittals are not tampered with en route to the Payroll Department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer instructs the Payroll director to acquire payroll transmittal envelopes that can be sealed.	August 2001
2.	The Payroll director acquires the envelopes and issues instructions to district personnel that payroll transmittal envelopes must be sealed before they are sent to the Payroll Department.	August 2001
3.	The Payroll director implements the new procedure throughout the district.	August 2001

FISCAL IMPACT

The district could purchase lockable and re-usable bank-bag type envelopes for about \$25 each, based on a quote received from a local vendor. Therefore, the cost to implement this recommendation would be \$12,500 (500 x \$25) in 2001-02. One-half of the envelopes would need to be replaced every year, therefore one-half of that cost is recognized each year thereafter.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Purchase lockable bank-bag type envelopes for payroll transmittal.	(\$12,500)	(\$6,250)	(\$6,250)	(\$6,250)	(\$6,250)

FINDING

The Payroll Department continues to experience problems with employee overpayments. In 1999, external auditors conducted a fraud audit of DISD. Their March 2000 report noted 419 instances of payroll overpayments in payroll records from 1996 through 1999. Auditors conservatively estimated the overpayment amount to be \$475,000. The 419 employees reported as being overpaid were identified as being 402 inactive employees, 15 employees on leave of absence and two that were deceased.

The auditors obtained these overpayments from the T3 Status Report, a list the Payroll Department maintains of overpaid employees. Whenever an employee is overpaid for excess leave, overused sick time, or terminations for which paperwork was not received timely, the overpayment is classified as T3.

A T3 status report obtained in December 2000 indicated that 56 current and former employees owe the district about \$63,000 in overpayments. This figure represents only those overpayments that have been identified by the district and documented in payroll records. **Exhibit 7-24** summarizes overpayments in excess of \$2,500.

Exhibit 7-24
Payroll Overpayments-Employees in T3 Status

Overpayments	Amount	Explanation
A	\$2,607.51	Employee terminated on 10/4/00. Should have only been paid for 19 days but was paid for 37.5 days.
B	\$4,368.92	Employee resigned effective 8/31/00. Payroll notified of termination on 10/13/00. Employee paid for September and October.
C	\$2,682.88	Employee recommended for termination in September 2000. Payroll notified of termination in November. Employee was overpaid 25 days in October.
D	\$2,983.07	Payroll did not receive termination notice in time to prevent employee from being paid.
E	\$2,535.42	Payroll did not receive termination notice in time to prevent employee from being paid.
F	\$6,704.12	Employee worked only four days but was paid for two months because payroll did not receive termination papers in time to avoid overpayment.
G	\$3,314.33	Employee was out on medical leave, but payroll received no notification and paid one month's regular salary.
Other	\$38,185.03	Various
Total	\$63,381.28	

Source: DISD Payroll Department.

Generally, overpayments occur because the Payroll Department does not receive timely notification that an employee has terminated in time to avoid an overpayment. Late notification results because no single district employee is held responsible for notifying Payroll when an employee terminates. For example, in one instance noted above, an employee's supervisor wrote, "Apparently he [the employee] did not complete an S54 [termination notice]." In another instance, an employee was recommended for termination on September 21. But when the employee completed the S54 termination notice, this person indicated a termination date of October 20. Typically, an employee's direct supervisor is held responsible for providing timely notice of termination, not the employee.

Recommendation 113:

Hold immediate supervisors responsible for notifying the Payroll Department of employee terminations, and reduce their department's budget by the amount of overpayments for which they are responsible.

The Payroll Department cannot prevent overpayments if they do not receive timely notification that an employee has terminated. An employee's immediate supervisor should be held responsible for notifying the Payroll Department when an employee terminates. Instead of relying on the paper S54 form before taking action, other methods such as e-mail should be used. In fact, the district should design an electronic version of the S54 form that supervisors could forward to Payroll as soon as employees terminate. Finally, the district should strictly enforce these policies and impose decisive corrective measures when they are not followed. For example, by reducing the budget of the offending department by the amount of the overpayment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer instructs the Payroll director to develop a master list of supervisors who have responsibility for notifying Payroll of employee terminations.	August 2001
2.	The chief financial officer instructs the Payroll supervisor to inform these supervisors of their responsibilities and the procedures to follow when an employee terminates.	September 2001
3.	The chief financial officer instructs the Payroll supervisor to devise, in cooperation with Human Resources, a quicker means of providing notification of employee termination.	November 2001
4.	The Payroll supervisor and Human Resources develop a new procedure for expediting notification of employee termination	December 2001

and disseminate this procedure throughout the district.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD offers direct deposit to its employees but has a relatively low participation rate. Direct deposit makes payroll processing more efficient for the district and more convenient for the employee. Direct deposit benefits employees by saving time, eliminating trips to the bank and allowing for deposits even when the employee is on vacation or sick; in addition, direct deposit eliminates the potential of paycheck fraud.

Many DISD employees may not understand the benefits of direct deposit or trust the process. Other districts boost direct deposit participation through increased, focused marketing efforts such as paycheck stuffers, newsletters, campus flyers and discussions of the benefits of direct deposit during new employee orientation.

DISD's direct deposit efforts include offering direct deposit during employee orientation, sending employees frequent direct deposit reminders, placing messages on paychecks, training office managers to present direct deposit to employees and partnering with the Dallas Teacher's Credit Union to offer direct deposit when employees open an account.

Exhibit 7-25 compares DISD's direct deposit participation rate to those of its peers.

Exhibit 7-25
Direct Deposit Participation-DISD and Peers

District	Percentage
Houston	98%
San Antonio	80%
Austin	75%
Dallas	63%
El Paso	62%

*Source: DISD Payroll Department and Peer Surveys.
Note: Fort Worth data not submitted.*

Although the Payroll Department advertises the benefits of direct deposit through traditional methods such as employee orientation presentations and paycheck envelope stuffers, the district does not offer direct deposit on DISD's Intranet. Some districts post information on its Web site citing the advantages of direct deposit and explaining how employees can request, change and stop direct deposit arrangements. Some allow employees to sign up for direct deposit on the district's Intranet site.

In addition, DISD has not explored partnership possibilities with the Teacher's Credit Union or other Dallas financial institutions. These institutions might be willing to provide DISD employees with financial incentives to open direct-deposit accounts at their bank, such as free checking or higher interest rates on certificates of deposit. These incentives would be free to the district while providing the bank with more depositors and DISD employees with the benefits of direct deposit.

Recommendation 114:

Expand direct deposit marketing efforts through the use of the district Intranet, weekly publications, incentives, partnerships with banking institutions and a "direct deposit week."

Surveys could help the district understand why some employees do not favor direct deposit. Using these survey results, the district should focus its marketing efforts on specific employee attitudes and populations. For example, safety should be emphasized if the survey results show that employees don't trust the process. Similarly, efforts could be directed towards categories of employees if survey results show high percentages of non-users in a category such as bus drivers or food service workers.

The district should consider implementing a direct deposit week. During this week, employees who have direct deposit and understand its benefits would be asked to wear badges that read "Ask Me About Direct Deposit" or "Ask Me Why I Use Direct Deposit." Flyers promoting the benefits of the program should be posted at strategic locations throughout the district such as break rooms and teachers' lounges. Each school and district location should set up an area where employees could sign up for direct deposit or obtain more information about the program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer instructs the Payroll director to use innovative methods to market the district's direct deposit	August 2001
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	program.	
2.	The Payroll supervisor conducts a survey to determine why employees do not use direct deposit.	August 2001
3.	The chief financial officer instructs the Treasury Department to develop a financial institution partnering program and to identify and contact area financial institutions that might be interested in partnering with the district in marketing direct deposit.	August 2001
4.	The chief financial officer and the Payroll supervisor work in conjunction with DISD technology personnel to offer direct deposit information, including signup forms on the district's Intranet.	September through November 2001
5.	The chief financial officer and Payroll supervisor establish a task force to organize a direct deposit week in the district.	September 2001
6.	The chief financial officer instructs the Payroll supervisor to advertise the benefits of direct deposit in all district publications and to continue traditional efforts to market the program.	September 2001 and Ongoing
7.	The Payroll supervisor uses the survey information to focus and fine-tune the district's direct-deposit marketing efforts.	November 2001 and ongoing

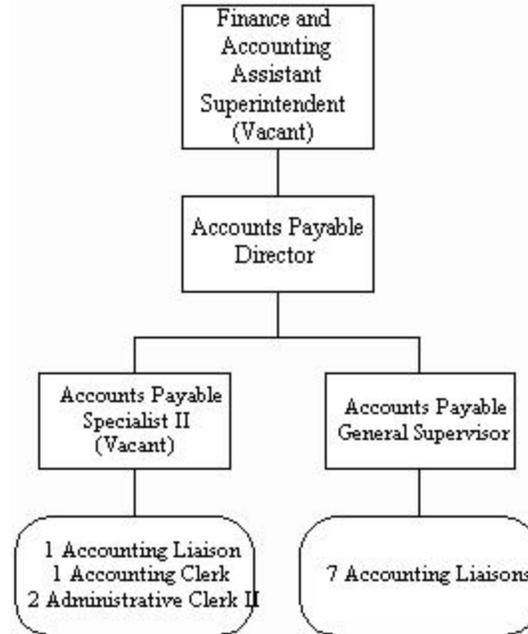
FISCAL IMPACT

This recommendation can be implemented with existing resources.

Accounts Payable

Accounts payable operations are critical to any organization that must acquire goods and services to achieve its objectives. DISD's Accounts Payable Department is budgeted for 14 positions; at this writing, one is vacant. **Exhibit 7-26** presents the department's organization.

Exhibit 7-26
Accounts Payable Organization



Source: DISD Financial Operations.

During fiscal 2000, the Accounts Payable Department processed 192,883 invoices and issued 69,654 checks for a total of \$251,391,792.

FINDING

The Accounts Payable Department has experienced significant problems with the Delta financial system and is dissatisfied with it. Since its installation in 1998, the system has been modified extensively for accounts payable and other applications. In fact, a Unisys consultant has an office at the district and works full-time maintaining it. In addition, a section of Financial Operations called Financial Systems Technical Support provides full-time computer assistance and support for all finance-related areas.

The Delta system affects the Accounts Payable Department's efficiency in several ways. For example, staff cannot work on the Delta system while checks are being printed. Accounts Payable prints checks on Monday and Thursday of each week. Each check run takes about three hours to complete. Consequently, each clerk has about six hours per week of downtime in which accounts payable clerks are assigned other duties such as requesting outstanding receiving reports from schools and departments; sending invoice discrepancy notices to vendors; calling vendors to resolve invoice discrepancies; cataloging invoices with discrepancies for follow-

up; reviewing returned vendor checks; and verifying invoices to purchase orders for correct line items.

Seven clerks are directly involved in paying invoices. Therefore, this downtime translates into 42 staff-hours per week or 168 hours per month of potentially inefficient time caused by the Delta system.

Exhibit 7-27 describes workarounds the department must employ due to the limitations of the Delta System.

**Exhibit 7-27
Delta System Workarounds**

System Limitations	Workaround Procedure	Effect on Efficiency
System does not allow entry of invoices and check run to be performed simultaneously.	Must lock employees out of system until check run is complete.	Slows down work process.
System does not recognize discounts and credits; treats them as debits.	Must make manual calculations to pay invoices for discounts and credits.	Slows down work process; increases opportunities for human error.
System does not properly reversevoided checks from prior years.	Must prepare manual journal vouchers to reverse checks.	Slows down work process; increases opportunities for human error.
System does not allow editing of invoices once they have been posted to the general ledger.	Must delete invoices and reenter them correctly.	Slows down work process; increases opportunities for human error.
System does not have a prompt command asking whether to reissue a voided check.	Must manually monitor checks that are not to be reissued to avoid duplicate payments.	Slows down work process; increases opportunities for human error.
System does not allow invoices to be entered that have pricing discrepancies with the purchase order.	Must use a spreadsheet to track invoices with discrepancies until they can be resolved.	Slows down work process by creating an inefficient procedure requiring the use of duplicate records.

Source: DISD's Accounts Payable Department.

Unisys, the provider of the Delta financial system, does not agree with a number of the system limitations identified in **Exhibit 7-27**. Unisys provided the following comments to the limitations:

- Limitation - System does not allow entry of invoices and check run to be performed simultaneously.

Response - Due to the high volume of data entry, DISD experienced occasional delays during the accounts payable check process when end-users (entering invoices) were simultaneously updating records that were also going to be updated during the check run. As with any database-driven system, a record must be locked when updates to that record occur to ensure data integrity. To avoid such delays, DISD has implemented their own system control to prevent access to these pivotal files during check runs.

- Limitation - Does not allow editing of invoices once they have been posted to the general ledger.

Response - Accounts Payable option 16 was implemented on 10/16/99 to allow edit and deletion of invoices that have been posted to the General Ledger.

- Limitation - Does not allow invoices to be entered that have pricing discrepancies with the purchase order.

Response - System has been consistently utilized to pay invoices with line amounts both higher and lower than the original purchase order amounts. However, the system provides the capability to restrict which users can overpay a purchase order.

DISD has made numerous modifications to the Delta system, yet problems persist. In fact, modifications made to correct problems have often lead to other problems that require additional modifications. The frustration caused by this cycle has lead accounts payable personnel to conclude that the only viable solution is a new financial system. In a November 13, 2000 memo to the CFO summarizing problems experienced with the Delta system, the Financial Systems Technical Support director wrote concerning a modification to the account payable invoicing module:

The modification created slow-down in invoice processing. The average input time for processing was 10 invoices per hour; prior input capability -- 100 invoices per hour. The inability to pay using invoicing [module] slows the district

to a halt.... [Vendor] provides a solution, however, other problems occur and the district does not return to invoice processing.

In a later section of the memo, the director wrote:

The district went back to invoice processing October 19, [1999]. The ability to void prior checks was lost.... The maintenance release 'fixes' did not correct the erroneous data in the system; data integrity is a major issue. The software department using back door method corrected the incorrect data.

In yet another section, the director comments on the lack of documentation provided for Delta system modifications and echoes an audit management letter comment made by the district's external auditors. The director concludes by saying, in essence, that no further releases would be accepted because of their tendency to destabilize the system:

The functionality that has been lost with the installation of new maintenance releases has been omitted from the user and technical notes for each release.... The lack of technical and user documentation has created a hazardous situation for the district. Fixes and modification[s] have been packaged into the maintenance release[s] that are critical to the operation of the system but the other 'unknowns' have crippled the system usage because it generally steps on modifications or fixes that corrected previously identified problems. The district will limit the acceptance of new releases to stabilize the system until the new financial system can be implemented."

Recommendation 115:

Work with the Technology Services Division to improve deficiencies in the accounts payable system and ensure that any request for proposals (RFP) for a new system fully addresses employees' issues and concerns.

Accounts payable personnel should work closely with district technology personnel to ensure that any proposed system has the features the department needs. Moreover, accounts payable personnel should review the RFP in detail and insist upon their concerns being addressed during system evaluation, planning, design, testing and implementation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer ensures that the Accounts Payable director is on the new system selection committee.	August 2001 and Ongoing
2.	The Accounts Payable director establishes an Accounts Payable task force to ensure that all accounts payable needs and concerns are identified.	August 2001 and Ongoing
3.	The Accounts Payable director ensures that the concerns of the department are brought before the new system selection committee.	August 2001 and Ongoing
4.	The Accounts Payable director ensures that the proposed system meets all of the department's needs.	August 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Activity Funds

Activity fund money is collected by and expended for the benefit of individual schools and their students. Two types of activity funds are common to Texas public schools. Together, these funds are referred to as activity funds. The first type, campus activity funds, are generated from school pictures, vending machine revenues, commemorative items, etc. Principals control and spend these funds as needed for the benefit of the entire school. The second type, student activity or club funds, represent money collected and disbursed by student organizations for various student-related activities such as student councils, class funds and booster clubs. These funds are raised and expended exclusively for the benefit of students under the supervision of professional school staff. In Texas school districts, principals are the custodians of these funds and must provide for their proper accounting.

School districts must account for student activity funds separately from campus activity funds. Districts may maintain separate bank accounts for these funds but are not required to do so as long as they maintain separate accountability for student and district funds. Some districts account for activity funds centrally whereby all accounting is performed at central office. Schools collect and deposit the funds but must submit purchase requisitions to the district central office to use them. Other school districts use a decentralized model, allowing individual schools, under the oversight and supervision of central office staff, to administer and account for the funds. Regardless of the model used, all school districts are required to include activity funds in the annual financial audit conducted by independent auditors. The audit results are reported in the annual financial statements issued to the public.

TEA's FASRG outlines the requirements for activity fund accounting. Three fund types are used to record activity funds; the intended use for the money dictates the fund in which it should be recorded (**Exhibit 7-28**).

**Exhibit 7-28
Activity Fund Descriptions**

Fund	Purpose
General Fund	If the district's policy allows for excess or unused funds to be recalled into the General Fund for general school district use.
Special Revenue Fund (Fund 461 - Campus Activity Fund)	If individuals other than the students involved in the activity fund have the ability to use activity fund money in a manner that does not directly benefit the students involved in the activity funds but does benefit the school.
Agency Fund (Fund 865 - Student Activity Account for Student Clubs and Class Funds)	If the activity fund financial decisions rest solely with the students.

Source: TEA Financial Accountability System Resource Guide.

In addition to following FASRG guidelines, DISD schools must comply with the provisions of DISD's *Activity Fund Manual*. This manual, developed by the Internal Audit Department and last revised in June 1998, consists of 16 sections and 81 subsections covering topics such as banking practices and procedures, cash receipts and disbursements and purchasing procedures. The provisions contained in the manual constitute policy as established by DISD's Board of Trustees. **Exhibit 7-29** provides an overview of the manual's contents.

**Exhibit 7-29
Overview of DISD Student Activity Manual**

Section	Description
1.0	General Information
2.0	Banking Practices and Procedures
3.0	Cash Receipts
4.0	Cash Disbursements
5.0	Investment Accounts

6.0	Transfers
7.0	Petty Cash
8.0	Purchasing Procedures
9.0	Fund-raising Activities
10.0	Donations and Grants
11.0	Textbooks
12.0	Sales Tax
13.0	Loss of Property
14.0	Reporting Requirements
15.0	Forms
16.0	Accounting Guide

Source: DISD Activity Fund Manual.

DISD uses a decentralized model to administer and account for activity funds. Each school maintains its own activity fund accounting records. Principals are primarily responsible for the proper administration of activity funds, while school office managers are involved in the day-to-day handling of activity funds. At the central office, the Quality Control Section oversees the administration of activity funds; reviews monthly reports, registers, and reconciliations; answers office managers' questions; assists office managers with resolving problems; and conducts training sessions for new office managers. At the end of the school year, each school sends substantially all of the activity fund books and records to the Internal Audit Department for the annual activity fund audit.

DISD schools received and disbursed more than \$15.5 million of activity funds during fiscal 2000. The balance on August 31, 2000 was about \$5 million. **Exhibit 7-30** summarizes activity for fiscal 2000.

**Exhibit 7-30
Activity Fund Financial Activity, Fiscal 2000**

Type	Fiscal 2000 Receipts	Fiscal 2000 Disbursements	August 31, 2000 Ending Balance
Elementary Schools	\$5,911,445	\$5,682,730	\$2,045,354
Middle Schools	\$2,113,674	\$2,085,722	\$610,360
High Schools	\$6,747,801	\$6,760,756	\$1,900,397

Specialty Schools	\$1,010,839	\$998,228	\$535,301
Total	\$15,783,759	\$15,527,436	\$5,091,412

Source: DISD General Accounting Department.

FINDING

DISD's controls over its activity funds remain weak, despite past TSPR recommendations, annual internal audits and changes to written policies and procedures. During the 1992 performance review of DISD, TSPR made 298 recommendations of which three were related to activity funds. TSPR's follow-up report issued in October 1993 found that the district had rejected all three of the activity fund recommendations. In fact, of the 298 recommendations in the initial report, only six were rejected; three were related to activity funds. The most important of these three called for centralized accounting for activity funds.

Exhibit 7-31 summarizes TSPR's 1992 activity fund findings, recommendations, implementation status, and progress report comments.

Exhibit 7-31
Summary of Activity Fund Findings, Recommendations and Progress
Report Comments
1992 TSPR Report

1992 Report Finding	1992 Report Recommendations	1993 Progress Report Implementation Status	1993 Progress Report District Management's Comments
All accounting for school activity funds is handled by the schools. Monitoring and auditing is performed by the DISD Internal Audit Department. An annual audit is performed on each of the 200 school funds. In addition, special investigations are	Establish a process and set of procedures for centrally banking, investing, and accounting for school activity funds. Decisions relative to the use of the funds should remain with the schools.	Not Implemented	School activity funds are the responsibility of local campuses. DISD feels that central fund control reduces campus access and creates a logistical challenge and additional administrative costs.

conducted as needed.			
The internal audit reports which we reviewed reported numerous incidents of shortages in funds. In one case, a misappropriation of \$10,000 was found and the principal was terminated. From the information we were able to obtain, however, except for flagrant cases, there is no penalty for repeat offenders other than to refund the shortages which are discovered.	Phase the schools into the centralized accounting system by implementing all elementary schools in 1993 and all middle and high schools in 1994.	Not Implemented	DISD feels this recommendation is not cost-effective. Centralized accounting of activity funds would create hardships on school staff as well as central staff.
	Significantly reduce the amount of internal audit staff time dedicated to school activity funds after the new system is in effect.	Not Implemented	DISD feels the reduction in internal auditing staff time would not outweigh the extra burden on campus staffs to generate daily transactions.

Source: TSPR's 1992 DISD Performance Review and October 1993 Progress Report.

Since TSPR's 1992 review, the district has experienced many instances of theft and misappropriation of school activity funds. Internal Audit maintains a list of outstanding investigations arising out of audit findings. Findings of possible criminal activity are submitted to DISD's Safety and Security Department for further investigation. Of 55 outstanding investigations reported prior to September 2000, 26, or 47 percent, concern activity funds totaling \$127,823 for the 19 cases, while the amount in question was not reported for the other seven cases. **Exhibit 7-32** summarizes these open and pending cases.

Exhibit 7-32
Open or Pending Investigations of Misappropriation of Activity funds

Case	Description	Date Submitted	Amount	Disposition
1	Funds unaccounted for	February-97	\$52,000	Criminal

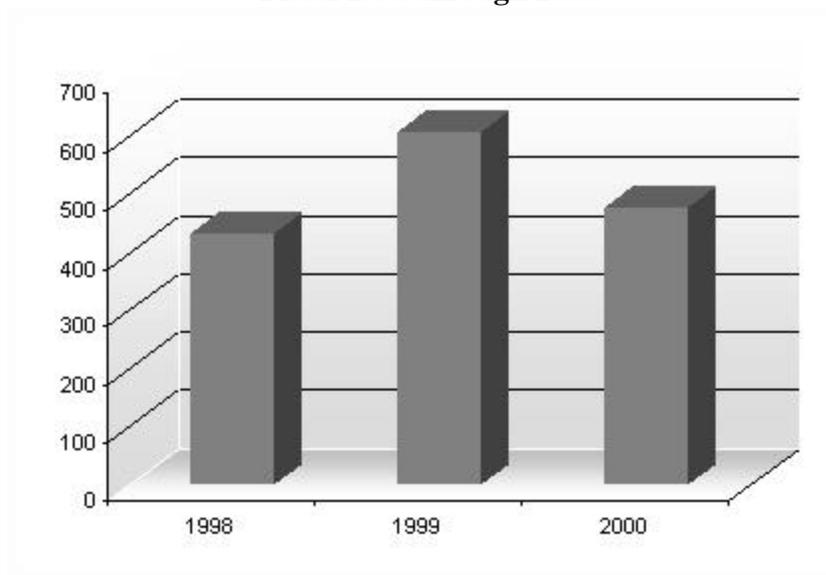
				Proceedings
2	Funds unaccounted for	March-97	\$2,804	Criminal Proceedings
3	Funds unaccounted for	May-97	\$23,000	Active with Dallas Police Department
4	Inappropriate use of activity funds	October-97	not provided	Referred to District Attorney
5	Funds unaccounted for/misappropriated	March-98	\$5,560	Pending Dallas Police Department
6	Funds unaccounted for. Altered receipts.	Apr-98	\$2,400	Referred to District Attorney
7	Funds missing from fundraiser	May-98	not provided	final disposition not determined
8	Fine arts funds missing	May-98	not provided	final disposition not determined
9	Funds stolen	Jul-98	\$2,130	final disposition not determined
10	Funds unaccounted for/counterfeit money	Jul-98	\$500	final disposition not determined
11	Funds unaccounted for	Aug-98	\$5,800	final disposition not determined
12	Unallowable expenditures	Nov-98	\$2,000	final disposition not determined
13	Funds unaccounted for	Nov-98	\$3,000	Employee resigned
14	Theft of fundraising money	Nov-98	\$1,000	Employee pays restitution
15	Receipts could not be traced	Jan-99	\$619	final disposition not determined
16	Activity funds stolen	Jan-99	\$13,000	Criminal Proceedings
17	Missing vending proceeds	Feb-99	\$525	final disposition not determined
18	Improper payments to employees	Mar-99	\$8,734	final disposition not determined
19	Missing funds	Apr-99	\$684	final disposition not determined

20	Funds unaccounted for	Apr-99	\$114	final disposition not determined
21	Activity funds stolen	May-99	\$253	final disposition not determined
22	Activity funds stolen	Aug-99	\$3,700	final disposition not determined
23	Fundraiser investigation	Jan-00	not provided	Under investigation
24	Fundraiser investigation	Feb-00	not provided	Under investigation
25	Activity fund investigation	May-00	not provided	Under investigation
26	Activity fund investigation	May-00	not provided	Under investigation
Total			\$127,823	

Source: DISD Internal Audit Department Report of Open and Pending Investigations.

In addition to past instances of wrongdoing, audit exceptions have increased since fiscal 1998 (**Exhibit 7-33**).

Exhibit 7-33
Activity Fund Audit Exceptions
Fiscal 1998 through 2000



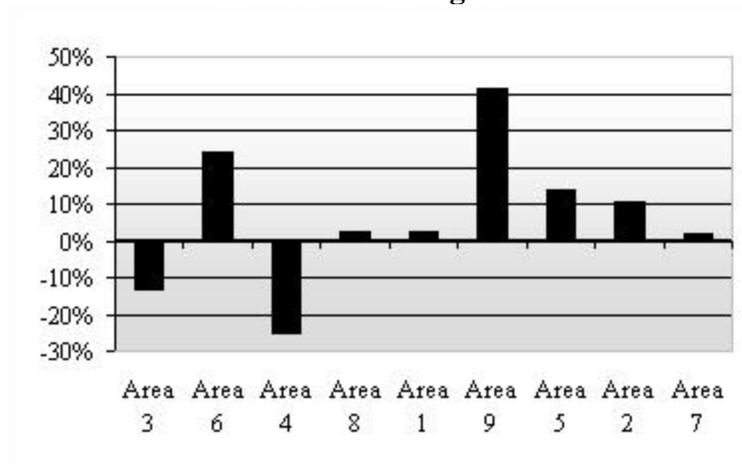
Source: DISD Internal Audit Department.

Chapter 7

B. ACCOUNTING OPERATIONS (PART 3)

Since fiscal 1998, schools in seven of the nine district areas have experienced average annual growth rates in student activity audit exceptions. Schools in areas six and nine experienced the largest growth rates of audit exceptions, averaging 24 and 41 percent, respectively. Schools in areas three and four experienced declining rates of 13 percent and 25 percent, respectively. **Exhibit 7-34** compares audit exceptions by area for fiscal years 1998 through 2000.

**Exhibit 7-34
Average Annual Growth Rates
Activity Fund Audit Exceptions
Fiscal 1998 through 2000**



Source: DISD Internal Audit Department.

Some school districts centralize activity fund administration and accounting to better manage and control these funds. **Exhibit 7-35** summarizes DISD and peer activity fund information, including activity fund administration models.

**Exhibit 7-35
Summary of DISD and Peer Student Activity Fund Information**

District	Number of Schools	Fiscal 2000 Activity Fund Expenditures	Activity Fund Model Used	Central Office Activity Fund Staff
Dallas	239	\$15,527,436	Decentralized	1 Director 2 Staff

San Antonio	108	\$1,750,000	Centralized	1 Accountant 4 Staff
Houston	297	\$17,727,611	*Hybrid	1 Manager 5 Staff
El Paso	84	\$1,861,351	Decentralized	1 Professional 2 Clerks

Source: Texas Education Agency, AEIS, 1999-2000 and Interviews with peer district personnel.

**Houston ISD uses a centralized model for middle and high schools and a decentralized model for elementary schools.*

Note: Austin and Fort Worth data not provided.

The San Antonio Independent School District (SAISD) accounts for school activity funds centrally. SAISD deposits activity funds into a single checking account and performs bank reconciliations at the central office. To use the funds, schools must submit requisitions to the central office, which processes them through the district's accounts payable system. SAISD's central office also issues the checks, reconciles the bank account and invests activity fund monies. Campuses receive credit for interest earned on their portion of funds in the account. SAISD's Internal Audit unit audits student activity accounts and completes an audit of all school activity funds every two years.

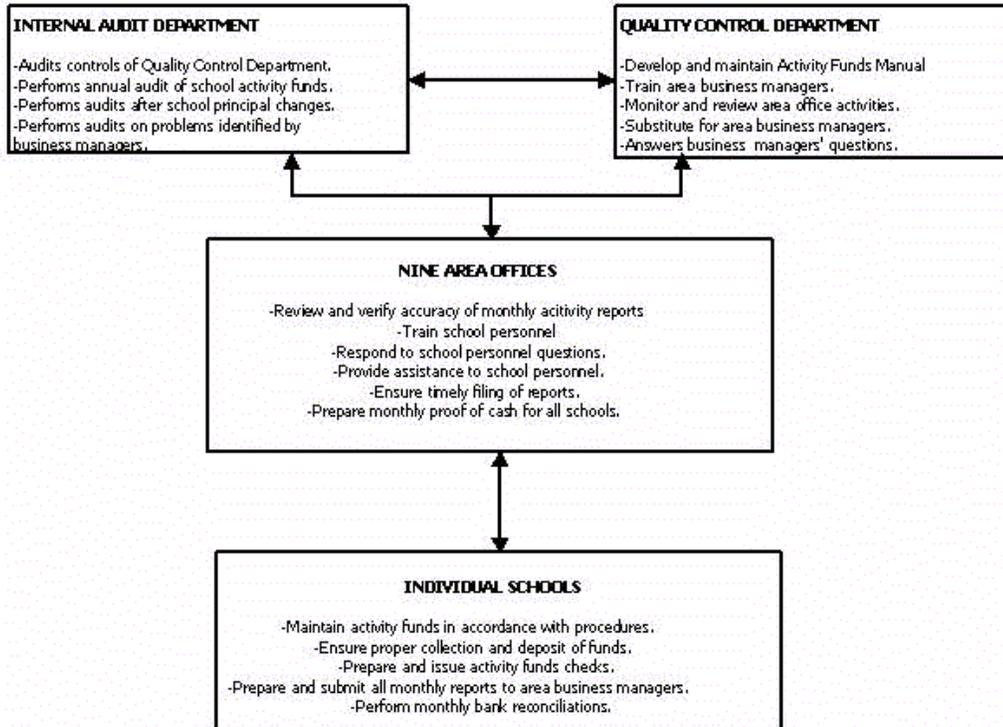
The Houston Independent School District (HISD) uses a hybrid model. Middle and high school activity funds are administered and accounted for centrally, while elementary schools manage their own funds. All HISD schools collect and deposit funds. Middle and high schools must submit purchase requisitions to central office to use their funds; elementary schools can make their own purchases and maintain their own accounting records. The central office reconciles bank accounts for all schools and invests activity fund monies. Campuses whose activity funds are controlled centrally receive credit for interest earned on their portion of the funds. Every summer, HISD's Internal Audit Department audits each activity fund.

HISD's rationale for this hybrid model is based on its risk assessment. Middle and high schools are more risky because they manage more money than do elementary schools. Furthermore, the district has twice as many elementary schools as middle and high schools, and the administrative burden of central administration of elementary school activity funds is considered to outweigh the risk.

DISD's Internal Audit Department has developed a centralized activity fund management model based upon the district's area concept, but has not yet presented it for approval or adoption by the board. Under this model, administrative responsibilities would be divided among schools, the Quality Control Department, Internal Audit and the nine area district

offices (**Exhibit 7-36**). Presently, responsibilities are divided among the schools, the Quality Control Section and the Internal Audit Department.

Exhibit 7-36
Internal Audit's Proposed Structure of Activity Fund Administration



Source: DISD Internal Audit Department

Recommendation 116:

Centralize middle and high school activity fund administration under five area business managers.

The district should administer high and middle school activity funds at the area level, while keeping elementary school activity fund administration at the campus level. This structure would provide much-needed oversight of activity funds while preserving some of the advantages of site-based management.

Although activity funds would not be administered centrally under the proposed model, the central office would continue to play a role. Two specialist IIs currently in the Quality Control Section with student activity fund responsibilities should be transferred to General Accounting and given primary responsibility for overseeing elementary school activity fund operations. In addition, they should be responsible for supporting the

activities of business managers in the area offices who would oversee middle and high school activity fund operations.

Responsibility for middle and high schools in the nine district areas should be divided among five area business managers. These individuals also would provide assistance and support to elementary school office managers and serve as a front line resource for review, support and problem-solving. A suggested work distribution based on the volume of middle/high school fiscal 2000 expenditures is shown in **Exhibit 7-37**.

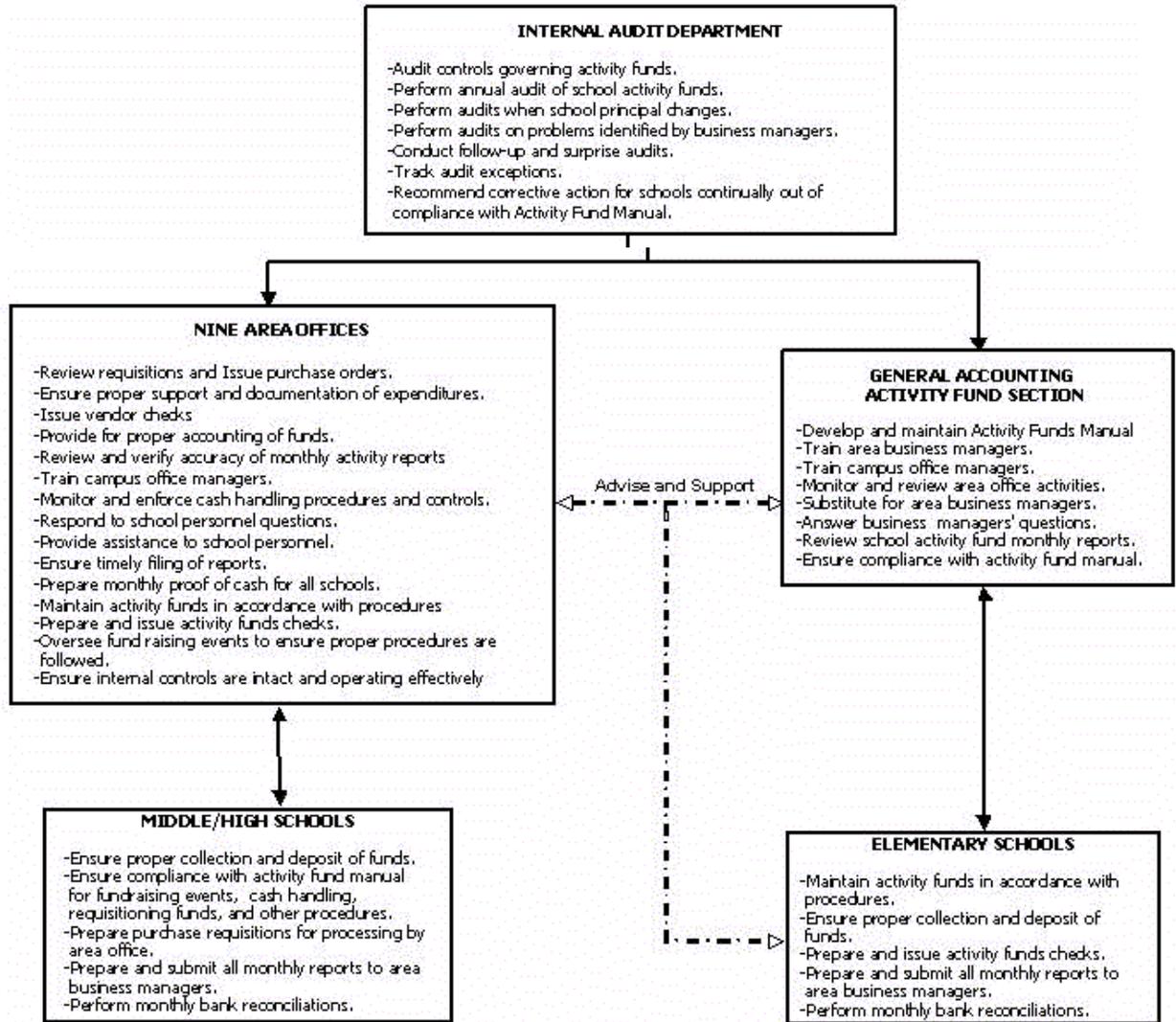
Exhibit 7-37
Work Distribution Plan
Based on Fiscal 2000 Middle and High School Disbursements

Area Business Manager	Area Combinations	Middle/High School Disbursements	Percentage Of Total Disbursements	Total Middle/High Schools
1	Areas 1+3	2,007,019	21%	11
2	Areas 2+6	1,997,025	21%	11
3	Areas 4+7	1,903,778	20%	10
4	Areas 5+8	1,965,654	20%	12
5	Area 9	1,764,422	18%	20
	Total	9,637,898	100%	*64

Source: DISD General Accounting Student Activity Fund Information.
**Includes only those middle and high schools whose activity funds were audited during fiscal 2000.*

Exhibit 7-38 presents the proposed organizational structure.

Exhibit 7-38
Proposed Activity Fund Administration Model



Source: Developed by TSPR.

Reorganizing the administration of the district's middle and high school activity funds under the direction of five area business managers will improve control and reporting of activity fund activities, increase supervision of day-to-day operations of office managers related to activity funds, provide efficient services to schools and reduce the occurrence of fraud, theft and unallowable disbursements.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The chief financial officer forms a task force consisting of the Internal Audit director, the student activity fund specialists in the Quality Control department, and a middle and high school representative.	August 2001
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2.	The chief financial officer instructs the task force to evaluate the feasibility of reorganizing student activity fund administration based on the area management concept.	August 2001
3.	The CFO instructs the task force to develop a plan to reorganize student activity fund administration based on the area concept.	September 2001
4.	The CFO reviews and approves the plan and posts positions for five area business managers.	October 2001
5.	The CFO interviews candidates for the area business manager positions.	October through December 2001
6.	The Human Resources Department fills the area business manager positions.	January 2002
7.	The successful candidates begin their duties.	January 2002

FISCAL IMPACT

The recommendation provides for one specialist III to fill each of the area business manager positions. Based on DISD's average salary schedule used in the preparation of its 2000-01 budget, a specialist III receives \$43,079 salary plus \$2,272 benefits plus a \$962 car allowance, for total annual compensation of \$46,313. Since the positions would not be filled until January 2002, the fiscal impact during fiscal 2002 would be a cost of \$154,377 ($\$46,313 \times 8/12 \times 5$) and \$231,565 in 2003 and thereafter ($\$46,313 \times 5$).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Centralize middle and high school activity fund administration under five area business managers.	(\$154,377)	(\$231,565)	(\$231,565)	(\$231,565)	(\$231,565)

FINDING

Board policy drives the auditing of school activity funds, rather than any in-depth risk assessment. Board Policy CFD (LOCAL) requires the Internal Audit Department to audit every activity fund every year. In addition, activity funds must be included in the annual independent audit conducted by the district's external auditors.

Audits are most cost-effective when they are focused in high-risk areas. The Internal Audit Department wants to place more emphasis on high-risk areas such as schools with weak activity fund controls and inaccurate enrollment and attendance records. However, the department is unable to do so because of staff size and the board policy requiring annual audits of all activity funds. Activity funds at schools with weak controls represent high-risk areas because they often involve large sums of money. Enrollment and attendance represents a high-risk area because they affect funding for individual schools and the district as a whole.

Internal Audit does not use its audit finding tracking system to differentiate between those schools requiring more audit effort and those requiring less. The present tracking system indicates whether a given exception was repeated from the prior year, but does not rate a school's level of compliance with activity fund policies and procedures. Audit exceptions are summarized by area and total audit exceptions are compared to the previous year, but are not used to focus audit effort by area or school.

Exhibit 7-39 provides a summary of audit exceptions noted since fiscal 1998. This information could provide a basis for a more focused approach to selecting schools for audit. At present, it is not being used for this purpose. Over the past three fiscal years, the same five audit exceptions have reoccurred in about a third of the schools. These exceptions are highlighted in the exhibit and should be targeted to encourage compliance with the *Activity Fund Manual*.

**Exhibit 7-39
Frequency of Audit Exceptions**

Audit Exception	Fiscal 1998 Frequency	Fiscal 1999 Frequency	Fiscal 2000 Frequency	Three- year Average
Issues with fund raising permission forms and reports	*0%	66%	28%	31%
Forms not submitted for payments for contractual services	*0%	46%	48%	31%
Sales tax and/or quarterly reports not submitted to Comptroller's office	31%	38%	28%	32%
Lost textbook funds not submitted at end of year	0%	31%	**0%	10%

Unallowable/questionable expenditures	46%	27%	19%	31%
Improper petty cash procedures	6%	14%	3%	8%
Multiple quotes not obtained for purchases over \$1,000	60%	13%	36%	36%
Centralized funds not maintained separately and/or returned by May 31	17%	13%	6%	12%
Deposits not made timely	15%	11%	33%	20%
Accounts with negative balances	17%	6%	18%	14%
Checks issued payable to cash	3%	6%	5%	5%
Payments made to district employees	5%	5%	7%	6%
Checks not signed by principal or designee	0%	2%	1%	1%

Source: DISD Internal Audit Department Activity Fund Audit Exception Reports.

**Audit procedure was first performed during fiscal 1998.*

***Audit procedure was not performed during fiscal 2000.*

Schools with capable office managers that have had few audit exceptions receive the same audit effort as schools with inexperienced office managers and recurring audit exceptions. Audit exception rating systems and audit rotation cycles allow internal auditors to focus more on high-risk areas.

Recommendation 117:

Target activity fund audits based on in-depth risk assessments and establish a staggered audit schedule.

The Internal Audit Department should devise a method of rating school compliance with activity fund procedures. The rating system should be used to decide which schools need more audit emphasis. Instead of simply reporting and tracking findings from year to year, the district should weigh the findings to determine an overall level of compliance. Then, the Internal Audit Department should grade each school and track their grades

from year to year to determine if progress has been made. More audit emphasis should be focused on schools deemed high risk. **Exhibit 7-40** presents an example of a multi-year report card designed to grade compliance with activity fund procedures.

Exhibit 7-40
Sample School Fund Audit Report Card

School	Grade Fiscal 2001	Grade Fiscal 2000	Grade Fiscal 1999
One	A	B	C
Two	C	B	A
Three	A	D	F
Four	A	A	A
Grading Scale	Key to Grading Scale		
A	School fully complies with <i>Activity Fund Manual</i> ; no reportable conditions noted.		
B	School substantially complies with manual; reportable conditions were noted, but they do not significantly weaken internal controls.		
C	School achieved adequate compliance with manual; reportable conditions were noted that must be addressed to strengthen or improve internal controls.		
D	School is out of compliance with manual; reportable conditions pose a significant threat to the system of internal controls.		
F	School is out of compliance with manual; reportable conditions indicate that internal controls are weak or nonexistent.		

Source: Texas School Performance Review.

Corrective measures should be applied to schools consistently rated "out of compliance." Suggested corrective measures are shown by degree of severity in **Exhibit 7-41**.

Exhibit 7-41
Suggested Corrective Measures
for Schools Consistently Rated "Out of Compliance"

Degree of Severity	Corrective Measure
First Degree	Submit a corrective action plan to the superintendent and

	subject school to audit again the following year.
Second Degree	Submit a corrective action plan, require principal and bookkeeper to attend quarterly training sessions followed by "mini-audits" conducted at the end of the quarter in which the training takes place, and subject school to audit again the following year.
Third Degree	Reassign responsibility for custodianship of activity funds from the office manager to another qualified individual, and make compliance with activity fund policies and procedures a key component of the principal's performance evaluation.

Source: *Texas School Performance Review*.

Internal Audit also should develop a staggered audit schedule to ensure that all activity funds are audited at least once every two years. The schedule should be kept confidential and schools should be notified that they could be audited at anytime.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent places an item on the board agenda to revise Board Policy CFD (LOCAL) to allow the Internal Audit Department to audit activity funds based on a staggered schedule.	August 2001
2.	The board reviews and approves the agenda item.	September 2001
3.	The chief financial officer instructs the Internal Audit Department to devise a grading system for compliance with the <i>Activity Fund Manual</i> .	September 2001
4.	The chief financial officer instructs the activity funds coordinator to draft corrective measures for schools that are consistently out of compliance with the <i>Activity Fund Manual</i> .	September 2001
5.	The chief financial officer reviews the grading system and approves a final draft of corrective measures.	November 2001
6.	The activity funds coordinator informs campus principals and office managers of the grading system and corrective measures and obtains confirmation that they are understood.	November 2001
7.	The activity funds coordinator sets the effective date on which the measures will go into effect.	November 2001
8.	The Internal Audit Department incorporates staggered activity	December

fund audits into its fiscal 2003 audit plan.	2001
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district is not using the full capabilities of its activity fund software. It uses the software as standalone systems although it has networkable capabilities. Checks can be printed using the software; however, many office managers type checks on a typewriter then enter them into the system. There is a district consolidation module that would allow the district to print 1099 forms each year for contractors paid more than \$600, but the district does not use this capability. Finally, the system has an auditing module that facilitates audits by allowing "what-if" and other analysis on transaction data, but the district has not made use of this capability either.

Limited use of the software's capabilities makes it more difficult for district staff to monitor activity funds and assist school office managers. It also results in more paper being generated as schools send reports to the central office each month for review and for input into the district's general ledger.

DISD campuses may use the district's activity fund software or a manual accounting system of their own invention; the Quality Control Section has not made use of the software mandatory. **Exhibit 7-42** highlights schools that do not have activity fund software and use manual systems.

**Exhibit 7-42
Schools Using Manual Activity Fund Accounting Systems**

Type	Schools Using Manual Systems	Fiscal 2000 Expenditures	Average per School
Elementary Schools	35	\$1,191,966	\$34,056
Middle Schools	1	\$68,463	\$68,463
High Schools	4	\$112,436	\$28,109
Special Schools	12	\$214,304	\$17,859
Total/Percent of Total	52/22%	\$1,587,169	

Source: DISD Quality Control and General Accounting Department.

Using the network capabilities, with appropriate controls, would allow the activity fund specialist to view office managers' systems and would make it easier to oversee their activities and troubleshoot their problems. Schools would not be required to send their reports to central office every month. The activity fund specialist would simply print out a report of monthly activity and request whatever supporting documentation is needed.

In addition, networking would allow the Internal Audit Department to monitor transactions of selected schools during the year without requesting paper reports. If the activity fund network were integrated with the district's financial accounting system, there would be no need to create manual entries into the automated accounting system. The transactions could be downloaded automatically. Finally, using the check printing and district consolidation capabilities of the system would eliminate unnecessary data input, while the audit module would facilitate Internal Audit's annual audits of activity funds.

Recommendation 118:

Use the full capabilities of the activity fund software and require all schools to use the system.

The district should use the full capabilities of its activity fund software. The process of monitoring and accounting for activity funds would be streamlined if the district used the full capabilities of the software. Moreover, full use of the system by all schools results in more effective accounting than can be attained using a manual system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer instructs the student activity coordinator to determine which capabilities of the activity fund software are not being used.	August 2001
2.	The chief financial officer confers with the district's Information Technology Department to determine what needs to be done to network all school activity fund databases with the central office.	August 2001
3.	The chief financial officer and Information Technology Department work to network school activity funds to the central office.	August 2001 and Ongoing
4.	The activity fund coordinator conducts a survey of office	August and

	managers to determine which capabilities are not being used.	September 2001
5.	The chief financial officer instructs the activity fund coordinator to cooperate with the Information Technology Department to provide training in the network version of the activity fund software.	September 2001
6.	The activity fund coordinator develops a training program to train office managers on system capabilities that are not being used.	September and October 2001
7.	The chief financial officer issues a memo instructing all office managers to use the full capabilities of the networked activity fund software.	September 2001

FISCAL IMPACT

Based upon quotes received from the software vendor, the activity fund software costs \$149 per school plus \$8 shipping. Since 52 schools use manual systems, the fiscal impact of acquiring the software would be \$8,164 (52 x \$157). This price includes toll-free technical support in the first year and current version downloads from the company's Web site at any time as long as the school maintains a valid support contract, which costs about \$60 per school after the first year. Therefore, the annual cost of this recommendation would be \$8,164 in fiscal 2002 and \$3,120 (52 x \$60) in fiscal years 2003 through 2006.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Use the full capabilities of the activity fund software and require all schools to use the system.	(\$8,164)	(\$3,120)	(\$3,120)	(\$3,120)	(\$3,120)

FINDING

Activity fund checks require only one signature, regardless of the amount. Section 2.2 of the *Activity Fund Manual* requires each bank account to have two authorized signers, one of whom must be the principal, registered with the bank. However, only one of the two signatures is needed to approve checks. Many school districts require two signatures on checks to limit the possibility of irregularities. Strong internal controls call for two signatures. Typically, the principal and his or her designee are authorized signers plus one other individual at the school other than the bookkeeper.

Recommendation 119:

Require at least two signatures on activity fund checks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer instructs the activity fund coordinator to draft a memo requiring dual signatures on activity fund checks.	August 2001
2.	The activity fund coordinator drafts the memo and submits it to the chief financial officer for review and approval.	August 2001
3.	The chief financial officer reviews and approves the memo and disseminates it throughout the district.	September 2001
4.	The chief financial officer informs the Internal Audit Department about the new requirement and suggests that each school's compliance be tested during activity fund audits.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Unexplained differences between school activity fund ledgers and the district's general ledger require large adjusting entries at the end of the year. Each year, after Internal Audit completes its review of activity funds, General Accounting makes adjustments to activity fund account balances to adjust them to final audit balances. These adjustments are not necessarily audit adjustments; Internal Audit typically does not make activity fund audit adjustments. Instead, the adjustments arise out of differences between activity fund reports schools submit to General Accounting each month and the final year-end activity fund reports. One would expect the sum of the monthly reports to equal the total of the annual report, but the reconciliation report shows that they do not agree for most schools. Therefore, an adjustment to the general ledger is required. **Exhibit 7-43** summarizes adjustments made at the end of fiscal 2000 for differences greater than \$15,000.

**Exhibit 7-43
Activity Fund Adjustments Greater than \$15,000**

Campus	School Ledger	District Ledger	Adjustment
Arts Magnet	\$111,564	\$73,211	\$38,353

Bryan Adams	(\$58,509)	(\$39,215)	(\$19,294)
Burleson	\$3,492	\$35,234	(\$31,742)
Casa View	\$33,894	\$10,964	\$22,930
Pinkston	\$63,035	\$33,016	\$30,019
Science Magnet	\$31,003	\$4,879	\$26,124
Wilson	\$86,877	\$69,088	\$17,789

Source: DISD General Accounting Summary of Activity Fund Adjustments.

Section 14.1 of the *Activity Fund Manual* establishes procedures for submitting monthly reports to the central office. Office managers are required to submit form A-45, School Activity Statement, and form CA-766, Monthly Finance Report. The School Activity Statement shows beginning balance, monthly receipts, disbursements, transfers and the ending balance. Principals are required to certify the accuracy of this report but are not held accountable if the School Activity and the monthly finance report do not match. The Monthly Finance Report is the document General Accounting uses to record each school's financial activity for the month. The office manager uses the totals on this report to prepare the School Activity Statement.

The nature of the discrepancies between the monthly and year-end reports is unknown and no one in the district has attempted to determine their cause.

Recommendation 120:

Reconcile differences between campus student activity ledgers and the district's general ledger and hold principals accountable for the accuracy of the reports.

Instead of simply recording such differences as adjustments, the district should determine why these differences are occurring and implement corrective actions. While this investigation may be time-consuming, it would not be difficult. A simple comparison should be made between the monthly School Activity Statements and the monthly Finance Reports for each school where differences are noted. Any differences should be explained and reconciled. Principals should be held accountable for monitoring these required reports prior to submission.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The chief financial officer instructs the general accounting coordinator to assign an accountant to investigate differences between campus activity fund ledgers and the district's general ledger.	August 2001
2.	The general accounting coordinator assigns an accountant to research the reason for the differences.	August 2001
3.	The assigned accountant selects several schools with differences and compares their monthly reports to entries on the district's general ledger.	September 2001
4.	The assigned accountant determines the reason for the differences and reports the reasons to the general accounting coordinator, who in turn reports the reasons to the chief financial officer.	September 2001
5.	The chief financial officer instructs the general accounting coordinator to take the steps needed to prevent such differences in the future.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

C. INTERNAL/EXTERNAL AUDITING

Section 44.008 of the Texas Education Code requires school districts to undergo an annual audit of their financial statements. A certified public accountant must perform the audit, which must comply with generally accepted accounting principles and other standards promulgated by various agencies such as the Governmental Accounting Standards Board, the Office of Management and Budget, and the American Institute of Certified Public Accountants (AICPA).

Audit objectives vary depending on the type of audit performed. School district audits may be financial or compliance-related. *Financial* audits are designed to provide reasonable assurance that financial statements fairly present the financial position, results of operations and cash flows of the district in conformity with generally accepted accounting principles. Compliance audits may, for instance, determine whether the district has adhered to the specific requirements of state and federal grant agencies.

Internal or external auditors may conduct audits depending on management's objectives and the scope of the work to be performed. Typically, external auditors conduct financial audits to determine if an organization's financial statements are presented in accordance with generally accepted accounting principles. External auditors also may perform other services at management's request, such as reviews of internal controls and procedures, forensic investigations (fraud audits) and compilations and reviews of interim financial statements. Board policy CFC Local states that "The Board shall select an auditor for a one-year period with an option to renew annually for up to four additional years." Fiscal 2001 represents the final one-year extension of the current external auditor's contract, after which the district will issue a request for proposals for auditing services.

Except for fiscal 1998, the district has received unqualified opinions on its financial statements for each year from fiscal 1997 through fiscal 2000. In 1998, auditors qualified their opinion due to disclosures regarding the year 2000 issue that could not be verified until the year 2000. This qualification was typical for many organizations during years leading up to the year 2000 and was not an indication that the statements failed to present the district's financial position fairly in accordance with generally accepted accounting principles.

Internal auditors advise and appraise the organizations in which they serve. They advise management on how business processes may be

streamlined and improved while appraising the strength of the organization's control environment. They perform independent examinations of business processes and controls to assess whether such processes and controls are operating efficiently and economically in accordance with management's objectives.

DISD's Internal Audit Department is budgeted for 14 positions, of which two are vacant at this writing. The Board of Trustees and the superintendent created the Internal Audit Department to review and appraise the reliability and integrity of internal control systems, evaluate the accuracy and reliability of accounting and reporting systems and determine the extent to which district resources are employed economically and efficiently. The Internal Audit director reports directly to the superintendent. The Internal Audit Department's fiscal 2000 annual budget was \$932,993, unchanged from the prior year (**Exhibit 7-44**).

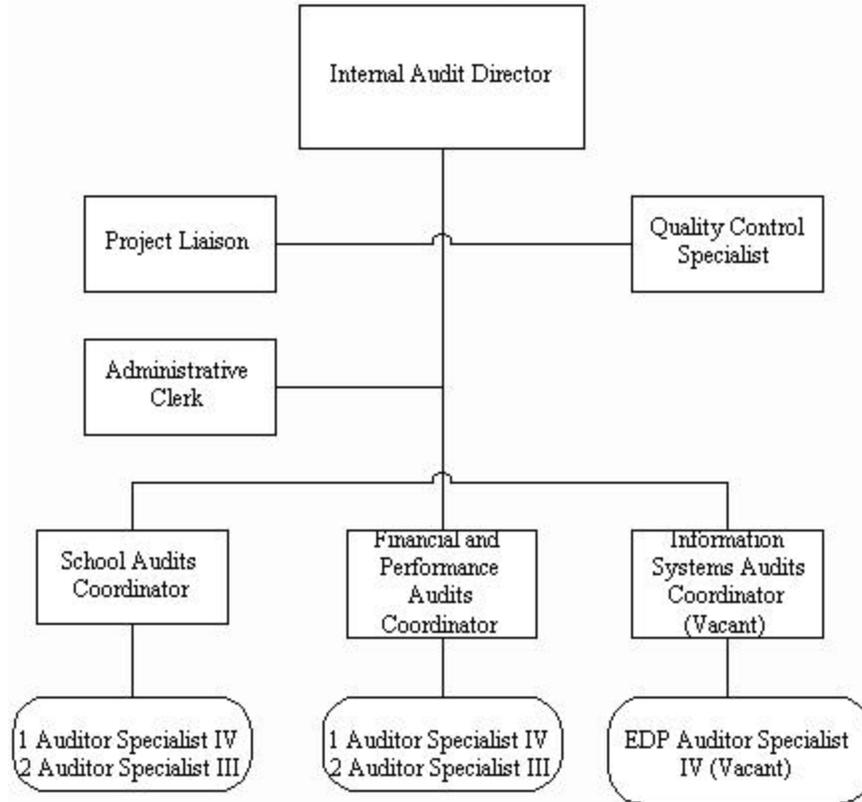
Exhibit 7-44
Internal Audit Unit Budget

Account	2001 Budget
Salary and Employee Benefits	\$830,412
Contracted Services	\$58,353
Supplies and Materials	\$7,039
Other Expenses	\$21,852
Equipment	\$15,337
Total	\$932,993

Source: DISD Fiscal 2000-01 Budget.

Exhibit 7-45 presents the Internal Audit Department's organization.

**Exhibit 7-45
Internal Audit Organization**



Source: DISD Financial Operations Division.

In 1999, the Internal Audit Department completed a risk assessment that serves as the basis for its audit plan for fiscal years 2001 through 2003. As specific high-risk areas are selected for review, additional risk assessments will be performed to develop specific audit scopes, objectives and procedures. Thus the audit plan, although based upon a 1999 risk assessment, is not a static document and can change based upon continued risk assessments and changes in conditions.

The risk assessment identified 36 district organizations as high risk, 22 as moderate risk, and 31 as low risk using the following rating scale.

- High Risk 7-10
- Moderate Risk 5-6.9
- Low Risk 1-4.9

According to its three-year audit plan, the Internal Audit Department plans to review about 29 district departments per year. **Exhibit 7-46** presents a summary of the risk assessment and three-year audit plan. Checkmarks indicate departments that have been identified as high risk in which audit work is planned for the given year. Audit work is not planned for the other areas that were identified as not being the higher risk areas.

**Exhibit 7-46
Three-year Audit Plan-High Risk Areas**

Organization	Risk Factor	2001	2002	2003
Elementary Schools	10.0	X	X	X
Middle Schools	10.0	X	X	X
High Schools	10.0	X	X	X
Payroll	9.9	X	X	X
Personnel	9.7	X	X	X
Purchasing	9.7	X	X	X
Service Center	9.4	X	X	X
Special Education	9.4	X	X	X
Accounts Payable	9.4	X	X	X
Districtwide Technology	9.2	X		
Instructional Technology	9.2	X	X	X
Districtwide Technology	9.2	X		
Technology Services	9.2	X	X	X
Technology Planning and Evaluation	9.2	X	X	X
Management Information Support	9.2	X	X	X
Maintenance Services	9.1	X	X	X
Service Center II	9.0	X	X	X
Heating, Ventilating and Air Conditioning	9.0	X	X	X
Treasury	8.9	X	X	X
Bond Program	8.8	X	X	X
Federal Accounting	8.7	X	X	X
Special Funds	8.7			X

Building Improvement Force	8.5	X		
Facilities Planning	8.5	X	X	X
Performance/Energy Management	8.5		X	X
School Safety & Security	8.0		X	
Environmental Services	8.0	X	X	X
Attendance & Truancy	7.8	X	X	X
Graphics	7.8	X		
Athletics & Field Houses	7.8	X	X	X
Fine Arts	7.4		X	
Fee Based Piano	7.4	X		
Multilingual	7.4			X
Student Wellness	7.4		X	
Risk Management	7.4		X	
Food & Child Nutrition	7.4	X	X	X
Planned Audit Areas		29	29	27

Source: DISD Internal Audit Department Annual Report.

Exhibit 7-47 compares the fiscal 2000 audit plan to actual results through March 14, 2001.

Exhibit 7-47
Fiscal 1999-2000 Audit Plan versus Actual Audits

Planned Projects	Completed	In Progress	Partially Completed	Notes
Annual Activity Fund Audits (Includes completion of fiscal 1999 audits)	X	X		Fiscal 1999 audits were completed. Fiscal 2000 audits are in progress.
Bond Program Audit		X		
Assist External Auditors	X			Completed two inventory observations.

On-site School Audits	X			Completed three on-site audits.
Information Systems Advisory Services			X	Completed three of five projects. One was in progress from the prior year and one was rescheduled for fiscal 2001.
Periodic Activity Fund Reviews	X			
Service Center Internal Controls	X			Replace with 1998 control assessment follow-up.
Supplemental Pay Audit	X			
Continuance Audit Activities	X			
Audit and Review Follow-ups	X	X		Completed on-site school audit follow-ups management letter follow-ups in progress.
External Assistance and Support		X		The department continues to respond to federal grand jury and F.B.I. requests.
Internal Investigations	X			
Internal Control Self Assessment Guide	X			

Source: DISD Internal Audit Department Annual Report.

Exhibit 7-48 presents the actual fiscal 2001 audit plan and hours budgeted for each section.

Exhibit 7-48
Fiscal 2001 Audit Plan Budgeted Hours

Planned Projects	Budgeted Hours	Percent of Total
Special Projects	4,538	22%
Administrative Tasks	4,400	21%
Mandated Projects	4,177	20%
Recurring Projects	2,000	10%
Information Systems	2,105	10%
Project Follow-up	1,560	7%
Investigation Support	736	4%
New Audits	673	3%
Monitoring Activities	722	3%
Total	20,911	100%

Source: DISD Fiscal 2001 Audit Plan.

FINDING

The district's Internal Audit staff is highly credentialed, anxious to perform its proper role in the district, and open to outside examination. In August 2000, the department invited the Institute of Internal Auditors (IIA) to conduct a peer review of its own operation to identify departmental weaknesses and opportunities to improve the department's image and effectiveness. IIA noted a number of best practices in the operation and administration of DISD's Internal Audit Department (**Exhibit 7-49**).

Exhibit 7-49 Peer Review Findings

- The Department has implemented a well-documented risk assessment process that includes substantial input from audit customers.
- The staff appears to be well qualified and possesses the necessary knowledge and skills to perform the requirements of the positions to which they are assigned.
- The majority of staff members are certified, many with multiple certifications and/or advanced degrees.
- The Department has initiated a Management Control Self-Assessment document, which is being circulated to operational management.
- An internal control guide for District administrators has been prepared.
- The Internal Auditing Department has been reorganized along functional

lines in order to enhance customer focus and auditor knowledge.

Source: The Institute of Internal Auditors-Business Focused Quality Assurance Review.

COMMENDATION

Initiatives undertaken by the Internal Audit Department has enabled them to receive best practices recognition by the Institute of Internal Auditors.

FINDING

The Institute of Internal Auditors (IIA) peer review contained a number of recommendations that have not been implemented. The Internal Audit Department included implementation of IIA's peer review recommendations in its fiscal 2001 goals and audit plan. However, the interim superintendent placed the implementation of the recommendations on hold pending review by the new superintendent. The new superintendent, in turn, placed them on hold pending the completion of TSPR's review. IIA recommendations are presented in **Exhibit 7-50**. Those explicitly included in the department's fiscal 2001 goals or audit plan are checked.

**Exhibit 7-50
Summary of IIA Findings and Recommendations**

Recommendation	Included Among Fiscal 2001 Goals or Audit Plan
Strengthen the control environment of the organization.	X
Issue a policy statement for controlling the organization.	X
Implement a district ethics and fraud awareness program.	X
Enhance the Audit Committee charter.	Not included
Improve the interaction with the audit committee and the board.	Not included
Revise the Internal Audit Charter.	X
Market the internal auditing function.	X

Enhance the process of follow-up on audit findings.	X
Encourage teamwork within the audit staff.	Not included
Enhance the audit technology tools available to the staff.	X
Enhance the customer survey process.	X
Update the district-wide IT systems inventory.	X
Consider COSO in audit plans	X
Institute internal quality assurance process.	Not included

Source: The Institute of Internal Auditors-Business Focused Quality Assurance Review.

Recommendation 121:

Immediately begin implementation of the Institute of Internal Auditors' peer review recommendations.

Implementation of the IIA's recommendations should begin no later than August 2001.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Internal Audit director incorporates the IIA's recommendations into the department's 2002 goals.	August 2001
2.	The Internal Audit director directs each coordinator to review the recommendations and present suggestions for implementing each recommendation.	August 2001
3.	The Internal Audit director reviews the recommendations and assigns responsibility for implementation of the recommendations to the coordinators.	August 2001
4.	The coordinators assign specific tasks to the audit staff to ensure that the recommendations are completed within established timeframes.	September 2001
5.	The Internal Audit Director monitors the progress of the implementation plan to ensure that the recommendations are implemented on schedule.	September 2001 until full implementation

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

There is no clear link between the Internal Audit Department's risk assessment and its annual audit plan. The Internal Audit Department conducted a detailed risk assessment in 1999. In each year since 1999, Internal Audit has linked its annual audit plan to its risk assessment through two documents. One, "High Risk Areas Addressed in Project Plan," lists each high-risk area and the projects planned for each. The other, "High Risk Areas Not Addressed in Project Plan," shows each area of the risk assessment for which no projects are planned for the year.

The stronger the link between the risk assessment and the audit plan, the easier it is to determine how much audit effort is being focused on high-risk areas. At the end of fiscal 2000, Internal Audit prepared a schedule providing an overview of the number of fiscal 2000 projects conducted in each high-risk area. The schedule effectively showed how audit effort had been focused in each of the high-risk areas. The schedule, although prepared at the end of the fiscal year, provided an excellent link between the risk assessment and audit projects conducted during fiscal 2000.

Exhibit 7-51 presents a portion of this schedule. Amounts shown are for illustrative purposes only and do not necessarily coincide with the actual schedule.

Exhibit 7-51
High Risk Organizations/Departments Audit Activity by Category
Schedule
1999-2000

High-Risk Area	Priority Rating	Investigations	Activity Audits	On-site Audits	Monitoring	Special Projects	Total
Schools	10	13	220	3		4	240
Payroll	9.9	2			5	1	8
Personnel	9.7				3		3
Purchasing	9.7	4			3	2	9
Service Center	9.4	1		1	2	1	5
Snecial	9.4		9				9

Education							
Accounts Payable	9.4				2		2

Source: Internal Audit Department's High Risk Organizations/Departments Audit Activity by Category Schedule 1999-2000.

The schedule is an effective tool for linking the risk assessment to the audit plan because it shows the amount and type of audit effort expended in each risk area. For example, schools with the highest risk rating (10) received the most audit effort among 240 projects, although most of the projects were activity fund audits. This type of comparison provides a more effective link than simple lists of projects under each risk area, as in the 2000-01 audit plan.

Recommendation 122:

Strengthen the link between the internal audit risk assessment and the audit plan.

The Internal Audit Department should expand the use of the High Risk Organizations/Departments Audit Activity by Category schedule to improve the link between its risk assessment and its audit plan. The schedule should be incorporated into the audit plan at the beginning of each fiscal year and use it to summarize actual results at year's end, as was done at the end of fiscal 2000.

Another effective way to strengthen the link between risk assessments and audit activity is to develop an indexing system that assigns project numbers to each project. For example, nine areas in the risk assessment might be assigned codes 100 to 900. Projects that relate to area 100 would be numbered 101, 102, 103.... This numbering scheme would further strengthen the link between the risk assessment and the audit plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Internal Audit director prepares and incorporates the High Risk Organizations/Departments Audit Activity by Category schedule into the fiscal 2002 audit plan.	August 2001
2.	The Internal Audit director instructs the school audit coordinator to devise a numbering scheme for the department's projects.	August 2001
3.	The school audit coordinator devises a project numbering	September

	scheme.	2001
4.	The Internal Audit director reviews and approves the project numbering scheme.	September 2001
5.	The Internal Audit director instructs audit staff to use the numbering scheme for all projects.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although each internal auditor keeps track of time spent on various projects, the Internal Audit Department does not compile and use this information to track hours by project. As a result, it cannot compare budgeted audit hours per project to actual hours. This information is critical as a performance measure and planning tool. The department is developing a database application to capture this information, but it has not been completed.

Recommendation 123:

Complete the timekeeping database to track actual internal audit hours by project and by staff member.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Internal Audit director instructs the quality control specialist to complete the timekeeping database.	August 2001
2.	The Internal Audit director instructs the quality control specialist to train departmental personnel in the use of the timekeeping database.	August 2001
3.	The Internal Audit director instructs all department personnel to begin reporting time spent on projects through the timekeeping database.	September 2001
4.	Internal Audit staff members begin using the timekeeping database.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although the Internal Audit Department encourages staff to enhance their auditing skills and seek Texas Association of School Boards school business officer certification and IIA certification, the department has no formal continuing professional education plan. Without such a plan, staff training is likely to be unfocused and unbalanced, and staff skills may not fit the department's audit plan or the district's needs. Moreover, if training programs are not designed to fit the district's audit needs, relevant audit skills will eventually erode, as will the quality of audit work. **Exhibit 7-52** presents Internal Audit staff training hours for fiscal 2000. Internal Audit accumulated an average of 25 training hours per auditor, compared to a peer average of 29 hours. The exhibit also shows high variability in that training, with hours ranging from eight to 56 hours per employee. HISD, with an average of 70 hours of annual training per auditor, requires each auditor to complete a minimum of 40 hours each year, with at least 24 hours every two years dedicated to governmental auditing and accounting topics.

**Exhibit 7-52
Internal Audit Staff Training Hours -Fiscal 2000**

Professional Staff	Designations	Fiscal 2000 Hours
Director	CPA, CIA, MBA	16
Information systems coordinator	CPA, CMA, CISA	55
School audits coordinator	CPA	8
Financial and performance audits coordinator	CPA, CFE	56
Auditor specialist IV	CPA, MA	23
Auditor specialist IV	MBA	11
Auditor specialist III	CPA	8
Auditor specialist III	MBA	32
Auditor specialist III	MS	32
Quality control specialist III	None	22
Auditor specialist II	None	8
Average Hours per Internal Auditor per Year		
Houston		70

Fort Worth		28
El Paso		20
San Antonio		13
Austin		12
Peer Average		29
DISD		25
Percent Under Peer Average		(14%)

Source: DISD Internal Audit Department.

The Institute of Internal Auditors offers more than 40 seminars each year in cities across the US and Canada. These seminars and conferences provide opportunities to confer with peers and learn what others are doing in the profession. IIA also provides self-study courses and videos that can be used to develop in-house professional development programs. **Exhibit 7-53** presents a sample of course offerings.

Exhibit 7-53
Institute of Internal Auditors-Sample of Seminar Offerings

- Assessing Risk in the Public Sector
- Evaluating Public Sector Controls Using the COSO Approach
- Performance Auditing in the Public Sector: Roles and Responsibilities
- Assurance Services: Expanding the Internal Audit Portfolio
- Auditing for Accounts Payable Recoveries
- Consulting: Activities, Skills, Attitudes
- Developing Applications Using ACL for Windows
- Electronic Commerce: The Auditor's Role and Responsibilities

Source: Institute of Internal Auditors Website <http://www.theiia.org> Offerings as of February 16, 2001.

In addition, the College of Business Center for Professional Development at Texas Tech University offers governmental accounting seminars for state and local government finance officers, controllers and internal auditors. These seminars have been a source of current information and technical training on governmental issues for 20 years. More than 16,000 financial officers and public accountants have benefited from the information presented in these seminars.

Recommendation 124:

Establish a formal professional development program within the Internal Audit Department.

At the beginning of each fiscal year, Internal Audit should develop a training plan for each auditor. These plans should be tailored to fit the individuals and designed around the year's audit plan. At the end of the year, the plan should be compared to actual results to ensure that auditors' skills are being continually enhanced.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Internal Audit director conducts a survey to assess the core competency and skills of the department's personnel and to determine what additional training the auditors are interested in acquiring.	August 2001
2.	The Internal Audit director compiles the survey results.	August 2001
3.	The Internal Audit director compiles a database of organizations that provide continuing education for internal auditors in addition to the Institute of Internal Auditors.	September 2001
4.	The Internal Audit director matches the survey results with available continuing education offerings from the various providers.	September 2001
5.	The Internal Audit director meets with each auditor to design a plan specific to his or her needs and interests.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Each year, DISD's external auditors issue a management letter summarizing finance-related control issues noted during the annual audit. Many of the management letter recommendations made during 1997 through 1999 have not been fully implemented. The Internal Audit Department prepared a status report of management letter recommendations from fiscal 1997 through 1999 that noted whether the recommendation had been implemented, partially implemented, or not implemented. Internal Audit asked district management to respond regarding the status of the management letter recommendations and included their responses in the status report.

During fiscal 2000, DISD issued Request for Proposals (RFP) 2137-99, Software Acquisition and Implementation for Financial, Human Services and Payroll-Related Systems. This RFP is referred to as the enterprise resource planning (ERP) solution. Many of the district's responses to auditor recommendations present this ERP as the solution to the unimplemented recommendations. New, untested systems, however, will not necessarily solve old, entrenched problems. Since 1995, DISD has paid about \$5 million for various audits, assessments and reviews designed to help it strengthen its financial controls and improve its business processes. The district has not adequately assessed its business and control needs, matched those needs with an appropriate system, or properly plan for and document its implementation. The district continues to spend valuable resources on audits and reviews without improving its controls and cumbersome processes.

The Internal Audit Department participated in the ERP RFP process in an advisory capacity. Its role was to monitor the process to insure that internal control and business process issues remained paramount in the minds of RFP committee members. Internal Audit personnel reviewed the RFP, attended RFP meetings and vendor demonstrations, and asked questions. In a memo to the Internal Audit director dated September 27, 2000, the information systems audits coordinator wrote that there was no "explicit or distinct business case associated with the RFP." The coordinator goes on to say, "a business case would define and include quantifiable justification for undertaking the system acquisition...".

The coordinator notes that a business case would include:

- A statement of the problems to be remedied or processes to be improved.
- A statement of the need for the system acquisition, in terms of enhancing the district's ability to achieve its goals.
- An analysis of the deficiencies in relevant existing systems.
- Opportunities that would be provided for increasing the economy or efficiency of operation.
- The internal controls and security needs that would be satisfied by the acquisition.

Although the RFP committee has raised and discussed these issues, they have not documented a business case as part of the process. The coordinator concludes, "The purpose of a business case is to allow the District to appropriately consider alternative courses of actions so as to avoid more costly solutions-or simply to avoid projects that are not cost justified".

In an addendum to the memo, the coordinator provided reference material to serve as a starting point for preparing a business case. **Exhibit 7-54** summarizes this information, which is not all-inclusive.

Exhibit 7-54
Business Case Reference Material

Source	Material to Compose a Business Case
Financial Operations	<ul style="list-style-type: none"> • Loss/lower productivity and impaired ability of Finance/Purchasing to support campuses and perform certain accounting/business functions due to an inadequate financial system. • Additional costs for low-level work (i.e. temporary workers, slow invoice processing, workarounds, extra monitoring and problem solving by supervisors.)
External Audit Reviews	<ul style="list-style-type: none"> • Post-implementation review of the Delta System. • Management letters describing weaknesses in business processes and systems. • Control assessments describing weaknesses in business processes and systems. • Delta System implementation assessment.
Internal Audit Reviews	<ul style="list-style-type: none"> • Payroll system application review. • Update of status of management letter recommendations.
Payroll/Human Resources	<ul style="list-style-type: none"> • After implementation of the Delta System, payroll and human resources personnel felt that although the system was an improvement over its predecessor, Delta was cumbersome, inflexible, and required development of desktop subsystems in "ACCESS" and "PARADOX." Payroll was disappointed in the TRS reporting, due to the fact that additional personnel had to be retained to insure data integrity and that the audit trail as implemented could not be used as planned.
Business/Technology Direction	<ul style="list-style-type: none"> • Re-engineering of departments including reduction in personnel and reassignments to other areas as warranted. • Improved efficiencies and economy due to

	<p>reduction in problem solving, self-service and improved system performance.</p> <ul style="list-style-type: none"> Graphical user interface and ability to produce reliable financial data in the formats required by the district.
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Source: Information Systems Audits Coordinator's September 27, 2000 memo to Internal Audit Director.

Recommendation 125:

Prepare a business case, detailed study of DISD's business, control and operating environment to support a decision to purchase an integrated software system.

The district should prepare a detailed assessment of its needs before making a decision to purchase an integrated software system. This assessment should be used to weigh the cost of other alternatives and ensure that the district does not invest in expensive systems that may not provide the solutions it needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent organizes a business case task force.	August 2001
2.	The task force collects and reviews all relevant information from past reviews to support a business case for the district.	August through October 2001
3.	The task force obtains input from all stakeholders regarding justification for an enterprise resource planning solution.	August through October 2001
4.	The task force develops a comprehensive business case documenting all of the relevant issues, concerns and opportunities regarding acquisition of an ERP solution.	August through October 2001
5.	The task force presents the business case to the superintendent who presents it to the board along with a recommendation to purchase an ERP.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Financial Operations administers DISD's annual audit by KPMG, the district's external auditors. Board Policy CFC (LOCAL) states that "The district's external auditors shall be selected by and report directly to the Board. They shall also work directly with the General Superintendent and staff." In practice, the district has interpreted "work directly with" to mean administer the contract. Two reports that were never issued represent examples of what can happen when contract oversight responsibilities are not properly aligned. A 1998 report on the Delta Software System migration and a 1998 report on the Network Security Agreement were never issued. The CFO at the time did not issue the reports because the findings did not cast a favorable light on his areas of responsibility.

The chief financial officer recognizes the inappropriateness of this arrangement and, in a letter to the new superintendent dated January 5, 2001, recommended that administration of the contract for outside auditing services be transferred immediately to the Internal Audit Department. However, no actions have been taken as of the time this report was written.

Recommendation 126:

Transfer external audit oversight responsibilities from the chief financial officer to the board.

The board rather than the CFO should oversee and administer the annual audit. Financial Operations should not directly oversee the audit since the areas under review are the CFO's responsibility. The district should implement the CFO's recommendation to transfer administration of the external auditing contract away from Financial Operations. However, the responsibility for administering the contract should be given to the board not the Internal Audit Department. The Internal Audit Department should assist the board with administering the contract. Placing sole responsibility for the contract with the Internal Audit Department would represent the same conflict-of-interest about which the CFO expressed concern.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent confers with the board regarding their responsibility for audit contract oversight.	August 2001
2.	The board votes to assume responsibility for oversight of external audit contracts.	August 2001
3.	The board confers with the Internal Audit director regarding the role and responsibilities of the Internal Audit Department for external audits and reviews.	September 2001

4.	The superintendent issues a memo to the chief financial officer officially transferring responsibility for external audits and reviews to the board.	September 2001
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 7

D. TAX COLLECTIONS

The assessment and collection of school district property taxes are functions involving different entities with distinct responsibilities. School districts develop and adopt their tax rate while central appraisal districts perform appraisals of the value of property within the district. The tax rate school districts adopt consists of two components: a *maintenance and operations* component for meeting operating costs, and a *debt service* component to cover the costs of district indebtedness. This rate is applied to the assessed property value to compute the district's total levy.

FINDING

The City of Dallas collects property taxes for DISD. Each month the city provides the district with a tax collection report. An attorney contracted for by the city collects DISD's delinquent property taxes.

Exhibit 7-55 presents selected information about DISD's property taxes since fiscal 1998.

Exhibit 7-55
DISD-Selected Tax Information

Description	1998	1999	2000
Tax Rate	MO-\$1.37403 Debt-\$.0865 Total- \$1.46053	MO-\$1.39803 Debt-\$.0625 Total- \$1.46053	MO-\$1.47803 Debt-\$.0695 Total- \$1.54753
Total Levy	\$578,793,538	\$635,512,919	\$699,990,930
Current Collections	\$566,383,970	\$625,528,479	\$682,870,950
Percent of Levy Collected	97.9%	98.4%	97.6%
Total Collections/Penalties and Interest	\$586,344,369	\$639,132,556	\$690,041,865
Total Collections as Percent of Total Lev	101.3%	100.6%	98.6%
Outstanding Delinquent Taxes	\$12,535,916	\$13,752,574	\$16,626,849
Delinquent Taxes as Percent of Levy	2.17%	2.16%	2.38%

Source: DISD's Fiscal 2000 Comprehensive Annual Financial Report.

The tax rate for fiscal 2001 is \$1.54753, including \$1.47803 for maintenance and operations and \$.0695 for debt service. **Exhibit 7-56** compares DISD's collection experience to that of its peers.

Exhibit 7-56
DISD and Peers Comparison-Fiscal 2000

District	Current Collections to Current Levy	Total Collections to Current Levy	Delinquent Taxes to Current Levy
Dallas	97.6%	98.6%	2.4%
Houston	96.7%	100.0%	10.9%
El Paso	97.2%	98.8%	8.0%
Fort Worth	98.0 %	102.21 %	Not provided
San Antonio	95.5%	98.5%	8.9%

Source: DISD's Fiscal 2000 Comprehensive Annual Financial Report and Peer Surveys.

Note: Austin data not provided.

DISD has a high tax collection rate, and expects to improve it after April 1, 2001. In August 2000, DISD entered into an interlocal agreement with the county for property tax collection. Dallas County began collections on April 1, 2001 for all jurisdictions and taxpayers will receive a single tax bill. The district will save about \$1.85 per account through this arrangement because its systems are newer and more efficient. Projections show that the district should save collection fees of \$500,000 per year with the county.

COMMENDATION

DISD has achieved a high tax collection rate through its relationships with city and county tax collection agencies and expects to lower costs further through a new interlocal agreement with the county.

Chapter 7

E. PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS) REPORTING

DISD's PEIMS reporting duties are performed by the Compliance Division which reports to the deputy superintendent for Evaluation/Accountable/ and Information Systems. The Compliance Division receives financial data from Financial Operations and combines it with student and teacher data for reporting to TEA.

FINDING

Accurately reporting PEIMS data to TEA has been a challenge for DISD for a number of years. The Texas public school accountability system is based on regular assessments of academic skills and extensive data gathered from schools through PEIMS. Based on the reported data, public schools receive an annual accountability rating, ranging from exemplary to low performing. Further, data collected through PEIMS is used in the formulas that determine state and federal revenues that flow to the district.

In 1994, DISD hired Arthur Anderson to conduct a study to find ways to improve the quality and accuracy of PEIMS reporting report. The report contained 16 recommendations, and according to district officials, no follow-up was done to determine whether those recommendations were implemented.

DISD made a more than \$500 million error in their fiscal 1997 financial data submission. Because DISD is so large and the error was of such a significant amount, this error alone could have affected statewide calculations. Consequently, TEA officials allowed DISD to correct the submitted data.

In 1999, the firm of Moak, Casey and Associates was hired to recommend quality control improvements in reporting data to PEIMS. The final report contained 12 recommendations and was presented to the district in December 1999.

During 2001, TEA has contacted the district regarding numerous reporting errors and is working with the district to finalize a review of funding amounts affected by the reporting errors from school year 1998-99. In March 2001, Internal Audit began its follow-up on the 1999 Moak, Casey report to determine what has been implemented to date.

Another concern voiced by the public about the district's reporting was in the area of dropouts. While DISD's dropout rate reported to TEA for 1999-2000 was 1.3 percent compared to a statewide average of 1.6 percent, the percent graduated is lower than both the state and the region and the 4 year dropout rate is higher than both the state and the region (**Exhibit 7-57**).

Exhibit 7-57
Completion Rates for State, Region 10 and DISD
Class of 1998 and 1999

	State	Region 10	District	African American	Hispanic	White	Native American	Asian/Pac. Is.	Econ. Disadv.
Class of 1999									
Graduated	79.50%	81.50%	74.60%	80.20%	66.60%	79.00%	72.70%	77.10%	73.50%
Received GED	4.00%	4.40%	3.20%	2.50%	2.50%	7.40%	9.10%	4.50%	2.40%
Continued to go to HS	8.00%	7.50%	12.10%	9.60%	17.00%	5.50%	9.10%	14.00%	11.60%
Dropped Out (4-yr)	8.50%	6.50%	10.10%	7.70%	13.90%	8.10%	9.10%	4.50%	12.50%
Class of 1998									
Graduated	78.70%	81.10%	75.00%	78.60%	68.00%	80.30%	55.20%	83.90%	74.00%
Received GED	4.30%	4.40%	3.10%	2.40%	2.80%	5.90%	10.30%	3.50%	2.40%
Continued to go to HS	8.20%	7.40%	12.10%	11.00%	15.90%	5.50%	24.10%	9.80%	11.80%
Dropped Out (4-yr)	8.90%	7.10%	9.80%	8.00%	13.30%	8.30%	10.30%	2.80%	11.80%

Source: TEA's AEIS 1999-2000.

While there may be a reasonable explanation for these variances, this somewhat conflicting information could signal a need for further examination of the data being submitted to TEA.

Of particular concern in the 1999 report was the control process for compilation and reporting of data. According to the report, there is insufficient follow-up on the report data to verify that it has been

accurately entered and reported. The report goes on to recommend that steps be taken to ensure ownership of the data by district staff.

The recommendations made in the 1999 report from Moak, Casey and Associates as well as the information contained in the 1994 report from Arthur Andersen are thoughtful and, if fully implemented could improve the accuracy and reliability of DISD's information reported to TEA.

Recommendation 127:

Examine the PEIMS data reporting process and implement the recommendations made in previous studies to ensure the accuracy of data reported to the Texas Education Agency.

DISD should accurately report data to TEA. As part of the current followed, the internal auditor should carefully examine both prior PEIMS studies and determine what has been implemented to date. Then, a thorough internal review of all policies and procedures dealing with PEIMS data collection should be undertaken and steps implemented to ensure that employees take ownership of the data and checks and balances are put in place to continually monitor the quality of the data being gathered and reported.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the internal auditor and appropriate high level administrators to review DISD's reporting of AEIS data through the Public Education Information Management System (PEIMS) with particular attention given to the previous studies.	August 2001
2.	The internal auditor and designated administrators reviews the PEIMS reporting process, procedures and related policies and identifies any deficiencies in the data collection and reporting process.	August - September 2001
3.	The superintendent directs the PEIMS reporting specialists, administrators and principals to correct the reporting deficiencies.	September 2001
4.	The PEIMS reporting specialists implement the plan and the internal auditor conducts periodic monitoring to ensure that the plan is being followed.	September 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 8

PURCHASING AND CONTRACT MANAGEMENT

This chapter addresses the purchasing and contract management of Dallas Independent School District (DISD) in four sections:

- A. Purchasing and Contract Services
- B. Warehouse Services
- C. Textbooks
- D. Graphics

Effective purchasing processes ensure that high-quality supplies, equipment and services are purchased at the best price, in the right quantity, from the right source and in accordance with local and state purchasing guidelines. These criteria must be met without sacrificing quality and timeliness.

One of the major roles of a Purchasing Department is to ensure that all school district contracts are procured through approved methods that provide the best value for the district. The process requires involvement of the Purchasing Department staff in the development, assessment and negotiation of services or materials bought.

BACKGROUND

In 1992, the Texas Comptroller of Public Accounts conducted a districtwide management and performance review of DISD that included an evaluation of the district's Purchasing Department. DISD was commended for developing a comprehensive purchasing procedures manual. The major recommendations made during the 1992 Comptroller's review are listed in **Exhibit 8-1**.

Exhibit 8-1
1992 Recommendations and Status

Recommendation	2001 Status
Streamline the purchasing process.	<ul style="list-style-type: none">• Purchase order tracking system established.• Unnecessary approvals eliminated.• Feedback status given on rejected requisitions, including professional services requisitions.• Staff workload expectations established.

	<ul style="list-style-type: none"> Staff productivity monitored through custom reports.
Provide suitable office setting/space.	Purchasing office space was redesigned to give buyers some privacy and storage room, however, staff size has doubled.
Automate the purchasing process.	Unisys Delta System implemented May 1998 to automate requisition, purchasing and receiving process, however, system limitations exist.
Establish policy that no bid specifications will name specific brand items without the statement "or items of equal quality."	Memo issued to Purchasing buyers, but not reflected in the Purchasing and Acquisition Manual.
Obtain volume discounts for similar purchase items.	Price agreements established for approximately 150 items to take advantage of volume discounts.
Ensure executive management enforcement of purchasing deadlines and procedures.	Not strictly enforced.

Source: 1992 DISD Performance and Management Report.

In an attempt to identify and correct many of the control weaknesses of DISD, district management contracted with several external consulting firms to conduct fraud and control assessment studies. These studies have an approximate value of \$4.9 million. **Exhibit 8-2** provides a partial list of studies conducted since 1994.

**Exhibit 8-2
DISD Special Audits and Studies Summary**

Name of Study	Date	Purpose	Original Contract Price
Procurement Process Reengineering Initiative	1993	Reengineer the procurement process.	District did not provide.
Public Education Information Management System	August 1994	Improve the quality and accuracy of PEIMS reporting.	District did not provide.

(PEIMS) Review			
Unisys Delta Software Migration	May 1998	Implement the Delta System to live use.	\$2,612,000
Security Elements of Delta Financial System	May 1998	Review security features of the Delta System.	\$114,000
Controls Assessment Reports	September 1998 November 1998	Identify opportunities to strengthen controls and improve procurement, service center and custodial operations. Identify opportunities to strengthen controls and improve personnel and payroll operations.	\$230,000
Business Process (No report issued)	August 1999	Conduct re-engineering study of Personnel Services Department.	\$274,885
Post-Implementation Review of Delta System	November 1999	Review post-implementation controls of the Delta System for payroll and human resources modules.	\$154,000
Fraud Audit	March 2000	Identify instances of financial fraud, waste and mismanagement within the district.	\$1,500,000 for 3-year period

Source: DISD Purchasing Department Purchase Order Files and Chief Financial Officer's Office.

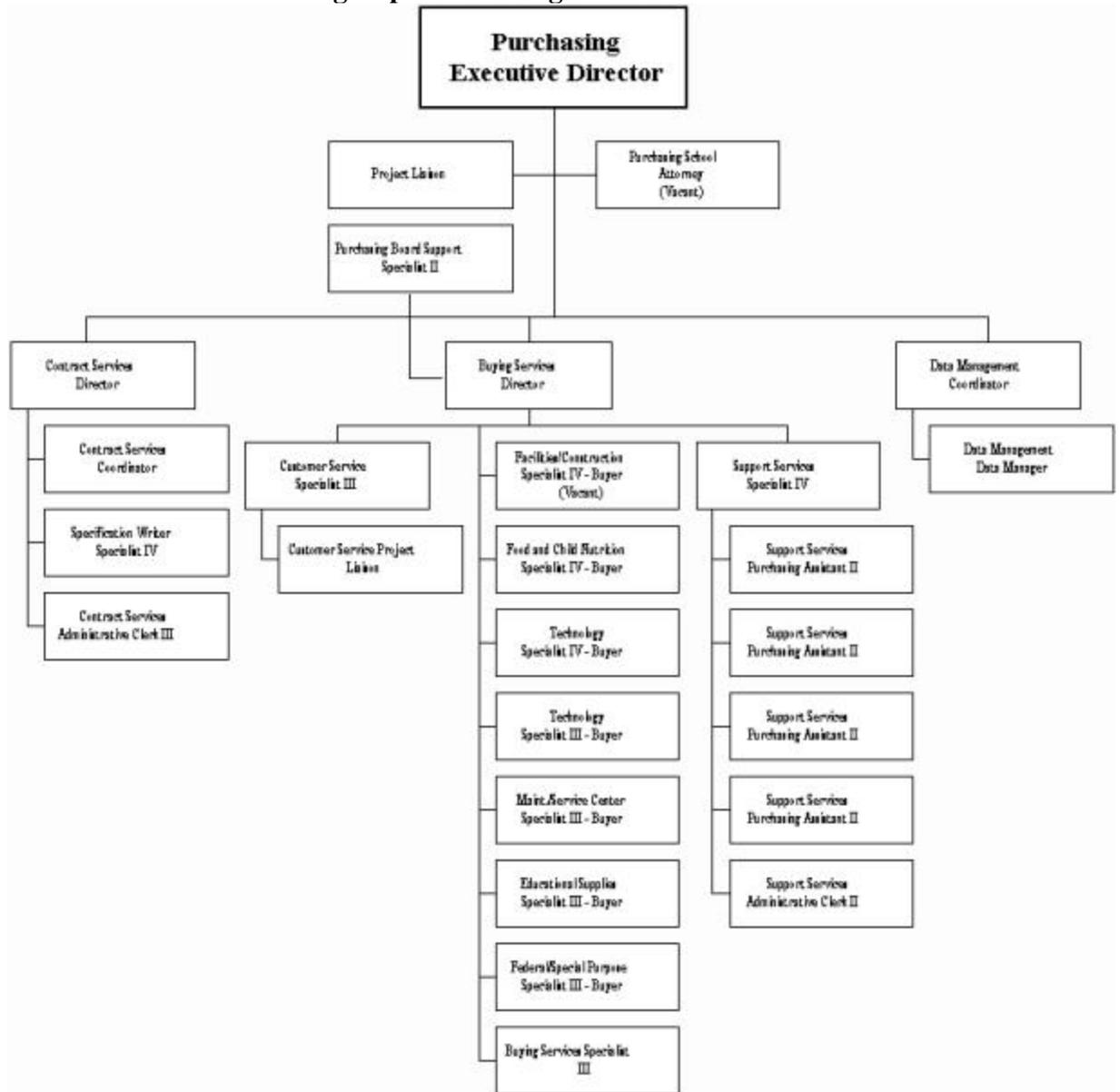
Although the district has made some progress implementing purchasing-related recommendations, many have not been addressed. Some recommendations have not been implemented because of constant change in the superintendent's position in the past five years.

In fiscal 2000-01, a reorganization of the Purchasing Department was completed with a new executive director of Purchasing and 17 new staff members (out of 25 employees). The majority of the staff and management working in the Purchasing Department before 2000 are no longer with the district. The executive director of Purchasing said that the

department is committed to meeting the needs of district users, complying with regulations and policies and developing prudent strategies.

DISD's Purchasing Department is responsible for procuring all materials, supplies, equipment and services and for ensuring the integrity of the district's competitive bidding process. **Exhibit 8-3** represents the Purchasing Department's organizational chart. The executive director, who reports to the chief financial officer for Financial Operations, was promoted to the position in May 2000.

**Exhibit 8-3
Purchasing Department Organization**



Source: DISD Purchasing Department.

The following components represent an overview of DISD's major Purchasing duties:

- Contract Services provides overall management and coordination with user departments when processing professional and non-professional service requests and competitive sealed proposals relating to all contracts for property, services or construction. Contract Services ensures competition and compliance with public purchasing laws, regulations and district policies are adhered to and specifications are adequately written.
- The Service Center (warehouse operations) includes receipt, storage and distribution of a wide variety of goods, including school supplies, office supplies, furniture, maintenance and textbooks. The Service Center ensures that properly ordered merchandise is received in good condition and is delivered to the correct destination on a timely basis. Also, the warehouse serves as a temporary storage facility for ordered goods until proper delivery can be arranged with the schools.
- Textbook Services ensures that a timely, sufficient supply of textbooks adopted by the Texas State Board of Education are requisitioned and distributed to all schools according to rules established by the State of Texas. In addition, Textbook Services administers the lost textbook process.
- The Graphics Department provides the internal printing and mass reproduction services for the district and schools at a low cost, excluding specialty items or any printed items that the department cannot reproduce.

Chapter 8

A. PURCHASING AND CONTRACT SERVICES

PART 1

Various local, federal and state laws guide purchasing operations. The ongoing challenge is to balance the needs of customers with legal requirements, while exercising sound stewardship of available resources to provide the best value for the district.

The Texas Education Code (TEC) allows school districts to obtain goods and services by selecting one of eight competitive purchasing methods. With the exception of contracts for professional services (services provided by accountants, architects, engineers and consultants) and contracts for produce or vehicle fuel, all school district contracts valued at \$25,000 or more, for each 12-month period must be obtained through one of the methods described in **Exhibit 8-4**.

Exhibit 8-4
Competitive Purchasing Methods

Purchasing Method	Method Description
Competitive bidding	Requires bids to be evaluated and awarded based solely upon bid specifications, terms and conditions contained in the request for bids, according to the bid prices offered by suppliers and important factors affecting contract performance. Forbids negotiation of prices of goods and services after the proposal opening.
Competitive sealed proposal	Requires the same terms and conditions as competitive bidding, but allows changes in the nature of a proposal and prices after the proposal opening.
Request for proposal	Generates competitive sealed proposals and involves several key elements, including newspaper advertisement, notice to bidders, standard terms and conditions, special terms and conditions, a scope-of-work statement, an acknowledgment form/response sheet, a felony conviction notice and a contract clause.
Catalog purchase	Provides an alternative to other purchasing methods for the acquisition of computer equipment, software and services only.

Interlocal contract	Provides a mechanism for agreements with other local governments, the state or a state agency to perform governmental duties and services.
Design/build contract	Outlines a method of project delivery in which the school district contracts with a single entity to both design and construct a project.
Construction management contract	Outlines the use of a contract to construct, rehabilitate, alter or repair facilities using a professional construction manager.
Job order contract	Provides for the use of a particular type of contract for jobs for minor repairs and alterations (manual labor).

Source: Texas Education Agency and Financial Accountability System Resource Guide.

TEC also sets requirements for how districts must provide notice of bidding opportunities and give prospective bidders a sufficient amount of time to respond. Districts must advertise contracts valued at \$25,000 or more once a week, for at least two weeks, in any newspaper published in the county in which the school district's central administration office is located.

Purchases of personal property of at least \$10,000, but less than \$25,000, for a year must be advertised in two successive issues of any newspaper in the county in which the school district is located. The advertisement must specify the categories of personal property to be purchased and solicit vendors who are interested in supplying items. Before making a purchase, the district must obtain written or telephone price quotations from at least three vendors on an approved list of vendors for that item. TEC policy states that the purchase shall be made from the lowest responsible bidder.

In addition, TEC allows school districts to purchase items that are available from only one source ("sole-source" purchases) if the item for purchase is:

- An item for which competition is precluded because of the existence of a patent, copyright, secret process or monopoly;
- A film, manuscript or book;
- A utility service including electricity, gas or water; and
- A part or component specific to a particular piece of equipment that is not available from more than one vendor.

The district's purchasing procedures set forth cost limitations and approval levels for purchases. **Exhibit 8-5** summarizes the purchase and bid

approval processes based on purchasing guidelines included in the TEC and the DISD Purchasing Department's manual.

Exhibit 8-5
Bid and Purchasing Approval Process

Purchase Level	Requirements	Approval Requirements
\$50,000 or more	Written competitive sealed bid or request for proposal (three or more vendors)	Department head, Purchasing agent, CFO, Superintendent, Board audit committee and Board of Trustees
\$25,000 - \$49,999.99	Written competitive sealed bid or request for proposal (three or more vendors)	Department head and Purchasing agent
\$1,001 - \$24,999.99	Written quotation from one to three vendors	Department head and Purchasing agent
\$1,000 or less	No quote/bid required; process and issue purchase order	Department head

Source: DISD Purchasing and Acquisition Manual.

Competitive bids are not required for temporary labor or price agreements, renovations or professional and consultant service contract requests for less than \$10,000.

The executive director of Purchasing has the authority to make budgeted purchases unless state law or board policy requires the board to make or approve a purchase. No other employee may legally bind the district to any contractual obligations. Specific responsibilities of the Purchasing Department include:

- Processing requisitions;
- Issuing purchase orders;
- Preparing bid packages and overseeing the bid process;
- Receiving, tabulating and analyzing bids;
- Resolving problems with vendors, orders and deliveries; and
- Obtaining quotes for the acquisition of goods and services.

DISD's executive director of Purchasing is responsible for directing, planning, implementing and monitoring the comprehensive purchasing program for DISD and directly supervises four professionals and two support staff. The Purchasing school attorney position is vacant and the chief financial officer said it may be transferred to the Legal Department.

The Purchasing Department's 2000-01 operating budget, as shown in **Exhibit 8-6**, is \$1.7 million. Salaries comprise 93 percent of the budget. Contracted services include contract maintenance and repair, leases and other professional services such as training and hiring outside consultants.

Exhibit 8-6
Purchasing Department Operating Budget
1999-2000 through 2000-01

Category	1999-2000 Budget	Percent of Budget	2000-01 Budget	Percent of Budget
Salary and Employee Benefits	\$1,041,985	93%	\$1,593,008	93%
Contracted Services	14,145	1%	30,615	2%
Supplies & Materials	32,975	3%	59,975	3%
Other Expenses	28,600	3%	32,454	2%
Equipment	2,400	<1%	5,300	<1%
Total	\$1,120,105	100%	\$1,721,352	100%

Source: DISD Adopted Budgets.

Exhibit 8-7 compares the number of Purchasing Department employees, the number of purchase orders processed and the annual district operating budget to those of peer districts.

Exhibit 8-7
DISD Purchasing Department Compared to Peer Districts*
2000 School Year

Description	DISD	Houston ISD	San Antonio ISD	El Paso ISD
Number of employees	26	34	20	10
Number of purchase orders processed	44,116	56,246	Not provided	26,115
Annual district operating budget	\$1,721,352	\$1,884,329	\$672,788	\$361,774

Source: TSPR Peer District Survey.

**Austin ISD and Fort Worth ISD did not provide information.*

Purchasing is also responsible for organizing and administering purchases in accordance with the responsibility and authority delegated by the general superintendent and the board. The department's stated mission is to purchase high-quality goods and services on a timely basis, develop long-term agreements with key suppliers, expand minority and woman-owned business participation and communicate reliable, timely information to users and management.

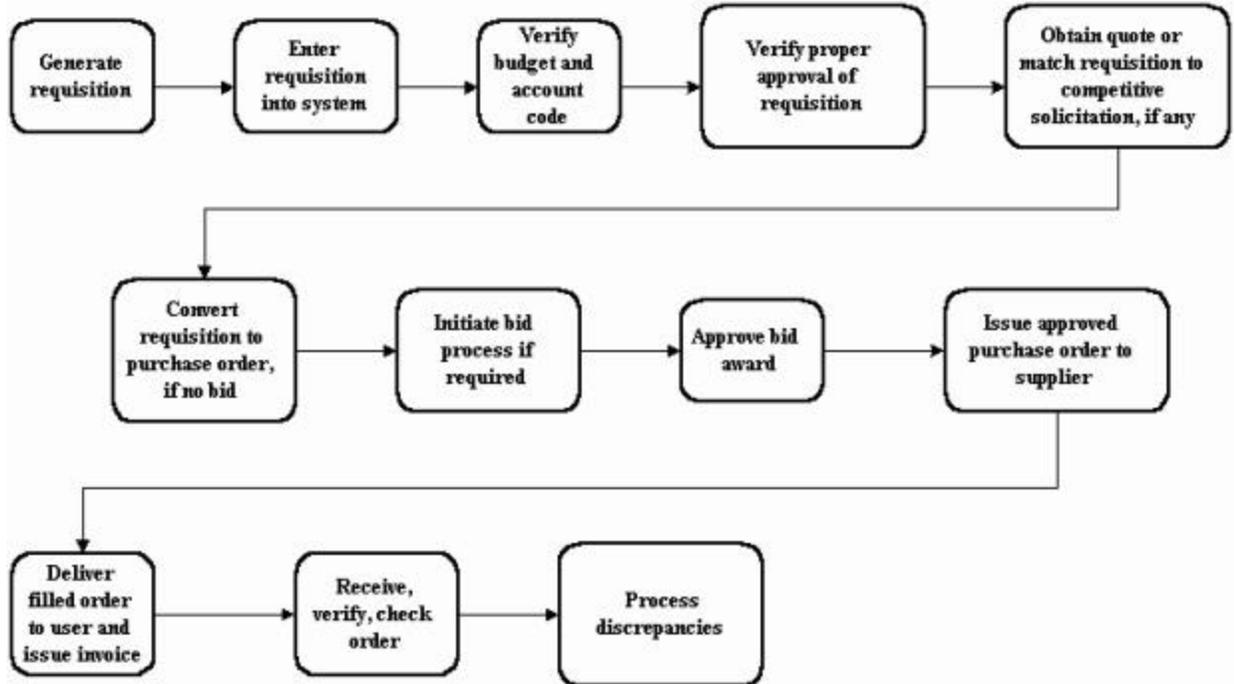
Department heads with budget responsibility or their designees approve all purchase requisitions and the board approves requisitions if they cost \$50,000 or more. The process for initiating a requisition and generating a purchase order is outlined in **Exhibit 8-8** and illustrated in **Exhibit 8-9**.

**Exhibit 8-8
Purchasing Process**

Activity	Responsibility
Generate requisition.	Requesting Academic and Administrative Employee
Enter requisition into system.	Office Manager and Administrative Employee
Verify budget and account code.	System/Department head
Verify proper approval of requisition.	Buyer
Obtain quote or match requisition to competitive solicitation, if any.	Buyer and Director of Buying Services
Convert a requisition to a purchase order, if there is no bid.	Purchasing Clerk and Buyer
Initiate bid process, if required.	Buyer
Approve bid award.	Director of Purchasing and Board of Education
Issue approved purchase order to supplier.	Director of Buying Services and Director of Purchasing
Deliver filled order to user and issue invoice.	Supplier and Vendor
Receive, verify and check order.	Administrative Employee and Service Center
Process discrepancies.	Administrative Employee, Service Center and Buyer
Match paperwork, pay vendor.	Accounts Payable

Source: DISD Purchasing Department Purchasing & Acquisition Manual.

**Exhibit 8-9
Purchasing Process Flowchart**



Source: DISD Purchasing Department Purchase & Acquisition Manual.

Exhibit 8-10 outlines the process for Contract Services.

**Exhibit 8-10
Contract Services Process**

Activity	Responsibility
Develop statement of work, technical specifications, preliminary budget and requisition.	User Department
Hold procurement plan meeting to determine project timelines and milestones.	User Department and Contract Services
Open solicitation file, determine solicitation method and review specifications and statement of work.	Contract Services
Advertise with approval of user.	Contract Services
Review insurance and bonding requirements.	Risk Management
Identify Minority/Woman-Owned Business Enterprise (M/WBE) vendors and contractors.	M/WBE and Contract Services

Send advance notice to bidders, draft request for proposal (RFP) documents.	Contract Services
Approve RFP documents and release RFP.	Risk Management, Finance, Purchasing and Legal
Send RFP to vendors.	Contract Services
Select Source Evaluation Committee.	User Department and Contract Services
Recommend contract award.	Contract Services
Approve award and contract execution.	Board of Trustees and Contract Services
Deliver contracted services to user.	Contractor

Source: DISD Purchasing Department.

Chapter 8

A. PURCHASING AND CONTRACT SERVICES

PART 2

Although documented procedures require Purchasing to monitor contract performance, user departments monitor contract performance and review payments.

FINDING

DISD did not follow documented purchasing procedures to ensure that all contracts are appropriately reviewed for content, structure, price language, specifications and performance standards. The former superintendent issued a memo in October 2000 to all departments that procurement of all goods and services for DISD are required to comply with board policy, which includes coordinating purchases of all goods and services through the Purchasing Department. Effective April 1, 2001, the contract process and documented procedures were approved by the Legal Department.

The contracts that were signed without Purchasing's participation were with the following companies:

- Community Education Partners, Inc. (CEP);
- Edison Schools, Inc. (ESI); and
- Dallas County Schools (DCS).

Purchasing was not, however, consulted before at least three major contracts worth \$53.8 million were signed by DISD; \$10 million for CEP, \$34.5 million for ESI and \$9.3 million for DCS. These were base-year amounts and each contract contains clauses that will increase those amounts over time. The district did not follow proper purchasing procedures for those contracts, and none of the contracts were written to protect DISD's interests.

Exhibit 8-11 through **Exhibit 8-13** outline the details of each contract, including terms, scope of work, obligations, guarantees, compensation, special provisions and accountability measures.

DISD's contract with CEP is outlined in **Exhibit 8-11**.

Exhibit 8-11
Summary of Major Provisions of Agreement between
DISD and Community Education Partners, Inc.

Contract Provision	Summary Description
<i>Term of Agreement</i>	<ul style="list-style-type: none"> • January 24, 2000 through August 1, 2005.
<i>Scope of Services Provided by CEP</i>	<ul style="list-style-type: none"> • CEP will select and enroll each student to be placed in a CEP school based on a mutually agreed-upon enrollment process. • CEP will provide basic academic programs including a basic academic curriculum focusing on progress toward student mastery of the Texas Essential Knowledge and Skills test (TEKS) in English language arts and mathematics and an open entry/open exit, self-paced learning curriculum. • CEP will provide comprehensive learning and behavior programs including social and life skills instruction. • CEP will provide additional programs including a self-discipline management program and a program for students expelled in accordance with the Texas Education Code. • CEP will ensure that instruction includes the essential knowledge and skills necessary to achieve course completion or course credit. • CEP will provide services to students at least seven hours per day. • CEP will provide sufficiently trained professional staff to provide and supervise students in its schools.
<i>DISD's Obligations</i>	<ul style="list-style-type: none"> • DISD will have the discretion to transfer students eligible to participate in the CEP Partnership Program subject to the mutually agreed-upon referral and enrollment process. • DISD will refer students to CEP that are in grades six through twelve and are deemed "at risk of dropping out of school" or "disruptive" as specifically defined in the agreement. • DISD will refer students for the initial length of placement during the school year, which is 180 days of attendance, and will evaluate students who have completed their length of placement to determine the appropriate placement for continued education placements in CEP schools. • DISD and CEP will mutually agree upon a transition program to support and monitor each student's return to the student's home school and transition each student

	<p>pursuant to the transition program.</p> <ul style="list-style-type: none"> • DISD will provide all transportation and food service for students in CEP schools. • DISD will transfer all textbooks and materials as requested by CEP. • DISD will allow CEP to provide in-service training to DISD staff and school administrators who are directly involved in the referral process, assignment/placement of students, the verification of grades or credits received and the student's transition back to the home school. • DISD will not refer to CEP students with disabilities who require specialized interventions not available at a CEP school.
<i>Guarantees</i>	<ul style="list-style-type: none"> • DISD will guarantee an enrollment of 500 students for the Initial Academic Period between January 2000 and June 2000. • DISD will guarantee an enrollment of 1,400 students for the 2000-01 school year and 1,500 students for each full academic year thereafter. • CEP will maintain an average daily attendance rate, computed monthly, of 80 percent or greater to receive full payment for the guaranteed enrollments.
<i>Compensation</i>	<ul style="list-style-type: none"> • DISD will pay to CEP a total amount of \$7,160 per student for the guaranteed enrollment during the Initial Enrollment Period if the average daily attendance rate is 80 percent or higher. If the average daily attendance rate is less than 80 percent, DISD will pay CEP for the difference between 80 percent and the actual average attendance rate. • DISD will pay CEP for the 2000-01 school year a total amount of \$10,024,000 annually in 10 equal monthly payments of \$1,002,400 each for the months of August through May 2001 (1,400 students x \$7,160 per student). • DISD will pay CEP for each school year thereafter for the term of the agreement a total amount of \$10,740,000 annually in 10 equal monthly payments of \$1,074,000 each (1,500 students x \$7,160 per student). • DISD is entitled to enroll not less than 1,400 students in 2000-01 and not less than 1,500 students in each year of the agreement thereafter at an average daily attendance rate of 80 percent to generate an average

	<p>daily attendance level of 1,120 and 1,200 students, respectively. If the average daily attendance level for any month is less than 1,200 students, DISD is permitted to enroll in excess of 1,400 or 1,500 students in a subsequent month or months to offset any shortfall below the 1,200 average daily attendance level from one or more prior months.</p> <ul style="list-style-type: none"> • CEP will increase or decrease Per-Pupil Fees cumulatively on an annual basis for each school year by the Consumer Price Index for Dallas for all Urban Consumers applicable to the end of the preceding school year.
<p><i>Special Provisions</i></p>	<ul style="list-style-type: none"> • Because of DISD's initial under-enrollment in the CEP program during the 2000-01 school year, CEP will provide a summer school program consisting of 20 days of instruction for the 2000-01 school year at no additional cost to DISD. Enrollment in the summer program is not to exceed 800 students.
<p><i>Accountability Measures</i></p>	<ul style="list-style-type: none"> • Student progress toward passing state basic skills tests based on the average number of grade levels mastered, as measured by the TAAS-aligned assessment in Reading and Math. • Student progress toward grade level based on the average number of course credits earned for high school students and the average number of middle courses passed for grade promotion for middle school students. • CEP and DISD will work together to establish acceptable levels of success and develop a process by which those students who are not benefited by enrollment in the CEP program will be transferred to another educational setting.

Source: Agreement between DISD and Community Education Partners to provide an Accelerated Learning Program for Disruptive and Low-Performing Student as Amended, October 25, 2000.

DISD's contract with Edison is outlined in **Exhibit 8-12**.

Exhibit 8-12
Summary of Major Provisions of Agreement between DISD and Edison Schools, Inc.

Contract Provision	Summary Description
<i>Term of Agreement</i>	<ul style="list-style-type: none"> • November 19, 1999 to June 30, 2005. • DISD may extend contract via agreement with Edison.
<i>Scope of Services Provided by Edison Schools, Inc.</i>	<ul style="list-style-type: none"> • Edison will provide the Partnership Schools with a complete educational program based on Edison's unique school design, comprehensive academic programs and school management principals (referred to as the "Edison School Design"). • Edison will provide the management and administrative services necessary to implement and operate its educational program at the Partnership Schools. • Edison will provide a normal school calendar of approximately 195-200 instructional days for students and 205 days for teachers. • Edison will assist DISD in carrying out the district's responsibility to identify students with special needs and to develop student Individual Education Plans and determine appropriate placements as necessary. • Edison will provide bilingual and "English for speakers of other languages" ("ESOL") education services to limited English proficient students in Partnership Schools. • Edison will work with DISD to ensure compliance with the requirements of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. • Edison will implement its educational program in a manner consistent with state law, including requirements regarding content and subjects of instruction, unless state authorities have waived any such requirement. • Edison will require all Partnership Schools to comply with all district policies and regulations concerning student attendance, standards of conduct, discipline, compulsory attendance and calendar, including hour requirements and the distinction between excused and unexcused absences. • Edison will require all Partnership Schools to comply with all district policies and regulations, and applicable federal and state laws concerning the welfare, safety and health of students.

	<ul style="list-style-type: none"> • Edison will require Partnership Schools to comply with all DISD policies and regulations, and applicable federal and state laws concerning the maintenance and disclosure of student records. • Edison will measure the success of Partnership Schools on the basis of student achievement and by measures of parent and student satisfaction. • Edison will provide DISD with annual performance reports for each Partnership School. • Edison will provide services to approximately six schools with a minimum enrollment of 6,500 students in the 2000-01 school year. Beginning in 2001-01, Edison will provide services to approximately four additional schools with a minimum enrollment of 3,500 students provided that DISD is satisfied with the implementation of the program. • Edison will provide the necessary start-up capital to cover the cost of home technology equipment, school technology equipment and new curriculum materials, as well as pre-service and ongoing professional development necessary to support the Edison educational program, up to a total investment of \$30 million over the term of the agreement. • Edison will make an Intranet terminal (including monitor, keyboard and mouse) available in the home of each Partnership student in the third grade or higher. • Edison will acquire and install school-based technology equipment integral to the Edison School Design. • Edison will acquire curriculum materials required by the Edison School Design to be used at the Partnership Schools. • Edison may make building adaptations to school facilities if required by the Edison School Design, but will not make significant capital improvements or alterations without prior approval from DISD.
<p><i>DISD's Responsibilities</i></p>	<ul style="list-style-type: none"> • DISD will provide school facilities suitable and appropriate for Edison's use as a school for the student population to be served and which comply with all federal, state and local fire, safety and building codes and requirements applicable to

	<p>public schools.</p> <ul style="list-style-type: none"> • DISD will allow Edison to use or permit others to use the school facilities for purposes other than the regular school instructional program, provided that such use is consistent with district policies and state law. • DISD will equip the school facilities with desks, other furniture, library and media materials, textbooks and materials related to locally specified curricula and other similar materials and furnishings as appropriate for the enrollment size and grade levels to be served. • DISD will perform major repairs, capital replacement and improvements or construction at the school facilities. • DISD will provide security for the school facilities in the same manner as if the facilities were used exclusively by the district. • DISD, through its arrangements with Dallas County Schools, will provide all transportation for the Partnership Schools. • DISD will provide all food services for the Partnership Schools.
<p><i>Compensation</i></p>	<ul style="list-style-type: none"> • DISD will pay, for the 1999-2000 school year \$5,715 per student (Per-Pupil Fees) for students enrolled in Pre-K through grade 6, \$5,801 per student for students in grades 7 and 8, and \$5,886 per student for students in grades 9 through 12. Pre-K students in one-half day programs will be counted as half a student for purposes of this calculation. • Per-Pupil Fees (PPF) will be calculated for subsequent years by multiplying the prior year's PPF by an adjustment factor to allow for changes in DISD's overall revenues for that school year. The adjustment factor is the ratio of DISD's operating budget per pupil for the year in which the PPF is being determined to DISD's operating budget per pupil for the prior year. • Edison will provide, out of the PPF funding, up to one self-contained classroom (with one special teacher and one aide) for special-education students. • Each Partnership School will receive 100 percent of its Title I allocation. DISD will pay Edison an amount equal to each Partnership School's full Title

	<p>I allocation in addition to the PPF.</p> <ul style="list-style-type: none"> • If DISD requests that Edison manage any court-mandated learning center as a Partnership School, the district will pay Edison additional funds to manage such programs at a funding level consistent with the funding for court-mandated learning centers at other schools in the district.
<i>Services Purchased from DISD</i>	<ul style="list-style-type: none"> • Edison will pay DISD a flat rate of \$5,000 monthly to each Partnership School for payroll and benefits administration. • Edison will pay the actual cost of utility services provided to Partnership School campuses. • Edison will contract special-education services (for example, psychologist services, speech therapists) at DISD's average daily rate plus a 5 percent administrative fee. • Edison will pay DISD for maintenance services at a rate of \$14.49 per hour, or \$21.74 per hour for overtime, per maintenance employee crafts, trades and position titles listed in the agreement plus a 5-percent administrative fee.
<i>Special Provisions</i>	<ul style="list-style-type: none"> • Edison will provide DISD with quarterly reports on Partnership School finances. • DISD will include Partnership Schools in any grant applications submitted by the district as if the schools were managed by the district. • DISD and Edison will negotiate the terms and conditions of additional programs the district requests Edison to provide not offered by DISD as a part of its regular teaching program during the regular school year (for example, summer school and before-school and after-school programs). • Edison may charge fees to students for extra services such as summer school and after-school programs, athletics and other similar services.
<i>Personnel</i>	<ul style="list-style-type: none"> • Edison will have the responsibility to determine staffing levels in Partnership Schools and to select, evaluate, assign, discipline and transfer personnel. • Edison will have the authority, consistent with state law and in consultation with the general superintendent, to select each Partnership School

	<p>principal.</p> <ul style="list-style-type: none"> • Edison will supervise each Partnership School principal and hold each principal accountable for the success of Partnership Schools. • Edison and the principal will select and supervise teachers and non-instructional staff in each Partnership School. • All personnel working at Partnership Schools will be DISD employees except for the business services manager and other such employees mutually agreed to by Edison and DISD. • Edison will provide training in its methods, curriculum, program and technology to all Partnership School teaching personnel.
<p><i>Performance Criteria</i></p>	<ul style="list-style-type: none"> • Edison will be accountable for delivering satisfactory performance in student achievement, customer satisfaction and delivery of the Edison Design. • Edison will evaluate student achievement on state or district standardized tests by measuring student progress against applicable baseline data. • Edison will use the results of its Quarterly Learning Contract (QLC) to gauge levels of student achievement against Edison's rigorous academic standards. Data generated by QLCs will be supported by student portfolios as well as by Edison's systemwide benchmark assessment system. • Edison will administer a nationally recognized survey to measure the satisfaction of parents, students and staff through a school. Edison will be accountable for either demonstrating steadily improving levels of achievement or maintaining high levels of achievement as measured by the average satisfaction levels of comparable schools participating in the same survey program. • Edison will be accountable for effectively implementing all aspects of the school design as measured against Edison's rigorous school performance standards as judged by supervisors within the Edison system.

Source: Agreement between DISD and Edison Schools, Inc., November 19, 1999.

DISD's Dallas County Schools' contract for transportation services is shown in **Exhibit 8-13**.

Exhibit 8-13
Summary of Major Provisions of Agreement between
DISD and Dallas County Schools

Contract Provision	Summary Description
<i>Term of Agreement</i>	<ul style="list-style-type: none"> • September 1, 1999 through August 31, 2002. • If neither agency elects to cancel the agreement, the contract will renew annually for an additional three years. • DISD or DCS may cancel the agreement without penalty at the end of each DISD fiscal year if funds are or become unavailable.
<i>Scope of Services Provided by DCS</i>	<ul style="list-style-type: none"> • DCS will provide transportation for students within DISD at scheduled times, including extracurricular activities as safely as possible to and from the receiving school or the point of origin or departure.
<i>DCS' Responsibilities</i>	<ul style="list-style-type: none"> • DCS will have sole responsibility for employing, assigning, managing, dismissing and disciplining drivers, monitors and all other transportation employees. • DCS will schedule regular, monthly meetings with DISD's transportation staff to address transportation-related issues. • DCS will address all complaints as appropriate and notify DISD in writing of the actions taken. • DCS will be responsible for obtaining yearly approval from the Texas Education Agency (TEA) for all bus routes. • DCS, prior to July 1 of each year, will work with DISD to develop proposed routes or modifications for the coming school year, including extracurricular activities with the exception of field trips. • DCS will provide transportation as requested by DISD to seminars, field trips, after-school activities (both afternoon and evening), athletic trips, band trips and other activities that comply with TEA guidelines. • DCS's Public Information Office will serve as the primary media relations contact on all issues related

	to transportation.
<i>DISD's Responsibilities</i>	<ul style="list-style-type: none"> • DISD will immediately notify DCS' director of Transportation in writing of any and all complaints or concerns regarding transportation issues it receives from parents, students, campus administrators, teachers and citizens. • DISD will not make any public comments to criticize, ridicule or in any way question the quality of service provided by DCS regarding transportation issues. • DISD and DCS will work together and coordinate all external communications activities regarding transportation, either directly or through the media. • DISD will immediately refer all requests for information and comments from the media related to transportation issues to DCS' Public Information Office.
<i>Financial Terms</i>	<ul style="list-style-type: none"> • DCS will have a funding formula to calculate DISD's operating cost for transportation service that is based on DISD's total yearly expenses for transportation service, DCS' local contribution and TEA transportation reimbursement refunds. • DISD will pay DCS the total yearly operating cost for transportation service calculated by subtracting DCS' local contribution and the TEA transportation reimbursement funds from DISD's total yearly transportation expenses. Total yearly transportation expenses include all direct operational expenses associated with providing transportation service to DISD plus an allocation of general and administrative costs equal to the ratio of DISD's direct costs to DCS' total direct transportation costs. The final amount is dependent upon the number of routes operated, buses used and total miles traveled to service the district. • DCS will meet with DISD during the spring of each year and present the district with an estimate of the total operating costs that will be due for the following year to allow DISD to properly budget for transportation. • DCS will determine the total operational cost for DISD for the previous year on or before August 15. Any variance between estimated and total operational cost and actual operating costs will result in an adjustment to the current year's total operational costs.

	<ul style="list-style-type: none"> • DCS will bill DISD operational costs for student transportation in 10 equal monthly installments. • DCS will bill DISD the cost of monitors and extracurricular bus services as services are rendered throughout each school year that the intergovernmental agreement is in effect. • DISD will pay to DCS the amount owed from fiscal year 1998-99 monthly over a three-year period, with no interest via executing a promissory note.
<i>Special Provisions</i>	<ul style="list-style-type: none"> • DCS and DISD must mutually agree in writing to all modifications of bus routes after the opening of school. • DCS will have the right to use DISD's radio license, frequency and equipment to enhance its ability to communicate with its bus fleet.
<i>Performance Criteria</i>	No performance criteria was included.

Source: Intergovernmental Agreement between Dallas County Schools and DISD for Student Transportation, May 26, 1999.

Chapter 8

A. PURCHASING AND CONTRACT SERVICES

PART 3

The Purchasing Department's procedures require contracts for property, services or construction to follow the required bidding or proposal solicitation process as outlined in **Exhibits 8-4** and **8-5**. The Purchasing Department's involvement extended only to printing the paper purchase order for these contracts.

For the CEP proposal, the executive director of Budget Development and Control said that the former general superintendent presented CEP's proposal to the budget office late in the proposal process. The former chief financial officer (CFO) reviewed the proposal and needed clarification on several proposal items, however, the board approved the proposal before clarification of those items was obtained. The interim general counsel of Legal Services said that the former superintendent handled the legal review of the CEP proposal.

The CEP contract provides an accelerated learning program for disruptive and low-performing students, effective January 24, 2000 through August 1, 2005. DISD guarantees a minimum enrollment of 1,500 students each full academic year. Enrollment is guaranteed for 1,400 students instead of 1,500 for the 2000-01 school year. DISD guarantees payment to CEP of \$1.1 million monthly, even if enrollment is less than 1,500. DISD enrolled 257 students in 1999-2000. No additional students were enrolled from May 2000 through October 2000 because of contract renegotiations that were finalized on November 7, 2000. DISD pays for about 80 percent of students who have not been identified to participate in the program. The contract language favors the vendor and has vague performance measures that are linked to Texas Assessment of Academic Skills and student progress toward grade level. In addition, the per-pupil fee is adjusted annually based on the Consumer Price Index at the end of the preceding school year.

For the Edison Schools, Inc. contract process, the executive director of Budget Development and Control said the former chief operating officer (COO) sent copies of the draft proposal to about 24 DISD staff members for review. The budget director met with the ESI representative and the former COO to clarify several contract provisions. However, no answers were received from the former COO or ESI on those provisions. One month later, the former COO and ESI questioned the executive director about Title I funds. The next month, the board rejected the proposal. The

following month, the proposal was presented to the board again and was approved, but the contents of the proposal were considerably different from the original proposal. The interim general counsel said that DISD's attorneys were not involved in the contract process.

The ESI contract requires ESI to privately manage seven DISD schools with a minimum enrollment of 6,500 students. ESI provides the Partnership Schools with a complete educational program based on Edison's school design, comprehensive academic programs and school management principles. The \$34.5 million a year contract began with the 2000-01 school year and ends June 30, 2005. The monthly gross payment to ESI is \$3.5 million based on the per-pupil fee multiplied by projected enrollment at the ESI schools.

The contract contains vague performance measures linked to student achievement-standardized state or district tests and Edison Assessments and customer satisfaction. The district signed letters of agreement with ESI for operating issues not addressed in the original contract that may have required legal counsel approval.

Purchasing policy states that the competitive bidding process is not required for all sole-source items. However, Purchasing is required to obtain pricing and written verification from the vendor stating the vendor is a sole-source provider and citing the particular product. Although the ESI and CEP contracts state that the vendors are the sole-source providers of a unique program, purchasing procedures were not followed.

The DCS contract is an intergovernmental agreement to provide student transportation within DISD at scheduled times. DCS has provided student transportation for DISD for more than 25 years. Until May 1999, DCS provided the services without a formal contract. A sudden increase in cost of transportation in 1998 caused DISD to ask for a formal agreement. The increase in cost to DISD was the result of a decrease in TEA reimbursement to DCS. The decrease in reimbursement occurred after TEA audited DCS and found inaccurate reporting of route miles.

DISD and DCS could not reach agreement on a formal contract. DISD issued a request for proposal (RFP) for transportation services in 1998. Three responses were received, two from private providers and one from DCS. The former DISD superintendent named a staff committee to evaluate the proposals. The committee was meeting and planned to schedule interviews with each vendor in 1998. At the same time, DISD's general counsel and CFO were negotiating an intergovernmental agreement with DCS. The DISD superintendent presented the intergovernmental agreement to the school board for approval in May

1999 and cancelled the RFP process. Members of the staff committee said the committee was not consulted before the RFP was cancelled.

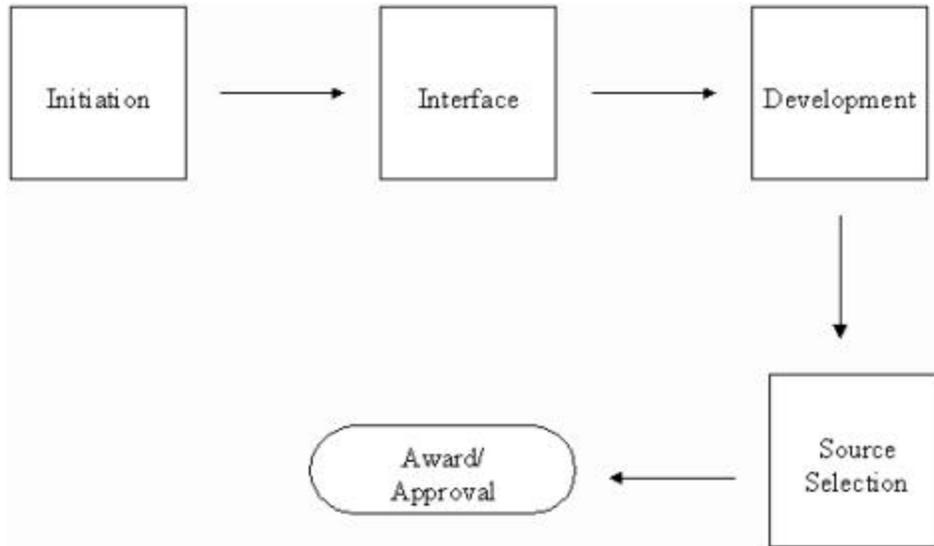
The DISD school board approved a three-year intergovernmental agreement with DCS in May 1999. The term of the agreement began September 1, 1999 and continues through the end of the 2001-02 school year (August 31, 2002). The agreement provides that DISD and DCS shall enter into negotiations for a successor agreement within 18 months of the termination date agreement and be completed within 12 months of the termination date (between March 1, 2001 and August 31, 2001). If an agreement is not reached, either party may give notice of termination.

The contract cost is based on a funding formula to calculate DISD's yearly operating cost for transportation service, which includes all direct operation expenses plus an allocation of general and administrative costs equal to the ratio of DISD direct costs to the total DCS direct transportation costs. DISD is charged additional fees for extracurricular activities. No performance measurements are linked to this agreement.

DISD contracts for computer workstations (valued at \$15 million), printers (valued at \$5 million) and file servers (valued at \$3 million) were not procured through the Texas Department of Information Resources (DIR), which provides technology hardware and software at significantly discounted prices. Although the RFP process was used, the technology buyer said Purchasing's involvement was limited in the process; and vendors have had several other technology requisitions in their possession and inquired of the order status before Purchasing processed the request.

According to Purchasing Department procedures, the director of Contract Services reviews the requirements and specifications to determine the best solicitation method to use. In the next step, the specification writer reviews all specifications for clear, open and ambiguous language. This process is designed to ensure competition and compliance with all purchasing laws and regulations that govern DISD. Then, the request for invitation (RFI) is used to advertise for vendors to participate; and the request for proposal (RFP) is used to secure the specifics of the services between DISD and the vendor. **Exhibit 8-14** shows the process flow of Contract Services.

Exhibit 8-14
DISD Contract Services Process Flow



Source: DISD Purchasing Department-Contract Services Process, Procedure and Exhibit Manual.

DISD's old operating practices created an environment where users could bypass Purchasing's involvement in developing bid and procurement requirements, monitoring the process and executing documented procedures consistently. This has led to a purchasing process where buyers process transactions and do not ensure compliance with purchasing requirements. The district does not control the purchasing process or enforce violations of purchasing policy.

Recommendation 128: Establish a purchasing infrastructure that enforces policy and control procedures.

DISD should establish a purchasing infrastructure that includes the following controls:

- Process all contracts according to the state and district policies, including material and purchase requirements;
- Empower the Contract Services Division to operate as the point of contact for all contract requests from initial identification of need through contract performance monitoring and review of payments, including reviews of all RFIs, RFQs, RFPs and related contract language;
- Establish procedures to ensure adequate legal review of all purchases;

- Establish and enforce severe penalties to eliminate violations of policies and circumvention of procedures; and
- Authorize the executive director of Purchasing and staff to carry out their duties and responsibilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the chief financial officer (CFO) to establish a purchasing infrastructure.	August 2001
2.	The CFO, in conjunction with the executive director of Purchasing and the director of Internal Audit, reviews and evaluates existing policies, procedures and controls.	August - September 2001
3.	The CFO and executive director of Purchasing develop additional control procedures to refine the existing purchasing process.	September - October 2001
4.	The CFO amends board policies and related administrative regulations to include changes to the purchasing infrastructure.	October 2001
5.	The board approves the amended policies and accompanying administrative regulations.	November 2001
6.	The CFO implements the new purchasing infrastructure.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD negotiated and approved three major contracts that appear to benefit vendors rather than the school district. These contracts contain unreasonable guarantees: price increases are tied to the CPI, rather than to specific performance measures, and the performance criteria are vague.

Because the terms of the original ESI contract were vague, DISD signed memos of understanding that addressed specific day-to-day operations of the schools that were not part of the original contract. Legal Services' counsel was available to answer questions during this process, but was bypassed in the original process of negotiating the CEP and ESI contracts. Effective April 1, 2001, standard contract terms and conditions, as approved by Legal Services for use by Purchasing, and an RFP process were put in place to ensure the contract process follows the process designed to meet the benefits of the district and vendor.

The review team examined the provisions of the CEP contract and found that DISD agreed to student enrollment guarantees, requiring the district to pay for 1,500 students per month even if actual enrollment fell below that amount. Although the district can over-enroll in subsequent months to offset enrollment shortages, the district still must pay CEP 10 equal monthly installments based on guaranteed enrollment. **Exhibit 8-15** shows the actual cost per pupil to DISD was 150 percent for the initial enrollment period and 445 percent through December 2000 more than the contracted per-pupil fee when enrollment fell below the guaranteed level.

Exhibit 8-15
DISD's CEP Per-Pupil Fee Analysis

Period	Guaranteed Student Enrollment	Total Contracted Cost to DISD	Per Pupil Fee	DISD Actual Enrollment	Actual Cost Per Pupil to DISD	Difference - Contract vs. Actual Per Pupil
Initial Period February 2000 - May 2000	1,150	\$8,234,000	\$7,160	460*	\$617,900	(\$10,740)
First Full Academic Year 2000-01 (through December)	1,400	\$10,024,000	\$7,160	257*	\$39,004	(\$31,844)

Source: DISD Agreement with CEP and Actual Enrollment Data.

**Actual Enrollment Data for May 2000 and October 2000, respectively.*

DISD agreed to annual price increases based on the CPI for Dallas rather than specific performance measures. School districts throughout the United States often use performance measures to monitor outside contractors that provide custodial or food services, maintenance, transportation and other services.

Performance expectations and predetermined benchmarks should be established during contract negotiations and included in the contract language. Increases over the term of the contract should be linked to actual performance. For example, food service performance measures typically include the number of meals served annually, meal variety and quality, and the level of absenteeism. Custodial and maintenance performance measures include the percentage of work orders completed, number of

complaints received about the cleanliness of buildings and grounds, and the number of equipment malfunctions reported. Transportation performance measures may include on-time bus performance, the number of annual breakdowns and complaints related to driver courtesy. Specific performance measures were not included in these DISD contracts.

The CFO said the superintendent requested the deputy superintendent of Evaluation/Accountability and Information Systems perform an ongoing evaluation of the ESI and CEP contracts and report on their status.

Recommendation 129:

Renegotiate the Edison Schools, Inc., Community Education Partners and Dallas County Schools contracts to incorporate specific performance criteria and link performance measures to compensation.

DISD should renegotiate the ESI, CEP and DCS contracts to link rate increases to specified performance measures. The district should not sign any contract with payments based solely on the CPI.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent consults with legal counsel and notifies vendors of the district's desire to renegotiate the terms and conditions of the contracts.	August 2001
2.	The director of Contract Services, department heads and superintendent develop performance measures to include in each contract based on best practices of other school districts and DISD's needs in educational and transportation services.	August 2001
3.	The director of Contract Services, legal counsel, department heads and superintendent's designee renegotiate contract terms.	August 2001
4.	The director of Contract Services obtains legal counsel's review and approve renegotiated terms.	September 2001
5.	The director of Contract Services prepares and issues the RFPs for re-bidding the contracts, if renegotiations are not successful.	September 2001
6.	The director of Contract Services receives and evaluates responses to the RFPs with the department heads and executive director of Purchasing.	October 2001
7.	The director of Contract Services recommends the best bidder for each contract to the superintendent and board for approval.	October 2001
8.	The director of Contract Services negotiates performance	November

	measures to be included in each contract.	2001
9.	The board approves the renegotiated contracts.	November 2001
10.	Should performance targets not be met, the superintendent terminates the contracts.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD's procurement process is inefficient and consistently does not meet the needs of user departments. For example, it takes an average of 114 days to convert a requisition to a purchase order (PO). **Exhibit 8-16** shows examples of POs examined by the review team.

Exhibit 8-16
Days to Convert Requisition to Purchase Order

Number of Days	Number of Purchase Orders	Percent of Sample
0 - 30	0	0%
31 - 60	0	0%
61 - 90	20	33%
91 - 120	20	33%
More than 120	20	33%

Source: TSPR calculations based on sample of DISD purchase orders.

The Purchasing Department generates a requisition aging report to monitor the time it takes to convert a requisition to a PO (**Exhibit 8-17**).

Exhibit 8-17
Requisitions Aging Reports

Period	Total # of Requisitions	0-30 Days	31-60 Days	61-90 Days	91 + Days	Percent of 0-60 Days
9/29/00	842	710	86	12	34	95%

10/31/00	1,280	838	327	75	40	91%
11/30/00	1,159	524	474	103	58	86%
12/31/00	1,353	495	516	283	59	75%
1/31/01	1,251	606	260	214	171	69%
2/28/01	834	591	202	32	9	95%
3/31/01	490	305	105	70	10	84%

Source: Purchasing Department Monthly Requisitions Aging Reports.

Chapter 8

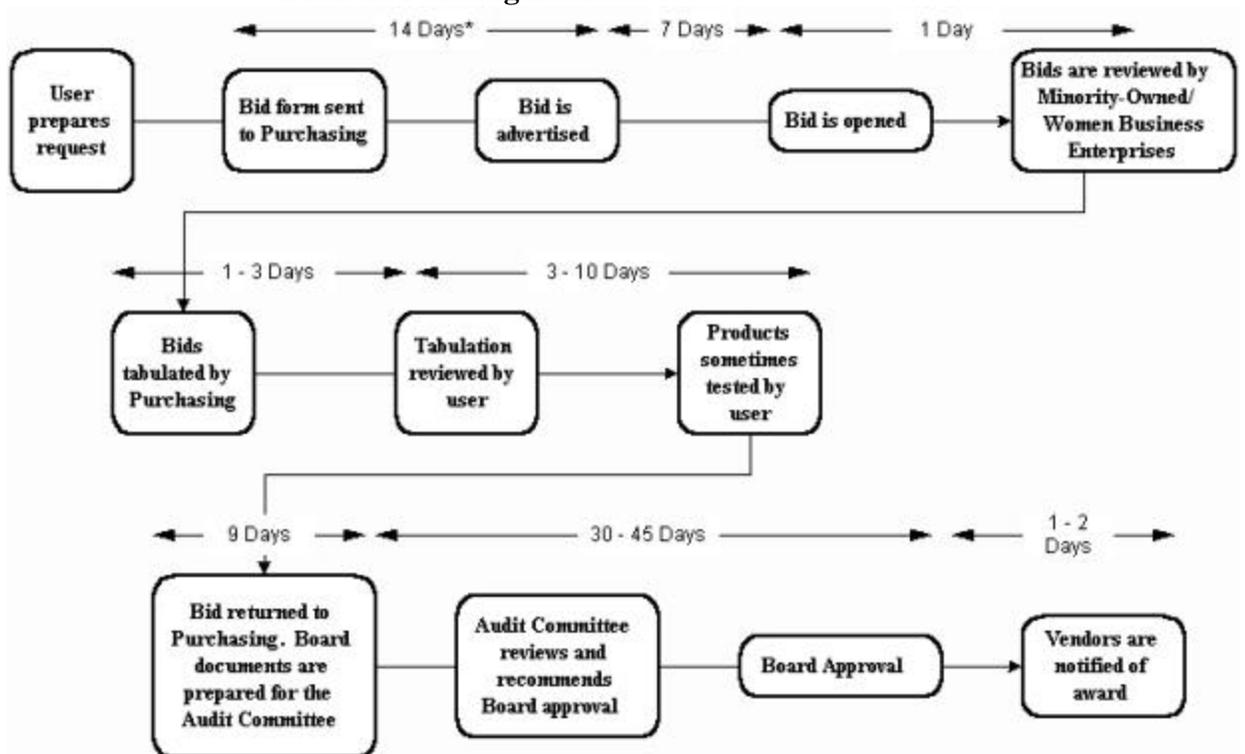
A. PURCHASING AND CONTRACT SERVICES

PART 4

User departments complain that the competitive bidding process is lengthy and bids are not processed in a timely manner. The Purchasing staff said user departments also contribute to the delay by submitting bid documentation late or by not involving Purchasing early in the process.

The processing time frame ranges from two to three months, as shown in Exhibit 8-18. Requests for \$50,000 or more require board approval.

Exhibit 8-18
DISD Purchasing Bid Process



Source: DISD Purchasing Department Bid Process Flow Chart.

* Calendar days; all other days are based on the number of work days required.

The longest span of time occurs between the Audit Committee briefing, Audit Committee review and board meeting. The director of Buying

Services said four separate briefings take place during this time with the superintendent, the Audit Committee chairman, the Audit Committee and the Committee of the Whole. Buyers said that the process takes longer, depending on the RFP or competitive bid process. It also may take an average of 20 days to notify vendor of the award due to additional contract negotiations for RFPs. The director of Buying Services said the district's proposed changes could lengthen the process by an additional four weeks. **Exhibit 8-19** shows an example of the bidding process time frame for purchasing file cabinets.

Exhibit 8-19
Bid Process Time Frames
File Cabinets Requisition #176091

Bid Process	Date	Number of Days
Buyer receives request.	4/24/00	Not applicable
Buyer advertises bid.	11/14/00 - 11/27/00	14
Bids are opened.	11/29/00	2
Bids are reviewed by M/WBE.	11/30/00	1
Bids are tabulated by Purchasing.	11/30/00	1
User reviews tabulation; tests products, if necessary; approves recommendation award.	12/1/00 - 12/19/00	13
Bids are returned to Purchasing; board documents are prepared for Audit Committee briefing.	12/19/00	38*
Audit and other committees review and recommend board approval; board approves bid award.	2/22/01	
Vendors are notified of award.	2/25/01	1

Source: DISD Purchasing Department.

** Excludes Christmas break only; combined to show total number of days from this point; additional time frames not available.*

DISD's peer districts process bids in less time:

- Houston Independent School District (HISD) 30 to 45 days;
- San Antonio Independent School District (SISD) 30 days; and
- El Paso Independent School District (EPISD) 25 days.

It takes DISD 120 days to purchase food items. If a vendor discontinues an item, the board must approve the change. Therefore, the Food Service Department does not have access to the discontinued product for 120 days. If a bid award is contested, the contested item must be re-bid, awarded and then reordered.

DISD does not have a comprehensive procurement plan. Purchasing distributes a purchasing calendar to schools and administrative departments, indicating deadlines for submitting procurement needs. However, the calendar does not include every service or item available, and schools do not always follow the calendar. Purchasing does not maintain a bid calendar for contracts and price agreements with expiration dates, which has contributed to the district's failure to begin the renewal process for a three-year health benefits contract that expired December 31, 2000. Negotiations began mid-year 2000, which did not leave enough time for seeking the required competitive bids. The result was a contract with significantly higher premiums for district and employees.

In August 2000, the district attempted to address some concerns by re-engineering the Purchasing Department, which resulted in 69 percent turnover of staff members (18 of 26 positions). All existing positions were vacated and competitively refilled. The initial reorganization caused delays in requisition processing because the new staff needed to learn the purchasing system and process the existing backlog of requests. One major buyer position was not filled until March 2001. In addition, for approximately 30 to 45 days all buyers and several support staff were assigned to process requisitions and purchase orders to meet a court-order deadline to spend funds from the sale of Crozier Tech school. User departments' requisitions were processed on an as-needed basis, which created a two- to three-month requisition backlog. **Exhibit 8-20** shows the number of Crozier Tech requisitions processed compared to other types of requisitions that were not processed.

Exhibit 8-20
Crozier Tech Requisitions Processed

Period	Number of Crozier Tech Requisitions	Number of Crozier Tech POs	Number of Requisitions Not Processed
9/1/00 - 10/31/00	254	273	3,054

Source: DISD Delta System Extract by Financial System Technical Support Department.

Recommendation 130:

Eliminate inefficiencies in the procurement process and develop a comprehensive purchasing strategy.

Purchasing should be involved when schools determine what goods they will need. The bid process should be simplified to provide required materials or services in a timely manner. The lengthy board committee review process should be streamlined by combining the reviews of the Audit Committee chairman, the Audit Committee and the Committee of the Whole into one five to seven day review.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent submits a request to the board to combine all board committee reviews to one five to seven day review.	August 2001
2.	The board approves combining all board committee reviews to one five to seven day review.	August 2001
3.	The superintendent directs the executive director of Purchasing to streamline the bid process to an average of 45 days.	August 2001
4.	The CFO directs the executive director of Purchasing to correct all deficiencies and policy violations.	August 2001
5.	The executive director of Purchasing develops a review team of users and Purchasing staff to identify and review areas of inefficiencies, including user departments that interact with Purchasing, and to reduce the bid process to an average of 45 days.	October 2001
6.	The review team develops a plan to collect and analyze data to improve the purchasing process.	November 2001
7.	The review team submits recommendations and an action plan to the executive director of Purchasing for improving the purchasing process, including reducing the bid process time.	December 2001
8.	The executive director of Purchasing submits a final plan to the CFO and superintendent for approval.	December 2001
9.	The executive director of Purchasing implements the plan upon approval, including communication to schools and other departments.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not consistently comply with the competitive sealed bid requirements outlined in the Texas Education Code. Purchases are not consistently aggregated for similar items to obtain a more competitive price. The aggregate process combines several requests for similar items into a single bid or purchase order, for example, office supplies, janitorial supplies or computers.

The district routinely purchases items valued at \$25,000 or more in the aggregate for each 12-month period from individual requisitions. These individual requisitions are processed by soliciting vendor quotes instead of by competitive sealed bid. The aggregation requirement is not followed because of system limitations and the need to process requests quickly, which precludes any requirements that user departments submit requisitions on an aggregate basis.

Purchasing is required to advertise the district's need for products to solicit vendors interested in supplying those items to the district. TSPR could not review the purchase orders that were not competitively bid because the system does not record them.

Software problems within the aggregate feature of the purchasing system also causes violations of the TEC. Some buyers aggregate requests manually to meet the TEC's requirement. Other buyers do not aggregate requests manually because the process is cumbersome. In addition, buyers were instructed not to require users to aggregate orders before sending them to Purchasing, although the purchasing manual requires it. For example, one middle school submitted five requisitions for office supplies that were put in the system on the same day, to the same vendor and for the same employee. Each item cost less than \$1,000.

The commodity code is a number assigned to identify classes of goods and services or types of merchandise ordered. For example, the commodity code for office supplies is 620, the builders' supplies code is 150 and the safety supplies code is 1238. These codes were designed to assist the district with tracking type of purchases, inventory and use of specific goods.

The commodity code structure is cumbersome, which often causes user departments to incorrectly code supplies, material and services. The result is inaccurate data that cannot be used to effectively plan, track and analyze the results. The executive director of Purchasing and director of Financial Systems Technical Support (FSTS) said users often select incorrect commodity codes. The executive director of Purchasing also said users select certain codes as a "catch-all" general code rather than using the specific code for that item. In particular, the educational materials code

(1079) is frequently used for school supplies such as restroom accessories (1231), electric supplies (285) and cafeteria and kitchen supplies (165).

Exhibit 8-21 shows examples of discrepancies in the use of commodity codes.

**Exhibit 8-21
Commodity Code Discrepancies
Fiscal 2000**

Code Used	Code Description	Number of Times Used	Dollars Spent	Product Type Incorrectly Charged
1079	Educational Materials	153,020	\$16,198,359	<ul style="list-style-type: none"> • Musical instruments • Office supplies • Office furniture • Computer supplies
1245	School Supplies Misc.	14,483	\$1,896,408	<ul style="list-style-type: none"> • Educational supplies • Instructional supplies • Textbooks ancillaries
953	Books and Audio/Visual Materials	2,760	\$525,857	<ul style="list-style-type: none"> • Educational material • Textbooks ancillaries • Instructional supplies
785	School and Higher Education Supplies	204	\$113,653	<ul style="list-style-type: none"> • Laminator • School supplies • Computer desks
1501	Educational Supplies \$501-\$5,000	157	\$241,240	<ul style="list-style-type: none"> • School supplies • Sound system • Software license • Office

				<ul style="list-style-type: none"> Equipment Digital duplicator Computer supplies
952	Books and Audio/Visual Direct Pricing	288	\$69,643	<ul style="list-style-type: none"> Educational material Resource materials Miscellaneous supplies
1193	Office Systems \$501-\$5,000	19	\$27,134	<ul style="list-style-type: none"> Cafeteria tables Office supplies Auditorium system Laminators

Source: DISD Product Code Usage Report provided by Financial System Technical Support.

The codes are available on a drop-down menu in the Delta System, however, the director of FSTS provided users with an electronic spreadsheet of the codes for easier use.

The same commodity codes are not linked or used at all district schools and facilities. As a result, users often do not know which codes to use, and generally use any code that accepts the requisition they want to make. Some of the codes are from an older system, and some codes have the same description but a different commodity code number, as shown in **Exhibit 8-21**.

Purchasing removed several commodity codes without notifying users, which caused users to choose incorrect codes. Clear instructions on the use and selection of appropriate codes have not been written or followed by the district. As a result, Purchasing does not have an accurate measurement of usage and cost by commodity because codes are not used consistently throughout the district.

Recommendation 131:

Develop and implement a purchasing process that complies with the Texas Education Code, district policy and state and federal purchasing laws.

Any budget expenditures equaling \$25,000 or more in the aggregate for like items should be identified when the budget is substantially complete and the best method of procurement should be used to secure those items. Adequate planning, communication and mutual cooperation between the user departments and Purchasing will help identify those items. Executive management should provide support to Purchasing for enforcing policies and procedures.

Commodity code structure should be revised to provide accurate commodity data for the competitive bidding process and code usage by user departments. Detailed instructions should be developed and explained to users, who should also be trained to use the new codes.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and CFO issue a joint memo reiterating DISD's competitive solicitation policies, emphasizing that noncompliance will not be tolerated.	August 2001
2.	The superintendent notifies department heads that they will be held accountable for compliance with all purchasing guidelines and punishment will result from noncompliance.	August 2001
3.	The executive director of Purchasing and the director of Financial Systems Technical Support simplify the commodity code structure with input from users.	August 2001
4.	The executive director of Purchasing meets with department heads to review their budgets for the upcoming fiscal year to determine commodities to be aggregated.	August 2001
5.	The executive director of Purchasing communicates the revised code listing with area superintendents and principals and provides training for purchasing staff, schools and department users.	September 2001
6.	The executive director of Purchasing identifies available purchasing options to ensure aggregate purchase requirements.	September 2001
7.	The executive director of Purchasing submits a list of all goods or services with the procurement method of choice to the superintendent for approval.	September 2001
8.	The executive director of Purchasing prepares bids for those goods and services by the approved method.	September 2001

9.	The executive director of Purchasing submits bid award recommendations to the superintendent and board for approval.	October 2001
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 8

A. PURCHASING AND CONTRACT SERVICES

PART 5

FINDING

The Purchasing Department does not have a comprehensive vendor evaluation process to ensure that DISD obtains quality goods and services at the best price. The district relies primarily on users to report unsatisfactory vendor performance. The CH regulation governs disbarment of a vendor, but no formal process exists to collect this information and no formal process exists to exclude vendors who do not meet district expectations. Buyers said they often select vendors with the lowest bid. The tabulation process of vendor responses (price, terms, specifications) is performed in the Delta System. The tabulation report indicates the low bidder for each line item with an asterisk.

While lowest price is a factor in evaluating bids, other factors such as product quality, bid specifications and vendor service should be considered for competitive sealed bids. Accepting the low bid in the competitive bidding process does not always provide the highest-quality product. One of the buyer's responsibilities includes knowing about the vendors' products, which requires examination by the buyer. The user departments occasionally test product quality at DISD.

Survey results from users in **Exhibit 8-22** show more than 50 percent of users are not satisfied with the quality of goods received. Buyers said that they must accept the responsive low bidder if all other factors are equal. In addition, buyers fear reprimand if the lowest bid is not awarded.

Exhibit 8-22
Purchasing/Warehousing Survey Results

Purchasing acquires high-quality materials and equipment at the lowest cost.	Disagree	Strongly Disagree
<ul style="list-style-type: none">• Principals	42%	15%
<ul style="list-style-type: none">• Teachers	33%	20%

<ul style="list-style-type: none"> District Administrators 	31%	25%
Public Forum and Focus Group Comments		
<ul style="list-style-type: none"> Competitive bidding does not always result in the best product, just the least expensive. 		
<ul style="list-style-type: none"> Whenever projects go out for bids, you need to be sure that whomever is awarded that bid is going to do quality work and has a good background. Not just the lowest bidder. 		

Source: TSPR Survey Results.

HISD created a furniture review committee after getting complaints about product quality. According to HISD's performance review report, the commodity team approach is a successful practice used by many corporations and nonprofit organizations.

Recommendation 132:

Develop a formal vendor evaluation process.

Improving product quality for all bid items and including school-based staff on commodity teams could save the district money. Users would be more inclined to cooperate in the purchasing process.

Purchasing should develop a formal process for obtaining user feedback, such as surveys, electronic bulletin boards or annual customer feedback forums. Purchasing should enhance the feedback process with the development of commodity teams. The teams would evaluate and document feedback related to product quality and vendor performance. Greater participation by the schools in the process may encourage them to comply with purchasing requirements and to purchase items through standard purchase contracts rather than separate requisitions that require bidding.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Buying Services identifies major users by commodity and develops commodity teams.	August 2001
2.	The director of Buying Services establishes a calendar for meetings and goals, including formal procedures and guidelines.	August 2001

3.	The director of Buying Services appoints a coordinator of Customer Services to provide an electronic format for soliciting user feedback on product quality, collect data and submit it to the commodity team.	August 2001
4.	The director of Buying Services and the commodity teams review data, revise standard specifications and monitor vendor performance.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Purchasing Department does not effectively integrate state-of-the-art technology into the procurement process to solicit competitive bids, process requisitions and ensure timely delivery to schools and departments. The Purchasing Department receives many separate purchase orders for the same items, which could be ordered together at a lower cost. **Exhibit 8-23** is a sample of the categories of items purchased in fiscal 1999-2000.

Exhibit 8-23
Purchase Orders by Product Category
Fiscal 1999-2000

Category Number	Category Description	# of POs	Dollar Volume of POs
994	Consultants, Educational	548	\$4,651,839
1079	Educational Materials	153,020	\$16,198,359
987	Consultants (All)	565	\$8,414,565
954	Books, Pre-bound Paperback Book	2,936	\$4,604,227
425	Office Furniture < \$501	413	\$436,848
620	Office Supplies	29,729	\$3,291,791
714	Copier Rental Renewal	631	\$2,766,496
713	Copier Rental	863	\$2,712,273
523	Books, Library	2,341	\$2,169,561
1245	School Supplies Misc.	14,483	\$1,896,408

480	PC'S, Not Apple \$501 - \$5,000	160	\$1,396,011
1265	Software, Microcomputer (Instructional)	1,728	\$1,352,481
031	A/C, Heating & Accessories	685	\$1,041,957
150	Builders' Supplies	602	\$989,509
980	Computer Supplies (Not Software)	2,572	\$900,598
285	Electric Cables, Wires - Not Electronic	491	\$866,640
420	Classroom Furniture < \$501	279	\$744,261
050	Art Supplies	1,123	\$652,563
580	Musical Instruments	1,049	\$594,151
953	Books & AV Materials	2,760	\$525,857
524	AV Materials, Library	1,332	\$449,277
931	Auto Parts Supplies (Body)	331	\$402,369
1286	Trophies, Plaques & Awards	1,995	\$377,579
670	Plumbing Fixtures and Supplies	807	\$322,090
715	Publications / Audio-Visual Material	709	\$221,326
1234	Ribbons, Awards	1,813	\$191,279
481	Misc. Data Processing Supplies	269	\$176,657
190	Chemicals, Commercial, In Bulk Amount	120	\$118,536
600	Office Machines Accessories	540	\$111,131

Source: DISD Purchasing Department-Purchase Order Activity.

Exhibit 8-24 shows that 79 percent of the POs processed for fiscal 1999-2000 were for items that cost \$1,000 or less. A full-time purchasing buyer processes all of these orders.

Exhibit 8-24
Purchase Orders by Dollar Category
Fiscal 1999-2000

Dollar Range	Number of POs	POs as a Percent of Total POs	Dollar Volume of POs	Dollar Volume as a Percent of Total Dollar Volume
\$0-\$1,000	30,429	79%	\$9,469,398	11%
\$1,000.01-\$10,000	6,916	18%	\$22,359,734	25%
\$10,000.01-\$24,999.99	791	2%	\$12,479,756	148%;
\$25,000 and greater	402	1%	\$45,195,529	50%
Total	38,538	100%	\$89,504,417	100%
POs \$1,000 and less	30,429	79%	\$9,469,398	11%
POs for more than \$1,000	8,109	21%	\$80,035,019	89%

Source: DISD Financial System Technical Support Department-Purchase Orders by Dollar Amount.

Purchasing staff said most user departments do not plan for procurement needs at the beginning of the school year. The Service Center uses a reorder quantity system to replenish items stocked by the warehouse. The lack of planning and spending pattern make it difficult for Purchasing to forecast requirements and perform bid procedures for most items prior to the beginning of the school year.

If the purchasing process is not properly planned, the district misses out on volume discounts and other money-saving opportunities. Fort Bend ISD began buying office supplies online in 1998-99 and earns rebates based on the percentage of orders placed online. Users place orders directly with the vendor online and orders are delivered to schools the next day. In addition to reducing costs, decreasing the amount of paper used and accelerating delivery, e-commerce also eliminates the risk of obsolete inventory and increases available warehouse space.

Some districts also use e-commerce technology for distribution of competitive sealed bids. One such service provides online service to districts at no cost, and electronically posts the district bid documents to all registered vendors and provides automatic bid notification to vendors. The district's vendors can be added to the vendor list. This technology can reduce the amount of paperwork generated for bid notification and reduce the amount of time purchasing assistants spend faxing bid documents to

vendors. On March 23, 2001, DISD entered in an agreement with Demandstar.com to automate the bid notification, download and bid submission processes to vendors.

Recommendation 133:

Implement e-commerce technology to improve the purchasing process.

An electronic system would reduce turnaround time and simplify the system for buyers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Purchasing identifies the available technology for assisting the purchasing process.	August 2001
2.	The executive director of Purchasing develops a purchasing committee to review options and recommend technology for the Purchasing Department.	September 2001
3.	The executive director of Purchasing reviews recommendations with the chief technology officer and prepares a proposal for approval by the CFO and superintendent.	October 2001
4.	The executive director of Purchasing initiates the bidding process to obtain the approved technology.	November 2001
5.	The executive director of Purchasing and the technology designee integrate the software into the purchasing system.	December 2001
6.	The executive director of Purchasing provides training to purchasing staff and users and communicates the changes to all identified parties, including vendors.	January 2002

FISCAL IMPACT

The recommendation can be implemented with existing resources.

FINDING

The Purchasing Department's policy and procedures manual is incomplete and out of date. DISD reorganized the department in fiscal 2000-01 but did not update the manual to reflect changes in the department's responsibilities and procedures. For example, change orders and maintenance of the vendor database are no longer responsibilities of Purchasing. The Purchasing and Acquisition Codes and Policies manual

includes basic public purchasing guidelines, TEA rules and DISD's local board-adopted purchasing guidelines.

DISD added the Contract Services Division to the Purchasing Department during the reorganization. The district, however, does not fully use the division as a major control component for purchasing contract items, which DISD has violated in the past. Department procedures require Contract Services to process all major construction and facilities contracts, but the process has not been implemented. The district also has not finalized Contract Services' policies and procedures. Effective March 31, 2001, Contract Services policies and procedures were reviewed and approved by Legal and included in the purchasing operations.

DISD purchasing staff and users lack a complete and comprehensive manual necessary to consistently perform their duties and operate at maximum efficiency. Some buyers are not familiar with operating procedures and guidelines that affect timely action in processing their workload.

Accurate policies and procedures assist employees with performing the job requirements efficiently and effectively and help smooth execution of the day-to-day operations. Accurate policies and procedures also assist the school administrators in effectively interacting with Purchasing and minimizing errors. Without complete, accurate and authorized documentation of work processes, there is an increased risk that buyers and users will make unnecessary errors.

Chapter 8

A. PURCHASING AND CONTRACT SERVICES

PART 6

Recommendation 134:

Update the Purchasing Department's policy and procedures manual.

DISD issues memos to supplement changes in policies and procedures. These changes should be reflected in the authorized document used to direct the job duties of the buyers. Ongoing review and changes to the purchasing policies and procedures provides a control measure to strengthen the effectiveness and efficiency of purchasing.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the executive director of Purchasing to establish procedures to periodically evaluate and update the purchasing procedures on an ongoing basis, including incorporating industry best practices.	August 2001
2.	The executive director of Purchasing identifies updates to the manual and other changes that are needed.	August - September 2001
3.	The executive director of Purchasing submits the revised purchasing procedures manual to the CFO and superintendent for approval.	October 2001
4.	The superintendent approves the manual.	October 2001
5.	The executive director of Purchasing distributes the purchasing procedures manual to users and provides training.	November - December 2001
6.	The executive director of Purchasing updates the purchasing procedures on an ongoing basis and disseminates policy and procedure changes to users.	Ongoing

FISCAL IMPACT

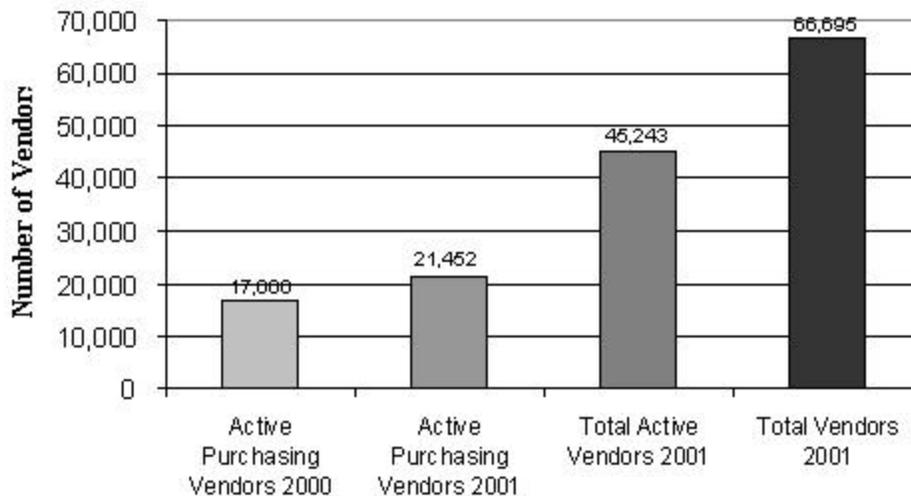
This recommendation can be implemented with existing resources.

FINDING

The Purchasing Department has no criteria for adding or deleting vendors to the vendor database. As a result, vendors are added on a daily basis.

Exhibit 8-25 shows the number of active purchasing vendors for fiscal years 1999-2000 and 2000-01 compared to the total number of vendors in the vendor file. Non-purchasing vendors include district employees, athletic officials, banks, charitable organizations, child support and workers' compensation, utilities. DISD is not allowed to remove inactive vendors because of ongoing investigations by the FBI, according to the director of Financial Systems Technical Support. The executive director of Purchasing said vendors also are not purged because of internal audit investigations, vendor mergers and vendors' requests.

Exhibit 8-25
DISD Active Vendors Compared to Vendor Database
Fiscal 1999 through 2001



Source: DISD Financial System Technical Support Department.

Note: Total vendors as of April 19, 2001.

A business or an individual becomes a DISD vendor by completing a Vendor Setup Request and sending it to the vendor database manager. If the information is complete, the database manager enters the information. Although DISD considers any vendor in the database an approved vendor, the process does not create an actual approved vendor database. The process does not include verification of the vendor data, except for crosscheck of social security numbers and similar addresses to the DISD employee list. Vendors are not required to submit copies of certificates or other supporting documentation. References are not checked. If an employee attempted to become a vendor with DISD and used the social

security number or address of a friend or family member, the system would not detect it.

Vendors are added to the database every day. The database manager basically serves as a data entry clerk. Adding vendors each day is time consuming and increases the risk of fraudulent or unauthorized vendors. However, these risks are significantly reduced when vendors are added to the database based on established criteria and the database includes vendors with whom the district regularly does business. The objective in establishing vendor criteria is not to limit full and open competition, but to ensure quality vendors.

DISD also does not perform formal vendor evaluations. Without an effective vendor appraisal program, DISD has no formal process for evaluating vendor performance and building vendor relations. Vendors are removed from the list only when users are unsatisfied and report the problem to the Purchasing Department.

The TEA's Financial Accountability System Resource Guide (FASRG), created in September 1999, is a resource tool that provides control measures to help districts maintain a comprehensive accountability system. According to FASRG, purchasing is one of eight system components that require integration to ensure accountability and performance. The FASRG recommends establishing and updating an approved vendor list as one of the control measures.

Recommendation 135:

Develop procedures for approving the addition of vendors to the database.

DISD should develop procedures for verifying vendor data. DISD should delete the inactive vendors from the database when the FBI's investigation is complete and update the database annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Financial Systems Technical Support deletes inactive vendors after the FBI's investigation is completed with the approval of the executive director of Purchasing.	Pending FBI's release
2.	The executive director of Purchasing and director of Financial Systems Technical Support develop policy and procedures for verifying pertinent vendor data.	September 2001
3.	The executive director of Purchasing submits the proposal to the CFO and superintendent for approval.	September 2001

4.	The executive director of Purchasing implements the vendor data verification policy.	September 2001
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD operates a procurement card (PCard) program but is not fully benefiting from it. Procurement cards are designed to maintain control of expenses, while reducing administrative costs associated with authorizing, tracking and paying specific small, recurring purchases. The district does not require schools and departments to use the PCard for purchases below \$1,000 as originally intended. Out of a possible 1,000 users, about 400 are authorized cardholders. The director of Quality Review said area superintendents decide whether the schools in their area use the PCard or not. Several principals who participated in focus groups said that they did not want the added responsibility of the PCard.

Exhibit 8-26 shows the distribution of cards and the organizations within the district that are not using it. Using a PCard for aggregate purchases of more than \$25,000 could violate competitive bid requirements by bypassing the purchasing system.

**Exhibit 8-26
DISD Procurement Card Status
January 2001**

Organization	Number of Non-participating Schools/Departments	Number of Users Issued With No Purchases Made
Area 1	1	1
Area 2	None	3
Area 3	None	None
Area 4	None	6
Area 5	6	4
Area 6	1	1
Area 7	None	1
Area 8	None	1

Area 9	5	2
Central Administration*	7	4

Source: DISD Purchasing Department Management Reports.

*All central administration departments have not been identified.

Exhibit 8-27 shows the number of POs of \$1,000 or less issued for the 10 most active user departments.

Exhibit 8-27
Ten User Departments Issued the Most Purchases for \$1,000 or Less
Fiscal 2000

Organization Number	Number of POs	Total Amount	Organization/User Department
814	1,321	\$711,253.07	Reading Plan
000	601	\$611,474.78	General
968	457	\$321,392.99	Heating, Ventilation and Air Conditioning
025	360	\$160,883.48	Skyline High School
965	350	\$257,690.73	Maintenance Services
942	342	\$204,065.53	Special Education Curriculum Support
928	331	\$216,918.74	Translation and Related Services
040	322	\$173,207.28	Skyline CDC
399	318	\$411,975.83	Campus Renovations and Start-Up
058	309	\$96,212.90	Spence Middle School

Source: DISD Purchasing Department Data.

Small and high-dollar requisitions follow the same process at DISD: entry by school clerk/office manager; electronic approval by principal, supervisor or budget manager; electronic submission to purchasing; review, processing and conversion to purchase order by buyers; review by the Buying Services specialist; mailing purchase orders to vendors; and filing purchase orders. As a result, the same processing costs are incurred for small or high-dollar requests. The director of Quality Control reported that a requisition was submitted for an amount as low as \$1.

As **Exhibit 8-28** and **Exhibit 8-29** show, about 80 percent of all POs processed are for less than \$1,000. About 80 percent of Purchasing's cost for processing POs is spent on these low-dollar items.

Exhibit 8-28
Purchase Orders by Dollar Category
Fiscal 1998-99

Dollar Range	Number of POs	Percent of Total POs	Dollar Volume of POs	Dollar Volume as a Percent of Total Dollar Volume
\$0-\$1,000	28,006	82%	\$8,082,084	11%
\$1,000.01-\$10,000	5,450	16%	\$16,623,641	23%
\$10,000.01-\$24,999.99	566	1%	\$9,310,083	13%
\$25,000 and greater	327	1%	\$37,804,246	53%
Total	34,349	100%	\$71,820,054	100%
POs \$1,000 and less	28,006	82%	\$8,082,084	11%
POs greater than \$1,000	6,343	18%	\$63,737,970	89%

Source: DISD Financial System Technical Support Department-Purchase Orders by Dollar Amount.

Exhibit 8-29
Purchase Orders by Dollar Category
Fiscal 1999-2000

Dollar Range	Number of POs	Percent of Total POs	Dollar Volume of POs	Dollar Volume as a Percent of Total Dollar Volume
\$0-\$1,000	30,429	79%	\$9,469,398	11%
\$1,000.01-\$10,000	6,916	18%	\$22,359,734	25%
\$10,000.01-\$24,999.99	791	2%	\$12,479,756	14%

\$25,000 and greater	402	1%	\$45,195,529	50%
Total	38,538	100%	\$89,504,417	100%
POs \$1,000 and less	30,429	79%	\$9,469,398	11%
POs for more than \$1,000	8,109	21%	\$80,035,019	89%

Source: DISD Financial System Technical Support Department-Purchase Orders by Dollar Amount.

In March 1998, Lehigh University's Department of Business completed a nationwide study entitled "Reducing the Cost of Processing Low-Value Purchases." The study said private and public sector organizations can reduce their transaction costs by 65 percent by installing a procurement card system. The study also found that processing costs for low-value items dropped from \$81 per transaction to \$28 if procurement cards were used. Further, the study said organizations expect to emphasize procurement cards more than any other method for managing low-value transactions during the next several years. DISD does not maintain data on procurement processing costs.

DISD is the only district among its peers that has implemented the PCard program.

Recommendation 136:

Require all schools to use procurement cards for purchases of \$1,000 or less.

Using procurement cards will reduce the district's administrative costs for repetitive transaction processing tasks. Internal controls have been established to prevent abuse of the procurement cards.

The district should review all low-cost purchases to make sure they comply with TEA's rule for combining similar purchases. By ensuring items are identified, added or deleted as authorized card purchases in the district will reduce the volume of requisitions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Quality Control identifies authorized users and develops a plan to issue procurement cards to all authorized	September 2001
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	users.	
2.	The director of Quality Control obtains approval of the plan from the CFO and superintendent.	October 2001
3.	The director of Quality Control provides the procurement program policy and procedure training, including commodity and spending limitations, to authorized users.	November 2001
4.	The director of Quality Control implements the procurement card program.	December 2001
5.	The executive director of Purchasing tracks and reports the reduction of requisitions for less than \$1,000.	Monthly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 8

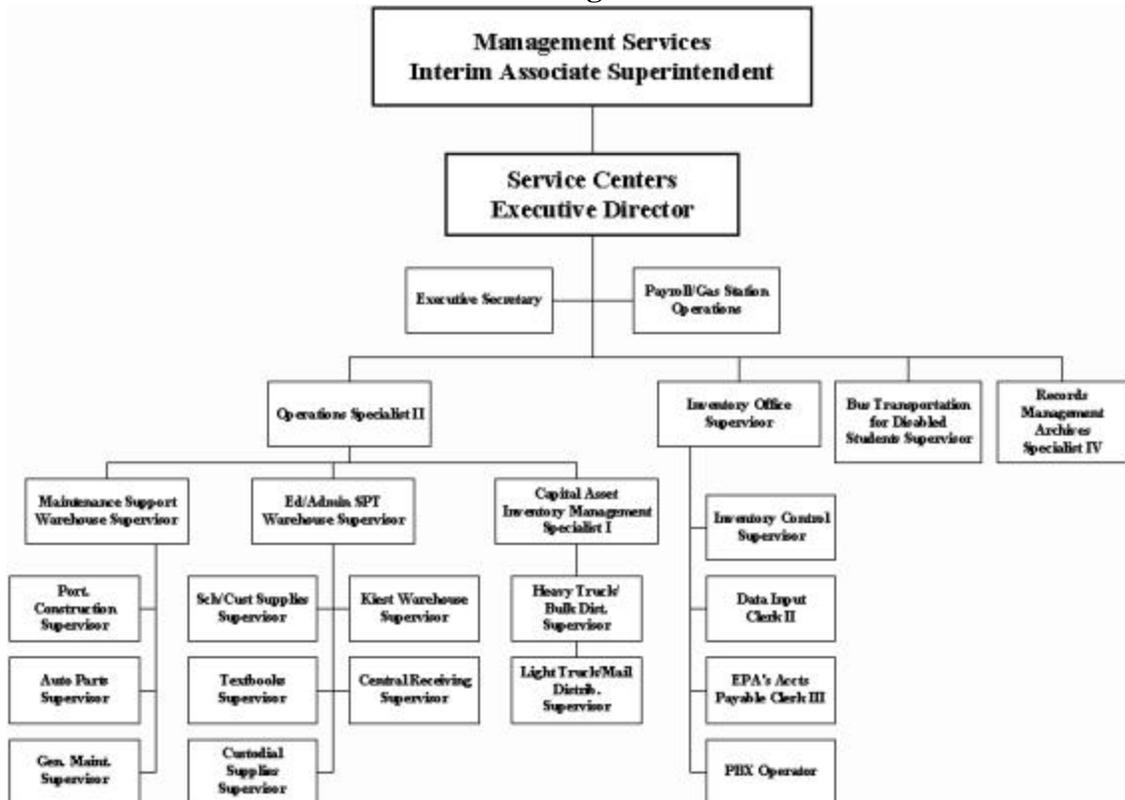
B. WAREHOUSE SERVICES

Efficient operation of warehouse services ensures that all purchases and deliveries to schools and administrative areas are complete and timely; inventory levels are sufficient to meet requests for supplies from individual schools and departments; property and equipment are accounted for properly and controlled; and surplus or obsolete property is disposed of properly and removed from district records.

The director of Service Centers is responsible for the day-to-day operation of the service center warehouses and reports to the associate superintendent of Management Services. The Service Centers' operations include the maintenance support warehouse, educational/administrative support warehouse, capital asset inventory management, inventory control, bus transportation and records management.

Exhibit 8-30 shows the Service Centers' organizational structure.

**Exhibit 8-30
DISD Service Centers Organization**



Source: DISD Service Centers.

DISD Service Centers operates five warehouse locations with 730,101 square feet of space. Most routine supplies, instructional materials and equipment are delivered to the central service center facility and verified with purchase orders by receiving clerks. Receipt information is entered in the automated purchasing/receiving system. Items that must be shipped to schools are transferred to the distribution area where delivery schedules are prepared.

Schools purchase items from the service centers by submitting a maintenance work order or an online service center requisition system. A warehouse employee is then issued a pick-ticket, locates each item on the ticket by the stock number and matches the material description on the bin to the number on the ticket. The process continues until all items on the ticket are located and the correct quantity pulled. Items are then kept in a central area, rechecked to ensure correct items and quantity, and are packaged for delivery. Containers are sealed and marked with requisition numbers. The driver delivers the items, the end user signs the ticket and the ticket is returned to the service center where it is entered into the computer system. Receipts for service center stock items are placed in central stock inventory to supply materials to end-users.

The department also inventories all supplies, furniture, textbooks, forms and other materials each August. Spot inventories are taken periodically. The department is responsible for all district mail deliveries, including payroll check delivery.

Parts supply of the Service Centers was outsourced to a national parts supply company on November 16, 2000. The contract requires guaranteed prices, parts availability and parts accountability. The contract provides other potential benefits to DISD:

- Full manufacturer's warranties on all parts;
- On-site replacement at no cost for defective, inferior and parts that do not fit;
- Monthly reporting and billing;
- A fixed, 10 percent net profit; and
- Ready access computerized inventory information.

The Service Centers Department's fiscal 2001 budget was \$5.6 million (**Exhibit 8-31**).

Exhibit 8-31
DISD Service Centers Department Operating Budget
1999-2000 through 2000-01

Category	1999-2000 Budget	Percent of Budget	2000-01 Budget	Percent of Budget
Salary and Employee Benefits	\$5,029,112	88%	\$4,967,530	89%
Contracted Services	222,188	4%	222,188	4%
Supplies & Materials	212,400	4%	222,652	4%
Other Expenses	6,200	<1%	6,200	<1%
Equipment	243,000	4%	150,000	3%
Total	\$5,712,900	100%	\$5,568,570	100%

Source: DISD Adopted Budgets.

DISD's Service Center budget was larger than that of any of its peer districts (**Exhibit 8-32**).

Exhibit 8-32
DISD and Peer District Service Centers Total Operating Budget Comparison
2000-01

DISD	Houston ISD	Fort Worth ISD	San Antonio ISD	El Paso ISD	Austin ISD
\$5,568,570	\$4,771,649*	\$1,240,000**	\$672,788	\$361,774	Not provided

Source: DISD Adopted Budgets and TSPR Peer Survey Data.

*Includes several functional groups within the Warehouse Department.

**Includes Food Services.

Exhibit 8-33 shows operating statistics for the Service Centers compared to those of peer districts.

Exhibit 8-33
DISD Service Centers Operating Measures
1999-2000

Operating Measures	DISD 1998-99	DISD 1999-2000	Houston ISD	Austin ISD	Fort Worth ISD	El Paso ISD	San Antonio ISD
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Number of warehouse facilities	5	5	1	3	1	1	1
Total square footage of all warehouses	660,101	730,678	117,000	92,880	91,000	48,000	47,672
Number of commodities stored in warehouses	Not available	5,838	6,554	N/P	2,000	4,867	668
Number of requisitions processed annually	338,897	303,764	173,698	N/P	N/P	1,075	21 per day
Number of orders for non-stock items delivered to schools	1,266	1,391	10,040	N/P	N/P	1,050	0
Total miles driven by warehouse vehicles, receiving and distribution	243,094	195,722	N/P	N/P	N/P	116,320	50 miles per day per truck (4 trucks)
Number of requisitions to replenish warehouse	2,188	2,063	6,084	N/P	N/P		416
Number of gallons of gasoline received	38,501	35,305	N/P	N/P	N/P	12,924	144 gal per truck
Number of public auctions for obsolete inventory	1	1	2	N/P	4	2	1

Source: DISD Service Centers Department and Peer District Survey.
 Note: N/P equals not provided by the district(s).

FINDING

DISD's Service Centers are overstocked because schools and departments order supplies and materials directly from vendors rather than from the Service Centers. The district does not require users to order items from Service Centers stock first. Service Centers' stock was valued at \$6.1 million for approximately 5,786 stocked items on December 31, 2000. The buying service director of the Purchasing Department said that through competitive bidding procedures, Purchasing could get the same prices as the Service Centers. **Exhibit 8-34** shows the value of the commodities maintained in the warehouses on December 29, 2000.

Exhibit 8-34
DISD Service Center Stock Inventory Status
December 29, 2000

Warehouse Number	Inventory Category	Inventory Quantity on Hand	Total Value of Inventory	Percent of Total Inventory
01	Maintenance	334,083	\$1,811,691	30%
02	School and Custodial	1,219,804	2,351,087	39%
03	Forms	131,812	453,239	7%
04	Auto Parts	13,190	34,664	0.6%
05	Cabinet Shop	185,430	287,059	5%
06	Furniture and Tires/Tubes	29,689	487,976	8%
07	Portable Building Construction	332,780	649,821	11%
08	Deleted Stock	N/A	222	0%
09	Central Receiving-Capital Assets	15	1,004	0%
	TOTAL		\$6,076,763	100%

Source: DISD Service Centers Stock Inventory Status.

DISD operates similarly to its peer districts in warehouse inventory and services. All of the peer districts carry office, school, janitorial,

maintenance and other supplies in warehouses. The review team surveyed several of the top 25 school districts in the United States. Three use or soon will use a just-in-time (JIT) or other inventory management program. JIT means material is ordered and delivered only when needed to meet the exact supply requirements of users. During the summer of 2000, San Antonio ISD phased out the office supply items carried in its warehouse. Campuses and departments can order office supplies from Office Depot via the Internet or a local vendor. Supplies are delivered directly to the campuses and departments.

Prince Georges County Public Schools in Maryland and Pinellas County School District in Florida have reduced the warehouse stock this way; Philadelphia City School District decentralized its purchasing and only maintains some furniture inventory. The Stock Item Statistics Report for December 29, 2000, in **Exhibit 8-35**, shows the years of DISD inventory on hand for 56 percent of the stock items is almost one year.

Exhibit 8-35
DISD Stock Inventory Status
December 29, 2000

Number of Items	Years Supply on Hand	Percent of Total Items on Hand
3,266	0-0.9	56%
1,128	1-1.9	19%
409	2-2.9	7%
219	3-3.9	4%
145	4-4.9	3%
188	10-24	3%

Source: DISD Service Center, Stock Item Statistics as of 12/29/00.

Some districts have negotiated supply agreements with vendors for targeted supplies. Vendors also provide electronic ordering capability for users and next-day delivery service without additional delivery charges. As a result, these districts significantly reduced or eliminated their supplies. The districts' warehouses act primarily as points of central control, carrying few stock items.

In focus group interviews, users complained of the quality of Service Centers' warehouse stock. Users said that they would rather not order from

the Service Centers because the products do not last, quality is substandard and products do not work properly.

Recommendation 137:

Eliminate or reduce the Service Centers' supply warehouse operations and implement an effective inventory management system.

Eliminating inventory, warehouse space and employees could significantly reduce the district's operating costs. Controls and procedures should be developed and implemented to ensure district buyers order and receive items in a timely manner.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Service Centers prepares a study for full or partial closure of service centers' operations with assistance of the executive director of Purchasing. The study includes a plan to transition to JIT delivery and a goal to reduce supply warehouse employees by 50 percent.	August 2001
2.	The director of Service Centers presents the plan to the associate superintendent of Management Services and the CFO for review and approval.	September 2001
3.	The director of Service Centers obtains the approval of the superintendent and school board.	September 2001
4.	The director of Service Centers and the executive director of Purchasing implement the plan.	October 2001 - August 2002
5.	The director of Service Centers reduces supply warehouse employees by 50 percent.	August 2002

FISCAL IMPACT

The current stock of supplies and instructional materials held by the warehouse is valued at \$4,616,017. The district could reduce its existing stock of supplies and instructional materials in the warehouse by 50 percent in 2001-02 by ordering no more stock and directing all purchases for these goods to be filled from the warehouse. The remaining 50 percent of the supplies could be exhausted in 2002-03 through final liquidation. Assuming the value of the remaining supplies is 25 percent (\$1,154,004) of the current value, the district should be able to realize 10 percent of this value (\$115,400) through final liquidation in 2002-03. Final liquidation could be achieved through a public sale.

DISD's 2000-01 Service Centers' budget for employee salaries and benefits totals \$4,967,530. Assuming the district transitions to a JIT delivery system and achieves a 50 percent reduction in supply warehouse employees, the district could realize savings of \$2,483,765 annually (\$4,967,530 x .50) beginning in 2002-03.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Liquidate inventory through exhausting supplies in warehouse and public sale.	\$0	\$115,400	\$0	\$0	\$0
Reduce supply warehouse employees by 50 percent.	\$0	\$2,483,765	\$2,483,765	\$2,483,765	\$2,483,765
Net Savings/(Costs)	\$0	\$2,599,165	\$2,483,765	\$2,483,765	\$2,483,765

FINDING

Although the Service Centers is responsible for servicing 87 vehicles and has 20 vehicles assigned to it, the department has not implemented a formal, department-wide vehicle replacement schedule for DISD. The estimated life span of the vehicles is 10 years with an average of 100,000 miles based on national industry standard according to DISD's fleet supervisor. Thirteen trucks are used for mail delivery; 11 box trucks and one semi tractor-trailer are used for product deliveries. The Service Centers is also responsible for 47 school buses.

Based on a review of the Service Centers Vehicle List provided by the director of Service Centers, the average age of the Service Centers vehicles is nine years, with an average of 130,763 miles per vehicle.

Exhibit 8-36 presents a catalog of district vehicles.

Exhibit 8-36 Summary of Service Centers Vehicles

ID Number	Description	Year	Total Mileage 10/30/00	Age of Vehicle 10/30/00	2001 Vehicle Replacement Cost
0861	Chevy 1 ton step van	1982	145,678	18	\$27,500

0869	Chevy 3/4 ton van	1984	135,404	16	19,000
0870	Chevy 1 ton van	1985	139,926	15	27,500
0874	Chevy 2 ton stake	1985	163,382	15	35,500
0875	GMC 2 ton truck	1986	109,920	14	35,500
0876	Chevy 2 ton box	1987	142,249	13	35,500
0877	Chevy 2 ton crew cab	1987	201,335	13	35,500
0891	Inter 2 ton box with lift	1990	176,607	10	35,500
0893	Inter 2 ton box with lift	1990	160,232	10	35,500
0862	Chevy 1 ton step van	1994	67,932	6	27,500
0863	Chevy 1 ton step van	1994	94,960	6	27,500
0864	Chevy 1 ton step van	1994	82,861	6	27,500
0865	Chevy 1 ton step van	1994	100,498	6	27,500
0866	Chevy 1 ton step van	1994	99,621	6	27,500
0867	Chevy 1 ton step van	1994	198,740	6	27,500
0868	Chevy 1 ton step van	1994	83,693	6	27,500
0873	Chevy 1 ton step van	1994	95,462	6	27,500
0896	Inter 2 ton box	1995	295,106	5	35,500
0897	Inter 2 ton box	1995	86,439	5	35,500
0898	Ford F truck tractor	1996	35,213	4	37,000

Source: DISD's Service Centers Department and Environmental Services Department.

The age of vehicles overdue for replacement ranges from 10 to 18 years. Nine vehicles, or 45 percent of the Service Centers warehouse fleet, are 10 or more years old. Three additional vehicles have more than 100,000 miles and are less than 10 years old, and six vehicles have 80,000 to 95,500 miles.

During focus groups, the Service Centers' drivers said the trucks are old, break down frequently and lack available spare parts. The trucks range from four to 16 years old. As a result, repairs take longer and drivers are often left without trucks. Only two out of the fleet's 11 box delivery trucks were operating during one week in December 2000, according to the director of Service Centers. Rental trucks are sometimes used when district trucks are out of service. Many users, especially principals, complained in focus group discussions that deliveries can take several weeks or months. Some of the delivery delays are attributed to prioritizing the use of trucks for more pressing district needs. The director of Service Centers decides which deliveries are made first.

Recommendation 138:

Develop and implement a department-wide fleet replacement schedule.

The vehicle inventory should be evaluated, taking into consideration such factors as estimated life span, repair history and vehicle condition. Aged vehicles should be sold or reassigned to less important duties.

After updating the vehicle inventory, a fleet replacement and procurement plan should be implemented for the entire department based on the expected life spans of the different types of vehicles and equipment in the fleet. A balanced schedule for replacing vehicles and equipment will help the district avoid large capital expenditures.

The director of Service Centers should work with the director of the Fleet Maintenance Department to provide priority funding for the balanced fleet replacement schedule.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Service Centers updates the vehicle and equipment inventory and develops criteria for evaluating the need and use of vehicles and equipment in the department's fleet.	September 2001
2.	The director of Service Centers submits inventory data to the director of Environmental Services to include in the districtwide vehicle replacement plan.	September 2001

3.	The director of Environmental Services develops a 10-year vehicle and equipment procurement and replacement plan and submits the plan to the associate superintendent of Management Services, CFO and superintendent for approval.	September 2001
4.	The board approves the plan.	October 2001
5.	The director of Service Centers obtains approval for auctioning all vehicles and equipment that should be sold.	October 2001
6.	The director of Service Centers includes the total required funding for replacing vehicles and equipment in the 2001-02 budget request.	October 2001
7.	The executive director of Purchasing implements the procurement and replacement plan.	October 2001

FISCAL IMPACT

The district's average vehicle replacement cost is \$30,675 per **Exhibit 8-36**. Assuming DISD adopts a 10-year vehicle replacement cycle for the Service Centers' fleet of 20 vehicles, the district will need to purchase five vehicles in 2001-02 for a total cost of \$153,375 (\$30,675 x 5), and four vehicles per year thereafter at an annual cost of \$122,700 (\$30,675 x 4).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop and implement a department-wide fleet replacement schedule.	(\$153,375)	(\$122,700)	(\$122,700)	(\$122,700)	(\$122,700)

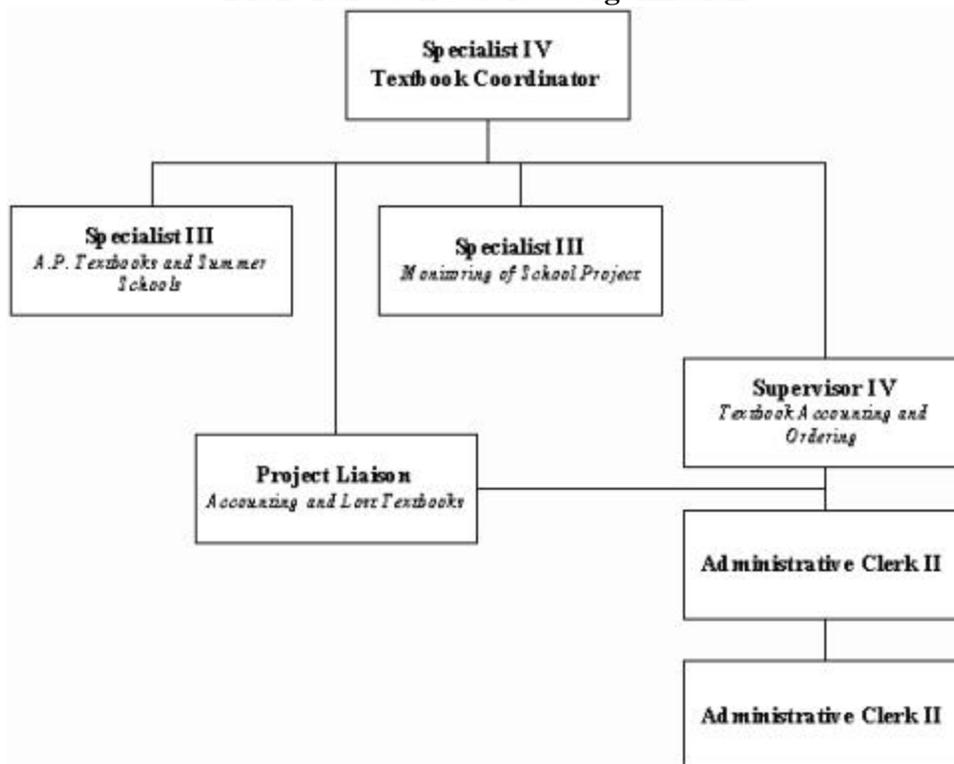
Chapter 8

C. TEXTBOOKS

The TEA is responsible for selecting and purchasing most of the textbooks used by Texas school districts. The TEA buys textbooks from publishers and lends them to districts. TEA provides districts with a listing of recommended textbooks each year. A district's established textbook adoption committee then selects the textbooks that the district will adopt and orders them from TEA. The number of books allowed per subject and grade level is based upon student enrollment information submitted to TEA through Public Education Information Management System data.

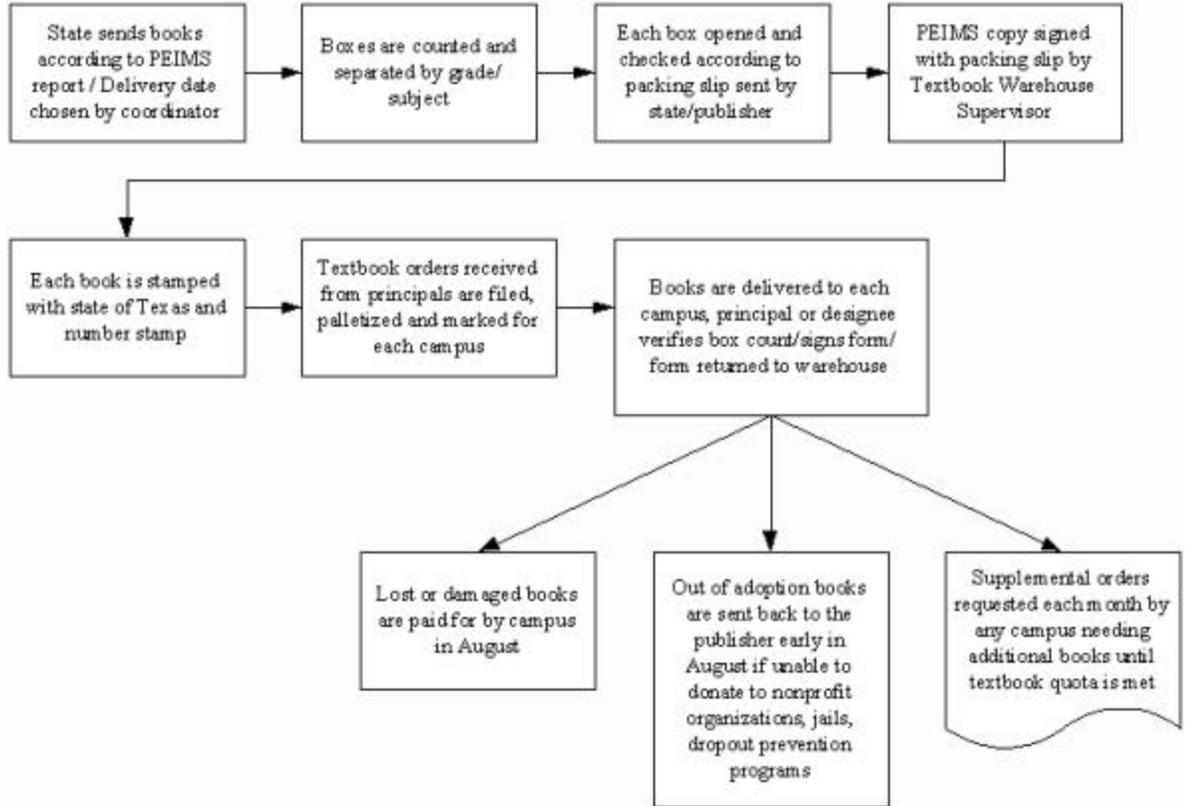
The coordinator of Textbook Services is responsible for Textbook Services and reports to the associate superintendent of Management Services. **Exhibit 8-37** shows the Textbook Services' organization. The primary duties performed by Textbook Services include assisting with the textbook adoption process, estimating the number of textbooks needed by the district each year, preparing supplemental orders of additional textbooks from TEA, inventorying textbooks, coordinating distribution of books to schools with Service Centers, tracking lost books and returning surplus books to TEA. Textbooks are delivered and stored at the central Service Centers warehouse and distributed to schools. **Exhibit 8-38** illustrates the textbook distribution process.

Exhibit 8-37
DISD Textbook Services Organization



Source: DISD Textbook Services Department.

**Exhibit 8-38
DISD Textbook Services Process**



Source: DISD Textbook Services Manual 2000-01 and Coordinator.

Exhibit 8-39 shows Textbook Services' budget for 1999-2000 through 2000-01.

**Exhibit 8-39
DISD Textbook Services Budget
1999-2000 through 2000-01**

Category	1999-2000 Budget	Percent of Budget	2000-01 Budget	Percent of Budget
Salary and Employee Benefits	\$259,533	23%	\$305,361	28%
Contracted Services	35,150	3%	35,150	3%
Supplies & Materials	789,352*	71%	718,192**	66%
Equipment	30,500	3%	30,500	3%
Total	\$1,114,535	%	\$1,089,203	100%

Source: DISD Adopted Budgets.

**Includes \$200,000 for advance placement textbooks and \$204,061 for lost textbooks.*

***Includes \$275,000 for advance placement textbooks and \$443,192 for lost textbooks.*

Each district is responsible for returning these borrowed textbooks to TEA. If textbooks are lost during the school year, the district either recovers its cost from the student, the student's parent or custodian or compensates the state for the loss.

FINDING

DISD schools account for textbook inventory manually, using ledger paper or an electronic spreadsheet, rather than with a fully integrated textbook inventory system. Although some administrative work is required by schools to facilitate textbook processing and tracking, an automated system provides a more efficient processing method.

Textbooks are tracked by Textbook Services on a stand-alone computer system. The coordinator of Textbook Services sends a hard-copy requisition form to the schools printed from the inventory system for annual textbook orders; the schools fill out the form for the number of textbooks needed and fax or send the form back to the coordinator. The schools' textbook data are then entered in the textbook inventory system. Supplemental requests from schools are processed manually. Textbook losses reported by schools are also recorded on a hard-copy form printed from the automated textbook system.

The director of Internal Audit said the manual textbook systems at schools contained inaccurate data. The coordinator of Textbook Services said that the district allows schools to select the inventory tracking method of their choice.

DISD's textbook loss reporting process is not efficient or reliable. Schools manually report textbook inventory on a form generated from the automated inventory system that is sent to Textbook Services. The form includes the number of books assigned, paid for, sent and picked up. The reported textbook information is entered in the system by the supervisor of Textbook Accounting and Ordering. The coordinator of Textbook Services then downloads the information entered from the form to an electronic spreadsheet. The coordinator reconciles and calculates each school's textbook losses.

The electronic spreadsheet was redesigned in fiscal 1998, 1999 and 2000; however, the revised format does not provide a yearly comparison. More

importantly, the format does not allow the prior year's balance to be carried forward to the next year. For example, the balance due from 1997-98 is not included on the 1998-99 report as the beginning balance. The total loss balance due from the 1998-99 report was \$893,048, however, the 1999-2000 report shows the total amount due by high school, middle school and elementary school, which do not total to the prior year's reported loss.

Individual schools or total district textbook losses are not shown in fiscal 1999 and 2000 reports. The losses must be calculated separately. The review team could not confirm the accuracy of losses or any of the report data for fiscal 1998, 1999 and 2000 because of the inconsistency in the data reported. Each school receives a report of its lost books, along with the amount due for those books, based on the results and is invoiced from this report. **Exhibit 8-40** shows textbook losses reported by DISD for fiscal 1998, 1999 and 2000.

Exhibit 8-40
DISD Textbook Losses
Fiscal 1998, 1999 and 2000

School Year	Losses	Number of Students *	Loss Per Pupil
1997 - 98	\$1,478,937	157,719	\$9.38
1998 - 99	\$1,379,101	159,990	\$8.62
1999 - 2000	\$1,101,735	160,477	\$6.87

Source: DISD Textbook Services Form 301 Audit.

** TEA AEIS District Reports.*

The average loss for the years shown is \$1,319,924. The coordinator of Textbook Services plans to automate the textbook inventory system in several schools for 2000-01 on a voluntary basis. With more than 200 schools in DISD and more than 3 million textbooks to account for, the existing system will continue to require duplicated effort by the schools and Textbook Services, resulting in additional costs and data errors.

Some districts have reduced their costs for replacing lost or damaged books by an average of 50 percent with a districtwide automated textbook system. The automated system improved tracking and standardization of textbook information. Additionally, textbooks can be tracked through bar codes in textbooks and student identification cards with an automated system. Fort Worth ISD, Aldine ISD and Fort Bend ISD have automated textbook inventory systems. Four DISD schools use an automated system with bar code scanners.

Recommendation 139:

Automate the districtwide textbook inventory system to improve textbook tracking.

Once a districtwide automated textbook system is in place as part of the district's overall integrated information system, all schools should be required to order, issue and track textbooks through the automated system. The district should establish a periodic cycle count to ensure the accuracy of the inventory and to minimize discrepancies during the annual physical inventory process.

Textbook Services and the Technology Department should evaluate the textbook system and determine if it meets the district's needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Textbook Services, chief technology officer and technology buyer determine if the existing system meets district's needs, and if not, determine what would be needed to set up a districtwide system for ordering and tracking textbooks.	November 2001
3.	The coordinator of Textbook Services, chief technology officer and technology buyer develop the RFP to solicit vendors if the existing system is inadequate, including cost estimates and proposed conversion schedule. They obtain approvals as required.	January 2002
4.	The coordinator of Textbook Services obtains the required tracking system through the purchasing process.	February 2002
5.	The coordinator of Textbook Services and the technology designee integrate the automated textbook inventory system according to the proposal, including a pilot test of the system in selected locations.	February - March 2002
6.	The coordinator of Textbook Services develops and provides comprehensive training for users.	March 2002
7.	The coordinator of Textbook Services and principals monitor the inventory levels based on school enrollment and provide results based on performance measurements.	Monthly

FISCAL IMPACT

Implementing a districtwide textbook inventory system would include the following costs:

- \$327,000 for the initial requirements of 218 schools and district office (\$1,500 per site), including software with multi-user capability;
- \$140,000 for bar code scanners (three for each high school and two for each middle school at \$1,000 each);
- \$29,600 for training (\$1,000 a day at 222 locations and two classes per school with a maximum of 15 attendees per class); and
- \$200 annual maintenance fee for each site beginning in the second year, which includes system updates and unlimited technical support.

If the textbook inventory system was installed districtwide, the district could save about \$329,981 annually, based on a conservative estimate of a 25 percent reduction of the average annual textbook losses (\$1,319,924).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Potential savings from a 25 percent reduction in textbook losses	\$329,981	\$329,981	\$329,981	\$329,981	\$329,981
Cost to automate the districtwide textbook inventory system	(\$496,600)	\$0	\$0	\$0	\$0
Annual maintenance fee	\$0	(\$44,400)	(\$44,400)	(\$44,400)	(\$44,400)
Net Savings/(Costs)	(\$166,619)	\$285,581	\$285,581	\$285,581	\$285,581

FINDING

DISD's most recent physical inventory of textbooks, conducted in April 2000, revealed numerous discrepancies between the quantity on hand and the number of books recorded in the system. A physical inventory was rescheduled for August 2000, but did not occur.

Periodic cycle counts are not conducted, though they could ensure the accuracy of on-hand inventory. Since the last physical inventory was conducted, the Textbook Services warehouse supervisor performs physical verification only when an order is received and the system shows fewer books in stock than the quantity needed.

DISD performed a full textbook physical inventory in April 2001. The count showed 152,321 fewer books than the inventory said the district should have. The missing books are worth \$3,606,565.

DISD established periodic cycle count procedures for Textbook Services' warehouse inventory that went into effect in April 2001. The cycle includes physical inventories each October and March.

Recommendation 140:

Perform an annual physical inventory of all textbooks and implement periodic cycle counts to ensure inventory accuracy and accountability.

A physical inventory count verifies the accuracy of the records. Without performing a physical inventory to obtain an accurate count and reconciliation of textbook inventory, errors, losses or surpluses can go undetected. Physical inventories should also be performed at schools.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Textbook Services schedules an annual physical inventory and develops cycle count procedures with the director of Service Centers.	Completed April 2001
2.	The coordinator of Textbook Services or a designee reconciles physical inventory results to the system records, identifies reasons for differences and records adjustments as needed.	Completed April 2001
3.	The coordinator of Textbook Services reports the results to the Management Services associate superintendent, CFO and Internal Audit director.	Completed April 2001
4.	The coordinator of Textbook Services develops controls and processes to identify and eliminate reconciling issues.	August 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

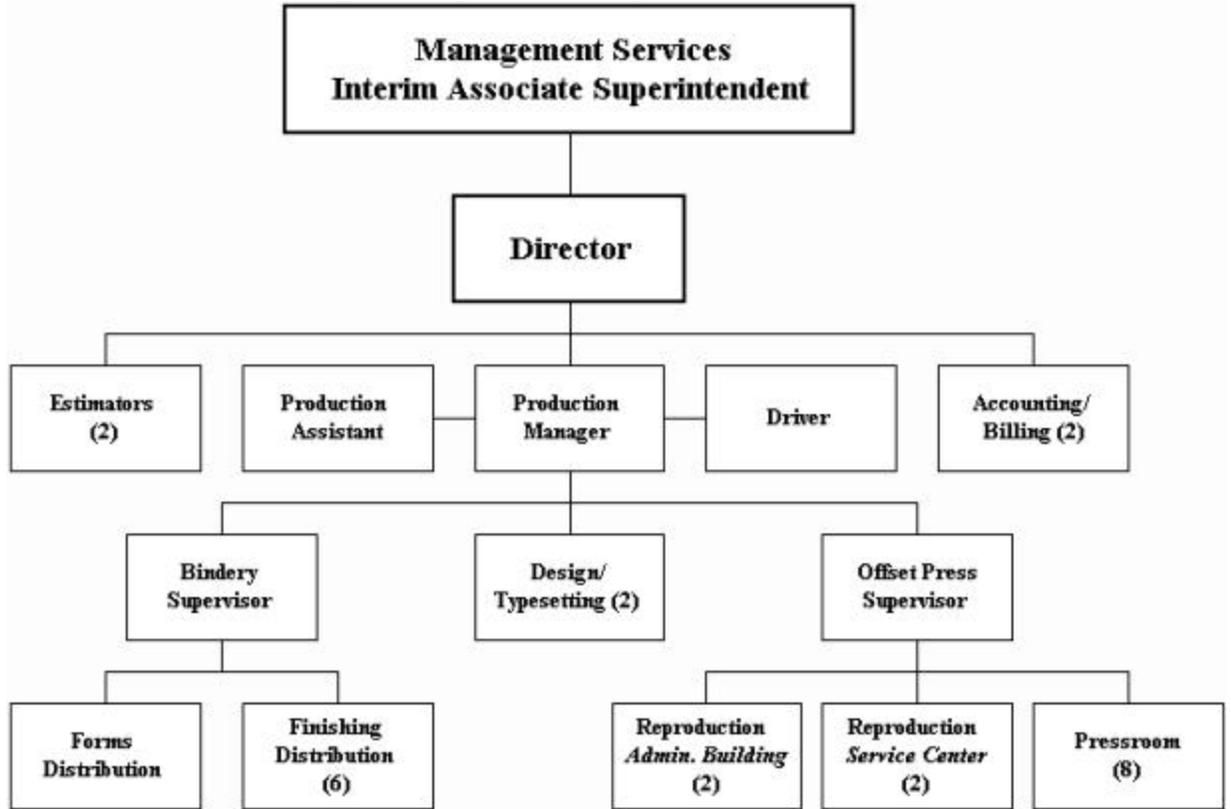
Chapter 8

D.GRAPHICS

The Graphics Department provides printing support services to DISD's central administration and schools. Graphics' services consist of desktop publishing, custom offsetting, bindery finishing, distribution and mail services, reproduction and forms production. The Graphics Department reports to the associate superintendent of Management Services. **Exhibit 8-41** illustrates the organizational structure of the DISD Graphics Department.

The department produces posters, student identification cards, nametags, forms, tickets, literary magazines, maps, handbooks, report cards, flyers, strategic plans, technical manuals, business cards and newsletters. The Graphics Department operates as an internal service fund, charging the department or school for its services to cover all the costs of providing the goods or services. The Graphics Department uses a standard price structure to determine the cost of each print job request. During the 2000 school year, DISD's Graphics Department completed more than 1,700 printing or reprographics jobs. Most requests are for black and white copies, business cards, envelopes, forms, posters and printed programs.

**Exhibit 8-41
DISD Graphics Department Organization**



Source: DISD Graphics Department.

The Graphics Department's 2001 operating budget is \$3.5 million. Salaries and contracted services comprise 61 percent of the budget, while supplies and materials make up 24 percent.

Exhibit 8-42 shows the DISD budget for 1999-2000 through 2000-01.

**Exhibit 8-42
DISD Graphics Budget
1999-2000 through 2000-01**

Category	1999-2000 Budget	Percent of Budget	2000-01 Budget	Percent of Budget
Salary and Employee Benefits	\$ 1,614,155	46%	\$1,517,250	43%
Contracted Services	536,185	15%	658,891	19%
Supplies and Materials	831,059	24%	831,059	24%

Other Expenses	100	---	100	---
Equipment	512,053	15%	512,053	14%
Total	\$3,493,552	100%	\$3,519,353	100%

Source: DISD Adopted Budgets.

FINDING

The Graphics Department does not recoup all costs of providing graphic services to district users. Although the Graphics Department generally recovers budgeted expenses, utilities, facilities use, depreciation and capital requirements for new equipment are not factored in the pricing structure.

A review of Graphics' operations shows a 26 percent service charge is included in the cost of print jobs other than regular reprographics. The director said that no documentation exists to support the basis of the charge. Graphics' financial results for the past three years show an average operating surplus of \$116,053, which is attributed to the service charge and fully depreciated equipment. **Exhibit 8-43** shows an analysis of billings and expenses for 1997-98 through 1999-2000.

Exhibit 8-43 Graphics Department Operating Results 1997-98 through 1999-2000

	1997-98	1998-99	1999-2000	AVERAGE
Billings	\$2,653,614	\$2,719,180	\$2,097,847	\$2,490,214**
Expenses	2,432,956	2,455,901	2,233,625	2,374,161**
Net Surplus (Deficit)	220,658	263,279	(135,778)	116,053

Source: DISD Graphics Department Financial Reports.

**Average is the total of all 3 years divided by 3.

The Graphics Department's pricing process is manual and based on the discretion of the estimators or director. Graphics does not use a formula-based or standard methodology to develop pricing standards. Graphics' pricing structure for primary equipment has not changed in 25 years.

The Graphic Department's pricing structure is competitive with commercial vendors for basic copy, transparencies, laminating, carbonless and binding print needs. To test the comparability of district prices, a

commercial vendor price sheet obtained by the Graphics Department in fiscal 2001 was examined and compared to internal prices for the same items. **Exhibit 8-44** represents the price comparison results for basic services. The district's price was lower than the commercial printer's price for five of six items.

Exhibit 8-44
DISD Graphics Department Price Comparisons - Basic Services

Item	DISD Graphics	Commercial Printer 1	DISD Savings/(Cost)
8 1/2 x 11 copies, white paper	0.04 each	0.07 each	0.03
Color copy - 1 of 1 original	3.00	1.45	(1.54)
Transparencies - black and white	0.75 each	0.75 each	---
Carbonless 2 part	0.06 each	0.25 each	0.19
8 1/2 x 11 laminating	1.00 each	1.50 each	0.50
GBC binders	1.25 each	1.95	0.70

Source: DISD Graphics Department.

The director of Graphics said it is difficult to obtain comparative information on custom printing due to the varying elements of each job and the way each vendor interprets the requirements or the type of equipment used. Quotes were obtained from three vendors that resulted in price variances from 4 percent to 80 percent of Graphics' price. The wide variance could also result from inaccurate pricing by Graphics.

Graphics purchased a management software program to computerize its pricing structure and job processing. The software captures machine-processing times and maintains historical data, which will be used to develop pricing and machine operating standards. The system is not in use because programming, which is handled internally since October 2000 on a part-time basis, is not complete. The director expects to have the system operating by spring 2001.

Recommendation 141:

Operate the Graphics Department as a full cost-reimbursement internal service fund.

A pricing structure should be developed for Graphics based on a full cost-reimbursement basis. Completing the installation of the Graphics Department's management software to automate the process should help develop prices.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Graphics completes the installation of the management software.	August 2001
2.	The director of Graphics and the executive director of Budget Development and Control determine the cost of providing graphic services, including labor, operating expenses with related overhead allocations for facilities and utilities costs and capital costs.	August 2001
3.	The director of Graphics calculates the cost of each type of graphic service provided and develops a comprehensive pricing structure using the management software in the process.	August 2001
4.	The executive director of Budget Development and Control reviews the pricing structure to make sure it will cover all costs.	September 2001
5.	The director of Graphics updates the price sheet and communicates the change in the price sheet to user departments.	September 2001
6.	The director of Graphics routinely performs financial and operational analysis to update the price sheet as necessary.	Quarterly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 9

COMPUTERS AND TECHNOLOGY

This chapter reviews the organization and management of information technology (IT) at Dallas Independent School District (DISD) in four sections:

- A. Technology Planning
- B. Training and Technical Support
- C. Instructional Technology
- D. Infrastructure

The responsibilities of the IT departments of Texas public school districts vary. Some IT departments support administrative functions only, while others, such as DISD's, support administration and classroom instructional programs. Generally, IT offices are responsible for a number of duties, including:

- The district's information technology infrastructure, including the implementation, support and administration of the district's wide area network (WAN);
- Support for Local Area Networks (LANs) in schools and administrative offices;
- Maintenance of the district's Internet Web site and Intranet site;
- Operation and support of Management Information Systems, including programming services and custom database and report-writing services for financial, administrative, inventory, budgetary, accounting, grants-tracking, asset management, inventory and other applications;
- Operation and support of legacy computers, including mainframe applications and hardware;
- Management of computer security, power backup and electronic file storage procedures;
- Operation of the district's telephone system;
- Operation of technical support or help desks;
- Management and operation of computer repair;
- Support for classroom computer laboratories;
- Support for the Public Education Information Management System (PEIMS) and other state and federal reporting;
- Creation of standards for computer hardware and software;
- Preparation of classroom teachers to use and integrate technology;
- Instructional technology technical support;
- Management and upgrades to technology to support technology applications;

- Development and dissemination of strategic guidelines for integrating technology into classroom, school and district instructional programs; and
- Defining the technical infrastructure for instruction, training teachers to use technology in their classrooms, integrating technology into the curriculum, supporting technologies used for instruction, and developing and delivering technology training.

The use of technology is as integral to teaching students as it is to the business operations of school districts. At DISD, the Technology Services Division is responsible for some aspect of all of the services listed above.

BACKGROUND

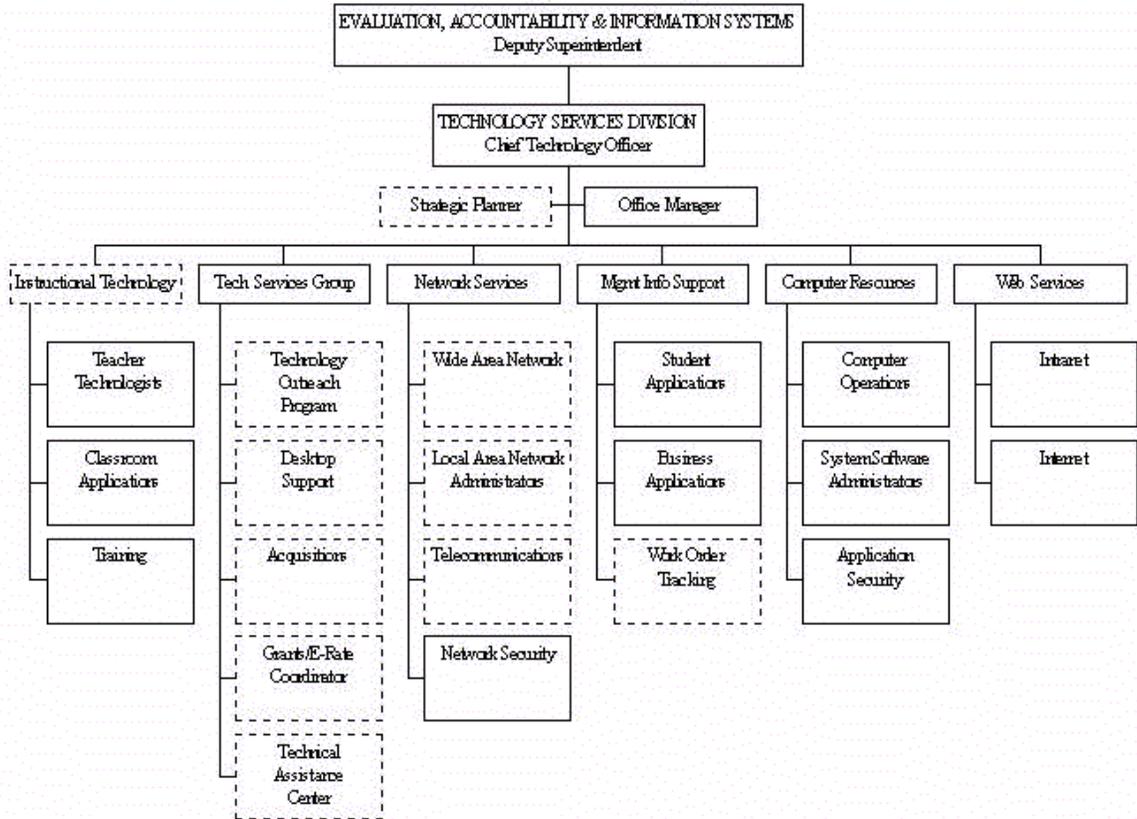
Technology operations in DISD are handled by the Technology Services Division, which is responsible for administrative computing and instructional technology services in the classroom. The mission of the Technology Services Division is:

To develop and implement the comprehensive strategies, which will support, facilitate and enhance the use of technology in every aspect of the educational environment, so as to enable DISD access to global information resources, communication tools, and in realizing the creative potential, which can be provided by technology today and in the future.

The chief technology officer (CTO), who reports to the deputy superintendent for Evaluation, Accountability and Information Systems, directs the Technology Services Division. The CTO said decisions about technology investments hinge on the answer to a basic question: "Is it going to help more kids graduate?" The deputy superintendent for Evaluation, Accountability and Information Systems is part of the executive management team of DISD and reports to the general superintendent.

While the division stores the data from PEIMS on one of its administrative computing systems, the chief evaluation officer of the Evaluation Division manages the PEIMS process on behalf of the district. The Technology Services Division organizes its work in six areas, all of which report to the CTO: technology services, management information support, network services, computer resources, web services and instructional technology. **Exhibit 9-1** presents the organizational structure of the Technology Services Division. The chief technology officer is responsible for 171 positions. Thirteen are currently vacant.

Exhibit 9-1 Technology Services Organization



Source: DISD Technology Services Division, April 2001.

Exhibit 9-2 presents a summary of full-time equivalent (FTE) positions within the Technology Services Division.

Exhibit 9-2 Technology Services Division Staffing by Functional Group

Functional Group	Number of FTE Positions (Vacant Positions) in Group	Percentage of Vacant Positions by Group
Executive Office	3 (1)	33.3%
Instructional Technology Group	16 (0)	0.0%
Tech Services Group	47 (4)	8.5%
Network Services Group	48 (4)	8.3%
Management Information Support	34 (2)	5.9%

Group		
Computer Resources/Mainframe Group	20 (1)	5.0%
Web Group	3 (1)	33.3%
Total	171 (13)	

Source: DISD Technology Services Division, January 2001.

Chapter 9

A. TECHNOLOGY PLANNING

PART 1

The Texas Education Code (TEC) requires each school district improvement plan to include provisions for integrating technology into instructional and administrative programs. Some districts compile these plans with few of the elements required to guide a district's efforts to effectively use and improve its technology. Technology plans often contain goals and strategies for instructional technology but contain little about the effective use of technology to automate or streamline administrative duties.

The best plans contain clear goals, objectives and action plans for major technology projects, assign individual responsibility for implementation and identify milestone dates for completion. Planning for new technologies is particularly important to education because of the factors listed below.

- **Equity:** Despite the best intentions, the level of technological resources available to each school in a district can vary. Unfortunately, poorly planned introductions of new technology can further widen the gap between the "haves" and "have nots." Careful planning at the district level can ensure all schools receive adequate, appropriate and consistent support; at the school level, planning helps guarantee that no child is excluded from the benefits of new technology.
- **Rapid Change:** The pace of technological change continues to accelerate. If planning for the implementation of new technology does not allow for an adequate period of time, such as three to five years, a district will fall behind.
- **Funding:** Funding can be the greatest barrier to using technology effectively in the classroom. Unless planning addresses whether and how projects will be funded, schools may not get the technology they need.
- **Credibility:** The public is anxious to see that tax dollars are well spent. Thorough planning demonstrates that proposed strategies have been well thought out, acquisitions of technological resources have been carefully considered and that every aspect of the implementation is cost-effective.

To implement information technology effectively in administrative offices or classrooms, a school district must have an extensive computer network

connecting modern computers; comprehensive, administrative and instructional software and up-to-date operating systems; effective, ongoing training; adequate technical support; and an ample professional staff capable of implementing and administering a technology-rich environment. Each of these components should be addressed in the district's technology plan.

Technology infrastructure is the underlying system of cabling, phone lines, hubs, switches, routers and other devices that connect the various parts of an organization through a WAN. A sound infrastructure gives most users access to people and information throughout their organization and beyond. A WAN generally provides tools such as electronic mail systems and links to the Internet.

A key function of a WAN is to connect LANs throughout the district. A LAN typically connects all the users within a single building to one local network. By connecting the LAN to a WAN, all LAN users gain access to others users in the district, and anyone connected to the Internet

The network infrastructure of DISD enables schools to transmit data at 1.5 megabits per second, using up to 24 communication channels. This capability, called a T-1 connection, sets a high standard at the individual school level. At some locations throughout the district, personnel are able to transmit data at a rate of up to 44.7 megabits per second, using up to 672 communication channels for data, voice and video. DISD also has this capability, called a DS-3 connection. DISD has the necessary technology infrastructure for future expansion.

Exhibit 9-3 presents DISD's technology budget in comparison to the overall expenditures of the district, as well as to its peers, for 1999-2000.

**Exhibit 9-3
DISD and Peer District Expenditure Data
1999-2000**

District	Total Operating Expenditures	Data Processing Expenditures (Percent of Total)	Number of Students	Number of Teachers in Classroom
Dallas ISD	\$915,112,190	\$19,133,122 (2.1%)	160,477	9,957
Austin ISD	\$579,025,991	\$5,920,091 (1.0%)	77,723	5,100
El Paso ISD	\$328,165,721	\$3,288,924 (1.0%)	62,306	3,785

Fort Worth ISD	\$474,039,805	\$3,678,728 (0.8%)	78,654	4,596
Houston ISD	\$1,232,142,040	\$20,140,653 (1.6%)	209,716	11,638

Source: Texas Education Agency (TEA) Academic Excellence Indicator System (AEIS), 1999-2000.

Exhibit 9-4 and **Exhibit 9-5** present comparative data processing expenditures on a per-student basis, for the 1999-2000 and 1998-99 school years, respectively.

Exhibit 9-4
DISD's Data Processing Expenditures Per Student
as Compared to Peer Districts
1999-2000

	Dallas	Fort Worth	El Paso	Houston	Austin	San Antonio
Total Expenditures	\$19,133,122	\$3,678,728	\$3,288,924	\$20,140,653	\$5,920,091	\$2,311,131
Enrollment	160,477	78,654	62,306	209,716	77,723	57,565
Per Student	\$119.23	\$46.77	\$52.79	\$96.04	\$76.17	\$40.14

Source: TEA, AEIS 1999-2000.

Exhibit 9-5
DISD's Data Processing Expenditures Per Student
as Compared to Peer Districts
1998-99

	Dallas	Fort Worth	El Paso	Houston	Austin	San Antonio
Total Expenditures	\$25,940,195	\$4,241,638	\$4,304,442	\$18,101,464	\$5,735,218	\$5,063,352
Enrollment	159,908	77,956	62,945	210,179	79,496	59,080
Per Student	\$162.22	\$54.41	\$68.38	\$86.12	\$72.14	\$85.70

Source: TEA, AEIS, 1998-99.

These figures show DISD's technology spending was comparable to Houston ISD in 1999-2000, but not in 1998-99. They also show DISD has a higher per-student expenditure than any district, including Houston ISD, which has 31 percent more students than DISD. The district's per-student expenditures for technology in 1998-99 were \$162.22 (**Exhibit 9-5**), based on expenditures reported to the state's AEIS.

Some school districts, such as Houston ISD, had an unusually large expenditure for an Enterprise Resource Planning (ERP) system during this period. Yet the data also show a \$6 million decrease in DISD technology expenditures from 1998-99 to 1999-2000. According to DISD, the difference is due to a \$4 million budget cut for the Technology Services Division, and the transfer of two departments from the Technology Services Division to different organizations. The departments, Library Services and Campus Data Support, had budgets of about \$1 million each. DISD also includes funds for classroom computers and service in functional codes that other districts may not use for classroom spending.

Exhibit 9-6 presents a comparative analysis of DISD's new salary structure compared to two other public sector entities in the Dallas area and Fort Worth ISD and Austin ISD, two of DISD's peer districts. Both those districts are located in cities with highly competitive technology wages.

Exhibit 9-6
DISD Technology Services Division
Salary Structure and Comparison
2000-01

Position	District/Entity	Average Actual Salary	Average Difference in DISD	Student Population** (ISDs Only)	Salary/Student Population (ISDs Only)
Chief Information/Technology Officer	Fort Worth ISD	\$98,112		78,654	\$1.25
	Austin ISD	\$92,397		77,723	\$1.19
	DISD	\$130,000	\$23,263	160,477	\$0.81
	City of Dallas	\$133,000			
<i>Assistant Vice President for Information Technology</i>	DART*	\$103,440			
Director of Information	Fort Worth	\$85,817		78,654	\$1.09

Services	ISD				
	Austin ISD	\$77,703		77,723	\$1.00
	DISD	\$73,906	(\$5,267)	160,477	\$0.46
	City of Dallas	n/a			
<i>Division Head</i>	DART	\$74,000			
User Support Technician	Fort Worth ISD	\$37,200		78,654	\$0.47
	Austin ISD	\$36,060		77,723	\$0.46
	DISD	\$32,202	(\$7,170)	160,477	\$0.20
	City of Dallas	\$46,229			
<i>IT Analyst/Help Desk</i>	DART	\$38,000			
Field Support Technician	Fort Worth ISD	\$46,128		78,654	\$0.59
	Austin ISD	\$34,700		77,723	\$0.45
	DISD	\$30,987	(\$11,970)	160,477	\$0.19
	City of Dallas	\$51,298			
<i>PC Technician</i>	DART	\$39,700			
Computer Operator	Fort Worth ISD	\$30,000		78,654	\$0.38
	Austin ISD	\$32,738		77,723	\$0.42
	DISD	\$29,235	(\$5,580)	160,477	\$0.18
	City of Dallas	\$30,922			
	DART	\$45,600			
Programmer/Analyst	Fort Worth ISD	\$57,199		78,654	\$0.73
	Austin ISD	\$54,765		77,723	\$0.70
	DISD	\$45,190	(\$12,301)	160,477	\$0.28
	City of Dallas	\$61,000			
	DART	\$57,000			
Senior Systems Analyst	Fort Worth ISD	\$66,718		78,654	\$0.85
	Austin ISD	\$63,330		77,723	\$0.81

	DISD	\$56,714	(\$6,548)	160,477	\$0.35
	City of Dallas	\$65,000			
<i>Unix Jr. Admin.</i>	DART	\$58,000			
Overall Average Salary Difference in DISD			(\$3,653)		
Overall Average Salary Difference, Excluding CTO position			(\$8,139)		

Sources: DISD Payroll information, January 2001. Fort Worth ISD and Austin ISD;. Survey information from City of Dallas and DART.

**DART's titles for the positions above are slightly different, where noted.*

***Student population figures are from 1999-2000.*

DISD pays an average of \$3,700 a year less for IT professionals than its peer districts and area employers. If the chief technology officer's (CTO) salary is not included, DISD's average salary is more than \$8,000 a year less than the other organizations.

According to documentation in the Technology Initiatives chapter of DISD's strategic plan, *Vision 2003*, the district selected the Unisys-Delta system in 1994 and awarded bids for new payroll, personnel and financial system software to Unisys Corporation as the prime contractor. **Exhibit 9-7** shows a chronology of events.

**Exhibit 9-7
Summary Chronology of Unisys-Delta System Purchases**

Time Period	Event
1994	Technology Migration Plan initiated; bids for payroll, personnel and finance systems awarded; Unisys and DISD sign contract.
1994	DISD issues request for proposal for Student Records Implementation.
Jan. 1996	Date of scheduled production operation for Payroll and Human Resources.
May 1996	Date of actual production operation for Payroll and Human Resources on the Delta System.
May 1997	DISD begins implementing Purchasing, General Ledger and Accounts Payable modules.

Aug. 1997	DISD also selects Unisys for Delta Student Records Contract; Unisys signs contract.
1998	DISD implements finance module and student records module on the Delta System.
1998	DISD purchases fixed assets module and warehouse module for Delta System.
First Qtr 1998	DISD names acting CFO.
May 1998	Entry of new Purchase Orders into Delta Finance System.
June 1998	DISD budgets \$150,000 for enhancements to Delta system, but money is not spent.
Aug 1998	DISD implements nine pilot sites on Delta Student Records software.
Third Quarter 1998	DISD names new CFO.
Oct. 1998	Unisys sends memo to CFO regarding district priorities to implement remaining modules of Fixed Assets, Budget Development, Budget Maintenance and Warehouse.
Jan. 1999	DISD identifies new Project Manager for system.
May 1999	Unisys sends memo to CFO regarding lack of progress on implementation and the halting of Project Financial Migration meetings.
July 1999	DISD names new CFO.
Jan. 2000	DISD and Unisys implement all secondary schools on Delta Student Records software.
Aug. 2000	Elementary school pilot sites implement Delta Student Records software.
Jan. 2001	All schools implement Delta Student Records software.

Sources: Vision 2003, Technology Initiatives, historical background summary, June 1998, and Unisys, April 2001.

The original bidders in 1994 were National Computer Systems; Educational Service Center Region 10; San Diego County Office of Education; J.D. Edwards and Company; Unisys/Delta Management

Systems; Unisys/Systems Consultant, Inc.; and American Management Systems, Inc. (AMS).

In a January 1995 document titled *Financial Systems Migration Project Selection Analysis Report*, Unisys/Delta Management Systems and AMS emerged as the two finalists. Unisys-Delta was selected because, according to the district, users felt that it was the system that best fit their needs at the time and provided the best cost-benefit ratio. The report examined the various vendors in many different ways, including price, software fit, number of modifications that would be required, availability of the vendor's staff, references of current users and site visits. At the time, AMS did not have PEIMS reporting or Teacher Retirement System reporting, two elements that DISD considered critical. The Unisys/Delta Management Systems (DMS) offering did contain those elements.

The company that made the software product for the financial package, DMS, went bankrupt soon after DISD bought the package. Unisys then purchased the software, in part to support the DISD implementation. DISD anticipated this might occur, even during the original evaluation period in 1994.

The original contract called for one-time cost of \$2.6 million and annual maintenance costs of \$150,000 per year for a seven-year period, or \$1.05 million. Therefore the initial total cost of the project, represented as **Exhibit 9-8**, was \$3.791 million.

Exhibit 9-8
Cost Summary of One-Time and Annual Costs
In Original Contract of 1995

Cost Item	Amount
Non-Recurring Costs:	
Hardware and Operating System Software	\$ 677,032
Application Software and Modifications	\$730,586
Training	\$138,720
Implementation of System	\$1,052,950
Transportation and Installation	\$12,712
Total Nonrecurring Costs	\$2,612,000
Existing Payroll System Support- Temporary Contract	\$129,205
Recurring Costs, Each Year for 7 Years	

Application System Maintenance (included)	
Hardware/Operating System Maintenance (included)	
UPS Maintenance (2 Systems, included)	
Total, seven-year term cost of maintenance	\$1,050,000
Total Cost of Contract	\$3,791,205

Source: Unisys-Delta and DISD contract dated May 1995.

FINDING

In 2000, DISD formed a Technology Steering Committee (TSC) to address strategic needs and execute comprehensive and large-scale technology initiatives. Composed of high-level executives and managers at DISD, the TSC crosses departments and consists of key decision makers throughout the district. The TSC was also designed to make sure IT decisions are made only after considering the district's overall needs. For example, the CTO advises the TSC on technology issues, but does not get a vote.

Although the committee has only met five times, it gets high marks from participants and observers. Many view the creation of the TSC as a direct result of the district's collaborative strategic planning effort, *Vision 2003*, which documents the district's technology plan. The existence of the TSC represents follow-through, at the highest levels of the organization, on employee recommendations. The 1992 TSPR review of DISD also recommended the creation of a technology steering committee.

Exhibit 9-9 shows the membership of the committee by title.

Exhibit 9-9 Technology Steering Committee Membership by Duties and Title

Departmental Duties	Title
Research and Evaluation	Director
Compliance	Director
Assessments	Director
Technology	Chief Technology Officer
Management Services	Director
Finance	Chief Financial Officer

Purchasing	Executive Director
Curriculum and Instruction	Associate Superintendent
Curriculum and Instruction	Assistant Superintendent
Area Superintendents	District 6
Area Superintendents	District 9
Student Support	Associate Superintendent
Math and Sciences	Assistant Superintendent
Human Resources	Interim Associate Superintendent
Parents, Teachers Association	President

Source: DISD Technology Services Division, December 2000. The Director of Research and Evaluation is the committee chair.

COMMENDATION

DISD's Technology Steering Committee ensures that information technology decisions are made only after considering districtwide needs.

FINDING

In addition to the district's Web site, the Technology Services Division also maintains an Intranet, an Internet site available for internal use only by district employees and students. The main menu of the district's Intranet site includes:

- Board Policy;
- Acceptable Use Policy;
- Copyright Policy;
- Link to HMO Blue Texas Insurance;
- Link to Financial Operations;
- Link to Human Resources;
- Link to Safety and Security;
- Link to Technology Services;
- Curriculum Instruction and Academic Support;
- Facilities Support, providing maintenance services procedures;
- Service Center Catalog, for supplies and ordering information;
- Americans with Disabilities Act, Notice to Employees;
- Intranet Contacts; and
- Intranet Site Index.

The Intranet uses the efficiency of Web browser software to convey information of interest to DISD departmental employees and other internal users. For example, the entire directory of DISD employees, with their telephone and fax numbers, is available and searchable on the Intranet site. This information can be updated and made available to employees faster than printed copies. The Technology Services Division plans to add more information to the Intranet site. DISD does not track the number of people who visit the site.

The Intranet services manager maintains the DISD Intranet site, creates web pages, and coordinates with other departments and schools to create content for their pages on the site.

COMMENDATION

The Technology Services Division developed and maintains a useful Intranet site.

Chapter 9

A. TECHNOLOGY PLANNING

PART 2

FINDING

The lack of consistent leadership has placed the long-term viability of the district's payroll, personnel management, vendor management and financial system in jeopardy, despite DISD's having invested more than \$5 million on the system. Many people in the district are convinced that the system, implemented in 1996, does not meet district needs. **Exhibit 9-10** shows the costs to implement and maintain the financial system applications through March 2001.

Exhibit 9-10
Finance Applications Additional Costs and Expenses
As of March 2001

Contract Description	Amount
Original Unisys/Delta Financial Applications Contract	\$3,791,205
Contract with Information Systems for implementation services	\$231,366
Contract w/ Arthur Andersen for implementation services	\$424,730
Contract w/ James Rae for implementation services	\$72,960
Additional Software contract w/ Unisys	\$99,578
Other Migration Costs in 1998	\$581,715
Additional Software contract w/ Unisys for out-of-scope services, 9/2000, not to exceed amount	\$100,100
Contract w/ Unisys for on-site software support, 9/2000, not to exceed amount	\$376,320
Total	\$5,677,974

Sources: DISD original contract information; DISD Internal Audit Report; DISD individual purchase orders; DISD FSTS spreadsheet report, November 2000.

The roles and responsibilities of the various parties were defined in the initial contract. **Exhibit 9-11** depicts the companies involved and what their jobs originally were on the software implementation project.

Exhibit 9-11
Synopsis of Roles and Responsibilities
For Unisys-Delta Contract

Entity Name	Role	Responsible For
DISD	Client	<ul style="list-style-type: none"> • Providing notification of changes. • Accepting/Rejecting the system for its fitness.
Unisys	Prime Contractor	<ul style="list-style-type: none"> • Performing project management services. • Acting as guarantor of all subcontractors' work.
DMS	Subcontractor	<ul style="list-style-type: none"> • Installing payroll applications. • Installing personnel applications. • Installing the Financial Series applications.
Computer Controls, Inc. (CCI)	Subcontractor	<ul style="list-style-type: none"> • Converting original DISD data into a form DMS could use.

Source: Unisys-Delta and DISD contract dated May 1995.

The contract did not specify how many people from DISD would be expected to work on the project, or for how long. It is impossible to evaluate whether DISD as a client provided sufficient resources, time and attention to the project, from a contractual standpoint.

It is important to note the differences between the Unisys/Delta financial systems package and the Unisys/Delta student records system and contract. The student system has had, by all accounts from DISD and Unisys, tremendous success. The Student Records Initiative (SRI) has been so successful, DISD entered into negotiations to install the next generation of the student system. **Exhibit 9-12** describes the elements of success that were and are present with the Student Records Initiative.

Exhibit 9-12
Key Components of Success of the
Student Records Initiative

	Key Success Factor
1.	Developed a comprehensive Project Administration Plan that outlined the key deliverables and responsible parties.
2.	Stability and flexibility of key project management individuals on both the part of DISD and Unisys, the vendor.
3.	Close oversight monitoring by both organizations.
4.	Involvement of a Steering Committee with executive presence from both Unisys and DISD. Steering Committee consisted of DISD chief technology officer, assistant superintendent of Student Records and Accountability and assistant superintendent of School Operations. Steering Committee assisted with supporting and enforcing the implementation of changes on the user side.
5.	Executive support and enforcement as needed, especially by the interim general superintendent.
6.	Inclusion of each end user or stakeholder department (Health, Special Education, Discipline, Registrars, Counselors, etc.) in identification of needs analysis and requirements.
7.	Consistent use of established processes, checklists, and procedures.
8.	Consistent and regularly scheduled status meetings with key areas to monitor on-going issues.
9.	Established detailed approval process for all changes and modification requests to include authorization of change, approval of detailed requirements, sign off on testing completion and requirements met, sign off of acceptance, and production.
10.	Developed requirement definitions and acceptance criteria for critical components.
11.	Resolution of any outstanding items timely (hardware maintenance/Desktop Support and Computer Resources status meetings).

Source: Unisys evaluation of the components of the SRI's success, April 2001.

The SRI implementation was successful because the SRI team:

- established regular end-user group roundtable meetings to discuss project plans, schedules and to communicate changes that would affect users;
- established a forum for feedback and input on issues that needed to be addressed from the end-user's perspective;
- established quality assurance checklists and detailed test plans that were followed to ensure quality control;
- implemented a test process that ensured minimal interruptions to end-users when application changes occurred;
- established a detailed training plan for all main components and set schedules and quality control for all classes and training materials with clients; and
- established client-detailed turnover procedures as support for each phase was transitioned from the vendor's project team to DISD's client support teams.

Unisys credits the district's SRI project manager's oversight and responsibility for the success of this project.

In contrast to the SRI, the Unisys-Delta financial system implementation has been problematic. Complaints from the DISD about the system included:

- it is antiquated and not user-friendly;
- it does not easily allow for ad-hoc reports;
- the reporting features of the multimillion-dollar system must be supplemented by Microsoft Excel spreadsheets to make reports more meaningful;
- it cannot readily provide managers with all of the information they require;
- few programmers today understand or work in the Leprechaun reporting system that the Unisys-Delta system uses;
- it treats anyone who receives any payment from DISD as a vendor, including board members who receive a reimbursement check for official expenses;
- DISD's system has been so customized that any new releases from Unisys-Delta are virtually useless as shipped. They must be modified to fit the unique characteristics of DISD's installation;
- a week has not gone by when there was not a problem with the system; and
- modifications to the system are so common and custom programming is so frequently engaged that DISD employs two full-time Unisys-Delta consultants for the financial system. The service contract for on-site financial systems software support is for \$376,320, or \$31,360 per month, effective until August 2001.

DISD has provided examples of specific problems with the Unisys-Delta financial package:

Exhibit 9-13
Examples of Specific Issues with the Financial Package

Functional Area	Problem or Issue
Accounts Payable Module	<ul style="list-style-type: none"> • Does not allow entry of invoices and check run to be performed simultaneously. • Does not recognize discounts and credits, treats them as debits. • Does not properly reverse voided checks from prior years. • Does not allow editing of invoices once they have been posted to the general ledger. • Does not have a prompt command asking whether to reissue a voided check. • Does not allow invoices to be entered that have pricing discrepancies with the purchase order.
Budget System	<ul style="list-style-type: none"> • Budget compilation process is neither automated nor integrated. Budget information is compiled using a database application for budget development, a spreadsheet program for budget analysis and tracking, and a mainframe system for general ledger applications. • Budget development software is a standalone application that does not accept online input from remote locations, such as a campus.
Fixed Assets System	<ul style="list-style-type: none"> • Fixed asset records are maintained on different systems and the data maintained on individual items is not consistent. • No system in place to ensure all fixed assets are accounted for or safeguarded. • No uniform set of inventory and fixed asset control procedures. • No assurance that district's records are adjusted to reflect actual inventory. Assets are not consistently tagged.
Vendor System	<ul style="list-style-type: none"> • System treats anyone who receives any payment from DISD as a vendor. There are no criteria for adding or deleting vendors to the vendor database, so it is not a true vendor database. Non-purchasing vendors are included in the vendor database. including board members. district

	<p>employees, athletic officials, banks, charitable organizations, child support, workers' compensation, utilities, as well as others.</p> <ul style="list-style-type: none"> • No system controls. If an employee attempted to become a vendor with DISD and used the social security number or address of a friend or family member, the system would not detect it. If an employee used a post office box, the system safeguards would be ineffective.
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Source: DISD Financial Systems Technical Services memorandum, November 2000.

A 19-page memorandum from the Financial Systems Technical Services (FSTS) group dated November 2000 said the transition to the Unisys/Delta financial system was riddled with problems. According to the memo, specifications in the original RFP that were too generic and some requirements that were omitted are considered standard and should be included, such as project management, business process reviews, best practices implementation, Generally Accepted Accounting Principles (GAAP) and user and system documentation.

The memo also says the system was customized extensively by the district, and that funding for the system was an obstacle. The memo also noted that the system, which was supposed to cost \$3.8 million, has cost \$9.1 million, and will require additional funding. The review notes that the financial applications alone have cost \$5.6 million.

According to FSTS, specific examples of problems include:

- Processing 1099 forms. The vendor was unable to provide a cost-effective and time-efficient solution, so DISD's own software department made the programming changes in January 2000.
- Processing Invoices. DISD installed a system modification, but the accounting was not set correctly; the average input time for processing was 10 invoices per hour after the modification, but was 100 invoices per hour before the modification. In February 2000, the TEA expressed concern that the invoicing program could not be used to generate payments.
- Modifications/Fixes. In May 1999, it was noted that more than 90 modifications would be needed to correct vendor problems, including deleted invoices and check request issues, overpayment of account balances and purchase order print issues.

During 2000-01, the district purchased an asset management system unrelated to the Unisys/Delta System, even though the district had already

purchased the Unisys/Delta Asset Management module, but never implemented it.

Because the SRI was so successful, it is unlikely that all the problems with the financial applications project are hardware-related. Some DISD personnel said the financial applications were not designed for such a large district, yet neither was the SRI, but it has been effective.

Exhibit 9-14 compares the two initiatives.

Exhibit 9-14
Two Unisys/Delta & DISD Projects
Comparison of Success Factors

Key Success Factor	Present in Student Records Initiative	Present in Financial Systems Applications Project
Documented a comprehensive Project Administration Plan that outlined the key deliverables and the responsible parties.	Yes	No
Stability and flexibility of key project management of DISD and Unisys.	Yes	No
Close monitoring by both organizations.	Yes	No
Involvement of a Steering Committee with executives from both Unisys and DISD. Steering Committee consisted of DISD chief technology officer, assistant superintendent of Student Records and Accountability and assistant superintendent of School Operations. Steering Committee assisted with supporting and enforcing the implementation of changes on the user side.	Yes	No
Executive support and enforcement as needed, especially by the executive management.	Yes	No
Inclusion of each end user or stakeholder department (Health, Special Education, Discipline, Registrars, Counselors, etc.) in identification of needs analysis and requirements.	Yes	No
Consistent use of established processes, checklists and procedures.	Yes	No

Consistent and regularly scheduled status meetings for monitoring ongoing issues.	Yes	No
Established detailed approval process for all changes and modification requests, including authorization of change, approval of detailed requirements, sign off on testing completion and requirements met, sign off of acceptance and production.	Yes	No
Developed requirement definitions and acceptance criteria for critical components.	Yes	No
Timely resolution of any outstanding items (hardware maintenance/desktop support and computer resources status meetings).	Yes	No

Source: Comparison of DISD and Unisys data.

DISD also failed to create simple directions for performing basic tasks with the financial system. Documentation and instruction available is too voluminous and unwieldy to be of use.

DISD has not estimated how much it would cost to make the system perform properly. DISD provided the review team with an extensive document titled, "The Case for Change," in which the benefits of an enterprise resource planning (ERP) solution were detailed and explained. It is a thorough document that lists best practices, projected results and staffing needs. However, it assumes the ERP solution is the correct, prudent one for the district. It does not offer alternatives. DISD technology officials have acknowledged that a comprehensive business case does not exist.

Exhibit 9-15 depicts the school districts that use the Unisys-Delta system.

**Exhibit 9-15
School Districts that Use the Unisys-Delta System
as of March 2001**

District	1999-2000 Student Population	Uses Both Student and Financial Packages	Uses Unisys- Delta Financial Package Only	Uses Unisys- Delta Student Package Only
Birdville	20,030	Yes		

Amarillo	29,069			Yes
Mesquite	31,661	Yes		
Abilene	16,000		Yes	
Alief	41,762	Yes		
Katy	32,027			Yes
Klein	31,777			Yes
Galena Park	18,506		Yes	
North Forest	12,900			Yes
Jordan, UT	73,069	Yes		
Petersburg, VA	6,126	Yes		
Akron, OH	31,027	Yes		
Norwood, OH	3,257			Yes
Lackawanna, NY	2,206		Yes	
Lenepe Valley, NY	3,000		Yes	
Scarborough, ME	2,800			Yes
Regional 17, CT	2,404		Yes	
Stafford, CT	2,036		Yes	
Wallenpaupack, PA	3,716	Yes		
Dallas	160,477	Yes		

Source: Interviews with DISD Financial Operations Division personnel, Region 10 staff and TEA PEIMS reports, February 2001.

Chapter 9

A. TECHNOLOGY PLANNING

PART 3

While DISD is much larger than the other districts using the systems, none of the districts have had major problems with the hardware or software. DISD views a major software purchase as the primary solution to the district's current technology problems.

DISD is delaying "quick-fix" solutions in hopes of getting an enterprise-wide solution. For example, a small computer upgrade was recently requested for a records management application of the district named *WinOcular*, but the request was denied because a new ERP would solve the problem. The vendor has volunteered to upgrade the district's software for free, but the district has not accepted the offer.

The system, purchased in 1996, should have a lifecycle of much longer than five years. DISD has not performed a comprehensive cost-benefit analysis comparing system repairs to the purchase of a new system. **Exhibit 9-16** and **9-17** contain costs provided by Unisys and DISD, respectively.

Exhibit 9-16
Proposed Cost To Modify Current Financial System
Provided By Unisys

Cost Item	Amount
Software Tools/Development Environment	\$251,000
Implementation Services	\$2,600,000
Software	\$3,074,000
Licenses for Software for 350 users	\$210,000
Total Proposal	\$6,135,000

Source: Unisys Director of Global Industries, April 2001.

The costs of hardware purchases are not included in the Unisys costs, but are a part of the proposed cost of a new system.

Exhibit 9-17
Proposed Cost to Install an ERP System
Provided by DISD

Cost Item	Amount
Hardware	\$2,800,000
Software	\$6,000,000
Implementation Services	\$12,400,000
Training	\$1,000,000
Programming & Contingency	\$8,250,000
Total Proposal	\$30,450,000

Source: DISD chief technology officer, April 2001.

Recommendation 142:

Prepare a business case analysis to determine the most appropriate administrative technology solution for the district.

DISD needs to assess whether repairing or replacing DISD's payroll, accounts payable, accounts receivable, human resources and purchasing modules would be the most timely, cost efficient manner to improve performance of the systems.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology Steering Committee, through its chairperson, halts the process to purchase a system to replace the Unisys-Delta system.	August 2001
2.	The deputy superintendent for Evaluation, Accountability and Information Systems and the CTO meet with Unisys representatives to conduct a thorough review of current system deficiencies.	September 2001 - April 2002
3.	The deputy superintendent for Evaluation, Accountability and Information Systems, the CTO, the CFO and the director of Purchasing, prepare a cost-benefit analysis for purchasing a new computer system.	September 2001
4.	The deputy superintendent for Evaluation, Accountability and Information Systems contracts with a third party to verify the cost-benefit analysis. and reports to the superintendent and	November - December 2001

	board.	
5.	Based upon the validation of the cost-benefit analysis, the deputy superintendent for Evaluation, Accountability and Information Systems, the CTO, CFO and the director of Purchasing prepare a request for offers for repairing or replacing the payroll, accounts payable, accounts receivable, human resources and purchasing system.	January 2002 - March 2002
6.	The requests for offer are evaluated for cost and value.	April 2002 - May 2002
7.	The deputy superintendent for Evaluation, Accountability and Information Systems presents the offers, along with the cost-benefit analysis information on the current system to the superintendent with a recommendation.	July 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.]

FINDING

The district does not have formal policies and procedures that govern how major or long-term technology projects are managed and controlled. The absence of a specific set of standard procedures for project management creates a lack of clear objectives, informal communication methods, poor planning, inadequate controls and no formal risk assessment. Cost estimates for technology expenditures do not accurately reflect the total costs of implementation. Project performance data for measuring and controlling project progress is not defined to ensure a project is progressing.

DISD's Internal Audit Department completed an advisory review of the SRI in June 2000. This project was designed to incorporate the implementation of hardware including servers and workstations, software, training and custom tailoring. Below are excerpts from Internal Audit's report:

- Project status information concerning costs was either not updated or could not be found;
- The project team and the MIS Department had separate control over budgets;
- The project strategy scope was changed to acquire 10 remote servers instead of 63, however, the contract with the vendor was not updated;

- No indication was found in the project files of formal and direct reporting to executive management;
- Project committee meeting minutes often consisted of agendas that were manually annotated or listings of action items;
- No indication was found in the project files of system performance assessments;
- An overall summary of problems that could be used to detect trends or used for planning did not exist; and
- Formal plans for completing the project did not exist.

However, the deputy CTO provided documentation that revealed that some of the above findings were not validated and that deficiencies were erroneously reported. Project status information including cost data was available in an implementation work plan tracked via Microsoft Project and invoice tracking reports. The combination of these reports provided centralized reporting for total project costs. Reports from the trouble ticket tracking system existed, providing an overall summary of problem incidents that could be used to detect trends or for planning. Also, documentation was provided for completing the project. While the Internal Audit report failed to validate all the findings, there remain significant items that support the need for a formal project management methodology.

Exhibit 9-18 includes examples of key components found in effective project management, expected benefits of incorporating these components, as well as the risk associated with the lack of structured project management practices.

Exhibit 9-18
Project Management
Components, Benefits and Risks

Component	Benefit	Risk
<p>PLANNING:</p> <ul style="list-style-type: none"> • Involve stakeholders. • Justify cost/benefit. • Establish goals and objectives. • Understand business case. • Define scope. • Develop project plan. 	<ul style="list-style-type: none"> • Increases likelihood of project success. • Gains buy-in and validation. • Grounds expectations into reality. • Facilitates communication, cooperation and collaboration. 	<ul style="list-style-type: none"> • Vague understanding. • Lack of commitment. • Project failure. • Infighting. • Poor containment of project scope.

<p>plan.</p>		
<p>BUDGETING:</p> <ul style="list-style-type: none"> • Assess effect on existing resources. • Estimate costs and timeframe. • Document assumptions. • Review estimates with management and stakeholders. • Revise estimates. • Place budget under change control. 	<ul style="list-style-type: none"> • Provides input to overall district budgeting and strategic planning. • Increases accuracy of cost estimates. • Provides baseline for cost comparisons. • Minimizes excessive costs. 	<ul style="list-style-type: none"> • Insufficient resources. • Excessive costs. • Total costs not understood. • Costs exceed benefits.
<p>MANAGING RISK:</p> <ul style="list-style-type: none"> • Analyze probability of an adverse circumstance occurring. • Develop a top risks list. • Include mitigation strategy for each top risk. • Incorporate impacts of assessed risks into the project plan. 	<ul style="list-style-type: none"> • Avoids or minimizes risks that can jeopardize the project. • Incorporates costs of risk mitigation into the budget. • Grounds expectations into reality. • Generates ideas for alternate approaches and contingencies. 	<ul style="list-style-type: none"> • Project failure. • No risk mitigation strategy. • Significant impacts to budget and schedule. • Low quality of installed product.
<p>MONITORING/ REPORTING:</p> <ul style="list-style-type: none"> • Establish project 	<ul style="list-style-type: none"> • Provides means for management to determine project's progress. 	<ul style="list-style-type: none"> • No reliable and verifiable means to monitor project progress.

<p>performance data.</p> <ul style="list-style-type: none"> • Track actual costs versus budget. • Track progress via status reports and issues lists. • Establish communication plan. 	<ul style="list-style-type: none"> • Creates opportunity to detect and resolve problems timely. • Enables all participants to be well-informed. • Enhances project controls. 	<ul style="list-style-type: none"> • Loss of opportunity to detect and resolve problems in a timely manner. • Management unaware of significant issues or problems.
<p>LESSONS LEARNED:</p> <ul style="list-style-type: none"> • Document lessons learned throughout the project. • Conduct post-implementation review. • Research best practices. • Share lessons learned with others. • Update project management procedures to reflect lessons learned. 	<ul style="list-style-type: none"> • Avoids making same mistakes twice. • Improves quality of future projects. • Improves project management procedures. 	<ul style="list-style-type: none"> • Not learning from past mistakes. • Continuous improvement not realized. • Misconceptions about future projects.

Source: Project Management Institute's Guide to the Project Management Body of Knowledge and DISD's Internal Audit Department.

The project management methodology should incorporate best practices into planning, budgeting, managing risk, monitoring/reporting and applying lessons learned across all district projects. A structured project management methodology helps ensure delivery of planned results on time, within cost and at the desired performance level.

Recommendation 143:

Develop a districtwide project management methodology.

Developing a project management methodology usually requires an investment in training and project management software. The cost of the training will depend upon the number of professionals who take the required courses. Courses typically last four days. A large district may initially need no more than 10 trained project managers. Department managers should participate in a two-day executive orientation course. The best project management software tracks detail tasks, milestones and critical paths, and compares actual costs to budget and resource scheduling.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CTO identifies a team of project managers from Technology Services.	September 2001
2.	The CTO arranges project management orientation courses for department managers.	September 2001 - November 2001
3.	The CTO arranges project management courses for half of the project managers.	September 2001 - November 2001
4.	The CTO selects an initial project or process to phase in formal project management methodology.	November 2001
5.	The CTO evaluates and obtains a project management software application.	November 2001 - December 2001
6.	The CTO arranges project management courses for the project managers who have not been trained.	January 2002 - March 2002
7.	The CTO requires training for project management methodology for selected team members.	January 2002 - March 2002

FISCAL IMPACT

The one-time cost for project manager training would be \$16,900 (\$1,300 per person x 10 trainees plus lodging and travel expenses estimated at 30 percent). Assuming that six department leaders in the Technology Services Division will participate, the cost is \$10,140 (\$1,300 per person x 6 trainees plus lodging and travel expenses estimated at 30 percent). The total cost for training would be \$27,040.

If 16 licenses for project management software are purchased at \$155 per license, the one-time cost would be \$2,480. Total one-time costs for training and software would be \$29,520.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop a districtwide project management methodology.	(\$29,520)	\$0	\$0	\$0	\$0

FINDING

Exhibit 9-1 shows one organizational unit for desktop support. However, two separate groups exist that are defined as desktop support: Equipment Software Support-Instruction and Equipment Software Support-Administration (ESSA). Each group has its own supervisor and operates separately according to DISD.

Desktop support provides technical support at the schools and administrative offices. The primary mission of the Desktop Support Department is to provide DISD schools and administration with professional computer, peripheral, copier and network repair and maintenance services. However, separating Equipment Software Support-Instruction and ESSA creates inefficiencies. For example, there are two supervisors, two physical locations (Equipment Software Support-Instruction is located at 3701 South Lamar Street and ESSA is located in the administration building) and the groups use different processes and procedures.

The two groups are separate because the Maintenance Department formerly made repairs on personal computers in the classroom and the predecessor to the Technology Services Division was responsible for maintaining and troubleshooting computers used by administration. When the two were merged into the Technology Services Division, they maintained separate identities.

A memo dated December 1, 2000 from the deputy CTO to the supervisors of each group outlined steps for the reorganization of the Desktop Support Department. The memo stated the reorganization of the desktop support department would be effective immediately. However, the groups remain separate.

Recommendation 144:

Create a single group for desktop support services.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CTO selects the supervisor who will have responsibilities for Desktop Support.	August 2001
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2.	The Desktop Support supervisor develops procedures for assigning school and administrative service requests to all personnel in Desktop Support.	September 2001
3.	The CTO eliminates one supervisory position.	September 2001 - November 2001
4.	The desktop support supervisor arranges training for Desktop Support personnel, as needed.	Ongoing

FISCAL IMPACT

Eliminating one supervisor would save the district \$60,390 annually (\$56,714 salary, plus \$2,272 in benefits and a car allowance of \$1,404).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Create a single group for desktop support services.	\$60,390	\$60,390	\$60,390	\$60,390	\$60,390

FINDING

The switchboard operators for DISD's telephone system are not managed by the Technology Services Division. The switchboard operators are managed by the Management Services Division. However, the district's telephone system, which was installed in 1999, is highly sophisticated and users rely upon the Technology Services Division for the updated databases it uses. Only one DISD division is needed to manage the system.

The 1992 TSPR performance review recommended that DISD conduct a telephone/telecommunications study to identify the most efficient structure for the district's telecommunications systems and to eliminate telephone operator positions. The 1992 performance review also recommended DISD transfer responsibility for all telephone/telecommunications from transportation to the then-named Management Information Systems Division. While the current telephone system is much improved from the telephone system that was in place during the 1992 performance review, it still is not the responsibility of the technology department, as the previous review recommended it should be.

The technology departments at Austin ISD, Killeen ISD and San Antonio ISD manage telephone switchboard operations.

Recommendation 145:

Place the management of the switchboard operators of the telephone system within the Technology Services Division.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CTO and the central operations coordinator move the information center and switchboard operations and management to the Technology Services Division.	August 2001
2.	The CTO assigns a director to manage the information center and switchboard operators within the Technology Services Division.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Several DISD departments have employees who work with information technology but do not report to the Technology Services Division. This can lead to varying service levels, lack of coordination, introduction of disparate standards and technical support mechanisms and a lack of information sharing among technology professionals. It creates unintended disparities in compensation for comparable jobs. The district is also missing opportunities for balancing the workload among a larger base of technology workers.

Having technologists working exclusively for any given department enables a close working relationship with the users. Yet this decentralization has resulted in a lack of control over IT projects. TSD employees are often called to fix programs that were not approved for district use and were installed by employees who do not work for the Technology Services Division.

DISD needs to strike a better balance between being responsive to individual user departments, and applying consistent, efficient services to all user departments. At a minimum, this means making sure technology investments perform as expected. It also means managing all of the components related to the effectiveness of technology-human technology resources, training, contract management, project management and strategic planning.

Recommendation 146:

Transfer all Information Technology employees to the Technology Services Division.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CTO and deputy superintendent for Evaluation, Accountability and Information Systems identify all employees whose primary responsibility is for technology support, yet do not report to the Technology Services Division.	September 2001
2.	The superintendent, with consultation from the deputy superintendent for Evaluation, Accountability and Information Systems and the interim associate superintendent for human resource services transfers the positions and related budgets to the Technology Services Division.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 9

B. TRAINING AND TECHNICAL SUPPORT

Technology is useless if employees aren't trained to use it. Teachers must be comfortable with instructional technology and must know how to operate the equipment and how to integrate it effectively in their teaching. Technology-related training must be ongoing in order for it to benefit the teachers, the district and the students. Training is important both for teachers and for the technical staff who support the technology services operation of the district.

Teachers, even those who are experienced computer users, often encounter technology-related difficulties that interrupt their planning or classroom activities. Unless they receive quick responses to their questions, their effectiveness is diminished. The district's schools receive support from the Equipment Software Support-Instruction group, which provides technical assistance with equipment problems, and through the Teacher Technologist program, promotes integration of technology into the curriculum.

Equipment Software Support-Instruction supports school computers, peripherals, copiers, network repairs and maintenance services. The group has 12 technicians, including the supervisor and the parts inventory clerk, plus one administrative support person. The technicians are certified on various platforms and most technicians are continuing training for additional certifications.

FINDING

The district's Teacher Technologist program is designed to provide a direct link between each school and the Instructional Technology Department. The purpose of this link is to promote the efficient integration of technology throughout the curriculum. The teacher technologist responsibilities include:

- School hardware and software support;
- Support for new technology purchases;
- Sharing expertise through school and districtwide teacher training;
- Technical Assistance Center liaisons and minor troubleshooting;
- and
- Inventory updates.

Teacher Technologists perform support duties not included in their job descriptions. There are 220 teacher technologists employed by the district

and they receive a stipend of \$2,000 annually, supplementing their pay. **Exhibit 9-19** compares the original scope of responsibilities for Teacher Technologists and expectations that are often placed on them.

**Exhibit 9-19
Teacher Technologists' Role**

Initial Scope of Responsibilities	Expectations beyond Initial Scope
<ul style="list-style-type: none"> • Promote classroom technology integration activities. • Maintain local school technology hardware and software inventories. • Conduct school-level technology training and disseminate information about districtwide training sessions. • Acts as liaison with the Technical Assistance Center for hardware repair and software support. • Distribute, install and monitor instructional technology software site license utilization. • Promote classroom technology integration activities. 	<ul style="list-style-type: none"> • Serve as primary technical support for principals. • Provide informal training to individuals who have not attended formal training sessions. • Set up and configures hardware. • Assist with non-technical matters, such as assisting with word processing, creating documents with graphics and assisting with e-mail messages. • Are viewed as first line of support for all technical problems on campus.

Source: DISD Teacher Technologists handbook and interviews with DISD Instructional Technology personnel.

The person assuming the teacher technologist duties is a certified, experienced teacher who, in the majority of schools, performs the duties of a teacher technologist in addition to being a full-time classroom teacher. Eight area superintendents and 15 instructional technology personnel said the teacher technologists are overwhelmed with the magnitude of their responsibilities and demands for their time.

The Instructional Technology Department has recommended to the Board of Trustees that the position of Teacher Technologist become a formula-

based, nondiscretionary position much like the current media specialist and school counselor positions.

A full-time teacher technologist is paid \$44,874 per year in salary and benefits. Some schools can afford to have full-time teacher technologists, but for those that cannot, a regular teacher who assumes duties of a teacher technologist is paid an extra stipend of \$1,000 per semester or \$2,000 annually. The majority of the teacher technologists have normal teaching assignments and do not receive any release time from their classes.

Recommendation 147:

Double the number of teacher technologists employed by DISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The instructional technology representative on the Technology Steering Committee reviews the teacher technologist job description and requirements and provides this information to the assistant superintendent of Human Resource Services.	August 2001 - October 2001
2.	The assistant superintendent of Human Resource Services recruits teacher technologists and additional teachers to teach during the technologists' release periods.	August 2001 - December 2001
3.	The instructional technology representative assigns teacher technologists to schools.	June 2002

FISCAL IMPACT

A teacher technologist is paid an annual stipend of \$2,000. Designating 220 new teacher technologists would require an annual expenditure of \$440,000 (220 teachers x \$2,000 annual stipend).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Double the number of teacher technologists employed by DISD.	(\$440,000)	(\$440,000)	(\$440,000)	(\$440,000)	(\$440,000)

FINDING

Many teachers and administrators complained about the speed and effectiveness of computer service, particularly from the Technical

Assistance Center and Equipment Software Support-Instruction. Most complaints were about the timelines of service. Most customers, however, said they understand the technical support groups are understaffed and are doing the best they can.

DISD's Tech Services Group does not have Service Level Agreements (SLAs) with their customers. SLAs are promises or guarantees between users and their internal technology support that define acceptable performance levels. Typical measures include: network availability, network response time, email administration, PC support, LAN access, callback/repair dispatch response and application performance/availability. Without quantifiable measures, it is difficult for Technical Services Group to demonstrate improvement. Without SLAs established by service providers in Tech Services Group, users often have unrealistic expectations for what the division can do.

To be effective, a service level agreement must incorporate service and management elements. The service elements clarify services by communicating:

- The services provided;
- Conditions of service availability;
- Service standards, such as the timeframes within which services will be provided;
- The responsibilities of both parties;
- Cost versus service tradeoffs; and
- Escalation procedures for critical problems.

The management elements focus on:

- How service effectiveness will be tracked;
- How information about service effectiveness will be reported and addressed;
- How service-related disagreements will be resolved; and
- How the parties will review and revise the agreement.

Recommendation 148:

Develop internal service level agreements between the Tech Services Group and its customers.

Tech Services Group needs to clarify the level of service it can provide computer users. Timelines for each type of service should be published.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technical Assistance Center supervisor conducts a survey to assess customer satisfaction.	August 2001
2.	The Technical Assistance Center and Equipment Software Support-Instruction supervisors determine realistic timelines for each service provided.	September 2001
3.	The CTO facilitates an open discussion between service providers and users to ensure a basic level of agreement on the expected levels of service.	September 2001
4.	The CTO assigns someone to document and communicate the agreed-to service levels.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Equipment Software Support-Instruction parts room inventory is tracked using an Excel spreadsheet, not an inventory control application. The Excel spreadsheet does not work with the Technical Assistance Center system, nor does it serve as an effective inventory control system.

Each day the parts room clerk manually updates the spreadsheet based on parts removed and received. When parts are needed from the parts room, the desktop support staff complete an online form for the part requested. The forms are printed in the parts room, and then the parts ordered are entered onto the Excel spreadsheet.

Also, parts information is documented on the incident report through the Technical Assistance Center system. Because there is no link between the Technical Assistance Center system and the inventory control application, parts usage is not automatically updated. The Excel spreadsheet does not provide useful information such as economic reorder points when a specific part should be ordered, reports on parts usage, inventory value or defective parts to return.

Recommendation 149:

Implement an asset management application for the desktop support parts room.

Implementing an asset management module would make inventory control of Equipment Software Support-Instruction's parts inventory more efficient. Equipment Software Support-Instruction needs an application

that works with the Technical Assistance Center system and serves as an inventory control system. The inventory control system tracks parts usage to established thresholds and provides reports that state which parts could be ordered. Improved inventory control saves the district money and cuts inventory levels. The district would also be able to take advantage of volume discounts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CTO analyzes and acquires licenses for an asset management application that works with the Technical Assistance Center system.	September 2001
2.	The Equipment Software Support-Instruction supervisor and the parts inventory clerk receive training from the vendor.	October 2001
3.	The Equipment Software Support-Instruction supervisor implements the new asset management application to replace the Excel spreadsheets.	November 2001

FISCAL IMPACT

An asset management module that works with the Technical Assistance Center system would cost \$35,000 plus \$7,000 for five licenses.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Implement an asset management application for the desktop support parts room.	(\$42,000)	\$0	\$0	\$0	\$0

FINDING

Instructional Specialists often perform technical service that is not reported or tracked in the Technical Assistance Center system. The technical services they perform range from general troubleshooting of a PC or copier to installing a server for a computer lab. Users benefit from the skill and knowledge of these individuals to resolve computer, peripheral, copier, or other equipment and software problems.

The volume of incidents requiring technical support is not known if the work performed by these individuals is not recorded. Equipment Software Support-Instruction also needs to know what actions these employees have taken if they are later called to work on that piece of equipment. Teacher technologists also perform technical service that is not reported or tracked

in the Technical Assistance Center system. Some teacher technologists have a process at the local schools for trouble ticket reporting. However, these tickets may or may not be reported to Technical Assistance Center. The standard process to record an incident is for the user to call the Technical Assistance Center, where an employee will complete a trouble ticket for the repair.

The teacher technologists can enter tickets into the Technical Assistance Center system from the local schools. The Instructional Specialists have access to trouble tickets, but must call the Technical Assistance Center to make sure the repair is documented in the Technical Assistance Center computer system.

Recommendation 150:

Report and track all technical support work through the Technical Assistance Center system.

Recording this activity provides a more accurate account of incidents that require technical support. Undocumented repair work can make it difficult to determine how many support personnel are needed in the district. If the Instructional Specialists have incidents to report, they should enter the incident or request the teacher technologists to enter the incident into the Technical Assistance Center system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technical Assistance Center supervisor arranges training for individuals who will be entering tickets.	August 2001 - September 2001
2.	The Technical Assistance Center supervisor defines the type of technical service incidents to track on the Technical Assistance Center system.	September 2001
3.	The Technical Assistance Center supervisor informs district personnel of the change.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Equipment Software Support-Instruction personnel receive limited training on Remedy, the help desk system used by the Technical Assistance Center. An employee in the Technical Assistance Center provides a one to two hour overview that covers the basics on how to

retrieve trouble ticket information. As a result of limited training, Technical Assistance Center personnel do not get the full benefits of the system. For example, the Equipment Software Support-Instruction supervisor does not use the management reporting system because he has not been trained to use it.

Recommendation 151:

Train technical support supervisors to use the help desk system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Equipment Software Support-Instruction supervisor arranges for Equipment Software Support-Instruction personnel to receive management reporting training for Remedy.	August 2001
2.	The Equipment Software Support-Instruction personnel are trained to use the Remedy system.	September 2001 - October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

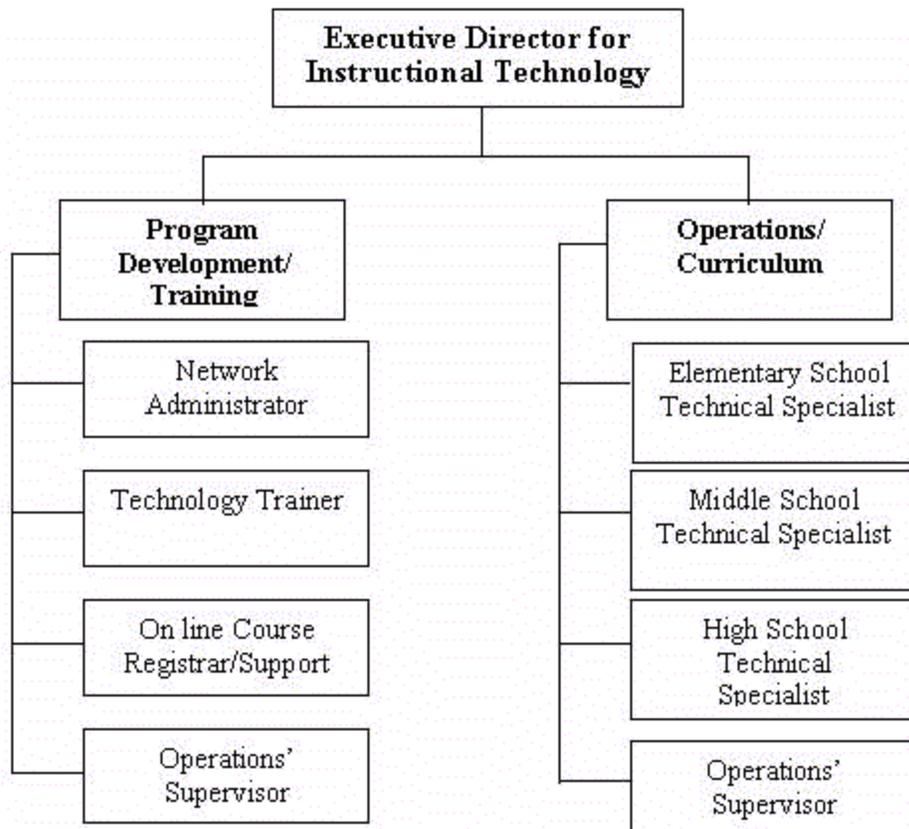
Chapter 9

C. INSTRUCTIONAL TECHNOLOGY

Instructional Technology is responsible for integrating technology into instructional programs. Two directors lead Instructional Technology: One director is responsible for program development and training and the other director is responsible for operations and curriculum. The executive director for Instructional Technology resigned in the spring 2000, and there are no plans to fill the position. The department is responsible for determining what computer systems are needed for classroom instruction, for training teachers to use it, and for supporting the software and hardware purchased. The department's organization is depicted in **Exhibit 9-20**.

Exhibit 9-20

Instructional Technology Organization



Source: DISD Instructional Technology Department, December 2000.

FINDING

DISD saves money and improves services when the Instructional Technology Department works with businesses. Examples of collaboration initiatives between Instructional Technology and area businesses during 2000-01 include:

Oracle Promise Program (K-12). The Oracle Corporation provided 1,150 network computers (NICs) to 23 schools. Each school received 50 NICs and 10 printers to be placed in 10 classrooms. Teachers were trained to use the computers and the Think.com Internet portal.

Intel Teach to the Future (K-12). Intel's Teach to the Future program is a collaboration among the Intel and Microsoft corporations and DISD. Twenty master teachers were selected and trained during summer 2000. Each master teacher will train 20 participant teachers each year for a total of 1,200 teachers. Master teachers receive a laptop that stays with them if they move to another school within the district. Participating teachers receive a Dell computer, Microsoft Office 2000, Encarta 2001 and a School Kit CD.

Technology Outreach Project. The Technology Outreach Project develops partnerships between the school district and businesses, institutions of higher education and community groups to improve education.

COMMENDATION

DISD fosters successful partnerships with businesses and other groups that provide resources to support and enhance district computer services.

FINDING

The district is using a pilot project to determine if distance learning can help alleviate a teacher shortage. In the pilot program, students receive classes from a master teacher at a remote site when it is more cost-effective than hiring a full-time teacher to teach the course. The program's major objectives include:

- Providing instruction to high school students via distance learning in upper level mathematics, science and foreign languages;
- Enhancing the education of students by using certified master teachers in areas critical to distance teaching.
- Supporting and enriching the curriculum by sharing ideas with master teachers from participating schools; and

- Motivating district teachers by giving them training opportunities through EdNet 10, a distance-learning consortium operated by Region 10 Education Service Center.

Six high schools participated in the distance-learning pilot during 2000-01. The six high schools were Lincoln, Skyline, Molina, South Oak Cliff, Kimball and North Dallas. About 350 students received instruction in these courses that they would otherwise not have received. The district has a shortage of teachers in these areas, so the program saved the district the cost of hiring additional teachers for those subjects.

To provide equipment for distance learning, DISD is using State of Texas Telecommunications Infrastructure Funds (TIF), Federal E-Rate and district technology funding. Configuring a classroom for distance learning costs about \$80,000, according to the director of Broadcast Services, the department that managed the pilot. Ten classrooms were equipped for distance learning. The district received \$50,000 per classroom through a TIF grant to help offset the equipment expense.

The district will evaluate the distance-learning program over a three-year period. The primary goal of the first year was to implement the required infrastructure, test it and to determine if students could be effectively taught by a master teacher through distance learning. The district is surveying teachers and principals to see if they think the program was successful. The second year of the program (2001-02) will target configuring four additional high schools. During the third year of the program, DISD will add additional courses and assess the feasibility of adding additional high schools to the program.

COMMENDATION

The district is using a distance-learning program to help overcome a teacher shortage in upper level mathematics, science and foreign languages.

FINDING

The Instructional Technology Department publishes an annual handbook about the Teacher Technologists Program and Technology Services. The handbook is most commonly referred to as the "Red Book." The Red Book is an effective communication tool for many technology-related matters.

A complete set of qualifications and expectations for the Teacher Technologists is included in the Red Book. In addition, the Red Book provides a broad overview regarding the general operations of a successful

school-based technology program and how that technology program can improve classroom instruction and boost student achievement.

Examples of information regarding technology issues include: an acceptable use policy, district benchmarks, software integration guidelines, software licenses and Internet guidelines. On the back cover, key individuals and contact information are provided. Also, the contents are included on DISD's Intranet site under the Instructional Technology Department's section. The Red Book is a unique communication tool not found in other Texas school districts.

COMMENDATION

The Instructional Technology Department provides a unique and effective handbook that includes useful information on the general operations of a successful school-based technology program.

FINDING

The Instructional Technology Department develops annual initiatives by focusing on Board of Trustee goals and by collaborating with Content Directors. The department developed a unique training model for all its programs. This training model involves convening a focus group of teachers from specific grade levels or content areas. The focus group evaluates the appropriate instructional software and develops recommendations. The focus group recommends the appropriate products for district use.

The Instructional Specialists from the Instructional Technology Department and the focus group members develop the curriculum and associated training. Focus group members, Instructional Specialists and Teacher Technologists conduct the training. This model involves both the users and the developers of instructional technology programs throughout the integration of technology into the curriculum.

COMMENDATION

The Instructional Technology Department developed a unique approach for developing technology initiatives that involves teachers and other technology users.

FINDING

Computers are not uniformly available to all students across the district. **Exhibit 9-21** shows disparities in the student-to-computer ratio by geographical area and school level (**Exhibit 9-22** depicts the student-to-

computer ratio graphically). The district is divided into nine areas, labeled Areas 1- 9. Overall, students attending schools in Area 9 have an advantage in the availability of computer resources compared to all other geographical areas. Disparities exist as well by school level. Overall, elementary schools have a student-to-computer ratio of 7.1, compared to the middle schools' and high schools' ratios of 4.3 and 4.6, respectively.

Exhibit 9-21
Number of Students and Computers and
the Student-to-Computer ratio
by Area and School Level

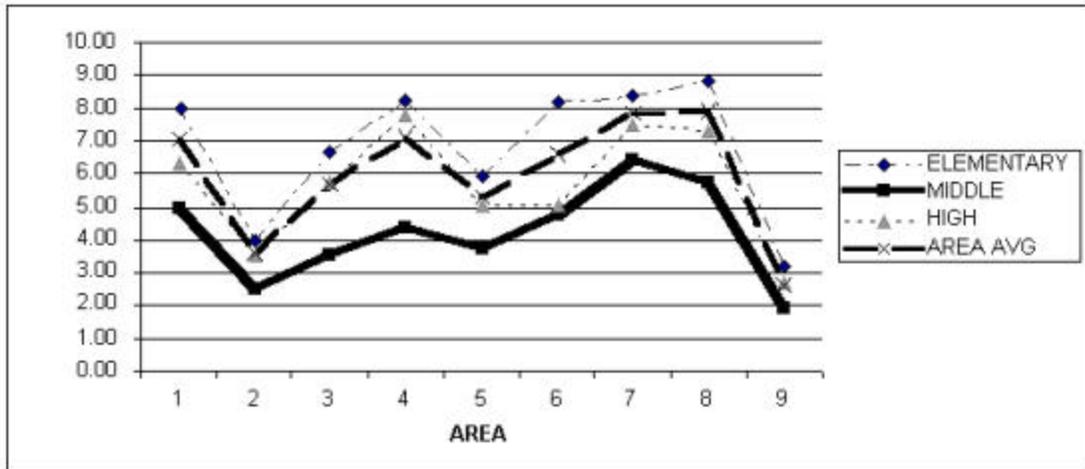
Area	Elementary			Middle			High			Total		
	Students (in thousands)	Computers (in thousands)	ratio									
1	15.1	1.9	8.1	3.0	.6	5.0	4.5	.7	6.3	22.6	3.2	7.1
2	7.5	1.9	4.0	1.5	.6	2.5	2.9	.8	3.6	11.9	3.3	3.6
3	11.3	1.7	6.7	2.7	.8	3.5	3.1	.5	5.8	17.1	3.0	5.7
4	9.5	1.2	8.2	2.7	.6	4.4	3.4	.4	7.8	15.6	2.2	7.1
5	10.6	1.8	6.0	2.4	.6	3.7	3.1	.6	5.1	16.1	3.0	5.3
6	16.0	2.0	8.2	3.7	.8	4.8	5.2	1.0	5.1	24.9	3.8	6.6
7	12.2	1.5	8.4	2.7	.4	6.4	3.5	.5	7.5	18.4	2.4	7.8
8	16.9	1.9	8.8	4.3	.7	5.8	3.8	.5	7.3	25.0	3.1	7.9
9	1.1	.3	3.2	.6	.3	1.9	8.1	3.1	2.7	9.8	3.7	2.6
Overall	100.2	14.1	7.1	23.6	5.5	4.3	37.6	8.2	4.6	161.4	27.8	5.8

Source: Data compiled from DISD Instructional Technology Department and DISD Management Information Services Department. Information does not factor in computers being used for the Student Records Initiative, since they are exclusively for administrative use.

Note: Ratio calculation based on actual not rounded numbers.

Exhibit 9-22
Student -to-Computer Ratio

By Area and School Level



Source: Data compiled from DISD Instructional Technology Department and DISD Management Information Services Department. Information does not include computers used for SRI.

Some of the disparity between areas of the district could be attributed to gifts and partnerships that are specific to a school or cluster of schools. Also, as part of the contract with Edison schools, six schools were provided additional technology.

Recommendation 152:

Ensure that all students have equitable access to computers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Instructional Technology-Operations examines the allocation of computers to campuses and determines the reason for the disparity.	August 2001
2.	The superintendent and board discuss and adopt a minimum student to computer allocation.	September 2001
3.	The director of Instructional Technology-Operations prepares a plan to fairly allocate future purchases of computers so that schools with the lowest student-to-computer ratios are given priority to help them reach the minimum standards set by the board.	October - November 2001
4.	The director of Instructional Technology-Operations monitors donations and purchases and recommends adjustments to the minimum standards as overall allocations are met or exceeded.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Guidelines for the acceptable use of computers and networks are not clearly stated in the district's Acceptable Use Policy (AUP).

The district's AUP was based on AUPs of other school districts. Since DISD approved its AUP in 1995, it predates the now-standard Texas Association of School Boards' AUP. The district's AUP, contained in the Red Book, provides 12 statements that describe what users should not do.

This policy is shown in **Exhibit 9-23**. A supplement to the Student Code of Conduct also contained in the Red Book provides generally accepted rules of network etiquette. Student use of computers and networks is not separate and distinct from a policy for district employees. The policy is not organized by the key elements for ease of reading and understanding.

Exhibit 9-23 DISD's Policy for Acceptable Use of Computers and Networks

<i>The following policy for acceptable use of computers and networks, including TENET and the Internet, approved by the Dallas ISD Board of Trustees on June 25, 1995, shall apply to all District administrators, faculty, staff and students. All technology equipment shall be used under the supervision of the site administrator.</i>	
1.	Users shall not erase, rename or make unusable anyone else's computer files, programs or disks.
2.	Users shall not let other persons use their name, logon, password or files for any reason (except for authorized staff members).
3.	Users shall not use or try to discover another user's password.
4.	Users shall not use DISD computers or networks for any noninstructional or nonadministrative purpose (For example, games or activities for personal profit).
5.	Users shall not use a computer for unlawful purposes, such as the illegal copying or installation of software.
6.	Users shall not copy, change or transfer any software or documentation provided by DISD, teachers or another student without permission from the campus Teacher Technologists.

7.	Users shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage or otherwise hinder the performance of any computer's memory, file system or software.
8.	Users shall not deliberately use the computer to annoy or harass others with language, images or threats.
9.	Users shall not deliberately access or create any obscene or objectionable information, language or images.
10.	Users shall not intentionally damage the system, damage information belonging to others, misuse system resources or allow others to misuse system resources.
11.	Users shall not tamper with computers, networks, printers or other associated equipment except as directed.
12.	Users shall not take home technology equipment (hardware or software) without the written permission of their supervisor.

Source: DISD Technology Services Instructional Technology, Teacher Technologist Program 2000-01.

The National Education Association provides guidelines for best practices to assist school districts in formulating effective AUPs. **Exhibit 9-24** provides key elements of an effective AUP based on this technology brief.

Exhibit 9-24
Development of Acceptable Use Policy

Key Elements	Description
Preamble	A preamble explains the reasons for the policy, the objectives sought to be accomplished and the process by which the policy was developed. This component is helpful to the reader because it provides a general backdrop against which the rest of the AUP should be read.
Definition Section	This section identifies and defines key words used in the policy. Murky or confusing policies will not be effective and may result in legal challenges. Certain words- Internet, E-mail, computer network, educational purpose, personal contact, personal contact information and other potentially ambiguous terms-require definition and explanation.
Policy Statement	A policy statement should indicate what computer network services are covered by the AUP and the

	<p>circumstances under which individuals can access the computer network services. It should also:</p> <ul style="list-style-type: none"> • Identify the computer network services that are covered by the AUP; and • Identify the circumstances under which students can access the computer network services.
Acceptable Uses Section	The acceptable uses section should describe and define the appropriate purposes for use of the school's computer network services.
Unacceptable Uses Section	<p>The unacceptable uses section should provide specific and clear examples of what constitutes unacceptable use of school-provided computer network services. Schools should be concerned with three basic categories:</p> <ul style="list-style-type: none"> • Providing access to or receiving information from Web sites, chat rooms or e-mail; • Sending or posting information via e-mail, chat rooms or student Web pages; and • Abusing computer network services.
Violations/Sanctions section	A violations section should address how and where to report violations of the policy or direct questions about its application. It should also explain the appropriate sanctions for violations.

Source: National Education Association, Technology Brief-development of student acceptable use policies.

Recommendation 153:

Revise the district's Acceptable Use Policies for computers and networks based on best practice guidelines.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CTO assigns a technical writer to determine additional contents for the AUP after researching other sources of effective policies for acceptable use of computers and networks.	August 2001
2.	The CTO assigns someone to revise and expand the district's Acceptable Use Policies for computers and	August 2001 - September 2001

networks based on the research.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not mandate that teachers attend technology training, and teachers can easily opt out of attending the training courses provided by the Instructional Technology Department. The Teacher Technologist handbook states that teacher training is the first and most important step in having technology integrated into the classrooms. Several area superintendents said teachers do not get enough technology training. The district does not keep track of how many teachers have attended technology training provided by the Instructional Technology Department.

The National Center of Educational Statistics "Teacher's Tools for the 21st Century-1999" states that 13 percent of teachers do not feel prepared at all to teach with technology. Fifty-three percent feel somewhat prepared. These statistics demonstrate that teacher training needs more emphasis. DISD has an extensive training curriculum to provide teachers the necessary training. However, since the technology training is not a condition of employment for teachers, this training becomes a lesser priority. Teachers are encouraged to complete the technology-training program. When they complete the training, they are eligible to receive a computer for their classroom. If the training is not mandated, the schools' principals may not encourage it. Teachers may opt out, depriving students of a computer-equipped classroom.

The State Board for Educator Certification has approved several standards for beginning educators that state what teachers should know and be able to do related to technology. Teacher candidates who test for certification in fall 2002 and beyond will be expected to possess the knowledge and skills identified in these new standards. **Exhibit 9-25** includes some excerpts from these standards.

Exhibit 9-25
Technology Application Standards for Beginning Educators approved
by
the State Board for Educator Certification

<p><i>Standard I. All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.</i></p>

<i>The beginning teacher knows and understands:</i>	<i>The beginning teacher is able to:</i>
<ul style="list-style-type: none"> • the appropriate use of hardware components, software programs, and their connections; • data input skills appropriate to the task; and • laws and issues regarding the use of technology in society. 	<ul style="list-style-type: none"> • demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components, compare, contrast and appropriately use various input, processing, output and primary/secondary storage devices; • select and use software for a defined task according to quality, appropriateness, effectiveness and efficiency; • perform basic software application functions, including opening an application program and creating, modifying, printing and saving documents; and • compare and contrast LANs, WANs, the Internet, and Intranets.
<i>Standard II. All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.</i>	
<i>The beginning teacher knows and understands:</i>	<i>The beginning teacher is able to:</i>
<ul style="list-style-type: none"> • a variety of strategies for acquiring information from electronic resources, • how to acquire electronic information in a variety of formats, and • how to evaluate acquired electronic information. 	<ul style="list-style-type: none"> • use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and Intranets, • identify, create, and use files in various appropriate formats such as text, bitmapped/vector graphics, image, video and audio files, • resolve information conflicts and validate information by accessing, researching, and comparing data from multiple

	<p>sources, and</p> <ul style="list-style-type: none"> • identify the source, location, media type, relevancy, and content validity of available information.
--	--

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

<i>The beginning teacher knows and understands:</i>	<i>The beginning teacher is able to:</i>
<ul style="list-style-type: none"> • how to use appropriate computer-based productivity tools to create and modify solutions to problems; • how to use research skills and electronic communication to create new knowledge; and • how to use technology applications to facilitate evaluation of work, including both process and product. 	<ul style="list-style-type: none"> • plan, create and edit word processing documents using readable fonts, alignment, page setup, tabs and ruler settings; • plan, create and edit spreadsheet documents using all data types, formulas and functions and chart information; • plan, create and edit a document using desktop publishing techniques including, but not limited to, the creation of multicolumn or multisection documents with a variety of text-wrapped frame formats; and • differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications; and • integrate acquired technology applications, skills and strategies and use of the word processor, database, spreadsheet, telecommunications, draw, paint and utility programs into the foundation and enrichment curricula.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

<i>The beginning teacher knows and</i>	<i>The beginning teacher is able to:</i>
--	--

<i>understands:</i>	
<ul style="list-style-type: none"> • how to format digital information for appropriate and effective communication; • how to deliver a product electronically in a variety of media; and • how to evaluate communication in terms of both process and product. 	<ul style="list-style-type: none"> • use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures or reports to create effective document files for defined audiences; • create a variety of spreadsheet layouts containing descriptive labels and page settings; • use telecommunication tools, such as Internet browsers, video conferencing and distance learning for publishing information; and • evaluate products for relevance to the assignment or task.
<p><i>Standard V. All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.</i></p>	
<i>The beginning teacher knows and understands:</i>	<i>The beginning teacher is able to:</i>
<ul style="list-style-type: none"> • planning techniques to ensure that students have time to learn the Technology Applications TEKS in order to meet grade-level benchmark expectations; • where to find and how to utilize technological resources to implement the TEKS, to support instruction to extend communication, to enhance classroom management and to become more productive in daily tasks; • instructional strategies for teaching the Technology Applications TEKS and integrating them into the curriculum; and 	<ul style="list-style-type: none"> • plan applications-based technology lessons using a range of instructional strategies for individuals and groups; • plan, select and implement instruction that allows students to use technology applications in problem-solving and decision-making situations; • develop and implement tasks that emphasize collaboration and teamwork among members of a structured group or project team, using technology applications; and • use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content

<ul style="list-style-type: none"> • how to evaluate the effectiveness of technology-based instruction. 	of texts to their lives and connect related ideas across different texts.
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Source: The State Board for Educator Certification Web site; www.sbec.state.tx.us/certstand/stand_techappall.pdf

Recommendation 154:

Require teachers to attend technology training to gain proficiency in using computer technology in the classroom.

Technology training should be included explicitly in required teacher competencies. Technology standards should be developed that define computer technology proficiency in the classroom.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Teaching and Learning revises required teacher competencies to include specific technology application standards.	August 2001
2.	The director of Instructional Technology-Curriculum evaluates existing training courses against the technology application standards.	September 2001 - October 2001
3.	The director of Instructional Technology-Curriculum assigns the instructional specialist assigned to training to make updates and revisions as necessary.	September 2001 - November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 9

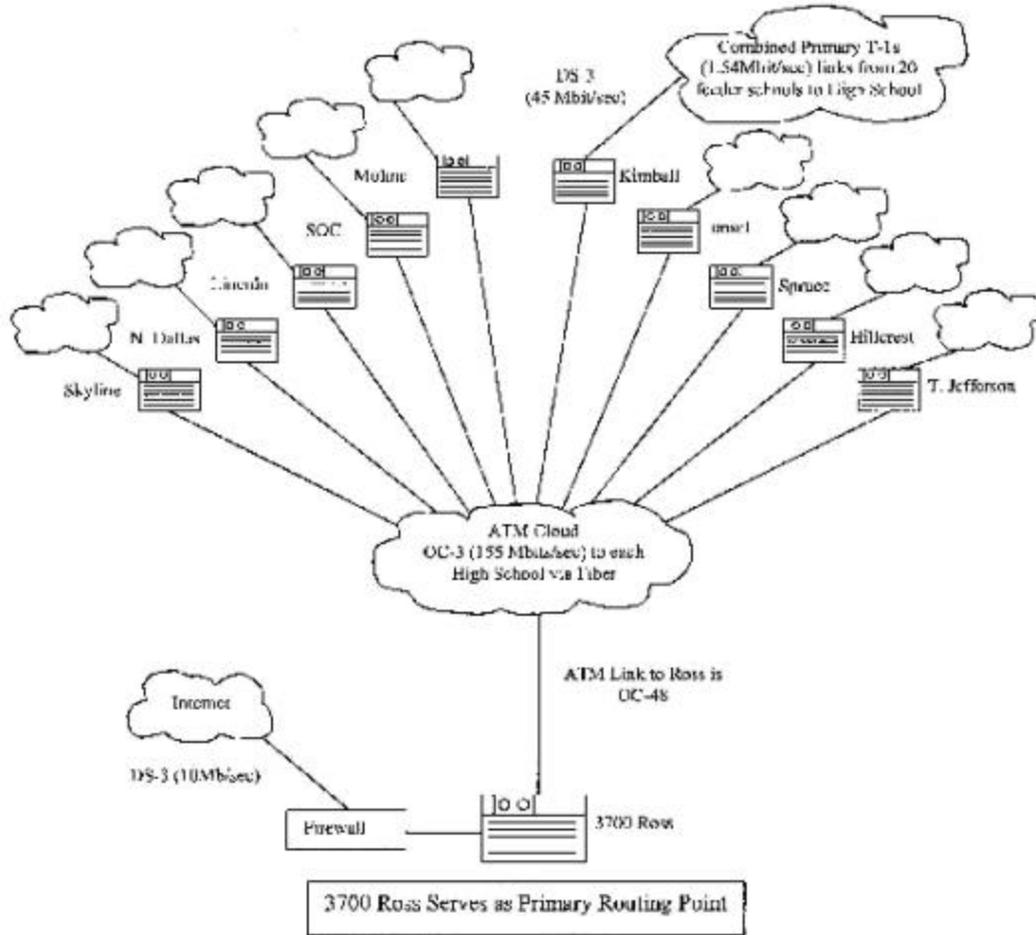
D. INFRASTRUCTURE

Technology infrastructure is the underlying system of cabling, phone lines, hubs, switches, routers and other devices that connect the various parts of an organization through a wide area network (WAN) and through a series of local area networks (LANs).

FINDING

DISD has built a strong technical infrastructure. The infrastructure has been made possible by multimillion-dollar grants over several consecutive years, primarily from the Federal E-rate program and the state Telecommunications Infrastructure Fund. It is unusual for school districts of any size to have several full T-1 connections to the Internet. DISD has 40 T-1 lines. **Exhibit 9-26** describes DISD's network overview, including the primary connections to the Internet through Southwestern Bell.

Exhibit 9-26
DISD Network Overview
Dallas Public Schools Network Overview
 August 15, 2000



Ten Distance Learning pilot sites serve as high speed distribution points for their 20 feeder schools

T-1	1.54 Mbits/sec	192,500 characters/sec
DS-3	45.0 Mbits/sec	5,625,000 characters/sec
OC-3	155 Mbits/sec	19,350,000 characters/sec
OC-48	930 Mbits/sec	116,250,000 characters/sec

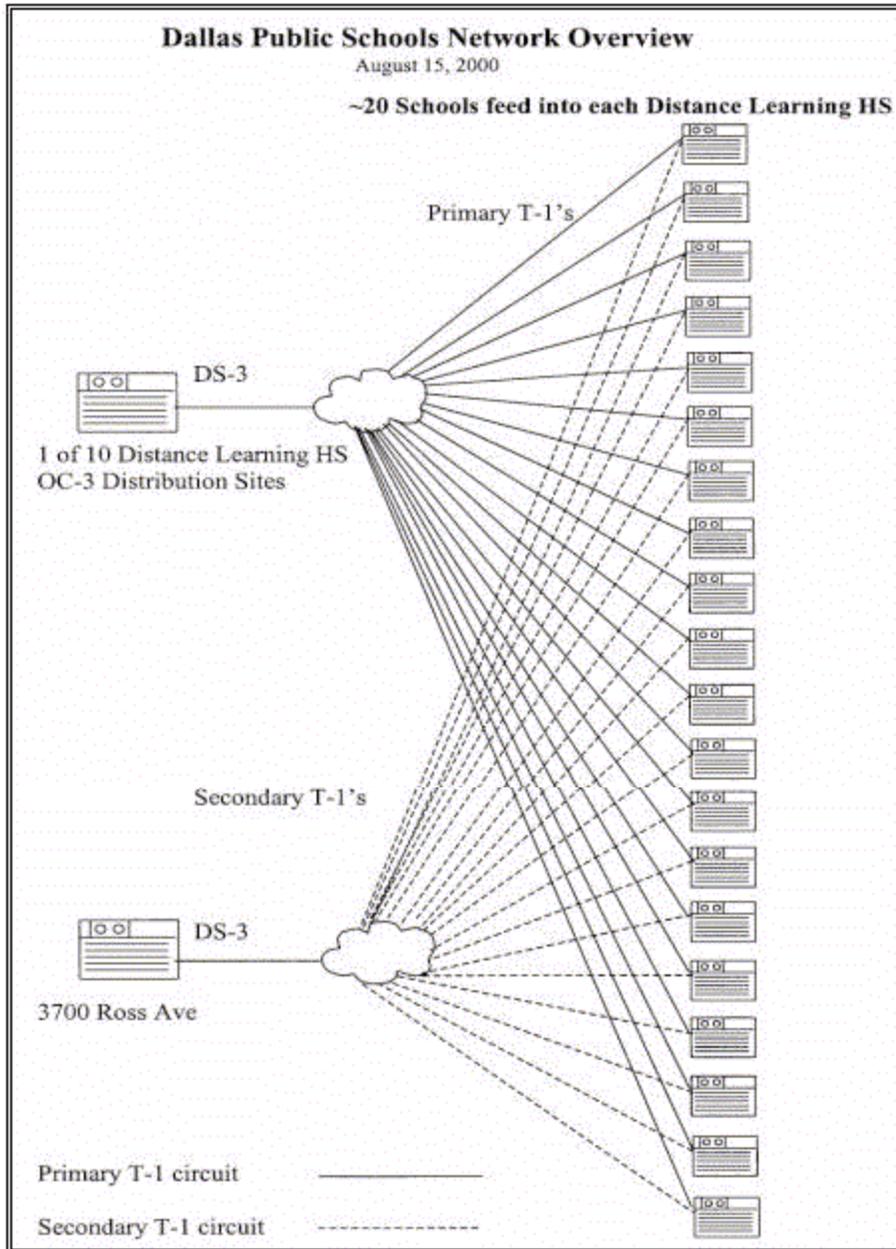
Source: DISD Technology Services Division, Network Services Department, August 15, 2000.

As **Exhibit 9-26** shows, the central administration building at 3700 Ross Avenue is also the primary distribution point for the technical infrastructure. The architecture uses an Asynchronous Transfer Mode (ATM) network to provide for increased capacity, volume of communications traffic and growth needs, and simultaneously offers an increase in system response time for voice, data and video communications. The icons for Skyline, North Dallas, Lincoln and SOC refer to individual high schools, each with a DS-3 connection, a capability that enables them to transmit 5,625,000 characters per second. This is nearly 30 times faster than a T-1 connection.

Exhibit 9-26 also illustrates that the district uses Optical Carrier (OC-3 and OC-48) connections that are faster than the DS-3.

Exhibit 9-27 shows DISD's distance learning network at 10 of its high schools. While the technology is kept at these high schools, they in turn are feeders to approximately 20 other schools each for distance learning capability. Distance learning installations require large capacity to transmit voice, video and data, and the diagram shows DISD uses fiber optic OC-3 distribution. It also shows the district has a system of both primary T-1 connections and secondary T-1 connections that route to another distribution point, in the event that the primary connections are interrupted.

Exhibit 9-27
DISD Distance Learning Architecture
Using Fiber Optic and Other High-Speed Connections



Source: DISD Technology Services Division, Network Services Department, August 15, 2000

Exhibit 9-28 shows that the district's mainframe computer is working nearly 100 percent of the time. While it is a reliable system, it does not necessarily meet users' needs.

Exhibit 9-28
Percentage of Time Computing Systems
Were Operable, First Quarter, 2000-01

Week	Unisys Financial Application Series System	Unisys-Delta Student System	Mainframe System	Work Order Tracking System	Library System	Weekly Average for All Systems Represented
09/04/00-09/10/00	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
09/11/00-09/17/00	100.00%	100.00%	99.98%	100.00%	100.00%	100.00%
09/18/00-09/24/00	100.00%	99.96%	99.98%	100.00%	100.00%	99.99%
09/25/00-10/01/00	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
10/02/00-10/08/00	99.98%	99.94%	100.00%	100.00%	100.00%	99.98%
10/09/00-10/15/00	100.00%	100.00%	99.98%	100.00%	100.00%	100.00%
10/16/00-10/22/00	99.94%	100.00%	99.96%	100.00%	100.00%	99.98%
10/23/00-10/29/00	99.96%	100.00%	99.95%	100.00%	100.00%	99.98%
10/30/00-11/05/00	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
11/06/00-11/12/00	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
11/13/00-11/19/00	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
11/20/00-11/26/00	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
11/27/00-12/03/00	100.00%	100.00%	99.89%	100.00%	100.00%	99.98%
Quarterly Average of System Operability	99.99%	99.99%	99.98%	100.00%	100.00%	99.99%

Source: DISD Technology Services Division, Computer Resources Department, January 2001.

COMMENDATION

DISD has created an effective technical infrastructure for supporting its computing operations.

FINDING

DISD does not have a comprehensive, written and tested disaster recovery plan or a disaster recovery services center. If something were to happen to the district's hardware and software, the district would not be able to use its backup data. Lack of such a site could leave the district unable to process payroll, recreate student records or access other information in the event of a disaster.

Recommendation 155:

Secure a contract for a disaster recovery services center.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The CTO brings a viable disaster recovery services center contract to the superintendent for approval.	August 2001
2.	The superintendent approves the contract offer and recommends it to the board.	September 2001
3.	The board approves the contract offer.	October 2001
4.	The district receives disaster recovery services.	November 2001

FISCAL IMPACT

The district has issued an RFP for disaster recovery. Proposals received indicate that disaster recovery services will cost from \$120,000 to \$150,000 a year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Secure a contract for a disaster recovery services center.	(\$150,000)	(\$150,000)	(\$150,000)	(\$150,000)	(\$150,000)

Chapter 10

STUDENT TRANSPORTATION

This chapter reviews student transportation provided by the Dallas Independent School District (DISD) in three sections:

- A. Student Transportation Operated by Dallas County Schools
- B. Organization and Management Practices
- C. Directly Operated Student Transportation

Student Transportation should provide transportation of students between home, school and approved extracurricular events in a timely, safe and cost-effective manner.

BACKGROUND

The Texas Education Code authorizes but does not require Texas school districts to provide transportation for students between home and school, from school to career and technology training locations and for extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires a school district to provide transportation for students with disabilities if the district also provides transportation for students in the general population, or if students with disabilities require transportation to receive special education services. Under a 1994 U.S. District court order, DISD is also required to provide transportation between home and school and for extracurricular activities for students participating in desegregation programs. Desegregation programs at DISD include a majority-to-minority transfer program and the vanguard, academy and magnet school program.

A school district may choose to contract with a commercial transportation company, mass transit authority or county transportation system to provide some or all of its transportation services. DISD has an intergovernmental agreement with Dallas County Schools (DCS) to provide school transportation for all regular program students and most special program students. DISD operates school bus transportation for students who use wheelchairs. In 1999-2000, DCS provided daily transportation between home and school for 22,744 regular program students and 3,732 special program students. During the same school year, DISD provided school bus transportation for 290 students who use wheelchairs.

Chapter 10

A. STUDENT TRANSPORTATION OPERATED BY DALLAS COUNTY SCHOOLS PART 1

DCS is a government agency authorized by the Texas Legislature to offer services for the 15 independent school districts in Dallas County. Texas Education Code chapters 17 and 18 originally authorized county school systems. County-unit agencies are now authorized by Education Code 11.301(a) to "continue to operate under the applicable chapter [17 and 18] as that chapter existed on May 1, 1995." Three county-unit agencies exist in Dallas County, Harris County (Houston) and Bowie County (Texarkana). DCS and Bowie County Schools provide student transportation services for school districts within the county. DCS provides services to school districts in media and technology, psychological services and student transportation. As illustrated in **Exhibit 10-1**, DCS provides student transportation for eight school districts in Dallas County, including DISD.

**Exhibit 10-1
School Districts Provided Transportation by Dallas County Schools
1999-2000**

District	Students Enrolled	Percent of DCS	Student Riders*		Route Miles*	
			Average Daily	Percent of DCS	Total Annual	Percent of DCS
Cedar Hill	6,211	2%	1,262	3%	161,586	1%
Coppell	8,902	3%	2,168	5%	304,779	2%
DeSoto	6,782	3%	1,790	4%	203,309	2%
Highland Park	5,842	2%	55	<1%	16,568	<1%
Irving	27,990	11%	3,308	8%	712,169	6%
Lancaster	4,156	2%	1,080	2%	205,265	2%
Richardson	34,710	14%	3,657	8%	861,318	7%
DISD	160,581	63%	29,998	69%	10,051,993	80%
DCS Total	255,174	100%	43,318	100%	12,516,987	100%

Source: Texas Education Agency Route Services Reports 1999-2000; TEA District Profiles.

**Riders and miles include regular, special and career and technology program routes.*

DCS does not provide student transportation for seven school districts in Dallas County: Carrollton-Farmers Branch, Garland, Sunnyvale, Mesquite, Wilmer-Hutchins, Duncanville and Grand Prairie.

DCS has provided school transportation for DISD for more than 25 years. Before 1999, DCS provided transportation without a contract. In May 1999, DISD and DCS signed an intergovernmental agreement for student transportation. The three-year contract has provisions for renewal at the end of the term.

DCS is funded by a property tax levied in Dallas County and user fees paid by the school districts that purchase DCS services. Student transportation is also funded by reimbursement from the Texas Education Agency (TEA). Texas school districts are eligible to receive state funding reimbursements for transporting regular program students, special program students and career and technology program students. The Texas Legislature sets funding rules, and TEA administers the program. Each school district is responsible for purchasing school buses. Districts may purchase school buses independently or through the Texas General Services Commission (GSC) under a state contract. Districts also may acquire buses through lease-purchase.

TEA requires each school district eligible to receive state reimbursement to provide two annual school transportation reports, the Route Services Report and the Operations Report. The Route Services Report documents reimbursable miles traveled and number of riders by program and subprogram as shown in **Exhibit 10-2**. DCS provides the Route Services Report with supporting tables for each individual district within DCS. The Operations Report assigns all costs and miles to either regular or special programs. DCS provides the Operations Report to document total operations cost and miles traveled for all the districts it serves. The data is not available for individual districts served by DCS.

Exhibit 10-2
Reimbursable Programs and Subprograms
TEA

Program	Subprogram
Regular	<ul style="list-style-type: none"><li data-bbox="857 1801 1019 1833">• Standard<li data-bbox="857 1837 1052 1869">• Alternative

	<ul style="list-style-type: none"> • Bilingual • Desegregation • Gifted/Talented • Parenting • Pre-Kindergarten
Special	<ul style="list-style-type: none"> • Standard • Auxiliary
Career and Technology	<ul style="list-style-type: none"> • Regular • Special
Private	<ul style="list-style-type: none"> • Regular • Special

Source: TEA Handbook on School Transportation Allotments, Revised May 2000.

State reimbursement for regular program transportation is limited to students living two or more miles from the school they attend. The state does not reimburse districts for transporting students living within two miles of the school they attend unless they face hazardous walking conditions on the way to school, such as the need to cross a four-lane roadway without a traffic signal or crossing guard. A school district must use local funds to pay for transportation costs the state allotment does not cover.

For regular program transportation, the state reimburses districts based on the total eligible route miles and the district's linear density. Linear density is the ratio of the average number of regular program students transported daily on standard routes to the number of route miles traveled daily for those standard routes. The ratio does not include miles or riders for alternative, bilingual, desegregation, magnet, parenting, year-round regular transportation or hazardous area service. TEA uses this ratio to assign each school district or county system to one of seven linear density groups. Each group is eligible to receive a different maximum per-mile allotment. TEA evaluates these group assignments every two years by recalculating linear densities with data from the first of the previous two school years. **Exhibit 10-3** shows the linear density groups and the associated allotment per mile.

Exhibit 10-3
Linear Density Groups

Linear Density Group	Allotment Per Mile
2.40 and above	\$1.43
1.65 to 2.40	\$1.25
1.15 to 1.65	\$1.11
0.90 to 1.15	\$0.97
0.65 to 0.90	\$0.88
0.40 to 0.65	\$0.79
Up to 0.40	\$0.68

Source: TEA Handbook on School Transportation Allotments, Revised May 2000.

In 1999-2000, DCS was in the second-highest linear density group, qualifying for a reimbursement of \$1.25 per mile for regular program route miles. **Exhibit 10-4** shows the linear densities for DCS and a peer group of Texas school districts.

Exhibit 10-4
Linear Density for
Dallas County Schools and Peer School Districts
1999-2000

District	Annual Standard Regular Riders	Annual Standard Regular Miles	Linear Density	State Allotment
Austin	1,624,320	1,316,790	1.234	\$1.11
El Paso	775,080	373,349	2.076	\$1.25
Fort Worth	1,460,700	821,520	1.778	\$1.25
Houston	2,774,520	1,100,304	2.522	\$1.43
San Antonio ISD (SAISD)	546,120	189,756	2.878	\$1.43
San Antonio (SA) Northside	3,245,580	1,957,500	1.658	\$1.25
Peer Average	1,737,720	959,870	1.810	\$1.25
DCS Total (All Districts)	5,408,100	2,978,307	1.816	\$1.25

Source: TEA Route Services Reports 1999-2000.

Each school district provided student transportation by DCS is reimbursed based on the linear density for the DCS total. DCS receives the state allotment from TEA and credits the funds to the cost of transportation for each district.

If the linear density of each district served by DCS is calculated individually, the linear densities do not all fall in the same group, as shown in **Exhibit 10-5**.

Exhibit 10-5
Calculation of Linear Density for
Districts Provided Transportation by Dallas County Schools

District	Annual Standard Regular Riders	Annual Standard Regular Miles	Linear Density	Linear Density Group
Cedar Hill	219,060	116,604	1.879	2 nd
Coppell	370,440	188,712	1.963	2 nd
DeSoto	305,100	131,472	2.321	2 nd
Highland Park*	0	0	-	-
Irving	317,340	190,149	1.669	2 nd
Lancaster	182,700	146,268	1.249	3 rd
Richardson	545,580	432,072	1.263	3 rd
Total not including DISD	1,940,220	1,205,277	1.610	3rd
DISD	3,467,880	1,773,030	1.956	2nd
DCS Total	5,408,100	2,978,307	1.816	2nd

Source: TEA Route Services Reports 1999-2000. Annual riders calculated by multiplying daily riders by 180 school days.

* Highland Park does not have regular program transportation.

The linear density for DISD routes is 1.956, higher than the linear density for the DCS total of 1.816 but in the same linear density group.

TEA reimbursable miles for regular program students include transportation for programs such as alternative schools, desegregation and

year-round school. Miles for routes that serve these programs are reimbursed at the regular program rate determined by the linear density group for standard miles. These programs and the reported miles for each of the districts within DCS are shown in **Exhibit 10-6**.

Exhibit 10-6
Regular Program Route Miles by Program for
Districts Provided Transportation by Dallas County Schools
1999-2000

District	Standard	Alternative	Desegregation	Parenting	Pre/ Kindergarten	Year Round	Total Regular Route Miles
Cedar Hill	116,604	0	0	0	0	0	116,604
Coppell	188,712	0	0	0	0	0	188,712
DeSoto	131,472	0	0	0	0	0	131,472
Highland Park	0	0	0	0	0	0	0
Irving	190,149	44,528	0	18,922	53,423	0	307,022
Lancaster	146,268	0	0	0	0	0	146,268
Richardson	432,072	0	26,316	0	63,918	0	522,306
Total Not Including DISD	1,205,277	44,528	26,316	18,922	117,341	0	1,412,384
DISD	1,947,216	1,211,472	1,811,502	0	0	64,402	5,034,592
DCS Total*	3,152,463	1,256,000	1,837,818	18,922	117,341	64,402	6,446,946
DISD as Percent of DCS	62%	96%	99%	0%	0%	100%	78%

*Source: TEA Route Services Reports 1999-2000. *The reported DCS total for the standard subprogram (3,152,463 miles) differs from the sum of the individual districts (3,152,493 miles) by 30 miles.*

Chapter 10

A. STUDENT TRANSPORTATION OPERATED BY DALLAS COUNTY SCHOOLS PART 2

In 1999-2000, DCS reported 6,446,946 reimbursable miles for regular program transportation. Of the total reimbursable miles, 5,034,592 miles, or 78 percent, were for DISD students.

Exhibit 10-7 provides a comparison of regular program route miles, extracurricular miles, career and technology route miles and other miles traveled for DCS and the peer group of Texas school districts.

**Exhibit 10-7
Regular Program Miles by Category
Dallas County Schools and Peer School Districts
1999-2000**

District	Regular Program Route		Extracurricular (Field Trips)		Career & Technology Route		Deadhead/Other		Total Regular Program Odometer Miles
	Miles	Percent	Miles	Percent	Miles	Percent	Miles	Percent	
Austin	2,364,540	67%	254,718	7%	39,492	1%	881,331	25%	3,540,081
El Paso	669,422	38%	262,813	15%	68,566	4%	782,307	44%	1,783,108
Fort Worth	2,425,680	57%	829,380	19%	182,033	4%	827,862	19%	4,264,955
Houston	9,011,988	75%	957,600	8%	181,656	2%	1,818,756	15%	11,970,000
SAISD	500,950	42%	428,497	36%	35,654	3%	222,552	19%	1,187,653
SA Northside	2,647,303	62%	289,987	7%	38,322	1%	1,322,281	31%	4,297,893
Peer Average	2,936,647	65%	503,833	11%	90,954	2%	975,848	22%	4,507,282
DCS Total (All districts)	6,446,946	82%	1,193,704	15%	197,136	2%	123,926	2%	7,961,712

Source: TEA Operations Report and Route Services Reports 1999-2000.

Regular program route miles and career and technology route miles are eligible for state reimbursement. The TEA Handbook on School Transportation Allotments states route miles eligible for reimbursement should be measured beginning and ending at the last campus served for home-to-school route service or first campus served for school-to-home route service.

DCS receives state reimbursement based on eligible route miles. Eligible route miles do not include extracurricular miles, deadhead miles or other miles reported to TEA. The TEA Handbook on School Transportation Allotments defines deadhead miles as the miles that occur between the locations where the student transportation vehicle is parked during the day or night and the campus where the route officially begins and ends. In **Exhibit 10-7**, deadhead/other miles are calculated by subtracting regular program route miles, extracurricular miles and career and technology route miles from the total regular program odometer miles. Using this calculation, DCS reports one percent of total regular program odometer miles for non-reimbursed deadhead/other miles compared to the peer average of 22 percent.

According to TEA, the eligible reimbursable miles may be more than the actual route miles for service. The eligible reimbursable route miles may represent a greater share of total miles traveled, thus reducing the non-reimbursed deadhead/other miles.

TEA reimbursement for special program transportation is not based on linear density. The per-mile allotment rate for special program transportation is set by the Texas Legislature. All transportation for special programs, except certain field trips, is eligible for state reimbursement at \$1.08 per mile. As shown in **Exhibit 10-8**, DCS reported 5,808,527 special program route miles in 1999-2000, of which 4,831,641 (83 percent) were for DISD students. The special program route miles reported by DCS include the routes operated by DISD for students who use a wheelchair.

Exhibit 10-8
Special Program Miles and Riders for Districts served by Dallas
County Schools
1999-2000

District	Special Program Route Miles	Special Program Riders	
		Daily Riders	Annual Riders

Cedar Hill	37,764	23	4,140
Coppell	111,581	96	17,280
DeSoto	60,461	66	11,880
Highland Park	16,568	55	9,900
Irving	352,503	666	119,880
Lancaster	58,997	65	11,700
Richardson	339,012	349	62,820
Total Not Including DISD	976,886	1,320	237,600
DISD	4,831,641	4,022	723,960
DCS Total	5,808,527	5,342	961,560
DISD as Percent of DCS Total	83%	75%	75%

Source: TEA Route Services Reports 1999-2000. Annual riders calculated by multiplying daily riders by 180 school days; the actual number of school days may not include summer school for some special education students.

The 4,022 DISD daily special program riders include 3,732 students served by DCS and 290 students served by DISD. The students served by DCS represent 70 percent of all special program riders, and the students served by DISD represent 5 percent of all special program riders.

Exhibit 10-9 shows a comparison of reimbursable special program route miles and other odometer miles for DCS and the peer group of Texas school districts. The 5,808,527 special program route miles reported by DCS include 438,030 miles operated by DISD for students with who use a wheelchair.

Exhibit 10-9
Special Program Miles by Category
Dallas County Schools and Peer School Districts
1999-2000

District	Special Program Route	Extracurricular (Field Trips)	Career & Technology Route	Deadhead/Other	Total Special Program Odometer Miles
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	Miles	Percent	Miles	Percent	Miles	Percent	Miles	Percent	
Austin	1,684,712	66%	0	0%	0	0%	852,346	34%	2,537,058
El Paso	990,685	50%	29,201	1%	66,875	3%	893,085	45%	1,979,846
Fort Worth	1,654,200	68%	3,193	<1%	36,660	2%	745,296	31%	2,439,349
Houston	5,230,498	66%	71,820	1%	0	0%	2,677,682	34%	7,980,000
SAISD	947,192	86%	0	0%	0	0%	158,027	14%	1,105,219
SA Northside	1,623,197	75%	31,187	1%	28,626	1%	483,912	22%	2,166,922
Peer Average	2,021,747	67%	22,567	1%	22,027	1%	968,391	32%	3,034,732
DCS Total (All Districts)	5,808,527	98%	68,673	1%	64,348	1%	-64,348	-1%	5,877,200

Source: TEA Operations Report and Route Services Report 1999-2000.

Note: Deadhead/other miles are calculated by subtracting special program route miles, extracurricular miles, and career and technology route miles from the total special program miles traveled.

DCS receives state reimbursements based on eligible route miles for special program routes and career and technology routes. Eligible route miles do not include extracurricular miles, deadhead miles or other miles reported to TEA. DCS' negative miles of deadhead/other result from reported reimbursable miles that are greater than the actual route miles for service, which is allowable per TEA. Using this calculation, DCS reports -1 percent special program odometer miles for non-reimbursed deadhead/other miles, compared to the peer average of 32 percent.

School districts may also provide transportation for regular program and special program students attending an approved career and technology education program not located at the student's school of regular attendance and not accessible without transportation. The reimbursement per mile for the career and technology program is based on the cost for regular program miles for the previous fiscal year as reported to the TEA in the Operations Report. In 1999-2000, DCS received a \$2.64 allotment per mile for 261,484 reimbursable career and technology transportation miles (**Exhibit 10-10**). Seventy-one percent of the career and technology miles traveled by DCS were for DISD students, who made up 88 percent of the career and technology student riders.

Exhibit 10-10
Total Reimbursable Miles and Riders for Career and Technology
Program
for Districts Provided Transportation by Dallas County Schools
1999-2000

District	Career and Technology			
	Annual Regular Miles	Annual Special Miles	Total Annual Miles	Annual Riders
Cedar Hill	0	7,218	7,218	3,960
Coppell	0	4,486	4,486	2,520
DeSoto	11,376	0	11,376	5,220
Highland Park	0	0	0	0
Irving	0	52,644	52,644	29,160
Lancaster	0	0	0	0
Richardson	0	0	0	0
Total Not Including DISD	11,376	64,348	75,724	40,860
DISD	185,760	0	185,760	313,020
DCS Total	197,136	64,348	261,484	353,880
DISD as Percent of DCS Total	94%	0%	71%	88%

Source: TEA Route Services Reports 1999-2000. Annual riders calculated by multiplying daily riders by 180 school days.

Under TEA guidelines, a school district may provide a private program, which reimburses eligible students for transportation provided by a parent or public transit. To be eligible, students must live in geographically isolated areas two or more miles from their home school and from the nearest available school bus route. The TEA Handbook on School Transportation Allotments says that determination should be made on a case-by-case basis, and only approved in extreme hardship cases.

DISD provides a private transportation program for regular program students that reimburses parents for private vehicle transportation or provides Dallas Area Rapid Transit (DART) bus passes. DISD coordinates this program and reports the mileage to DCS to include in the annual TEA Route Services Report. TEA reimburses private transportation at a rate of

25 cents per mile, up to a maximum of \$816 per student. In 1999-2000, DISD reported 68,400 reimbursable private program transportation miles for 22 students, for a state allotment of \$17,100. Other private transportation programs in 1999-2000 included San Antonio ISD (38,535 miles) and Houston (5,490 miles). The other school district served by DCS that offers a private transportation program is Richardson ISD (30,189 miles).

In 1999-2000, the state allocated \$15 million in transportation funding to DCS for the eight school districts it serves. Of the total, \$12.0 million (80 percent) was a reimbursement for DISD school transportation, including DISD-operated transportation for students who use a wheelchair. The DCS state reimbursement was 48 percent of the annual operations cost, not including capital outlay. **Exhibit 10-11** provides a comparison of annual operations cost and the 1999-2000 state allotment for DCS and peer school districts. The operations cost and state allotment for the regular program includes route miles and career and technology route miles. The operations cost and state allotment for the special program includes route miles and career and technology route miles.

Exhibit 10-11
State Reimbursement
Dallas County Schools and Peer School Districts
1999-2000

	Regular Program*			Special Program*		
	Operations Cost**	State Allotment	Percent State	Operations Cost**	State Allotment	Percent State
Austin	\$8,617,335	\$2,711,127	31%	\$6,572,545	\$1,819,489	28%
El Paso	\$4,296,818	\$989,477	23%	\$4,654,886	\$1,347,471	29%
Fort Worth	\$8,545,922	\$3,463,518	41%	\$4,803,480	\$1,873,420	39%
Houston	\$26,711,564	\$13,343,099	50%	\$12,531,275	\$5,648,938	45%
SAISD	\$3,063,049	\$775,936	25%	\$3,111,275	\$1,022,967	33%
SA Northside	\$8,063,699	\$3,342,250	41%	\$5,366,578	\$1,805,152	34%
Peer Average	\$9,883,065	\$4,104,235	42%	\$6,173,340	\$2,252,906	36%
DCS Total (All	\$18,704,213	\$8,579,122	46%	\$12,686,125	\$6,443,088	51%

districts)						
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Source: TEA Operations Report and Route Services Reports 1999-2000.

**Operations Cost and State Allotment include career and technology routes.*

***Operations cost excludes capital outlay and debt service.*

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DCS receives a state reimbursement for a higher percentage of operations costs than the average of its peers. DCS receives the second-highest percent state allocation for regular program transportation and the highest percent for special program transportation. Houston ISD and DCS receive a similar percentage state allotment for both regular and special programs.

Exhibit 10-12 provides a comparison of the state allotment to DCS and the allotment received as reimbursement for DISD's student transportation. State allotments for career and technology routes are shown separately from regular and special routes. DISD career and technology routes are for regular program riders only.

**Exhibit 10-12
State Allotment to Dallas County Schools and DISD
1999-2000**

Program	DCS Total	DISD	DISD as Percent of DCS
Regular Program	\$8,058,683	\$6,293,240	78%
Special Program	\$6,273,209	\$5,218,172	83%
Career and Technology Program	\$690,318	\$490,406	71%
Private Program	\$24,647	\$17,100	69%
Total	\$15,046,857	\$12,018,918	80%

Source: TEA Operations Report and Route Services Report 1999-2000.

Exhibit 10-13 shows the annual riders, annual odometer miles and number of buses for DCS compared to peer districts for 1999-2000.

**Exhibit 10-13
Operating Statistics
Dallas County Schools and Peer School Districts
1999-2000**

	Regular Program			Special Program		
	Annual Riders*	Total Odometer Miles Traveled	Buses	Annual Riders*	Total Odometer Miles Traveled	Buses
Austin	2,726,280	3,540,081	254	394,740	2,537,058	197
El Paso	1,606,320	1,783,108	195	367,020	1,979,846	104
Fort Worth	2,198,700	4,264,955	236	316,800	2,439,349	144
Houston	7,215,480	11,970,000	866	2,566,260	7,980,000	584
SAISD	1,132,920	1,187,653	56	266,760	1,105,219	110
SA Northside	4,547,880	4,297,893	359	445,860	2,166,922	131
Peer Average	3,237,930	4,507,282	328	726,240	3,034,732	212
DCS Total	6,800,040	7,961,712	985	997,200	5,877,200	395

*Source: TEA Operations Report and Route Services Report 1999-2000. * Annual riders calculated by multiplying average daily riders by 180 school days. The actual number of school days may not include summer school for some special education students. Annual riders include career and technology riders.*

DCS has more regular program buses than its peers and the second-highest number of annual regular riders and annual regular odometer miles traveled. DCS has the second-highest number of special program buses, annual special riders and annual special odometer miles traveled.

Exhibit 10-14 includes service effectiveness indicators for DCS and its peer districts. Riders include students on home-to-school routes and career and technology routes. Miles are the total odometer miles traveled including deadhead and other non-route miles. Buses are the total number of buses and includes route buses and spare buses. TEA does not require each school district to report the number of route buses it uses.

Exhibit 10-14
Service Effectiveness Indicators
Dallas County Schools and Peer School Districts
1999-2000

District	Regular Program		Special Program	
	Riders/Mile	Riders/Bus	Riders/Mile	Riders/Bus
Austin	0.77	60	0.16	11
El Paso	0.90	46	0.19	20
Fort Worth	0.52	52	0.13	12
Houston	0.60	46	0.32	24
SAISD	0.95	112	0.24	13
SA Northside	1.06	70	0.21	19
Peer Average	0.72	55	0.24	19
DCS Total	0.85	38	0.17	14
DCS Percent Different from Peer Average	18%	-31%	-29%	-26%

Source: TEA Operations Report and Route Services Report 1999-2000.

DCS reports 18 percent more riders per mile for regular program routes including career and technology students than the peer average, and 29 percent fewer riders per mile for special program routes, also including career and technology students. The riders per bus for DCS is 31 percent lower than the peer average for regular program students and 26 percent lower than the peer average for special program students.

The average number of annual odometer miles traveled for each bus reported for 1999-2000 is shown in **Exhibit 10-15** for DCS and the peer districts.

Exhibit 10-15
Annual Odometer Miles Traveled per Bus
Dallas County Schools and Peer School Districts
1999-2000

District	Regular Program	Special Program
Austin	13,937	12,878
El Paso	9,144	19,037
Fort Worth	18,072	16,940
Houston	13,822	13,664
SAISD	21,208	10,047

SA Northside	11,972	16,541
Peer Average	13,742	14,851
DCS Total	8,083	14,879
DCS Percent Different from Peer Average	-41%	0%

Source: TEA Operations Report 1999-2000.

DCS reports 41 percent fewer average annual odometer miles traveled per regular bus than the average of its peer school districts in Texas. DCS reported the fewest number of miles traveled per regular bus of all the peers. The annual odometer miles traveled per DCS special program bus is 4 percent higher than the peer average.

The bus fleet size by age category for DCS buses and peer districts is provided in **Exhibit 10-16**.

Exhibit 10-16
Regular and Special Program Bus Fleet Size and Age
Dallas County Schools and Peer School Districts
1999-2000

	Regular Program Buses in Age Category			Special Program Buses in Age Category		
	0 to 5 Years	5 to 10 Years	10 or more Years	0 to 5 Years	5 to 10 Years	10 or more Years
Austin	142	14	98	73	22	102
El Paso	0	138	57	14	27	63
Fort Worth	43	60	133	75	41	28
Houston	308	194	364	255	106	223
SAISD	40	7	9	18	37	55
SA Northside	141	67	151	58	47	26
Peer Average	112	80	135	82	47	83
DCS Total	422	257	306	162	188	45

Source: TEA School Transportation Operating Report 1999-2000.

The average fleet age for DCS buses and peer districts is provided in **Exhibit 10-17**.

Exhibit 10-17
Regular and Special Program Bus Fleet Age Distribution
Dallas County Schools and Peer School Districts
1999-2000

	Percent of Regular Program Bus Fleet in Age Category			Percent of Special Program Bus Fleet in Age Category		
	0 to 5 Years	5 to 10 Years	10 or more Years	0 to 5 Years	5 to 10 Years	10 or more Years
Austin	56%	6%	39%	37%	11%	52%
El Paso	0%	71%	29%	13%	26%	61%
Fort Worth	18%	25%	56%	52%	28%	19%
Houston	36%	22%	42%	44%	18%	38%
SAISD	71%	13%	16%	16%	34%	50%
SA Northside	39%	19%	42%	44%	36%	20%
Peer Average	34%	24%	41%	39%	22%	39%
DCS Total	43%	26%	31%	41%	48%	11%
DCS Percent Different from Peer Average	26%	8%	-24%	5%	118%	-72%

Source: TEA Operations Report 1999-2000.

Exhibit 10-18 compares transportation cost efficiency indicators for 1999-2000 for DCS and its peer districts. Operations costs include total cost as shown in **Exhibit 10-11**. Miles used for calculating the cost per mile are taken from the TEA Operations Report and are derived from odometer readings. Odometer miles are illustrated in **Exhibit 10-13** and include all miles traveled for routes, extracurricular field trips, deadhead miles, maintenance runs and other sources of miles traveled.

Exhibit 10-18
Cost Efficiency
Dallas County Schools and Peer School Districts
1999-2000

District	Regular Cost/Mile	Special Cost/Mile
Austin	\$2.43	\$2.59
El Paso	\$2.41	\$2.35
Fort Worth	\$2.00	\$1.97
Houston	\$2.23	\$1.57
SAISD	\$2.58	\$2.82
SA Northside	\$1.88	\$2.48
Peer Average	\$2.19	\$2.03
DCS Total	\$2.35	\$2.16
DCS Percent Different from Peer Average	7%	6%

Source: TEA Operations Report and Route Services Reports 1999-2000.

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For regular program travel, the DCS cost per mile is 7 percent higher than the peer average. The DCS special program cost per mile is 6 percent higher the peer average. The director of Transportation for DCS said transportation costs reported by DCS include indirect costs for personnel, business and payroll that peer school districts may not include.

Odometer miles include all miles traveled, including extracurricular trips. The number of riders on extracurricular trips are not reported to TEA; only student riders on route miles (regular, special and career and technology) are reported to TEA. To determine the route cost per student rider, TSPR determined the cost for route miles only and divided by the number of student riders. This indicator eliminates the cost of extracurricular miles and deadhead/other miles from the per-rider cost.

The cost for route miles is calculated by multiplying the cost per odometer mile (shown in **Exhibit 10-18** for both regular program and special program) by route miles (shown in **Exhibit 10-6** for regular program and **Exhibit 10-8** for special program). The route cost per regular rider for 1999-2000 for DCS and peer districts is shown in **Exhibit 10-19**.

Exhibit 10-19
Service Effectiveness and Cost Effectiveness Indicators for Regular Program Route Miles
Dallas County Schools and Peer School Districts
1999-2000

District	Annual Route Miles	Cost for Route Miles	Annual Route Riders	Riders/Route Mile	Route Cost/Rider
Austin	2,364,540	\$5,755,810	2,696,940	1.14	\$2.13
El Paso	669,422	\$1,613,130	1,501,380	2.24	\$1.07
Fort Worth	2,425,680	\$4,860,467	2,084,400	0.86	\$2.33
Houston	9,011,988	\$20,110,634	7,099,740	0.79	\$2.83
SAISD	500,950	\$1,291,989	1,085,220	2.17	\$1.19

SA Northside	2,647,303	\$4,966,865	4,483,980	1.69	\$1.11
Peer Average	2,936,647	\$6,433,149	3,158,610	1.08	\$2.04
DCS Total	6,446,946	\$15,145,618	6,481,800	1.01	\$2.34
DCS Percent Different from Peer Average				-6%	15%

Source: TEA Operations Reports and Route Services Reports 1999-2000.

The DCS operations cost per mile of \$2.35 for the regular program is similar to the peer average of \$2.19 (shown in **Exhibit 10-18**), however, DCS' riders per route mile for the regular program is 1.01, 6 percent lower than the peer average of 1.08. A lower number of riders per route mile results in a higher route cost per rider. The DCS route cost per regular program rider is 15 percent higher than the peer average.

The route cost per special rider for 1999-2000 for DCS and peer districts is shown in **Exhibit 10-20**.

Exhibit 10-20
Service Effectiveness and Cost Effectiveness Indicators for Special
Route Miles
Dallas County Schools and Peer School Districts
1999-2000

District	Annual Route Miles	Cost for Route Miles	Annual Route Riders	Riders / Route Mile	Route Cost/ Rider
Austin	1,684,712	\$4,364,443	394,740	0.23	\$11.06
El Paso	990,685	\$2,329,235	337,320	0.34	\$6.91
Fort Worth	1,654,200	\$3,257,392	241,380	0.15	\$13.49
Houston	5,230,498	\$8,213,635	2,566,260	0.49	\$3.20
SAISD	947,192	\$2,666,417	266,760	0.28	\$10.00
SA Northside	1,623,197	\$4,019,994	432,360	0.27	\$9.30
Peer Average	2,021,747	\$4,141,853	706,470	0.35	\$5.86
DCS Total	5,808,527	\$12,537,892	961,560	0.17	\$13.04
DCS Percent Different from Peer Average				-41%	123%

Source: TEA Operations Reports and Route Services Reports 1999-2000.

The DCS total for special route miles includes transportation operated by DISD. **Exhibit 10-21** compares the route miles, operations cost and riders for DCS and special program transportation operated by DISD.

Exhibit 10-21
Cost Indicators for Special Program Transportation
Dallas County Schools and DISD
1999-2000

District	Annual Route Miles	Cost for Route Miles	Annual Route Riders	Riders/ Route Mile	Route Cost/ Rider
DISD Operated	438,030	\$1,494,668	52,245	0.12	\$28.61
DCS Operated	5,370,497	\$11,043,224	909,315	0.17	\$12.14
DCS Total	5,808,527	\$12,537,892	961,560	0.17	\$13.04

Source: TEA Operations Reports and Route Services Reports 1999-2000. Operations Report submitted to DCS by DISD Bus Transportation Division.

DISD reports 0.12 riders per route mile for special program students, 66 percent lower than the peer average 0.35 riders per route mile as shown in **Exhibit 10-20**. The DISD route cost per special program rider is \$28.61, nearly five times the peer average of \$5.86 per rider as shown in **Exhibit 10-20**.

Cost indicators for DCS special program service can be calculated by subtracting the DISD service from the DCS total. (**Exhibit 10-21**).

The DCS operations cost per mile of \$2.16 for the special program is above the peer average of \$2.03 (shown in **Exhibit 10-18**), however, DCS reports 0.17 riders per route mile for the special program, 51 percent lower than the peer average of 0.35 riders per route mile as shown in **Exhibit 10-20**. A lower number of riders per route mile results in a higher route cost per rider. The DCS route cost per special program rider is \$12.14, 107 percent more than the peer average \$5.86 per rider.

TEA Operations Reports and the Route Services Reports provide a five-year history for the total DCS student transportation program. **Exhibit 10-22** documents the total miles of school transportation provided by DCS by category of service. Career and technology route miles are included with regular or special miles as reported by DCS.

Exhibit 10-22
Annual Odometer Miles
Dallas County Schools for All Districts
1995-96 through 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-2000
Regular Miles					
Route Miles (with Deadhead)	8,143,978	8,961,763	8,151,754	6,773,371	6,708,461
Extracurricular Miles	1,183,465	1,108,920	1,255,842	1,226,880	1,193,704
Other Miles	0	0	0	0	59,547
Total Regular Odometer Miles	9,327,443	10,070,683	9,407,596	8,002,251	7,961,712
Percent Change		8%	-7%	-15%	-1%
Special Miles					
Route Miles (with Deadhead)	5,272,421	6,950,606	12,139,226	6,395,804	5,808,527
Extracurricular Miles	75,732	78,807	94,525	8,902	68,673
Other Miles	0	0	0	0	0
Total Special Odometer Miles	5,348,153	7,029,413	12,233,751	6,404,706	5,877,200
Percent Change		31%	74%	-48%	-8%
TOTAL	14,675,596	17,100,096	21,641,347	14,406,957	13,838,912
Percent Change		17%	27%	-33%	-4%

Source: TEA Operations Reports 1995-96 through 1999-2000.

Exhibit 10-23 shows operations cost, annual odometer miles, annual route riders and performance indicators for DCS' regular and special program routes for the past five years. Career and technology miles and riders are included with regular program, as reported by DCS. Regular operations cost and odometer miles have remained steady, with a peak in 1996-97. Special program data reflect a peak in both miles and riders in 1997-98. DCS did not provide an explanation for the variances in special program data, however, DCS revised procedures for reporting student riders and route miles in 1999.

Exhibit 10-23
Transportation Operations Statistics
Dallas County Schools for All Districts
1995-96 through 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-2000
Operations Cost*					
Regular Program	\$19,801,901	\$21,390,011	\$16,212,204	\$17,899,853	\$18,704,213
Special Program	\$9,236,574	\$8,829,984	\$13,503,960	\$12,745,223	\$12,686,125
Total	\$29,038,475	\$30,219,995	\$29,716,164	\$30,645,076	\$31,390,338
Percent Change		4%	-2%	3%	2%
Annual Odometer Miles					
Regular program	9,327,443	10,070,683	9,407,596	8,000,251	7,961,712
Special Program	5,348,153	7,029,413	12,233,751	6,404,706	5,877,200
Total	14,675,596	17,100,096	21,641,347	14,404,957	13,838,912
Percent Change		17%	27%	-33%	-4%
Total Operations Cost per Odometer Mile					
Regular Program	\$2.12	\$2.12	\$1.72	\$2.24	\$2.35
Percent Change		0%	-19%	30%	5%
Special Program	\$1.73	\$1.26	\$1.10	\$1.99	\$2.16
Percent Change		-27%	-13%	81%	9%
Annual Route Riders					
Regular Program	8,952,120	9,458,100	9,432,900	7,187,400	6,835,680
Special Program	1,756,440	1,962,540	2,275,740	1,083,960	961,560

Total	10,708,560	11,420,640	11,708,640	8,271,360	7,797,240
Percent Change		7%	3%	-29%	-6%
Total Operations Cost per Route Rider					
Regular Program	\$2.21	\$2.26	\$1.72	\$2.49	\$2.74
Percent Change		2%	-24%	45%	10%
Special Program	\$5.26	\$4.50	\$5.93	\$11.76	\$13.19
Percent Change		-14%	32%	98%	12%

*Source: TEA Operations Reports and Route Services Reports 1995-96 through 1999-2000. *Operations costs exclude capital outlay and debt service.*

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Exhibit 10-24 summarizes DCS transportation operations costs by type of expenditure and capital outlay from 1995-96 to 1999-2000.

Exhibit 10-24
Transportation Operations Cost by Type of Expenditure
Dallas County Schools for All Districts
1995-96 through 1999-2000

Type of Expenditure	1995-96	1996-97	1997-98	1998-99	1999-2000
Salaries and Benefits	\$22,684,592	\$23,664,625	\$23,246,639	\$24,856,525	\$25,393,957
Purchased Services	\$1,459,879	\$1,519,210	\$1,135,941	\$1,644,306	\$1,418,166
Supplies and Material	\$3,123,885	\$3,161,719	\$2,856,077	\$2,436,550	\$3,175,201
Other Expenses	\$1,770,119	\$1,874,441	\$2,477,507	\$1,707,695	\$1,403,014
Total Operations Cost	\$29,038,475	\$30,219,995	\$29,716,164	\$30,645,076	\$31,390,338
Capital Outlay	\$17,220,223	\$18,580,565	\$5,011,844	\$5,439,014	\$4,692,419

Source: TEA Operations Reports 1995-96 through 1999-2000.

Exhibit 10-25 shows the number of annual riders, reimbursable route miles and TEA reimbursement from 1995-96 through 1999-2000 for the eight school districts DCS serves. In the data supplied to TSPR by TEA, the total reported reimbursable route miles (**Exhibit 10-25**) exceeded the reported odometer miles (**Exhibit 10-22**) for 1995-96 and 1996-97.

Exhibit 10-25
Annual Reimbursable Route Miles, Riders and State Allotment

**Dallas County Schools for All Districts
1995-96 to 1999-2000**

Category	1995-96	1996-97	1997-98	1998-99	1999-2000
Annual Reimbursable Route Miles					
Regular Program	6,593,976	6,659,124	7,709,653	6,721,081	6,446,946
Special Program	10,654,912	11,827,562	12,139,226	6,355,452	5,808,527
Career and Technology	1,369,454	1,105,913	525,712	110,714	261,484
Private Program	263,520	200,467	206,720	146,718	98,589
Total DCS	18,881,862	19,793,066	20,581,311	13,333,965	12,615,546
Percent Change		4.8%	4.0%	-35.2%	-5.4%
Annual Route Riders					
Regular Program	8,148,420	8,386,020	8,209,260	7,112,160	6,481,800
Special Program	1,756,440	1,962,540	2,275,740	1,083,960	961,560
Career and Technology	803,700	1,072,080	1,223,640	75,240	353,880
Private Program	16,200	19,080	14,940	10,440	7,200
Total DCS	10,724,760	11,439,720	11,723,580	8,281,800	7,804,440
Percent Change		6.7%	2.5%	-29.4%	-5.8%
Annual Total Operations Cost					
Regular Program (including Career and Technology)	\$19,801,901	\$21,390,011	\$16,212,204	\$17,899,853	\$18,704,213
Special Program	\$9,236,574	\$8,829,984	\$13,503,960	\$12,745,223	\$12,686,125

Total DCS	\$29,038,475	\$30,219,995	\$29,716,164	\$30,645,076	\$31,390,338
Percent Change		4%	-2%	3%	2%
Annual State Allotment					
Regular Program	\$8,242,470	\$8,323,905	\$9,637,006	\$8,401,351	\$8,058,683
Special Program	\$11,507,305	\$12,773,767	\$13,110,364	\$6,863,888	\$6,273,209
Career and Technology	\$4,491,809	\$3,786,646	\$1,813,706	\$223,642	\$690,318
Private Program	\$65,880	\$50,117	\$51,680	\$36,380	\$24,647
Total DCS	\$24,307,464	\$24,934,435	\$24,612,756	\$15,525,261	\$15,046,857
Percent Change		2.6%	-1.3%	-36.9%	-3.1%
State Allotment as Percent of Operations Cost					
Percent	84%	83%	83%	51%	48%

Source: TEA Operations Reports and Route Services Reports 1995-96 through 1999-2000.

Reported route miles, riders and the state allocation rate remained steady from 1995-96 to 1997-98, then dropped in 1998-99 and again in 1999-2000. The changes in miles traveled, riders and state allocations have not been excessive.

The variations in the student riders and route miles reported by DCS and the TEA state allotment are in part due to a change in DCS reporting procedures. In January 1999, TEA issued the findings of a school transportation audit of DCS for 1995-96, 1996-97 and 1997-98. The audit included the following findings related to DISD:

- Complete and accurate rosters of student riders for each route were not maintained in some instances;
- Special needs transportation was sometimes provided when it was not required;
- DCS was not able to provide rosters for student riders used to generate the official counts;
- DCS was not in compliance with rules concerning official counts as disclosed in the *TEA Handbook on School Transportation*

Allotments in that the rosters turned in for the official rider counts did not distinguish students who actually rode on the official count dates;

- Several rosters showed that counts were not taken on the official count dates;
- Test checks of student attendance on four count dates disclosed that several students were absent, not enrolled, withdrawn or transferred. The error rate for October 1, 1997 was 17 percent; for November 5, 1997 the error rate was 35 percent; for January 7, 1998, 22 percent; and for February 4, 1998, 57 percent. The overall error rate was 22 percent; and
- Several student riders were incorrectly reported under the career and technology program instead of the regular-desegregation program.

In response to the audit, DCS accepted each finding except the last point. DCS appealed the finding that miles were reported for career and technology funding when they should have been reported as regular-desegregation. TEA said the response did not change the auditor's finding.

TEA made a \$5,087,224 adjustment to the funds paid to DCS on behalf of DISD as a result of the discrepancy. The superintendent of DCS told TSPR the adjustment was absorbed by DCS and not passed on to DISD.

DCS changed its reporting procedures as a result of the audit. With new procedures for counting riders, the number of students reported was smaller in subsequent years. Fewer student riders also meant fewer route miles reported and less funding reimbursed by TEA.

Reports submitted to TEA are the best available sources of data for comparing the different transportation programs of school districts in the state. However, DCS reports totals in the Operations Report. Specific information about DISD operating and capital costs, odometer miles and buses is not available from TEA.

DCS provided the operations costs allocated by DCS to provide transportation for DISD, as shown in **Exhibit 10-26**. Each spring, DCS prepares a one-page budget worksheet with the projected operations costs for each of the eight school districts. The worksheet documents estimated cost and revenues, excluding the cost of field trips but including bus purchases.

The estimate for cost is based on projected miles traveled and includes salaries, contracted services, supplies, and other operating and capital expenditures, including buses. The estimates for funding sources include the expected state allocation based on projected reimbursable miles and a

contribution from DCS' property tax revenues. DCS determines the amount of the available tax revenue allocated to each district. The Texas Education Code includes provisions for distributing DCS tax revenues throughout the county according to the student enrollment for each district.

The difference between costs and funds from the state allocation and the DCS contribution is the amount DCS charges each district (**Exhibit 10-26**). The figures represent budgets, not expenditures, so state allocations are not equal to those shown in **Exhibit 10-27**. The figures in **Exhibit 10-26** do not include the costs of extracurricular transportation, which DCS bills separately.

Exhibit 10-26
Financial Data for DISD Student Transportation
Provided by Dallas County Schools
1995-96 to 2000-01

Category	1995-96	1996-97*	1997-98	1998-99**	1999-2000	2000-01
DISD Operational Cost	\$18,683,154	\$21,995,034	\$21,740,653	\$19,052,532	\$19,894,317	\$20,292,332
Capital Outlay	\$1,319,758	\$3,447,005	\$5,142,243	\$3,421,689	\$2,717,266	\$3,014,965
Total Cost for DISD	\$20,002,912	\$25,442,040	\$26,882,896	\$22,474,221	\$22,611,583	\$23,307,297
Percent Change		27%	6%	-16%	1%	3%
Less: State Allotment	\$17,069,786	\$20,573,675	\$22,555,132	\$12,153,335	\$11,434,905	\$10,856,761
Percent Change		21%	10%	-46%	-6%	-5%
Less: DCS Contribution	\$2,933,126	\$2,886,908	\$2,380,270	\$2,577,282	\$1,914,750	\$1,890,000
Percent Change		-2%	-18%	8%	-26%	-1%
Balance to be Funded by DISD	\$0	\$0*	\$1,947,494	\$8,482,663	\$9,261,928	\$10,560,535
Percent		-	-	336%	9%	14%

Change						
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Source: Estimated transportation budgets for DISD provided by DCS, 1995-96 to 1999-2000.

* Total cost for DISD less state allocation and DCS contribution for 1996-97 leaves \$1,981,456 unassigned.

** The 1998-99 data are from August 1999 and represent actual.

When the TEA state reimbursement to DCS was reduced in 1997-98, the amount funded by the local school district increased. The expense to DISD increased from zero in 1996-97 to \$1.9 million in 1997-98 and \$8.5 million in 1998-99, as illustrated in **Exhibit 10-26**. The expense to DISD in 1999-2000 was \$9.3 million and is budgeted for \$10.6 million in 2000-01.

TEA Route Services Reports provide some DISD-specific operations data. **Exhibit 10-27** shows annual reimbursable route miles, annual ridership and the state allocation from 1995-96 to 1999-2000 for DISD. The data for 1998-99 and 1999-2000 were from Route Services Reports provided by TEA. TEA was not able to locate the records for earlier years. The data for 1995-96, 1997-98 and 1998-99 were provided by DCS.

Exhibit 10-27
DISD Annual Reimbursable Route Miles, Riders and State Allotment
1995-96 to 1999-2000

Category	1995-96	1996-97	1997-98	1998-99	1999-2000
Annual Reimbursable Route Miles					
Regular Program	5,273,028	5,166,810	5,892,606	5,263,524	5,034,592
Special Program	9,563,436	10,653,592	11,117,834	5,466,716	4,831,641
Career and Technology	1,284,782	1,041,048	501,588	48,510	185,760
Private Program	100,260	102,600	130,590	95,184	68,400
Total DISD	16,221,506	16,964,050	17,642,618	10,873,934	10,120,393
Percent Change		5%	4%	-38%	-7%
Total DCS	18,881,862	19,793,066	20,581,311	13,333,965	12,615,546

DISD Percent of DCS	86%	86%	86%	82%	80%
Annual Riders					
Regular Program	5,978,880	6,039,540	6,313,680	4,797,540	4,362,660
Special Program	1,528,020	1,754,460	1,791,360	875,160	723,960
Career and Technology	583,200	604,440	692,280	38,700	313,020
Private Program	6,120	4,140	5,760	4,500	3,960
Total DISD	8,096,220	8,402,580	8,803,080	5,715,900	5,403,600
Percent Change		4%	5%	-35%	-5%
Total DCS	10,724,760	11,439,720	11,723,580	8,281,800	7,804,440
DISD Percent of DCS	75%	73%	75%	69%	69%
Annual Total Operations Cost*					
DISD Operations Cost	\$18,683,154	\$21,995,034	\$21,740,653	\$19,052,532	\$19,894,317
Percent Change		18%	-1%	-12%	4%
Total DCS	\$29,038,475	\$30,219,995	\$29,716,164	\$30,645,076	\$31,390,338
DISD Percent of DCS	64%	73%	73%	62%	63%
Annual State Allotment					
Regular Program	\$6,591,285	\$6,458,513	\$7,365,758	\$6,579,405	\$6,293,240
Special Program	\$10,328,511	\$11,505,879	\$12,007,261	\$5,904,053	\$5,218,172
Career and	\$4,214,085	\$3,564,548	\$1,730,479	\$139,709	\$490,406

Technology					
Private Program	\$25,065	\$18,768	\$26,112	\$20,400	\$17,100
Total DISD	\$21,158,946	\$21,547,708	\$21,129,610	\$12,643,567	\$12,018,918
Percent Change		2%	-2%	-40%	-5%
Total DCS	\$24,307,464	\$24,930,011	\$24,612,817	\$15,525,561	\$15,046,857
DISD Percent of DCS	87%	86%	86%	81%	80%
Actual State Allotment as Percent of DISD Operations Cost*					
Percent	113%	98%	97%	66%	60%

*Source: TEA Route Services Reports 1995-96 through 1999-2000; TEA School Transportation Audit of DCS 1995-96, 96-97 and 97-98 school years; Route Services Reports supporting tables provided by DCS (1995-96 and 96-97). * Estimated transportation budgets for DISD provided by DCS, 1995-96 to 1999-2000.*

Chapter 10

A. STUDENT TRANSPORTATION OPERATED BY DALLAS COUNTY SCHOOLS PART 6

The DISD school board approved a three-year intergovernmental agreement with DCS in May 1999. The agreement began September 1, 1999 and continues through the end of the 2001-2002 school year. The agreement requires DISD and DCS to negotiate a successor agreement within 18 months of the termination date and have a new agreement 12 months before the termination date. If an agreement is not reached, either party may give notice of termination.

DISD principals and teachers say student transportation is generally reliable. Sixty-eight percent of principals and assistant principals who answered the TSPR survey agreed or strongly agreed that buses arrive and leave on time.

FINDING

DISD uses a new Internet-based computer scheduling system to reserve, approve and bill field trip transportation. Beginning with the 2000-01 school year, requests for extracurricular bus transportation were made through an Internet-based application called TRIPS (Transportation Requisition Input Process System) created by DCS. The TRIPS application is a new product offered by DCS, and DISD agreed to be the first large school district to implement the software for an entire district. DISD and DCS planned TRIPS implementation in late 1999. The agencies arranged for training for assistant superintendents, principals and field trip coordinators in 2000. The TRIPS program was in operation at the start of the 2000-01 school year.

At the school level, principals, teachers or authorized sponsors make reservations by entering the activity, number of buses, date and time, origin and destination and other relevant information into the TRIPS scheduling system. The school principal or authorized administrator must then approve the field trip-the system will automatically flag requests that are pending approval.

Once the field trip request is completed, TRIPS allows schools and departments to review and evaluate each invoice before payment. First, DCS sends an invoice to DISD. Then the secretary to the DISD chief financial officer receives all invoices for field trips from DCS. The secretary sends the invoices for payment approval and monitors the

process to ensure payment is made only for services provided. Unpaid, improperly paid or disputed invoices are automatically flagged so that DISD Transportation Department staff or the chief financial officer can quickly address the situation. The system also allows easy viewing of all reserved or completed trips for a school, the district or a department, depending on user authorization.

Principals and teachers say the system is simple and works well. In the TSPR survey, 80 percent of principals and assistant principals agreed or strongly agreed that the district has a simple method for requesting buses for special events.

COMMENDATION

DISD worked cooperatively with Dallas County Schools to implement an automated computer scheduling and billing system for field trip transportation.

FINDING

The intergovernmental agreement between DISD and DCS has no provisions or incentives for controlling costs. DCS calculates the operational cost of providing student transportation services each year and provides the expense to DISD for payment. DISD is not involved in a review of budget assumptions and calculations. DCS does not provide cost allocation and revenue allocation plans to DISD.

The intergovernmental agreement between DISD and DCS says the DISD yearly expense for transportation will be determined by DCS to include all direct operational expenses associated with providing transportation service plus an allocation of general and administrative costs equal to the ratio of the DISD direct costs to the total DCS direct transportation costs.

The DCS director of Transportation said the cost is based on the number of routes operated, buses used and miles traveled serving the district. Costs that can be specifically identified for DISD are directly allocated as a DISD operations cost. For example, the cost of operating and maintaining buses at a transportation lot that services only DISD routes is assigned directly to DISD. Costs that are shared are allocated to different school districts. For example, the cost of a transportation lot that serves several school districts is allocated proportionately to the school districts using the lot. Indirect costs such as general administration and management are allocated among school districts by DCS. DCS did not provide TSPR with the variables or methodology used to allocate indirect costs. DCS did not provide a formal cost allocation plan or statement of methodology.

According to provisions of the intergovernmental agreement, DCS officials meet with DISD each spring to present an estimate of the total operational cost for the following year. At the end of each school year, DCS determines the operational cost for the previous year on or before August 15. Any variance between the estimated total operational cost presented during the spring and the actual cost determined in August is paid to DCS. Neither DCS nor DISD could provide documentation of the historical trends in the amount of this annual adjustment. TSPR could not identify any DISD staff member who reviews the estimates of operational cost, the documentation of actual operational costs or the basis for the annual adjustment.

The intergovernmental agreement says DISD will receive credit for DCS' local contribution and TEA's transportation reimbursement. DCS determines the annual local contribution made to each school district. The DCS superintendent says DISD is credited with about 40 percent of DCS annual revenues allocated for transportation. The remaining revenues are allocated to the remaining six school districts according to miles traveled.

DCS provided the 1999-2000 projected cost worksheets for each district. The worksheets showed that in 1999-2000, DISD represented 80 percent of total DCS miles for student transportation and 57 percent of the funds allocated for transportation. The TEA reimbursement is calculated in accordance with reimbursement rates set by TEA. TEA reimbursement is based on the number of reimbursable miles reported by DCS for each transportation program. DCS allocates the TEA reimbursement by school district according to the reimbursable miles for that school district.

DCS calculates the amount DISD is to pay for student transportation each year by subtracting TEA's state allocation and the DCS' local contribution from the DISD annual operations and capital outlay (see **Exhibit 10-26**). The remaining balance is the amount DISD pays for transportation each year.

Per the intergovernmental agreement, operational costs owed to DCS are billed to the DISD central office in 10 equal monthly installments with the first invoice issued on September 1 and the final invoice on June 1. Payment is made by DISD by the 15th day of the month. The monthly installment payment for 2000-01 is \$1,056,053. Ten payments will be a total cost of \$10,560,530.

The cost of monitors, extracurricular transportation and transportation not included in the definition of operational cost are billed by DCS on a bi-weekly basis. When the intergovernmental agreement was signed, the charge for a monitor was \$13.50 per hour with a guarantee of three hours

per day, and the charge of extracurricular transportation was \$20 per hour with a \$40 minimum.

The intergovernmental agreement says all future transportation expenses for monitors and extracurricular programs shall be negotiated each July 1. DCS increased charges for monitors to \$14 per hour and charges for field trips to \$25 per hour with a \$50 minimum on September 1, 2000. The increase in charges was not provided to DISD for review or approval.

The intergovernmental agreement does not provide a clear definition of operational costs, but does list the following transportation services as operational costs:

- Regular;
- Special Education;
- Career and Technology;
- Desegregation;
- Vanguard/Academics (less than five or more students per home school);
- Juvenile (includes substance abuse);
- Gifted and Talented;
- Hazardous;
- Stand Alone;
- Kindergarten;
- Sick Runs;
- Regular Education Summer School and Summer Programs; and
- Safety.

The terms used to describe the programs are not clear, and are not consistent with TEA programs. Without specific definition of the services that qualify for each program, differences of opinion occur. For example, DISD says extracurricular field trips for desegregation should be included as part of the desegregation program included in operational costs. DCS says field trips are extracurricular and extracurricular is specifically addressed as a service to be billed by the hour. The contract provides no procedure for resolution of such differences. The DCS transportation director says if DCS does not include the extracurricular desegregation trips as extracurricular, then the miles will be assigned to the program in operational costs and any adjustment for increased cost will be billed to DISD as an adjustment at the end of the year. In March 2001, the DISD executive director for Transportation said the district is working with DCS to clarify the terms used to define the programs.

DCS says DISD made \$739,059 in payments toward the \$8,482,663 operations cost for student transportation in 1998-99. The balance of the amount due was \$7,743,604. The intergovernmental agreement signed in

May 1999 includes a provision that says the amount owed from fiscal 1998-99 will be amortized over three years and paid monthly. The amount was to have been determined through an audit process at the end of the 1998-99 school year and documented in a promissory note without interest. Neither DCS or DISD could provide TSPR with documentation of the audit or promissory note. DCS did provide a copy of a draft promissory note, but neither party signed the document. DISD provided a copy of the January 2001 invoice from DCS to DISD for the 2000-01 monthly operations installment of \$1,056,053 and \$258,120 as an operational charge for the 1998-99 school year. Thirty installment payments (three years at 10 installment payments each year) will equal the 1998-99 amount due, according to DCS. The DISD chief financial officer said these payments are made monthly. No one with DISD could verify that \$7,743,604 was actually the amount due.

Neither DISD nor DCS tracks costs by transportation program. TSPR requested information from DISD on transportation costs, but DISD was unable to provide a history of payments to DCS by type of service or program. For example, DISD cannot verify year-by-year payments to DCS for buses, operational costs and extracurricular field trips. DCS provided estimated budgets for 1997-98 to 2000-01, but this information reflects estimated and not actual costs and does not specify which services are included in the cost.

The intergovernmental agreement includes an assurance that DCS will provide the DISD chief financial officer with complete access to DCS' financial records related to the transportation services provided to DISD. The DISD chief financial officer has limited knowledge of DCS operational costs. The operational cost for DCS student transportation has increased dramatically since 1997-98, but the chief financial officer was not able to explain the reasons for the increase. The chief financial officer referred questions about DCS charges other than field trips to the DISD Internal Audit Department. The secretary to the DISD chief financial officer receives all invoices for field trips from DCS. The secretary sends the invoices for payment approval and monitors the process to ensure payment is made only for services provided.

The DISD Internal Audit Department is auditing DCS to determine whether DCS is in compliance with contract terms for operational and non-operational charges; the accuracy of the \$7.7 million promissory note; the accountability and disposition of DISD buses in inventory and those sold; and whether DCS' TEA reimbursements support payments submitted to DISD.

The audit was scheduled for September 1998 through October 2000. In November 2000, the auditor said DCS provided the files and

documentation requested after some initial delay. In March 2001, the auditor in charge had not completed the review of all of the files and documentation. Additional meetings were scheduled with DCS to gather more information.

Recommendation 156:

Renegotiate the intergovernmental agreement with Dallas County Schools for student transportation to include provisions for monitoring and controlling costs.

DISD should renegotiate the intergovernmental agreement with DCS for student transportation to include contract provisions for monitoring and controlling costs. The current agreement provides that DISD and DCS shall enter into negotiations for a successor agreement within 18 months of the termination date agreement and have a new agreement within 12 months of the termination date.

The terms of the renegotiated agreement should include a resolution of the disputed 1998-99 amount, a definition of the terms used to identify programs included in operational costs and the programs paid by the hour. The provisions for monitoring costs should include DISD's responsibility to review and approve the DCS methodology for cost allocation and revenue allocation.

When the annual budget is presented each spring, the DISD staff must review the DCS assumptions for routes, buses and services provided. Based on the service plan, DISD should review and approve the estimate of DCS' operational cost and a budget for extracurricular service and monitors. DISD should review and approve the DCS procedures for recording and reporting miles, number of riders and costs for student transportation to TEA. Each quarter, DISD should review the actual operational cost of student transportation and the actual cost for extracurricular service and monitors. Variances should be documented, discussed and monitored for adjustment to control costs while providing quality service. Quarterly reports should be presented to the DISD school board for anticipated budget adjustments.

Any contract for services should contain incentive clauses that encourage DCS to find ways to reduce costs while maintaining high-quality services. DISD will need to closely monitor services provided by DCS and measure performance against agreed-upon standards. These standards may include cost per bus, cost per mile, cost per student rider and the percentage reimbursed by the state.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Management Services, the chief financial officer and the executive director responsible for Transportation meet to discuss and document the financial management controls DISD should use in its contract with DCS.	August 2001
2.	The associate superintendent of Management Services enters into contract renegotiations with DCS. The associate superintendent of Management Services ensures the financial management controls and performance standards are included in the contract.	August 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

While DCS has implemented an automated computer scheduling and billing system for field trip transportation, DISD has not enforced the requirement in the intergovernmental agreement that DCS use an automated routing and scheduling system for home to school transportation by the 2000-01 school year. By terms of the intergovernmental agreement signed in May 1999, DCS committed to purchase a computerized bus routing system that would be used to more effectively develop and schedule bus routes. DCS does not use automated route planning and scheduling software. The DCS transportation director says the agency purchased software but has not implemented the program.

Automated route planning and scheduling software improves routing efficiency. Based on data provided to TEA for 1999-2000, DCS reported 1.01 riders per route mile for regular program, 6 percent less than the peer average of 1.08 riders per route mile. The DCS route cost per regular program rider was \$2.34, 15 percent more than the peer average of \$2.04. For special program transportation, DCS reported 0.17 riders per route mile, 51 percent less than the peer average of 0.35 riders per route mile. The DCS route cost for each special program rider was \$12.14, 107 percent more than the peer average of \$5.86.

Recommendation 157:

Require Dallas County Schools to implement automated routing and scheduling software.

Manual routing systems are inherently inefficient. Automating the routing process can identify inefficiencies and save the district money.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The general counsel issues a notice of failure to meet the contract requirement for using computerized routing and scheduling software.	August 2001
2.	The general counsel requires DCS to provide a schedule and implementation plan for automated routing and scheduling to be fully operational for planning routes and to estimate an operational budget for the 2001-02 school year.	September 2001

FISCAL IMPACT

Savings resulting from automated routing and scheduling systems can vary depending on the training and experience of routing and scheduling staff and whether the system is used correctly. One automated routing and scheduling vendor said implementation of their software could save up to 8 percent of operational costs. This fiscal impact assumes a conservative 4 percent savings of DISD's operational costs (\$19,894,317), or about \$795,773 annually. About half of the reduced costs are passed as direct savings to DISD.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Require Dallas County Schools to implement automated routing and scheduling software.	\$397,886	\$397,886	\$397,886	\$397,886	\$397,886

FINDING

The intergovernmental agreement between DISD and DCS does not include goals, objectives or performance measures so DISD can monitor DCS' performance and hold DCS accountable. There are no benchmarks to measure service effectiveness, cost effectiveness or service quality. The contract does not define a standard for on-time performance. DCS is not required to notify DISD of early or late runs, mechanical breakdowns or accidents, overloaded vehicles or any other problems that may be affecting service.

DCS is implementing a new Internet-based system for tracking complaints and problems reported to its hotline. However, DISD is not involved in the development of this system. DCS sponsors an annual performance review using independent contractors. DCS asks the independent contractors to visit a sample of schools in each school district served by DCS to observe student transportation. The independent contractors interview school administrators to ask about service quality. The DCS superintendent says the data and anecdotal information collected by the independent

contractors verify service quality. The DCS performance review is not coordinated with DISD. The DISD personnel who monitor student transportation are not notified in advance of the performance review visits and are not asked to meet with the independent contractors. The results of the performance review are not formally presented to DISD.

Exhibit 10-28 shows school systems comparable to DISD that outsource some or all of their transportation services. Each district measures contract performance on a number of factors.

Exhibit 10-28
School Systems that Contract Majority of Transportation
1999-2000

School System	Total Buses	Contractor Buses	Percent Contractor	Number of Contractors
Milwaukee Public Schools, WI	1,650	1,650	100%	16
Duval County Public Schools, FL	1,163	1,163	100%	110
Dallas Independent School District, TX*	899	850	95%	1
Rochester City School District, NY	664	570	86%	3
Minneapolis Public Schools, MN	650	475	73%	4
Anne Arundel County Public Schools, MD	602	519	86%	42

Source: School Bus Fleet, December 2000.

**Data for Dallas ISD provided by Dallas County Schools.*

Milwaukee Public Schools has written specifications and operating procedures for contractors including:

- Vehicles: maximum age, acceptable condition and reports required;
- School needs: school calendar, early dismissals and alterations of service;
- Riders: rider lists, procedure in case of absence of responsible person to receive very young or specifically designated students, evacuation drills and student discipline;

- Route descriptions;
- Route times;
- Notification of breakdowns;
- Invoices and payment;
- Drivers: roster, pay, drug testing, driver training;
- Field supervision: the contractor must develop a responsibility statement for its supervisors, describing how supervision will be conducted; and
- Required reports: list of reports and when they must be provided to the Milwaukee Public Schools, including driver and standby driver rosters, rider complaints and vehicle inspection reports.

Minneapolis Public Schools includes standards of performance in contracts with private vendors including:

- School bus driver must follow the bus route established by the district;
- Contractor must perform must perform all portions of every assigned school bus route;
- Buses may not arrive 10 or more minutes late for student pickup;
- Contractor must notify the district of late vehicles within 10 minutes;
- Contractor must notify the district immediately of a school bus accident and provide a copy of the accident report within 48 hours;
- Drivers must have bus route copies and maps in their vehicles;
- Contractor must have vehicles of proper capacity;
- Contractor must have operable two-way radios;
- Contractor must follow other district established policies and procedures;
- Drivers must be on the bus when students are dismissed from school; and
- Drivers may not leave assigned stops more than one minute early.

Minneapolis Public Schools charges contractors \$75 per incident for failure to perform, plus liquidated damages if a district bus or other contractor is required to cover a missed trip. The district has developed software to track and report on performance. The system will track breakdowns, late buses, problems on buses and complaints by schools, drivers and contractors. The district follows up on complaints or problems with field research and written notice to the contractors.

Miami-Dade County Public Schools in Florida contracts 10 percent of all school buses. The school system has a list of infractions that includes using unlicensed drivers, unapproved buses, the inability to communicate with company representatives and drivers, the inability to cover a run and not adhering to the School Bus Driver Handbook. Penalties depend on the

infraction and number of occurrences and include loss of route for 14 months, suspension from field trips and removal from the list of approved carriers.

Recommendation 158:

Include standards for measuring the performance of Dallas County Schools in the intergovernmental agreement.

DISD should include specific and objective performance measures for DCS in the intergovernmental agreement. DISD will need to closely monitor services provided by DCS and measure performance against agreed-upon standards.

Exhibit 10-29 suggests possible performance measures for outsourced student transportation.

**Exhibit 10-29
Suggested Performance Measures for Outsourced Student
Transportation**

Category	Performance Measures
Productivity	<ul style="list-style-type: none"> • Student riders per mile • Student riders per bus route
Cost	<ul style="list-style-type: none"> • Cost per route • Cost per mile • Cost per student rider • Percent state reimbursement
Safety	<ul style="list-style-type: none"> • Accidents per 100,000 miles of service • Student incidents per 1,000 students transported • Training curriculum for new drivers • Hours of in-service training for each driver • Hours of training for student discipline management and special needs children
Service Quality	<ul style="list-style-type: none"> • On-time performance • Maximum length of student time on school bus • Average bus occupancy per trip • Number of regular routes cancelled
Personnel	<ul style="list-style-type: none"> • Number of route driver positions vacant

	<ul style="list-style-type: none"> • Number of attendant positions vacant • Absentee rate for route drivers and attendants • Number of available relief drivers • Annual turnover rate
Customer Satisfaction	<ul style="list-style-type: none"> • Annual user survey of parents, school administrators • Referrals per route • Response time per referral
Vehicle Maintenance	<ul style="list-style-type: none"> • Percent of preventive maintenance inspections completed on-time • Miles between in-service breakdowns • Reported incidents of air-conditioning failure • Cost per bus for maintenance labor, parts and fuel

Source: TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Management Services, the chief financial officer and the executive director responsible for Transportation meet and identify measures of performance for DCS.	August 2001
2.	The associate superintendent of Management Services enters into contract renegotiations with DCS. The associate superintendent of Management Services ensures the measures of performance are included in the renegotiated contract.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD does not document the assignment of the value of assets for buses purchased by DCS that serve DISD; nor can the district's staff verify the number of buses it has helped DCS purchase. A DISD auditor is attempting to determine how many buses serve the district and what condition they are in, but the auditor has not reviewed all documentation concerning the buses.

DCS purchases all buses used by DISD students. The DCS superintendent says in the past, DISD contributed a portion (usually 50 percent) of the cost of new buses each year if they were used in DISD. DCS records, however, show that DCS added the annual capital outlay (including the cost of buses) for DISD to operational costs to determine the total costs for the district. DCS then subtracted its contribution and TEA's state allotment to calculate DISD's balance. DCS does not separate DISD's balance by operational costs and capital outlay. Representatives for DCS said DCS holds the title to all school buses.

While the DCS superintendent said DISD no longer provides funds for the purchase of buses beginning with the intergovernmental agreement in August 1999. DCS records show the calculations to determine DISD's costs have not changed from past practices. DCS allocates property tax funds, which are determined annually, to fund a portion of operational costs as provided in the agreement. DCS' superintendent also said the buses purchased in accordance with the intergovernmental agreement no longer are designated specifically for DISD. Certain provisions in the intergovernmental agreement, however, suggest otherwise:

- DCS will maintain its current fleet replacement schedule for the purchase of approximately 48 new air-conditioned school buses to be used to provide service to DISD
- DCS will use approximately 850 buses (770 active and 80 spare buses) to provide service to DISD
- DCS will provide an inventory of all buses that have been and will be purchased with DISD funds and which have been assigned to DISD (list to include model and vehicle identification number)
- If either DCS or DISD decide to dissolve this Agreement then title to the buses assigned to DISD and listed in the inventory shall revert to DISD

Per the above provisions, if the agreement between DISD and DCS is not renewed, the district would keep all buses purchased specifically for use in DISD. DCS and the district disagree about the number of buses this would involve; and separate school bus inventory lists maintained by DISD and DCS reflect this conflict. According to DISD, DCS uses 711 buses to serve DISD students, and those buses would belong to the district. DCS reported using 850 buses to serve DISD students, and 311 of them would belong to the district if the agreement is not renewed.

The district cannot determine how much money it contributed for the purchase of school buses. Electronic files provided by DISD's Accounting Department only list check numbers and amounts paid to DCS year after year, with no explanation of the purpose of each expense.

Recommendation 159:

Confirm the inventory of school buses that are owned by DISD as a provision in the intergovernmental agreement with Dallas County Schools.

Determine the number of buses designated for DISD service. Document the year of purchase, original purchase price and the current book value of each bus. Confirm the inventory. Determine if this inventory is consistent with the investments of DISD. DCS stated the school buses purchased in accordance with the intergovernmental agreement are not designated specifically for DISD. Confirm this understanding is consistent with DISD intent. If not, negotiate a new provision in the intergovernmental agreement with DCS that would designate any buses purchased through the intergovernmental agreement are designated specifically for use in DISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Management Services, the chief financial officer and the executive director responsible for Transportation meet to discuss options for the assignment of buses.	August 2001
2.	The associate superintendent of Management Services and the chief financial officer meet with the DCS superintendent and DCS director of Transportation to negotiate an agreement for the assignment of buses.	September 2001
3.	The associate superintendent of Management Services ensures the agreement for the assignment of buses is included in the renegotiated contract.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD cancelled a solicitation for competitive proposals for student transportation in 1999. DISD issued a request for proposals (RFP) for transportation services in 1998. Three responses were received, two from private providers and one from DCS. The preliminary cost proposals for annual operations including facilities and vehicles were \$47 million and \$38.6 million from the two private providers and \$25 million from DCS.

The DISD superintendent named a staff committee to evaluate the proposals. The committee was meeting and planned to schedule interviews with each of the RFP proposers in April 1998. At the same time, the DISD general counsel and chief financial officer were negotiating an intergovernmental agreement with DCS. The DISD superintendent presented the intergovernmental agreement to the school board for approval in May 1999 and cancelled the RFP process. Members of the staff committee said the committee was not consulted before the RFP was cancelled.

Recommendation 160:

Issue request for proposals for privatization of student transportation if an acceptable agreement cannot be negotiated with Dallas County Schools.

If DISD cannot negotiate acceptable terms and conditions by August 2001, the district should issue a request for competitive price proposals. The criteria for evaluation of proposals should include recognition of the tax contribution from DCS.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Purchasing executive director prepares comprehensive contract specifications that include incentives for performance.	August 2001
2.	The Purchasing executive director prepares the RFP with the assistance of the chief financial officer and the executive director for Transportation.	September 2001
3.	The Purchasing executive director and chief financial officer recommend the procurement methodology, including policy recommendations for capital purchases of school buses, to the superintendent and board for approval.	September 2001
4.	The superintendent obtains approval from the board to issue the RFP. Selection criteria and evaluation methodology are defined.	October 2001
5.	The superintendent presents the analysis of the various proposals submitted by private school transportation companies and a transition plan and school bus procurement plan to the board.	January 2002

FISCAL IMPACT

The fiscal impact of a new contract would depend on many factors, including the number of competitive proposals received. A contract operator other than DCS would have to include the investment in capital assets such as a school bus fleet and operating facilities.

DISD also has the option of contracting for a portion of school transportation services. Several large school systems in other states contract with more than one vendor.

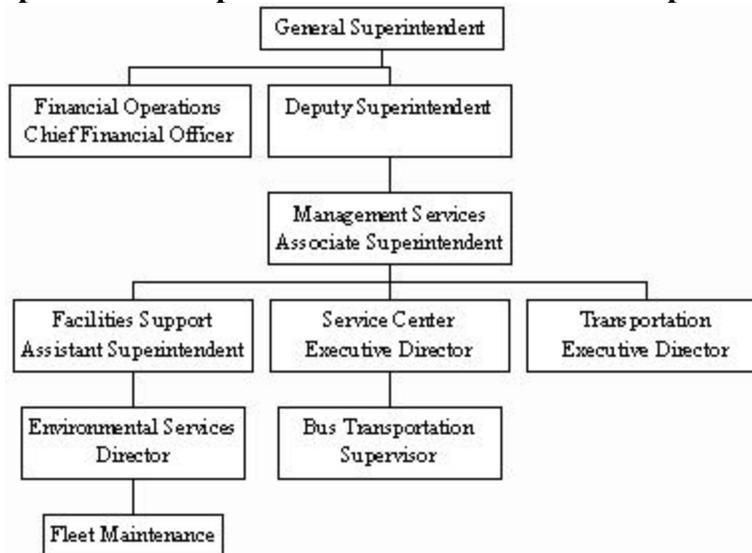
Chapter 10

B. ORGANIZATION AND MANAGEMENT PRACTICES

Several DISD departments are responsible for student transportation: the Transportation Department, the Financial Operations Department, the Bus Transportation Division of the Service Center Department and the Fleet Maintenance Division of the Environmental Services Department.

The Transportation Department has a staff of nine and acts as a liaison between DCS and DISD. The department determines the district's transportation needs, monitors daily bus activity and works with school administrators to resolve problems. The district's chief financial officer is responsible for financial records related to the transportation services provided by DCS. The Bus Transportation Division of the Service Center Department has a staff of 40 and directly operates transportation services for students in wheelchairs. The Fleet Maintenance Division of the Environmental Services Department has two mechanics responsible for maintaining the district-operated school buses. **Exhibit 10-30** shows the reporting relationship of these departments.

Exhibit 10-30
Departments Responsible for DISD Student Transportation



Source: DISD organization charts, illustrated by TSPR.

FINDING

While a 1997 DISD Internal Audit report recommended merging the Department of Transportation and the Bus Transportation Division of the Service Center, the district continues to run the two independently.

The Transportation Department works as a liaison between the DISD and DCS for providing home-to-school and extracurricular transportation. The Transportation Department also administers the private transportation program for a small number of students. Liaison activities between DISD and DCS include developing routes, evaluating possible hazardous routes on a case-by-case basis, monitoring extracurricular billing and communicating with parents and school administrators. The staff of the DISD Transportation Department includes an executive director, a specialist IV, three specialists II, two visiting teachers, a senior secretary and a clerk. The specialist IV and two visiting teachers have been added to the staff since 1997.

The executive director supervises the daily operations of the department and is responsible for transportation for extracurricular activities. The executive director does not have the authority to manage student transportation services provided by DCS.

Three specialists II act as liaisons between DISD school administrators and DCS supervisors, dispatchers and drivers. Each specialist II is assigned to a service area representing about 72 schools. The field specialists answer questions about late buses, field trip procedures, student discipline, overcrowding and routing. The specialists make daily field visits to schools in their assigned service areas. The specialists have good relationships with school personnel, drivers and DCS field supervisors. The specialists visit with school staff and help resolve problems such as late buses, overcrowding or student discipline. The specialists are effective because of their experience, ability to contact DCS dispatch and bus drivers and knowledge of schedules. The specialists also determine if a student is qualified for student transportation, evaluate hazardous routes and answer questions from school personnel about home-to-school and extracurricular transportation. The specialists II work with DCS drivers and field supervisors, but have no authority to direct DCS personnel.

According to documents provided by the Transportation Department, the specialist IV assists the executive director with the daily operations of student transportation. DISD did not provide a formal job description for the position. The specialist IV is responsible for the DISD program to reimburse students for private transportation. About 25 students participate in the program. The specialist IV also assists in preparing the annual budget and performs other administrative duties as required.

Two visiting teachers are assigned to the DISD Transportation Department from the Special Education Department. The visiting teachers perform a role for special program transportation similar to that of the specialists II. The visiting teachers act as liaisons between DISD school administrators and DCS for special program transportation. DCS transports about 3,732 special program students each day. The visiting teachers take turns doing fieldwork. One visiting teacher is in the field in the morning, and the other is in the field in the afternoon. While in the office, the visiting teachers take phone calls about special program transportation and update the special program student database. The district also has an unfilled data technician position for helping collect and maintain special program transportation information.

The Transportation Department secretary and clerk are responsible for organizing and managing routine office work and monitoring field trip schedules.

The Bus Transportation Division of the Service Center provides home-to-school and extracurricular transportation for students in wheelchairs. The Bus Transportation Division also reports operating data for TEA reports to DCS. The Bus Transportation Division and DCS use the same radio frequency for communication between drivers, dispatchers and supervisors. The Bus Transportation Division also provides transportation for some regular program field trips using one of its larger buses.

In 1997, the DISD Internal Audit department recommended centralization of transportation to a single department for monitoring all aspects of student transportation, including DCS. After release of the audit findings, the district upgraded the staff in the Transportation Department, but the Transportation Department and the Bus Transportation Division were not merged.

Other large school districts provide student transportation through a combination of directly operated and outsourced buses.

The Transportation Department for the Minneapolis Public Schools in Minnesota is responsible for about 650 buses. One-third of buses are operated directly, and two-thirds are outsourced to four private contractors. The school district is responsible for routing and scheduling and also provides dispatch, driver training and field trip scheduling. The department has six safety managers who are in the field every day and are responsible for performance monitoring, accident investigation and conflict resolution. The department also has a customer service division to answer phone calls and handle dispatch. Clerical staff and a data technician develop customized performance evaluation reports.

At Milwaukee Public Schools in Wisconsin, the Transportation Department manages transportation provided by 16 contractors and about 1,200 buses. The department has a manager, five field supervisors and three clerical staff. The field supervisors perform duties similar to the specialist II at DISD: they monitor daily bus operations, adjust routes and help resolve disputes between schools and contractors. The field supervisors also have formal meetings with the contractor's personnel four to five times per year. Each field supervisor is responsible for both regular and special program transportation for about 60 schools.

Recommendation 161:

Consolidate the Transportation Department with the Bus Transportation Division in the Service Center Department.

The Transportation Department and Bus Transportation Division should be consolidated into one division of the Service Center under the direction of the executive director of the Service Center.

The Service Center already operates the buses for students in wheelchairs. The Service Center executive director has the skills and authority necessary to manage transportation services. However, the Service Center executive director is already responsible for 146 employees in Warehouses, Inventory and Records. For this reason, a Transportation director responsible for daily supervision of both directly operated and contracted transportation should be created and report to the Service Center executive director. The existing Transportation executive director position should be eliminated.

The roles and responsibilities of the Transportation Department staff should emphasize the importance of observing operations in the field and tracking performance. Four specialists are adequate for observing regular and special program transportation operations in the field. Three existing Transportation Department specialists II can be renamed field specialists for transportation. A fourth specialist II position should be created for special program transportation.

The field specialists should be responsible for making daily field visits to schools and field observations of drivers within their assigned service areas. The field specialists should be responsible for monitoring each school and route in their area on a regular basis to resolve operational problems and complaints and to measure performance. The field specialists should prepare daily written findings. Depending on the nature of issues, they may resolve the matter directly or refer issues to the director or executive director. A contract administrator in the Finance

Department should be informed of any failure to perform according to the contract.

The specialist IV position should be eliminated. The responsibilities of the specialist IV position-billing and financial paperwork including budget preparation, handling field trip invoices, private reimbursement and related paperwork-can be reassigned to the Transportation Division secretary and clerk.

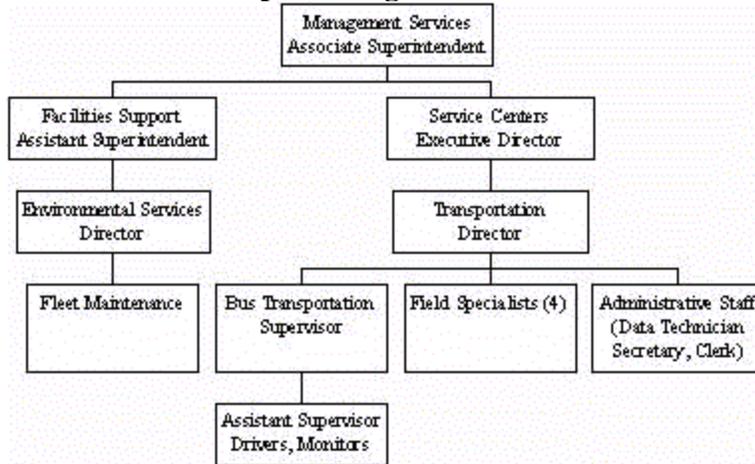
The assignment of two visiting teacher positions to Transportation should be eliminated and returned to the Special Education Department. Their duties can be performed by the new field specialist position dedicated to special program transportation.

The data technician position that has been designated to support the field specialist responsible for special transportation should be filled. This position should be responsible for updating the special program student database and handling phone calls about special program transportation when the special program field specialist is in the field.

Formal job descriptions should be developed for each position to delineate responsibilities and qualifications.

A proposed organizational chart is provided in **Exhibit 10-31**.

Exhibit 10-31
Proposed Organizational Structure



Source: TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent approves the consolidation of all student transportation under the executive director of the Service Center and the changes in staffing levels. The superintendent eliminates the executive director of Transportation and specialist IV positions.	August 2001
2.	The associate superintendent for Management Services directs the executive director of the Service Center to consolidate student transportation services in the Transportation division in the Service Center Department.	August 2001
3.	The director of Human Resources posts a position for director of transportation, a field specialist for special program and a data technician and begins recruiting to fill these positions.	August 2001
4.	The director of Human Resources completes recruitment and hiring for a director of transportation, a field specialist for special program and a data technician. The executive director of the Service Center releases the visiting teachers to return to the Special Education department.	October 2002

FISCAL IMPACT

The Transportation Department executive director earns \$67,092 annually, plus \$2,272 in benefits. The specialist IV earns \$66,095 annually, plus \$2,272 in benefits. The executive director and specialist IV each uses a district vehicle and each receives a car allowance of \$1,404. Eliminating these positions is a savings of \$133,187 in salary, \$4,544 in payroll benefits and \$2,808 in car allowances for a total of \$140,539.

The salary ranges in the 2000-01 DISD salary schedules book are unclear about what a director and specialist II would make. This fiscal impact assumes that the director earns the same as the executive director (\$67,092 plus payroll benefits of \$2,272, car allowance of \$1,404 and use of a district vehicle). The annual salary of the three existing specialist II positions ranges from \$39,937 to \$58,502. This fiscal impact assumes the new specialist II earns the average of the existing specialists II, \$48,569, plus payroll benefits of \$2,272 and use of a district vehicle. The cost of these new positions is \$115,661 plus \$4,544 in payroll benefits and \$1,404 in car allowances, a total cost of \$122,571.

The visiting teachers are each paid by contract including \$72,390 annual salary and \$2,272 in payroll benefits. The visiting teachers also earn a car allowance of \$1,277 each. The visiting teachers are released from Transportation and return to the Special Education Department. The visiting teachers are included in the Special Education Department budget. There is no fiscal impact for the district.

The net fiscal impact is a savings of \$18,930 per year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Consolidate the Transportation Department with the Bus Transportation Division in the Service Center Department.	\$18,930	\$18,930	\$18,930	\$18,930	\$18,930

FINDING

The district has not effectively managed the transportation services provided by DCS. No one on the DISD staff has the responsibility and authority to manage the transportation services provided by DCS or to administer the terms and conditions of the intergovernmental agreement. The cost of transportation services was \$23.3 million for the 1999-2000 school year.

DISD does not monitor the state reimbursement from TEA. The district has not established procedures or assigned responsibility to any individual to confirm if appropriate reimbursement from TEA is credited to DISD. The DISD executive director for Transportation does not review or verify the data reported by DCS to TEA. DISD has no standard operating procedures for documenting and verifying operating data reported to DCS for the school bus service provided by the Service Center.

The DISD Service Center executive director says DCS reimburses the district for the bus service provided by the Service Center, but did not know the cost. The Service Center does not reconcile the services they report to DCS with the state funding they receive. The DISD chief financial officer says DCS provides payments to DISD for the bus service provided by the Service Center, but does not meet with the Service Center executive director to confirm that the amount is accurate. The chief financial officer does not verify the accuracy of credits reported by DCS for TEA reimbursement for services provided by DCS.

The intergovernmental agreement does not identify a DISD project manager or contract administrator. The agreement does specifically say the DISD chief financial officer should receive DCS invoices. There are no standard operating procedures for review and approval of DCS invoices with the exception of invoices for field trips. The secretary to the chief financial officer developed procedures for receiving and approving invoices for payment. Both the chief financial officer and the internal audit special assistant to the superintendent consider the Transportation Department responsible for managing the costs and delivery of service for DCS. However, the Transportation executive director does not have the

authority to manage and enforce the contract. In an effort to manage costs, the Transportation executive director asked the Internal Audit Department to determine a detailed account of DCS' operational costs and for clarification of billing procedures for certain field trips.

The executive director of the Transportation Department and DCS senior staff do not communicate effectively. The intergovernmental agreement says DCS will schedule regular, monthly meetings with DISD transportation staff to address transportation-related issues. The executive director of Transportation Department says that as of January 2001, DCS had not called a meeting with the district during the 2000-01 school year. The executive director said when DISD requests a meeting, DCS declines to attend.

The DCS superintendent also says the meetings required by the intergovernmental agreement do not occur. The superintendent and director of Transportation of DCS say past meetings with the Transportation Department were not productive.

A 1997 internal audit found that the Transportation Department was responsible for payments outside of its control and recommended the district empower the Transportation Department as a liaison between DISD and DCS. While DISD has upgraded the director of transportation to executive director, the position has not been delegated authority.

Many agencies divide the management of a contracted service into two separate components: management or oversight of service delivery and administration of the contract and financial matters. Houston's Metropolitan Transit Authority takes this approach for all contracted services, including outsourced transportation. A project manager with technical knowledge is responsible for checking the quality of the product, including checking that buses run safely and on time. A contract administrator enforces compliance with financial terms of the contract, which includes making sure invoices are properly completed. Several school districts that outsource part of their transportation services, including Rochester City School District in New York, Miami-Dade County Public Schools in Florida and Wake County Public Schools in North Carolina have a purchasing or procurement agent who assists in contract negotiation and renewals.

Recommendation 162:

Assign the responsibility and authority for contract oversight and project management for student transportation services provided by Dallas County Schools to a qualified DISD employee.

Responsibility and authority for writing, administering and paying the contract would remain the responsibility of the Purchasing Division of the Financial Operations Department.

However, responsibility and authority for ensuring that transportation services are provided according to the needs of the district and in compliance with the contract should be assigned to a qualified DISD employee. The Service Center already operates lift buses for students in wheelchairs and the Service Center executive director has the skills and authority necessary to manage such a contract, however, the final decision as to who should be assigned should be left to the superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Management Services meets with the superintendent and the chief financial officer to discuss the delegation of the responsibility and authority for managing the DCS contract.	August 2001
2.	The associate superintendent of Management Services, the chief financial officer and the director of Human Resources update or create job descriptions that clearly outline delegation of authority and responsibility.	August 2001
3.	The associate superintendent of Management Services delegates responsibility and authority for project management for the transportation services by DCS to the selected employee.	August 2001
4.	The superintendent of DISD communicates to the superintendent of DCS the delegation of responsibility and authority to staff and explains the expectations for a cooperative working relationship.	August 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Transportation Department does not have a mission statement or goals that recognize its primary responsibilities.

Several versions of a mission statement for the Transportation Department were provided to TSPR. One stated mission is "to provide safe, efficient and cost effective transportation for all students enrolled in DISD in a timely manner." In another statement the mission is "to continue to provide and improve regular and special program student transportation for students enrolled in DISD in a safe, efficient and cost effective

manner." A third statement says the department "has as its mission the responsibility to transport students to and from school in the safest, most efficient manner possible."

Although all three mention safety and efficiency, the variations suggest that the Transportation Department is unclear about its core purpose. More importantly, since the Transportation Department does not provide transportation directly to students, these mission statements would be difficult for the department to follow.

The Transportation Department provided TSPR with a document titled "Transportation Goals 2000-2001." However, this document lists needs and strategies rather than goals and objectives.

An organization should have a clear purpose and goals, objectives and performance measures for fulfilling that purpose. A mission statement serves as the starting point for the development of goals and objectives. Goals are general statements of what an organization should accomplish and should be compatible with the mission statement. Goals also provide policy guidance. Objectives define performance measures used to evaluate progress toward goals and should be easy to measure.

The 1997 Transportation Performance Audit Report written by DISD Internal Audit says the department's objectives or performance measures do not focus on monitoring the service provided by DCS, the department's primary mission. Internal Audit also found that because the objectives relate more closely to what DCS would state as their objectives, the Transportation Department objectives and performance measures are not useful.

Recommendation 163:

Establish a mission statement for the Transportation Department that includes appropriate goals, objectives and performance measures.

The Transportation Department should revise its mission statement, goals and objectives to correspond to its role in overseeing and managing transportation service. **Exhibit 10-32** provides examples of possible goals and corresponding objectives. The department should develop its goals and objectives within the framework of its mission and what it can realistically achieve with its resources. Actual performance should be measured regularly against the objectives, and necessary revisions should be made.

Exhibit 10-32 Sample Goals and Objectives for DISD Transportation

Goal: Improve liaisons with the contractor.

- Establish a liaison committee, chaired by DISD.
- Hold monthly meetings; prepare agenda in advance; circulate minutes within two days of meetings.
- Develop a purpose statement and rules of order for the meeting format.
- Hire an independent professional facilitator for the initial five meetings.
- Develop a protocol for documenting issues and establishing responsibility for problem resolution.

Goal: Monitor service provided by the contractor.

- Develop a customer service program to receive and respond to customer comments and complaints.
- Establish contractor performance measures for the following:
 - Service effectiveness (for example, student riders per route mile);
 - Cost effectiveness (for example, cost per student rider);
 - Safety (for example, accidents per 100,000 miles; hours of in-service training for each driver);
 - Student discipline (for example, student incidents per 1,000 students transported; student referrals per route; response time per referral); and
 - Service quality (for example, percent of routes operating on-time; maximum length of student time on school bus; average bus occupancy per trip; number of regular routes cancelled).
- Develop performance benchmarks based on appropriate standards from similar districts.
- Require the contractor to submit a monthly performance report consistent with established performance measures.
- Track contractor performance trends; determine corrective action when standards are not met.
- Review and report on student transportation performance in comparison to established benchmarks.

Goal: Establish standards for financial management of student transportation costs.

- Review the contractor cost allocation plan for DISD student transportation.
- Require the contractor to allocate and report costs by service categories.
- Require the contractor to submit a monthly report of costs by service category.
- Verify data for annual operations report and route services report to TEA.
- Verify funds received from TEA for DISD student transportation.
- Ensure that the DISD internal accounting systems record and report the district's costs for student transportation by category of service.

- Periodically evaluate projected costs for accuracy and use the information to improve future estimates.
- Evaluate components of the transportation program to identify rising costs and the factors relating to rising costs.
- Use competitive price proposals to compare costs.

Goal: Establish performance standards to improve student transportation provided by DISD.

- Improve cost efficiency by reducing operations cost per mile from \$3.41 to \$3.07.
- Improve service effectiveness by increasing student riders per route mile from 0.12 to 0.14.
- Improve cost effectiveness by reducing operations route cost per rider by from \$28.61 to \$20.03.
- Improve on-time performance by reduce the number of students late for school by 10 percent.

Source: TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of the Service Center and the Transportation director develop a mission, goals and objectives for the Transportation Department that focus on its role in managing transportation services.	August 2001
2.	The Transportation director shares this mission, goals and objectives with departmental employees.	September 2001
3.	The Transportation director tracks the Transportation Department's performance in meeting the goals and objectives and reports the findings to the executive director of the Service Center and departmental personnel.	Quarterly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 10

C. DIRECTLY OPERATED STUDENT TRANSPORTATION

The Bus Transportation Division of the Service Center Department operates 49 lift-equipped buses to provide home-to-school and field trip transportation to students in wheelchairs. The division has a full-time staff of 40 that includes a supervisor, an assistant supervisor and 38 drivers. The division also has about 21 part-time monitors. Monitors ride with the bus drivers to aid students with special needs, especially while boarding and leaving the bus, and to maintain order.

The Bus Transportation supervisor reports to the executive director of the Service Center Department. The supervisor assigned four drivers with appropriate experience or skills to spare driver positions. These four drivers have additional duties that include safety training, dispatching, routing and scheduling, field trip scheduling and field supervision of other drivers. These positions are not formally recognized and are not paid differently.

The Bus Transportation Division provides curb-to-curb service between home and school for about 290 students per day. In October 2000, the Bus Transportation Division operated 34 routes for 98 schools. The division also provides other services for the district at midday and on days when school is not in session. These services include field trip transportation, meal delivery for schools that do not have kitchens and general labor needed by the Service Centers.

The division operates from a facility shared with the Environmental Services Department. The Environmental Services Department includes the Fleet Maintenance Division that maintains all DISD vehicles, including school buses. The Fleet Maintenance Division is responsible for monitoring vehicle maintenance costs, fuel costs and preventive maintenance schedules.

Routes are designed with the help of commercially available mapping software called MapInfo and information provided by the Special Education Department. The division supervisors regularly collect statistics for performance indicators and report them to the Service Center executive director. These include the number of students transported, the number of late students, staff attendance, accidents, breakdowns and student ride time. The division has procedures and forms that it uses for recording attendance, vehicle inspections, accidents and daily student pick-up and drop-off times.

The Service Center provides an annual transportation operation cost report, which includes bus miles traveled, operational costs and the number of buses used to DCS. The Bus Transportation Division also prepares turn-by-turn route descriptions from which route miles and ridership can be calculated. DCS reports this information to TEA and receives the allocation for special program transportation on behalf of DISD. These funds are applied to the costs of service DCS provides for DISD
(Exhibit 10-33).

Exhibit 10-33
Costs for Special Program Transportation Directly Operated by DISD
1995-2000

District/Unit	1995-96	1996-97	1997-1998	1998-1999	1999-2000
Operations Cost (Excluding Depreciation)	\$1,745,374	\$1,659,488	\$1,650,459	\$1,790,963	\$1,889,046
Annual Odometer Miles	607,272	538,395	515,486	643,812	553,607
Operations Cost / Mile	\$2.87	\$3.08	\$3.20	\$2.78	\$3.41
Annual Route Miles	N/A	426,960	451,748	418,584	438,030
Route Cost	N/A	\$1,316,013	\$1,447,228	\$1,164,422	\$1,494,668
Annual Riders*	N/A	N/A	N/A	48,780	52,245
Route Cost / Rider	N/A	N/A	N/A	\$23.87	\$28.61
Total DISD School Buses	45	47	50	50	49

Source: Operations Cost Report Submitted to DCS, 1995-2000; DISD Bus Transportation Division.

**Riders from Service Center internal reports (average daily x 180).*

N/A = Not Available

FINDING

The Service Center Bus Transportation Division developed customized training and testing programs for its bus drivers and monitors that reflect the needs of the special students it serves.

Both drivers and monitors receive training on transporting special needs students. The division makes arrangements with professionals within DISD and the Dallas community to provide specialized training:

- The Health Professionals Department provides information on universal precautions;
- The Special Education staff provides training for special education laws;
- The Dallas Fire Department, Fires and Medical Units provide training for fire and minor medical emergencies;
- The Dallas division of the FBI provides training on how to deal with a hostage situation;
- The Dallas Police Department's Tactical Unit provides conflict resolution training;
- The Children's Medical Center provides training in handling children with tracheotomies;
- The DISD Risk Management Division provides information on workplace safety; and
- When the medical needs of an individual student warrant, one-on-one training for a driver or monitor is scheduled with the appropriate parent, teacher or nurse.

New drivers are trained and observed by supervisors for at least three weeks. In the first week, they have classroom instruction and ride with the safety trainer (including parking lot drills), the second week they ride a variety of routes to learn about the different students they carry and the third week they drive with an observer. New drivers are also paired with seasoned monitors.

The division supervisor developed a 150-page Operator and Monitor Operational Guide that details policies, expectations and guidelines for special needs students and first aid guidelines. The guide includes information to help understand the needs of and care for hearing-impaired children, children with seizures, children with emotional disturbances and children with physical disabilities. The goal of the department, which is emphasized in the guide, is to support the children of DISD with wisdom, pride and integrity.

In-service training includes a two-day refresher course at the beginning of the school year, which covers the topics listed above and monthly safety meetings. The monthly safety meetings are mandatory for operators and monitors and focus on issues such as driving in inclement weather, the importance of proper sleep, medical or safety updates, maintenance updates, communication and teamwork.

The service orientation extends beyond staff training. Before the start of school, drivers drive the route, visit with students and parents to learn what special needs they may have and visit the school to make sure the child is registered properly. The TSPR review team rode with several drivers and observed positive relations between students and drivers and monitors.

COMMENDATION

The training program developed by the Service Center Bus Transportation Division emphasizes quality service for its special needs students.

FINDING

In November 2000, the Fleet Maintenance Division of the Environmental Services Department, which maintains all district vehicles as well as equipment such as lawn mowers, outsourced parts supply and inventory to a private company.

The district issued a request for proposals for a "turnkey on-site vehicles and equipment maintenance parts facility" in 1999. The district chose Genuine Parts Company, a member of the National Automotive Parts Association. The contract requires guaranteed prices, and parts availability and accountability.

Before outsourcing, the majority of parts were purchased using an open purchase order or an emergency pick-up authorization. Emergency pick-up authorizations can include unexpected costs and make control of purchases difficult. The director of the Environmental Services Department says delays in waiting for parts had previously made it impossible to provide quick turnaround time on repairs, or to reconcile shop hours with actual hours worked on a maintenance work order. The new contract requires the contractor to provide 85 percent of all parts on demand and 95 percent by the next business day. The contract provides numerous benefits for DISD:

- Full manufacturer's warranties on all parts;
- On-site replacement at no cost for defective, inferior and parts that don't fit;
- Monthly reporting and billing;
- A fixed 10 percent net profit for the contractor; and
- Quick review of computerized inventory information.

COMMENDATION

The Fleet Maintenance Division has a private sector initiative to outsource parts supply to reduce cost and improve productivity.

FINDING

The Service Center does not consistently track driver time, vehicle miles traveled and other costs for auxiliary functions to ensure cost-effectiveness.

In addition to transporting students in the morning and afternoon, the Bus Transportation Division delivers school lunches to schools without kitchen facilities, delivers goods for the Service Center and provides other services unrelated to transportation, such as moving and assembling furniture. While performing these duties, drivers are paid by the Service Center Bus Transportation Division. These wages often include overtime pay. Depending on the duties, wages may be more or less than the district would pay someone to perform these duties full-time.

Some drivers work at schools as teacher aides or in another capacity. Drivers who work in schools are paid a stipend of \$20 per day from the Special Education Department. Mid-day jobs also include field trip transportation and transportation for students who are sick during the day, cleaning or refueling vehicles and office paperwork. As many as half the drivers deliver lunches for schools that do not have a kitchen.

When reporting mileage to TEA, the Service Center reduces the total odometer miles by 10 percent for every bus used for lunch runs and five percent on all other vehicles, to account for these types of uses. Only miles spent on route service are eligible for state reimbursement.

Information provided by the executive director of the Service Center showed that the cost of the labor to deliver meals each day was \$37,427 for the spring semester of 1998. The executive director of the Service Center and the executive director of Food Services said the cost of delivering meals is paid by the Bus Division and is not charged to Food Services. Field trips are only billed to another department when extracurricular activities occur after regular working hours or on weekends.

Because the division does not consistently track the costs of the various tasks it performs, it does not have the information needed to develop or evaluate appropriate performance indicators for cost effectiveness and service effectiveness. Other DISD departments that benefit from Bus Transportation division services are also unable to determine the true costs of doing business for their department.

Because of the extra costs rolled into transportation, the Service Center reports transportation costs that are significantly higher than its peers. In 1999-2000, the Service Center Bus Transportation Division provided transportation for about 290 students daily at an annual cost of \$1,889,046, not including depreciation (see **Exhibit 10-33**). As shown in **Exhibit 10-34**, both the cost per mile and the cost per student were higher than those of any of the peers for special program transportation. At \$3.41, the operating cost per mile was 48 percent higher than the peer average of \$2.03 (see **Exhibit 10-18**). The DISD route cost per special program rider was \$28.61, nearly five times the peer average of \$5.86 per rider.

Exhibit 10-34
Key Statistics for DISD Directly Operated Transportation and Peers
School Districts
1999-2000

Statistic	DISD Service Center Bus Transportation	Peer Average Special Program	Difference from Peer Average
Total Operating Cost per Odometer Mile	\$3.41	\$2.03	68%
Route Cost per Rider	\$28.61	\$5.86	388%
Student Riders per Route Mile	0.12	0.35	-66%

Source: TEA Operations Report and Route Services Report 1999-2000; DISD Bus Transportation Division.

A factor in the high cost of transportation is that the district does not properly allocate the cost of numerous auxiliary functions provided by bus drivers and supervisors to the appropriate departments. These costs also include overtime.

An estimate of the amount of time spent on non-route service is shown in **Exhibit 10-35**. The hours required for route service requirements are based on 2000-01 routes. The total driver paid hours, including overtime hours, are based on actual costs for 1999-2000. Between 5 and 7.5 hours are allotted for route service, including driver report time, pre-trip inspection and other duties; the average number of hours is 6.3.

Drivers are full-time employees guaranteed eight hours per day and 261 days per year. There are 177 regular school class and teaching days. The

district also provides transportation for some students in the summer. There were 16 summer routes in 1999-2000, or about half that of the regular school year. Although the Bus Transportation Division operates 34 routes, there are 38 drivers, so substitute drivers are available.

Exhibit 10-35
Estimate of Driver Time Spent on Route Service and Total Paid Hours

	Route Service Requirements (2000-01)			Total Driver Paid Time (Actual for 1999-2000)	Route Service as Percent of Total
	Regular	Summer*	Total		
Days/Year	177	20	197	261	75%
Hours/Day	6.3	6.3	6.3	8	79%
Number of Drivers	38	19	N/A	38	N/A
Total Normal Hours	42,374	2,394	44,768	79,344	56%
Overtime Hours (1999-2000)	0	0	0	7,963	0%
Total Hours	42,374	2,394	44,768	87,307	51%

Source: Bus Transportation Division; District Calendar.

**Summer requirements based on half the number of drivers since there are half as many routes and assumes that average route time is equivalent to regular school year.*

A conservative estimate is that half of the paid driver hours are used for route service. Drivers' non-transportation duties include training, field trips, sick runs, office work and various non-transportation duties.

The Texas Education Code requires that the costs of using school buses for a purpose other than the transportation of students to or from school, including transportation for an extracurricular activity or field trip or of members of an organization other than a school organization, be properly identified in the Public Education Information Management System (PEIMS).

Recommendation 164:

Charge costs for tasks outside the scope of student transportation to user departments.

Once the costs of various duties have been determined, the district should perform a cost-benefit analysis of the policy of hiring bus drivers for duties other than driving buses. Then, DISD should continue to pay drivers overtime for duties other than transportation if the district feels it is in its best interest.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Bus Transportation supervisor designs forms to track hours and mileage for food runs and non-transportation services.	August 2001
2.	The executive director of the Service Center develops appropriate cost indicators to track transportation costs.	August 2001
3.	The Bus Transportation supervisor tracks hours worked and mileage and reports the results to the executive director of the Service Center.	Monthly
4.	The executive director of the Service Center tracks the cost of providing non-transportation services and the overall cost of operations.	Monthly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Paid overtime for DISD bus drivers and supervisors is about 10 percent of regular time. In 1999-2000, \$178,622 was spent on overtime, nearly 10 percent of the total operating expenses for the division. As shown in **Exhibit 10-36**, on average each employee was paid for 241 hours of overtime in 1999-2000, excluding two drivers with extended medical leave and two hired in March.

**Exhibit 10-36
DISD Annual Overtime Hours and Expenditures
1999-2000**

Position	Number of Positions	Regular Hours*	Overtime Hours	Percent Overtime	Average Overtime per Person	Average Overtime Rate	Total Overtime Cost
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Supervisor or Assistant Supervisor	2	4,136	701	14%	350.5	\$24.43	\$17,125
Driver (Full Year)	34	69,827	7,963	10%	234	\$17.90	\$142,514
Subtotal	36	73,963	8,664	10%	241	\$18.43	\$159,639
Other	4						\$18,982
Total	40						\$178,622

Source: DISD Service Centers; Operations Cost Report 2000.

* Regular hours calculated from 261 days at 8 hours per day, minus absences. Complete information was not provided for drivers who were hired or left mid-year or who were on extended sick leave.

Overtime pay is equivalent to six full-time employees (2,088 hours per year), with benefits, at the median salary of employees in the Bus Transportation division (\$11.89 per hour).

Recommendation 165:

Use split shifts to control overtime worked by school bus drivers and supervisors.

The Bus Transportation Division should not bear the costs of overtime for duties outside its budgetary control, for example transporting meals to schools without kitchens. The responsibility of transporting students from home to school, on field trips and on sick runs should not require significant amounts of overtime. Overtime can be reduced using split shifts. In a split shift, an employee can still work eight hours per day but these hours will be separated by a gap during non-peak hours. The employee could be hired by another department to perform work during this period. The departments would need to work out who will bear the cost of overtime in this situation. If the employee is hired by another agency, the additional time would not be considered overtime. Teachers, coaches and other DISD staff who drive school buses for DCS have this type of arrangement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of the Service Center meets with the director of Food Services and other directors as needed to	September 2001
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	discuss the change in the drivers' schedule and how their departments will be affected.	
2.	The Bus Transportation supervisor meets with drivers to discuss the change in policy.	December 2001
3.	The Bus Transportation supervisor begins scheduling drivers on a split shift for the next semester.	January 2002

FISCAL IMPACT

If the recommendation is implemented by January 2002, and overtime is reduced by 80 percent (\$178,622 x 0.80), the district would save \$71,449 during the 2001-02 school year. The district would save \$142,898 each additional year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Use split shifts to control overtime worked by school bus drivers and supervisors.	\$71,449	\$142,898	\$142,898	\$142,898	\$142,898

FINDING

The DISD school bus fleet includes 49 vehicles that have an average of 10 years of service (**Exhibit 10-37**). Eight buses are at least 15 years old and have more than 200,000 miles of service.

**Exhibit 10-37
School Bus Fleet Inventory By Model Year
October 2000**

Year	Total Buses
1983	1
1984	4
1985	3
1986	3
1987	8
1988	3
1989	7

1990	3
1991	2
1994	3
1995	2
1996	3
1997	6
1999	1
Total Fleet	49
Average Age	10

Source: DISD Service Center Department.

The peak bus requirement is the maximum number of buses in operation at any given time. Substitute or spare buses are defined as those above the peak requirement. Spare buses improve service reliability by filling in when a breakdown occurs and allowing mechanics to work on buses without cutting service. Spare bus ratios of about 20 percent are typical. For smaller transportation operations, spare ratios of up to 30 percent are acceptable. The Bus Transportation Division requires 34 buses each day. A 30 percent spare ratio would call for 10 spare buses. The Bus Transportation Division maintains 15 spare buses.

In the past five years, the district has purchased between one and six new buses per year and has maintained between 45 and 50 vehicles in the fleet. The Service Center operations specialist says the district purchased five new buses for \$50,797 per bus in 2000-01.

The life of a school bus is generally 10 years of service or 200,000 service miles. If the years of service are the only criteria for replacing buses, a bus would be replaced every 10 years. However, other factors and the cost of maintenance should also be considered in establishing a district policy on replacement of buses. Not all buses operate the same number of miles each year. Some types of service, such as routes with many stops and many daily student riders, may cause more wear and tear on a bus. DISD does have an aggressive preventive maintenance program, so buses can be expected to provide a longer service life. The cost of maintenance per vehicle can also be monitored with vehicle management information software (VMIS) to determine when a vehicle should be replaced to save operating costs.

The director of the Environmental Services Department, who is responsible for the Fleet Maintenance Division, developed a proposed vehicle replacement plan that includes replacement criteria for school buses. According to this plan, buses should be replaced according to three criteria: 10 or more years of service, 150,000 to 200,000 miles of service and service history. The Fleet Maintenance division uses VMIS to track maintenance costs by vehicle. The Fleet Maintenance division can therefore determine which vehicles incur significant maintenance costs and should be retired.

Recommendation 166:

Reduce the spare bus ratio and adopt a bus replacement plan based on 15 years or 200,000 miles of service.

The district should sell five school buses that are more than 15 years old. The district should also establish a spare bus ratio of no more than 30 percent of the peak requirement and develop and adopt a bus procurement and replacement program based on 15 years or 200,000 miles of service.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Environmental Services Department director recommends a multi-year bus replacement policy, projects the number of buses to be replaced in the next five years and develops corresponding cost and savings estimates.	August 2001
2.	The Environmental Services Department director sells five of the oldest school buses in the DISD fleet.	October 2001
3.	The superintendent and board review and approve the plan.	December 2001
4.	The budget manager adjusts the budget accordingly.	November 2001
5.	The director of Fleet Maintenance monitors the overall condition of the bus fleet, changes in annual mileage and the number of buses.	Ongoing

FISCAL IMPACT

The special program school buses DISD purchased most recently cost \$50,797 each. By decreasing the fleet by five vehicles, a 15-year replacement schedule will require purchasing three vehicles per year. Purchasing three buses each year will cost about \$152,391 per year. This amount should be budgeted for new buses each year. In the last 10 years,

DISD has purchased an average of two school buses per year. An additional \$51,000 should be set aside each year for buying buses.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce the spare bus ratio and adopt a bus replacement plan based on 15 years or 200,000 miles of service.	(\$51,000)	(\$51,000)	(\$51,000)	(\$51,000)	(\$51,000)

FINDING

DISD's directly-operated student transportation meets several criteria for outsourcing. The district's costs for operating buses are relatively high, the fleet is aging and the amount of oversight required by a private business is not provided by DISD.

School districts choose to privatize for many reasons, primarily to save money. Private providers offer some of the following advantages:

- Contract incentive clauses for increasing efficiency. For example, the district can include a clause that allows cost savings resulting from route reductions proposed by the contractor to be shared with the district and the contractor;
- The contractor can be required to implement an appropriate cost accounting system to monitor efficiency and cost effectiveness and to better monitor and control costs;
- The private contractor may provide better automated route and schedule programs. A contractor may offer these services more cost-effectively due to economies of scale;
- Contractors often have a broad range of experience dealing with the challenges of providing student transportation at numerous school districts. This experience may allow a contractor to solve district student transportation problems more quickly and effectively;
- Performance clauses can be included into the contract to ensure improved services. For example, the private contractor can be required to meet a standard for on-time performance;
- By privatizing the ancillary function of school transportation, district administrators can re-focus attention on core educational duties; and
- If the contractor provides school buses, the district no longer has to pay to replace old buses in its fleet.

Privatizing transportation services could also help DISD meet goals in several areas where it is lacking (**Exhibit 10-38**).

Exhibit 10-38
Comparison of DISD Directly Operated Transportation Services to Key Success Factors

Success Factor	Status of DISD Performance Compared to Success Factors
Productivity	<p><u>Weakness</u></p> <ul style="list-style-type: none"> • Riders per route mile for special programs are 66 percent below the peer district average. • Appropriate benchmarks for productivity and cost-effectiveness are not reliable due to lack of cost allocation.
Transportation Cost	<p><u>Weakness</u></p> <ul style="list-style-type: none"> • Route cost per rider is 388 percent above the peer district average for special program services.
Management Information Systems	<p><u>Strength</u></p> <ul style="list-style-type: none"> • The Fleet Maintenance Division has an automated vehicle management information system to document costs and track maintenance and repairs by bus. • Fuel data by mileage, operator and vehicle are tracked using vehicle gas cards and are documented by the Service Center executive director. <p><u>Weakness</u></p> <ul style="list-style-type: none"> • Records of time and expenses spent on non-transportation duties are poorly tracked and student transportation cost cannot be accurately monitored. • A computerized mapping program, using address information downloaded from central offices, is available but routes and schedules are designed manually.
Human Resources	<p><u>Strength</u></p>

	<ul style="list-style-type: none"> • Driver and bus monitor positions are filled. • Some drivers also serve as aides in schools, providing a valuable resource for part-time positions that are difficult to fill. • There are four spare drivers. Some drivers, depending on individual abilities, are assigned training, dispatching, field trip scheduling and other duties when they are not needed to drive. • Driver turnover is reasonable at 5 percent in 2000-01 and 15 percent in 1999-2000.
Overtime	<p><u>Weakness</u></p> <ul style="list-style-type: none"> • Overtime costs are high (\$178,622 in 1999-00).
Capital Investment	<p><u>Strength</u></p> <ul style="list-style-type: none"> • Operating and maintenance facilities are adequate. <p><u>Weakness</u></p> <ul style="list-style-type: none"> • The average school bus is 10 years old. Eight buses are more than 15 years old. • The spare school bus ratio is 44 percent of peak bus requirements.
Customer Service	<p><u>Strength</u></p> <ul style="list-style-type: none"> • Drivers and monitors pay careful attention to student safety and well-being. • Some drivers also serve as part-time aides in the schools, providing special needs students with valuable care.

Source: TSPR.

There are also possible disadvantages to outsourcing:

- if the contractor provides the district with school buses, the cost of providing vehicles will be amortized as operations costs over the term of the contract. The annual fiscal impact of the vehicles will

vary by the length of the contract and the required average age of the school bus fleet;

- if competition is not adequate, the contractor's price may not reflect the cost savings targeted by the district;
- a contractor may under-price a bid to receive the contract and then attempt to raise prices after the contract is awarded;
- if the contract terms are not complete (for example, do not address all the services the district will need during the length of the contract), the cost of additional services can result in higher than expected student transportation expenditures;
- the district may have less control of day-to-day operations and procedures if transportation services are outsourced;
- student transportation services could be in jeopardy if the contractor defaults or if there are contract disputes;
- existing employees of the district will feel uneasy about the transition to a new employer. wages and benefits may or may not be comparable. Alternatives to protect the benefits of long-term district employees may defeat the contractor's ability to manage and control cost; and
- parents and special needs students may not be comfortable with a change when existing customer service is valued.

A properly structured request for proposals and contract can mitigate some of these disadvantages.

DISD attempted to outsource transportation once before. The Bus Transportation supervisor, Transportation executive director and Service Center executive director confirmed that DCS operated the special transportation service for students in wheelchairs about 10 years ago. The experiment lasted less than a year, but no one with DISD could provide additional details.

Recommendation 167:

Conduct a feasibility study for outsourcing student transportation and develop a request for proposals.

DISD should first consider if the district could make improvements in performance before considering outsourcing student transportation. If the district adopts the recommendations in this chapter, performance will improve and student transportation costs will be reduced. However, the district may consider outsourcing transportation as another way to accomplish the same objectives.

At least two companies in the market are likely to bid on the service.

Performance clauses can be included in the contract to ensure improved service quality. For example, the private contractor can be required to meet a standard for on-time performance. Incentive clauses can be incorporated in the contract to increase efficiency. For example, the district can include a clause that allows cost savings resulting from route reductions proposed by the contractor to be shared with the district and the contractor.

The private contractor can be required to implement an appropriate cost accounting system to monitor efficiency and cost effectiveness and to better monitor and control costs.

If the contractor provides the district with school buses, the district no longer faces the expense of new buses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of the Service Center determines the cost of student transportation with the assistance of the chief financial officer.	June 2002
2.	The Purchasing executive director prepares comprehensive contract specifications that include incentives for performance.	September 2002
3.	The Purchasing executive director prepares the RFP with the assistance of the chief financial officer and the executive director of the Service Center.	November 2002
4.	The Purchasing executive director and chief financial officer recommend the procurement methodology, including policy recommendations for capital purchases of school buses, to the superintendent and board for approval.	December 2002
5.	The superintendent obtains approval from the board to issue the RFP. Selection criteria and evaluation methodology are defined.	January 2003
6.	The evaluation committee evaluates the proposals from qualified respondents and presents their findings to the superintendent.	March 2003
7.	The superintendent presents the analysis of the various proposals submitted by school transportation companies and a contractor transition plan to the board.	April 2003

FISCAL IMPACT

This recommendation may save the district as much as half the cost of the services provided. However, the district will have to find other resources to provide the services previously offered by Transportation, such as the

delivery of meals. Until the district decides which services will be continued and who will provide them, the fiscal impact of this recommendation cannot be estimated.

Chapter 11

FOOD SERVICES

This chapter reviews the Dallas Independent School District's (DISD) Food and Child Nutrition Services function in five sections:

- A. Organization and Management
- B. Financial Management
- C. Cafeteria Operations
- D. Student Meal Participation
- E. Facilities and Equipment

Effective school food services programs provide students with affordable, appealing and nutritionally balanced breakfasts and lunches. Food Services funding sources include student and adult meal payments, federal reimbursements, a la carte sales and fees from special events catered by Food Services.

Chapter 11

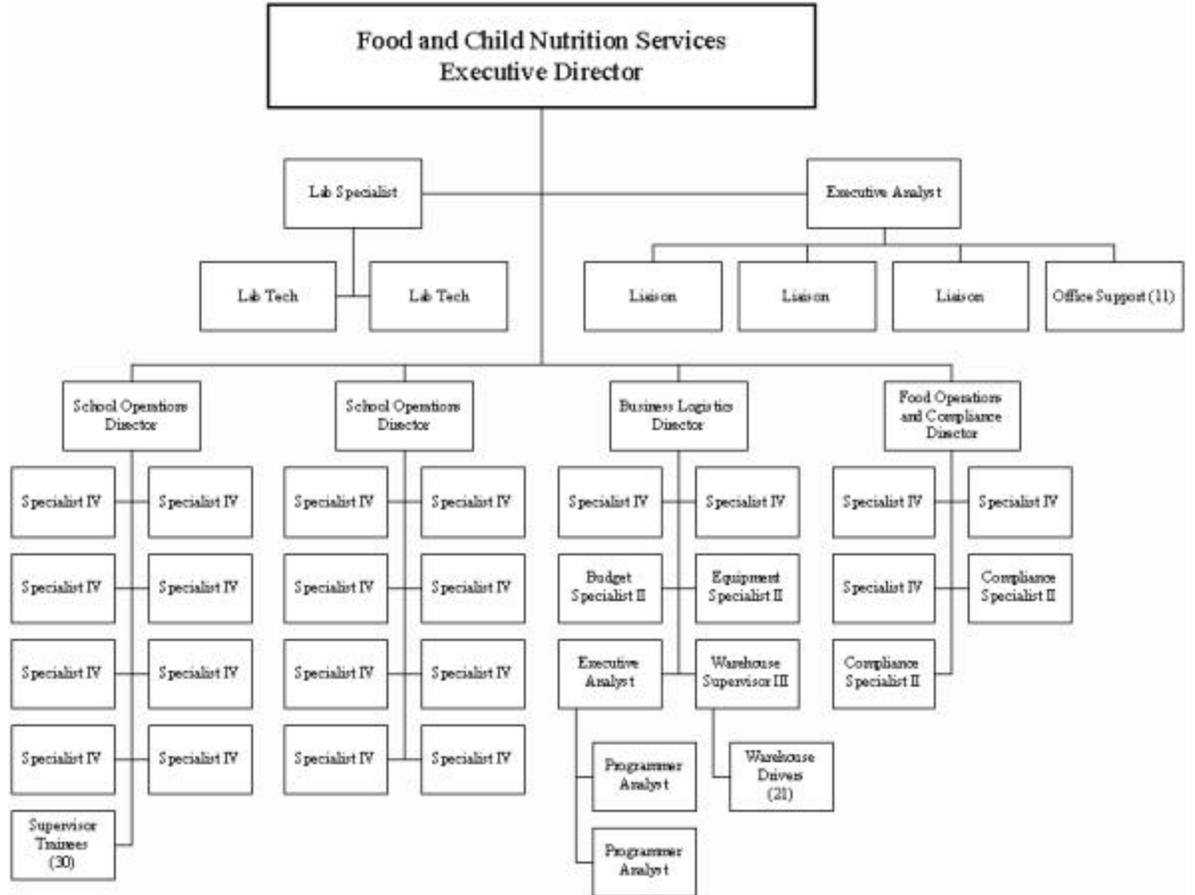
A. ORGANIZATION AND MANAGEMENT

DISD's Food Services offers breakfast and lunch each day to students and adults at 210 district campuses including 28 high schools, 27 middle schools and 155 elementary schools. The following three beliefs form the foundation for the mission statement of the Food Services department:

- "Help every child achieve through providing healthy, nutritionally balanced and good tasting meals as an enhancement to the educational day;
- Quality meals enhance students' ability to process and retain information, heighten concentration skills and improve scholastic achievement; and
- It is necessary to develop a sense of good eating habits by introducing students, via the meals program, to nutritional education and proper physical activity for lifelong living skills."

Food Services has 91 employees based at the central office and warehouse. The remaining 1,720 full-time regular employees and 300 part-time substitute workers are based at the cafeterias of 210 district campuses. In addition to employees in Food Services, DISD employees outside the department provide specialized support services in human resources, accounting, payroll, purchasing and maintenance. The Food Services organizational chart is shown in **Exhibit 11-1**.

**Exhibit 11-1
DISD Food Services Department Organization**



Source: DISD Food Services Department.

The executive director for Food Services is responsible for all the department's activities and reports to the interim associate superintendent of Facilities. The executive analyst reports to the executive director and oversees 11 office support personnel and three liaison personnel. These employees provide administrative and technical support for the department. Two project liaison and one administrative clerk positions are vacant at this time. Three additional positions, a lab specialist and two lab technicians, were approved but remain vacant. These positions were created for the planned in-house microbiological laboratory that will involve sensory analysis of foods and ingredients and support food sanitation.

The department's central office administration includes four directors. Two direct the activities of 13 field specialists and 12 supervisor trainees in their oversight of day-to-day district cafeteria operations. There are five vacant field specialist positions and 18 vacant supervisor trainee positions. The director of Business Logistics oversees departmental finance, budget

and warehousing and distribution operations. Two new specialist positions were created in the central office and report to the director of Business Logistics. One of these positions will coordinate kitchen facilities and equipment activities, while the other will provide support in central office accounting.

Vacant positions in this area include a programmer and a warehouse supervisor. The director of Food Operations and Compliance is responsible for activities associated with training, menu planning, product testing, bid specifications, ordering, free or reduced-price meal application and verification, accountability and regulatory compliance. The director of Food Operations and Compliance is supported by five staff specialists.

The department operates a central warehouse and distribution center located adjacent to the Food Services central office. The warehouse has 89,125 square feet for dry storage, 6,670 square feet for cold storage and 22,330 square feet for freezer storage. This area will accommodate 2,200 pallets in cooler/freezer storage and 6,455 pallets in dry storage. The warehouse receives and stores all food and non-food products used in district cafeterias except for daily deliveries of dairy, bread and snack products, which are delivered directly to schools by vendors. The warehouse delivers about 4,950 cases to district kitchens each day in refrigerated trucks. There are 25 budgeted positions in the warehouse, with present vacancies in the warehouse supervisor and four warehouseman/driver positions.

FINDING

The Food Services administration has designed sound business management systems and procedures for operating the department in a professional and cost effective manner. The business-oriented philosophy has resulted in a professional organization that uses technology to enhance interdepartmental communication and management information systems. The formalization of departmental policies and procedures and the communication of standards to all relevant personnel has enhanced the overall efficiency of Food Services operations. This business management orientation is demonstrated through the following practices:

- Technology has been fully integrated into the department to improve communication and generate reports critical to management decision-making. Office practices and procedures have been computerized, while warehouse, purchasing and inventory management systems are automated. The installation and networking of computer terminals in each district kitchen improved communication with cafeteria personnel via e-mail, and software has been installed that increases access to operational

information and enables computerized ordering from kitchens. An executive analyst and three technology specialists provide technical support to Food Services, including objective analysis of survey responses, compliance, health department and operational reports;

- Food Services implemented operational and financial standards and tracking mechanisms for monitoring variances from these standards. Food Services implemented a team structure for the professional staff that improved communication and collaboration in meeting goals and objectives. Measures like a profitability break-even point have been implemented and are quickly communicated to supervisors. Food Services is able to quickly adjust the number of employees to match revenue. Schools also prepare a monthly profit and loss statement. Field specialists receive regular feedback, and advise administrators on ways to efficiently provide food services. Constant communications allow continuous improvement and progress toward departmental goals and objectives;
- Food Services focuses on serving DISD students, its primary customers, and limits the scope of its activities to this mission. The menu is designed to meet USDA regulations and to appeal to students. Student meal participation and food consumption are monitored, reviewed and used to revise cafeteria menus annually. Warehouse security, vehicle and equipment maintenance, free and reduced-price application data entry, commodity processing, school equipment maintenance, printing and cash pick up and consolidation are outsourced by Food Services. This allows the department to concentrate on elements of the program that provide the most direct benefit to students; and
- The district has implemented incentive programs that promote efficient and effective operations and achievement of departmental goals and objectives. Cafeteria managers receive annual salary increases using a baseline of average daily adjusted income from the cafeterias they managed the previous year. This provides an incentive for managers to increase daily sales and student participation. An incentive program was also designed to reward cafeteria personnel with good attendance records. Two hundred dollars are given to all employees who achieve 100 percent attendance for the preceding quarter, for a maximum reward of \$600 a year.

COMMENDATION

Food Services administration has implemented business management systems and procedures to operate the department in an organized and efficient manner.

FINDING

The Food Services warehouse and distribution center is a well-managed and efficient operation. The centralized location is convenient for vendors delivering products, rather than making individual deliveries to 210 campuses each week. This one-stop delivery convenience provides significant departmental savings. Warehouse receiving personnel inspect products and distribute them as needed to school cafeterias. The centralized warehousing and distribution system is especially beneficial for the many school kitchens that have limited storage facilities.

The centralized warehousing and distribution system was designed to ensure proper receiving, storage, requisition, delivery and inventory controls and practices. The organization and management of the warehouse results in an efficient operation that provides a critical support service to district cafeterias. The following practices at the DISD warehouse are examples of an organized and efficient operation:

- Work assignments evenly distribute workloads among warehouse personnel. A system has been developed to allocate the number of cases pulled each day and then evenly distributes these cases among staff. Each employee is expected to pull 125 cases per hour. All warehouse personnel are cross-trained and must have Commercial Driver's License certification. This allows them to make deliveries if necessary;
- Delivery routes are designed for efficiency and internal control systems have been implemented. The director of Business Logistics determines delivery routes and the warehouse supervisor assigns these routes to the drivers. There are 14 delivery routes driven daily Monday through Friday. Drivers are rotated among different routes. Each school receives one or two deliveries of frozen products and one delivery of dry products every week. An alternative four-day schedule is used during short weeks and a matrix has been developed to provide coverage in the event of driver absences;
- Cafeteria managers place their warehouse orders electronically at least two weeks prior to the delivery date. Each manager has an assigned time period on Mondays through Wednesdays to go online and place orders. If all orders have not been received by Thursday, technology specialists in Food Services conduct a check for computer problems. If the problem cannot be corrected immediately, orders are faxed to the central office and put into the system. On Fridays, orders are consolidated to create a projected shipping schedule based on demand for ordered items;
- During the week prior to delivery, cafeteria managers are allowed one phone call to change their orders. If more than one call must be

made, it must be approved by a supervisor. Two days before delivery, initial (pick) tickets are generated to provide warehouse personnel with the location of the items to be pulled. The employee who pulled the ordered items must sign each ticket. A warehouse employee who did not pull the order must verify that the product on the pallet matches a second (pull) ticket before shipment to schools. Once the shipments are verified, a third (delivery) ticket is generated with purchase order numbers. This sequence of separate tickets allows the warehouse supervisor to track an item through the system; and

- When a school delivery is made, the cafeteria manager checks the printed order (requisition) form against the delivery ticket to reconcile all items. If an item is missing, a call is made to the warehouse to determine the reason and whether or not a re-order should be issued. Both the driver and supervisor sign and date the delivery ticket. Shortages are noted on the delivery ticket and warehouse personnel determine why the shortage occurred. Adjustments are made to the tickets and exception reports are generated.

COMMENDATION

Food Services runs a cost-effective and efficient warehousing operation.

FINDING

Although Food Services management are responsible for maintaining a self-sufficient business enterprise, they are often not included in critical decisions affecting the department and are often not granted adequate authority to achieve departmental goals and objectives. For example, when district administration decided to increase the wages of all district employees in 1999, the executive director of Food Services was not consulted. The administration's decision also was made before determining if funding was available in the Food Services department to pay for the \$700,000 annual wage increase.

Food Services management indicated that field specialists are often not granted adequate authority by school principals to take actions involving cafeteria personnel or operations, despite being held accountable for the operating and financial performance of kitchens at their assigned campuses. It was suggested that DISD principals are involved in varying degrees in the hiring, transfers, terminations and performance evaluations of cafeteria personnel. Further, field specialists expressed concerns that some principals make decisions and take actions affecting the efficiency and effectiveness of cafeteria operations without consulting them. Under

DISD board policy, principals are granted full authority over all personnel and activities that occur on their campuses. However, principals elect to exert their authority over cafeteria operations in varying degrees.

At the request of the review team, a survey of Food Services field specialists was conducted by the DISD Food Services department in December 2000 to assess the perceived authority of field specialists at their assigned schools. The three areas of perceived authority included: personnel assignments, evaluating cafeteria supervisors and disciplining cafeteria personnel. The results of the survey represent 197 district schools.

As illustrated in **Exhibit 11-2**, field specialists perceive that they have authority to make personnel assignments at only 23 percent of their assigned schools, while they serve as the primary evaluator for the cafeteria supervisor at less than half of their schools. Field specialists at 30 percent of these schools do not perceive they have the authority to discipline employees under their supervision.

Exhibit 11-2
DISD Food Services Department
Perceived Level of Field Specialist Authority

Area of Field Specialist Authority	Number of Schools Responding	Percent of Responding Schools
Authorized to make cafeteria personnel assignments	46	23%
Primary evaluator for cafeteria supervisor	97	49%
Authorized to discipline cafeteria employees	137	70%

Source: DISD Food Services Department Field Specialist Survey, December 2000.

The perceived lack of authority sometimes results in operating inefficiencies due to school administrators following practices in conflict with cafeteria operating policies and procedures. For example, Food Services administrators assign labor hours to each school cafeteria based on established productivity standards. Monthly reviews are then conducted to identify unfavorable variances from established productivity standards for each cafeteria and to make appropriate staffing adjustments. However, school principals often prevent efficiency improvements from being

implemented. There also are site-based decisions made by school principals that are not communicated to Food Services administrators and negatively affect both program sales and labor costs. For example, the review team observed that cafeteria personnel at one location were instructed by the principal to open one service line exclusively for faculty, even though this practice is not cost effective.

Recommendation 168:

Include Food Services management in key decisions affecting the department and clarify the authority of Food Services field specialists over the day-to-day operations of their assigned school kitchens.

Food Services management should be included in decisions on district policies, procedures and actions that will have a direct bearing on the department's ability to function cost effectively. This should include discussions about pay raises, policy changes, bus schedule changes and other pertinent matters. Food Services management should be given the authority for hiring personnel, transfers, terminations and performance evaluations.

Staffing should be adjusted on a monthly basis and cafeteria personnel should be transferred to different locations to achieve campus-based productivity standards.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent of Facilities meets with the executive director for Food Services to develop a plan ensuring Food Services management is included in all critical decisions affecting Food Services. The associate superintendent of Facilities relays the results of this plan to appropriate district administrators.	August 2001
2.	The associate superintendent of Facilities meets with the executive director for Food Services to review the board policy with respect to principals' authority over cafeteria personnel. Recommendations for improvement are developed for presentation to school principals.	August 2001
3.	The associate superintendent of Facilities and executive director for Food Services meet with principals to clarify authority of field specialists in directing the activities of their assigned cafeteria operations and to develop proposed changes or amendments to board policy, where appropriate.	September 2001 - May 2002
4.	The school board revises policy where appropriate to grant	June 2002

	adequate authority to Food Services field specialists in directing the activities of their departmental operations and personnel at all district campuses.	
5.	The executive director for Food Services communicates the revised policy with respect to Food Services authority over cafeteria operations to the Food Services field specialists.	July 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Physical inventories are not taken at district cafeterias and the procedure to determine the timing and quantity of product orders has not been fully implemented. Although physical inventories are taken at the Food Services warehouse, cafeteria supervisors are not required to take physical inventories of products in district kitchens. In addition to the necessity of inventories to determine accurate product order requirements, physical inventories are required to compute accurate monthly food costs. Since the computation of monthly food costs requires the value of beginning and ending physical inventories, the cost of food used cannot be determined according to generally accepted accounting principles.

Although Food Services software was designed to order food items based on inventory levels, the software has not been fully implemented and orders are based on manual calculations. This has occasionally resulted in shortages or overages in the central warehouse. The Food Services department has said it will implement the software by the end of the 2000-01 school year.

Recommendation 169:

Require monthly physical inventories at district kitchens and establish appropriate order quantities for the warehouse and kitchens.

Cafeteria managers should submit the monthly detail of all inventories and valuation of food products to field specialists for review. These beginning and ending monthly inventories should be included in monthly food cost calculations. Field managers should work closely with cafeteria managers to more closely align orders with prior usage. The implementation of acquired software should establish accurate product forecasts for the Food Services warehouse and district kitchens.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The field specialists work with cafeteria managers to implement monthly physical inventory practices.	August 2001
2.	The director of Business Logistics meets with software vendors to implement accurate product ordering requirements and warehouse personnel are trained on the proper use of the software.	August 2001
3.	Physical inventories at the warehouse and individual kitchens are used to establish accurate ordering forecasts and to compute individual kitchen monthly food costs.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

		Revenue		Revenue		Revenue	1997-98 through 1999- 2000
REVENUE							
Federal reimbursement income	\$39,897,398	78.4%	\$39,415,424	77.2%	\$41,329,296	77.3%	3.6%
Cash sales	\$8,373,842	16.4%	\$8,792,081	17.2%	\$9,964,941	18.6%	19.0%
Summer Feeding	\$1,388,204	2.7%	\$1,600,844	3.1%	\$1,477,747	2.8%	6.5%
State supplemental income	\$668,561	1.3%	\$662,133	1.3%	\$646,201	1.2%	(3.3)%
Catering & Other*	\$590,931	1.2%	612,173	1.2%	\$67,097	0.1%	(88.7)%
Total Revenue	\$50,918,936	100.0%	\$51,082,655	100.0%	\$53,485,282	100.0%	5.0%
EXPENDITURES							
Payroll	\$22,916,232	45.4%	\$23,371,989	44.9%	\$23,669,407	44.1%	3.3%
Food	\$18,727,567	37.1%	\$19,101,671	36.7%	\$19,812,054	36.9%	5.8%
Professional Services	\$4,254,390	8.4%	\$4,910,832	9.4%	\$5,448,262	10.1%	28.1%
Paper Goods & Supplies	\$1,965,657	3.9%	\$3,044,498	5.9%	\$3,053,002	5.7%	55.3%
Capital Expenditures	\$1,793,601	3.5%	\$1,256,598	2.4%	\$1,529,772	2.8%	(14.7)%
Other Operational Expense	\$867,765	1.7%	\$342,801	0.7%	\$185,612	0.4%	(78.6)%
Total Expenditures	\$50,525,212	100%	\$52,028,389	100%	\$53,698,109	100%	6.3%
NET OPERATING GAIN/LOSS	\$393,724	0.8%	(\$945,734)	(1.8)%	(\$212,827)	(0.4)%	
FUND BALANCES, JUNE 30	\$14,849,769		\$13,904,035		\$13,691,208		(7.8)%

Source: DISD Food Services Department, Director of Business Logistics.

* Figures for 1999-2000 have not been audited and revenues and

expenses may be incomplete. Interest income has not been posted to account under Catering and Other category for 1999-2000.

Exhibit 11-4 shows the key financial performance indicators of DISD schools for the 1999-2000 school year compared to selected Texas peer districts, including Houston, El Paso and San Antonio. Austin and Fort Worth ISDs did not submit the necessary information.

Exhibit 11-4
Food Services Peer District Survey
Financial Performance Indicators
1999-2000

Performance Indicator	Dallas	Houston	El Paso	San Antonio
Food Services revenue	\$53,485,282	\$67,866,963	\$18,968,103	\$24,855,081
Food cost percentage	37%	39%	37%	37%
Labor cost percentage	44%	46%	44%	49%
Other costs percentage	19%	17%	17%	11%
Profit (loss)	(\$212,827)	(\$706,330)	\$526,348	\$785,058
Profit (loss) percentage	(0.4)%	(1.0)%	2.8%	3.2%

Source: DISD Food Services Department and 2001 TSPR survey of Food Services Departments of, Houston ISD, El Paso ISD and San Antonio ISD.

FINDING

Food Services has operating efficiencies at district cafeterias. **Exhibit 11-5** shows that Food Services revenue has outpaced DISD student enrollment increases since Fiscal 1996. The 17.6 percent increase in Food Services revenue exceeds the 7.3 percent increase in DISD student enrollment reported between 1996 and 2000. This is a positive indicator of the efforts of Food Services personnel to increase student breakfast and lunch participation and the corresponding revenue from reimbursement income and cash payments. The expansion of a la carte menu offerings and serving lines at district high schools has contributed to these sales increases.

Exhibit 11-5
DISD Enrollment and Food Services Revenue Trends
Fiscal 1996-2000

Fiscal Year	DISD	Total Food	Student	Food
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	Student Enrollment	Services Revenue	Enrollment Percent Increase From Prior Year	Services Revenue Percent Increase From Prior Year
1996	149,765	\$45,488,392	3.1%	5.8%
1997	154,985	\$47,250,350	3.5%	3.9%
1998	157,811	\$50,918,935	1.8%	7.8%
1999	159,966	\$51,082,655	1.4%	0.3%
2000	160,660	\$53,485,282	0.4%	4.7%
Increase since Fiscal 1996	10,895	\$7,996,890	7.3%	17.6%

Source: DISD Food Services Department.

Food Services administration, staff and kitchen personnel have strived to increase revenue through enhanced quality and variety of products and services at district cafeterias. This relates back to the department's focus on district students as the primary consumer of their products and services.

The two primary costs associated with all school food service programs are food and payroll. To provide sufficient funds to cover other operating expenses and kitchen equipment replacement needs, school food service programs should maintain a combined food and labor cost percentage below 85 percent of operating revenue. In 1999-2000, the costs of food purchases represented 37 percent of Food Services revenue, while salaries and benefit expenses represented 44 percent of revenue. Thus, the combined food and labor cost percentage for the 1999-2000 was 81 percent of revenue. This is four percent less than the suggested 85 percent and indicates an efficient Food Services department.

The implementation of effective food and labor cost control systems at district cafeterias has made the department more efficient. Food Services implemented an effective budgeting and management reporting system that provides critical information and timely reports that help improve the efficiency and effectiveness of cafeteria operations. Monthly departmental and campus-level income and expense statements compare year-to-date and monthly operating results with budgeted standards and prior-year results. Key operating statistics (student participation, cost percentages, meal costs and meals per labor hour) are tracked and summarized for

management decision-making. These tools provide management with critical information for evaluating and improving departmental operating performance on a timely basis. Field specialists follow up with cafeteria supervisors to develop action plans for correcting unfavorable variances on a timely basis. For example, staffing adjustments are made at each kitchen to align with planned staffing schedules based on cafeteria sales volume.

The food buyer specialist in the DISD Purchasing department significantly reduced food costs in recent years through skilled negotiations and extensive product knowledge. The volume discounts and enhanced competitiveness in the bid process have resulted in a continued reduction in product costs. This reduction in food costs also indicates that the Food Services director and field specialists are consistently monitoring food ordering and production to increase operating efficiency. Cafeteria supervisors issue daily instructions to kitchen staff on the number of each menu item that is to be prepared and base their meal forecasts on standardized recipes and well-kept production records.

COMMENDATION

The implementation of effective food and labor cost control systems by qualified professionals in Food Services has reduced costs and made the department more efficient.

Chapter 11

C. CAFETERIA OPERATIONS

During the on-site review, observations and interviews were conducted at cafeteria operations of the following 25 district schools:

- **Elementary Schools:** James, Rhoads, Silberstein, Sam Houston, Knight, Weiss, Martinez, Allen, Bonham, Kleburg, Urban Park, Rowe and Hooe.
- **Middle or Junior High Schools:** Cary, Seagoville and Comstock.
- **High Schools:** Skyline, Jefferson, North Dallas, Carter, Woodrow Wilson, Molina, Long and Sunset.
- Cesar Chavez Learning Center

FINDING

Adequate cash controls have not been fully implemented into district cafeteria operations. Although the departmental policies and procedures manual covers the details of daily cash handling practices, cash control procedures seemed relaxed in some of the district cafeterias. The review team noted the following:

- Cashiers in food stations located in the dining rooms were observed leaving cash drawers unattended while they checked and replenished the food line. Students were observed walking past the cashier stand unnoticed and uncounted;
- Cashiers and cafeteria supervisors were observed counting cash for daily deposits in kitchen offices and storerooms in full view of individuals entering and exiting the kitchen. In some cases, there was conversation and activity going on in the area making it more difficult for the money counters to concentrate; and
- At most campuses, daily cafeteria sales deposits are secured in a school safe located in the school's main office. Cafeteria field specialists reported that missing daily cafeteria deposits have been occasionally linked with bank deposits left in the school office safe. The principal should be the only authorized person given the safe combination for his or her campus. However, based on interviews with cafeteria field specialists, additional school personnel at some campuses also have been provided with combinations to the safe.

An examination of the cash deposit review summary showed that 58 schools had deposit discrepancies of \$5.00 or more during August. In addition, four deposits totaling \$943.82 were reported missing or stolen.

Recommendation 170:

Strengthen cash controls at district cafeterias.

All cafeteria supervisors and cashiers who deal with cash should be trained or retrained on proper cash handling procedures. The training should include instruction on completing bank deposit slips. Field specialists should review their respective cafeterias to ensure that proper cash handling practices and bank deposit procedures are followed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Business Logistics meets with Food Services administrators, field specialists, cafeteria supervisors and cafeteria personnel to identify problem areas and needed training topics in cash handling practices.	August 2001
2.	The director of Business Logistics determines which training topics will be covered and schedules training for the year.	August 2001
3.	The director of Business Logistics communicates training schedule to Food Services administration and cafeteria personnel.	August 2001
4.	The director of Food Operations and Compliance works with relevant personnel to implement the training program. Training of all relevant cafeteria personnel is completed.	August 2001 - May 2002
5.	The director of Food Operations and Compliance ensures proper cash handling practices are followed by cafeteria personnel.	Beginning August 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Food Services field specialists and cafeteria supervisors reported that the armored car service contracted by the district often failed to pick up daily cash deposits. According to records maintained by Food Services, the armored car service did not pick up bank deposits for four consecutive days at Holmes Middle School during one month. As illustrated in **Exhibit 11-6**, cafeterias at 24 schools went three or more consecutive days in May 2000 without scheduled armored car pick-ups of daily cash deposits. In May 2000 alone, the armored car service failed to arrive 111 times.

Exhibit 11-6
Failed Armored Car Pick ups of More Than Three Days
Dallas ISD
May 2000

School	Number of Failed Pick-ups
Holmes Middle	10
Fannin Elementary	8
Miller Elementary	8
Lanier Elementary	7
Central Elementary	6
Seagoville High	6
Washington (Arts)	5
Florence Middle	5
Quintanilla Elementary	5
Edison Academy Middle	5
Seagoville Alternative	4
Seagoville Elementary	4
Starks Elementary	4
Frank Elementary	4
Medrano Elementary	3
Seagoville Middle	3
Zaragosa Elementary	3
Titche Elementary	3
Kennedy Elementary	3
Pleasant Grove	3
Chavez Elementary	3
Sunset High	3
Kleberg Elementary	3
Lee Elementary	3
Total	111

Source: DISD Food Services Department.

Recommendation 171:

Review the district's contract with its armored car service.

Before signing a contract for armored car services, Food Services should evaluate the service provider. The service provider should furnish guidelines in the contract that clearly confirm their responsibilities involved in transporting deposits. If daily cash pick up is stipulated, then the contract should be enforced.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Business Logistics director reviews the terms of the current contract to determine if the contract is sufficient to enforce daily cash pick up.	August 2001
2.	The Business Logistics director meets with armored car service representatives to discuss the contract and determine an action plan for ensuring deposits are picked up daily, if stipulated.	August 2001
3.	The Business Logistics director takes appropriate action to secure a contract with an armored car service provider that guarantees the company will strictly adhere to operating procedures.	September 2001
4.	The Business Logistics director conducts a follow-up evaluation of the armored car service for daily pick up.	Annually, beginning September 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD is not systematically, consistently, objectively and scientifically monitoring and identifying food and process hazards. The district delivers prepared meals in handicapped-equipped school buses to eight satellite school locations. The temperature of the food on these buses is not regulated or checked to ensure the food remains at proper temperature upon arrival. The District Service Center does not follow a documented process that ensures sanitation issues are being addressed along each step of the transportation process to the district's satellite schools.

The District Service Center transports and delivers these meals to the eight satellite locations, and returns food leftovers, pots, pans and other supplies to the production kitchen locations after meal service. Food Services attempted to deliver these products to satellite locations using warehouse vehicles but found that the design of the vehicles and the delivery schedule were not effective methods for completing this task. In addition, since deliveries were required early in the morning and afternoon, it was cost-prohibitive for warehouse personnel to be involved.

As part of the review of district Transportation services, a concern was raised about the cost of continuing to provide these services and the appropriateness of District Service Center personnel's involvement. In previous years, the District Service Center charged \$100,000 annually for transporting these meals. In recent years, however, the Food Services department has not been charged for these services.

Food Services is accountable for the sanitation of these services and must ensure proper food safety procedures have been implemented and are followed. According to the U.S. Department of Agriculture (USDA), food transportation requires strict adherence to food safety practices and procedures and is recognized as a potential source of food contamination. The temperature of hot foods must remain above 145° F and cold foods must remain at or below 45° F throughout the transport process.

The limit for safely preparing, holding, rethermalizing and serving food is four hours. The USDA requires that food processors implement a Hazard Analysis Critical Control Point (HACCP) program to ensure the safety of food products.

HACCP principles include:

- Assessing hazards at each step in the flow of food and developing procedures to lower the risk for each;
- Identifying critical control points;
- Setting up control procedures and standards for critical control points;
- Monitoring critical control points;
- Taking corrective action if a deviation from procedures occurs at a critical control point;
- Developing a record-keeping system that documents the HACCP plan; and
- Verifying that the HACCP program is working.

Recommendation 172:

Evaluate alternatives for providing and transporting food services to the eight satellite locations and conduct an audit of proper sanitation procedures.

The transportation of food requires strict adherence to good food safety practices. The safety of the food sent to satellite locations should be investigated at all points in the delivery system. A temperature study and an audit of procedures based on HACCP principles should be conducted and a HACCP program implemented for continued use in the delivery of food to satellite locations.

Food Services and Transportation managers should collaborate to determine the best way to transport meals to the eight satellite schools. If the District Service Center can no longer provide these services, Food Services management should evaluate the alternatives for performing these activities in-house or outsourcing the services.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director for Food Services and the director of Transportation evaluate alternatives for transporting meals to the eight satellite schools. They decide who will provide the services and estimate what the costs will be.	August 2001
2.	The director of Food Operations and Compliance conducts a time and temperature study and audits procedures for delivery to satellite locations.	September 2001
3.	The director of Food Operations and Compliance develops an HACCP program for food delivery to satellite locations.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 11

D. STUDENT MEAL PARTICIPATION

PART 1

The district participates in the National School Lunch Program and the School Breakfast Program, which is regulated by the USDA and administered by Texas Education Agency (TEA). The DISD board, administration, school principals and Food Services share the local responsibility for administration of these programs. As a participant in the National School Lunch Program and School Breakfast Program, Food Services receives federal reimbursement income and donated USDA food commodities for each meal served that meets federal requirements. Food Services also prepares and serves a variety of a la carte food items to district students, especially in the lunch period at secondary school cafeterias. However, the sale of these individual a la carte items does not qualify as a reimbursable meal under the National School Lunch Program or School Breakfast Program.

To receive federal reimbursement income as a participant in the National School Lunch Program, free or reduced-price lunches must be offered to all eligible children. The meals served also must meet the Dietary Guidelines for Americans which recommend no more than 30 percent of the meal's calories come from fat, with less than 10 percent from saturated fat. School lunches must provide one-third of the Reference Daily Intake for protein, Vitamin A, Vitamin C, iron, calcium and calories. School lunches must meet federal nutrition requirements, but decisions about which foods are served and how they are prepared are made by Food Services. The USDA works with TEA and Food Services to teach and motivate children to make healthy food choices.

About 61 percent of all DISD students are eligible for free meals, while another nine percent are eligible for reduced-price meals. **Exhibit 11-7** shows the meal reimbursement rates to Food Services from the National School Lunch Program from Fiscal 1999-2001.

Exhibit 11-7
National School Lunch Program
Federal Reimbursement Rates Per Lunch Meal Served
Fiscal 1999-2001

Lunch	Fiscal 1999	Fiscal 2000	Fiscal 2001
Free	\$1.9625	\$2.00	\$2.04

Reduced-price	\$1.5625	\$1.60	\$1.64
Full	\$0.20	\$0.21	\$0.21

Source: DISD Food Services Department.

Exhibit 11-8 shows the reimbursement rates to Food Services from participation in the School Breakfast Program from Fiscal 1999-2001.

**Exhibit 11-8
School Breakfast Program
Federal Reimbursement Rates Per Breakfast Meal Served
Fiscal 1999-2001**

Breakfast	Fiscal 1999	Fiscal 2000	Fiscal 2001
Free	\$1.2775	\$1.30	\$1.33
Reduced	\$0.9775	\$1.00	\$1.03
Full	\$0.20	\$0.21	\$0.21

Source: DISD Food Services Department.

During 1999-2000, Food Services prepared and served about 106,000 reimbursable lunches to district students each day, or a 69 percent student participation rate.

Exhibit 11-9 shows a breakdown of DISD student participation in the National School Lunch Program by school level. Student lunch participation decreases significantly after elementary school.

**Exhibit 11-9
DISD Student Lunch Participation
National School Lunch Program
1999-2000**

School Level	Average Daily Attendance	Average Daily Student Lunches Served	Average Daily Lunch Participation Percentage
Elementary School	97,680	81,652	84%
Middle School	22,498	9,570	43%
High School	33,755	14,754	44%

Total	153,933	105,976	69%
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Source: DISD Food Services Department.

During 1999-2000, Food Services prepared and served an average of about 31,000 reimbursable breakfasts to district students each day, or a 20 percent student participation rate. **Exhibit 11-10** shows a breakdown of student participation in the School Breakfast Program by school level. Similar to lunch participation, student breakfast participation decreases significantly after elementary school.

Exhibit 11-10
DISD Student Breakfast Participation
National School Breakfast Program
1999-2000

School Level	Average Daily Attendance	Average Daily Student Breakfasts Served	Average Daily Breakfast Participation Percentage
Elementary School	97,680	26,252	27%
Middle School	22,498	2,638	12%
High School	33,526	2,097	6%
Total	153,704	30,987	20%

Source: DISD Food Services Department.

Exhibit 11-11 shows breakfast and lunch participation rates of DISD and four peer districts: Austin, Fort Worth, Houston and El Paso.

Exhibit 11-11
DISD and Peer District Percentage
Of Average Daily Participation

District	1995-96		1996-97		1997-98		1998-99		1999-2000	
	Breakfast	Lunch								
Austin	21%	55%	22%	55%	22%	56%	21%	52%	20%	52%
Dallas	21%	72%	22%	72%	22%	71%	21%	70%	20%	69%
Ft.	18%	53%	18%	55%	18%	53%	18%	54%	18%	54%

Worth										
Houston	18%	49%	17%	45%	23%	62%	22%	61%	22%	61%
El Paso	18%	57%	17%	58%	18%	58%	18%	57%	21%	57%

Source: TEA Child Nutrition Programs District Profile.

Exhibit 11-12 shows additional student meal participation statistics for DISD and peer districts for the 1999-2000 school year.

Exhibit 11-12
Food Services Peer District Survey
Meal Participation Statistics
1999-2000

Participation Statistics	Dallas	Houston	El Paso	San Antonio
Percent of students eligible for free and reduced-price meals	70%	76%	66%	83%
Breakfast participation rate	20%	22%	21%	35%
Lunch participation rate	69%	61%	61%	83%
Average daily breakfasts served	31,000	42,500	12,300	19,400
Average daily lunches served	106,000	130,200	36,300	45,200

Source: TSPR Survey of peer districts.

Seventy-five percent of the students who qualify for free Type-A reimbursable lunches actually get them. Others purchase a la carte items, bring lunches from home or pay for lunches even though they qualify for free lunches. The percentage of students who take advantage of the free reimbursable meal program drops to 52 percent in high schools. These percentages do not reflect cash sales from a la carte food items. A la carte items are typically snack foods and beverages primarily sold at district high schools. Most a la carte items do not qualify for federal reimbursement under the National School Lunch Program because they do not meet the nutritional requirements. **Exhibit 11-13** shows the percentage of free, paid and reduced-price lunches served as part of the National School Lunch Program.

Exhibit 11-13
DISD Lunch Meals Served by Type

**National School Lunch Program
1999-2000**

School Level	Percent of Free Lunches to Reimbursable Lunches Served	Percent of Reduced-Price Lunches to Reimbursable Lunches Served	Percent of Paid Lunches to Total of Reimbursable Lunches Served
Elementary School	79%	9%	12%
Middle School	75%	4%	21%
High School	52%	3%	44%
Total	75%	7%	17%

Source: DISD Food Services Department.

Eighty-four percent of all reimbursable breakfast meals are served to students receiving free meal benefits, although this group represents only 61 percent of district enrollment. This number decreases to 76 percent in high school, with 21 percent of high school students paying full-price for these breakfasts. Only 6 percent of DISD students not receiving meal benefits participate in the School Breakfast Program, although this group represents 30 percent of district enrollment. **Exhibit 11-14** shows the percentage of free, reduced-price and paid breakfast meals as part of the School Breakfast Program.

**Exhibit 11-14
DISD Mix of Breakfast Meals Served
School Breakfast Program
1999-2000**

School Level	Percent of Free Breakfasts to Reimbursable Breakfasts Served	Percent of Reduced-Price Breakfasts to Reimbursable Breakfasts Served	Percent of Paid Breakfasts to Total Reimbursable Breakfasts Served
Elementary	85%	9%	6%
Middle Schools	83%	3%	14%

High Schools	76%	3%	21%
Total	84%	5%	11%

Source: DISD Food Services Department.

Only 27 percent of the students in the district eligible to receive free breakfast meals participated in the School Breakfast Program, and only 12 percent of students approved for reduced-price benefits participated in the breakfast program. These percentages significantly increase for lunch, although participation among these students is below 60 percent at secondary schools for lunch and below 30 percent at breakfast. **Exhibit 11-15** shows the breakfast and lunch participation among students approved to receive free and reduced-price meal benefits.

Exhibit 11-15
DISD Participation Rate of
Students Approved For Free and Reduced-Price Meals
1999-2000

School Level	Free Participation in Breakfast	Reduced-Price Participation in Breakfast	Free Participation in Lunch	Reduced-Price Participation in Lunch
Elementary School	32%	14%	91%	71%
Middle School	17%	5%	55%	23%
High School	12%	4%	56%	28%
Total	27%	12%	82%	59%

Source: DISD Food Services Department.

A variety of a la carte food items were also prepared and served to district students, especially in the lunch period at secondary school cafeterias. However, these items do not qualify as reimbursable meals under the School Breakfast Program or National School Lunch Program. In addition to serving traditional breakfast and lunch meals to students and adults at school campuses, the department also participates in the After School Snack Program and the Summer Feeding Program, both regulated by the USDA. Food Services also provides limited catering services to the district's central office.

The After School Snack program includes educational or enrichment activities in an organized, structured and supervised environment. The snacks served fill the gap between school lunch and dinner. Typical examples of snacks served are pretzels, 100 percent juice, an apple or milk. The snacks meet USDA nutritional requirements that foster the health and well-being of the students. USDA provides funds to TEA, which distributes payment to Food Services for the snacks served. Snacks may be served to any child who is 18 or under at the start of the school year and is enrolled in the After School Snack program. The USDA reimburses Food Services for each snack served based on the enrolled child's eligibility category (free, 55 cents; reduced-price 27 cents; paid 5 cents).

In addition to these federal meal income reimbursements, the district also receives food from the USDA. This food is stored in the centralized Food Services warehouse facility, located adjacent to the department's administrative office, and later distributed by warehouse personnel to district cafeterias.

FINDING

TEA examined more than 9,000 free and reduced-price meal applications in the district in January 2001 and reported only 16 errors, a less than a 1 percent error rate. Auditors visited 18 schools in DISD and observed meal service and verified that the meals served to the students met USDA nutrient requirements. A formal written report of the results of the audit has not been presented, but a verbal exit conference was held with the DISD superintendent. No major compliance errors were noted. No counting and claiming errors were noted as the number of reimbursable meals claimed in all 210 schools was accurate and matched the reviewer's audit. In only one instance did a student name on a school's meal eligibility roster differ from the master roster in the central office. No errors occurred when school meal claims were consolidated into a total by DISD Food Services. These audit results are extremely positive, considering the district does not have an automated meal accountability system.

All DISD schools are required to use a meal payment collection procedure approved by TEA to avoid embarrassing singling out of free and reduced-price meal recipients. Certain collection procedures have been approved to ensure compliance with federal and state regulations, while allowing school administrators the flexibility to meet the needs of their respective schools. All cafeteria supervisors are responsible for ensuring that an approved collection procedure is in operation at their locations. This includes the time from the distribution of meal tickets or passes until the students get their meals.

Meal payment collection procedures at district cafeterias are not automated, so cafeteria personnel manually track each student who goes through the serving line according to their meal eligibility and account status. In secondary and elementary schools, the number of meals served in each category compared to the school's eligibility number using the average daily attendance percentage. If the meals served in any one category exceed the school's average daily attendance percentage, the number of meals served in that category must be justified. The food items selected by each student also are manually recorded on a form that is sent to the Food Services central office where the data is re-entered into a master report for the monthly meal reimbursement claim.

At elementary schools, a meals program roster listing all students alphabetically by classroom is sent to each school from the central office. This list includes the meal eligibility status of each student. A range of numbers is selected for use in identifying the eligibility status of each student. An appropriate number from the set is then assigned to each student's name on the meal roster. The cashier uses the assigned number to identify students as they go through the serving line. All secondary schools issue meal cards to students. When students present their meal card to the cashier, it is punched on the appropriate date and the eligibility status recorded for meal count. Prepaid meals may be purchased at the cafeteria. Cash pre-payments can only be made for reimbursable meals and cannot be used to purchase individual a la carte food items. Absent students are given credit for a meal at a later date. Cash refunds are not given for prepaid meals unless a child moves out of the district. Notices are provided to inform parents of this policy.

Despite the low error rate of the manual meal payment collection procedures, these practices are cumbersome and slow down the movement of lines during the busy lunch period. Further, the distribution, collection and record keeping for meal tickets are inefficient and time consuming and there is a greater likelihood of error without automation. Inaccurate meal counts or students counted in the wrong category for reimbursement can result in a loss of federal and state funds. To respond to these constraints, Food Services plans to begin the implementation of a computerized point-of-sale system in district cafeterias in the 2001-02 school year. The system will:

- Maintain student record files;
- Determine and control free and reduced-price meal eligibility in compliance with government regulations;
- Allow students to input their ID on a keypad and calculates and displays the change due on the screen; and
- Provides daily and monthly summaries reporting cash and meal count information.

The online connection between schools and the Food Services central office would provide further reporting efficiency. This also would provide the opportunity to centralize free and reduced-price applications and eligibility information, after data is input and updated at individual schools. In addition to the point-of-service component and potential online capability, other features of the point-of-service system could be added in the future. These features may include recording, processing and summarizing data related to nutrient-based menu planning, inventory, bidding, purchasing, food production, labor scheduling, time and performance tracking.

COMMENDATION

DISD's administration and staff have implemented procedures that result in accurate reporting and continual improvements.

FINDING

The district does not fully identify students for free and reduced-price meals. A separate form must be completed for each student in a family. The application of each DISD student who is not directly certified for free or reduced-price meals must be processed independently. Advertising and incentive award programs are not used and campus based administrators do not play an active role in the identification of students eligible for free and reduced-price meals.

About 11,000 DISD applications for free and reduced-price meals receive automatic approval through the direct certification process for students in families who are eligible for Food Stamps. However, the remaining students must complete the application process before approval. This requires multiple processing for students in the same family.

Some school districts using a single family application have reduced the amount of labor and paper handled during the process. Other districts have also increased identification through the convenience of one application form per family.

Identifying those students who are eligible for free and reduced-price lunches and breakfasts through the National School Lunch and Breakfast Program is a tedious and time-consuming process. Some parents are reluctant to fill out the necessary forms. With some parents it is a matter of pride; with others it is a matter of literacy. Some students are hesitant to participate in the program, especially at the secondary levels, because it is not "cool" to be identified as poor. Principals are often so overloaded with paperwork of all kinds, it is sometimes difficult to find time to pay much attention to these forms.

What many school district officials forget, however, is that federal Compensatory and Title I funding flows to a school district based on the number of economically disadvantaged students. And, economically disadvantaged is defined as students identified as eligible for free or reduced-price meals. These funds are funneled to districts so that they can provide additional services to students at risk of dropping out of school. While not all economically disadvantaged students are considered at risk, the number of economically disadvantaged students closely tracks the number of at-risk students. The federal government therefore, uses this figure as its criteria.

In most Texas school districts, the district receives about \$500 - \$700 per child, per year, in Compensatory and Title I money for every child identified for free and reduced-price meals. In 2000-01 DISD's 74.3 percent of economically disadvantaged students provides \$860 in Compensatory and Title I federal funds per student eligible for free and reduced-price meals. For every 100 students identified as eligible for free or reduced-price meals, an average district gets \$60,000 or the equivalent of salaries for two more teachers. In Houston ISD, an improved eligibility identification program brought in additional annual revenues of \$4 million.

While every school business official knows this relationship exists, few are aggressively involved in assisting the food service staff and schools to streamline the process, educate the parents and students to the benefits of the program, or launch campaign to encourage participation.

Some of the most successful programs use the following techniques:

Family identification - If a parent fills out a form for one child, all of the siblings in the same household are automatically qualified;

Direct certification - Some districts do not require families to complete an application for the federal free and reduced-price meal programs if they are pre-certified as eligible by the Texas Department of Human Services through the Temporary Assistance for Needy Families (TANF) program;

Incentive awards - Giving prizes to students and parents for completing an eligibility application. Houston ISD placed all of the applicants' names in a hat, and drew for prizes, with the top prize a television. Some of the prizes were donated by local businesses, and some were purchased from the food services budget;

Advertising campaigns - Billboards, posters, and flyers extol the virtue of the free and reduced-price meal program, and encourage participation;

Campus-based at-risk budgeting - Principals are encouraged to aggressively qualify eligible students because funds for at-risk programs in their campus budget depend on the number of identified students. In the Texarkana ISD, for example, principals are motivated to identify every eligible child for the program because their campus' Compensatory and Title I budget is linked directly to the number of children identified in the program; and

Parental assistance - Providing all parents a user-friendly form and campus-based assistance to complete the forms. This approach can be critical for non-English speaking or illiterate parents. The El Paso ISD provides applications in both English and Spanish. Other districts have staff available during registration and the first days of school to help parents read and complete paperwork.

Recommendation 173:

Aggressively seek to identify all students eligible for free and reduced-price meals.

Using family application forms would allow a family to complete one application for all their children enrolled in DISD and can help to increase the number of students identified for free or reduced-price meals, increasing the federal funds received by the district. The family application would reduce handling, the possibility of errors due to multiple processing and labor time involved.

Specialists should be informed of the change in procedure and notify and train supervisors in their schools. Parents should be provided with campus-based assistance for completing the forms. This will include sufficient staffing during registration and the first day of school to help parents read and complete paperwork to cut down on errors that could hinder the approval process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, chief financial officer and the executive director for Food Services meet to discuss ways to aggressively increase the identification of students for free and reduced-price meals.	August 2001
2.	The superintendent, chief financial officer and the executive director for Food Services discuss the possibility of using an advertising campaign or prize incentives to increase certification of students for free and reduced-price meals.	August 2001
3.	DISD's chief financial officer and the director of Food Operations	October

	and Compliance design a family application form that can be scanned into a computer.	2001
4.	The director of Food Operations and Compliance implements the use of the family application forms.	January 2002

FISCAL IMPACT

DISD currently has 161,670 students. If 2 percent or 3,233 students were identified as eligible through aggressive follow up and streamlined certification processes, DISD would receive \$2,780,380 in additional Compensatory and Title I funding based on \$860 per student (3,233 students x \$860 = \$2,780,380). DISD should also set aside \$25,000 annually for incentive awards, posters and other expenditures associated with more aggressive identification processes.

It is assumed that DISD would gain 50 percent of the annual revenue increase of \$1,390,190 ($\$2,780,380 \times .50$) in the first year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Budget incentive awards and promotional expenditures.	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)	(\$25,000)
Aggressively seek to identify all students eligible for free and reduced-price meals.	\$1,390,190	\$2,780,380	\$2,780,380	\$2,780,380	\$2,780,380
Net Savings/(Cost)	\$1,365,190	\$2,755,380	\$2,755,380	\$2,755,380	\$2,755,380

Chapter 11

D. STUDENT MEAL PARTICIPATION

PART 2

FINDING

The Food Services department's process of approving free and reduced-price meal applications is cumbersome because the data entry process is manual. The time required to manually input data from free and reduced-price meal applications into the computerized system results in excessive costs. In some districts, electronic scanners are used to eliminate manual processing.

The department outsources data entry tasks. Employees from a temporary service are hired for about 14 weeks to complete data entry for free and reduced-price applications. To process applications for the 1999-2000 school year, 20 temporary employees worked for 14 weeks for \$12.37 per hour. Three additional temporary employees were hired at \$10.08 an hour for two weeks to check applications, call parents and assist in the verification process. These services cost the department about \$141,000.

Recommendation 174:

Use electronic scanners to complete data entry for processing free and reduced-price meal applications.

Using scanners would reduce labor expenses significantly by reducing the amount of time and labor hours required to enter the applications. The executive director for Food Services should request the development of a family application form for free and reduced-price student meals that can be scanned electronically. Examples of forms currently in use and discussion with personnel at districts using the forms should be solicited and used to develop the form. Once developed, reviewed and approved, a pilot test should be conducted to determine the utility of the forms and needed revisions should be completed. When the final form is developed, the use of the form should be implemented in all facilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director for Food Services purchases scanners.	August 2001
2.	The director of Food Operations and Compliance trains temporary personnel to use the scanners.	August 2001

3.	The director of Food Operations and Compliance initiates use of scanners and conducts follow-up to evaluate results and make appropriate revisions.	September 2001
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FISCAL IMPACT

If the time required to process free and reduced-price applications could be reduced by 50 percent due to updated electronic technology \$70,482 could be saved annually ([\\$12.37 per hour x 40 hours x 14 weeks x 20 temporary employees = \$138,544] + [\\$10.08 per hour x 40 hours x 2 weeks x 3 temporary employees = \$2,419] for a total of \$140,963 x .50 reduction in labor hours = \$70,482). Scanners can cost up to \$300 each.

If 20 scanners were purchased at \$300 (20 scanners x \$300 = \$6,000), this expense would be \$6,000 for the first year, resulting in a net cost savings of \$64,482 in 2001-02 (\$70,482 in savings - a \$6,000 startup cost = \$64,482 in total savings). The annual cost savings in remaining years would be \$70,482.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Purchase 20 scanners.	(\$6,000)	\$0	\$0	\$0	\$0
Use electronic scanners to complete data entry for processing free and reduced-price meal applications.	\$70,482	\$70,482	\$70,482	\$70,482	\$70,482
Net Savings/(Cost)	\$64,482	\$70,482	\$70,482	\$70,482	\$70,482

FINDING

Despite a high participation rate relative to peer districts, student participation in the National School Lunch Program is low in most DISD secondary schools and some elementary schools. In addition, as shown in **Exhibit 11-11**, lunch participation among DISD students has declined by about three percent since 1995-96. **Exhibit 11-16** provides a breakdown of student participation in the National School Lunch Program and School Breakfast Program at district middle schools in 1999-2000. As illustrated, 10 middle schools reported a DISD student participation rate of less than 40 percent in the National School Lunch Program.

Exhibit 11-16
DISD Student Participation Rates by Middle School
National School Lunch Program
1999-2000

Middle School	Enrollment	Average Daily Attendance	Average Daily Lunch Participation to Enrollment	Average Daily Breakfast Participation to Enrollment
Atwell, W. H.	926	880	35%	8%
Browne, T. W.	1,156	1,098	36%	9%
Cary, E. H.	1,452	1,379	55%	15%
Comstock, E. B.	954	906	46%	8%
Florence, F.	1,152	1,094	37%	8%
Franklin, B.	936	889	28%	13%
Gaston, W. H.	1,002	952	45%	14%
Greiner, W. E.	1,799	1,709	41%	5%
Hill, Robert, T.	833	791	31%	11%
Holmes, O. W.	1,047	995	31%	13%
Hood, J.B.	1,337	1,270	39%	13%
Long, J. L.	983	934	49%	12%
Marsh, T. C.	1,250	1,188	32%	9%
Rusk, T. J.	693	658	57%	7%
Spence, A. W.	977	928	42%	10%
Stockard, L. V.	780	741	54%	15%
Storey, B.	683	649	50%	18%
Hulcy, D. A.	635	603	44%	17%
Walker, E. D.	183	174	47%	40%
Anderson, P. C	930	884	50%	19%
Quintanilla, Raul	1,125	1,069	55%	16%
Seagoville Middle	795	755	45%	8%
Dallas Science Academy	188	182	32%	5%
Zumwalt, Sarah	703	668	43%	16%

Longfellow, H. W.	395	383	45%	12%
Edison, T. A.	686	652	39%	8%
Seagoville Alternative	70	67	71%	39%
Total	23,670	22,498	43%	12%

Source: DISD Food Services Department.

Exhibit 11-17 provides a breakdown of student participation in the National School Lunch Program and School Breakfast Program at district high schools in 1999-2000. As illustrated, eight high schools reported a DISD student participation rate of less than 40 percent in the National School Lunch Program.

Exhibit 11-17
DISD Student Participation Rates by High School
National School Lunch Program
1999-2000

High School	Enrollment	Average Daily Attendance	Average Daily Lunch Participation Rate	Average Daily Breakfast Participation Rate
Adams, B	2,084	1,980	51%	7%
Adamson, W. H.	1,244	1,182	46%	5%
Smith	866	823	41%	5%
Molina, M.E.	2,023	1,922	59%	7%
Hillcrest	1,431	1,359	35%	6%
Jefferson	1,367	1,299	54%	12%
Kimball	1,559	1,481	43%	11%
Lincoln	1,083	1,029	52%	6%
Lacy	75	71	64%	7%
Pinkston	1,015	964	48%	10%
Roosevelt	852	809	40%	6%

Samuell, W.W.	1,566	1,488	35%	6%
Seagoville	1,008	958	44%	5%
South Oak Cliff	1,332	1,265	38%	5%
Spruce, H. G.	1,587	1,508	43%	4%
Sunset	1,720	1,634	59%	7%
White, W. T.	1,819	1,728	37%	4%
Wilson, W	1,303	1,238	38%	5%
Carter	1,628	1,547	34%	4%
North Dallas	1,831	1,739	49%	7%
Skyline	4,309	4,094	43%	5%
SCGC	73	69	71%	18%
Health Special	122	116	60%	28%
Madison, J.	699	664	40%	10%
Arts Magnet	695	667	34%	5%
Townview	1,951	1,892	31%	4%
Total	35,242	33,526	44%	6%

Source: DISD Food Services Department.

School administrators and teachers were positive about most aspects of the Food Services program, with the exception of relatively low scores being given for food taste and appearance. In a TSPR survey a majority (71 percent) felt cafeteria facilities were sanitary and neat, and 68 percent felt cafeteria staff were helpful and friendly. While 61 percent of teachers felt cafeteria staff served warm food, only 29 percent felt the food looked and tasted good. A majority (73 percent) of teachers felt students ate lunch at the appropriate time of day. In addition, 54 percent of the teachers thought students waited in line no longer than 10 minutes. About 63 percent of teachers felt campus staff maintained discipline and order in school cafeterias. **Exhibit 11-18** shows the results of the teacher survey.

Exhibit 11-18
DISD Food Services
Teacher Survey Results

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The cafeteria's food looks and tastes good.	2%	27%	12%	32%	27%
Food is served warm.	5%	56%	13%	16%	10%
Students eat lunch at the appropriate time of day.	7%	66%	5%	13%	9%
Students wait in food lines no longer than 10 minutes.	6%	48%	12%	23%	11%
Discipline and order are maintained in the school cafeteria.	9%	54%	5%	20%	12%
Cafeteria staff is helpful and friendly.	13%	55%	8%	15%	9%
Cafeteria facilities are sanitary and neat.	11%	60%	10%	12%	7%

Source: TSPR Survey Results.

A majority of principals and assistant principals felt cafeteria facilities were sanitary and neat and 77 percent felt cafeteria staff was helpful and friendly. A majority also felt campus staff maintained discipline and order in school cafeterias. Eighty-four percent of the principals felt students ate lunch at the appropriate time of day. More than three out of four principals said cafeteria staff served warm food. However, similar to the response from the teachers, principals were concerned with the appearance and quality of the food served in the cafeteria. Only 47 percent thought the food looked and tasted good. A majority believed students had enough time to eat lunch and 70 percent felt students waited in line no longer than 10 minutes. The results of the survey of principals and assistant principals is presented in **Exhibit 11-19**.

Exhibit 11-19
DISD Food Services
Principal and Assistant Principal Survey Results

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The cafeteria's food looks and tastes good.	2%	45%	13%	26%	14%
Food is served warm.	5%	72%	5%	12%	6%
Students have enough time to eat.	7%	64%	2%	24%	3%
Students eat lunch at the appropriate time of day.	6%	78%	0%	14%	2%
Students wait in food lines no longer than 10 minutes	7%	63%	4%	22%	4%
Discipline and order are maintained in the school cafeteria.	13%	76%	1%	7%	3%
Cafeteria staff is helpful and friendly.	13%	64%	5%	12%	6%
Cafeteria facilities are sanitary and neat.	12%	72%	6%	8%	2%

Source: TSPR Survey Results.

Two thousand ninety-two junior and senior level students completed and returned surveys. The results indicate that students were less positive about Food Services than district teachers and administrators. Students gave low scores to food appearance and taste, food temperature, amount of time to eat lunch, the length of lunch lines, helpfulness and friendliness of cafeteria personnel, cafeteria sanitation and neatness and the discipline and order maintained in the school cafeteria.

Fifty-seven percent of the respondents felt the school breakfast program was available to all children. Nearly two-thirds thought they ate lunch at the appropriate time of day. Less than half said food is served warm. Fifty-nine percent said cafeteria food does not look and taste good. Seventy percent said they did not have enough time to eat. Sixty-seven percent said students wait longer than 10 minutes to get meals. Less than half of the students felt the cafeteria staff is helpful and friendly. And 42 percent felt cafeteria facilities are sanitary and neat. Half of the students said campus staff maintains discipline and order in school cafeterias. **Exhibit 11-20** shows the results of the student survey.

**Exhibit 11-20
DISD Food Services
Student Survey Results**

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The school breakfast program is available to all children.	15%	42%	22%	13%	8%
The cafeteria's food looks and tastes good.	3%	15%	23%	24%	35%
Food is served warm.	6%	35%	20%	22%	17%
Students have enough time to eat.	5%	18%	7%	27%	43%
Students eat lunch at the appropriate time of day.	10%	54%	14%	10%	12%
Students wait in food lines no longer than 10 minutes.	8%	15%	10%	26%	41%
Discipline and order are maintained in the schools cafeteria.	7%	42%	22%	18%	11%
Cafeteria staff is helpful and friendly.	11%	32%	20%	20%	17%
Cafeteria facilities are sanitary and neat.	7%	35%	27%	18%	13%

Source: TSPR Survey Results.

The low scores on the student survey, in addition to numerous survey comments provided by students, reveal an overall low level of customer satisfaction with the school lunch program. Follow-up comments from high school students reflect their general discontent of the school lunch program resulting from:

- Poor food quality, taste and appearance;
- Food that should be hot served cold;
- Inadequate time to eat lunch;
- Lack of menu variety;
- Poor value for the price;
- Running out of menu items, especially in the last lunch period;

- Poor customer service;
- Poor cafeteria sanitation; and
- Poor cafeteria atmosphere.

Students expressed frustration with cafeteria vending machines being turned off during lunch and the fact that they were not allowed to leave campus for lunch. Another concern noted in this survey was that 40 percent of student survey respondents indicated that they do not regularly purchase lunch in the school cafeteria.

Concerns raised by citizens in public forums and focus groups with respect to Food Services:

- The Food Service program is promoting poor nutritional habits through the sale of "junk food" as a la carte items such as candy and chips. The presence of vending machines at schools expands this problem;
- Poor food quality and taste;
- Food served is not healthy or nutritious;
- Significant food waste results, as students do not eat the food on their plates;
- Students who eat at the end of the lunch period do not have the same menu choices as those who eat at the beginning of the lunch period;
- Students are not asked for input in menu planning; and
- Parents or community residents had concerns with respect to food taste and appearance, the length of time students had to eat lunch, the length of lunch lines and food temperatures.

It should be noted that the concerns raised by citizens in public forums and focus groups may be based on their perceptions of all food served in schools, whether or not it is provided by Food Services. This would include school vending machine sales of candy, soda and other non-nutritional items outside the scope of Food Services. Many schools also sell various concession food items in hallways and school stores that are not provided by Food Services.

Based on observations by the review team, it does not appear that the district has been consistent in applying uniform food quality standards for the various menu items offered in the school food and nutrition program. Students tend not to select food items of poor quality. By the time they reach the secondary level, the perception of poor food quality may lead many students to no longer participate in the National School Lunch Program. This results in a decline in student participation and a corresponding loss in revenue. While central office administrators and

staff indicated a commitment to the service of high-quality food, the review team noted the following food quality issues in cafeterias visited:

- Broccoli had either been overcooked or kept too long, causing a brownish appearance to the vegetable;
- Oven-cooked fries were sometimes kept longer than desirable, causing them to lose crispness;
- A pork chop served in one of the high schools was overcooked, resulting in a tough and rubbery product; and
- Breakfast sausage patties also appeared overcooked.

Chapter 11

D. STUDENT MEAL PARTICIPATION

PART 3

Recommendation 175:

Increase student participation in the National School Lunch Program.

Food Services should bring National School Lunch Program participation back to the level attained in 1996-97, when 72 percent of the district's eligible students participated. To increase student participation in the National School Lunch Program, the district should:

- ***Improve food quality.*** Food quality should be evaluated by appearance, texture or consistency, flavor and temperature of the food when served. Food Services administration and staff should use established standards to implement formal evaluation methods and ensure that acceptable food items are served at district cafeterias. The age and ethnic background of students will be a factor in establishing quality standards and these standards may vary from school to school. For example, the amount of chili powder added to a meat topping for tacos may vary from school to school based on student ethnicity. Students of different ages may also prefer different types of foods. Food Services staff should adjust recipes and preparation techniques to improve the acceptability of foods when needed. Standardized recipes should be adjusted among schools to accommodate a diverse population of students. Additional training sessions could be conducted to implement standards into each cafeteria.
- ***Improve service quality.*** The quality of service provided to students by cafeteria personnel should be evaluated and training should be provided to enhance customer services. Field specialists should monitor the quality of service provided by cafeteria personnel at their respective campuses and take corrective actions to improve the quality of service provided.
- ***Solicit student feedback in menu planning.*** Surveys, focus groups or student advisory councils could serve as mechanisms to solicit student feedback to better tailor menus to student tastes and preferences. Students should be involved in tasting and evaluating food products produced and served during school meal times. Scorecards can be developed for students to rate each menu item based on appearance, texture/consistency, flavor/seasoning and temperature. With the diverse student population, more lunch

foods could be served with an ethnic flare. Students will be more likely to purchase school lunches if they are offered menus and individual choices that appeal to them.

- **Educate students about proper nutrition.** Involve students and parents in developing nutrition policies that encourage healthy eating.
- **Expand points-of-service.** Selling food in more places would reduce the time students must wait in lines to receive a meal. Additional points-of-service could include food carts in various locations outside the cafeteria and outdoor patios with grab-and-go meals. These menu offerings should be packaged to qualify as reimbursable lunches.
- **Increase menu variety in district schools.** Students will choose to eat lunch at school if menu choices appeal to them.
- **Implement marketing and promotional strategies geared toward increasing participation.** This may include promotional campaigns and point-of-purchase materials similar to those used by fast food restaurant chains.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director and field specialists for Food Services develop strategies for increased lunch participation at district cafeterias. This includes improved food quality and service, expanded points of service, the incorporation of student feedback in menu planning, increased menu variety, nutrition education and marketing or promotional strategies at selected locations. These plans should be specific to each campus. A committee may be created to formulate these strategies with a cross-section of Food Services personnel from the central office and school cafeterias.	August 2001 - May 2002
2.	Field specialists meet with cafeteria personnel, school principals and faculty at each campus before implementing these strategies. Cafeteria personnel are trained to successfully implement program enhancements.	July - August 2002
3.	The strategies are implemented and the results of the enhancements are evaluated at each campus. Necessary revisions are made. If successful, these programs should be expanded to other campuses.	Annually, beginning in August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Vending machine and concession items sold at DISD middle and high schools are of minimal nutrient value and are in direct competition with the more healthy and nutritious meals offered by Food Services as part of the National School Lunch Program. This practice reduces student lunch participation in all of the district's middle and high schools. **Exhibit 11-21** shows the effect of the concession operations on the daily revenue generated by Food Services. Of the 18 secondary schools responding to a survey, average sales increased by more than \$170 per day when the concession stands were closed.

Exhibit 11-21
Impact of Selected Middle and High School Concession Sales on
Cafeteria Sales
1999-2000

School	Average Daily Cafeteria Sales Concessions Open	Average Daily Cafeteria Sales Concessions Closed	Average Daily Sales Difference Concessions Closed
Adams High	\$930.00	\$1,200.00	\$270.00
Adamson High	\$650.00	\$825.00	\$175.00
Carter High	\$1,563.00	\$1,876.00	\$313.00
Greiner Middle	\$750.00	\$1,000.00	\$250.00
Jefferson High	\$550.00	\$700.00	\$150.00
Lincoln High	\$550.00	\$650.00	\$100.00
Longfellow Middle	\$350.00	\$450.00	\$100.00
N. Dallas High	\$1,100.00	\$1,350.00	\$250.00
Roosevelt High	\$430.00	\$490.00	\$60.00
Samuell High	\$550.00	\$850.00	\$300.00
Skyline High	\$1,900.00	\$2,100.00	\$200.00
Smith High	\$250.00	\$375.00	\$125.00
Spence Middle	\$325.00	\$500.00	\$175.00
Stockard Middle	\$200.00	\$350.00	\$150.00
Townview High	\$250.00	\$300.00	\$50.00
White High	\$600.00	\$850.00	\$250.00
Wilson High	\$780.00	\$880.00	\$100.00

Zumwalt Middle	\$275.00	\$350.00	\$75.00
Total	\$12,003.00	\$15,096.00	\$3,093.00

Source: DISD Food Services Department.

The availability of foods competing with cafeteria meals jeopardizes the nutritional integrity of school meal programs.

Congress directed the USDA to issue regulations about the service of foods in competition with school meals. State agencies and local school food authorities can impose additional restrictions on the sale of competitive foods. The USDA defines competitive foods as foods other than meals served through USDA's school lunch, school breakfast and after-school snack programs. Foods of minimal nutritional value are those that provide less than five percent of the Reference Daily Intakes for each of the eight specified nutrients (protein, Vitamins A and C, niacin, riboflavin, thiamin, calcium and iron) per serving. USDA regulations prohibit the sale of foods of minimal nutritional value in food service areas during school meal periods.

Vending machines may be operated in middle schools but must contain only nutritious and healthful foods as recommended by the DISD Health Advisory committee. These foods include fruit and vegetable juices, milk, nuts, seeds, cheese products, crackers, fresh fruits and chips. Foods and beverages with a highly concentrated sugar base are prohibited. Vending machines in high schools may contain foods with a highly concentrated sugar base but must enable students a choice of food items.

Recommendation 176:

Discontinue vending and concession operations during the lunch period.

Vending machines and concession operations should be discontinued from 30 minutes before the first lunch period to 30 minutes after the last lunch period. Discontinuation of vending and concession operations during the lunch period will generate extra revenue for Food Services while ensuring that a greater number of students are receiving adequate nutrition.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The school board enforces the district policy to prohibit the operation of vending machines and the sale of other competitive foods 30 minutes prior to and 30 minutes after the	August 2001
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	lunch period at all DISD schools.	
2.	The executive director for Food Services communicates the competitive foods policy to all principals.	August 2001
3.	DISD administration conducts follow-up visits to high schools to ensure the enforcement of the competitive foods policy.	Beginning August 2001

FISCAL IMPACT

As shown in **Exhibit 11-21**, the average daily sales difference when concessions are closed is \$3,093. During a 180 day school year, \$556,740 in additional revenue would be generated at these 18 responding secondary schools. Subtracting the current average food cost of 37 percent or \$205,994 results in a total estimated net profit of \$350,746 (\$556,740 average daily revenue increase x 180 days per school year = \$556,740 total revenue). Net profits would be \$350,746 (\$556,740 less \$205,994).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Discontinue vending and concession operations during the lunch period.	\$350,746	\$350,746	\$350,746	\$350,746	\$350,746

FINDING

The lunch periods at many DISD schools are not scheduled to best serve the needs of the students enrolled at those schools. Based on an analysis of cafeteria seating capacities at district schools, too many lunch periods are scheduled at certain campuses and insufficient lunch periods are scheduled at others. This results in lunches served too early or too late to students at some schools, while other schools have cramped and overcrowded cafeterias that do not provide adequate seating for all students.

Exhibit 11-22 shows that 23 DISD elementary schools have lunch periods starting at or before 10:00 a.m. and ending at 1:00 p.m. or later. Pleasant Grove Elementary does not end lunch service until 1:45 p.m. For students who eat breakfast, the 10:30 a.m. time slot may be too soon for children to eat a full meal and they may become hungry by the early afternoon. For students who must eat after the traditional lunch period (1:00 p.m. or later), they may become hungry well in advance of their lunch time.

Exhibit 11-22
Lunch Serving Periods at DISD Elementary Schools
1999-2000

Elementary School	Serving Period for Lunch
Adams, John Q.	10:00-1:00
Anderson, W.	10:15-1:15
Bowie, J.	10:15-1:00
Burnet, D. G.	10:15-1:10
Cowart, L.P.	10:15-1:20
Zaragoza, I.	10:15-1:15
Jordan, Barbara	10:10-1:15
Donald, L. O.	10:20-1:20
Gill, C.A.	10:00-1:00
Henderson, M. B.	10:15-1:15
Hooe, Lida	10:00-1:15
Lanier, S	10:00-1:10
Reagan, J. H.	10:15-1:30
Reilly, M. T.	10:05-1:15
Stemmons, L. A.	10:10-1:00
Thornton, R. L.	10:00-1:15
Truett, G. W.	10:00-1:30
Twain, Mark	10:00-1:00
Weiss, Martin	10:00-1:15
Saldivar, J. T.	9:50-1:15
Pleasant Grove	10:00-1:45
Bethune, M. M.	10:15-1:30
Cuellar, G. Sr.	10:00-1:30

Source: DISD Food Services Department.

Exhibit 11-23 shows 36 selected DISD schools that have the most inadequate cafeteria seating capacity to serve the number of students enrolled at those campuses. The enrollment has significantly exceeded the number of cafeteria seats necessary to adequately serve these students. **Exhibit 11-18** also reveals that too few lunch periods are scheduled at

these schools, given the average daily attendance and cafeteria seating capacities of those campuses. The combination of inadequate seating capacity and current lunch period scheduling contribute to long waiting lines and overcrowded cafeterias. Thus, students who want to have lunch may have to wait in line too long and may not have sufficient time to eat lunch. Further, when these students are served, they may be unable to find a seat in the cafeteria.

Exhibit 11-23
Cafeteria Seats Per Student and Lunch Serving Periods
Selected DISD Schools
1999-2000

School	Average Daily Attendance	Number of Seats in Cafeteria Dining Area	Number of Students Per Seat	Number of Lunch Serving Periods	Shortage in Number of Lunch Periods Served
Cary Middle	1,379	160	8.62	4	4.62
Henderson Elementary	873	112	7.79	6	1.79
Darrell Elementary	893	120	7.44	4	3.44
North Dallas High	1,739	250	6.96	3	3.96
Florence Middle	1,094	160	6.84	3	3.84
Skyline High	4,094	678	6.04	4	2.04
Rogers Elementary	842	141	5.97	5	0.97
Kimball High	1,481	252	5.88	3	2.88
White High	1,728	320	5.40	3	2.40
Sunset High	1,634	318	5.14	4	1.14
Adamson High	1,182	235	5.03	4	1.03
Zumwalt	668	134	4.99	2	2.99

Middle					
SOC High	1,265	258	4.90	3	1.90
Samuel High	1,488	305	4.88	3	1.88
Carter High	1,547	320	4.83	3	1.83
Greiner Middle	1,709	360	4.75	3	1.75
Franklin Middle	889	192	4.63	3	1.63
Dade Elementary	275	60	4.58	3	1.58
Hillcrest High	1,359	306	4.44	3	1.44
Jefferson High	1,299	300	4.33	3	1.33
Preston Hollow	806	200	4.03	3	1.03
Gaston Middle	952	240	3.97	3	0.97
Marsh Middle	1,188	300	3.96	3	0.96
Spence Middle	928	240	3.87	3	0.87
Quintanilla Middle	1,069	280	3.82	3	0.82
Roosevelt High	809	214	3.78	2	1.78
Hood Middle	1,270	352	3.61	3	0.61
Holmes Middle	995	284	3.50	3	0.50
Storey Middle	649	186	3.49	2	1.49
Seagoville High	958	278	3.45	2	1.45

Smith High	823	260	3.17	2	1.17
Madison High	664	220	3.02	1	2.02
Hill Middle	791	272	2.91	2	0.91
Caillet Elementary	575	221	2.60	2	0.60
Stockard Middle	741	288	2.57	2	0.57
Longfellow Middle	383	150	2.55	2	0.55

Source: DISD Food Services Department.

Recommendation 177:

Schedule lunches closer to normal meal hours and increase the number of lunch serving periods, where possible.

Schedule appropriate lunch times when children are hungry between 11 a.m. and 1 p.m. Principals should evaluate lunch schedules with respect to the number of lunch periods, the length of the lunch period and the cafeteria seating capacity. Schools should reduce the number of serving periods and serve lunch at more appropriate times. Those campuses that are unable to reduce the number of serving periods due to inadequate seating capacity may reduce the time ranges of the overall lunch period by providing continuous service, which is already done at some elementary schools. Thus, starting lunch times could be moved back and ending times could be moved up by reducing the number of lunch periods or by providing continuous service during the lunch period.

The lunch period should be increased at those campuses shown in **Exhibit 11-22**, where insufficient lunch periods are scheduled to serve the campus enrollment with the existing cafeteria seating capacity. The campuses could also utilize outside seating to free up some of the space in the cafeteria. These changes may reduce the length of lines, alleviate some overcrowded dining areas and provide lunch seating for all students. Although the best alternative to this problem would be to increase the seating capacity at many district cafeterias, this would require significant funding for building renovations, additions and new construction. This should be considered as a long-term solution, due to the significant funding requirements and the timeframe necessary to secure adequate funding for capital improvements

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Field supervisors identify schools where scheduling changes in the lunch period are needed to increase student participation.	August - December 2001
2.	Field supervisors meet with principals to evaluate scheduling adjustments for lunch periods.	January - May 2002
3.	Principals revise serving periods at selected schools.	Beginning August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Student participation in the School Breakfast Program is low, at or below 20 percent (**Exhibit 11-11**), in DISD and other peer districts. **Exhibit 11-11** shows that DISD student breakfast participation declined from 22 percent in 1997-98 to 20 percent in 1999-2000. **Exhibit 11-16** and **Exhibit 11-17** show 10 DISD middle schools and 20 high schools reported a student participation rate of less than 10 percent in the School Breakfast Program in 1999-2000. Further, **Exhibit 11-15** shows that less than 18 percent of DISD secondary school students approved to receive free meals participate in the School Breakfast Program, while less than 6 percent of these students approved to receive reduced-price meals participate in the program. This indicates that a substantial number of these students do not eat a school breakfast.

Principals and food service administrators across the U.S. are continuing to implement innovative programs to increase student breakfast participation at elementary and secondary schools. These programs include serving breakfast from mobile carts located in hallways, serving grab-and-go meals and offering quick-serve menu formats. Food Services successfully implemented these programs in 1999-2000 at several district schools, with the support of vendor sponsorship. However, these promotions only ran for a short period of time. Some districts reported a 10 to 20 percent increase in student breakfast participation due to the convenience of cart and grab-and-go meal service. Beaverton School District in Oklahoma increased breakfast participation by 5 percent when they introduced a grab-and-go breakfast program. Breakfasts were located along a path leading to class, near the bus stop, at the classroom and at intervals covering the route in between. Breakfast foods range from bagels to granola bars, bowl-pack cereals, soft pretzels and doughnuts. One school district increased breakfast participation 15 percent through unique

marketing efforts, including awareness campaigns aimed at parents. Although DISD Food Services sends a letter to notify all parents about the School Breakfast Program, many parents do not take advantage of this program.

Recommendation 178:

Increase student participation in the School Breakfast Program.

To increase student participation in the School Breakfast Program, principals and the school Food Services staff should work together to remove barriers to participation in the School Breakfast Program. Increasing the length of the breakfast meal period, incorporating breakfast meal time into the daily class schedule and providing alternate meal service to the traditional cafeteria dining room service are considerations that could be used to expand school breakfast service to a larger number of students. Bus scheduling and late bus arrivals sometimes provide further constraints to increasing student breakfast participation.

Many parents may not be aware that breakfast programs exist or understand that if their child qualifies for free or reduced-price lunch benefits, they also qualify for breakfast meal benefits.

An increase in marketing and promotional efforts aimed at students and their parents could enhance student breakfast participation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director for Food Services and area field managers select specific campuses for the implementation of strategies to increase breakfast participation. The criteria to select schools should be based on the support and commitment of the principals and the potential for increased participation.	January - March 2002
2.	The executive director for Food Services establishes a marketing committee composed of field specialists, faculty and students.	March 2002
3.	The executive director for Food Services, field specialists and a marketing committee develop a detailed plan to implement campus-specific marketing strategies.	April 2002
4.	Field specialists meet with cafeteria personnel, school principals and faculty at each campus prior to program implementation.	May 2002
5.	Principals and the executive director for Food Services implement the marketing program at the selected campuses. Cafeteria personnel are trained to successfully implement the enhancements.	August 2002

6.	The executive director for Food Services evaluates the results of the enhancements implemented and necessary revisions are made. If successful, these programs are expanded to other campuses.	September 2002
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 12

SAFETY AND SECURITY

This chapter reviews DISD's safety and security programs in four sections:

- A. Organization and Program Coordination
- B. Security and Enforcement
- C. Student Discipline and Alternative Education
- D. Safety and Prevention

The three basic building blocks of school safety and security are enforcement, intervention and prevention, as follows:

- Enforcement-school-based and patrol-oriented incident response and law enforcement services;
- Intervention-student discipline management and alternative education programs;
- Prevention-crisis and accident planning and prevention, emergency preparedness, alarm systems and facility and grounds safety.

BACKGROUND

The Texas Legislature has made school safety and security one of its top public policy priorities. The 1995 Legislature enacted rigorous new standards to improve the safety and security of public schools. The Texas Education Code was amended with the addition of safety and security provisions to establish the critical elements of an effective school safety and security program, including prevention, intervention, enforcement, interlocal cooperation, discipline management and alternative education.

The Legislature has continued to confront school safety and security issues. **Exhibit 12-1** summarizes some other important school safety and security legislation enacted since 1997.

Exhibit 12-1
Selected Legislative School Safety and Security Initiatives
1997 through 1999

Bill/Year	Bill Summary
SB 133 (1997)	Revises safe schools provision of the Education Code.
SB 260 (1999)	Allows expulsion of student who assaults school district employee.

SB 1580 (1999)	Creates Texas Violent Gang Task Force.
SB 1724 (1999)	Requires districts to report annually on criminal incidents by type and campus, and allows them to incorporate a violence prevention and intervention component in their annual campus improvement plans.
SB 1784 (1999)	Allows districts to use private or public community-based alternative education programs that are designed to help student dropouts complete their high school educations.
HB 152 (1999)	Raises to a state jail felony the act of placing graffiti on school property.
HB 1749 (1999)	Encourages school districts and juvenile probation departments to share information on juvenile offenders.

Source: TSPR, 1999.

Today, the Texas Education Code requires each school district to adopt a student code of conduct with clear student behavior standards and offense definitions. The code also calls for the gradation of discipline management techniques that correlate with the type or level of offense. For example, minor offenses may require student-teacher conferences or detention, while serious misconduct dictates removal from the regular classroom through suspension or placement in alternative educational programs.

The Education Code also requires that all districts establish an Alternative Education Program (AEP) and, in counties with more than 125,000 residents, a Juvenile Justice Alternative Education Program (JJAEP) as well. The JJAEPs, which operate under the jurisdiction of the Texas Juvenile Probation Commission, are intended to ensure the education of incarcerated youths and those on probation. Finally, the code requires districts and law enforcement agencies to share student arrest or criminal conduct information.

Since the emphasis on school safety began, DISD has seen decreases in some crime categories and increases in others (**Exhibit 12-2**). From 1995-96 through 1999-2000, the number of aggravated assaults, drug-related offenses and gun seizures declined. Over the same time period, however, simple assaults, thefts and vandalism increased.

Exhibit 12-2
DISD School Incident Trends
1995-96 through 1999-2000

Offense	1995-96	1996-97	1997-98	1998-99	1999-2000	Change 1995-2000
Assault	764	762	778	929	1,070	40%
Assault - Aggravated	75	93	83	57	68	-9%
Auto Theft/ Vandalism	191	224	273	228	222	16%
Burglary/ Robbery	87	103	262	97	82	-6%
Theft	291	263	566	615	615	111%
VHSC/Drugs	396	250	316	314	275	-31%
Illegal Weapons Seized - Guns	32	20	26	11	15	-53%

Source: DISD School Safety and Security Department.

According to the results of TSPR's stakeholder security survey, gangs, drugs and vandalism remain a serious concern for most DISD stakeholders (**Exhibit 12-3**).

Exhibit 12-3
Summary of Security Survey Results for DISD
Strongly Agreeing or Agreeing with the Statement

Statement	Admin.	Principals	Teachers	Students
School disturbances are frequent.	N/A	13%	38%	30%
Gangs are a problem.	66%	59%	64%	37%
Drugs are a problem.	72%	72%	67%	50%
Vandalism is a problem.	80%	72%	80%	60%

Source: TSPR, November 2000.

According to TSPR's survey, school employees generally view gangs, drugs and vandalism as more serious problems than do students. In contrast, students and teachers perceive disturbances such as assaults as more serious problems than do principals.

As illustrated by **Exhibit 12-4**, TSPR's stakeholder surveys also disclosed a strong divergence of DISD principal and student opinions of school safety and security. While 91 percent of principals believe that students feel safe and secure, only 48 percent of the students agree. Similarly,

significantly fewer students agree that safety hazards do not exist on school grounds.

Exhibit 12-4
Summary of Security Survey Results for DISD
Strongly Agreeing or Agreeing with the Statement

Statement	Admin.	Principals	Teachers	Students
Students feel safe and secure at school.	N/A	91%	N/A	48%
Safety hazards do not exist on school grounds.	N/A	57%	35%	25%

Source: TSPR, November 2000.

Note: N/A means the question was not asked.

TSPR's 1992 study of DISD identified a number of measures for improving the district's safety and security practices. Some of those recommendations were as follows:

- install metal detectors and video surveillance systems in schools
- install monitoring devices in portable classroom buildings
- increase security staff for central control and dispatch operations
- increase focus on prevention and intervention activities
- increase collaboration with the juvenile justice system
- increase prevention and intervention collaboration with other school districts
- implement an automated at-risk student tracking system
- adopt standard at-risk student indicators for all programs
- perform annual districtwide evaluations of at-risk student programs

DISD implemented many of these recommendations. It acquired metal detectors, installed panic-button systems in some portable classrooms and approved four additional positions for central control and dispatch. It began crisis planning and dropout prevention initiatives, and created a juvenile justice liaison position.

DISD's campuses present many safety and security challenges. The district has 218 school facilities including 28 high schools, 28 middle schools, 154 primary schools and 11 multi-level schools that include alternative education programs and special education centers. In addition, the district owns or leases 51 other buildings. Many school buildings were designed and built before security emerged as a serious issue. In addition, DISD's enrollment growth during the late 1990s has forced administrators to install numerous portable classroom buildings.

Chapter 12

A. ORGANIZATION AND PROGRAM COORDINATION

Safe and secure schools are the product of careful planning, timely intervention and consistent enforcement. Since safety and security involve so many programs-from policing to alternative education and dropout prevention-and so many parties-including students, parents, schools, district administrators, local patrol and county juvenile officers-goals in this area depend on effective coordination.

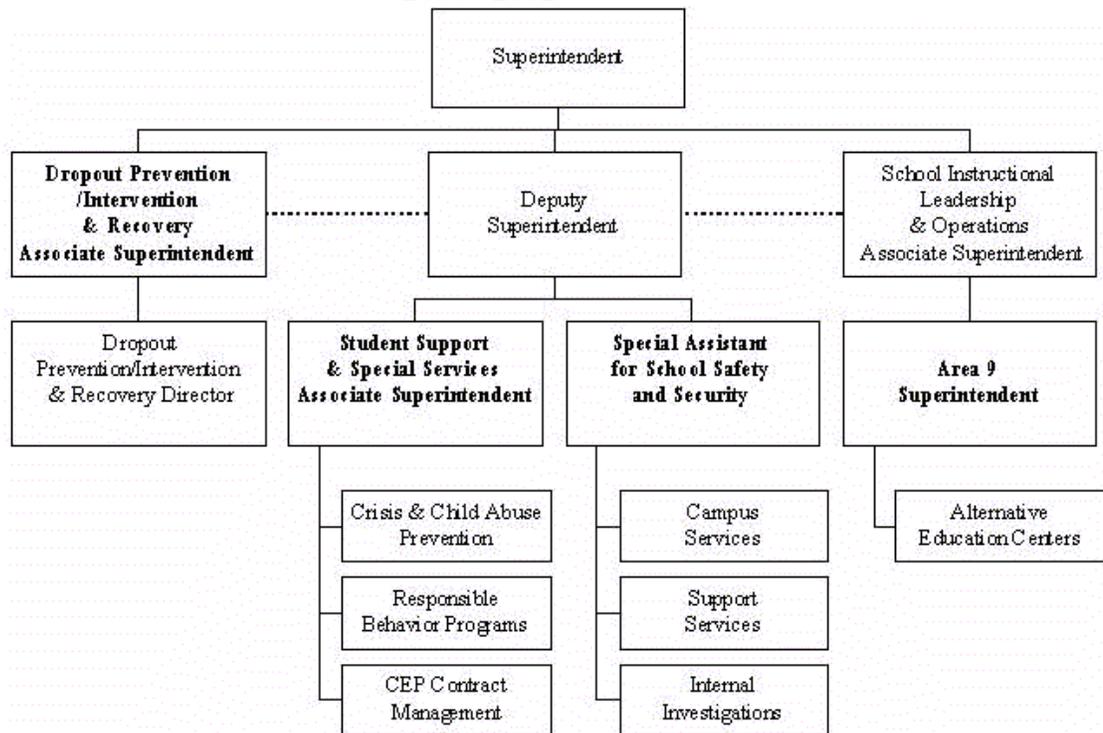
Such coordination requires a districtwide approach to safety and security. Staff resources must be organized in a manner that minimizes unnecessary duplication yet ensures that all critical functions are assigned to specific personnel. Safety and security information must be shared among all appropriate parties to identify potential threats before they occur. Communications must be timely and productive. Checks and balances must ensure that reporting systems are consistent and all schools are doing everything possible to ensure the safety of students and school personnel. In short, safety and security programs should be organized in a manner that ensures adequate accountability and enhances cooperation and communications among schools, communities and local governments.

FINDING

DISD's safety and security roles and responsibilities are fragmented among four different organizational units. They lack a single unifying philosophy and, as a result, are poorly coordinated. As illustrated by **Exhibit 12-5**, the district's most critical safety and security functions are administered by the associate superintendent for Dropout Prevention/Intervention and Recovery, the associate superintendent for Student Support and Special Services, the special assistant for School Safety and Security and the Area 9 superintendent.

Exhibit 12-5 Organization for DISD Safety & Security Functions

2000 - 2001



Source: DISD School Safety and Security Department, October 2000.

The role of the administrators of DISD's safety and security functions include:

- The associate superintendent for Dropout Prevention/Intervention and Recovery manages dropout and truancy prevention programs and reports directly to the superintendent.
- The associate superintendent for Student Support and Special Services manages the Crisis and Child Abuse Prevention and Responsible Behavior Program (RBP), coordinates at-risk student and drug prevention funding sources, manages the Community Education Partners (CEP) alternative education contract and reports to the deputy superintendent.
- The special assistant for School Safety and Security oversees campus-based security operations, support and internal investigations.
- The Area 9 superintendent manages the Alternative Education Program (AEP) centers and reports to the associate superintendent for School Instructional Leadership and Operations.

School personnel are responsible for enforcing safety and security regulations in their respective schools.

The Dropout Prevention/Intervention and Recovery unit trains local school administrators and staff in ways to improve attendance and reduce truancy, and assists schools in developing attendance improvement plans. It also monitors attendance and early intervention programs and oversees Campus Learning Communities at 19 DISD high schools. Campus Learning Communities are computer-assisted accelerated learning programs for overaged ninth graders at risk of dropping out of school. In addition, this unit oversees a Distance Learning Program for pregnant, parenting and homebound students.

The Student Support and Special Services unit is responsible for several programs, including special education, counseling, health and medical, nursing and allied health, psychological and student assessment services. This unit also oversees two offices directly related to safety and security-the Crisis, Abuse and Injury Prevention office and the Responsible Behavior Programs (RBP) office-and oversees the district's current contract with CEP, an alternative education program outsourced in early 2000.

DISD established the Crisis, Abuse and Injury Prevention Office in June 2000. This office includes six positions-a director, a data manager, a secretary (a vacant position at this writing), a crisis planning and support specialist (also vacant at this writing) and two child abuse specialists. The office promotes student-centered safety awareness, injury prevention and crisis preparedness activities and conducts child abuse and neglect training. In 2000, the office conducted 36 child-abuse training sessions, received more than 10,500 calls on its child abuse hotline system and distributed 20,000 copies of the district's most recently updated child abuse brochure. The office also assists schools with developing their campus crisis plans.

The Responsible Behavior Programs (RBP) unit has eleven employees, including five case managers (two for the School Community Guidance Center and one each for the other AEP schools) to manage the cases of 250 students each. One employee assists the area superintendent's office with student disciplinary appeals from local schools. The RBP also serves as a liaison between DISD and the district's JJAEP, monitors about 1,500 students on probation and processes all expulsions (about 180 to 270 per year).

The Area 9 superintendent supervises the AEP schools, the special education, Montessori, magnet and gifted schools.

This organizational fragmentation contributes to several problems. The involvement of multiple program leaders with different reporting relationships makes it difficult for DISD to develop and maintain a unified

mission for safety and security. Communication among the various offices is less effective. In some cases, the employees closest to the students play an inadequate role in program planning. In other cases, important safety and security roles are left unassigned.

These organizational problems can be more clearly understood by looking at the three critical elements of safety and security-enforcement, intervention and prevention.

The enforcement function, which is managed by the School Safety and Security (SSS) Department, is organizationally isolated. SSS has only limited interaction with other organizational units within DISD that are responsible for related safety and security programs and finds it difficult to coordinate its efforts with these other units effectively. For example, it does not coordinate the return of AEP students to their home schools effectively.

The intervention functions, including dropout intervention, discipline management and alternative education, are distributed among three associate superintendents. In the face of growing enrollment, the AEP centers lack a cohesive mission and organizational structure. Different departments manage AEP operations and the contract with Community Education Partners. Constant leadership changes have contributed to operational confusion and undermined AEP program ownership at the various schools. By failing to provide central leadership, DISD fails the students who need such programs.

Prevention functions, including crisis planning and prevention, emergency preparedness, alarm system operation and facility and grounds safety, are poorly coordinated and, in some cases, unassigned to specific personnel. The Crisis, Abuse and Injury Prevention office (a part of the Student Support and Special Services Department) maintains the district's crisis management plans.

SSS monitors facility alarm systems. The Risk Management Department assigns one employee to coordinate driver-safety training activities. DISD has campus-based safety and crisis plans, but lacks any cohesive districtwide authority for monitoring compliance with those plans. SSS has assigned one employee to coordinate alarms and facility security for the entire district, but this employee spends nearly 100 percent of his time resolving alarm issues. SSS's facility and alarm coordinator does not have time to monitor school compliance with safety plans or assist principals with improving security in their buildings through such steps as improved lighting or landscaping.

No single organizational unit is responsible for ensuring that DISD maintains an effective districtwide safety and security program. No leader below the superintendent is responsible for ensuring that all schools are doing everything possible to prevent accidents, crises and violence. As a result, some critical functions, such as monitoring and correcting fire code violations, are not being addressed effectively. In the absence of clear accountability for safety programs, the mere existence of school-based safety plans is no guarantee of truly safe schools.

The lack of unifying leadership and coordination also has impaired DISD's efforts to form partnerships in the community for improving the safety and security of schools and surrounding neighborhoods. SSS does little routine coordination with other DISD departments on districtwide safety and security issues.

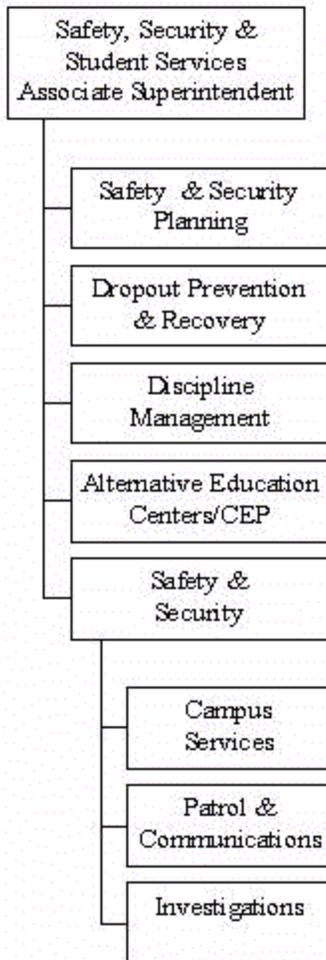
DISD's coordination problems have been exacerbated by frequent organizational changes and high administrative turnover. For example, SSS has had four directors in the last five years, three of whom are still SSS employees. The Area 9 superintendent resigned in January 2001, leaving the AEP schools in an environment of considerable uncertainty.

Recommendation 181:

Consolidate safety and security functions under an associate superintendent for Safety, Security and Student Services.

DISD should consolidate its safety and security functions, including all prevention, intervention and enforcement programs, under an associate superintendent for Safety, Security and Student Services. The proposed organizational structure is shown in **Exhibit 12-6**.

Exhibit 12-6
Proposed Organization for DISD Safety & Security Functions



Source: TSPR.

As shown in **Exhibit 12-6**, the new department should include the following programs:

- an Office of Safety and Security Planning, responsible for crisis planning, security monitoring and facility safety systems and incident prevention functions;
- an Office of Dropout Prevention and Recovery;
- an Office of Discipline Management;
- the Alternative Education Centers, including the CEP program;
- and
- a School Safety and Security Department.

The associate superintendent for Safety, Security and Student Services should serve as the principal architect for designing and guiding a full range of prevention, intervention and enforcement programs. As such, this

position should be a strong leader with extensive experience in managing alternative education, disciplinary management and other safety and security programs for large urban school districts.

The associate superintendent should develop a comprehensive, participatory safety and security planning process; develop districtwide safety and security performance targets including, attendance, drop-out, truancy and recidivism targets; design and institute a districtwide performance monitoring system for the district, area and campus levels; and initiate a process to identify and form community-based partnerships for improving school safety and security.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent consolidates DISD's safety and security programs under a new Safety, Security and Student Services Department headed by an associate superintendent and including an Office of Safety and Security Planning.	August 2001
2.	The associate superintendent for Safety, Security and Student Services develops a new organizational structure, including new job descriptions.	September 2001
3.	The Human Resources Department recruits and selects any new managers required to fill vacant positions.	December 2001
4.	The associate superintendent for Safety, Security and Student Services initiates a multidisciplinary team-based planning process for safety and security programs.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD lacks a formal districtwide process for tracking safety and security conditions in its facilities and assessing threats. Instead, it relies on a network of informal procedures to report emerging safety and security threats to district administration and does not compile and analyze the information.

SSS, the district's lead security unit, does not conduct regular safety and security assessments of schools and has no objective performance criteria for evaluating school safety and security. Some criteria that could be used are the number of incidents reported by type, the number of incidents reported by school, or security costs per student. SSS's safety and security

inspections are intermittent and superficial, rather than routine and thorough. SSS administrators report that the last district security survey was conducted more than three years ago. They were unable to provide copies of any reports. No one, moreover, is held accountable for addressing undesirable conditions found during inspections. SSS has a facility coordinator, but this employee spends virtually all of his time resolving false alarm issues and, as a result, has little time to investigate measures that would improve security, such as building modifications, door locks and video cameras.

DISD's campuses have been "closed" to students leaving and returning at will for at least 15 years. All secondary students must enter their buildings through metal detectors. According to district security personnel, about 75 percent of DISD's schools require visitors to sign in and out and to wear badges while on school property. However, school administrators have discretion in setting and enforcing security policies. Their philosophies on the topic vary considerably. TSPR found that controls on school entries and exits are inconsistent throughout the district. Some schools leave doors unlocked or unmonitored during the school day, and some do not require visitors to sign in before entering their buildings. Furthermore:

- Many schools lack emergency (panic) hardware for their doors.
- The district lacks a standard system for controlling keys, alarm codes and access codes. In some schools, the security staff do not have master keys.
- Most secondary schools have hall monitors but use them inconsistently.
- Some schools lack prominent signs directing visitors to a sign-in process.
- Some school parking lots are accessible throughout school hours.
- Portable classrooms lack two-way communication devices.
- Some campuses are not completely fenced.

While all schools need certain basic security measures (for example, prominent signs for visitors), they do not necessarily need a rigid, one-size-fits-all system that imposes the same measures for every school. As long as basic safety and security standards are met, safety and security measures should be, to the extent feasible, tailored to the needs of each school.

Recommendation 182:

Develop and implement a districtwide School Safety and Security inspection program.

The SSS department should develop and implement a districtwide school safety and security inspection program.

The inspection program should include annual inspections of each school campus by trained security officers; annual safety and security "report cards" for each campus; and the circulation of these grades to parents, employees, students and media.

The Support Services director should issue an annual report to the superintendent and board on the status of school safety and security programs. This report should include the school report cards, as well as evaluations of related risk management and facilities management initiatives.

Schools with unsatisfactory safety and security grades should have only limited discretion over their security measures, at least until their performance improves. For example, schools with low security grades should be required to hire security officers through SSS. In addition, DISD should require schools with serious security problems to adopt certain minimal security measures whether or not their local administrators agree, at least until those schools have corrected the identified deficiencies.

SSS should help schools with low security grades strengthen their safety and security measures and tailor them to the unique challenges facing each school. For instance, SSS should offer school administrators quality control techniques such as parent, teacher and student surveys, school-based self-assessment checklists and periodic SSS evaluations to supplement SSS's efforts.

SSS should offer a menu of safety and security options for schools, and continually update this menu based on ongoing best-practice research. This menu of options could include the following practices:

- Install panic hardware on all doors or full-time hall monitors.
- Use a districtwide student identification system.
- Display prominent signs for guiding visitors.
- Limit access to school parking lots during school hours.
- Install two-way communications devices in portable classrooms.
- Institute security-related fencing and landscaping improvements.

SSS should assist the Facility Maintenance Division in identifying areas in which security-related modifications could be made to existing facilities and incorporated. These might include building access, parking lot access and crowd controls into plans for new facilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the deputy superintendent for School Safety and Security asks the Support Services director and the Campus Services executive director for recommendations of individuals from their staffs to serve on a six person committee that will develop the safety and security inspection program.	August 2001
2.	The special assistant to the deputy superintendent for School Safety and Security appoints the committee that will develop the safety and security inspection program.	August 2001
3.	The committee obtains information on successful safety and security inspection programs in other school districts.	September 2001
4.	The committee develops campus-based security and safety performance targets and criteria.	October 2001
5.	The committee develops a security and safety inspection process.	November 2001
6.	The committee develops a process for helping schools achieve maximum safety and security.	January 2002
7.	The committee submits its proposals to the deputy superintendent for School Safety and Security.	February 2002
8.	The deputy superintendent for School Safety and Security obtains the superintendent's approval of the program.	February 2002
9.	The deputy superintendent for School Safety and Security assigns responsibility for implementation of the school safety and security inspection program.	March 2002
10.	Ten to 20 school safety and security inspections are completed to test and refine the inspection process.	April 2002
11.	Any necessary changes are made to the process.	May 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD lacks an effective common system for compiling, reporting and analyzing safety and security data. Each organizational unit involved with safety and security functions uses a different reporting system.

No effort to synchronize the various safety and security reports generated by different DISD groups such as SSS, RBP and Dropout Prevention/Intervention and Recovery has been initiated. As a result, these

groups do not use consistent reporting definitions or formats. This leads to reporting discrepancies; for example, SSS reported 929 assaults in fiscal 1995 while RBP reported only 336.

The SSS incident reporting system is outdated and inefficient. School personnel use a three-part form called the YAC 16 to record student incidents; these are forwarded to SSS. Every month SSS staff enter the information on the forms into a database by incident type, but the accuracy of the reports received from the campuses is not checked. For example, the year-end YAC Monthly Offense Report for 2000 shows different statistics for FY 1998-99 than did the same report in the previous year.

SSS's present leadership is taking steps to improve its internal incident reporting systems. In December 2000, SSS began tabulating incident data by campus, using the FBI's "index crime" classifications for reporting school crimes. It now uses seven separate incident categories-murder, rape, robbery, aggravated assault, burglary, larceny and auto theft.

The lack of an effective and reliable reporting system undermines efforts to develop a districtwide approach to safety and security. It makes it difficult to perform analyses of important safety and security trends. SSS does not analyze the incident data that it receives and consequently is unable to make productive use of it. Neither does SSS regularly analyze the data received from other agencies, although the SSS Dispatch Center records the information and keeps daily report logs for one year. For example, SSS does not analyze some Dallas Police Department (DPD) crime reports because the data is not exclusive to DISD but instead includes data from another school district and private schools.

Recommendation 183:

Design and implement a coordinated, districtwide safety and security incident reporting system.

The reason for an incident reporting system is to allow data to be analyzed and used to improve safety and security. By adopting a single incident reporting system that is coordinated with all DISD departments, DISD will ensure that all pertinent data is available in a format that makes analysis possible.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent convenes a meeting with the associate superintendent for Dropout Prevention/Intervention and Recovery, the associate superintendent for School Instructional Leadership and Operations, the special assistant to the deputy	December 2001
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	superintendent for School Safety and Security, and the associate superintendent for Student Support and Special Services to determine the makeup of the committee that will design the reporting system.	
2.	The committee identifies and evaluates all existing reporting systems within the district.	January 2002
3.	Using outside resources and its evaluation of DISD's existing systems, the committee defines the requirements for a coordinated safety and security incident reporting system for DISD.	March 2002
4.	The committee presents its recommendations to the deputy superintendent, the associate superintendent for Dropout Prevention/Intervention and Recovery, the associate superintendent for School Instructional Leadership and Operations, the special assistant to the deputy superintendent for School Safety and Security, and the associate superintendent for Student Support and Special Services for their approval.	May 2002
5.	The deputy superintendent assigns responsibility for implementation of the new system, training of appropriate staff and subsequent evaluation of the effectiveness of the system as well as dates by which each should be accomplished.	June 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 12

B. SECURITY AND ENFORCEMENT

Security functions include the enforcement of state and local laws and school rules and the administration of appropriate punishment. Effective enforcement must be fair, consistent, certain and swift, while still allowing for open communications among students and security staff. Basic security and enforcement functions are essential to control day-to-day student activities and ensure that students comply with established codes of conduct.

FINDING

DISD's Youth Activity Centers (YAC) and school-based security personnel are an effective approach to safety enforcement and prevention. The school-based officers are primarily located at high schools and middle schools. Each YAC has a supervising specialist and one to three YAC officers.

The role of the YAC officer is to prevent violence and other security threats before they occur and to serve as first responders to school incidents. Experienced YAC officers are effective at counseling, mentoring and gaining the trust of students, parents and teachers. Employing community-oriented policing techniques inside the schools, YAC officers can be extremely effective at de-escalating potential crises and other situations. Of DISD's 87 school-based or YAC security officers, 18 are certified peace officers.

As shown by **Exhibit 12-12**, this blend of certified and civilian officers enjoys a positive image among administrators, principals and, to a somewhat lesser degree, teachers and students.

Exhibit 12-12
Summary of Security Survey Results for DISD
Strongly Agreeing or Agreeing with the Statement

Statement	Admin.	Principals	Teachers	Students
Security personnel have a good working relationship with principals and teachers.	70%	78%	50%	49%
Security personnel are respected and liked by the students they serve.	57%	65%	42%	40%

A good working arrangement exists between the local law enforcement and the district.	82%	80%	59%	36%
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Source: TSPR, November 2000.

According to DPD representatives, DISD's certified and civilian security officers are often excellent at working together to prevent incidents. The civilian and sworn officers complement each other well. A civilian YAC specialist has greater latitude than a police officer in conducting searches. The civilian officer needs only reasonable suspicion, but a certified police officer needs probable cause. A certified police officer has greater enforcement authority. The civilian officers tend to be more effective at prevention and intervention and the certified officers tend to be more effective at enforcement.

COMMENDATION

DISD's Youth Action Centers and its use of both civilian and certified school-based security personnel are effective enforcement and prevention techniques.

FINDING

SSS's compensation structure for its school-based security officers is obsolete. It contains some positions that, while they have different titles, do not have materially different job duties. It fails to provide a clear connection between job requirements and compensation, contributing to perceived pay inequities.

As illustrated by **Exhibit 12-13**, SSS employs several different job titles for school-based security officers. The total force includes 31 YAC specialist II positions, eight YAC specialist I positions, nine YAC advisor positions, 30 YAC advisor paraprofessional positions, seven part-time YAC advisor paraprofessional positions, three campus officer supervisors, eight campus officer positions and 18 school resource patrol officer (SRPO) positions.

**Exhibit 12-13
Security Officer Qualifications and Salaries by Position**

Position	Minimum Qualifications	Low	High
YAC Specialist II	BA/BS + related experience or four years YAC experience	\$33,000	\$55,821

YAC Specialist I	Associate Degree or two years YAC experience	\$23,269	\$41,026
YAC Advisor	HS/GED + two years experience (or two years technical training + four years related experience) + enrollment in state security officer certification program	\$16,718	\$29,350
YAC Advisor Paraprofessional	HS/GED + related experience + enrollment in state security officer certification program	\$16,718	\$29,350
Campus Officer Supervisor	HS/GED + 30 hours college credit or three years of Texas law enforcement experience; also must obtain Texas Commission on Law Enforcement Officer Standards and Education (TCLEC) license within six months of application	\$26,679	\$35,428
Campus Officer	HS/GED + 30 hours college credit or three years of Texas law enforcement experience; also must obtain TCLEC license within six months of application	\$18,784	\$30,033
Campus Officer - Dispatcher	HS/GED + two years experience or two years of technical training + four years of related experience	\$18,784	\$30,033
School Resource Patrol Officer	HS/GED + 30 hours college credit or three years of Texas law enforcement experience; also must obtain TCLEC license within six months of application	\$30,330	\$46,373

Source: DISD SSS job descriptions and personnel roster.

Little evidence supports the salary differences summarized in **Exhibit 12-13**. While the YAC specialist II positions do indeed carry supervisory duties, higher experience requirements and a higher salary range, the differences among the other YAC positions are less obvious. For example, the YAC specialist I, YAC advisor and YAC advisor paraprofessional positions have similar duties, but the YAC Specialist I position has a higher salary range and the YAC advisor position receives a car allowance.

The job descriptions for the campus officer and SRPO positions also do not offer a satisfying explanation for their respective salary differences. The job requirements for campus officers and SRPOs are similar, yet the salary range for the SRPO position is substantially higher.

SSS's current compensation structure offers few if any links between qualifications, experience and salaries. The district offers no stipend for certification, for example. The salary differences among campus-based positions make it possible for new hires with little experience to earn the same as campus officers with many years of experience. Limited opportunities for promotion further contribute to low morale.

Recommendation 184:

Develop a new classification and compensation structure for security officers.

SSS should restructure its array of school-based security positions to create a career track for civilian officers.

SSS should define the skill and personality requirements for each job, and review the base salaries and promotional opportunities for civilian YAC officers. Required characteristics should include patience, interpersonal skills and an affinity and respect for students. DISD should design and implement a new assessment instrument for YAC officers incorporating such personality factors.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Human Resource Department reviews the compensation structure, creates a new career track for civilian security officers, restructures its compensation structure for security officers and updates job descriptions as needed.	December 2001
2.	The special assistant to the deputy superintendent for School Safety and Security approves the salary adjustments needed to address current inequities.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD has no systematic method for deploying security staff based on demand factors such as enrollment and school characteristics. Instead, it assigns security staff informally, based on managers' subjective judgments about incidents and threats at each school. Additionally, the district's reliance on full-time officers to meet school security needs makes it difficult to serve individual campuses during certain peak demand periods. For example, some schools may need extra security personnel during

opening and closing times. The absence of a part-time or mobile unit of officers who are not assigned to particular schools impairs the district's security staffing flexibility.

SSS's full-time, school-based staffing levels have been relatively constant over the last five years according to the review team's interviews. Full-time patrol staffing levels, however, have been increased during the last year. The number of Dallas Police Department officers assigned to DISD under its contract has remained constant for several years.

Most school administrators said that SSS is responsive with current security staffing levels. Those administrators who feel they need more security officers, however, want them for school openings and closings.

While DISD's districtwide security staffing levels appear adequate, its allocation of security staff to individual schools may not be entirely effective (**Exhibit 12-16**).

Exhibit 12-16
DISD High School Security Staffing Levels

High School	SSS	DPD	Other	Total Officers	Total Students	Officers per 1,000 Students
Bryan Adams	2	1	0	3	2,288	1.31
Adamson	2	1	1	4	1,254	3.19
Carter	2	1	0	3	1,704	1.76
Hillcrest	2	1	0	3	1,484	2.02
Jefferson	2	1	0	3	1,509	1.99
Kimball	2	0	0	2	1,668	1.20
Lincoln	2	1	0	3	1,096	2.74
Madison	1	1	1	3	727	4.13
Molina	2	1	0	3	2,251	1.33
North Dallas	1	1	6	8	1,690	4.73
Pinkston	2	1	2	5	814	6.14
Roosevelt	2	1	1	4	776	5.15
Samuell	2	1	1	4	1,771	2.26
Seagoville	2	1	0	3	1,118	2.68
Skyline	3	1	4	8	4,207	1.90

A. Maceo Smith	3	1	0	4	994	4.02
South Oak Cliff	2	1	0	3	1,361	2.20
Spruce	2	1	0	3	1,574	1.91
Sunset	4	1	2	7	1,706	4.10
Townview	2	1	3	6	2,163	2.77
White	2	1	0	3	1,936	1.55
Wilson	2	1	0	3	1,350	2.22
Washington Arts	2	0	0	2	653	3.06
Totals	48	21	21	90	36,094	2.49

Source: DISD School Safety and Security Department.

Note: SSS represents the number of security officers employed by SSS, DPD represents the number of Dallas Police Department officers assigned and Other represents the number of contract security officers hired by schools.

Although there is little correlation between enrollment and total officers assigned, student enrollment is not the only factor to use in determining security staffing needs. SSS does not, however, regularly or systematically compare available demand data to security staffing. Nor does it consider where crimes are taking place.

Recommendation 185:

Develop a system for deploying security officers based on measurable needs.

SSS should develop a systematic method for comparing security staffing to demand factors and redeploying staff as those factors dictate. Demand factors should include enrollment and each school's past history of incidents. School incident indicators should include total incidents, assaults, disorderly conduct and truancy. The incident data that SSS began tracking by campus in December 2000 could support this effort.

Ultimately, SSS's staff deployment method should address community crime indicators such as calls for service and crime statistics by geographic location. This would better position SSS to ensure that its deployment of security resources reflects changing community needs. For

instance, if the number of serious offenses such as student violence and gun possession increases dramatically, the need for armed, seasoned patrol officers on campus will intensify. However, if serious offenses continue to decline, and simple assaults predominate, civilian officers may be more appropriate.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the deputy superintendent for School Safety and Security develops a model for linking campus security needs to demand factors.	December 2001
2.	The special assistant to the deputy superintendent for School Safety and Security directs the executive director for Campus Services and the director for Support Services to reallocate security officers based on the new model.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD's management of its security services contracts at certain district facilities is ineffective. The current contracts do not clarify authority, responsibilities or performance targets. DISD's contract with DPD provides its school campuses with 27 officers from the DPD's Youth and Family Support Division. DISD's contract with Whelan Security provides security services for DISD's Fleet Maintenance facility and its Service Center II. In addition, individual schools employ a total of 31 off-duty patrol officers and private security guards to augment SSS and DPD officers. Each of these contracts is handled individually by each school.

SSS has only limited control over the district's contracted security officers and no control over the off-duty patrol officers and private security guards hired by individual schools.

Some school administrators stated that DPD officers are often pulled away from their school assignment to answer other calls. Some SSS employees also expressed concerns about the quality and responsiveness of DPD services and the district's lack of control over DPD officers' departures from campus duties. While principals may submit annual evaluations of DPD officers, SSS has no role in the evaluations of these officers and cannot require DPD to transfer unsuitable officers.

SSS cannot set the costs or standards for these contracts. SSS's authority in such cases is limited to the ability to require such officers to receive formal training if they are to become certified as peace officers. Moreover, the manner in which DISD manages and pays its security contractors is ineffective and inefficient. The individual schools cannot track costs, monitor compliance with standards or review background checks.

Contract files are disorganized and DISD's payment processes are extremely slow. SSS is still paying some bills that are two years old. Such delays could limit the number of contract officers who are willing to work for DISD.

As shown in **Exhibit 12-17**, DISD's payments to DPD and Whelan Security are estimated to exceed \$1 million in 2001.

Exhibit 12-17
DISD Security Contract Costs
1997-98 through 2000-01

Contract	1997-98	1998-99	1999-2000	2000-01
Dallas Patrol Department	\$802,849	\$807,411	\$788,580	\$855,000*
Whelan Security	NA	97,594	145,947	175,000*
Total	NA	\$905,005	\$934,527	\$1,030,000

Source: DISD School Safety and Security Department.

**Estimated*

As shown in **Exhibit 12-18**, the district pays 40 percent of DPD's payroll costs for 27 DPD officers. Payroll costs shown in the exhibit are adjusted to reflect salary increases, while DPD overtime, administrative and supply costs reflect actual figures. The current DPD contract costs the district a total of \$27,000 per year per full-time equivalent officer, including benefits and supervisory, supply and indirect costs.

Exhibit 12-18
Dallas Police Department Contract Costs
1994-95 through 1998-99

Contract Costs	1994-95	1995-96	1996-97	1997-98	1998-99
DISD 40% allocation for officers	\$360,812	\$415,563	\$462,683	\$483,259	\$532,261
DPD supervisor	60,508	63,608	72,793	80,341	80,385

DPD overtime	22,977	43,920	56,006	57,300	50,747
Subtotal DPD personnel	\$444,297	\$523,091	\$591,482	\$620,900	\$663,393
DPD supply costs	51,930	56,268	57,680	58,386	59,388
Administrative costs	90,959	106,196	118,992	124,366	125,073
Total itemized contract costs	\$587,186	\$685,555	\$768,154	\$803,652	\$847,854
Actual DPD charge	\$587,186	\$685,555	\$768,154	\$802,849	\$807,411

Source: Dallas Police Department.

Because DISD is only paying for 40 percent of officers' salaries and a reduced rate for supervisors, the district clearly would not be able to replace DPD officers with DISD officers offering comparable experience and expertise without incurring substantially greater costs.

Recommendation 186:

Strengthen the use of contract security services through a renegotiation of existing contracts and more rigorous contract management.

DISD should renegotiate the current contract to clarify authority, responsibilities and performance targets. DISD should give SSS the authority to manage the DPD contract, including the right to evaluate and replace DPD officers. It should also establish a Memorandum of Understanding with DPD as deemed necessary to address key service issues.

SSS also should be given greater oversight authority for the security contracts used by individual schools. SSS should develop a model contract for schools to use in engaging security officers under contract. The model contract should include stronger controls over contract security officers, granting SSS the right to track costs, monitor compliance with standards and review background checks. Moreover, SSS should have some input in hiring, contracting and evaluation, especially for schools that receive low security grades.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the deputy superintendent for School Safety and Security develops a long-term security resource plan specifying the projected mix of contract and internal security	December 2001
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	resources.	
2.	The special assistant to the deputy superintendent for School Safety and Security and general counsel draft and negotiate a new contract with DPD.	March 2002
3.	The special assistant to the deputy superintendent for School Safety and Security and general counsel draft a model contract for school security services.	April 2002
4.	The special assistant to the deputy superintendent for School Safety and Security develops a new system for monitoring security contract performance.	May 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

SSS's current dispatch staffing levels violate National Fire Protection Association (NFPA) standards for emergency communications staffing. Moreover the dispatching systems capabilities and inefficiencies have not been reviewed or documented. Under NFPA regulations, DISD's Dispatch Center is classified as a proprietary supervising station partly because it monitors its own fire alarms. As such, NFPA regulations require that at least two operators be on duty at all times. With its current staffing levels, SSS is unable to meet that requirement

The Dispatch Center's procedures are not fully documented. Dispatchers rely on on-the-job training rather than structured training and well-documented operating procedures. Customer service is an afterthought. For example, during school holidays, all outside calls are referred to the Dispatch Center, but the center has no guidelines for handling problems and inquiries such as a request for a student transcript.

The dispatching system lacks computer-aided dispatch software, automated records management features and alarm monitoring links. It also lacks emergency power backup capabilities. In addition, the dispatch center is designed in a way that makes it difficult for an operator to reach all controls and forms when operating the console alone.

Recommendation 187:

Evaluate whether DISD should continue to maintain its current Dispatch Center.

Operating the current Dispatch Center with insufficient staffing and an inadequate computer system puts DISD's students and staff at risk. The special assistant to the deputy superintendent for School Safety and Security and the director of the district's Technology Department should conduct a feasibility study and determine whether the district should upgrade the current dispatch system and continue using it, acquire a new one or contract for the service.

If the district concludes, on the basis of an objective analysis, that it would be more cost-effective to retain its own dispatch center, SSS should review the Dispatch Center's staffing to ensure compliance with applicable emergency communications staffing standards. SSS also should develop standard dispatching procedures and develop performance standards to improve dispatcher accountability.

Another option for the district to consider is to contract for its dispatching function with a public safety agency such as the DPD. DPD uses only eight of its 12 dispatch consoles and may have sufficient excess capacity to accommodate the district's needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the deputy superintendent for School Safety and Security and the DISD Technology Department conduct an analysis of ways to improve the Dispatch Center, including outsourcing options.	August - December 2001
2.	The special assistant to the deputy superintendent for School Safety and Security submits the study to the superintendent for review and approval.	January 2002
3.	The superintendent presents a plan to the board for review and approval.	March 2002

FISCAL IMPACT

The evaluation can be implemented with existing resources. The decision to outsource or retain the function in-house should be based on a cost-benefit analysis and result in a break even cost or cost savings. However, savings could not be estimated because of the variety of options available.

FINDING

SSS spends only \$100,000, or about 1.4 percent of its total annual budget, on equipment, supplies and other miscellaneous items, and not all of this amount is spent on equipping security officers (**Exhibit 12-19**).

Exhibit 12-19
Summary of 2000-01 SSS Operating Budget

SSS Operating Budget FY01	Amount	Percent
Salaries-professional	\$3,103,973	44.7%
Salaries-support & part-time	1,726,853	24.9%
Extra duty/overtime pay	260,115	3.7%
Employee benefits	348,075	5.0%
Other professional services	1,320,956	19.0%
Travel, gas & car allowance	78,747	1.1%
Equipment, supplies, printing & repairs	56,750	0.8%
Miscellaneous	45,000	0.6%
Total	\$6,940,469	100.0%*

Source: DISD School Safety and Security Department.

** May not equal 100 percent due to rounding.*

The district's limited investment in its security personnel affects every aspect of field operations, including radio communications, incident reporting, student data tracking, patrol vehicles and uniforms.

SSS's 115 Kenwood TK-390 radios are adequate, but the system across which the radios transmit is antiquated, making it impossible for SSS security officers to transmit in some areas of the district due to "dead spots" and interference. In February 2000, SSS received 18 Nextel cellular telephones with a unit-to-unit radio feature. This will provide patrol officers and selected supervisors an alternative to the district's radio system but will not address the radio system problems for the majority of users.

SSS has 17 networked workstations at its main office. However, campus security employees do not have access to computers that they could use to access data such as student residence information. Some investigators have desktop computers, but others do not.

SSS has 20 vehicles for its security and patrol functions, but most are older models with extensive mileage (**Exhibit 12-20**). Some of them require a great deal of repair time.

Exhibit 12-20
SSS Vehicles by Age and Mileage Category

Vehicle Age & Mileage	Number	Percent
1998 model or newer (up to 50,000 miles)	0	0%
1997 model (up to 100,000 miles)	4	20%
1993 - 1996 model (up to 150,000 miles)	8	40%
1993 - 1996 model (more than 150,000 miles)	2	10%
1992 model or older	6	30%
Totals		100%

Source: DISD School Safety and Security Department.

The district has eight marked patrol vehicles, of which three to four are frequently in the maintenance shop. Occasionally, such repairs require multiple patrol officers to drive in the same car. Even so, the district has no plan to replace these vehicles.

Upon hiring, each SSS security officer is provided with a uniform, radio, handcuffs and badge. However, they are not always given a flashlight, vest and pepper spray. Torn and soiled uniforms are not replaced promptly.

Recommendation 188:

Ensure that district security employees are properly equipped.

SSS should develop security officer equipment standards for both patrol and campus-based security officers, and equip its personnel accordingly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The special assistant to the deputy superintendent for School Safety and Security develops new security officer uniform and equipment standards and estimates the annual costs.	October 2001
2.	The special assistant to the deputy superintendent for School Safety and Security presents these standards to the superintendent for review.	November 2001
3.	The superintendent refers the standards to the board for review and approval.	December 2001

FISCAL IMPACT

Developing the long-term security officer equipment standards can be implemented with existing resources. However, if DISD determines to

replace or upgrade security officer equipment, there will be an associated fiscal impact. For estimating purposes, a cost of \$25,000 per year is assumed.

The cost of acquiring five new patrol vehicles will be \$28,200 per year, based on a tax-exempt vehicle leasing program that will enable SSS to lease new patrol vehicles at an annual cost of \$5,640 per vehicle. According to DISD's Purchasing Department, these leases will be for five-year terms. The total estimate for implementing this recommendation is \$53,200 (\$28,200 + \$25,000).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Ensure that district security employees are properly equipped.	(\$53,200)	(\$53,200)	(\$53,200)	(\$53,200)	(\$53,200)

Chapter 12

C. STUDENT DISCIPLINE AND ALTERNATIVE EDUCATION

Student discipline management includes processes for ensuring that students with disciplinary problems receive appropriate services or sanctions. In-school disciplinary programs provide one option for students, while Alternative Education Programs (AEP) offer specialized learning environments outside of the regular classroom. Truancy, dropout and Disciplinary Alternative Education Programs (DAEP) provide intervention services and accelerated learning opportunities for at-risk students who also experience disciplinary problems. Students, parents and teachers may also decide that voluntary student placement in one of these alternative programs is appropriate for a student.

DISD has 20 high schools and 22 middle schools with in-school suspension programs called On-Campus AEP programs. In 1999-2000, these on-campus AEPs had 16,487 students enrolled. These programs are staffed by Area 9 teachers. In addition, a single in-school suspension program for elementary students is located at Nolan Estes Plaza. The elementary AEP is a classroom for students with disciplinary problems that adversely affect classroom activities. The program continues the student's education and provides counseling, parent and school partnering and psychological or social service referrals to help change the student's inappropriate behavior. The typical length of stay is 30 days.

DISD offers several off-campus alternatives as well. The district has four alternative high/middle schools, the Learning Alternative Center for Empowering Youth (LACEY), the School Community Guidance Center (SCGC), Seagoville Alternative School and the Metropolitan Educational Center. It has one elementary alternative school, Barbara Manns Elementary.

In January 2000, the district contracted with Community Education Partners (CEP), a private corporation, to manage a longer-duration Alternative Education Program for DISD students. DISD also participates in the Dallas County Juvenile Justice Alternative Education Program (JJAEP) for expulsion offenses. It may impose off-campus suspension for up to 90 days, refer a student to an AEP school for up to six weeks or refer a student to CEP for up to 180 days.

FINDING

DISD has dedicated substantial resources to improving its truancy and dropout prevention programs. Since it was established in 1997, the

Dropout Prevention/Intervention and Recovery Office has grown from a staff of eight to 14, and its annual operating budget has risen from \$352,000 to more than \$595,000. The office's personnel report directly to the superintendent.

Under the direction of the Dropout Prevention/Intervention and Recovery Office, DISD has the Campus Learning Communities, which are special programs at 19 high schools that provide self-paced, computer-assisted academic accelerated learning opportunities primarily for over-age ninth graders. Participants in the Campus Learning Communities are also given an option to work in the community. DISD offers Central Learning Communities with the same academic components as the campus programs and summer school for all students in these programs who could benefit from an extended instructional year.

Such initiatives have produced impressive results. As shown in **Exhibit 12-21**, DISD's dropout rate for 1998-99 was lower than the state rate and all of the peer district rates except that of El Paso ISD. DISD's rate was slightly higher than Region 10. DISD's dropout rate fell significantly in 1997-98 and remained stable in 1998-99, while the state rate remained stable for all three years and the regional rate declined.

Exhibit 12-21
Annual Dropout Rates
DISD and Peer Districts
1996-97 through 1998-99

	1996-97	1997-98	1998-99
Dallas	2.4%	1.3%	1.3%
Austin	1.8%	2.0%	3.7%
El Paso	1.1%	1.3%	1.2%
Fort Worth	2.5%	2.5%	4.3%
Houston	2.8%	3.4%	3.9%
San Antonio	1.6%	2.5%	2.1%
State	1.6%	1.6%	1.6%
Region 10	1.5%	1.2%	1.0%

Source: Texas Education Agency, Academic Excellence Indicator System (AEIS) 1997-98, 1998-99 and 1999-2000.

Note: The Austin and Fort Worth ISDs were cited by the Texas Education Agency for underreporting student dropouts during 1997-98.

DISD's attendance rates improved from 1996 to 2000 (**Exhibit 12-22**). DISD enjoyed the greatest percent improvement in attendance of any of the peer districts.

Exhibit 12-22
DISD Attendance Rate Comparisons with Peer Districts
1995-96 through 1999-2000

District	1995-96	1996-97	1997-98	1998-99	1999-2000	Percent Change 1995-96 to 1999-2000
Dallas	93.4%	94.1%	94.2%	94.5%	95.1%	1.8
Houston	93.7%	93.8%	93.9%	94.0%	94.2%	0.5
El Paso	95.0%	95.1%	95.1%	95.3%	95.3%	0.3
Fort Worth	93.6%	93.6%	93.5%	93.7%	93.7%	0.1
San Antonio	94.0%	93.9%	94.1%	94.2%	94.1%	0.1
Austin	93.7%	93.5%	93.8%	94.1%	93.8%	0.1

Source: Texas Education Agency, AEIS District Multiyear History Data Reports, 1996-2000.

COMMENDATION

DISD has improved dropout and attendance rates through a program of prevention, intervention and recovery.

FINDING

DISD has an effective behavioral health program evidenced by the fact that every school has a student support team -- a multi-disciplinary vehicle for crisis or mental health referrals. The Psychological Services Unit divides student support team assignments between 20 psychologists and 20 social workers. Each professional responds to referrals from schools for specialized services and crisis situations. Counseling for classmates of students injured in an off-campus accident is an example of a crisis situation in which one of the psychologists or social workers may be contacted to immediately go to a school to help students with coping strategies.

COMMENDATION

DISD has implemented an effective behavioral health program to address the psychological needs of its students.

FINDING

DISD has a strong discipline management program. It has implemented several student discipline initiatives, including Positive Classroom Management and Redirections. Redirections, an off-campus alternative education program located at the School Community Guidance Center (SCGC), provides services for youth who have violated district alcohol- and drug-related policies. DISD's counseling efforts in alcohol and drug related services, according to the 1999-2000 TEA annual evaluation report for the Safe and Drug-Free Schools and Communities (SDFSC) program, resulted in a 14 percent reduction in referrals for students under the influence of alcohol. DISD also participates in Dallas Police Department's Law Enforcement Teaching Students (LETS) program which teaches fifth-graders about decision-making and anger management. All three programs help both students and teachers resolve or de-escalate a variety of situations involving potentially inappropriate classroom behavior.

Through a relationship that began in 1995 with Boys Town in Nebraska, DISD provides administrative and campus-based classroom behavior management training plus another tier of more intensive behavior management training for use with students who show severe signs of disturbance. About a third of the district's elementary schools have received training under this program. To promote its implementation, a school's entire staff, including teachers, custodians and food service workers, must agree to consistently use the behavior management techniques advocated through the Boys Town training. The 1999-2000 SDFSC annual evaluation report issued by TEA credits this program with a 35 percent reduction in student referrals for misconduct compared to the 1998-99 school year.

DISD enjoys an effective relationship with the Dallas County Juvenile Department. The district's Responsible Behavior Programs (RBP) monitors about 1,500 students on probation, serves as the district's primary clearinghouse for information on the approximately 180 to 270 annual student expulsions and serves as the principal liaison between DISD and the County's Juvenile Justice Alternative Education Program (JJAEP), as mandated by Chapter 37 of the Texas Education Code. The RBP reviews all student removal and expulsion referrals to ensure that they are appropriate and fair.

The RBP also trains school principals regarding disciplinary management issues and handles about 25 questions per day from principals, teachers and parents on disciplinary issues. Finally, the RBP administers an appeal process for disciplinary matters. Consequences, ranging from a referral to the principal's office to a school suspension or placement in an on-campus alternative education program for Level I offenses from the Student Code of Conduct, may be appealed at the school level with the principal. Level I offenses include such behaviors as cheating, smoking, fighting and selling or possessing drugs. Consequences for Level II and III Student Code of Conduct offenses, which involve mandatory removal of a student from the regular classroom, may be appealed first to the area superintendent, then the RBP and finally to the DISD board. The RBP's role in the appeal process strengthens its ability to assess the fairness and effectiveness of the Student Code of Conduct.

COMMENDATION

DISD implements and trains campus staff on a variety of student discipline management programs that have reduced the number of Student Code of Conduct disciplinary referrals.

FINDING

School employees are confused about the district's recent changes to the Student Code of Conduct.

The district last modified its Student Code of Conduct in November 2000, when it established the Level II B disciplinary category to define when a student is to be referred to CEP. Two Level II B offenses, which include 13 activities such as fighting and petty theft and four separate disciplinary referrals from within the Level II list, are required to justify a student referral to CEP. The four disciplinary referrals are submitted to the school principal and must come from two separate teachers or administrators. These student offenses must occur on two separate days; however, the disciplinary referrals may be for repeated occurrences of relatively minor offenses. As a result, some minor Student Code of Conduct offenses, including the repeated use of profanity, can lead to children automatically being referred to CEP for 180 days. In contrast, some students committing more serious offenses, including teacher assault, are referred to AEP schools for a total of six weeks. Some view this referral policy as inconsistent and potentially unfair.

DISD's Student Code of Conduct provides multiple levels of offenses, ranging from Level I (the least serious) to Level III (the most serious). The current disciplinary code is outlined in **Exhibit 12-23**.

Exhibit 12-23
Summary of DISD Student Offenses and Consequences

Offense Category	Possible Consequences
Level I offenses	
Twenty-five offenses, the most common of which include noncompliance with a verbal order, disruptive action, fighting and profanity	Routine teacher referral to principal's office; discretionary teacher removal from class; placement in another appropriate classroom; in-house suspension (elementary only); referral to an outside agency; referral to a student support team; referral to a Youth & Family Center; restitution; suspension (up to three days); placement in an on-campus Alternative Education Program (AEP) (no more than six weeks); emergency placement (no more than five days); family management class; voluntary peer mediation; voluntary community service and corporal punishment
Level II discretionary offenses (in regular school setting)	
Eight offenses, the most common of which include fighting and gang activity	Removal of the student from the regular school setting, including placement in an on- or off-campus AEP (no more than six weeks); suspension (up to three days); referral to a social services agency; restitution or police department notification
Level II mandatory offenses (in school, at school-sponsored activities or within 300 feet of school property)	
Thirteen offenses, the most common of which include non-felony drug possession or use and assault	Removal of the student to an off-campus AEP (for at least six weeks); referral to a social services agency; restitution or police department notification
Level II B mandatory removal offenses (require 4 referrals)	
Offenses include Class C assault (student on student), fighting, profanity or obscenity and disruptive activity	Removal of the student to an off-campus AEP (180 days to Community Education Partners (CEP) program); off-campus placement at Nolan Estes AEP (at least six weeks); referral to a social services agency; restitution or police department notification
Level III discretionary expulsion offenses	
Offenses include felonious criminal mischief and Class	Discretionary off-campus AEP placement (up to 90 days): expulsion and referral to the juvenile court

A assault on school personnel	for placement in the Dallas County Juvenile Justice AEP
Level III mandatory expulsion offenses	
Offenses include firearm violations, aggravated assault, arson and indecency with a child	Mandatory off-campus AEP placement (up to 90 days); expulsion and referral to the juvenile court for placement in the Dallas County Juvenile Justice AEP

Source: DISD Student Code of Conduct.

DISD's current Student Code of Conduct is heavily influenced by state law. Section 37.002 of the Texas Education Code, for example, distinguishes mandatory and discretionary offenses. Mandatory campus offenses, such as marijuana possession, gun possession and public lewdness, require referral to a JJAEP or a DAEP.

Recommendation 189:

Modify the district's Student Code of Conduct to align the student disciplinary offenses with the consequences.

The district should match its disciplinary sanctions more appropriately to the seriousness of the offense and make the Student Code of Conduct more internally consistent. For example, extend the AEP placement of students selling drugs for a longer duration than six weeks and shorten the current 180 day CEP stay for students placed for minor violations of the Student Code of Conduct. In short, ensure that DISD disciplinary policies make sense to students, teachers and administrators.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent convenes a team of administrators, teachers, parents and students to review the Student Code of Conduct.	September 2001
2.	The team develops and presents a proposal for modifying the Student Code of Conduct to the board.	December 2001
3.	The board adopts appropriate modifications to the district's Student Code of Conduct.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD's alternative education program referrals are growing rapidly without the benefit of a clearly articulated long-range strategy. Since 1999, district administrators have made dramatic decisions about AEP programs, often without obtaining sufficient input from AEP principals and teachers, and without the existence of a long-range plan to help guide such decisions.

As reflected in **Exhibit 12-24**, the aggregate number of disciplinary referrals to DISD's AEP centers increased by only 6 percent from 1996-97 to 1999-2000. However, based on the number of disciplinary referrals mid-year through 2000-01, the number of referrals will have increased by 54 percent for 2000-2001.

Exhibit 12-24
Referrals to in DISD Alternative Education Programs
1996-97 through 2000-01

AEP Center	1996-97	1997-98	1998-99	1999-2000	2000-01*
Barbara Manns Elementary	291	342	529	540	576
LACEY	696	599	558	515	661
Seagoville	349	348	345	347	457
SCGC	803	843	810	858	1,080
CEP	-	-	-	257	856**
Totals	2,139	2,132	2,242	2,517	3,630

Source: DISD Responsible Behavior Programs office.

**The numbers for 2000-01 are annualized estimates based on mid-year actual data.*

***CEP contract not established until January 2000. The CEP 2000-01 figure is based upon May 2001 enrollment number from CEP.*

DISD does not track actual enrollment or average daily attendance for its AEP centers. Since the AEP centers are not limited to students referred for disciplinary reasons, actual AEP enrollment trends could vary from disciplinary referral trends.

To the extent that student absences are an indicator of potential disciplinary problems, current trends support the conclusion that DISD may have increased AEP enrollment in the years ahead. As shown in **Exhibit 12-25**, from 1995-96 through 1999-2000, while district enrollment rose by 7.8 percent, the number of students with at least five unexcused absences grew by 22.1 percent.

Exhibit 12-25
DISD Enrollment, Unexcused Absences & Dropout Statistics
1995-96 through 1999-2000

Offense	1995-96	1996-97	1997-98	1998-99	1999-2000
District Enrollment	148,839	154,847	157,622	159,908	160,477
Students with more than five unexcused absences	43,410	43,481	35,248	45,993	53,018
Percent of students with more than five unexcused absences	29.2%	28.1%	22.4%	28.8%	33.0%

Source: DISD Truancy Prevention Office.

Before DISD administrators decided to contract with CEP, they reportedly conducted an informal AEP needs assessment. According to interviews with DISD personnel, this informal assessment estimated that up to 10 percent of the district's secondary students would be better served by an off-campus placement and that at least 1,500 students would benefit from a longer-duration alternative than the six weeks available under the CEP system.

DISD's Area 9 superintendent has assembled a task force on AEP resource needs, but this group has held no meetings in several months. Most administrators agree that the maximum six-week stay for district-managed AEP centers is too short for many chronic behavioral problems.

In 1999-2000 and 2000-01, several pivotal program changes were made without substantial planning or stakeholder participation such as the decision to contract with CEP, the changes to the Student Code of Conduct regarding AEP referral strategies and the decision to concentrate all drug cases at SCGC, despite the fact that SCGC teachers lacked specialized drug training.

Recommendation 190:

Develop a comprehensive long-range plan for the district's alternative education programs.

The district should reexamine its continuum of intervention programs. In conducting this review, DISD should consider the needs and effectiveness of its full spectrum of current programs. For instance, it should consider the impact of CEP on AEP enrollment and schools. It should determine whether district AEP centers should have the same resources as CEP, and

whether the CEP enrollment projections are realistic. In any event, school administrators should be given as many intervention and AEP options as possible.

Once DISD has completed its needs assessment and AEP program review, DISD should develop a comprehensive long-range plan for AEP programs. This plan should provide a blueprint for projecting AEP needs and guiding future strategies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent convenes a team of administrators, teachers, parents and students to review its alternative education programs.	September 2001
2.	The associate superintendent for Student Support and Special Services conducts a thorough review of model programs	December 2001
3.	The associate superintendent for Safety, Security and Student Services develops a long-range AEP plan and submits it to the board.	March 2001
4.	The board adopts the long-term AEP plan, including operating plans for its alternative education centers.	June 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD lacks a coordinated system for student transition between the home school and the alternative program. DISD has five case managers that coordinate both the student referral process and the transition process for students leaving from and returning to their home schools. Within 24 hours of each decision to transfer a student, the district sends copies of the Teacher Discipline and Principal Referral forms to the student's parents and informs them of their appeal rights. Furthermore, the district conducts a hearing before removing the student from school. Once the formal hearing has been conducted and the student's parents agree to the placement, the student is instructed to report to the assigned AEP facility.

All schools use the Principal Referral Form, which lists each offense and consequence, to generate and record disciplinary actions. The forms can be complicated, however, often listing too many separate but similar offenses, such as possessing a laser pointer, possessing a paging device,

violating dress standards, violating safety rules and violating technology policy.

Administrators and teachers voiced concerns about the way in which the district's AEP students move through the system, including the fact that AEP schools end their day at 2:45 p.m. By releasing students before the end of the regular school day, additional security issues are created for regular schools.

In addition to the five case managers who oversee the transition of students back to their home schools, the district also has a transition committee to assess returning student needs. This committee is comprised of representatives of the AEPs and the district's counseling, discipline and dropout prevention programs. Even so, significant concerns remain among those involved that the district needs a better approach for ensuring that students return to their home schools in the most positive manner possible.

Recommendation 191:

Improve the district's transition process for at-risk students.

DISD should clarify and streamline its student referral and removal process. It should consolidate offenses for referral and reporting purposes as permitted by law. For example, it should streamline the principal's referral form by consolidating infrequently reported and similar offenses

It should commence transition planning for students when they are first referred to an AEP. It should ensure that every student returning from an off-campus placement is assigned a home school liaison.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate superintendent for Safety, Security and Student Services modifies the Principal Referral Form.	January 2002
2.	The associate superintendent for Safety, Security and Student Services, with input from principals and teachers, develops a comprehensive at-risk student referral process, including efficient referral procedures, effective tracking systems and comprehensive programs for easing the return of students to their home schools.	January - June 2002
3.	The associate superintendent monitors and evaluates the change s and makes modifications when needed.	August 2002 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

DISD's contract with Community Education Partners does not include reasonable enrollment expectations or accountability standards and does include termination and accountability language that heavily favors the vendor.

Under a contract executed on January 24, 2000, CEP agreed to serve DISD students in grades 6-12 who are disruptive or at risk of dropping out. In return, DISD agreed to pay CEP \$7,160 annually per enrolled student. DISD guaranteed an enrollment of 500 students for the initial semester (January to May 2000) and 1,500 students for each full academic year thereafter. This translates to an annual contract cost of \$10,740,000, regardless of actual enrollment. The contract provides for cost adjustments if enrolled students fail to attend the CEP program. For instance, if the average daily attendance (ADA) rate falls below 80 percent, DISD pays CEP for the number of students enrolled times the adjusted ADA rate (that is, 80 percent less the actual ADA rate). However, this clause does not allow for cost adjustments if the district fails to enroll the guaranteed number of students into the CEP program.

In October 2000, after recognizing that actual CEP enrollment was falling far short of expectations, DISD and CEP agreed to modify the contract. The amendment allows DISD to enroll more than 1,500 students in a month to offset any under-enrollment from a previous month. The amendment also allows CEP to adjust its per-pupil fees for inflation beginning in 2002-03. For 2000-01 only, CEP provided a summer school at no cost to the district and agreed to reduce the guaranteed enrollment from 1,500 to 1,400, resulting in a contract cost reduction to \$10,024,000.

The contract's full term is for five years, ending in August 2005. CEP can terminate the contract without cause on August 1 of each year with prior notification to the district by February 1. However, DISD can only terminate without cause within 90 days of the contract end date of August 2005.

DISD can terminate the contract with cause if CEP's students, in the aggregate, fail to meet the specified accountability standards and CEP fails to cure the default within 45 days of receiving notice from the district. Student progress toward passing state basic skills tests based on the average number of grade levels mastered, as measured by CEP's TAAS-Aligned Assessment in Reading and Math, is one of the two accountability standards set forth in the contract between DISD and CEP. The second is student progress toward grade level based on the average number of

course credits earned by high-school students and average number of middle-school courses passed for grade promotion for middle-school students.

Under any reading of the above language, the CEP contract accountability standards are ambiguous and virtually unenforceable. However, as of April 1, 2001 CEP began to fulfill an informal evaluation plan it agreed to in January 2001. CEP retroactively administered DISD's standard end-of-course exam to all students completing credited coursework since December 2000. CEP further agreed to administer the Stanford 9, a test that other DISD schools administer, as a formal measurement of student progress.

DISD has not consistently managed the CEP contract. Originally, the superintendent assigned the contract to the Dropout Prevention/Intervention and Recovery Office but subsequently transferred it to Student Support and Special Services. At least three different contract administrators have managed the CEP contract since its inception.

The district's CEP referral process has changed as well. Initially, despite the fact that the guaranteed enrollment was based on the assumption that CEP would operate a disciplinary alternative school, the district made an administrative decision to promote CEP as the manager of its Ninth Grade Initiative, a credit recovery program for behind-grade students. After the projected CEP enrollment failed to materialize because there were not enough ninth-grade students referred under the guidelines of the Ninth Grade Initiative, the district was notified that CEP wanted to limit its focus to disciplinary students. The district then created the Level II B mandatory removal category in the Student Code of Conduct and began referring disciplinary students to CEP.

The CEP principal and DISD specialist for Discipline Management agree that a useful measure of student success is a change in disruptive behavior or Student Code of Conduct violations at students' home schools, both during and after CEP program participation. DISD's CEP contract does not mention the use of such an accountability measure. The Houston Independent School District (HISD) and its two CEP-managed disciplinary AEPs have noted changes in the number of violations of the Student Code of Conduct as a measure of student success. Current U.S. Secretary of Education and former HISD superintendent Rod Paige credits the Houston CEP program with significant reductions in the number of student disciplinary incident rates.

Recommendation 192:

Renegotiate the Community Education Partners contract to reflect district interests regarding accountability standards, guaranteed enrollment and contract termination.

The district should restructure its contract with CEP to clarify the accountability standards and make them measurable and enforceable. Second, it should incorporate a provision to modify the referral policies and procedures and enrollment guarantees based on reasonable criteria. If DISD is unable to negotiate such contract amendments, it should terminate the agreement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The general counsel and associate superintendent for Student Support and Special Services develop proposed contract amendments and negotiate a contract amendment with CEP for presentation to the superintendent.	September 2001
2.	The superintendent presents the negotiated contract amendments to the board for approval.	September 2001
3.	The board approves the contract amendments.	October 2001
4.	The associate superintendent for Student Support and Special Services implements contract amendments for 2001-02.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 12

D. SAFETY AND PREVENTION

Safety and prevention functions include crisis and accident planning and prevention, emergency preparedness, alarm system operation and facility and grounds safety monitoring.

In 1997, the National Center for Education Statistics' Principal/School Disciplinarian Survey on School Violence surveyed 1,234 regular public elementary, middle, and secondary schools in all 50 states and the District of Columbia, finding that:

- Ninety-six percent require visitors to sign in before entering their buildings.
- Eighty percent close their campuses for most students during lunch.
- Fifty-three percent control access to the school buildings.
- Twenty-four percent control access to the school grounds.
- Nineteen percent conduct random drug sweeps.

Only 2 percent of the schools surveyed rated themselves as having "stringent" security (a daily, full-time guard and daily or random metal detector checks). Eleven percent described themselves as having "moderate" security (that is, a full- or part-time guard and no metal detectors, but controlled school access).

According to the National Institute of Justice's *The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies*, "controlling the access of students, employees, and visitors [is] paramount." It recommended several measures for controlling building access, including limiting entryways to one or two locations and fencing school grounds. It further noted that such strategies also reduce the need for security personnel or devices.

FINDING

DISD's Crisis, Abuse and Injury Prevention Office maintains and publishes a comprehensive crisis management plan consisting of two documents, an *Emergency Handbook* and a *Resource Manual*. The *Emergency Handbook*, which includes emergency telephone numbers, a crisis procedure checklist and detailed protocols for every major crisis such as accidents, bomb threats and tornadoes, is intended for school personnel.

The *Resource Manual* provides helpful background information such as:

- Crisis management decision-making responsibilities.
- Crisis plan development and review guidelines.
- Issue papers for major crisis issues including grief, child abuse, violence and severe weather.
- Sample documents such as parent letters and teacher memoranda.

DISD's crisis management plan is based on guidelines published in the 1998 U.S. Department of Education publication, *Early Warning, Timely Response: A Guide to Safe Schools*. It includes crisis-intervention protocols as well as post-incident measures such as evacuation procedures and locations.

The Crisis, Abuse and Injury Prevention Office assists schools with formulating campus crisis plans. State law requires each campus improvement plan to include violence prevention and intervention goals and methods. The office drafted a sample crisis plan and distributed crisis resource manuals to each district school. Every school has a crisis plan that may include, for example, fire drills and evacuation plans. These plans are kept current and are reviewed annually with campus employees by appropriate administrative personnel.

DISD's Crisis, Abuse and Injury Prevention Office has developed a systems-level crisis management plan. Under this plan, the office would establish an Emergency Operations Center under the superintendent's direction and in conjunction with the City Emergency Preparation Office to assist the district in case of natural disasters or violent incidents where a sniper might enter a school with a weapon. The district will effectively coordinate its responses with other agencies in mobilizing buses or meeting medical triage needs in the event of such disasters.

COMMENDATION

The district's Crisis Management Plan provides thorough and practical guidelines for helping campus personnel respond effectively to natural disasters or violent incidents.

FINDING

DISD has been slow to make the facility, grounds and system improvements necessary to make its campuses safe and secure. Its failure to resolve known safety and security risks seriously undermines its crisis planning and prevention efforts.

According to Dallas Fire Department representatives, DISD has made strides in repairing or replacing fire alarms. While its fire alarms are not fully operational, far more are working today than three years ago. Nevertheless, the district has failed to address several important fire safety concerns.

According to the Dallas Fire Department's Prevention Education and Inspection Division, 138 DISD schools had fire code violations as of November 2000. Since 1997, the district has accumulated \$72,990 in fines levied by the fire department. Many of the district's fire code violations, moreover, have been outstanding for two to five years. The most common violations involve portable classroom buildings, malfunctioning exit signs, fire door problems and defective fire alarm systems.

Portable classroom buildings represent the most serious violations. According to Dallas Fire Department representatives, at least 100 portable buildings are more than 300 feet from a fire hydrant or more than 150 feet away from a fire lane. In early 2000, the Fire Department criticized DISD for failing to correct fire code violations and required that all violations except for fire lane and hydrant issues be corrected by July 2000. DISD has not complied. The Dallas Fire Department has notified DISD that unless it resolves these issues, the city may force the district to close some portable facilities.

DISD's school alarm systems also are inadequate. Since 1999, SSS has made a concerted effort to correct or replace defective alarms. However, many of the remaining alarms are outdated. DISD has ten old sound-activated burglar alarm systems; replacing all of them would cost about \$70,000. The remaining schools and facilities have digital alarm panels with contact switches and motion detectors, some of which are 12 to 15 years old. These systems provide limited alarm coverage for hallways, office areas and some equipment rooms.

The district's fire alarm systems use panels from multiple manufacturers. The district is in the process of installing new digital communicators at each location. It has completed the installation process for about half of its facilities.

The district's antiquated alarm systems not only weaken school safety and security, they engender unnecessary costs. From 1997-98 through 1999-2000, DPD answered 1,612 false alarms at DISD facilities and charged the district \$50 for each, for a total cost of \$80,600. While the district's number of false alarms fell by 39 percent during 1999-2000, this year, through April 2001 DISD has spent \$52,900 for 1,058 false alarms and \$8,080 in miscellaneous charges. DISD also lacks a coordinated facility access control program. Every facility has different sets and types of door

keys. The district has no standards for controlling or replacing school keys or ensuring that stolen or lost keys are replaced promptly. Moreover, security officers lack access to about half of the district's schools and to some sections of other district buildings.

The district has 170 metal detectors, including 44 new Garret walk-through detectors. However, 70 percent of DISD's current metal detectors were manufactured by a company that is now out of business and no longer provides replacement parts. SSS personnel estimate that only *half* of the district's metal detectors are operational, and one employee coordinates maintenance efforts for the entire district. New metal detectors cost about \$1,500 each.

School personnel expressed serious concerns about the poor condition of many metal detectors and about poor metal detector maintenance practices. These metal detectors have helped reduce the district's number of crime-related incidents, but they can be effective only if they are maintained properly.

Recommendation 193:

Develop, finance and implement a phased plan for installing required life safety systems and other preventive measures at all district facilities.

DISD should develop a plan to improve the safety of its schools. This plan should be phased in in accordance with safety priorities and funding availability.

The district should immediately resolve all outstanding fire code violations. In the short term, it also should upgrade its alarm systems by replacing old motion detectors with newer motion and heat detectors.

DISD also should implement a five-year program to replace obsolescent metal detectors. It should acquire modern three-zone detectors and execute at least one contract with a local company with strong local parts and service capabilities. It also should acquire and maintain a stock of at least 20 hand-held metal detectors to complement campus-based detectors.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a school safety and security systems planning team with representatives from SSS, Facility Maintenance, Finance and schools.	August 2001
2.	The Facility Maintenance Department identifies and implements	September

	short-term facility improvements required to address the most urgent fire code violations.	2001
3.	The Safety and Security Planning Office develops a comprehensive safe and secure schools plan, including long-term capital improvement budget, life system and metal detector specifications and a long-term financing proposal.	December 2001
4.	The superintendent and board approve the budget plan.	March 2002
5.	The Safety and Security Planning Office identifies potential vendors and products, issues requests for proposals, evaluates vendor proposals and selects contractors for new alarm systems and metal detectors.	June 2002
6.	The Facility Maintenance Department completes remaining facility improvements needed to correct fire code violations.	August 2002
7.	The Safety and Security Planning Office initiates its acquisition of new alarm systems and metal detectors.	August 2002
8.	The Safety and Security Planning Office identifies potential vendors and products, issues requests for proposals, evaluates vendor proposals and selects contractors for new surveillance and access control systems.	March 2003
9.	The Safety and Security Planning Office acquires, installs and tests new surveillance and access control systems in five schools.	August 2003

FISCAL IMPACT

Replacing outmoded sound-activated alarm systems at 10 schools will cost an estimated \$70,000 in the first year. This estimate includes all costs associated with installation of six new alarm systems at elementary schools (at an average unit cost of \$4,500), two new alarm systems at middle schools (at an average unit cost of \$6,500) and two new alarm systems at high schools (at an average unit cost of \$15,000).

Acquiring 20 metal detectors each year over five years at an average cost of \$1,500 will cost or \$30,000 per year, or \$150,000 over five years.

The recommended investments will result in some savings that will help offset the projected costs. For instance, DISD pays a \$50 false alarm charge for every alarm investigated by DPD without

evidence of physical damage. These charges would be dramatically reduced by replacing the outmoded alarm systems. In the year following

installation the district should be able to reduce false alarm charges by at least 25 percent or \$13,200 annually.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Installation of alarm systems	(\$70,000)				
Installation of metal detectors	(\$30,000)	(\$30,000)	(\$30,000)	(\$30,000)	(\$30,000)
Savings on false alarm charges		\$13,225	\$13,225	\$13,225	\$13,225
Net Savings/(Cost)	(\$100,000)	(\$16,775)	(\$16,775)	(\$16,775)	(\$16,775)

Appendix A

PUBLIC FORUMS AND FOCUS GROUP COMMENTS

As part of the review process, public forums were held at 15 Dallas area high schools in which approximately 200 parents, teachers, administrators, and community members participated by writing personal comments regarding 12 specific topics of review; and in some cases, discussed these topics with review team members. Parents and community members also participated in smaller focus groups to separately discuss the 12 topics under review. Additionally, 27 focus groups were conducted at the Central Office and the office of State Representative Harryette Ehrhadt.

The following comments convey the community's perception of Dallas Independent School District and do not reflect the findings or opinion of the Comptroller or review team. These are the actual comments received for each focus area.

A. District Organization And Management

Part 1

Part 2

Part 3

Part 4

B. Educational Service Delivery

C. Community Involvement

D. Personnel Management

E. Facilities Use And Management

F. Asset And Risk Management

G. Financial Management

H. Purchasing And Contract Management

I. Food Service

J. Computers And Technology

K. Transportation

I. Safety and Security

A. District Organization And Management (Part 1)

- SCE needs a lot more attention. Principals in many schools use it as a rubber stamp. More focus should be given to parental involvement. We know that's what improves student performance, but the district doesn't really make parental involvement a priority.
- Break district into smaller sub-districts so all voices can be heard.
- Decision-making should be done by parents, teachers, and board members with open minds.

- DISD's systems and procedures seem to be so inefficient and far behind the business world. There really needs to be a lot of training in both leadership and professionalism. I work with many wonderful teachers at one of the high schools; there are others that seem to have the mentality of elementary school students. They haven't put away childish ways.
- I am very concerned with the way the school board handles themselves. Therefore I am concerned about the policies implemented in the district. We have excellent teachers and programs, but without consistent support from the top, teachers and community will and already have become discouraged. We need plans in place that will last at least five years to insure proper deliverance, etc. With all of the changes in the superintendent office and the in-fighting among the school board and teachers, the community does not know what to expect day to day. Teachers have high expectations for their students, but we also have them for the administration. It is time to get some order and competency in the district.
- I believe that as far as organization and management in the district, that the real issue of educating our children has been forgotten. Way too much politicking over who likes who and who doesn't like who. It is getting ridiculous all the arguing and finger pointing that goes on. This school district is completely disorganized and mismanaged.
- I feel the turmoil that we have experienced with our school board, coupled with the frequent number of superintendents over the past several years, has had a negative impact on the operational efficiency at the local campuses.
- Involve and listen to your constituencies-citizens, employees, employee organizations, and other groups.
- Oppose vouchers and privatization.
- Please do not recommend that the district be broken up into small districts. We need leaders not new ideas or systems.
- Split the district and form two districts.
- Stop fussing and arguing, remember the children are the number one focus. Ask teachers for needs and get aboard to help with planning. We're the ones having direct contact. Let our voices be heard, understood and taken into consideration.
- The board has been micromanaging. The superintendent should be allowed to do his job without the board's interference. The district is too large and should be broken up into smaller divisions.
- The current area breakdown has been positive in ensuring students performance, communication, and community involvement. Area Superintendents have been instrumental in maintaining continuity in the area.

- The current school board is a joke! There should be requirements to become school board members. I really don't think site-based management is doing (on the campus) what it was designed to do.
- The district as a whole seems to have become more political and have lost interest and focus on education. Upper administration and the board seem to focus on personnel agendas too often.
- The district has no apparent organization or management.
- The district is doing a good job educating children, but there can be some improvement in the organization and management. I think each organization should know what the next organization is doing. Maybe things will run smoother. When I call downtown, no one seems to know anything. Maybe more training for the employees is needed.
- The district is too big for efficient management. Paper trail is outrageous.
- The district organization is a disgrace to a great city. Overhaul the school board. My money is not being well spent. As a taxpayer and parent of a Dallas ISD student, I hate the fact that I need to consider a private school.
- The term that I would use to explain the district's organization and management is Unstable! For five years Dallas ISD has demonstrated a lack of stability in the areas of administration and management. Therefore, departments have been organized, re-organized, and organized again with no apparent rhyme or reason.
- There is so much ridiculousness I don't even know where to begin. The teacher's perceptions are that it is really District Disorganization.
- We need a stronger component of committee training.
- We need to break up DISD into eight districts dividing funding on a per student basis leaving downtown for paperwork only and relying on site-based management teams to lead.
- What organization? If there is any, there's not much to be seen or noticed.
- Woodrow Wilson has an excellent council composed of school staff, parents, students, and community. The district has made almost no effort to support this council. The corresponding council at the district level rarely communicates with the individual school councils. Also school counselors are not notified when the district council is chosen.
- All trustees must thoroughly study and understand all materials that come before the Board.
- Although many have the best interests of kids, some board members should re-evaluate their commitment to their children.
- As an employee of DISD it seems that the governing board's decisions do not affect my students. It does however affect me. The treatment of the teachers and support staff is not conducive to

us. Our needs are not being met (insurance), therefore, it does affect the instruction of our students. I would like to see more decisions that will directly affect students. For example, my students are using furniture in our building that is 30+ years old. When budget decisions are being made it should always be done with the students in mind.

- As critical as it may seem, our board has too many personal agendas. I don't feel they are realistic in their leadership. They have not been a good support for our children.
- Board governance is not working on behalf of the community they represent and they are not effective.
- Board members seem to have their own agendas at the front of their decisions as opposed to making decisions for benefit of the students.
- Board members should understand they can probe for more information in order to have a better understanding of the issues.
- Board members spent so much time arguing with superintendent Rojas that they screwed up the insurance program.
- Declare all board positions vacant and hold a special election to fill all vacancies. No current or previous board members should be allowed to be a candidate.
- Develop an understanding of the Budget Process, Taxes, Revenues (federal and state), Gifts, Expenditures, Fund Balance, and Financial Responsibilities.
- DISD board is a joke and has no common purpose. There's lots of lip service and every one has their own petty agenda. They should be dissolved and run by mayor as in other cities, like Chicago and Detroit.
- Effective board leadership is required for improvement of district operations. Lack of commitment to require compliance with Court and Regulatory mandates has cost the district millions of dollars.
- Get rid of all of the old-fashioned board members. We need better members, young people with new modern ideas.
- Governance by the Board of Education is certainly a topic that should be addressed by the TSPR. The root of problems over the past several years lies in poor governance and decision-making of board members. Each member seems to pursue his or her own personal agenda without regard for what students need in terms of instruction or what employees need in terms of a supportive work environment.
- I am tired of the school board where everything is approached from a race standpoint and not a student standpoint. I don't care what color the skin is. I care about quality, character, purpose, goals, and integrity.

- I hope that the Board of Education will work together rather than pulling in opposite directions. I also hope that they will support and encourage Dr. Moses.
- I think our school board is a lot of talk and not enough action. They sit there in their round table and still we can't get a leader to stay in our district. HELP!
- I would strongly recommend that all of the board members be fired. How are we as parents supposed to teach our children to respect each other when so much chaos is dividing the members? Their main concern should be the students. They should be replaced with people that really care about the children.
- In my experience, I have been fortunate enough to work with several different types of governing bodies. My main concern with the DISD governing body is its lack of consistency. They make decisions, which are supposed to be in the best interest of the students, when in reality it is political at its worst.
- Learn to read and understand contracts of Employees, Builders, Vendors, Contractors, Lawyers, Insurance Companies, etc.
- Let's hope "Moses" receives words from above to organize this "Board" and really make it work for and represent our children. Enough power playing and politics.
- On board governance, please look into the process called deliberative democracy. Involve the people who are already active, as well as those who aren't. Include a serious, informed deliberative process endorsed by the board, and not just on what the districts goals should be.
- In the board governance, petty issues take precedence over school business and the superintendent.
- Our school board does a good job most of the time.
- Our school board operates more for the maintenance of a political system to maintain community divisions, than as an educational system to promote quality learning.
- Require a specialized training and development program for School Board Trustees. Necessitate all Board Members to attend classes in training on Governance, Duties and Responsibilities of School Trustees. It is necessary to provide periodic follow-up training.
- Restructure the board to include one at-large position, the board president. The president should be elected by the community at-large rather than amongst board members. This structure seems to work for other cities, notably, Ft. Worth, when there is a great deal of management stability in spite of recent problems. No current or previous board members should be allowed to run for president.
- School board needs to be reviewed for accountability. There should be less private/personal agendas.
- School board president should be elected at-large.

- TEA should provide a governor or a governor monitor for the current board until a new board and president are installed in office.
- The board does not have to have a unanimous vote on issues. The board can have a majority vote.
- The board does not need to set goals and objectives, but lets the superintendent run the district.
- The board is a huge problem. Get them out.
- The Board of Education should not be allowed to vote on postponing the general election following redistricting.
- The decisions of the board often come in question. They are concerned about checks and balances along the lower levels, but I often wonder about their checks and balances. Then health care dilemmas arise so often and problems with salary arise consistently. The management system needs to be analyzed.
- The entire school board needs to be replaced in 2001. They have proven themselves to be virtually ineffective and while they steal, fastly maintain that they are focused on the education of the children of DISD. Their actions both collectively and individually show time and again that they only pay lip service to this. The money this board has squandered on buy-outs and pay-offs of former DISD employees alone could have gone a long way in the individual campuses.
- The expenditures need review and this district needs responsible people to manage and lead. Narrow political interests continue to be the deciding factor in every decision.
- The school board has improved over the last four years, although the board is far from exemplary, it is functioning.
- The school board is a joke. Some are there just for a power surge. Eliminate them and let the superintendent and his group take care of business.
- The school board is unable or unwilling to govern itself, give good stewardship, or lead the staff and students anywhere but downhill. In the interest of rebuilding the district, the entire board should be disbanded. Seek a new board that is committed to children's best interests.
- The superintendents have been productive in initiating change, confusion, and passing the job on to someone else to deal with. Our district needs positive leadership and stability.
- There is no governance school management from the district. Strategic planning is a waste of time because the agendas are constantly changing.
- There is poor organization, poor follow through and solutions, and poor community relations.
- There's entirely too much posturing and too many personal agendas on the school board.

- We need a new school board and have someone there that knows about education.
- We need a whole new school board.
- What a joke! Most of the school board needs to go.
- Why does the board have so much power?
- Board policy should describe community involvement component.
- School Trustees, the Superintendent, Administrators, Principals, and all personnel should be required to comply with the Court Order.
- The school board has a major problem with making decisions.
- The school board needs to establish objectives, outline standards, and then get out of the way. If good people are in "managerial roles" within the district, then hold them accountable and stop "micro-managing." It is time for the "good ole boy" system to go, not just on the board, but within the ranks.
- The teachers should be more involved in the decision-making.
- This district seems much more about politics than about kids. It amazes me that we can pay a superintendent around \$300,000 but don't have money to do this or that in the individual schools. Besides that, why pay a superintendent that much when they never last that long?

Appendix A

A. District Organization And Management (Part 2)

- Training should be conducted for School Board Members, Superintendent, Administrators, Chief Financial Officer, Principals, and other personnel in the mandates of the Federal Court Desegregation Order.
- Basically, district organization is designed to oversee the large student population and representation of all communities involved, however, board practices should be reviewed. They should not be able to interfere with the daily operations of schools.
- Board members should stop attempting to manage individual buildings and stay out of the day-to-day operations of the schools. The interference of one board member is a direct violation of the code of ethics and has led to a situation at one high school that is untenable. I have never seen morale so low and parents/community so polarized. If the board member had never interfered in the administration's decision to move the principal a completely different climate would exist.
- Decision-making should be done mainly by the teachers and not by a board that doesn't know the system.
- I feel that the school board could better serve the district if they would leave educating to the educators rather than continuously interfering. They hired a superintendent so they should allow him/her to do the job.
- The board needs to provide visions and global goals, not micro management.
- We believe that the board members continue to micromanage.
- DISD is the laughing stock of the state. We have one of the largest districts and our board cannot agree on anything. Children are suffering because of this.
- Need for a more cohesive board. I pray that the new superintendent will have the children at heart.
- Part of the problem is that the members of the school board, who are minorities, are too busy looking for a superintendent who is a minority.
- Petty bickering amongst board members and superintendent has to stop.
- School board can't get along with each other much less the superintendent.
- The board has been bickering too long!
- The board is not a team. There is a dysfunctional atmosphere.
- The board needs to learn how to work together. The students should be their main concern.

- The most embarrassing issue is our school board and their decisions. The racial problems in our fair city Dallas are being played out through the school board. This has hampered any progress for years. Let's just disband the board and do something different. We need to begin to put children, teachers, and education first.
- Veteran board members have encouraged an open process in decision-making that values all stakeholders equitably.
- We know the breakdown of a family messes up the whole circle of development. And the people we entrust on top management, board of directors, etc. need to decide what's more important. Are they going to continue to fight over control and pass the ball around when a problem arises? Or are they are going to work, roll up their sleeves and get to the real issues? Or maybe they just don't want to and they're not letting people in who might have had real answers on these issues. On a happy positive note, I see desire in some people to really evaluate their character problems. As we know, we are not perfect but we can certainly try to better ourselves. And that's good enough for our students.
- A member from each department should present that department's budget to the Board.
- The perception is that roles of superintendent and school board are not clearly defined. More decentralization with local control is desirable. Anything done at the district level is very poorly communicated. Notification of meetings, training sessions, etc. is all too often made at the last minute. Quite often if I manage to attend, I leave with the feeling that my time was wasted.
- The superintendent should be allowed to run the schools and be allowed to make decisions based on what is good for the students.
- The superintendent should function as the head of our district in cooperation with the board.
- Behave in a professional manner in public.
- Board Governance: The current school board is probably the best that we have had in years, but the PR is terrible. The public (who do not attend the working meetings) has no idea that the board is not behind all the district problems.
- Board trustee for District 9 is not doing a very good job in the district. Problems exist and he seems to talk like he cares, but he doesn't answer like he cares and he doesn't answer nor return phone calls or answer complaints. We have a lot of problems in District 9, and the board member is not helping to solve them.
- DISD is pitiful and an embarrassment to all of us. Our school board and superintendent situation has made us the laughing stock of the country and it isn't fun. They need a total change out and hopefully a new board would have a greater degree of maturity and professionalism.

- How can the community trust and support the students, teachers, and schools when the board is a disgrace to all. We need to get rid of the "For the kids" motto and adopt a new motto "Get rid of the board."
- I am embarrassed for the school board and their managing of the Dallas Public School District. I feel that before they air the dirty laundry, please have all the facts and decisions made. They need to consider the thousands of people who are under their watch and be expected to communicate their intentions to the children, students, parents, and community. In fact, many of their decisions hamper the education community from positive growth.
- I feel that the school board does not have enough communication with the parents. How often does a board representative meet with the school staff, parents, and local community? With the problems DISD has had in the past, perhaps we need to look at how the structure of the board works for the schools and areas they represent. Site-based board is a great working tool.
- I have seen the high and the low in this community. I believe in my heart we are on our way back to the high. I work at A.M. Smith, and it is one of the best schools. I love the children for they are some of the best kids in the land.
- I would like to see a community awareness of the district structure and something like a road map for phone numbers for rapid response.
- If what I hear on the radio and media in general is true then we are a sad bunch to say the least. There is no real concern for the children's well being and believe me they know and show it.
- Never in the history of education/business have so many done so little. This district is scandalously top heavy. It deserves no additional funds until this disgrace is corrected.
- Our school has come a long way! They have learned to not talk to the media and not shoot off their mouths. I see them working as a team for the most part.
- School board member for District 6 has been very rude to parents that voice their concern about Sunset High School. He hangs up on parents and tells parents, community members and business members that they not need to concern themselves about what goes on at Sunset and tells them to bud-out of their business. Tonight during this forum, he cursed out a parent and walked away!
- Someone outside the school should see that the C/P is being followed. Survey the students and parents to see if the C/P is being followed through.
- Taxpayers are tired of the trustees playing fast and lose with our money, which should go to the classrooms and the students. The students and teachers are always considered last, although they really are most important.

- The board has not done its job with its citizens. They have tried to run the schools before Gonzales, Rojas, etc. with their class business associates and friends from the inside regardless of who was superintendent.
- The board members need to be replaced. They have no clear view of what the teachers are dealing with on a daily basis.
- The Board of Trustees continues to set the poorest example for the students of this district. Their constant bickering, their inability to find a common voice, what appears to be their determination to impede race relations instead of bringing all of the students together and their inability to side above their own individual petty political agenda here.
- The Dallas I.S.D. board often displays an attitude of distrust; they seem fragmented. They are never as a united front. Many times how they act is a disgrace to our city.
- The Dallas I.S.D. school board seems to be very volatile. The problem on the school board is a bad reflection on our school district. The inner turmoil deflects attention and energy from issues concerning the students.
- The district and management have me confused. I only know what I see on the news. They need to communicate with the parents. I'm waiting on the new superintendent.
- The media should not be allowed to divide the board according to ethnicity.
- The role of the board should be clearly defined to the public.
- The school board thinks of nothing but wasting our money with bad choices for leadership.
- Treat the public, students, parents and employees in a dignified, polite manner.
- We need to act as a respectful body of concerned adults, parents, and the community because this is all for our students and we need to work well together to better the future for them.
- What in the world are you doing? Attitude is a reflection of leadership, yet because of our professionalism, we, DISD teachers press on despite continued and now expected poor leadership.
- Why is it that they don't have to bring certain issues back to the public at board meetings for approval; such as Moses salary? That's our money (taxes) and we should have a say.
- There is a need to move the school operation away from the political side of the arena. Separate the two completely. Planning and management should be the work of school people.
- A superintendent making \$275,000 should not receive a car allowance and fully paid health coverage. At his salary he can afford both items much more readily than my colleagues and myself.

- An unfortunate negative weakness in DISD is the frequent change in leadership and confusing reorganization changes. I feel we would be in much better shape with consistent leadership and clear responsibilities of department heads. (Hence, the TEA monitoring of special education.)
- As a parent, I am very pleased with the organization, management, education and communication at my child's school (Jimmie Tyler Brashear), but I am deeply concerned with the leadership, and management of the entire district as a whole.
- DISD needs stronger leaders that are flexible to the needs of the district and who will make the students and teachers a priority as opposed to their personal matters. Even the teachers need people to look up to or to go to with concerns without raising conflicts.
- Hire general superintendent and provide adequate oversight based on short-term and long-term district goals.
- Hopefully, this new superintendent will mend several fences. Our cows are out all over.
- I am glad that we now have a superintendent on board who is knowledgeable about how the system works. What works and who makes it work. I feel that we can move forward in Dallas with confidence now. Thank you.
- I am really happy we think that we found a qualified superintendent, but we need to be sure that our teachers are treated the same.
- I am very disappointed about our last two permanent choices for superintendent. Dr. Gonzalez was framed and beaten by a corrupt central office. Dr. Rojas should have never been hired. Dr. Moses will hopefully be the answer.
- I appreciate the amount of autonomy given each campus principal, which has allowed schools to stay on track even when the superintendent was not functioning well.
- I believe that Dallas ISD would be well served if our new general superintendent would employ a tenured, seasoned, innovative business person to ensure that the organization and management yields total quality to the staff, parents, and the stakeholders of Dallas ISD.
- I believe the lack of consistent administration has produced few lasting efforts to improve the product delivered.
- I believe we are top-heavy in management leaving large numbers of openings in the schools.
- I don't know much about the superintendent except he is paid too much compared to our teachers.
- I have been in this school district for approximately four years and have had five superintendents. We need someone who cares and not only about six figures. We need someone who will fight to give us the salary that we deserve.

- I have high hopes for the incoming superintendent. He has a big job in front of him.
- I have high hopes for the new superintendent.
- I was not happy with the school board appointee for superintendent.
- I wish DPS would get a superintendent that would work well with the school board.
- Keep the same need in leadership and departmental organization for five years in a row!
- Let's get good leadership and keep them long enough to stabilize the district. Too frequent and chaotic leadership shifts have really hurt morale and led to uncertainty and confusion among central staff and campus leadership.
- Management needs to set high standards and examples of conduct because lately is hasn't happened.
- Moses has his work cut out for him, but I hope and pray that the board will let him do what needs to be done from the administration building to the campus buildings.
- Needless to say, DISD has suffered from a management standpoint. With the problems in keeping a superintendent, there also must inherently be continuity problems.
- Nobody should tell you they couldn't be fired.
- Some decision-making should be left to the employees such as to the choosing of board members, superintendent, etc.
- Superintendent should never be paid highest salary in nation unless teachers are being paid highest in nation.
- The district seems to employ only principals to run the overall management, rather that people in fields that are appropriate.
- The district suffered from poor staffing with Mr. Rojas.
- The highest paid superintendent in the country and the biggest laughing stock as well.
- The organization and climate of the Jimmie Tyler Brashear School is excellent, but as far as the district as a whole, it seems to be unstable in that we keep changing superintendents. Why not keep the Interim Superintendent who opened schools like a breeze.
- The superintendent is the chief and he should be the one who decides what's best for the children.
- The superintendent situation in Dallas is deplorable. I am concerned about the quality of education.
- The superintendent's salary should be lowered due to budget problems. If employees of DISD and school children lose necessary items, then cut backs should begin at the top and not in the school.
- The turnover of superintendent has been costly.
- There is lack of continuity in vision, services, programs, etc. Each new leader comes in and moves people around and the chain of

responsibility is confusing when you need responses or answers to problems.

- There is some hope for the future with the new superintendent. Dr. Rojas was a disaster in more ways than can be counted. It will be years before his damage can be repaired.
- There should be fewer people and less salary in this area. It seems like if one is incompetent, he/she is "bumped up" to district.
- This district is obsessed with looking good rather than being good. There is no process by which a teacher is able to evaluate the job being done by administrators. We feel powerless to affect any change.

Appendix A

A. District Organization And Management (Part 3)

- We need a person who is PR oriented to taxpayers. School management is in a sorry state when teachers of middle schools appear more like students than instructors.
- When a concern is brought to a district leader (Area Director or Assistant Superintendent), whatever the concern, it is ignored. They make you think they will do something.
- When is a district superintendent going to work his entire contract, so the district will have a consistency in leadership that everyone can rely on?
- District organization and management is not a huge problem in some areas. I feel that in our district many leaders (as they say) are instructed to do what others have commanded and progress has not been seen as quickly as it has been predicted.
- I am mostly concerned about school management. Principals no longer have the power (authority), support (school board) or funds to properly manage our urban high schools. The concerns are so varied and the manpower so limited, proper, appropriate management seems impossible.
- I don't think there is good communication from the top down, and personally there are too many chiefs. There are too many power hungry people.
- I have noticed Fine Arts doing a fine job in recruiting quality band directors.
- I would like to see some consistency downtown. It is embarrassing that adults cannot handle the business effectively without drawing in racial concerns or petty matters.
- Put knowledgeable persons in responsible positions on the executive level in the Admin. Bldg. Every school needs an assistant principal.
- School Management: When it is good, it is very, very good; and, when it is bad, it is very, very bad. For example: TAG is managed by a group of people who actively work against the program.
- Since the district seems to be top heavy at the management level and there is a shortage of teachers, why not send those specialists, mentor teachers, supervisors, coordinators, etc. to those vacant positions?
- The district does not seem to be interested in what is working in the schools. Schools that consistently perform well are left to fall between the cracks.
- All reviews have identified administration as top-heavy.

- I am very upset with the way our school administration is handling issues this year. My first complaint is the way the district's insurance bids were handled, or more accurately stated, not handled. As a result, teachers were expected to take the consequences of an administration's inefficiency and like it. The board and the administration staff had failed the teachers and the students of Dallas I.S.D. miserably.
- I would like to see the people in superintendent's office try and get along and put our children first. And do what is best for them.
- In a bureaucracy, everyone can justify his job.
- Performance evaluations at central should be tied to how often contacts are made with local campuses and how well local campus personnel perceive their needs are met. While (somewhat very) subjective, such evaluations will help remind central administration they exist to serve local campuses and students.
- School administrators need a code of conduct and managerial expectations that they can be held to.
- The central staff is too large in general. The central staff creates obstacles and is not accessible as resources. Many outstanding educators have been promoted to jobs in the central office. Often they are asked to do jobs that they have no training or experience in. The result is losing an excellent teacher and gaining a mediocre administrator.
- The mismatch of building administration with their assignments, certifications and experience is a bigger problem than is uncertified teachers.
- The multiple layers of paperwork and documentation wastes time and resources. For all the layers of administration, things are disorganized, such as having wiring but no telephones in classrooms, Internet wiring but no computers in the classrooms.
- There are lots of district employees working hard at their jobs, but often people at the campus level feel a disconnect between the campus and central administration. Let's improve the connection between central administration and local campus.
- There is little input that comes from central staff and there is little support materials provided by the central staff.
- There is not enough good communication between the schools and the administration downtown. It seems to me that it is very difficult to get things taken care of sometimes. But whenever a parent makes a phone call, things get done. It shouldn't be like that. And sometimes a parent makes several phone calls and things still don't get taken care of.
- There is too much administration and money spent for these positions downtown.
- Tremendous turnover in Central administration, it is too great and allows for no stability at the local level. Contact people change so

frequently. There is no time to establish support between central office and the local campus.

- We have learned to be flexible and accept change without totally devastating our performances in the schools.
- My experience with this high school (Sunset) has been that the majority of the teachers were involved in their students' lives, both academically and personally. However, the teachers did this at great personal cost—they were not supported by the principal and were discouraged from truly being involved. Several wonderful counselors had to seek other schools for employment during the 2000-2001 semester, because of this discouraging administration. There has never been the support they needed (teachers) to help the students reach their full potential.
- The superintendent of DISD does not seem to work with us (parents). Mr. Rojas started and then got rifted. Teachers and principals are afraid to get involved about asking for supplies, equipment, needing more teachers, etc. Why? Are they afraid of getting fired? Why do principals get changed so often? Why can't a principal who has a relationship with parents and students stay longer and accomplish what he has started?
- We have many issues at W.E. Greiner M.S. concerning the practices of the school principal. He uses his authority to overrule the decision of school committees to use money allocated for one program or population to support other programs or populations to harass teachers that stand up to him out of the school, etc. We have tried to let his superiors know about this problem but we don't have an open way to express these concerns. This behavior from our principal is resented by teachers and by some of the vice-principals. We feel unprotected against this abusive use of power and little we (teachers) can do about it. The morale of teachers is important so students can have the best instruction.
- Campus level committees must be authentically involved in planning, budgeting, curriculum, staffing patterns, and school organization.
- District-level planning committee must be selected as set forth in board policy.
- Effectiveness is a problem if district-level planning is not evaluated every two years as required by the TEC.
- More definite short-range/long-range planning by the board. The board composition should reflect the city's population.
- Planning should be the voice of all entities.
- Strategic planning and engagement of ideas are not encouraged.
- Strategic Planning: The long-term plans of the district don't stand a chance without big changes in downtown administration and much PR work.

- SBDM outstanding concept that is taken seriously and well supported by all who participate. Parents and teachers are working together to achieve excellence for our children and students.
- As for schools, the SBDM is a joke!
- At Joseph J. Rhoads, I am a member of SBDM-SCE. As a parent, I enjoy learning about policies, both state and local.
- At Samuell, the SBDM moves as a part of the administrative team. On many campuses, it is still the same old top down management. Who watches over that?
- DISD needs to become more pro-active in educating the entire community, employees, staff, administrators, parents, and others on SBDM. Administrators and faculty are reluctant to have outsiders interfering with the system. Training is virtually non-existent and campus councils are left to flounder, be a rubber stamp, or exist in name only.
- Fortunately, my children attend two of the better schools in the district. My son attends one which is actually in Area 2. I think Martin Luther King, Jr. Learning Center is right on target with its SBDM and school management, and that is hard to say about some other campuses. Overall, I love the progress being made in Area 2, but there is always room for improvement.
- I feel like I understand what Comer meant by SBDM but in the four principals we've been through at O.M. Roberts and from what I've been told in a district meeting of the SBDM chairs, parents really don't have a say. Why convene a meeting and then complain that parents don't show up? Why would they? What they say is always defensively responded to by the principal. "We can't do that." "It's not in our budget, etc." SBDM is not run correctly and rather than mandate it, drop it. A good principal and good school will look for parents' input regardless of the SBDM.
- If we are supposed to do site-based management, DISD should provide the freedom and finances to carry it out.
- Local schools are given little meaningful site-based decision-making.
- Monitor should sit in meeting.
- Our site-based management committee is controlled by the principal. Also, they receive no training.
- Parents are not informed of the SBDM involvement. Parents who want to be involved are locked out.
- Poor site-based program at Sunset. Need for better communication from principal. Poor leadership at school level.
- SBDM at Woodrow is wonderful.
- SBDM doesn't have enough of the right kind of power.
- SBDM groups are only as good as a particular principal will allow. My experience is that most principals can't seem to give up control. Teachers are reluctant to participate.

- SBDM is a joke. Principal neglects to tell all parents.
- SBDM is a misnomer when the central district sends out unqualified personnel rather than allowing local principal a choice in selecting.
- SBDM is a new name with an old theory. In order for this theory/law to work, all parents should be duly informed. It would be a good idea for parents to be informed via report cards so parents know that this exists.
- SBDM is a very positive process. It should be continued, expanded and empowered. Dallas obviously needs stable, long-term leadership. The school board needs to be more open to public input.
- SBDM is not run as intended. It is run by the principal. It should be run as designed by community.
- SBDM is very unreal in the fact that many principals never inform parents of decisions concerning our children.
- SBDM should be "closed door."
- Schools are still feeling their way through the site based decision-making process. It has been difficult to get community leaders to be involved.
- Site based decision-making needs to recruit, train, and keep parents involved. Also as far as the financial difficulties (poverty), they need incentives that mean something to the teachers.
- Site-based can work if they have performance reviews more often but at this time parents are not making themselves available to the schools.
- Site-based management is a joke. Principals have no say as to who is sent to their building. Personnel sends teachers/staff to fill vacancies with no input from the principal.
- Site-based visits should not be planned. They should send people out and not notify the school. Teachers to be visited should be determined by looking at grades of students.
- Site-based decision-making has been very positive at our school.
- Site-based decision-making is a good concept as long as it operates within common parameters within the district. Often what you see are different school districts operating at campuses under the title of "site-based decision-making."
- Site-based decision-making is a good theory but difficult in practice. Parents are unaware of all background data needed to formulate decisions.
- Site-based decision-making is a plus that gives both faculty and parents a voice, an opportunity, and a focus in hoping to build better education for our children.
- Site-based decision-making is a very good idea for the parents and staff to become involved, especially when it concerns our children

and our students. Input is very effective which brings up the output of education for the school system.

Appendix A

A. District Organization And Management (Part 4)

- Site-based decision-making is akin to "states rights" and should never be abandoned. Who knows better the needs of our students, but the parents and teachers who know them best?
- Site-based decision-making is an excellent idea but often overridden.
- Site-based decision-making is joke on many campuses. It is designed as whitewash rather than an integral part of the school.
- Site-based decision-making is not as effective as it should be because higher ups are always putting in their two-cents worth, and it usually doesn't amount to a hill of beans.
- Site-based decision-making-the people who are running this seem to meet and discuss but nothing seems to get done. I just learned of this only last year and I just joined this year but so far we've not reached or done anything.
- Site-based management is totally ineffective. They may look good on paper but they have no decision-making power and the school principal doesn't want them to have. They are not given any real inside information on how the school is run or how school monies are spent.
- Site-based management should continue.
- State by-laws and guidelines for SBDM are needed.
- The Hillcrest site-based organization works well together.
- The last five years, site-based management has not made a decision on the 12 Hills property. We need to make this property a learning center for Rosemont. Since 5th grade TAAS tests require science to be passed, then why can't we put in a learning environment lab, or gardens or bird watching, or soccer fields for Rosemont that has very little room for kids to exchange and breath.
- The only solution is site-based management but this can only work in schools that have a strong administration.
- The problem with SBDM is that it is very difficult to get parents involved. We need more parental involvement as a district.
- The SBDM is a great idea. However, who is responsible to implement the program and see that it's functioning?
- The SBDM team at my school is up and running and working hard.
- The SBDM team at our school meets monthly and is an active part of our school.
- The site based decision-making team is a great display of school support.
- The site based decision-making teams at the schools are a good choice of collaborating efforts of the school and its surrounding

community providing leadership throughout the stewardship of the budget. The input by the community members gives more credibility towards decisions on how the money is spent.

- The site-based decision-making board has done good work and has responded to problems in our schools.
- The site-based decision-making process is one of the very best things that we have going. It works incredibly well at our school.
- The site-based decision-making program is not working because the district is the only unit that can enforce it.
- There is a lack of training for personnel and parents in the fulfilling the implementation of Site-Based Management and Site-Based Decision-Making.
- There is a need for meaningful community involvement in Site-Based Decision-Making.
- Also, on this same subject, many school staff are not given the opportunity to give input on school money from Title I money to fundraiser money. All funds in some schools are governed by the principal. This needs to change. Teachers should be given the chance to express their wishes and wants, and not just be told where money went after it has been spent.
- I am not comfortable with Seagoville being an M&M transfer school. When these students come to our school, I don't feel that they have the same sense of community that makes our school unique. I think in order to be approved for transfer, you should be required to participate in athletics or other school activity. Everyone should contribute.
- I had been pleased with the elementary, middle, and high school, which my children have attended.
- Recommend the Superintendent use members of their constituency who will carefully review all textbooks and make recommendations before adoptions.
- Teachers are not informed of all the new paperwork. They expect someone to fill out papers (ARD) and were not given all the information.
- Not every student is college bound. Not everyone needs four years of math, especially not pre-calculus. Bring back math of money or consumer math, which is more practical.
- The organizational and management of DISD should provide for successful outcomes. If new textbooks are adopted allow for teachers preparation prior to adopting, especially when the teaching of concepts have changed.
- Encourage teaching of the TEKS and not the TAAS.
- The kids are being taught to pass the standardized tests and beyond that there's very little education going on. I'm a community/school volunteer and have no children in the Dallas schools but I'm really

glad they're not in school now. Thanks for letting me voice my opinion.

- Implement the district's goal to teach a second language to every primary age child.
- I have learned of the district's failure to meet Special Ed compliance on certain issues. How does a school district this large run so inefficiently? Now the administration's answer is to assign a number of each Special Ed population in each school that they want mainstreamed into a regular education classroom, without regard for the individual child's needs. Our district has been in trouble because they don't consider the individual before and now they feel that handing down quotas to be met is the answer. Our children are going to suffer because of that.
- Daniel "Chappie" James Learning Center is the best managed school in DISD. I am very happy to be a part of a school that understands the students' needs, community, and staff. It has been a wonderful experience. My principal knows about management. She is great leader and shows by example the greatness it takes to become both recognized and exemplary in the DISD school district. It is a joy and pleasure to be a part of a staff of administration that knows how to get the job done. Daniel "Chappie" James Learning Center is on time, on task, and on a mission to succeed in excellence for our children and community.
- It seems that there is too much competition for the money. Most teachers and schools want to do well. There is too much pushing and demands for quick performance and results. Some of our students are so hurried along that they can't really absorb but a little. There is a demand to get our students up by the year 2003 and that's good, if it can be done the right way and not pressured into it.
- When the strategies for student achievement are identified, how will the Review Board make this information public for all to see?
- With such instability, teachers and campus level administrators should be complimented for the jobs they've been able to perform despite the uncertainty of leadership.
- I have worked with Ms. R. for several years and she is the best administrator in the world. She works hard and stays on top of things. She knows the policy and if she does not know the answer to a question or concern, she gets the information in a timely manner and gets back to you with it. She does whatever is ethical, professional, morale and legal to keep her school running in the most effective way for both her staff and her students.
- Parents or their representatives need to be involved in the selection of principals. This is the person of power in the school. Without a voice in this decision, parents and teachers have little to no influence over what really is going on in the school. They have to

live with an incompetent leader for long periods of time and the children suffer.

- Principals who are allowed to cut off the creativity of their staff should be fired. Principals whose greatest concern is the school passing TAAS over the well being of students and staff should be given the boot.
- Superintendents should give principals more authority in the management of their school.
- The principal is an excellent instruction leader and ensures that most problems are solved within the campus level at Jimmie Tyler Brashear. The student achievement is outstanding.
- The teachers' workload is too heavy. Teachers are demanded to do too many things in too short a time. It is handed down from the district superintendents to principals to teachers to students. This has become very stressful for teachers. These are the teachers who like their jobs and want to work, but just can't ever keep up.
- We cannot be magicians. Teachers stay late, come early, work on Saturdays and Sundays and still everything can't be done. That's because there's too much.
- The area superintendents need to be more visible at the campus levels.
- We need leaders with expertise on elementary early childhood issues. Currently, most area superintendents are former high school administrators. Consequently, areas such as interdisciplinary instructions, developmentally appropriate practices, phonics, etc. are given little or no attention. They aren't really understood by those in charge of areas. As a result elementary campuses are often required to adopt inappropriate practices for their children.
- Superintendents should develop a community advisory panel for that specific area.
- We also want District 9 On-The-Move brought back. This meeting was very good when he was over the District. We knew what was going on and he was involved in helping solve problems and concerns.
- I feel negative about school organizations that also should be under better management. I think that it starts at the head meaning from the front office to each teacher and so on. School organizations should be organized by sponsors with the head of school being in-charge of all. At the present time at the school that my children attend, they make poor decisions and it is not very pleasing to me to let the teacher make final decisions.
- I hope that Dr. Moses will encourage parents to become more actively involved in the schools and in their children's education. I believe it is important for the students to realize that they are responsible for learning what the teachers are presenting.

- Members of Bryan Adams School treated me with little respect. I now have to keep records of everyone's name that I speak with in order to keep my daughters' school records clear. They do not listen and they don't care.
- Programs are implemented and need more parental involvement, more volunteers at all levels and areas. Let community know what the needs are and not just the parents in schools. Reach out to entire neighborhoods and communities. Let's all work together for the good of our children's future.
- Superintendent doesn't listen to the parents at Sunset. He only listens to the people that are in alliance with the principal. The Dallas Area Interfaith needs to stay out of the schools.
- The board should really take the parents ideas in mind and work with the parents.
- The parents are the ones who know what they want for their children. Regarding the board, fire them all!!
- One school, (Sunset High) is being governed by Interfaith, a community organization that represents special interests and has few members who actually live in the area or have students in the school.
- I think there needs to be better involvement from the board members in working with the community to improve the channels of communication, and be able to make better decisions.
- Make district organization and management plain.
- School district organization is not very clear to the community. I would like to see the organization published in the newspaper each semester.
- The teachers are great and well qualified. There needs to be less emphasis on documentation and administrative paperwork. Teachers need more time to be involved with students' encouragement and creative teaching.
- Folks are grossly overpaid at the top.
- I also would like to say our teachers are so underpaid. They teach our children and even then are in danger in the classroom.
- I really don't appreciate the money DISD is paying for management rather than investing it into the education of our children. The superintendent is over-compensated. The teachers are not appreciated monetarily or physically.
- What is the superintendent doing that he deserves to be so well compensated? What about our first line of defense, our teachers?
- Why aren't there guidelines in place when setting a cap on the salary that the superintendent receives?
- Scheduling of training and development lacks coordination between Region10, District and Area planners. Additionally, there seems to be little regard for specific campus needs.

- The increasing and extraordinary demand of time devoted to attending training and meetings severely hampers the management and support of the campus instructional programs.
- The teacher shortage makes disciplining or firing a teacher almost impossible. Therefore students are not properly or appropriately taught or supervised. The principals have no power, the teachers are out of control and the students are unlearned, wild and ignorant.
- We have a superlative program for training teachers and maintenance workers.
- We need to have more training in people skills. We have some people that talk down to other employees; therefore, we need to work on degreed personnel treating non-degreed personnel with respect.
- Consolidate all areas of the school district under one roof. Tear down the present building and build a high rise to accommodate as many offices as possible.
- New neighborhood being built and current capacity at maximum.
- The multi-skills custodial training is recognized as a best practice.
- Our management needs to be more aware of our school climate, meaning the temperature in each classroom. Plans must be made for classrooms not to be air conditioned in the winter and heat on during the summer months. Today we experienced a classroom with a temp at 35 degrees for 2 hours and the next hour it was 80 degrees. Our weather outside on this same day was 32 degrees. Something must be done.
- No comments about the school board. Even though they may have dropped the ball on insurance, they do have something in place now. They were busy trying to get a new superintendent so give them a break. We all forget something when we're busy.
- The school board is giving high salaries to the superintendent and covering all health care for the superintendent. Yet, teachers are told they have to pay higher insurance payments for their health care.
- They dropped the ball on the insurance and teacher morale is low.
- Demonstrate improved fiscal responsibility as stewards of taxpayers' money.
- Board should be mandated that all areas are treated equitable when it comes to funding for all schools.
- Prioritize expenditures of district money based on the goals of the district.
- Federal grant (i.e. ICF) had been handled very poorly in the past.
- The delivery of supplies from warehouse is very slow and still does not have some materials.
- Parents are not held responsible or accountable for student behavior. Parents who fail to support campus discipline

management initiatives are seemingly having their own way while their children distract, disrupt and disrespect the campus staff and administration.

- In your efforts to raise the bar for student academic success and improving our schools please consider the following: stricter guidelines for student misbehavior and holding parents accountable for their child's behavior and performance.
- The lack of preventive support of student discipline beyond the campus-level is rapidly causing the deterioration of school climate.

Appendix A

B. Educational Service Delivery (Part 1)

- Make training available for Board Members, Staff, and other personnel.
- Strong leadership is needed. The present Board needs to go. Dr. Moses needs as much support as possible to turn this district around.
- It is imperative that community people have access to the Superintendent.
- The leadership from the top-down is poor. There is no support for the teachers.
- As a teacher of 15 years the most disheartening aspect of education in DISD is the poor level of administration I have experienced because of the good old boy system which consumes the district from educating children. In 1985, when the evaluation process was to be implemented it is interesting that accountability was mandatory for teachers, but the component of accountability for administrators was never put in place. When we finally had an administrator who was cleaning house at 3700 Ross, he was suddenly fired because he could not find positions for school board members' friends. We live in a tale of two cities, one being people whom actually work with students and a more elite group of administrators who are far removed from the classroom. We need less administration and more involved with the educational process. It was appalling that the district had its budget in two computers during the Matthew Harding debacle and the Alliance/AFT had to supply school board members with the budget on one CD-ROM.
- Presently, there is no access to central records.
- Specific plans should be implemented to obtain court mandated class ratios.
- Schools should offer more mental health, social and medical resources not concentrating only on troublesome students but also on prevention.
- Credit by exam is only offered three of six state dates. The district can even offer its own exam. Exams should be increased. District exams should be developed and used.
- Educational services are below expectations as it relates to how children perform academically.
- Enforce the 1:22 state mandated teacher to student ratio.
- High educational standards must be the basis for recommendations to restructure DISD.

- I am very pleased with the outstanding work of the teachers and parents at this great school. The principal is such a hard worker to get the kids prepared for the TAAS.
- I believe it was a good idea to bring looping to the elementary level. Teachers moving with their class.
- I feel that the educational service delivery and performance measures are handled well in our school and the district overall.
- I feel the educational service delivery and performance measures are excellent and well balanced.
- My children's school (City Park Elementary) has a very dedicated staff and I am very happy with the way they involve themselves personally in the education of all the children.
- Our educational services products are old and dull. Teachers and administrators receive the same old stuff with different titles. When will we require more from our system?
- Our students are behind. There is no way to express this, but to do it. In a billion dollar district, we still have schools and students without the basic essentials to learn; like certified teachers and textbooks.
- Overall, I am very pleased with the education my daughter is receiving here. The AP programs are great. I am pleased.
- Provide timely and appropriate support for teachers/professional support personnel being required to address special student populations.
- Some students were allowed to change their transcripts in May at Marsh Middle School. Those who did the same thing in August were told in October that their child had to drop the course he was repeating and audit it. This affected class rankings. Example: At the end of the school year (1998) those students not feeling comfortable with continuing Spanish were allowed to change to "Exploratory Language" and then allowed to repeat Spanish I as a freshman.
- Students perform poorly on standardized tests because they are not taught. Teachers are overloaded with paperwork and duties other than direct teaching of students. I am not satisfied that students are being educated.
- That said, I am well pleased with the ability of DISD staff to wade through to serve the child. City Park Elementary Dunbar Learning Center, and Martin Luther King, Jr. Learning Center have exemplary programs, despite what the statistics say.
- The district needs to put some real effort into fulfilling the desegregation court order. It covers bilingual education, student achievement, parental involvement, magnet schools, etc. It is a good plan and should be implemented.
- There is a good teacher/student/administration communication here at Seagoville High School.

- There is no limit by state law on the number of students in any secondary class. I had science classes with 39 students. This is not unusual. Magnet classes are capped at 17 by federal judge's ruling but the district has cut the number of teachers allotted to the neighborhood high schools and many classes are huge.
- There is too much paperwork and documentation.
- This school is doing great in all phases.
- Use certified teachers and qualified substitutes.
- We need smaller class size and more auxiliary people like nurses and counselors.
- We need smaller number of students in one class because the classes are overflowing.
- While many services are offered, our school, Tom C. Gooch doesn't seem to fulfill their part. Currently, after about 12 weeks of school, we have no TAG teacher and our speech teacher quit as well. Unfortunately, it is due mainly to our principal.
- I'm very pleased with the performance of our school (G. W. Carver). We have a great principal.
- A curriculum that challenges our students and that the school administration monitors is a fluke. I believe that if we go back to the fundamentals of education (teaching the basics), we (our children) will be held accountable and offer challenging work.
- Curriculum alignment is essential for content, TAAS, and norm-referenced tests. Provisions must be made for all levels - regular, gifted and talented, special education, and honors students. Provisions should be made for mastery of skills, extension of concepts, and acceleration. All curriculums should be ethnically diverse and include special courses in specific ethnic cultures and history. Courses in careers and vocational skills should be easily available for interested students. A curriculum department is needed to monitor curriculum for effectiveness, make revisions as needed especially as textbooks are adopted. Teacher training is the key to successful implementation.
- Curriculum in science at the elementary level lacks textbooks and as a result does a disservice to parents when attempting to assist their child.
- Curriculum should be examined and possibly re-written every two years. Professionals from an array of industries should be brought in to give instructors a real view of what is happening in the world. This will ensure that students are being adequately prepared for their next level of learning, be it a job or college. Additional programs should be offered such as cosmetology.
- Curriculum should follow order of problems to be taught. There's a lot of skipping around in the book and there is no formatting for long-range learning.

- Curriculum should reflect multi-culturalism throughout, not just as an afterthought or during certain months or holidays.
- D.C. James has a great curriculum and TAAS scores.
- Eighth-grade Algebra should be counted to high school credit.
- I feel that the curriculum is appropriate and students are challenged; however, books are on shortage in some classes. Samuell has one of the most numerous special populations in the area which includes 16 SPED units and the Regional School for the Deaf. Students are included in every area of the educational spectrum including honors classes. Alternative assessments are available to address the needs of special education and deaf education students at every level.
- I realize the need for homework. However, my daughter comes home with 4-5 hours worth of homework every night. She is in AP classes and has no social life and is under so much pressure to meet the various deadlines. She is often in tears. I would like to see more experience related homework where students participate in a project as a group. So much of the reading they do is dry and not very exciting. If it could be put into action it would hold their attention.
- I would like to see all classes teaching the same curriculum so all students can basically be on the same level. I know that some teachers make their own curriculum. But I was told they are all supposed to be in standard learning skills for each grade. Some teachers are right on target and some are teaching a little below level. Please put us on the same curriculum.
- It seems every year the curriculum is changing for science. Furthermore, the seventh and eight grade curriculum is duplicated.
- My concern is that if we are expected to guide instruction by the curriculum, then we should have proper funding to accomplish this task. I am concerned that areas such as enrichment and ESL are more heavily funded than core areas such as Science and Math. These areas can be technology intensive and the lack of availability to this technology is outstanding when compared to schools located in the northern part of the district. I do believe that instructors here do more than what can be expected with the resources that are available.
- My school spends our own money to use Core Knowledge curriculum. This is better than the standard curriculum and the district should pay for it!
- Our kids, especially the kids in our low-income areas are being taught menial skills and not how to learn. Our suburban schools, on the other hand, have the benefit of having kids who will do well on the tests; therefore, they get to teach higher level thinking skills and can be more creative with their teaching. Why do our inner city schools have to miss out on that?

- Prerequisites mean nothing to this district.
- Select and assign a diverse group of ethnically conscience minded individuals to the text book committee.
- Some homework assignments are made prior to student's demonstrating understanding. In addition, too much homework is given.
- Speech therapists are spread too thin, at one school the one therapist is there three hours per week, students get ten minutes per week.
- The adaptations or modification of curriculum is lacking in standardization, implementation, availability, and staff support to make modifications.
- The curriculum at Samuel has been so improved that this school is going to be hard to beat. Everything necessary for a first class education is being offered from academy elective programs to the best department available for special education. The students attending Samuel are among the best in the district and our academic excellence will soon be known. Positive influences are here and are being felt in this school. I believe that improvement in performance will be felt after TAAS scores come in February.
- The curriculum is watered down and not well taught in most schools.
- The designers or planners of summer school curriculum and activities do not coordinate with campus instructional teams. District summer school offerings are typically enrichment programs while skills based curriculum focus is needed for students whose academic growth is developing more slowly.
- DISD needs to make AP Environmental Science a designated lab science.
- German I, II, III, and IV classes are being taught by one teacher in one class period and no level is receiving adequate education.
- I would like to see DISD start teaching Latin and Greek courses.
- I would like to see more fine arts and language opportunities throughout the day for all students. Every student should learn Spanish or Chinese in this global society. (Also African language.)
- If a student wants to take Spanish, they shouldn't be told no and told that they will have to take French because the class is full. We should build the schedule from the students' needs and wants. If we put them in classes they are not interested in they will not do their best and the information they learn may not be anything they will use later on in life.
- All DISD teachers of Social Studies need the History Curriculum for their classroom as well as the training it entails. Stop belittling Social Studies and realize that it is the most comprehensive and versatile of all subjects.

- Smaller classes need African languages offered, taught, as well as courses, which deal with the history/literature of Africans much like European history.
- Fine Arts class students score higher on standard tests.
- More attention and support for Fine Arts is needed.
- They need to expand. We have no music of any kind in my elementary school.
- ACP this year is based on last year's textbooks.
- And DISD puts the worst teachers on the lowest performing schools so there is not chance for improvement.
- Are the students being taught what's needed via TAAS? Will they be ready to pass all these "exit tests" for graduation? We as parents, what do we need to know and do to help?
- Children (students) pass the TAAS exit test as Sophomores then get the idea they are wasting two years. Just try getting an ARD in time for it to do any good. Even when services are technically available it is in the real world of a child's life-too little too late!
- Curriculum alignment is essential for content, TAAS, and norm-referenced tests.
- Curriculum is too TAAS-oriented.
- DISD has been out of compliance with state attendance law since it was passed. Students are not held to 90 percent attendance and teachers are given the option of granting credit to students with too many absences. We are required to count a student present for the entire class period if he/she comes in as late as one minute before the end of the period. Audit the Sunset High School grade books for 1995-1996. They didn't even count excused absences for credit purposes and the principal threatened teachers with unfavorable evaluations if they did not give credit to any student with a passing average.
- Do not focus so much on the testing of our children.
- G. W. Carver has stated that they are a high performing school in TAAS. I don't understand how this school could be, because most of these students cannot read or do simple math. I know because I work in the community.
- Get rid of TAAS. Go with the national standardized test instead and stop testing kindergarten and first graders who don't have the maturity to take standardized tests, also because of the ages involved the developmental levels are too varied to test for an "average." All that is really being tested is their inability to take tests.
- I am concerned about the dropout rate at our school and other lower income schools. In the Sunset Assembly with Dallas Area Interfaith on Sunday, the freshman class president said that this year 700 freshmen students enrolled. By their senior year, 400

students will have dropped out. What programs are in place to encourage dropouts to return and earn a diploma?

- I am disgusted that you have student performance as if one equals the other. TAAS cannot be seen as the only measure of student performance. It causes many problems.
- I am very concerned that our state and local education entities have become so sensitive to the results of TAAS testing, general reporting, recording, and documentation, that they have become insensitive to the educational needs of our children in the classroom.
- I believe we can test on much more than the off the wall questions and gear more toward daily life questions. That can help these children in the real world.
- I feel most of the educational standards are mainly designed for the TAAS instead of studying for more grade level material. They are teaching for the TAAS instead of teaching for our kids.
- I feel there should be less emphasis of the TAAS test.
- I really believe the curriculum is good but I'm not sure all professionals are preparing our students to pass TAAS. I realize we need a way to measure progress and status of each institution, but much more effort is needed to ensure all students and all schools are exemplary. Our students today are very bright and unless there are extenuating circumstances, more of our students should be passing TAAS and more prepared for college.
- I think our children are under too much pressure for the TAAS at J.J. Rhodes. The system should re-think this testing altogether. I don't think it's equal when our kids are the only ones having a rough time passing.
- I think the TAAS should not be the real standard in Texas. Why don't we use the SAT Curriculum if we are really concerned with our children's performance?
- I think the TAAS tutoring is a great program. Maybe a little more rewards for those who pass.
- I understand the need for standards testing to ensure our students are able to meet at least minimally the abilities of those from other states. However, I feel that the TAAS standards need to be reviewed and updated. Plus, in the real world, so much emphasis is being placed on passing TAAS.
- I wish there could be different graduation requirements for ESL students, such as alternate assessments for those students who do not pass TAAS.
- I would like to see each campus dedicate at least two days per week as tutorial days. At this time, many campuses offer "TAAS tutoring" during given times of the year. Other campuses offer tutorials in the morning if the teacher chooses, or in the afternoon if the teacher chooses. Some good teachers are available when

needed but not enough. Students could benefit by knowing in advance that their teacher will offer tutorial days on at least two days per week.

- I've heard TAAS is going to be switched up so it's not as easy to teach the test. I sure hope so.
- If we want to continue to increase our TAAS scores, we will need to develop a curriculum that is relevant to the needs and interests of our students. Successful practices like applied learning and project-band learning, smaller learning communities, and involving the community in curriculum development (which are all happening here at Samuell) need more implementation than the use of more TAAS like worksheets.
- Lots of paper and time are wasted evaluating test scores, most of which proves to be meaningless.

Appendix A

B. Educational Service Delivery (Part 2)

- Many of the departments are totally disorganized. TAAS reigns. At one school, one teacher was told not to teach Science until after TAAS. The kids are losing out on a well-rounded education. Also, there is way too much testing and evaluation. Take it from a teacher, we often ask "but when are we supposed to teach our subject matter?"
- My child has over three failing grades per semester but passes her TAAS test. She is a grade behind, how is it she moves up in grades?
- My school prepares very well for TAAS and seems to have an overall success in passing grade levels and ethnic group. TAAS to me seems a little blown up, it comes too late in the year, which causes the kids to keep focus for this critical test.
- No person should be taught to take a test. They should be taught the information so they can use it for more than just a TAAS test, but for life and other subjects in school.
- On ACP, 30 percent of the exam is listening and is read by the teacher instead of being on tape, especially Spanish level 1 and 2.
- On TAAS, some students don't test well, but they may know the material. Some just freak out at the thought of a test of any kind.
- On the subject of testing (standardized) it is my opinion that too much emphasis is placed on placing the child based on "bubble in" performance. Too much money and too many jobs are being lost due to the pressure of TAAS teaching.
- Please do not call schools low-performing. This puts a blame entirely on the schools (teachers, administrators, trustees) for low student performance; the more realistic label would be low-performing families, for that is where the fault lies with the individual students, and with the support or lack thereof coming from their parents and guardians.
- Please get rid of TAAS and only stick with the national testing. Children are putting more time in preparing for TAAS than learning about different subjects. Also bring back music.
- Principals are under pressure to pass students regardless of performance. This means unprepared students get passed on to the next grade until they get to high school. I have students who cannot do simple multiplication and division much less algebra. When they cannot successfully master my high school curriculum, I am held accountable. Last year, 45 percent of my ninth graders had not passed eighth grade (according to their permanent records)

yet were promoted anyway. Needless to say, many did not pass my class either.

- Principals I've worked with are standards-driven. Their after-school programs are not fun stuff (as they tell TEA) but are TAAS after-school programs. Help us to become schools who stop drilling our kids and testing them to death. Help us to become schools that will teach our kids to learn and therefore become kids who will know the answers to the questions on the tests.
- So much emphasis has been placed on the rating a school receives based on the TAAS test, that now the tail is wagging the dog. Schools find themselves under such pressure to reach or maintain a particular rating. Rather than teaching the curriculum with the goal of testing students' mastery of concepts, schools "teach the test" so that the students will pass. They abandon the teaching of the curriculum as early as mid-February to employ "drill and kill" techniques for test taking. Perhaps if the rating system was abandoned and schools were left with just their campus test scores, the TAAS would return to being a tool for assessment and campus accountability rather than the "be all and end all" it has become.
- Sometimes there is too much emphasis being put on TAAS.
- Stop teaching for TAAS. No student never, never studied or tested for TAAS until she entered DISD.
- Student performance should not be tied to teachers' assessment because students may show growth without being on grade level and we should not lose sight of that.
- Students suffer when they are in classes with students below their level and their learning and output from the teachers are at a lower standard. Those students that are not achieving their level have behavioral problems.
- Students' performance on the TAAS is very low due to the fact that information and study does not start until three to six weeks before the test is given. Why can't study and preparation begin in August as part of the regular curriculum?
- Students' performance should be based on more indicators than TAAS and Stan 9.
- TAAS controls the instructional delivery too much.
- TAAS does not signify a child's intelligence because the test is a form of segregation. Our programs are not in depth enough due to language barriers.
- TAAS has become magnified out of proportion. It is unfairly administered to high school students who have only studied English for one year. Some accommodation should be made for these students.
- TAAS has really become just another four-letter word. This test is not a good indicator to me of a child's learning. The classroom teacher has just become a better test teacher. Students are drilled

everyday on how to take this test. But just how much subject matter these students really retain is questionable in my mind. Here we are, taking up valuable classroom time teaching test taking skills as opposed to basic learning. I feel a test of basic skills is important but we are driven by the TAAS train past the station.

- TAAS to me is a joke for the high school kids. Their focus needs to be on the SAT's and ACT's.
- TASS should be explained to parents more.
- Teachers work so hard on preparing for TAAS that they do not have time to prepare for all the other important subjects our children need to learn to be prepared for life. From my experience with both Bilingual and TAG programs, I find them very beneficial to my children. I only wish my 6th grader could benefit from a program like Odyssey of the Mind at Central Elementary.
- Teaching preparation for TAAS should be changed. If fundamentals were taught, students would not be taught to memorize TAAS material just for the exam. The TAAS should not be the sole determinant for students to graduate. Other factors should be weighed.
- Testing and re-evaluation are not completed in a timely manner.
- The \$1,000 stipend to teachers is encouraging TAAS cheating.
- The critics of TAAS have valid points. They are all published and easily obtainable.
- The curriculum at the elementary school is very well rounded. Teachers are focusing on raising TAAS test scores. Our SEA class is very well managed and has a great teacher. I do think we need to raise our TAAS test scores.
- The district hires teachers to write the exams given over the entire district. Sometimes the teachers who write the exams do not teach the course they are writing the test for. There is no peer review. The classroom teacher is not allowed to comment on the appropriateness of the questions. A massive research and evaluation department is maintained to juggle the figures so the district looks like the kids are doing better than they are.
- The district is obsessed with 10th grade TAAS scores. We are required to spend instructional time on TAAS reviews. We are required to keep TAAS profiles on our students so we can push them to pass at the expense of non-TAAS curriculum.
- The fourth graders are not allowed any field trips due to the upcoming TAAS writing test, which of course my son's teacher has said, "Our necks are on the line." How pathetic. When it all boils down to the only important issue is "their necks," not our children's education; I feel field trips are very important for the kids.
- The high schools are receiving students who are on approximately 5th grade level. How can we achieve our goals when students are

allowed to fail? Especially at the 8th grade level, a remedial program should be adopted.

- The new TAAS II should be aligned at all grade levels and tested appropriately throughout grades K-12.
- The paramount issue in the DISD is closing the gap in student achievement between minority students and Anglo students. TAAS scores are flat, reading and math skills are lacking, and the dropout rate is tremendously high. Students are not being served well in the DISD. Certain administrators in the DISD are not doing the job of delivering educational services that produce results. In addition, there is not an academic philosophy that directs teachers to increase their expectations of children.
- The students have been over tested for the last 12 years. Teaching of tests has narrowed education focus too much.
- The TAAS has been pushed so hard that it should be a course in itself. They should not spend as much time with it, as with the basic studies.
- The TAAS should be totally eliminated. The entire school years are being spent on teaching TAAS. There should be a well-rounded education to totally prepare kids for the world. TAAS has taken the place of stressing the importance of physical education (i.e., eating right, exercising, home economics, etc.).
- The TAAS test should only be used to find a child's weakness so that the school knows where they need the help. It should not be used to decide whether or not the child should pass or fail. It puts way too much pressure on the kids, teachers, and parents. My child comes home says I guess I'll fail because I probably won't pass the TAAS test. The school puts pressure on the students to pass not to just do your best. All the teachers seem to really have time to teach is what's going to be on the TAAS test. I feel other lessons get neglected. Also, it puts pressure on the parents to push their kids harder. They are putting too much on these kids nowadays. It almost seems like it takes an act of congress to get yo ur child tested for special education.
- The teachers are so busy teaching the TAAS test that they don't teach curriculum.
- There are not enough good core teachers (Math and Science). The administration should ensure poor performance schools teaching positions are full at all positions.
- There are too many automatic exemptions from TAAS for special education students.
- There are too many tests over and above TAAS.
- There is so much paperwork involved. Less energy is left or used in actual teaching and working with students.
- There is too much emphasis on TAAS and not enough on just regular schoolwork.

- There is too much emphasis on TAAS.
- There is too much pressure being put on TAAS. It is specialized and not just taught daily in everyday learning. I think there is a lot of work to be done at certain levels. My child went from a regular middle school to a magnet high school and was not prepared for the level they were teaching at.
- There is too much time spent on testing. Students are losing almost 20 days of instruction for testing.
- Third-graders exchange classes and have to become involved in higher learning (TAAS).
- Thomas A. Edison and L. G. Pinkston are working hard to build the students up so they can do better on the TAAS.
- We also need to re-focus our efforts to help students who are performing below grade level, many of whom cannot pass TAAS or other tests. We must free our schools to try innovative strategies with these students. Some teachers feel strangled by TAAS. We need to look at other measures, maybe interim measures to gauge student progress. Students must be able to see some progress to keep their drive and hope alive. Schools who do use innovative strategies should be recognized for those efforts whether they yield immediate results or not. This frees the educational team to choose new strategies, try them, modify, discard, and start again.
- We are tired of teachers teaching TAAS from the 1st day of school until the actual day of TAAS testing. TAAS has its place but a good education should take care of TAAS.
- We need more qualified teachers that can help low-level kids that don't understand school or homework material.
- We need to spend more time on the students' education as a whole as well as TAAS. They should go hand in hand.
- We need to take another look at TAAS. From the first day of school, our kids are being taught TAAS. What about other means/courses. Everything is TAAS! We need to do away with TAAS and focus on morals, etc. It is very sad when a kid has gone to school for 12 years and then a test determines if he or she is going to graduate from school. How can we expect the students to pass the TAAS test when our teachers can't pass it themselves?
- What are we doing for students who cannot pass the TAAS and do not qualify for Special Education?
- What can be done about students who can't pass the TAAS and don't qualify for Special Education? Funding for resources and more staff is needed (TAG).
- What will be done at the state level for those students who are unable to pass the TAAS test and who do not qualify for special education services?

- Why are students in lower grades who failed TAAS not guided at that point into a plan of help? These students are just passed on with no remedy.
- Why do we have so much emphasis on testing? I know the students need to be measured by a standardized test, but this only contributes to teaching the test and fraud.
- Why is fourth grade required to know the types of writing on the TAAS test? Isn't this backwards? Shouldn't the exit exam be based on the writings? I teach fourth grade and I'm sick of TAAS writing. The students are sick of it too. It takes up too much time.
- With all the emphasis placed in TAAS scores, why are not more resources put towards K-3 students so they don't fall behind in the first place? If more programs were geared to helping the low to middle of the road K-3 students, you would not have to focus so much on 3-6 students to band-aid skills to remedy the passing rate.
- A well-staffed Early Childhood department is needed to provide staff development, ongoing monitoring, of schools for compliance to the Court Order, and continuous support to teachers. The Early Childhood program, as described in the Court Order, has never been evaluated nor fully implemented. Its requirements are basically good practices in education, which are:
 - Diagnostic/prescriptive approach
 - Small group and individualized instruction
 - Principal and staff planning to coordinate and implement curriculum guides
 - Reduction of pupil/staff ratio
 - Staff development
 - Community partnerships
 - Parent Involvement
 - Autonomous Administrative Unit.
- A-B block schedule removes 29.5 hours instructional time every year compared to a 55 minutes, seven period everyday schedule. In spite of losing six weeks worth of class time, I am still required to cover all TEKS and do 40 percent labs. There is no retention in students. LEP students struggle especially with this schedule.
- Ability grouping within classes and between classes could reduce teacher stress and benefit students and reduce pullout special education classes.
- Accountability system is pushing students into AP classes to their detriment.
- After school programs are for paperwork. We are not even meeting our city's growing needs.
- All students should be equal and programs offered should be more publicized for parents/students to get enrolled. If a student doesn't have money for extended night school programs, they should be

able to get assistance without going through the school who sometimes doesn't offer all the students the same programs.

- At A. J. Johnston, the kids have many opportunities to participate in several educational programs. The staff provides excellent instruction during the school day and then there is a wide-range of "extra-curricular" activities for the children.
- At the elementary school level, the district appears to be using a 20-year-old program, which provides little stimulation for the students. There is no one "running the show" at the district level, so there is no program for teachers to follow. At the campus level, TAG teachers seem to have no accountability to either parents or the administration, let alone the students.
- Career/college development efforts must be strengthened.
- Children learn best through play. It would be good if children were given time for unstructured, yet supervised play. I would like to see organized sports activities during dedicated PE time. Even elementary students can do track, play softball, and play volleyball. It would be good to assess the overall daytime PE programs.
- Communication skills must be addressed for all students.
- Dallas Reading Plan Academy is a best practice that is oversubscribed and now understaffed.
- Delivery of educational services consistently leaves out the classroom teacher in the planning stage. Once again people who make the decisions have not spent 20 minutes in the classroom in the last twenty years. They are out of touch with the real world.
- Early Childhood curriculum for teachers is needed as well as Parent activities to reinforce objectives for each grade level. Volunteers could be trained to administer the Texas Primary Reading Inventory, which would assist teachers to provide information for them to group for instruction and to provide extra practice to master basic skills. Last year the PK curriculum was completed and the recommendation was made that it be given a year for field-testing and evaluation because revisions are needed for content, scope and sequence-no follow up was made.
- Early childhood programs must be expanded.
- Education, Research and Dissemination (ER&D) is working and getting positive feedback.
- Field trips have some wonderful opportunities but we need buses and endorsement of administrators that field experiences are important.
- How do we have it organized to push kids down the education highway?
- I think the district has very good educational opportunities. They provide good after school training through classes that we have an opportunity to attend.

- Implement meaningful employee consultation to maximize the ability of the district to gain meaningful employee input into mutual problem solving within the district.
- Kids need time for social interaction. I know it is up to each individual principal but it needs to be a district-wide choice to have time for kids to learn to get along with others.
- Maintain the reading academy program.
- More alternative special education, magnet, and gifted and talented programs should be provided.
- On certain levels, the delivery is excellent, but when you get to secondary the delivery is very shabby and faculty. In the educational programs, the groups or level of acceptance is too small. Expand according to the needs of the school.

Appendix A

B. Educational Service Delivery (Part 3)

- One concern I have with regular schools in the district is that they have not been able to focus children into technical jobs, which could build students interest in being at school. Just as we build programs for the magnet schools, we need to address the plight of the normal school. We also need to use research-based programs of education and not the latest fad.
- One of the best teachers I've encountered is at Central Elementary. She plans well, gives limited homework, but her students accomplish a lot. The Dallas district could be well served by employing some of her classroom ideas as standards throughout.
- Please check on our district-wide reading initiative. How does it compare with the state's reading program? I believe it is well below state standards for phonics instruction. To verify please scan the only textbooks required for use by teachers who attend the Dallas Reading Academy. This book was a mainstay of the whole language movement before its author descended on Dallas. He talks about phonics but gives the teachers and consequently the students almost no instruction in this area.
- Please look into the way students are placed in Advanced Placement and pre-AP classes. The parent is allowed to request placement in AP classes regardless of student's ability or prior performance. In some high schools it has become a way of segregating the students, not by ability but social class.
- Procedures in conducting ARD's change from year to year. There is not enough consistency.
- Programs should be in place for at least five years so some hard data can be gathered as to whether it works or not. There is no continuity in the student's education.
- Provide more services for students at risk of failure or dropout.
- Some teachers decide a topic or activity is a must for their classroom. This activity is addressed as an either or on the State TEKS or not addressed at all. Some students have difficulty with these items. It would be good if greater awareness/consistency/supervision was given to required practices or activities in the classrooms.
- Students are given rank points in AP classes regardless of whether they pass or take the AP exam. Consequently, students of lower ability take AP courses for rank points not education.
- Teachers shouldn't give a lot of homework. Students have six classes. What if all teachers give an hour of homework per night?

- That summer my child went to summer school at a second school. Her resource teacher understood where I was coming from and where my child was coming from. After completing summer school the resource teacher suggested that I transfer my daughter over to the summer school for the next year. She knew I was looking into transferring her to a private school or something.
- The basis of all education is a good beginning. In order to prevent failure and eventual dropout students must acquire a good foundation. Many urban and low-income students are in need of supplemental experiences to prepare them for school. Home Instruction for Pre-School Youngsters (HIPPO) provides trained personnel to teach parents strategies that prepare their children for school. Full day programs should be available for all children ages 3-5, which will especially provide for those with limited or less than enriched background. The state requires students to enroll in school by age 7 but children need much more exposure to school experiences. Age five should be the mandatory age.
- The Dallas reading Academy has jumpstarted reading instruction. We desperately need to recruit, train, and retain both substitutes and qualified classroom teachers.
- The Dallas Reading Plan seems to be a quality program that has endured through three superintendents and two interim superintendents. I hope this program continues. I would be thrilled to have a majority of my students enter 6th grade reading at grade level.
- The district needs to focus more in educating pregnant and parenting teens.
- The district offers almost no vocational programs at the local high schools. The vocational programs at Skyline are being closed so the space can be used as regular classroom space. Regardless of what this district would like the public to believe, every student will not be a college attendee.
- The educational programs and the delivery of the curriculum is appropriate. Some teachers are including the ESL, Special Education, and Deaf Education in some of the classrooms. This makes for an inclusive type of setting for students instead of exclusion.
- The educational programs are just regular. It is not great in too many places and taught by too many not so great teachers.
- There are a number of good programs focused at students in the district. But many of our students come from families in crisis. This means their issues go far beyond just receiving good instruction. They need a variety of support mechanisms and some of which already exist. More direct services to families- more systematic ongoing family counseling, better connections to emergency assistance, more coordination with

organizations/agencies (Big Brothers, Big Sisters, Child Protective Services, Family Guidance Center, Youth and Family Centers, etc.) that help families should be pursued. Coordinated service delivery is the key. Some of the community liaisons found in about 45 schools need to be structured into a cohesive unit under a single umbrella.

- There are too few programs in place to identify and work with students who face learning differences especially in the primary grades. There is a lack of support for parents in this situation. Some of my children's peers have left the district because they felt the needs of their children were not being addressed.
- There needs to be an after-school program at every elementary school.
- There should be more hands-on/interactive learning instead of the traditional old fashion sit-in the classroom all day staring as the teacher lectures.
- We could have more programs for all kids to be involved instead of just sports.
- We have excellent teachers and programs in this district especially in Seagoville. If more money were allocated so that AP students don't have to buy their own books or sit on the floor due to inadequate facilities, I think student performance would improve.
- We need more shop classes, metal, wood, electronics, auto body, and auto mechanic in the district but they are not getting any support from the Ed. Tech department. Let us help those students who desire to learn these trades.
- Why does the district not have a true inclusion program to support students in mainstream programs?
- Woodrow Wilson High School has a dedicated hard working staff of administrators and teachers. Woodrow Wilson offers a strong set of AP course offerings, which challenge and prepare college-bound students and also provides remedial basic education for students who need to catch up in order to succeed in High School.
- Advance programs like Magnet should not be under constant threat. Title One funds are excluded.
- Evaluate magnet school programs annually.
- In order to strengthen the magnet program, courses should be evaluated annually to determine effectiveness in specialized fields and to determine student progress longitudinally.
- Magnet classes should be offered to the community.
- Magnet programs are good but I think they tend to exclude many kids who could benefit.
- Magnet Programs are great!
- Magnet school for gifted children is great, that way they can move ahead with their own peers, and not get bored with their slower kids.

- Magnet schools have received a good amount of funding compared to regular schools. Equality of funding for all students should be a priority.
- My concern is that we lose some of our best students to magnet schools. How can we retain our students in the home schools?
- Regarding Magnet; the district must hate TAG Magnet kids; no money or emphasis is on these students. At other Magnets; there is not enough money or attention from the district.
- The Magnet Program at Lanier and Booker T. Washington High School for the Performing and Visual Arts afforded my daughter the opportunity to make friends with a common interest in the arts. Her friends from Lanier and Booker T. Washington High School for the Performing and Visual Arts came from various geographic areas of Dallas and were of various ethnicities.
- The Magnet Programs are outstanding!
- As a classroom teacher, we need to do away with the current bilingual system. All students in Texas need to learn English just as all students in Texas need to be taught Spanish as a second language. I taught in a bilingual school for several years and the bilingual teachers were not teaching English. They wanted to teach Spanish only because they received more money that way. It's an unfair system because I knew English speakers that wanted to learn Spanish and they are not allowed.
- Bilingual education is still not proven as effective as immersion into the English language. Examples include Asian students and others who prosper without bilingual classes.
- Bilingual is unfair. Why are English-speaking principals, administrators and TAAS teachers being penalized for being speakers of English? Speaking Spanish is not educational, it's a language.
- Bilingual programs must provide for English immersion classes.
- ESL placement needs review. Some students are self-contained in one classroom for major academic courses, even though they have received instruction in public schools for several years.
- Get rid of bilingual education. It has been proven that this is a hindrance in preparing students for a productive life. Stop spending money printing everything in English and Spanish. Sponsor classes to teach parents (Spanish-speaking) English. Spanish-speaking students seem to be the only group of other languages that refuse to learn English, and we keep pouring money to continue the crutch for them. Asians learn to adapt; why can't the Spanish. And who has the highest dropout rate? Clearly this system isn't working.
- I feel our English-speaking students should be taught a second language early in elementary schools. We spend a lot of money making sure our Spanish-speaking children learn English. This means our Spanish-speaking population become bilingual and are

better-trained and marketable for jobs and we are leaving our own children out.

- I wish that our school could have bilingual education, i.e. English to Spanish converting over from English and learning Spanish.
- I wish we could make our bilingual programs bilingual in both ways. Spanish speakers need to know their two languages are an asset, not a detriment. English speakers could definitely benefit from learning a second language fluently (which can be done easiest when they're young.)
- On the Bilingual/ESL program, there is no clearly defined standard, no clearly defined curriculum, teacher training is insufficient, and classroom supplies are insufficient.
- Provide English immersion classes since there is difficulty in procuring bilingual personnel, Other states have been successful in this procedure. Require Spanish as a Second Language for all teachers and students. Make a third language available to those who desire it.
- Should be more bilingual for the younger groups.
- Some bilingual teachers are not bilingual-they only teach in Spanish.
- Some Hispanic children speak Spanish but are assumed to be bilingual.
- Summer school should be mandatory and free for all non-English speakers. It should provide a specialized curriculum for ESL students. Bus transportation should be provided. The curriculum should include native language enrichment as well as ESL. Parenting classes, such as AVANCE, should be included.
- The bilingual/ESL program should be fortified district-wide, but especially in Area 5. More recruiting is needed to find qualified teachers in both efforts. Stipends should be paid to ESL teachers, as well. However, accountability should be included in payment process, based on improvement in language skills/fluency.
- There is very little standardized curriculum in bilingual education from school to school.
- We need to keep bilingual class for younger students and we need to keep bilingual meetings.
- Would it not be beneficial to teach Spanish from 1st grade to 12th grade? The reason being is that you're paid more for being bilingual in the job market.
- For the most part I am pleased with the honors programs, but if my student for any reason drops out of the honors program, we are moving to another district.
- Gifted and talented academic threshold for inclusion is too low. There is no curriculum standard and no one has a definitive answer about what a good TAG program is.

- I feel that the students selected in the TAG program should be those pupils that may or may not be A+ material. Students should be selected on their creativity and world self-awareness. Far too often, I've seen and witnessed schools that choose a group of students based on high test scores with no creativity and as a result, have created a boring atmosphere with great minds that think the same way. Another viewpoint in the TAG program is the absenteeism of Hispanic students. Although these students show creativity and advanced thinking beyond their age group, most times they are ignored because of their language barrier. Society is composed of various cultures and different ideas, not the opposite. Our schools should reflect real-life situations and TAG is definitely in need.
- I wish we would have more gifted and talented programs in the schools.
- My daughter attended Sidney Lanier Expressive Arts Vanguard and Booker T. Washington High School for the Performing and Visual Arts. I believe that I could not have bought a better education for her in a private school. Because of the excellent professional training she received at Booker T. Washington High School for the Performing and Visual Arts, she was chosen for a technical theater apprenticeship in a professional theater in Houston. She went on to get a BFA from Baylor University.
- One TAG teacher per school, regardless of size of the school.
- Only one tag teacher per school.
- TAG is a great program at Daniel "Chappie" James.
- TAG is a watered down program. Kids go once a week for one hour. For what?
- TAG programs in some cases are a waste of resources. It is not utilized properly.
- TAG/AP program is not understood or fully supported by administration.
- Talented and gifted classes are still very important to sustain creative and growing minds. Teachers are in need of more resources, but still do a splendid job under the circumstances.
- The gifted and talented programs in the elementary schools need to be looked at again. I don't think the funds are there for the students and most of the teachers are tired. The gifted and talented in the middle schools should be together.
- The teachers at Lanier and Booker T. Washington High School for the Performing and Visual Arts were outstanding. They were able to ignite the students' passion for the arts and use that passion and creativity to stimulate interest and growth in the academic area. They understood that the students had a variety of learning styles and didn't teach them in a cookie cutter fashion.
- The theater department faculty at Booker T. Washington High School for the Performing and Visual Arts prepared my daughter

so well that she felt much of what was offered by the Baylor University theater faculty was a repeat of what she had already learned at Booker T. Washington High School for the Performing and Visual Arts.

- There is no consistency in the TAG program throughout the district. The last director had no gifted experience. The interim now has no gifted experience.
- There is not enough support from district or understanding from community regarding the alternative education.
- We need not only alternative school programs but options in the East Dallas area. Lots of children dropout because they have no other options to them in this area.
- All schools need a program for our challenged children. Not everyone is brilliant, high honors, etc.
- Being aware of TEA's close inspection of special education and their determination to change numbers for least restrictive environment and TAAS exemptions, I have the following concerns:
 - The ARD must make Child Centered Decisions and not what TEA number crunchers want. (e.g. A DC student needs to spend 5-6 hours in self contained to get his needs met. Three hours in regular education class is not appropriate.)
 - Five percent of special education children being exempted from TAAS and this is unrealistic. Example, a third grade student whom IEP is on a first grade level will take the TAAS alternative, but will the questions be on a first or third grade level?
 - Regular education teachers who will receive these in need students will need lots of support, caring, and extra pairs of hands to accommodate learning differences. The district needs to plan on hiring lots of people to work on this inclusion project.
 - Testing of kindergarten is not developmentally appropriate. Last year, I saw five-year olds burst into tears while taking the Stanford 9. It is just not right and not necessary-ask any kindergarten teacher, they see no need for formal assessment.
- Comparing the two schools my youngest daughters have been in, it is a difference between night and day. The first school she was in was a school that had no understanding of ADD, HD, or Dyslexia. I was talking to a teacher in this school telling her my daughter was on medication. She asked what for and I told her ADD. Her comment to me what that my daughter is starring in space for all three teachers including the resource teacher. I asked her if she thought we need to increase the medication and the teacher

answered, "Oh no, she is not running around." The teacher had no concept of ADD versus ADD HD.

- Dallas ISD teachers need to realize that they need to develop a different approach when teaching students with ADD, ADD HD, and Dyslexia. A few ways is to adjust the homework assignments, folding the paper so they can only see a few problems, do not time test such as multiplication facts and reading tests.
- DISD does not know what to do with Special Education.
- DISD is three years behind on evaluating for special education students. Don't have enough therapists to meet the needs of students. Not enough teachers.
- District dismantled offices for special education.
- Educational services are adequate. Special Ed requires too much paperwork.
- I do not agree with being held accountable for students who have been passed through the system because of special education or because of their age. If special education students are truly special education students, they should be responsible for "special" tests and curriculum, not exactly what other students are doing.
- I feel that Special Ed needs to be analyzed more. There is no accountability or curriculum for Deaf Education. I don't think that high school; middle school, or elementary should ride the bus together. Also, communication between school and parents is very poor. Services are not very good.

Appendix A

B. Educational Service Delivery (Part 4)

- I previously had a student in special education, but felt I was forced to remove her and place her in a private school to ensure that she had any academics. I found attitudes of low expectations, unwillingness to develop creative programs which encouraged inclusion, and basically a "housing" attitude. There was no willingness to see what could work, just lots of what wouldn't.
- I think the district needs to take another look at the Special Ed Dept. I don't think the Special students should be mainstream with the other students. I don't feel as if they are able to get the attention they need.
- I was taking my daughter to get tested at Scottish Rite for her problem. The resource teacher started questioning my daughter about why and what she was being tested for. I do not think a teacher should ask a third grader these questions. I would think that a teacher would be grateful for a parent willing to take the time to get their child tested.
- If a child needs to be in special education, why take them out when they happen to be a minority?
- In the school district such as Cedar Hill, Duncanville, Desoto, and Lancaster, the percentage of African-Americans and Latinos are even higher. Special education is being used as a dumping ground so school can achieve high standards on state test.
- Many schools place very little emphasis on this. I feel this is probably due to the fact that Special Education is TAAS exempt. These children need DISD's best just as much. Special Education teachers need additional training and more funding.
- Many students have ADHD/ADD or behavioral problems. Teachers could benefit from staff development and for mentoring to address these students' needs.
- Modifications determined in ARD meetings are not always used in actual practice in the classrooms. Sometimes teachers will say, "I don't modify". Required members are not always at ARD meetings.
- More attention should be given to Special Ed programs. Mainly programs that focus on student success.
- My son is a high function autistic. DISD does not have good enough programs for him. The way it is now, my son will be lost in the system. Thankfully, the Kleberg Elementary principal does try to help me get services as much as possible. I will always have to fight to get the services my child needs.

- Our deaf education department needs help in planning, supervising and directing our students. We have excellent teachers but no support from administration.
- Section 504 of the 1973 rehabilitation Act is practically non-existent at most Dallas schools. Administrators and teachers will admit they do not know what 504 services are. Many children need and are entitled to accommodations/modifications under a 504 plan. This is a very important issue and needs to be addressed thoroughly.
- Since I have a son at special education, what we need is more teachers and/or assistants to meet the IEP of all students at the D/C class (Developmental Center). Also, there's a lack of participation to swimming or other field trips and not least is the need of more therapists OT, PT speech. As a parent, I'd like to see more improvement on my son's achievement. I think I have seen that Special Education is in real bad shape. I will give 5- on this area.
- Special Ed is expensive for the district. Many of these children are being babysat due to programs that should be medical, not educational. The intense cost of "educating" children who have IQ's below 50, 60, or 70, who also have many physical problems is enormous. These children deserve quality care and chances to learn, but I'm not sure that the schoolroom is the place for it.
- Special education (self-contained) teachers shouldn't have to copy and make workbooks in order to teach.
- Special education at D.C. James is superb!
- Special Education is a mess in DISD and has been for years.
- Special Education is and always has been the "Step Child" of education.
- Special Education needs to be revamped. I'm no longer a special education teacher because students became a byword to the legal process. Ridiculous!
- Special Education programs should provide testing of students' weaknesses as well as strengths. Also, their learning disabilities should be tested by the school, so that properly trained personnel can better educate these students with learning disabilities, such as Dyslexia, ADDH, etc.
- Special Education staff is bogged down with paperwork doing student evaluations and reports.
- Special education students that are habitually disruptive and threatening are allowed to remain in the classroom. There seem to be no consequences for them.
- Special Education teachers need to be trained. Special education curriculum and teachers have not been looked at in years.
- Systematically, the district does nothing for students identified as dyslexia/dyslexic.

- The children who are not qualified for special education, what are you going to do about them?
- The district needs a "slow learner" category for special education. Many students fall only one or two points below the level that qualifies them for special education. These students are in desperate need of special services.
- The least restrictive environment is not adhered to according to IDEA federal law. The administration at campus usually allows a system of working into a regular education class not starting there as IDEA mandates.
- The special education program here at W.W. Samuel High School is second to none. The teachers and administrator give special education their utmost.
- The special education program here at W.W. Samuel is excellent and thorough. It provides the students in the program quality service.
- There are too few selections available to Special Education to make a schedule for students, while there is greater variety available for regular students. There is very little integrating/inclusion of special education students in existing regular student's classrooms.
- There are too few therapists to provide adequate services for students needing related services.
- There is a lock-step approach to writing IEP's and therefore may not meet individual needs.
- Time allocated to given class times on RD vary per campus. Even though similar elementary campuses, the schedules rather than the needs of the special education students drive the amount of time available to a student. The law states that students in special education are entitled to the same amount of time a general education student would receive; however, even though a student has significant deficit in a given area, the time allowed in a pull-out special education classroom is dependent on the schedule determined by the campus, and not on the needs of the student.
- What are you going to do about the qualified and capable special education administrators who were demoted or forced into retirement while being replaced by less capable friends of the current power structure?
- Why does the district not have a meaningful program of parental education and involvement for parents of special education students?
- With the emphasis on testing, I am seeing a lot of children being placed in special education. When we had Title I/Chapter 1 we were able to provide classes for the students performing lower than average but not special education level.

- Going to this private school was one of the best things I did for my daughter. The teachers at this school understood ADD, ADD HD, and Dyslexia.
 - Immediate intervention is essential to prevent failure and ultimately dropout.
 - Inspection of preventive procedures by qualified persons should be a part of the management system.
 - Placing non-English speaking students in monolingual teacher classrooms.
 - Providing adequate computers for processing the excessive paperwork demands of special education teachers and related professional personnel such as psychologists and diagnosticians.
 - Returning special education students to the regular classroom (e.g. making sure that teachers are included in the ARD meetings, given appropriate training and materials for the students, class sizes are kept to the state maximum of 1:22).
- At a learning center school, J.J. Rhodes has blossomed with much improved grades and the staff was recognized with awards for the past two years. Our curriculum provides each student with the best.
- As some schools there is so much concentration on one population of students, At-Risk, Gifted, Challenged, that the others suffer small losses, educationally and emotionally.
- Continuous monitoring and assessments must be mandatory.
- How dare DISD or the state of Texas even think about tying my status or pay with the performance of my students. I have students who can't speak English, who come to school tired, hungry, upset, or emotionally drained because they just left home a mother on the couch wiped out on drugs, received a whipping before he left from a drunk father, or was sexually abused the night before by a sibling or a neighbor. Often, a seven-year old is given the responsibility of getting three or four younger siblings dressed, fed and walking them to school. I am a teacher, not a miracle worker.
- I am concerned about the rumored intention of Mike Moses to tie teacher's salary to student achievement.
- I cannot say enough about Rhodes Recognized Learning Center. I often find myself modeling, for my junior high school students, learning strategies that I was taught or observed through my involvement with my children's educational experience. Keep up the excellent work Rhodes!
- I cannot say enough great things about J.J. Rhodes. My grandchildren are getting a wonderful education. The teachers care about the children. An excellent principal. I wish the other two DISD schools that my children attended were as great as J. J.

Rhodes. I feel satisfied with their performance there. Thanks to the staff and teachers at J. J. Rhodes.

- I feel that the school's overall performance is good.
- I think the D.C. James Learning Center is successful because the administration, faculty, and staff care about their students. I believe they all pull together and make it happen.
- If we had smaller classes, it would be better for our children.
- J. J. Rhodes has awarded my 5th grade child an excellent learning opportunity. The environment is conducive to her educational, as well as her personal growth. Coming from a school that is low performing, I have witnessed phenomenal success in mastery of all objectives tested. My daughter exudes confidence, participates in extracurricular activities, and is exhibiting excellent leadership skills. The staff at Rhodes is remarkable-taking time to keep me well informed of my child's progress. I also have a kindergarten daughter at Rhodes. I have noticed that she is developing reading skills. She has learned phonics. She tries to sound out words on her own. This is to be commended. I teach at a middle school and an alarming number of the students can't read or do not read well because they have failed to master phonics.
- Make parents and/or kids attend classes on successful academics and get tutoring. The focus now is on why the teachers are responsible if kids fail. If my failure rate is below 85 percent, it is my fault with no questions asked or no district affirmative programs to remediate negative academic habits.
- Our small school is high achieving and we are rarely recognized for our work. We are very driven to excellence and feel that we need more credit for what we accomplish.
- Performance and evaluation is not enough on teachers and administrators who believe they are all-knowing.
- Schools within a school should be assessed in their particular areas. They should not be counted as one school.
- Since my son has attended J.J. Rhodes, he has been excited about learning. He comes home with sight words already and he's only five. His curriculum involves phonics, alphabets, math, and many other core skills. He comes home telling me of the activities that are provided at the school such as art, piano, physical education and computers. As a school district, it's extremely important to have art. I must commend that school for having art.
- Teacher stress is evident from the weight placed on student scores as part of their assessment as teachers.
- Texas school systems are rated nationally as the lowest quartile of the 50 states and have rated at this level over 40 years.
- The atmosphere at the school is one that students are encouraged to learn.
- The school environment is kid centered.

- The schools clearly deliver the material to our children in a very productive manner. I feel nowadays our children are performing much better than before because of leaders' time and effort in delivering the material. I personally feel my son has really opened up to learning and very much enjoy his time at school on a daily basis.
- The teachers do not always use equitable grading standards for all students. When students are put in cooperative groups, not of their choosing, gifted honors students are given a lower grade if all group members will not participate.
- There should be 100 percent accountability 100 percent of the time. We should hold all teachers and administrators and board members accountable.
- We need tough performance and evaluation of teachers as well as students.
- Would it be possible to have the students and parents evaluate the school as a whole.
- Overlapping responsibility should be avoided when making department assignments. Although each department should be responsible for conducting one activity, cooperation and coordination must exist between departments (reading, math, science, and social studies, etc.). The departments should not operate in isolation.
- I have spoken with too many parents who have complained about policies of no recess; no talking in the lunchroom; no talking in the auditorium where the children sit and wait for school to start; no assemblies; and, no field trips for the 4th, 5th, and 6th grade students. He thinks it is fine to take all the fun out of school.
- Too often when asking administrators when improvements will happen they say things take time. Parents can understand that but a 2nd grader only should have one 2nd grade, an 11 grader, one junior year. Their needs have to be addressed when they have them.
- Classroom teachers should be consulted more on what works and what don't work and the reason why it may or may not have worked.
- Dallas I.S.D. has some of the hardest working teachers in the state.
- I feel the teachers in the schools are dedicated, concerned, and very qualified. They give their all and really care about the performance of their students. They do not teach just test taking skills, they teach how to think. I really feel this is evident with the teachers at Hillcrest.
- If a teacher is failing the biggest percent of a class, maybe she needs to teach something else because kids are not learning from them.
- My daughter is at this time attending Texas Tech University. She has discovered what a sub-level education she received at Sunset in

the Math department. It is tragic that the Math teacher she had couldn't speak adequate English, confusing the students, as well as confusing the teacher. The teacher misunderstood the class and this created friction and not conducive to learning.

- Sunset needs more Algebra teachers, and other subject teachers more classrooms. We also need bilingual teachers.
- Teacher training is essential, e.g., Texas Primary Reading Inventory.
- The teaching and learning environment in the classroom is one indicator and ruled by fear, rigid unrealistic expectations, and negative attitudes to the students. There is little or no allowance for the special needs of the students. Most teachers are not willing to work with the parent to help their child. I was told, "If you want me to give your child individual help, have him put in Special Education."
- We need academic freedom for the teachers.
- Intervention is essential to prevent failure and ultimately dropout.
- Counselors that miss figure credits or have students take wrong or not needed subjects should be disciplined and not cover up. They get paid big bucks for a service and they need to know what is required for all students. Students shouldn't be put into classes just because it is easier for their counselor to schedule or get a friend a job.
- Non-certified counselors are allowed to leave campus to take classes in order to become certified. Also, the counselor will schedule a student into the second semester of a two-semester course when the student has not even taken the first the first semester.
- The caseloads for VACs are far too large.
- Implement training for parents, and parent and community advisory committees.
- Include parents and community people in school planning and goal setting.
- More of an organized effort needs to be made to engage the public in meaningful ways.
- There could be a better relationship between the public schools and higher education.
- Why does the district not have a SERS program that provides resource materials to parents, teachers, and community members?
- As a parent, I was encouraged to be an active part of the PTA and a virtual part of my daughters education both at Lanier and Booker T. Washington High School for the Performing and Visual Arts.
- I feel a need to have GED classes for our parents in this community. Also, more parenting classes.
- I have concerns that some schools are not as well organized in areas as far as the PTA meetings and working with single parents.

What can be done about the number of teenage mothers? Sure, it is easy not to be involved when there are strict rules for everyone, but my concern is mostly for the young children.

- I would like to see a way that would help teachers and administrators to help develop more parental involvement. A lot of parents at our school still do not get involved with our school.
- Most parents here in West Dallas are trying very hard to get our children into a regular routine and study at a regular time.
- We are in need of ESL classes for our Spanish-speaking parents and Spanish classes for the English-speaking parents.
- We need to have more programs for parents.
- We need more community involvement and awareness of district services especially for Special Education. (i.e., Occupational Therapy, Physical Therapy, Assistive Technology, Adaptive Physical Education, Tutoring). These programs are not reaching this community and are being left out of much needed technology. We need desperately an interpreter for the Hispanic community to address these services. We need to know how to apply and how to go about getting in contact with the appropriate person or persons. We need parent training in these areas. We need information as to what we as parents can do to help our children be better prepared for the early school years.
- I think that our teachers should be more concerned at the high school level about our students and not just depend on our young people to pass messages to parents. The school should use the pre-recorded messages on a regular basis to let parents know that kids are not in school.
- Improve morale by demonstrating that the district is responsive to employee concerns.
- Prompt attention to professional concerns is needed.
- We need to prevent problems from becoming an energy drain for the district's employees.
- We need to be able to rid our district of bad teachers, staff, and administration. They just keep getting moved from place to place. We need to pay our teachers a competitive professional wage so we can attract more bright, qualified, and capable teachers.
- Recruit, hire, train and supervise teachers who are interested in the well being of African American students.
- Specialized recruitment is needed for African American teachers in order to stabilize the schools in African American neighborhoods. Conduct recruitment at African American Colleges.
- Allocate office clerk at all elementary schools.
- Follow the requirements for training of personnel and parents in school planning and Site Based Decision-Making.
- Maintain a stable and dedicated faculty.

- New AC teachers have no guidance in teaching. Some are very poor and not knowledgeable of the subject matter. Are teachers supposed to have a 45-minute planning period everyday? So many grade level meetings are planned each week.
- Request help from retired teachers to assist new teachers and teachers who need skills in classroom management.
- There is lack of funding and staff development.
- Classes that are overcrowded is a very real issue.
- Classroom size is still quite large in some schools. Crowding is universal in all schools. Portable buildings dot every campus and rooms in portables are overcrowded. Delivery of educational services is greatly limited by these factors.
- My concern is the building capacity. I think that there are too many children in one class. This does not give the teacher the time she or he needs to attend to the special needs of children who need it. So in my closing, with the raise issue that is going on I think they should get everything they deserve. They do a spectacular job with the over crowdedness.
- I would also like to see teachers get the respect they deserve from the district as reflected with pay and benefits (i.e., insurance). Our teachers cannot focus on our children if they concerned about their health insurance and providing for their families. Please resolve this matter quickly.
- Give the teachers what they need to teach. Don't treat some schools better than others. Quit giving football the majority of the budget. Give teachers a chance and reward those who work to learn more and teach their students.
- Currently, our service department lacks the ability to get teaching materials to the schools on time, how will the review board address this issue of timely delivery?
- Education resources need to be provided for every student prior to the school year starting.
- I don't feel that any schools should be without enough books for every child.
- Materials need to be delivered to teachers on time.
- What can be done to expedite the process of delivering supplies, resources, and textbooks to facilitate the implementation of new programs?
- What can be done to shorten the length of time needed to receive capital equipment and supplies ordered for the school year? Frequently, the school year is almost over before the equipment and supplies arrive.
- What can be done to speed up the process of receiving our teaching materials in a timely manner?
- Discipline management is out of control on some campuses. Students who want to learn are at disadvantage because teachers

are expected to perform miracles on children who have difficulty sitting down in a regular classroom and focusing; standing in chairs, yelling across the room, and crawling under tables. It would be nice if there was some immediate relief for teachers whereby disruptive students could be removed from the classroom.

- Do not ever tell a child to shut up.
- Teachers need to be able to recognize when students who complete work fast and start disrupting the class needs something else to do. Assign them some other work to do while other students are trying to concentrate.
- The DC James campus has a real orderly discipline management plan. The students know the rules and as a rule behaves appropriately.
- We need more security at Lincoln High School so that a learning atmosphere can be established. Students are constantly in the halls interrupting classes. The existing security does the best they can do but it is not enough.
- We need more computer technology.
- Student progress must be tracked with computers.
- Technology should be used to track student progress so that there is accountability and individualization of instruction is possible. Teacher training is essential. The Texas Primary Reading Inventory (TPRI), which is state provided, is an example for making a good start. It designates basic skills and is geared for students grades K-2 Successful practices include
 - Flexible grouping for instruction will be based on individual needs.
 - Further diagnostic testing and analysis should be made throughout the elementary years. Continuous monitoring and assessment should be mandatory.

Appendix A

C. Community Involvement (Part 1)

- I feel that we need more parental involvement in PTA and attendance to pick-up report cards and meet teachers.
- The parents who get involved are the ones who come to parent/teacher conference night. They are the parents with children who excel.
- The parents with children who perform low in class only get involved if their child is suspended or worse.
- We need more support from parents. They need to visit schools more often on a positive note rather than negative. More help in the classrooms, field trips, lunchroom, hallways, paperwork, classroom involvement with homework, after school program, reading and math programs to help improve the school as a whole. There should be another way parents can help that we don't have to ask children to sell candy, etc. for fundraisers. Whatever happened to bake sales at sock-hops? Let's get the parents motivated and involved. Offer training for those who need it to become better-educated parents.
- PTA and SCC (Council) are alive and well at Fannie C. Harris Elementary. However, we need about 10 ingenious strategies to get parents more involved and interested in their child's school work as well as suggestions on strategy and having parents/guardian help their children with their school work.
- Parental involvement is not our most needy area!
- I am impressed with the parental involvement, community relations, business-school partnerships, and internal/external communication. The parents are involved in such a manner that is commendable. The partnerships with various businesses offer incentives for the children to strive to do/be their best. Communication is paramount. I truly appreciate being informed about all that is going on with/at the school and regarding my children. I am always made aware of my children's progress and all concerns being addressed before they become problematic.
- In J.J. Rhodes, I am happy with the community involvement in our school and hope we can get more parent involvement. I have volunteered at Rhodes for seven years and I feel it helps students stay out of trouble and out of gangs if the parents are involved.
- It is sad to say, but many parents do not get involved until there is a problem. Parents often do not come to school to work with teachers but to attack them. Lincoln actively communicates with parents through telephone calls, letters, and public announcements.

However, we often do not receive any kind of response until the parent is unhappy with the school.

- The systems' efforts in including parent and community involvement also help children feel confident in the efforts of making their learning experiences very enjoyable. The school participation in several competitions help children not to be afraid of the many challenges that makes their learning experience better.
- There is in-fighting and power struggles among the advisory groups. Hispanic and African American leaders always want to have someone from their race selected as superintendent. We need to think about what's best for the kids.
- I have just attended a reading recital at J.J. Rhodes where the parental turnout was phenomenal. More schools should use this as an example. Offer things as incentives to get parents to participate. J.J. Rhodes is doing an excellent job.
- I want to commend J.J. Rhodes Elementary School. I have three students enrolled at that school. The teachers and staff from the janitor to the principal are truly excellent and dedicated to the student body. I am always abreast of all activities and happenings at the school. Outstanding job J.J. Rhodes!
- We need more involvement from our immediate community other than those who see our students as structured caregivers.
- I feel the district has in place many opportunities for community involvement.
- The selection process for superintendent is never based solely on qualifications. Leaders from advisory groups have political agendas, which take precedence of everything.
- At J.J. Rhodes, I am involved with my child, PTA, SBDM-SCE, and my child's homework. I am a small business owner in my community.
- We need more parental involvement. Too many students with no parental participation.
- D.C. James has supportive parents. Our PTA is quite involved with different aspects of the school. Also, we have excellent community relations with different business organizations. People from the business world are always coming in and volunteering their help with our students.
- I feel that there should be more communications with the parent and child, and with business.
- It is incumbent upon this district to forge better and stronger relations with the nontraditional business community. Many dollars could be assessed or services given to assist schools in lower economic areas. Partnerships with municipalities need to be improved greatly.

- The community should be a part of the thing that they would like to see done. Each parent of a child that lives in that community should at least spend one hour at the school.
- The downtown business community washed their hands of Dallas Public Schools a long time ago. DISD operates the same way it always has - poorly.
- There is an excellent program of Business/School partnership at D.C. James. Volunteers from the business community come in to read and mentor to the students. Because of the excellent work of the community liaison, our parents are more involved in PTA. Many of us will receive computers after we take training provided by D.C. James.
- Community involvement really shows appreciation for our younger educators. It's a stepping stone to volunteering as well as having your own business and demonstrates ideas for the students to look up to.
- I am from Thompson and I feel that their school should have more communication between the school and parents in both languages with more time between each meeting instead of one language and overnight notice.
- DISD has alienated many of the businesses and political leaders in Dallas. They don't want constructive feedback about how to change the district.
- There is no improvement. There is enough involvement between the community, school, etc.
- There is not enough involvement in this community, there needs to be more ways to get our parents, grandparents, etc. out to let them know that they are not by themselves and that as a community, we can make a difference.
- Communication between the school and community is excellent at City Park Elementary and Martin Luther King Learning Center. They are living up to their end, but parents are still too apathetic. I do not feel, however, that school staff should be penalized for what goes lacking on the part of apathetic parents (present company excluded).
- The best thing that happened to D.C. James PTA was and is Mrs. Elizabeth Turner, PTA President. It is her resolve and commitment that makes our PTA the force of impact and integrity that it is.
- D.C. James has an excellent PTA President. With her relationship in the whole school and community, we are blessed in more ways than one.
- The business community provides support to DISD through the Partners in Education Program for the good of the kids; but DISD management needs to get their act together.
- Overall, parents are involved in the child's education at the lower grade levels, such as parent conference attendance. At the High

School level, more programs should be introduced to help keep students in school to meet graduation requirements.

- Advisory groups look out for their kids first and the entire district second.
- School partnerships at D.C. James are a positive impact on our students.
- The community liaison at D.C. James provides students with many opportunities for Social and Cultural Development.
- The community relations at D.C. James is superior!
- I feel we need more parent participation in order for our kids of tomorrow to succeed. A lot of kids grow up with no parents or even a single parent at home and we need to get more parents physically involved.
- The community liaison at D.C. James is wonderful. I would like to see more parents constructively and positively involved with the educational process. Education is a multi-process with administration, students, teachers, and parents.
- Incentives are needed to involve parents in PTA and other academic areas. Currently, and for the past several years (10-15) parents are only involved in athletic programs and social events.
- I am impressed with D.C. James Learning Center. The principal has great leadership, faithful, real, and excellent at the job site. The administrative team holds a great record in District #2. The school is most positive with professionals who can teach your child specific skills. The whole body of the staff is friendly and enthusiastic. It is likely that children of all races will be happy.
- Our school partnership at Phyllis Wheatley is great. Keep up the good work. Our students and staff need your support.
- We need more parents to participate in what is going on in the school. I am a PTA President, and it is very hard to get parents out, and to get them involved in what is going on in their children's school.
- DISD is an embarrassment to the Dallas community
- Parent and community involvement are a must in order for our children to succeed. It allows them first hand information on their students and also gives them input on the school.
- Too many of our schools are overcrowded and need renovations. The places that our children learn pays a lot. I believe it could improve/help with learning environment.
- Parents are a precious resource and I feel they are not formally invited enough to be part of each campus. If the district had more full-time staff members to act as volunteer coordinators, parent trainers, etc. our scores would grow. Prime example: The Parent Club at J. Bowie in past years-a result of the super dedication of two staff members who converted the whole school.

- I travel districtwide and the majority of the time I see clean, safe schools. Rarely I will be disappointed in a building's interior. It's the exteriors that don't look too appealing (trash in the grounds) broken glass in parking lots.
- The district needs to re-assert its recycling program. The district could save so much money by reusing, reducing, and recycling. (It's the state law that large businesses must recycle). We need to do more.
- We need state mandates which require that parents receiving any state or federal assistance must visit the school and participate in parent-teacher conferences at least three times per semester.
- The schools seem to welcome partnerships. As a member of an outside organization, I appreciate the way they welcome us. I wish schools (teachers, principals, etc.) looked at parents as more of what they have to offer than how they don't get involved. I'm a community member. I work with parents. Sometimes I see how they're talked down to because they don't speak much English. They've told me they already feel uneducated and unable to offer anything. However, those same parents have much to offer. The school doesn't open arms enough to see it. I've also seen parents that are not given the proper channels. At Woodrow, a teenager I work with is still classified special education though her teachers don't even know why. Her English teacher didn't even know-isn't she supposed to? The parents were asked to waive her right of having five days to prepare for this hearing. Why didn't they tell the parents there would be a hearing the day it happened so she did have her five days? Why was this student suspended on the accusation of hitting a teacher when no ticket was written and everything just went by the wayside when she returned? She just missed three days of school for nothing. She didn't hit the teacher, by the way, it was false accusation. Besides that, why is she getting suspended for three days when I know of a teacher at "O.M. Roberts two years ago who hit a 2nd grade child and witnesses all said the same thing yet I was told it takes three years to fire a teacher. I watched a pre-K teacher at Thompson slap a pre-K child 10 to 15 times because he pushed a child in line. Is this not excessive? Why are these teachers not suspended? Why do you wonder why parents aren't involved? Many times they're intimidated because nothing happens anyway.

Appendix A

C. Community Involvement (Part 2)

- DISD is divided along racial lines. Many of the committees that work with the district always look out for their interest first. They want to call all the shots.
- Canvas the neighborhood for volunteers. Screen for community people to come in (i.e. grandparents, retirees) if necessary. Provide incentives, not everybody is a willing worker.
- The community is not as involved in our Oak Cliff area as they are in the northern sector. We need to reach our community somehow and somehow.
- At the school where my daughter attends, there are strong community involvement partnerships. More internal and external communications are needed. A lot of things go on, everyone does not know. If one does not take the initiative to find out, then just a small group is all in the know, parceling out information as they see fit.
- The community liaisons, youth and family centers, site-based decision-making committees, PTAs, volunteers and corporate supporters are a successful part of what is happening in our schools. The district should continue to nurture and develop these resources and to mine them for more input about needs, concerns, and strategies.
- There needs to be more communication involved in the community. Flyers given to students to send home don't make it home. Maybe there should be mail-out and volunteers to call homes to inform them of meetings.
- Community involvement is doubletalk throughout the district. There is a great deal of talk on both sides (parents and school) and very little action.
- The environment of a school has to be open and conducive to all parents. They must have concrete programs to be plugged into. You can't expect parents to be self-starting. For too often, the district is saying come while holding the door closed, or getting them in with nothing to do. As a parent, I feel you waste a great deal of my time.
- Can the principal and school staff provide lists with parents' names and phone numbers to the PTA and other parent groups so we can contact parents and encourage more parental involvement?
- I was very moved by the assembly Sunset had with Dallas Area Interfaith. I talked to a lot of parents and people in this community. Like me, they were glad to have an organization at Sunset that is teaching parents and community leaders to work together to better

our families. Although healthcare and immigration are not issues from within our school, they are important factors that affect our families. I plan to attend meetings and work with other parents and teachers and whoever else in Sunset and DAI. Together we can strengthen our schools, our neighborhoods, and our families.

- We would like to see the Dallas public school board, superintendent, and support staff become more sensitive and serious about the parental involvement process according to the Texas Coalition of Parental Involvement guidelines. Also, this district needs to show financial stability regarding the federal funds that are supposed to be used for the students and parents. We certainly need to make sure that all parents and community members are sincere and well educated regarding this process and not just being hand-picked and placed in position because of their friends and foes.
- I understand that the SCC exists to help on the community involvement issue, but so far nothing has been done from their part. I have started coming to the DAI meetings and I have seen very good results, especially in DAI teaching me how to reach other parents and the community. I have also learned how to organize other parents so they can get involved in their children's education. I made myself available to both DAI and SCC three months ago, and so far SCC has not called me one time, and in the contrary DAI has given me the opportunity to make a difference. At the same time, I have felt that SCC is working against any "community involvement."
- I think parents should get more involved with the school, and support their children.
- In my tenure as a Sunset parent, I have seen little or no involvement in the school as a whole. The district does not seem to be involved on a local level with the students' needs or desires.
- We need more parents, PTA-PTSA, SCC-DBDM, and DAI working together for our students. Sunset can be a very academically excellent school. DAI has a good idea with house meeting, but it takes teachers, parents and community leaders to assist. We need good internal and external communications.
- As a totally involved PTA/SCDM parent, I feel the whole community needs to be involved with schools and our children. It does take a village to raise a child literally.
- As a graduate of "stars" and of the hospitality cluster, I try to give back to the students. I have done presentations before at Skyline High School and hope to do some with Samuell High School. I have also encouraged parents to come to the schools and become involved. There has definitely been positive feedback.
- Parents need an awareness of all district support services "where to turn to when a problem arises." We need a map of district structure

to pinpoint the person who can help us. We need phone numbers of departments and the head of administrative personnel. Handouts and flyers in English should also be printed in Spanish.

- Constant efforts are made to increase parental involvement. It seems to be increasing within the last few years. We have started several community outreach attempts including a very successful Fall Festival, and the ongoing PALS program. External communication seems to be delayed. We sometimes received information a few days before the deadline for a response or after the deadline. Internal communications within the school is normally very timely.
- A district-wide effort needs to be organized to maintain constant intervention from different formats. Approaches should be taken to reach the masses. We need not stop until we find a plan that works.
- Parental involvement at the high school level is probably the most critical time in any student's life and probably the hardest one to convince the community of the importance of being there for our children. There are positive strides being made at Samuell. The doors are open for the community in activities during and after school. More models are needed to reach out to parents to convince them to support PTA, activities for the enrichment of the students and the campus. Samuell wants to be part of the community. The staff and students need the encouragement of parents to keep striving to meet the needs of our community.
- Parents need to be welcomed in all schools and should be encouraged to participate in activities.
- Parental involvement is very high in the schools in this area.
- Parental involvement is the key in a child's success.
- I've been teaching here at W.W. Samuell for 15 years, and parental involvement has gotten increasingly worse. The PTA although very active on the higher level (with the officers) is almost non-existent. Finding the answer to getting more parents actively involved, should be one of the district's top priority.
- We need to entice parents to be our partners and make them feel welcomed and needed. So many of our parents speak a language other than English and this problem is becoming critical.
- Needless to say, incentives seem to be the only thing that get parents involved. Not enough parents participate in programs due to their busy schedules. Not only on weekdays should thing occurs. This will probably ask for teachers to volunteer for weekend event, but also give incentives for them to get their involvement as well.
- Out of the five years that my children were at W.W. Samuell, the school was never involved on any community staff! We are just now trying to bring the community back to Samuell. That is what this school needs.

- The need for increased parental involvement is desperate. Unfortunately, much of our parental involvement structure is left over from other times and different life experiences. It is time to develop parental involvement models that are sensitive to the needs and life experiences of today's parents. We need to address not only what parents can do for schools, but what schools can do to help parents.
- Our reputation in the community is not good. We need to increase public awareness of the myriad victories that occurs daily in this district.
- If the community is going to be financially successful, it must increase the partnership between the business community and the schools. Schools will have to design curriculum that addresses the needs of local industry.
- DISD runs on rumor.
- We could use more business school partnerships although for the most part, W.W. Samuell is improving in community involvement.
- At Comstock, we have a lot of ideas to work with and help parents and the community but the thing is getting parents involved to help get the word out. A lot of the things that work in elementary schools just don't work in middle school. I would like to find some ways in which to reach these parents to make them understand that they need to be with their children all the way through the 12th grade. Any information on ways to do this would help greatly.
- At Samuell every effort is made for business, i.e., community, parental involvement. Business stakeholders are part of the SBDM committee at Samuell and are encouraged to visit the school. Parents are encouraged to work in partnership with the school. During this week, parent involvement week, parents were invited by letter to have dinner with the principal, which was provided and prepared by Samuell's homemaking department.
- The principal and the assistant principal really need to listen to what the parents want for their children because the children don't pay the bills.
- I feel parents should be involved when and as much as possible. That way we can see some of the positive things that go on at our schools. We always hear the horror stories and sometimes, or most of the time, do not ever hear the real truth behind the curtains.
- DISD should offer teachers workshops on working with parents.
- Hold "Back to School Fairs" so everyone can get to know our school in the beginning.
- Office personnel should be trained to welcome parents into the school.
- I would like to be invited to attend a teacher-training session (as a silent observer).

- The district should gear toward community schools by putting the public back into public schools.
- Schools should serve the adult as well as the child's needs such as adult classes for literacy.
- We need more parents involved with children's education and discipline at the school. When parent involvement occurs, low grades come up and discipline problems go away.
- It is great the way DISD is encouraging and building community relations with parents and the community. The need for more parental involvement is most important. Too many parents do not get involved.
- There needs to be more parental involvement in the schools. Maybe if we offered training classes at the schools for volunteering, more parents would come out to help. It would be nice to receive some type of monthly newsletter from the DISD.
- Kleberg Elementary School has been very good in informing and discussing issues about my children. One of my children is special needs and the teachers and principal has been so open to discuss topics and issues with me.
- There is no community involvement and no one, on either side seems to want to do anything about. The blame is not just schools on this subject.

Appendix A

C. Community Involvement (Part 3)

- Parent involvement is almost non-existent at Central. I would like to see more parent involvement at our school. Parent involvement day, a weekly folder, and children recognition are some of the few areas I can mention that can really be improved.
- There isn't enough communication between the parents and the teachers and the administrators. If all the parents got involved we would probably have a better school.
- I do not see the level of parent involvement at SHS that the school needs. It is the same small group I have seen doing everything since my son was in K-3 elementary. I wish there was a way to reach out to more families to get involved. I believe quite a few feel comfortable when they visit school.
- We need less red tape throughout the district to make the partnerships happen.
- A lot of emphasis has been put on partnership programs as I've heard tonight in Booster Club meeting. We are being told that if there is no partnership program, we basically could wait forever to get some basic needs in the schools done. Once again, this district is forgetting the basic rights of children to be able to go to school in a descent facility. Between the school administration and school board, our children's needs are not being met!
- Parents are extremely involved with elementary students. Night classes should be offered for community members especially computers.
- Many times the parent receives a progress report. This may be the first communication from a teacher. Often the teacher does not respond to questions or comments from parents. Parental comments or suggestions are not always given the respect it should be given. Some teachers are very organized and thorough in their instruction. Some do not practice the external communication needed to address "the whole child." Internally, more planning could be beneficial to class lesson planning. The use of interdisciplinary or thematic units could help some students to stay interested in class work. This practice would take coordinated planning within a school, hopefully, the district.
- Parental involvement needs more parents to come to PTA. They need to come to school and check on their child. They also need to come to the classroom and help the teachers sometimes.
- Enough parents are not getting involved. The district needs to put more into making this happen.

- Parents must play a primary role in the education of their children. This has to be a mandate, not an option.
- Community resources/community relations has to be high on the list of school requirements. This should be recorded and published in the community.
- All jobs should allow or mandate that parents are excused from their worksite to visit the schools. DISD should partner with the State Board of Education to ensure this is passed. Also, business owners in the community with our schools should be mandated to have personal interest in our schools. This is so very critical to help our children to succeed individually and as a community relations standpoint.
- We need to see more business school partnerships in our schools without the business partners "owning" the schools. A strategy to get more parents and the community to be involved in the schools is needed.
- Utilize businesses that are interested in education.
- Utilize the dollars that business partners need to write-off for educational purposes.
- Have more professionals to come in as guests or lecturers to enhance the overall learning experience.
- More businesses to adopt our schools are needed. More communication is needed in all areas.
- Business community should be allowed to give some input in our school's curriculum. Schools should be training tomorrow's workforce. Our businesses can point out where the workers end up short. Parental involvement should be required.
- Parents/teacher advisory board other than PTA should help determine school planning.
- School community outreach person should get all businesses in school's area involved.
- There should be an on-going positive communication of what's going on in DISD by print and electronic media.
- The superintendents and principals must not be afraid to include parents in decision-making.
- We need to establish a contact person with the external print/electronic media.
- Parents should be required to be involved in at least one activity (i.e., PTA, SCC, Booster Club).
- We must do more to get the parents involved with what's going on with the schools.
- More community involvement, such as health fairs, scholarship fairs for 9-12th graders, workshops for parents in helping their child with homework and how to get along with the teachers and other students.

- Keep the community abreast of what the school is doing for their students.
- Parents should be made to be a part of PTA or the child should not attend public schools.
- The Dallas Public School System has lots of potential, but the turmoil that is constantly being reported makes people think that we are a district that doesn't know what it is doing. More people need to come into the schools on a daily basis and see the good things that are going on then report them in the news.
- The community should be made to feel welcomed in the schools. Where a school is known to have a principal that doesn't embrace this, a change should be made, or at least the problem addressed.
- Area superintendents should be more willing to come to the schools to check out reported problems. Don't just make a phone call to the principal to check it out.
- Schools and principals need help in establishing a business partnership. Most principals and teachers are far too overloaded to spend time cultivating "sponsors" and business partners. Most schools do not have huge parent groups to do this for them.
- At Kiest Elementary, the principal doesn't want any parental involvement. Thirty teachers have quit or asked for transfers. Several parents have decided to home school or private school. The PTA is in peril of folding up.
- All schools need full-time community liaisons.
- Having moved to DISD from another school district, the biggest shock and the biggest tragedy is the lack of parental involvement. In the past three years, my daughter has been involved in numerous school activities, and with many of the same students. Yet in three years, there are still parents who have yet to attend even one activity. Sometimes I know the reason is financial and that I completely understand. But many times the activities haven't cost anything, yet parents still didn't come. I know you can't force parents to be interested in their children, but there's got to be a way to assure some involvement. It was my understanding schools involved in the Edison project required a parent or guardian to be physically present to the school before a report card would be issued to the student. Why can't DISD do that? But again, until a majority of parents become involved in the schools, it will be very difficult for DISD to achieve a level beyond mediocrity. What a shame because DISD has some great teachers and some great kids!
- The district doesn't do much to encourage people or businesses to get involved. The district has a real communication problem with employees and the community.
- Businesses sometimes change leaders and new leadership has to endorse. It seems that when a takeover occurs, sometimes the new organization doesn't follow-up with enthusiasm. Many good

organizations are competing for support of volunteers. We have to work together to make best use of volunteers. Some principals don't take time to work with partners and volunteers, so they fade.

- Concerning community involvement, all eyes seem to be closed. Most parents in the community view the schools as a day-care facility and don't bother entering unless scolded. Parents have a responsibility to the school because it makes a great impact in their child's life, be it positive or negative. If every school held at least two parent conferences per six weeks, students would begin to view education as something of importance. Students don't cherish education because it is mandated by parents verbally and disregarded as nothing by deed and action in the home. Yes, we do see some involvement during PTA and SCE and major events but I'm not reprimanding those that show support, only those that keep closing doors and shutting us out.
- I would like to see a greater effort of recruiting corporate sponsors for elementary schools at the district level. At present, schools must come-up with their own contact before the district will step in and complete the process. As a school in an area with few local businesses, we do not always have those contacts. This creates "have" and "have-not" schools. All schools need additional funding and volunteer support.
- Transportation services need to be provided for our non-English-speaking families to PTA and other activities. Many parents would come if a bus was provided to pick them up on designated streets. A similar situation existed at my former school, Lakewood Elementary and a bus was provided in that manner. It made a noticeable difference in the attendance.
- Parents are not involved. There does not seem to be a way to get them to come. Appointments are made and are not kept. They don't even come to see or pick-up report cards. They don't seem to care about their child's education. Food doesn't even entice them to come. Teachers do the work that the parents should. We certainly could use the parents voluntarily.
- Parents are not involved as they should be. Programs are presented, parents are informed, and they still do not show up. Parent/teacher conferences are held and parental attendance is minimal. Some parents do not even respond to notes sent home or messages left for return calls. Parents are always welcome at our school and still do not take the opportunity to get involved.
- Most schools have many opportunities for volunteers to work in school. Many times we have more opportunity than they have volunteers. We need more ways to get people involved in volunteering.
- A.J. Johnston has a good community involvement. However, as a district, I feel that we need to improve our image with our

communities. If we do this, more parents and community members will probably get involved in a positive way.

- More parents need to be involved with their children and other children in the community.
- More programs are needed within the district to get parents involved.
- Woodrow has awesome community involvement but cannot get a reliable corporate sponsor.
- Parent involvement is a must and should be mandatory. Parents should receive a grade also. Teachers can teach any child but the child will only learn if the parent is involved.
- They need to get involved in the community, like visit nursing homes and help around or play games with the elderly, or we can pick-up trash around the roads, highways, rivers, or lakes.
- The community has a taskforce and Bayles Elementary is a designated safe haven. If we weed, the seed will be going to the school but they have no coordinator for volunteers. Sometimes what the principal says and what happens are very different.
- We are so lucky many of our parents and community are interested but its only one color and even though much work is done for all kids, people complain.
- Each school or cluster needs a paid person who has time to develop effective partnerships with businesses. It takes lots of time and rarely gets done.
- Often times, the PTSA and the SBDM don't reflect the community the school is composed of.
- We need more active outreach to recruit and keep the minority parents involved.
- Thanks to OXY Chem, our business school partners, for their help at our school.

Appendix A

C. Community Involvement (Part 4)

- In the Hillcrest community, parental involvement is great with over 100 members on the PTA board. Parents have jumped in and raised \$35,000 for a track and soccer field and the school district gave \$100,000 and the city gave \$100,000. The DISD was so supportive and helpful to us through this process of improving our school and we appreciate their support. Their staff was so supportive and helpful. Our school partnership with Oxychem has been most helpful to Hillcrest. The Hillcrest community is supportive in giving funds to improve our facility. We are constantly working on getting them involved with our school.
- If the community wants a greater say in the running of the district, it needs to get its parents more involved with SBDM and other activities; otherwise, you'll just see the same faces at PTA, etc.
- The community involvement is extremely strong. This may be the district's best asset.
- The parents need to know about the relations of our community school. There needs to be good internal and extend communication with teachers and students in school.
- Everybody needs to work together in our community schools and help one another.
- Parent involvement in the district is generally poor. My general experience as a teacher is that many schools' administrators are not very committed to allowing and assisting parents in becoming constructively involved in the educational process.
- There needs to be more community involvement in the schools. It is unfortunate that many people are afraid of the students. We need a good PR program to convince people to work with their neighborhood schools.
- If you knew the living conditions of our students, you would understand the lack of parent involvement. Each student needs to have a community service requirement to graduate or even pass each year. They need to learn to give as well as take. They need to accept responsibility for their own actions.
- I believe that the quality of education of DISD schools must be improved. One way of course, is through active community involvement by parents of the students, alumni, and the business community. Also, something has to be done to improve the DISD board. Their performance for the past few years has been detrimental to the schools of DISD.
- What can be done to increase parental involvement?

- Community input is sought in many areas and is well utilized. The volunteer program has succeeded in drawing in thousands of participants and acculturating new Americans to the role families are expected to play in this community.
- Volunteer services are not always well utilized in the schools where staff is too small, or where the "liaison" is not effective in matching volunteers to teachers' needs. Staff training is urgently needed.
- Why and how can the district get by without having parental involvement? We need a community involvement coordinator.
- There is an excellent opportunity for community and parental involvement. Administrators and teaching staff work well with the community/parental involvement mechanism.
- Efforts are ongoing to increase minority parent involvement.
- The district community involvement needs a great deal of improvement.
- The district needs to find more creative ways to communicate with the community. The district will need to make the community feel welcome.
- A big issue that I've noticed with our school district is community involvement. Even though, at our school, we get the community involved in different activities I feel that the district is not doing enough to get the community involved. The community plays a big role in our children. Pulling the community into our education would inspire our children. They look to the community and notice what's going on in the community for guidance. If the community is a bad influence or sees them as hopeless, that's what the children will go on. The community needs to be pulled in. Needed: TAG teacher at every school!
- We need more parent involvement in the schools. When we had Title I Parental Involvement, money was controlled from a central level and not campus based, we had more parental involvement.
- We need parental and community involvement under one umbrella.
- The schools in my community provide many opportunities for parents to get involved. I just wish more parents would take advantage of the programs.
- I feel it is very important to have parents or the community as a whole involved in the educational need of our students. This I feel can be done through parent/teacher contact. Parents can become more involved in PTA, Homeroom moms, Dad's club, or any other events or organization. Parents' lunch day where they come over to have lunch with their children. An open door policy where the parent can come in and talk openly with teachers whether it's negative or positive. The slogan says, "It takes an entire village to

raise one child." We must work together. How can we do it?
What's the remedy?

- Parental Involvement, Community Relative, Business - school partnership needs improvement. Everyone seems to think teachers are responsible to take care of the whole child. Until we can get the village to work together we're limited to what we can do. We need required parental involvement as well as a law passed where churches and businesses must give back to the neighborhood they're in.
- Community involvement is great in some areas. However, there have been instances where some Southside schools have been left out of the receiving of partners. Also, some partners requested schools and they were influenced to donate towards another. That's an unfair practice.
- The DISD newsletter promotes their friends schools! It is not fair!
- Administration needs to work harder with schools to recruit. Encourage community involvement, particularly in areas where there is not much economic growth or very little businesses.
- The more affluent areas get more community involvement than areas like South Dallas, Pleasant Grove, and part of Oak Cliff.
- It takes a village to raise a child so community involvement is very important. The district should fund money so that each school can have an appreciation dinner for them at the school.
- How can the community comment on any of these areas of concern when the Texas School Board itself shows a low concern for how the school system in Texas as a whole is being handled?
- To think that there was no one in Texas qualified enough to be our school superintendent without embarrassing someone so bad as the board has done is very frightening. I would like to be a part of a winning team in the area of young men and women of today being as well educated as can be and never have to see or hear that some are not and cannot move forward with their life, and stay out of other life.
- Parents are not concerned for their children in primary grades. It's as if we're a baby-sitting service.
- We need to find better ways to get the community interested in school.
- We need businesses to invest in our schools; businesses need an incentive.
- Community involvement needs to be stressed through parental involvement using some type of incentive to get the parents involved in their child's learning. Communication problems that arise at home affect the students.
- A community person should be working with regular schools, not just learning centers.

- Our school has 100 percent community involvement and the district has a high percentage.
- The parents at Brashear are totally involved in the educational process of the students.
- Parental involvement in this district always has begged for more involvement, but I have wasted my time serving on task forces for the district where there are many meetings, only to have the district throw out the task force's results.
- I have stood in public meetings and had the superintendent's staff lie to my face and lie to the board. I have no faith in what many of these people say. It undermines community relations to be considered of so little import that you do not hear the truth.
- There is great school partnerships, but not enough to go around.
- We don't hear enough about the "good" news, like all areas of life.
- My school has excellent parent participation and we are working on community involvement. We are trying to prove to the neighbors who sent their kids to private school in the 70's that we are worth working on.
- We have a wonderful relationship with two businesses in our area. More schools need this support. I believe it is difficult to have Dallas business support Dallas schools when most of the executives send their kids to private schools.
- Communication is great on the school level. District wide you usually read it in the paper.
- It is admirable that local companies are willing and able to sponsor schools. However, it seems rather strange that some elementary schools have more than one sponsor and others schools have none!
- There is no community involvement in our school and barely any parental involvement due to our principal. He does not encourage any outside involvement and in fact, makes it so difficult because of his rude and intolerable personality! He has run off more families in the last few years and it really is sad to see other elementary schools signs in front of homes directly across the street from our school.
- There should have been signs directing people where to go for these forums. They are a great idea. Our neighborhood usually uses the back lot. So, the cafeteria was a prime location. Generic, laminated signs can be recognized.
- The districts staff should consider the option of parental and community involvement through "real" public participation process, based on two-way communication.
- In my particular school we have good community participation. I try hard to do my part.
- The community should have to vote on items over a certain amount of dollars.
- Many have vested interest in keeping it limited.

- Woodrow Wilson has a Youth and Family center located in a portable on a parking lot. This center is operated primarily by D.P.S. in cooperation with Parkland (the county hospital) and Dallas Metro Care (formerly MHMR). For several years this center was a huge support to our school community. Services have now dwindled. The center provides services to a large population, however; unfortunately the scope of service has been reduced. Also there is little to no cooperation to the home school. The mental health services are almost non-existent.
- At Woodrow Wilson we have had more success with parent and community involvement than most high schools. Woodrow Wilson has been naturally integrated even before the desegregation suit. Minority parents are less active and this problem is our greatest challenge.
- Woodrow is beginning to establish a website for current information such as courses that are offered, sports events, and much more. The district has not been able to help us with this. The district site is always outdated.
- Woodrow needs to be adopted by a major business. Fina was our sponsor for many years until Fina relocated north of Dallas.
- The one area that could inspire and effect change is community involvement. Without the authentic engagement and involvement of all stakeholders (business, community, parents, advocates, and others) we will not succeed.
- Community involvement must be defined clearly, understood, and made a priority. Community involvement is not just mentors, tutors, and businesses buying school uniforms. Community, when involved, can invoke a noticeable and significant educational outcome for all children.
- This community is not informed early enough to be involved in decision-making for our schools. Business partnerships are nearly non-existent in the southern area of Dallas.
- Community involvement should be mandated by all parents who's children attend Dallas I.S.D. Parents should be constantly reminded on the importance of being actively involved in the education of their children.
- Site based decision-making teams are perfect answers for community involvement with the business community in the area.
- PTA's are not going well in some West Dallas schools located in the DHA development. There is very poor attendance from the parents which can correlate to their children's performance in these schools.
- At G. W. Carver the parental involvement could be better. We have a good community involvement. We are working on getting the parents more involved.
- There is low parent involvement. How can we get this to improve?

- We need to find a way to increase school business partnerships.
- Sequoyah Educational Center Elementary school has been doing a great job. This year they have new people. Staff and student body in great spirit and has made a lot of efforts to get our students involved. The parents are involved. They have a parent center and offer other things. I hope we will get a better partnership with Dallas I.S.D. We would like to see the students involved in the community relations. Has been doing a great job with community relations. We need to get our parents out and hope to find a way to make them feel a part of the educational system.
- We have a good outcome at SEC and PTA, but the ratio is low. Parents need to get involved a little bit more and we need a way to get them involved.
- We need to boost the parental involvement. There is a need to improve ways we can call on parents to become effectively involved with their children by ways of parent training. We can show the parents what the district has to offer their children in the area of choices of schools and transportation to and from their choices. Parent classes concerning many of the subjects their children need their assistance on, including Math, Reading, Language Arts, and the importance of the many tests their children take.
- We need more grass root involvement in the Learning Center.
- We need a parent center to assist with complaints of the parents.
- We need a new community liaison and also better training for PTA and principals.
- We need more funding for education in Area 2 and district's new better partnership.
- We need a better program for the youth and stop the principal for disapproving the plan etc.
- I would say our parent involvement is great when we have special programs. When I come to the school the sign-in book is full with parents that have come in on their day off to volunteer.
- Operation Involvement (OI) is not functioning effectively, responses are unresponsive to resolving the issues.
- Parents are made to feel unwelcome.
- More effort should be made to include Spanish-speaking parents.
- Too often, the principal makes the decisions on volunteer assignments.
- The district should be more proactive hiring outside consultants for parent workshops.
- Parents are not well informed on available services.
- Too often, parent volunteers are limited to clerical. We need to use all skills including tutoring.
- More focus on community liaison positions is needed.

- Nationally, PTAs have moved from fundraising to be advocates for schools, students, and parents as intended.
- Parents should have a seat at the table where decisions are concerned.
- Let parents elect members that sit on committee.
- Community relations maybe changing for the better.
- State Law sets forth parental rights in Texas Education Code Chapter 26. DISD must strengthen community involvement initiatives.
- Community liaisons lack uniform job descriptions and guidelines and accountability.
- Parents need input to campus budget process. Some of the money gets lost and turned back in at year-end.
- Lack of parental involvement has contributed to increase in low-performing schools.
- Significant effort in Parental Training Component required by Senate Bill 1 was dismantled in 1995.
- Success of outstanding schools must be replicated. Strong corporate partnerships should be replicated.
- Strengthen community network to participate in major initiatives, e.g., galvanizing community support for bond election.

Appendix A

D. Personnel Management (Part 1)

- I have been with the district for 12 years and I have never seen such a mess with personnel. Teachers are recommended and they get lost in the school. People have been brought in that know nothing about schools in general so the quality has gone down such as services, instructional, vacancies, etc.
- Our teacher pay is too low and cannot attract sufficient amount of teachers for our schools. We are not hiring enough bilingual teachers. Substitutes are baby-sitters, bad for our students.
- Because of the teacher shortage, the school board is giving out sign on bonuses to new teachers. For those of us who have taught for a while we got lesser "raise." This is not right.
- Short of teachers and aides. I'm a teacher's assistant working in three classrooms. This is self contain 1-6 and resource students. We need more help districtwide. There shouldn't be any favoritism in their hiring.
- Need to have staff development the year before to prepare for the next year. Having it when school starts or a few days before it is too late!
- Seems like the district thinks our checks are recyclable. Every pay period there is something extra taken out of our benefits. There are so many organizations that are asking you to contribute. It's almost like we don't have anything left after deductions. The salary is based that we do have any money left after bills and deductions. We as teachers and teacher assistant are struggling. I hear that the superintendent doesn't have deduction for medical and that upsets me on my salary!
- Personnel is the main problem in DISD. It is not the school board. Something must be done in this area soon.
- There are still many personnel needed for our students. Overcrowded classrooms, not enough textbooks, a need for bilingual teachers. Bilingual should go both ways.
- We need them, so please pay them!
- Teachers and support instructional staff are vital to the future. Why not pay them (us) accordingly! There is entirely too much red tape when so many people need to be hired.
- Salaries need to be increased for teachers.
- More pay may prove vital in retaining teachers.
- Teacher assistants are being used to sub in classes without any kind of compensation, is this right?
- Something needs to be done about substitutes. There are not enough available.

- The special education department is critically understaffed. One reason we are under the gun with TEA is the shortage in assessment personnel, speech pathologists, and bilingual assessors. Recruiting in these areas is essential. In my opinion, staff development is adequate. The district needs to be more flexible in allowing professionals to attend staff development outside the district.
- Pay could also increase (especially for support personnel) but the new system is better than the old. Many people were terribly upset with Dr. Rojas' salary-so excessive!
- Staff development is appropriate and beneficial.
- Please pay more money. Too much staff development.
- New and seasoned teachers should be allowed to negotiate salary/steps. Many coaches are allowed to do so. What message are you sending to our youngsters? Athletics are more important than academics. The administration of high schools in DISD do act as if academics do not matter. Publish the individual school budgets. It is the taxpayers' money-why the secrets?
- If a dean's work or a librarian's work is overwhelming, he/she should be afforded a sub-clerk to handle the load. The same with teachers. Now we are doing so much paperwork other than grading papers, that it leaves a bitter pill in one's mouth.
- Substitutes should make enough money to be worthy of spending time and energy teaching.
- \$300,000 for a superintendent? Please! I could do that for as long as our superintendents last! What about asking him to perform first?
- Teachers need to be recognized as the chief component in educational process. They need to be shown in one respect. Private school educators are paid less, just as well qualified, but have more job satisfaction because of parental and administrative recognition of their qualifications.
- Experienced teachers and teachers who produce excellent student performances should be rewarded with some type of financial incentives.
- The recruitment process for new teachers should be more aggressive.
- Staff development should be in place before new programs are introduced to teachers as a mandate.
- Administrative salaries should match the level of competency as required by the superintendent.
- Hiring practices should continue to work with all campuses to identify needs and review budgets concerning the number of teaching per building.
- Substitute teachers need to be given more respect in the substitute office as well as the schools they go to. They need someone to trust

and speak up when a substitute is mistreated at each school she goes to. When she ignores it at first, something is finally done. She feels she doesn't have to take it because she isn't a contract teacher, and doesn't have to take. Something needs to be done about the system in the sub office. People in the sub office in supervision positions are over degreed. Certified teachers should have those qualifications and experience in substitute teaching.

- True staff development is non-existent. I do not wish to take from teacher professionalism, however, the level of dedication is lower than what we need to educate children. New teachers need orientation into each building. Each school has its own personality. There are many opportunities for failure and success. The new teachers' success needs to be ensured through proper orientation and training.
- At J.J. Rhodes, I feel teachers are underpaid and need fewer children on each classroom. Teachers are a very important part of our children's life and need to be treated as celebrity.
- Nepotism in this district needs to be monitored and totally eradicated!
- The teachers and staff at J.J. Rhodes is great but with better pay and benefits for our teachers, we would be able to have even more qualified personnel in our schools.
- Truly, we have some teachers and administrators who should not be in their respective position. We should train them or get rid of them. Particularly in the area of communication with the parents. Listen sometime and stop telling all the time.
- We need enough funding for teacher units.
- Personnel management is a joke. It needs to be reorganized and revamped.
- Increase salaries to be more competitive in Metroplex.
- I would like to see the recruitment, hiring practices, salary and staffing structures, staff development on what type of criteria and standards are being utilized in obtaining quality educators.
- I think more competitive salary schedules need to be enacted to insure that quality staff remains in teaching.
- My sincere suggestion is to fire everyone and start over. It would be fair to everyone, they could re-apply for their jobs. Dead wood has to be cut out of the central administration and in the local campuses.
- Staff development is often a joke.
- Need decent salaries for teachers and put a hold on administrative raises.
- First time teachers have very little mentoring. We need mature teachers to help them out. Make them feel they are working as a team.

- I am a teacher at W.E. Greiner M.S. I served the ESOL students. Greiner is a large school with over 1800 students. 500-600 students from the 1800 are considered to be ESOL. We have a hard time every year recruiting the personnel to provide the services to these students. That personnel includes teacher assistants. We have made recommendations and encourage people from our community to apply for these jobs. However, we never seem to satisfy the principal's expectations and many are turned away. Then, the teacher's assistants we keep to serve and help the students in our teams are taken away to help on administrative duties (answering telephones, substituting for teachers "out of our team" that take the day off, helping the administrators with relocating offices or boxes around the building). We have talked to the vice principal, dean of instruction, and to the school principal and this practice of using the teachers assistants pulling them away from the duty they were hired for have not stopped. The union representative was called but little they did. We are concerned because the children are not served properly.
- I don't understand why principals are changed so often at Sunset. Moving principals in and out (like it has been done) disrupts the stability the principal is trying to create. I think we need to keep the principals we have now as long as he is meeting the performance requirements set for his position.
- There are good teachers and there are bad teachers. Teachers need to be tested every so often. Teachers need to be renewed every so often. Teachers need to improve in handling and management of students. If teachers are not up to par, give them a chance. If no improvement then go out the door and find another job. Teachers need praise and incentive for a job well done. Most of the teachers need parent involvement.
- This district now has the highest paid superintendent in the nation, but teacher salaries rank in the lower 40's out 50. Where is the equity in that? It is hard to recruit, much less keep qualified teachers in the teaching field. Money doesn't buy happiness, but it helps you to endure a lot of grief if the monies are good. Teachers also need to have a better retirement plan.
- Recruitment is difficult because salary is not commensurate with the variety of challenges that this district presents. Candidates that maintain their employment for more than five years or one year in many cases could be retained with a salary that lessens the need of a second supplemental income. How many educators have second jobs? I think that's a worthwhile poll.
- Staff development should be high school level not junior high or lower schools. We need materials that have been proven on a high school level.
- Staff development should be more relevant.

- We need to recruit, train, and retain qualified substitutes and classroom teachers. Principals should be able to select their own personnel and not have unqualified personnel sent to fill vacancies. Increase pay for substitutes or do whatever it takes to get people to get on and stay on board.
- It is difficult to recruit new, energetic, young minds to the field of education here in DISD. The salary has to be better, but more importantly the benefits have to be more comprehensive. All health insurance should be free to all employees and five percent of cost to all family members. This would go a long way in recruiting new teachers and attracting college students to the field of education here in Texas.
- We need better retirement plan. Employees should get paid for all of their sick leave days. Pay rate should be based on daily pay rate. Give retirement bonus for unused sick days in a lump sum.
- I strongly feel that teachers should be recruited and maintained with the highest level of professionalism and caring practices.
- The district has the highest administrative costs and among the lowest teacher salaries around. Prospective teachers hear about DISD on the news and the good news doesn't get out. Teachers who are currently employed find that salary increases are small and slow to come. Often posted jobs do not go to qualified applicants, but to pre-selected cohorts. Annually, the district asks teachers what they want in staff development, but they offer the same training to everyone, irrespective of interest or experience.
- We should pay our educators a better salary across the board to attract better educators with higher standards.
- Teacher salary and staffing structures should be a priority including benefits such as health care.
- The emphasis in recruiting teachers should not only be on college graduates with teacher certification but also on the alternative certification. Substitute teachers should also have training as well as a union to help resolve the teacher shortage and also to look into health care for substitutes.
- Salary needs to be addressed for campus-level administrative assistants and teachers.
- Even if there is a shortage of teachers, I still believe that the teachers that are actually being hired need to be fully trained before presenting them to the workforce. My examples would be substitute teachers. I remember being in school and not doing anything on the day the teacher was out. Teachers definitely deserve a pay raise and better benefits. Dallas needs their students. They also enable our children's future.
- Improve salary and staffing structures and recruitment won't be as nearly as hard. Don't shortchange students. All staff should meet some criteria in most areas, more or less in others depending on

subject they are teaching or if they have support staff or not.

Competitive salary and benefit package always gets the better personnel. Administrators, however, are sometimes overpaid.

- We need to make an effort to hire more special education teachers. We are in desperate need of special education teachers, especially Hispanic teachers and aides.
- Staffing personnel puts bodies into vacant position with no input from principal, yet the school is expected to work as a team and produce.
- Brand new teachers are making almost as much as I am after 15 years. What is to keep me teaching after this long? I'm tired.
- Getting qualified substitutes is a very difficult task. The district must take action to provide for teacher absences.
- The elementary teachers should have more staff development opportunities. A lot of parents at our school are not happy when they level the classes. They feel if it is done, it should be done before the kids get too close to their teacher and other students.
- Administrative level is top heavy.
- There are too many chiefs and need more teachers at ground zero working with students on a day-to-day basis.
- We need to raise our faculty pay range to be able to recruit quality teachers. In fact when this school year started we were short several teachers. I would be more than willing to pay higher school taxes if the money actually would be used directly for teacher salaries.
- Why do teachers get paid extra within their 7-1/2 hour day if they substitute in a class?
- Office workers do not get extra pay or time for time or duties they worked. Most do not even get scheduled breaks.
- Why does a teacher get paid \$2000 per semester to teach an extra class during their duty time? They should have to do duty and let the extra money be made during their planning period.
- Why do teachers/counselors not have to be at school from 8:00-4:00, 7-1/2 hours as contracted? They come in between 8:00-8:40 (1st period) and leave at 3:45 without being docked. If they leave school during the day at their planning period they are not docked. Why? If teachers were in their class during work hours they could be more effective and parents could know when to contact them. Fifty percent of the teachers are at schools because of the short hours, easy workday and two months off in the summers. Until we get teachers/counselors that are here for the students we will not improve education.
- The top brass is overpaid and the people doing the actual work are not paid enough. I am a parent, not an employee. I am tired of hearing that they do not have enough teachers for certain classes.

- The personnel office or department has changed over the years. I think we need to attempt to speed up the hiring of personnel and make earlier decisions to hire and offer contracts. We have lost many good specialty people in the fine arts because of no decisions through the years.
- We need more support staff in our buildings for emergency situations on a day-to-day basis.
- There are too many high salary administrators. I understand that you get what you pay for but we don't need that many administrators.

Appendix A

D. Personnel Management (Part 2)

- As a parent I feel our teachers are significantly underpaid. When it comes to staff training my experience with a teacher who had started teaching and taught my fourth grader, I felt the teacher had no skills in preparing a lesson or controlling the class.
- I have never been able to understand why we don't have an assistant band director. You would never put 60 kids in a math class and expect one teacher to teach each child.
- It is highly discouraging when a new teacher with a B.A. receives pay within \$4,000 of someone with eight years experience and a Master's degree. I do agree the Dallas district needs to encourage new applicants, but to benefit the beginning teachers at the expense of not encouraging more experienced staff does not appear to be in the best interest of taxpayers or students.
- Teachers for DISD need a better salary. How can we expect our children to get a good education when the teachers are not paid well enough for the job?
- Staff development should not be scheduled for Saturdays or 4:30 to 7:00 p.m. without the employee's agreement. Contracts are signed and employees make plans. I am not opposed to off-hours staff development, but feel it should be part of the agreed contract time, or left to the employee's discretion.
- Basically, many "managers" in DISD are not practicing basic management skills. This is seen in many areas: supervision, standards of operation, utilization of resources, use of staff, organizing/planning, and involvement. Many people are excellent coaches or teachers, but not necessarily good administrators.
- Too many classes are overcrowded.
- Staff development is a joke at times. You learn nothing. The workshops with Region 10 people are great.
- I'm a fourth grade teacher and at least two times a week a class is divided and I get extra students in my class! Where does the money go to pay a substitute? Why don't you do anything for teachers who actually come to school and don't use their sick days? When they retire, they get almost nothing for those unused days?
- The Youth and Family Clinic practice established in Dallas has been effective for many families. It could benefit students, parents, and teachers by staffing these facilities with quality therapist/psychological/psychiatric staff.
- There are too many classes being taught daily by "fill-in" support personnel. Teachers can't get any copying done or can't get help

because support people are pulled regularly to fill in as substitute teachers.

- DISD needs a plan to recruit more men in the classrooms, especially in the elementary schools.
- Teachers' salary should be first priority on the budget. The superintendent should be last.
- Class ratio must improve. No more than one teacher to 20 students.
- For students who do not speak English, they should be required to speak English beyond fourth grade. English must be the language used and spoken.
- We need people working who know their job.
- Recruitment and maintenance of good teachers is a must. A look at why good teachers leave the profession must be examined. Then we have to remedy those reasons that are valid.
- More emphasis should be placed on hiring quality professionals and if they are not able to find quality personnel, an extensive training should be taught on "how to teach," classroom procedures and how to make our students accountable.
- The salary of teachers should be addressed on how it relates to their benefits. It is apparent that the high cost of insurance, the teachers cannot afford benefits without raising the salary. If DISD would contribute more toward insurance premiums, then the teachers would not have to pay so much out of pocket. Also, when hiring professionals and staff, please be sure that these individuals want to be in those positions by assessing personnel performance. If they do not meet standards, they should be relieved of their positions.
- This district could possibly be top-heavy in central administration. Over the past four years, two superintendents have come in and created layers of bureaucracy. What happens with those persons that are still under contract?
- More pressing presently is the matter of exorbitant prices for healthcare coverage. This needs to be explored on a statewide basis and not just the individual district. With the buying power of the number of teachers statewide, a better and more affordable package should be obtainable.
- Teachers are our future and we should pay teachers more than what we should pay a superintendent. Take the money we give to the superintendent and divide it between district. Divide the money for the district to all schools. We should focus on our kids and not the superintendent.
- We must pay more in order to recruit the best.
- Give the teachers more incentives to want to teach. We are losing our best teachers to corporations because they pay more and have better benefits.

- The recruiting office is not doing a good job. Retired teachers would help a lot if they were given deals that they could not refuse.
- DISD needs to offer more in terms of educational reimbursement for teachers to go back to school and get advanced degrees.
- There are too many complacent, indifferent, low energy administrators that stay in their offices to avoid seeing things that need to be addressed.
- It seems very unfair for entry-level teachers to come in and make more than a 10-year veteran teacher does.
- Every principal needs an administrative assistant and an office manager. With the volume of work on campus, it would take that.
- DISD need computer technologists who are trained and skilled technologists; not someone who's tired of teaching in the classroom and looking for a place to rest.
- We need to develop a personnel unit that goes to different colleges to recruit teachers.
- Offer incentives programs to attract teachers.
- Salaries should be commensurate with private sector.
- A plan is needed to recruit more African-American men as teachers and administrators.
- Principals should have the authority to utilize individuals from public and private sector to teach and sub without a teaching certificate.
- Staff development should be treated for further instruction and not as a holiday.
- Staff development needs are not being met. There have been several workshops that have been asked for but never given.
- Personnel need to be more available to meet our needs.
- Our salaries are still below national average. On paper I make \$35,350 but after paying for my benefits I bring home about \$24,500. After I spend more of my own money for instructional items, I end up with \$22,500. As a result of this I am looking for employment elsewhere.
- Increase teachers' salary to a level that would appeal to college graduates.
- People that are hired in critical positions such as office manager and CRC should have the necessary training and credentials to do the job before they are hired. They should not be taken out for days at a time to receive basic training for their jobs.
- Principals should not be able to move faculty around just because they are the principals. There should be some accountability as to why the moves are made.
- We need more staff in the Special Education area. More students are coming from troublesome families and we need on-site psychologists, etc. to help these students in a timely manner.

- In the eight years I have been associated with my child's elementary school, we have had six principals. Of what benefit is this to the school?
- Business-school partnerships are a terrific idea, but there are too few. In an area where the population is increasingly Hispanic and there is a perceived need for both parental involvement and for helping those students who are not native English speakers, there should be targeted outreach to parents who need ESL training and/or want to work toward their GED.
- We are obviously not doing an adequate job. My daughter is a solid "A" student at her school. Her test scores, however, make her a C+ student at the state level and on a national level. There are areas where she doesn't even hit the 50 percent mark. Why do I suspect that Plano and Richardson ISD parents are not seeing the same sort of statistics? I am extremely concerned by the performance gap at my child's school for African American students. It appears to be getting worse.
- Cafeteria workers and support personnel need to be paid decent wages.
- The lack of standards or qualities for new teachers. They are given signing bonuses despite their emergency certification status.
- There is very little concern/regard for the massive losses of quality and certified teachers.
- The salary of the new superintendent, Mike Moses, for \$280,000 plus perks is a major lack of stewardship by board members.
- Please somebody explain why we are #1 in superintendent salary? We are not the largest district nor does Dallas have the highest cost of living, but we're paying the most money.
- What kind of control is exercised over the superintendent and upper management over the amount of staff they hire and salaries paid? It angers me when there are not enough textbooks, or supplies, or uniforms, or equipment, or decent facilities, but money is found for staff and salaries of management. I've sat in un-air-conditioned gyms in 110° temperature outside, and watched as athletes tried to condition and learn the techniques of a game. How can they possibly compete on a level playing field when one doesn't exist? Would management be willing to work under these conditions? Unfortunately it will probably take a tragedy before this is addressed.
- Why isn't good teacher hiring and retention the number one priority? I have a teaching degree, love working with kids, but can't afford to teach. These students deserve and desperately need great teachers, and there are many in DISD, but why should they stay? Good students without good teachers will find another district.

- There is an extreme disparity among the salaries paid to people doing the same job in administration. Friends of those in power are given increases in excess of \$15,000 when going into Specialist IV positions whereas, not well-liked persons are given a five percent increase and denied a fair hearing to address the issue. Can you help equalize the salaries?
- Generally, staff development is very poor unless TEA (Region 10) conducts it.
- It seems very difficult for prospective teachers, as well as current teachers to get information about hiring requirements, salary, etc. DISD is too big and too bureaucratic to deal on the level needed. People seem uncaring. Obviously, salary for teachers needs to be improved.
- Concerning hiring practices and personnel, DISD engages in illegal and inappropriate hiring practices, and then attempts to avoid record requests, and attempts to cover-up uncertified and unqualified personnel hiring (e.g., Huber vs. DISD, Federal Court of 1997) by failing to produce personnel records and records of personnel qualifications.
- Leveling of students and teachers occurs too late in the school year.
- There is too much meaningless staff development mainly because there is no one in charge of a staff development office.
- Why did the district use the human resource director as a scapegoat for the insurance crisis? She wasn't hired until well after the process should have been started.
- Why hasn't the district found a solution to the shortages of subs?
- There should have been better practices with hiring, transfers, and resignations.
- Everything gets lost in the personnel office. They should be more organized and more efficient.
- I have called numerous times, made trips to the downtown personnel office, written many letters and still do not know what my correct salary is for 2000-2001. I am not a new teacher to the district, this is my 17th year and have been teaching at the same school the entire time. The problem started last May when I attempted to and did obtain an additional accredited teaching year (for substituting in the early 80's). Paperwork was lost, three different people worked on my "case," and even after receiving a letter from personnel stating I had gained an additional year. When I received my salary assignment in September (the day before payday) it was not correct for number of years or salary. No one can tell me what happened and I am still waiting.

Appendix A

D. Personnel Management (Part 3)

- We have some great teachers and some that are so much less than adequate. We must recruit top teachers and retain them so we must pay competitively.
- Counselors need time to counsel. Please look at staffing and support so they may do what they need to do.
- If a superintendent is worth almost \$300,000 then a teacher needs to start at no less than \$50,000 with state insurance.
- Why do certain teachers have to be an assistant to the principal and then not get their job done? The secretary should be well trained in order to do the jobs necessary to help the principal.
- Pay teachers more money. If good teachers were paid a high salary like \$60,000 and up, you would have the best minds teaching instead of too many who are poor teachers.
- Class sizes are too large in spite of so called regulations limiting them. My son is in several classes with more than 30 kids. There are not enough desks for each kid to have a seat. Classes need to be smaller and made up with kids with similar abilities. A teacher can't teach three levels of abilities in one class. Remedial students need attention but gifted students need teachers' attention too.
- There is room for improvement in the district. Administrators' salaries are greatly in need of review. It should never be a situation where some beginning principals are making as much as veteran principals with up to 18 or 19 years of experience.
- I think that there should be a lot more concern for the kind of education and the type/kind of teacher this school is hiring. The A/P classes are of particular concern to me. A new teacher was hired for pre-cal this year and he is very difficult and does not seem to be able to clearly explain the course subject matter to our children. This is a very important class and a good foundation is needed here for us to advance in the next level and in order for them to test. He is not clear and concise in his handling of the class.
- There needs to be consistency in methods of teaching to allow students to ask questions during class if they do not understand.
- As a classroom teacher, for 13 years, I've had to work a part-time job during the school year for nine of those years. I think a first grade teacher should spend her extra time on school business. In my school last year every kindergarten teacher had a part time job and over half of the first grade teachers held a part-time job. The most important years for a child and their teachers are exhausted. I don't even have any debt except for my house payment. I still have

to work a part-time job. What is really sad is that a new teacher to the district makes about \$2500 less than a teacher with more than years experience if you include their signing bonus. I also teach at the only exemplary non-magnet school in Dallas. DISD did not reward nor celebrate this in any way.

- Local campus should have sole discretion on staff development.
- Please provide good benefits package to improve recruitment potential.
- It is well known that the main hiring office is a joke. They chase off good candidates for teaching with bad attitude and disorganization.
- Salaries are not commensurate with education, experience, and tasks for teachers. There are no incentives to do outstanding work.
- There are many teachers in our cluster who come early and stay late. They have formed bonds and relationships that have lasted overtime. I have been a district parent for 16 years and I am very impressed with the dedication of our teachers. We are entrusting them with the educational and emotional development of the next generation. They deserve monetary compensation. If we do not pay intelligent and dedicated people, we undermine their self-esteem, show a lack of respect and we will lose them to other districts, states, or private industry; other places that will value their worth. This is especially true in the areas of math and science.
- This district has the appearance of too many top administrators with too high salaries. If this is untrue we should have better management results.
- There are some great and dedicated teachers at Woodrow. We need to recruit more and increase salary to do so. We also need better science and math instructors.
- Dallas has some rules that work, but paperwork, etc. gets separated and takes so long to get through the system. I'm sorry we went on steps for salary. I feel like someone is hiding something.
- I have a major concern about how we are valuing our teachers. With salaries in Texas so pitifully low, students are not going into teaching as a career. We have to put our money where our mouth is. If education is truly the key to saving our children, then let's put the money into teacher's salaries, benefits, and into direct classroom use. This must be done to stop this trend that we are seeing. In a few years, we will have no teachers, or at best, very poor teachers and get this health insurance crisis straightened out immediately.
- Teachers in departments need to have some say in hiring teachers for their departments. Aren't they trustworthy? Aren't they the ones most in touch with students and curriculum needs? My kids have had to live through very incompetent teachers.

- DISD decides CTUs based only on total student numbers not based on the programs and levels of courses offered at Woodrow. We are supposed to provide constantly increasing numbers of Pre-AP/AP level classes as well as four years of the four core subjects and DISD refuses to increase our CTUs and sometimes even cuts them. The results are seriously overcrowded classes in rooms. State guidelines for student teacher ratio are constantly violated in DISD because DISD will not give CTUs based on population groups and needs at any school. Yet, we at Woodrow are expected to constantly increase our levels of instruction and course offerings and get downgraded if we don't. I would like to know how DISD gets away with this continuously. I would also like to know from TEA how can we get this corrected. The requirements for graduation keep increasing and DISD takes teachers away from us or doesn't give us more to meet the new requirements.
- There is still no consideration given to the fact that I teach at more than one school. I often have barely enough time to get to our school from another.
- At my middle school, morale is at an all-time low. Turnover is high in the last two years and I have decided that I will leave the Dallas ISD or quit teaching rather than stay at Storey Middle School. I feel that the school needs a new principal and a completely new staff if it is to improve from its rock bottom status.
- DISD announces superintendent's pay and benefits the same day teachers are told insurance premiums are going up 200 percent.
- Staff development is generally a waste of time and changes according to fads of the day.
- Pay our teachers like they are the crucial people they truly are. Teachers will make or break our future generation. Make it a competitive profession so that we can choose the best and brightest and not have to keep teachers who don't know how to inspire kids. Get creative about recruiting Hispanic teachers. Give incentives to all teachers to learn Spanish.
- Little meaningful staff development is offered on a consistent basis.
- The human services department is either grossly understaffed or incompetent. Paychecks are routinely wrong. Certificates are lost. Questions are often not answered in a timely manner or contradict other information.
- No superintendent should make seven times the average classroom teacher's salary.
- Clearly, the rating of the teachers and individual school administrators is too low. Higher salaries, better recruiting and stricter requirements for teachers and administrators is a must.
- DISD is overstaffed with non-productive, non-essential people. They do not teach, nor guide. It's the "good old boy" system the

state of Texas is so famous for. DISD should clean house, cut personnel expenses among others and remedy poor pay and management problems.

- Being paid once a month is extremely difficult for single income employees. We are told by the district that petitions we have submitted do not have enough names to change the pay system. Who in their right mind would rather be paid once a month rather than twice? Often there are actually 5 to 6 weeks between pay periods. Non-professional staff is paid every two weeks. Why not the professionals.
- The single most important staff issue is the lack of funds for sufficient teachers. Perhaps the district could spend less on superintendents and spend less time and resources on its petty fighting and more money on teachers so that class sizes will be smaller.
- Until Rojas came to Dallas as superintendent we have never had personnel who has degrees and experience in personnel management. Basically, principals and administrators eventually assumed these positions. Our personnel have always been ineffective. They lose records, make many mistakes and many times are inaccessible when you need them. We would like more accountability and better qualified people in this position.
- Teachers have 90 minutes off, 45 minutes off-duty in the halls and 45 minutes to go to the bathroom, do lesson plans, make out worksheets or tests and/or grade papers. Why not an aide to help out like in other schools. When is there time to make copies or take a girl to the nurse to find out if she is pregnant or counsel a student who wants to quit school to support his family. Then we have the ones who are devastated because they broke with a boyfriend and believe it's the end of their world or the students who has problems at home and needs a place to live. Add in the many languages that the teacher doesn't speak, the parents they can't communicate with, and a teacher is so stressed that they barely function. Aides, access to copiers and more time for planning would make life more manageable.
- The hiring practice of the district is questionable. The teachers needing twenty-four or more hours of college credit before certification can be achieved are not adequately prepared for the task. Additionally, college courses and classroom preparation are frequently in conflict, requiring time and energy difficult to manage.
- Human Resources, payroll, and budget department do not coordinate efforts, records and needs effectively. Campus-level administrators and office managers constantly are required to validate, update, and purge records from each of these departments several times during the school year.

- The substitute hotline does not work the way it is set-up to work. Can it be either changed or revised?
- Who is directly responsible for notifying parents about faculty members who are not certified?
- The substitute policy needs to be revisited and revised. Can the schools go back to the old way of securing their own subs? When do we get a CTU position for our lab?
- Payroll and personnel offices are always on e-mail or voice mail. Callbacks are always at a time when we aren't available. What can be done to improve the quality of contact between staff and administration? Telephone tag is no fun.
- The communication between staff and department heads needs to improve. How can we be expected to respond to notices, meetings, or workshops on such short notice or "after the fact"?
- Teachers need to be paid a salary equal to their responsibilities in a large urban district. Teachers need opportunities for career advancement that do not involve leaving the classroom. The current minimal salary step increases give no incentive to stay in the profession. Staff development needs to be based on each school's instructional needs.
- Excellence is rare. It comes along infrequently and moves on if not nourished. We are truly blessed to have Johnlyn Mitchell as the principal at Benjamin Franklin Middle School. She literally attracts the best teachers, and then utilizes them. Our greatest fear is that we may lose her.
- We need better teachers on the elementary level that are dedicated to low-income. Stop discrimination among students in the classroom. Teachers from feeder schools need to know the curriculum that needs to be taught so all children can function in the classroom.
- Why have the visiting teachers been deployed? There is no connection between the home and the school. That department needs to be reorganized including the department heads.
- Salaries are not competitive with other states of even smaller size. Therefore, it is difficult to attract competent teachers, nor to attract new teachers as a viable career.
- Administrators and staff need more training in people skills, i.e., in giving respect, giving recognition, giving encouragement, giving help, giving training, and at times, giving limits and consequences to each other. When individual "self's" are ignored, put-down, minimized, etc., alienation happens and staff leaves.
- Administrations (principals) should be hired on merit and not by somebody's agenda. Many have no people skills.
- Salary structure for counselors, media specialists, and nurses should be looked at more closely. These positions have represented

promotions in the past, but no longer, since they are tied to teacher salary schedule.

Appendix A

D. Personnel Management (Part 4)

- Work is not evenly distributed in DISD. There is no equity in reference to the duties and responsibilities of the registrars and the data controllers. The registrar's pay has been and still is very low for the amount of work that is being done. DISD needs to look at a good retirement package to offer the employees. We also need to look at better insurance benefits. All support staff is underpaid and the schools cannot function without them. Cafeteria people need to be paid year-round.
- Teachers should be recruited not only on their degrees but their interest in the welfare of children. Salaries should be based on experience only. There are way too many staff development days. The main holiday breaks should be enough.
- Hire personnel in a timely manner. Personnel Dept. should be responsible for recruiting Hispanic teachers.
- The district will let experienced teachers go, then bring in inexperienced teachers to teach our kids. Instead of helping the experienced teachers get the certificate that they need.
- The hiring of personnel should be by qualifications and not by whom you know.
- The personnel staff will need to look at better ways to communicate with district employees (overall). Every time you have a concern in personnel it takes forever to receive a phone call back, sometimes as long as 3 to 4 days.
- I know the district has too much management staff.
- The salary for everyone was great this year, except for administrators with a number of years of experience.
- I am concerned that budget, personnel, and payroll do not meet together. It would put an end to placing the blame on a department, and passing the challenge on to the next department. The staff development department is under staffed.
- Staff development should require more technology training and allow teachers to constantly update their techniques.
- The salary should continue to increase, but base salary on quality and educational level.
- Continue efforts in recruiting new teachers by offering attractive packages. The AC program seems to be working well.
- Staff development should be revamped to include more topics for specialized teachers (i.e. P.E., Music, Art, etc.).
- On-going training is needed for office managers, principals and all others affiliated with the activity account.

- The guidelines for the activity funds need to be simplified. There is so much to be remembered to prevent violating procedures and being fired. How can this procedure be simplified?
- Too many hours after school and on Saturday are spent at school. What happens to our children and families?
- Dallas is not a cheap city to live in; therefore, our salary needs to be higher.
- Every time you call personnel you get a busy signal or the recording picks up saying that they are away from their desk. You always have to leave messages. I would like to communicate with someone rather than their alternative method (Fax).
- I believe local campus administrators should focus on education. The Central office should manage food service and custodial service.
- In many instances, Central administration has personnel assigned to supervising positions, but in essence are trained by their subordinates.
- School management and Strategic Planning all need improvement and more checks and balances.
- Principals should hire personnel that will contribute to campus climate, instructional focus and to minority children.
- Pay raises should be known at the end of the year or before August; preferable before school starts.
- All special teachers are to be trained to write or fill-out ARD forms. They should schedule the training at the beginning of the school year, not in October and March.
- We would like a computer first, then training if needed.
- We have too many students in our classes. We need at least one teacher added to each grade level. The ratio of 22 to 1 is far too high for the children we work with now. There are too many issues to deal with.
- To what extent does the district investigate an incident/charge before putting an employee on administrative leave? The present practice of suspension/investigation/restoration appears to be both unfair and costly.
- All teachers are not qualified to teach their subject.
- To help out recruitment they need to improve salaries and medical coverage, which in return will help staffing. They are not there yet, but I see improvement.
- I think the staff at most schools could choose their staff development better than the district.
- Staff development is important, but shouldn't take too much time. Maybe four days out of the whole school year.
- Teachers should be able to pick things that apply to their teaching level and skill.
- Our teachers need to make more money!

- I go to Gooch and there's a teacher that we have every day that uses bad language towards us kids. She would grab our arms and shake us. She's very rude to kids, parents, and other teachers. There is another lady who can barely speak English. All she says is "Go play" or "You boy wall or girl wall." Kids are fighting every day and she doesn't do anything.
- Recruitment and hiring practices have improved. The ratio of staffing structure for building needs over hauling. If we are to reach our goals by 2003, hire more staffing for Reading Program and Math at elementary level.
- The salary scale went up and so did everything else.
- Personnel management in our school consists of our principal's control and the fear tactic. He single handedly has run off some very fine educators. He has threatened staff to not talk to some of our parents/PTA members because he thinks they're telling us things we shouldn't know.
- As for the district, it appears there are too many top dogs, including the school board members and not enough people caring for the children. Everyone appears to be out for themselves and our kids are the ones who are suffering.
- They must upgrade teachers' proficiencies.
- They must raise starting salaries.
- A principal at an elementary school makes it very hard to gain and keep wonderful teachers. There are not enough principal relations in a positive way with students or parents. No school nurse except on Wednesday's with a temp office manager. Not good relations between the PTA and principal. Some teachers there are not positive role models for our students. The staff they use to monitor the children at lunch are very short tempered, yelling at the children and bringing other to tears. The principal has even brought a few staff members there to tears as well, very heartless and cold.
- Someone with higher authority needs to investigate all of the allegations that have been brought against a principal and his scare tactics and the way he handles the students as well as parents. He has stated he even hates fundraisers and is against them no matter what they are for. So how is a school supposed to thrive for our children and make it a better positive place to be if the principal you have employed there doesn't seem to want to bring teachers, parents, children, and community together for our children. Do our children have to wear jailer outfits before someone hears their cry? Someone needs to stand up for these children if he does not and refuses to work with their PTA. What are the children going to do?
- I know the teachers work hard for my child, as well as, my principal; therefore they deserve better salaries and support.

- We need certified teachers in our schools. We should not hire teachers to teach our classes without the intention of filling the positions with certified personnel.
- Teacher's aides should assist teachers not serve as clerks or coaches.
- Teachers should not be removed from the classroom during a school year for a job in the district office. This was devastating for our students at Woodrow Wilson.
- There is a need for more Spanish teachers. My daughter enrolled in French because our school has not had a Spanish I teacher. It is important for English speaking students to learn Spanish.
- Class size must be smaller. The district's formula for determining teacher/student ratio is misleading. Magnet schools have lower ratios and if magnet school students do better in smaller classes, so will students at Woodrow Wilson.
- The counseling staff at the high school level is under staffed. There is no time to help students with the college application process. The counselors are lucky if every student has a schedule and takes the necessary exams (i.e. TAAS, SAT, and others).
- Some of the best teachers at Woodrow Wilson come from the private sector and do not have teaching certificates. The "bad rap" that uncertified teachers receive is often misplaced.
- The lack of substitutes teachers is a huge problem. The central district does little to help.
- Many long-term dedicated teachers are approaching retirement. When these teachers leave there is the potential for another setback.
- We need to go back to our own substitute pool for each school. There is a difficulty finding adequate subs.
- Two words can explain how I feel about the personnel management: Old and Non Professional. Again, this is a system that should be overhauled with human resource experts. Individuals who are proficient in that area, not teachers and principal. There are HR experts who have matriculated through higher learning institutions and have spent many years perfecting their career in this area. Let's hire them to do the job right. Maybe with proper personnel management, the pay scales can be overhauled and we will not experience folks doing the same job, but their positions and salary are different, i.e. Specialist I, II, III, and IV in some departments do the same essential functions and tasks but they are not equally paid.
- These practices are a political arena. Qualified persons are never called for interviews, while nepotism is very alive and well.
- John Neely Bryan needs assistant teachers so the teachers can do their job.

- We should be able to hire retired professionals because they are available, but Texas says they can't teach. I feel this is ridiculous because they are older people who know what they are talking about and how the subject fits into society.
- Dallas ISD needs to reward their teachers without having to ask. We seem to reward administration steadily enough.
- The district is making great improvement to attracting teachers by making salary appealing.
- The staff development is great.
- Salary is becoming more appealing in that we have started improving in how we rank with other districts that have the rating we are striving for.
- There was job posted in the Dallas I.S.D. website for "Executive Director - Academic Affairs," some of the job requirements was supervising, hiring practicing, and reviewing and revising district documents. The education requirement was only a Bachelor's degree. The salary range was \$67,000 - \$105,000. Why is someone with only a Bachelor's degree making this kind of money? This is more money than a veteran teacher with a Ph.D. Something is wrong. Why is this person supervising others who have a Master's degree?
- Dallas I.S.D. needs to review its hiring practices for administration staff (meaning all those above the principals). Personnel offices are a joke. They can't get bids on insurance, can't get your personnel folder straight, and are very unorganized.
- Clerks should know how to talk to the parents. Most of the staff does not speak.
- With the advent of this insurance fiasco! The district salary and staffing structure should be reviewed. The district is a great place to work, but the incentives to join the district are lacking.
- Most of the staff development provided by our school is very good, but the district requires too many hours of staff development. This doesn't leave sufficient time to plan and implement the strategies taught.
- Most of the staff development is very structured and enlightening to help our students and faculty. We hope as the year goes on we will have more to work with and be able to work for our students.
- There are too many A. C. teachers being offered positions with salaries that compare to teachers that have been in the classroom for years. Many teachers have to moonlight in order to make ends meet. Staff development should focus more on teachers planning academics together.
- Increase all teacher salaries up to \$50,000 annually, maybe they will do a better job since George Bush has mandated the students to pass the TAAS, and maybe the Dallas ISD will not put all low-income or single-parent children in a special umbrella. The

superintendent needs to change the hiring policy for recruiting from the best schools. Give them a battery test to see if they will pass the high school TAAS test.

- The district really needs to get serious about their commitment to educating our children. In order to provide the quality education, we need quality teachers. In order to have quality teachers, we have to offer a competitive salary, affordable and quality benefits, and the respect and freedom to speak and be heard. The district has consistently given "lip service" to putting our kids first and their education. Yet, they consistently do things to slap the teachers in the face, and if they don't wake up and really put the children first, they will forever have a teachers' shortage and low morale which spills over into the classroom.
- The salary initiative approved last year to reduce the number of step to reach maximum salary should be maintained.
- The principals one high school manage by oppression. They take students side on many student/teacher confrontations and do not let seasoned teachers have schedules that most suit them. Instead, they put new middle school transfers in positions for which they are not best qualified. They also intimidate teachers to pass football players who have failed.
- The head football coach has no teaching assignment. There are too many football coaches. Some coaches are not certified in subjects they are teaching and some don't have a degree.
- The principal at our elementary school has demoralized teachers and staff, which directly influence the students. Morale is exceedingly low.
- Too many of our classrooms are overcrowded. We need more teachers. It is unfair to expect teachers to do an outstanding job in that environment.
- The pay scale for some of our DISD administrators should be reduced.
- All employees should be treated with respect and courtesy. Teachers and administrators need to feel valued.
- The district did well in restructuring professional staff pay schedule. The process for support needs to be addressed and schedules need to be compressed.
- The grievance process design needs change. It needs impartial third party.
- Personnel is not accessible by telephone or visit. They are also understaffed and not computerized.
- Hispanic complaints about hiring suggest race as the issue.
- African-American workers feel harassment in Hispanic schools.
- People get assigned to administrative position without the skills.
- There is a shortage of substitutes and the teachers are suffering.

- We need attractive packages for hiring and maintaining qualified and certified teachers.
- Teachers need to be appreciated and respected.
- Recommend a DISD program to encourage graduates to become teachers.
- Exit interviews for teachers who leave should be mandatory.
- We're seeing qualified Hispanics being overlooked.
- Some foreign teachers who've come over here to teach get hired because they normally get their transcript certified.
- Most job positions are wired.
- We need a monitoring system to monitor all the teachers.
- The superintendent turnover is having a negative effect.
- Pay disparity is hurting morale.
- People who leave come back making more money.
- Retain qualified professional employees.
- Continue the restructuring of the teacher salary schedule.
- Improve health insurance benefits with lower premiums.
- Adopt meaningful curriculum that teaches the objectives, not the TAAS test.
- Limit meetings, especially unpaid ones, so that the professionals can spend more time doing their jobs.
- Pay a translator stipend to employees required to use this skill (e.g. Diagnosticians and Psychologists are required to use the language of the parent and child when diagnosing special education students).
- Reward National Board Certification.
- Reduce paperwork, especially repetitive requests for information, which should be on a computer.
- Develop an effective workforce by supporting: a systematic, goal-driven professional development; a mentoring program for new teachers and teachers new to the district; peer counseling for teachers in need; a continued partnership with union on classroom management and organization; and, assisting employees to gain skills at communicating with non-English speaking parents.
- Process grievances in a timely fashion.
- Implement grievance decisions in a timely fashion.
- Change the district image so that the employees are proud to work for the district.
- Eliminate excessive handwritten paperwork by implementing a systematic, districtwide computer system that is accessible for all employees.
- Take positive action on issues addressed by employee over many years such as:
 - Initiate twice monthly pay for all employees, not just biweekly employees.
 - Pay for unused sick days.

- Enforce the restriction against fundraising sales of snack foods or use of snack vending machines during the school day, especially at mealtime.
 - Establish an employee ID number in place of the use of social security numbers.
- Respond to support employee goals such as:
 - Restructure the support employees' salary schedule for equity and clarity.
 - Cease the use of teacher assistants as substitutes.
 - Pay a translator stipend to employees required to use this skill.
 - Provide equity for support employees employed prior to 1986 by granting them previous work experience credit similar to employees hired from 1986 on.
 - Provide longevity pay similar to the professional employees.
 - Improve health insurance benefits with lower premiums.
- Educate the legislature about our need to use property growth in assessment to its fullest, instead of being capped by the 8 percent growth law currently in place.
- Transitions in leadership have resulted in top-heavy administration.
- Restructure of personnel must make quality education the priority.
- Develop an inclusive and exhaustive Staff Development Plan for Teachers, Administrators, Central Staff, and Board Members.
- Require all Administrators and teachers to take courses in Ethnic Studies and sensitivity training that will help them to understand the children of all ethnic groups and their educational needs. There are historical and cultural differences between all races of people that all teachers should understand.
- African American students who are behind their Anglo counterparts should be provided what they need to make them as successful as Anglo students. African American students are behind because of deprivation, poverty, oppression, and racism.

Appendix A

E. Facilities Use And Management (Part 1)

- We need more land to put in portables. We are past 100 percent capacity. Need to hire more custodians.
- The problem we have at our school is that many times the custodians do not have the chemicals they need to clean the building.
- Our custodian is a very hard worker. He needs more help. He only has three assistants each day and when one is out sick, he does double work to have our building clean for the students each day.
- Planning for the use of the classroom facilities is very poor. Some schools are overflowing with students in portables while some rooms in the building are set aside for storage of old desks or for parent rooms when parents barely use them. Let's get all elementary students out of portables and into safe and clean buildings. It is amazing to see churches and offices being built today with state-of-the-art technology, exquisite furniture, gyms or exercise rooms, beautiful landscaping, etc., and many children attend school in shabby portables where they don't even have a bathroom. It's like our students have to go to the outhouse as it was before bathrooms were in most American homes.
- I would like to see more workers in the area of maintenance to get the job done more effectively. I like to have repair in bathrooms, hallways, and throughout the building in a timely manner. The same problems shouldn't last from year to another. The workers shouldn't be overworked if someone is out. There should be a sub to replace them in their absence. The other workers shouldn't have to take on double responsibility.
- Short of help due to the school enrollment. One vacuum cleaner working, one plunger, shortage of keys in areas normally worked.
- Workers are not paid when they work on their breaks and they are not always paid for overtime.
- Accidents are not reported and there is no form filled out.
- Almost all school buildings are overheated in winter. During hot months the air conditioning does not work properly. The students achieve more with a good climate.
- We need improved facilities for sports program in southern section of Dallas.
- Stop using toxic materials. Please paint on weekends or during the summer when buildings are empty.
- We, as citizens of Dallas need to focus more on the benefits and education of our students like you have at other schools like Mesquite, Highland Park, Rowlett and Plano. They focus on their

kids like each school has special campuses, every band has a decent field to practice on, each band has instruments, and decent places to enjoy extra curricular activities.

- Maintenance and custodial services are excellent.
- Controlled heating and air conditioning.
- Monitoring of parking area-glass and debris are problems.
- Fence enclosures are needed for parking lot for security purposes with a person on duty.
- Reserved sections are not respected. A visitor's parking lot is needed.
- It is time to hire master custodians. Time is out for custodians who merely empty trashcans. Why don't they receive inspection and assessment as teachers do? Restrooms in particular schools are disgraceful.
- I am concerned that some schools have lovely grounds and others have very poorly kept grounds. Paper in the yard, weeds and unkept lawns, little or no watering on the grass are just a few of the things I've observed. I'm a community leader, not a teacher so I can't speak to facilities planning on energy use. When I've volunteered my services for the past 14 years, the school has been very clean inside. So commendations inside the building. Let's work on the external appearance.
- J.J. Rhodes needs to build the portables on to the school for safety and security reasons. Also, J.J. Rhodes has the best custodial services in the district.
- We need an updated coding system in J.J. Rhodes because it is really, really hot in the summer.
- J.J. Rhodes need a larger cafeteria and A/C unit update to maintain such an older building. Our school has no playground equipment except swings that was there when I attended the school 40 years ago.
- We need girls' locker rooms. This district is too old for us to still be in the stone age.
- Our facilities are very updated with a few minor problems, i.e. parking and lighting. Air conditioning and heating sometimes goes on the blink. Nothing major in this area.
- City Park, one of the oldest buildings in Dallas Public Schools is one of the cleanest and brightest. They have all building codes completed for handicap access. There is a warm, safe feeling there.
- Older facilities are in dire need! HELP!
- How awful to have a teacher in a classroom with 25 young minds enduring temperatures of 90° on a beautiful crisp autumn day. How can teachers function in such an environment?
- We need to focus on renovating and repair.
- We need help with updated air conditioning in our building. Extremely too hot in the summer.

- Facilities use and management should foster strategic planning for the student population of ethnic diversity. Studies should be conducted systematically to plan adequate facilities, custodial services, use of energy, and building capacity.
- Our building is very dirty. Lots of parents have complained but nothing has ever been done. Who gets to do something? Who's responsible?
- Why are there so many portables in our district?
- Why is it so difficult to get portables delivered and set-up? (We requested some in July and it was February before they were usable.)
- When new schools are built, why aren't they large enough to accommodate the projected enrollment? Looking back in 1996, seven new schools opened and everyone of them have multiple portables (none with bathrooms).
- Build new schools that are larger than needed.
- Build modular additions, with bathrooms instead of multiple portables.
- I really have no complaints about this issue. My children don't get sick from building or facility inconsistencies. I don't suffer because of poor maintenance, so I cannot state anything too opinionated in this area.
- Stop building schools that are small. It makes no common sense to build schools (i.e. Mary McCleod Bethune) and add portables the second year after it was built. Is anybody paying attention to growth potential in the area prior to building being built. Somebody needs to do some homework.
- Stop putting predominantly African-American schools request for repairs on the bottom of the pile.
- We need more new buildings. No more portables. Quality control maintenance staff and custodial.
- Build more schools in the inner city. Our schools are crumbling. Even though they're being patched, it's not enough.
- The school Sunset, needs more classroom space. They are woefully overfilled classes and too many portables. The kids feel disenfranchised. Too many students feel that no one cares. The buildings need to be updated and enlarged.
- I strongly suggest that our district facilities planners come over to Sunset High School and do some serious review of the building structures itself. This school can certainly use some refurbishing from the front of the building to the very back. The majority of our children's classrooms are overcrowded and as well as dusty; which can promote upper respiratory health problems.
- I am teaching seniors this year and my desks are so outdated that many of the students are not able to sit comfortably because many of the desks are too small for the students. I've had several

incidents in which a student had to be asked to relinquish his or her seat because the seat in which he or she was sitting had to be given to another student because the desk or seat was too small.

Afterwards, the student who had to move was short and had to move towards the back and could not see the board. I've requested larger desks a number of times.

- School is being used for political meetings by an organization that is in alliance with the principal. It is also a religious group. Where is the separation of church and state? Who is paying for these meetings? School has no money!
- The political group is Dallas Area Interfaith. They need to go.
- Our building is 75 years old with many portables. Please try to upgrade our facility. Rosemont is a school that is overcrowded and has very little room for exercising. Kids need space.
- The custodial services need a lot of improvement. I realize Sunset is an old building but this is ridiculous; under the stage, around the stage, the area of the seating and curtains are terribly dirty, old, and ragged. Why? Who is over maintenance, the repair work that Sunset needs is costly, because it has not been kept up. Someone needs to really supervise these people who work in these areas. It is such an old beautiful architectural building. It's a shame to just let it run down. It should be kept up. Maybe the historical district could help with funding.
- Our facilities could be better maintained and used more cost effectively. Building new isn't always the answer. Remodeling and improving existing structures as well as adding more can stretch funds. It is important to deliver promised upgrades and not let facilities get too run down in order to maintain pride in the surrounding area.
- There is a need for more classrooms at E.B. Constack. The use of the building is fair and could be used if there was places for rooms.
- We have inadequate classroom space. Have you seen SCGC?
- We need more custodial services in the schools.
- Someone needs to check the restroom. I was in one school where the girls' restroom had no water in the sinks. How are the children going to wash their hands? We need to repair these small things, as well as the bigger things. It does not take long to repair a water faucet.
- Maintenance is usually completed in a timely manner for smaller projects. But those projects, which are considered more complicated, the time for completion and the quality of completion is lacking.
- Repairs on buildings are slow. Several men are doing simple jobs and killing time.

- Two portables were added to J.Q. Adams this summer. We still have no sidewalks or overhangs by them. The west wing of J.Q. Adams is so old we cannot have Internet hook up.
- We need more classrooms.
- W.W. Samuell is overcrowded. There are four portables presently and there is a need for more. We need to build another school in this area to service the children.
- Maintenance from the district takes too long for repairs. Custodial service is fair, but more people are needed for custodial services, full-time employees and not part-time employees.
- We need more classroom space.
- My parents always talk about the taxes being raised and there are no clean facilities in this school. Where does the government put the money? There is no toilet paper nor are the facilities clean. Our facilities are deteriorating and there do not seem to be new portables coming to replace those with "ghetto" atmosphere. One portable (six classrooms) is actually a health hazard with mold, etc.
- We need several more schools in this area. New schools are already overcrowded.
- Dallas schools need more classroom space. I have recently returned to my high school and we now have portables. For years that school never had to have portables. The number of students are increasing and we need more space. We need to make the school feel comfortable not bothersome because the room is always crowded.
- Put more money into dilapidating schools. Reconstruct old schools to make them environmentally safe.
- Whoever plans these buildings should update plans. Elementary schools (new ones) have been built for 750 students and there are already 1,100 students in the building.
- Portable buildings need portable bathrooms. We spend good amount of time waiting to go to the bathroom every day.
- We need more schools to help with the student to teacher ratio.
- Planning for new schools should be done by people who know schools. The hallways are not really wide enough. The buildings are very old and the classrooms are too crowded. I teach a computer lab with 24 computers, yet often have 33 students. The A/C and HV is inconsistent or nonexistent. Turning them completely off on the weekends seems to create more of a problem. Perhaps just turning them up to 80° in summer and down to 60° in winter would be better. Each school needs to be in charge of their own controls, not controlled downtown.
- Restrooms in elementary schools that have a large number of portables are woefully inadequate. Portable restrooms are needed. A lot of instructional time is wasted waiting to use the restrooms.

- The elementary school could use one more full-time custodian during the day. Presently, we only have one man trying to do it all. Our roof leaks in many spots and needs to be fixed. One teacher has had a leaking waterspout in her classroom for at least three years. Our school could also use more parking. Some of the sinks have no faucets either!
- Custodial staffs are many times understaffed especially at the elementary level.
- Students in Japan help with the cleaning. Perhaps students need to be trained to have ownership in our schools.
- The more hours of the day our buildings are utilized the better.
- Maintenance of our building is slow. Our buildings are investments that should be treasured. Rust and decay of buildings only 12-15 years old should not be allowed.
- I have had children in Dallas Public Schools since 1983. Tonight, once again while visiting the restroom, I noted there was no soap in the restroom. There has never been soap in the restroom in Seagoville Elementary, Central Elementary, Seagoville Middle School, and Seagoville High School. I have commented/complained about this on and off for years and have been told the kids make a mess with it. They pull the dispensers off the walls. Well, clean it up and put up new ones when needed. This is a basic need and it has been known for at least the last century that hand washing is the best defense against spread of illness.
- Dallas Public School has long put building maintenance at the bottom of the ladder. Too many of our schools have too many portables. Schools are planned and built with no vision for growth. Portables are being moved in when schools are being opened. Portable maintenance is a hit and miss. The environment that some DPS students have to learn in is substandard. Schools built for 600 children have enrollment of 850. Students from those lovely portables come into the building all day long to use the restrooms. This makes for halls that smell like restrooms. This is an unhealthy situation.
- We need a second gym for our kids. There is just not enough room for all the kids. They need a baseball field really bad and field house. It is too bad the money goes where no one knows where it is.
- Thank you to the principal who allows our children to participate in sports and to practice in the gym. This keeps our children involved in activities and out of the bad weather.
- The buildings are not all adequate. There are too many portables even at new schools. And a lot of the facilities in Seagoville are poorly maintained and sometimes an embarrassment. This is very true. There are no paper towels. The hand dryers don't work.

Sometimes, there are no toilet tissue papers and there's always no soap.

- Management response to hygiene and cleanliness are way too slow. It will be next year before anything is done. Protect the health and care of our children.
- Sometimes portables could be avoided if teachers rotated into unused space. I know this isn't the best arrangement, but the portable money could be used to provide additional technology or services to benefit students.
- The people at Seagoville are in desperate need of another gym and more class space. We were told when SHS was built, that when enrollment grew to 1,000 students that the district would build another wing of classrooms, and a second gym. They never did. Other than the magnet schools (not including them) SHS is one of only two DISD high schools with one gym. And one high school has three. The district needs to take care of this.
- Our school is available to anyone who needs a place to meet (within reason). I like this. It shows good community relations. I wish the elementary school was open for meetings.
- We need a second gym, new field house and better facilities for our girls. I feel bad asking for this when there are several schools worse off than we are.
- Kleberg Elementary and Central Elementary have some of the best custodial staff I've seen. These campuses are always clean, sidewalks safe, and hallways well decorated. Environment is important to learning.
- We need better maintenance for all schools. Some of them are trashy.
- It takes forever to get any kind of maintenance done in this district. As a parent who has called concerning several maintenance issues two years ago, these issues are still not resolved.
- The elementary school could have used an auditorium so there would have been enough room for lots of people as well as the children. The bathrooms could be cleaned more often. It's a little hard to play basketball on a carpet floor in the gym.
- The schools all need more custodians and more teachers. You can't do the job without enough help. I have a grandson who goes to this school, and I would like cleanliness and plenty of teachers where he can learn how to be a good student and also that gives a child courage to know how to do perfect in all fields
- Please put soap and toiletries in our schools and mop and sanitize our schools every once in a while. If you want our kids in school, keep the germs down.
- Our school, Central Elementary is dirty. It's a fairly new school but we need a good custodian.

- We have too many portables. The 5th and 6th grade rooms are too small.
- The bathrooms have no toilet paper and no running water to wash their hands.
- At Seagoville Elementary, I have repeatedly found stopped up toilets and bathrooms with no toilet paper for the children to use. The parking is a joke where an old building is said to belong to the city and the city claims it belongs to the school. Therefore, there is no resolution to the problem, just a lot of finger pointing. Central Elementary could be a nice decent school if someone would just keep it up. The school name cannot be distinguished because it's lost all colors and faded.
- Teachers should not have to be subjected to teaching 30-33 children in a portable where there is hardly enough room to turn around.
- The heating and air conditioning units are antiquated. If they are not freezing the teachers and students, they are burning them up.
- No portables should be behind a school because it causes problems.
- We have too much money in this district for portables. Keep our children safe. Portables are unsafe.
- We need our facilities to have toilet paper, napkins, paper towels, and running water in the restroom.
- We need our facilities to be cleaned at least four times a year.
- Students must be taught to have pride in their surroundings. Pitch in to maintain classroom, halls, school grounds, and property.
- Schools are overcrowded. We need more buildings.
- Schools should be used a minimum of 16 hours per day. A two-hour/day shift would allow us to have smaller classes in critical areas.
- School buildings need to be expanded to accommodate our students without portable buildings being necessary.
- In our district we have too many temporary classrooms. Our older buildings are not prepared for the new technology that is needed for classroom instruction.
- The water fountains are half-functional. The water is hot during the year. It doesn't come up high enough and children put their mouths on it.
- There are not enough lights on the parking lots at middle and high schools.
- The cafeterias need to be overhauled. The kindergarten and pre-kindergarten students have to sit in chairs designed for adults.
- New buildings are needed in this area.
- We need new buildings before placing computers in schools.
- A review should be done to see that buildings are physically sound and energy efficient.

- Please help keep our facility clean, the bathrooms, hallways, etc. Paint twice a year and not just when we have visitors.
- I would like to see better facilities for our school. The bathrooms are bad. Gyms are unsafe for athletic activities.

Appendix A

E. Facilities Use And Management (Part 2)

- Most of the facilities are unkept and dirty. Major renovation needs to take place. The daily work performed by janitors can only go so far when the schools need to be industrially cleaned. Why aren't gyms and kitchens air-conditioned?
- Publish everything. Let us see how many times the same roof has been repaired.
- We have some dedicated employees on our elementary school's custodial staff. They're great but we have too many portables.
- The school I teach is in at 168 percent capacity and has been overcrowded for many years. We do have portables but they are hard to come by. As a result, students and teachers are crammed into every available space. Upper grades suffer the most.
- What the heck do we have to do to get on with a bond program and one that is effectively addressing needs instead of just "half measures"?
- We need bigger classrooms in Pre-K and K levels. There should be a ratio such as so many square feet per child. The ways they want us to teach at this level requires centers which take up a lot of space. Also, 4-6 year olds need to be able to move around, they require space.
- Inner-city schools, the old schools that have a naturally mixed population, do not have usable athletic facilities. Some schools have huge athletic compounds, while other high schools don't even have a safe, grassy field on which to play soccer or baseball. The extracurricular amenities are not equal.
- Although the HVAC was renovated, the room temperature in individual classrooms is still not properly regulated. In the main building one classroom will have no air-conditioning and the next room's blower freezes the air.
- I am concerned about the school custodian's office at Gaston Middle School. It is filthy and in disarray. When mowing grass, the clippings fall into gutter and stay there until rain (if any).
- The custodial service or direction under D. Branch has been pathetic. Janitorial staff does not take personal pride in campus. Repair requests are ignored and there is lack of overall vision for future.
- Every classroom should have a telephone and every teacher should have voice mail.
- Classrooms should have decent temperature control.
- The building should be maintained better.

- We need better soccer and softball field. They need to be able to be played on.
- Old buildings need updating and maintenance.
- Why are classes held in hallways?
- If the school year didn't start in the peak of the summer heat, then the district wouldn't have to spend so much for air conditioning the facilities.
- We need a clean building and restrooms that are clean and not broken. There are too many portables that take up so much of our land. We need more custodial services. The A/C is never really working. It is either too hot or too cold.
- Old buildings need upgrading and maintenance. Overcrowding must be relieved. The main focus of the district should be academics, but students need the bonding and support that can be found in additional activities. Our sport facilities in East Dallas are either non-existent or in poor shape. Students often have to have transportation to swim, or find ball fields to practice. Get rid of the portables.
- Why do we put really expensive roofs on our new school buildings? Some of the new schools have really expensive thing in the construction. We should be building nice, sturdy, good quality schools, but the new school on Ross Avenue has a roof that is excessive. I couldn't afford to put one on my private home. Please watch over this way of spending our money. We have so many other needs. Also, the garbage from our cafeteria is not disposed of properly. Let's clean up this area before we have a health crisis.
- A computerized telephone system is imperative to stop wasting teacher's time and for safety and communication with parents. We are in the dark ages. Communication is the key.
- At many schools the air quality is dangerous and unhealthy. Specifically the schools in Area 3 have old, broken air handlers whose filters are not operational. Pigeon droppings, mold and mildew can be found in most of these air handlers. They are unsafe.
- Buildings need new furniture at John N. Bryan. The desks are old, brown, and wooden. The building needs painting around the windows. Tiles are falling from the ceiling.
- Building capacity at Woodrow is a serious problem. We do not have enough room for our regular students and then we are made to house the DCE students and use two classrooms for a handful of students. We don't have room for more portables as other schools do, so why should we have to give up two of our rooms.
- Our heating and cooling system is ancient and seldom works as needed. DISD was of limited help only after three years of constant harassment on our part but still need replacement. Woodrow always ends up on the end of the bond money spending and then

they don't have enough money or they stall forever on doing the work. Woodrow is also seriously short of custodians. Why can't DISD provide that support since it seriously impacts the health and well being of students and faculty? An unclean environment also negatively affects the attitudes of the students toward learning.

- It is difficult to recruit teachers who cannot be told that they will have a classroom when they begin to teach, instead of operating out of a cart like a homeless person; there is no substitute for spending money to build permanent classroom buildings with sufficient classroom space for all teachers. The district needs to modify its staff retention policy. If a principal or high-level administrator does wrong, that person should not be retained by the district in another position, but should be shown the door.
- The restrooms are nasty.
- Schools are severely overcrowded. We desperately need more school buildings.
- Every campus has portables. New schools have poor planning. Facilities are overcrowded and maintenance is poor due in part to understaffing.
- Classes are too large, especially in high schools. Some schools have little or no technical facilities like computers in classrooms, etc. Rooms freeze in the winter and boil in the summer.
- Buildings are unbelievably pitiful. Teachers make each class as comfortable as possible, which is a joke.
- How much maintenance is DISD contracting out? When something in building is repaired, 2 to 5 trucks are sent out. There are so many people assigned to one job. Often these people are seen sleeping or just sitting in these vehicles during working hours.
- I've spoken with people who are from California and Florida, and the building in DISD get a high rating from them, but don't rest on your laurels yet. Apparently, maintenance has a six-week turn-around. Why? This only encourages inaction. The people whose responsibility it is to call them say they only respond if it's a stated emergency.
- Aged, deteriorating buildings cannot be "patched" any longer. Our facility, built in 1957, does not have adequate restroom facilities; adequate cafeteria space; adequate auditorium seating to support population; and, adequate electrical current and outlets to support the instructional programs and technology equipment.
- When will we get a portable bathroom? We have two boys and two girls' restrooms for 600 students. We only have one restroom for 45 staff members.
- Bathrooms are out of date and need renovation.
- Children and staff are ill due to the lack of soap and paper towels consistently. How can this be remedied without a budget for maintenance?

- Why can't we get excess furniture picked-up in a timely manner? If it cannot be picked, where are we supposed to store it?
- Why aren't supplies, textbooks, and teaching resources delivered faster? It is hard to teach a new program when you don't have the materials you need.
- Our school is inadequate for the current enrollment count. There are 600 students, two boys' restrooms, two girls' restrooms and the wiring isn't capable for implementation of new technology. Are we on the list for renovations or a new building?
- When will we be able to receive a portable restroom for students and staff?
- Can teachers be provided with cabinets with locks that work to secure materials in each classroom?
- Currently, our building does not meet the needs of our students and staff. We have presented various proposals on how to solve the problem by adding on to our building. How can the Review Board help to ensure that this problem is addressed in a timely manner?
- Are repairs responded to in a timely manner? It takes repairmen too long to respond to repairs in the building.
- Is the building in good repair? The building was built in 1957 and the students' population has outgrown the building.
- What can be done to ensure schools have adequate supplies and equipment to clean buildings and maintain a healthy environment?
- We have communities of rodents and roaches dwelling throughout our building. Regardless of how much we try to keep our rooms clean, they still are very much prevalent. What can be done about this? It's very unsanitary.
- Our school is in desperate need of additional restroom facilities for our students as well as for the staff. When can we expect something to be done about this?
- We need appropriate pre-k rooms for our pre-k students.
- We need improved lighting throughout our school.
- We have ceiling tiles that fall on the students' heads.
- There is active asbestos in one of the kindergarten rooms. It has been looked at on several occasions by different facility personnel. When will the problem be taken care of?
- All our facilities need help. Our custodians at Hillcrest perform well considering the lack of support from central facilities and maintenance. More money should be allocated for facilities and maintenance and not putting off deferred maintenance for the "bond program."
- Look at equity in facilities between districts throughout the state. Dallas has a diverse student population that we treasure. Urban school buildings and athletic facilities will always look old and shabby without help from outside our district.

- I truly believe we have some of the most effective, high energy, talented teachers in our district. Pay them well, provide decent benefits and then please help us move ineffective teachers out of the system.
- Facilities are not being maintained. Perhaps maintenance funds are being used in the daily operation of the schools and not for ongoing preventive maintenance.
- Older buildings need more maintenance. Custodians are required to keep the school clean and maintained while doing things like moving items, furniture, boxes, paper for teachers and other staff members. Usually one or two custodians cannot keep up with work assigned. Assistant principals end up doing or helping. We need more support staff.
- We desperately need more schools but small educational communities.
- Schools are so overcrowded. I'm surprised the Fire Marshall allows it. We cannot pass in halls during passing periods without being literally crushed.
- Each school campus should have an extra portable for in-house suspension. It is too easy for a child to get in trouble and be sent home due to zero tolerance. As school persons you can get caught up into their game plan if they want to go home.
- Custodians need to be more accountable for maintaining routine cleaning, i.e., sweeping and mopping.
- At Martinez Learning Center, the facilities are always clean and well maintained. The custodial staff are excellent. There is a big need for auditorium and playground facilities. An auditorium in place of a cafeteria would be better.
- Our custodial staff is excellent despite very old facilities. They keep our grounds clean and neat. Excellent job.
- L.G. Pinkston High School is a 50-year old building and is not accessible to students with handicaps. I saw a student today with crutches and a broken leg up on the third floor 52 steps up and no elevator. The only elevator that is available is on the other side of the building approximately 100-200 feet away and it only goes to the 2nd floor. There is no tissue and soap in girls' restrooms.
- The basic areas of housekeeping are kept very well. There's a need to toilet paper dispensers to prevent misuse of toilet paper. Marker board/chalkboard cleaning is not always done overnight with room cleaning.
- L.G. Pinkston High School building is well kept. There is poor use of energy. It is cold in the winter and sometimes no heat. And it is hot in the summer (air is not on when needed). Custodial services are excellent. District maintenance people do not always get to us to make repairs. We have doors and bathrooms that we have been

trying to get fixed for several years and to this date, nothing has been done.

- At L.G. Pinkston High School, the girls' restrooms are absolutely terrible.
- We have what we call Multi-Skill in custodial service and I think we have some of the best trained custodians in the US, because we realize that we are here for our students and the more we learn the better we can serve our teachers and students by providing an environment that is safe and clean for our students to learn in.
- There is a concern that our jobs (support personnel) may be contracted out and I would like to share with you that no outside company can come in and provide the service that we give to this district.
- The district overall facilities will need to be cleaned in a better way than ever before. Right now some buildings you hate to even go in. One particular school has requested that old furniture be removed for over 2 years. Yet this has not happened. The building looks absolutely a mess with this problem. Nothing has been done about it, why. One doesn't know why. All schools should receive the same treatment as far as cleaning and maintaining a healthy environment for the staff and students. The management of the facilities should be handled in the same way throughout the district. All facilities should be available for use by the public within reason.
- Maintenance needs to be better.
- Inspect buildings for mold, leaks, and missing tiles (ceiling and floor).
- The needs to be more the one restroom in building with 500+ students.
- All classrooms should be inside the main building. We need to get rid of all the portables.
- The building needs to be maintained better. The building the leaks needs to be renovated. It also needs to be made accessible for handicap. Example: Install elevator for students, parents, and teachers if the building is 2 or 3 stories.
- One TAG teacher per school is needed regardless of the size.
- The facility at most schools are in good conditions, but some of the classrooms can be painted and some repairs can be done. Most schools need more help in keeping the building clean. Some of the schools are over crowded.
- Facilities/maintenance is selective to certain campuses and managed poorly. It is unacceptable for fungal spores to grow in classrooms due to building leaks. Mold and mildew is also another issue in classroom that seems to be a low priority item. Even with reports and requests being made it is unfortunate issues such as

these that could potentially be a serious health concern are not given a higher priority.

- Site based management is a good concept, because it allows each campus to focus on unique issues for that location.
- The alternative education dept for the elementary schools is far, far too small and under staffed. This AEP setting should have the full service school, nurses, clinics, counselors, etc. However, I don't think that is the case at the time.
- What can be done to better regulate the temperature in the buildings? In the summer the HVAC is down quite frequently, and in the winter it is often difficult to regulate the heat to a comfortable temperature.
- We need our buildings repaired and in good condition for our students.
- Facilities are often rented but funds are rarely given to campuses.
- Schools are still operating trying to make a difference in the children's lives.
- Basic needs items should be purchased for schools, and bathroom receptacles should work properly without backup in system so frequently.
- Portable schools built 25 years ago should be replaced. Air conditioning should be adjusted in every classroom. Elevators need to be in two story buildings to accommodate the handicap.
- More emphasis on campus improvement.
- I am tired of sitting, working, and teaching in either a too cold or too hot of an environment. When you mention or stress this issue regarding the working environment, the building supervisor gets angry.
- The building is in need of repairs. It is an old shopping mall that exhausted it's use. Heating is terrible in the winter and the air is terrible in the spring.
- We are a Pre-K center (Jimmie Tyler Brashear Early Childhood Center) in the Nolen Estes Plaza and as a parent we would really love to see this facility expanded to include Kindergarten.
- The building is not in good repair. The building keeps a damp odor and heat is poor in the winter. The building needs additional rooms for student's population. The building really needs to be repaired.
- The facilities are in awful condition.
- The students need to ride school buses to all functions.
- The facility planning can be very poor. Our school was planned by someone who resisted information from parents, teachers, and administration regarding the particular programs that would be there. Many very expensive changes had to be made due to that "planner" not planning.

- The district builds to a formula and shows no common sense. The perfect example would be Anne Frank Elementary, which opened over-crowded with need for numerous portables.
- You could fire two thirds of the maintenance department and they would never be missed. We had a small job at our school recently and Dallas ISD sent three trucks daily with five or six men. Three or four worked in the building, while one or two "babysat" the trucks and did no work. One man kept his engine running (to keep cool with the air conditioner on), reclined in his seat, and took a nice nap.
- The custodial services are generally good.
- The energy use is a problem.
- Why does that central office control the heating and air at all campuses? Our building is an oven in the winter! The principal should have the control of these things.
- The custodial service at our school is outstanding!! Maintenance? When so many buildings are so old it is tough to keep up the maintenance.
- We need better classroom facilities for teachers to work better with their students. The classrooms are overcrowding.
- We need expansion of our facilities. Please visit us. We actually have teachers that use bathrooms as office space.
- There is a jagged fence pole at the back of our school, which is very dangerous and has not been repaired after these 12 weeks. Our PTA president put red tape over it to lessen the risk of injury, but that was done the first couple days of school.
- The local campus has had to suffer through the poor decisions made by board members and former superintendents. The facilities have not and are not being kept in good repair. Finances are being used to pay for high administrative salaries for top administrators and programs that benefit very few children; i.e. CEP and Edison. The local campuses are very crowded with large class sizes and every time there is a budget crisis, the maintenance budget gets cut.
- We need more space/portables. Every room is used for a class every period. No teacher is able to work in their room during the day. Too many teachers travel from room to room with only a cart for supplies.
- The district should consider the option of community use of facilities after hours and over weekends. This helps tie the community together and gives it a sense of ownership in the building(s).
- A Supervisor of facilities is needed with management experience from the industry, not a former janitor, truck drivers, etc. Who has facility schooling; Engineers, etc. One that is capable of dealing with the educator boards and the public.

- Our school is old and needs basic repairs, which seem to never be addressed. The roof leaks and there is no soap dispensers in the bathrooms. The very basic need is to be able to wash your hands.
- I think the amount of portable buildings is horrible.
- Each of the nine areas needs their own maintenance team and budgets. It takes too long to get repairs addressed.
- The gates in front of the building still have no guides at the bottom and blow in the wind. They will be damaged and end up costing more to repair when they could have been installed correctly the first time.
- Every school that has a portable needs to have additions built on, not if they have 12 or more portables?
- Most maintenance work and repairs are limited to office area, unless there is going to be an unexpected visit from TEA or Southern Association.
- The guys do the best they can with what they have to work with. Quite frankly, some of these buildings should be abolished. They are occupational hazards and have been documented as such. What will it take, a lawsuit?
- Woodrow Wilson is one of the oldest buildings in the district. This school also has a historical designation, which makes modernization tricky. There are some districts folks that have done a wonderful job in helping to improve the quality of our facility.
- The problems at our schools are not easily resolved. These include air conditioning and heating systems, wiring for computers, and not having any space to foster athletics. We have less land than most high schools.
- The custodial services are unsatisfactory. I believe that part of the problem is that the custodian's are directed and evaluated from a department in the central information building. Staff (teacher - administrator) are frequently baffled to understand exactly what the custodians abilities are and by the challenge of tracking everyday maintenance issues.
- Our building has many, many problems that are becoming increasingly difficult to repair. How old is too old?
- Most maintenance problems are repaired at a slow pace. The problem is not addressed at all sometimes until the faculty or neighborhood addresses the problem.
- Most services and energy use is effective with special times of service, which is usually around 4 p.m., but problems occur when certain details are overlooked such as when someone calls in, a fax comes in, or an address is needed.
- Downtown will not meet the need of after school programs with air conditioning or heat because energy is needed.
- Examples are Brookhaven Rays - The district to use W. T. White. (ESL Classes). The money goes into the "general fund" and W. T.

White pays to have the building open and cleaned after they leave. W. T. White should at least get a percentage of the funds to offset the cost of the custodian's salary.

- Facility planning, for all areas require an in-depth audit because our schools are not maintained like our money. All the money goes north.
- The building needs fixing up because tiles are falling from the ceiling.
- We need more of the bigger desks.
- I have been acquainted with Dallas ISD for over 30 years. The schools are filthy (dirty). Students cannot learn in these conditions.
- W.T. White where I had association for over 15 years is an embarrassment because it is too dirty.
- We find that the maintenance and cafeteria staff at our school are very cooperative and supportive of parents involved in extracurricular activities. They will open the building and facilities and work right along with parents who care. Our Dads Club schedules several workdays throughout the year to concentrate on the needs of the teachers. We move furniture, tighten the screws on desks and door hinges. We hang maps, move latches to appropriate heights, etc. The custodial and fast food service staff is outstanding at Benjamin Franklin Middle School. Their budget and resources should be expanded to match their dedication.
- The age of facilities, wiring, seat capacity labs and classroom can't use some technology.
- The district needs a major new construction phase to replace many outdated, patchwork campuses. There are too many back-fitted solutions put in buildings unable to keep up with the demands placed on them.
- Our school buildings are in a sad state of repairs. It seems to be nearly impossible to get repairs done in a timely and efficient manner. Our schools do not have adequate staffing to keep our building clean. I resent having to do endless fund raising to update our facilities.
- There is no system in place to repair broken equipment. There is also no machinist department.
- There is no real budget for repairs.
- At Kimbel High School, three toilets are broken for two years.
- Teachers' lounge has had holes in three windows for months.
- Facility planning does not keep up with demographics. We are just creating portable cities.
- It takes a long time for certain repairs.
- Teachers bring their own toilet paper due to supply shortage.
- Energy management policy limits the use of HVAC.
- DISD is self-insured. Things that walk out are not replaced and privatization will increase theft.

- Facilities need to be conducive to learning. Students should not have to learn under substandard conditions.
- There is heat problem and many schools are too cold.
- Past study shows that middle schools are underutilized and high schools are overpopulated.
- When schools are built, population projections should ensure that they don't open overcrowded.
- We need to pass the bond election.

Appendix A

F. Asset And Risk Management

- I have had time taken from me two years ago. I recovered some of my time but there is still time owed to me.
- Health insurance for teachers should be paid by the state. As a teacher, I have experienced a visit to the doctor for problems with my feet and was told that my insurance did not cover the surgery needed and it would cost me an additional \$450. Teachers are on their feet all day and students do step on our toes often. Also, teachers are prone to catch colds from students. Some students come to school with head lice and bad colds because mom can't afford to keep them home since she is the only breadwinner.
- Health insurance is very expensive due to poor long-range planning by the board. This school has a very good safety record.
- Because of the debacle with the health insurance situation and the school board, the teacher's morale is low.
- Give us free basic HMO insurance like all other state employees.
- We need more affordable health insurance. It is absolutely too expensive for employees. The State should put in more monies for health insurance of the district. Why can't the districts unite and have a common HMO plan with much lower rates.
- If we can pay the superintendent \$280,000 +\$1,000 car allowance and housing and insurance it seems that the health insurance mess warrants some attention for the drones.
- What's up with our health insurance? I can't even find a dentist who will take my insurance. My medical records have been transferred so many times, I've lost years of health history.
- This is an issue for staff and employees and not directly affecting our students.
- Are you aware that the schools might lose a lot of teachers because of health insurance?
- The TEA should pay for all of the teachers' insurance.
- Health insurance should be affordable to teachers and other staff. Substitute teachers should be offered subsidized health care also.
- Please do better in the future for insurance and other benefits plans for our teaching staff. So many have been lost to industry for this very reason and we are already short staffed. Make it worthwhile for the dedicated to remain just that. They come out of their own pockets most of the time for our students to benefit and get no financial gratitude in return.
- Health insurance should be affordable to teachers, staff, and their families. A minimal raise should not be lessened even more by an increase in health care cost. If this continues to happen, where is

the realization of prosperity and the need to maintain one job per person and not two? Somewhere, performance will lack and only the students will suffer.

- Health insurance is hurting many people. Insurance should be affordable to all teachers. You shouldn't think twice about purchasing the best plan because the cost is too high. Students need these teachers around and if one teacher leaves because of cost being too high, then that is one less teacher out in the field.
- Our health insurance is making me sick! DISD dropped the ball in this critical area, and let all of its employees down. There is no excuse for this. We need fully paid health insurance for all employees and their families.
- Health insurance costs are ridiculous. I can get the same coverage (HMO-basic for employee, spouse and family) free at my husband's job. A business with as many people as we have should offer better.
- The insurance is a joke! I'm a teacher and my insurance went from \$379 to over \$900 a month then it went down to over \$600 a month. All of this on a teacher's salary. I know we are losing great veteran teachers at our school because of the insurance problems.
- The teachers need better and more affordable health insurance. If they are out sick how will our children learn?
- Health insurance is much too expensive. My husband has the same policy with the DFW Airport Bond that DISD teachers have been offered and he only pays \$15 a month. The teachers must pay \$250. This is a crime. The state should offer a better plan for its teachers.
- The health insurance is a joke! I'm a teacher with DISD and my insurance went from \$379 to over \$900 to now around \$650 a month. What am I supposed to do? I had plans for my raise. Thank goodness I held off. I have taught for 22 years and am thinking of leaving this district.
- Large companies usually provide or significantly contribute to employee health/dental care. Considering the size of the DISD staff and the educational staff within the state, health/dental insurance should be paid benefit for educators, professional support staff, and other full-time employees. I do not have a problem with a 6-month waiting period for some positions, but overall contracted employees should receive basic benefits, which should include a health plan.
- Bond issuance should not be an at large bond issue. New bond proposals should be reserved for identified projects, not changed or money funneled to a general revenue account.
- Health insurance is not a luxury but a necessity in life. How dare you not provide our teachers with nothing but the best. If need be,

take the money from the top and distribute it to the teachers. The teachers are the ones up front in the battlefields winning this war.

- The teachers need better health insurance. The teachers need more help in the classrooms.
- Without the teachers where would our kids be? Take care of the hands that take care of our kids.
- Shame on the school district for not providing proper medical coverage for our teachers. There is no excuse!
- I had an on the job injury back in 1993. A DISD representative knows the extent of my injury and still knowingly and intentionally misrepresents me. Risk management has been fined on several occasions for treating me without respect. I was somehow terminated from employment without any notification. I was a good employee that just got injured and treated like some kind of animal or just another number for them to deal with. Please help me in resolving this painful life due to neglect from someone who is supposed to help injured employees.
- Teachers should have their health insurance paid for by the school district.
- Health insurance is needed to accommodate all employees.
- Health insurance needs to be accessible and affordable to the employees.
- As a citizen, I don't know what would be best. But someone is needed to take charge. Corruption exists and corruption will continue to exist. But we need some ethical people who are more concerned with improving, managing, and growing the school's assets.
- As state employees our health insurance should be paid for. Other individuals who work for the state enjoy this benefit and should I.
- No person should have to pay over half of his or her raise to health benefits.
- No person should have to go elsewhere for insurance because of the rates.
- Board should explore all investment options for teacher and staff.
- Healthcare should be paid if salaries are not going to be increased.
- A larger portion of health insurance should be paid by DISD for teachers and staff.
- My concern here is that we don't have enough physical trainers for this school.
- It's unfair for teachers to have to pay the small raise they received for additional health insurance premiums.
- We need the passage of bonds in order to upgrade some of the deplorable restrooms in the schools, raggedy curtains shades, and equipment that custodians have to use to clean the buildings. We need to eliminate and minimize some of the portables.

- We need to explore more competitive investment practices for better return.
- Health insurance has become the issue that will make the difference between keeping quality employees and losing them to the suburbs! Something has got to be done to curb the escalating costs. With 16,000 employees we should be able to get a decent policy.
- Please look into the medical insurance contract and cell telephone contract.
- The employee's medical insurance premium costs are excessive.
- The district did not even try to find a carrier until the last minute.
- I am tired of stories dealing with how the DISD accounting group is mismanaging the funds. The health insurance debacle is a good example of this issue with DISD.
- Teachers got caught up in the news that our health insurance plan will change. The DISD acting superintendent has tried to create the impression the premiums are decreasing. Nothing is farther from the truth. When you consider the increases in co-payments, the premiums have substantially increased.
- The money I invest every month in my 401K is not delivered to receiving company until approximately three weeks after it is taken from my check.
- Obviously, the issue of health insurance for DISD workers is a major concern. The state simply must come up with a comprehensive plan to cover and support not only DISD workers but also the educational workers in the state. We have a statewide and local shortage of teachers, aides, and other workers.
- Why would the district even consider anything less than a PPO with a reputable company at very low cost to teachers?
- I'm suspicious of the areas of investments and cash even though I have no information simply because DISD seems to mismanage everything else!
- Health benefits should be paid by the state and the district. Teachers and administrators should not be required to pay for their coverage.
- Repairs and replacement for the curtains' rigging and the light system has been delayed since the 1980's. At present, the lighting electrical system constitutes a fire hazard. The rigging is badly worn since it has not been renovated since 1980.
- The worker's compensation is not adequate enough to compensate the "costs" of teaching. On my first year, I spent over \$3,000.00 of my own money to ensure that my students got to do required activities.
- There is not enough funding for consumable/capital equipment in math, science and technology.

- Health insurance and working conditions make it difficult to attract and retain teachers of caliber.
- If employers in the private sector told their employees that they would be making serious changes to their health insurance, they would be without workers. It is a competitive market.
- The State should take care of health insurance if local can't handle it. This latest DISD insurance deal is so embarrassing.
- The employees of DISD, specifically teachers and administrators, should receive affordable inclusive health insurance. In fact, they should receive total insurance benefits. They are certainly deserving since they have one of the most important jobs in the city. Giving them an additional perk such as paid insurance benefits would certainly offset teachers' relatively low pay scale.
- These teachers deserve better than this current health insurance crisis! We must elevate these issues to a top priority. This type of mistake really wouldn't be tolerated in the private business sector. Education is a business and should be run as a business. These teachers can go elsewhere and find work, then we will be left with an even worse teacher shortage. I am very concerned about what college education majors are thinking when this type of problem is tolerated. The result could be a disaster.
- We need a statewide program to get better bargaining power and spread liability across large population.
- You can't recruit good people without a good benefits package, including medical insurance. If DISD can't manage its records to get several companies to bid on coverage of its teachers, maybe the state should take that function on.
- Paid insurance would bring peace of mind to teachers.
- There are good things being done by teachers every day.
- I am a DISD teacher at North Dallas High School. I have a tax sheltered annuity payment deducted from my check. It is a lot of money, \$875.00/month. I have just found out that the district does not forward those annuity payments to the insurance company in a timely manner. As of today, 11/14/00, my annuity company has not received the money taken from my check 10/25/00. Where is all of this money and in what account? Is it being used? Are there not federal laws addressing the employer's responsibility to transfer this money to the annuity company? I do not trust DISD. There are millions of dollars withheld for annuities.
- I have 12 prescriptions but I only fill six. I cannot afford (even with insurance) to spend over \$250 a month on just prescriptions. The dental insurance I've paid for three years, but I can't find a dentist who speaks English that either any longer takes our insurance or else is taking no more patients. So, I'm going to cancel it. Besides the one time I wanted to use it, I was told that I'd

have to pay \$1,000 out of my pocket for one crown. What happened to insurance?

- Professional educators need a reasonably priced, quality benefit package.
- Health insurance needs to be first class and offered by state legislature to all teachers in state. This would also help in recruitment and retention of teachers. Anything else is a joke.
- The cost of insurance is excessive. The district should consider paying the cost of insurance for the employee, as well as partially covering the employees' dependent cost.
- The health insurance rates are horrible due to administration's inefficiency. That is inexcusable.
- All year long, even while on vacation, educators are thinking, acting, and supporting public education, while in the background our district managers are not looking out for us concerning our health care and well being. The cost of insurance is outrageous to say the least. Considering the size of this district and the monies involved, the management should offer us free health insurance and bonus retirement packages like other large corporations. Why can't we utilize aggressive corporate strategies when we have the opportunity? The board, management, and superintendents should promote positive learners.
- There is a great need for revisiting the district's contract with the insurance companies. Employees are asked to pay premiums in a range far above what other employees with other companies are asked to pay when both the district and the other company has signed a contract with the same insurance company.
- Why is it that the district always takes care of their high level administrators, i.e., superintendents, but not the teachers? If the high level officials have a problem it is immediately resolved but not so with the teachers. It appears in DISD it is the superintendents first, second, third, etc. Students next and teachers last. Take a look at the handling of insurance and this will give an excellent idea of one problem.
- As an incentive to keep good teachers, I believe the district should pay the health insurance benefits for employees and dependents 100 percent. Worker's compensation needs to return to three days instead of 7 days. Yes we have 10 days yearly, but accidents and other reasons can cause need for disability to kick in sooner. Teachers' salary allows us to live paycheck to paycheck.
- The cost of the employees' insurance needs to be lowered.
- Health insurance is a concern in the district. Employees should not have to suffer behind the mistake of an individual.
- Our health insurance is so expensive that I can go to Blue cross, Blue shield and get a PPO policy on my husband and son for less money each month than the basic HMO that the district offers.

Approximately \$100.00 cheaper per month. Bids were not done on the insurance.

- Medical care needs to be more affordable for employees. At the present time, the coverage is too expensive for family coverage. Is it possible to have an affordable state health care plan for employees and their families?
- Some people will have to moonlight to have health coverage and feed their families.
- Teachers are being asked to do far too much paper work. This is taking away from the instructional time from our children. The district wants to raise the price of insurance that is still enough to make you sick.
- Insurance bids are poorly sought therefore higher premiums are a result. There is no reason for the employees of DISD paying larger group rates than a private plan.
- The district should cover employee only insurance since our raises are minimal and consumed by increases in insurance.
- My concern is about our health insurance. All other state employees get free health insurance, why can't the teachers get free health insurance? I'm an employee for the district, why does the policy require me to take out the health plan so that my spouse can be covered? I should be able to insure her without me having to have to enroll.
- The district should convert to a statewide insurance plan and thereby lessen the cost for all of its employees.
- We are in need of a bond issue! I am very disappointed in the insurance snafu that hit our teachers this school year. Someone somewhere dropped the ball. I have heard from teachers that the insurance does not provide very many good doctors.
- The irresponsibility in handling the health insurance for teachers is going to result in an exodus that will leave the most needy children with the least trained staff.
- The insurance rates are a crime! I am insured by the City of Dallas, by my husband, and we had exactly the same coverage by NylCare and we paid \$62 per month for the family.
- At some point, district employees should be treated as other "state" employees, i.e. the insurance area. Each district across the state of Texas should not have to hold a bid process for just its employees. There's power in numbers.
- Just look at our Health Insurance package, we will definitely lose quality teachers because our district is unable to meet the benefit needs of our grossly underpaid teaching force. Perhaps the state legislature will assist in helping districts receive better rates by allowing districts to become apart of the State of Texas Health Insurance program.

- Our Washington National Disability Insurance has proved to be a disappointment. And also our health insurance needs to be monitored more closely. What can be done so the type of problem doesn't happen again.
- More thought went into paying the superintendent than it does the employees and the employees health. The superintendents insurance is free and he makes \$285,000 whereas the support people can't make \$20,000 a year; which is not even above poverty and there is not enough money left each month to pay insurance.
- District employees should have fully paid health insurance. If there is not a class structure in the district, the same perks afforded the superintendent should be afforded all personnel.
- DISD policymakers should be ashamed of the teacher's insurance scandal.

Appendix A

G. Financial Management

- Our district is not paying bills on time.
- Just recently our faculty at a Dallas public school went to a middle school conference in Bossier City, Louisiana. The principal said the faculty would be reimbursed for the hotel and food. It has been over a month and it will take longer before we will see the money.
- The departments of purchasing and shipping have a hard time delivering the school supplies to us on time.
- I feel that the budget division needs to be looked at. The district is slow in paying bills therefore, it affects school with getting materials that are needed.
- More money should be budgeted to the special education department for materials for the students. Resource teachers should have money for hands-on materials and educational technology to enhance pupil learning. Money should be budgeted for teacher aides in every K-3 classroom. Every K-3 classroom should also have money budgeted for monthly field trips paid by the district. It is sad to see any child miss out on a learning experience because mom did not have money for a field trip. Many times the teacher will pay for such an experience out of his/her meager salary. More money should be budgeted to give teachers a week for preparing their classrooms instead of one day. It takes time to put up eye-catching bulletin boards, arrange desks, set-up learning centers, set-up grade books, set-up a calendar for all major events during the school year, pick up textbooks and other equipment, and read the first unit in every subject that you are teaching to be able to gather the resources necessary to deliver a well-planned lesson plan for instructing today's youth.
- Some parents have to purchase Xerox paper as supplies-why? When the district should supply this item. Stop paying the superintendent so much money and put some type of criteria/standards that dictate how much the position pays.
- Get experienced personnel. Check and call references. Only hire a friend if they are qualified.
- Principals don't have enough training in money management. The accounting practices downtown need to be overhauled.
- Teachers of ESOL at one school have received \$900.00 every year to buy teaching materials to enhance the education of this student population. This year, these monies were not awarded to these teachers or these teams. We have asked the principal and the office manager about the budget and the answer has been "we don't know," "we'll look into it." So far, we have not heard a satisfactory

answer. We are concerned this money has been used for other purposes but has not served the children it was intended to serve. As teachers, we cannot question the principal. Maybe you can.

- Let parent know more about school funds and school budget, like how money is being used.
- The Spring budget process is okay. We need a way to truly understand the needs of the local campus.
- Anytime a district allows the infrastructure break down to the extent they are in Dallas, someone is not effectively managing the budget. But no one is accepting responsibility for lack of budgeting.
- The current financial software program is archaic. I understand it is to be replaced. I hope the new system is more "user friendly."
- Campus needs more control in what and how to spend their funds. School taxes are too high.
- My son is in the deaf education department and they never have enough teachers, counselors, speech therapists. They always say budget problems when there is no materials for teachers, etc. Our deaf education department needs help in planning. Currently, juniors cannot take Deaf Geometry unless it is by television link with Austin School for the Deaf. Yet we pay a teacher "A" day and "B" to do nothing but "facilitate" during this time and because of scheduling this with Austin we pay an interpreter to go to yet another Geometry class for my son although he was ARD'd for Deaf Geometry. So we pay two teachers, one interpreter, and Austin television link for one class of about eight children. We need to rethink and meet the needs and not waste what resources we do have.
- I think the salaries of top brass starting with superintendent should be cut and pass some of those funds to give raises to our teachers who are terribly underpaid for the work they do with our children. Teachers have to be dedicated to children to do this job for such low salaries. They all need a 10-20 percent increase in salary to pay the high cost of insurance for themselves and their families. Our children are our future, don't shortchange them before they get there.
- Some well-educated financial CPA should be in charge of the finance in the district and not someone with a BS degree in Business.
- The manner in which finances are allotted is questionable. The emphasis placed on the salaries of higher level administrators does not seem proportionate to the needs of the students.
- There is too much money spent in administration, while the teachers are last to be considered.
- Local campus needs more control or discretion of how campus funds are spent.

- The school budget is confusing. I received a paper as SBDM chair on "my building's needs." It was due the next day! To do an adequate job, I needed time to poll my faculty, etc.
- There is too much money in some areas, and not enough in others.
- Paying for field trip buses makes most fieldtrips inaccessible for low-income kids.
- Someone needs to watch more closely where the money goes.
- There are too much monies spent at the top with very little official responsibility, i.e., lavish office remodels, high and fancy computer systems on every desk at the administration building while dinosaur computers are available for the students.
- With a bond proposal coming in the near future, we need to address overspending. I feel that the district could spend the money a lot wiser.
- Why did Gonzales makes around \$120,000 and Rojas makes \$260,000 with six employees with salaries adding up to over \$1,000,000 and the new guy \$280,000. Where does this money come from when all you hear is there is not enough money for kids and equipment needed?
- Handling a school budget is a difficult task with all of the restrictions and guidelines to remember. It takes away from the administrator's true job of supervising and instructional program. I believe most school administrators are in need of more personnel or flexibility in number of personnel than they are in need of more money for supplies and equipment.
- The budget is a joke. Teachers need to order items that will be helpful/useful to the students and not themselves.
- Budget decisions concerning the purchase and leasing of space needs to be evaluated further than one of "we've always done it this way." Population growth, age of students, and job responsibilities of the employees suggest many alternatives rather than purchase or long-term lease may be a better decision. Some employees do not need offices everyday, because of travel from school to school. The schools in which they work provide them with space. A better use of facility dollars would be to equip the employees with computers, etc. so that office space is not purchased/leased for five days per week when the employees are out of the office in other locations four days or more per week. In addition, students involved in work programs often only attend less than a full day. It seems space could be leased in strip shopping centers, etc. to provide classrooms rather than building new school facilities.
- There is not enough money put into fine arts. The meager budget our band and choir have is an embarrassment.
- We have no problem paying top dollar to our administrators, but what about our teachers.

- If DISD was a union, there would have been a massive strike with the issue of the health insurance.
- I don't mind paying school taxes as long as it goes to the kids but I don't believe it does.
- DISD says PTA is important, but there's little to no monies made available to fund activities.
- Teachers need higher salaries to attract better quality.
- There needs to be more monies allocated for support personnel and assistants.
- Parents need to know school budget as well as PTA. We don't know what money is for what with our school budget for the school. The school could start the PTA off with some fun.
- Any monies that are available from bonds should first be applied to teachers' salaries, textbooks, and classroom needs.
- I believe that the taxpayer's money could be utilized a lot better. First, teachers could be paid more. Funds should be distributed to each school in a fairer manner.
- Accountability needs to be established. We the many assets the district has, no school should be lacking.
- Is internal auditing fair to all schools?
- There should always be an audit ongoing to ensure that tax dollars are being spent wisely. Administration should not be top heavy financially, if teachers are being paid.
- Superintendents should be held responsible for their area.
- Hearings on budget matters should be flexible so that community can be accommodated.
- There should be an open meeting sessions on all budget matters.
- There is too much money in this district for us not knowing where the money is used.
- There seems to be too much inconsistency among campuses when it comes to the allocation of funds to various activities. Some campuses have assistants in the classroom with kindergarten and some campuses do not. Principals (administration) need to be held more accountable in the allocation and reporting of the budget for their campuses.
- All nine board members voted for the health insurance package that took all of my raise, and then some.
- Please investigate how in the world a district can violate LAW by passing a budget without discussing benefits! Please investigate the gouging of employees by HMO and DISD. We welcome a TEA takeover.
- Despite obvious infrastructure needs and the desperate need for more teachers, it is difficult to support a bond issue given the city's past performance. Bond monies have been held for years, the work never being completed or only partially completed.

- DISD is operated as sub-districts, each of which is operated as more or less individually. So the fiscal and operation, budgeting, etc. can vary from sub-district to sub-district. Therefore, standards and expectations vary and allocation of monies varies. Not only is this not fair to employees, but directly affect students and educational outcome as well.
- The district currently spends too much money on mid-level administrators. This money could be better spent at the school level. Obviously, the mismanagement of the health insurance area is a big mess. Our teachers deserve better.
- I faxed the district about a salary question at the end of September. I have not received an answer or even an acknowledgement that my question was received. I think I have been placed on the wrong step, which amounts to about \$4,000 annually.
- There is no responsibility in this area. Money is there to be spent for a superintendent but not to repair schools, add portables, teacher raises and insurance.
- The insurance situation is inexcusable. It has lowered morale.
- I do not know of any areas of mismanagement and financial abuse that primarily began on the campuses. Yet most of the burden of implementing the new stringent "fiscally sound" regulations is being thrust upon schools. The major problems were at the central level. We have many time consuming, unrealistic, unnecessary, redundant practices in place to prevent something from happening at the campus level that never happened there in the first place. The result is less time for principals and schools to spend on instruction and more time jumping through budget/purchasing hoops. Regulations were made to make jobs easier for central staff dealing with finance. Nobody thought or cared whether it negatively impacted the schools by requiring more time and paperwork at our level.
- It would help most people if teachers could receive their wages twice a month.
- Look at how many lawyers are on DISD retainers. There are so many lawsuits in the works against DISD. It is not in private attorneys' interests to settle these outstanding lawsuits quickly. They are dragging them out.
- There is a perception in the community that the district relies on the interest earnings of capital bond funds as a substantial source of operating funds. Is this true and is it healthy?
- Budget is always pre-planned and SBDM can only juggle a few dollars. Maintenance is so bad because there is never any money
- We need responsible checks and balances in all departments to stop theft.
- A positive PR should begin now to get the bond package passed.

- Find better ways to manage money so that the teachers are able to purchase needed materials.
- I have no confidence in the fiscal practices of DISD. Money that comes in, like grants, does not go for the program for which the grant was awarded. Money is siphoned off and misappropriated. Honest DISD employees (former employees who chose to leave) have told me this. Cronyism is rampant. Since one official's tenure, ill-qualified people have wormed their way into positions and command huge salaries. They do nothing. In fact, they are the ones who harm our children by wasting money.
- There is too much funding left to principal's discretion which allows for manipulation of funding while certain departments and programs lose out.
- The office of travel is inefficient. Several teachers going to a conference will have tickets that the district paid different amounts--from \$300 to \$900 for the same flight.
- We need to assure that all activities are funded so that students benefit from a well-resourced school district.
- The time frames used by DISD to set budgets and then inform schools of their budgets is extremely backwards. During the summer, a principal is told a definite budget(s) for planning the next year, however, the monies are not given until well after school has started and then the money given is significantly less than quoted in writing. This is no way to run a school system because the children suffer.
- The head of the committee that was to study or deliver an adequate plan for employee benefits needs to return to our consumer education classes in our local high schools. They have no idea of what they have done to us teachers, just because they did not research it completely.
- Organizations that bring funds, human capital and other resources to the district are often treated poorly; administrations change and the community persons are shifted from department to department, often rudely, as they attempt to work with the proper people in-charge of various relevant departments.
- There should be more financial accountability in all areas, such as the board, the administration and individual schools.
- Check the carpet account. According to rumor, there's a double set of books. Upper level administrators are also rumored to have stolen building materials for the purpose of building themselves a home. It is very lax in accounting. Petty cash vouchers are used for major purchases.
- All I know is that if this money was budgeted fairly, North Dallas would not be the way it is. Some schools have everything, while others have little or nothing.

- There is a complete lack of internal controls. Who was responsible for overseeing the insurance fiasco?
- I have no proof but monies must be going other places than the schools. If every penny were accounted for, PR would be better and bond issues would pass.
- The budgeting process for any organization is an important process for their success. Input from teachers and site-based decision-making committees is critical to the school's success.
- I believe that more money should be spent on textbooks, and the necessary materials needed by our children to develop their full potential. There is too much wasted on the decision of where the money goes.
- Financial management of the individual school is handled well. With the input of the SBMC, monies are spent appropriately.
- Texas Open Record Act should come into play, when parents should be concerned about the budget spending at their child's school.
- There is no trust of the so-called "brain trust" at DISD. How effective can they manage our financial problems when they think of themselves first and everyone else last.
- The community liaisons, as well as parents, need to have some control, and knowledge of budget for parent involvement. Effective incentives need to be identified, developed, and incorporated in the budget for parent involvement. There is a need to share the budget with parents.
- District spends more money defending unlawful practices in Special Education than would often cost to simply follow the law.
- Special Education is funded too much by state and federal money rather than local-state-federal being more proportional and currently stands to lose accreditation due to being so out of compliance with the law. This will result in major loss of funding.
- Special education budget is usually one of the first to be put on the list during budget time. We can spend the money now and educate these students to be able to contribute to society as adults or end the money supporting them with public assistance as adults.
- We are spending money to run a dual system of education that is not cost effective and does not produce quality outcomes for the money spent.
- I know the district has a big budget, but I think it can be handled in a more efficient way than what they are doing now.
- We definitely need higher salaries. This time without going up on the insurance.
- Better health care insurance and higher salaries for teachers and principals are needed.

- More training is needed to handle these types of situations. Help us to help the students we serve. I love all of them and I'm very concerned.
- More attention should be paid to summer employment pay. Example: mistakes being made on checks during summer months which forces the district to take money out of checks over a 3 to 4 month period.
- Teachers need higher salaries. It seems the further away you get from the students the more money you make.
- Higher salaries without taking it out through insurance. Affordable and quality Health insurance is needed.
- For the 1999-2000 school year we were given a \$3,000.00 raise from the state. As of this day I have not received the raise and no communication from the compensations department. All calls and letters go unnoticed.
- Board of Education should consider allocating more money to the campuses and less for the superintendent's salary.
- There is a need to examine the equity in salary for first year principal versus an experienced principal. This causes apathy and is disheartening for experienced principals. District funds should be allocated at the elementary campus for academic teams.
- Budgeting should include some type of funds for helping students with severe academic problems in need of emotional counseling, behavioral issues that can't be dealt with in the school year.
- The district should compensate employees at a fair market value for accumulated unused sick/personal time during their employment.
- Is it possible for the district to write its salary policies in more employee friendly language? The present policy is expressed in such a way that makes it difficult for one to know if he/she is being paid what was promised.
- Misappropriating Funds - Fifth grade teachers in charge of a trip to Washington D.C. could not explain missing money, etc.
- The cheerleader sponsor charged the students for megaphones twice or the students couldn't have it. The price of uniforms is outrageous. It costs \$100 for one blouse made by the sponsor and it is a poor quality.
- As far as the budgeting, there is not enough community understanding at the grass roots level for input. Too much money in administration, and too little money going to the schools and students.
- The financial reporting is adequate for people patient enough to learn the ropes.
- I think there is plenty of waste in the fiscal operations, but you would know better than I.

- The school taxes are probably high enough. The problem is how it is spent.
- The internal audit seems to be O.K.
- It appears to me that there is too much money spent on things that do not impact the schools and children. I believe there is much corruption in the area of contracts for things in the district. I'm pleased with the level of taxation, but I know we will need an increase because our buildings are in disrepair and too small. I feel it's important to clean up fiscal management to increase the confidence in Dallas ISD.
- The financing should be given to the school to better meet the need of the students.
- Financial responsibility should also be given to all students that need transportation to various events that the school cannot always afford. The school budget will not allow this.
- At our school, our principal says he can save money by allotting so many copies per teacher. Our teacher begs us parents to make copies for her because she isn't allowed to make enough.
- I am a parent and employee at this school. The money spent on CEP is abhorrent! The money spent on Edison is tragic. Don't we have anyone who knows how to educate who is already hired inside the district?
- They need to establish practical/visible levels of money.
- I feel that too much money is being spent on administration.
- There is poor use of a lot of money.
- Financial Management is in severe need of audit (Title I, ESOL, DeSeg, Technology, and PACT (grants)).
- The bulk of the computer and technology funds are going to administration. There are two to three computers in two offices for the administrators or secretary. Neither teachers nor the classrooms have access to computers and less than 10 percent in classroom are not on districts obsolescent list. Money for computers obtained from grant to purchase computers (PACT) unavailable. Special purpose labs (business applications) having to be shared for research papers. Appropriate inventory is difficult to maintain (obtain) due to difficulties with changing serial numbers.
- Will there be additional funds allocated to improve security systems in schools?
- In some areas, an audit of district's finances is definitely in order; such as Title I, ESOL, and grants.
- The financial management needs more local control and flexibility for local staff to purchase items without going through district's system.
- The school's budget many not be adequate to meet a federal grant for more computers and technology, but the district should be

powerful enough. The district should pay more money by taking money from older high-ranking administrators downtown.

- If a principal leaves a school financially sound and returns to the area with negative results, should the bookkeeper face problems or the principal only?
- Internal audits need to be done on all DISD schools semi-annually to see if the reports of all fiscal operations are complete.
- I believe that money should be spent on school psychologists and other outreach programs. I believe that kids should not have to jump through so many hoops just to be seen, tested, or diagnosed.
- Are there adequate checks and balances so the monies intended for the classroom actually get there?
- There was no documentation on Adamson High School in the last bond money. The trust is gone for future bond issue.
- Require process that allows for maximum community involvement.
- Insure that educational priorities are funded.
- Require adequate checks and balances for budget development, including development of program budgets.
- Budgeting process must emphasize educational goals and priorities.
- Transition in leadership has resulted in serious budget deficiencies.
- Audit recommendations has not resulted in practices to encourage checks and balances.
- The board must require zero-based budgeting.
- Procurement is a problem, policy is unclear, and the staff is not procurement professionals.

Appendix A

H. Purchasing And Contract Management

- I have never had a problem receiving textbooks or supplies during my 22 years as a teacher in DISD. I just wish that a better system were in place for the distribution of textbooks at the beginning of the school year. Presently, teachers have to pick-up all their textbooks and take them to their room before passing them out to students. This is time consuming and backbreaking especially if it is very hot outside and you teach in a portable.
- We have ordered more tables and chairs for the cafeteria but they have not arrived because the bill has not been paid.
- Minority vendors should be given opportunities in bid process.
- We have found that Dallas Public Schools have higher prices than many office supply companies.
- When bids are made for copiers it is not left to individual school so there are contracts that may not get the service that is needed, leaving schools without copy machines.
- Our classroom has not been issued textbooks for the last two years. We would like to have books and workbooks for our special education self-contained students.
- If DISD can afford to give away computers why can't they fix the ones that need repair?
- I would like to see funds for purchasing being spent in a positive manner.
- The district needs to look into building a school downtown where a lot of growth is going on (high school and elementary). I know about NTW and City Park Middle School purchasing land.
- Buy according to the needs of each school and not cheat the gold stars vs. low performing. Be fair and equal.
- Purchasing new equipment is very tedious. Can this be simplified using web-based companies as a business model? Also, it takes more than a year to receive computers and other technology.
- There is a problem with making students accountable for lost textbooks and with allowing them to remain on obligation lists for extended periods of time.
- Competitive bidding does not always result in the best product, just the least expensive.
- I think they should have more textbooks purchased and more storage area.
- I wonder how much money we lose a year on textbooks loss and inappropriate textbooks.
- The district policies concerning purchasing limit campuses and administrative offices to approved vendors, removing the

possibility of taking advantage of special pricing. The delay in paying invoices makes our business undesirable. Too often we are "on hold" with vendors because we are "slow payer." Confusion is rampant in budgeting about fund availability and expenditures, especially in grant-funded projects.

- A new system needs to be developed to help the local schools. There has been too much brother-in-law business in the purchasing department.
- Textbooks are a big concern this year. New adoptions in reading are still not complete.
- Copier contracts should be handled differently. I don't know if centralizing is the answer because downtown doesn't know campus needs.
- The bid process is laborious and many purchase orders get lost.
- We need a wider variety of textbooks for fine arts.
- I have not noticed any problems in purchasing at this school.
- The students are not receiving textbooks at the beginning of school. My son did not have a textbook until almost the end of the sixth week. The students get angry/discouraged because they can't finish work and if they need help the parents have nothing to help.
- Back in 1985 when I was in school, we had books, material to work with and uniforms to wear to school. If you just put half the effort in getting the materials the kids need to learn with, I believe you would have better grades and test scores. The school year is almost half over and my child still has no books in some of his classes. Torn books are not acceptable when I pay taxes for children to go to school.
- Textbooks need to be updated with updated TAAS materials that students are being taught. Some type of competitive bids should be made on rolling backpacks the children need to carry the load of books they have these days. Our children are getting backaches at a very young age due to the large amount of books and school supplies they have to carry to and from school.
- Children need new and updated textbooks and enough to be given to every child in the classroom. In extra curricular classes such as Band, ROTC, there is not enough materials or uniforms to go around.
- The problem with competitive bid is not knowing the sole source and vendor numbers.
- Items are put out for bid that should be sole source. Everyday Math for instance really slows the process down.
- The "procurement card" has been a very positive addition to the purchasing process. However, unnecessary delays are still experienced when orders are sent out for bid.
- We need to get bids on equipment and books and not fall prey to lobbyists.

- The turn around time for ordering to receiving from service center stock needs to be greatly improved. It seems that there are not enough trucks and personnel to get items delivered.
- Whenever projects go out for bids, you need to be sure that whomever is awarded that bid is going to do quality work, and has a good background. Not just the lowest bidder.
- Some of the books my son has had are raggedy.
- The process that we have to follow to obtain materials for our classroom takes too long. If we place an order in September it may not be received until May.
- There should be more textbook purchases. Contracts should be renewed every year.
- Anyone not living in Dallas County should not be able to bid on Dallas county contracts. Dallas has everything right in Dallas County.
- New textbooks should be purchased every year.
- Bids must be fair and equitable and contracts must reflect the city's ethnic composition.
- Bid process should be posted and accessible for all contractors. New textbooks should be purchased in advance. No school should be without adequate textbooks when school open unless a disaster occurs.
- The principals and superintendents should explore possibilities of purchasing textbooks by areas/region.
- Local purchasing is needed.
- Competitive bid is taking too long to process. Allow schools to do their own purchasing.
- Textbooks should be available to all students and not kept in the warehouse.
- There is a need to have a textbook for each student in the classroom.
- There should be textbooks allocated to every student. If the student loses the book, the parent should be held accountable or the child's report card will be held.
- A thorough review of all schools and the need for textbooks is greatly needed.
- I want to see us able to purchase what is needed for our students' classrooms, gyms, etc. when needed.
- Let purchasing be local and cooperative.
- Maintain the contract process that is in place.
- Textbooks need to be passed out to students.
- We are short of textbooks. Many classes have to share one class set.
- We need updated books for our library. Teachers want kids to read certain books then they should be available at our school.

- There are not enough workers in the warehouse to receive supplies in a timely manner. We should be receiving new textbooks the spring before they are to be used so we can study them over the summer.
- Most of the classrooms do not have enough textbooks. In my classroom, I have about 40 students without a textbook. Our principal is the best principal in the State of Texas. However, she can't do it all without the support and assistance from the DPS district.
- Textbooks need to be stored in better facility, ours is too wet and too small. We also need new bookshelves in our rooms.
- Our books were delivered very late because the district said they only had two truck drivers and they couldn't find the books in the warehouse. Also, despite what the district promised, some things did not get included in the package.
- Textbooks are not delivered in a timely fashion especially for schools on the year-round calendars.
- I don't like the idea the district is lobbying to contract with one soft-drink company to provide product to all schools. Previously, all schools had chance to coordinate their own deal with soft drink company, and use funds donated to the school to fill any needs they see fit. God knows where the money will go and I bet little of it will go to the schools themselves once it is coordinated by downtown.
- Textbook purchases should be made with more teacher input. Teachers should be able to vote on textbooks. Just giving our opinions doesn't count for anything because some board does what they want to do in the way of selection. The board may have an idea of what the district wants but they don't know the kids like we do and they don't know if it's "teacher friendly" either.
- Bids are necessary but it is such a pain. One warehouse has such poor repaired trucks and service is pitiful.
- The complex system of purchasing supplies prohibits teachers from purchasing necessities for the classroom as soon as they're needed. Orders must be placed six months in advance. Teachers can never take advantage of sales or specials unless they spend their own money. As a result, higher prices are often paid.
- One way for students to receive the education they need is for their classroom teacher to decide on the materials to use. Every school is different. I've taught in three different Dallas schools and each one was different. I feel if teachers and communities decide on the material there would be better materials out there. Textbook companies would become more competitive and prices would come down. One textbook does not work for every student.

- Order requests are backlogged. Teachers ask or order quality items but the district changes orders and does not deliver quality in a timely fashion.
- Science was required to choose only one text for all students. Other districts distinguish texts for sheltered or regular honors students.
- The competitive bid process is horribly slow and inefficient which when added to the many deadlines for using different budgets or monies makes it quite difficult to get materials. Every time I have had to go through this process, paperwork would get lost at Purchasing and I would have to go down there and hand carry my paperwork through. It is not very efficient especially since those people are getting paid to do a job, which they are not doing.
- We need to strictly enforce the P.O./voucher issue for purchases. Open PO's for \$1 million or more have been issued directly out of compliance policy.
- All children need textbooks and not a copy of each chapter.
- Concerning the recent insurance fiasco, I would say the competitive bid is not working very well. In Plano recently, there was a miscalculation of funds and their chief financial officer immediately resigned. In Dallas, in the aftermath of HMO Blue Gate, the perpetrators are respectfully not named and still have a job, even though by any standards they would appear to be inept.
- The district has a cumbersome and lengthy purchasing process. Orders are routinely lost or never submitted. The district is very late paying bills. Yet, somehow, if you work in administration, you can pay for big purchases with petty cash vouchers. The financial aspects are literally criminal. The rumored theft and graft is rampant and deep-seated. The district has been milked as a cash cow by a variety of forces and she's about dry.
- What happened to the funds for equipment ordered but never received? It's ordered and we paid for it, but we don't get it. It's as if the money is sucked into black hole.
- How many businesses refuse to run tabs with DISD because we don't pay our bills?
- There are always rumors concerning graft and lots of it; for instance, computers meant to be purchased new from lowest bidder come to us labeled refurbished.
- We need to tally responses on textbooks. We need to get the textbooks the teachers voted on.
- The purchasing process is basically a sound procedure. Staff members, grade levels and departments are allotted certain funds with instructions to spend by a certain date.
- Purchasing sometimes takes too long to complete. It sometimes takes several months before you receive what you have ordered.
- Purchasing is done well at our building level. Our principal insures that all funds are equally distributed throughout our grade levels.

We generally receive all of our merchandise in a timely manner. Even the purchases of major items seem to arrive quickly.

However, as with any other entity there are occasional flaws and slow downs. Sometimes orders are backed up or held up. We usually receive these items at a late date, but still within a normal time frame.

- The procurement care process has been the most positive asset for our district. The buyers are really great. They are service oriented if they are called on. The textbook numbering system for the new K-3 adoption is absolutely awful.
- "Stop Waste." Purchase books only if they will be utilized.
- I understand that it is important to make sure materials bought for the school are cost effective, but sometimes it takes so long for the bidding process that by the time materials reach the schools the semester or school year is almost over. There needs to be a system where someone can go out and purchase materials and get them to the schools in a more timely way.
- Teachers should be allowed to purchase items from any store in the Dallas area. When we place orders in the spring it takes the district too long to get the items ordered.
- Purchasing is not utilizing technology for it's designed purpose. Instead of receiving needed materials in a shortened length of time the campuses go months without receiving their orders.
- Why does it take so long to get items through purchasing? Turn around time needs to be shortened for P.O. # and actual receiving of orders.
- Our school has furniture in it that should be considered antiques. I am using desks that were in the school when I attended there in the 60's. Our school looks awful on the outside. The windows have fallen out of the frames, paint is falling off in large pieces, and it needs sandblasting. Tiles are falling out of the ceiling. Furthermore, our custodial staff does not understand that their job description is to clean the facility daily.
- It takes too long for our supplies to arrive at our building.
- My experience with purchasing is limited in that I am a parent volunteer at my school and I understand that all copiers must be Minolta. We have had problems with them sending the wrong toner and it is impossible to have accountability when downtown controls this issue.
- There seems to be too much red tape for our teachers to get the supplies and things they need.
- Why do schools have to purchase through the district at higher rates on certain items, such as computers? Why can't we get the bid and submit it to the district for approval.
- Purchasing has made much improvement. Particularly with the MWBE initiative.

- We need more local control regarding purchasing, which means by-passing district's elaborate system of doing business. Textbooks must be in schools when the first day of school begins and students should be allowed to keep their books during study time before finals.
- Nepotism all the way. Friends and family are considered over everyone else.
- Supplies are not equal to need. The budget is not prepared for enrollment increase.
- Textbook adoption seems to be a formality to appease the public while the board determines the textbook they will recommend.
- Retailers under active contract would reject purchase order due to slow payments.
- Maintenance people need procurement cards for small items.
- Teachers have no laminating supplies since August.
- Line item code budgeting squirrels away money and it is unmanageable with huge number of codes.
- The district lacks political will to enforce contract warranties and vendors will walk away from remaining dollars.
- Old purchase orders budget money used are typically not refunded until six months late around Christmas.
- The books purchased were not the teachers' choices.
- If one book is piloted first, all candidates should also be.
- We need better solution for bad books than leaving them on shelves.
- Books are removed, out of adoption, before replacement books are available in the district.
- School supply orders from teachers take too long. The school office manager can't help and there is no policy delivery commitment.
- All business accounting and payroll systems need to be fully integrated.
- Purchasing process must be streamlined and computerized.

Appendix A

I. Food Service

- The teachers want better food and more choices of meals.
- Students do not like it because the menu does not change often.
- I have a big concern with the quality of food in our cafeterias. It is loaded with fat and is non-nutritional. We spend more money buying chips and sodas. Our priorities are more with getting more money than the health of our children.
- Principals encourage teachers to have their students fill out lunch application forms to get federal funding. The students may not be qualified!
- We need better prepared meals less sugar in the mornings. They should not have to eat cold food that should be hot and hard breads or burnt food. The meals should be done with love! It should not take all year to repair an ice machine or dishwasher. There are lots of teachers and students that prefer not to eat in school cafeterias because of the looks and the way the meals are prepared. Supervisor and district managers should see that things are done right. When there are choice days some of our students are forced to take what is being served. That's not fair.
- The food service at John W. Carpenter has improved greatly. Previously, students were getting sick from the food. Meat was never cooked well done or done.
- Too much salt is in the diets for children's menu as well as adults. Adults do not get enough of proportions. Teachers work hard, pay for item in classroom, and get four fish sticks! Shame! Give us some food like Richardson ISD.
- How is the food service subsidized? The majority of the complaints I received are the bad attitude of the workers. Some training is needed.
- We need food with less fat, more frozen veggies, and fresh salad without processed meats. Incorporate one fat-food product once a week. There is too much sodium in the food.
- It's hard but from what I can see you can't please everyone. Keep up the good work.
- To save money you have done away with cooks, and so lowering the quality of your product to the students. Centralized food service has produced a product that kids don't eat. Start looking at Highland Parks Schools with more fruit less meat. Where you have a salad it's frozen and soup is watered down with no taste. Require spot inspections and have supervisors eat food everyday.
- We need more pizza lines or longer lunches.

- Teachers have to pay too much for meals. Can we privatize the cafeteria? Other school districts have "fast food" companies serving food.
- Some of my children, I have three students here at Sunset, have gotten sick on this food, not often. But I'm afraid that if food is not fresh, someday someone is really going to get sick and that is going to raise a lot of questions.
- Are food services folks still stealing? Sorry that's not nice, but if they're taking the good fresh food and leaving the expired and outdated food, it could be the reason students are getting sick. I'm sure my kids aren't the only ones.
- We need better food for our children.
- We need better training in cafeteria.
- Some schools need new equipment and some need to keep cafeteria clean.
- The food is too expensive and the quality is not good in most elementary schools. I imagine it is the same in most schools.
- Why is it that when students give the cashiers dollar bills, they are told to move on and not give any change, let alone correct change for what they are buying which probably only cost 40 cents to 60 cents to begin with. We parents don't give our children money for tips to the cashiers.
- Nutrition should be the top priority in the cafeteria. Also, children have to be allowed to talk. Socializing is very important in enhancing a child's ability to be productive. In many cafeterias, I have seen children not having all the food groups for a balance meal. It should be implemented by the cafeteria staff.
- I would like to bring the attention of the board. Students should have a more nutritional meal and shouldn't have to be under any stress from the workers in the cafeteria. The lunch cards should be voted out and the students should be given a number to remember so he or she can eat everyday. When students lose their cards they and the parents have a hard time trying to get one replaced. Why not vote to do away with card and let children remember a number. I think that would help out a lot.
- There should be more cafeteria space for students. Children shouldn't have to bring their lunch because the lines are too long or maybe skip lunch because by the time they get to the front of the line they only have 5-10 minutes to eat. Cafeterias should be expanded and have a better structure for serving.
- The prices are entirely too high for the quality and the amount of food we receive. If you plan to raise the prices, make the food taste better and the students receive more.
- The environment in the cafeterias and food service areas should be more child-centered. Furniture and cooking fixtures need to be updated and upgraded.

- Again, if the problem in this area exist, I would want to believe that these problems exist for lack of funding and not for any other reason. I had encountered concerns with this matter and all the other issues with only few exceptions. I do however see an improvement in my children's comments about their lunch food at school.
- We talk the talk but not walk the walk. In nutrition, the cafeteria workers are not trained properly and not enough effort is put in our children's nutrition.
- In general, our cafeterias are doing the best they can with what they have. Food quality and selection is a problem. Pizza every Monday. Cafeteria personnel need workshops in working with the public.
- Students should be offered less carbohydrates especially soft drinks. The connection between learning and nutrition is clearly established. Is the contract from a soft drink manufacturer worth the educational price we pay?
- Our students are not eating nutritional meals. They are eating junk food because there is not enough time or just no interest in what is being prepared.
- The prices are too high. The meals have really changed a lot but I guess they are giving the student a better meal.
- The cafeteria food is fair and can be improved. It is hard for students to choose food from the cafeteria when junk food is available for them. Big business contracts like coke and others is the student choice for lunch. Why are these businesses in the school?
- I would like to see more inspections of district food service.
- Elementary school cafeterias are so limited. Teachers are treated like children in choices.
- The food is somewhat child friendly but usually pretty bad. The children throw a great deal of food away.
- You need more choices at elementary level. Making kids take food they don't like and won't eat is ridiculous. Often the food is quite bad. Opening up and pouring out milk when children are hungry seems wasteful. Someone should check into the federal lunch program for ways to get around this.
- The food at the elementary school has good days and bad days. Sometimes the chicken nuggets are too hard and sometimes the food does not look fresh. Maybe the menu could be updated and switched around a little bit.
- This group works hard and is much criticized. I think they do a good job.
- There is too much pollution generated with excess use of plastic and throwaways. Ten years ago we did more environmentally sound dishwashing.

- We need food in the cafeteria that is enjoyable and tasteful. The prices for adults are too high and most of the time they are out of items and it still cost the same. Students do not have enough time to eat.
- The lunchroom workers at Seagoville Elementary scream at kindergarten students. I saw this myself while visiting SES the 2nd week of school. I assure you, the student would be disciplined. These people are setting an example of behavior to our children, which is absolutely unacceptable.
- I know the food line workers and the supervisor aren't very nice at the elementary school. They have been rude to my child on more than one account. They will only accept lunch money on one day a week. What if you can't get there on that day? And sometimes the kids find things in their food.
- Dallas Public School's lunches are horrible. I am a district employee who started in food service thirteen years ago. We took pride in our food. Now everything is packaged and few menu items are made from scratch. Not only does the food taste bad, the way it is just thrown on the plate for the children is sad. Should it ever come to a vote, as a parent and an employee my vote would be to privatize this department along with the custodial department.
- The food is horrible. It's cold. The staff (except for a very select few) is very rude. Could probably use some behavioral training themselves. These are children and not animals. These children are used to throw the entire lunch away without eating one thing. I wonder why they even buy lunch at all!
- At Seagoville High School the prices of lunch for staff and teacher differ from day to day. This year we have had much better food.
- We need more time to eat. We need more real meat not soybean meat.
- Everything here is positive except perhaps the continuous quality of food. Overall, the cafeteria staff does a good mass feeding. Overall, the cafeterias do a good job, however, the meals are not always the best when it comes to balanced food groups.
- I was surprised at the variety the students have to choose from. I have heard complaints about quality. My concern is the length of the lunchtime. It is hard to stand in the long lines and have time to eat in 30 minutes. This has not changed since I was in school.
- My class eats at the first lunch period and the food is never ready on time. They have to enter a later line to buy snacks.
- The cafeteria people don't clean the cafeteria after breakfast. My kids eat at the first lunch period and we have to wash the tables before we eat.
- The facilities are good but the schools need better quality of food.
- Schools don't do a good job of publicizing what is served in the cafeterias. The foods are nutritious and lots of choices. There is a

big problem with competitive foods being sold during lunch periods. Cafeteria standards in DISD are very high. Only four-percent milk is sold in schools. Once a week sirloin steak is sold in hamburger. At least three fresh fruits are sold daily. A minimum of four vegetables is sold daily. Cobbler is sold everyday.

- Keep food service as a department of DISD and not farmed out.
- High school menu has a choice of 14 entrees daily with a large selection of fruits and vegetables offered on every line daily.
- The cost at \$1.00 for students and \$2.25 for faculty and staff can't and won't be beat by a management company.
- The problem in schools is that candy, cokes, etc. are being sold during lunch therefore causing students to spend their lunch money on junk food rather than the nutritious foods offered in the cafeteria.
- Keep food services a part of the district. Nowhere can you get choices of food for the price of \$2.25 for non-students and \$1.00 for students. A wide choice of foods and a minimum of 14 entrees a day in high school and a minimum of five entrees in elementary schools, with no more than 21 percent of calories coming from fat.
- Too much pizza is being served everyday. Children are throwing away too much food. Something needs to be done.
- The cafeteria facilities and equipment is out-of-date.
- Nutritious foods are needed.
- Cafeterias are overcrowded and students do not get enough time to eat a meal.
- Inspection should be done twice a month or more. The cafeterias are nasty.
- A better meal plan is needed and a variety of foods need to be served.
- Make healthy foods available to students.
- Remove the idea of being cost effective with the food.
- Feed the children meals that will help with thinking and learning.
- Send the food services staff to conferences and different training programs to increase awareness of eating patterns in students as well as additional recipes that are good and healthy for students.
- For 1,724 students, the cafeteria is too small.
- Have better, healthier food and food that the students would want to buy.
- Have more vending machines with healthy food in them. This would keep the kids from leaving the schools in the morning and mid-day.
- Cafeteria does not look like a place you would want to eat in. Make new changes.
- Foods for our kids are not good. They don't eat it. Let's start fitting their needs. We fix nutritious lunch and they don't eat it. Let's ask them what they want for lunch and fix it.

- I love the desserts.
- Food services need to have more people hired that can see that the children get the paperwork processed quicker so they can start receiving their meal card.
- Lines are so long that sometimes my child doesn't get to eat. Given home situations many of these children come from, why would you do any less than give them the absolute best in quality food and choices? Most of the cafeterias are unattractive, unappetizing, and just plain dirty. Immediately redo all middle school and high school cafeterias to offer a "food court" atmosphere and food selection. We're not talking extra cost, just reorganization.
- Give some thought to having parents volunteer to serve everyday. Many districts do this. It takes some organization but it works great. The money saved from salaries can go to improve the food quality, and kids of all ages like to see their parents at school.
- Elementary school cafeterias should be cleaned from the bottom up and made attractive even with seasonal decorations. It would be cheap, but again would make a world of difference. Again, enlist parents to do the serving.
- We need food that will be eaten. Remove all candy and soda machines especially over-priced products.
- While the food could be better at times, this is one department that's actually trying to do the right thing. This group of employees is extremely underpaid.
- The food needs to be less fattening. There is too much fried food, otherwise the food choices seem healthy and varied.
- Servers should be more sensitive to children. They should treat students with respect and courtesy as to serving them. Example, when a choice is given in the lunch line, when students say what they want they should get it if it is their choice. A lot of times they don't get what they want. Children are often screamed at and hollered at by some lunch personnel and assistant personnel working in the lunchroom. If students accidentally forget to get ketchup or mustard or any little condiment, they're often denied it because they forgot it. This is not just the lunch personnel, but a school policy that stinks. Ours is a small school and time and overload is not an issue. Lunch should be a pleasant time and the lunchroom helpers and other personnel should be firm, but nice, pleasant, and courteous.
- Parents, children, and staff often complain about the quality of food that we have to serve. We need to take another look at the menus and the quality of the product we bid on.
- Who plans the lunch menus? Sometimes the meals are so terrible the children don't touch any of the food. The trays (styrofoam) are not sturdy enough for the young children to hold. Food spills

happen everyday because trays break. Children need to have a choice of foods they want to eat for the day.

- They need a real plan to dispose of grease. It is so dirty where they hide the barrels and wait for it to be picked up.
- Menus are standard and lacking in appearance to get students to eat them. The amount of food trashed everyday is horrible.
- They need to finish cooking our food well.
- There should be a variety of a well balance and healthy food served for lunch and breakfast.
- Daily menu teaches students poor habits. Some of our poorest students suffer from obesity.
- Our schools need different food each week and the food costs too much.
- Food services have improved a lot on serving nutritional meals in the last past three to four years. More choices of food are served daily. Meat, vegetables, and fruits are offered daily.
- The nutritional balance of meals available in the cafeteria is reduced by the fact that almost all meat on plate lunch is fried with more bread coating than meat. However, Woodrow does have fresh salads and fresh sandwiches available but they are not available with the lunch card.
- The food is terrible and the kids don't eat much. They snack out of machines mostly. Get rid of snack machines.
- Let uninvolved parents who stay home come to school once a month and contribute and feel a part of things.
- Chicken is served too often.
- I hear from my children that the food prepared in the cafeteria is not edible. I have no personal experience with it, but if the kids have that attitude about it, something should change.
- Food service needs to be significantly improved. The meals are unhealthy and very unappealing. There should be more variety. Perhaps the service could best be handled by outside sources.
- I have a complaint at Spence Middle School. They sell chips, candies and other kinds of snacks but we don't know where all that money goes.
- The quality of the food is pitiful. The choices are even worse. Stop putting candies and coke machines and offer food that is nutritional and tastes good.
- We need more cafeteria personnel to help serve our 600 students in a timely manner.
- Why did the price of many food items increase 50 percent especially when served the same portion as non-paying students?
- What other drink options are available to students, at lunchtime, other than milk and flavored milk products?
- The soup that is served to the students is too hot. In the past, it has burned several students even one that suffered 2nd and 3rd degree

burns when it spilled on his chest. How can we keep this from occurring again? The soup has to be served at a certain temperature.

- The cafeteria is way too small for our school. Lunch ladies do a pretty good job, however, could be more congenial to all students. School food hasn't changed much in 30 years. We do need more supervision and discipline during lunch.
- Person who works in the cash register needs to have patience with young children when receiving and giving back change.
- There should be more choices that young children like to eat. The cafeteria manager needs to care about kids. Also, we need more supervision in the cafeteria.
- The school facilities are clean. There is a lack of variety for grown-ups, i.e., pizza every week. The quality of food could be better at times.
- Cafeteria staff and management need to be more patient and alert with the children. Attitudes and personalities affect our children. They need to be made aware that these are kids, somebody's kids.
- Food preparation and choices as to what kids like to eat needs to vary.
- The food services could be better. The food is terrible. I feel they could have a better quality of food. The meals are not well balanced. Let the children take part in planning the meals.
- Food service seems to be on the decline both in terms of foods prepared and presented and in the attitude of the help. At the same time prices have gone up. I recommend more parent involvement in the following: developing the menu, preparing the food, and delivery or person-to-person interactions.
- At G.W. Carver, there is a cafeteria person who would not allow a student to have lunch. This school is 100 percent free lunch. They gave this student a peanut butter sandwich. I felt they could have done better than that. My son attended school there last year and a teacher slapped my son. There was no action taken. I do not like the fact that they keep the lights off.
- Over the past few years the food has improved overall thru out the district. Yet, we are still in need of more healthy meals, and more likeable meals. Food that the children can eat, also that the adults can eat. Stop giving the kids (students) peanut butter and jelly when you trash away tons of food daily.
- Older schools should be provided with updated ice machines.
- Larger portions should be provided to adults.
- Provide larger adult portions of food since adults have to pay more for food.
- There should be a better variety of food choices for student lunches. There should also be a choice of two (2) items entrees for all schools. Adult portions need to be larger since the price is more.

- The cafeteria should also be a place where proper mannerism is taught. Many times our students don't have knives, spoons or forks. Are we preparing them to be respectable citizens or asking them to be grateful for the meals? Get rid of paper and plastic ware and bring back stainless steel forks, spoons, knives and divided plates, so students can learn how to eat proper.
- Do away with junk food; bring in fresh vegetables, fruits, and homemade deserts. Change eating habits for kids.
- The menu selections should be improved.
- Can the district provide a broader selection of food that is more nutritious, and monitor the orders so they will not run out of food?
- Prepare food that is for adult consumption.
- Food services must a big job, but I think that the children can have a healthier menu.
- The menu selections need to be improved.
- What can be done about the food they serve to the kids? I'm a parent. I'm at the school everyday, and lunch is a joke. They serve rotten bananas, whole oranges to five year olds, who are then suppose to peel them? They have thirty minutes to eat, and they spend twenty minutes in line getting their food.
- The cafeteria needs to be better prepared so that they don't run out of food.
- The children have been allowed to eat anything from the cafeteria; I feel that is child abuse.
- The cafeteria needs a better selection of food and more variety.
- Teacher servings are minimal compared to students and cost per serving.
- Students and teachers should not feel intimidated when receiving lunch. What happened to the new menu that was supposed to be in place for 2000 school year? The variety of the food and the preparation is not adequate for students.
- Dallas ISD should change the elementary school menu. They need to talk with the children to get new ideas because they are not eating the food.
- First of all, we do not have a cafeteria; we share with J. J. McMillian. As a parent, I feel we need our own eating facilities, because we pay tuition. Some of that tuition money should go toward building us a facility at Jimmie Tyler Brashear Early Childhood Center.
- As a parent paying tuition, I feel that students at Jimmie Tyler Brashear should have an eating facility in order to eat lunch at an appropriate time. Can some of the tuition be used to build a cafeteria?
- Brashear does not have a cafeteria and has to share with McMillan. I feel that Brashear should have its own lunchroom. The faculty

and students, I feel are not completely satisfied with the taste of the food.

- I wouldn't feed the cafeteria food to my pets!
- More than a few times my children reported that the lunch lady didn't give them their change.
- The children are often not allowed to buy snacks.
- The students are not allowed to talk at all during the entire lunch period. This is "school policy" for all grades.
- A better selection of food for the student would be nice.
- When us kids open up our salads either a fly comes out or we see hair. The food looks like barf and tastes like it to. The milk is spoiled or frozen.
- At our school the food has been unfit to feed my dog. It has been so bad the kids refuse to eat. The meat has been so tough, but no knife to cut their food. In the past I have brought my own knife and fork to help the kids with their food.
- We used to sell Domino's Pizza and Subway sandwiches sponsored/handled by athletic boosters. The district decided for nutritional reasons, outside vendor can't sell food. Now my son eats chips and a soft drink for lunch, instead of pizza.
- The food service at the elementary schools is what we should be feeding to the people in our jails. Go back to traditional nutritional food that was fit to eat from years ago. Tom C. Gooch Elementary serves the same thing twice a week and week after week and the staff there are so rude to the students not giving them food choices. Why not?
- We need more vegetables and better quality of food. There should be less snack type food.
- Is it true that some of the rumors I've heard about food service, i.e. children being served food with bugs in it, etc?
- The portions in the cafeteria are set for students. Could the adults be served larger portions of food?
- Consideration should be given for kids who do not eat beef or pork. There should be other options on the elementary level.
- The disposal of wet garbage is a sanitation problem. Many times this "slop" is left for days near a major traffic area of our school. The cafeteria needs a modern disposal system.
- The food service is yet another example of downtown controlling everything. Our school receives food about to expire and they must serve it to our children. There is a menu, but why bother. Nutritionally speaking, there should be real fruits and vegetables everyday and not just starchy ones.
- Food service should be free enterprise like the Richardson School district. Outside enterprises should be available to our students to be able to pick and choose.
- We need better food. There is too much chicken and pizza.

- Cafeterias are too small to handle all students.
- Outside companies should not take over food service.
- Time allotted for lunch is too short.
- Most lunchrooms are too small.
- We need to hire more substitutes for food service and put in more hours.

Appendix A

J. Computers And Technology (Part 1)

- Technology purchases (hardware and software) should be through bid process.
- Marketing efforts must be improved to get students involved in technology programs.
- This school offers a lot in computer technology and I am very happy.
- This summer science teachers went to in-service training to get a computer for their classroom. With further probing I found out that out of 1700 computers, 700 did not work properly.
- Every class should have a computer. Computer training should be on a staff development day and be required of all teachers.
- In Duncanville ISD, every teacher has one phone and two computers. Not so in Dallas ISD.
- We have a new computer that was donated, then was vandalized, but not replaced. No insurance was filed.
- Computers need to be in all schools.
- Computers need to be updated in all schools so our students can take advantage of district activities that involve computers.
- The computer program used for scheduling is Pre-DOS. It is outdated and needs to be replaced. It is often out of service and slow.
- Some schools need to be re-wired. There are computers (new and up-to-date) sitting in rooms unused because the rooms need to be wired and some just need electrical outlets.
- Our technology at D.C. James is the best in the district.
- The technology at D.C. James is great for a public school. I would like to see more Internet access for both Mac and IBM.
- We need to have our computer system updated.
- Most computers are fairly updated but if the school district called claims it has so much money where is the money going! We need more technology updates!
- Computers and technology is a very good idea considering our world is growing every day through technology. Continue to keep our children and parents knowledgeable of our growing world.
- At this point in world history, every classroom should have at least one working computer and telephone. Teachers should be trained to educate using technology. This is not the case at Lincoln High School.
- I think this area is picking up. My kids are more computer-knowledgeable than I am. So I want to keep pushing this at J.J. Rhodes and Pearl C. Anderson.

- At D.C. James, the computers and technology program is in place. All students are served, and I might add the students are progressing very well.
- We need more computers in the home and the classrooms.
- The last two years, our school has provided computers and Internet in each classroom plus training some of our parents at J.J. Rhodes.
- Let's put the Internet in every classroom so that the students can use it and become more proficient and productive technology users.
- I feel that DISD is on the right track with technology. With something so important and expensive, I realize perfection takes time. I am pleased with their attempts to provide students with quality technology programs.
- I think all our classes should have computers. Students should do work on computers. Most work should be done with computers. They should have a class to let students know more about computers, and then do their work on computers.
- Computers are very important in today's society. We need these computers for our students to advance in today's world. Thanks for the opportunity.
- Computers and technology are a big asset to the school and community. We need more computers that are beneficial to our children and classrooms.
- The technology teacher and program at D.C. James are outstanding! They have a first rate Mac and PC Lab which would exponentially improve with the introduction of new software and some hardware.
- Computers should be mandated in all classrooms with up-to-date software to address instructional needs and district training put in place accordingly.
- Schools need wiring update in order to have updated computers.
- I feel that technology needs to be available to all students! Having technology courses and having technology teachers should be mandatory in every building just as the TAAS is relevant in every county.
- The newer schools from 1996 to present have good computers laboratories, but the older buildings have not all been caught up. They may have computer labs, but the programs are not as up-to-date.
- I say HOORAY for the technology teachers. It is great to have a full time computer teacher!
- Some schools have even shared their technology by having parent classes-we need more of that!
- Wonderful! Parents and students learning together. Output of which software is best for the students. Classes that can help the parents. Great deal of learning and caring.

- Library Media Center is supposed to be the "HUB" of the school. They cannot be an essential part of the programs with outdated computers and no access to the Internet. All computers in the libraries need to be upgraded to meet these standards.
- Technology is not distributed equally to all schools.
- Computer lab for word processing for English classes is needed.
- The more computer-literate the kids are, the better equipped they will be for the future. Everyone will not go to college or DeVry.
- While we're making significant progress in these areas in some schools, we still have plenty of schools where access to technology is out of date. We need a school-by-school review of the schools to pinpoint where upgrades are necessary and development of a plan to address the needs.
- We need updated technology for our students in our classroom.
- We need better technology. Our computers are outdated.
- Sunset is in great need of more computers. They cannot possibly keep up with the technology that the students need to learn with outdated equipment and software. There are not enough computers and printers. There should be a technology-based class schedule for those students who do not wish to go on to college but out into the workplace. They need to be able to compete, to be given tools and the encouragement to do better for themselves and their families.
- Technology is difficult to maintain, mostly because teachers do not know how to use the computers they already have. This could be remedied by rewarding teachers who can pass basic computer tests financially and with computer time.
- Teachers are expected to give their students computer technology training yet they are not given ample computers for their students to practice their skills. Some schools have 3-5 computers in a 1st or 2nd grade classroom; while others are doing good to have 1 or 2 up-to-date computers able to run the programs available. Where is the equality in this?
- I believe this year the technology drafting class recently got the needed software that goes with the computers for this class. Where does the money go that controls this? We are in such a fast-growing technology/computer age and Sunset High School seems to be behind. They need this class and computer class to keep up with today and the future. These classes could better prepare our children for the future.
- The schools are improving technology-wise slowly, but surely. However, in the Southeast Dallas area schools, it is slower than the North Dallas-area schools. Also, teaching staff for the classes are in great demand and middle school (Florence) doesn't have enough staff for students in the large classes (70 students to one teacher

and not enough computers is one example I was given).

Approximately 35 computers were available to these 70 students.

- Bring our schools into the 21st century now. Technology is leaving our schools and their students behind. Too many classrooms are without enough computers to ensure all students have adequate access and instruction.
- Please bring in more computers. Technology changes so fast and our students are left behind. Once they graduate from high school and are put in front of a computer in corporate America, they are "baffled" by what they encounter. Bring in faster computer even offer basic classes for either Word or Excel. Maybe offer it to the juniors or seniors. It will help in the long run.
- There is no Internet in the portables.
- We need more computers in our classrooms. We need to bring them up to date. And we need more books in the classrooms.
- Classrooms at Comstock Middle School have each been set up with computer hook-ups, but the computers are so out of date that the new software doesn't work with them, along with not being able to get some of the information from the Internet. How can this be solved?
- Some of the computers that are available for teachers' use are mere word processors.
- We are a day late and a dollar short. In this area, we don't pay enough attention to the private sector. If we want our kids to be able to compete in the real world then cutting edge technology is what we should be about. It's time to change the trend and make the inner city the place to be again.
- There are never enough computers up and operational for the students. In our technology age, we need to really encourage our students, not only our talented students but also the students that are just your plain everyday kids.
- Distribution of equipment is uneven. Some campuses, like Samuell, desperately need more computer access. Administrative offices may not have adequate equipment to perform their function adequately. The district does a good job of offering training, but access to Internet, e-mail, and other necessary technology to function in this millennium is sadly lacking.
- Classroom technology is still needed. Each room should have 3-5 computers and adequate software. Students love using the computers for research, reporting and skill practice. We need to capitalize on that interest.
- Our school is in great need of updated computers for classroom instruction. The new adopted programs in language arts as well as math and reading have outstanding CDs and video materials, but the hardware isn't available or planned to support this excellent material.

- Computer labs are not equipped to handle the number of students as students only spend 30 to 45 minutes maximum in a rotating basis.
- Classroom technology is still needed. The new scope and sequence tries to encompass the new technologies, but not all classrooms are equipped with the proper hardware or software. Technology has tried to help by offering workshops for teachers in order for them to get the hardware but not all teachers participate and software is not provided.
- Get the maintenance department to install the proper wiring for all buildings in the district.
- The limited availability of technology in the classrooms of schools in the southern part of the district is alarming. It seems that only magnet schools and schools located in the northern part of the district are well equipped to meet the challenges of a technology-based future. Many teachers must sacrifice time after hours to make sure that their students can effectively give of their time to earn one graphing calculator and probes for a class of 30 or more. They give of their time to earn one computer and probes for a class of 30 or more. Since resources (funding) seem to be limited per teacher, only veteran teachers who have had time to attend a different workshop that promises equipment over many years have a chance to acquire a fully functional laboratory. On the other hand, the opportunities to acquire such technology have proven to be beneficial. Technology Immersion Project (TIP) is wonderful and so are the other programs that reward those who are willing to make the sacrifice with much-needed technology.
- I would like to see more computer technology being used in special education classes. We need more community awareness of such technology.
- The "entire" district (central administration building) runs on high-tech Windows 98. In school most of our computers don't even have CD-ROM, yet they are sent to us on a regular basis to use in our classrooms. A few computers that have been donated to our building have Windows 95 on them only because our principal bought Windows 95 for us.
- Technology increases much faster than we can possibly keep up. Many times new software just won't work on existing equipment. I do have three computers in my room and use all of them daily. We are connected to the Internet.
- I run the computer lab at my school. We have the oldest computers. It is hard to get them fixed, it takes too long and they can't hold the software programs we need to meet the TEKS. No Internet in the computer lab seems sort of silly. Also, they shouldn't make it so hard to register for computer classes.

- Personnel and equipment are inadequate to keep pace with the continued increase in the demands of our technological age. Computers are outdated and personnel to teach in computer labs carved out of regular CTV's or use special funds.
- Electrical wiring is a problem when trying to upgrade computer labs.
- Students' need up-to-date technology at all schools and not just magnet schools.
- Students computer needs should come before those at the administrative level. Our students in Seagoville are at the bottom of the list when updated current systems are passed out.
- Our school needs new computers. Why isn't there a planned replacement program in place? Older machines could be used in less-critical applications but new computers should be coming into our schools on a regularly scheduled basis. If the district has curriculum and requirement for technology, then they need to support it.
- We need new computers throughout our schools and offices.
- We have lousy computer service. Our computer teacher lets only the people who need it go. Instead we all should go on a certain day. In fourth and fifth grade we had computer days every week but now in sixth grade only people who need it go. And it only had two subjects, math and reading. We need better services.
- I have heard the teachers say lots of times they need more computers to help teach the children. There just aren't enough to go around.
- Each building needs a technology teacher assigned but defined as a person who is not burdened down with classes all day. The position needs to be funded.
- In Central Elementary, the computer program is very effective. The children always seem glad to go to their class, and have positive things to say about their projects.
- Seagoville Middle School is using technology to access students in other parts of the world. This not only teaches the students computer skills but encourages them to write and exposes them to other cultures as well.
- I've heard many complaints about the computer equipment in the classrooms, and the students being penalized because of faulty equipment. This needs to be corrected and teachers reprimanded for lowering grades because of the equipment issues.
- Technology needs to be used effectively. Many times computers are in offices/classrooms, but seldom used. Some teachers are not well trained in incorporating computers into instructional delivery. Sometimes (too often) computer availability is for TAAS tutorial subjects only.

- It all comes down to money. There is never enough to do things such as buying adequate and working computers. There is always money for the top officials and what they want.
- Find ways to bring modern technology to all the schools, elementary, as well as high school and middle school.
- Technology in this district is completely out-of-date unless you live in one of the wealthier areas in DISD. Lots of things get done there from parent donations. What about all the other schools?
- We are wired for the Internet but the computers are too old.

Appendix A

J. Computers And Technology (Part 2)

- Computers for each student should be available at the school somewhere.
- Create a state-of-the-art computer lab in different high schools. Run it in the same manner as a library. Make sure that every class has a specific time to utilize the lab. Teach Internet skills, web design skills, as well as computer programming skills. In the afternoon, make the lab available for students to use after school to receive tutoring or complete necessary assignments.
- I feel computers are needed at every level. So many schools take pride in having a computer room, but because of scheduling conflicts all students do not get the opportunity. Computers are a necessity and all students need the exposure early in life.
- Computers are needed but before computers are installed, the building must be brought up to standards.
- Develop a computer room environment for learning.
- Have corporations go out and work with computer classes to help the student know what's needed when looking for jobs.
- All labs should be open to all students and community.
- Each child should have access to computers/technology.
- More programs are needed to keep our children abreast of the changes in technology.
- Latest technology should be available in all schools.
- More computer labs should be open to students and community.
- Technology needs to be placed in middle schools and elementary. Students should be exposed to modern technology. The latest technology should be placed in all home schools and not only Skyline and magnets.
- Every student should have some computer knowledge. They must be taught well enough to compete for jobs worldwide.
- Teachers should be given the best equipment to work with. All computers and other equipment should be state-of-the-art. Computer labs should be installed and available for students to utilize before, during, and after school to complete assignments.
- I think the teacher technologist positions in elementary schools should be included in the C.T.U. designations. There is so much emphasis on technology. This position should not create oversized classes in other grades or make schools do without other positions like Fine Arts, etc. Also, we need complete electrical overhaul to accommodate the technology in each class.

- Computers should be utilized after kids have a good basis, otherwise, they're just a diversionary tactic for teachers needing a break from teaching.
- My high school of about 2,300 students has one lab of new computers.
- Not all teachers have a computer in their room.
- There is not enough money to purchase software for instruction or tutorials.
- Training needs to be offered for those who are beginners.
- We need more calculators for students' use.
- There is too much emphasis on computers in the early elementary years. This time needs to be used on basic skill development through personal and/or hands-on interactions.
- We need to fund a position for the computer technologist. We also do not receive enough money for software and computer supplies.
- Why is it that every room is not equipped with at least one computer?
- The schools need more money in order to buy computers and computer supplies. The classrooms need more computers in them.
- I think Dallas has an excellent technology department. They provide very good teachers and we have lots of hands-on work on computers. We can even learn to add memory and other things to computers. They teach us how to use different programs and how it can best be used in our classrooms.
- Teachers need functional computers and printers which should be maintained and properly serviced.
- We need more technology and someone to be able to fix and update all the 3.1 Windows and get each classroom on the Internet.
- There should be more high-tech computers at every elementary and junior high school. Also, have an assisting teacher to help operate computers besides the regular computer teacher.
- Although the district has declared that all classrooms and teachers will have direct access to the Internet, most classrooms do not have working computers.
- As schools add hardware to get up to speed in technology areas, the district needs to allow for the maintenance/upkeep in terms of technical support. Relying on the campus computer teacher to be the sole technical support is unacceptable. The teacher gets pulled out of the classroom to maintain equipment and the students suffer. Campus-level technical/hardware support cannot be left to either the teacher or to someone at the district level in such a large district.
- The technology program is disorganized and haphazard. The school should be on a network. Training done by the district such as TIP doesn't count for other district technology programs. I am

again sitting through a beginner class so I can get a computer for my classroom. It is ridiculous.

- Teachers have to go to endless and repetitive training just to receive basic equipment that the district should provide. Students that have teachers unwilling to go above and beyond suffer the consequences.
- All levels of our science labs need upgrading continually and not once every 10 years. Students need to become familiar with the equipment and technology that they will be using when entering the work force.
- My daughter is in her required computer course called Web Mastering. They have 40 students in the class and only five computers are hooked up to the Web. That means that eight students are sharing a computer. Now does this sound like a good, solid course that we should be proud of? It takes forever to get computers fixed and maintained. To me, it's pretty critical that the students have a computer that is hooked up to the Web in class called Web Mastering. How can we upgrade our maintenance problem in this area? We need a higher standard to uphold.
- I don't feel like teachers should have to key in grades.
- I have to run around and find a computer to use. All teachers should have at least one computer.
- We can't get computers installed in a timely manner.
- It is a disgrace that 10th grade chemistry classes do not have adequate lab facilities. The teacher conducts the labs, not the students. Because there are insufficient facilities for students.
- My child uses computers at school and has a passing grade, but she can't operate our computer at home, with just basic Windows 98, Word, Excel, or Internet. How is this possible, or what are the computers for?
- I have two computer monitors in my classroom. I have no keyboard, no software, no printer, and no hook-up.
- Our campus has adequate computers and Internet access. Our campus does not have a computer technologist funded by the district, and adequate wiring to support the equipment.
- When will portable units be equipped with Internet?
- There is only a handful of library's update scheduled, when are the rest of the dinosaurs going to be completed?
- When will the portables have Internet connections? Why are the portables the last areas to receive technological wirings? Why doesn't the district pay for computer technologists since technology is in such high demand?
- How can review board assist our school in getting Internet hook-ups outside in the portables?

- Technology money seems to always go to administrative needs first. I have taught history for four years and have not had one working computer in my room.
- We teachers don't have equal access to copiers. Some teachers and coaches have the copier code, some don't. I can't figure out why. It seems unfair.
- It is critical that the schools have access to technology beginning in kindergarten. Many of our schools have an inadequate amount of computer for the number of students in the school.
- In an elementary school, there should be at least three computers per classroom, two for student use and one for teacher use. More teacher training would be beneficial.
- The kids need more educational learning in all areas in hardware and software and need more computers in classroom that are working.
- Teachers are not consulted by head district officials about their technology needs. When the Compass Learning Software packages were purchased for the high schools, the schools were not fully consulted. For example, all high schools received Math 8 (8th grade), yet we have students (9th and 10th graders) who can't pass a 5th grade TAAS test. They spent thousands on upper level (Algebra I and II courses) when we need Math 5, Math 6, and Math 7. It would be nice to be consulted as to our teachers' needs before spending money on one-size-fits-all purchasing.
- There is need for a teacher of technology/computers in all schools whether the school is big or small. The population of the school should not make a difference. There needs to be funds available for these needs.
- Our kids need more time at school on computers. They need to be integrated in classroom activities.
- I believe most schools (elementary) allow 1 day/1 hour a week for students to use the computer labs.
- In addition, our teachers need more training.
- Each school should have a Website. DISD is truly behind in this area. Teachers should be utilizing software/Internet programs such as HI-FUSION to pass on homework assignments. Parents should be provided with training. DISD really needs work in this area.
- Upgraded labs, printers and more software are needed.
- We need more computers in our classrooms, because with larger classes it is impossible for students (all) to effectively use them.
- Can the district provide more computers for classrooms, repair the computers already in classrooms, and replace antiquated computers?
- We need computer training for our facility supervisors at least in custodial service, we are in a technology age and we can't get a computer.

- We need to help all support personnel further their education and not put roadblocks in their way. We have too many support personnel within the educational family that cannot read and write. My organization would love to work with the district to improve this problem. At Dallas Educational support personnel association needs help from the state on our health plan. Some of us are working to pay for better insurance.
- There should be a position for a full-time technology teacher. Right now a lot of schools have to move money around just to keep a teacher in that slot. The schools are receiving the computers but there is no one there to teach our children. I'm not sure if this is a problem in middle or high school, but it is in elementary.
- More working computers should be available if students are expected to use them in their classrooms.
- I think a school should have more than one computer per school. The number of students should determine it.
- Every student should be required to be computer literate. The classes are taken too lightly. Staff needs to be trained; also we're in a society where computers really impact our lives.
- Will the state appropriate funds to pay for computer teachers, visual arts teachers and music teachers on each campus? Presently, if a campus has a music teacher, the art and computer teachers is not funded in the general budget. Also, will the state fund a full-time computer technologist to assist the staff with technology needs?
- Will the state consider funding a computer lab for every 350-400 students in a building as well as a music and art teacher for every 350-400 students enrolled in a building? Will the teachers also be funded in the general budget?
- In our school we have a computer lab with one teacher that our principal must find funds out of her budget to pay.
- We need more than one lab for over 800 students. Technology is the way of the future and today, and our students need to have access to a computer lab daily. I also think that the teachers should be paid through district or state funds.
- Find a full-time computer technologists because we live in an age of technology and students need these skills to be productive in society.
- Computer and Technology needs to be enhanced by putting more up-to-date computers in class per ratio of students. This the way of the future.
- Every teacher needs a computer in the classroom to put in grades every six weeks. Teachers should not have to wait for his or her turn.
- We need to make sure that a computer teacher is part of the regular budget.

- We need updated computers in the labs and classrooms.
- Does the district always buy the worst possible equipment and software or does it just seem that way?
- We never have enough technology instruction.
- The district does not have enough hardware and software. They do not plan for the future during installation. In our newly renovated school, each class has only two electrical outlets. We get to choose between plugging in a lamp or a computer. Heaven forbid if you need a third outlet for anything. This makes it hard to donate equipment or software. Also the repairs are not adequate.
- I have substituted at one elementary school less than four miles from the school my sons attend. At this nearby school, there are at least 30 Pentium III, Windows 98, Internet-connected computers running the newest software. Yet at my son's school they use really old Apple computers that are not connected to the Internet and run software that is so old it is no longer available on the retail market.
- More computers are a "must" in the classrooms.
- We are semi-connected to the Internet, but our children are not doing anything technical as of yet. I believe they really need to know all of this technology, but in our school they are way behind.
- The computer class of 30 has about 20 working computers. Not every teacher has a computer.
- My school has adequate computers, but only after a heavy year-long lobby by parents to get them. Now we need more electricity to run them and Dallas ISD won't respond.
- When special programs are addressed or given to the schools by a federal grant, why is it that the district does not totally match or exceed the grant with more computers or technology?
- When is the projected date for the classrooms in Dallas ISD to be equipped with an adequate supply of computers?
- In an age of such vast technology, our schools need to be equipped with computers, Internet service and printers. Our school has provided for ourselves, but not every school can. We have one teacher who is responsible for technology and she is not compensated and she loses classroom time.
- The "richer" districts are better equipped for technology and computers than the "poorer" ones.
- We need more computers and technology, along with computer teachers that are on salary.
- I have about seven computers that are non-functional. Repair requests have been sent in, but nothing has been done about it. It's almost as if no one cares. I have an average of 19-20 students per class, and in my situation, students have to share, or wait for another student to finish before getting opportunity to complete their work.

- In BCISI, I am supposed to cover Internet usage, and with Mr. Daniel's excessive workload, my students will not obtain the same opportunities to get access to the Internet. This is very unfair. It is not fair that my students have to share a computer, when in other labs here on this campus do not need their students to share, because of the condition of the labs.
- All children need all teachers to e-mail the parents as well as student's homework. One Spanish teacher, Mr. Cox, in the middle school is very good about this. All teachers need to learn his method and allow him to have workshop for teachers that don't have computers in the classroom.
- Schedules are all mixed-up on the first day of school.
- No monies are allotted for technology personnel and elementary level.
- Technology is not treated in a fashion that ensures all campuses have functional, useful equipment. Principals budget the purchases differently, leaving some campuses with extremely old machines that just do not function with Internet and multimedia demands.
- Ensure that copy paper and other necessary supplies and equipment are available at all times for teachers.
- Some schools have a start on what they need but not all of them. What is the district's overall plan?
- We can't get equipment and software needed to meet the state requirements for business computer classes, which also is required for graduation.
- District has hodgepodge, everything should be interconnected and paperwork should be cut.
- The MAC/PC people will not honor warranties.
- Old PCs still could be used where none are available.
- Sometimes, hardware received comes without software. Supply budget doesn't cover other needs like cartridges.
- Internet is not accessible. There is no modem and service provider fee.

Appendix A

K. Transportation

- All phases are working well here at this school.
- Many times the buses are late because of a discipline problem on the bus.
- Busing is great. Very good service.
- Why are the schools required to pay for the use of buses for trips that are school-related?
- Better busses are needed. Be more safety conscious. Everyone cannot ride the disabled bus, which seems to be the safest.
- A number of vehicles need to be re-evaluated in order to meet our present needs. Buses doing multiple runs cause consistent problems with delivery and pick-up. A greater effort needs to be made in soliciting qualified personnel.
- Some of the middle school students have to walk one-half to three-fourths of a mile to get the bus stop that passes right by the corner of Greendale and Tonawanda where they could catch the bus instead of walking down Tonawanda almost to Holcomb to catch bus that passes this area. Why can't this stop be added to present stops since the bus is coming this way anyway?
- The county has too many old buses that should be in retirement. We need more buses with A/C units for students during the Texas heat during the school months of dreaded heat that takes the most out of people.
- Our students need to have school bus drivers that are qualified to handle any situation, whether it be weather, students, safety, etc. Our bus drivers are our keepers for our children. When they step on that bus, I want to feel confident that my child is in good hands. We need better-qualified drivers.
- Transportation is something that concerns me. We have a lot of good drivers but there are a few that seem to have a problem getting where they are supposed to be and then you have those who drive to field trips and don't even know how to get where they're going and transportation doesn't seem to have an answer to this problem. You have buses that leave early and busses that drop kids off too far down the street instead of in front of the school where they should be dropped off. This makes for a dangerous situation. You have buses that are 5 to 10 minutes late getting to school just to pick up kids up and this is not because of breakdowns. Something needs to be done.
- Parents should be enlisted to assist with bus monitoring especially for the safety of young children. The hazardous route system the district started several years ago is great and really helps our kids.

- Transportation service is a must for students who cannot be brought to school and who live a long distance from home.
- The district operates at dual purposes. It says it encourages students to get life experience reinforcement, then fails to make buses readily available. Kudos to Mr. S for reserving buses for his student body for special events.
- Our bus system needs some help! The buses are not well-maintained and the drivers and scheduling are not consistent. The bus arrives at different times which leaves the kids either late or with too much time to get into trouble.
- More buses are needed to take students on field trips to experience real world experiences.
- Funding for more buses to transport students to real world activities is needed. There are some problems with the buses scheduled to pick-up some of the deaf students. This area probably needs to be examined. But normally, all other bus routes function smoothly and in a timely manner.
- I feel like the school buses have helped the parents a lot in our area for the reason that it helps working parents.
- Bus arrives on time. But the driver needs to not pick-up students that do not belong on his route. I have heard about the bus driver picking up children who are not supposed to ride the bus and drop them off at a high school. And the children that are to ride the bus do not have a seat until they get off.
- I would like to see better safety protocols, for example, have a monitor on the bus to help maintain order especially when transporting small children.
- In our schools we have so many children that need to leave the neighborhood to see the best of the city.
- Transportation seems adequate. However, as a teacher I long for the days of the "free" county bus for short field trips, which are so vital for the education of inner city children who rarely leave their neighborhood.
- Paying for field trip buses adds too much to the cost of a field trip. Field trips really enrich students learning, especially in low-income areas where the kids don't get as many opportunities. You've priced them out of range in many circumstances.
- We have wonderful bus drivers at Seagoville Elementary. The bus driver for bus 4073 is wonderful and works closely with the students for a safe bus trip. The buses seem to be repaired when they need it.
- Buses are packed at the elementary level. One adult to 60+ students with no aide to help supervise at Seagoville Elementary. These crowded buses are a time bomb waiting to explode. We are borrowing disaster. Any time a bus driver has more than 40 students, an aide should be on the bus.

- I saw a bus carrying two busloads of kids last week because one bus didn't show up! Kids were standing in the aisles.
- My concern is that there are still kids waiting on corners for their buses to take them to school.
- Bus drivers have a tough job driving and monitoring at the same time. On-time buses are very important to the ending of the school day. Ensure supervision on the middle/high school buses.
- At Kleberg Elementary the buses are always running late. Students are not arriving on time.
- Our children need buses with air conditioning and heating. Sometimes buses breakdown and it will take weeks before a new one is sent in its place. Children cannot be controlled in a bus, much less if you expect a driver to keep up with two busloads. Windows will not open most of the time and these buses are very hot in the summertime.
- We need ashtrays on buses. It's too cold to open the windows to put ashes out.
- Being an ex-bus driver, the rules need to be better enforced as far as the children on the bus in concerned.
- Every time the children ride the bus for field trips they had to pay. How many times do we pay for the same bus or bus driver? Use our money wisely.
- The buses are old and hot. There is no security on buses. No one rides the bus to accompany the bus driver.
- We need new buses.
- Bus routing needs to be reviewed or re-evaluated relating to distances that students can ride.
- Contract with the county needs to be re-evaluated.
- A better plan should be implemented with DART.
- More buses and quality bus drivers are needed.
- The bus routing needs should be reviewed.
- Buses for school trips are already paid for. Why do parents and schools have to pay again for the trips?
- I will never put my children on a bus. Many students have not been taught to be respectful. Bus riding should be a privilege. And, as in the classroom, if a student becomes disruptive, he should lose his riding privilege.
- Enough buses are needed to pick up students after school.
- Students should be picked up at bus stop on time.
- Seat belts are needed on all buses.
- Parents are needed to ride the buses.
- There should be more pick-up and drop-off points.
- We need more buses and drivers to get students home and pick up students at a decent time.

- Transportation seems okay, but I do worry about the quality of drivers. Inability to find major streets and intersections or landmarks.
- A number of times, when buses were scheduled for school activities, they didn't show up. Why?
- The bus drivers are horrible. The ones at my school argue with each other. I have seen them move the bus while students are loading or unloading.
- The buses here in this district are always breaking down. Also, please inform the DART bus drivers that if students are in violation on the bus, call the police and have them put off the bus.
- I would like to see seatbelts on school buses.
- When there is tutoring for children like Math and Reading in the afternoon school program, there should be transportation.
- Buses are too expensive for field trips.
- Any field trip has to be sandwiched in the regular routes.
- School buses must be provided for all off-campus activities. There is none so far for sports and choir at this time.
- The district is basically held hostage by Dallas County Public Schools transportation. They are a monopoly that gets big dollars for poor, inconsistent service.
- I'm surprised that a major incident has not occurred. I've seen 80 students crammed into a 60-passenger bus and kids were hanging out of windows and jumping out of emergency doors. It took 12 weeks to balance out schedules (pick-up and leave) and have enough buses to eliminate double runs.
- The company that provides bus service to Franklin Middle School should be fired. Buses are late more often than not, disrupting classes that are already in session. Safety is another concern both on the buses and during boarding and disembarking.
- The technology is woefully not current and many opportunities to network school-to-school are lost. Please insist on upgrading uniformly.
- Dallas is the only school that I've seen where buses have to be paid anytime you use one. Teachers shouldn't have to pay for transportation out of their own pockets. Taxes pay for buses. Maintenance men have school vans to drive around and change A/C filters, but teachers pay out of their own pockets to transport students in rental vans.
- I take my children to school. The buses don't pick-up on time. They are always late for 8:00 a.m. classes.
- Can the district pay for at least one field trip for each class? Our students need to be exposed to different kinds of cultural experiences outside of their school and home.
- Can free transportation for district field trips be provided?

- Free transportation should be provided for district-approved field trips.
- Free buses should be provided for field trips.
- More buses with air condition for the students; especially if they have to travel a distance.
- Bus scheduling should be better serving to the students. The buses should arrive at least 10 minutes prior to the start of school.
- This seems to be a big problem in our area. The buses seem to be over-crowded; especially Special Ed buses. There are too many students and no monitors. The buses are running to so many different schools. The students have to wait outside until 20-30 minutes past the departure time. There need to be a better system for transportation.
- Every bus needs a monitor (person) to assist with students. Yes, transportation is provided, but the students' code of conduct must be carried out.
- Maintenance of buses, exhaust systems must improve. Inspections need to be done more regularly.
- I feel that transportation has improved over the years. When my daughter went to Longfellow, we had problems, because the bus was late almost everyday.
- In the beginning of the year we had problems with my niece's bus to Greiner being late, but recently the driver has been on time.
- It is so very important that the students get to school on time.
- Transportation for field trips should be paid for by the school system.
- There should be a safer bus schedule for the children that ride the school bus.
- The district should provide transportation for students on field trips. Field trips are part of the educational program for students. Students have access to bus through out the school year and not just twice a year. Field trips provide much needed experiences and opportunities for students to learn from.
- Alternate buses are needed.
- The maintenance and the safety of the buses are probably O.K.
- The routing and scheduling department is a nightmare. I am currently involved with a program using activity buses. The district supplied buses to arrive at 5:30 p.m. with as many as 21 stops. We had kids getting home at 8:00 p.m.
- The bus drivers are a big problem. I assume it is an unpopular, low-paying job. I freely admit, kids on buses are not angels. However, some of these drivers are not suited for the job and do not belong driving kids to and from school or to programs. HELP!
- I don't understand why we have to pay for bus service for field trips. It is very expensive!

- Transportation is always an issue. By 2003, 100 percent of the students are required to be in extra activities. Our school is a 26-mile radius [Trinity Mill (North) to Mockingbird (S)]. We need more money for buses.
- The bus drivers that run up and down our neighborhood streets (by T. C. Marsh) are not only unsafe, but extremely rude!! They fly through at such a speed it is frightening. I am happy that my children do not have to ride the bus. When it comes out to getting transportation for field trips, it's impossible. At least it was last year.
- I feel the bus scheduling could be much more efficient for the transfer of the students. It seems like the buses go all over town because they are not targeting the nearest schools.
- The most efficient operation in the district.
- As a parent, I never have had much confidence in the safety of buses', however, it is safer than teenagers driving to events. Buses are not provided for many events such as golf, tennis, track and swimming teams. Some children arrive at school too early and others must wait an hour and a half after school is out. These students need some kind of supervised learning. Often this is when mischief occurs.
- We feel that each school should have money placed in the transportation department's budget, so the students would be able to use the buses for extra programs and after school events.
- Why are some students bused across town to another school for a course that should be available at the home school?
- Field trip bus drivers need to know how to get around Dallas. Most of them depend on teachers or parents to tell them how to get where we are going.
- Facility updates must be a priority. Many schools don't have facilities or infrastructure.
- Infrastructure improvement is required including wiring for every school.
- Technology training must be required for teachers and staff.
- Advocacy for legislation and access to funding must be improved.
- Priority must be given to eliminating the Digital Divide.

Appendix A

I. Safety and Security (Part 1)

- This school needs cameras in gym lockers to cut down on theft. Cameras are needed in halls and restrooms to reduce vandalism. All other phases are doing great.
- In the area of law enforcement, we need a budget to buy film (Polaroid) to photograph gang graffiti.
- Many administrators' hands are tied because of the lax discipline policies. Therefore, students can come to school and disrupt the instructional process without consequences.
- We are looked upon as nobody. We have no power that we need and are not respected by the principal. We are the last to know about anything until something happens. A lot of times it's too late.
- Be fair with promotions.
- The students have more rights than the teachers. Because we are scared of "abusing" a child, the student gets away with assaulting teachers, disrespecting the teacher, and even being a constant disruption in class. Many times instruction is jeopardized because the students are not disciplined sufficiently.
- Because the parents neglect their responsibilities, the teachers are called on to do more than what their job requires. This includes disciplining their students.
- There are some concerns given the consequences for having a weapon in schools.
- Increase patrol and youth action center personnel at schools with high enrollments and trouble students.
- I feel that there is a need for more security officers in the South Dallas/Fair Park area. The officers we have in our area are very scarce. Also, we only have four security officers to patrol the high school in our area.
- Safety and security seems to be an issue with the district because of the increase of violence on all levels (elementary and secondary). Be sure to evaluate each case individually and not blanket-solve every discipline problem.
- Stronger consequences need to be administered to disruptive and disrespectful students.
- Zero tolerance makes zero sense.
- As a parent, I feel my daughter will have serious social problems when she is moved up to junior high. The gang issues will create an unwelcome environment for her. We will move out of an area we have lived for more than 40 years.
- More enforcement, more metal detectors and more "no tolerance" policies are needed.

- We need to introduce the student discipline policies, safety and security, programs, relations with local law enforcement, alternative education at the very beginning of each school year (mandatory for all parents attending along with their student/child). Then do a follow-up introduction before the school year ends.
- Discipline is a serious problem at W.E. Greiner M.S. We teachers have tried to understand where the problem is coming from. We believe that it is the lack of experience from the principals and the little enforcement there is of the discipline problems. New teachers learning classroom management need the support and guidance of administrators and other teachers. Administrators are not helping, or want to support these new teachers or even the more experienced teachers. In order to develop a learning environment, undivided attention from students to the teacher will have to be accomplished. Teachers need the help of administrators to discipline unruly students for the benefit of those children that want the benefit of coming to school and learning. Without the help of the administrators, we will lose control of the learning environment and the score we worry so much about will go down.
- The school seems to be well-secured at present but at night when students are in night school and are doing late activities, it is dark and lonely I worry about safety for students and/or teachers, etc. There are not too many police rounds after a certain time.
- We need more safety and security in elementary schools.
- We need more parents to help with security in elementary schools.
- Safety and security is the main or one of the top priorities as a parent. This needs to be reorganized in order to better serve our students. From discipline issues to alternative education. Our children need more positive feedback.
- The discipline at W.W. Samuell is much better now, but we need the support of the parents and district to make it better. Safety and security is good, but we need new metal detectors at the student entrance and additional youth action offices. What we need most is parents to help us with our students.
- This school seems to do a good job with security. When I'm here during school hours, kids are not in hallways or if they are they are asked/supervised to make sure they are going somewhere. I do think sometimes the way the security/teachers approach a child is sometimes rude or confrontational. We all need to use a little patience in approaching/talking to the kids so their self-esteem and confidence remain in tact.
- We need student discipline policies as well as safety in the arrival and departure of school children. DISD security assisted in helping devise plans to further the safety of students. Strategies in place have made a dramatic change in the flow of traffic which could

have been an accident wanting to happen. Students are made aware of safety, which in turn assists parents in complying.

- Discipline policy at Samuell is evolving under Ms. Salinas into a program of consistency, both in negative and positive consequence. Unfortunately, this is not so in other places. Even administrators who fail to perform according to community or district standards are not consistently dealt with. The district needs to model on Samuell's example.
- At Pleasant Drove Elementary, the relationship with local law enforcement has really been very important. Also, I feel like it really helped our students. I hope that law enforcement keeps working with us at Pleasant Drove.
- Alternative Education programs needs to be localized by area. All schools need more active monitoring on a regular basis by district security and/r police.
- At our school, parents and staff members provide supervision of students in the morning and afternoon. It's a great way to involve parents.
- Safety is a big thing at all the schools. I don't feel that Samuell is really safe because there are too many ways for the students to get in and out of this school. If they break the rules, lock them up!
- Can't have too many safety and security practices especially in this day and time. Discipline needs to be a little stricter than it is now in more areas such as fighting, etc. Attendance should be treated on individual basis.
- The discipline code needs to be revised. We need to be able to send disruptive students to a center for the remainder of the year and not six weeks.
- Discipline should be enforced a little more in the schools. Security needs to increase. Schools are getting worse and children are starting to be afraid. They're scared to enter schools because crime has increased. Surprise bag checks should be administered more often.
- Provide more contact between students and law enforcers. Officers should get to know each school and with the familiarity, children will recognize them and be reluctant to do misconduct. All school security should be required to wear badges.
- The police department should assign four or more police to each school. Our school environment has changed and we need to change as well. Put teachers and teachers aides back in the classrooms and get the troubled youth help in another school for troubled youth.
- Safety has improved. Discipline is clearly defined, but it still takes entirely too long to deal with problem students. Students who inherently do the right thing continue to do so because it is embedded in them. But those in which those qualities have yet to

manifest have no sense of urgency to correct their behavior. They have too many chances to continue behaving badly before anything of severity is issued to them. Discipline has improved over the last two years but I feel that several of the students have entirely too many alternatives. The real world does not work in this manner.

- The discipline at W.W. Samuell is much better now. Great strides have been made in the last year. Tardiness is a major problem because there are no consequences.
- The discipline problem at W.W. Samuell High School is getting better, but we have a long way to go. Too much time is wasted each day addressing this problem. Time that could be given should be given to educating children. The tardy problem is baffling! We need some viable answers. The discipline problem and the tardy problem have a great impact on student achievement.
- I would like to see more of preventive measures and protocols to help assess and reduce as much as possible criminal activity.
- Continued efforts to provide ways to deal with discipline problems is appreciated. However, help in establishing and implementing and AEP (campus-level) is needed.
- With the advent of AEP, safety and security is manageable in my building.
- I feel safe, but I question the safety of some of the students. It is so hard to get a violent student out of school that the other students are at risk.
- The elementary school works closely with the police department and has a good relationship with them. I think the elementary school needs some type of monitoring, i.e. TV cameras on the front doors since they cannot be seen from the office.
- Character education at all levels would aid in cutting back on discipline problems.
- Seagoville High School has an excellent alternative education program.
- Students are in and out of various buildings all day at the high school and junior high. I feel that everyone is doing the best they can.
- Kleburg Elementary does not have enough supervision on the playground after lunch and they do not have crossing guards at the corners to help the children cross safely.
- I feel there should be some kind of program or something to do with the portables. Anyone could go in and who knows what could happen. I was worried the year my child was in the portables. I wonder about the safety of the children in the bad weather also. There doesn't seem to be a place big enough for all the kids to go if there's a tornado.
- I have heard and was able to confirm there is registered sex offender living next door to Seagoville Elementary. I have not seen

any warnings to parents and students by means of newsletter, newspaper or anything. Get with the program before it's too late.

- There is a fence at SES that I have been trying to get something done about having it locked during lunch hours when children are walking down the sidewalk alone sometimes. I have recently learned there is a sex offender that now lives two doors from our school. Please do something. More supervision or lock the gate. There's a lock hanging from it.
- Teachers need phones in their rooms. I'm right beside a door to the outside. I'm also very far from the office.
- I'm tired of unruly kids having all of the rights. I feel as a teacher that my hands are tied.
- The teachers at Kleburg Elementary are not interested enough in watching us on the playground. When we get hurt there is not a teacher around to help. I seriously think we need more supervising teachers. I go out everyday and mostly I know what happens.
- Seagoville High School needs more control on the doors on who comes and goes in the building.
- We need more cops around school.
- I have seen too many things go unreported. Children who have fist-fights at school campuses need to be disciplined. Especially 4th-6th graders like in Central Elementary.
- I have one child in elementary school and one in a Magnet School in Downtown Dallas. These particular schools I believe are safe. My child is safer downtown in a specialized school where there are more people who care than at the local school down the street. If my younger child doesn't get into a specialized school, I guess I will move. I don't think local law enforcement in Seagoville even cares what happens. I have also thought that the policies of the school district were fair and just for the offense only administration doesn't carry out the punishment so sometimes what's the point?
- Some kind of two-way communication between portables and the office that can be initiated from the classroom is necessary.
- I don't feel our teachers are safe. They need phones, cameras, alarms and whatever they can use to get help if needed.
- Capital punishment should have never been taken from the schools. I feel that because of this the teachers lost the respect from the kids that they deserve.
- Our boys have a field house that the health department should close down. Football stadium in Seagoville doesn't meet city code.
- My concern is that this area has no optional programs for the students that don't do well in the regular school system. We need desperately an academy (like MISD) in the East Dallas area. I have met many kids in this school that have dropped out or lie or play the address game to go to another district or have gone to the Charter Schools (before it got closed down). We need options as

well as alternatives. I'm not talking about troubled kids or discipline problems, I'm talking about kids that can't learn in disruptive classrooms, kids that need to learn at their own pace. Kids that for whatever reason can't attend this school.

- For safety, it would be good if when you approach the middle school (or any campus) in the morning and afternoon that adults are positioned around the campus to supervise students prior to the beginning of school and until a given time in the afternoon.
- Some schools can be entered through back doors during the day and at other times. Some schools chain all exit doors except one after the afternoon bell. This is dangerous in case of a fire.
- We do not want the military force out here but we need strict security.
- Local law enforcement should be voted on by parents of the DISD school district and not just by the board.
- Give more authority to teachers.
- Put police in every school.
- Keep working metal detectors and security personnel for metal detectors only.
- We do not agree with having metal detectors at school. We expect teaching institutions to be treated as schools not prisons.
- Relations with law enforcement officials need to be improved. Students must be taught respect for codes, rules, laws and any discipline instituted to maintain safety. Students should be taught early on to respect authorities starting with the teachers. This respect should be taught and reinforced at school in civics.
- Teachers should have all the authority over students during school hours. Whatever measures necessary to keep order in the classroom.
- I do feel that DISD has done a good job in maintaining campus safety. Hopefully that will continue and even improve.
- Under current guidelines, teachers are shorthanded in their means of extracting discipline in the classroom.
- This is by far very critical and important. At every level, there should be metal detectors at our schools. Zero tolerance should be instituted at every level.
- Safety is very important. Also, teachers need to feel safe and not threatened so our students can concentrate on learning.
- The metal detectors are non-functional. The zero-tolerance rule is not enforced. Many teachers, therefore, do not have control of their classes.
- DISD is doing okay with security. Police should be encouraged to come and teach students on public safety, municipal and state/federal laws. Ideally law enforcement personnel should be assigned to all schools. DISD should consider hiring more peace officers and have our own department of public safety.

- We need more city police in the front and back of schools in the morning and evenings. This would help avoid fights and gang groups standing around and teasing the students.
- Security has been okay so far but we still miss the fights that caused some students to be out of school.
- It is not consistent from classroom to classroom, building to building. The policies in the handbook are so vague that it is not effective. There needs to be a stricter policy for students with consequences that are effective.
- The temporary classrooms are not very safe. We have no way to notify the office if there is a problem in our classroom. The only thing we can do now is to send a student to the office if the situation allows them. At one time, we were given cellular phones but they did not work properly. So until this is resolved our students will continue to be at risk.
- Security officers are concerned about not having a gun in their possession while patrolling the schools.
- The district needs more security officers.
- Students are out of control and parents need to be held more accountable. There should be contracts with parents, if a child messes up property, they should be required to clean it up. If they litter the school, they should be required to clean it up.
- Alternative school should be all day and remain all year.
- Classroom discipline must be stronger. Keep metal detectors and person to monitor metal detectors all day.
- We need new code of conduct. We are getting them prepared for jail.
- I don't agree with the Student Code of Conduct. Instead of our students being sent to CEP, I feel there should be another way to discipline our students. Mandatory homework assignments should be given to students.
- At the corner of Millman and Ferguson, there are students 12 hours a day. I want to see a school speed zone installed there. Several accidents have occurred at this intersection and students have incurred injuries. Please help.
- As a teacher in DISD, I feel thoroughly safe and secure. However, additional funds are needed for the YAC office.
- Our elementary school has turned into "Portable City." Dr. Rojas promised our 29+ portable teachers that we would each have a panic button in case of an emergency, we never got them, as usual. The cost of a panic button to alert the office of an emergency is \$25.00. Is my life not worth \$25.00? Are my 24 precious second grader's lives not worth a measly \$25.00? One day of Rojas/Moses' salary will go a long way toward putting a panic button in every portable classroom. I definitely do not feel safe or protected on my job.

Appendix A

I. Safety and Security (Part 2)

- The biggest problem I hear about at my son's elementary school are disruptive students who keep others from learning. Get these kids out of the classroom and maybe people who have left the public schools will return.
- Discipline policies need to align with state law.
- Principals and assistant principals need to be given the correct tools to work instead of having their hands tied.
- It is great to have officers on campus.
- Teachers will have trouble if they are not organized, on task, or do not have a discipline plan.
- I don't know if the metal detectors are helping. Checking bags is good for the most part but it is not fun.
- Please look into the policy here at Bryan Adams High School. The management and local law enforcement officer here are not for all people. My daughter had a problem with a student here. The Dallas police officer informed her that the student would be filed on. But he told the assistant principal that the problem was nothing. I stayed up to the school for three hours that day to be told to come back on Monday in which everyone would talk it out. The principal was an hour and 15 minutes late stating she was called for jury duty. So I ended the conference by talking to both my daughter and the other student.
- What's the real story with CEP? It seems amazing to me that this contract exists especially for \$10 million.
- Somehow we need to be able to move the behavior problem kids out of the classroom.
- What would it take to increase police security in and around our community to protect the homeowners, and also our school children? In our community, I notice houses that are used for illegal activity such as drugs, prostitution and gang-style groups. What will it take to "STOP" these activities from openly operating?
- All classroom doors should lock from the inside. If there is an emergency in the building, most schools' classroom doors will not lock from the inside.
- The zero-tolerance policy is a joke. When will the district enforce the policy?
- In this day we have to be so careful with those outside of schools. I am glad that Dallas has emergency plans in each of the schools. It is a shame that schools can sometimes be dangerous but I feel the

schools are doing everything possible to avoid problems from outside of school.

- They're doing a good job at the metal detectors.
- Security at elementary school was available until a few years ago. There are car thefts occasionally.
- They need to check the book bags when we go inside the buildings, instead of our pockets because everybody got used to putting weapons in their book bag.
- There should be more metal detectors and securities at every DISD school.
- I'm concerned about broken lockers in our school buildings. What will it take to have them repaired?
- The security of the portable buildings is laughable! Routinely, these buildings are broken into and equipment is stolen. The district will do nothing to make these buildings more secure. The individual campus is left to absorb the cost replacing any stolen items because the district carries no insurance. One portable on the Stonewall Jackson campus requires three plates mounted on top of each other just to allow the deadbolt in the door to reach the doorframe.
- Student discipline is out of control. Students can do what they want when they want. And there are only a few who take up so much time and energy from those students that want to learn. It should be statewide and three strikes and you are out. If the parent(s) want their child to return to school then that parent and child should have to take a series of "staff development" on proper behavior within a school. Disrespect should be outlawed and in no way tolerated.
- Administrators do not support teachers in discipline procedure.
- We need video surveillance for parking and halls to catch those wanting to do mischief. Keep our youth action and police office in place.
- We need night security and parking lot security.
- I think a policeman on duty during the morning and afternoon rush hours would be a great comfort to all of us. Within the past 2 weeks, I have been rear-ended and backed into. There is never a policeman in sight. Neither caused any harm, but it would be comforting to know an official is around.
- The superintendent pay scale is unbelievable. The SBDM in our school has great input, volunteers and hard-working parents and community and teachers to work through committees and study issues.
- We have been begging for security in our student parking lot. This seems to be an impossible task, just getting someone who cares. Cars are broken into every football game. The athletes, cheerleaders, band members and drill teams leave their cars here at

school because they ride the bus to the game. Students are so used to the vandalism, that they now park their cars, then get everything out of them so that when they are broken into there will be nothing of value to take. Where is our help in this matter?

- We are lucky we've had no problems. Kids roam halls with few to no consequences. Repeated warnings must stop. The basic skills of attending school, being prepared, not roaming halls, not talking back and using profanity. Make consequences more immediate such as classes to learn proper behavior. If kids don't show up to these sessions, send them to alternative school if parents don't respond. We must have consequences and if parents won't be involved their kids will learn quickly that they will pay consequences. Have short immediate consequences quickly at first and if these don't work move the kids to the alternative site. Get the dead wood out! Increase disciplinary staff to do that and then the kids will turn around. A positive momentum will get going instead of teachers having to be responsible for keeping track of negative behavior.
- There are too many children/students sitting at the park and walking around after 9:00 a.m. that should be in school. What are the people in Youth Action and Security doing? Even patrolling after 10:00 a.m. would help.
- When Junior High School and High School students are released at noon for testing, they come to the elementary school to start confusion. Can Youth Action patrol on those days?
- Security is non-existent at my middle school. The principal seems to have a pathological aversion to discipline. In short, he lets the kids run the school. There have been several times in the last couple years I have feared for my safety. I teach at two other schools and I don't see these problems there.
- Student discipline is fair. But it is not easy to manage. The administrators are wonderful and they are very supportive of teachers when there are problems. They are also fair with the students. I believe the alternative school setting is working well.
- I appreciate the district's willingness to back-up its teachers in student discipline cases while in other districts the administrators back-up the parents of the offending students instead.
- Hillcrest has done a good job providing a safe place for our children to be educated. I have felt safe on all the many campuses that I have visited as a parent, PTA member, and PTA president. I support the student discipline policies set forth by the district. The policeman who is present on our campus is wonderful and serves a need.
- Make sure teachers understand the cultural differences of African American, Latino, Asian American, and American Indian students' learning styles and ways of expressing frustration. Some teachers

seem to be uncomfortable with culturally different ways of communicating and too swiftly punish kids from backgrounds other than their own.

- I feel parents should be informed of any problem concerning their child when a near fight or conflict occurs. Many times I have only heard about such matters from my kid.
- Schools are going to be planning for major emergencies. But doors do not lock from the inside. I understand this is a district policy, but do not understand that if they really are concerned about student safety, the simplest, most cost-effective thing they could do at the high school level would be to arrange for the doors to lock on the inside.
- Student discipline varies greatly from campus to campus. Most of it seems to depend on the principal and it doesn't seem to have any consistency in enforcement.
- The metal detectors don't work half the time. Teachers should not have to guard halls and doors. They are to teach. Security guards have little power and some are arrogant and offensive without being effective. A threatened teacher is told there is no recourse against an 18 year-old freshman when threatened with bodily harm.
- Students need to learn responsibility for their actions before they are grown. If they don't get this at home, the school must enforce this. Make the punishment fit the crime.
- Can we get more lighting outside around the portable areas?
- Can the district provide portables with the proper non-skid mats for the steps and landings? This area is very slippery during rain and inclement weather.
- Students and teachers need clear consequences for inappropriate behaviors. Students should not be allowed to continually disrupt their education or the education of others.
- Students are scared. District does only enough to cover their liability issues. Meanwhile, teachers' cars are vandalized, one-third of the students go through metal detectors and two-thirds go around the system.
- Teachers are not given enough authority to maintain order and control.
- Alternative education programs are great for removing disruptive students. But, rules change from year to year and make placing someone into a program long and drawn-out. It takes two drug offenses and a gang fight to remove a student to AEP.
- AEP looks good on paper and students don't think of it as a deterrent. Students with criminal records are allowed back in school over and over again. Students are given way too many chances. Three substantial referrals should mean student's out but

at an alternative campus. At least have a campus students can go to, who have never been in trouble with the law.

- My school is not safe. We have metal detectors, but they are manned only for a short time. There is no supervision for students before 7:00 a.m. when many students are dropped off by parents. Weapons can be hidden on the campus behind portables and I have found hidden knives and pepper sprays. Kids can walk directly to portables without going through security and later go into the school without a metal check. Kids are often leaving campus and returning without being stopped or noticed. Two security people who are in the office dealing with a fight cannot watch the campus. We need some form of picture ID for staff and students as well as roaming security or even cameras in specific areas to improve safety.
- Most students don't get much discipline beyond these schools walls. Some parents don't know what to do. Our students are the safest students in all of DISD. Our security is well controlled and the very best. I feel safe at all times.
- We need more security at all the schools. I'm satisfied with the discipline policies.
- Elementary schools should have interactive phones/intercoms in every classroom.
- Some students have had very little discipline beyond the school setting. Teachers who care take the time to show concern. Sometimes, students should be expelled due to zero tolerance, but teachers try to correct this improper behavior by the best means possible. If Pinkston does not help with self-discipline, our students will be future jailbirds.
- Security is lacking in the elementary schools. We need panic buttons in all classrooms for emergencies including health, or other attentions that need immediate nurse or administrator. Building is not secure and does not prevent children or adults from wandering into the building.
- We don't need more security. We need more parents doing their job at home so it can reflect at school. Discipline should begin at home.
- I feel they put too many students out of school for too many small things. We as parents should have a good relationship with the local law enforcement and know what alternative education there are before your children get to that point. We need more security outside the school.
- There was a disturbing incident that occurred at an all-female assembly. The head security officer talked to the girls in an unprofessional, hostile, and male-aggressive way. He demeaned them with his words and tone of voice. He said things like, girls don't act that way and you females aren't supposed to talk that way

("talking mess" is what he called it). The point is that he didn't focus on the rules. He focused on gender as a factor in the "right" way to act.

- A lot of teachers do not have proactive discipline management skills. They need training by an outside professional. Teachers make kids stand outside the classroom. They can't learn that way. I've heard teachers talk to kids in an authoritative/hostile/demeaning voice. It upsets me to hear it. There's no reason to strip a student of his/her dignity when you discipline. I've seen teachers hit kids with their hands, too. I've seen kids afraid of teachers. I feel bad for being silent, but it's hard to confront another teacher face-to-face about it.
- The Safety and Security of the district is a major area of concern. There should be security guards at every campus. Students at every level should be given identification badges. All doors should be locked from the inside where strangers are not allowed to enter the building through out the day without any supervision. Most campuses don't have any type of monitoring of the doors, any one can walk in the building and do whatever, and we have just been lucky.
- Security should be provided at evening programs. Too many times our cars have been broken into only to have our insurance increase.
- I am concerned about the level of safety and security measures taken at schools, especially on the high school level. One morning I was at Madison and watched as the teachers/staff performed the search for weapons. They hardly looked in book bags and purses. Why did this school not have a security officer? Shouldn't the high school have security officers? I noticed that Townview does. Why do teachers have to search the students?
- District-wide uniforms and I.D. badges should be mandatory. To be worn at all times. Security needs to be provided at schools that are picking up sites for middle and high schools.
- All schools need security, elementary through high school.
- Police/security should be on every campus.
- Every school needs personnel for security.
- Locks should be provided for each classroom with a key for the classroom teacher.
- I think the metal detectors should stay in the high schools.
- Periodic patrol in elementary school drop off areas to maintain traffic flow. Parents parking illegally to drop off and pick up children pose a safety hazard to the children.
- The positive note is that Chief Donovan Collins is student oriented. He has given our schools any and all assistance requested. However, there have been too many budget cuts in the area. It is far better to use preventive measures than to consistently put out fires.

- The relations with the local enforcement have always been a positive. They have allowed schools to handle educating, while they practice enforcing the laws.
- Safety and security needs to be improved, anyone can walk off the street into the school with no problem.
- All schools, especially elementary schools have security buzzers and security guards.
- I think that I.D. cards should be mandatory on all middle schools and high school campuses. It is a matter of security.
- What can be done to prevent parents from dropping their children off in the teacher parking lot? They (the parents) disregard the signs and newsletters asking them to refrain from this action in the a.m. and p.m.
- Something should be done about parents who drop their kids off in the teacher's parking lot. Teachers are delayed in their cars. The parents disregard the signs.
- There is not enough lighting around our school campus. We have lots of night meetings; the campus and the parking lot need to be well lit.
- Many times I've noticed children at facilities with adult supervision given only from custodians.
- Security officers should be at each campus.
- There is a need for security and/or youth action services in the school community. There seems to be an attitude that elementary students present very few serious problems, but they do.
- We have serious problems with a park located near our elementary school.
- A security guard was taken off the elementary campus, but we need one where there is a secondary school close by.
- The student's discipline policies are not consistently applied from school to school.
- The safety and security is good in most places.
- Relations with the law enforcement is good in most places.
- Alternative education is not understood by community and not used enough.
- Our school handles discipline issues excellently!
- Every school needs to have a principal or secretary who can see the front door. Building needs to be changed so that visitors are visible immediately.
- We have had an excellent relationship with local law enforcement and have had several excellent speakers at our school for parents as well as adults.
- Despite the best intentions, the traffic problem in front of school remains extremely unsafe to the students. Parents doing u-turns in the middle of the pick up zone, no crossing guards at the corners where approximately 400 of the students cross, but yet there is a

guard at each of two corners where easily less than 50 students cross.

- On the hottest days of the year (108 actual temp, an ozone alert day, and the humidity index making it 110 plus) the principal chose to ignore school policy and sent students out to play. On top of that the air conditioner was out all day.
- For safety, we at W. T. White High School need a fire hydrant in the back by the portable. I hope the city can finance them since this is the city of Dallas's responsibility.
- I don't feel safe having my child at school where incidents go unreported, as has been the case at our school. When the kids are allowed out at lunch, there is very little supervision and their idea of it is no talking. No playing, a first grade girl stabbed my son on the playground. I understand no one can avoid these incidents and I was phoned, but there are many, many other accidents that were never reported and when a parent finds out about an accident, our principal has denied knowledge.
- I am pleased with the safety and security.
- Safety at Tom C. Gooch is not what it should be with older children at play while younger ones go out to play after lunch being bullied and pushed by the older kids and sometimes hurt, with only one person outside to monitor all the children.
- I don't feel there is a great concern at this time regarding the safety and security at our school.
- I think that the teachers and parents should have to go through the metal detectors as well as the students. I also think they should be up all day long, manned by a persons in the morning. We should have camera's that can be viewed in the principal, attendance, and counseling offices. If somebody walked in and goes off, they can look and see when they came in and find them to see if they have something they should not have.
- When is the district going to hire more police or security officers to help patrol the campuses?
- Two local securities, two Dallas Public Schools, and one Dallas Police Department are good. The others called security, coaches, or teacher's aides are not good at all; apparently they are not even good with coaching.
- Elementary schools need security on campus.
- This is a huge problem and it is escalating. More money must be budgeted to address these issues. Parking lot surveillance is necessary day and night.
- Metal detectors need to be in good repair.
- Teachers are doing hall duty and we need them to teach and use their off period to conference with parents, plan with peers, and handle the ever increasing paperwork required. Aides could be hired for hall duty or install surveillance cameras.

- Portables are not secure. Thousands of dollars in equipment and resources have been stolen.
- Teachers should have phones in classrooms, especially in the portables.
- Motion detector lighting would help secure the portables at dusk to mornings.
- Discipline is not applied equally to all students.
- Safety is still not our number one priority at our schools.
- Law enforcement is still a ways behind, but they are coming along.
- We need someone to patrol the school and parking area.
- Security is very lax. People off the street can come into this place at anytime. We are just lucky no one has been seriously hurt. In fact some major disruptions (i.e., stabbing of a teacher, trashcan fires, etc.) have been done by people who weren't even students.
- I do not feel that students, staff, and teachers are safe in DISD. The lockdown procedure is ludicrous. The metal detectors don't work. Everyone should have some crisis management training and first aid should be mandatory staff development.
- There is an ongoing problem of fire code violation and fines due to locking of school doors.
- More professional security is needed.
- Teaching staff should not be assigned security.
- Metal detectors without trained staff is a problem.
- There are insufficient facilities for alternative education.
- State zero-tolerance laws are not enforced by administration.
- Discipline policy needs to be clear, communicated, and followed.
- It is far easier to discipline the wronged employee than to discipline the offending children.
- We need positive alternatives to negative discipline.
- Bus passes from DART for alternative schools should be restricted to routes to school.
- We need to look at system to ensure students are actually attending the alternative schools.
- Police automatically issue ticket to students who fight but parents should first be consulted.
- Discipline policy is selectively enforced.
- Enforce the Safe Schools Act.
- Provide quality alternative programs for students who do not succeed in a regular program.

Appendix B

PUBLIC OPINION SURVEY RESULTS

Introduction/Survey Questions - Part 1

Survey Questions - Part 2

Survey Questions - Part 3

Survey Questions - Part 4

Survey Questions - Part 5

PUBLIC OPINION SURVEY RESULTS

Dallas Independent School District Management and Performance

Review

Dallas Citizenry

(n=1,223)

INTRODUCTION

The public opinion telephone survey was designed to collect perceptions and opinions from a representative sample of residents living in the area served by the Dallas Independent School District (DISD), including parents and non-parents as well as all ethnic/racial groups. The survey measured community perceptions of:

- The quality of education and related changes over time;
- School district administrators, principals, teachers, and school board members;
- The district's operational efficiency;
- The major issues facing the district; and
- Profile of community opinions of the school district.

The following comments convey the community's perception of Dallas Independent School District and do not reflect the findings or opinion of the Comptroller or review team. These are the actual comments received for each focus area.

SURVEY METHODOLOGY

The 2000-01 DISD public opinion telephone survey gathered information from a representative sample of residents of the DISD community on their views and opinions of DISD. NuStats of Austin, Texas designed the procedures and performed all research tasks on the study. Trained interviewers employed by the NuStats data collection center conducted all

the interviews. A total of 1,223 residents of the DISD service area were interviewed between December 20, 2000 and January 14, 2001.

Sampling

NuStats generated a random sample of numbers from all active residential telephone exchanges in the DISD service area. The telephone numbers were expected to be in the specific zip codes covered by DISD. The distribution of the sample was proportional to the population in the service area. The zip codes were as follows:

75001, 75006, 75007, 75149, 75159, 75180, 75201, 75202,
 75203, 75204, 75205,
 75206, 75207, 75208, 75209, 75210, 75211, 75212, 75214,
 75215, 75216, 75217,
 75218, 75219, 75220, 75223, 75224, 75225, 75226, 75227,
 75228, 75229, 75230,
 75231, 75232, 75233, 75234, 75235, 75237, 75238, 75239,
 75240, 75241, 75244,
 75246, 75247, 75248, 75253.

A total of 1,223 interviews were completed from this sample. A sample of this size permits inferences to be made at a 95 percent confidence level with a margin of error of plus or minus 2 percent. The following **Exhibit B-1** presents the actual number of completed interviews and corresponding percentage by race/ethnic group and DISD parental status. DISD parents were defined as a respondent having a least one child in DISD, and Non DISD parents were defined as respondents living in DISD either without children or whose children were not enrolled in DISD.

Exhibit B-1
DISD Community Public Opinion Survey Respondents
(Completed Interviews by Race/Ethnicity and DISD Parental Status)

Race/Ethnic Group	Number	Percent
White/Anglo	506	41.4%
African American	271	22.2%
Hispanic	402	32.9%
Asian	9	0.7%
Other	20	1.6%
Don't Know/ Refused	15	1.2%
TOTAL	1,223	100%

Parental Status	Number	Percent
Parent of DISD student	370	30.3%
Not parent of DISD student	853	69.7%
TOTAL	1,223	100%

Questionnaire Design

The standardized Texas School Performance Review general population survey instrument provided by the Office of the Comptroller of Public Accounts was tailored for the Dallas ISD questionnaire. A Spanish-language version was also available for Spanish-speaking respondents. A copy of the DISD questionnaire and tabulated results are provided later in this report.

Trained bilingual interviewers conducted the telephone interviews between December 20, 2000 and January 14, 2001 from the central telephone interviewing center of NuStats. Weekday interviewing hours were from 6:00 p.m. to 9:00 p.m. and Saturdays from 11:00 a.m. to 3:00 p.m. Each sampled telephone number received up to three callbacks to maximize the response rate and reduce non-response bias. The average interview length was 12 minutes.

NuStats staff edited, coded and entered all survey data into a computer readable format. A frequency distribution of all survey questions was used in the construction of the results in this report. Some results were examined by key variables such as race/ethnic group, and those findings are described in this report.

The survey focused on quality of education, perceptions of DISD administrators, perceptions of school safety and facilities, parental involvement, community involvement, educational needs of students and transportation concerns. Of the 1,223 respondents who completed the telephone interview, 367 had children enrolled in DISD schools, 64 in private schools and three in both private and DISD schools. A majority of these respondents (263) had children enrolled in elementary school; others had children in middle school (101) and high school (118). Some of these respondents had children enrolled in multiple schools including them in more than one of the aforementioned categories.

Eighty-two percent of those who participated in the survey have lived in the Dallas ISD community for three or more years. The educational level of the respondents varied, with a majority attending or graduating from college (**Exhibit B-2**). Six percent of these respondents are attending an academic institution either part-time or full-time.

Exhibit B-2
Highest Level of Formal Education Completed by Respondents

Respondents' Highest Level of Formal Education	Percent
Less than High School	23.5
High school graduate	23.5
One to three years college	22.6
College degree or higher	30.4

Over one-half (56 percent) reported they were employed full-time, with an additional seven percent employed part time. When asked about their spouse or partner's employment status, 67 percent reported that their spouse or partner was employed full-time and four percent were employed part-time. Forty-five percent of these respondents indicated they earned \$35,000 or more in 1999 and over one-half (54 percent) owned their home. Forty-three percent reported that they rented.

Additionally, respondents were asked about their age, gender and race/ethnic group:

- More than one-half of the respondents (54%) reported they were in the 25 to 49 age range.
- Sixty-four percent of the respondents were female.
- A majority of DISD respondent parents reported they were Hispanic (**Exhibit B-3**).

Exhibit B-3
DISD and Non-DISD Respondent Parents by Race/Ethnic Group

Race/Ethnic Group	Percent of DISD Parents	Percent of Non-DISD Parents
Anglo	15.4	52.6
African American	22.7	21.9
Hispanic	59.7	21.2
Asian	0.3	0.9
Other	1.4	1.8
Don't Know/Refused	0.5	1.5

Quality of Education

A majority of respondent remarks were positive when questioned about the quality of education their child has received through DISD:

- Over 68 percent at the elementary level, 66 percent at the middle school level and 63 percent at the high school level reported the quality of education their child received was "excellent to good."
- Hispanics provided the highest rating at all levels with 75 percent at the elementary level, 70 percent at the middle school level and 71 percent at the high school level rating education as "excellent to good." The distribution of ratings by race/ethnic group for the elementary, middle school and high school level are presented in Exhibits B-4, B-5 and B-6.

Exhibit B-4
Ratings of Educational Quality in Dallas ISD Elementary School
by Race/Ethnic Group

Educational Quality Rating	Percent Anglo	Percent African American	Percent Hispanic
Excellent	12.1	18.2	22.8
Good	51.5	36.4	52.7
Fair	24.2	40.0	22.2
Poor	12.1	5.5	2.4

Survey Question: *"How would you rate the quality of education your child receives through a Dallas ISD Elementary school?"*

Note: Percent totals may not equal to 100 due to rounding.

Exhibit B-5
Ratings of Educational Quality in Dallas ISD Middle Schools
by Race/Ethnic Group

Educational Quality Rating	Percent Anglo	Percent African American	Percent Hispanic
Excellent	5.3	6.3	20.3
Good	68.4	37.5	50.0
Fair	21.1	43.8	25.0

Poor	5.3	12.0	4.7
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Survey Question: *"How would you rate the quality of education your child receives through a Dallas ISD middle school?"*

Note: Percent totals may not equal to 100 due to rounding.

Exhibit B-6
Ratings of Educational Quality in
Dallas ISD High Schools by Race/Ethnic Group

Educational Quality Rating	Percent Anglo	Percent African American	Percent Hispanic
Excellent	19.2	11.9	10.9
Good	61.5	26.2	63.0
Fair	0.0	45.2	19.6
Poor	19.2	16.7	6.5

Survey Question: *"How would you rate the quality of education your child receives through a Dallas ISD High School?"*

Note: Percent totals may not equal to 100 due to rounding.

The respondent group was divided in half with 49.7 percent reporting that they knew of programs and services offered by Dallas ISD either from their own experiences or the experiences of others, and the other half reporting that they knew nothing about the programs and services provided by DISD.

A second question was posed to those stating they knew nothing about the Dallas ISD programs and services. Respondents were then asked how much they knew about DISD from newspapers, television, neighbors and friends. Approximately 16 percent indicated that they knew "a lot" or "a little" about the DISD programs and services from these sources.

Exhibit B-7 gives the percentage of respondents by race/ethnic group in correlation to their amount of knowledge about the DISD programs and services. Hispanic respondents indicated they had the least amount of information compared to other race/ethnic groups.

Exhibit B-7
Respondent Knowledge of DISD Programs and Services
Through Direct Experience by Race/Ethnic Group

Respondent Knowledge of DISD Programs and Services	Percent Anglo	Percent African American	Percent Hispanic
A lot	18.3	19.1	5.2
A little	38.4	41.6	28.9
Nothing	43.3	39.3	65.8

Survey Question: *"How much do you know about the programs and services provided by Dallas ISD from your own experience or the experience of others?"*

Note: Percent totals may not equal 100 due to rounding.

Respondents who said that they knew about DISD programs and services gave a mixed review of the overall quality of education in DISD:

- Approximately one-third (35 percent) rated the quality of public education as excellent to good, more than one-third (38 percent) rated the quality as fair and over one-quarter (27 percent) rated the quality as poor.
- Twenty-five percent reported the quality had improved over the past three years, while 45 percent said that it remained the same.

Perceptions of Administration

Respondents who had heard of DISD programs and services evaluated board members' knowledge of education needs and provided an overall evaluation of the performance of the school board. In addition, the interviewers specifically asked about the performance of top administrators. The ratings are provided for each of the questions in **Exhibit B-8**. **Exhibits B-9** through **B-14** provide the ratings for each of the survey questions by race/ethnic groups and DISD/Non-DISD parent groups. DISD parents were defined as a respondent having a least one child in DISD, and Non-DISD parents were defined as respondents living in DISD either without children or whose children were not enrolled in DISD.

Exhibit B-8
Respondent Ratings of DISD School Board and Top Administrators

Survey Question Rating DISD School Board Knowledge	Percent Grade A	Percent Grade B	Percent Grade C	Percent Grade D	Percent Grade F
In general, what grade would you give the Dallas ISD school board members' knowledge of the educational needs of students within Dallas ISD? Would you give the school board a...	8.4	20.0	27.0	21.6	23.0
Overall, would you rate the performance of the current board as:	6.7	18.7	27.5	20.2	26.9
What about the overall performance of top administrators below the superintendent? Would you give them a ...	9.0	22.0	31.9	21.0	16.1

Exhibit B-9
Ratings of Dallas ISD School Board Members' Knowledge of the Educational Needs by DISD/Non-DISD Respondent Parents

Rating Scale	Percent DISD Parents	Percent Non-DISD Parents
Grade A	17.4	1.8
Grade B	28.8	8.8
Grade C	26.3	33.3
Grade D	12.3	26.3
Grade F	15.3	29.8

Survey Question: *"In general, what grade would you give the Dallas ISD school board members' knowledge of the educational needs of students*

within Dallas ISD?"

Note: Percent may not total to 100 due to rounding.

Exhibit B-10
**Ratings of Dallas ISD School Board Members' Knowledge of
the Educational Needs by Race/Ethnic Group**

Grade Assigned DISD School Board Members' Knowledge of Student Educational Needs	Percent Anglo	Percent African American	Percent Hispanic
Grade A	2.8	9.9	19.9
Grade B	12.6	22.7	34.0
Grade C	25.2	34.3	22.0
Grade D	29.5	17.1	7.1
Grade F	29.8	16.0	17.0

Survey Question: *"In general, what grade would you give the Dallas ISD school board members' knowledge of the educational needs of students within Dallas ISD?"*

Note: Percent may not total to 100 due to rounding.

Exhibit B-11
**Overall Performance Ratings
of the Current Board by
DISD/Non-DISD Parents**

Rating Scale	Percent DISD Parents	Percent Non DISD Parents
Grade A	15.0	0.0
Grade B	26.6	9.1
Grade C	30.9	21.8
Grade D	12.0	29.1
Grade F	15.5	40.0

Survey Question: "Overall, would you rate the performance of the current board as..."

Exhibit B-12
Overall Performance Ratings
of the Current Board by
Race/Ethnic Group

Rating Scale	Percent Anglo	Percent African American	Percent Hispanic
Grade A	0.6	6.2	21.3
Grade B	11.5	22.6	31.9
Grade C	24.9	36.2	24.1
Grade D	25.9	18.1	7.8
Grade F	37.1	16.9	14.9

Survey Question: "Overall, would you rate the performance of the current board as..."

Exhibit B-13
Overall Performance Ratings of Top Administrators by DISD/Non-
DISD Parents

Rating Scale	Percent DISD Parents	Percent Non DISD Parents
Grade A	19.6	0.0
Grade B	26.1	14.8
Grade C	27.8	33.3
Grade D	15.7	24.1
Grade F	10.9	27.8

Survey Question: "What about the overall performance of top administrators below the superintendent?"

Appendix B

SURVEY QUESTIONS - PART 2

Exhibit B-14 Overall Performance Ratings of Top Administrators by Race/Ethnic Group

Rating Scale	Percent Anglo	Percent African American	Percent Hispanic
Grade A	2.7	8.2	23.9
Grade B	16.3	27.6	28.3
Grade C	34.9	35.3	20.3
Grade D	25.8	16.5	16.7
Grade F	20.3	12.4	10.9

Survey Question: *"What about the overall performance of top administrators below the superintendent?"*

School Safety and Facilities

Respondents who had heard of DISD programs and services were asked about school safety, student misbehavior and quality of facilities and buildings in DISD. Even though most agreed the buildings were clean and well maintained, concerns were expressed about the safety of schools and the condition of buildings in DISD:

- Over one-third of these respondents agreed or strongly agreed that DISD schools are safe and secure, while over one-half disagreed or strongly disagreed with the statement.
- At the elementary school level, over 4 out of 10 (45 percent) respondents agreed that problems of misbehavior are handled effectively.
- At the secondary school level, less than 4 out of 10 (38 percent) stated that problems of misbehavior are handled effectively.
- Over one-half (54 percent) reported that the buildings are clean and well maintained and that DISD schools are good places to learn (52 percent).

- One-third (32 percent) agreed that there is sufficient space and facilities to support instructional programs while almost two-thirds (60 percent) disagreed with that statement.
- More than one-third (38 percent) agreed that the buildings are in good condition while one-half (50 percent) disagreed with that statement.
- Hispanics stated they perceived the schools as safe and that problems are handled effectively more than the stated perceptions of other race/ethnic groups (**Exhibit B-15**).

Exhibit B-15 reports the "agree" and "strongly agree" results of these safety and facility questions as percentages according to race or ethnicity.

Exhibit B-15
Respondents Reporting "Strongly Agree" and "Agree" to Statements
Regarding School Facilities and Safety by Race/Ethnic Group

Survey Statements Regarding School Safety and Facility Issues	Percent Anglo Agree or Strongly Agree	Percent African American Agree or Strongly Agree	Percent Hispanic Agree or Strongly Agree
Schools in Dallas ISD are safe and secure.	35.8	34.1	42.7
Dallas ISD elementary schools effectively handle problems of misbehavior.	36.5	49.4	56.2
Dallas ISD secondary schools effectively handle problems of misbehavior.	25.4	40.7	60.0
Schools in Dallas ISD have sufficient space and facilities to support the instructional programs.	23.6	30.0	50.6
Schools in Dallas ISD are good places to learn.	35.3	62.9	74.7
Schools in this district have the materials and supplies necessary for instruction in basic skills programs.	42.8	42.1	66.7

Parent Involvement

For respondents who had heard of DISD programs and services, a majority perceived DISD as a place where teachers care about students' needs and where parents are able to play an active role in the public school system:

- Seventy-two percent agreed that DISD teachers care about students' needs.
- Eighty percent agreed that DISD parents are given the opportunity to play an active role in public schools and 70 percent feel welcome when they visit a school.
- Almost one-half (49 percent) feel that parents participate in school activities and organizations that are currently available.
- Hispanics indicated that they felt welcomed and reported more parental participation than other race/ethnic groups (**Exhibit B-16**).

Exhibit B-16 gives the percent of respondents by race/ethnic group who agreed or strongly agreed to statements regarding parental perceptions and involvement with teachers, schools and related activities.

Exhibit B-16
Respondents Reporting
Survey Question
Survey Question "Strongly Agree" and
Survey Question "Agree" to Statements Regarding Parental
Survey Question Involvement by Race/Ethnic Group

Survey Statements Regarding Parental Involvement	Percent Anglo Agree or Strongly Agree	Percent African American Agree or Strongly Agree	Percent Hispanic Agree or Strongly Agree
Dallas ISD teachers care about students' needs.	82.1	59.8	66.9
Dallas ISD parents feel welcome when they visit a school.	64.4	71.3	80.1
Dallas ISD parents participate in school activities and organizations.	39.7	51.1	61.1

Community Involvement

Respondents who had heard of DISD programs and services indicated the community plays an important role in the education of children in DISD.

Even though 43 percent of DISD parents stated that DISD had good communication with the community, good public relations with the community was expressed as a concern:

- Forty-six percent agreed that the community takes an active part in education.
- Fifty-eight percent felt that community members are welcome to express their views when they attend school board meetings.
- Almost one-half (47 percent) agreed that DISD administration works to involve the community, and more than one-half (56 percent) noted that principals of DISD schools work to involve the community in its campus activities.
- Fifty percent of the respondents felt that local businesses support school programs.
- Fifty-one percent of the respondents disagreed that the district does a lot to promote good public relations.
- Almost 6 in 10 (59 percent) disagreed that communication between the administration and the community is good.
- Twenty-nine percent agreed that the community is proud of DISD public school education.
- DISD parents perceived better community relations than Non-DISD parents (**Exhibit B-17**).
- Hispanics perceived better community relations than other race/ethnic groups (**Exhibit B-18**).

Exhibit B-17 gives the percent of DISD parent respondents and Non-DISD parent respondents who either agree or strongly agree to survey statements regarding community involvement, pride and communication.

Exhibit B-18 gives the same information in percentages according to respondent race or ethnicity.

Exhibit B-17
Percent Reporting "Strongly Agree" and "Agree" to Statements Regarding Community Involvement by DISD/Non-DISD Parent Respondents

Survey Statements Regarding Community Involvement	Percent DISD Parents Agree or Strongly Agree	Percent Survey Question Non-DISD Parents Survey Question Agree or Strongly Agree
Communication is good between the Dallas ISD administration and the community.	43.9	10.9

The community is proud of the public school education in Dallas ISD.	45.0	3.6
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Exhibit B-18
Percent Reporting "Strongly Agree" and "Agree" to
Statements Regarding Community Involvement by Race/Ethnic
Group

Survey Statements Regarding Community Involvement	Percent Anglo Agree or Strongly Agree	Percent African American Agree or Strongly Agree	Percent Hispanic Agree or Strongly Agree
Communication is good between the Dallas ISD administration and the community.	19.5	33.0	51.3
The community is proud of the public school education in Dallas ISD.	15.6	32.4	55.1

Educational Needs

Respondents who had heard of DISD programs and services evaluated educational needs:

- The majority of these respondents agreed that too much emphasis is placed on passing the TAAS (76 percent).
- Thirty-nine percent of these respondents agreed that DISD graduates are either prepared for college or the work force while almost one-half (49 percent) disagreed (**Exhibit B-19**).
- Forty-three percent of these respondents agreed while 39 percent disagreed that the educational needs of disadvantaged students were met (**Exhibit B-19**).
- When asked if DISD effectively prepared students in the area of computers and technology, 58 percent agreed (**Exhibit B-19**).
- Respondents provided a range of answers when asked if the DISD bilingual and limited English proficiency programs prepared students to perform in school as shown in percentages in **Exhibit B-20**. The highest number of respondents (41percent) rated these services as fair. Their answers ranged from 9 percent rating the

programs as excellent to 20 percent rating them as poor. These ratings are also shown in percentages in **Exhibit B-21** by race/ethnic group.

Exhibit B-19
Percent of Respondents Indicating "Strongly Agree" and "Agree"
to Statements Regarding Educational Needs by Race/Ethnic Group

Survey Statements Regarding Educational Needs of DISD Students	Percent Anglo Agree or Strongly Agree	Percent African American Agree or Strongly Agree	Percent Hispanic Agree or Strongly Agree
Dallas ISD graduates are prepared to go on to college or directly into the work force when they graduate.	31.3	40.2	56.1
Dallas ISD does a good job of meeting the educational needs of the disadvantaged student population.	38.0	39.2	59.3
Dallas ISD is effectively preparing students in the areas of computers and technology.	48.7	64.2	71.9

Exhibit B-20
Bilingual Education and Limited English Proficiency Program
Ratings
by Respondents Aware of Programs and Services

Survey Statement Regarding Bilingual and Limited English Proficiency Programs	Percent Rating Excellent	Percent Rating Good	Percent Rating Fair	Percent Rating Poor
How well would you say Dallas ISD's bilingual education and limited English proficiency programs prepare students to perform in school?	9.0	29.3	41.7	20.1

Exhibit B-21
Bilingual Education and Limited English Proficiency Program
Ratings
by Race/Ethnic Group

Educational Quality Rating	Percent Anglo	Percent African American	Percent Hispanic
Excellent	3.4%	7.4%	19.6%
Good	26.1%	26.8%	35.8%
Fair	46.2%	47.7%	30.4%
Poor	24.4%	18.1%	14.2%

Survey Question: *"How well would you say Dallas ISD's bilingual education and limited English proficiency programs prepare students to perform in school?"*

- When asked about tax dollars and operating funds, only 23 percent agreed that DISD does a good job of managing tax dollars while 63 percent disagreed.

When asked the question, "Based on everything you have seen, heard or read about the district, would you say Dallas ISD is operating....," some respondents indicated that the district was operating efficiently while others felt it was not. The distribution of responses to that question is provided in **Exhibit B-22**. **Exhibit B-23** describes the perception of DISD operations for DISD and non-DISD parents.

Exhibit B-22
Ratings of District Operations by Respondents

District Operations Ratings	Percent Respondents
Very efficiently	2.6
Efficiently	26.8
Not very efficiently	35.5
Inefficiently	35.1

Survey Question: *"Based on everything you have seen, heard or read about the district, would you say Dallas ISD is operating..."*

Exhibit B-23
Ratings of District Operations by DISD/Non-DISD Parents

District Operations Ratings	Percent DISD Parents	Percent Non-DISD Parents
Very efficiently	4.9	0.0
Efficiently	40.2	7.0
Not very efficiently	31.3	26.3
Inefficiently	23.6	66.7

Survey Question: *"Overall, based on everything you have seen, heard or read about the district, would you say Dallas ISD is operating..."*

Transportation Concerns

Respondents who had heard of DISD programs and services were also asked about their transportation use, perceptions of safety of school transportation, the condition of buses and transportation services provided by the school:

- Of the 310 respondents answering the question about whether their child or children ride the school bus, 65 (21 percent) indicated that their child (or children) utilize the school bus.
- Sixty-six percent of the respondents indicating transportation use agreed that school bus transportation is safe for students.
- More than one-half (51 percent) agreed that the buses arrive and leave on time.
- More than 6 in 10 (66 percent) agreed that the buses are well maintained and in good condition.
- Fifty-eight percent agreed that school bus drivers are competent and well trained.
- Sixty-seven percent of the respondents agreed that student discipline problems on buses are resolved quickly and effectively.
- More than one-half (57 percent) of the 65 respondents who use transportation services agreed that current information on bus routes and schedules is easy to find.

- Sixty-three percent of these respondents indicated they know who to contact about school bus transportation.
- A majority of these respondents (80 percent) agreed that DISD does a good job providing student transportation from home to school and back.
- A majority of these respondents (75 percent) also indicated that the district has effective procedures for arranging buses for field trips and special events.
- More than one-half (57 percent) of the 65 respondents indicated that the district does a good job providing student transportation for after school activities and extracurricular events.
- Hispanics from this group felt more positive about transportation services than other race/ethnic groups as indicated in **Exhibit B-24**.

Exhibit B-24
Respondents Indicating "Strongly Agree/Agree"
to Statements Regarding Transportation by Race/Ethnic Group

Survey Statements Regarding Transportation	Percent Anglo	Percent African American	Percent Hispanic
School bus drivers are competent and well trained.	43.8	60.9	57.1
The district deals with student discipline on school buses quickly and effectively.	56.3	60.9	81.0
Current information on bus routes and schedules is easy to find.	37.5	56.5	68.2
The district does a good job providing student transportation for after school activities and extracurricular events.	60.0	43.5	63.6

The survey results described in this report provide a wide range of information from Dallas Independent School District (DISD) respondents on key issues such as quality of education, perceptions of DISD administrators, perceptions of school safety and facilities, parental involvement, community involvement, educational needs of students, and transportation concerns. A copy of the survey instrument is attached.

Dallas Independent School District
Management and Performance Review
Public Input Survey Questionnaire

Good (morning/afternoon/evening). This is (**FIRST & LAST**) with NuStats, an opinion research firm in Austin, Texas. We are calling people in your area to get your opinions on important issues facing Dallas Independent School District and would like to include you in our study. This study is being conducted for Carole Keeton Rylander's office, the State Comptroller of Public Accounts. Your responses to the survey will be treated with strict confidence and no names will ever be used in the report. There are no right or wrong answers. We just want your honest opinion.

S1. First, do you or any other member of your household work for...

Response	Yes	No
A. A marketing or market research firm	1	2
B. An Advertising firm	1	2
C. Dallas ISD	1	2
Total		

IF YES TO ANY OF THE ABOVE, TERMINATE WITH:

I'm sorry, but as an employee of (S1 CATEGORY), we are not allowed to interview you for this project because of your (familiarity with market research/knowledge of the district that the general public would not have). However, I would like to thank you for your time.

S2. Are you presently living in a dormitory, boarding house or some other type of group quarters?

Response		
Yes	1	(TERMINATE **)
No	2	(CONTINUE)
Refused/Don't know	3	(TERMINATE**)

** I'm sorry but, since this is a household survey, we are not allowed to interview people who live in group quarters. Thank you for your time.

Appendix B

SURVEY QUESTIONS - PART 3

1. Do you live in the Dallas Independent School District?

Response		
Yes	1	(CONTINUE)
No	2	(TERMINATE*)
Refused	3	(TERMINATE*)
Don't know	4	(CONTINUE)

2. In what zip code do you live? ____ _

**REFER TO ZIP CODE LIST; CONTINUE IF ON LIST
AND TERMINATE * IF NOT ON LIST**

** I'm sorry but for this survey, we are only interviewing people who live in the Dallas Independent School District. Thank you for your time.

3. Do you have any school age children living in your home?

Response	Rating
Yes	1(CONTINUE)
No	2(SKIP TO 11)
Refused	3(SKIP TO 11)
Don't know	4(SKIP TO 11)

4. Are they enrolled in Dallas ISD schools or private schools?

Response	Rating
Dallas ISD	1(CONTINUE)
Private	2(SKIP TO 11)
Both	3(CONTINUE)
Other (SPECIFY)	

	4(SKIP TO 11)
Refused	5(SKIP TO 11)
Don't know	6(SKIP TO 11)

5. Do you have children enrolled in a Dallas ISD elementary school?

Response	Rating
Yes	1
No	2
Refused	3
Don't know	4

6. Do you have children enrolled in a Dallas ISD middle school?

Response	Rating
Yes	1
No	2
Refused	3
Don't know	4

7. Do you have children enrolled in a Dallas ISD high school?

Response	Rating
Yes	1
No	2
Refused	3
Don't know	4

8. **FOR EACH YES ABOVE, ASK:**

9. How would you rate the quality of education your child receives through a Dallas ISD elementary school? Would you say it is...

Response	Rating
Excellent	1

Good	2
Fair	3
Poor	4
Refused	5
Don't know	6

10. How would you rate the quality of education your child receives through a Dallas ISD middle school? Would you say it is ...

Response	Rating
Excellent	1
Good	2
Fair	3
Poor	4
Refused	5
Don't know	6

11. How would you rate the quality of education your child receives through a Dallas ISD high school? Would you say it is ...

Response	Rating
Excellent	1
Good	2
Fair	3
Poor	4
Refused	5
Don't know	6

12. How much do you know about the programs and services provided by Dallas ISD from your own experience or the experience of others?

Response	Rating
A lot	1(SKIP TO 13)

A little	2(SKIP TO 13)
Nothing	3(CONTINUE)
Refused	4(SKIP TO 56)
Don't know	5(SKIP TO 56)

13. How much do you know about the programs and services provided by Dallas ISD based on what you have seen or heard from other sources (i.e., newspapers, television, neighbors, and friends)?

Response	Rating
A lot	1(CONTINUE)
A little	2(CONTINUE)
Nothing	3(SKIP TO 56)
Refused	4(SKIP TO 56)
Don't know	5(SKIP TO 56)

14. In your opinion, would you rate the quality of public education at Dallas ISD schools as...

Response	Rating
Excellent	1
Good	2
Fair	3
Poor	4
Refused	5
Don't know	6

15. Over the past three years, would you say the quality of public education in Dallas ISD has...

Response	Rating
Improved	1
Gotten worse	2
Stayed the same	3

Refused	4
Don't know	5

16. Now, I am going to read a list of different groups of employees in Dallas ISD. Please use the grades of A, B, C, D, or F to indicate how well you think each group performs their job.
17. First of all, in general, what grade would you give the Dallas ISD school board members' knowledge of the educational needs of students within Dallas ISD? Would you give the school board a...

Response	Rating
Grade A	1
Grade B	2
Grade C	3
Grade D	4
Grade F	5
Refused	6
Don't know	7

18. Overall, would you rate the performance of the current board as...

Response	Rating
Grade A	1
Grade B	2
Grade C	3
Grade D	4
Grade F	5
Refused	6
Don't know	7

19. What about the overall performance of top administrators below the superintendent? Would you give them a...

Response	Rating
Grade A	1

Grade B	2
Grade C	3
Grade D	4
Grade F	5
Refused	6
Don't know	7

20. Based on what you know or have heard, do you strongly agree, agree, have no opinion, disagree, or strongly disagree for each of the following statements about Dallas ISD:

21. Schools in Dallas ISD are safe and secure.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

22. Dallas ISD elementary schools effectively handle problems of misbehavior.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

23. Dallas ISD secondary schools effectively handle problems of misbehavior.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

24. Schools in Dallas ISD have sufficient space and facilities to support the instructional programs.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

25. Dallas ISD buildings are in good structural condition.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6

Don't know	7
------------	---

26. Dallas ISD buildings are clean and well maintained.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

27. Schools in Dallas ISD are good places to learn.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

28. Schools in this district have the materials and supplies necessary for instruction in basic skills programs.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5

Refused	6
Don't know	7

29. Dallas ISD teachers care about students' needs.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

30. Dallas ISD parents are given opportunities to play an active role in public schools.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

31. Dallas ISD parents feel welcome when they visit a school.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4

Strongly disagree	5
Refused	6
Don't know	7

32. Dallas ISD parents participate in school activities and organizations.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

33. Community members take an active part in the education of children at Dallas ISD.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

34. Community members feel welcome to express their views when they attend Dallas ISD school board meetings.

Response	Rating
Strongly agree	1
Agree	2

No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

35. Dallas ISD administration works to involve the community in school activities.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

36. The school principals work to involve the community in campus activities.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

37. Dallas ISD administration does a lot to promote good public relations between the district and the community.

Response	Rating
-----------------	---------------

Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

38. Communication is good between the Dallas ISD administration and the community.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

39. The community is proud of the public school education in Dallas ISD.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

40. Dallas ISD places too much emphasis on passing the TAAS, and not enough emphasis on providing students with a well-rounded education.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

41. Dallas ISD graduates are prepared to go on to college or directly into the work force when they graduate.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

42. The local business community does a lot to support Dallas ISD programs.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5

Refused	6
Don't know	7

43. Dallas ISD does a good job of meeting the educational needs of the disadvantaged student population.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

44. Now, let's rate Dallas ISD's bilingual education and limited English proficiency programs.

45. How well would you say Dallas ISD's bilingual education and limited English proficiency programs prepare students to perform in school?

Response	Rating
Excellent	1
Good	2
Fair	3
Poor	4
Refused	5
Don't know	6

46. Dallas ISD is effectively preparing students in the areas of computers and technology?

Response	Rating
Strongly agree	1
Agree	2

No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

47. Dallas ISD does a good job of managing the tax dollars used to operate the district.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

Appendix B

SURVEY QUESTIONS - PART 4

44. Overall, based on everything you have seen, heard or read about the district, would you say Dallas ISD is operating...

Response	Rating
Very efficiently	1
Efficiently	2
Not very efficiently	3
Inefficiently	4
Refused	5
Don't know	6

45. Does your child(ren) ride the bus?

Yes	No

ONLY ASK IF ANSWERED YES TO QUESTION #45
DOES YOUR CHILD(REN) RIDE THE BUS? IF YES, CONTINUE; IF NO, SKIP TO **QUESTION 55**.

46. School bus transportation is safe for students.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

47. Buses arrive and leave on time.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

48. School buses are well maintained and in good condition.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

49. School bus drivers are competent and well trained.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

50. The district deals with student discipline on school buses quickly and effectively.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

51. Current information on bus routes and schedules is easy to find.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

52. When I have a question about school bus transportation I know whom to contact.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6

Don't know	7
------------	---

53. The district does a good job providing student transportation from home to school and back.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

54. The district has an effective procedure to arrange buses for field trips and special events.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4
Strongly disagree	5
Refused	6
Don't know	7

55. The district does a good job providing student transportation for after school activities and extracurricular events.

Response	Rating
Strongly agree	1
Agree	2
No opinion	3
Disagree	4

Strongly disagree	5
Refused	6
Don't know	7

56. What would you say is the most critical issue currently facing Dallas ISD? **RECORD VERBATIM AND PROBE FOR CLARITY**

Now, I have a few background questions and we will be finished.

57. First, how long have you lived in the Dallas ISD?

Response	Rating
One to two years	1
Three to five years	2
Six to ten years	3
Eleven or more years	4
Refused	5
Don't know	6

58. Counting yourself, how many people live in your household?

NO. IN HH: ____ ____

59. What is the highest level of formal education you have completed?

Response	Rating
Less than High School	1
High School graduate	2
One to three years college	3
College degree or higher	4
Refused	5
Don't know	6

60. What is your marital status?

Response	Rating
-----------------	---------------

Married	1
Widowed	2
Separated	3
Divorced	4
Never married	5
Living together	6 VOLUNTEERED
Refused	7
Don't know	8

61. Are you currently....

Response	Rating
Employed full-time	1
Employed part-time	2
Unemployed	3
Retired or disabled	4
or Something else (SPECIFY)	
_____	5
Refused/Don't know	6

62. Are you currently enrolled in an academic institution...

Response	Rating
Part-time	1
Full-time	2
Not at all	3
Refused/ Don't know	4

IF MARRIED, ASK:

63. Is your spouse currently...

Response	Rating
-----------------	---------------

Employed full-time	1
Employed part-time	2
Unemployed	3
Retired or disabled	4
or Something else (SPECIFY)	
_____	5
Refused/Don't know	6

64. Is your spouse currently enrolled in an academic institution...

Response	Rating
Part-time	1
Full-time	2
Not at all	3
Refused/ Don't know	4

65. Do you...

Response	Rating
Own	1
Rent	2
Live rent free	3
Refused	4
Don't know	5

66. In what age group do you belong?

Response	Rating
18 to 24 years old	1
25 to 34 years old	2
35 to 49 years old	3
50 to 64 years old	4
65 or older	5

Refused	6
Don't know	7

67. Do you consider yourself...

Response	Rating
Anglo	1
African American	2
Hispanic	3
Asian	4
Or something else (SPECIFY)	
_____	5
Refused	6
Don't know	7

68. What was your total annual household income for 1999 from all sources before taxes?

Response	Rating
Less than \$14,999	1
\$15,000 to \$24,999	2
\$25,000 to \$34,999	3
\$35,000 to \$49,999	4
\$50,000 to \$74,999	5
\$75,000 or more	6
Refused	7
Don't know	8

69. INTERVIEWER: RECORD GENDER OF RESPONDENT

Response	Rating
Male	1
Female	2

Thank you very much for your cooperation.

**Exhibit B-25
Survey Results**

<i>Survey Question</i>		<i>Survey Response</i>			
		Yes	No		Total
S1	First, do you or any other member of your household work for... <ul style="list-style-type: none"> • A marketing or market research firm • An Advertising firm 				
	Dallas ISD	0%	100%		100%
169 respondents were terminated and not included in the 1,223 total.					
S2	Are you presently living in a dormitory, boarding house or some other type of group quarters?				
		0%	100%		100%
27 respondents were terminated and not included in the 1,223 total.					
1.	Do you live in the Dallas	100%	0%		100%

	Independent School District?				
391 respondents were terminated and not included in the 1,223 total.					
[Number of Respondents (N) = 1,223; Don't Know (DK) / Refused to Answer (RF) = 4]					
2. In what zip code do you live?					
	75001	75006	75007	75149	75159
	2.3%	2.2%	0.8%	1.6%	1.4%
	75180	75201	75203	75204	75205
	1.4%	0.3%	1.5%	1.2%	0.8%
	75206	75207	75208	75209	75210
	3.5%	0.2%	4.1%	1.1%	0.7%
	75211	75212	75214	75215	75216
	8.1%	0.2%	4.8%	1.5%	6.4%
	75217	75218	75219	75220	75223
	5.7%	3.2%	1.6%	3.8%	1.2%
	75224	75225	75226	75227	75228
	3.6%	2.8%	0.3%	3.4%	3.8%
	25229	75230	75231	75232	75233
	3.2%	3.7%	4.7%	1.8%	1.6%
	75234	75235	75237	75238	75240
	1.0%	1.1%	0.6%	1.4%	1.9%
	75241	75244	75246	75248	75235
	1.4%	1.1%	0.2%	1.2%	1.5%
					Total
					100%
[N=1,223; DK/RF=0] Note: Percent totals may not equal 100 due to rounding					
<i>Survey Question</i>		<i>Survey Response</i>			

		Yes	No		Total	
3.	Do you have any school age children living in your home?	37.0%	63.0%		100%	
[N=1,223; DK/RF=1]						
		DISD	Private	Both	Other	Total
4.	Are they enrolled in Dallas ISD schools or private schools?	81.1%	14.2 %	0.7 %	4.0 %	100%
[N=452; DK/RF=0]						
		Yes	No		Total	
5.	Do you have children enrolled in a Dallas ISD Elementary school?	71.1%	28.9%		100%	
[N=370; DK/RF=0]						
6.	Do you have children enrolled in a Dallas ISD middle school?	27.3%	72.7%		100%	
[N=370; DK/RF=0]						
7.	Do you have children enrolled in a Dallas ISD high school?	31.9%	68.1%		100%	
[N=370; DK/RF=0]						

		Excellent	Good	Fair	Poor		Total
8.	How would you rate the quality of education your child receives through a Dallas ISD elementary school? Would you say it is...	20.5%	48.3%	26.6%	4.6%		100%
[N=263; DK/RF=4]							
9.	How would you rate the quality of education your child receives through a Dallas ISD middle school? Would you say it is ...	15.0%	51.0%	28.0%	6.0%		100%
[N=101; DK/RF=1]							
10.	How would you rate the quality of education your child receives through a Dallas ISD high school? Would you say it is ...	13.6%	49.2%	24.6%	12.6%		100%
[N=118; DK/RF=0]							
		A lot	A little	Nothing			Total
11.	How much do	14.3%	35.4%	50.3%			100%

	you know about the programs and services provided by Dallas ISD from your own experience or the experience of others?						
[N=1,223; DK/RF=8]							
12.	How much do you know about the programs and services provided by Dallas ISD based on what you have seen or heard from other sources(i.e., newspapers, television, neighbors and friends)?	1.6%	14.4%	84.0%			100%
[N=611; DK/RF=1]							

Appendix B

SURVEY QUESTIONS - PART 5

<i>Survey Question</i>		<i>Survey Response</i>					
		Excellent	Good	Fair	Poor		Total
13.	In your opinion, would you rate the quality of public education at Dallas ISD schools as...	5.8%	29.1%	37.9%	27.2%		100%
[N=702; DK/RF=14]							
		Improved	Gotten Worse	Stayed the Same			Total
14.	Over the past three years, would you say the quality of public education in Dallas ISD has	25.1%	29.5%	45.4%			100%
[N=702; DK/RF=61]							
Now, I am going to read a list of different groups of employees in Dallas ISD. Please use the grades of A, B, C, D, or F to indicate how well you think each group performs their job.							
		A	B	C	D	F	Total
15.	First of all, in general, what grade would you give the Dallas ISD school board members'	8.4%	20.0%	27.0%	21.6%	23.0%	100%

	knowledge of the educational needs of students within Dallas ISD? Would you give the school board a...						
--	--	--	--	--	--	--	--

[N=702; DK/RF=36]

16.	Overall, would you rate the performance of the current board as...	6.7%	18.7%	27.5%	20.2%	26.9%	100%
-----	--	------	-------	-------	-------	-------	------

[N=702; DK/RF=44]

17.	What about the overall performance of top administrators below the superintendent? Would you give them a...	9.0%	22.0%	31.9%	21.0%	16.1%	100%
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[N=702; DK/RF=79]

Based on what you know or have heard, do you strongly agree (SA), agree (A), have no opinion (NO), disagree (D), or strongly disagree (SD) for each of the following statements about Dallas ISD:

		SA	A	NO	D	SD	Total
18.	Schools in Dallas ISD are safe and secure.	2.1%	34.4%	11.2%	40.1%	12.2%	100%

[N=702; DK/RF=13]

19.	Dallas ISD	2.8%	41.7%	15.8%	32.0%	7.7%	100%
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	elementary schools effectively handle problems of misbehavior.						
[N=702; DK/RF=37]							
20.	Dallas ISD secondary schools effectively handle problems of misbehavior.	1.4%	36.1%	16.6%	35.1%	10.8%	100%
[N=702; DK/RF=38]							
21.	Schools in Dallas ISD have sufficient space and facilities to support the instructional programs	1.0%	31.1%	7.5%	43.8%	16.6%	100%
[N=702; DK/RF=20]							
22.	Dallas ISD buildings are in good structural condition.	0.7%	37.6%	11.5%	37.3%	12.9%	100%
[N=702; DK/RF=26]							
23.	Dallas ISD buildings are clean and well maintained.	1.5%	52.9%	14.0%	25.7%	5.9%	100%
[N=702; DK/RF=37]							

24.	Schools in Dallas ISD are good places to learn.	2.0%	49.5%	6.8%	32.9%	8.8%	100%
[N=702; DK/RF=11]							
25.	Schools in this district have the materials and supplies necessary for instruction in basic skills programs.	2.3%	46.3%	8.0%	34.6%	8.8%	100%
[N=702; DK/RF=41]							
26.	Dallas ISD teachers care about students' needs.	9.2%	63.2%	9.5%	14.0%	4.1%	100%
[N=702; DK/RF=18]							
27.	Dallas ISD parents are given opportunities to play an active role in public schools.	8.7%	71.1%	7.1%	11.0%	2.1%	100%
[N=702; DK/RF=27]							
28.	Dallas ISD parents feel welcome when they visit a school.	6.5%	63.7%	16.2%	11.4%	2.2%	100%
[N=702; DK/RF=52]							

29.	Dallas ISD parents participate in school activities and organizations.	3.8%	45.1%	15.6%	31.6%	3.9%	100%
[N=702; DK/RF=43]							
30.	Community members take an active part in the education of children at Dallas ISD.	1.4%	44.7%	14.7%	33.6%	5.6%	100%
[N=702; DK/RF=29]							
31.	Community members feel welcome to express their views when they attend Dallas ISD school board meetings.	3.0%	55.2%	14.1%	22.2%	5.5%	100%
[N=702; DK/RF=43]							
32.	Dallas ISD administration works to involve the community in school activities.	2.0%	44.6%	13.9%	33.9%	5.6%	100%
[N=702; DK/RF=38]							
33.	The school principals work	4.1%	51.8%	16.4%	24.4%	3.3%	100%

	to involve the community in campus activities.						
[N=702; DK/RF=50]							
34.	Dallas ISD administration does a lot to promote good public relations between the district and the community.	1.6%	36.2%	11.6%	39.0%	11.6%	100%
[N=702; DK/RF=20]							
35.	Communication is good between the Dallas ISD administration and the community.	1.3%	29.0%	11.0%	48.1%	10.6%	100%
[N=702; DK/RF=22]							
36.	The community is proud of the public school education in Dallas ISD.	1.9%	27.4%	8.8%	40.9%	21.0%	100%
[N=702; DK/RF=12]							
37.	Dallas ISD places too much emphasis on passing the TAAS, and not enough emphasis on	25.8%	50.3%	8.7%	14.0%	1.2%	100%

	providing students with a well-rounded education.						
[N=702; DK/RF=23]							
38.	Dallas ISD graduates are prepared to go on to college or directly into the work force when they graduate.	2.9%	36.3%	12.3%	39.3%	9.2%	100%
[N=702; DK/RF=36]							
39.	The local business community does a lot to support Dallas ISD programs.	2.8%	46.8%	20.5%	27.1%	2.8%	100%
[N=702; DK/RF=53]							
40.	Dallas ISD does a good job of meeting the educational needs of the disadvantaged student population.	2.4%	41.1%	17.6%	28.7%	10.2%	100%
[N=702; DK/RF=48]							
Now, let's rate Dallas ISD's bilingual education and limited English proficiency programs.							
		Excellent	Good	Fair	Poor		Total
41.	How well	9.0%	29.3%	41.6%	20.1%		100%

	would you say Dallas ISD's bilingual education and limited English proficiency programs prepare students to perform in school?						
--	--	--	--	--	--	--	--

[N=702; DK/RF=155]

Questions 42 & 43 use the strongly agree (SA) to strongly disagree (SD) scale.

		SA	A	NO	D	SD	Total
42.	Dallas ISD is effectively preparing students in the areas of computers and technology.	4.8%	53.3%	17.3%	21.2%	3.4%	100%

[N=702; DK/RF=38]

43.	Dallas ISD does a good job of managing the tax dollars used to operate the district.	0.7%	22.7%	13.9%	36.7%	26.0%	100%
-----	--	------	-------	-------	-------	-------	------

[N=702; DK/RF=32]

		Very Efficiently	Efficiently	Not Very Efficiently	Inefficiently		Total
44.	Overall, based on everything you have seen, heard or read about the	2.6%	26.8%	35.5%	35.1%		100%

	district, would you say Dallas ISD is operating...						
[N=702; DK/RF=18]							
45.	Does your child(ren)ride the bus?	Yes	No				Total
		21.0%	79.0%				100%
[N=310; DK/RF=0]							
Questions 46-55 use the strongly agree (SA) to strongly disagree (SD) scale.							
		SA	A	NO	D	SD	Total
46.	School bus transportation is safe for students.	10.8%	55.4%	4.6%	21.5%	7.7%	100%
[N=65; DK/RF=0]							
47.	Buses arrive and leave on time	7.7%	43.0%	6.2%	40.0%	3.1%	100%
[N=65; DK/RF=0]							
48.	School buses are well maintained and in good condition.	6.5%	59.6%	8.1%	22.6%	3.2%	100%
[N=65; DK/RF=3]							
49.	School bus drivers are competent and well trained.	3.1%	54.7%	7.8%	26.6%	7.8%	100%

[N=65; DK/RF=1]							
50.	The district deals with student discipline on school buses quickly and effectively.	4.7%	62.5%	10.9%	18.8%	3.1%	100%
[N=65; DK/RF=1]							
51.	Current information on bus routes and schedules is easy to find.	4.6%	52.3%	13.8%	26.2%	3.1%	100%
[N=65; DK/RF=0]							
52.	When I have a question about school bus transportation I know who to contact.	4.7%	57.8%	3.1%	29.7%	4.7%	100%
[N=65; DK/RF=1]							
53.	The district does a good job providing student transportation from home to school and back.	9.2%	70.8%	1.6%	13.8%	4.6%	100%
[N=65; DK/RF=0]							
54.	The district has an effective	6.3%	68.7%	7.8%	14.1%	3.1%	100%

procedure to arrange buses for field trips and special events.							
--	--	--	--	--	--	--	--

[N=65; DK/RF=1]

55.	The district does a good job providing student transportation for after school activities and extracurricular events.	3.2%	53.9%	11.1%	30.2%	1.6%	100%
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[N=65; DK/RF=2]

56.	What would you say is the most critical issue currently facing Dallas ISD?						
		Critical Issues					
						Problems with School Board	16.4%
						Safety of the Student	15.8%
						Teacher Satisfaction	9.2%
						The quality of education needs improvement	8.8%
						Improvement of curriculum	8.3%
						Poor Management	8.1%
						Not enough concern about the children's needs	7.7%
						Improved teaching facilities and resources	7.0%
						Better Parent/Teacher and community/district relationship	5.7%
						Managing of the budget	4.4%
						Superintendent Stability	3.7%

	Other	3.5%
	No Problems	1.4%

[N=530; DK/RF=75]

Demographics

Now, I have a few background questions and we will be finished.

		1-2 years	3-5 years	6-10 years	11+ years		Total
57.	First, how long have you lived in the Dallas ISD?	17.8%	15.0%	12.8%	54.4%		100%

[N=968; DK/RF=13]

		1	2	3	4	5	6
58.	Counting yourself, how many people live in your household?	16.2%	28.9%	18.1%	16.6%	11.8%	5.3%
		7	8	9	10	10+	Total
		1.7%	0.7%	0.3%	0.2%	0.2%	100%

[N=1,223; DK/RF=4]

		Less than High School	High School Graduate	1-3 YRS College	College degree or higher		Total
59.	What is the highest level of formal education you have completed?	23.5%	23.5%	22.6%	30.4%		100%

		Married	Widowed	Separated	Divorced	Never married	Living together	Total
60.	What	51.9%	7.8%	2.2%	9.7%	26.9%	1.5%	100%

is your marital status?							
-------------------------	--	--	--	--	--	--	--

[N=1,223; DK/RF=12]

		Employed Full-time	Employed Part-time	Unemployed	Retired or Disabled	Other	Total
61.	Are you currently....	56.0%	6.8%	15.3%	16.0%	5.9%	100%

[N=1,223; DK/RF=6]

		Enrolled Part-time	Enrolled Full-time	Not at all			Total
62.	Are you currently enrolled in an academic institution...	5.7%	4.3%	90.0%			100%

[N=1,223; DK/RF=3]

		Employed Full-time	Employed Part-time	Unemployed	Retired or Disabled	Other	Total
63.	Is your spouse (or partner) currently...	66.8%	4.2%	9.6%	14.1%	5.3%	100%

[N=646; DK/RF=2]

		Part-time	Full-time	Not at all			Total
64.	Is your spouse (or partner) currently enrolled in an academic	2.6%	1.6%	95.8%			100%

	institution...						
[N=646; DK/RF=0]							
		Own	Rent	Live rent free			Total
65.	Do you...	54.1%	43.1%	2.8%			100%
[N=1,223; DK/RF=7]							
		18-24	25-34	35-49	50-64	65+	Total
66.	In what age group do you belong?	15.0%	25.3%	28.2%	17.8%	13.7%	100%
[N=1,223; DK/RF=8]							
		Anglo	African American	Hispanic	Asian	Other	Total
67.	Do you consider yourself...	41.9%	22.4%	33.3%	0.7%	1.7%	100%
[N=1,223; DK/RF=15]							
		Less than \$14,999	\$15,000-\$24,999	\$25,000-\$34,999			
68.	What was your total annual household income for 1999 from all sources before taxes?	20.1%	20.7%	13.8%			
		\$35,000-\$49,999	\$50,000-\$74,999	\$75,000 or more			Total
		16.2%	13.1%	16.1%			100%

[N=1,223; DK/RF=246]							
		Male	Female				Total
69.	Gender	36.1%	63.9%				100%
[N=1,223; DK/RF=0]							

Appendix C

DISTRICT ADMINISTRATOR AND SUPPORT STAFF SURVEY RESULTS

- A. Overview
- B. Tables (Survey Questions)
- C. Narrative Comments

District Administrator and Support Staff Survey Results (Written/Self-Administered) (n=120)

One hundred and twenty (120) administrators and support staff in the Dallas Independent School District (DISD) completed and returned surveys. Sixty percent of the administrators were female. The survey sample was diverse: 32 percent were Anglo, 32 percent were African American, 31 percent were Hispanic and one percent were Asian. Another 4 percent classified themselves as "Other."

When asked about their length of employment in the DISD, the largest group (39 percent) of district administrators and support staff said they had worked in DISD for more than 20 years, either in their current position or in some other capacity. Thirteen percent said they had worked in the district for 16 to 20 years. Of the rest, 15 percent said they had worked in the district for 11 to 15 years, 24 percent said they had worked in the district for six to 10 years and 9 percent said they had worked in the district for one to five years.

The survey questionnaire included two sections: multiple-choice and comments. The multiple-choice section asked employees their opinions about nine of the 12 areas under review. The nine areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Safety and Security
- Computers and Technology

The comment section asked district administrators and support staff members their opinions on the overall educational performance of the district

District Organization and Management

District administrators and support staff had mixed feelings about the school board. Fewer than one-third (32 percent) of the administrators felt school board members listened to the opinions and desires of others, however, more than half (51 percent) felt the school board allowed sufficient time for public input at meetings.

Almost half (45 percent) of the administrators felt the superintendent is a respected and effective instructional leader. Less than half (44 percent) felt the superintendent is a respected and effective business manager.

Among administrators, 46 percent felt central administration supported the educational process. Two-thirds (65 percent) did not believe central administration was efficient.

Almost half the administrators reported having no opinion about whether morale was high among central administration staff, while 38 percent said morale was high.

Educational Service Delivery and Performance Measurement

Nearly three-fourths (73 percent) of the district's administrators and support staff believed that student education was the main priority in the district. Sixty-three percent of the administrators felt teachers had the opportunity to suggest new, more effective programs and materials.

More than half (53 percent) of the administrators felt the educational program met the needs of college-bound students and 43 percent felt it met the needs of work-bound students.

Most administrators felt the district had effective educational programs, but they had mixed opinions on the effectiveness of special programs. For educational programs, administrators felt the most effective ones were Reading (81 percent), English or Language Arts (79 percent), Mathematics (72 percent) and Science (72 percent). For special programs, they felt the most effective ones were Library Services (70 percent), Special Education (70 percent), Gifted and Talented (69 percent) and Literacy Programs (69 percent). However, less than half felt other programs were effective, particularly the Dyslexia (24 percent), College Counseling (33 percent), Career Counseling (34 percent) and Student Mentoring (37 percent) programs.

Fewer than half (40 percent) of the administrators felt the student-to-teacher ratio was reasonable and only 24 percent felt teacher turnover was low. Sixteen percent of the administrators felt the district rewarded teachers for superior performance. Fourteen percent felt the district filled teacher openings quickly and 20 percent felt the district filled openings with qualified teachers. Two-thirds (66 percent) of the administrators felt the district counseled teachers for poor performance. Fewer than half (40 percent) of administrators felt the district notified parents immediately if their child was absent from school. Seventy percent of the administrators felt teachers seldom left their classrooms unattended.

More than a quarter (29 percent) of the administrators felt all schools had equal access to educational materials such as computers, TV monitors, science labs and art classes. Seventy-eight percent of the administrators felt students had access to school nurses when needed.

Personnel Management

Forty-five percent of the administrators felt the district effectively operated staff development programs. Fifty-three percent said the district did not have an effective employee recruitment program and 57 percent said the district did not successfully project future staffing needs. Less than half (41 percent) of the respondents felt the district had a good and timely new employee orientation program. Nearly two-thirds (61 percent) said temporary workers were rarely used by the district. Eighty-six percent of the administrators said district employees received annual performance evaluations. Fifty-nine percent of administrators felt the district had a prompt and fair grievance process and 43 percent agreed that the district counseled poor-performing employees promptly and appropriately. However, 24 percent agreed that the district rewarded competence and experience.

Eighty-eight percent of the respondents felt the health insurance package did not meet their needs, and 68 percent felt district salaries were not competitive with similar positions in the job market.

Community Involvement

Sixty-six percent of the district administrators and support staff felt the district communicated with parents regularly. Sixty-three percent of the administrators felt local TV and radio stations regularly reported school news and cafeteria menus. Only 27 percent felt they had plenty of volunteers to help students and in school programs. Seventy-three percent of the administrators felt district facilities were open for community use.

Facilities Use and Management

District administrators and support staff had mixed opinions about whether people were satisfied with school facilities. More than half (52 percent) felt the school board, faculty, staff, parents, citizens and students provided input into facility planning. More than half (56 percent) had "No Opinion" that the district selected architect and construction managers objectively and impersonally.

Eighty-one percent of the administrators disagreed that repairs were made in a timely manner. But 55 percent felt emergency maintenance was handled promptly. In addition, 67 percent felt schools were clean., while 38 percent felt buildings were properly maintained in a timely manner.

Financial Management

The district administrators and support staff had mixed opinions about the financial management of the district's resources. Fifty-eight percent of the administrators felt the district effectively involved principals and teachers in site-based budgeting and 41 percent felt campus administrators were well-trained in financial management practices. Regarding district financial reports, only 43 percent of administrators felt the reports were easy to read and understand, and 63 percent felt the district provided these reports to community members when requested.

Purchasing and Warehousing

Sixty-four percent of the administrators felt the district provided teachers and administrators with an easy-to-use standard list of equipment and supplies, however, 61 percent felt that the purchasing processes was too cumbersome for the requester, and only 27 percent felt the district purchased needed supplies promptly.

Twenty-three percent felt the district bought the highest-quality products at the lowest cost. Seventy-four percent of the administrators felt textbooks were in good shape and 61 percent felt the district provided the textbooks to students promptly. Also, 66 percent of administrators felt the school libraries had enough books and resources for the students.

Safety and Security

Many administrators felt that gangs (66 percent), drugs (72 percent) and vandalism (80 percent) were serious problems in the district. However, 80 percent of the administrators felt the district disciplined students fairly and equitably for misconduct.

Additionally, 70 percent of the administrators felt security personnel had a good working relationship with principals and teachers, and 57 percent felt

students respected and liked security personnel. Also, 82 percent felt the district had a good working arrangement with local law enforcement.

Computers and Technology

District administrators and support staff were satisfied with computer technology in the district. Two-thirds (68 percent) of the administrators felt computers were new enough to be useful for student instruction. Seventy-seven percent of the administrators felt students had regular access to computer equipment and software in the classroom. Eighty-three percent felt students used computers regularly. More than half (56 percent) of the administrators responding to the survey said the district offered an adequate number of computer fundamentals classes. Thirty percent said the district offered an adequate number of advanced computer skills classes.

More than half (57 percent) felt teachers had enough knowledge to use computers in the classroom and 52 percent felt that teachers and students have easy access to the Internet.

PART A: DEMOGRAPHIC DATA

1. Gender (Optional)	Male	40%	Female	60%		
2. Ethnicity (Optional)						
	Anglo	32%	African American	32%	Hispanic	31%
	Asian	1%	Other	4%		
3. How long have you been employed by Dallas ISD?						
	1-5 years	9%	6-10 years	24%	11-15 years	15%
	16-20 years	13%	20+ years	39%		
4. Are you a (n):						
	a. administrator	89%	b. clerical staffer	8%	c. support staffer	3%
5. How long have you been employed in this capacity by Dallas ISD?						
	1-5 years	42%	6-10 years	24%	11-15 years	15%
	16-20 years	7%	20+ years	12%		

Appendix C

PART B: SURVEY QUESTIONS

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	10%	41%	17%	23%	9%
2.	School board members listen to the opinions and desires of others.	9%	23%	9%	43%	16%
3.	The superintendent is a respected and effective instructional leader.	10%	35%	28%	15%	12%
4.	The superintendent is a respected and effective business manager.	12%	32%	30%	15%	11%
5.	Central administration is efficient.	3%	22%	10%	44%	21%
6.	Central administration supports the educational process.	3%	43%	7%	33%	14%
7.	The morale of central administration staff is good.	2%	17%	43%	29%	9%
8.	Education is the main priority in our school district.	22%	51%	2%	20%	5%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	14%	49%	4%	26%	7%
10.	The needs of the college-bound student are being met.	11%	42%	25%	16%	6%

11.	The needs of the work-bound student are being met.	8%	35%	22%	29%	6%
12.	The district has effective educational programs for the following:					
	a. Reading	23%	58%	3%	13%	3%
	b. Writing	17%	48%	5%	26%	4%
	c. Mathematics	18%	54%	5%	20%	3%
	d. Science	8%	64%	8%	18%	2%
	e. English or Language Arts	9%	70%	6%	11%	4%
	f. Computer Instruction	7%	56%	13%	21%	3%
	g. Social Studies (History or Geography)	6%	52%	14%	24%	4%
	h. Fine Arts	8%	50%	11%	28%	3%
	i. Physical Education	8%	56%	9%	22%	5%
	j. Business Education	5%	42%	39%	11%	3%
	k. Vocational (Career and Technology) Education	5%	38%	37%	15%	5%
	l. Foreign Language	4%	45%	28%	19%	4%

B. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	The district has effective special programs for the following:					
	a. Library Service	5%	65%	14%	12%	4%
	b. Honors/Gifted and Talented Education	10%	59%	8%	19%	4%
	c. Special Education	6%	64%	8%	19%	3%
	d. Head Start and Even	6%	45%	39%	6%	4%

	Start programs					
	e. Dyslexia	2%	22%	26%	34%	16%
	f. Student Mentoring	2%	35%	25%	32%	6%
	g. Advanced Placement	3%	62%	20%	12%	3%
	h. Literacy	5%	64%	15%	13%	3%
	i. Programs for Students at Risk of Dropping Out of School	8%	41%	17%	25%	9%
	j. Summer School	12%	43%	11%	24%	10%
	k. Alternative Education	12%	49%	12%	19%	8%
	l. "English as a Second Language"	8%	49%	13%	20%	10%
	m. Career Counseling	5%	29%	34%	24%	8%
	n. College Counseling	5%	28%	34%	26%	7%
	o. Counseling the Parents of Students	6%	36%	17%	30%	11%
	p. Dropout Prevention Program	7%	39%	19%	27%	8%
14.	Parents are immediately notified if a child is absent from school.	5%	35%	7%	40%	13%
15.	Teacher turnover is low.	3%	21%	10%	50%	16%
16.	Highly qualified teachers fill job openings.	2%	18%	10%	49%	21%
17.	Teacher openings are filled quickly.	3%	11%	8%	59%	19%
18.	Teachers are rewarded for superior performance.	3%	13%	8%	47%	29%
19.	Teachers are counseled about less than satisfactory performance.	5%	61%	7%	20%	7%
20.	All schools have equal	3%	26%	9%	39%	23%

	access to educational materials such as computers, television monitors, science labs and art classes.					
21.	The student-teacher ratio is reasonable.	3%	37%	5%	42%	13%
22.	Students have access, when needed, to a school nurse.	14%	64%	4%	16%	2%
23.	Classrooms are seldom left unattended.	11%	59%	4%	22%	4%

C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	2%	26%	4%	39%	29%
25.	The district has a good and timely program for orienting new employees.	3%	38%	11%	38%	10%
26.	Temporary workers are rarely used.	2%	16%	21%	44%	17%
27.	The district successfully projects future staffing needs.	3%	29%	11%	35%	22%
28.	The district has an effective employee recruitment program.	2%	25%	20%	37%	16%
29.	The district operates an effective staff development program.	5%	40%	10%	30%	15%
30.	District employees receive annual personnel evaluations.	14%	72%	7%	3%	4%

31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	5%	19%	10%	40%	26%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	2%	41%	12%	36%	9%
33.	The district has a fair and timely grievance process.	7%	52%	23%	12%	6%
34.	The district's health insurance package meets my needs.	3%	3%	6%	20%	68%

D. Community involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	11%	55%	5%	26%	3%
36.	The local television and radio stations regularly report school news and menus.	10%	53%	8%	23%	6%
37.	Schools have plenty of volunteers to help student and school programs.	3%	24%	3%	54%	16%
38.	District facilities are open for community use.	8%	65%	13%	12%	2%

E. Facilities Use and Management

Survey Questions	Strongly	Agree	No	Disagree	Strongly
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		Agree		Opinion		Disagree
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	8%	44%	17%	24%	7%
40.	The architect and construction managers are selected objectively and impersonally.	3%	15%	56%	18%	8%
41.	Schools are clean.	8%	59%	4%	25%	4%
42.	Buildings are properly maintained in a timely manner.	6%	32%	5%	42%	15%
43.	Repairs are made in a timely manner.	3%	13%	3%	56%	25%
44.	Emergency maintenance is handled promptly.	8%	47%	7%	29%	9%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	13%	45%	13%	21%	8%
46.	Campus administrators are well-trained in fiscal management techniques.	11%	30%	13%	38%	8%
47.	The district's financial reports are easy to understand and read.	7%	36%	18%	31%	8%
48.	Financial reports are made available to community members when asked.	14%	49%	19%	12%	6%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	5%	22%	11%	39%	23%
50.	Purchasing acquires the highest-quality materials and equipment at the lowest cost.	3%	20%	21%	31%	25%
51.	Purchasing processes are not cumbersome for the requestor.	3%	22%	14%	36%	25%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	5%	59%	14%	14%	8%
53.	Students are issued textbooks in a timely manner.	9%	52%	5%	28%	6%
54.	Textbooks are in good shape.	8%	66%	8%	14%	4%
55.	The school library meets students needs for books and other resources for students.	9%	57%	9%	21%	4%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	2%	15%	17%	53%	13%
57.	Drugs are not a problem in this district.	2%	13%	13%	59%	13%
58.	Vandalism is not a problem in this district.	2%	9%	9%	57%	23%

59.	Security personnel have a good working relationship with principals and teachers.	7%	63%	12%	12%	6%
60.	Security personnel are respected and liked by the students they serve.	4%	53%	29%	11%	3%
61.	A good working arrangement exists between the local law enforcement and the district.	12%	70%	12%	5%	1%
62.	Students receive fair and equitable discipline for misconduct.	14%	66%	4%	13%	3%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	20%	63%	3%	13%	1%
64.	Students have regular access to computer equipment and software in the classroom.	18%	59%	3%	18%	2%
65.	Teachers know how to use computers in the classroom.	8%	49%	6%	34%	3%
66.	Computers are new enough to be useful for student instruction.	13%	55%	3%	23%	6%
67.	The district meets students' needs in computer fundamentals.	8%	48%	4%	34%	6%
68.	The district meets students' needs in advanced computer skills.	5%	25%	23%	37%	10%

69.	Teachers and students have easy access to the Internet.	8%	44%	4%	36%	8%
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Appendix C

PART C: NARRATIVE COMMENTS

The following comments convey the District Administrator and Support Staff's perception of Dallas Independent School District and do not reflect the findings or opinion of the Comptroller or review team. These are the actual comments received for each focus area.

- Schools continue to work and produce at high levels while disregarding an incompetent, unknowledgeable school board and undirected superintendents. We have personnel, from high-level superintendency openings to teachers, who are sought-after in other districts and states, yet we have to go outside the district (board policy) for some of our positions. They continue to be a "we" and "they" mentality, instead of supporting us. They act like they all have to monitor and regulate consequences only. The best superintendents and interim superintendents have been from within.
- There should be no percentage of special education as too many or too few. It's like telling a doctor he has too many patients on insulin. He can't prescribe any more. We are "addressed" for this, so many special students remain unidentified, thus unserved. Special education is not in general appropriate for inclusion, which TEA wants.
- We are already dealing with inner city challenges of ADHD, crack babies, alcohol and drugs. We work with social problems, lack of parenting, lack of money and community support. We are overcrowded in old facilities. We are understaffed and held to expectations that everyone can reach 90 percent in all subjects. We need a reality check.
- I disagreed that TAAS has become the major accountability factor in measuring learning.
- I think the present board members do not have the qualifications to make educational decisions.
- LEP students will be the major challenge for Dallas.
- With who and what we are given to work with, school does a fantastic job. There are 50-70 positions in Central Office that could be eliminated and monies given to schools. This would improve service to students and scores more. There needs to be an efficient process of getting rid of dead weight "good ole boys and gals." Quit moving them from one office to another.
- This is about the fifth survey I have completed in my more than 20 years of working in the district. Let's hope something happens to make improvements this time.

- Teachers are paying for ink for computers and supplies. I bought \$62 in supplies for a classroom and was not reimbursed. We are having to do sock hops to raise money. We don't know where that money is going!
- The district has no true regard of teachers' performance in relation to compensating them for all the work that they do. Raises are given but at the expense of teachers having to fully pay for their health insurance. This will eventually cause negative feelings in teachers, which may result in them leaving the district. The message I get from actions like this is that the district doesn't care.
- This district has always been top-heavy. Resources are needed at the local companies. The buildings are in need of updating or repair. Technology is outdated in the district.
- The Health Care Plan is terrible! They need to take care of their staff. I earned less this year than last year due to a health insurance increase!
- Give us benefits! Don't give us a raise then take out more deductions than we got in the raise! This is not acceptable in the business world.
- Why can't we get state insurance?
- Administrators work many hours beyond what they get paid, yet, I make less per day as an administrator than I would as a teacher due to more workdays. Do you backstab people who try to improve themselves?
- The lack of staff development is a detrimental problem. Teachers and campus administrators need the continuing education, especially with the new findings in brain research. Also, it is disheartening when teachers get a raise from the state but campus administrators do not, then the district turns around and shuns campus administrators with salary raises. I understand we are a not-for-profit organization, however, we pay for health insurance and other "perks" that other districts "give."
- This district is large, and in light of its size and mission, it does well with its role of teaching and learning. Students are safe, emotionally secure and there is regularly an atmosphere conducive to learning. Please note this is a full-time task. This district's problem is with the Board of Trustees vision and their partisan politics. They are historically more concerned about special interest groups, and kids are last. They will not let an instructional leader/CEO operate the district.
- The challenges of running a building become difficult when a person has to deal in human resources, or 3700 Ross. Nobody returns phone calls or answers questions. Then if you throw in the purchasing department and maintenance/custodian service, you have a big mess. It's as if you have to fight downtown to get things

done. Shouldn't 3700 Ross and the above-mentioned groups support the schools?

- A true instructional focus for all children college-bound or work-bound is not being met. Individual campuses work very hard, but the quality of support from central and area administration is extremely limited. Employees who are not qualified or equipped are hired in positions that campuses are to look towards for help. No help is given. Departments such as Reading, ESL, Special Education or Social Studies are also ineffective. Another concern is the movement of campus administration from year to year. Successful schools maintain their staff for several years. This allows time to build programs and support for the programs.
- Dallas ISD is doing a remarkable job in trying to keep the educational performance at a high level.
- We can teach computer skills. We just can't get computers to teach on at North Dallas High School.
- Dallas ISD is not interested in educating minority children. They (Board) are only interested in controlling the billion-dollar budget. How can Whites say they know what is best for others? Don't you know what is best for you?
- Staffing takes too long.
- Ninety percent of Dallas ISD honestly cares about all students and their education.
- Training of clerical personnel needs to be "improved!"
- In elementary schools, we must have two to four persons to meet the workload. This district must get more help in the offices.
- In brief, it is my opinion that the majority of Dallas schools are operating at a relatively high standard of operation overall. However, the amalgamation of personalities present in the school board creates an effective obstruction to any real change. This, regardless of who the superintendent is, has been the predominant plague for ameliorating efficiency and effectiveness in Dallas.
- Dallas ISD needs student accountability; more teachers sensitive to student's background; more Hispanic personnel in areas of counseling, teaching and administration; and money/financial accountability (e.g. school carnival monies, petty cash and fundraisers).
- There are too many secretaries, aides and instructionalists at central staff.
- There are too many top-heavy positions and not enough teachers in the classrooms. The ratio of 30 students to one teacher is useless for educational purposes.
- There is not enough help offered to the schools, such as maintenance, custodial, a test coordinator for each school, and a reading and math specialist in each school.
- Payroll Department has improved dramatically this year.

- Personnel processing and pay problems for experienced administrators are big problem areas.
- The Dallas Reading Program is exemplary!
- SBDM Budgeting is too limited in scope. Most items in the budget are non-discretionary.
- I am very proud to have worked at Dallas ISD for 12 years. The staff I've been associated with is exceptional. However, because the district is so large, many procedures are cumbersome.
- If we could have some consistent leadership, maybe we could do a better job.
- New personnel staff is not in tune with the needs of students in different parts of the district.
- We most definitely need to align our resources. There is too much time being wasted on just "being confused."
- Our foremost priority should be the future of our students (not political agendas).
- Teacher training needs to address commitment, integrity, loyalty, and dedication.
- Thank you for giving me the opportunity to have my opinion known. In spite of the district's disarray, our campus functions very well.
- The district does a good job for the diversity of the total population.
- I work in the district because I know we are doing a great job of educating children (the whole child).
- We can't measure all of the successes we encounter in a day's time.
- To have a custodian, a school must have 16,000 square feet. A school of 64,000 square feet (such as mine) only has four custodians.
- High demands on "off the clock" time continue with little recognition of the extra time and efforts of administrative staff. Inequitable pay is obvious to those who have more than two years experience. New administrators are making the same pay as veteran employees.
- The superintendent states the Central Office is there to serve the schools but I don't see it. It seems as if we are at their mercy and on their time schedule.
- Personnel/employee benefits are a mess. They are responsible for the loss of good staff. The schools are doing well in spite of the Central Office but how much better could we be if they did a good job?
- Elementary schools are overcrowded, 20-50 percent over capacity. Also, class sizes are consistently too large.
- Support staff has no incentive to do an "excellent" job when they get paid as the next guy who does a "lousy" job. A great evaluation gets you nothing, no raises.

- Investigate the contract, student achievement (credits earned), and financial commitments made with Community Education Partners, Inc. (CEP) and you will have your eyes opened to the real tragedy of this district-corruption, incompetence, etc.
- Members of the Board of Trustees are incompetent and manipulate administrators to do as they want things to happen. Most of the budget is abused by central administration in the departments instead of given to the area offices or the campuses. The Human Resources Department needs to be completely overhauled and restaffed. The political stronghold of the district is controlled by specific community members.
- The school board needs to focus on improving student achievement for all students. Our limited English proficient students need extra resources and possibly extra instructional time to help them bridge the language gap and thereby the achievement gap. Our teachers need to have high expectations for our low socio-economic students and communicate more effectively with these parents. Administrators need to monitor classroom instruction more effectively and promote best practices.
- The interim superintendent is the best we've had in a long time.
- I strongly feel that the focus, direction, and actions of the top administrators and school board members are not in the best interest of the children in Dallas ISD. This proves to me that the children of Dallas ISD are not a priority.
- Dallas has an excellent Staff Development Department. A high percentage of the teachers attend these sessions and learn new techniques/strategies. I believe that many of our teachers work two to three times as hard and as smart as teachers in the suburbs. Dallas test results do not always reflect the above because Dallas has many children that come from other countries and enroll in school at third grade and above. Many of these children have not ever been to school and do not have any support at home. Additionally, Dallas has a high mobility of students who move a lot, especially in low socio-economic areas.
- We need a good leader (superintendent) and we need to start listening to the students more.
- We need funds for hiring more teachers.
- Classrooms are overcrowded!
- Most of these answers reflect the survey of the district as a whole and in no way reflect the performance of individual schools.
- The district has many loyal and competent employees who need directions and stability from the central administration. The turnover of superintendents and the number of administrators in Central Office must discontinue. There are too many associates and assistant superintendents and too few individuals that realize the importance of campus leaders and employees.

- I think the district has many wonderful qualified teachers, administrators and other personnel but a lack of good consistent leadership at the top has allowed some problems to go unchecked. Facility maintenance is a chief concern.
- The district needs to improve the salaries for the support staff.
- It is a shame that while working for the district, you still qualify for welfare benefits. All support staff should have at least a starting salary of \$20,000 a year.
- More money should be spent on education for the children and staff (faculty) instead of all the monies being spent for administration employees.
- Human Resource Department needs to be revamped (organizational structure). The process for hiring personnel is too slow.
- The bureaucracy of the district is such that nothing can be done in a "timely" manner. Money misuse is taken out on the educational process. The district would probably be better served if broken up into smaller districts similar to what San Antonio did, so that the educational success can continue more rapidly. We also need to have less interference by the school board and a superintendent that stays longer and is more effective.
- The Human Resources Office is terrible.
- At conferences, DISD has the saddest booth.
- Purchasing department needs help.
- Area offices need new blood.
- Central Office and schools do the very best with the number of staff members allotted by the budget. However, I would venture to say that many job responsibilities are not humanly possible due to an immense workload. They are performed in a quality-filled manner as soon as workers can get to them, i.e. office managers, cafeteria servers, Central Office staff.

Appendix D

PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

- A. Overview
- B. Tables (Survey Questions)
- C. Narrative Comments

PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS (Written/Self-Administered) (n=167)

One hundred sixty-seven (167) principals and assistant principals in DISD completed and returned surveys. Almost three-fifths (58 percent) of principals responding to the survey were female, while slightly more than two-fifths (42 percent) were male. There was diversity among the principals where 36 percent were Anglo, 35 percent were African American, and 28 percent were Hispanic. No survey respondents were classified as Asian, and one percent classified themselves as "Other."

When asked about their length of employment in the district, 44 percent of principals and assistant principals had worked at DISD for 20 years or more and 17 percent had worked at the district for 16 to 20 years. Thirteen percent had worked at the district 11 to 15 years, 16 percent of the principals and assistant principals had worked at the district for between 6 and 10 years, and 10 percent had worked in the district for five years or less.

The survey questionnaire had two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions on 11 of the 12 areas under review.

The 11 areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security

- Computers and Technology

The comment section asked employees their opinions on the overall educational performance of the district. Responses for the multiple-choice questions are summarized below.

District Organization and Management

In general, principals and assistant principals had mixed opinions about the school board. Most (60 percent) thought the school board allowed sufficient time for public input at meetings; however, less than one-half (45 percent) of principals felt school board members listened to the opinions and desires of others. Two-thirds (70 percent) of principals did not feel the school board really understood its role as policymaker and stayed out of the day-to-day management of the district.

The majority of principals and assistant principals expressed "No Opinion" about the superintendent. Of those who did, 37 percent of principals believed the superintendent was a respected instructional leader, and 39 percent thought he was a respected business manager.

For the most part, principals and assistant principals did not have a positive opinion of central administration. Less than one-half (44 percent) of principals and assistant principals believed central administration supported the educational process and only one in four (25 percent) felt central administration was efficient. Almost one-half (44 percent) of principals had "No Opinion" whether morale was good among central administration staff and 39 percent felt that morale was not good.

Educational Service Delivery and Performance Measurement

Three-fourths (72 percent) of principals and assistant principals believed that in the district, student education was the main priority. Two-thirds (64 percent) of respondents felt teachers had the opportunity to suggest new, more effective programs and materials.

More than one-half (54 percent) of principals believed educational programs met the needs of college-bound students and slightly less than one-half (46 percent) thought educational programs met the needs of work-bound students.

When asked about curriculum a large majority (80 percent) of respondents said that the district provided curriculum guides for all grades and subjects. In addition, three-fourths (75 percent) thought the curriculum guides were appropriately aligned and coordinated, and three-fifths (60

percent) thought the guides clearly outlined what to teach and how to teach it.

Principals and assistant principals ranked most educational programs as effective. Survey respondents felt the most effective educational programs were Reading (86 percent), Mathematics (71 percent), English/Language Arts (71 percent), and Science (71 percent). More than one-third had no opinion on Business Education, Vocational Education and Foreign Language.

Principals and assistant principals had moderate and mixed feelings on the effectiveness of special programs. Survey respondents felt the more effective ones were Honors/Gifted and Talented (67 percent) and Special Education (66 percent). However, less than one-half of the respondents felt the following special programs were effective: counseling of parents of students (37 percent), career counseling (38 percent), and student mentoring (34 percent).

Other areas of the Educational Service Delivery section of the questionnaire indicate principals and assistant principals had very mixed opinions. A majority (81 percent) felt students have access, when needed, to a school nurse. Three-fourths (73 percent) said that teachers seldom left their classrooms unattended. More than two-thirds (69 percent) of principals and assistant principals felt the district counseled teachers for poor performance.

Three-fourths (75 percent) disagreed highly qualified teachers fill job openings. Three-fourths (74 percent) of principals and assistant principals disagreed the district rewarded teachers for superior performance. Two-thirds (66 percent) disagreed teacher turnover is low. And, about one-half (48 percent) disagreed parents are immediately notified if a child is absent from school.

Personnel Management

Forty-eight percent of principals and assistant principals disagreed that the district had an effective staff development program. But more than one-half (53 percent) of respondents thought the district had a good and timely new employee orientation program. Fifty-six percent of principals disagreed the district had an effective employee recruitment program.

More than one-half (60 percent) of the respondents disagreed the district effectively projected future staffing needs. And more than one-half (62 percent) of principals disagreed the district rarely filled positions with temporary employees.

Nearly all (94 percent) of the respondents said district employees received annual performance evaluations. However, two-thirds (67 percent) disagreed the district rewarded competence and experience.

A majority (71 percent) of principals and assistant principals felt the district had a prompt and fair grievance process. And almost one-half (49 percent) felt employees who perform below the standard of expectation are counseled appropriately and timely.

Almost two-thirds (64 percent) disagreed that district salaries were competitive with similar positions in the job market and an even higher percentage (80 percent) disagreed the health insurance package met their needs.

Community Involvement

Principals and assistant principals highly rated the district's efforts for community involvement. Sixty-eight percent of principals and assistant principals thought the district regularly communicated with parents. Seventy-eight percent of the respondents felt district facilities were open for community use. However, only 28 percent felt that schools have plenty of volunteers to help student and school programs, while 65 percent do not.

Facilities Use and Management

Principals and assistant principals expressed mixed opinions about school facilities. Over one-half (54 percent) felt the school board, faculty, staff, parents, citizens, and students provided input into facility planning. A majority (71 percent) of principals felt schools were clean. Regarding maintenance and repair, almost two-thirds (62 percent) of principals disagreed the district promptly and properly maintained buildings. But more than one-half (54 percent) felt the district handled emergency maintenance promptly. In addition, 80 percent of principals disagreed the district repaired buildings promptly.

Financial Management

The principals and assistant principals expressed mixed opinion with the financial management in the district. Sixty-two percent of principals felt the district effectively involved principals and teachers in site-based budgeting. A majority of principals (64 percent) felt the district allocated resources fairly and equitably at their respective school. But less than one-half (44 percent) felt campus administrators were well-trained in financial management practices.

Purchasing and Warehousing

Survey respondents expressed mixed opinions with purchasing and warehousing in the district. Sixty percent of principals and assistant principals thought the district provided teachers and administrators an easy-to-use standard list of equipment and supplies. But more than one-half (57 percent) felt purchasing processes were cumbersome for the requestor.

More than one-half (58 percent) of the principals and assistant principals surveyed disagreed the district purchased needed supplies promptly and 57 percent disagreed the district bought the highest quality products at the lowest cost.

However, a majority (74 percent) of principals thought textbooks were in good shape, and 66 percent felt the district provided the textbooks to students promptly. Also, a majority (63 percent) of principals believed the school libraries had enough books and resources for the students.

Food Services

Principals and assistant principals were happy with the food services in the district. A large majority (84 percent) felt cafeteria facilities were sanitary and neat and 77 percent felt cafeteria staff was helpful and friendly. A majority (89 percent) felt campus staff maintained discipline and order in school cafeterias.

A large majority (84 percent) of principals felt students ate lunch at the appropriate time of day. 77 percent of principals said cafeteria staff served warm food, however, only 47 percent thought the food looked and tasted good. A majority (71 percent) believed students had enough time to eat lunch and 70 percent felt students waited in line no longer than 10 minutes.

Transportation

Principals and assistant principals had mostly positive feelings about bus transportation in the district. More than two-thirds (68 percent) felt buses arrived and left on time and a similar percentage (69 percent) said the drop-off zone at the schools was safe. However, only one-third (35 percent) of the respondents thought it was easy to add or modify a route for a student. A majority (80 percent) felt the district had a simple method to request buses for special events.

Safety and Security

Principals and assistant principals were for the most part pleased with the safety and security in the district. An overwhelming majority (91 percent) of principals thought that students felt safe and secure at school, and more than one-half (57 percent) believed that safety hazards did not exist on school grounds. A large majority (85 percent) of principals felt school disturbances were infrequent. However, slightly less than one-fourth felt that gangs (24 percent), drugs (21 percent), and vandalism (17 percent) were not serious problems in the district. An overwhelming majority (87 percent) of principals felt the district disciplined students fairly and equitably for misconduct.

Additionally, a majority (78 percent) of principals felt security personnel had a good working relationship with principals and teachers and 65 percent felt students respected and liked security personnel. Additionally, a majority (80 percent) said the district had a good working arrangement with local law enforcement.

Computers and Technology

Principals and assistant principals were generally happy with computer technology in the district.

Three-fourths (74 percent) of principals felt students had regular access to computer equipment and software in the classroom. More than three-fourths (82 percent) of respondents said students regularly use computers in schools. Two-thirds (63 percent) of principals felt the district meets students' needs in computer fundamentals, but only about one-third (36 percent) thought the district offered enough advanced computer classes.

Two-thirds (63 percent) of respondents felt computers were new enough to be useful for student instruction. More than one-half (57 percent) of principals felt teachers were knowledgeable enough to use computers in the classroom effectively. And one-half (53 percent) felt teachers and students have easy access to the Internet.

PART A: DEMOGRAPHIC DATA

1. Gender (Optional)	Male	42%	Female	58%
2. Ethnicity (Optional)				
Anglo	36%	African American	35%	
Hispanic	28%	Asian	0%	Other 1%

3. How long have you been employed by Dallas ISD?						
1-5 years	10%	6-10 years	16%	11-15 years	13%	
16-20 years	17%	20+ years	44%			
4. What grades are taught in your school?						
Pre-Kindergarten	49%	Fourth Grade	52%	Ninth Grade	20%	
Kindergarten	56%	Fifth Grade	51%	Tenth Grade	20%	
First Grade	56%	Sixth Grade	52%	Eleventh Grade	20%	
Second Grade	56%	Seventh Grade	20%	Twelfth Grade	20%	
Third Grade	56%	Eight Grade	21%			

Appendix D

PART B: SURVEY QUESTIONS

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The school board allows sufficient time for public input at meetings.	7%	53%	20%	17%	3%
2. School board members listen to the opinions and desires of others.	6%	39%	20%	28%	7%
3. School board members understand their role as policymakers and stay out of the day-to-day management of the district.	1%	10%	19%	40%	30%
4. The superintendent is a respected and effective instructional leader.	10%	27%	44%	10%	9%
5. The superintendent is a respected and effective business manager.	10%	29%	44%	8%	9%
6. Central administration is efficient.	2%	23%	13%	44%	18%
7. Central administration supports the educational process.	2%	42%	13%	33%	10%
8. The morale of central administration staff is good.	2%	15%	44%	27%	12%
9. Education is the main priority in our school district.	20%	52%	6%	18%	4%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	8%	56%	7%	25%	4%
11.	The needs of the college-bound student are being met.	6%	48%	24%	19%	3%
12.	The needs of the work-bound student are being met.	4%	42%	28%	21%	5%
13.	The district provides curriculum guides for all grades and subjects.	10%	70%	4%	15%	1%
14.	The curriculum guides are appropriately aligned and coordinated.	11%	64%	11%	12%	2%
15.	The district's curriculum guides clearly outline what to teach and how to teach it.	6%	54%	9%	26%	5%
16.	The district has effective educational programs for the following:					
	a. Reading	22%	64%	3%	9%	2%
	b. Writing	10%	53%	7%	28%	2%
	c. Mathematics	9%	62%	6%	22%	1%
	d. Science	8%	63%	5%	22%	2%
	e. English or Language Arts	8%	63%	10%	17%	2%
	f. Computer Instruction	4%	53%	10%	28%	5%
	g. Social Studies (history or geography)	5%	46%	10%	35%	4%
	h. Fine Arts	7%	47%	12%	30%	4%
	i. Physical Education	6%	53%	13%	26%	2%

	j. Business Education	4%	39%	45%	11%	1%
	k. Vocational (Career and Technology) Education	5%	39%	42%	10%	4%
	l. Foreign Language	4%	38%	37%	19%	2%
17.	The district has effective special programs for the following:					
	a. Library Service	4%	58%	20%	17%	1%
	b. Honors/Gifted and Talented Education	7%	62%	10%	17%	4%
	c. Special Education	9%	57%	9%	22%	3%
	d. Head Start and Even Start programs	3%	48%	37%	10%	2%
	e. Dyslexia program	2%	16%	31%	35%	16%
	f. Student mentoring program	2%	32%	26%	36%	4%
	g. Advanced placement program	2%	62%	25%	9%	2%
	h. Literacy program	7%	57%	20%	15%	1%
	i. Programs for students at risk of dropping out of school	4%	43%	17%	28%	8%
	j. Summer school programs	6%	51%	11%	25%	7%
	k. Alternative education programs	6%	52%	14%	22%	6%
	l. "English as a second language" program	5%	50%	14%	22%	9%
	m. Career counseling program	4%	34%	36%	24%	2%
	n. Counseling the parents of students	4%	33%	19%	37%	7%
	o. Drop out prevention program	5%	43%	18%	27%	7%

18.	Parents are immediately notified if a child is absent from school.	5%	37%	10%	40%	8%
19.	Teacher turnover is low.	3%	21%	10%	51%	15%
20.	Highly qualified teachers fill job openings.	1%	15%	9%	56%	19%
21.	Teachers are rewarded for superior performance.	3%	16%	7%	51%	23%
22.	Teachers are counseled about less than satisfactory performance.	6%	63%	6%	22%	3%
23.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	4%	31%	6%	41%	18%
24.	Students have access, when needed, to a school nurse.	10%	71%	2%	12%	5%
25.	Classrooms are seldom left unattended.	8%	65%	4%	18%	5%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	District salaries are competitive with similar positions in the job market.	2%	25%	9%	48%	16%
27.	The district has a good and timely program for orienting new employees.	3%	50%	9%	33%	5%
28.	Temporary workers are rarely used.	1%	20%	17%	48%	14%

29.	The district successfully projects future staffing needs.	2%	27%	11%	44%	16%
30.	The district has an effective employee recruitment program.	1%	31%	12%	41%	15%
31.	The district operates an effective staff development program.	1%	41%	10%	38%	10%
32.	District employees receive annual personnel evaluations.	13%	81%	1%	4%	1%
33.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	1%	21%	11%	43%	24%
34.	Employees who perform below the standard of expectation are counseled appropriately and timely.	3%	46%	10%	33%	8%
35.	The district has a fair and timely grievance process.	8%	63%	17%	7%	5%
36.	The district's health insurance package meets my needs.	1%	15%	4%	30%	50%

D. Community involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	The district regularly communicates with parents.	4%	64%	7%	21%	4%
38.	Schools have plenty of volunteers to help	3%	25%	7%	53%	12%

	student and school programs.					
39.	District facilities are open for community use.	8%	70%	8%	12%	2%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	6%	48%	15%	26%	5%
41.	Schools are clean.	7%	64%	7%	18%	4%
42.	Buildings are properly maintained in a timely manner.	2%	32%	4%	42%	20%
43.	Repairs are made in a timely manner.	1%	17%	2%	54%	26%
44.	Emergency maintenance is handled promptly.	7%	47%	6%	31%	9%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	6%	56%	10%	23%	5%
46.	Campus administrators are well-trained in fiscal management techniques.	2%	42%	11%	35%	10%
47.	Financial reports are allocated fairly and	5%	59%	14%	12%	10%

	equitably at my school.					
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G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
48.	Purchasing gets me what I need when I need it.	1%	31%	10%	39%	19%
49.	Purchasing acquires high quality materials and equipment at the lowest cost.	1%	26%	16%	42%	15%
50.	Purchasing processes are not cumbersome for the requestor.	1%	29%	13%	41%	16%
51.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	1%	59%	8%	24%	8%
52.	Students are issued textbooks in a timely manner.	6%	60%	2%	18%	14%
53.	Textbooks are in good shape.	3%	71%	6%	15%	5%
54.	The school library meets students needs for books and other resources.	7%	56%	9%	23%	5%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	The cafeteria's food looks and tastes good.	2%	45%	13%	26%	14%
56.	Food is served warm.	5%	72%	5%	12%	6%
57.	Students have enough	7%	64%	2%	24%	3%

	time to eat.					
58.	Students eat lunch at the appropriate time of day.	6%	78%	0%	14%	2%
59.	Students wait in food lines no longer than 10 minutes	7%	63%	4%	22%	4%
60.	Discipline and order are maintained in the school cafeteria.	13%	76%	1%	7%	3%
61.	Cafeteria staff is helpful and friendly.	13%	64%	5%	12%	6%
62.	Cafeteria facilities are sanitary and neat.	12%	72%	6%	8%	2%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The drop-off zone at the school is safe.	9%	60%	4%	19%	8%
64.	The district has a simple method to request buses for special events.	10%	70%	2%	12%	6%
65.	Buses arrive and leave on time.	3%	65%	5%	18%	9%
66.	Adding or modifying a route for a student is easy to accomplish.	2%	33%	17%	36%	12%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
67.	Students feel safe and secure at school.	16%	75%	4%	4%	1%
68.	School disturbances are	15%	70%	2%	9%	4%

	infrequent.					
69.	Gangs are not a problem in this district.	5%	19%	20%	44%	12%
70.	Drugs are not a problem in this district.	3%	18%	21%	45%	13%
71.	Vandalism is not a problem in this district.	2%	15%	11%	50%	22%
72.	Security personnel have a good working relationship with principals and teachers.	11%	67%	10%	10%	2%
73.	Security personnel are respected and liked by the students they serve.	8%	57%	24%	10%	1%
74.	A good working arrangement exists between the local law enforcement and the district.	10%	70%	13%	6%	1%
75.	Students receive fair and equitable discipline for misconduct.	14%	73%	1%	9%	3%
76.	Safety hazards do not exist on school grounds.	5%	52%	7%	30%	6%

K. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77.	Students regularly use computers.	17%	65%	1%	13%	4%
78.	Students have regular access to computer equipment and software in the classroom.	13%	61%	2%	17%	7%
79.	Computers are new enough to be useful for student instruction.	13%	50%	3%	25%	9%

80.	The district meets students' needs in computer fundamentals.	7%	56%	8%	21%	8%
81.	The district meets students' needs in advanced computer skills.	5%	31%	16%	37%	11%
82.	Teachers know how to use computers in the classroom.	2%	55%	6%	30%	7%
83.	Teachers and students have easy access to the Internet.	7%	46%	6%	31%	10%

Appendix D

PART C: NARRATIVE COMMENTS

Please feel free to share your comments about the educational performance of Dallas ISD.

The following comments convey the Principal and Assistant Principal's perception of Dallas Independent School District and do not reflect the findings or opinion of the Comptroller or review team. These are the actual comments received for each focus area.

- Too much interference and management from the board in the day-to-day operation of this school.
- Serious concerns about how moneys are allocated and which schools receive the "extra" support programs.
- Our school personnel perform well. A major concern of this district is the micro-management of board members. We spend too much time responding to board members' requests. This takes away from instructional management. This happens frequently in District IX.
- The district has many unsung virtues. Most teachers are sincere, competent, and dedicated to student achievement. Most campus administrators are capable. The biggest operational problems stem from the political level: a politically fragmented community that values race as a factor in education more than it should, and a board that (in their hearts) believes that it must meddle in every detail possible when it comes to school/district operations. Our board is a terrible embarrassment. The public is extremely angry at our district because of our board's decisions and general behavior. We may very well eventually require State intervention and division into smaller districts!
- We need central office administrators with background experiences and education who know what to do to help schools be effective. Many have positions based on relationships with board members and buddies who attended college with them.
- Maintenance, purchasing, and accounts payable are undermanned and do not provide the service to meet the needs of our district. We spend, on campus, too much time trying to get these departments to meet our needs. Personnel is not organized and large enough to meet our needs.
- Excessive amounts of local campus monies must be used annually to pay the district for lost textbooks when families/students do not pay for lost textbooks.

- I do not like surveys that require such simplistic responses. The process results in answers that are too positive or negative because of the inability to provide explanation. Also, some questions are impossible to answer, i.e., the superintendent. Are you referring to the interim, his predecessor, or the new hire?
- Some area superintendents want nothing to do with assistant principals and/or little communications with them. Some principals are way too young to be mature administrators, and lack the maturity to handle pressures and people.
- We need maintenance upgraded.
- We need computers. Our lab is over 10 years old. Many classrooms do not have any computers.
- The gifted program is very weak in our district.
- We need to have a district academic focus and accountability for increased academic performance. There is a lack of consistency among the campuses.
- It's getting better!
- Your data access and accuracy is deplorable. You need to start all over with people that will work for accurate information.
- Our district consists of mostly dedicated, talented individuals who give their best to our students each day, regardless of what goes on outside the school campuses. They deserve recognition; those less deserving need to be removed (it's most difficult to get rid of a poorly performing teacher). Also, while teachers deserve proper compensation, campus administrators do also, and have been passed over repeatedly or provided miniscule raises, and denied longevity pay which is given to teachers.
- We would do a better job if we prioritized (truly) and systematically implemented improvement initiatives over a 5-10 year period. We try to do too much, too fast, which prevents us from doing anything really well.
- Sincerely implemented total quality with a focus on business and instructional systems could help a lot.
- Principal salaries are very discouraging. I am a 23-year education veteran, with 10 years of this as a principal. Our board recently raised the minimum principal salary to approximately \$64,000. All of us who were not yet making this amount were raised to this amount, along with every first year principal! More than 10 teachers in my staff with similar years of experience have a higher hourly rate than mine. It is very discouraging.
- Personnel staff appears very well intended but completely unable to keep up with their workload.
- Budget transfers are slow and tedious.
- Curriculum for ESL students is confusing. We need a cohesive, systematic program for instructional delivery.

- Data regarding student achievement from bilingual versus ESL classrooms needs close study. Our building data shows better student achievement from youngsters in ESL classroom.
- The current requirement to test immigrants in English on grade level after 12 months in the U.S. is completely unrealistic. I agree with accountability, but there must be a better way.
- Non-Title I schools struggle financially. Why can't the 20 percent-40 percent of their students that qualify receive the same opportunities/funding?
- I am loyal to this district, in spite of recent problems. I am a 35-year veteran employee and still believe in this district's philosophy of educating "all children."
- The district has a long way to go in accomplishing the goals of Vision 2003. It is in a state of chaos at this time. We need a superintendent who can lead effectively and be committed for several years. All of us (the administrators and teachers) continue to stay afloat. The district will face many problems until we can get someone who will commit to the students, parents, and teachers of this district.
- School board is a real problem in DISD. Members are not truly concerned with educational excellence; rather, they pursue their own agendas. Central administration is also a problem. They do not listen to campus level administrators and seem far removed from the realities of local campus problems. Campus administrators get little real support for overcrowding problems, staffing problems, etc.
- There is no support from principal.
- Great things are happening in DISD. Teachers are teaching and children are learning! Students are coming to school having been affected by pre-natal drugs from the mother, alcohol from the mother, and neglect. It is becoming more challenging to educate children who have been affected during their gestation period. More and more "shadow children" are being identified, but are not eligible for special services.
- The Dallas ISD does a good job for the diverse population it serves.
- School should start up earlier than it does. There is too much time before school after student arrive at school. This causes problems.
- It is very difficult to meet the instructional needs of such a diverse student population. The Bilingual Education program drains the district of millions of dollars with no significant gains in student performance. All students should be taught English and Bilingual education funds should be spent to benefit all students.
- There are too many low performing schools and too many different agendas. Also, there is too much politics.

- There are too many new programs implemented every year with little or no feedback on the success or redirection to provide us with meaningful and measurable gain.
- Instructional programs need to be standardized throughout the district. TEKS/TAAS alignment needs to be reinforced.
- The salaries for principals are cause for major concerns about the fiscal responsibilities of the district. The district's central administrators give little thought to the impact and fairness of their decisions. Where in the country will you find the principal's salary per day is less than if he or she was in the classroom? The continued shortsighted business managers for the district are creating a high level of discontent among principals.
- The district personnel office needs to be restructured to reflect the management style of the 2000's.
- The number of central staff members is too large.
- Elementary school staffing needs are too small.
- The school board members are too politically motivated and interested in their own priorities. These priorities rarely mirror the priorities of the local campuses.
- The insurance benefits available to staff are substandard and too expensive. The school board has shirked its responsibilities to staff regarding insurance.
- We need money allocated to handle the needs of our computers and printers. This is getting extremely costly, yet we are not getting additional funds to keep up with technology.
- The area superintendent is not effective in working with principals.
- Our district's faculty is prepared to teach. Many need training and staff development. There is a large number of teachers on deficiency plans and who are in the Alternative Certification program. Additional districtwide programs for staff are needed to meet the training needs of teachers.
- The answers that have "No Comment" are due to not being informed enough to make a sound judgment about that question.
- We cannot remove ineffective teachers.
- We cater to the Unions.
- The board is not interested in providing a quality education system.
- Administration is way too top heavy.
- We need more resources in the buildings.
- Our district is in a much poorer position to serve our students as a result of our previous superintendent.
- Students have a unique opportunity to take advantage of all the learning opportunities in the Dallas public schools.
- There are many programs that meet the needs of various learning styles. The real action takes place in each and every classroom.
- DISD is a great place but needs to cut back on money waste. It also needs a new school board that will work towards achieving

excellent academic performance for all students and quit their squabbling. They are here for the kids.

- DISD needs a desperate turnaround. Poor teacher preparation out of college because of instructional classroom demands in curriculum, professional development, and others such as IIP preparation, CIP understanding, test preparations for students, or the whole spectrum. Also, there is a lack of specialized teachers (ESOL, Bilingual, and TAG). Many teachers are overwhelmed because of curriculum expectations. We train, but it costs money to accomplish this.
- Trim down on area superintendent. There are too many as it is (10 to 11).
- Trim down on central office executive directors, directors, deputy superintendents, and other titled superintendents (assistant superintendents, associate superintendents, etc.).
- Board members do not need to micromanage.
- The superintendent needs to hire and/or fire.
- The educational performance is good in DISD.
- Even though the school board does not know what they are doing, we do have the students' interest in mind.
- Someone needs to clean the board.
- Things are going well at the campuses. Unfortunately, DISD is judged by the actions at Ross Avenue.
- The bond program must be passed, and soon.
- My school is a specialized facility, which offers excellent options for students who choose to enter these programs. I have many exceptional colleagues who manage exemplary programs and who have continued in spite of the many changes in the district.
- The budget that each campus receives has little or no flexibility. One can "buy" a teacher but then educational materials cannot be bought. Also, there is no rhyme or reason why teachers get longevity pay but administrators do not. A four ounce bowl of soup costs adults \$1.00 and a sandwich costs \$2.25. The portions are the same as the children. It is most disturbing that we, the educators, have no vote on textbooks. The insurance is pathetic. I pay almost \$300 a month for one child and myself.
- Could be better!
- The Dallas Public Schools and school board have no respect for its personnel or its magnet programs or any program. The board micromanages and very incompetent individuals are placed in crucial decision-making positions. It appears that there are a great many persons placed in these positions based on who they know and not on performance. Many of these individuals do not know how to manage people. I am an expert in education and a master teacher, but I'm planning on leaving the school district due to the incompetence of management. I have 35 years of educational

experience, and I am not disillusioned with education, only with the Dallas Public Schools. I am ashamed of my association with them. I'm quite ready to retire, but go somewhere else to share my talents.

- Less paperwork is needed.
- Administrators need positive support at all schools and not just high TAAS score schools so they can be positive toward the teachers. PR skills and training need to be available for ALL! Teamwork skills are a must. Help is needed for students that are slow learners (IQ in low 70's), but do not qualify for resources. We need extra help for these students. We are getting more and more of them but they fall through the cracks because there isn't 10 points difference between their IQ and school achievement. What a disgrace!
- There is light at the end of the tunnel, with the hiring of a new superintendent. Hopefully, he stays and provides the direction we need.
- There are many areas where students are successful. The district will feel the impact at a much larger level when consistency of an effective program exists among all schools. This will take place when central administration provides the plan.
- We are having a multitude of textbooks crisis due to lack of district budgeting (only one worker per warehouse). We cannot get the books we need nor get our overstock picked up.
- Improvements are being made. Progress is promising.
- I feel that DISD is certainly making progress academically. The difficulty lies in the inconsistencies among the various such districts and their district area superintendents. The school board is not in touch with what is going on. Site-based management is not being implemented as it was truly meant to be. However, I feel that there are many excellent administrators and teachers doing a good job on a regular basis. Assistant principals should be allowed to play a larger role in decision-making.
- DISD is very weak in training their assistant principals. Most of the training is given to the principals. In the absence of the principals, the assistant principals have to step in. Assistant principals are usually left out in preparation with principals. It is very hard to be promoted. It is not what you know, but whom you know. Most assistant principals are qualified while most principals are not.
- Too many errors are made at the administration building that affects staff and students. Incompetence is rewarded and competence is ignored. Too many students in very small buildings and few resources. Low teacher-student ratios exist only at the elementary. Disruptive students draw all the attention from teachers and school administrators leaving the good kids with

nothing. Many teachers are frustrated, causing absences in their classes. We have no substitute to cover. Students may have up to ten classes of babysitting a week without instruction due to this problem. Ten-hour days are the norm. Twelve-hour days are expected. For low-pay, there is no support or respect.

- Many staff members are dedicated to kids and teaching. But after so many rejections, abuse, unfair employment practices, it very soon becomes a matter of "is it worth it anymore." I work 55-65 hours a week with unpaid duty and coverage of extra curricular activities. This district is too big and everything is complicated. Public Education may not be the answer to education and meeting the needs of children.
- I have been with DISD for over 30 years. I have seen this district grow. I feel that we are better than ever.
- The school board should realize their job is to "make the policies" not enforce them or micromanage the district.
- You might want to look into the ethnic breakdown of administrators and teachers in DISD.
- Department chair need staff training on leadership.
- The central administrative staff continues to grow. All that is done is at the building level with little or no help. The facilities are in extremely bad condition. Student desks are 30 years old. The few new ones are of such poor quality that we have to put them back together several times.

Appendix E

TEACHER SURVEY RESULTS

- A. Overview
- B. Tables (Survey Questions)
- C. Narrative Comments

TEACHER SURVEY RESULTS (Written/Self-Administered) (n=781)

Seven hundred and eighty-one (781) teachers in DISD completed and returned surveys. A large majority (76 percent) of teachers were female, while only 24 percent were male. More than one-half of the respondents were Anglo (56 percent), while 28 percent were African American, 11 percent were Hispanic, and 2 percent were Asian. Another 3 percent classified themselves as "Other."

Of teachers responding, 37 percent had worked in the district 5 years or less, 18 percent for 6 to 10 years. Thirteen percent had worked in the district for 11 to 15 years, 10 percent had worked in the district 16 to 20 years, and 22 percent had worked in the district for more than 20 years.

The survey questionnaire had two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about 10 of the 12 areas under review. The 10 areas covered in the survey are:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Safety and Security
- Computers and Technology

The comment section asked teachers their opinions on the overall educational performance of the district in general. Responses for the multiple-choice questions are summarized below.

District Organization and Management

In general, teachers had feelings of dissatisfaction about the organization and management of the district. Regarding the school board, 83 percent of teachers disagreed that the school board worked well with the superintendent. Almost all (90 percent) of teachers disagreed that the school board had a good image in the community. Almost two-thirds (62 percent) of teachers disagreed that school board members listened to the opinions and desires of others. Almost one-half (41 percent) disagreed that the school board allowed sufficient time for public input at meetings while 40 percent had no opinion.

The teachers were generally dissatisfied with the superintendent. Almost one-half (44 percent) of teachers disagreed that the superintendent was a respected instructional leader, while 39 percent had no opinion. And nearly the same percentage (43 percent) disagreed that he was a respected business manager, while 42 percent had no opinion.

The teachers were very dissatisfied about the central administration. Two-thirds (67 percent) of teachers disagreed that central administration supported the educational process. A majority (82 percent) disagreed central administration was efficient. In addition, almost one-half (47 percent) of teachers disagreed morale was good among central administration staff, while 43 percent had no opinion.

Educational Service Delivery and Performance Measurement

More than one-half (51 percent) of teachers disagreed that in the district, student education was the main priority. Also, 57 percent of teachers disagreed teachers had the opportunity to suggest new, more effective programs and materials.

Teachers had mixed opinions on the educational program meeting the needs of all students in the district. Many (37 percent) of teachers disagreed the educational program met the needs of college-bound students, while 30 percent had no opinion. A like number (36 percent) disagreed that it met the needs of work-bound students, while 30 percent again had no opinion. When asked about curriculum guides, two-thirds (63 percent) of teachers said that the district provided curriculum guides for all grades and subjects. However, less than one-half (48 percent) said the curriculum guides were appropriately aligned and coordinated, and less than one-half (45 percent) thought the guides clearly outlined what to teach and how to teach it.

A large majority of teachers had conservative opinions on the effectiveness of educational and special programs in the district. For educational programs, a large majority of teachers believed the most effective ones were English/Language Arts (63 percent), Reading (67

percent), and Mathematics (63 percent). However, more than one-half expressed no opinion whether other programs were effective, particularly Business Education (55 percent), Vocational Education (52 percent), and Foreign Language (50 percent). For special programs, teachers either had mixed opinions or no opinion. Those most effective were Talented and Gifted (62 percent), Special Education (57 percent), Summer School (54 percent), English as a Second Language (56 percent), and Library Service (51 percent). Highest programs with no opinion were College Counseling (53 percent), Career Counseling (51 percent), Dropout Prevention (45 percent), Head Start/Even Start (49 percent), and Dyslexia (52 percent).

A large majority of teachers had mixed opinions on job performance of teachers. A majority (82 percent) of teachers disagreed that teacher turnover was low. More than three-fourths (81 percent) of teachers disagreed that the district filled teacher openings quickly. A majority (82 percent) of teachers disagreed that the district rewarded teachers for superior performance. And more than two-thirds (68 percent) disagreed that the district filled job openings with highly qualified teachers. Also two-thirds (69 percent) of teachers disagreed that the student-to-teacher ratio was reasonable.

More than three out of five teachers (61 percent) believed they were knowledgeable in the subject areas they teach. Less than one-half (42 percent) believed the district counsels teachers for less than satisfactory performance. Well over one-half (60 percent) of teachers said that classrooms are seldom left unattended.

Almost three-fourths (73 percent) of teachers disagreed that all schools had equal access to educational materials, such as computers, TV monitors, science labs, and art classes. More than one-half (54 percent) of teachers disagreed that the district notified parents immediately if their child was absent from school.

Personnel Management

Almost three-fourths (71 percent) of teachers disagreed that the district effectively projected future staffing needs. Similarly, almost three-fourths (72 percent) of teachers disagreed that the district rarely filled positions with temporary employees.

More than one-half (51 percent) of teachers disagreed that the district had an effective employee recruitment program. Additionally, more than three-fourths (77 percent) of teachers disagreed that district salaries were competitive with similar positions in the job market, and 88 percent disagreed that the health insurance package met their needs.

Of those expressing an opinion, almost one-half (44 percent) of teachers disagreed that the district had a good and timely new employee orientation program. And more than one-half (54 percent) disagreed that the district had an effective employee development program.

Almost all (87 percent) of teachers said that district employees received annual performance evaluations. However, almost two-thirds (65 percent) disagreed that the district rewarded competence and experience. Thirty-five percent disagreed that the district counseled poor-performing employees promptly and appropriately, while 36 percent had no opinion. Additionally, 31 percent of teachers disagreed that the district had a prompt and fair grievance process, while 45 percent had no opinion.

Community Involvement

Half (50 percent) of teachers said the district regularly communicated with parents. More than one-half (55 percent) of teachers felt local TV and radio stations regularly reported school news and cafeteria menus. However, almost three-fourths (73 percent) disagreed that they had plenty of volunteers to help students in school programs. But almost one-half (44 percent) of teachers believed district facilities were open for community use.

Facilities Use and Management

In general, teachers were dissatisfied about school facilities. Three-fourths (77 percent) of teachers disagreed that the district planned new school construction far enough in advance to support enrollment growth. One-half (55 percent) disagreed that the school board, faculty, staff, parents, citizens, and students provided input into facility planning. However, 32 percent disagreed that the district selected architect and construction managers objectively and impersonally, while 62 percent had no opinion. Well over one-third (41 percent) of teachers disagreed that the quality of new construction was excellent, while 42 percent had no opinion.

Half (48 percent) of teachers disagreed that schools were clean. Regarding maintenance and repair, 65 percent of teachers disagreed that the district promptly and properly maintained buildings, and almost one-half (46 percent) disagreed that the district handled emergency maintenance promptly. Over three-fourths (78 percent) of teachers disagreed that the district repaired buildings promptly.

Financial Management

The teachers had mixed opinions on the financial management in the district. Overall, a large number expressed no opinion. The largest number

of responses were negative in that 40 percent disagreed that the district effectively involved teachers in site-based budgeting, and about one-third (34 percent) disagreed that campus administrators were well trained in financial management practices. Additionally, almost one-half (44 percent) of teachers disagreed the district allocated financial reports fairly and equitably at their respective school.

Purchasing and Warehousing

Teachers had mixed opinions on purchasing and warehousing in the district. Slightly more than one-half (52 percent) of teachers thought the district provided teachers and administrators with an easy-to-use standard list of equipment and supplies, but 48 percent felt that purchasing processes were cumbersome for the requestor.

One-fourth (24 percent) of teachers disagreed that the district selected vendors competitively, but one-half (55 percent) had no opinion. Additionally, over two-thirds (69 percent) disagreed that the district purchased needed supplies promptly, and one-half (53 percent) disagreed the district bought the highest quality products at the lowest cost.

Two-thirds (63 percent) of teachers thought textbooks were in good shape, and one-half (52 percent) felt the district provided the textbooks to students promptly. Also, three-fifths (59 percent) of teachers believed the school libraries had enough books and resources for the students.

Food Services

In general, teachers were happy with the food services in the district. A majority (71 percent) felt cafeteria facilities were sanitary and neat, and 68 percent felt cafeteria staff were helpful and friendly.

While 61 percent of teachers felt cafeteria staff served warm food, slightly less than a third (29 percent) felt the food looked and tasted good.

A majority (73 percent) of teachers felt students ate lunch at the appropriate time of day. In addition, 54 percent of the teachers thought students waited in line no longer than ten minutes. Almost two-thirds (63 percent) of teachers felt campus staff maintained discipline and order in school cafeterias.

Safety and Security

Teachers had mixed opinions on the safety and security in the district. While slightly more than one-half (55 percent) of teachers believed school disturbances were infrequent, a large majority also felt that gangs (64

percent), drugs (67 percent), and vandalism (80 percent) were serious problems in the district. Additionally, only one-half (47 percent) of teachers believed the district disciplined students fairly and equitably for misconduct.

Additionally, one-half (50 percent) of teachers said security personnel had a good working relationship with principals and teachers and less than one-half (42 percent) felt students respected and liked security personnel. Additionally, three out of five (59 percent) felt the district had a good working arrangement with local law enforcement. One-half (49 percent) felt that safety hazards did exist on school grounds.

Computers and Technology

In general, teachers were happy with computer technology in the district. Over one-half (53 percent) percent of the teachers felt the district offered enough basic computer classes, but only 32 percent thought the district offered enough advanced computer classes.

Over one-half (56 percent) of teachers believed computers were new enough to be useful for student instruction. Also over one-half (54 percent) of teachers said students and teachers had regular access to computer equipment and software in the classroom. However, only 40 percent said that teachers and students have easy access to the Internet. A majority of teachers (63 percent) thought students regularly used computers. Additionally, 62 percent believed teachers were knowledgeable enough to use computers in the classroom effectively.

PART A: DEMOGRAPHIC DATA

1. Gender (Optional)	Male	24%	Female	76%		
2. Ethnicity (Optional)						
	Anglo	56%	African American	28%	Hispanic	11%
	Asian	2%	Other	3%		
3. How long have you been employed by Dallas ISD?						
	1-5 years	37%	6-10 years	18%		
	11-15 years	13%	16-20 years	10%	20+ years	22%

4. What grade(s) do you teach this year?						
	Pre-Kindergarten	7%	Fourth Grade	18%	Ninth Grade	19%
	Kindergarten	16%	Fifth Grade	19%	Tenth Grade	21%
	First Grade	20%	Sixth Grade	19%	Eleventh Grade	20%
	Second Grade	18%	Seventh Grade	14%	Twelfth Grade	20%
	Third Grade	18%	Eight Grade	14%		

Appendix E

PART B: SURVEY QUESTIONS

A. District Organization and Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The school board allows sufficient time for public input at meetings.	1%	18%	40%	28%	13%
2. School board members listen to the opinions and desires of others.	1%	16%	21%	40%	22%
3. School board members work well with the superintendent.	1%	4%	12%	32%	51%
4. The school board has a good image in the community.	1%	3%	6%	31%	59%
5. The superintendent is a respected and effective instructional leader.	4%	13%	39%	21%	23%
6. The superintendent is a respected and effective business manager.	4%	11%	42%	21%	22%
7. Central administration is efficient.	1%	8%	9%	33%	49%
8. Central administration supports the educational process.	1%	17%	15%	29%	38%
9. The morale of central administration staff is good.	2%	8%	43%	23%	24%

B. Educational Service Delivery and Performance Measurement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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10.	Education is the main priority in our school district.	8%	37%	4%	36%	15%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	4%	32%	7%	41%	16%
12.	The needs of the college-bound student are being met.	3%	30%	30%	27%	10%
13.	The needs of the work-bound student are being met.	2%	32%	30%	27%	9%
14.	The district provides curriculum guides for all grades and subjects.	8%	55%	9%	20%	8%
15.	The curriculum guides are appropriately aligned and coordinated.	4%	44%	17%	26%	9%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	4%	41%	14%	31%	10%
17.	The district has effective educational programs for the following:					
	a. Reading	15%	52%	11%	17%	5%
	b. Writing	9%	49%	13%	24%	5%
	c. Mathematics	8%	55%	12%	20%	5%
	d. Science	7%	50%	19%	18%	6%
	e. English or Language Arts	8%	55%	15%	18%	4%
	f. Computer Instruction	8%	48%	17%	21%	6%
	g. Social Studies (history or geography)	4%	47%	20%	23%	6%
	h. Fine Arts	6%	42%	24%	21%	7%

	i. Physical Education	6%	47%	26%	16%	5%
	j. Business Education	4%	29%	55%	9%	3%
	k. Vocational (Career and Technology) Education	5%	27%	52%	12%	4%
	l. Foreign Language	4%	29%	50%	13%	4%
18.	The district has effective special programs for the following:					
	a. Library Service	7%	44%	24%	20%	5%
	b. Honors/Gifted and Talented Education	10%	52%	15%	17%	6%
	c. Special Education	10%	47%	16%	18%	9%
	d. Head Start and Even Start programs	6%	36%	49%	6%	3%
	e. Dyslexia program	3%	13%	52%	20%	12%
	f. Student mentoring program	3%	26%	38%	25%	8%
	g. Advanced placement program	6%	35%	42%	12%	5%
	h. Literacy program	7%	35%	36%	16%	6%
	i. Programs for students at risk of dropping out of school	6%	29%	34%	23%	8%
	j. Summer school programs	7%	47%	18%	18%	10%
	k. Alternative education programs	5%	35%	32%	20%	8%
	l. "English as a second language" program	9%	47%	19%	18%	7%
	m. Career counseling program	2%	22%	51%	18%	7%
	n. College counseling program	2%	22%	53%	16%	7%
	o. Counseling the	3%	24%	31%	31%	11%

	parents of students					
	p. Drop out prevention program	3%	24%	45%	20%	8%
19.	Parents are immediately notified if a child is absent from school.	4%	26%	16%	36%	18%
20.	Teacher turnover is low.	2%	9%	7%	41%	41%
21.	Highly qualified teachers fill job openings.	2%	21%	9%	42%	26%
22.	Teacher openings are filled quickly.	1%	11%	7%	49%	32%
23.	Teachers are rewarded for superior performance.	1%	10%	7%	38%	44%
24.	Teachers are counseled about less than satisfactory performance.	4%	38%	26%	22%	10%
25.	Teachers are knowledgeable in the subject areas they teach.	7%	54%	11%	23%	5%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs, and art classes.	2%	17%	8%	35%	38%
27.	The students-to-teacher ratio is reasonable.	3%	24%	4%	35%	34%
28.	Classrooms are seldom left unattended.	10%	50%	11%	22%	7%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar	2%	18%	3%	34%	43%

	positions in the job market.					
30.	The district has a good and timely program for orienting new employees.	2%	34%	20%	28%	16%
31.	Temporary workers are rarely used.	1%	10%	17%	40%	32%
32.	The district successfully projects future staffing needs.	1%	11%	17%	39%	32%
33.	The district has an effective employee recruitment program.	1%	21%	27%	29%	22%
34.	The district operates an effective staff development program.	3%	32%	11%	31%	23%
35.	District employees receive annual personnel evaluations.	14%	73%	7%	4%	2%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	2%	19%	14%	41%	24%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	3%	26%	36%	27%	8%
38.	The district has a fair and timely grievance process.	1%	22%	45%	19%	13%
39.	The district's health insurance package meets my needs.	1%	7%	4%	15%	73%

D. Community involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	4%	46%	14%	29%	7%
41.	The local television and radio stations regularly report school news and menus.	8%	47%	12%	25%	8%
42.	Schools have plenty of volunteers to help student and school programs.	2%	18%	7%	49%	24%
43.	District facilities are open for community use.	4%	40%	31%	17%	8%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	1%	8%	14%	37%	40%
45.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	1%	19%	25%	33%	22%
46.	The architect and construction managers are selected objectively and impersonally.	1%	5%	62%	17%	15%
47.	The quality of new construction is excellent.	2%	15%	42%	24%	17%
48.	Schools are clean.	4%	42%	6%	32%	16%
49.	Buildings are properly maintained in a timely	3%	24%	8%	37%	28%

	manner.					
50.	Repairs are made in a timely manner.	2%	14%	6%	42%	36%
51.	Emergency maintenance is handled promptly.	3%	34%	17%	26%	20%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	4%	31%	25%	25%	15%
53.	Campus administrators are well-trained in fiscal management techniques.	5%	28%	33%	22%	12%
54.	Financial reports are allocated fairly and equitably at my school.	5%	31%	20%	24%	20%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	Purchasing gets me what I need when I need it.	2%	19%	10%	45%	24%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	2%	22%	23%	33%	20%
57.	Purchasing processes are not cumbersome for the requestor.	2%	28%	22%	29%	19%
58.	Vendors are selected competitively.	2%	19%	55%	14%	10%

59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	5%	47%	13%	23%	12%
60.	Students are issued textbooks in a timely manner.	7%	45%	9%	25%	14%
61.	Textbooks are in good shape.	6%	57%	12%	17%	8%
62.	The school library meets students needs for books and other resources.	10%	49%	8%	21%	12%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food looks and tastes good.	2%	27%	12%	32%	27%
64.	Food is served warm.	5%	56%	13%	16%	10%
65.	Students eat lunch at the appropriate time of day.	7%	66%	5%	13%	9%
66.	Students wait in food lines no longer than 10 minutes	6%	48%	12%	23%	11%
67.	Discipline and order are maintained in the school cafeteria.	9%	54%	5%	20%	12%
68.	Cafeteria staff is helpful and friendly.	13%	55%	8%	15%	9%
69.	Cafeteria facilities are sanitary and neat.	11%	60%	10%	12%	7%

I. SAFETY AND SECURITY

Survey Questions	Strongly	Agree	No	Disagree	Strongly
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		Agree		Opinion		Disagree
70.	School disturbances are infrequent.	7%	48%	7%	27%	11%
71.	Gangs are not a problem in this district.	2%	13%	21%	44%	20%
72.	Drugs are not a problem in this district.	2%	10%	21%	44%	23%
73.	Vandalism is not a problem in this district.	2%	7%	11%	46%	34%
74.	Security personnel have a good working relationship with principals and teachers.	8%	42%	36%	9%	5%
75.	Security personnel are respected and liked by the students they serve.	7%	35%	46%	9%	3%
76.	A good working arrangement exists between the local law enforcement and the district.	8%	51%	34%	5%	2%
77.	Students receive fair and equitable discipline for misconduct.	6%	41%	10%	28%	15%
78.	Safety hazards do not exist on school grounds.	3%	32%	16%	34%	15%

J. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	13%	50%	5%	23%	9%
80.	Students have regular access to computer equipment and software in the classroom.	12%	42%	5%	28%	13%
81.	Teachers know how to	9%	53%	9%	24%	5%

	use computers in the classroom.					
82.	Computers are new enough to be useful for student instruction.	10%	46%	7%	23%	14%
83.	The district meets students' needs in classes in computer fundamentals.	8%	45%	13%	23%	11%
84.	The district meets student needs in classes in advanced computer skills.	6%	26%	29%	25%	14%
85.	Teachers and students have easy access to the Internet.	8%	32%	7%	30%	23%

Appendix E

NARRATIVE COMMENTS (PART-1)

Please feel free to share your comments about the educational performance of Dallas ISD.

The following comments convey the student's perception of Dallas Independent School District and do not reflect the findings or opinion of the Comptroller or review team. These are the actual comments received for each focus area.

- We still have a long-long way to go!
- The educational performance of Dallas I.S.D. is lackluster at best. Teachers and students who are successful in the district do so from self-motivation. Mediocrity and surviving until the next day is the norm. We are losing our best and brightest students and teachers to other suburban and private school districts who actively recruit in Dallas I.S.D. Motivated teachers also frequently leave the classroom as soon as possible.
- Principals and teachers assistants are grossly underpaid.
- When I was first hired, the district office mishandled my certificates, service record, career ladder, and stipends and health insurance. On numerous subsequent returns to straighten the matter, I witnessed other women manipulating other people in the office, planning obviously demeaning actions to new staff, and making by the sleeve see if I care decisions on personnel matters such as my paperwork. Which I found insulting. That attitude trickles down to my campus principal.
- Teachers are not allowed to review student histories on my campus to modify student outcomes.
- Teachers on my campus have received discrimination based on age, sex, and race.
- We were told this year to supply our own chalk, paper, etc.
- Our principal told us in several faculty meetings at the beginning of the year not to document failing grades and to not notify parents of failures.
- No school discipline management plan is used. It's there but used in preference to teacher/student situations. Some classrooms are supported and some are not.
- Teacher morale is low.
- Our school throws big dances/parties for the holidays for the students as long as 2 hours during scheduled school days.
- The area that concerns me the most as an education is survey section "B". All of this seems/sounds yet very political.

- Morale is low in our district.
- Teacher salaries are insulting for many of us who are veterans.
How can you take away career ladder, replace it with longevity pay and end up getting less money? It is very discouraging for a district our size that says they promote education excellence.
- Too much change and it's not for the benefit of all. Insurance for district staff is beyond unprofessional. Many of us have no health coverage, or life insurance coverage.
- In reference to #25 - When do we give license in the state of Texas for "Edison Project Schools" to teach about demons/cults/spirits to our children? Public/Federal dollars are being spent on this kind of curriculum.
- In reference to #21 - Many of the teachers coming into our district are so new, they'll take any job - or - the alternative certification program continues to do a crash course on teaching with participants yet not knowing "how" to function. Sure, they're getting the "what". It's the "how" they're missing and thus, no highly qualified teachers filling job openings.
- We're in trouble. Our future rests in the hands of a divided school board, an interim Superintendent, pressured principals and overwhelmingly tired teachers. I hope your survey accomplishes its task.
- The educational performance of Dallas I.S.D. is excellent for the most part. I am in a good position to observe first hand. The biggest thing wrong is the Central Administration. The individual schools that I've seen (Bryan Adams, Gill Reinhault, and Withers) are well run. The problems are: 1) Central Administration. 2) Students who are here because they have to be. They need to be in a trade school. 3) Not enough appreciation for the teachers who have kept the district out of really hot water.
- The district does not hold students accountable for their learning. Teachers are required to pass on kids who do not have basic skills. Parents are not held responsible or made accountable. Most kids come to school for everything but to learn. Parents don't back up teachers with homework assignments. It's always the teacher's fault that the kid didn't learn. Never mind she has called home two times with no feedback, assigned detention and the kid never comes, taught three different ways of solving the problem. It's still always the teacher's fault.
- More importance needs to be placed on Site Base Committees.
- There are numerous interruptions throughout the day, i.e. announcements, office workers...
- I am a support personnel person. Not a classroom teacher, although I was a sub for five years. Therefore I reserve an opinion on many of the questions asked.

- I think more money should be paid to teachers and less on building and supplies.
- Dallas has some of the finest teachers in Texas as well as some of the finest schools. Things would be so much better if the Superintendent - Board could work together and show unity morale is low. Dallas needs a boost. This insurance problem has many of us feeling betrayed. It is difficult to do a good job in the classroom when there is little support from above. The best thing going in Dallas right now is the Dallas Reading Plan.
- The school board needs to be replaced. Many administrators need to be replaced, especially in the Central Office. Teachers need to be trained as to how to teach if they come out of an alternative certification program. Effective teachers need to be left alone so that they can teach using materials and programs that work.
- The main problem for teachers (older or Masters) 1) They do not get recognition for their years of seniority for advancement to AP, PRE AP, or Honors. 2) They hire younger teachers instead. 3) A clear record and dedication does not mean anything. 4) They hire felons, people who have been fired from other districts: (sexual harassment of a female). 5) Teachers are doing more administration problems, administrators not supporting teachers, Ex: Parent conferences by teacher only. 6) There are many, many more problems concerning the district.
- The school board is nothing but a bunch of adult-sized, petty, self-centered, egomaniacs. Watch their interviews during the Rojas administration. They used the words "I" and "me" repeatedly in every interview. It wasn't about the kids or the teachers. That whole mess was about egos and it was a disgrace.
- Fine arts, science, and physical education teachers spend entirely too much time in staff developments that have little, if anything, to do with their content areas. Surely they want to get better too.
- Reading, writing, and math teachers are constantly being pitched "the next, best, new thing." Too many programs to do efficiently. Narrow it down!
- Maintenance crews frequently hide at the end of our roads beneath the trees for hours at a time. Different trucks, different specialties, especially the ground crews.
- Our school district needs the state to come in and take over. Our school board does not get the right job done. They have not been able to get along with the recent superintendent selections.
- Our school is in need of repair, capital improvements such as desks, chairs, bathroom facilities, security, and qualified teachers.
- The teachers try to hold the whole thing together. Never knowing what changes will come from downtown.
- The emphasis is too heavy on test scores rather than real learning experiences.

- Many fine teachers will leave the district because of the constant state of chaos. Our children are beautiful and smart -- they all deserve better.
- The schools in the low social economics socioeconomic areas are in need of repairs desperately. They are dirty and unhealthy to work in for staff and students. Repairs are not made in a timely manner. There exist great safety hazards. They are overcrowded. Equipment and supplies leave a lot to be desired. The cries of these schools are stuffed "under the rug."
- The district does not pay teachers enough. Then the small raise we get is used up paying for increases in health insurance premiums. There is a lack of teacher support with regard to student discipline. It is no mystery why the district cannot get and keep enough teachers.
- There is no unlimited potential in Dallas.
- Dallas I.S.D. could and should be one of the finest school systems in the United States, because of the following:
 - Many of the Top Business Fortune 500 Companies located in Dallas can and should support the schools,
 - All of the technology and advanced knowledge in this area (Little Silicon Valley) can help,
 - And the financial strengths of many companies can use the educational supply and demand of the school system.
- This health plan "snafu" is a joke.
- What do you think this "slipping of the mind" makes a professional feel like?
- If nothing is more important, then why do we get paid chicken feed?
- Where exactly are the priorities?
- I feel the students should be top priority! Getting and keeping quality teachers is a problem here because too many administrators (site and downtown) have too many personal agenda to adequately supply teachers with resources and monetary supplements for their work!
- Dallas I.S.D. administration is totally inadequate. Personnel services are inadequate. The health insurance plan is ignored and as bad as can be.
- Inadequate screening of students for class placement. Poor results for discipline problems. Poor structures and programs are in place.
- Air quality and climate sub-standard in our building. Custodial staff and principals do their best.
- Bickering of school board is a detriment to our system. Teachers and staff go the extra mile in our building. Even spend own money for classroom needs.
- Health insurance a real problem.

- I've taught in public schools for over 25 years, and Dallas I.S.D. is by far the WORST district I have taught in. Personnel are mean to new teachers. Administration (downtown) has lost several teachers' documents. The cafeteria staff serves nasty food to the children and argues over feeding small children. The library is pathetic: very few books, and none of the award winning titles!
- The district has been remiss in its responsibilities. In doing so they have denigrated the position of teachers. They failed to obtain proper bids for insurance, let the current contract expire, and consequently passed their error onto the teachers. It is unfathomable that this contract exploration was purely an oversight. I am convinced of the district's corrupt wrong doings. The potential \$900/mo. PPO rates are usurious and debilitating for district employees. The district will lose its best resources!
- The quality of education varies from school to school. One of the effects is that district-wide mandates fit the lowest common denominator. Students transferring from school to school are often at a disadvantage.
- Class size is a major problem. I have 170 students on block schedule. My smallest class has 27 students. It is difficult to deliver quality education under those circumstances. The number of portables and floating teachers amplifies the problem.
- The latest snafu over insurance is just one more example of the ineptitude of the board and central administration. Any raise the teachers received was wiped out by the stupidity that allowed the insurance to expire. The board made the error. The teachers and other employees are paying for that error.
- Textbook delivery system is inept. Books requested in May did not arrive until September. I wasted time, money, and paper illegally Xeroxing books to make sure my students in AP History had what they needed.
- Teachers are spending too much time dealing with distractions and disruptions in the classroom. An effective facility for uninterested and disruptive students should be mandatory.
- Teaching is becoming less enjoyable every year.
- There is too much bickering among school board members. The members have different agendas. The school and classrooms are overcrowded, which decreases the educational performance of the district. The legal allowable class size is too high.
- This district needs to be run by business people. Not educators that have never worked in the business world!
- Better motivation makes better teachers. Better pay and benefits make better motivation.
- It's getting to the point I'm ashamed to say I work for this district. I have to settle for just being proud of the job I do. I am no longer loyal to this district, just the children. I'll stick with the District as

long as I can stand it, I love working with the kids but I make that decision yearly now. I know now I won't make retirement age.

- The administration is large and cumbersome. The left foot doesn't know what the right is doing. If there is a problem, it takes a long time to get it solved.
- The Risk Management Department has to be closely scrutinized.
- The health insurance is a joke; our raise will go to pay for the new rates.
- I feel a statewide problem will come about in 2 years when the many people who elect to go into the DROP program will all retire. Many including myself will retire mid-year because we could declare as of January 1 and receive credit for that full year. I seriously doubt that there will be teachers seeking positions in Dec./Jan. and I think this will be a crisis unless there's a big incentive to stay until May. Most will leave in December. Has TRS ever considered this problem?
- Science laboratories are not funded! Most labs are paid for out-of-teacher's pocket! AP labs are not funded!
- Lab equipment is in poor condition or non-existent. I received \$160.00 for the school year to buy equipment and supplies for 150 plus students. Of which, one class is an AP class in chemistry. That is about \$1.00 per year per student. The district wants 40 percent labs in the curriculum. Excuse me! Somebody in the district needs an education in math!
- The administration does not stay with one program long enough. An example is in the last three years, Dallas I.S.D. has adopted a new math series and is now trying out a new math program. Be assured with a new administration, the math program will change again. What a waste of taxpayer's money.
- There is an elective program at my school called the PE Cadet Corps - Naval Cadets. It is AWESOME. The district should really move forward to help this program grow!
- Dallas I.S.D. teachers are paid as well as many Texas districts, but it is well documented how far below the national average Texas teachers are compensated. Health insurance is paid for State employees but teacher's health insurance is not. There is never enough benefits staff to meet the ongoing needs of such a huge district. I teach in a magnet school-Montessori curriculum. Our waiting lists and requests for student space are immense. There are not enough qualified teachers to teach this special curriculum. The training provided by the district is good but there is not a certification to accompany the extensive training, so fewer teachers do this, and then the district requires we meet more than our curriculum, which in many cases reaches further than the district accepted curriculum. Too many people (especially, primarily administrators) know little about this/our special curriculum but

continue to make administrative decisions for us without the benefit of knowing what is being taught or how it is being taught. All of this in light of the fact that the community is demanding more of what we are doing - (Montessori - or another special curriculum).

- Perhaps it is merely because I am an instructor, but I've always believed instruction is a school's reason for being and that district and building administration and building maintenance exist to facilitate instruction.
- I spend way too much of my time in bureaucratic tasks and providing documentation of what I do. It takes time and energy away from teaching.
- I am also concerned about the way money is being spent in my building and in the district. It is too often haphazard and just not thought out. Money is wasted, and yet I don't have the supplies I need. It is October 25th and I still don't have all the latest reading adoption materials that state has paid for. I still don't have everything from last years' math adoption even though I asked, have put it in writing, and nagged.
- I am furious, no one in the district planned ahead to renew our health plan. My payments will go up by \$150 a month. It is gross negligence.
- Dyslexia program is a cost efficient one. Not the best one for dyslexic students. Other programs MTA for example used by Lewisville and Rockwall serve these students better. Being mindful that dyslexic students are of average or above intelligence, often genius, we are losing our best and most creative minds through the poor program (ECRI) Dallas I.S.D. has. My campus has no program. How does this meet the needs? Pupils are not identified as required by state and federal law!
- I believe we need a brand new school board to start out fresh.
- In other districts the employee has their health insurance taken care of, paid for them.
- When new schools are formed they are not made with enough classrooms or bathrooms.
- I would like to see more library books in Spanish in our school library.
- We need volunteers and a place where they can work.
- We need more outlets; two in room is not enough for all the computers and AV equipment.
- Our performance varies year to year. We have so many changes in administration all of the time. The teachers have been doing the best they can, given the situation. We need educated people on our school board. We need a district leader who is respected by all. Teachers are not given the proper credit. Teachers are the nuts and bolts to educating children not administration.

- Our major problem at this time is our health insurance since we have been made aware recently that our rates would triple in 2001.
- The district administration and board are an embarrassment and ineffective to the hard working teachers. There is rampant nepotism and "political" hiring practices, in administration. Administration considers itself better than teachers/educators. School board members are racist against "white" individuals. Teachers are under paid nationwide. Risk management is especially vicious (nepotism, padded expenses, wasted time, money, and effort) investigating valid injuries.
- I am leaving the district A.S.A.P. We need state intervention to save our teachers and students. Huge salaries to "FAT CAT" administrators who look upon teachers as something scraped off their shoes. They are so polluted and power crazed. They have totally lost touch with education altogether (Board and Administration).
- The answer to this survey reflects my opinion over the course of my years with the district. Not just this year. I am presently in a new assignment and this is my first year in this building. I love my new school, but I realize that as a district, we have a long way to go!
- Well...this is a ship with no rudder! We are so out of control! As you have noted, the negative side of this survey is loaded. The system from downtown is broken; the state is not doing its job. We are in a big mess.
- We need a very large change, and we need it now.
- Lack of books for students.
- Poor insurance for employees.
- Payroll always a problem; cannot get payroll correct.
- Very poor communication from Central Office. It has taken 4 months to correct paychecks, "Not Fair".
- I bet the new superintendent's first check is CORRECT.
- School seen to function at the campus level, however the central administration is where the problem comes from. The board brings the school district negative press, which is not needed. The district is going to lose teachers because of the insurance blunder that has occurred.
- School boards should be monitored and trained on school needs, personnel, and community sensitivity.
- Something needs to be done about Dallas I.S.D.'s hiring practices as it covers administrative positions. Non-qualified persons are too often promoted over qualified persons on just "who you know" basis. The person getting a position often knows even before the position is posted. People who apply just waste their time. It is very frustrating and very discouraging to qualified persons who are constantly passed over for "friends".

- The district overall has to be more teacher oriented when it comes to benefits. There also should be more money allocated to professional development using some of the same experts that businesses do. We need a MIND SET change!
- Most Dallas ISD schools are overcrowded and in a state of disrepair. Teacher morale is very low at this time due to non-management of our insurance benefits, which have more than doubled.
- Dallas I.S.D. did not take any bids for a new insurance contract for teachers. This is just one more example of incompetence at the management level!
- Recently there has been too much emphasis on fine details of lesson plans "just for show". We spend almost more time finding codes and documenting our grade books with them than we do actually teaching and preparing to teach. "Profiling" is a lot of busywork crunching numbers for students with very little payoff, but it is being requested anyway. We are denied access to simple printouts of student's grades/schedules etc. that would be just as helpful as "Profiling" if not more so.
- Education is one of the few professions where employees continue to do poor or ineffective jobs and are then "rewarded" by being sent to another school. Poor administrators, likewise, are sent from school to school, why?
- The majority of teachers try to do their best but are inundated with ridiculous amounts of paperwork, most of which is given "at the last minute".
- It is deplorable that the district dropped the ball on insurance bidding and that our costs have skyrocketed! Step up recruitment of intelligent life forms for the classroom!
- Tell the egotistical area superintendents to "get a grip" and quit making unreasonable demands. They have forgotten what it is like in the classroom!
- I don't like what's going on about our insurance. I already cannot afford my family to be on my insurance.

Appendix E

NARRATIVE COMMENTS

(PART-2)

- I don't think problems in payroll are handled in a very timely manner. I still haven't gotten a response about my September check being docked for 2 1/2 days when I wasn't out and also I had sick and personal days (10). My principal is even trying to find out something.
- I love working with Dallas I.S.D. We work together at our school. Any way we can help each other we will. The staff works together and gets along with one another. We have a great principal and assistant principal and our parents are very supportive. We are one large family. Dallas I.S.D. has the best educational performance of Dallas I.S.D.
- Dallas schools have a lot to do in meeting the needs of the students, especially in the lower income neighborhoods and in the older buildings. The school board has been ineffective and continues to "micro-manage" the everyday operations of individual schools. The majority of classrooms do not have computers and the computers located in computer labs are outdated. Incompetent teachers and administrators are not "evaluated" out but simply moved to another building or promoted to Central Administration. Most of our advanced placement classes are "watered down" in order to increase the enrollment in those classes. Students are promoted to ninth grade because of age. These students do not have the reading and math skills to be successful on the high school level.
- District maintenance crews and bidding are corrupt. The campus buildings are falling apart. Roofs have holes and leaks. Repairs are paid for but not completed satisfactorily. Vandals burned down my portable classroom last year. It took five months for the district to move over another portable from a nearby school. I lost \$1,200.00 in personal supplies. The district did not replace even one cent worth.
- Staff development is long and boring. We are required to take 32 hours and it is a waste of our time. Staff development personnel and specialists are overly abundant and over paid. The district could really use these people as teachers in the classroom. Teachers could really use the time in better ways: non-district staff development.

- Supplies are non-existent. Paperwork and CIP has shown that we get money, but in reality we don't. Teachers buy all their own classroom supplies out of pocket including pencils and copy paper.
- Campuses are not "site based managed". Paperwork is made to look that way.
- Discipline in schools is our number one problem. Zero tolerance is not followed. Students are rarely suspended or expelled for serious offenses. If hearings go to the sub-district or district level, they are often times overturned. Then the student is returned to the classroom with no consequences.
- It sucks! The tumbling down of America begins in Dallas I.S.D. Administrators place too many constraints on teachers that we do not have time to teach adequately. The teachers have been made the scapegoat of everything. There are no consequences for tardiness, absences, or disruptive behavior.
- This will be my last year in education. I came out of retirement because of the shortage in my field. The students have been passed along for so long without being held accountable that we are highly paid baby sitters. I was in Dallas ISD for many years before retiring. I did not experience the frustrations of working with the students of today before I retired five years ago. My last few years of teaching was in the suburbs. I now know why Dallas I.S.D. is in the shape it is in today!
- I am a new teacher to this district and have been very disappointed with my experience in Dallas I.S.D. thus far! My questions are never answered, my calls downtown to the personnel office are never returned. My textbooks were delivered in late September; our boys' bathroom has no running water (the boys are not permitted to wash their hands, EVER).
- Students and teacher files are frequently lost or misplaced at the individuals expense, etc... To me, it's very clear why Dallas I.S.D. has such a high turnover rate!
- In my opinion, Dallas I.S.D. teachers are dedicated and hard working despite the negative images generated by some board news reports. Relatively low pay, inadequate health care coverage, covering class for absent teachers and a lack of public appreciation for the awesome task we have chosen has not deterred us from continuing to do our utmost to educate future generations.
- Bilingual education programs need to be staffed and followed correctly.
- The teachers can teach! We just want incentives for staying in this district. Dallas I.S.D. has given me the wrong salary for this year, botched our benefits package, and hires an overabundance of administrators whose primary job is to "look busy". I am a good teacher with good kids, but I will be looking to teach elsewhere because Dallas I.S.D. does not care about the kids or the teachers.

- Some schools are known to have teachers that aren't certified in the subject they are teaching. A few teachers at school don't give homework in subjects such as language arts and social studies, and believe it's okay, as long as they give homework in only one subject such as math.
- The administration and staff here at my school have made me feel real welcome. I am however, discouraged at the fact that I may not have my own classroom for three - five years. "Floating" is very difficult for beginning teachers. I am also disappointed that only three of the six classrooms that I work in have TV and VCR units.
- Parking lot security is a joke.
- Cafeteria is the most unappealing place to eat. Not to mention the mean, (not just rude - really just mean) behavior of lunchroom supervisors.
- Security should not be the job of coaches. They play (literally) with the students.
- Counselors. How can such incompetence be tolerated?
- What is the purpose of the paper games we play with the auditors?
- Regarding question #14 - I strongly agree except I haven't received one for GMO yet, I still use last year's.
- I helped write the curriculum last year when we were re-aligning it with TEKS, and the National Standards.
- Yes, programs are effective, materials no. We need money for materials.
- I seriously question the criteria used to admit AP students. Our AP students are barely literate!
- Our educational programs and curriculum are good ones. The effectiveness varies from school to school, class to class, teacher to teacher. Overall, I'd say my school is in great shape, but we need more classrooms and money to improve test scores.
- I teach science. You'd think Dallas would provide laptops by now. I only have one working computer in my class and I had to attend workshops to get it. One printer and one Internet connection. This doesn't make access easy. This doesn't work for regular use. In computer classes, there are not enough computers! I have 34 plus students in some classes.
- The usual turmoil of the Dallas I.S.D. administration and its effect upon teachers and students speaks for itself in the media. The media keeps me informed about my own employees. I learn about new superintendents on the nightly news. (An informative letter or memo would be nice.) I read in the paper to learn that my family's health is now at risk due to "administrative oversights". So we got our raises as promised at the expense of an insurance policy we could barely afford. How can Dallas ever hope to keep teachers, good teachers? When it takes us for granted! Maybe expensive insurance doesn't worry the high-paid administrators. They can

afford it! I think sometimes that if all we had were teachers and students, principals, and support staff, we'd be better off.

- Concerning education in Dallas I.S.D., I have a lot to say. There are some truly wonderful children and young adults struggling to make it in this world. They want to learn. Some, of course, come to school to socialize, or to satisfy their parole officer. I try to make their learning experience as fun and innovative and high-tech as I can. I follow the blueprints and curriculum and TEKS closely. It would be a lot better if there were more supplies. \$167 a year for lab supplies for 4 different science classes just isn't enough! Our school is showing improvements! We placed third this year on the S.E.I. (School Effectiveness Indices). Our teachers work hard and are sincere. They devote countless hours working on their own time to help students improve. And yet, we have some dropouts. Thanks to the Reconnect Program, many are saved from losing out on a diploma.
- I feel that the overall performance of Dallas ISD is in the top ten school districts in the southern states of the U.S.A. However, I think that in the area of mathematics, improvements can be made to enhance our college-students' performances.
- The education process in the Dallas ISD meets satisfactory standards, nevertheless equity and effectiveness in personnel, programming and planning widen the gap between satisfactory to excellence. The educational dollar has met the need for "students" in most communities throughout the state. Unfortunately, salaries for educators are offset by "costly" benefit packages. Help! Legislate, allocate and approve better salaries and benefits as "educators" strive to achieve equity, effectiveness and excellence. Thank you for choosing me to survey!
- How can a district of this magnitude forget or just fail to renew our health insurance contract. And then expect us as employees to pay out the gazoo for THEIR imperfections. This is ridiculous. I'm glad I'm retiring this year.
- Teachers strive reliantly to meet "students" with even crowded classes and under equipped laboratories. We distance our classes from the politics of "downtown" and often even from the administrative office in the building who are primarily concerned with money.
- Curriculum is not matched with "standards," nor do textbooks resources coordinate with either.
- Some of these questions I had "no opinion" because I teach elementary school not upper grades. Some of the decisions the district makes, we teachers don't understand. Example, a new math program "Everyday Math" was to start in October, not the beginning of the school year. Nine weeks into school. All of the materials aren't even in the schools.

- Dallas public schools have become a national "joke". On most occasions I am ashamed to say I am a teacher in this district. The students are not the district's priority, looking good on paper is! Were it not for over 20 years invested, I too would leave such a poorly run "public service" organization.
- I'm grateful my child is out of it.
- Incompetent employees are rampant in every area. From the "top" down.
- This district has many problems. Teacher pay, overcrowding, and portables. In my room we have several programs that meet at the same time (2 ESOL and 2 Special Education). This doesn't work for my very distractible students. Discipline is a joke, students are rude or non-responsive. Insurance does not meet the needs of your teachers. Why would a teacher really want to teach in Dallas ISD, except for the fact that these kids are so needy? The school board is a joke. Administration is often hostile towards teachers. Teachers don't want to give what it takes to succeed because they are not paid enough. Almost any teacher could double, triple, or even quadruple what we make by going to a private business. Most teachers are here for the children but that only goes so far. We hold the future in our hands. What resources are provided to education to see to success? Cut money, increase certification in requirements is what our society does. I can't even make my school loan payments. After receiving a very good education, I can't use my Masters degree because I have to teach three years in classroom before I can be a diagnostician. Loan payments are over 1/4 of my income. Rent is also 1/3 of my income and a decent car costs \$500 a month. Out of \$2100 take home, that doesn't cover food, utilities, or the phone bill.
- I think for such a large school district, Dallas I.S.D. really tries. When a district is this large, they tend to lose the personal touch. I am currently in a school where you are treated like family, but I have also been in schools (in Dallas I.S.D.) where you were treated as an object. Very cold and impersonal: This is all a reflection of the principal and the wide variety of principals in Dallas I.S.D.
- Talented and gifted programs: Dallas I.S.D. needs to address the areas of five year old and up children who show exceptional abilities. Dallas I.S.D. does not currently address younger talented children, i.e. foreign language classes, musical instruments, etc.
- I think that the biggest problem we have is that there are huge numbers of students who need counseling, therapy, or social services. Thousands of students are too angry or upset to use their school time well. In fact, it's normal for adolescents to be angry and upset, even when they have a good home. Many students do not have a good home situation. Either their parents are well meaning but overworked and neglectful, or they are abusive.

Students are learning from their parents to solve problems with violence. We need counselors who have time to counsel, psychologists, therapists, and social workers, and not just one for 500 students.

- Small class sizes would also help, so that teachers have time to talk to students individually. There are just too many students who don't have an adult in their life to listen to them, talk to them, and encourage them.
- Another thing that could make a big difference is to provide parents with classes to improve their job skills, self-confidence, parenting skills, and to persuade them that their children should go to college. We need a lot of these classes, not just a few a year. They should be offered at different times (day and night) to accommodate everyone. This should actually start at Parkland Hospital, with new mothers.
- The program at school should be offered by another staff, not the student's teachers, because they are already overworked, tired, and getting burned out.
- If I put "no opinion" that means that I didn't have enough knowledge concerning that to answer.
- This is my 1st year in Dallas I.S.D. Having moved here from out-of-state, I was very overwhelmed by the requirements of this district compared to others I've been associated with. Seventy hours of staff development is abuse. The computers I have in my room are late 1980's model MAC and do not have capacity for Internet or CD Rom usage. The computers lab available to my students is ancient. My building's lack of cleanliness was a big disappointment. Discipline is a major concern in my building. There is no parental involvement to speak of and the majority of my 18 students are in 2nd grade with a kindergarten knowledge level. There needs to be more services to attempt to get my students on grade level. This district leaves a lot to be desired.
- Those who are Educational Paraprofessionals do not get the chance to apply then be accepted for advancing posed positions. Their files are not searched for their qualification nor experience. More programs should be offered so they can attend and receive college credit towards their status. Cedar Valley or El Centro are good sites.
- I came from Houston ISD because my husband's job transferred here. I have three full years of teaching experience and I am certified. This in the lowest paying large district I know of. In the district, I am making what a 1st year teacher in Houston would make. Needless to say, I will be returning to Houston next year...where I'll be paid for my experience and expertise. This is probably the reason for a high turnover in Dallas.

- We really need a whole new board as well as a new superintendent to get things moving in the district. Probably the most helpful thing would be to divide Dallas I.S.D. into three completely independent districts. It is too big to be managed well as it is. You need to find a way to make teachers feel more valued and respected or you will lose them.
- Thanks for asking for input; sorry I was so negative. I came from the private sector (legal field) one year ago and am shocked by some of the problems here.
- Too many chiefs and not enough indians down at top administration. Too many people are only there for big money and not to assist teachers or students.
- With the shortage of teachers nationwide, I think Dallas I.S.D. does the best that they can. However our reputation is nationwide and our pay scale is not the best.
- Most of us could make more in the business world, but we are devoted to kids.
- My building is clean. Our facilities manager does an excellent job but when things break down, sometimes it is days before it is fixed. During the hottest days of August and September, twice our AC went down - 85° plus in classrooms for days at a time. This has been a problem since before I came to this school eight years ago. My facilities manager knows what needs to be done to correct the problem. The district will only "patch" it, refusing to correct the problem.
- We have lost many of our vendors because payment for services and products from the district is often several months late.
- Concerning part A - I can't honestly answer questions about the superintendents because we don't officially have one yet.
- We need more computers to keep up with technology as it is rapidly changing. Our students are not equipped with modern computers or operable computers. We need more correlation between computers and reading programs. Textbooks are outdated in the reading department as well as the history department.
- The combative attitude of the school board needs to change. They don't seem to have been paying attention to the training that all newly elected school board members in the state of Texas receive. They don't understand the important but limited role they serve.
- Central administration is overpaid, incompetent, not held accountable and is adroit at passing blame to others for example "someone forgot to renew the health insurance". A school level employee would be fired for "forgetting" something as important. But central administration just keeps protecting each other and has not held anyone accountable for this latest idiocy.
- Our district has serious leadership problems, which are constantly in the news. Teachers feel that the board throws money away,

while we in the schools lack proper copy facilities and supplies. We are not all hooked up to the Internet. Each teacher has some computers but certainly not enough for our students. We are constantly frustrated and disgusted by our leadership. Just the waste alone is enough to make you sick.

- For three years I've been waiting for new carpeting in my portable. Have you seen it? We need new board, and hopefully our new superintendent will make a difference. For the last 10 years our Gifted Program has been totally messed up; No leadership, I job-share in Gifted, but all of the new TAG teachers are untrained. If I weren't part-time, I'd run, not walk from this district! You asked!
- Many schools do not have adequate funds, resources, computer, etc. to meet the needs of the students. For example, one to two computers in a regular classroom cannot serve 20-35 students in an ongoing consistent manner.
- Classrooms are crowded; often students are crammed into a room built for 20 but carry a load of 35.
- How does the district propose to compensate for the unconscionably tardy delivery of the new reading materials for 1st grade? The books were 10 weeks late. The Everyday Math supplies were eight weeks late.
- The district provides no dyslexia remediation. Perhaps they are unaware of the dyslexia laws.
- Teachers are tremendously underpaid and are leaving education in this district. Education looks bleak in the Dallas ISD.
- Teachers should be allowed to teach more frequently instead of using classroom time to handle behavior problems that the administration ignores.
- The administration support in my building for the Bilingual Program is very low. I am the only Hispanic teacher in the building and therefore do not have the peer support I desperately need. Top this off with our insurance problem, and you have one depressed teacher thinking about leaving this profession.
- The district focuses too much on TAAS and not enough on instruction also, too much is spent on upper management salaries and not enough on classroom supplies. I spend more of my own money every year on my classroom than the district does.
- My TAG room has been without the proper port to give air and heat since last spring. I was told by the "air" man that the unit would have to be replaced. It is not a priority. Meanwhile I am having class in a much smaller room; running up and down the stairs daily for supplies because the "new" room cannot accommodate all of the things we need. Frustrating!
- I am regularly pulled from my class to substitute other classes. There are not a lot of in-services geared toward Early Childhood / Pre-K teachers. Special education paperwork is cumbersome and

too long. The school board is an embarrassment to the district. People aren't willing to change (hear the other side) under new leadership and higher accountability standards. Teachers (apathetic) with "lifelong" teaching certificates that aren't required to keep updated on current educational findings, in-services, etc. Unqualified people in positions of authority.

- New adoption readers came late. Students were without reading textbooks for a month. Took another several weeks to pass out books. School had to number each textbook.
- Teacher assistants are being over used for substitutes.
- Usually insurance is good but at the moment it is a real sore spot with teachers.
- Overcrowding is a huge problem. In 1st grade, there are eleven sections. Each class has between 26-28 students. All of these students are second language learners. The state law mandates K-2 classes should not have more than 22 students. Teachers also need supply money. The district needs a uniform system in giving teachers supply money. I have not received any this year, and I have had to buy everything I need with my own money.

Appendix E

NARRATIVE COMMENTS

(PART-3)

- We do not have money for supplies for the things we need to teach. The copy machine stays broken. We go for a week with no copies. The machine is fixed for three days and breaks down again. I also have a child in Dallas I.S.D. They teach so much to the "test" that my child memorizes things for the test and has no real life applications for what he has learned. He made all A's and failed the TAAS test last year. Something is wrong with how we teach. I am not happy with what I see, and my child and I will be leaving the district this year and going to the suburbs or private school. Our district is not evenly distributing money or resources and the children are suffering as a result.
- The board is a joke! They are "racial" self centered, micro thinking, lacking in business knowledge, incompetent, uncooperative, un-objective, and downright shameful! If the teacher and principals of our school conducted their responsibilities as the board does, this district would be finished! I have been involved with Dallas I.S.D. for 52 years and the last 15 have been a disgrace to Dallas. What a shame to have such a group of citizens running our schools!
- There is great inequality in our district. Every campus is different from teacher competency and morale, to class size, available materials, parental involvement and security / safety issues. The curriculum and instructional leadership also varies by campus. It is unlikely that a student transferring from one campus to another will have much continuity of instruction. The central administration is unacceptably rude, unprofessional, and/or unavailable.
- The performance review was completed on October 31, 2000 and the letter was placed in the school mail on the same date.
- I feel as though we need a new school board.
- The principal should provide some form of incentives to the teachers that will boost their morale and in turn will reflect the performance of the teaching and learning (quality).
- The district should get more input from teachers concerning issues that will involve them - more teachers input.
- The district needs to provide/offer more training/workshops for teachers.
- The more effective way to deal with district directors (i.e. head of physical education, music, art, reading, math, etc.) should be teachers not administrators. This should be a program of strong teachers working with weak teachers. That should be the job, not

going to meetings and changing the curriculum. This program should also be grade level specific i.e. high school teachers helping high school teachers and elementary teachers helping elementary teachers. And most importantly, every central administration person hired by the district should be involved with children at least two times a week. Like tutoring, mentoring, helping at lunch, helping in the morning, helping in the afternoon. Being involved will help them keep the perspective that all jobs are about the children. Most of the time I think this is the last consideration in the decision making process.

- Many of the comments may be true. However, teacher input is often ignored.
- Dallas ISD risks losing all of its most capable employees to competitive neighboring districts as long as it refuses to offer a competitive compensation package.
- Personal alliances and race are the primary basis for room and schedule assignments made by our Dean of Instruction.
- The Dallas School Board is comprised of immature idiots. If they would make intelligent decisions as a cooperative group of adults, for the benefit of everyone else, everyone would win. But how can they say the district can't pay for teacher/staff health insurance but they can pay the Superintendent \$200,000-\$300,000. Is he going to be "teaching" or are the teachers? Who is more important to the children's learning, the Superintendent or all of the teachers?
- It seems so obvious, if they want to attract good teachers they will have to pay much better and provide good benefits. Why should a college student want to be a low paid teacher with expensive benefits?
- Speaking from a fine arts perspective, it is pretty amazing the amount of paperwork and non-musical activities we are required to do at the Learning Centers. Our students have math two hours every day and reading two hours every day. Yet, when they come to our one-hour class (really 50 minutes by the time they get here) we are required to have our students write every day, plus do activities in reading and math from the CIP. In addition, our students have not had music in K-3, thus we are trying to teach them about musical symbols and notes, and how to read music. When all this is done, we hardly have time left to play every day. Yet we are expected to produce quality orchestras, bands, and choirs. I really have no hope that this will change, so this will be my last year in Dallas I.S.D. Thank you for trying to help our children succeed.
- Regarding #44 through #51 - Facilities Use and Management. I cannot address other schools in this district but the only repairs that get timely attention is the replacement of broken windows. For the past two days one of the boys restrooms has had an over flowing

urinal running onto the floor. Still nothing is done. There are never any paper towels or soap available.

- It takes two weeks to handle a flooded classroom with two inches of water. The repair actually took two days but it took eight days to get the water up. We have 328 students in this program and have only one classroom and one Rif Le Range that we use as a second classroom; we are still one classroom short.
- Regarding #52 through #54 - Financial Management. I am a classroom teacher so I must not be in the loop on budget management. In 17 years, in the Facility Advisory committee, I have never seen anything pertaining to the budget. Additional funds come to the activity account from different sources. The sale of temporary badges \$1.00 per badge, daily money value unknown. Also projects from the sale of soft drinks (Coca Cola) money value unknown. Money received from lost books is deposited into the school activity account and the difference is paid for the actual lost books.
- I have been an educator since 1973. I joined the Dallas Public Schools in 1997. That year I had my first experience with a vendor who would not ship an order because the district had not paid prior bills. I also had my first experience with a principal who was borderline literate. Since that time I have had more purchase orders refused because of nonpayment by the district. Happily, I now have a principal and assistant principal who are very capable and motivated. I would like to share some concerns with you.
- The list of vendors who will not do business with the district is growing. When I fill out a purchase order and it is refused because the district is in arrears, I am not given an opportunity to place that order with another company. Where does that money go?
- A needs assessment was done before I joined the faculty. We redid the needs assessment last fall. We were told by Purchasing that since this was a special fund no items would be opened for bids; we should choose the exact items we wanted and order from the vendor we wanted. I turned my purchase orders in the last week of February or the first week of March. (Sorry, I do not have the date. It could be found.) This fall we were told that everything was going out for bid. About a week later, we were told that items not delivered by November 10th would be "lost" to us. I cannot describe the frustration that followed. I have no control over the process after I turn the purchase order in. I checked prices and quality of brands before I placed my orders. Now a major item has been delivered that is of such poor quality it is laughable - sorry, cryable. We were told that we could spend the money saved on other items, if they can be delivered by November 10th. So, I can order twice as many inferior items, but I cannot spend the same amount for quality that will last for twice as long.

- My other major concern with the district has been Workers' Comp. Last February I fell down some outside steps. The district acts as it's own insuring body. Workers' Comp. payments began after five days, but all of my sick days were taken away. Since my Workers' Comp. pay was less than one-half of my salary, I have been trying to get those days reinstated or be paid my full salary for them. I have been sent from Risk Management to Benefits to Payroll and have had no success. (Stop the press! After 4 months of phone calls, I'm getting four days of sick leave reinstated.)
- Since I have been in this district I have met several dedicated, successful teachers. I have also met several who do not like children. Teachers in both those groups are very tired from daily annoying occurrences such as not receiving phone messages from doctors or mechanics, meetings that take up planning time, meetings after school, meetings that start late, meetings that do not stick to the agenda, lost money due to inept workers, guidelines that change from day to day...the list goes on.
- My students are the bright spot in all the haze. Inner city children are creative thinkers who can succeed when they are expected to succeed. Well, maybe that's a simplification, but I went from an "exemplary" school in Cedar Hill to a "low performing" school in Oak Cliff and teacher expectation was the major difference in the rating of those two schools. Tied for second were district provided teacher training and competent campus leadership.
- Dallas ISD is an excellent place for student's educational benefits.
- I hope the district or state does something about the extremely high rates the insurance employees are paying!
- Many of the answers are qualified by one word. I don't think this is a very good measurement.
- I am a product of Dallas I.S.D. schools. I thought it would be great to return here to teach, but I was wrong. When I was hired in the spring, I was told I would teach kindergarten. After spending my own money and time preparing for a "K" class, I found out 2 weeks before school started that I was teaching 2nd grade. After teaching there for seven weeks, I was transferred to another school and another grade. I have spent a countless amount of energy and finances setting up three different classes. Needless to say I have not been a happy camper and I have doubts about returning.
- Too many uncertified teachers in the classrooms. Too many positions at central level. Many of these should be placed back into critical need positions such as math, special ed., and bilingual...Teachers morale is at all time low with personnel and compensation/benefits department in total disarray. We face having "no health insurance". Buildings are awful, too many portable buildings, many teachers are teaching in closets or

hallways. Uncertified teachers quit in first 6-12 weeks leaving classes with substitutes etc.

- The school board "dropped the ball" on our health plan for 2000-2001. Our pay raise has been effectively eaten up by the cost.
- The behavior of the school board and superintendent(s) has been a black mark to our community and damaged the morale of those of us in the classroom.
- It is nearly impossible for us to obtain supplies/equipment from purchasing in a timely manner. Funds are often last. This department needs a thorough audit!
- The computers in my classroom are vintage 1990 and are useless!
- This district is too big! Too disorganized. This is my fourth year teaching. My second for Dallas I.S.D. I am not sure if I'll stay a teacher, I doubt I'll stay here.
- It is unfortunate that students are very aware of the Dallas ISD "well publicized" quarreling over the past years by the administration, school board and superintendent. Young attitudes are influenced in a negative impact with regard to education and educators (teachers). This creates disillusionment with our youth. I have been told by students they can "see through" the arguments - over money, power, and that they feel Dallas ISD does not really care about the students; only the individual teacher can. If they aren't "burned out".
- Overall, I'm fairly satisfied with being an employee of Dallas I.S.D. The administration really needs to get its act together. They need to be less about politics and more about education. I personally feel that this district is too large! Because of the size, there is no continuity. I feel that there is not enough accountability especially since times are changing and technology is a primary area affecting that change. Senior teachers need to afford tech development opportunities and then be placed on a reasonable timetable to begin incorporating tech processes into their teaching. Dallas I.S.D. students are lagging in this area because the teachers are and that is unacceptable.
- The school board does not respond to or meet the expectations of the community. Politics are more important than the welfare of all of our students.
- Schools in some parts of town have exceptionally high-tech equipment, not so for other schools in the district in different parts of the city. Internet access seems to be provided for the elite, high performing students and not to those who struggle to achieve. Let's reach all of our children!
- One of the biggest complaints is that there's no coordination between departments. This is true especially in elementary where every department has their own agenda. Early childhood has a curriculum, mathematics, and science have their own and reading

has yet another one. Most PK-4 teachers are self-contained and yet everyone wants his/her curriculum to be used. Why not come up one district wide that encompasses all content areas in English and Spanish for regular and bilingual class? Why have four to five curriculums and yet another for bilingual and ESL?

- Maintenance needs to be decentralized from downtown so that each school's principal can hire the "handymen" he/she needs to get repairs done in a timely fashion instead of having to wait years for faucets to be fixed!
- No special education class of every kind should have an "alternative certification" person teaching it. Too much money is spent on TAP classes and emotionally disturbed kids and the "return" on this money is minimal at best. In the meantime, my money is available for "regular education" kids so that more teachers can be hired so that teachers - pupil ratios in some classes shouldn't have to be 1 to 25 (or sometimes 40).
- Subjects - specific teachers staff development should be available instead of everybody getting ESL and special education topics at every staff development.
- Every teacher should be able to teach their subject to the best of their ability and not have to worry about teaching to the "infernal TAAS"!
- I think the district has become consumed with achieving high test scores, and in their efforts to promote higher test scores they are failing to provide the students the fundamentals of a good education. Teaching students test strategies and centering the entire curriculum around the TAAS only retard our students.
- I have not received any money to update the materials in my classroom in the past six years. The only money that regular classroom teachers ("EP" classrooms - Title I, and PE) is \$50.00 each a semester for consumable materials. Everything other than the consumables has been bought out of my pocket, an average of \$300 to \$500 per year.
- At our school, our department head is efficient with regular meetings. However, our principal is inefficient when it comes to professionalism and supply ordering.
- The Dallas I.S.D. allows area administrators to make too many changes that deviate from the district goals, curriculum, etc. State adopted textbooks are being put to the side so they can accommodate a friend in the publishing company; specially the math adoption for K-3. Teacher input is never requested as to what works and what does not. The morale in some area schools is very low because of the autocratic management style of some area superintendents.
- Upon rereading my first reaction about the educational performance of Dallas ISD, I feel better but I will limit my

comments. As an English as a second language (beginners on the high school level) teacher I have observed that nothing seems to match - if indeed, available - standards, Texas Essential Knowledge and Skills, curriculum, resources, textbooks, local, state and national tests. Every entity has an opinion of what criteria should be used for my ESL students. My most valuable resource is my own ability to search my own materials to develop a lesson plan for each day designed to meet the needs of second language learners. My students do not have an adopted text. I do have one computer with a below state of the art modem and no printer. I am on the Internet but I can't download and print anything.

- I would expect that the survey results would ultimately impact my 95 students and myself. We have some basic entitlements. We are entitled to (1) a safe place to be (2) a textbook with appropriate accompanying supplements (3) state of the art technology (4) appropriate level books, magazines and videos available for the classroom and home (5) well organized field trips. Please help us have these basic entitlements.
- The children are reaching middle school without the ability to read and without study skills. With the curriculum given there is no chance to go in depth on a subject yet the TAAS questions require it. Quit trying to have us teach a few points of this and a few points of that. The children learn nothing and retain nothing by doing this. It would be better to pick one aspect of a subject and teach that in-depth so that the children know it. Place more emphasis on math, science, reading, and writing, the job market requires these skills. It is more important for the administration to back the teachers than bow to the district if the children are to come first. Make sure teachers know what paperwork is required of them well in advance of when it is due and let them know what resources are available to them. Put most of the burden of paperwork on the office staff and administration where it belongs and off of the teacher's back where it does not belong. Give help immediately when asked and don't wait for eight to ten weeks to go by. By then, it's usually too late. A small problem is now a huge one. Don't make it a reflection on the school when children must be taken to the next level of punishment. Because the child is not removed due to district pressure, it then puts all other children and faculty at risk.
- I feel that a lot of the problems Dallas I.S.D. has had has been with central administration, and a lack of faith in the personnel that makes decisions for our district. The teacher morale as a result in our district and in our school is very low. Teachers are also overworked by not being given our allotted time for lesson development and preparation. A barrage of meetings and extraneous duties takes our allotted time. The teachers in Dallas

I.S.D. simply are not given the professional support needed which causes us to seek jobs elsewhere.

- Pay is a big issue, in order to maintain qualified staff, pay problems should be corrected in a timely manner.
- Dallas ISD has been rudderless for so long that in many areas, it needs a complete overhaul. The board is not cognizant of, nor responsive to, the educational needs of the children. Some programs are adopted (or put in place) without consideration of long-term educational goals and needs (elementary science, elementary math, dependence on "chapter books" in elementary reading). Teachers must spend too much time teaching to tests rather than teaching to excellence. I'm afraid our district is in serious trouble.
- It is hard to share my educational performance comments when this survey was opened before I received it. Is this federal offense? The district is a big bureaucracy. There is a lot of nepotism in the district. Promotions are not based on performance, but whom you know in the district. Many people are not qualified for the positions they presently occupy especially in administration. The school board mirrors the problems that occur everyday in the school district.
- Dallas ISD does not give you anything for a job well done. As far as the raises go you should earn them. Some jobs give you bonuses and/or turkeys, hams, or gift certificates. Some jobs have free insurance. We shouldn't have to pay. I'm single and if I have to pay for insurance, it should be \$12 a month.
- The district needs a thorough cleaning up in the Administrative Division of the district. There are too many people down at the administrative office that have good or bad information about a co-worker. No one can be trusted. They need to trade places with the teachers for one week to see what it takes to teach.
- Money is spent on things that are unnecessary for the district.
- We need to upgrade the technology for the whole district.
- This district is too much about politics and who is in charge and not enough about students' education. Dallas teachers should be commended for keeping the district afloat in the midst of all the turmoil. Our scores did rise in spite of all that was happening. Less emphasis and money needs to be put on central staff and administration.
- "Dysfunctional" Independent School District.
- The current insurance fiasco is ridiculous. The district treats its employees so unprofessional. Morale is at an all-time low. I am at a low-performing school. We are not getting the financial or personal support we need. I would gladly go to another district if I could keep my career ladder. There are no other businesses that treat their employees as poorly as the Dallas I.S.D.

- Too much time spent getting ready for TAAS. Too many faculty meetings.
- The majority of the teachers in Dallas I.S.D. are hard working individuals. They have continued to do their jobs despite all the embarrassing turmoil that is happening at the Central Administration building between administrators and the board. The central administration does not respect, support or back the teachers. Teachers do not receive adequate funding for all the materials that are required to implement the programs required by the district.
- The millions of dollars that are wasted each year because the administrators decide to change the curriculum each year appall me. They purchase programs that are not good. The administrators say they let the teachers give input but they usually ignore what teachers know would work best for the students.
- No opinion - Applicable, but not in all situations.
- The Dallas I.S.D. school board is not only the laughing stock of Texas, but the nation. The school board only cares about its agenda and personal advancement, not teachers or students. Teachers are treated with total disrespect and are not valued or appreciated. All of the teachers I know work very hard with their students. The certified teachers are not the problem. It is the district. Our salaries are atrocious. After eight years I still do not make what someone in another profession would make just starting out his first year after graduating. The state of Texas should be embarrassed and ashamed of the way it treats it's teachers and compensates them! If you expect to attract and keep quality teachers they need to be paid a competitive salary (like in other fields).
- Dallas ISD works very hard to provide the best educational standards for each of its students, with the ethnic, social, and academic differences in this district. I believe this school district cares about the students and constantly strives to promote academic growth in spite of the constant pressure to meet the needs of all students.
- I have worked for Dallas I.S.D. for 23 plus years and I have loved every minute with the students. I have never felt that the Central Administration was interested in working conditions or education, if it got in the way of more money for them.
- We all know that the Dallas I.S.D. machine is rife with bribery and embezzlement and graft.
- Here's the bad news: I've had clearly outstanding evaluations for 20 years, and I intended to teach until I was 70 like my mother and father. Now I have one more year until retirement (I'm 52) and then "I'm outta here".

Appendix E

NARRATIVE COMMENTS

(PART-4)

- Too much greed.
- Poor rapport therefore causing (between board, administration, and teachers) rampant disconnect with all involved in the education process; all suffer, even parents.
- The pay scale for teachers with a Master's degree should be more than \$1,000 difference from teachers with a BA. Also, teachers' health insurance should be the same as other state employees. Also, the class size at the high school level is extremely high in order to be effective.
- I believe that the leadership and the governing board of Dallas I.S.D. would like to give the best for the students. However, it is such a big district and would need a balanced leadership that is responsive to the demographic make-up of the area.
- Too often however, the real people who would make a difference in the performance of the district are forgotten or ignored. While the pay of the Superintendent and assistant superintendent are raised enormously, equal interest is not shown in giving a reasonable salary raise to the teachers.
- Dallas I.S.D. has not provided its new math series to all of its schools, yet 5th grade math teachers were required to attend workshops on implementing the new adoption, "Everyday Math". When we were being trained in this great program we were told we wouldn't have it yet at our school, even though it's the new state adoption. So, once again, many of our low performing, non-English or limited English students will be behind the times.
- The district needs to replace all of the board. It tells you within the past three to five years that the same board members, maybe one or two, really haven't met the needs of the children; nor employees. When you have money for a lavish luncheon instead of fixing up and building new schools, I can see a big problem.
- Special Education teachers are not receiving the pay they should be given. Why are special education teachers doing full ARD's? It's not their job? Class sizes are too large. You can't teach. Well what do you expect? Nothing will be done. This survey is really for nothing. This is just another piece of paper that doesn't mean anything.
- TEAM WORK!
- Dallas I.S.D. appears more interested in paperwork and putting on a "show" than educating students. If we could teach and stop preparing for TAAS from day 1, test scores and morale would improve.

- Dallas I.S.D. needs to stop changing "programs" every year. An example - the K-6 math adoption last year was Math Advantage. After school started this year, we were told to forget this as we were getting a new program, Everyday Math (but not until after October 1, 2000).
- I am a third grade teacher in the most excellent school in Dallas. I love what I do! This is my first year in Dallas, and I want to make a difference in the lives of all of the kids I am fortunate enough to encounter. My main concerns in Dallas ISD are the way central administration works, lack of technology in the classroom, and the district's insurance plan. I hope your review helps. We owe it to the kids!
- Being teacher assistant, there are times when I am asked to sub a class. This occurs many times, sometimes three times a week. I feel since I am subbing that I should receive a better income.
- Morale is at an all time LOW. Most of the new teachers coming in plan on staying, only five to ten years; some less than that. The teacher retirement factor is a disgrace 2.2 (last in the nation). It should at least be 2.5 for 15 years of service or 2.75 (same as state and city employees) for 25 years of service.
- Our health insurance being raised from A\$379/mo. to A\$918/mo is a slap in the face for the career teacher with a family (PPO plan), compared to the young single teacher who pays \$48/mo.
- Our benefits are terrible.
- Our school buildings are falling apart!
- 45 percent of students in DPS are now in portables. Our middle schools compared to the suburbs are a disgrace.
- There is no school spirit among the students. They see other schools with large gyms and new buildings and ask why we can't have the same. Other districts reward the long-term teachers with full health insurance benefits. Please raise the factor at least for those that stay longer on a scale. Ex.: (1) 0 -15 years = 2.2 (2) 16 - 25 years = 2.5 (3) 26 + years = 2.75.
- Teachers are the lowest on the chart. Most seem to be unhappy and negative. There are more A/C Teachers than truly trained teachers. Students have low expectations put on them and have little to no resources available to them to help them get into the better school. There are too many portable classrooms, and not enough qualified teachers. Teaching has gone from being a profession to a job. We have no say in any part of the education process anymore. How can we expect students to succeed when the teachers don't care one way or the other?
- I have been served a bowl of soup that had a mouse in it. Our cafeteria chairs and tables are sticky, they are too dirty. We are beginning the 12th week of school and I do not have my spelling books, all of my reading books, and other reading material. We

have been promised a fifth grade section since last August and it has not materialized.

- Discipline is not important to our administrator. We are backed into a corner with many severe discipline problems. I have two emotionally impaired students in what is supposed to be a normal classroom.
- My only complaint is that my students and myself have been without air conditioning since September. Our wing of the building has an air conditioning unit that makes noises when it's on, so that neighborhood people complained and it been has shut it off to please them. I know that my student's grades are affected by their lack of comfort.
- I am strongly considering leaving because of premium increases in our medical plans. The problem has been kicked around for as long as I have been a part of this district, yet nothing is done to help teachers pay for medical premiums. I understand that some districts pay for 100 percent of medical premiums, as is the case for the state employees of Texas. The premiums are ridiculously high especially considering our salaries compared to other professionals with advanced degrees, such as myself. Why can't the state organize all state teacher benefits, in the same way they have done with our retirement benefits?
- Our copier, actually every copier in the building, has been broken for six weeks. This affects the educational process. The students are forced to copy everything off the board or transparencies. This wastes time and money since the school reimburses us for "emergency copies at \$.07/each. Why do work orders, it takes so long to clear?
- Insurance - why should we have to suffer because of the Dallas I.S.D. board's mistake? Our insurance should be paid for. The rates are ridiculous.
- Administrators in Central Administration do not seem to care about education. Just top salary for themselves.
- They don't take care of students' needs. They don't take care of teachers' needs.
- I fear it will never change.
- Elementary libraries need more K-2 library books in Spanish.
- I feel that Dallas ISD should be broken up into smaller districts.
- I have Aetna PPO insurance coverage for my daughter and myself. I am a single mother. Insurance rates are going up this year so that I have to pay \$368.14 more a month. This is absurd!
- I am also a reading academy laureate. My students are making progress in special education as seen through running records. Unfortunately students in other special education classes are making no progress in reading levels because special education teachers are not trained and not held accountable for student's

progress. There needs to be a computer profile record of student special education progress so everyone can see what progress is being made or not made.

- I'm waiting until my son is big enough to leave the daycare which is across the street. He is so happy there and we are pleased. When he out grows that facility, I'm out of this pathetic district. I'm ashamed and embarrassed to admit that I am a teacher for such a stupid and dishonest institution.
- There are a few gems in the district. The major problem is the inconsistency in supplies in schools and getting materials and information in a timely manner. None of my schools have a complete teacher set of the Spanish reading adopting. Some schools implement Foss and others do not. The bilingual programs looks different in every school and classroom! Most important teaching standards and expectations differ between sub districts. The only consistent program in the district is the Dallas Reading Plan.
- I am concerned that the Primary goal of the Dallas I.S.D. is not necessarily to improve the level of quality of education of children. There are far too many personal/political agendas of board members and administration. Funds allocation also appears to be a problem.
- We need leadership! We have had too many superintendents. Our Board of Education needs to get their act together and our schools and teachers need to be recognized for maintaining a good level of education without a leader. Say thank you to us!
- I have taught in Dallas I.S.D. for 25 years. The district does not seem to be serious about dealing with serious students shortcomings in basic skills. Social promotion is still rampant. Summer school programs don't help much. There doesn't seem to be a serious commitment to attacking the basic problem of insuring that students can read, write, and compute well enough to be successful in the higher grades. A mandatory training program for all teachers in grades K-6 for reading instruction is a must.
- Teachers are not paid an hourly rate equal to their pay for covering extra classes. \$16 an hour for 19 years, now \$20 an hour this year.
- Lesson plans violate paperwork reduction act.
- Inequitable enforcement of dress code continues. Why do young, creative, intelligent, hard working people want to enter this field?
- Teachers treated like dogs, no respect, little to no backing! Administrators just waiting to retire let halls go out of control. All talk, no action!
- "Everything just to look good on paper" is our motto.
- Toilets broken two to three years. Faucets running all year. Poor maintenance.

- The board needs to be united and stable "The Rock" and work with superintendents.
- Listen to the public input.
- Better maintenance of schools.
- Listen to our staff i.e. teachers "The Back Bone of The School".
- We have a lot of students from broken homes and drug-addicted parents. If that is not problem enough, we are not working with their total needs.
- Let's get rid of the problem child.
- There are too many administrators and their helpers. More money needs to go to salaries for veteran teachers. Bonuses are given to new teachers; signing bonuses and certification bonuses, but what about those of us who hold advance degrees and 30 or more years of service to education. Also Dallas I.S.D.'s insurance is too high for such a large number of people. Rates should be cheaper for good quality care.
- The most disorganized and inefficient business I've been associated with.
- I feel that the district as a whole is very top heavy. Money is spent at the administrative level where they have nice facilities, not in the classroom. We do not have enough money allotted for adequate materials for each student, or enough toilet paper or paper towels for the restrooms. Rooms that have sinks must purchase paper towels out of their classroom budgets. I also see a gross waste of time in maintenance for repairs. Often repairs are put off for years and when they are done, they are done poorly, or send eight or more people to do a job two people can do. I have even seen maintenance people sleeping in the auditoriums or smoking behind the buildings while they wait for just the right time to return to the Maintenance Facility. Example I had three men sent nine times in a two year period to measure a door to be replaced. When the work finally was done one year later, seven men were sent to install one door, and they took all day to do it. Most men sat outside and smoked and told dirty jokes so I had to turn a radio on in the classroom to cover up their language. This type of thing has happened at least two dozen times in my years with the district.
- Dallas I.S.D. is a big district with big problems. Our buildings are overcrowded and in terrible shape. I have been in a portable my whole career in Dallas. The buildings are not cleaned or maintained properly.
- We do not get our supplies in a timely manner.
- The Central Staff does not help us at all with concerns.
- Title I money is wasted at most schools. The Title I teachers do not take students all day every day and sit idle for hours at a time.
- Our acting Superintendent had done a great job of pulling our district back together after a year of disaster.

- I have only been with Dallas I.S.D. since July 2000. My campus is three years only and has a technology grant. I answered most of the questions based on my experience with Dallas I.S.D., which is limited to one school. I wish you to take that into consideration when comparing my results with teachers from other, older schools.
- Also Dallas has just received a new superintendent so it was difficult to answer those since he has not officially started yet.
- The Central Staff is huge and salaries atrocious, compared to the teacher pay scale. We have too many specialists who need to be back in empty classrooms servicing kids, especially in Special Education. We are not implementing 504 nor servicing the slow learners. We do very little for dyslexic kids. The personnel department has always been inefficient. Many schools have limited supplies, copiers, paper, etc. nor have they received teacher supplies. Landscaping is terribly neglected and schools are shabby!
- The district is too large. It should be divided up into smaller districts.
- Teachers are teaching, but parents do not reinforce the education process at home.
- Bilingual education in Dallas I.S.D. is crippling children. Many teachers barely speak English and students are still in Bilingual classes through Fifth grade. (They were born here). They enter Seventh grade with limited English skills.
- I'm sick of this district.
- Lack of leadership from downtown (big salaried) administrators.
- Overall the Dallas I.S.D. is fair, but low salaries and little or no school budget money makes teaching more difficult than it has to be. Higher salaries would encourage teachers to work harder. Little or no money to buy supplies is a real handicap. "At risk" programs should be revamped to encourage students to finish high school in a timely manner and all provide more vocational training. The belief that all students are college bound is great. It's what I encourage my students to do. But the reality is that one-fourth of my students will not go to college and therefore do not have basic training when they leave high school. All schools should provide students with vocational training to become apprentices in a technical field etc.
- Together we stand, divided we fall.
- Court ordered magnet schools pull down comprehensive schools.
- More vocational programs needed.
- More equitable distribution of monies to students and teachers.
- Administration too top heavy. Eight to Nine people for every teacher.
- No time "site based" decision-making.
- No discretionary funds for consumable lab supplies.

- Budgets not readily obtainable for inspection.
- Teachers should be able to evaluate their administrators with consequences. After all, teachers get it from both sides.
- "Shared decision making," means "we make the decision and then we share it with you".
- Schools should pay for staff development hours above and beyond requirements.
- Schools should provide for professional development opportunities (paid for).
- Nothing is being done to make sure that quality teachers are hired and kept. Many qualified teachers leave the district due to lack of administrative support. The pay scale is very unfair to teachers who have been in Dallas I.S.D. less than ten years. Our health insurance may as well be non-existent.
- It is my opinion that the problems in the Dallas Public Schools are not the teachers and the schools, but the leadership (school board, superintendent and school officials). We don't have any respect for the board since they started making decisions without considering the teachers and the students.
- We need to be treated like professionals.
- We are educating and practically raising the future adults of our country.
- It is very disappointing to see adults, to see our school board wasting money. They should pay teachers more and you'll see better results and less frequent teacher turn over. Please Help!
- Teachers on maximum did not get as large of a raise in pay as the others. In the *Dallas Morning News* (October 20, 2000) headline "Teachers will pay for Dallas I.S.D. Oversight" because of a "foul-up by Dallas Schools administration" toward health insurance premiums. On the PPO family plan the monthly payments for insurance will go from \$379 to \$918.49 up \$539.44 PER MONTH. This increase will wipe out any raise times two!
- I know this sounds negative but we don't have enough paper to go around to all teachers for Xeroxing purposes. Then you ask about computers. Maybe in your high-class neighborhoods, but not at this school. It is amazing that my students pass TAAS but as far as high tech equipment is concerned, my students would not recognize a computer unless I bring my two from home. It is a shame that there are not enough computers to go around. Education should be for all students, not just the selected few!
- I have worked in Dallas I.S.D. 37 years and have seen good and bad times. I wouldn't work anywhere else. I regret that all the good is never, never emphasized enough through the local media. Always the negative reported.
- I have based many of my answers only on knowledge I have of my school. I have little contact with people at district level except in

JROTC area, which is very responsive to concerns I have raised. I do not have adequate knowledge of other schools to answer many of the district level questions. My biggest area of concern is the maintenance of the building, and adequate funding and trained personnel are definitely lacking.

- JROTC receives no funding from district for non-district competitions. My students must fund raise money to participate in non-district JROTC competitions, which I believe should not be the case, as to be an Honor unit with Distinctions we must participate in non-district competitions.
- I think Dallas I.S.D. is not a good district at all. I hate going to the personnel office because they are very rude. I also think Dallas I.S.D. is very corrupt. A lot of the main people just like to steal. The educational program is very bad because at my school only one student reads above level, 25 on level and the rest are way below and I'm only talking about sixth graders. Some first graders don't even know how to write their names. Dallas I.S.D. puts too much on TAAS.
- Many of the questions were hard to give good answers. For example #85, I have Internet connection in my classroom, but many of the teachers at the Feeder Elementary School do not.
- More science classrooms are needed on campuses. Preparation for the seventh grade ACP is difficult with the scant outline given.
- Need at least two Internet accessible computers per classroom.
- Monies awarded to campuses for improved attendance and/or academics should be spent with needs of campus from input of teachers. Principals used it without teachers and students ever seeing where it went.
- Principals are not given too much latitude in this area. It should be a campus decision.
- Regarding question #23: The district needs to give good or excellent credit to teachers who showed superior performance in doing their job.
- Giving a "Teacher of the Year" award is not enough since only one got it, there must be something else. They need recognition. I mean the excellent performers!
- Reducing class sizes is far more important than placing too great of an emphasis on computers.
- In some areas "strongly agree" does not apply. These things happen on occasion, but not always. Overall, Dallas educational performance is good!
- The majority of school-based personnel (teachers, principal, PSRP's) are doing an excellent job. School board members need to put aside their personal agendas and concentrate on the educational needs of schools and students. The petty bickering of board

members with central administration is giving our school district a bad reputation.

- The Dallas I.S.D. insurance is terrible. Please check on it!
- The district main administration offices are terrible, when questions are asked about payroll.
- We have a brand new superintendent so "no comment".
- I am a veteran teacher (this is my 18th year in education in various districts, including 2 years in private schools) and I am distressed at the situation within Dallas I.S.D. I work with many committed professionals who will be leaving education in the next few years because of retirement or "burn out". Who will be willing to fill their shoes? The pay increase was a morale boost, and then teachers were let down with the news of the insurance increase. Who is taking care of business in Dallas I.S.D.? What a mess! And, please believe me, I am one of the more optimistic teachers at our school. I believe firmly in public education, but Dallas I.S.D. is a shame.
- Keep making grants available to teachers. It's the only way we can make up for a pitiful budget. If our school looked better on the outside, i.e. a new paint job, the students might be more proud of their school. Get rid of the 79 year-old chalkboard in my room so I can use a dry erase board.
- The district has a bad record of school board and superintendent interaction. The district has a larger interest in jobs than education. TEA needs to come in a take over the operation of the district.
- It would be a great help to both teachers and students if central administration would assist instead of resist, making simple processes difficult for everyone, and their attitudes are terrible!
- Also thousands of teachers and other staff are now being forced to pay extra for health insurance. Disgruntled teachers will make education for students an unproductive and unpleasant task.
- I would like to see the results of this survey in our local newspaper, state bulletins, etc. Also, a comparison with other districts.

Appendix E

NARRATIVE COMMENTS

(PART-5)

- Dallas I.S.D. spends far too much money on central administration, curriculum writers, and other specialists who do nothing to enhance my teaching or my students. Money is used ineffectively and wasted on superintendents paid more than a teacher will see in seven years! If nothing changes I, like numerous other teachers, will be happy to leave -- not my school, but the district, within the next three years. I love my school but I am frustrated with the waste of resources at the district level.
- I sincerely hope the district will make changes soon. I love my students and I love teaching, but I don't know how long I can handle the district's irresponsible behavior.
- I feel that there is a huge problem within our district. Job satisfaction is very low among teachers and support staff, which lead to poor quality instruction.
- Our school board is incompetent. We need all new members. I think the state would do a better job at running this district. Also, our central administration needs another overhaul. Our insurance premiums are skyrocketing because of them. My classroom has leaks in the ceiling and every time it rains, it rains on my computers. One more thing, I am still suffering from injuries I sustained when a student hit me last year. Our Risk Management department stinks. They won't pay for my recovery. I am hurting continuously and there is nothing I can do about it.
- I am appalled at how the city of Dallas treats its' teachers. I am new to Dallas I.S.D., and I'm very disappointed with the health insurance issues. I thank God that my family has no pre-existing medical problems, and that my husbands' job can carry us, if this situation is not handled properly. Not having a stable working environment will cause me and several other teachers to leave this type of work environment.
- Dallas I.S.D. will lose many qualified teachers, because of the districts organization and management. Who will suffer? ALL OF DALLAS!
- Dealing with Central Administration has been a very unpleasant experience. If I knew then (in July 2000 when I was hired) what I know now, I would not have accepted a position in Dallas I.S.D. I have been misdirected, important documents lost, not been told the truth, talked down to, put off, unable to talk to a real person (only voice mail). I would never recommend this school district to

someone looking for employment. My campus is O.K. and things run more efficiently here.

- I am not happy to provide such negative responses. I am not upset with Dallas I.S.D.; I am not pleased however, that my children do not have adequate technology in our room and that our facility is not safe. Vandalism in "portable" buildings is rampant. Our cafeteria is bug infested, yet can only be treated periodically. The food is served hot, yet comes pre-prepared and is bland. Our multi-cultural population does not enjoy bland food. Our books were delivered two weeks after school started. Our Dallas I.S.D. benefits are poor, up for renewal, but not taken care of. Now we are stuck with the same bad coverage at a higher price. Why can't we all share the state insurance?
- In order to succeed our students of other languages need their parents to learn English with them. This is not happening. Why? Our above average children are not being serviced adequately because of the time spent with low performing students. WE NEED ABILITY GROUP!
- My annual budget for expenses/replacements for equipment is appalling. I question where the state budget for education is being directed?
- Insurance, teachers' salaries, program budgets are all lacking and falling severely behind. I fear our education system is in need of a major overhaul.
- Where are the lottery proceeds going? I was under the assumption it was earmarked for education!
- Few principals have proper training for their jobs any more. They are thrown into it. Working under experienced principals helps them learn budgeting, scheduling, etc.
- Students are not held accountable. If students fail, it is the teacher's fault. Students do not make up work, won't study, won't do homework, etc. If we would hold students accountable rather than the teacher for failing grades, we would see some progress.
- I feel my school is one of the best in our district. However, the district politics with insurance (health), the school board, construction, and embarrassment with our last two superintendents has prompted me to leave Dallas at the end of this year. For your information, our science labs were reconstructed over a year ago. Proper ventilation, water valves, floors, sinks, etc. were not put in right; especially wiring. I haven't had Internet connection in my room for two years because the wires were not installed, as they should have been.
- Committed, dedicated teachers come and give their best to students every day without any help from district support teams. We purchase many of the supplies from our own pockets and can never depend on our employers to be supportive. Our benefits package

will chase away anyone trying to support a family and the pay raises will cause many to leave soon after.

- I feel like at Dallas I.S.D. teachers and students are last on the list. Our school board and administration are so self-absorbed they cannot concentrate on the job at hand, education our children. We are treated as though our opinion and expertise are not relevant or useful in making decisions. We are however the first group blamed when some program does not prove effective. I became a teacher to help. I was excited and enthusiastic, but after only two years at Dallas I.S.D. (Six years total experience), I am disheartened, disappointed, and regretful of my decision. As a result I am seriously considering leaving the profession.
- I feel most of the teachers are committed to teaching but are forced to teach "the test" most of the time.
- I have had problems with maintenance in my annex classroom for years, seems nothing changes about that. At least this year I got a new A/C so I am happy. I am working for Dallas I.S.D. because I love teaching my students and can shut all the other "stuff" out. The pay is finally good.
- Teachers should be part of the school board and should be consulted about hiring a new superintendent and health care. Dallas failed to renew our health care so our premiums have soared.
- Dallas I.S.D. is too big and allows too much room and opportunity for corruption. Nobody knows who is responsible for what. Nobody takes responsibility or takes action. Purchase orders aren't filled. Funds are perpetually frozen. There are some good educational programs available and in place; although they vary much from school to school. Discipline is horrible in many schools. Poor principals are shuffled from school to school instead of fired. There is far too much paperwork to be effective in the teaching of the students. Technology is often poorly maintained and not dispersed evenly throughout the district. There is no visible plan for improvement. I'm hopeful that our new superintendent can help to focus this district in a positive direction.
- I am a stakeholder in Dallas I.S.D. and have taught in the same school for 14 years. I care very much about our students and the education they receive. It is wrenching to work in the chaotic conditions that prevail in my school because the lives of children are adversely affected by the turmoil in the district and in the school.
- This whole insurance thing is a joke. My take home pay is about \$800 a month, and they expect me to be able to afford insurance (PPO at over \$300)? Yes sure, if I live under a bridge. Please help.
- Instructional times is wasted or lost for useless testing, profiling, re-testing, re-profiling, etc.

- TAAS, driven instruction is detrimental to the students.
- If all personnel, students, and parents were held as accountable as teachers, performance would sharply rise!
- There is not enough space to comment on every thing, but the number one issue should be the students. I was appalled at the idea that no two teachers were teaching the same thing in the same grade; some used basic reading, some did not even touch them. Math was the same problem of neglect or method. The bilingual program is and was a sham. No two schools in the district had the same curriculum or materials for a bilingual program. Instead we were told to "pour on" the Spanish. The result - students are failing the TAAS and SAT 9's miserably! Our school is now going back to teaching 45 minutes only in Spanish and we are pushing English instruction. Well "some" of us are. We others - still teaching in Spanish! These teachers should be written up for insubordination. They want to be told in writing from administration office (district) what percentages of English and Spanish to teach and in what subjects. They won't adhere to what our district superintendent said to do.
- Teacher attendance is very bad. Some Mondays we have as many as 9 - 12 teachers absent. We have to divide classes, many times.
- Parents do not respect our parking area (teachers). They drive up and park and block our parking areas; no security is available to monitor this in the mornings or evenings.
- We have a female teacher who sexually harasses other female teachers; nothing can be done about her; they say.
- Why are children allowed to call teachers "Miss" or "Hey, Miss", instead of "Mrs. Smith" or "Miss Garcia"? There is NO respect anywhere.
- My main concern is for all the students that get frustrated in about the eighth grade and decide to drop out. They have no help at that age because everything is so TAAS driven! Also, I know that some schools cheat on TAAS. I've seen it and I have friends in other buildings too. Sometimes the test coordinator (principal or counselor) may erase and change answers. You'd be surprised if you knew what some campuses do. That's why I'm against giving schools with good test scores money each year.
- Test scores are just numbers on paper. Go to some of these "recognized and exemplary" schools, get a first or second grader to read a fourth grade level book or even their basal to you and see what I'm talking about.
- I'm at a good school and I've received the \$1,000 bonus for three years now and I still want the district to do away with it because people are not honest and they want the district to think their students are bright when they really aren't. They are just passed on

and then eventually drop out because of frustration! Excuse my poor sentence structure! I'm just angry at the "system".

- What has happened to our health insurance? It is just dreadful. Some people have to pay over \$600 per month more. Perhaps the state can help.
- As for educational performance, I am fortunate to be in a facility where the administration and my colleagues are highly knowledgeable and professional.
- Several areas of concern as a high school subjects area teacher:
- No curriculum guidance from central staff (had no information or contact from central staff in approximately three years).
- Inconsistent remuneration in teaching fields by subject and school locations (especially advanced placement).
- Lenient discipline at local level.
- Poor financial management by district! (or not existent).
- Contradictory information given from without same central departments (ex. Honors Development).
- Facilities continue to deteriorate and are not fixed (ex. Three out of four faucets not working for four months at this time in the girls' restrooms).
- Excellent AP program in some schools and subject areas.
- Zero tolerance not practiced in many cases.
- Little recognition given for a "job well done".
- Political turmoil has taken a major toll on teacher morale.
- I am a product of Dallas I.S.D. and believe I received a high quality education. I love the diversity of the students I teach but most days I wonder how many more years I can survive this district.
- We have high hopes for Dr. Moses.
- Teacher morale is low. If teachers had the work ethic of downtown administration, the schools would be a mess. Insurance has been and continues to be a source of worry, fear and insecurity. Teachers do not receive materials needed. Classes are over-crowded and student and teacher basic needs are not met. Examples are air conditioning, toilet paper, and copying services, basic cleanliness. There is poor placement in classes. Students are often placed in classes they cannot possibly succeed in.
- Teachers and students are often the lowest rank on the educational hierarchy. To make more money, a teacher must leave teaching.
- Dallas I.S.D. has treated me and other teachers very poorly in the past and often now.
- Our supposed fall raise has been killed in some cases by a 150 percent rise in insurance premiums. In some cases income actually went down.
- Where is staff development 10,000 teachers and five to six specialists to train? Why is our district so ineffective? It is because

our teachers are not trained to do anything effectively, timely, or appropriately. Go check out the staff development department. Hire more people, how can a district improve without a training program. Teach teachers to teach and children will benefit.

- Too many overcrowded classrooms and schools.
- Not enough qualified teachers.
- Need better medical/dental/vision coverage.
- Need competitive career teacher salaries.
- Support staff is not paid high enough salaries to make the job competitive with similar positions in the job market. Especially substitute teacher assistants.
- There is so much negativity in the answers of this survey. Most means; lots of room for improvement in Dallas I.S.D.
- It would be wonderful if my school had computers (and/or old computers repaired) in order to educate students. It would be wonderful if books could be issued. It would be wonderful if misconduct discipline were fair and just. It would be great to have an "affordable" and beneficial insurance package.
- Too many "new" programs are introduced and being expected to be implemented. There is only so much time during the day and with five and six year olds, only so much information can be introduced and retained. We need to find a curriculum and stick to it so teachers can feel comfortable with the material they are teaching. Budgeting needs to be distributed equally and teachers need more than \$50 per semester for classroom materials!
- Our salaries and healthcare programs are ridiculous.
- As teachers we get little respect from the district, administrators, and parents!
- We are around sick children on a daily basis with germs everywhere; but yet it costs us \$100 to go to doctor and get medications. Employees in the business world receive FREE healthcare. WE teach the future and it costs us an arm and a leg to take care of ourselves. Besides the outrageous healthcare cost, our salaries are nowhere close to what other professionals or nonprofessionals make per year.
- These comments are represented for my school and surrounding schools.
- The Dallas ISD is not as bad as it is often portrayed in the media.
- Not only am I an employee but also my daughter attended Dallas I.S.D. from K through 12. Our buildings are in horrible condition; roof, mold, paint (our classrooms have not been painted in 14 years) outside.
- Drugs and alcohol are a huge problem in upper grades.
- Our building is very good, in spite of the fact we get no Title I money. They operate \$1000 per student less than the district average.

- The district "provides" little. What we have we have begged or borrowed.
- The district is way too large to be effective. It should be divided in one-half or thirds with economic resources equally divided.
- All schools still don't have up to date computers or programs!
- No cross patrol persons.
- No lines on the streets crossing.
- No side walks.
- I think there is a major need for bilingual Special Ed students. These students are very difficult to teach because they really do not understand the Basic English language.
- I think the district needs to hold the parents and students responsible for an ultimate educational experience. Teachers are always being blamed for the lack of a student's success.
- Having come from the private sector, I have been shocked at the absolute preponderance of inefficiency that exists in this district. If Dallas I.S.D. were a private enterprise shareholder, lawsuits and bankruptcy hearings would abound. The ultimate and most disturbing result is my students are not receiving the education they need to succeed in today's economy.
- Educational performance in Dallas I.S.D. is poor. Teachers do not always have access to the tools we need to educate our students e.g. a working copier.
- Discipline is not handled effectively which disables students to receive optional instruction. Often times the principal is away from the building and even when this is not the case, students receive a two-minute conference and are sent back to class, no matter what the infraction may be.
- Salary is not competitive.
- Parents do not work with their children at home, and students know they will not suffer any consequences from negative behavior. Teachers are tired and fed up!
- Some programs are especially effective even in the midst of government waste. ROTC is one of the best.
- ROTC is a great program!
- I recently spent a year in Mexico and only there is it more corrupt. Dallas I.S.D. has a bad reputation all over the U.S. for corruption and misuse of power by its school board.
- Bilingual funds are directed over the entire population, not those for which funds are earmarked.
- Materials out of the central warehouse (textbooks) are late, sporadic, and not filled all at once.
- Training money "wasted". I've been trained on adoptions that our school didn't adopt.
- Support personnel not held to a service standard, i.e.: I have three computers and have been waiting a year for them to be fixed.

Money is used to pay someone to make copies and they are not done timely, consistently, or accurately.

- Site based management promotes "favorites" among distribution of resources. Some teachers "beg" for supplies while others have excess.
- Teachers salaries have been raised somewhat due to the reduction of the salary schedule steps. However, all salaries need to be given an overall significant raise. Also our insurance rates are terrible! Classes are TOO CROWDED as to disrupt teachers and learning, we still don't even have enough textbooks and classes are still being leveled at the end of the second six weeks. Not enough support and importance is given to athletics and other activities, such as music and art. Our programs in these areas cannot even compete with the Suburban school districts. For a quality education to exist, students must be doing well in all areas. We should not be satisfied to do poorly in all other areas just as long as our TAAS scores go up a few points each year.
- I can only really comment about my current school. Overall I feel that I am working in a district that does it best to aid all persons involved. My assessment of computer use in the classroom is more a result of the age of my building (45 years) than lack of district effort. The building cannot be wired for every class to have a computer. I also feel that our upcoming Superintendent will be outstanding if the board will leave him alone to run the district and not to micro-manage. Some how we got micro-managed into a situation, which affects our health insurance. The board was so hung up on trying to second-guess from everything that they forgot to ask simple questions like "Do we need more information on the health insurance contract". Tell the board to pay attention to what it's supposed to do rather than trying to tell the Superintendent what to do and when to do it. They aren't very professional in that district and I wish they would get the message given to the Board of Education not a board of kindergarten arguing over a log.
- I have taught private parochial, community college and university for over 25 years. I have never experienced such corruption in my professional life! I have worked for the P.R.I. party in Mexico and they are far less corrupt than Dallas I.S.D. I have tried to work in Dallas I.S.D. for three years. They now want to charge \$900.00 a month for health insurance for teachers. Because of Dallas I.S.D. I am leaving the teaching profession! I have 170 students in fine art classes and my annual budget is \$200.00 that is \$1.10 per student per academic year!
- The district personnel are doing a good job under the existing conditions but there are problems. A majority of under privileged students is in the district. Discipline management scares good teachers away. STUDENTS' ACCOUNTABILITY IS CRUCIAL.

It takes two hands to clap. Purchasing seems to be corrupt. Low quality materials are provided. We can't even get good dry erasers and markers.

- Administrative positions are not filled with the qualified candidates.
- There seems to be a problem with maintenance as well.
- The support departments are quite inefficient. The purchasing department's money handling should be strictly supervised and possibilities of any wrongdoing should be eliminated.
- All support and maintenance departments need to be reorganized to be efficient and trouble free.
- This survey did not distinguish between questions directed towards "my school" or "the district". My school is very unusual and answers for it are not the same as for the district at Large. Some schools have areas of excellence, but the district, as a whole is weak. Some areas are terrible!
- From a teacher's point of view - low morale, low health benefits, (worse in state) and poor salaries.
- Anything that can be made more complicated is - and nothing is easy in this district. We are not treated and/or served as the professionals that we are.
- Teachers are not supported and we are of few left with the feeling and attitude that no one cares! We are not united family - administration - teachers.
- Overall I feel that the school where I teach provides a quality education for its students. However, I think that purchasing and maintenance requests take an eternity. The things that happen at central administration do not affect the daily operation of my classroom. I would like to see more community involvement and less racial tension between community leaders and school board members.

Appendix E

NARRATIVE COMMENTS

(PART-6)

- Administrators at the top have always been in disarray with local administrators and for the most part are unsupportive. The only thing I've seen for the last five years is that the teachers remain strong. I have worked in three different schools, which have gone through five different principals, and only one of the five was competent. I've known about 15 teachers (and how they are) and only 2 would I not want my children to be in their class. I wish the teachers would get the appreciation that they deserve instead of being treated as if they are the problem.
- I like teaching and have always thought that is what I would do. Our district does not reward teachers who go above and beyond. They don't even think of our needs - good health insurance that doesn't eat up our raise.
- As far as I am concerned, since I came to Dallas I.S.D. in 1990 we have had at least seven superintendents. I feel that we either need a new school board or try to maintain some semblance of showing a combined effort to support our district.
- In my school I teach basically the students from the projects. I teach fine arts, Kindergarten through sixth grade in a learning center in South Dallas. I have my M. A. from Austin College in Elem. Ed. and my BA in Art education. I have 25 years, 10 years in this school. I love my students and I love my job. As in other school districts, there are always problems. Having lack of administrative support and lack of art supplies seem to be my biggest problems. Other than that I feel I am doing a good job. Thank you.
- The central administration is not effective. They are slow, inflexible, unprofessional, unreliable, and rude as a whole. If they ran a business, the business would have gone under long ago.
- The food is all fried at the cafeteria, and not healthy.
- The insurance is bad. The HMO doesn't offer many good doctors, and the price of insurance is very high.
- Eighth graders are often NOT ready for Algebra upon graduation.
- There should be more input between the school board and the teachers on what works with the reading, writing, and math, on the TAAS test for all students.
- Need to find a reading program that all students can use.
- Need insurance where the bulk of the price is paid by the district or state instead of the teachers and support staff.

- Many of the educational goals could be met if teacher's basic needs, i.e. insurance and better salaries, were met. The school board needs to come and walk a day in my shoes before they make rash decisions that affect me.
- Dallas I.S.D. is too large - it should be broken into three districts that run North to South so it encompasses all racial and economic lines. The state should probably take over the district - clean it up - restructure it and make it a workable machine.
- Our school does great things and students love the teachers and are achieving highly, but new teachers never stay more than a year or two because of the conditions and how Dallas I.S.D. teachers are treated. None of my friends can believe I've stuck with Dallas I.S.D. so long, but I love teaching and my students deserve great teachers like me.
- Physical education classes have no equipment for the number of students served.
- Cafeteria roaches (some in food) and cold food.
- Many supplies ordered never arrive. What happens to the fund money?
- The teachers are very dedicated to the love of educating the students. Excellent teachers, unsatisfactory conditions.
- The teachers do not get positive recognition for their hard work and success that they achieve with their students.
- Our school has no phone for teachers to use to call parents or to make personal calls. The school only has a phone in the principal's office, secretary's desk, and CRC's desk. Our school enrollment is over 800 students; we have to use our own cell phones.
- We have no hot water in restrooms. Toilet paper runs out by noon, paper towels shortly thereafter.
- We do have warm water in drinking fountains.
- Our school does not have teacher restrooms. All restrooms at our school have open access to students to peek under stalls, pound on doors etc.
- We have decade old graffiti on bathroom walls, not painted over.
- No parking lot security for teachers' cars and insufficient lighting on building exterior and parking lots for evening activities.
- Teachers are treated like children. I've seen other teachers talked to negatively in the hallway in front of students, given red warnings notes for not walking children quietly or signing in by 7:50a.m.
- I am a very successful teacher who positively motivates my students, but after over ten years, seeing teachers in other districts treated like respected professionals and having beautiful facilities and up to date supplies, facilities makes me feel as if myself and other dedicated teachers should seek employment in other districts. Dallas I.S.D. is too large to not be managed/run/maintained at respectable standards.

- The cafeteria food sometimes tastes awful and the teachers and staff prices are too expensive.
- In order for the current or any type of discipline policy to work, everyone, all staff members, must enforce it. Being suspended is such a treat, that when you say I am writing you a referral the student gets happy and asks for how many days. Maybe we were afraid of suspension, but today's students are not.
- I feel that Dallas ISD teachers are doing the best they can in the classrooms, while distancing themselves from the administration problems. Maintenance of schools needs to be addressed because a lot of the equipment is old and needs to be replaced. Computers are another area that we are lacking. I have computers that are ten years old, and I do not have access to the Internet. With the move towards technology, computers need to be used on a more regular basis.
- Dallas is an embattled district with a bad reputation. Much of this perception comes from poor administration and a squabbling school board. The district does have a long way to go to improve student performance, but it cannot go much longer without at least an appearance of normalcy in central administration. Teachers and school administrations cannot continue to function as they have while being the subject of ridicule and the target for blame due to the circus created by the school board and Central Administration. Parents cannot trust teachers and principals when all they see in the press is negativity and scandal.
- Help! I'm sure you are better aware of existing problems in Dallas I.S.D. The recent insurance situation only highlights our problems here. Teachers for the most part want to work through these fiascoes but it is hard not to lose heart.
- We need more subs, teachers here at P.C. Anderson. We need more teachers to fill the classrooms that are vacant. They need to be placed soon. I feel for the kids, when there are no teachers to teach the kids, when teachers resign or are fired. It takes a long time to get a teacher in the classroom for the kids. That's my major concern for the kids.
- God help us. We are not producing young adults who are able to fully function in the job market. Further, our students are graduating unable to spell, read, or perform basic math operations.
- The new reading adoption incorporates "language" skills. Why is more money being spent for a language adoption?
- Teachers are held accountable; the administration needs to be accountable as well. Since some departments didn't do their job in regards to insurance, we are in a crisis. I will have to pay \$400 a month because someone didn't do his job! Something is wrong!
- I feel the biggest hindrance in the performance of Dallas I.S.D. is the Board of Education. They hire superintendents with checkered

pasts. They do not even listen to what is going on in meetings. I actually saw a board member talking on his cell phone during a board meeting. Another fell asleep or at least has his eyes closed for a long time.

- Technology is a joke in Dallas I.S.D. I was told I would have Internet and phone in my classroom last October (1999). November 2000 is here and I have yet to get either. The lack of consistency in the Bilingual department is a huge problem.
- Some bilingual teachers teach all Spanish and yet in third grade students have to take the TAAS in English. Somehow this has got to be changed. I love the cultural diversity and appreciate the efforts to teach about all cultures.
- I couldn't answer many questions because I am not familiar with Jr. and High school programs.
- I think we have an awesome reading academy that could really work. But too often, teachers attend workshops for the stipends and never intend to change their ways of teaching.
- I am discouraged because students are retained and then passed on just because they attend summer school. In some cases, passed on without attending summer school.
- This is a great district, but something could be done quite differently. It can't be blamed on the "board". Yes, some do need to be replaced as do teachers, administrators, etc.; blanket statements shouldn't be aimed on radio and TV.
- I am retiring after serving this district for 30 years. I have watched this district deteriorate in almost every capacity. The teachers in Dallas I.S.D. have no support or respect. We spend our own money, and stay for only one reason - the kids. Non-qualified people are hired with no regard for how this affects children. A huge percentage of administration, payroll, personnel, etc. are not doing their jobs.
- There are still good teachers left, but so many leave because they are treated unfairly. They all go to other districts in hopes of better pay, receiving more respect and to not be involved in senseless political power plays. The terrible reputation Dallas I.S.D. has earned is much deserved, and it starts at the top!
- "Snafus" within the Dallas I.S.D. are commonplace. Obscenely paid upper level management personnel whose dereliction of duties could easily be questioned, misappropriation and waste of district funds, and last, but not least, grossly misaligned priorities are general topics of conversation at all levels of life in Dallas.
- The magnitude of the latest "snafu" of the Dallas I.S.D. in regard to not negotiating medical insurance coverage for its employees is totally inexcusable. Those responsible for the negotiation of a new contract should be held accountable, beginning with the top level administrator under whose jurisdiction this responsibility falls.

Such incompetence should not be tolerated and those individuals should be terminated.

- Once again the School Board has demonstrated its disregard for the employees of Dallas I.S.D. in order to promote their individual political and personal agendas. Had the board been doing their job there would not have been this "oversight" as the search for new medical insurance was to have started in January 2000. How could an item of this importance been overlooked in the review of the 2000-2001 Budget?
- Proper alignment of priorities is the key to improved educational performance within the Dallas I.S.D. Students need to have recent technology at their fingertips. Teachers should have hands-on training in how to use this technology instead of sitting through boring and needless staff development sessions that are developed to justify highly paid upper level management positions. (In the not too distant past, Dallas I.S.D. had an outstanding Staff Development Program that has since been eliminated.)
- Big businesses would never tolerate the slipshod fiscal management of the Dallas I.S.D. funds. Stronger restraints will have to be in place to correct the inequities so prevalent within the Dallas I.S.D. Only when resources are appropriately directed will the public see the focus return to the education of the children of Dallas.
- I teach Self-Continuing Special Education. There are NO appropriate books; everything is copied. The school won't buy any. There are two ANCIENT computers and no software for my students. Our building has no Internet that I know of. My room doesn't have a TV or VCR either unless I buy it myself. Our building is severely overcrowded and we have 30 portables and need more. It's shameful. Severe behavior problems stay in class.
- I am very fortunate to be at an exemplary (TEA) school. We have things but are often over-looked for upgrades and extras because our test scores are so good. Excellent schools should be rewarded better, not punished. My school is an excellent school where many of the things listed do not happen, but we are the exception. Other places have these problems, and we have some, so I answered as a whole not just for our school.
- I'm really not interested in raises as I am in a free health care package. That is far more important.
- The district should provide teachers everything they need to On Time.
- Dallas I.S.D. payroll department seems to have major problems. We are having a lot of trouble getting our paychecks corrected in a timely manner.

- Dallas I.S.D. is too large and too bureaucratic. It is so large it is difficult to manage effectively. Board has made terrible choices in leadership for Dallas I.S.D.
- I like teaching but see many discrepancies. The main problem I see is the lack of confidence in our central administration. We were just informed about our insurance and the results are increased premium because of a lack of planning on DT's part. Why? How can we ever get a bond election passed if our administration can't even handle insurance bids in less than a year - even when other companies offer to do it in less time? Something smells bad in the building.
- I spend a great deal (over \$1,000) of my own money purchasing material for labs and class supplies.
- My computer is out-dated. I purchased ink and paper.
- I attended classes to receive a computer, which I believed would be an EXTRA computer. Now I am told since I "already have a computer" I don't need another. No more extra computer classes for me. I feel like a fool taking those classes when other teachers did nothing and received superior equipment.
- These districts' health care policies are deplorable!
- Get a new school board and set higher standards for teachers.
- Value experienced teachers with proven records even when new to the district.
- High schools are overcrowded. We have nearly 40 students in each class. Classrooms cannot accommodate more than 30 comfortably. Too many children inhibit quality learning.
- More than one-half the classrooms here have no computer yet teachers are expected to have technology driven plans and lessons. Teachers do not have access to their classrooms during planning periods due to someone else always being in there with another class.
- We could be doing better if teachers were allowed time to teach. There is too much paperwork and teachers are always busy with committee work. We wanted to get involved in decision-making, but that is cutting into our preparation time. It's hard to keep pace with all the demands from the administration and from the state. No time left.
- I feel that children will be taught with or without the support of the school board or executive administration. Teachers are becoming more discouraged because of administrators getting over-paid and we the ground-floor workers are getting over-looked, over-worked, and under paid. What can you do about this?
- The present school I work in is wonderful because the principal is POSITIVE, encouraging and has good people management skills. She is retiring and I wish I could retire with her in fear of the future, unknown principal.

- Same old thing. Teachers spend so much time doing paperwork, discipline problems and training so they don't have time to plan lessons or completely teach a lesson to accomplish much during a day.
- New computers are needed in the teacher's classroom for student use. Classroom teachers need training in software usage to be more effective.
- I am offended beyond words at the current health insurance crisis in Dallas I.S.D. (The board "forgot" to renegotiate a health insurance contract, so beginning 01-01-01, employees must pay our entire premiums). The small raise, though appreciated, that I began receiving with September's paycheck will be obliterated with January's new health insurance charge. Such an error on the part of the board is unconscionable. I can hardly imagine the consequence if I "forgot" to teach math for a semester, or "forgot" to average my grades for a six-weeks. Are they serious? Who reprimands the board? Please say it is you. How can teacher morale remain high?
- Dallas IDS is too much interested in "training" teachers to do their jobs, rather than doing their own. Always condescending notes like "...this better not happen again" sent out broadly and not necessarily when teacher is directly involved. Excuse me but I have run my own business, raised an "honors" class child, run a household. I think I can handle this. I'm in a pullout program, so since my class does not need a substitute, I am often pulled to substitute in another class. My students are ESOL - about 30 to 40 minutes of instruction per day. No time is crucial to me - yet when I sub, look at the time I lose. Also, no one has ever said this is the ESOL curriculum granite, these are materials required. Principal is not interested because our ESOL population is low. I won't be with Dallas I.S.D. next year.
- Very poor performance. Low standards. Little support for teachers. Pressure for test scores from day one.
- I feel that the educational performance in the Dallas schools is very good and quite excellent in many schools. However, there is a tremendous strain on teachers to make all students succeed to greater heights than some are capable of in the amount of time (year) that is allowed. Therefore, there is a lot of stress to get higher performance in a short time when some students need more time. Students get pressured from teachers.
- Health Benefits is a major problem.
- Not a Social Studies curriculum given.
- Run-down building, need new school building, fumes are all over the building (sick feeling during high hot days).
- The janitors cannot clean because the building is too old and mildew has set in. Gym floor is awful because rain continually

comes in. Yes we've had the roof repaired - just old building. Downstairs is infected with germs that keep you with a headache. These are awful working conditions.

- It seems that some middle schools inadequately prepare students in math so they can be successful in more advanced math courses. I hear many stories of not having an algebra teacher where they (the students) took algebra!
- The other night while discussing this very topic with my wife, I concluded that in many ways I believe at the elementary level anyway, that the current system performs like a factory in which by manner of chance, children are truly educated or socially promoted, so as to make room for the next group of children. In my personal opinion if things don't improve significantly with this superintendent, I believe the state should be compelled to take over the district.
- Students are serviced effectively at Dallas I.S.D. schools in spite of the management. Management spends time and money on whatever new "gimmick" they hear about without input from teachers as to how or if it would work. Teachers continually are asked to perform additional duties with deadlines, and usually do not even receive the information until the deadline has passed. Which obviously means it was poorly planned and implemented at the last minute. New management needs to come in and assess what is going on before making changes. They will not find this out from area superintendents or principals. Management needs to meet with a wide sampling of teachers!
- Morale is very low. More and more paper work is heaped upon us. Methods of lesson plans are time consuming and irrelevant to actual teaching (secondary). More emphasis is placed upon endless and extraneous detail in the actual lesson plan itself. INTIMIDATION IS VERY PREVALENT ON Dallas I.S.D. CAMPUSES as a means of administrative motivation. Many of us teach in awful classrooms. We are required to do lesson plans on computer and most of us have no access to them and VERY POOR TRAINING FOR THOSE OF US WHO ARE COMPUTER ILLITERATE. Compassion and understanding are unheard of here.
- Not enough support for Special Education children in the Work Program. We need more job coaches.
- In my opinion, the primary problem with academic achievement for students; effective administrative support for teachers; and efficient management of resources lies with the school board and its consistent incompetence in hiring unqualified superintendents!
- Overall the district is average/fair in my rating.
- Our focus is on testing. Eighth graders take Stanford - 9, TAAS - Reading, TAAS - Writing, TAAS - Math, TAAS - Social Studies,

TAAS - Science, ACP exams for all core subjects. Curriculum across the district has become much narrower in focus. We started school short eight teachers. Classes are overcrowded. Morale is at an all time low. The latest debacle with the district neglecting to negotiate health insurance coverage, resulting in a premium hike of \$539.00 per month for my family is the last straw. Our board is a national joke. Our finances are under investigation. The optimistic outlook that has kept me going for 14 years is no longer working. All teachers avoid saying, "What else could happen?" Because it does.

- It is my opinion that too much time and emphasis is placed on the TAAS test. There are too many programs in place. Teachers and students are overwhelmed. There is not enough time to cover it all. If there were about one-half the "programs", and teachers had time to teach, more children would get a better education.
- As a whole the school board seems incompetent.
- Too many incompetent teachers are being retained.
- Too many long-term subs are being used.
- Too many young inexperienced teachers are being hired.
- There is a need for qualified teachers to be attracted from other districts.
- Administrators need to be qualified; too many are doing a poor job and have no people skills.
- Students need to feel needed and safe, known troublemakers need to be removed to alternative education.
- Vocational skills need to be offered to older age students who have low-level skills and are on the verge of dropping out.
- Teachers need more time to prepare lessons, grade papers, etc. and less time on duty outside their classrooms.
- Health benefits need to be greatly improved. A statewide program would help.
- The district is trying to improve many things, such as the use of computers and Internet connections in the classrooms, improving reading and math programs, but this will take time to accomplish. We also have a new superintendent, so hopefully the school board and the superintendent will be able to work together and solve some of the district problems.
- Dallas schools are good! A few people in authority appear to discredit the work of those who meet the needs of students daily.
- You may enter any classroom in the Dallas school system any day and you will see good instruction going on in spite of all the obstacles.
- Teacher morale at Dallas I.S.D. is low. Teachers and other school employees get little help from the personnel office regarding pay complaints, personnel actions etc. They can't respond to inquiries due to overwhelming workload. Recently there was a SNAFU

regarding benefits making matters worse and it is directly attributed to the incompetence of the Dallas I.S.D. administrative staff. The school board is a joke. No wonder there is a teacher shortage in the district. It is critical that the Dallas I.S.D. administrative office be audited.

- It seems that the district is not concerned about the needs of its most valued asset, its teachers. Our health needs are not being met. We deserve the best plan that is possible to acquire. Teachers shouldn't have to wait each year to see what downtown has decided regarding our health needs. The cost should be affordable based on our meager salaries. And we shouldn't have to find part-time employment because our pay doesn't equal our work and dedication. The teachers in the Dallas ISD deserve so much more.
- Unfortunately I don't feel Dallas ISD is doing its job as far as recruiting, training, and keeping teachers. Our turnover rates appear terribly high. Of course Dallas I.S.D. likely has some numbers that point out teacher retirement, etc. Dallas I.S.D. is not financially responsible to its taxpayers. Many in Dallas I.S.D. consistently mishandled, lost, or flat out stolen. Teachers in Dallas I.S.D. are not dealt with professionally. Our voices are never heard. School board meetings, district surveys all go unheeded by trustees. They are autonomous. Our students are suffering because of all of this.
- The ACP is a joke and a means to punish teachers. It is not equitable and it is unfair to the students and teachers. Did we come off of assembly lines? Is everyone a standardized copy of everyone else? ACP and the blue print do not allow full instruction of concepts or the time we need to make sure our students understand. We are not allowed time to re-teach anything. Tests should be teacher made to what has been taught and understood by the students. Not made by someone who does not even know the subject matter! Or someone from schools that are better equipped.
- I have been in this district for 34 years. I have worked in the Maintenance Department in the summers. This district has been on a steady decline since 1975.
- The insurance package we are forced to take is unheard of; somebody's job should be on the line for that foul up. Dallas I.S.D. spends too much time with racial disputes, and looking for a superintendent to make them look good.
- In Dallas, there is a serious disparity in teacher salaries to civilian occupations. When a basic web page developer with no college makes \$60k and a Microsoft certified network installer with no college makes \$40K to \$60K, something is wrong. One-half of Dallas works for the high tech industry, which drives prices in the area.

- Teacher morale is really low. The powers that be "forgot" to plan an insurance package for 2001 and no one will accept responsibility for the error.
- The members of the school board act like children with no discipline or direction.
- Deaf Education is a Special Education program that doesn't even attempt to follow ADA or provide an equal education. The teachers work hard for the deaf students. The director and specialist over Deaf Education are the source of the problem. Parents, teachers, and principals have tried to improve the program, but administrators listen only to the director.
- Big money is wasted on plumbing, leaks, etc. Repairs sometimes take over a year!

Appendix E

NARRATIVE COMMENTS

(PART-7)

- Thank you for asking for my input. I wish responses could be more positive, but this district is currently in a shambles!
- As a Special Education teacher and knowing what other local school districts provide for Special Education students, it is a shame that so much is put on the Special Education teacher in our district and that the diagnostician doesn't do more, and we don't have enough diagnosticians to provide adequate services.
- Because purchasing does not process all requisitions in a timely manner, our school has lost thousands of dollars for the last three years.
- It takes too long to receive material, because purchasing does not complete the process in a timely manner.
- All the good companies want to get off the vendor list because an account payable doesn't pay the bill in a timely manner.
- Lots of room for improvement but better than other districts.
- My comments may only reflect my school's administration, not Dallas I.S.D. as a whole. But the district is too big. Should be split into four so it can be micromanaged.
- No one knows what they are doing, too many chiefs, too much politics, and way too much red tape.
- Reported phone being out of order, and clocks broken. Three notes, and friendly reminders phone still out for two months. I finally called myself and the phone was fixed in one day. No explanation given to me as to why it hadn't been reported.
- Never see any principals in the halls like I used to or security.
- If on duty, rules and expectations are changed depending on student's relationship. SCARY! No back up on teacher's decision.
- Taught Med. Pro. for two years and have asked for a book or some kind of materials. Pre-requisites are not followed; one-half of my class has never worked on a computer.
- Recruited 30 students for my program and consistently gave lists to be changed to be put in my program - Never happened.
- Took six weeks to get 30 girls desiring to be in Pep Squad to get their schedule changed.
- We have no assistant principal and the principal is too busy to help with discipline. We have no library access for our students because the librarian seems to be too busy with the office budget since the administration does not understand the budget and the office workers do not understand how to use the computer to order

through the budget. Nine of our first grade students have no reading textbooks because the textbook office for the district does not seem to have workers who can get those textbooks to the school. Many of our students do not have Math textbooks. When we ask why this happens we are told that all the better workers left when our last superintendent was in charge. We think the school board is at fault.

- We have gone through some changes and that alone should speak for the schools that have continued to stay above less than lower performing or low performing. It's not easy and we are working at it.
- If we could keep a superintendent long enough, we may actually be able to serve the needs of students. Our school board is a joke, and working for this district is a joke.
- The Dallas Public Schools are second to none, in spite of some flaws; it's still the best. Education for all students is priority. As an educator, mother of students, grandmother of grandchildren who attend the Dallas Public Schools, this district is the best.
- LOTS OF ROOM FOR IMPROVEMENT!
- Dallas I.S.D. said that at the first of the year we had plenty of teachers. They are bringing people off the street to teach that have never taught before. They act better towards these new teachers than the veteran teachers. Our insurance is now going to go up so much the average teacher will not be able to pay for it. Most veteran teachers have a Masters Degree in Education and have worked with children all of their lives. Dallas I.S.D. does everything they can to run the older teachers off.
- We teachers work too many hours. Planning, grading, and meeting great expectations. Doing quality effective education is my goal - - - mainly.
- Too many extra demands beyond teaching are often forced on us and distract from the actual education of our youth. Let us teach!
- Too many days are lost to so much extra testing!
- The district did not provide a reasonable healthcare plan.
- The computer in my room is outdated. Every teacher needs and deserves a computer in their room.
- I would like to see more efficient work in the personnel office.
- Teachers' papers are constantly being "misplaced".
- More (frequent) contact with those teachers looking for employment (Interest!)
- The district has fallen short of my expectations. My school has not tried to help with the problems. I expect to have books and resources in my classroom rather than having to buy materials. I expect principals to uphold the rules that they set and to support teachers in trying to do the same. I expect fair treatment of all classes regardless of whether they are bilingual or English. I expect

principals to keep school disruptions (i.e.: announcements, lengthy and excessive staff meetings) to a minimum in order to enhance instruction time. I have seen none of this and I get flippant.

- We are asked to do so much, get so much staff development, training, and then Dallas I.S.D. thinks about giving us raises. They raise our hopes and then disappoint us. We got a raise and career ladder was taken away. So most of us did not benefit from the raise. We all live paycheck-to-paycheck and sometimes at the brink of bankruptcy. Why doesn't anyone care about the teachers? If we didn't have so much financial worries we would be even better teachers than we are already.
- So many of us would not leave the profession. Now it's even harder since we don't get money to buy materials needed. We get \$50.00 - \$70.00. That is not much. We need more up to date computers. This is the only way we can get students up to par. Teachers need to be hired. We always start out with subs who may not care. Why not take care of the ones they have. Too many broken promises. We need more money or more teachers are going to leave for better pay, better working environment, and better treatment. Please Help Us!!
- Extensive monitoring and auditing is needed. Personnel should show more respect for teachers. Some administrative offices are obsolete while others are over worked. Nobody in the state has any respect for the superintendent's office or the school (Dallas I.S.D.) board of trustees.
- The faculties are excellent, overworked, used, underpaid, and constantly disrespected by the central administration. Morale is low.
- In most areas the performances are good, but we are in need of getting, allowed materials and equipment on a timely basis to be able to work within the time frame of our lesson plans. Budgets are too long in getting to us to get outside materials for classes. After orders are made it takes too long to reach the teachers and their classrooms. The campus' management of administrators is not in order and on a timely basis to be able to function. Too much at-the-moment ideas.
- I think central administration is clueless as to what really goes on in the classroom. The farther an administrator is removed from the classroom, the more clueless they are. I have ordered books three times for my classes. I have not received any books.
- Repair shops are not adequately funded. Why are ventilation systems not cleaned when central says everything is clean?
- Dallas I.S.D. is too large to adequately manage the many needs of schools and students. I am frequently shocked at the lack of substitute teachers, and the length of time it takes to correct problems. There is no such thing as a "timely response" in Dallas

I.S.D. The excellent teachers as not supported nearly enough and good teachers frequently leave.

- The custodial staff needs to be observed closely. They are punching more hours than they are actually working. Administrators (principals) need to develop a growth plan as well as teachers.
- Not enough training for teachers as far as computers.
- Not enough pay.
- Not enough thanks for what the teachers are doing.
- Dallas I.S.D. is one of the largest districts in Texas and therefore has substantial needs in many areas. Overcrowding, large student to teacher ratio, communication or lack of it between administrators and faculty are just a few of our district's most urgent needs. These needs should be of top priority and should be addressed efficiently and effectively for Dallas I.S.D. to be the outstanding district it can be.
- It's not the students; it's the adults! They don't show a good example to the children. But...not all are the same. How do you expect students to do right?
- We need more room!!
- The salary must be increased to attract people who have a degree in Education. We have so many people in our building teaching classes and they have no clue how to teach. It is a sad time for those of us who spent four years learning how to teach to watch people who never had a desire come into the profession working next door to us. I spend 40 percent of my time trying to show them how to teach! Pay us to attract us!
- The overall district is not necessarily reflective of the elementary school where I teach.
- Our school is a wonderful school compared to some of the other schools in our district such as: building problems, staff, and student problems.
- Our district can't keep a good superintendent for more than a year and that is a big problem in my opinion. Thanks for your concern.
- Teaching is going on regardless of the problems with the board and superintendent. Most of the teachers are doing their best. It is almost impossible to get rid of incompetent teachers especially if they are minorities. We are encouraging parents to become involved but this is a discouraging process at times. Our district has excellent schools and very poor schools. In our school we work 50 - 60 hours a week and buy many of our own supplies because we believe in our students! Thank you for showing concern about Dallas I.S.D.
- There is so much wasted resource in the Dallas ISD. Our school alone had hundreds of dollars wasted in duplicated orders for everyday math kits, yet we can't get needed new furniture and

classroom space. The air conditioning system was installed by people who did not have the correct knowledge to put in a well-working system. One part of our school is 62 degrees most of the time and the other part is 80 degrees, all while the air conditioning is on. Lighting is often inadequate, and the portables are in poor condition. The classroom furniture is very out-dated and in poor repair. We do the best we can with what we have.

- I think the educational performance of the Dallas I.S.D. does not meet the overall needs of the teachers and students. There is a big lack of technology access. Also, teachers need a much-improved healthcare plan as well as one that is less expensive. If these issues cannot be addressed, I will not be with the district much longer. One other thing, I was overpaid for working summer school. The payroll division is now continuing to take money out of my check. Was this my fault?
- As a teacher with 32 years of teaching experience, I find the inadequacies of Dallas I.S.D. glaringly apparent: portable cities with no running water or restroom facilities; no security for teachers or students as they are forced to navigate the maze if they must leave the classroom; inconsistencies in administering disciplinary actions to students and teachers are rampant in the district; school board members who get upset when parents complain, call general meetings for parents, administrators and staff, and then fail to show for meetings.
- I have never taught in a system where so many classroom interruptions are allowed. Someone knocks on my door at least ten times a day, interrupting instruction, for trivial matters that could be handled in a different manner. In our portable we have no access to communication with the outside except to send a human body. I keep my cell phone with me, turned off, which I am not supposed to use during the school day because in an emergency I don't know of any other communication means. This district needs fewer high paid executives and better facilities, teachers, and materials for our children!
- Having been in this district for only a few months I am shocked by the number of continual classroom disturbances (including committee meetings) during instructional time. It is no wonder that these Dallas I.S.D. children are not prepared. They and/or the teachers are interrupted so often by meetings or spur-of-the-moment "assemblies" that any type of classroom instructional continuity is random, at best. These children cannot be expected to perform adequately when the district does not even make classroom time a priority.
- The paperwork load is excessive, the class count is much too high for Special Ed, the pay is not sufficient, and morale is very low in

my building due to lack of teacher input in matters that concern teachers and their work.

- The only comments that seriously concern me are the lack of adequate facilities to ensure learning, inadequate science labs in size, supplies, and availability. And I am concerned about the social promotion of students to HIGH SCHOOL who did not pass eighth grade and have third grade reading levels. This is not isolated - more than 100 students were socially promoted to my ninth grade. That is ridiculous!
- It is an embarrassment to work for this district. As a Special Ed. Teacher there are no books, or curriculum.
- The insurance is a joke. The board and superintendent problems have become a topic for national discussion. They have completely forgotten about the students. Being Special Ed. I can work in any district and I work for Dallas. I ask myself "Why?" daily.
- Dallas I.S.D. is educating the average student minimally. We give the bare minimum education to our students. One third of the students, those in Advanced Placement, can receive a good education. All others receive minimal educations.
- Teachers aren't given sufficient time to prepare for classes, grade papers, file students work, and call or conference with parents during the day. We are given two periods off; yet have duty for one, and meetings on the second "off" period. It seems as if the remedy in this district to low performance on TAAS is to keep the teachers so busy that they can't do adequate planning because of all the non-instructional duties thrown at them. Allow no students in school without a day phone number that is provided to the teacher.
- The district asks for our input but does not seem to consider it, especially regarding textbook adoption.
- We need a summer program for elementary student who are not failing but need concentrated work in reading or math. Existing programs do not meet the needs.
- Dallas I.S.D. fails miserably in the personnel area. No thought is given to inconvenience to employees ever.
- Sign - off for various stipends at Ross headquarters only when teachers are in class all day.
- When an important document is lost, the burden of finding it is placed on teachers.
- Failure to pay bonuses in timely manner.
- Failure to pay shops for health insurance.
- Arrogant disregard of teacher's opinion about almost everything.
- Dallas I.S.D. risks losing quality qualified educators due to lack of support. Teachers are often abused verbally by parents and students. Teachers are not fully compensated for all that is expected and required. Other professions offer advancement opportunities, more benefits, and more respect. A school district

this size could at least offer a Master's Degree program that pays or reimburses tuition payment for all certified teachers.

- Dallas I.S.D. needs a new school board.
- Dallas I.S.D. needs competitive salaries in all areas.
- Dallas I.S.D. at this time does not have a superintendent.
- Dallas I.S.D. has many great students and some who disrupt the learning process. The students who disrupt are not dealt with appropriately so that they continue to cause problems in the classroom.
- The educational program of Dallas ISD is fairly well. I feel that the district needs to support the teachers more. We are paid an entry-level salary and the pay step increase is low until after 30 years of service. Lastly, please help Dallas ISD select and keep a good health benefits carrier with lower premiums.
- While Dallas ISD has made great strides, there is still room for improvement. We first need to educate our school board on what is needed to educate all students or get a board that put children first. The pay needs to be more competitive and our raises need to be high enough that the increase in health insurance doesn't eat it up. The district can cut cost by trimming some of its excess fat at the top.
- There is much room for improvement from the top down. We need an effective superintendent that can affect the dysfunctional board and special interest groups. Administration personnel and purchasing is a big fat mess! Papers upon papers. Superior teachers receive no recognition and acknowledgement over those who only collect the monthly check. Insurance should be part of the package and better teachers require better pay to EXIST!
- The public image of Dallas ISD has been hurt over the past few years but hopefully the newly appointed superintendent will help repair the image "NATION" wide. The school board needs to follow the guidelines of its job description and leave the superintendent alone to do his job. Because the problems, according to the parents of my students, lie equally with the superintendent and the board.
- Qualified teachers still remains a problem in the district, out of control students; even at the elementary level remains a problem. Students who are out of control do not have the right to infringe on the rights of students who are at school to learn and should be placed at a school for students with behavior problems. The parents and the child should be required to attend counseling to help the family help the child. Parents need to have children ready to learn; well rested, fed, clean, and cared for to ensure that they can sit and learn. As for the parents who are on public assistance, it they can't nurture and protect the child and ensure that they come to school ready to learn, then perhaps there needs to be financial

penalties, as well as penalties when a child misses too much school.

- Administrators are promoted without adequate training or skills needed to deal with staff.
- Complaints are not handled until they become public.
- Numbers and scores are more important than the students are.
- Very, very poor performance.
- The educational performance would be great! If the teachers were free of worry of financial problems.
- Instead of viewing students as a house note, a care note, an insurance payment, a more effective job would be done if teachers could keep in mind that the students are our most important product which is our future.
- Too much time is used teaching towards the TAAS alone. Once the test is over the students know (think) that they no longer have to do any work in the classroom and teachers no longer stress the importance of learning.
- I am very disappointed with the actions and attitude of the Dallas I.S.D. School Board. I feel they are the main source of low teacher morale. I personally feel the whole board should be replaced along with our old superintendent.
- The present Dallas I.S.D. administration is corrupt and inept. The web of corruption is so extensive that the only cure is to fire or put back in the classroom all administrators and start over. They provide virtually no effective instructional leadership, yet are paid high salaries. The students learn in Dallas because of teachers and in spite of the administration. It's very frustrating and teacher morale is low because we're held accountable, but they aren't.
- It is the education of the children that suffers. Our students at our school score well above the average Dallas student, and it is because we do not follow district guidelines on how to educate. Our minority students come from a low social-economic background, yet achieve well because we went out and found, on our own, programs that work. The administration totally ignores us, because we're an embarrassment to their entrenched vested interests.
- How this district ever hopes to attract new teachers is beyond my imagination. We have the highest priced health insurance with the worst coverage of any occupation in Texas. After teaching 29 years, I'm in line for no increase in salary for three straight years yet family health insurance is \$682/mo. I'm embarrassed to tell anybody I work for this district. Fortunately for the children, this district has better teachers than it deserves, but every teacher I talk with is either planning to leave the district the first chance they get or are counting a few more years until retirement.

- The Dallas Reading Plan and the Academy are excellent additions to Dallas I.S.D.
- It is a royal mess! As a graduate of the Dallas I.S.D., today's district bares NO relationship to the ones I remember!
- The Dallas I.S.D. is a festering sore on the body public! Teachers and motivated administrators are treated as the garbage of the district or worse!
- I would NEVER allow my children to attend these schools!
- Little enforcement of what's being taught in individual classrooms. Great variation from school-to-school.
- Too many changes from year to year to be effective and provide continuity.
- I do not eat in the cafeteria. In nine years being in that building I have been willing to eat that food maybe five times!
- Very poor percentage of parent involvement in the education process and lack of understanding about the need for higher education.
- I have been employed in Dallas I.S.D. for over six years now. I feel that at the Central Administration level teachers are getting little support and confidence from those at the top. Currently at my school, we do not have the necessary supplies needed to run our school, that is, we do not even have copier (as they have been repossessed) no laminators, etc. It takes three- six weeks to get any materials copied. It's because of the lack of support and care at the top, combined with the lack of materials here at my school. That explains why I am considering leaving Dallas I.S.D. after six years of distinctive and successful teaching.
- Earlier intervention for minority and LEP students would provide a better foundation in the primary grades. Dallas needs to expand the four-year-old Pre-Kindergarten program. Parents do what ever it takes to get their child to the Pre-K program. If the program were expanded and opened to all eligible children, the parents would not have to falsify so many documents to receive service.
- I feel good about the direction in which the Dallas ISD is appeared to be going. However, I believe there should be more continuity in the way instruction (tracking) is presented and in the type of resources used in the classroom, i.e. FDSS, everyday math, ECRI, SRA, etc...Students should not have to make adjustments to the system.
- We need fair and competent principals to run each school. The "good old boy" system is taking from the educational system and lining the pockets of the administration. The students should be provided a well-rounded education, not a leftover portion. Teachers and students expect better but receive the worst. Promotion is a joke unless the in-group recognizes your usefulness

to line their pockets. The best candidates are often looked over because they possess a quality not wanted - Integrity.

- Dallas I.S.D. will be short one teacher 2001 - 2002! When can teachers teach, instead of teaching strategies for testing?
- I have taught Special Ed. students for 27 years because I enjoyed it. But there is no compensation from the district for a teacher with this longevity. I am trying to get out of the classroom and the district by starting my own business. Being a single parent, I have not been able to save enough money to even think retirement. Also Special Ed teachers are asked to do so much these days that we are truly not meeting the needs of our students.
- Central administration and the school board are doing a poor job in running the district. The needs of the classroom teachers are not being met (equipment, materials, supplies). Money in the district is being very poorly managed. Money never gets into the classroom.
- The turmoil this district has been due to poor choices of superintendents and the hostility of board members has definitely affected all Dallas I.S.D. employees. Their discontentment affects the students, how could it not? Until the children become the primary emphasis again, instead of politics, in fighting, etc. our district will continue to perform poorly on tests and all other areas where it is important.
- Teacher absenteeism and apathy are great concerns. Teachers are given too many responsibilities not directly related to instruction. Favoritism is rampant. Some teachers are allowed to do or not do as they choose. Morale is very low, especially when our own board spurns us. How can we, the teachers, hope to gain any respect in the community when the board will not hear our concerns?
- We are in the schools and know what an emergency is to us.
- Ours is not necessarily theirs.
- We have two pieces of playground equipment that are in desperate need of repair!! We have had this problem for over ten years. Our cafeteria is too small for the increased population. A new wing was added, but the lunch area remained the same. Lunches overlap.
- More practical business survival should be taught in elementary school! Awareness can begin in first and second grade.
- When personal property is vandalized, the district has no compensation program.
- I am at a new school this year without the newly adopted books. Also all of the kits for science have not been received at our building. I had 28 students until mid October. We have not received any Title I monies as was given in my other schools. My planning and lunch periods have changed 4 times as of this date. I do love teaching if I could only teach and not worry about the rest.
- I was disappointed that there were no questions regarding principals. Many teachers leave the district because of the

unprofessional way they are treated at the local campus. Many principals pressure teachers to recommend special education testing to students who can't pass the TAAS test. Many principals pressure counselors and teachers to falsely document S.S.T. procedures. I am aware of a principal who encouraged his teachers not to answer this questionnaire honestly. He told his staff that they would look bad if the survey had negative responses. If you really want to know about Dallas I.S.D., send a survey that questions the performances of the principal. We will pay for the postage! Please help the teachers!

- I feel that much of the district's focus is on discipline instead of education. I believe that the use of corporal punishment on students is terrible and should end. We as educators are quick to say how students come from disadvantage homes, and the student's situation is only worsened after corporal punishment is used. The textbook adopted for band is just about the worst method book on the market. The curriculum set is virtually impossible to meet with that textbook. The entire administrative team of Dallas I.S.D. should be strong and stable, that's why teachers still don't want to teach here and that's why it is impossible to get a substitute teacher.
- I feel that there is a great deal of waste and mismanagement of personnel and money in this district. Principals are moved from school to school and never totally get a chance to establish themselves. Funds are misallocated at the district level, and especially at the board level. I believe that there is also a great deal of nepotism going on in this district. There are jobs that are in existence that have no sound reason for being there at all, such as security guards at the district offices. I also believe that this district is too large for its own good. There is also too much politics and not enough caring about the students. Politics has no business in the educational process. This district is critically undermanned teacher wise and way over manned in a lot other areas. The district also needs more schools so that the school population can be reduced so that a better learning environment can exist.
- Please remove the school board members!! They are hindering the educational process!!
- There is "no" discipline applied in my high school. The students know this and laugh in our faces if we say, "I'll write you up!" The administrators are "not" qualified professionals and there is "no" respect for the teachers. While education is a teacher's first love and of our most heartfelt concern, it is impossible due to all the conflicting disturbances. The A/C and heat never work.
- Dallas I.S.D.'s problem (with superintendents, etc) has certainly not attracted enough high - quality educators. More would be willing to work for the district despite lower salaries if insurance

problems, vandalism, and poor community support were not also factors. I haven't worked for the district a year and have already seen about seven teachers leave with five more ready to leave. For some reason, one of my principals does not see my need to have my own classroom when there's one available. Student discipline issues are not seriously addressed, and I see the counselors spending more time with testing than counseling. My frustrations with Dallas I.S.D. are numerous and adding up, but it may be just due to the school at which I work. Please also see comments next to the check boxes.

- Dallas I.S.D. is almost an embarrassment to most employees. We spend far too much time in the new for negative reasons. Teachers and principals go on with their work, despite the problems with central administration. But because we keep changing administrators, the focus of learning keeps changing. Now, with the problems with insurance, we really face a crisis.
- There is so much red tape involved for so many things. Even to purchase basic supplies for the classroom and it takes forever for them to arrive.
- All students should be considered to be career bound, and should not be segregated into these two categories (The needs of the college-bound students are being met. The needs of the work-bound student are being met.).
- Students need stronger foundations from the elementary level.
- Phonics needs to be taught.
- Keyboarding skills need to be taught at the elementary level. Students get to us in high school and already have bad habits in place (hunt and peck) that are nearly impossible to undo.
- I believe that the district facilities should not be open for community use.
- The "bidding" process results in lower-quality vendors being awarded the order, which results in slower service and even "higher costs. This very thing happened with one of my most recent requisitions. I had good net prices from a good vendor, but the order was divided between two different vendors and ran almost \$300 higher and, I am still waiting for the supplies - over two months later.
- Our computer class (Career Tech) does meet the needs of those students who are enrolled in them, but across the board, many students in other classes (academics, etc.) are missing out. Many academic teachers and some elective teachers are not yet computer literate and not every class has computers available as of yet.
- There is so much red tape involved for so many things - - even to purchase basic supplies for the classroom, and it takes forever for them to arrive.

- The staff development hours required by teachers every year wears everyone out literally. This most certainly takes away from time and energy needed for creative planning for the students and classes. More planning times needs to be allowed, and less staff development.
- Many good teachers are in our district and work hard and smart every day, but there are others who wouldn't last two days in the real world - excessive absences, incompetence in their field, lack of caring and yet, they are allowed to go on and on, year after year.
- Money has been wasted through mismanagement of funds and selection of poor construction companies. Students, faculty, and staff suffer when more money is used to repair problems that were never repaired originally. Too many central staff personnel. Too many titles and not enough workers. Too much unnecessary paperwork takes time from planning. Students, teachers, and principals are great. Board and central staff need to be replaced.

Appendix E

NARRATIVE COMMENTS

(PART-8)

- Simply said, the educational performance of DISD is sporadic. There are good teachers, good facilities, and good equipment, but it is not uniform and consistent and overall is poor. I say this as a parent who has four children in this district. Science, Math and English are the most inconsistent subjects. AP classes are great, but not all teachers who teach them are capable-their kids don't understand them. Often, the overall school is so focused on TAAS that the excelling kids feel embarrassed by the school. The emphasis is so remedial. There is also a bias in public view that only the TAG and the Arts are any good (this is held by colleges too). With such a bad public view of DISD, it is hard to get good PR and a positive momentum going. Unfortunately, the big problem to keeping good teachers is the hierarchical, authoritarian, outmoded factory mentality that reigns in DISD.
- Instead of the district and the state being proactive with the problems of an urban inner-city clientele, they're non-productive, non-academic behavior is tolerated so that by high school, many students are seriously behind. You cannot make up for eight years of non-academic time in the four years of high school. The inertia of laziness is entrenched and teachers spend much time fighting students' unwillingness to work, then are punished for high failure rates. You can either dumb down curriculum or be dishonest and pass on incompetence to avoid looking bad. This is the big dilemma in this district. This is terribly demoralizing for teachers. Without effective phone systems in place to notify parents of tardiness and non attendance and enough staff to phone non-English speaking parents as well as teaching parents how to help kids have academic success-all the burden falls on teachers to stop the high drop-out rate in High School. I know other districts with less of an urban population have these basic systems in place so teachers can teach. You cannot deal with basic discipline problems with as little staff assigned to that duty as we have. There must be a consistent, effective, proactive discipline policy from kindergarten through high school and there is none. Without this, our schools will continue to struggle.
- I think once society, district, and students realize the importance of teachers, the education process on a whole will increase. We need to start with correct and proper compensation and respect. This is key to a better learning capacity.

- Media involvement in our district has encouraged our school board to develop personal agendas that promote them instead of our children.
- Teachers are discouraged from working in our district because of the negative attention we get on TV. Meanwhile, teachers that are in the DISD continue doing a good job with little or no public recognition.
- The furniture in teacher's lounges is old with rat holes in it. The building is very dirty especially the baseboards on the east academy hall. Security personnel are being friendlier rather than monitoring the students; thus, hallways are often crowded.
- Our principal and many others and teachers are committed to the task of all students learning the skills they need. (Some younger teachers are just going through the motions, but they are the minority.) Some administrators have more of a negative hit list attitude rather than working with teachers to improve their skills in educating students. They create low morale! Most administrators at our school, especially our principal and current dean of instruction, are effective and provide encouragement. While morale is not what we would like it to be, it is so much better here and is progressively getting better.
- District lines of communication are not what they need to be, to say the least! This is one of DISD's major problems-others include benefits, getting answers to questions, payroll problems, loss of documents, transcripts, degree/certification, etc. Several people, in our building with Master's and even a Doctorate are being paid on B.S. levels despite repeated attempts at corrections-even the school has a hard time getting things corrected "downtown."
- There is poor Internet service especially at our school. District admits that a problem exists but solutions are only temporary.
- Not all classrooms have computers, yet there is not enough technical staff.
- There are not enough certified teachers and too many students having subs or poor teachers.
- Too often, Science/Math/Language classes are too large due to shortage of teachers. Some IPC classes three years ago had more than 40 students. With block scheduling, most teachers meet 160 students, approximately 200 students per semester, one-half of those every other day.
- The building has leaked for about 30 years. Roof leaks have not been successfully controlled for any length of time.
- Living in Dallas, I read the paper and hear the flack on TV that always relates our problems to the public. Administration and Central Office (including the superintendent) aside, I see a group of dedicated teachers everyday. These teachers care about every student and teach their hearts out. Yes, some things would be

easier with help from the top, but we are in the trenches doing our job regardless, and the public needs to be informed about these troopers!

- The problems at DISD are too numerous to count. Until they start fixing at least some of the key issues, turnover will remain excessive.
- This has to be the most disorganized district. The board does not seem to concern themselves with the education process. Through this process they lost insurance coverage for the district, and we are left with a temporary fix. We have horrible insurance and the cost has increased and employees are being forced to pay for the district's mistake by having us pay extreme insurance premiums. The board is unfriendly and only concerned in their personal growth and not the growth of the district.
- This is my 26th year and I am very discouraged. The administration is not together on decisions. They do act as teacher advocates. Some students are more in favor than others. Counselors give erroneous information to students, like scheduling them into wrong classes and ignore rather than act on student complaints. I have 35+ in every class I have to meet in the Foods Lab. It is very dangerous with that many students. The material I need to teach is now mostly inaccessible. The harassment of teacher is nonstop.
- DISD doesn't meet our health insurance needs. The educational performance is very low. The school's morale and teacher's morale are improving after three years of a bad principal.
- DISD needs to shape up their program for the betterment of the students and the teachers.
- DISD lags behind another school district that I worked in while living in another state. The insurance benefits were better and were paid for by the school district. A small fee (under \$100.00) was added for full eye and dental care. I am also disappointed by the apathy of the school board. All members should be removed and a new board made of retired teachers, and parents be elected. We are also not paid in a fair manner. Steps are not a fair way to pay teachers. Also, we are among the lowest paid educators in the metroplex.
- The educational performance of DISD is amazing. While the school board has fought, sought their own "personal glory" and hired incompetent, unconcerned superintendents for the past four or five years, the teachers have held the "business" together with dedication and their own pocketbook. We have not received quality training on how to achieve success with the TEKS, but have continued to give quality education with no guidance or information!

- The children are taught four basic things about eating, but why is the cafeteria selling junk food and why does the principal allow this? Teacher assistants sometimes take over for teachers that are absent because the substitute teacher didn't come. Sometimes teacher assistants teach for more than a day, a week, and a month. When the teachers object the principal gets upset and threatens to fire teacher assistants who are underpaid and overworked. Sales clerks earn more than teacher assistants. Principals take advantage of teacher assistants. Teacher assistants are treated like property of the school principal.
- I believe very strongly if they are to take over a classroom, teachers' assistants should be paid double. It is not their fault that the principal couldn't find a teacher for that day, or week, or a month. This has happened in this school for three years. A teacher goes on maternity leave. The substitute teacher cannot come. Then a teacher assistant takes over. Just like the teachers, they are underpaid but also abused by the principal, and the teachers who should protect and assist a professional should be teaching.
- Teachers and teacher assistants should be paid better and should not, in their last golden years, spend in fear of not having money for care. Many businesses should get involved in providing salaries for teachers and teacher assistants' benefits.
- The district doesn't care about students or staff, especially our school board. Every year there are major changes from administration down and nobody seems to know what is going on.
- All schools are not maintained with the same consistency across the district.
- The members among school board have affected the morale of teachers. How can the district be so critical of teachers when there is no leadership to pattern after? If the district is going to expect what it expects, then we need a new board to set higher standards.
- I feel DISD could be better managed and served. I feel the district is too large and should be split up into smaller districts. Yes, we have districts one and two, etc., but all are still governed under one roof. Schools do not get the same treatment throughout our district, this is unfair to our teachers, administrators, students, etc. We need help!
- I am very new to the district, but upon talking with my grade level team, it appears that DISD is on the right track. New programs are being examined to better prepare students for academic success, evaluated, and implemented when necessary. Training in effective teaching methods is also offered.
- Teachers and students are not a factor in the major decisions of this district. I believe in order to be more effective this must change. Teachers, parents, and students must be a part of the decision-making process.

- We have so much testing and paperwork to do, it's unreal. I realize testing is important and must be done, however, how can we continually be testing? When do we teach? We're constantly being flooded with meetings for this and that. Things and situations are stealing my teaching time that I owe my students. I get paid to teach so that these students are ready for the next grade level. When some of my students don't master the objectives that need to be mastered, I am not allowed to retain them!
- A personnel needs more employees to effectively hire new staff. Principals have a hard time hiring because of the overworked personnel staff. The personnel staff does not treat new employees nicely.
- The administration needs to spend more than two-months opening a new school. Hire more cafeteria staff!
- The educational performance of Dallas ISD is lacking in a lot of areas. One of the main reasons is probably due to high teacher absenteeism. Giving any employee ten days off a year in any business is unjustifiable. Any such business could not survive. I've spent nine years in public education as a teacher and/or coach. Out of these nine years, I was absent one day to go to a funeral. The cost for substitutes is staggering. Dallas taxpayers have to bear the burden for this and city school taxes are unjust!
- As a Dallas ISD teacher, I believe the administration spends too much time implementing curricular and programs for "show" without considering the load and additional strain placed on teachers. The fact that Dallas ISD implemented FOSS kits, everyday math, and McGraw Hill in one school year and it doesn't even support the Dallas Reading Plan shows lack of planning, management, and consideration on the part of the administration. I think they would rather say, "our schools use this, this, and this" and "not our students have improved!"
- Dallas ISD is so big with a central administration that cannot get organized.
- A personality questionnaire should be administered to people who deal with teachers, especially for the workers in Employee Benefits who are so rude and impatient.
- There should be an accountant-vice principal who should handle not only behavior problems but stay on top of budgeting and fundraisers.
- The Campus Leadership Program needs to be headed back to the principal. Teachers do not like this program. When we meet, we don't seem to have time for planning.
- There is too much documentation for everything. Teachers have to give busy work throughout the week in order to do office required forms, etc, profiling for TAAS for instance, when all we need do is to concentrate on teaching. We know already who can pass or not.

Why do we need to profile? There is too much bookkeeping for nothing. Grades are the only bookkeeping I like to keep.

- TAAS is the requirement and drive in all grades K-12. If the TEKS are vertically aligned why is this necessary? In Dallas, teachers can be moved to new grade levels with little or no prior notice and then given no support. Alternative certification teachers are not required to continue their studies and receive Master degrees in Education.
- Poor salaries, safety concerns and inadequate insurance are forcing me out of a job I loved.
- I feel that Dallas is doing an injustice to its' teachers. Most teachers in Dallas feel like second-class citizens. One of our main concerns is pay. It is very hard to live a decent life on a teacher's salary. Dallas is doing a poor job of retaining good teachers. We have six new teachers in our building and four of them have already stated that they will not be back next year.
- I know the teachers in my building are extremely dedicated, yet they are considering pursuing other professions because they are not able to provide a good life for their families.
- Secondly, the benefits are horrible. We cannot afford to be insured by the district. The insurance has tripled this year. Last year the cost to insure a family was about \$300, this year the same plan will cost about \$900.
- We are in desperate need of your help! It is time that someone heard our cry and stopped talking about helping us and actually put your words into actions!
- We love teaching but yet we just can't afford it!
- I am a year five teacher. The turnover rate is about every five years. I am seriously thinking about leaving the district. I now realize why the turnover rate is so high. I feel overwhelmed. We do not get paid enough for the work we do. In addition to all this, our health benefits are a joke. My husband receives better benefits at a lower cost and he works for a small company. How is this fair? I don't feel as though we are valued in Dallas ISD. We do the work, yet we get treated like servants. I would love to be asked what I think of new programs. I am the one who will be instructing, after all. Public schools in Dallas ISD will never be efficient until we clean up and start giving teachers more power. People complain about quality, well...you get what you pay for. Don't expect teachers to perform miracles while only paying them \$30,000 a year. We, too, get tired and worn out. When you feel exhausted and look at the \$2,000 you're bringing home, you decide to quit. You may disregard what I have to say, but it is honest and from my heart.
- As a 22-year veteran of Dallas ISD I am delighted to share my thoughts on my employer. For years I have defended the district because I felt it was maligned in the press and by outsiders.

However, every year this gets to be a more difficult task and this year it is impossible. The administration at 3700 Ross Avenue cares only about themselves and whatever trite work they do to support their existence. They don't have a clue as to what teachers really face on a daily basis - tyrannical principals, unresponsive parents, and facilities that are in disrepair. Teachers are treated as a throwaway commodity. Administration never seriously looks at why teachers leave the district, a particular school or have excessive absenteeism rates. The administration doesn't care about insurance because their salaries afford them the ability to pay for any increase. Some of them even have their insurance paid for. What makes administrators so much more valuable when they do nothing except thrust their whims of education upon us? I am not valued as an individual let alone a professional. I am a successful teacher, yet year after year I see my ideas become less and less important to the educational process. I have no regrets about teaching because I know I have touched lives. I only wish I had left this district years ago. I am counting the days until my numbers add up to 80.

- I am a new teacher to this district and also my first year teaching. I am really upset with the current conditions of the schools and how we do not have the necessary materials to start educating our students. I am really not happy at what I have experienced thus far. I believe a lot of things can be done. Maybe to start off, split the district down. It certainly isn't being run efficiently the way it is. I am also very upset with the current medical insurance situation. The person and/or people responsible for this oversight need to be replaced. In the meantime we must suffer financially.
- The class sizes in Dallas ISD are a detriment to the education of our children. The schools should be forced to comply with the student/teacher ratio, and no waivers should be granted.
- Warehousing 25 to 30 low performing students in the classroom is no way of putting the kids first.
- I think Dallas ISD cares very little about education. I don't have enough desks or books for the kids in my class. Materials are slim, copiers rarely work, and books are delivered one-half way through the year. Teachers get paid very little, health insurance is a disgrace and there is no respect for teachers.
- The school district seems to have all sorts of money to adopt programs or other things but at the individual schools, we never have enough supplies or we are expected to spend our own money. We spend too much time documenting what we are doing instead of teaching. We do not have enough time to prepare. Too much time is spent on discipline. It is too hard to get help for students that need it. Too much time is spent on passing the test! Cheating is going on to make sure that schools have "high" test scores.

Morale is very low among teachers. The insurance crisis is the last straw for the employees.

- Equipment, books, and computers are either in poor shape or outdated. Our school is dirty with teachers often doing the sweeping and mopping. There is high tension with gangs and racial problems; discipline is weak!
- There are some excellent programs and excellent teachers in the district, but "top heavy" administrators, poor planning, and lack of facilities handicap them. Money is not well utilized in this district.
- There is a strong need for help within the personnel office of this district. Either people in that office don't care what they're doing, or don't know what they're doing.
- I teach at a magnet school, which was given funds to purchase equipment in May 2000. We still have not received the bulk of our instructional equipment. Only after a court order and a court monitor visit to the school did we start to receive materials.
- Our school board recently selected a new superintendent whom I feel is going to try very hard to turn things around for our school district. However, I feel our school board and the community need to support, instead of fight the superintendent. I feel that the education needs of students in the Dallas ISD have not been met due to the mess downtown at the Central Office. Students with special needs are not serviced due to the district making up their own criteria for placement. Programs have been taken out of schools (wood shop, auto shop, etc.) to provide avenues for those students not going to college. College prep courses are not adequately meeting the needs of the college bound students. Grades for students are not accurate. All failing students receive no less than 50 percent instead of grades actually earned. I feel this is a great disservice to these students.
- I have been with this district for almost 25 years. It is filled with hard-working dedicated teachers and staff members. The central staff is a joke and many have literally been stealing money from this district for years. This is a well-known "fact". Our crumbling ancient buildings, lack of supplies, adequate support staff, poor maintenance of facilities, etc., speak volumes to the waste or outright theft of our tax dollars.
- Some area superintendents do not support Gifted/Talented programs and there are no directors for these programs either.
- There are few computers, even fewer printers that work. Internet is slow or non-working 99 percent of the time.
- Dallas ISD teachers are dedicated and run the schools. Unfortunately, Dallas ISD administration is sub par, unethical, non-professional, and "using" dedicated teachers. The future looks grim.
- The performance of Dallas ISD could be better.

- Some schools have computers; others have nothing. Schools need to be treated equally.
- Instead of a raise that is taxed, why not provide supplies and equipment?
- We're afraid to put computers in the portables because they're stolen so frequently.
- The air quality in the building especially upstairs is so poor, teachers and kids are frequently ill. The temperature in the building is not regulated. The heat can stay on until the room is over 90 degrees while another section is too cold. It's a miserable atmosphere to work in.
- Dallas ISD is a difficult independent school district to look at. Things at the micro level are better than the macro level. The school board is always fighting. We can't find a decent superintendent, and probably would not hire one if we found one. It would be nice if certain things were taken care of, like bidding on insurance coverage so its employees continue to have health insurance.
- The teachers need to be respected by the school board!!!
- The district is top heavy. Fifteen to twenty-five percent of administrative staff should be eliminated.
- Teachers should be allowed to teach students rather than prepare them for TAAS. A "specialist" visiting my room told my students they didn't have to know how to read to pass the math TAAS. What a message!
- Too much emphasis on TAAS. Since the beginning of the school year student achievement is focused on TAAS objectives and strategies to "Beat the Test". I am in search of a job where teaching revolves around the child.
- The Dallas Public Schools have endured five superintendents in five years. The common denominator here is the school board. They do not operate as a "body corporate". They are driven by egotism, greed, jealousy and ignorance. School council meetings at elementary schools have more decorum and dignity than any school board meeting. Until something is done to rid us of this group of misfits, only the teachers, support staff, and God can help the children of Dallas.
- I believe the administration and school board have real problems. Especially the school board. They are a laughing stock in Dallas because of their political agenda. They are not taking care of the business of educating children!
- The class sizes are not adhered to. There is overloading of some kindergarten classes by up to 29 kids per room. The portables are despicable; not repaired or painted in the last six years.
- There is a lot of good in the district and especially on my campus. Devoted, creative, intelligent people; team players - on the front

lines. I'm a third generation educator with 25 years experience in the private and corporate sector (personnel, purchasing, and training in the service industry). I went into education well aware of the difficulties. I have never, ever on any level of business or bureaucracy seen such an ineffective and inertia retarded organization or structure as 3700 Ross Avenue in my life. The greatest asset of Dallas ISD is dedicated support staff and teachers. The new AP program is great. The TI involvement is great. The lack of any decent top management and consistent personnel policy is a crime to a taxpayer like myself (\$1,800 yearly to Dallas ISD). I am told that \$2,700 out of every \$5,800 the state sends per student goes to administration. That's called a felony in most countries and many states. I'm all for accountability checks and balances, control - but not double standards. Even Charlie Brown is eventually going to quit trying to kick the football.

- The dollars you are looking for will never filter down to the teacher classroom level. Too many "layers" prevent all but a drop to get where it is needed.
- Dallas needs to get itself together. Pay us good and you will see a different attitude.
- I cannot get electricity in my room to run four new computers, which are still in the box. I have screamed and jumped up and down for over a year.
- Dallas ISD has wonderful students, parents, and teachers, but our efforts to advance academic excellence are often hampered by the "downtown" administration. The incompetence and chaos that are exhibited by the school board overshadow the work, struggles, and triumphs that the children, teachers, and parents encounter daily in Dallas ISD in the pursuit of education. We have many of the tools necessary for excellence but lack the leadership.
- Teachers get a raise, but insurance rates are hiked to take care of the so-called raise!
- The following areas listed below are in need of attention: Health Insurance for employees; Pupils that do not qualify for special education, but are not functioning at grade level are "Shadow Students"; Teacher Salaries; Additional computers in the classrooms; overcrowded classrooms; insufficient amount of textbooks.
- This district does not plan for the future the way other districts do. Why not Dallas? Every school I have taught has been incredibly crowded. Housing developments are mushrooming everywhere!
- This district ignores children with dyslexia and provides no sort of program. Children leave our school who will never read close to the appropriate level. They will never receive the correct training to overcome their problems as long as they remain in Dallas.

- District insurance (health) could be improved and pay reduced; they are numbers.
- As a whole, I think the teachers in Dallas ISD have maintained poise and contributed greatly to maintaining the districts standards. Our students continue to excel in spite of the administrative challenges we have faced in the last four years. We need to be recognized and compensated for our efforts during these times. We need now a better way to meet the new "data" driven age. We could also use smaller class sizes overall.
- I feel that numerous problems exist for Dallas ISD because of the board/superintendent "clashes". Right now is the big issue of insurance. A very important benefit that teachers deserve without having to fight for.
- My only hope is that someone that cares will really read this survey. I hope the next time I get the opportunity to provide feedback it will be more positive because of changes made due to your survey results.
- I am a dedicated teacher. I have some students that are not thoroughly academically inclined. The district needs to create programs that teach skills or "hands on" curriculum for those students thus have a hard time with academics. Students need to feel successful.
- There is an unrecognized gap between agree and disagree. Many teachers, but not most, are computer literate.
- My biggest concern is with not having qualified substitute teachers and placing AC teachers in critical situations like first grade. First grade is the foundation for reading. We desperately need to make the teaching profession more appealing so we will get enthusiastic, well trained teachers.
- We need more pay. Texas should not be ranked so low in teacher pay!
- Dallas Public Schools is in need of new leadership. We need a person who is knowledgeable, morale, fair, committed to excellence in education, wise in spending, honest and compassionate to the needs of teachers, students, and all other employees.
- We also need a board that can abide by what they expect of other district employees.
- The feeder schools to Boude Storey Middle School are not preparing the kids for secondary education. They come with very little skills; writing simple sentences, math and copying skills. The students can't copy from the board. They won't bring their books and other materials to class and when they are reported nothing is done. Our feeder schools have been caught by the district cheating on TAAS. When I received this mailing, it was open.
- I love and respect the district. I wonder if it feels the same.

- As a district Dallas is average with its gains on the standardized test and state test. The teachers teach, but when you have frequent interruptions during instruction time you deprive the students.
- Why is it a big deal to refer a child who clearly doesn't function on grade level; two grade levels below?
- Why are principals hesitant on retaining children that are two grade levels below? Title I is helpful but it's not enough for the growing population of children with poor social and academic skills.
- The snafu about Health Insurance is a disgrace and affronts the teaching profession.
- At this time there is no Pre K curriculum guide in Dallas ISD. We use the kindergarten curriculum guide but our needs are different so therefore we are lacking in this area.
- Our building facility is very old but our whole staff is very dedicated from the administration to our custodial staff. We, teachers and students, experience an unusually high number of upper respiratory illnesses. The building is not vented at all. The heat and AC flow through the attic picking up whatever is above there with the old insulation. We have four bathrooms for over 657 students, and at times they get plugged up and must be closed. Quite often one can smell the sewage in the hallway or outside the building. The students do not have a playground at all. The four Pre K classes perform physical activity (P.E.) in the classroom; there are no slides or other equipment and running is not allowed. The children do not experience outdoor activities at school.
- Our library is very limited. Older students do not have sufficient access to resource materials and there is no local library or bookmobile. Our school is not separated from Dallas ISD but it certainly is not equal.
- About insurance - Teachers should have equal opportunity to have state or federal insurance benefits. We have HMO's, dental, and vision but still pay dearly for all services because our insurance does not cover the charges so we are paying for worthless policies at higher rates than people in private industries.
- I am optimistic about the new superintendent but I am finding that every year I work for Dallas ISD my salary does not keep up with other professionals. Many good teachers are learning to explore other salary options.
- This form proves difficult to answer if answering on the basis of the past couple of years.
- Professional, experienced, well-educated teachers need to be better utilized.
- Teachers need their own classrooms. Some classes have too many students and others have too few.
- Years ago classes were better balanced as to the number of students.

- More teacher input would be helpful.
- Some buildings still have asbestos in ceilings and mold in the air conditioning ducts.
- Dallas ISD needs more classrooms and teachers.
- Get rid of the current school board! Pay scale is out of whack.
- When I left the district ten years ago, it was much more organized and business-like. The people at personnel were friendly and helpful, and went above and beyond to keep the records updated. Now, they are rude, have little or no knowledge of teacher compensations, longevity rules - - - nothing. I am really embarrassed at the whole school structure that appears to have fallen into a confused state.
- You have personnel at the Personnel Office who cannot elaborate on Career Ladder, Steps, Benefits, or Service Record information.
- I believe as a teacher in the Dallas ISD I am doing an excellent job in my classroom in spite of the lack of computer technology and the lack of superintendent leadership in the last six years.
- The district is and always has been top heavy with "do nothing" bureaucrats. These people are entrenched in Special Ed programs and shuffled into the Drop Out Recovery programs when they were gotten rid of elsewhere. Dallas ISD took a great program for Dropout Recovery and screwed it up with lack of leadership, leaving running these programs to the principals who know nothing about these kinds of programs. They were given no training or model to follow. Some of the same programs are O.K., while others are understaffed and dysfunctional.
- Lack of security on school grounds causes every weekend to become a time for vandals to use the school's walls as a canvas portraying gang slogans and cursing.
- Internet in portables is unavailable; portables are constantly being broken into.
- Administration/parent/student relationship is not very active.
- Administration is very unstable with many superintendents and racial tensions among board members. **NEED REORGANIZATION OF DALLAS ISD!**
- It is a sin and a shame the way this district is run! **OBVIOUSLY**, someone is making a profit from all of the corruption within this district. There is yet to be a major focus on angry people (board members) who are angry about students not getting all that they can. The reason why students only do so much, basically the minimum, is because the "district" gives them minimum consideration! If this is just another ploy to pretend you are concerned and want to make drastic improvement then, God help you sleep with a clear conscious. **BUT**, if you really are going to get this district on the proper educational track, then God Bless You!

- Administration is horrible, irresponsible and nobody is ever responsible for mistakes they make, which are frequent.
- Every year we are told conflicting information from our principal to do this, then don't do this. It's annoying, frustrating, and confusing.
- The morale is low. At my school, we can't copy enough, we need permission to laminate- it's ridiculous.
- New adoptions and books are never here on time. We went six weeks without a reading program because the warehouse only has two trucks.
- Teachers need to have more control in their class. Students and parents are not being held responsible.
- First grade at my school has one television that can't be moved from the teacher's room because it was donated by an outside source with the stipulation that it does not leave that room. So if the other teachers would like to view something and this teacher doesn't, it's too bad. Why can't we all have TV/VCR/DVD's? We got \$1,000 for high attendance and I asked for a TV but I haven't heard a thing from the principal. She decides all of the rules and our input is not asked for or it is dismissed as though we are children. The children are treated more like adults.
- Educational performance is greatly impacted by the students' commitment to doing wrong and defending improper behavior. Our ability to improve educational performance is severely impacted by this pervasive attitude. Students that do not value education contribute the most to the district's lack of luster performance on standardized tests.
- For all that we are required to do, I believe we, the teachers, are treated as second-rate by our district and state management.
- There are too many departments with their own agendas. There are too many useless, time consuming meetings. There are no set programs. Every year there is too much money wasted on the "flavor of the moment." All of the lead reading teachers need at least three years in a TAAS grade.
- Pay your teachers and cut the superintendent's and administrative salaries.
- I feel that some teachers are not qualified to teach what they are assigned.
- I have seen children forced in Special Ed right before the TAAS test in order to not count in that school.
- I don't think a lot of kid's deficiencies are caught in time for them to master the objective of the TAAS test. This happened to my daughter in Dallas ISD. She was cheated.

Appendix F

STUDENT SURVEY RESULTS

- A. Overview
- B. Tables (Survey Questions)
- C. Narrative Comments

STUDENT SURVEY RESULTS

Dallas Independent School District Management And Performance Review

(Written/Self-Administered)

(n=2,092)

Two thousand ninety-two (2,092) students in DISD completed and returned surveys. The district distributed surveys in only junior and senior classes.

More than one-half of the students (56 percent) were female, and less were male (44 percent). Only 11 percent were Anglo, while 40 percent were African American, 43 percent were Hispanic, and 2 percent were Asian. Another 4 percent classified themselves as "Other."

When asked about their classification, one-half (50 percent) of students were juniors and 50 percent were seniors.

The survey questionnaire had two sections: a multiple-choice section and a comment section. The multiple-choice section asked students their opinions about seven of the 12 areas under review. The seven areas covered in the survey were:

- Educational Service Delivery and Performance Measurement
- Facilities Use and Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security
- Computers and Technology

The comment section asked students their opinions on the overall educational performance of the district in general. The review team has summarized the responses for the multiple-choice questions below.

Educational Service Delivery and Performance Measurement

Most students felt the educational program moderately meets their needs in the district. Almost half (50 percent) of the students believed the educational program meets the needs of college-bound students, and about the same percentage (51 percent) felt it meets the needs of work-bound students.

Students felt that most educational programs are effective. Those programs receiving the highest ratings included English/Language Arts (84 percent), Social Studies (77 percent), Science (78 percent), Writing (77 percent), and Mathematics (78 percent). For special programs, students felt the most effective ones were Advanced Placement (68 percent), Gifted and Talented (61 percent), and Library Service (56 percent). However, less than one-half of the respondents felt the following programs were effective: Student Mentoring (37 percent), Career Counseling (40 percent), and College Counseling (42 percent).

Only four out of ten (39 percent) respondents said that DISD provided them with a high quality education and a similar number (37 percent) said the district has high quality teachers. Almost one-half (43 percent) of students said teachers seldom leave their classrooms unattended. More than one-half (58 percent) felt they had access to a school nurse when needed.

Facilities Use and Management

Students had mixed opinions about school facilities. Forty-eight percent of survey respondents disagreed schools were clean. Regarding maintenance and repair, more (43 percent) students felt the district promptly and properly maintains buildings and the same amount (43 percent) felt the district handles emergency maintenance promptly. But 48 percent disagreed the district repairs buildings promptly.

Purchasing and Warehousing

In general, students had mixed opinions about purchasing and warehousing in the district. Over one-half (52 percent) percent of students disagreed the district textbooks are in good shape. Almost one-half (48 percent) said there were enough textbooks in their classrooms. Almost two-thirds (61 percent) of the students stated that the textbooks were issued in a timely manner. And, almost two-thirds (62 percent) felt the school library meets the students' needs for other resources.

Food Services

Overall, students had mixed opinions about food services in the district. Over one-half (57 percent) of respondents felt the school breakfast program was available to all children. Nearly two-thirds (64 percent) of students thought they ate lunch at the appropriate time of day. Almost one-half (41 percent) of students said food is served warm.

But, over one-half (59 percent) disagreed cafeteria food looks and tastes good. Over two-thirds (70 percent) disagreed they had enough time to eat. Two-thirds (67 percent) disagreed students wait in food lines no longer than 10 minutes.

Less than one-half (43 percent) of the students felt the cafeteria staff is helpful and friendly. And less than one-half (42 percent) felt cafeteria facilities are sanitary and neat. Almost half (49 percent) of the students said campus staff maintains discipline and order in school cafeterias.

Transportation

Only 26 percent of DISD students responding to the survey regularly ride the bus, so most had no opinion about transportation services. However, the students that responded to the survey tended to have mixed opinions about bus transportation in the district. One-third (30 percent) of respondents said their bus stop is within walking distance of their home. Similarly, only 31 percent of respondents thought the bus stop near their house was safe, while 34 percent felt the school drop-off zone at school was safe.

Only 18 percent of respondents said that the buses depart and arrive on time and a similar small number (22 percent) felt buses arrive early enough to eat breakfast at school. And 28 percent of respondents felt the length of their bus ride was reasonable.

Less than one-fourth (24 percent) of the student respondents said the bus driver maintains discipline on the buses and about the same amount (26 percent) said bus drivers let them sit down before taking off. Less than a quarter (19 percent) said the buses were clean, and nearly the same percentage (18 percent) said buses seldom break down.

Safety and Security

Students had mixed opinions about safety and security in the school district. Nearly one-half (48 percent) of students responding to the survey felt safe and secure at school. Less than a one-half (41 percent) said school disturbances were infrequent. Of those responding, 38 percent felt that gangs were not a serious problem in DISD. However, many students felt that drugs (50 percent), and vandalism (60 percent) were serious problems

in the district. Additionally, more than a third (40 percent) of students did not believe the district disciplines students fairly and equitably for misconduct. And, only 25 percent felt that safety hazards do not exist on school grounds.

Only one-half (49 percent) of students thought security personnel had a good working relationship with principals and teachers, and fewer (40 percent) believed students respect and like security personnel. However, only one-third (36 percent) felt the district had a good working arrangement with local law enforcement.

Computers and Technology

In general, students had mixed opinions about computer technology in the district. More than one-half (53 percent) of students felt computers were new enough to be useful for student instruction. But one-half (48 percent) of students disagreed they had regular access to computer equipment and software in the classroom. And, less than one-half (42 percent) of the students felt they have easy access to the Internet. A similar number (43 percent) of students felt the district offers enough basic computer classes and 38 percent felt the district offers enough advanced computer classes.

More than one-half (56 percent) said teachers were knowledgeable enough to use computers in the classroom effectively.

PART A: DEMOGRAPHIC DATA

1. Gender (Optional)	Male	44%	Female	56%						
2. Ethnicity (Optional)	Anglo	11%	African American	40%	Hispanic	43%	Asian	2%	Other	4%
3. What is your classification?	Junior	50%	Senior	50%						

Appendix F

PART B: SURVEY QUESTIONS

Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The needs of the college-bound student are being met.	7%	43%	27%	18%	5%
2.	The needs of the work-bound student are being met.	6%	45%	30%	16%	3%
3.	The district has effective educational programs for the following:					
	a. Reading	16%	57%	17%	8%	2%
	b. Writing	19%	58%	13%	9%	1%
	c. Mathematics	24%	54%	9%	9%	4%
	d. Science	18%	60%	11%	9%	2%
	e. English or Language Arts	25%	59%	9%	5%	2%
	f. Computer Instruction	20%	52%	14%	11%	3%
	g. Social Studies (history or geography)	18%	59%	13%	8%	2%
	h. Fine Arts	16%	50%	23%	8%	3%
	i. Physical Education	19%	48%	22%	8%	3%
	j. Business Education	13%	42%	29%	12%	4%
	k. Vocational (Career and Technology) Education	12%	37%	33%	13%	5%
	l. Foreign Language	15%	51%	18%	11%	5%
4.	The district has					

	effective special programs for the following:					
	a. Library Service	13%	43%	25%	14%	5%
	b. Honors/Gifted and Talented Education	17%	44%	26%	10%	3%
	c. Special Education	13%	39%	40%	6%	2%
	d. Student mentoring program	7%	30%	39%	18%	6%
	e. Advanced placement program	22%	46%	23%	7%	2%
	f. Career counseling program	8%	32%	32%	19%	9%
	g. College counseling program	10%	32%	30%	18%	10%
5.	Students have access, when needed, to a school nurse.	15%	43%	11%	22%	9%
6.	Classrooms are seldom left unattended.	8%	35%	24%	25%	8%
7.	The district provides a high quality education.	6%	33%	27%	24%	10%
8.	The district has a high quality of teachers.	8%	29%	28%	23%	12%

B. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	6%	31%	15%	29%	19%
10.	Buildings are properly maintained in a timely manner.	6%	37%	21%	23%	13%
11.	Repairs are made in a timely manner.	5%	23%	24%	28%	20%
12.	Emergency maintenance is	8%	35%	31%	16%	10%

handled timely.					
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C. Purchasing and Warehousing

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13. There are enough textbooks in all my classes.	10%	38%	9%	30%	13%
14. Students are issued textbooks in a timely manner.	10%	51%	14%	17%	8%
15. Textbooks are in good shape.	5%	27%	16%	30%	22%
16. The school library meets students needs for books and other resources.	15%	47%	16%	13%	9%

D. Food Services

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17. The school breakfast program is available to all children.	15%	42%	22%	13%	8%
18. The cafeteria's food looks and tastes good.	3%	15%	23%	24%	35%
19. Food is served warm.	6%	35%	20%	22%	17%
20. Students have enough time to eat.	5%	18%	7%	27%	43%
21. Students eat lunch at the appropriate time of day.	10%	54%	14%	10%	12%
22. Students wait in food lines no longer than 10 minutes.	8%	15%	10%	26%	41%
23. Discipline and order	7%	42%	22%	18%	11%

	are maintained in the schools cafeteria.					
24.	Cafeteria staff is helpful and friendly.	11%	32%	20%	20%	17%
25.	Cafeteria facilities are sanitary and neat.	7%	35%	27%	18%	13%

E. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	9%	17%	31%	17%	26%
27.	The bus driver maintains discipline on the bus.	6%	18%	63%	7%	6%
28.	The length of the student's bus ride is reasonable.	6%	22%	63%	5%	4%
29.	The drop-off zone at the school is safe.	7%	27%	59%	3%	4%
30.	The bus stop near my house is safe.	7%	24%	61%	4%	4%
31.	The bus stop is within walking distance from our home.	8%	22%	60%	5%	5%
32.	Buses arrive and depart on time.	4%	14%	62%	10%	10%
33.	Buses arrive early enough for students to eat breakfast at school.	5%	17%	62%	8%	8%
34.	Buses seldom break down.	4%	14%	69%	8%	5%
35.	Buses are clean.	4%	15%	62%	10%	9%
36.	Bus drivers allow students to sit down before taking off.	8%	18%	60%	7%	7%

F. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	7%	41%	19%	20%	13%
38.	School disturbances are infrequent.	5%	36%	29%	20%	10%
39.	Gangs are not a problem in this district.	9%	29%	25%	20%	17%
40.	Drugs are not a problem in this district.	7%	18%	25%	25%	25%
41.	Vandalism is not a problem in this district.	4%	14%	22%	33%	27%
42.	Security personnel have a good working relationship with principals and teachers.	9%	40%	34%	9%	8%
43.	Security personnel are respected and liked by the students they serve.	8%	32%	24%	19%	17%
44.	A good working arrangement exists between the local law enforcement and the district.	6%	30%	49%	8%	7%
45.	Students receive fair and equitable discipline for misconduct.	7%	26%	27%	20%	20%
46.	Safety hazards do not exist on school grounds.	6%	19%	41%	21%	13%

G. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47.	Students have regular access to computer	8%	31%	13%	27%	21%

	equipment and software in the classroom.					
48.	Teachers know how to use computers in the classroom.	11%	45%	22%	14%	8%
49.	Computers are new enough to be useful for student instruction.	10%	43%	18%	15%	14%
50.	The district offers enough classes in computer fundamentals.	7%	36%	22%	20%	15%
51.	The district meets student needs in classes in advanced computer skills.	6%	32%	28%	19%	15%
52.	Teachers and students have easy access to the Internet.	10%	32%	17%	20%	21%

Appendix F

NARRATIVE COMMENTS (PART1)

Please feel free to share your comments about the educational performance of Dallas ISD.

The following comments convey the student's perception of Dallas Independent School District and do not reflect the findings or opinion of the Comptroller or review team. These are the actual comments received for each focus area.

- I cannot speak for DISD district, but only for my school. Hillcrest High School has provided a very adequate education for me. Not because the Dallas school district is so incredible but because Hillcrest has been very lucky to have exceptional teachers and administrators. They have been able to take the minimal "education" that the DISD has provided and expand so that Hillcrest is a good school. From what I understand Hillcrest stands alone, and the other DISD schools are not quite so lucky.
- It seems as if the principals and teachers are closer to the bad students more to make sure that they are doing better. They don't even know who are the good students and we are left to take care of ourselves. They reward the bad students with smiles and pats on the back, but ignore the good students. If they would just take away the gangs this would be a really good school.
- I feel as if the teachers who are teaching classes today are not qualified for the job because some are just here for the money. As far as learning most of the students are not learning anything because the teachers here don't know anything themselves.
- There are several teachers here who do not teach at the right pace. These teachers are usually elderly in age (50+), and are teaching AP classes at a very slow rate of speed. They also have very little knowledge of the AP test.
- I disagree with the students who are not listening to the teachers and principals. They tell them not to write on the wall and they still do. The textbooks sometimes are written in or have missing pages. I don't understand why these students are doing these things.
- The teachers could do more to help the students instead of getting an attitude every time we ask a question. The counselors should be more involved with helping high school seniors and juniors with colleges. We should not have to pass the TAAS test in order to graduate because that is the only thing that holds some people back.

- The security is not that good because we don't have metal detectors that work. Other than that I am pretty happy with my school.
- I have had a few problems in my classes. There was one teacher who took time out to help me with problems that I had in all my other classes, and she even helped me with getting into SFA College. To me she was the one person who helped to get me a good education.
- Make a switch from books to laptops.
- I really like JROTC. The teachers are really nice and sweet. I think they deserve a raise.
- As a student of Seagoville High School I strongly disagree on the many acts of the faculty, and the way the violence is handled. My main concern is to help other students, like myself, get a proper education not only in all the subjects, but the main ones like reading and math.
- Our schools could look better and cleaner. No student should be denied attention that a teacher should be giving to students. Our classrooms are too small for the large number of students that are attending this school.
- I believe that we should have more funds put into the JROTC program. We should also be able to use a computer at any time when needed.
- Lunch food needs to be improved, and we need more time to eat. The computer situation needs to improve. Classes need to be smaller.
- The issue that I am most concerned about is the vandalism in the parking lot where the students park their cars. Why are we paying twenty dollars a month if our cars are not safe?
- Our schools can get really cold to where it is uncomfortable to learn. Our school is also very crowded. We need to add on to our school because there are too many portables taking up space on our athletic field. Another problem is that too much money is being spent on the boys' athletics rather than the girls. All the money goes to football, and our athletic director is not helping out with the girls.
- I want to know why school is so difficult in the Year 2000.
- I believe the educational performance in DISD is outstanding. I have learned a lot in this school.
- I think the only problem in our school is that there are no paper towels in the restroom to wipe your hands with after you wash them, and there is also no soap. Some classes need new computers.
- I don't think our school tries enough to teach us all they could to help us make it in the work place, or even college. I know that most of the students here do not want to learn but the ones who want to should not be punished.

- I feel that some teachers cannot maintain their classes and do not know the subjects that they are teaching. Also our teachers need to manage their time more wisely instead of piling up the work on us all at once and then expect for us to have it done all at once. The teachers also tend to "blue bird" students through the class so they can get them out of their hair. We need our teachers to care and take time to know their material so that they can help us and want to help. There is also a huge racial problem within the administration, which reflects on the students. I do not agree with having a black history month program. If we have that then we should have every other race-oriented program including white.
- I feel that teachers should also be tested on their ability to teach. If they are not able to pass certain tests or requirements then they should have to go through classes to help them.
- We have educated teachers but we do not always have enough materials necessary for them to teach.
- It seems that the students' needs and education are not the priority of the DISD. Instead, the logistics of the government in the district is to improve the quality of education that we receive. I believe that it is necessary to not only listen to what the students are saying but to actually execute the proposed solution in a timely manner. In addition, in order for the education of students to continue beyond high school, it is necessary to have support in the counseling department, specializing in college planning. In this way, the district and its schools can help students to reach their full potential, which currently is seldom met unless independently.
- I believe the W.T. White needs to improve their programs in the honors or AP classes. The school needs to raise their expectation for the people in the top 15 percent of their class. Also the halls are too crowded, I can hardly walk around without running into someone. College counselors need to be more knowledgeable about out-of-state schools. The Art program in the school needs to improve.
- The district is spending more time fighting and settling personnel problems. Someone has to run this district right.
- Basically, Dallas ISD has improved since recent years. Even though I have only been in the area for a few months, I have learned that there have been harder times.
- I believe that education is a well-rounded thing in my school. There is one thing that really bothers me; everyone is so concerned with race and discrimination. It seems as though people are more concerned with an equal number of minorities on the cheerleading squad than people dropping out. I am the minority at my school, but I am not treated like it. If I violate the dress code I get picked on, but if someone of the majority violates it they can get away with it. I don't enjoy people assuming that because of my race I am

superior to others. The concern of minority/majority is taking over education.

- I go to a nice school but the restrooms stay nasty and locked all the time.
- My school sometimes helps out students, but on the other hand they don't care that much for the m. To me, my school needs better discipline.
- I may not be able to speak for other schools because I have not attended their classes nor walked their halls. Yet the things that I see at my high school are simply appalling. I would like to share these things with you. Many people may be afraid to attend school because of violence and other fears; my fear however is the school collapsing. Day in and day out, the structure of the school changes. The walls are separating and the doors can no longer be shut properly because of the settling of the building. A building as old as this should not be settling or so physically deteriorated. The band hall for example is literally falling apart. One wall is just about fallen down. My sister who attended and played in the same band hall almost five years ago remembers it being the same. Why has no one come to repair this problem in so long? Must it fall upon someone before something is done? We may not have to wait much longer. In this year we have also had a different problem, flooding. Last semester the JROTC room flooded along with the wood shop room. These incidents are not coincidental; the two rooms are across campus. Water mains keep busting around campus for unknown reasons causing serious health hazards. The stench from these lines is enough to send someone home sick, and has. A teacher has been sent home sick at least once every year because the toilet in a nearby bathroom would overflow and the horrible stench would make her sick. Speaking of health hazards, there have been many complaints about the food. Everyone I know complains about the food, but these complaints are real. When I enter the cafeteria, I see people running to lines so that they may have the chance to eat in more than five minutes. I rarely have more than ten minutes of my thirty-minute lunch period to actually sit down and eat. It is horrible to wait twenty minutes and then at last sit down and eat cold or burned food. Once a week I actually get a warm meal: but when I do I only have minutes to eat, and no time to enjoy it at all. Once, I got a salad because I did not want the burned pizza they were serving, only to find mold growing on the pieces of meat! A friend of mine just this Friday was sitting down to enjoy a corn dog only to bite into it and then spit it back out. When she removed the breaded covering, the hotdog inside of it was frostbitten and had a greenish coloring to it. When she tried to tell an administrator, the administrator simply brushed it off. The health of a student is not something one can brush off. Are we not

students, who will be the future? Should we not be catered to and nourished so that we may continue the cycle? At one point in my life I never wanted to be anything but a teacher. Yet I see what the schools are becoming, and it has changed my attitude.

- Dallas ISD is a great district for learning, but some needs must be met. The purpose for DISD is to educate the students, and prepare them for college. This is not happening and it is a big problem.
- I think DISD should build more schools, have better teachers, classes, and have more security.
- In my school the food tastes awful and it is served cold. Sometimes I walk in the classroom and there's no teacher for the whole class period. When there's a substitute, they just sit around and have nothing to do. Brutality is mostly shown by the security. The principal we have right now is a good example of a leader. We need more freedom in our own time. More promotion to the soccer team. Teachers come to school with problems and even tell us about them and then get mad and express their anger on us. More information and options for our future have to do with our counselors.
- I feel this school meets my educational needs only because I care. However, those who don't care are put in the lower classes. This is unfair because the teachers don't even encourage them to care when it's their job because the parents aren't obviously going to do anything. Also, I believe that the Special Education class should be able to sit with the normal lunches because a few times they were allowed to and they enjoyed it thoroughly. I love the people at my school because everyone is so diverse. The school has also improved a great amount ever since we have gotten a new principal.
- When we have substitutes, can we please get subs that know what they are doing and know how to do what we are doing.
- I hope that with this survey you will take the time to change things so that they'll be better for students to receive a better education and learn more. I also would like the district to give students more field trips (educational of course), because some kids don't receive enough by being locked up in school all day. I believe we could give better results if we moved around sometimes.
- I find that some teachers don't seem as qualified as others. In the past, there have been problems with the schools, but for the most part the schools in the Dallas ISD are fairly nice.
- I believe that every teacher in a school should have their own classroom. There are some teachers at my school that do not have a classroom. They have to carry all their things around. They are not organized or prepared to begin class.
- I think that our schools should feel safe. Students should feel protected.

- I feel that Dallas ISD needs improving.
- I don't know about all of the districts, but SHS needs some improvement. The teachers are unhelpful, lazy, and don't care if we pass or not. Mostly in math, we only have one good math teacher with a good passing rate. All of the rest have 63 percent failure rates. One of my math teachers is foreign and I can't understand what he is saying, so therefore I can't learn.
- Dallas ISD has changed a lot since I've been in elementary school. I remember when everything was fine and safe and we actually kept one superintendent for a couple of years. Now that they can't make up their mind, which it's making Dallas ISD look bad and giving students a lot of problems. So what, everyone makes mistakes, but our education doesn't have to suffer over one little thing. I just think Dallas ISD could and should make things better like it used to be. Nobody even really cares about the students anymore. They are just worried about themselves.
- I think there are too many teachers in school who don't have patience. They don't like to take their time and teach the ones who learn at a slower pace than others. There is not enough mediation. Sometimes the teachers can be more immature than the students.
- We do not have enough foreign language teachers in this school.
- There is discipline in our school, but nothing to avoid things from happening.
- I think the teachers should have patience and consideration for the students.
- Well, I feel that some teachers are here to help us learn. They take time out to explain things and some even take time to talk to us about problems teenagers have growing up. There are some teachers that I feel are here to just get a paycheck. Some teachers are rude, inconsiderate, and not very understanding. Some teachers act as if they were never a teenager.
- I personally feel that we, the Juniors of Seagoville High School, should get at least five chances to talk to the counselor for college questions. Also, they should teach us how to fill out college scholarship forms. Some of the teachers do not care about the students, but the principals are nice and they respect us.
- We need more money.
- From, personal experience of going to two different school districts (Mesquite and Dallas ISD), I would rather go to a Mesquite school because I think their schools offer better opportunities. For instance, at West Mesquite High School, there are computers in every classroom; new computers that have access to the Internet, but at Seagoville High School, none of the classrooms have computers.
- Seagoville High School in my opinion is a very disorganized school. It is also overcrowded. I also think that the schoolteachers

should have to take some kind of personality test before they can teach as a real teacher.

- I believe that a teacher should be evaluated before being hired. I know for a fact that some teachers do not know how to work with teens. The teachers may have the education, but they don't have patience.
- The education performance is just fine. The arts programs need help though. (Band equipment, etc.)
- We always run out of food.
- I feel that being tardy is made out to be a big deal when it really isn't. At least we come to school. You should be thankful for that because we could all drop out and then where would you be? We get penalized for being tardy and that just makes us angry with the school and the faculty! If you are tardy three times it equals an absence and you weren't absent, just a couple of seconds late. Is that fair to us? No. If we are tardy so many times, which equals absences, then we have to go to court and pay a fine. That just doesn't seem right. Just because we couldn't get through the halls as many kids that are here. You shouldn't have to get a tardy just for being a couple seconds or minutes late.
- This survey is very important to me. I feel that the educational performance is really good but there are many areas, which students need more help. If a student cannot understand a teacher, then it's hard to understand the work. That is really the only problem. I also feel that the appearance of the school is very important. It's dangerous when parts of the ceiling are falling off. The toilets don't flush and the faucets run all day long. The majority of the student body would be very happy if these problems would be addressed.
- I feel that lunchtime should be an hour.
- Most of the teachers should care more.
- The teachers should give less work.
- I personally don't have any certain complaints but the food in the school cafeteria could use some work.
- The number of absences per six weeks or semester should be increased slightly; just for the simple fact that students cannot get to school sometimes and they shouldn't be punished for it.
- If you are trying to improve schools and give a better education to students, then punishing them is not an option. Also truancy should be taken out of the school system, because in some instances, they make you pay excessive fines for a crime you did not commit!
- Dallas ISD is a fairly good district, they should focus on every day teaching and the basics of the subjects instead of centering our learning around the "End of Course" exams, ACT, SAT, TASP, and most of all the TAAS. If they were to just TEACH their curriculum, than we should be capable to pass these test.

- I feel Dallas ISD gives us a good education. Most of the teachers are caring and will help us in any way possible. Fights do occur at our school (in the halls and cafeteria) but the administrators are quick to stop it. Although there are some problems with students, I feel safe attending my school because I believe the problems are solved quickly.
- We need more qualified substitutes. When a teacher is absent, they need to assign a sub that has some knowledge on the subject.
- The biggest problems are the restrooms. They should be checked on and cleaned throughout the whole day. The toilet paper should be refilled right away, because by the last period of the day, there is no toilet paper. And some toilets haven't been flushed. There is "liquid" on the ground and paper towels everywhere.
- The lines in the lunchroom are way too long and some students do not have enough time to eat. They also need to think about the vegetarians, because even the salads have meat.
- I have had the opportunity and privileges of having overall excellent teachers in my education in Dallas ISD. There have been a few situations where there have been teachers that are not qualified or skilled enough to teach a class I have had, but then again, I have been in the honors and AP programs. The teachers teaching these classes have been and are outstanding. We need to continue to have excellent teachers who really enjoy their occupation.
- The computers provided for this district should at least be somewhat more updated, but they are sufficient enough for classroom use.
- It seems as though the finances of Dallas ISD doesn't always reach appropriate places, but I'm fortunate for the experiences I have had.
- There are many qualified and professional teachers here at Dallas ISD who work diligently to advance their students in learning and knowledge. Yet, for as many excellent instructors that we have, there are still a handful of instructors who seem either inexperienced or uninvolved when it comes to teaching their students.
- I feel that the district needs to address the needs of everyone. There are many people graduating that are not ready to graduate because of lack of opportunities. Higher-level courses should be offered to everyone because those students get better opportunities and care. Many people are being left behind and when they finally realize it, they are graduating and have the whole world at their fingertips, but do not know what to do or where to go.
- Some of the teachers need to set a higher expectation for their students. Students need to be challenged. The lack of care in the students needs to be erased. However, many of the AP teachers at

my school do a good job and set high expectations. There needs to be more supplies available for education not only in science but also in other classes. Teachers in elementary schools should challenge the students even more by maybe teaching ahead of grade level and expecting more from kids.

- I feel that there are many points in Dallas ISD that are unfair and unjust. Many of the occurrences that take place in the classrooms with students and teachers are unknown and should be known.
- A large factor is the lunchroom. It is very unorganized and that is the main reason why students go off campus for lunch.
- I myself am a white senior and I feel that the administrators are much easier on my friends and I then they are on the black and Hispanic underclassmen. I guess I should be happy about that, but I feel it is unfair.
- At the school I attend, my family and I have been very pleased with the education I have received. I have taken all AP classes and have learned to ignore the ignorant people who also attend the school. However, my family is worried about my younger sister. She most likely will not take all AP classes. The regular courses at my school often are full of misbehavior and little learning takes place. Also, AEP is pointless. Students who are constantly in AEP enjoy their punishment; which means it is no longer punishment.
- My school has wonderful extracurricular activities. We are extremely lucky to attend a school where the administration is so concerned about its students, but a few small changes could be made (i.e. -better learning environment for regular students, AEP).
- Involved in the AP program, I have also attended some "regular" classes in which are at a very low level of educational value. Teachers should be teaching their classes not giving worksheets and assigning definitions to copy. They need to up the education level in the low honors classes because those students need to learn also!

Appendix F

PART C: NARRATIVE COMMENTS

(PART 2)

- In many ways I feel extremely lucky to have had the teachers I have had, but many of the other students I know have not been as fortunate. Many teachers simply do not teach. They give busy work. I also believe that the district needs to raise standards in general. The need to search out more students for the AP program and provide them with information about it. There are many students who could excel in this program who are totally unaware of it or are misinformed about it and so refuse to join it. I myself believe that I have received one of the best educations I could anywhere else.
- The district is doing a great job. However, I worry about the low performance on homework completion, writing, and reading skills. Also, the issue of drugs and vandalism is increasing which is my point of view. I would really appreciate more facility for computers in the classrooms and libraries.
- The Dallas schools do well in preparing students for either college or work after high school. Though the AP program is good as it is, it could become better by expanding the population in them. Our schools would be much improved if we used the AP marker, instead of the TAAS marker in order to evaluate each student.
- The Bryan Adams Tardy Policy is pathetic. No disciplinary action is taken on lazy, irresponsible teachers. The restrooms are only cleaned on special visits. Unless you are an AP student, you will get a poor education. Counselors do not tell some students that an AP program exists at all.
- I think the schools are in poor physical condition and the school makes the only visual improvements.
- Most honors teachers are wonderful, but the others tend to be negative.
- There aren't always enough books and the computers, even in AP Computer Science are not acceptable.
- College counseling is never enough, it always appeals to the lowest common denominator and never asks the students to push themselves.
- The honors classes are productive and insightful, but the other classes tend to not be focused.
- There are too many students who wonder the halls.
- The food is horrible.

- I think the AP program is very successful at Bryan Adams. The regular classes could use work in pushing students harder to reach goals.
- The Dallas ISD has good performance in Advanced Placement, but I believe that the regular classes should have more material in their curriculum.
- We need better food. If there are metal detectors and someone sets them off, then they theoretically should be searched. If not, then that is just a waste of time. Have more security especially in the parking lot.
- The school district needs to provide teachers with substitutes knowledgeable of the subject they are teaching. The cafeteria and bathrooms at our school are in poor conditions and need to be given attention too by updating the facilities as well as keeping it sanitary. We have excellent teachers in the honors programs, which has prepared the students to seek further educational needs.
- I feel that the education at which I am receiving is excellent. The district on the other hand needs to address the needs of more AP classes available during more periods.
- I feel that there needs to be a change in the cafeteria. It takes way too long to get food that isn't always hot and good anyway plus the prices continue to rise, which is ridiculous considering that I am compensating the difference for those with lunch cards.
- Some of the teachers employed by DISD don't possess a clue to what they are doing in the classroom. The students sign up for AP classes with no AP teachers to teach these classes. Most substitutes aren't exactly great either. However, most of my teachers are excellent because I actually have qualified teachers.
- The food in our school is not always appetizing. The computers do not have the Internet and most of them do not work.
- There is no toilet paper in the schools' restrooms. There are not enough tables and chairs in the cafeteria.
- The food in school is not good and sometimes is not cooked right. The cafeteria workers are mean and they said that if we don't get the milk we don't have to pay two dollars.
- There is a teacher in Molina High School who is very old. We talk and play all the time and that is all that we do. We don't learn anything in the foreign language class. Our principal knows that, but she always says it is okay because the teacher is old. We need all the old teachers to get out of the teaching profession because they get tired of teaching and also they put the grades and they don't look at the work.
- We need more computers in our school, more Mexican food, and more time to eat.
- We need more computers that will work and longer lunchtime.

- It is like prison coming to school and I only come here because it is the best school.
- Some of the books are old and the cafeteria food is nasty.
- We need more band equipment.
- We need better teachers.
- We need better food and hard working teachers who know how to teach.
- We need more security personnel on campus.
- The teachers do not care for the students.
- My opinion is that students in most computer classes do not have access to the Internet.
- The restrooms are sometimes clean, but the things you asked us were mostly not true about our school or district.
- The business classes need more fun activities and there needs to be less students in this school. And more fun elective classes.
- Our school is a disgrace to myself as well as my peers. Instead of busing people, we should save that money and invest it in freethinking activities.
- Make school enjoyable, I say we are overpopulated, under acknowledged, less likely to have success in school because of our competition at school. Do what you must to lock in donations and more money for your district, just don't waste the students time making us fill out these surveys if you do not listen to what we have to say and do something about it, if you're not part of the solution you are the reason for the problem.
- I don't ride a bus to school; I go to school in a car. I would like my school to at least add 5 to 7 minutes to our lunch period.
- Teachers and staff aren't friendly or understanding to one's needs. We need a better-educated staff of teachers. Prices for food should not go up. Some kids don't eat for that reason. I eat, but the food is not well prepared.
- I feel that the district rushes the lessons on us. Our teachers try hard to teach us as fast as they can to meet the final exam date. How can we learn 30 chapters in less than 30 weeks? Skyline is a big school, which means lots of children and unless you catch on real fast you are struggling. Teachers should make their own exams; they're the one's who know how far we've got, not the district.
- Well, first I think Skyline's restrooms need to be remodeled because they're very messy and ugly. I feel like if I had to be accepted in a good school the restrooms should be neat and pretty.
- The teachers should cut us some slack when it comes down to homework. Many of the times I don't complete my homework it is not because I don't want to, but I have no time whatsoever. Get better material for our clusters.

- I think teachers should give less homework, and ask the students if they have jobs after school because all teachers give homework on a certain day and it bunches up and then you have to go to work and one-half of the homework is unfinished and it's because I don't have time.
- I feel as if the district puts too much pressure on teachers so therefore they put lots of pressure on the students. They expect us to learn so much material by a certain time, some may memorize the material and some may not. That's unfair to those who cannot memorize the material. Me and a few other classmates do not have an Algebra II book. Why? Because the district ran out, or so they say. We have eight classes that we attend and each teacher expects us to care only about that one class. We have seven others to worry about. Some of us have to work for certain reasons. The only reason they pressure us is for the good, for us to pass our classes, right? Sometimes too much pressure can actually drive someone into insanity. Maybe that's why we have a high dropout rate. Some are not able to handle the pressure and I know that there will be more pressure when we go on to college. But we're in high school now; we haven't gotten to college yet. And when we do, will deal with it then.
- Our cafeteria food is good so I agree with that. But about the other issues, it should all change. The DISD is only worried about getting paid. And that is true because I know people that used to work in the DISD and they would tell me. The DISD can't even decide on hiring the right superintendent. That's just plain stupidity. I also have another issue. I know that the dress code is not a part of this survey but it could be. I agree with the short skirts and backless shirts but other things like hats or earrings or body piercing is not a big issue, those things do not distract people from learning.
- I am aware that many of my answers are negative, but I feel they are honest. Things in schools need to change. Why is it that Dallas has the highest paid superintendent in the United States yet has schools, such as mine, that has walls that are so thin you can hear the lesson in the other classroom? Why is it that the heating and cooling of the schools is so crazy that one school is freezing and another is sweating? There are many other things I would like to point out but I don't have time.
- I think DISD is a good school district, but I think more money should be given toward the schools and not toward worthless to say. I believe education prepares you for the future. But the regulations that we have, like classes we have to take shouldn't be, we should take basics but take classes that prepare our future.

- Many students go to college lacking math skills needed to be in regular classes. Many of the students are in AP classes and go to college and are in developmental classes.
- DISD schools are acceptable, but they still need work on repairing the outside and insides of the buildings. Also, better food and eating environment for learning and eating very hazardous.
- I love my high school. I would go nowhere else. However, there are certain aspects that are disturbing. I feel, personally, that there should be at least one computer in every classroom. In the generation in which we live, we survive on technology and its growing acceptance. How then can we not be exposed regularly to such technology? Excluding school wide. To me, that is a sign of an under-developed school district. I do not feel that there are appropriate "special programs" that we were asked about. Overall, I feel our district is lacking in certain basic, fundamental aspects. However, the people inside my school truly make it what it is.
- I think the performance is not good and that it could be done better. Our teachers are crabby and don't care about us or about our school.
- In reply to: feel that the restrooms should have doors and that they be remodeled. Also that cafeteria food should change every day, not have the same food every day of the year. As for the rest of it I'm getting a good education, and I have no problems with the classrooms.
- Need to quit changing the days we get out of school.
- Whenever there is a fire alarm, they tell us to ignore it, even though there is a real fire.
- School security is needed in school, not just one but at least two.
- I think it would be good if they put trash cans in the restrooms and soap.
- There is too much emphasis on homework and not enough on making good use of class time. Several teachers are very disrespectful to students as if students are not people. There are teachers that are respectful and that do take advantage of the class time provided.
- My bus stop is over a mile away from my house and I have to walk every morning.
- I feel as if our school hours should be from 8:00 a.m. until 3:30 p.m.
- Teachers put on too much work, which is very time consuming. I feel as if they pile on tons of work the week before final exams.
- At my school, we are overcrowded during lunch; we barely have enough passing time between periods, and our restrooms are very dirty.

- Teachers tend to cheat on grades. Passing you if you are on athletics and then failing you for the same performance as before, after the sports are over. It is not fair.
- Some teachers don't grade any work and just give a grade. A teacher doesn't let us see our tests after they have already been graded.
- I feel that a lot of the teachers are here to teach, just because they have to. A lot of my teachers hate being here and hate teaching us, which makes us not want to be here either and not be interested in what they are teaching. I think we should get better teachers, that are higher educated, who enjoy teaching. Students shouldn't be limited, a good-education if they can't afford the education of a private school, because this is what's happening. We should work on the busing situation, because the halls are too overcrowded.
- I feel that our school is not giving us enough knowledge.
- Need to cut down on all of the drug problems. Too much whooping, hollering and carrying on in the halls.
- The halls are too crowded during the passing period. Large group of African Americans block the way for people around the lunchroom, especially white students. And their language is very derogatory.
- I think the halls are too crowded and that even when teachers say they are preparing us for college. I have heard they haven't, but college is harder than high school students imagine. I think that some teachers are doing a great job in educating us but some aren't. I also think teachers need to want to be here to make the environment for the students likable. Teachers who don't want to be here give students a negative attitude about school. Teachers should want to be here, maybe by paying them more to make students want to learn.
- I think our schools are way overcrowded because of transfers. I also disagree with the announcements being in Spanish and English. We are here in the United States where English is the main language. I think Spanish is unnecessary.
- I think that our cars in the students' parking lot are not safe. We pay \$70 to keep our cars in a parking lot that lets our cars get broken into. What's the point of us paying the parking if our car is being vandalized?
- I believe that I speak for a number of students in regards to the terrible food service here at school. We are not given ample eating time and, when we do sit down; we eat the most disgusting food. Why can't students eat nice and appropriate food? Please increase our passing periods. There are so many kids at this school. The administrators don't take into account how many kids we have, but they really don't seem to care. Tardy Freezes are ridiculous. Some of us really have reasons for being late or tardy.

- I have to mention one thing, the new tardy policy here at W. T. White is working well, Wow! They've decided to extend a minute to each passing period, but if you get five tardies in one semester you get parent conference this is waste of time for students because we have to wait in the cafeteria during "tardy freeze" for at least 15-20 minutes. When we could've been only 5 minutes late. It doesn't make sense. I also think seniors should be able to leave campus for lunch because as you can tell from the survey - the food is gross, I go hungry until afternoon.
- Students in the Honors program receive a better quality of education overall than those in the regular graduating programs. For the most part, the best teachers teach honor classes reducing the quality of the education to other students. Also teachers are allowed to teach when they do not have working knowledge of the material they are responsible to teach. Fine Arts classes are often underfunded and lack the proper supplies to use in class. Metal detectors are not used properly and no one checks students who arrive after the final bell for any dangerous items. Security is at its lowest throughout the day.
- The new tardy policy isn't working; there are too many conferences and it is wasting our valuable time to learn. Some of the principals are unfair about this. The walkway to get to school from the student parking lot is about 3-4 minutes away. And this has caused many, many students to be late. Some teachers, like my science teacher, don't teach the subject. The school needs to be cleaned. Everything looks dirty and old. The food also needs to be checked because it tastes horrible.
- I don't like the officer, plus the bathrooms are always dirty with no toilet paper.
- The Arts department need better funding.
- I feel that DISD is a wonderful school district to learn in.
- The boys restroom does not have any doors.
- I think we should have more time to eat at lunch.
- I think they should have more people in the lunchroom to monitor the kids skipping in lunch lines. I think the assistant principals should not be mean to some students. I think they should stop taking our red and blue shoestrings because some of the shoes come with those colors. Also, I think if kids who have their coats, should wear it because it keeps them warm. They should not do this to us. I also think the principals is very cheap.
- There are some very good teachers here at Spruce, yet there are also a few who should never have been given a classroom. I must also say that I am left wondering about the authenticity of this survey. Most surveys are done so that they can be sent through a scanning machine and then have an area for comments. Not many

districts have so much time on their hands that they can read surveys.

- The education in DISD is good, but there is always one teacher that is not doing his or her job, in my case this is not a problem because all the teachers I have are good, nice teachers that after a while one learns to love. One of the problems we do have is the cafeteria food, at times it is warm but at times it is cold. That is about all the problems we have at our schools.
- There needs to be several changes with the time we come and get out of school. Furthermore, the new DISD policy about if you fight or quit school, you will be gone for 180 days. I believe that is really a waste of time.
- We don't have enough time to eat. By the time we are getting our food the bell rings. The school is infected with bugs, roaches, and other creatures. Also we have no access to the Internet. Only about 15 computers in the school have the Internet.
- I feel that principals, as well as some teachers, concentrate more on students' dress code and not on the educational process. People focus on the wrong things and this is very frustrating. I also feel that we, at Spruce, have teachers that are uneducated and are just here to receive a paycheck. This makes it hard for us students to learn when the teachers can't teach us themselves.
- Personally, I feel that there is a need for more law enforcement in the schools and on the school grounds.
- I think so far that our school district and our school alone is doing fine.
- Our school counselors are rude to all students. They are not very helpful about the students' future.
- North Dallas High School has been very outstanding. This school is showing good responsibilities and well in academics. I pray that it will continue this way.
- I think that we're doing okay, but we need to improve a lot. Like better restrooms with toilet paper and a door, more books and computers and some field trips for the deserving students.
- I don't care about what goes on at school.
- To comment on DISD, I would have to say it is the cheapest school I have ever been too. I mean North Dallas High School is the first international school in Dallas and I really think we need money to help us get what we need. I mean I personally like computers but we have POS computers and we are just starting to get more programs but it is taking too long.
- All of the classrooms don't have computers. We have access to computers but not all the time.
- The food is terrible and served cold or sometimes burned. Sometimes hair is found in the food. It's a shame that students have to eat food that's horrible.

- I feel that the educational performance is not satisfactory.
- The cafeteria problems are really the main concern now. The food is frankly making people really sick. The food isn't thoroughly cooked. It is cold, filled with grease, old, and very unhealthy.
- The educational part of school could be improved, some classes don't even teach required materials for the ACP exam.
- I believe that in order to have good conduct from students, the faculty and staff must not treat us like animals. There are still students who want to learn. The technology of certain DISD schools is very poor.
- I feel that the principal of the school would first get his office in order then he might have something to say, but either or otherwise, he must first start running the school and stop letting the asst. principals tell him and the students what to do.
- It seems like the teachers don't have enough control over their classes. They do unnecessary things to make the classes behave. Students are talking and other students can't learn and at the end of the six weeks the teacher is ready to flunk the whole class.
- Is there any way DISD could have more Algebra, Geometry and Math teachers that explain what lesson they are teaching us?
- The assistant principal suspended everybody for nothing.
- Well, first the school is very old it needs to be fixed. Second of all the cafeteria food is the biggest issue in the whole entire district. The food is so terrible that some students get sick of it. The hot food is cold and the cold food is warm. This is not very nutritious. The school food is not healthy to eat.
- We need more security in the parking lot and out of the school and we need more security on the streets near from the school.
- I think that in the school we should have more security. The bus should not be so crowded. It is not safe to have three students in one seat.
- My comments are more security and better foods.
- We need better cafeteria food and we need some replacement in our classrooms because this school is already too old. We need more access to some computers in classrooms. We need to start having computers because we will never learn how to use them for the future.
- I feel, as with anything there is a lot of room for growth and development. I think more time should be given for the student during lunchtime, enough time to get lunch and enough time to eat.
- I am pleased to see some things shared with the students about the educational performance. Many times teenagers believe that they have a say in their education this survey is a minor token of the districts concern.
- I think the 6-figure salary that the non-productive school board "suits" make is ridiculous. The money they make should be cut by

about 25 percent. Cutting just 4 persons salary would allow for improvement of 100 percent. Think about the kids. If you downtown can't get it together for the high schools, at least try to put more money and help into the elementary school. That's where it counts. Once they get to high school, it is a little late in the formation of the child's education and character.

- A longer buzzing period between classes would give students a chance to relax, and focus more. Also, because I have a block schedule, a break in the middle of class would be appreciated.
- I feel that overall the educational program in DISD is good, but they have a weak social studies department
- Great teachers at Booker T. Washington needed.
- The cafeteria needs better food and the prices are too high.
- It would be nice to have a better choice in our cafeteria food, have more choices; in other words, if you give the cafeteria food a change, leave the fiesta salad alone.
- Try to change our food because we get tired of the same food everyday. I think everybody gets tired of eating the same food everyday.
- I think we need to remodel. This school is way too old; we don't have enough space, and we don't have enough equipment in the classroom. And last but not least, the school is too crowded.
- Need to do something about the food in the cafeteria.

Appendix F

NARRATIVE COMMENTS

(PART 3)

- I feel that it would be better if we the students had two lunches instead of having breakfast in the mornings, because we are usually running late and sometimes, we don't get to eat breakfast. We could probably have our first lunch or nutrition after our first class; then our second lunch after the third class period. I think that students would be able to concentrate more on their studies and not on the food or lunchtime.
- I am glad that I'm in this district. I think that I have learned very much through the years.
- I think the district is not doing such a bad job. But it should put more emphasis in school violence. I don't want to wake up tomorrow to go to a funeral of one of my friends or family because of school vandalism.
- My comment is that Spruce is not a very bad school. If everyone just come together as one and stop trying to outdo one another.
- I don't really have any comments about the educational performance of Dallas ISD.
- Well, to me, I feel that we should be treated nicer and not like animals. Personally, I'm ready to get out of school, because what is the sense of going to class when you don't learn anything but how to sleep.
- Here at H. Grady Spruce, improvements have not been met. I would like to feel secure at school. Metal detectors aren't cutting it. Sometimes the air conditioner breaks down and doesn't work. We don't have enough supplies in my biology class. We need supplies.
- I think it can help because the district would know how students feel.
- We need better food, fewer students in classrooms, because there are too many students in one room.
- Make good decisions and nobody like Hispanic people especially the teachers
- Well, sometimes students bring or have guns in school, principals and teacher are not helping students in reality. Teachers don't like me and say bad stuff about me.
- I think there has to be more discipline to give the important facts at a subject. Sometimes we don't look at all the topics of the subject, as they are in the books. I completely disagree with the class schedule because an hour and a half, when sometimes the first 30

minutes are a waste of time taking roll, hushing, and giving introductions. I hope you'll take care of my opinion.

- We need to have time to buy lunch and still have time to eat. The next issue is to have the whole entire district wear uniforms and including the teachers.
- Education is good, but the food isn't.
- I have all the programs at my school, the only thing I disagree with is that I can't continue with my education because I don't have a Social Security number. I'm accepted at any college.
- Need more efficient Math teachers, and they need to actually care about the students, or at least try.
- There are lots of things that I disagree with. We need better healthy food and more tables and chairs at the cafeteria. Also we need more time to eat. Sometimes security is too strict and disrespectful with the people that don't make trouble. They are not fair. We need more desks and more space in the classroom. The classroom and the school itself are too crowded.
- It is horrible, I am not proud to say that I'm graduating from a DISD school. It is a disgrace. The misconduct in the superintendent's office leads to misconduct in the school. It is sickening. The system is backwards.
- As a senior, I have to survive from here out, I am a little indifferent; although, I do worry and have concern for the future and present students.
- Since I do not know much about the district; I answered these questions about the individual school.
- Advanced Placement classes should have certain requirements that students should meet before enrolling. Too often, I am in classes with students who are not "AP Material."
- Instead of asking whether or not security personnel have a good relationship with the administration and principal, ask whether or not the teachers respect the principal. Whether or not they think he is doing a good job. Also, AP teachers are overall very good, but some history teachers should not be teaching AP classes.
- Asking questions about the state of the district, the students who attend presumably one of its educational institutions does not make a whole lot of sense. Quite frankly, especially considering the events that have surrounded our superintendent position. DISD is almost a joke. Band lockers are sickening; approaching a time where standards are gradually being dropped lower and lower every year, overseers who should, by law, know how truly to do so. Educational students alone in DISD, and the detached suits on Ross Avenue can continue to cause as much controversy as they'd like within schools, but in the approaching years I certainly hope things can start to straighten themselves out. In short, things are going to get rough in the next couple of years or so, and I hope

district officials can forget themselves and their paychecks long enough to remember whom they are working for.

- To me the main thing that is wrong with this school is a cafeteria lady, gangs, and drugs. Kids can smoke drugs before and after school and some are still on school ground. I don't feel safe because of the gangs. I believe security is needed to protect us and to protect our belongings, but this is not the issue. Security does nothing for the school but to check the students in the morning.
- The computer classes don't let anyone use their computers when needed.
- Lunch hour needs to be extended. Lunch is too short and the cafeteria is too crowded. Also not enough food for every students.
- I think the school that I attend needs to have better teachers.
- The lunches need to be just about 5-10 minutes longer. And, the counselors need to do their job or get a new one.
- Some AP classes are too crowded.
- I can't speak on behalf of DISD, but I can speak for LHS/HLMS. The AP program is not that strong but improvements are being made.
- The cafeteria is not very nice including staff and the food. Repairs are not fast. The building staff may put tape on something and tell the students to go around the problems.
- I think the Board should really look over the Purchasing and Warehouse, Food Services and Facilities Use and Management and do something about the problems in these areas. And hopefully make a difference for the upcoming students.
- How can someone teach me the fundamentals I need, they're on a lower level than I am. It seems as if anyone can become a teacher now a days.
- I feel that unless you really want to learn, no one will make you.
- I think that Dallas ISD needs to examine and rethink their practices and principles of educating. I think that our opportunities are very limited because Dallas ISD focuses more on athletics than they do on academics.
- The educational performance in DISD is okay. I have been challenged, but then again I have not. I believe we could use stronger teachers and more who know how to take control. I see a lot of opportunities and things out there for students that we could do. I believe we should experience more and take on more challenges everyday.
- Counselors should really be counselors and help the students, and DISD should really have more programs for writing.
- I think that DISD's educational performance is non-existent. The education is horrible and if I had to do it all over again, then I would transfer. I think that the Board down to the teachers need to

get it together and we all need to buckle down and educate the students.

- I think that the school district is trying to do better, but I feel that there could be some more improvements.
- On some days the school seems like the way that it should, but other days you don't want to be in the school with all of these misbehaved children.
- The instructors in DISD should be challenged. I disagree with the level of intelligence of a 10th grader.
- I think that we need more materials like computers, books, materials for art class, and other kinds of things. Also, better food with more proteins, like house food. More than less, we need a better education.
- I think that all the students need to start with the computer in each class. It will be easier for all students doing their assignments. We need a computer in the English class. Is very important for the students to have a computer to learn more.
- This school is very good, but there are only a few problems because the students need more education, and the teachers need to be more intelligent. The computers are very important because our future is surrounded with computers. Technology is very near and students need to be prepared for the future.
- I don't eat lunch sometimes because the food is so nasty. Cafeteria needs improvement big time.
- I want to ride the bus sometimes, but the bus is way too crowded.
- I think the school should buy some computers for each classroom. The biggest problem is that DISD pay more money to the downtown people rather than spending the money for necessities.
- Is important for students to have more access to the computer.
- Everything is all right except the lack of computers. There are only few classes that have computers. So this is a big help for some. But other classroom does not have computer but the class is computer room. Majority of the computers are not working. Please help.
- I'd like to have better teachers and a better education. Education is the most important thing.
- I think that it is important for the students to learn the technology.
- I feel the educational performance of Dallas ISD is good.
- Well, I strongly disagree with the lunchtime. The food is horrible because the food is the same everyday, and the line is too long that students don't have time to eat.
- I think that we are supposed to have a computer and Internet in each classroom.
- Stop busses. I think drop off is too far from the house of the students. It is very dangerous for the students to walk in the dark in the morning and walk about a mile going home.
- We don't have a computer in our English class.

- I think that the school has good teachers and provide good education. Education is the first priority but it is not coming out that way.
- I want to have a computer in each classroom. All students need the computer to help them with their homework.
- DISD is doing a great job, but I think they need a little more money to buy the supplies and equipment that teachers and students need.
- Some of the principals do not have a good attitude. They discriminate against students. Principals do not have a good personality.
- I think that they should give lunch at nine in the morning and that they should let us leave at 2:30 p.m.
- The school is good but I don't like the food at this school, please change the food. Food is the same everyday and not very healthy.
- I think the school needs to have a more secured parking lot. That's the reason the students pay for parking and pay for security to protect our property, but our cars are still being vandalized.
- Please buy a new food because this food is very old and nasty. Buy new equipment to better our future.
- We need more things for sports. Also, we need more lunchtime and better food.
- Education is good. School is good but needs improvement in the cafeteria.
- I feel there is not enough considerate administration within our district. Also being named or recognized at the very bottom of our district doesn't mean we should get thrown any and every principal, assistance principal, administrator, or students, that say they want to work or attend our school. Teachers have serious records and students have serious crime offenders "leading us." It is not fair, considerate, or honest of the district to allow such characters in our school, our safety academic success and future are at risk. Please consider visiting us personally.
- There is too much focus on being boss between our assistant principals and teachers. If a teacher has been here longer than the new assistant principal and offers help, I believe the teachers' assistance should be accepted and not ridiculed.
- I do not believe a student should be counted totally absent if they come to school 30 minutes tardy. He/she can gain as much as he/she would have if the 30 minutes were added. Class is seldom begun within the first 30 minutes.
- We are often informed that we are a low-performing school at the bottom of the district's working budget because of the area our school is in, and because we don't care enough to work for what we need. But once we make up our minds to actually do work on an area work is needed it always has to be approved by the district,

but because it takes so long the students lose interest in doing the work.

- There are several teachers who are not effective in teaching. There is often a miscommunication between the teacher and students. But when we try to inform our administrators no one believes us. No one follows up on what the students report. Nor does anyone care to counsel or take time getting to know us who have or cause trouble. First find trouble, to first in out the problem, and second to help resolve it. Everyone from the principal to the teacher is more ready to write up a referral and suspend us whether we are repeated offenders or not.
- The one thing that really gets to me and I think is ridiculous is the 180-day rule. If a student does something, and it might be their first time, they are kicked out of school almost the whole school year. This goes for seniors as well, who work hard the three years before. Another thing, is students being sent to court for absences or tardiness. This is just taking away the money we already don't have. Some students are absent for a reason. When they excuse them, the office sometimes forgets, and now they are not counting it by the days, but by the classes missed, this is stupid.
- I feel the students don't have easy access to the Internet. Especially in the library. Library should be the biggest help, but it does not work that way.
- Our AP Government teacher was out for six weeks due to assistant principals' power trip. We were stuck with a substitute. When we asked if he would be back and when, we were not given a definite answer. We then asked how we would be prepared for the AP exam, we were told to look on the Internet for our help and to go to the library. The class is only a semester. We are not prepared to take the exam. Also, many of the bathrooms stalls do not even have a lock. People have walked in on me three times so far. Also, the ESL students are treated unfairly.
- I can't speak for the DISD, but as for my school the one problem that concerns me the most is the sanitation of bathrooms. All in all, the appearance of the school is good. Another thing that I greatly consider a factor to be looked upon would be the money (budget) that is used being swindled or not put to proper use. And lastly, the attention put toward the seniors who are college-bound rarely seems to exist. A time and a place for upcoming college for aspects should really be made more public.
- I feel that they need to improve a lot to make the district a comfortable place. They should pay attention to the High School of Oak Cliff as much as they pay attention to the schools of North Dallas.
- Considering the fact that I go to one of the many DISD schools. I can only speak for my school. The one most important and

necessary item in this school is computers. The access to the Internet here is very limited. Since DISD did make the rule, it is a DISD matter.

- Need more computers in the classrooms and need better communication skills for the future
- I believe that the district does not fund my school properly, and the administration is lacking. Supplies in the classroom are few and what we do have is old and outdated. Some rules recently enforced go beyond the limits of school authority. Seniors have no privileges at this district and we are not rewarded for our accomplishments. Extra curricular activities are not properly funded and we literally are just getting unfulfilled promises. Maybe this will not affect me because I am going to graduate. But I want these people after me to prosper and I believe that you can help. Everyone is so unattached and throw this problem elsewhere. DISD needs to take responsibility. Also, I believe that we spend too much money on the superintendent and other leaders. We need the money here. We are what matters.
- I feel that only a small amount of teachers are actually qualified for these jobs. They also have very negative and un-motivating attitudes. Another problem with DISD schools is that there are not enough honors programs for students. It seems as if the bright kids are being discriminated against because we work hard. We also need better college preparation as well as help to get into college, such as college counseling. I honestly believe that if DISD students were more aware of opportunities presented to them with a college education, we would increase our college attendance rates.
- Some of our teachers and instructors are extremely helpful, while our counselors and principals show no real concern. For example, when I was having trouble and failing in class, my school told me it was too bad and I'd have to deal with it. I feel that she could have showed some kind of concern in this situation we do not have regular access to computers and Internet. Our building isn't in the best of shape.
- We need better-qualified teachers who really care about our education and who are willing to spend school hours to our advantage. Most teachers teach less than one-half of a class period, and test scores show and prove that teachers should pass a test before giving them the job, to see if they are qualified enough to handle teaching. Our district also needs more computer programs. Students can't afford a computer during or after school.
- Morning or during passing period the door where the metal detectors are located too crowded. People leave campus whenever they want to. The rules are not followed. Some teachers don't have the patience to teach kids that have too hard of a time.

- I feel the school should be able to have better things like computers and different varieties of food. Many students don't like to eat the same things over and over again. The computers up here are in bad working condition, no Internet, and slow. If you expect us to receive an education, then we need better tools to work with. Many of the agendas in DISD are behind other districts.
- The DISD is completely fortified with extreme hardships. The district prevents the rights of the students. No concern is given toward the security or welfare of the public schools students. Our principal can't even do his job effectively, efficiently, and promptly. All the students need a better education and to be fully equipped
- We need more educational program, field trips, good teachers that care, a better school, and a clean school. During the summer, they need to build another school for S. D. C. The cafeteria food is mess. It makes everybody sick.
- I think my school needs more computer access; like a computer room for students who need to type a paper or get the Internet.
- At my school, the library is hard to get into and type my paper. There is only one computer and then the person using it takes all day. The people who work in the library act like they don't want anybody to be in there. Also, I feel that our principal is a bad principal. He doesn't listen to our problems, he just wants to suspend you.
- Basically, I understand how the students destroy schools, but S.O.C. is very disgusting. We have janitors, but they are all lazy. We need a clean, healthy, and happy environment.
- I believe that the education can be a whole lot better if the schools were safe and protected. Also, if teachers teach better. Nevertheless, the education is somewhat able to be understood. If you have a non-responsible principal, there is something wrong with the school. We need to be more attentive and educative in today's schools and stop all the negative drama.
- The EP of Dallas ISD is good, but could be better. I wish I would have been here to attend the Dr. Napoleon Lewis Services.

Appendix F

NARRATIVE COMMENTS

(PART 4)

- In most classes, the teachers have good relationships with all the students. In some classes, the teacher shows favoritism towards a student and they really don't teach. Overall, the teachers and student relationship is good because you always learn something everyday.
- I think we should have more teachers that actually know about the subject they teach, and are able to teach the subject in a manner that helps the students learn. I also think that the teachers concentrate more on I.D. badges, dress code, and things like that more than they do education. Also, the teachers give us all these research papers and essay that they want to be typed and printed out on a computer and everybody doesn't have access to a computer, and the teachers have computers in their room and they want us to use them. What are we supposed to do?
- In certain areas, Dallas ISD meets some of the needs that are required. These areas are mostly met in extra curriculum classes or cluster classes. As for required classes, they are not.
- I feel that the educational performance of DISD could be better than it really is. The district has all this money that could go to something more than a lot of other things. The seniors and juniors should be preparing for the AP exam, SAT, and ACT, not TAAS that they have already passed all parts with high scores. Also, we could use more appropriate curriculum and more preparation.
- Well, personally I feel that the school can be improved, by spending more time on college material to help out freshman and sophomores, especially juniors and seniors. Also, counselors being as one with the students.
- Change dress code and have better food. Also, need to have alot of food, always running out.
- I really don't care about any of this stuff because I'm ready to graduate. I feel like it's too late to ask me these questions. You should have asked me when I was a freshman then you would have time to improve.
- I feel our principal doesn't do his job and he needs to be relieved of his duties, we also have administrators who bother people for no reason.
- I feel that DISD is mockery and schools are given money and attention according to their economical environment. We need a new school board of administrators who believe in a care for real

students. Selfishness is not needed for success. Until all schools are equally equipped with the essentials for higher learning, DISD will never rise to its potential.

- I think the principal needs to get it together. He needs to get to know the people he is surrounded with.
- Some teachers don't teach us kids
- DISD needs to get over the dress code. There are bigger issues than dress code. I believe schools should take care of the cafeteria problem then the next issue.
- I think DISD is not helping us students to get ready for the future.
- I think that there should be an improvement in the teachers and better lesson plans at this school. Lunch is not available for everyone and that's not fair.
- The school needs help.
- Well, first of all, I think that what we really need in our school is computers. We need technology to learn computers. Also, the restrooms are dirty. Someone needs to check the restrooms every few hours.
- I do have a few comments to share, the restrooms are sometimes very dirty, and sometimes don't have any toilet paper. Another thing, outside the school is dirty too. Trash can are overflowing. The teachers are great. I have to complaint.
- The educational performance of DISD is okay, but I think it could be better. One thing that could make it a better learning environment is to become one and focus on the education of the kids.
- The DISD needs to improve decision-making.
- The educational performance is good and bad in some classes. They could all be great if we did the work in class with our teachers, rather than for homework. I learn less when I take my work home.
- Well, I feel okay in this school. Some of the teachers are not good. Sometimes they don't know what they are doing, but some of them do a really good job. About the cafeteria, it will really help if balance food is sold.
- DISD needs to be more into technology especially at North Dallas High School. I just moved here a year ago and NDHS is really a behind in the latest technology and should try to improve all schools to give students the best possible education they deserve for public education.
- Overall, the education performance of DISD is good, but at times students feel neglected by the teachers and it should be a tighter bond especially between students and teachers because students must be taught in order to learn.
- This school and the rest of the DISD schools are great. Its just those small things that needs work on.

- The food in school was nasty. I recommend changing the menu everyday and make it look good.
- I think DISD should have a pre-medical class because at some school they don't have that. I would like to have a pre-medical class in my school.
- I feel that the food in the cafeteria most of the time tastes spoiled. A full stomach is what makes students want to learn.
- The schools bathrooms are nasty. We don't have any soap to wash our hands or tissues to dry them. Our lunch is over before it starts. Many students spend all of their time in the lines. Half of the time, security guards are harassing us or if they aren't doing that, they are doing the same stuff as the students. Our district needs help.
- Our computers are very old; the only new one is in the library. We hardly use it because of the overcrowding students.
- Our schools are great, although most of the time they are kept poorly maintained such as our restrooms. The staff is very caring, very helpful, yet the security staff is quite opposite. In addition, the cafeteria food is extremely horrible and prices are outrageous (considering the fact that some people have little money).
- In my opinion, the educational performance in DISD is good. I believe the period to period time to go to each class is too short. We need better food and a longer lunchtime.
- This was a good idea. You should do it more often or as needed
- Basically, the DISD is alright. I recommend that they offer more career jobs in school. For example, consider the magnet school with so many clusters that the students can choose from. These clusters can help them prepare for when they get out of school. Most importantly, the career jobs should be more involved in computers because computers now are the most influential to everybody.
- Although the schools need improvement, the students could also improve themselves.
- For the most part school is fine. If students aren't learning in class, then it is not always the teacher's fault. I also think teachers need to be paid more and shown more respect. I also think the school board needs to be run by the teachers because they know more about what their school and students need.
- The problem that I feel most strongly about is that students get fair punishment for misconduct. I disagree with that because some students do worse things than other students. Punishment policy needs to be looked at.
- I think it has improved this year but it still needs more improvement.
- We need more new computers and better food, stop serving food that is nasty.

- I hate this school because the teachers and students are not very friendly.
- Class to class is too crowded.
- We need more teaching on the math section especially Algebra.
- This is my first year in the DISD and in this area of Texas. I have had several problems this year. I have found that many of my teachers are uneducated, or not very wise in the subjects they are teaching. For example, I can teach my computer class as well as the teacher. Also, the science department is lacking in teachers. My AP Biology teacher is not good.
- I feel that there should be off-campus lunch and better Internet service
- Need better food that is real food, better computers in each classroom and a cleaner school. This looks like a ghetto.
- Some teachers do well in teaching vs. others just give us work and the next time we meet give us the answers; that's not learning. Some teachers don't explain the lesson well enough to understand the subject.
- I don't like the school because we get too much homework and not enough time to learn it.
- Four years in the same school. I do not like it because it is very uncomfortable. It is very dirty and not enough love for one another.
- Need better teachers in most of the basic classes like Science. Too much racism going on.
- The school is nasty and goes with the food as well.
- I feel good about DISD doing their job.
- I think that DISD need to hire teachers who care about their students and love to teach. Not just a teacher. He/she has to be qualified and I believe teachers should be tested also every year.
- To me education is the most important thing so I think we need more teachers in every school because sometimes I feel so bored in the classes. The substitute should be knowledgeable to teach what the regular teacher is teaching.
- The dress code is not satisfactory. We are not able to dress freely. They serve the same food over and over again. Changes need to be made.
- My comments are that we as students would like to have a neater school, good food, and most of all outstanding teachers that we can learn with.
- The counselors are not a good help. They are just concerned about the Anglo students and they forget about all of the Hispanics that need help to graduate and that need help on their classes. Also, they wait until the last minute and then tell what classes you don't need and already completed, and then the important classes that we need are ignored.

- Cafeteria needs to serve better food. Hot food for hot food and cold food for cold food.
- I feel like the performance of Dallas ISD educational programs needs are not met yet. I think the schools in DISD need to be improved in many conditions. The cafeteria needs to make sure they have enough food for all lunches if students cannot leave campus.
- Woodrow Wilson has fallen into disrepair. The girls' bathroom is in major need of new supplies. The school itself has missing tiles and a problem with air conditioning and heating. We also need more teachers for the core classes that are not Pre-AP or AP need to be more engaging. For example, a typical English assignment should not be drawing and coloring. It should be writing.
- I feel the service in the cafeteria could be much better. There is not enough food, the quality of the food is poor. They cannot even provide napkins to clean oneself. Each class does not have a computer and the ones that do, do not have Internet access.
- Most of the computers don't have printers that work correctly. The computers are always messing up. The Chemistry classes don't have a class set of scientific calculators. Therefore, the students have to provide their own.
- Yes, I have a lot of little comments that I would like to address. Although I will not be in school next year to see them addressed, I want to see them. I have little cousins and a niece that are in the educational system I want changed. If there are no changes, my brother will put my niece in private school. Has it come to this? Skyline High School in Dallas, Texas is in need of a change or needs to change.
- Skyline has the same food over and over, even leftovers. Cafeteria needs to serve better food.
- We do not have enough time to get to class.
- Have a nicer staff please with educational backgrounds.
- At Skyline High School the education is great, but as far as being a safe school, NO! Not enough time to eat lunch. The attendance office is unorganized. School should start earlier than 9:00 a.m. People in the district should worry about what's happening to their students instead of how much they are getting paid. Teachers should be paid more money instead of paying a superintendent all of the money. A teacher has more responsibility.
- I feel that this district would do a lot better if they would worry about the education the students receive instead of money. Hopefully, in the future someone will care about the students' well being instead of their self-gain.
- I feel that the educational performance of DISD is very satisfactory and I am very pleased.

- The school/classes are overcrowded. Teachers don't care about their students.
- I believe that we need better food and much more time to eat lunch. I don't like the tardy rules. That is, if you get five tardies, you have a parent conference. They also need to change the attendance rules.
- The dress code is very unpleasant. I think it will be easier to wear uniforms.
- There are not enough minutes between classes.
- I feel that it is okay but the reason why we have high dropouts is because every year it gets harder. It's getting to be like you can't have a life outside of school anymore.
- This is the sorriest district I have ever been in. There should be a new school board. The food here is awful and is full of crack heads. More money is wasted on something that is not important. The zero tolerance is awful. It should be erased.
- About the tardy sweep not fair, first time off the hook second time hits, third time parent conference. You shouldn't get hits just because you are late. Agendas should also be given.
- I really don't have any problems except for that we can't walk around the school without the thought of being suspected.
- To me, I feel DISD shows favoritism to schools in different districts by not evenly distributing money from what I see with my own eyes.
- My comment is that they need to clean the restrooms that are dirty and smell bad.
- I really don't have any comments except to say that my Business Communication class computer doesn't even work and that is a career field that I'm interested in.
- The students in DISD need more money so that we can get our lockers, school IDs, and agendas for free. A lot of students don't purchase these items because some can't afford them.
- The DISD schools need a little more money. I think that the football team gets all the money. Football player gets treated different than regular students.
- I feel that DISD has the kids who attend this school district paying for too much stuff and the prices are too high; at my school we have to pay for agendas. Some students cannot afford to pay for things. School supplies should be provided for all students. Parents are paying high tax money already.
- These teachers up here flunk students for no reason, and the students are fed up. We will not stand for this anymore.
- I feel that security is not safe around here because some days they check your backpacks and some days they don't care about what happens to the school that day.

- Need new water fountains, need more safety. Also, we need bigger portions of food and warm too. Need a cleaner environment.
- In the cafeteria, there is a lady who really concerns me. Everyday it seems as though she has dandruff, which looks as though it may get in the food.
- I think that DISD needs to do many things for our district; our school needs to be remodeled like other schools. Also, the first thing that they need to take care is the school cafeteria. The food is rotten and expired.
- I think you all really need to work on making our cafeteria room bigger and provide good food. Also, we need to have a bigger school because we never have enough classes, the rooms are small.
- Well, there is a lot of stuff wrong with this district, but there is one that is actually really bugging the youth these days, which is racism. Some students are treated differently from others all because of their skin color or the way they look. Some teachers don't listen to students' needs because they just don't like them because of the way they look and mostly because of the way they talk, without understanding that some of them can't pronounce some words because of their accent. In my opinion, what should matter the most should be racism, as well as these other issues.
- I think that this district needs some more friendly teachers. The school is good to me. So far, as long as I've been here, I have not been in trouble.
- We need a bigger school, more security, equal treatment for all the students, especially Hispanic. They need to check the food, it's nasty.
- In my opinion, I think what the education of DISD is okay. One problem is the food in the cafeteria.
- The cafeteria food is nasty and people who work in the cafeteria are mean to all the students. They don't know how to treat the customer and they don't have patience with us.
- I think the educational program is not really advanced in this school. And the restrooms and cafeteria always look bad and stink, the food is not always clean and warm.
- The education is great, we learn a lot but I get beat up all the time, and principal hardly does something about it. Teachers are very understanding. There are a lot of students that fight all the time.
- The DISD has to do something about the food that is served. First, the food is cold and I've found everything in my food. This is not very healthy, and States can just come in anytime to check the cafeteria.
- Security is needed and the metal detector needs to be checked every now and then.
- I think that they are doing pretty good, but some teachers are absent a lot of times and they don't teach the right way.

- All I need to say is that in my school the principal have preference for the football players and cheerleaders, and that makes everyone in the school mad.
- Restrooms are so dirty and our parking lot is really small. I am a student of Hillcrest High School.
- Hillcrest High School does not have enough stuff or staff?
- My opinion is they need to fix everything that needs to be fixed the campus.
- Well, I think the teachers should be more concerned about the students' work. Nowadays, the teachers just look at our work and if it looks good you get a good grade. Even though most of our work might be wrong.
- The parking lot is small.
- The school can't be called one of the cleanest.
- Cafeteria food is so horrible.
- Hillcrest High School is a good school, but there is something unfair to foreign learners every year students are forced to drop one subject in the middle of the year, and are told to choose another teacher that's not fair.
- Some teachers don't have any respect for students, especially teachers who teach seniors. They think that we depend on them and try to fail us in our senior year. The main thing is going on at Hillcrest is about people from another country. Teachers hate people from another country. And, students also have no respect for these people but the principals don't do anything to improve that.
- I'm okay with most of the stuff in the school except the cafeteria. The food is not good and it tastes bad. They serve the same thing everyday. I have been here for four years and I'm really bored with eating hamburgers all the time.
- I feel that DISD needs more work. Teachers rate students by what they need like the books. The school lunch room must be clean. The food is so old. Keeping it real, we need a good school and a clean school.
- Not all of the district Math teachers are good by passing or failing you, if the teachers like the student or not.
- I just want to ask a question. When are you going to clean the bathrooms and have more safety at Hillcrest High School?
- One of the things I think we need most are new computers because that computer that I used took one week to finish my project, one other student finished only in two days.
- I think that learning should be more fun, instead of listening to the teacher talk about what has happened. The student will learn faster by the teacher teaching the subject or the things that they're supposed to be teaching.
- I feel that the performance is alright but it can be better.

- I feel that we stay in school too long.
- I would like to say that my school doesn't have enough security. The food in the cafeteria is not good.
- The teachers should be more help when a student doesn't understand the lesson. The cafeteria should have more of a variety and be cleaner.
- There are many times that I don't agree on many things.
- South Oak High Cliff needs a new head football coach.
- I feel that students stay in school too long. The classes are boring and teachers do not make learning fun in which students have a better understanding. Most students say they just go to school so that they will not be given a fine. Teachers are starting not to care about the students, most of the time they say they are baby-sitting. The amount of credits to graduate is too many. The second period class, students need to get full credit because it brings down the GPA if not passed.
- One thing I don't like is that we spend too much time in school. I don't think that is fair. We get up early and we leave school late. I also think that some of the teachers are afraid of the students. If they aren't, they sure have a funny way of showing it. I think that we should go to school from 9 to 12, because students get tired around the last class and don't like doing anything.
- Well, my school is a good one when it comes to education, but it needs some help with the cleaning part. Also, many teachers are helpful and hardworking, so no problem with that.
- The school district should serve better food. They should repair all the damages in the school restrooms.
- For what I know, T. J is a very good school. I would really like to see more security, more discipline, and less gang. We also need more communication between school faculty and students. More career opportunities.

Appendix F

NARRATIVE COMMENTS

(PART 5)

- The cost of lunch should be cheaper.
- There should be toilet paper and soap in the restrooms.
- Have clean floors in classrooms. Put toilet paper in the restrooms. Guys need doors in the restrooms.
- Food is so horrible and the cost of food in school should be cheaper.
- More toilet paper in the restroom and a cleaner restroom.
- More time during lunch break and better food needs to be served
- Our restrooms need new doors and toilet paper.
- You should lower the price of food in the vending machines and the cafeteria line.
- Cafeteria food prices should be lower. Students should be able to go to buy food outside the campus. There should be doors in the men's restrooms.
- Strongly need computers and access to the Internet.
- Food needs improvement.
- Bathrooms needs to be clean and boys bathroom needs doors.
- Need some toilet papers in the restrooms.
- More time for lunch and need to serve better food. Change the menu.
- Toilet paper is needed in the restrooms.
- I think that we should have a little more time in class and more study time.
- We need more time to eat lunch. Lunch is too expensive.
- They need to clean up the restrooms.
- Teachers should have more time explaining the material they are teaching before moving to something else.
- Have more time for lunch. But most of all, teachers should be friendlier to students.
- The district is too strict and it is too easy for people to get in.
- For the students that are not born in America or in Mexico, DISD should have translators. I personally think that those students, including myself, would perform better and we would be more involved in school activities. Also, I think that schools should have dictionaries that could help us in learning new language.
- I think schools need to have better food, everyday is the same and cold.
- It would be great if people could help you when you are new and you have problems in integrating yourself.

- The food is very poorly made. The same thing everyday, the whole year.
- I came to the DISD from a private school, my freshman year. I have always attended private school. As far as I can see private and public schools are so different. All the attention in private is in you, but in public thousands of students vs. few teachers is not good. Less knowledge is what we students are getting in an overcrowded school or classroom.
- I believe the DISD should have better access to computers, teachers, principals, better buildings, and better programs.
- There are certain teachers that are here merely for the money and there are teachers that truly care about the future of their students. I've seen it as a student.
- I don't like the Math programs for kids that have special needs. In Math, there are not enough programs to choose from. All the teachers do not have the time to teach every student, we are often left out.
- Throughout my school years, I can truly say that I was well-prepared to go to college. I would recommend this district to anyone new to the area.
- DISD is good but could be better. Teachers could at least know what they are talking about. You need to have tutoring offered more than two days.
- Personally, I feel as though the main problem within the DISD is the faculty and staff and their attitude towards teaching and educating. Many do care about the children's futures but a vast few are caught up on a power trip. They are obsessed with controlling instead of educating.
- School needs major improvements in a wide range of areas. Us as students are lacking because of this.
- I think that DISD is a very sorry district and needs lots of help.
- School classrooms and facilities are out-of-date. Maintenance is poor.
- We need more computer equipment and to be able to access the Internet.
- Computers are needed in every classroom.
- DISD just needs to meet all students' needs because for the last few years they haven't done anything.
- The only thing that I think needs work on before I begin to have children and they start attending DISD is the discipline that is given. You cannot even walk through the hallways without being pushed and shoved, or if you are in a hurry, then you get criticism and possibly get into a fight because someone is having a bad day.
- I would say that the most important improvement that needs to be made at our facility is upgrades to our computers/network and increased maintenance on the units.

- I feel that students should have a longer lunch period, because some lines have more people than other lines, especially when lunch lines are being closed and one line begins to sell more than one thing, and a person has only a couple of minutes to eat. Also, passing periods should be longer. It is hard to go from the first floor to the third floor and to your locker in five minutes.
- The overall education offered in the DISD is adequate, but there need to be improvements made to make it a quality education. Computers are not the only solution to the problems. There are more problems than just computers.
- I feel that the district should check the teachers they employ, and that includes their tolerance and social interaction level with the age appropriate students they will be teaching.
- While many of my teachers are very good at what they do, about half of them would rather get me in trouble than teach me something and be my friends.
- I believe the performance of the DISD is fair, except that students do not have enough time to eat. And, expelling a student for many offenses minor or major seems to be the only type of punishment; you get sent home.
- Teachers are starting not to care about students and sometimes ignore helping the students when they need the most help.
- I think in our school is safely. The way I see my teachers work, they just want what's best for their students. I think we may get the best education in our school district at this time.
- There are not enough teachers to teach the classes. There are students failing classes because they do not have a teacher to teach them, when finals come, they will fail due to the lack of education not given to them.
- First of all, cafeteria staff are very rude. Lunch lines go really out of control. The food is so horrible. Students don't have any other choice but to eat what is in the cafeteria, which is not healthy.
- Everything is wonderful, it's peaceful and the food is okay but it can be better. Teachers are good and they are doing the best they can.
- I think that you'll really need to work on the food because that is very important and school food has gotten disgusting.
- I think we should have more computers in every classroom. Fast learning about computer but how can we learn when majority of the computers are not working.
- I think all teachers should explain more then what they do now. So we can be sure we understand what we are doing.
- I have attended DISD since kindergarten and I have been lucky enough to be in good schools with good teachers. However, that is not the case for all DISD students. The district needs more dedicated teachers, improved facilities, and more parental

involvement. Overall, I feel that DISD has served me well, but for some students that is not true.

- Get rid of some of the security personnel that are not doing their jobs. My car was broken into and it was parked in the parking lot outside the school. What is the point of us paying for parking when it is not being protected?
- There is a need for computers in the classrooms at Townview. The computers at our schools are very old. They need to be updated.
- I feel that the students being educated are on the bottom of DISD's list of things to do and also our teachers are not appreciated by the district nor respected. I think that it is harder for students and teachers to perform well because of the neglect placed on us by the district.
- The educational performance of Dallas ISD needs to be drastically improved. What worked in the past for others, will not work in the future for me and for my children.
- DISD is trying hard to improve the environment.
- Our school restrooms are very dirty, and foul smelling.
- Our school is not in good condition.
- I think the cafeteria food isn't well checked because there is either hair or plastic in the food, and it's not well heated.
- I don't like the DISD poorly run cafeteria or the dirty restrooms.
- I feel that students deserve clean bathrooms, a clean school and cafeteria area.
- I think that the educational performance of Dallas is okay for now. But I believe that it needs more improvements. So in this way students will be able to attend school and work hard to maintain their average. Therefore, I think that they should improve or include more programs that will help deal with students who are not willing to work and attend school.
- I think that it's not all these things that are a problem. The biggest problem is the cafeteria. Cafeteria needs to be improved.
- We need new computers with color printing. They need to make better foods. We need more bilingual teachers. We need more time on lunch when we eat. They need to fix the school. Clean the restroom and put toilet papers and soap in every restroom.
- I propose to make meetings or vote for the students to wear uniforms at school. In my opinion, I think it would be a good thing for the students to wear uniforms and also we will be representing our school with the collar and its logo on it. I think it will make the school neat and sophisticated. I personally would love to wear a uniform at school.
- It would be great if the students from Sunset High School were to wear uniforms. That way our school would look much better. Make sure you make this a priority next year.

- I think the district should spend more money on school like in cafeteria area, and computers in every classroom.
- The tardy policy should be lifted and a new one should be in place. One that doesn't make us waste a day in house. Instead we should be able to go to class and do our real work.
- Well, I just wanted to say that our school is good and I have no complaint about the situation, but one issue is the cafeteria.
- Don't judge a school by what the students think. Judge the school by the people who run it. You make it the way it is.
- I strongly believe that the students from Sunset High School should start wearing uniforms to improve the appearance of the school.
- Schools are too crowded. And the teachers are not trying to work hard with the students.
- The district needs to provide better quality food. It doesn't look right all the time.
- I feel DISD should take more responsibility over schools, students, teachers, maintenance, and so on.
- I feel that we need somebody at the doors to actually search the students when the metal detector goes off. Some teachers just let them walk through. I also think that it's too easy to sneak in any kind of weapon into school because after 1st and 5th period the metal detectors are not there anymore.
- We shouldn't hire teachers in our school who have never taught High School. People who go from elementary to high school don't do very well as teachers. We need more teachers with High School experience
- Some of the classrooms are not comfortable and do not have enough equipment.
- I think that you'll need to give more security to our school parking lot. Three different times somebody went into my car and stole what I have. Also, the food in the cafeteria is not good enough.
- First of all, the district needs to check on teachers because some don't know how to teach.
- I think it could do much better at hiring teachers.
- Mostly I believe that the schools should have a better count of new books and many remodeling of the schools.
- I would prefer that teachers have students do more on reading and math assignments and really help students plan their future as for college. Teachers don't really talk about college and don't help us prepare properly. We need more SAT practice than anything. Please help.
- For the public schools DISD is doing okay.
- I feel that some teachers are not capable of teaching seniors and should be teaching kindergarten.

- Most of the things that go on in the school are okay. The only problems are with the rules instituted by the principals on the tardy policies here at Sunset High School. Most students have a problem with it. The forms we fill out for enrollment, free lunch, etc. have the word "race" and the correct word is "ethnicity." Hispanic, African-American, etc. are the choices given. I believe the word should be changed on all the forms, the next time I see the word "race" on one of the forms, I will circle the word "white" or "Anglo" because "Hispanic" is not a race, it is an ethnicity, a culture, no matter what is said, the only races are white, black, and yellow.
- We need money to repair some of the things here at this school. Some teachers need to get fired for not doing their job. If you ask me what my comments are on this, well, I would say hire professional teachers with qualifications.
- There are a lot of teachers at this school who put the students down. They put them down by their work and personal life, which they are not supposed to know about. Also a lot of the Home-Economics teachers don't even do labs with us, they just use all the food that we are supposed to cook with to eat lunch. And they take very (1 Hour) long lunches. This whole year we have only cooked one time. We have not learned anything about cooking. And they are always making us take other teachers food or clean up after they eat lunch. We need to fix this problem. Also they are not in the classroom more than half of the time. We don't learn anything or have any supervision in those classes. I feel I don't learn anything at this school. And the food and the restrooms are horrible.
- The students don't have enough time to eat lunch. Also our restrooms are very unsanitary most of the time.
- Fire the principal because the principals don't associate with the students in any kind of event.
- Some teachers here don't teach. They just give you work and you are expected to know how to do it.
- I think we learn most by teaching ourselves about the topics. Teachers don't really teach us students.
- The food in the cafeteria needs to improve. It's cold and it tastes so bad.
- They need to clean the restrooms and all around the school.
- I believe if kids misbehave in school, the punishment should be to do community service. They should not be sent home to have free time. Some kids make trouble to be sent home so they don't have to go to school.
- I feel the security system encourages fighting.
- I feel we need more access to the Internet. We need computers and choir supplies.

- The school is not bad in appearance, but I strongly feel that this district rips us off for our money. They don't pay much attention to those who want to graduate. Also I feel our district should pay more respect to our positive kids. In our school I get treated like in a gang member or a drug dealer by the nasty looks from the security officers. I think our kids should fight back if the district won't treat us like decent human beings.
- The school is good and great but the problem that our school is having is the cafeteria area. The line is too long; students stand and wait in line for about 20 minute or more and they only have 30 minutes for lunch. Also the food is so horrible.
- Education here at school is good but sometimes teachers don't give enough attention to the students who are really trying to learn. The condition of our school is so horrible. Also the big issue is the food that the cafeteria is serving.
- The food here is cold and sometimes tastes funny.
- I feel that our school and our district could be more efficient in getting our books, and having access to the Internet. We need a better counseling service, to actually counsel us, so that we confide in them. We also need teachers who are stricter, and who are more able to teach at our level. Thank you for listening and caring about our needs.
- It's not very good.
- Well, I'm not in ISD, I'm in DISD. I feel like ISD schools are more prepared and take care of the DISD. We deserve a good environment for our schools also but in Dallas it's so hard to find hard-working teachers, and respectful students to come to school and learn. We need to get these people out the schools and focus on only those who come to learn.
- It does need to be improved.
- Need to have off-campus lunch. The school food is not any good.
- Well, first of all I believe Thomas Jefferson is a school where I hope to graduate from. I think we have all the materials we need to get our work finished but I do consider T. J. a good school and I'm proud of it.
- Many of the schools are equipped differently from others. I believe that the schools need to get enough money to continue with programs, such as elective classes.
- The school District needs to improve the quality in education. Nothing has changed for the past few years. Something needs to be done for the needs of our next generation. Thank you for considering my opinions.
- The school is good, but some teachers think that they can disrespect us students. Some teachers do really care about their students but some other teachers are really inconsiderate.

- I think the teachers should teach what they are supposed to teach. When they feel better, they want to teach. If they don't, they just give us homework or bring TV in the classroom.
- Fix the bathrooms and put more toilet paper or soap to clean our hands after we use the restrooms.
- Need to have off-campus lunch. Cafeteria lunch is not good.
- I believe the new teachers in Thomas Jefferson are really good.
- I think that DISD should work harder to meet the parents' requirements and get rid of the teachers who are not really doing their job.
- I think that proper education is not offered in the DISD. Although the teachers may try to share information about the material, they tire of trying to talk to students who don't listen, and feel they don't need to pay as much attention to them. In reality, they're the one who need extra attention.
- The students at this school need some serious help with their maturity levels.
- The food in school is the most disgusting food you can find anywhere in school.
- I'm so sorry for what I'm about to say but the food in the cafeteria is just not good. Breakfast in most of the cases, is cold and at lunchtime the food runs out. Students eat the food because they don't have any choices.
- I feel that students need to learn more about preparation for the future. Like jobs, careers, goals, etc. It's all about the future and we should be more prepared when we get on our own and teaches and staff should help more with that.
- I think that there should be some improvements with cafeteria food and much more. This issue has been controversial for a long time.
- I think the school is good and some of the teachers are good, but the food has got to go.
- I think we need to have computers in all of the classrooms so that we can check our work and finish them right away. Some of the students cannot afford to buy home computers.
- Since we are one of the richest districts, try building the school. The restrooms need to be checked.
- Our school needs more security and guards to watch over our cars.
- Personally, in my school lunchtime is the big issue. They serve food that does not [taste] very good. If you want something extra they charge you too much. Some of the things that they do in school, do not make sense at all.
- In the schools, computer classes are limited and I myself have not been able to attend a computer class because it's overcrowded.
- Personally, they charge too much for the food that is not so great. They expect people to finish eating in a short time after they get

out of the line. There are not enough tables and chairs in the cafeteria and the food is not good.

- I don't believe school is about the education of the students anymore. The bathrooms are dirty and some of the teachers don't care. We don't have enough time to eat and spend too much time in the line. About time you get out of the line, it's time to go. We need a prayer poll for our school.
- I don't want to complain a lot but today I will. The school is so horrible. Students eat the food because they don't have any other choice but to eat it or have an empty stomach. Students cannot concentrate if they have an empty stomach. The district needs to do something about this issue.
- I think that the education is good. The problem that needs to be solved is the cafeteria and the lunchtime.
- DISD needs to clean up their schools and let students use the computers. The teachers need patience with students and the teachers need to help when a student asks for help.
- We need to add an extra food court or something. The line is too long and the food is not good.
- I think the cafeteria food should be better and they should have a variety of food to choose from. The restrooms are filthy and there is almost never toilet tissue. They need to be cleaned and mopped daily.
- Dallas ISD needs to supply more books. For example, History of the United States. We need more computers for us to be able to work on them with no problem.
- South Oak Cliff needs better performance. In some classes we need teachers who will be interested in teaching us students. Not always TV or not always homework. How can we do our homework if the teacher does not explain the situation?
- The educational performance is good. We just need more working computers in all the classrooms. If more computers were added, some classes would be lot easier.
- I feel South Oak Cliff High School needs more security, there are too many unwelcome teenagers coming into the school causing trouble. Also the computer classrooms do not have enough computers for every student to use.
- I feel that we need teachers and principals to concentrate more on the students. The education is the most important thing that needs to be looked at.
- I feel that you should do surprise visits to the school to catch people off guard and really know what is our school is all about.
- This school needs to be cleaned everywhere. Whenever we go to the restrooms, there is no toilet paper.

Appendix F

NARRATIVE COMMENTS

(PART 6)

- I think that the Dallas ISD is all right, but I know that you guys who read our survey really don't care about us, especially South Oak Cliff because if you did you would have known about the last weeks snowing. You all probably just want to know our business.
- The bathrooms are nasty and dirty. I have to hold my liquids until I get home.
- The problem that I have at this school is that they are nasty. I don't mean to say it like this, but I'm telling the truth. That is sad when I have to walk into the restroom and see nasty things. I believe that the school is making enough money to hire someone to clean the restroom and the surrounding area.
- Dallas in school has a pretty good group of teachers who really care about their students. I just hope that the school can prepare us to college.
- I don't know [how] other people feel about DISD and their situation, but for me everything go very well.
- I feel that, the more money and more learning equipment will give a better education to students.
- The bus driver at my school leaves too early in the afternoon to pick up students from another school. I find myself running after the bell to catch the bus.
- I feel everyone who is working for DISD has done a good job.
- Well, in our school there is nothing bad about it but there some things that can be better such as the classroom's equipment, the restrooms need to be cleaned, and most of all, the cafeteria.
- Well, the school program is not bad but neither is it good.
- I think every year the school should receive new text books because some of the books have gang writings on them. Some of the computers aren't new; they are old. The schools should get different food every day and year. The food can be cold when some of the students get to it because it sits out too long.
- I think that we need a parking lot in the front of our school. The security is obviously not doing their job because our car gets vandalizes.
- Teachers are forgetting what they are here to do which is to educate us instead of being worried about our clothes.
- I do not feel good about our school. Teachers are not helping and the principals are not doing their job. They are supposed to run the school by solving the little concerns and by organizing the school.

- I think these schools these days focus too much on discipline in the classrooms. But they forgot that they are supposed to educate us young adults regarding life and prepare us for the future.
- I know I'm just one person but I hope my opinion counts as something. Well, we need enough books because we never got a book. This is so ridiculous because our parents taxes so the school can provide what we need, but this is not happening. What is happening with the money? I believe that too many employees downtown are getting big money for not doing anything. These people are not doing a thing for us kids.
- The school is good but it could be better.
- Everything in the cafeteria is nasty, especially the food. The cafeteria staff have an attitude. Also the restrooms need to be cleaned.
- I would like to let you know that here some teachers are not qualified for the job.
- It's okay, but we need more work done in all areas.
- Schools are not clean and there is no toilet paper in the restrooms everyday.
- The teaching system stinks and all the teachers have favorites and grade differently. Teachers are unfair and they can't teach.
- The educational performance is fine. It's not the teachers, but the students. If the students really want to learn they will learn it by teaching themselves. Not everything depends on the teachers and the school. Something has to begin in the house. We learn a lot of things from parents first and then we bring them into the school. School is our second house.
- There are some teachers who really do not care about the student's work or ability. There are other teachers who have no control over their classes whatsoever. Many teachers act immature with the students and join them, wasting our learning time. Thanks for taking my opinion under consideration.
- The teachers need to explain the topics really well so that we can do our assignments.
- I think that they should remodel our school during the summer. We need a new everything. I really do think that this is the nastiest school I've ever been to.
- The food prices in the school cafeteria are way too high. We are just students and some of us do not have any jobs. I think the prices need to be lowered. Some of the food is not only too expensive, but the quality is not even that good.
- Well, I think if I had to choose between a DISD school and a Mesquite school, I would chose Mesquite because they are more improved. For example, they have better educational and materials list.
- In my opinion, I think that the school rules should be strict but fair.

- I think that education is the most important thing in a child's life so teachers need to start showing what they can possibly do.
- Prices are too high in the cafeteria
- They need more classes for accounting because when I had it at my old school in Mesquite it was fun. When I came to Dallas, the class was too full.
- The only problem I have is the restrooms needs to be cleaned and needs toilet paper and soap. The school itself is dirty. Needs a lot of improvement
- My comment is that some of my teachers do not respect my standards. All of them know that I am sick and they still answered me no when I asked to be excused. They need to talk to all the teachers and tell them to please respect us students with slow passes.
- Personally, I feel we get a fair education, but not as good as we need. The school I attend has discipline problems and teacher problems. In my opinion, we do not have a lot of good teachers because of the way some students act.
- I cannot speak for other schools in the district but I know that my school leaves much to be desired when it comes to the classes offered.
- I feel that in the cafeteria there isn't enough time to eat. The food doesn't look good, and doesn't always taste good. I believe that there isn't enough help with college-bound students. The counselors provide information, but don't help.
- The maintenance of my school is poor. The education is good but some improvement is needed.
- I feel that we aren't challenged as much as we need to be and we are not being prepared for the real hard work in college. I feel that high school could better prepare us for college in the work and environment, and discipline.
- I feel that Seagoville High School would be better off as their own ISD and not part of DISD. School board members bicker more than little kids. Test scores for the district are pathetic and need to be drastically improved.
- Our student parking lot is unsafe. It is left unattended without a security guard.
- I think the Dallas ISD is doing a good job of getting students to learn. Some schools look bad not because of the staff and other school personnel, but because of the bad students we have in the district
- I think this survey is good, but still some schools need repairs. Like my school. I think DISD should do something about it. In another survey, they should ask questions concerning the school, like its cleanliness.

- I think that school is important for all students, so we can take care of it.
- I think the educational program is alright, but I think that this district could use better teachers. Sometimes, the teachers act a whole lot worse than the students.
- I feel we need a higher expectancy from the kids in school. Also we need more teachers willing and ready to work hard and help the students who need a little extra help. Another thing I suggest is having more computers in the room, more books and fewer children in all classes.
- They need to do something with the lunchroom. It is too crowded and there is not enough time for lunch. The food is not good and too expensive.
- We have a shortage of teachers, and equipment. We need to crack down on education and enforce attendance at all schools.
- I believe that my school, and probably other DISD high schools, do not have enough diversity in the class selections.
- I feel that everything is okay but the school program is too small and it could be better.
- We need a better fine arts program and better maintenance in the building.
- Better maintenance needed on the buildings and need up-to-date supplies.
- Why do we pay more attention to football than any other sport? What about soccer, tennis, and the other spring sports. We need to have a bigger variety of elective such as cosmetology, mechanics, etc.
- Although I have nice textbooks there could be more. It would be very helpful to students if we each had our own set of books to leave at home. Our book bags get so heavy and unbearable at times with just two books. The material in them is helpful, but because there is so much, they weigh a lot.
- Computer classes can be a problem because there aren't enough computers for all of the students. There's only one class that has access to the Internet and because I have cheerleading and AP classes, I cannot take this class. I believe that with the money the taxpayers pay, two computer labs at least should have access to the Internet.
- My problem I have is that I am scared to park my car in the student parking lot. There have been so many break ins. We don't have a person out there to monitor our cars at all times. I have a nice car, and I don't want it to be vandalized. There also are not enough lights out there. I play basketball, and I have to walk all the way out there by myself at night, with no lights except one which has most of the light bulbs burnt out.

- I feel that the teachers do not take enough time to go over things properly.
- I feel like Dallas has been good to my knowledge
- I think that the DISD school district needs many improvements.
- Dallas ISD needs to fund schools better. We are in desperate need for more funding to support our music program, especially here at Seagoville High School. The schools in DISD badly need general repairs. If the new superintendent can be paid so much then there should be enough money for proper funding of schools.
- One of the principals at my schools is very good. Some of the teachers also are good. I cannot complain about my education. I believe it is good but it can be improved.
- The food in the lunchroom is nasty. I am late after lunch a lot because I wait in the lunch line for over 15 minutes. A lot of teachers at this school are good.
- Gangs and drugs are problems to our school, also vandalism. We need more protection at school. Cafeteria should have more variety and more tasty food.
- Well I feel like they need some willing, ready to help and working teachers instead of childish teachers who talk about you to students.
- I am a student and I feel DISD is very unorganized and we need more books.
- Well sometimes I think that it is good and at other times I think it is bad. Some teachers try to get in trouble. I mean they say and do things that they knew other people would not agree to.
- We need more books and other resources in the library.
- I feel that we need more qualified computer teachers at our school. Nearly half of the students don't get to take some form of computer class, which is an important class.
- Not enough lunch lines and not enough time to eat.
- I think the classes are too crowded and need fewer kids in them so that maybe the teacher will be able to do what they have to do.
- They need to offer more Math Classes including trig. We need more electives and career-oriented classes.
- It needs to be organized. We shouldn't receive any warning letters about absences when we don't have any.
- The educational performance of DISD varies from year to year. We constantly change superintendents, therefore policies and regulations change frequently. I would like to see a little more stability in our leadership role. I think it would improve the quality of our schools, which needs much improvement.
- It would be highly appreciated if the district was able to provide more books for every classroom.
- I strongly feel that DISD can do a lot more for the schools and education. Some schools are lacking intelligent teachers, safety,

and sanitary bath/restroom. We are not prepared in all of our classes to take the next step on to college. We need a better staff and books.

- I feel that DISD is no different from any other school, but I do feel that when students come to school they should feel safe as if they were at home. I feel that they should feel safe not only coming to school, but while they are here and even when they leave. I feel if the schools were safer there would be less problems and more attendance.
- The educational performance of Dallas ISD is very poor. DISD has the weakest system. Other counties have much better qualified teachers and better educational services.
- I think that the performance of Dallas ISD is very poor because they are slow at fixing equipment and work that needs to be done around the school. They are also unfair with some of the dress code. The food is too expensive and the quality of the food is poor.
- I feel that my school needs to fire some of the teachers that do not have the qualification.
- The computers at the school are old and most of them are broken down so there aren't enough computers for the students in computer class.
- The food at school rarely looks edible, and the desks all have gum or writing on them. The faculty seems to be worried more about pay raises than helping the kids they are supposed to be teaching. This is why I am glad I only have one year left in DISD.
- Educational performance is okay but I don't think I will be fully prepared for college.
- The security at school is very bad. There is too much vandalism in our school parking lot. I want to come to school knowing that my car will not be vandalized and in the same condition it was when I parked it there.
- Now in today's world the so-called adults are more interested in money and discipline than educating the students.
- We need newer computers. My computer and other students' computers freeze up while we are in the middle of an assignment and then we have to start all over and redo everything.
- In my opinion the discipline area is a big problem. We need more enforcement and we will have less drama. We need someone to also watch our cars during school. I know several students are upset for what had happened to their cars.
- The janitors get no respect, students are disrespectful and some leaders are more disrespectful to students. Lunch room food is not good.
- Well to me some teachers don't teach students enough. That's why we go to the 11th grade not knowing anything at all, but some

teachers are really good teachers. The athletic department is not treating student's fairly, big time. I mean big time.

- The thing I disagree with is a teacher giving us homework just about every night. Some of us half have them to help parents. I think some of the teachers need to teach so we students will have less homework.
- The school driveway and parking lots need new security badly. Our cars are being vandalized with our knowing who is doing it. We pay parking fees for our car to be watched and be safe but it is not the issue.
- Well, I basically strongly agree with everything on here. The school is very safe. But needs more respectful people and needs a lot of improvement.
- When we have a dress code thing it's not right for us to have to run off to every town trying to find something long enough. I mean the principal here worries about us wearing thongs and it's really none of their business what we wear under our pants.
- Most teachers are okay, but there are some that expect way too much like giving us five assignments for 1 class in one night. And all those essays and stuff. Some teachers will just walk out of the class and stay gone for 20 minutes. I also do not feel safe at all. There are too many kids that I know of who have guns and drugs in their cars at school.
- DISD could use an awful lot of improvement, but overall the district is quite convenient.
- I am concerned because our class contains an average of 30 students and we do not have one-on-one time with the teacher. The teacher has no computer skills.
- The restroom doors must be brought back into restrooms for privacy.
- For graduating seniors, there's not enough interaction with Texas colleges. There's too much hidden information.
- I think it's nice that we have a survey to see how things could be better in the future.
- I believe that this school district is horrible. There aren't enough teachers, textbooks, paper to make runoffs, and many other things. This district may try, but my school has been denied. We are extremely overpopulated, and the conditions aren't that great here to begin with. Some teachers care but most don't. There aren't good enough programs for kids with ADD and Dyslexia. Also, the punishments for some actions are way overrated and out of range for the real consequence.
- The vandalism in our school needs to be stopped. Cars, lockers, and miscellaneous articles are getting stolen and not returned. I hope the vandalism will stop.

- The school district is jacked up. They don't let teachers teach us what we will really need to learn. I feel that if I could have gotten more information that I needed, I would love school.
- We are in need of better desks and not all textbooks are kept in good shape after so much time being used.
- I think that our restrooms need to be cleaned up and some locks put in. Also, you need to look over the rules because some of them are not really good.
- The cafeteria needs more chairs, more warm foods, and different types of food every day.
- First, we do not get enough time for lunch because the people who buy their lunch have to stay in line for about 20 minutes, then by the time you sit down to eat, it's time to leave. Plus the food is cold. Another problem that students have is the teachers are sometimes unfair to the students. I know for a fact that a couple of teachers tell students how stupid they are, and that they come from ignorant parents. I'm sorry, but students can't learn in an environment such as this.
- I really do appreciate the survey; hopefully it will change for the better. Please do something about the cafeteria. Try to improve the foods in our school especially when we mostly eat the same thing everyday. And also, about the students' conduct, I totally disagree on that one because not all teachers are right. I don't think you should be put out of school for 180 days in an alternative school when they caught you fighting a student. Just because you were trying to defend yourself from being hit, hurt, and beat up, it doesn't mean that it's right for that student to be put up out of school. That doesn't give a student a right. So please, do something about this.
- The cafeteria food is either old or hard. The bread is stale. Lunch prices are outrageous and there is not a good selection. Sometimes we don't even get a side. We get the main meal but there are no vegetables or anything. The lunch ladies are old and bitter. If you ask them for something they would start throwing things around. They are rude and a lot of them don't even speak English.
- Most of the books are from 1980 and the desks have engravings from 1972.
- Our safety here at Townview is not good. Whenever there is going to be a fight, there is no security officer around.
- For the students and myself of the school, I would like to have more security and better attention to those little problems with people in gangs. Also, I would like all the schools to have a better education and better skills.
- The cafeteria is not good. They don't have enough food for all the students. Please change the cafeteria for a better one.

- Everything seems to be fine but the school cafeteria food is just nasty and now that they have a new menu the food is too expensive. They are always running out of something. Also, the lunches are too packed and we don't have enough teachers for pre-A/P classes for pre-Calculus.
- The school cafeteria workers in Woodrow Wilson High School are not doing their job. Everyday they run out of something, for example, napkins, ketchup, mustard, forks, and the ladies are not charging what they are supposed to charge.
- We need more or better air-conditioning and heating.
- I think the educational performances of Dallas ISD are very good, but I think that the schools should have better things to help students with their studies. For example, more equipment and better classrooms. Also, the cafeteria needs to be a little more pleasant.
- I think that we need to get a new principal. Ours is not a good one that is probably why all these teachers are leaving. I have walked down the hall with a girl and she didn't say anything to the girl but when I passed by she was asking me where I was going and why I was going there.
- I hope our district takes these surveys in considering changing things in the schools in this district.
- This school and the teachers are boring.
- Please get better lunch food.
- I am tired of being disturbed by misbehaving students who don't care about getting a proper education. Also, please improve the nasty cafeteria food or at least offer another type of fast food to students.
- I don't think DISD is a very good and organized school district. A lot of the office staff in Seagoville High School are always rude and moody and the attendance ladies don't keep track of the absent excuses. Right now, I have three unexcused absences but I've turned every single one of my notes in. Most of the staff here is disorganized along with DISD. They need to try a little better.
- I feel some teachers don't know what they are doing.
- I have been in Dallas ISD school district for all my life. I like it and I feel secure.

Appendix F

NARRATIVE COMMENTS

(PART 7)

- I think that DISD is the worst school district in the U.S. The Dallas school board needs to be totally eliminated, and completely re-staffed. You should really look at Mesquite ISD as an example of how a real school district functions.
- We need to get some decent teachers. We need to get some new food. We also need to get some decent bus drivers as well because that bus driver has a serious problem. We need to get some new Math teachers. I have a hard time in Math and my teacher doesn't even want to help me. She says it's my fault.
- I don't speak for every student, but I feel that some teachers are not suitable to teach. They don't have the patience and knowledge to be teaching tomorrow's doctors, lawyers, computer analysts, etc. Furthermore, the district could do a little, actually a lot more for providing students with computers and supplies for teachers. The teachers should not take it out on students for something the district is doing. Field trips would be great to extend the students' knowledge. Schools need more money to provide for the students.
- I think that they should have better food, and that we shouldn't be charged a dollar for it because the food is not something we want.
- I think that the food could be better. It usually does not taste too good. The lunch lines at my school, Townview, are way too crowded. I rarely have enough time to eat. Some of our lunch lines are closed. We also do not get enough time on the computers. We also do not get enough computer classes worked into our schedule.
- I feel that the DISD needs to hire more qualified teachers who know what they are teaching and don't rely on teacher's edition manuals to teach their students. DISD also needs to give their teachers courses that help them to deal with students in an orderly fashion instead of having personality conflicts.
- Overall, the educational performance in our district is great. As far as I know, all of the students at my school know all of the basics such as reading, writing, math and computers.
- There are not enough computers in the library and there are too many restrictions placed on the computers.
- I feel that students do not have enough time to pass on to class because this school is huge, and the building is crowded. We never have enough time to get to class.
- I think we should have more time to eat at the cafeteria.

- We need more privileges like Duncanville, Desoto, and Cedar Hill. DISD needs to get more space in school because some schools are getting overcrowded. We also need more qualified principals who want to make the school better than it is.
- The schools are too small and overcrowded. Books are too old. Too much money is going into the school yet nothing comes out of it. Our music program needs new instruments. We need new and improved restrooms. Doors are broken, seats on stalls are broken and there's never any toilet paper, water fountains are filthy, and the water tastes unclean, and is usually very hot. We need more qualified principals and better teachers who aren't worried about showing off when visitors come to our school. Female students have to pay for "emergency items" they need. Nurse is not on task and doesn't meet the students' needs.
- Someone stole the VCR out of the band hall. The band hall was secure until the fire department took the chain off the back doors to the auditorium. They said it was a fire hazard.
- The restrooms are not sanitary. Hair is often found in our lunch here at the school. We do not have enough books for every student, and few of the books are in good condition.
- Dallas ISD is a very good district. Although there are some problems in the cafeteria at my school, I love it. I do feel that we should have better metal detectors because they really don't work and aren't conducted properly. The teacher and student ratio isn't good either. For 26 weeks I was without a permanent History teacher. Because we've had over five teachers, we lack some of the information that we should know.
- The problem with our school is that no one cares anymore. Teachers lack the passion they once had for teaching. When the teachers don't care the students don't either. I attended school in Cedar Hill before coming to DISD and they are a lot more advanced in all aspects such as transportation, courses, computers, food and sanitation. Something needs to be done.
- I have one more year left in this district and I can't wait to get out. So I do not care about this survey.
- The local superintendent is very nice. The only problem I have is with the despicable work of one teacher. She holds grudges with her students, and then she lies to students, makes them take classes over, (if she doesn't like them). She is racist, etc. That, and the lack of adequate amount of good computers are the only problems I have with DISD.
- Need another computer science class. We have computer science 1, but not 2.
- We lack good educators to teach us.
- Lines at lunch sometimes leave no time to eat, big drug problem. I do not feel safe at most DISD schools. Too much discipline for

minor things, not enough for big things. Better history department. Better math programs.

- I think there should be more tutoring and more help in any kind of math. The district needs more security; we need professionals, not just any body. The food needs to be healthy, needs to come from somewhere else. The food sometimes is so old it has mold in it.
- The security at the school is terrible. Student's cars have been stolen and blown up at school. The security guard is old and cannot stop a fight if he tried.
- I believe that the educational performance of Dallas ISD is a good program. Except for the food services. I believe that all we eat is worse than the trash outside the school. I do not like the food they serve in the cafeteria. It is always the same hamburger, french fries. The ladies that are punching our lunch cards are always in bad humor and they throw some of our food away. Because they say that it doesn't belong to our plate and they throw it to the trash instead of giving it to us. I hope this will change.
- This school district does not help to prepare me for what I want to do in my future and I feel like this is a prison more than a school.
- I do not agree when people get put away some where else in another school for fighting. I believe that in most fights some people aren't even guilty and they are also accused for it so I think that needs to change.
- I feel the DISD should make the school food better and give us more time to eat. Because I am in the lunch line for about 15 minutes, I only have 15 minutes to eat.
- I feel as if DISD does somewhat of a good job. Compared to HCISD, things have been reasonable.
- My English III teacher is very good and works very hard. The librarian is rude and disrespectful to every student. The government teacher is favorable and more lenient on students she likes.
- I feel that DISD has messed up my school career. All DISD seems to care about is the TAAS test. The higher the scores more money. TAAS test does not teach me anything. After TAAS, it all goes down hill. They don't care anymore. If they really cared, they would come to us and ask us our opinion on all this and not give us this paper. Come to me and all other kids at W.T. White and you will find out what we all think.
- I think this school needs to be redone all around. They have dumb teachers. The security sucks. They don't even check your backpack. Every kid is on drugs. I've found hair in my lunch food. This school is bad. The only reason people go there is because it is easy and you will graduate.
- We are forced to take classes that have no importance to us finding a job. Later on in life, there are assistant principals who abuse their

power on a daily basis and pick on a selected few students every day. Students in DISD are not treated like people, we have no rights at all. The only reason most kids come to school is because they have to, not because they want to.

- DISD is too large a school system for it to be organized. I suggest splitting it up into two systems. Also there aren't nearly enough funds in the Fine Art departments, students have to buy their own canvas, paint and brushes in Art. Also the teacher has no paint and few supplies. Our security is something we can laugh at most of time. There would be no problem bringing dangerous objects into the school.
- The first thing that I do not like from the school is the food.
- It is really good, even though, as everything, needs to improve in some areas, but it's doing a great job, and I like it. I've learned a lot since I came here.
- Look I feel bad because there are too many problems with all the students because they don't have books to learn. Problem with teacher skipping because they don't want to stay in school, because they don't like the food served and all seniors need help for TAAS.
- The district needs to change the food in the cafeteria because most of the time it is so cold that you cannot eat; also the milk is sometimes spoiled. And they still serve, please do something about the food because it is terrible and uneatable. Please I beg you.
- Well, I would like to say about restrooms is that they are unclean. I disagree with them who say they don't care about restrooms.
- The food in the cafeteria is not good because every week it is the same food and is not good for me.
- Since the day I started my high school life I was really sure that I was going to learn a lot, have fun and all that stuff. I really disagree with some securities that sometimes they act unfair. Last time, I was trying to open my locker during my lunch break, I was planning to go out I wasn't hungry, so I decide to go outside but, it was too cold. I was trying to get my jacket and the security officer told me that "son, you can't open that locker" so I decide to go without my jacket, and then I saw a boy who was trying to open his locker and the security officer didn't say nothing to him.
- Sometimes when we go to lunch, the food is cold and it tastes awful. It does not taste good. The salads are not fresh. I want the Dallas ISD to improve them.
- The lunch menus is not warm, sometimes is cold. We cannot be eating the food cold. We need and we want to eat warm food.
- We have teachers in DISD who do not care about the children. I think that teachers are chosen strictly on credentials and not character. The social studies dept. at this school is horrible. We do nothing in class and when we take EOC's we have bad scores. The

food in the cafeteria is nasty and high priced, .5 cents for a pack of ketchup? 75 cents for a can of juice and 75 cents for a cookie? No.

- Teachers do things just because they have the power to do them, like take points off. Cafeteria is too costly compared to a fast food. The 2-basket here could be 2-combination at a fast food place. Ketchup should be free; here it is five cents.
- I have been part of three different school districts, including Dallas over the course of the last 2 years. Dallas is by far the most unsanitary and deteriorating school I have seen. Students often talk of drugs and also are continuously disrupting the classroom. Teachers often shrug off these problems. Also, many of the fine arts departments lack funding and clean rooms. Especially choir. I am surprised W.T. White is allowed to even stay open.
- I think DISD should do a better job in the maintenance of the cafeteria because it's very nasty. They picked the forks from the trash and then they wash them off. I bet you wouldn't like to eat like that. We also need more computers for the students on C.A. class. We also need to get better teachers or at least show new teachers how to teach because I think they're not doing a good job and the students do not give them the respect because they do not want it.
- I have no personal issue with DISD. I do indeed have problem with the answer choices for the questions given. I don't believe ethnic background matters so I am green, not African American. This needs to be learned before teaching.
- The math department at my school is very bad. The teachers do not know what they are doing. There is only one math teacher who can actually teach but she has a bad attitude. The math department needs help desperately. Please help. I have had to repeat math courses throughout my high school years because this sorry math department at my school. Please get us some help.
- Better food in the cafeteria and clean the bathrooms better and always have toilet paper because in this school they do not get enough paper. The milk has turned to cheese all ready.
- We need better food in the cafeteria and better people with good education and young people who know how to deal with the students.
- If you are not in an AP class you do not receive a very good education. I have had about six teachers who have taught me something and really know what they are teaching. More than one-half of our teachers do not deserve a paycheck. We also have some racist teachers.
- I think that DISD is a good school district. It has some problems and I hope that they can improve things, such as more computer training in school.

- I really love the teachers in this school. They really motivate you. If it were not for them I may not have stayed in the school system after my sophomore year.
- I believe that some of the teachers enjoy teaching and I believe some of them do not enjoy teaching here.
- In our school we have lots of computers but -half of them do not even work. Some teachers do not even know how to use them. Besides the food is nasty. They give us the same food every day.
- The girl's restrooms are not clean. Most of the doors do not have locks or are not clean. Some restrooms do not have hand soap, paper towels and toilet paper. We have very slow Internet access. Most computers do not work.
- What I hate most is the service and food in the cafeteria. We waste time on the line.
- I do not like the service at the school because I do not like the food; the restrooms are so nasty and the school is too bad.
- The cafeteria food is not good because it is always the same food and is no good. Clean the bathrooms and give us more time for lunch.
- I think that the classrooms are not comfortable because some of them are falling apart. The students sometimes do not concentrate because many times the rooms are cold and other times hot. The food from the cafeteria is cold and sometimes the milk is not good.
- It needs to improve. Students do not get the education they need.
- The prices of the food are going too high. When I came to the school, the fries were 34 cents and now we pay 75 cents and the food is sometimes cold. And sometimes people just skip and the people from the cafeteria do nothing and other students get the food for free with out having a lunch card. "Popular students."
- The food in the cafeteria is horrible and the ladies work there it do not charge some students. Most of them are African American; that is wrong.
- First, the gyms are not clean. Food is nasty. I never eat good food on the cafeteria. This food some times is really bad. I only put it in trash and I cannot eat this kind of food. Please check the food that school serves. Also tell the school that they can give us better and healthy food. We need computers and we need the restrooms cleaned please.
- We have bad service. The price of the food is very expensive. We never have all things that we need to go with the food. No ketchup, nothing.
- The food in the cafeteria is not good and is too expensive.
- The food is very bad and always they gave us the same. The food is not good.
- In my personal opinion I think that the principal does not have a interest in the students.

- I think that W.H. Adamson High School needs new staff or reconstitution in every part of this school, so that every student can get more motivated in the education. We also need new programs in which the students can get improved and get them prepared for the future.
- Some of the teachers are not able to explain things. We cannot ask them questions because they get mad. They just care about high grades; they do not care about how much we learned. The lunch cafeteria is a mess. The food is not prepared and the milk is always a bottle of cheese.
- I really appreciate all the teachers because they are helping us in everything.
- I really would like to share how I feel about security on the school. Something I have known is that all security staff take advantage of their position on the school staff. I think you should watch and check these people more than twice for the safety of the students and the staff. I feel like this because they are abusing me.
- I believe that our school is very good in the educational sense. Our teachers are trying hard to keep their classes in order and teaching the kids what they need to know. I do not think our security system is very well. Our bags are not checked very well and we do not use both of our metal detectors. Our security system needs to be upgraded. The problem that we have here is the students they are disrespectful. Thank you.
- I think DISD would perform better if the board of education stopped being childish and did some work. I have been in this district for nearly 13 years and I have had so many superintendents. I can't remember who they all were. It would be better for the education of the children to have these "role models" either removed and find better replacements or to stop bickering and get the job done.
- Food is nasty.
- The teachers play favorites in most of the classes.
- Cafeteria food tastes and looks terrible. Meat doesn't taste like meat-tastes imitation. Cheese is watery and the cafeteria smells like rotten milk.
- I feel that more money should go into the music department like the band. All the instruments we get are old and faded away and also the dean should encourage the local program more. Every other program gets attention except our program.
- I feel that the counselors care less whether we graduate or not. They do not help us prepare for night school. They tell you that you do not have enough credits to go to night school. Is that not what night school is all about to get your credits to graduate? It just does not make sense to me. I am very serious about this issue. I want something done about this.

- Well I do not have any comment on Dallas ISD teachers or schools. I think the schools especially the ones that have been for more than 20 years, need a good look from the community and the environment. Teachers need to know how to help a student even if they help the student a thousand times. And for us to have school spirit we need to have what we need like a student of our school.
- I think they should let us wear any kind of shirts. When we wore a serial killer shirt with a gun on it the security takes it away from us. When we have a CD player and we are listening to it in lunch, a security guard takes it and does not give back. We should get new police officers and better metal detectors. Someone brought a knife to school by accident and the metal detector did not go off at all. Most of the classrooms do not have enough desks for all the students.
- The survey was kind of hard and I hope you can help our school.
- Lately, I have seen dead bugs and the lunch food is not that good. That is why a lot of the students have to eat out. The school does not have any new technology like computers, some or most of them are older than me. The school should be updated with the news and technology, better food and more lines because it takes 20 minutes to get your food.
- I strongly and truly believe that the students should not have to pay for pep rallies. We should be able to go to them for free. Lunch and breakfast should be free to all students for coming to school and if it was not for children wanting to clean there would not be school, so why should they have to pay for food when it should be free. The student dress code should change. Let us wear what we want because sometimes that is all we have to wear and then we are absent at school.
- Some teachers teach straight out of the book and do not take time to go over the material. With technology rising fast we also need up-to-date equipment. Many of the things we learn at school helps us out, but we do not receive any real life education that will help us out in life.
- I think the Dallas ISD is doing a great job. My educational needs are being met. The teachers do a great job at teaching my fellow classmates and me.
- This year DISD has been a mess or at least that's what I can see. None of my classes have computers in them. Maybe that is something you could look into. Some of us do not have computers.
- I just want to say that the Dallas ISD needs more money for classroom supplies and to keep the school clean. We need more cameras so the school will be safe. People tend to write on the walls or break windows and we need to find out who they are so they can get the discipline they deserve.

- To Whom It May Concern: I strongly feel that the district needs more money so students can be on field trips because I personally have been on one field trip since all my high school year and in that case, we had to pay for the transportation.
- We need more teachers and more classrooms because the rooms are too crowded. Also, more computer access because we hardly ever use computers.
- I think that it will be better if every school (Sunset high school) had bigger classrooms and more teachers. It would be better because a small classroom with a lot of students does not work; students do not pay attention to the teacher or the students disturb other students that do want to learn.
- They can spend more money on each classroom having a set of new books. They need more rooms because most are too crowded. Do not make the TAAS test harder. That is why so many kids drop out. I am talking to you, state of Texas.
- You need to get rid of all the troublemakers in this school. So we can feel safe in school.
- I feel that there is always room for improvement especially in the cleaning of the restrooms and cafeteria food.
- I think that DISD is doing a good job but only to some schools because some schools are better than others I think that if one school receives something, all others should too.
- The educational performance is overall great. The teachers are friendly and they are always willing to help whenever necessary.
- Things to be improved in this school are the neatness and cleanliness in the restrooms. The girl's restroom does not have paper and most of the time it is unsanitary. There should be a little disposal in each restroom for females to put their dirty belongings. The graffiti on the door of the restroom should be removed. Some teachers are not controlling their students. There is bias in school.
- Hire teachers more carefully. Make sure they are entrusted and excited about teaching. They have to want to teach first. More students would remain in school if the teachers cared. Every once in a while the teachers should compliment you on what was done right instead what was done wrong. The students should want to ask questions, and not be afraid to because of fear of being put down.
- I feel since we do not have off campus lunch, why not bring it to us so that the students would not have to sneak off of campus to get their lunch.
- I feel school should be on the news when something good is going on, not just when something bad happens.
- I feel that the learning strategies are poor and not given enough resources. Also, there needs to be more focus on computer science.

INC does not even have a running Internet hook up in our multimedia class.

- I think the performance is good and does not need many changes.
- I do not know about the DISD but regional needs a lot of more money for our academics needs.
- The schools in Dallas are O.K. I just feel that they could be better. I feel that we should have a principal that is not so uptight.
- Teachers have messed up ways, they always discriminate against students. They need to get straight because I am fed up thinking about going to another district. We do not have any freedom, it is like a jail.
- School is fun because learning is fun. I like school a lot. But there are a lot of things that can be changed. They need to check absences more carefully.
- Well in my opinion DISD needs to work on the school buildings, not only in the outside but in the inside too. Oh, and we need food to eat that won't make us sick. Get rid of the nasty smelly fish sticks and nachos.
- The computers need to be upgraded or replaced with some high performance computers. We also need a new principal.
- I think some teachers do not try their best in teaching us. Many of them have attitudes -- especially the principal, he is always in everybody's face.
- The educational performances could be better, I do not think they are giving it all they got, and they are really not spending enough money to meet the school's needs.
- I only have a comment about the teachers in our district. Some teachers need to learn how to get the students' attention and they need to learn how to get a student involved. Teachers these days teach on their own levels not on the level of the student to help bring them up. Teachers in our schools only care about themselves. They only care about us because they know they cannot say anything negative to us.
- This being the new millennium I feel that the district of Dallas should have more classes for computer basics. This world is of computers and the students should learn more about them. Learn something more than just the Internet.
- I think that some teachers are not qualified to teach. Either they do not know how or just do not care about our education. In order for students to learn, we need a teacher who knows what she/he is doing and cares about us learning. Also the cafeteria food is gross. Everything we eat is artificial. I would rather not eat.
- Teachers have very strict attitudes especially the principal. There is no one-on-one time with the students. Teachers do not explain enough to students. Teachers and staff and the principal just want to get paid and do not put any effort into their job.

- I do not like school.
- Our computer based programs as well as the computers are in bad shape, the books are better than that. At my old school, I put computers together that are more off than these at Maceo Smith. The C++ that runs in DOS is not good but at my old school (LISD) district it is better. Visual C++ is easier for students here to learn and here at Maceo Smith the pre-course of visual Basic is not needed or offered here. As this field is my future major the DISD district does not offer enough information in this field or other fields. And this information is about Maceo Smith.
- The high school I attend needs to organize better communications for students, faculty, and staff. And consider better cafeteria food for the students because it causes harmful effects after it is eaten.
- I think that we need a whole building for reconnection centers. So that all students are able to do their work.
- The educational performance is good but the materials need to be newer.
- I love school.
- Thank you for being consulted about our school.
- The food is very nasty. The heat does not work in all classes.
- I feel that they need to train these teachers more. They are rude. They use profanity and they are disrespectful. The teachers at these schools need to teach instead of playing like kids.
- The district needs to come and check our school out. W.H. Adamson is a very old school and we need a lot of repairs. But the most we need is a baseball field and also new everything. We have no field. They should buy some land around the school and build the baseball field. That is my opinion on the athletic side.
- I have been here for three years and I am a junior and I have to admit I enjoy Adamson most of my times. I cherish the memories.
- The restrooms are nasty.
- I feel like the school tried to do good for students. At Adamson the only problem is that the cafeteria and some things need to be renewed. To make the student look nice in their grade also reflects on the communities of the school, including its appearance.
- DISD needs to give High Schools more computers with easy access to the Internet. Give students longer lunch periods because we don't have enough time to eat properly.
- Our school needs to be re-build. It is really old and workers are bothering us with the noise they make to come and fix our school's property.
- DISD is doing well. There is just one thing; Adamson High School has such low expectations for us.
- W.H. Adamson needs to be remodeled and needs more teachers and fewer students. The school needs more attention because many of the teachers need to cheer up. The school needs to fit the time

according to the benefit of students; we need more time during lunch; we need more time for changing classes because we can't be expected to get to class on time with all the people on the hall ways and so little time.

- It is O.K., but could be better.
- We have a good school but some students mess up the good activities for the intelligent students, teachers, and staff.
- I feel that the education performance of Dallas ISD is responsible. But some teachers feel that they are never wrong and some teachers talk to students like they are their kids or not human beings. But about 90 percent of students at my school will help you step by step with your work and 10 percent won't.
- Students should be allowed to be absent at least 10 days per semester, because sometimes the students have doctor's appointment, or are sick.
- This school looks really bad. It's old and needs repair. Make it bigger. The people that check the backpacks don't even check them right. You can pass things and they won't even know about it.
- I think students should be allowed to have at least 10 absences because many unexpected things happen so we can't just take five days in a semester. This will cause many students to have NG's (No Grade).
- I am not saying that the schools are no good. They can just be better than they are.
- I enjoy DISD school but the only problem is that there are not enough books for all students to take home and study. Also there are not enough computers in the classroom or in some occasions not at all.
- In the education part, we need more extra help programs for students who are slower at learning than others. I say this because a lot of times these things can hold the class behind.
- We really don't have enough computers in every classroom. The schools don't have air conditioning in every class. Students don't get the right punishment. Look at some of these schools and tear them down and build new ones.
- I think one thing the district needs to work on a little more is academics. I have been to New York and studied for a full year; I think it has a much higher standard of academics. For example, in mathematics, students that are in the Junior level are having six grade math courses. I think they should really start working in making school for students to force their knowledge skills much higher. Starting since 7th grade. Thank you.
- I think that we are doing okay, but to be honest we need to improve our school condition. Also they need to cook different foods in the cafeteria. Loosen up a little bit on the rules. Let guys

wear earrings. Give more money to the lower income school - North Dallas.

- Some classrooms are not even fit to hold numerous students who are in an over filled classroom. Heat and air conditioning rarely is ever satisfying. There are not enough vocational courses or money for the few vocational courses available.
- Cafeteria staffs are not all in good mental health. There is one who mostly hates or doesn't like Asian students in the cafeteria. She acts like Asian students are a bunch of aliens. I would like Dallas ISD to control that; so the Asian students would have a happy meal. But the other staffs are really nice, just only that one lady.
- What's wrong with this school is the cooling, heating and the security. The system of cool/heat sometimes is weird because in the summers we have the heaters on and the winter the A/C is on. Security guards are very rude to the students one, in particular. She pushes students around and yells at them/us in our faces.
- The district provides computers but doesn't teach us how to use them. We have only one lunch period of 45 minutes and a closed campus, which causes students to stay in line most of the period.
- I think the gangs need to transfer into another school or district. Teachers should be paid more for their efforts of reaching and teaching students. Lunchtime should be longer and lines should be shorter. There shouldn't be an overcrowded school.
- I love school except for my Algebra teacher. I don't really learn anything. The lunch period is too short and overcrowded.
- I feel that our schools could use a vast improvement in the many areas. There needs to be a more reasonable workload placed upon students. At present time, the scheduled curriculum does not allow enough time to give us the opportunity to learn and absorb what we are learning. I also believe that the educational leaders and teachers need to be paid more. Teachers shape the young minds of tomorrow and they deserve more respect and pay.
- I think that the educational process in DISD is pretty good. I feel that the classes should have more order so that the students can learn more. I also feel that teachers shouldn't teach classes if they aren't capable of expanding the students' skills in that subject.
- The educational performance of Dallas ISD is great but can be improved.
- Some of the teachers are great and some are not. The bathrooms are not clean.
- I feel we should have a better and longer lunch. We have 45 minutes to eat and everybody eats at once so we stand in line for almost 30 minutes.
- I have good teachers, but most don't teach so I can learn all I have to.

- Some schools have no heat in most of the rooms. The band room has documentation of the last time they had heat. Workers come and go but nothing has been fixed.
- I feel that important needs at my school are being met. The lunch food is not appetizing, but we can just bring a lunch. I have a good relationship with all of my teachers, which I feel is extremely important. Most of all I know I can come to school everyday and feel safe from harm. I have been at this school for three years and have seen a total of five fights. I am very satisfied with the education I am receiving.
- Some teachers act like they just don't care as well as the school board. If they really cared they would actually do something to clean these filthy bathrooms and have better food. I also think we need to choose our counselors and principals more carefully.
- I think that the cheese sticks are the only good food in the cafeteria.
- The AP program is fabulous. I've never been in a regular class so I don't know how they are.
- I do not feel that students are being prepared for adult life. The library closes quickly after the bell rings. Students are not allowed to study in the library after school. Repairs are not done quickly and several teachers are inadequate instructors. DISD is in desperate need of reform.
- Our principal seems to waste everyone's time and does not seem to have the best ideas for our school. She has no student interaction and there is not much respect for her in our school.
- This place has some major problems but I guess it's getting better as I get older.
- I agree that education is very important and I wish some of our school conditions were more comfortable. The bathrooms are absolutely disgusting. Half of the stall doors have no locks on them, there is standing water on the floor, and trash and used feminine products are everywhere. There's never toilet paper, it smells horrible, and the toilets are always clogged up. They're never clean. The cafeteria is okay, but once you get in line and get your food, you have 10 minutes to eat. If you wait until the line ends, they won't serve you because they're preparing for the next lunch. You often get stale, burnt, cold food. The teachers should be chosen more wisely.
- Just a couple of weeks ago, the bathroom had bugs in it crawling in the sinks. The stools are filled with personal hygiene products. I feel we should have a little trash can in every bathroom because nobody wants to announce to the whole world that it's that time of the month. The doors on the stools don't lock. The bathroom should be cleaner and kept up more. It is disgusting and harmful.

- Well, as you can see I have been to school since I was in third grade, and I have had good education in all the schools. Thanks for everything.
- Well, everything is all right except the cafeteria service is really bad. The people who check the lunch cards sometimes scream at the students. Most of them aren't in a good mood. We always have the same food; they don't ever change it.
- The security service that takes care of the building sometimes treats the students really bad.
- I feel like our school should have better computers (up to date).
- The educational performance of the Dallas ISD is all right, but needs more work. The performance is low and needs to be picked back up by students at DISD.
- DISD needs to improve school rules. Some rules are very unnecessary.
- DISD needs to fix the school's food, building, electric appliances, hallways, roofs, bathrooms, and classrooms. The students and teachers make the school not DISD so please hear me out.
- The lunch prices are too high. I don't understand why the district would want to survey us if they don't do anything about our needs anyway.

Appendix F

NARRATIVE COMMENTS

(PART 8)

- As a student I feel that the lunch periods should be longer. We spend most of the lunch period in line waiting for food. Also I think at least once in six weeks we should be allowed to have a study period.
- I feel that our mathematical staff could be better, and the teachers should be more willing to be there to tutor the students when needed.
- The lunchroom food could taste better and shouldn't be as expensive. We shouldn't have to pay for ketchup.
- One thing we strongly need is more classroom space. I have to take a history class in the band hall in a room with no windows. It is extra small; we can't concentrate because of the music.
- There is too much fried food and starches and not enough meals without meat in the cafeteria, also they keep raising the cost of cafeteria foods.
- The food in the cafeteria is not very good.
- The security is not very good either. You need to put people out there who will not discriminate against people because of their race.
- Change some of the assistant principals.
- Change some parts of the school rules, district rules, and the way they run the school and district.
- I think that my school needs to have more computers and permission to let students use the Internet. We need better, different and tasty food, because everyday is the same thing.
- We need more security staff at school, and they should be friendlier to us.
- My school is a great school, but is not perfect. I'm not saying that we are in a real bad situation; we just need to take care of some teachers who don't teach. They are always fighting with the students. I don't like the security officer because she doesn't pay any attention to us and we just have to go on with the problem.
- We need a larger variety of food.
- The school service is fine, because all the students can do all their activities and all services are helpful to us.
- One thing that I would like to address is school security. When we walk in the doors we set our bags on the table and the ladies push them down. They are supposed to be checking them for weapons and other harmful objects.

- Sometimes the metal detectors don't work or they aren't even on, but what scares me the most is the fact that most of the time they are going off like an alarm clock that hasn't been turned off. I plan on writing a letter every week until this situation has been resolved.
- Sometimes it appears as though some of the teachers aren't sure about the subject they are teaching. Some teachers are too nosey and try to butt in on non-school related subjects. The district worries too much about unimportant things. A lot of times the district makes bad choices when it comes to the rules that are made within the district.
- I feel that the teachers need to have a better background in what they are teaching. Sometimes they have no idea what they are talking about. Also this thing about coaches being able to get their players out of trouble needs to stop.
- The metal detectors are there for nothing because anyone can bring anything and they won't notice.
- The food is nasty.
- I feel that lunch is short and over crowded. The hallways are over crowded also, but the time period is very manageable. Over all the DISD is doing a good job with their school systems.
- DISD is doing a good job in education.
- Schools should have better policies and better teachers who can teach. They should have longer passing time periods; get out of school early everyday, and longer vacations.
- Seniors need more help with colleges. The students need to be informed about colleges that they might be interested in.
- The food in the cafeteria is horrible. It tastes and smells bad.
- Plano is totally different and harder. That's not a bad thing.
- School's parking lot should be free to anyone.
- Not all of the teachers teach their students, they just write down a page number and assign problems and expect the students to know how to work the problems. When the students do try to ask for help, the teachers just get mad and that is why many children fail.
- Overall, this is a very positive school with great kids.
- I feel that it is all right, but it could be a little better. The students in DISD should have more freedom and the teachers should not be so strict.
- The classrooms and cafeteria are over crowded, and there's not enough registered teachers.
- I feel that the DISD student survey was a good thing to do, because it gets us involved with a lot of things we don't want to happen and it happens anyway. Thank you for our own personal student survey.
- I think they should upgrade our security inside and outside the school. Also not every class has good computers.

- The cafeteria needs to do better with the time we have and come up with better types of food.
- It's not bad, but it can be improved.
- I am a senior this year and I would appreciate a little assistance for preparing for college. It is very stressful doing it alone. Some students have dreams of going to college. We shouldn't have to suffer just because some aren't interested in going.
- I think that the educational performance of Dallas ISD should be done often. I hope that you use these surveys to their advantage.
- I feel that DISD can be just a little picky on how they hire their teachers, cleaning staff etc. Not saying that everyone is the same, because I have some good teachers who are interested in my education, but there are others who aren't. Everyone on the cleaning staff is nice, but they could keep the school a little cleaner, especially the female's restroom.
- I think the teachers need to study more, that way they can teach students a little bit better.
- The cleaning habits of the school need to be improved because too many diseases are flowing around.
- We need more security around the school.
- We need more than five minutes to get to class after the 8:40 a.m. bell.
- Some of the classes are good; there are very few that need to be changed.
- I believe that my school and several other inner city schools should receive either more funds or more people qualified to balance our budget. I believe that when you put something good into a project you will almost always get something good in return.
- I feel that this district is very cheap. We have the worst teachers in the district. There are no books in our classroom and no Science equipment in our Science class.
- I do not like block scheduling; of course, it gives you an extra day to do homework, but if you miss one class period you really miss two.
- I think we should have Domino's deliver to us, because it is really convenient and the food is nasty here.
- This school needs to have better cafeteria food and more room for everyone to sit during lunch.
- I feel that DISD needs to pay more attention to the student's feelings.
- I feel that we could use better food in the cafeteria and cafeteria staff members with better attitudes.
- I feel that the teachers should not be able to leave class for long periods of time.
- Technology classes need computers that work correctly.
- I feel that all DISD schools need to have a sign language class.

- We need to have better food to eat and enough time to eat it.
- There needs to be a better metal detector installed that picks up everything that goes through it.
- I feel that the principal doesn't understand the students' problems such as going to the restroom and coming to school late because of uncontrollable circumstances. If a student is late, they won't accept any reason even if you're not late on a regular basis. If a student has to use the restroom the teachers try to hold us, which takes time from our learning to argue or explain why not when they could just let them go. Besides that the teachers are very good.
- In Technology class the computers are broken; they have been for a while. We do book work but we still need hands-on experience.
- I am a senior in the Advanced Placement/Honors Program, and I'm very happy and psyched to have teachers in this program that teach me the basics and beyond for college and career preparation. What happens outside the classroom of my learning doesn't matter nor bother me. I have the skills to receive a good education and succeed in my goals.
- I feel we need to have better security in our school.
- I for one believe that DISD needs better cafeteria food. Also the cafeteria staff should adjust their negative attitudes.
- There are discipline problems with students disrespecting teachers causing problems with my ability to learn. We could use better gym equipment; as well as, better heating and air conditioning in the gym.
- I believe that our foreign language classes are not up to standard. The teacher is not equipped to teach this class. My junior year, we had a great Spanish teacher and he had to leave because of his Spanish test. I feel that this was unfair.
- I believe that the educational performance of Dallas ISD could be a whole lot better. There are many improvements that need to be met in all areas of DISD.
- I feel that our school has a lot of changes; although this is my last year, I want it to improve for future students.
- I feel that DISD had overloaded Franklin D. Roosevelt high school for the past years.
- Dallas ISD is a good district all-around, but has many problems inside and outside of the classrooms that are not being handled properly.
- DISD is not taking care of South Oak Cliff High like they should be. Our parking lot is not appropriate for driving. The counselors don't take out time to help college bound students. They are never there when you need them. We need concerned teachers.
- DISD should extend lunch periods because there are over 80 kids in the lunchroom and every child doesn't get their food in time enough to eat. Lunch should be at least an hour because we go to 4

classes a day for 8 hours and 3 lunches; we will have 5 hours, so 1 hour and 15 minutes is enough for class.

- I feel that most teachers are very good.
- Some staff members think that they can just give us a grade based on whether or not they like us, and I don't think that's fair. As long as the child is on time for class, doing his/her work, and turning it in on time; that's all that should matter. The substitutes that they hire are the worse mess. I feel that it's a lot of things that could be done to make this district a better place. By the way, the metal detectors do not work.
- I think that South Oak Cliff High School could have better substitute teachers when the regular teacher is out sick. I also think that there should be a rule for when kids do wrong toward each other they can take care of it themselves.
- I feel that the educational performance of Dallas ISD is fairly good; but it could be better. I think that the teachers have worse attitudes than some of the students. I think that we need new teachers, because the teachers who have been teaching for a long time are the ones with the worst attitudes. That's why most of the students that come out of Dallas ISD are not ready for college. These teachers aren't worried about our futures; they are just trying to get paid.
- I think it's all right except for the lunchroom and this school I.D. business. If you don't have an I.D. badge, you have to pay \$.50 a day to get into school, but you all say that education is FREE. They try to make money off of us any way they can. South Oak Cliff School building is so torn down it needs to be fixed, that is why everyone thinks we are so bad.
- We need more teachers who are willing to teach the students.
- I feel that we could use more books that are in better shape, more resources to help the students in the classrooms, and up-to-date materials in the classrooms.
- The Dallas ISD has a great educational performance, but there are a lot of things that need to be done over.
- I think Dallas ISD is very good; the only problem is our school building.
- I think the educational performance of Dallas ISD could be a lot worse and it could be better. We need to have more classrooms with fewer students in each class, because fewer students mean more attention.
- I would like to have better principals and teachers, better cafeteria food, a variety of computer classes, and the lunch period to be longer. I would also like a better parking and better security.
- The only thing this school needs help with is keeping it clean; like the bathrooms and the cafeteria. They should also have better security inside and outside the schools. I also think that the

teachers should teach a little bit slower so that other students could learn the material.

- There are some teachers who prefer to put us down instead of helping us out. Some students are trying to do their best to graduate and some of the teachers are making it hard. We try to get all of our schoolwork done so we can walk across the stage in May, but yet some teachers choose to neglect us badly. What can we do about this?
- Things are going fine for me; more can be done, but I know you're trying your best.
- Some of our teachers teach us all we have to learn so we can pass their exam. Teachers act very nice to the students, but some don't. As for the security at school they are so racist to the students. One of the security officers is rude and uses bad language. It shows that they don't care about the students.
- The security personnel talk to the students very rude. One security officer is very childish.
- I am a transfer student from MISD and I went to Mesquite for 8 years. I really liked Mesquite and I hate that I left it because I think Mesquite teachers were more understanding about students' learning ability and how they choose to work.
- I feel we, as students should have more programs offering new ways of learning such as more computers in classrooms and more accessibility. Students are not given the liberty to use them on an as needed basis. We have too many restrictions.
- I would like to say that the cafeteria food is half done sometimes and very disgusting.
- In the computer classes we don't have access to the Internet. The rules are harsh and not fair. The innocent is now becoming convicted while the guilty let free. These are poor conditions that I believe needs to be fixed please, and the cafeteria staff is not friendly, they are mean.
- I feel that DISD is a fairly good district. People really don't give us the credit we deserve. I think that we have pretty nice schools and they are fairly safe. So I only wish people would stop putting us down, because we are as good as most.
- I think that they are doing a great job. The educational program is really helping a lot of children.
- I think that some teachers don't know what they are doing, because sometimes they mistreat some students and send them outside the classroom.
- Our custodians are doing a good job on cleaning the school, but the students keep messing the school up.
- I think that North Dallas High is very poor and that the security guards are very rude. They also don't do their jobs right.

- The only problems in this school are the air conditioner and heater, and the food is bad. Sometimes it is cold or burnt. We need new uniforms for athletics.
- I feel DISD is a good district and it could be improved if we could have more educational programs and access to more material need (ex. Books, computers, programs etc.). You should help more low performing schools.
- We need better teachers who can discipline the students in class and in the hallways.
- We need new computers and desks.
- We need better security guards.
- We need more help for the SAT's.
- North Dallas High School needs a lot of improvement. They need more computers.
- We need new computers, because the ones we have are really old and slow. They should give more money to the schools that really need it. For example, Skyline had more educational items than the old school. Every school should be equal by having the same educational opportunity.
- North Dallas needs more money for the Band and Basketball team. It needs to be repaired, and we need new computers.
- Many teachers are incapable of teaching and controlling their class because of disrupting students. I feel that putting disruptive students in a separate class would allow other students to learn.
- The cafeteria food is not really that good. I can tolerate it, but it does not appeal to me at all.
- I think teachers should give less homework. I work everyday and still maintain straight A's. I rarely have time to sleep. There are others like me.
- The reason why I put disagree on A.5 is because our school nurse is not here everyday, and was not here one day when I needed her.
- We don't have enough time to eat, because we don't have any teachers or principals keeping other students from cutting in line. That results in most students spending more than 10 minutes in line.
- You can smoke anything at our school and not worry about getting caught, because the security officers are lazy. Students sit at lunch and smoke and the officers don't even go where they are smoking. This is why there is a drug problem at school.
- I believe smaller classrooms are the key to a better education. Students could interact with each other and the teacher more, so that they can get more help with the things they need help with. In classes of 30 there is not enough time to have students ask teachers questions about work, and teachers can not have students talk to each other because there are so many students the teacher doesn't know if they are getting help or just chatting.

- We lack subs when teachers are out.
- We need more computers that are updated for our B.I.M.M. class. I would like to see an Advanced Web Mastering class. We don't have many fine are classes. Writing and English need more emphasis.
- The schools are clean, but the soap dispensers don't work properly and there is a lack of paper towels.
- The cafeteria food is not good and the lunches are short.
- I think my DISD school is a great school. I just believe we should maybe have more computers and more classes offered here. I am a senior and I wanted more classes that I can actually learn something and be challenged, but I'm not. We should have a wider variety.
- The educational program is 95 percent good. Most of the teachers know how to teach and how to treat students. There are also teachers that think they have the right to scream at us, and do things that would make anyone mad; such as snapping fingers, yelling or even hitting. The security guards are also involved. Most of the guards at my school are black, and they have a preference for students that are the same race as they are. I think everyone should be treated the same.
- When the food is served it is sometimes the same thing; for example, steak and rice, fish sticks and rice. They only serve mashed potatoes every three weeks. When they serve us pizza it is served in very small plates. The spoons and knives are not clean.
- Sometimes there is no air conditioner. When it is hot outside, it is very hot in the classrooms.
- The school could be more sanitized than it is.
- The food could be better.
- Teachers could also be better.
- As a student I believe that the food that is served in the cafeteria needs to be changed. Almost everyday we have to eat the same food. Sometimes the pizza looks uncooked or burned. There is also time whey they serve the pizza in a really small plate that it even touches the surface below. Hopefully, my opinion would help us get better service and also better food in the cafeteria.
- I go to Seagoville High School and to be honest it is a good school. It's safe and drug free here. The teachers are strongly on you and you work. They really want you to graduate and proceed in college. They will try if you will try, because they believe in you. All teachers do up here. I think this a clean school. Compared to other schools in DISD, this school is the best.
- We have metal detectors, but they are hardly ever plugged up. When they do go off you don't get stopped. The people who are supposed to go through your bags don't do it. They pat your bag and let you proceed; this is not safe at all.

- The teachers need to be able to teach the subject they are assigned. For example: In my math class my teacher hands out the worksheet and sits at her desk until the end of class. It would be easier to pass if we were taught. We also need teachers who make learning fun, because then we would learn more.
- Since I am new at this school and in this district I don't know much about it. So far everything is good and I am completely satisfied with it. I enjoy attending my school.
- The educational performance of Dallas ISD is good. Teachers are always able and willing to teach, but the students are not always willing to learn. Freshmen and seniors put forth the most effort in Academics. Juniors and sophomores tend to slack off and rely too much on the ability of others.
- I think the educators are good although some need more experience and learning in the field(s) that they teach.
- I believe the school system would be more helpful if they asked us what we want for our school, not just doing what they want.
- This school is all right except for the lunch lines. The ladies take their time and some kids don't have enough time to eat.
- This school has many teachers who don't care enough to help you understand. They don't make learning enjoyable. There are teachers who actually try. A lot of the English and Math teachers seem to really care about the students. I feel that the principal is racist, because he looks to get people who look like they could cause trouble - in trouble.
- I feel that DISD is one of the worst districts. The drug problem is unstoppable. Most kids are out of control and our principals are heartless.
- The textbooks definitely need to be replaced, because I don't want to pay for a beat up old book if I lose it. I at least want to pay for one that looks nice.
- I believe our school could use many improvements and more help for students to understand their work in class. Don't get me wrong, I love my school, but there are just a few things to improve on especially the food at school.
- I feel that this district does not really have all the performance skills needed to obtain a proper school district. I plan to write the board on my own time.
- The cafeteria food is disgusting and the cafeteria personnel are extremely mean, half of them don't even speak English.
- We need a new Art I teacher. My teacher is negative and puts people down. Maybe an evaluation is a good idea.
- The bags don't get checked properly at the metal detectors.
- I feel that we need more time for lunch.
- The lunch from cafeteria need to be better and the staff needs to be cleaner.

- The restrooms need to be cleaner.
- Teachers sometimes need to be more disciplined and not scared of the students.
- I personally think that the principals and the staff could do a much better job with the good respectful students. If they do something with the thugs and the fighters we could probably have more activities, longer lunches, and more educational programs.
- I feel the food in the cafeteria should be hot when served. The hamburgers and fries are cold, and the cheese on the pizza is nasty. The ladies don't even wear gloves. The lines are so long they run out of food and serve us the food from the day before.
- I will say that we need more computers in the classrooms and better food.
- I feel and think that they can do way better work that what is being done. I also think that they need to come by more often to really notice our school and observe the teachers.
- This is a good district.
- The education is good and the students learn enough to start college.
- I don't like the fact that now all the teachers try to do is teach as many things required as they can instead of making sure the student have learned what is being taught. Some students don't learn as fast as others. It makes me think, "Do they care if I learn it, or do they just want to get paid."
- I think we need some stuff for the school; besides that everything is ok. We also need more food.
- DISD's performance has been poor. The school board can never agree on one item. They are always on the news. Today is a "No Pass" day at our school and that means no student can get a pass to go anywhere. That is so stupid. What if I feel sick and can't go anywhere, and then what am I going to do?
- We don't have spoons to eat our cereal in the morning. One of our assistant principals is very rude to the students.
- We have rats, rude teachers, and really gross bathrooms.
- I am a senior so when I need to get information on the Internet for scholarships, I can't because teachers won't let me. How can I further my education when I can't even look up how to pay for it, or even type up essays for them.
- The educational performance is not the worst, but it isn't the best. The education the district provides is mediocre, and it could use some improvement.
- I think that the school district need to make more changes, but for the best of the students and not the teaching staff. We are the ones who are trying to raise our education.

- I think the school district should work on fixing things quicker. I also feel that the classrooms, cafeteria, and the restrooms are horrible. Lastly, the food makes you sick.
- The restroom facilities are very bad. Some of the doors to the restrooms don't close. There's no soap to wash your hands.
- The tardy policy is terrible. You have to go home and come back after that period is over, because you don't want to be put on parent conference.
- The cafeteria food is always cold, and the same food is served daily.
- I feel that the students in DISD are being deprived of a good education, because the school spends more time worrying about the salary they're going to pay the superintendent, instead of worrying about the education that we are not getting in our school. Especially for the students who do want a higher education.
- The school I attend needs to offer more technology courses that can help students in their future as they continue school.
- I feel they need to suspend the student for three to five days for fighting because what if that person keeps hitting and provoking you to do things. Isolation from school is not the way to solve a problem that can result in not graduating. I do not think the TAAS test is fair, because you could have done your best through all your years with high A's or B's and one little test is going to hold you back and that is not right at all.
- I don't like the amount of breakfast that we have in the morning. Everything is gone by 8:25 and school starts at 8:45.
- The girls' restrooms are in BAD conditions.
- College bound students have some information, but not all and they need help and guidance.
- Sometimes the classrooms are left without a teacher or a sub. That leaves the principal or assistant principal to fill in.
- A few of the classes don't have enough books, and the books they have are not in very good shape.
- The cafeteria doesn't offer a wide selection of vegetarian food, just the same old salads.
- Students wait at least 15 minutes in line and don't have a place to sit at lunch.
- The student voice hardly ever counts, it seems we need our parents' voice to do all the fighting for us.
- I feel that my school is doing okay so far, but we do have to have better food in the cafeteria. We don't have enough time to eat, we stay in line for 20 minutes then we just have 10 minutes to eat.
- I think DISD needs more or better security guards, because of the gangs and all the fighting that goes on.
- We need foreign language teachers. The security guards are scary, and that is why the students talk crazy to them.

- The school needs more lockers plus the security need to be improved by a fraction of 3/4.
- I feel that the DISD district is incompetent in their jobs and all they do is argue over the superintendents. They do not care about the schools or students.
- The nurse takes a 2-hour break and the cafeteria staff is rude.
- Well I strongly disagree with these new and young teachers, coming out of college and teaching us. They are still young so therefore they act young and immature. They still have that teenage mentality. They stir up school mess more than anything. Half of them are not even certified. Get them out please.
- I think the DISD does not meet the educational performance that it should. Also it does not meet financial security. For example, all of the cheerleaders got robbed. Did they pay for our uniforms etc? We paid a total of \$573.
- Okay, I'm a senior this year so I really do not care if there are any changes but our books are like decades old and we get all stuff from the district. It is very weird because some other schools in Dallas get the nice books. Okay why does Sunset get the torn up books??? Students here want to learn too and if they see that they receive the worst kind of supplies who will want to study? A lot think Sunset is a bunch of losers. Well with the help the district gives what do you expect? A lot of our desks I have seen since kindergarten and we still have some of those desks. I believe that as time goes by education in Dallas is going down and down every day. I remember when I was in Kinder- 1st grade we knew how to read, write and 2nd grade teachers were already teaching us to multiply and now I see all these elementary students and they are like in 5th grade and they know nothing I mean nothing. Before, if students did not learn they would have to stay in the same grade, well now the parent takes the teacher a present and student is sure to pass. I know high school; teachers are a bit different (most of them) they know things have to be done. But it is hard for them when they have 40 students in an English IV class. The teacher cannot help each student. She does not have enough time. But Dallas ISD needs help. It's funny when students are trying to graduate so they say well. I am transferring to a school in Dallas. Well that tells you a lot. I am sorry I wrote so much but you asked. Oh, one more thing. We did not have computers in all the classrooms as well. We do not need them in all but they would be useful like in English III and IV.
- The food that they used to serve at the cafeteria tastes very bad. We need more security in this school. We also need more computers because all the teachers gave us work that we have to do on computers like power point presentations, essays typed, etc.

- We do not have a lot of time to eat. There are a lot of students and sometimes we take 15-20 minutes in line and then there are not a lot of chairs to sit down. We should get more good food and different varieties too.
- Well I disagree with changing classes; I think they should be longer because there is not enough time to get to our locker, restrooms and classes. And strongly disagree when lunchtime there is always big lines and it takes all your lunchtime to stand in line. Food is all cold and hard.
- My comments about the educational performance of Dallas ISD is that we need more desks in classrooms. We need more books because there are not enough for all the students that attend school.
- I think that the Dallas schools should focus on serving better lunches for students because the ones that are being served right now are really bad. They should also get more computers in the classrooms because the students hardly ever have the chance to get access to a computer. They should also focus on better security.
- One of the lunch staff is rude. I asked for some napkins, and she acts like she has an attitude. And, she says, "You'll need to learn how to get some from your other line" with an attitude, and she does this all of the time, except when I am in her line when I ask other lunch ladies staff, they do not have an attitude.
- I think that we need a class or program that can help students with college papers and help them out.
- We need advanced computers, at least Windows 98. Better security.
- Well, the security guards should check the backpacks better because many of the students can bring anything into schools.
- The hallway people harass students too much. Teachers should update students of their grade every two weeks.
- In a way it's good but sometimes it's bad. Townview needs sports now. OKAY!
- I feel that you should not put so much pressure on us, because it makes us get stressed out, then we do not do as good a job.
- I think that the security at my high school is horrible, except for two officers. One officer is very inappropriate towards me. I do not like that. The officer has an attitude when I do not have one towards her. Thanks for listening.
- Some of the teachers do not know what they are talking about. They give students false information and make up things as they go along. The protection at this school is not safe either. Officers let me pass through the metal detectors when they go off and do not tell us anything. Does something bad have to happen before this district takes action?? If I weren't so poor, I would go to private school, where it would be safe.

- We need teachers. Better lunch. More computers. More books. Smaller classes. More time to eat lunch. Stop eating lunch so late.
- I feel that there should be more discipline for students. Some students come to class and sleep or disrespect teachers and students. I feel that the teacher should discipline them. Also I did not see any religious question. I feel that if students can announce and put posters up for pep rallies and any type of activity, we should get the right to do the same for our youth groups at school. First amendment states "Freedom of religion."
- Concerning whether or not teachers and students have easy access to computers, there are some teachers who do not have computers in their class and for those who do they only have one and it rarely works. Also, the only Internet hook-up accessible to students is found in the library so you can only get on the Internet on your own time.
- The students of DISD have some teacher who cannot speak English very well so it's hard to catch on to the lesson. Also the lesson we are required to do from the district in the book skip around a lot. So it is hard to catch on.
- There are not enough computers, security, and cleanliness in the schools. More respect and teamwork is needed from teachers, students and mostly from the principal. We need a management team to manage the money. DISD is already broke. It is not willing to spend money on the schools but on the big shots in the big offices.
- The Dallas ISD is a good school district but they do not treat us like adults. Instead they treat us like caged animals from the time we come until the time we leave. We should have teachers who enjoy teaching not teachers who are qualified. Some teachers do not like the school or the students in it so I feel they should be gone.
- Counselors at school should be more concerned about the needs of students. Even though the school has a huge population, the counselors need to move faster at the changing of classes for students. Counselors should not take all year or many months to change a student's class that the student needs to drop or change.
- I feel that DISD is very unorganized and inconsistent. I say this because we hardly have enough books to issue out to the students, the classes seldom have a permanent teacher, and the breaks change too frequently.
- The program did not talk about the sexual harassment that is going on in some schools. They also did not talk about new teachers showing favoritism to some students they like. I also feel that maintaining a clean school should be examined very strongly because the rest rooms are not kept clean. There is no tissue or paper towels.

- My comment is about the teachers. Most of the History teachers in my school are coaches and they make no effort to actually teach. Our math scores in our school are low because do not have teachers who know about the subject themselves. A lot of the students are not learning because most of the teachers are not equipped to teach.
- The only problem I have is the bus transportation. We have been switching bus drivers for the past months. Therefore, we do not know when the bus arrives, and when departs from school.
- It could be better than what it is. The books are not ever up to date. They are old and have been written in several times. Some of the teachers do not even explain their work with good sentences and then get mad when you ask a question more than once.
- I think the teachers in the DISD school district lack the concern and the knowledge to teach students. Some schools have a better educational system than other schools because they have greater opportunities to gain funds for better books and equipment. I believe all schools should have an equal chance.
- Not enough time to eat lunch, only have 30 minutes and you stand in the lunch line for 20 minutes. Finding an empty seat takes five minutes. Lazy counselors tell you wrong information.
- The district is poor. I work and pay taxes. This school gets no money for anything except to pay our superintendent. He's the highest paid in action and we are poor. This school I think in some ways we are deprived of the education we are entitled to because of lack of money. But the surrounding districts such as Garland and Mesquite have all high tech equipment
- I feel that the schools in our school district are just left alone. We do not get much attention and supplies. The lunches are overcrowded and the restrooms along with the school campus are dirty. The regular classes are overcrowded and some teachers do not take the time to teach the students properly. We get unfairly punished for one or a few mistakes. We are also unfairly stereotyped and compared with the upper class schools. Thank you.
- I think schools with kids that are rich have a better opportunity of reaching their needs such as, better high tech equipment, better books and educated teachers. Also, we need to have better security in our school. I do not mean having 12 or 13 police officers at each corner treating everyone like they're carrying a bomb. DISD should find a better way to do that. Thank you.
- Need more bilingual teachers to help student from other countries, need more computers in each class.
- I think that DISD should get more computers so each student in school can take one home. Do not waste the money on something dumb, please.

- I think the ISD is bad because we need computers and we do not have enough computers for the classroom.
- The DISD is pretty dumb, all the money they wasted finding stupid superintendents that waste our money, when we could use that money for school improvements, school computers, other tools to better our standing in TAAS, to help the younger generation be more prepared to lead this new, brave world. Do not mess it up for us.
- I do not like standing in line for 20-25 minutes to get cold food and often during lunch there is not enough food for everyone. Then when I finally do get my food I have 5-7 minutes to eat it. The library is already a hassle. It always seems to be too much trouble to help someone. The computers are slow, break down, or always shuts down. The teachers have little or no control in our class. One teacher actually talks very softly so I cannot hear her teach. When I get behind she yells at me. She never just kicks out the loud kids. She just talks under them, I come to school to learn and get my diploma and I am struggling because some of my teachers won't take control of their classroom.
- I think that we should have more computers for students because the ones we have are not enough for everybody.