

December 19, 2001

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

Fellow Texans:

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

In August 2000, I released the results of my review of the district's operations. This review offered 35 recommendations that could save RISD taxpayers a net of more than \$796,000 by 2004-05. The review also noted a number of RISD's exemplary programs and model services provided by district administrators, teachers, and staff.

After a little more than one year, we returned to check on how well the district's leadership put these proposals into practice. Over the last year, RISD has implemented, or is in the process of implementing, 29 of the proposals, or 83 percent. The district has realized net savings of \$267,008 to date and expects those savings over five years to reach nearly \$595,000.

This report is available on my Web site at [www.window.state.tx.us/tspr/rivierapr/](http://www.window.state.tx.us/tspr/rivierapr/).

Thanks for all that you do for Texas.

Sincerely,

A handwritten signature in cursive script that reads "Carole Keeton Rylander".

Carole Keeton Rylander  
Texas Comptroller

# Introduction

In August 2000, the Comptroller of Public Accounts' Texas School Performance Review (TSPR) staff and consultants completed a comprehensive school review of the Riviera Independent School District (RISD). During October 2001, TSPR returned to assess the district's progress in implementing its recommendations.

Since 1991, TSPR has recommended more than 5,500 ways to save taxpayers more than \$500 million over five years in 63 different public school districts throughout Texas. TSPR also conducts follow-up reviews of districts that have had at least one year to implement its recommendations. Thirty-seven of these follow-up reviews have shown that 90 percent of TSPR's proposals have been acted upon, saving taxpayers more than \$109 million to date, with full savings estimated to rise in the future.

## Improving the Texas School Performance Review

Upon taking office in January 1999, Texas Comptroller Carole Keeton Rylander consulted school district officials, parents, and teachers and carefully examined past reviews and progress reports in an effort to make the Texas School Performance Review more valuable, even vital, to the state's more than 1,000 school districts. Having served as a teacher and later as a school board president, Comptroller Rylander has vowed to make TSPR more accountable to local school districts and the communities they represent.

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

Recognizing that only about 52 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to channel more of every education dollar into the classroom. In addition, the comptroller has acted to ensure that school districts' best practices and exemplary models will not be left buried inside individual TSPR reports. Instead, Comptroller Rylander has ordered best practices and exemplary programs to be shared quickly and systematically among all the state's school districts, and with

anyone who requests such information. There is simply no reason for a district that has solved a problem to keep the solution to itself. Comptroller Rylander has directed TSPR to serve as an active clearinghouse of the best and brightest ideas in Texas public education. Best practices identified in the original review of RISD are included in the Comptroller's best practices database, "*A+ Ideas for Managing Schools*" (*AIMS*), which is accessible on the web at [www.aimsdatabase.org](http://www.aimsdatabase.org).

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

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

Finally, Comptroller Rylander has opened her door to Texans who share her optimism about TSPR's potential. Suggestions to improve school reviews are welcome at any time.

For more information, contact TSPR by calling (512)476-3676, or see the Legislative Budget Board's Website at [www.lbb.state.tx.us](http://www.lbb.state.tx.us).

## TSPR in the Riviera Independent School District

In January 2000, Comptroller Rylander selected the four districts in Kleberg County-Kingsville ISD, Ricardo ISD, Riviera ISD, and Santa Gertrudis ISD- for school performance reviews. After two failed attempts to secure consultants to assist with the reviews, work began in earnest in May 2000.

Based upon more than three months of work, this report identified RISD's exemplary programs and suggested concrete ways to improve district operations. If fully implemented, the Comptroller's 35 recommendations could result in net savings of \$796,214 over the next five years.

The Comptroller's office selected SDSM Inc., an Austin, Texas-based consulting firm, to assist the agency in this review. The TSPR team interviewed district employees, school board members, parents, business leaders and community members and held a public forum on May 18, 2000 in RISD's school cafeteria. To obtain additional comments, the review team conducted focus-group sessions with teachers and area business leaders. TSPR also received letters from parents, teachers and community members, as well as calls to the Comptroller's toll-free hotline.

Fourteen campus and central administrators and support staff, three principals, 12 teachers, 68 parents and 28 students completed written surveys as part of the review. The review team also consulted two databases of comparative educational information maintained by the Texas Education Agency (TEA), the Academic Excellence Indicator System and the Public Education Information Management System.

Riviera ISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The peer districts selected were Benavides, Skidmore-Tynan, Three Rivers and Woodsboro. TSPR also compared RISD to averages for TEA's Regional Educational Service Center 2 (Region 2), to which RISD belongs, and for the state as a whole.

### ***RISD in Profile***

Riviera Independent School District is located in rural South Texas, about 60 miles south of Corpus Christi. The district is a source of pride and focus for the unincorporated Riviera community. Historically, the community has had strong farming roots; today, many community members commute to jobs in Kingsville or other nearby towns.

RISD served 517 students in the 2000-01 school year, on three campuses: Nanny Elementary, De La Paz Middle School and Kaufer High School. Sixty-six percent of the district's students are Hispanic, 33 percent are Anglo and about 1 percent are African American or American Indian. About 59.4 percent of the student's are economically disadvantaged. The district's enrollment has been dropping by 3 to 7 percent each year since 1993-94, but for 2001-02 enrollment is expected to rise to 519. RISD's property value per student is higher than the state average and ranks third-highest among its peer districts.

In 2000-01, RISD received an Academically Acceptable rating from TEA, with its high school rated Exemplary and its middle and elementary school judged Academically Acceptable.

In 2000-01, 89.5 of all RISD students passed the reading portion of the Texas Assessment of Academic Skills (TAAS) test; 91.8 percent passed the math portion and 84.3 percent passed the writing portion. RISD's students improved in nearly all categories and all subcategories of students taking the test.

In 2000-01, RISD employed a staff of 87, with 44 teachers accounting for or nearly 51 percent of RISD staffing. The district spent \$4,709,948 in 2000-01. In 2000-01, RISD spent 50 cents of every tax dollar on classroom instruction, compared to the state average of 51 cents.

While RISD still has a lot of work before it, both the district's staff and TSPR team members have a sense of steady progress. Twelve recommendations have been implemented, 17 are in various stages of progress and six have not been addressed. No recommendations were rejected as unworkable. (See Appendix A for details on the recommendations' status.)

Riviera ISD Report Card

| Chapter  | # of Recommendations | Complete  | In Progress | Not Implemented | Rejected | Percent Complete/ In Progress | Rating              |
|--|----------------------|-----------|-------------|-----------------|----------|-------------------------------|---------------------|
| District Organization and Management   | 4                    | 0         | 4           | 0               | 0        | 0%/100%                       | Satisfactory        |
| Educational Service Delivery   | 6                    | 2         | 4           | 0               | 0        | 33%/67%                       | Satisfactory        |
| Financial Management   | 8                    | 3         | 3           | 2               | 0        | 38%/38%                       | Needs Work          |
| Operations   | 17                   | 7         | 6           | 4               | 0        | 41%/35%                       | Needs Work          |
| <b>Overall Grade</b>   | <b>35</b>            | <b>12</b> | <b>17</b>   | <b>6</b>        | <b>0</b> | <b>34%/49%</b>                | <b>Satisfactory</b> |
| Excellent = More than 80% complete<br>Satisfactory = 80% to 100% complete or in progress<br>Needs Work = Less than 80% complete or in progress |                      |           |             |                 |          |                               |                     |

# Exemplary Programs and Practices

TSPR identified numerous "best practices" in RISD. Through commendations in each chapter, the report highlighted model programs, operations and services provided by RISD administrators, teachers and staff members. 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. The TSPR commendations include:

- RISD has a relatively flat organizational structure that encourages teamwork. This was especially apparent in interviews with principals, who said that district employees have a close and supportive working relationship.

*RISD's organizational structure has remained flat, with principals and administrators working together to review and implement a number of the recommendations contained in this report.*

*According to the superintendent, cooperation and teamwork within the district and with the community have helped the district to focus on its facility needs and build a consensus on what needs to be done, and when.*

- RISD provides a number of activities to expand community and parental involvement. Nanny Elementary school students, for instance, decorate the seasonal bulletin board of the H.E.B. grocery store in Kingsville. In turn, H.E.B. gives the school a \$400 gift certificate that it uses to purchase student incentives. The store also donates food items to RISD for special activities such as field trips.

*Community involvement remains a key RISD goal. Recently, the district's Instructional Leadership Team began preparing a parental and community involvement plan based on a TSPR recommendation.*

- RISD employees are actively involved in ensuring their students' well-being, both at school and in the community. RISD forms intervention teams with teachers, counselors, community members and students, if appropriate, to help at-risk students. Team members identify any problems these students face, not only in the classroom but also at home, and work to help them resolve those issues.

*Last year, the district provided an in-service day during which parents could come to school to meet with their children's teachers and pick up report cards as well. This worked so well that the*

*process was expanded; now, all of the schools hold a conference day simultaneously, so that parents with children in multiple grades can visit each of their children's teachers on the same day. Eighty percent of elementary parents, 85 percent of middle school parents and 75 percent of high school parents attended the sessions held on September 28.*

- By entering into articulation agreements with Del Mar and Coastal Bend community colleges, RISD provides its high school students with early opportunities to take college classes and receive college credit while completing their high school requirements.

*RISD has expanded its collaboration with area higher education institutions through an agreement with Texas A&M-Kingsville that provides a counseling intern to the district on two days a week for group and individual counseling sessions, and to deliver class presentations on the "six pillars of character": trustworthiness, respect, responsibility, fairness, caring and citizenship.*

- RISD vigorously pursues grant funds from the state and private foundations. Eighty percent of the district's computer equipment was obtained through grants. Each classroom has an average of four computers with Internet access and teachers have been trained extensively in their use. The district library also has benefited from technology grants, which have allowed it to offer the community with internet access for research and study.

*Grants continue to provide funds for district technology. In 1999-2000, for example, RISD received a Technology Integration in Education (TIE) grant from TEA, to establish a distance-learning center at RISD's Learning Resource Center. In 2001-02, RISD students are taking an AP Statistics course from another school within Region 2 through district video-conferencing facilities.*

- RISD participates in a self-funded workers' compensation cooperative, Creative Risk Funding, Inc., with 34 other districts. Since joining this shared service for workers' compensation plans in 1993, the district has reduced its premium costs by \$37,000 annually.

*The amount the district pays through the co-op is based on each district's claims history and payroll. Each district holds its own funds until they are needed to pay claims. Each district pays its own claims up to an assigned level; after that level is reached, the other member districts pay a percentage of the claim.*

# TSPR Key Recommendations

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

## District Organization and Management

**Recommendation 1: Integrate the district's planning documents into a district strategic plan and link the plan to the budget.** The district had been trying to push itself in this direction, and this recommendation provided the impetus to encourage this connection. According to the superintendent, the district now is setting priorities and dedicating money to meet them.

## Education Service Delivery

**Recommendation 6: Consolidate low-enrollment courses at the secondary level and reduce the district's number of teachers.** The consolidation of low-enrollment courses has generated significant savings, improving the district's overall financial situation while maintaining high-quality educational programs.

**Recommendation 10: Provide training to teachers using campus-level, detailed TAAS performance analysis in effective instructional planning.** Administrators have been trained on and are now training their staff in the use of an AEIS-IT system that analyzes campus and student performance data. The system is easy to operate and graphic in its display of performance and weaknesses. The superintendent said that the principals are sold on this system, which promises to make a great deal of difference in student performance by identifying areas of strength and weakness in the system.

## Financial Management

**Recommendation 14: Fully implement the purchasing module of the financial computer system to facilitate the purchasing process and provide timely and up-to-date data on available balances.** This recommendation, when fully implemented, should ease district workloads and streamline the purchasing process.

**Recommendation 17: Develop a workplace safety training and accident prevention manual and provide periodic safety training to**

**employees.** While this recommendation has not yet been fully implemented, the district's administrators feel it will ultimately save money and improve safety in the district.

## **Operations**

**Recommendation 19: Conduct a formal facilities planning process that includes broad community participation, and prepare a long-range facilities master plan.** Strong community support and input have made the planning process very thorough. The district formed a Facilities Review Committee in spring 2001. After reviewing all district buildings and facilities, it prioritized the district's needs and presented its findings to the Board of Trustees that summer. As a result, the district now has a clear understanding of its needs in the area of facilities and believes it now has community support for its proposed renovation program.

**Recommendation 25: Implement the recommendations from the 1997 Energy Efficient School Partnership Report in the facilities planning process.**

**Recommendation 26: Set up and maintain the district's utility expenditures on a spreadsheet to monitor and analyze the district's energy usage from month to month.**

**Recommendation 28: Participate in the State Power Program to reduce utility costs.** While implementation of these energy-related recommendations is only just beginning, the superintendent said they are going to be very important to the district in trying to control energy costs, which are escalating.

**Recommendation 29: Apply standard Meals Per Labor Hour guidelines to food service staffing levels.**

**Recommendation 30: Improve the profitability of the food service program by promoting increased participation.**

**Recommendation 31: Implement an electronic point of sale system.** In all, these three recommendations are credited with improving the district's food service operation; for the first time in several years, the program is operating without a deficit, which has improved the district's financial condition.

## **What Remains to be Done?**

RISD has made steady progress in implementing TSPR's recommendations, particularly considering that a new superintendent

joined the district during this time. Eighty-five percent of TSPR's recommendations have been implemented or are being implemented at this writing. District administrators have not implemented five of the report's recommendations, but have provided reasons for delay or inaction. This section addresses key areas requiring additional attention.

## **Curriculum and Instruction**

The district has hired a consultant from Region 2 and is granting teachers release time to develop curriculum guides. The district has adopted new Math guides and will prepare Language Arts guides when the Texas Essential Knowledge and Skills are finalized in that area (as per TSPR's Recommendation 7). To ensure that the district continually revises and improves its the curricula, the board should adopt a comprehensive plan (Recommendation 8) for the direction of curriculum management and quality control. Furthermore, the curriculum plan should take into account students with special needs, such as Gifted and Talented students (Recommendation 9), a revision process that has begun in the past year.

## **Facility Planning**

RISD has undergone an extensive facilities planning process involving a large number of parents, community members and district staff. The result, according to district administrators, is a shared vision for what the district needs in the area of facilities. The one area of the district's facilities not addressed during this planning process was an evaluation of Americans with Disabilities Act (ADA) requirements, which will be mandatory for new construction and renovations to existing facilities. TSPR encourages the district to ensure that all of its facilities are accessible and meet minimum ADA requirements.

## **Energy Management**

While RISD has begun some work in the area of energy management, and the superintendent has indicated that this will be an area of concentration in the coming year due to rising energy costs, it is important that steps be taken immediately to ensure that the district conserves energy and keeps its utility bills to a minimum. A number of simple things can be done to conserve energy, including campus-based programs that educate students and staff in the importance of turning off lights and turning down thermostats. The Comptroller's State Energy Conservation Office stands ready to assist RISD with this important work.

# **RISD's Ideas for Improving the Texas School Performance Review**

TSPR does not assume that its process for school reviews works so well that it cannot be improved. Therefore, as part of the progress report preparation, TSPR asked RISD staff members and administrators what went right and what went wrong-and how the process could be improved.

Feedback TSPR has received from other districts has led to improvements in the review process. For example, early reports did not include implementation strategies, and districts told TSPR they needed help in getting started. As a result, TSPR's reports now include implementation strategies and estimated timelines. Districts have told TSPR that these blueprints are valuable.

RISD administrators and board members made the following observations.

In all, the superintendent said that a lot of TSPR's recommendations were very good, primarily because they gave the district the impetus to move forward in areas where change was needed. He said that, in some cases, they knew of changes that were needed, but other demands had their attention. All too often, especially in a small district, daily demands take precedent over long-range planning and goal setting. The report encouraged the district to take action on some things that needed doing.

The effort required of a small district during a TSPR review is considerable. TSPR's site visits, data requests, calls and questions all require a significant commitment of time and a heroic effort by staff to maintain their current workloads and meet TSPR's requirements. The superintendent suggested that TSPR make some adjustments to the review process to take into account the minimal staffing available in a smaller district. TSPR continues to refine the process it uses in smaller districts and will certainly take this comment seriously in planning future reviews.

## Appendix A: Status of Recommendations and Savings

### Chapter 1: District Organization and Management

| Rec# | General Recommendation  | Implementation Status | TSPR's Projected Five-Year Savings (Costs) | Actual Savings (Costs) to Date | RISD's Projected Five-Year Savings (Costs) | Comments   |
|------|---|-----------------------|--|--------------------------------|--|--|
| 1    | Integrate the district's planning documents into a district strategic plan and link the plan to the budget. p. 17                 | In Progress           | \$0  | \$0                            | \$0  | This process has begun with the development of the new campus and district improvement plans. Budgets will be tied to the improvement plans and districtwide goals |
| 2    | Develop a summary executive reporting format to present financial, management and program-related information to the board. p. 19 | In Progress           | \$0  | \$0                            | \$0  | The district has developed a new reporting format and is fine-tuning it according to feedback from the board and district staff.                                   |
| 3    | Revise the budget calendar annually. p. 21  | In Progress           | \$0  | \$0                            | \$0  | This recommendation is tied to completion of the planning process. Until then, the budget calendar is being revised as needed to ensure that all activities        |

|   |  |             |            |            |            |   |
|---|--|-------------|------------|------------|------------|---|
|   |  |             |            |            |            | are completed in a timely manner.   |
| 4 | Create a community involvement plan and recruit a volunteer to serve as coordinator. p. 29 | In Progress | \$0        | \$0        | \$0        | The district has assigned this task to the Instructional Leadership Team. The district is using a number of innovative programs, including the use of parents and community members in preparing a district facility master plan. The district has made parental and community involvement a high priority. |
|   | <b>Totals: Chapter 1</b>   |             | <b>\$0</b> | <b>\$0</b> | <b>\$0</b> |   |

## Appendix A: Status of Recommendations and Savings

### Chapter 2: Educational Service Delivery

| Rec# | General Recommendation  | Implementation Status | TSPR's Projected Five-Year Savings (Costs) | Actual Savings (Costs) to Date | RISD's Projected Five-Year Savings (Costs) | Comments   |
|------|---|-----------------------|--|--------------------------------|--|--|
| 5    | Collaborate with Texas A&M University-Kingsville to obtain student counseling and social services referrals through the university's graduate programs. p. 41 | Complete              | \$0  | \$0                            | \$0  | The district now has an intern that is conducting group and individual counseling sessions. She is giving presentations on the "Six Pillars of Character" under the close supervision of her instructors at the university and the district counselor. The district is seeking additional interns for next year. |
| 6    | Consolidate low-enrollment courses at the secondary level and reduce the district's number of teachers. p. 44   | Complete              | \$603,584                                  | \$247,448                      | \$618,620                                  | Over the last two years, the district eliminated some positions and filled others with different types of staff. Some staffing   |

|   |   |             |             |     |            |  |
|---|---|-------------|-------------|-----|------------|--|
|   |   |             |             |     |            | changes resulted in additional expenditures, but these expenditures would not have been possible if the initial reductions had not been made.    |
| 7 | Develop functional curriculum guides to provide direction for all instruction. p. 47  | In Progress | (\$108,000) | \$0 | (\$75,000) | The district has prepared Math guides for use this year. Language Arts will be the next area to be examined.                                     |
| 8 | Develop and adopt a comprehensive curriculum plan to document and direct curriculum management and ensure quality control. p. 49      | In Progress | (\$8,000)   | \$0 | (\$5,000)  | The district is awaiting information from the Texas Education Agency on the new Texas Essential Knowledge and Skills before finalizing its plan. |
| 9 | Comply with the Texas State Plan for the Education of Gifted/Talented Students and adopt a five-year plan for the Gifted and Talented | In Progress | \$0         | \$0 | \$0        | The gifted and talented plan is being rewritten and efforts are under way to ensure that the plan is   |

|    |  |             |                  |                  |                  |   |
|----|--|-------------|------------------|------------------|------------------|---|
|    | Program. p. 51   |             |                  |                  |                  | followed.   |
| 10 | Provide training to teachers using campus-level, detailed TAAS performance analysis in effective instructional planning. p. 55 | In Progress | \$0              | \$0              | \$0              | Administrators have been trained on and are now training their staff on the use of an AEIS-IT system that analyzes campus and student performance data. |
|    | <b>Totals: Chapter 2</b>   |             | <b>\$487,584</b> | <b>\$247,448</b> | <b>\$538,620</b> |   |

## Appendix A: Status of Recommendations and Savings

### Chapter 3: Financial Management

| Rec# | General Recommendation   | Implementation Status | TSPR's Projected Five-Year Savings (Costs) | Actual Savings (Costs) to Date | RISD's Projected Five-Year Savings (Costs) | Comments   |
|------|--|-----------------------|--|--------------------------------|--|--|
| 11   | Contract with the Kleberg County Tax Assessor-Collector's Office to perform tax collection services and eliminate the RISD tax collector position. p. 66 | Not Implemented       | \$206,105                                  | \$0                            | \$0  | The board believes that its tax collector provides good services and is concerned about the collection rate should this function be transferred to Kleberg County. This recommendation may be reconsidered when the current tax assessor retires in two years. |
| 12   | The board should authorize a more aggressive pursuit of outstanding delinquent taxes. p. 67  | In Progress           | \$0  | \$0                            | \$0  | The board has reached an agreement with Kleberg County to include RISD as an intervener in the pursuit of delinquent taxes, which should result in increased collections.  |
| 13   | Reconcile bank statements each month and investigate and   | Complete              | \$0  | \$0                            | \$0  | This recommendation has been accomplished:   |

|    |   |             |     |     |     |  |
|----|---|-------------|-----|-----|-----|--|
|    | immediately correct all discrepancies, including the large discrepancy in the master account. p. 68   |             |     |     |     | reconciliations are performed on an ongoing basis. The bookkeeper has also been trained to assist in the process and could serve as backup to the business manager, should the occasion arise.   |
| 14 | Fully implement the purchasing module of the financial computer system to facilitate the purchasing process and provide timely and up-to-date data on available balances. p. 70 | In Progress | \$0 | \$0 | \$0 | Region is working to update the computer system, and the district hopes to have the system completed by spring 2002.   |
| 15 | Combine multiple orders to the same vendor. p. 70   | Complete    | \$0 | \$0 | \$0 | Wal-Mart is the only vendor identified as a frequently used vendor with multiple purchase orders. The district obtained a credit card from Wal-Mart for each of its campuses. Now, principals submit monthly pay authorizations for items they have purchased. |

|    |  |                 |                  |            |            |   |
|----|--|-----------------|------------------|------------|------------|---|
| 16 | Withhold payments to vendors who are delinquent taxpayers until all delinquent taxes are paid in full. p. 71                                   | Complete        | \$0              | \$0        | \$0        | The district has researched its payments to vendors and found none being made to delinquent vendors.  |
| 17 | Develop a workplace safety training and accident prevention manual and provide employees with periodic safety training. p. 72                  | In Progress     | \$0              | \$0        | \$0        | The district obtained appropriate policies and procedures from the Workers' Compensation provider and plans to have employees sign off on them at the beginning of each year. |
| 18 | Seek to expand the field of qualified accounting firms responding to the district's requests for proposals (RFPs) for auditing services. p. 74 | Not Implemented | \$0              | \$0        | \$0        | The district is satisfied with its current external auditor. This recommendation will be reconsidered when the district issues another RFP.                                   |
|    | <b>Totals: Chapter 3</b>   |                 | <b>\$206,105</b> | <b>\$0</b> | <b>\$0</b> |   |

## Appendix A: Status of Recommendations and Savings

### Chapter 4: Operations

| Rec# | General Recommendation  | Implementation Status | TSPR's Projected Five-Year Savings (Costs) | Actual Savings (Costs) to Date | RISD's Projected Five-Year Savings (Costs) | Comments   |
|------|---|-----------------------|--|--------------------------------|--|--|
| 19   | Conduct a formal facilities planning process that includes broad community participation and prepare a long-range facilities master plan. p. 80 | In Progress           | \$0  | (\$100)                        | (\$400)                                    | The district organized a committee to prepare a broad-based facility needs assessment and plan. The committee identified about \$750,000 in necessary repairs and renovations. The board reviewed this plan and placed this recommendation on hold until after the rollback election to determine priorities and amend the budget accordingly. |
| 20   | Conduct an Americans with Disabilities Act (ADA) evaluation of all RISD facilities and determine what renovations are necessary. p. 81          | Not Implemented       | \$0  | \$0                            | \$0  | When the district renovates its facilities in about three years, experts will be brought in to ensure compliance with all ADA standards.   |

|    |  |                 |     |     |     |   |
|----|--|-----------------|-----|-----|-----|---|
| 21 | Maintain detailed records for all work performed by the Custodial and Maintenance Department to facilitate planning and budgeting. p. 82 | Complete        | \$0 | \$0 | \$0 | The maintenance supervisor is maintaining records of all work performed. This information is being used as the basis for some of the priorities established in Recommendation 19. |
| 22 | Develop an annual schedule of maintenance, repair and renovation projects for the district during each budget cycle. p. 83               | In Progress     | \$0 | \$0 | \$0 | At the end of each school year, principals submit a list of needed maintenance repairs. The business manager then inserts these lists into the facilities master plan.            |
| 23 | Translate procedures for the storage and disposal of hazardous chemicals and supplies into Spanish. p. 83                                | Not Implemented | \$0 | \$0 | \$0 | While the superintendent feels this is a good idea, it is not a priority.   |
| 24 | Shift custodial work schedules to hours when school is not in session to maximize custodial efficiency. p. 84                            | Complete        | \$0 | \$0 | \$0 | Two custodians now report at 10:00 am and stay until 6:00 pm to ensure that rooms are cleaned after the children leave the facility.  |
| 25 | Implement the recommendations from the 1997  | In Progress     | \$0 | \$0 | \$0 | The district is examining the cost of   |

|    |   |                 |     |     |     |  |
|----|---|-----------------|-----|-----|-----|--|
|    | <i>Energy Efficient School Partnership Report</i> in the facilities planning process. p. 86   |                 |     |     |     | programmable thermostats. Over the five years following the review, district officials believe the savings could be dedicated to paying for the equipment, however, in the long haul they believe the possible savings could be significant.   |
| 26 | Maintain the district's utility expenditures on a spreadsheet to monitor and analyze district energy usage from month to month. p. 87 | In Progress     | \$0 | \$0 | \$0 | The superintendent is tracking and comparing costs to previous years and previous months. The district's utility use is the same or slightly down, but its cost is up. In November the district joined Energy For Schools Cooperative. The district should realize savings from this arrangement but the amount could not be estimated at this time. |
| 27 | Survey and analyze district usage of all electric meters and eliminate  | Not Implemented | \$0 | \$0 | \$0 | The district has made some initial inquires and has not addressed this   |

|    |   |             |          |          |          |  |
|----|---|-------------|----------|----------|----------|--|
|    | unused and underused meters to reduce utility costs. p. 88                              |             |          |          |          | recommendation yet, but plans to when time permits.  |
| 28 | Participate in the State Power Program to reduce utility costs. p. 89                   | In Progress | \$25,776 | \$0      | \$0      | The district is still considering participation in the program and is awaiting additional information from the General Land Office.  |
| 29 | Apply standard Meals Per Labor Hour guidelines to food service staffing levels. p. 94   | Complete    | \$63,149 | \$25,000 | \$62,500 | The business manager has examined the staffing levels in the kitchens and reduced staffing accordingly.  |
| 30 | Improve the profitability of the food service program by promoting participation. p. 95 | Complete    | \$0      | \$0      | \$0      | The district has expanded the snack bar in its cafeteria. The cafeteria manager has encouraged principals to contact parents that have not included all siblings on an application for the federal free and reduced price meal programs. The board adopted a policy to prevent students from having food delivered to the campuses. The 2000-01 school |

|    |  |                 |           |           |           |   |
|----|--|-----------------|-----------|-----------|-----------|---|
|    |  |                 |           |           |           | year was the first year in which the cafeteria ran in the black, due in part to staffing reductions and increased enrollment. |
| 31 | Implement an electronic point-of-sale (POS) system. p. 96  | Complete        | (\$6,400) | (\$5,340) | (\$5,740) | For 2001-02, the district has adopted POS technology for both the full service and snack bar lines.                           |
| 32 | Require the Maintenance director to conduct regular maintenance on food service facilities. p. 97      | Complete        | \$0       | \$0       | \$0       | The assistant Maintenance director now conducts regular maintenance on food service facilities                                |
| 33 | Develop a policy that requires detailed documentation of accidents involving district vehicles. p. 100 | Complete        | \$0       | \$0       | \$0       | This procedure was put in place for 2000-01. Only one accident the last last year.  |
| 34 | Analyze bus ridership and purchase vehicles with less capacity. p. 102                                 | Not Implemented | \$20,000  | \$0       | \$0       | All buses are 72-seat capacity and are now full, so this recommendation does not appear to currently be advantageous.         |
| 35 | Refocus bus driver recruiting on candidates who may be interested in fewer work hours. p. 103          | In Progress     | \$0       | \$0       | \$0       | Recruiting has proven difficult and RISD has had to recruit from Kingsville and increase                                      |

|  |                          |  |                  |                  |                  |                              |
|--|--------------------------|--|------------------|------------------|------------------|------------------------------|
|  |                          |  |                  |                  |                  | salaries to attract drivers. |
|  | <b>Totals: Chapter 4</b> |  | <b>\$102,525</b> | <b>\$19,560</b>  | <b>\$56,360</b>  |                              |
|  | <b>TOTAL SAVINGS</b>     |  | <b>\$796,214</b> | <b>\$267,008</b> | <b>\$594,980</b> |                              |