

## Letter of Transmittal

May 10, 2000

The Honorable George W. Bush  
The Honorable Rick Perry  
The Honorable James E. "Pete" Laney  
Members of the 76th Legislature  
Commissioner James E. Nelson

Ladies and Gentlemen:

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

In April 1998, TSPR released the results of a review of the district's operations. This review, originally requested by the former YISD superintendent and Senator Eliot Shapleigh, offered 141 specific recommendations for saving YISD taxpayers nearly \$32.7 million over the next five years, and called for total reinvestments of \$9.2 million over the same period. The review also noted a number of YISD's exemplary programs and model services provided by district administrators, teachers, and staff.

After two years, we returned to check on how well the district's leadership has put these proposals into practice. We found a new superintendent and board seeking to implement the proposals. Since the release of the report, YISD has implemented, or is in the process of implementing, 135 of these proposals, or almost 96 percent, saving YISD taxpayers a projected net of more than \$14.3 million over a five-year period. While projected savings are below the amount forecasted, district officials have pledged to continue to pursue excellence in the district, and are to be commended for taking these initial steps to ensure that students, teachers, and taxpayers receive the maximum possible benefit from every dollar spent in the Ysleta Independent School District.

Detailed information can be obtained about our performance review by visiting the Comptroller's Web site at <http://www.window.state.tx.us/tspr/ysletapr>. Thanks for all that you do for Texas. Sincerely,



Carole Keeton Rylander Comptroller of Public Accounts

## Introduction

In October 1997, the Comptroller of Public Accounts' Texas School Performance Review (TSPR) staff and consultants began a comprehensive review of the Ysleta Independent School District (YISD). In February 2000, TSPR staff returned to Ysleta to assess the district's progress in implementing the recommendations.

Since 1991, TSPR has recommended more than 3,800 ways to save taxpayers more than \$464 million over five years in 36 public school districts throughout Texas. Follow-up reviews of districts that have had at least one year to implement the recommendations have also been conducted. These subsequent reviews reveal that almost 90 percent of TSPR's combined proposals have been acted upon, saving local taxpayers nearly \$95 million, with the full savings estimated to grow in the future.

## Improving the Texas School Performance Review

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

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

Recognizing that only 51 cents of every state education dollar is spent on instruction, Comptroller Rylander wants to give local school officials the ability to move every dollar possible to the classroom. In addition, 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. Comptroller Rylander has directed TSPR to serve as an active clearinghouse of the best and brightest ideas in Texas public education.

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

- ensure students and teachers receive the support and resources necessary to succeed;
- identify innovative options to address core management challenges;
- ensure administrative activities are performed efficiently, without duplication and in a manner that spurs education;
- develop strategies to ensure the district's processes and programs are continually assessed and improved;
- understand the link between the district's 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 the job better at less cost.

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

Detailed information can be obtained from TSPR by calling: 1-800-531-5441 extension 53676, or visit the Comptroller's Web site [www.window.state.tx.us](http://www.window.state.tx.us).

## TSPR in Ysleta Independent School District

TSPR began the Ysleta Independent School District (YISD) review in October 1997. As in previous reviews, TSPR visited Ysleta in response to a local call for assistance. In January 1997, the former YISD superintendent joined Senator Eliot Shapleigh, of El Paso, in requesting a review.

With the help of McConnell, Jones, Lanier & Murphy, LLP, (formerly Empirical Management Services) a Houston-based consulting firm, TSPR interviewed district employees, school board members, students, parents, business leaders and community representatives. The review team also collected comments from letters to the Comptroller's office and calls to the Comptroller's toll-free hotline.

TSPR held public forums at district high schools and conducted focus-group sessions and personal interviews with current and former district employees, parents, community leaders and students. TSPR sent written surveys to all administrators, about one-third of the teachers, and a random sample of students. In addition, a telephone survey was conducted of 600 El Paso residents. The review team targeted the following functional areas in YISD:

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

The Ysleta Independent School District, with more than 47,000 students, is the 14th largest school district in the state. It is one of nine school districts in El Paso County. In the 1999-2000 school year, YISD had 57 schools: 2 Pre-kindergartens, 33 elementary schools, 11 middle schools, 7 high schools, and 4 alternative education campuses. YISD's enrollment declined less than 1 percent since the review, but the annual operating budget grew to \$267 million from \$245 million in 1997-98.

In October 1998, the board released former superintendent Anthony Trujillo from his duties and hired Dr. Edward Lee Vargas as the new superintendent (May 1999).

At the time of the 1997 review, YISD had an overall Texas Assessment of Academic Skills (TAAS) passing rate of 73.4 percent with two schools rated *exemplary*, 22 schools rated *recognized* and 31 schools rated *acceptable* by the Texas Education Agency's (TEA) accountability system. Today, YISD's overall TAAS passing rate is 82.1 percent, with eight schools rated *exemplary*, 20 schools rated *recognized* and 23 schools rated *acceptable*. The exemplary schools are Del Norte Heights, Dolphin Terrace, Loma Terrace, Scotsdale, Vista Hills, Glen Cove, Mission Valley and Tierra del Sol Elementary Schools. Nineteen YISD schools were rated *unacceptable for data quality* because of poor

dropout data. In preliminary reports, Ysleta High School and Riverside High School were rated as low performing because of concerns about the accuracy of data reporting. But in a significant reversal of its position, the ratings of both Ysleta High School and Riverside High School were upgraded to *Acceptable: Data Issues*. The district was notified in a letter dated February 7, 2000 that the decision was based on the results of an on-site Special Data Inquiry Unit visit which took place on October 13, 1999.

And in a second letter dated March 1, 2000, the Commissioner of Education lauded the performance of YISD's middle schools despite their rating of *Acceptable: Data Issues*.

"... all (YISD) middle schools have exhibited increasingly high levels of TAAS performance for several years. This...performance is admirable. This rating (Acceptable: Data Issues) should not be considered as an adverse finding by the Texas Education Agency regarding the TAAS performance on any individual middle school campus. ...three middle school campuses had achievement levels that reached the Exemplary Standards for TAAS [and] nine middle school campuses had achievement levels that reached the Recognized Standards for TAAS required in the 1999 accountability system."

In June 1999, administrators published a report, *Ysleta's School Performance Response, A Report to the State Comptroller's Texas Performance Review*, outlining the progress they had made toward implementing TSPR recommendations and have regularly updated the board and community to keep them apprised of their progress.

Dr. Vargas and new members of his management team said they used the Comptroller's report as a guidebook to help them become familiar with district operations and to zero in on areas that were in need of immediate attention. One administrator said he was handed a review book when he arrived in the district and was told by Dr. Vargas to read it and get back to him within a week with a plan of action for implementing the recommendations pertaining to this administrator's area of responsibility. This commitment by the superintendent and the organized method of gathering regular updates on progress have allowed the new administration to complete or at least begin the process of implementing more than 96 percent of the recommendations contained in the report.

At this time, YISD has implemented 87 of the recommendations in the Comptroller's report and another 48 are in varying levels of progress. In some instances, the district did better at achieving the savings identified by TSPR in the original recommendations. TSPR found 12 specific recommendations where the district either achieved more savings or spent less money implementing the Comptroller's recommendations than what was originally estimated. For example, TSPR recommended that the district reorganize, align functions, and clarify reporting relationships at a cost of \$371,789. The district has saved \$1.2 million to date and expects to save \$4.8 million by 2002-03 by flattening the organizational structure. Similarly, the district reorganized the Division of Instruction, saving taxpayers \$296,000 to date and \$740,000 by 2002-03. TSPR also recommended that the district continue to offer an early retirement incentive plan that could save YISD more than \$3.8 million within five years. The district expects to save nearly \$6.2 million by 2002-03. In these recommendations, the district identified \$12.7 million more in cost savings than what TSPR had estimated. (These and other recommendations can be found in Exhibit A).

## Exemplary Programs and Practices

TSPR identified a number of exemplary programs in YISD, some of which were highlighted in the original report and are mentioned here along with information on how YISD has made additional improvements. TSPR encourages other school districts throughout the state to examine these programs and services and determine if they can be adapted to meet their own needs.

- Like many other urban districts, YISD has had declining enrollment. In 1996, the district, capitalizing on its excellent student performance record and extended its open enrollment policy to students from other districts. As a result, more than 2,000 students transferred into YISD, increasing the district's state funding and allowing it to more fully use its capacity.

*Today, more than 2,600 students have transferred into YISD from surrounding districts under its open enrollment policy.*

- Between 1996 and 1997, the number of students participating in advanced placement tests, which provide an opportunity to earn college credit, increased by 71 percent, from 416 to 712; the number of students passing the examinations increased by 173 to 233, a 35 percent improvement. YISD has waived test fees and held test-taking mini-camps for students and training sessions for teachers and parents. As a result, the percentage of seniors taking the Scholastic Aptitude Test, a requirement for admission to most colleges or universities, has risen from 27 percent in 1978 to more than 53 percent in 1997.

*Advanced Placement (AP) test results for 1998 and 1999 show growth in the number of tests taken (1,006 in 1998 and 1,621 in 1999, a 61 percent increase) and the number of tests passed (375 in 1998 and 596 in 1999, a 59 percent increase). The district purchased college-level textbooks for English and Spanish AP courses with additional areas scheduled for purchase during the next two years. The district has increased emphasis on the AP program by expanding courses, increasing enrollment and increasing the number of students taking and passing AP exams. YISD is piloting a SAT preparation class for the Spring 2000 semester at all 10 district high schools in cooperation with the Houghton-Mifflin Publishing Company. The district has purchased College Board materials.*

- YISD has been aggressive in acquiring and using technology in the classrooms and in its everyday operations. The district has more than 13,500 desktop computers, a ratio of one computer for every three students. This ratio exceeds the state's 1998 goal of four students to one computer. The district has used grants and donations to buy technology equipment as well as dedicating a portion of its budget each year for technology.

*The district has accelerated implementation of technology in the classroom. By the start of the 2000-01 school year, the district will have distributed laptop computers to all teachers and 60 percent of its secondary students. The district's technology plan calls for all students to have laptop computers by 2002-03.*

- YISD provides comprehensive self-insured employee health coverage for its employees, and premiums paid by employees for dependent coverage have not changed despite rising health care costs. The district has performance guarantees built into its contract with the third-party

administrator for its preferred provider organization that ensure that employees receive high-quality service.

*The district has now incorporated performance guarantees into all contracts with provider benefits. These performance guarantees are non-negotiable items in benefit requests for proposal, and also have been adopted by other local governmental entities as part of an intergovernmental agreement for joint employee benefits and risk management services in March 1999.*

- YISD's Transportation Department saves about \$700,000 a year in driver time and mileage by housing some buses at its Northeast Complex to reduce driving to and from routes on the other side of the district.

*The district continues to house buses at its Northeast Complex to serve the students of Parkland High School and its 30 feeder schools, as well as vocational routes to the Academy of Science and Technology.*

- YISD uses a special insulating paint on bus rooftops to provide students with a cooler ride on hot days. According to the director of Transportation, the paint keeps bus interiors from 10 to 15 degrees cooler than standard white paint.

The district painted 38 buses with six to eight more scheduled for paint jobs by the end of 1999-2000.

TSPR's review of YISD was intended to identify opportunities to improve the effectiveness and efficiency of the district's operations and to highlight model programs that could be replicated by other districts. TSPR found notable examples of cooperation with other public and private entities, a tradition that continues today.

- Among the most innovative efforts instituted at YISD in 1999 was "Project Volver/We Want You Back." Project Volver (Spanish for "return") was a two-day phone-a-thon to encourage dropouts to return to school. Ysleta administrators, principals, teachers, clerks and students teamed with volunteers from the El Paso business and civic community to establish phone banks at a local Mall and personally call students listed as dropouts. The teams, including El Paso's mayor and prominent civic leaders, called nearly 2,000 students and offered encouragement, advice and links to help the students overcome the problems that caused them to drop out. GTE provided the phone service and other in-kind support, including food and beverages for the volunteers, totalling approximately \$5,000.

Project Volver was extremely successful. More than 350 students from throughout El Paso found Volver Project to be the pathway they needed to get back in school, get their high school diplomas and significantly improve their self esteem and future potential. Surprisingly, a number of adults who heard about the program were assisted through district resources in getting their GED's or help in entering the local community college. Incredibly, some students were only one or two credits short of graduation requirements. Project Volver provided them an opportunity to return to school and in many cases reverse a hastily made decision to dropout.

- YISD is using a sophisticated early literacy model called the Early Literacy Initiative (ELI), in keeping with the Texas Essential Knowledge and Skills (TEKS) requirement and the Governor's Reading Initiative. The purpose of ELI for grades PreK-3 is to reduce grade retention rates and special education referrals in the primary grades and raise low TAAS reading and writing scores.
- Reading Recovery/Descubriendo la Lectura (RR/DLL) is an early intervention program specifically designed for the bottom 20 percent of at-risk students in grade 1. The Classroom Model complements RR/DLL. It is geared to meet the early literacy needs of students in grades PreK-3 in the regular classroom setting. Teachers and teacher assistants are taking continuing education undergraduate and graduate level courses. This innovative professional development program is highly successful because there is consistent follow up and, more importantly, teachers have an opportunity to examine their belief systems about teaching and learning. By May 2000, 483 teachers will have been trained.
- YISD's nationally-recognized "Mariposa" Program serves as a model to districts across the nation in the area of bilingual education and dual language programs. In 1995, YISD initiated a Two-Way Dual Language Initiative that will graduate its first group of bilingual, biliterate students by 2005. Currently, the district has two magnet schools with a third language, 13 "schools within a school" campuses, and one middle school offering two-way dual language. Plans for 2000-01 include expansion of the program to two high schools, five middle schools and six elementary schools. Additionally, the focus of the program is aligned with the district's vision and the international market's demand for biliterate employees in the 21st century.
- YISD's Special Education Department, in conjunction with the Compensatory Education Department, has provided the "Well Managed Classroom" training to general education campuses. The Boys Town Education Model Districtwide Initiative, implemented in 1997, teaches students to interact with others in a socially-appropriate way. This helps create a safe and mannerly school climate. The campus discipline referral rate has declined and the teachers and staff enjoy this approach to teaching discipline and socially-appropriate behavior to their students.
- To increase opportunities for student teen parents to complete high school diploma requirements, YISD and Region 19 Education Service Center established an Early Head Start Day Care Center at the César Chávez Academy this year, which serves as the district's Alternative Education Placement program. The district provides two portable buildings for program housing, but all other program costs are covered by Region 19; students pay nothing. In addition to more than \$50,000 in student scholarship awards and \$73,000 in grants, community support allows each graduate to receive a minimum \$500 stipend for college expenses.
- Since 1997, YISD's Adult Education Program has been in the forefront with programs that retool and develop employment skills for employees laid off as a result of the North American Free Trade Agreement (NAFTA). The gradual integration of vocational programs into the district's basic literacy curriculum was expedited to serve the El Paso community's immediate needs. Funding for the Adult Learning Center comes from a Community Development Block Grant and has tripled in the past five years.
- YISD established a districtwide immunization program through a collaborative grant from the Texas Department of Health (TDH) and the El Paso City-County Health and Environmental District (EPCCHED). It provides access to immunizations for vaccine-preventable diseases for students seeking enrollment or enrolled in the district. The vaccines are administered by nurses who have received special training. All vaccines, supplies and consent forms are provided by EPCCHED. In 1997, YISD received an award for this endeavor from the Texas Health

Foundation and TDH, and was recognized in the *Excellence In Texas School Health*. To YISD's knowledge, it is the largest urban school district in the state or nation to have a similar immunization program implemented by school nurses at assigned campuses.

## Ysleta ISD Report Card

<b>Chapter</b>	<b>Total</b>	<b>Complete</b>	<b>In Progress</b>	<b>Not Implemented</b>	<b>Rejected</b>	<b>Percent Complete/In Progress</b>	<b>Grades</b>
District Organization and Management	11	9	2	0	0	82%/18%	Excellent
Educational Service Delivery	16	13	3	0	0	81%/19%	Excellent
Community Involvement	6	3	3	0	0	50%/50%	Satisfactory
Personnel Management	12	10	2	0	0	83%/17%	Excellent
Facilities and Management	13	4	8	0	1	31%/62%	Satisfactory
Asset and Risk Management	9	5	4	0	0	56%/44%	Satisfactory
Financial Management	14	7	7	0	0	50%/50%	Satisfactory
Purchasing and Warehouse Services	12	10	2	0	0	83%/17%	Excellent
Computers and Technology	8	8	0	0	0	100%/0%	Excellent
Transportation	22	10	11	1	0	45%/50%	Satisfactory
Food Services	12	5	4	3	0	42%/33%	Needs Work
Safety and Security	6	3	2	0	1	50%/33%	Satisfactory
<b>Overall Grade</b>	<b>141</b>	<b>87</b>	<b>48</b>	<b>4</b>	<b>2</b>	<b>62%/34%</b>	<b>Satisfactory</b>

Excellent = More than 80% complete

Satisfactory = 80% to 100% complete or in progress

Needs Work = Less than 80% complete or in progress

## TSPR Key Recommendations

Following are some of the key recommendations identified by administrators and staff as having the greatest impact on district operations. The highlighted recommendations are arranged by chapter and area of operation as contained in the TSPR report. The comments came from district administrators.

- #4: **Develop a comprehensive strategic plan that reflects the priorities of the board, superintendent, administration, and community, and the district's long-term goals and objectives for all areas of district operations.**

In summer 1999, the Ysleta board adopted eight goals to guide the district and formally adopted a vision statement: "All students who enroll in our schools will graduate from high school fluent in two or more languages prepared and inspired to be successful in a four year college or university."

In accordance with this, administrators began a strategic planning process that sets up a goal-driven accountability system. During planning, staff developed and established department objectives and outcomes in support of each board goal, and created and implemented action plans to lead to completion of each objective. Measurable results were targeted. All departments participated in a mid-year check to assess and document the progress made toward completion of each objective. Final results will be reported in May 2000. At that time, the district will reassess and begin the planning progress again, this time focusing on multi-year implementation.

- #5: **Reorganize YISD to align similar functions, establish direct reporting relationships, improve communications, and clearly assign accountability and specific lines of authority.**

On April 6, 2000 Superintendent Dr. Edward Lee Vargas announced a flattened and streamlined administrative organizational structure for YISD, which promises to significantly reduce administrative costs and increase the district's pace-setting academic achievement. Among the key changes are an increased emphasis and focus on implementation of technology, accountability, responsiveness and academic achievement. To accomplish this, Dr. Vargas restructured his leadership team into five focus team units to replace the older, top-heavy structure. The new focus team areas are led by a chief academic officer, a chief technology officer, a chief business operations officer and the departments of Learning Standards Assessment & Support Services and Human Resources Services.

Dr. Vargas first restructured the district in 1999, and saved the district and taxpayers approximately \$1.2 million through reductions in personnel,

discretionary spending by Central Administrative Services staff and cost-savings programs. The flattened administrative structure should save \$4.8 million by 2002-03.

- #8: **Provide additional mandatory training for CEIC members to clarify and reinforce their roles and responsibilities as defined in the Texas Education Code.**

The district said this recommendation provided the impetus for a more comprehensive professional development model used for Campus Educational Improvement Council (CEIC) members. A core orientation program is required for all CEIC members and is conducted twice a year. In addition, a six-hour session on Effective School Correlates provided follow-up training in alignment with the same leadership training received by campus and central office administrators. Also, two former District Educational Improvement Council chairpersons are available to provide additional training upon request from individual campuses. The follow-up training will continue to be provided with the content aligned to districtwide leadership training.

- #9: **Provide extensive training in financial management, human relations and hiring to all YISD principals.**

Initiatives developed by the district expressly for principals include: crisis management training; monthly leadership training that covers issues such as conflict resolution; hands on Financial Accountability School Resource Guide workshops; budgeting, purchasing and work-order processing; and travel and cafeteria hospitality requests. The district also is developing small-group training for principals and administrators to enhance budget control skills. According to administrators, this extensive training and procedural effort has eliminated the number of employee grievances going before the board, and feedback from principals indicates that they better understand how their actions affect the budget.

- #15: **Expanding on the work already begun in the areas of math and science, develop and implement a curriculum management plan that includes guide development for every course and grade level.**

District leaders say this recommendation was instrumental in focusing resources and efforts on districtwide curriculum planning. To implement the recommendation, the duties and responsibilities of the Curriculum Support Specialists were redefined and they are now assigned to serve as K-12 Academic Discipline Leaders.

- #30: **Create a Community Initiatives and Information Services Department to facilitate and coordinate all community involvement activities and provide a single point of contact for individuals with complaints or seeking information about the district.**

The superintendent adopted this as a major initiative. The new organization consolidated all personnel formerly with the Public Outreach section and most of those with the Student Entrepreneurial Center into a smaller, objective-driven group, based at YISD's central administrative offices. The structure of the new organization is designed to provide quicker and more efficient response to the district's customers, namely students, parents, teachers, administrators, the media, volunteers, the business community, regulators and the general public. The leaner organization will save as much as \$500,000 annually.

- #35: **Develop an integrated solution that will meet all of YISD's human resources and payroll automation needs.**
- #36: **Install a local area network in the Human Resources Division and consolidate the division's databases and clerical activities.**
- #44: **Scan all active employee records onto CD-ROM and consolidate employee files into one electronic employment file.**

While the district thought the Comptroller made good recommendations in the technology area, district administrators said a more comprehensive vision was needed to coordinate the effort among various departments. The consultants, hired by the district to install the local area network, are developing a plan to improve communication, track costs and improve record keeping and retrieval capabilities. These changes and cross-training have resulted in a reduction of two positions in Human Resources. Additional savings will be realized as a result of increased monitoring and accounting of substitute use on campuses as well as more efficient use of office space.

- #46: **Complete the facilities planning components necessary for a comprehensive facilities master plan.**

A formal Facilities Master Plan for YISD has been drafted and is being reviewed by the board. The plan is important to the district for three reasons. First, it ensures documentation and inclusion of all facilities planning components for the district. Second, it serves as an indicator of the completion status of each component/process as well as documents successful planning processes. Finally, it ensures continuity of the district's master plan regardless of leadership. The Facilities Master Plan is being updated and will be completed by using the new YISD standards and the Texas Education Agency planning model.

- #59: **Revise the district's investment strategy to invest in products that yield higher returns.**

The district had previously explored using investment pools, but had not taken the steps to initiate their use. It found revising its investment strategy

would lead to an increase in undesignated revenue. This also coincided with market changes that made it an attractive option at that time. More recently, the district has expanded on TSPR's recommendation by directly depositing its state funds and local tax revenues into a pool account to increase the average investment period by one day. Additionally, this improved cash management will increase interest earnings.

**#72: Eliminate the practice of paying invoices early by developing more effective cash management tools.**

As a result of improved cash management practices the district increased its interest earnings. By officially and publicly reinforcing this good business practice, employees and vendors requesting payments are now more easily dissuaded from early payments. District staff also used this opportunity to reconsider the use and value of an aging report to monitor the status of payments and problematic vendor accounts.

**#81: Establish an Internal Audit Department that reports directly to the board's finance committee.**

By establishing an internal audit function, the district believes it is helping to achieve YISD's Board of Trustees' Goal 8 to "*...establish and maintain a system of internal administrative and accounting controls that provide reasonable assurance of the accomplishment of goals,*" and to increase its internal accountability. The district is contracting with an internal audit team who will be independent contractors and report to the board and superintendent, establish an internal audit charter and audit committee of the board and develop an audit plan. This Internal Audit Department will provide administrators with competent evaluations of the district's systems of internal control. Such evaluations will assess the quality of performance of assigned responsibilities, the reliability and integrity of information, compliance with laws and regulations, the safeguarding of assets, the economical and efficient use of resources and the accomplishments of district goals.

**#84: Speed up the purchase order approval process by increasing approval authority for purchasing clerks.**

Previous discussion with campus principals and department heads revealed that processing time, the time a requisition remains with the Purchasing Department until released as a purchase order, still remained unacceptably long even with full implementation of the JD Edwards purchasing module. After YISD's review of the processing procedural chain, it became obvious that a redundancy of review existed at the purchasing agent level. By simply removing the purchasing agent's review, and by authorizing the order section leader to approve requisitions up to \$5,000, the processing time has fallen from a routine 3-5 days to same day or one-day. Orders are completed more efficiently and require less staff time.

- #99: **Use the current network infrastructure to provide phone service, voice mail, and dial-tone access to all campuses and district facilities.**

YISD expanded telecommunication services to all district campuses. Providing telephone service to all YISD classrooms was a step identified by teachers, parents and administrators as critical to improving communication between campuses and parents. The original telecommunication cabling for the YISD network included cabling for a telephone in every campus classroom and administrative area. The district upgraded and standardized campus telephone switches more than two years ago. The final step was to install an SL100 switch at the central administration office to network all campus telephone systems and provide service via the network to every campus classroom. Funding for the SL100 project, which cost about \$4 million, was secured through the e-rate program. The e-rate discount provided 81 percent of the cost; T1 communication lines and the campus phone hardware already were discounted. The services called for under this project include phone service (dial tone) to all campus classrooms, caller ID, voice mail for all users and advanced features such as automated attendant, teacher homework hot lines and systemwide disaster recovery.

- #100: **The district should set minimum standards for the integration of technology into the instruction of students.**

This recommendation provided the district the opportunity to move to a more instructionally based initiative for integrating technology into the curriculum. YISD has implemented the Technology Applications curriculum in which students and staff must acquire technology proficiencies, as mandated for students in grades K-8. Since the review, the district is more concerned about how it uses technology. In addition, the board adopted the TEKS curriculum standards and the Equity and Access to Technology plan that will provide laptop computers to all students by 2002-03. All teachers will receive laptops in 2000.

- 103: **Establish clear lines of authority in the Transportation Department and assign maintenance responsibilities to one of the field coordinators.**

The district first clearly identified the area of each coordinator's responsibility. In keeping with the spirit of the recommendation, the new associate superintendent of Business and Administrative Services and the new director of Transportation are also considering assigning coordinators by program area--special education or regular routes. Also, there is consensus that there should be a position of shop foreman or Maintenance supervisor to head the Vehicle Maintenance Division. This recommendation showed a need for improved record-keeping and coordination between Transportation and Human Resources in creating and

developing new positions and responsibilities. The district will conduct quarterly reviews to ensure coordination between the two departments for this purpose.

**#113: Establish a 15 percent spare ratio for the fleet and an even procurement program to replace buses every 15 years.**

The district's inconsistent pattern of buying buses during the past 12 years has resulted in an aging fleet of vehicles; many are more than 20 years old and some are close to 30 years old. By replacing buses every 15 years, the district will no longer have to incur costs to maintain older buses. The district estimates that breakdowns and service calls will be reduced significantly. The recommended spare ratio of 15 percent also will lead to improvements in the district's preventive maintenance and refurbishing programs, and will improve its ability to respond to requests for extracurricular activities.

**#129: Implement the proposed acquisition of an electronic point of sale system.**

In April 2000, the district implemented an electronic point of sale (POS) system in all of its secondary school cafeterias. Plans to add the POS system in the elementary schools are dependent on decisions related to adopting a federal universal feeding program where all students eat free regardless of their economic status. The acquisition of an effective electronic point of sale system will improve efficiency and productivity within the Food and Nutrition Department and help YISD in the following areas: cash management, student participation, operational data control, inventory control, wireless access and network capabilities.

## What Still Needs to Be Done

YISD has made significant progress by completing 87 TSPR recommendations, but much remains to be done. This section addresses three key areas requiring additional attention including financial management, transportation and food services. Of particular concern is the fact that the district has achieved only modest savings in some of the recommendations it shows as completed, primarily because the approach taken to implement those recommendations has left money on the table, or the recommendations were implemented in a way that was more costly than proposed by TSPR. With the goal of driving more of every education dollar directly into the classroom, the Comptroller urges the district to revisit those decisions and make certain that these support functions are as effective and efficient as they can be. Every dollar spent in these functions can and will drain precious limited resources away from instruction, where it belongs.

### Financial Management

Systems of controls are of primary importance to any financial system. State law clearly states that "public funds may not be spent in any manner other than as provided for in the budget adopted by the board." To ensure that administrators are following the law, the board must know that a stringent system of controls exists to prevent abuses. YISD's computer system contains a lockout feature that can prevent anyone from overspending appropriated funds. Although this was called to the attention of the board and administration during the review, activation of the appropriations control feature on the finance system (Recommendation 76) has not occurred. An initial attempt to use this feature was not successful but is planned for implementation by September 1, 2000. The Comptroller believes that this change is imperative.

### Transportation

TSPR made 22 recommendations related to student transportation in its review. Ten are complete; 11 are in progress; and YISD is considering implementing another. While many of these recommendations are cost and savings neutral, they are important because that will improve efficiency and enhance accountability of the district's transportation operations.

Accountability is dependent on accurate reporting (Recommendation 102), clear lines of authority (Recommendation 103) and on sufficient supervision to ensure that staff are adequately monitored (Recommendation 104). To date, the district has redefined the duties of field coordinators but still plans further restructuring. The district also is

working on a process to ensure data accuracy, processes TSPR believes should be made a priority because they are critical to the success of the department.

In addition, Recommendation 106 speaks to the use of substitute bus drivers and recommends strategies for saving the district almost \$200,000 over the next five years. TSPR believes YISD should move forward with establishing a pool of qualified bus attendants to act as substitutes when needed.

## Food Services

During TSPR's initial review, the Food and Nutrition Department had severe management problems and had lost money in three of the past four years. Today, a number of recommendations have been deemed complete because initial steps have been taken to put them into motion, but the district reports that significant savings or increased revenues continue to elude it. The district has implemented the grab-and-go breakfast program at all its campuses, yet it has reported no savings and doesn't expect to achieve savings until 2000-01. In April 2000, the district implemented a point-of-sale system at its secondary schools, which typically has a positive effect on revenues and should enhance the district's efforts to track and report its meal participation rates and revenues.

A factor affecting revenues is the lack of staggered lunch serving times (Recommendation 127). Ysleta High School is the only high school to stagger lunch times; most YISD principals remain opposed to them. This negatively affects the quality of service and meal participation in the district's cafeterias. By going to two lunch periods, Ysleta High School increased participation by 200 percent, but again, no savings. The primary reason for this lack of savings appears to be low productivity. Staffing ratios, measured in meals served per labor hour, must be closely monitored and adjusted so that every cafeteria is efficient (Recommendation 132). And, although the district monitors productivity, only moderate savings are being reported. TSPR also recognizes that labor costs are not always people-related. Outdated and ill-performing kitchen equipment, inadequate and untimely staff development and poor decision making can affect labor costs. Yet, a preventive maintenance program (Recommendation 134) has not been implemented. A close re-examination of the district's efforts is needed to ensure that controls are in place to guarantee efficient staffing levels.

YISD is applying for Provision 2 status through the National School Lunch Program, which would allow the district to provide free meals to every child regardless of economic status. This program reduces the amount of paperwork required of school districts and simplifies meal

counting. In theory, like all of the proceeding recommendations, efficiencies should be possible. But, achieving those efficiencies will be dependent upon a well-managed system.

Getting a handle on this program should be a top priority since this is clearly an area of the district's operations that, if not monitored closely, will continue to drain money away from the classroom.

## YISD's Ideas for Improving the TSPR Process

How can the review process be improved? Despite TSPR's obvious desire to confirm the success of our process, the underlying motivation for monitoring its progress is to determine how the process can and should be improved.

YISD administrators said they believed that TSPR's approach to technology issues was too narrow in scope. Technology overlaps with many areas of the district and they felt TSPR could have offered them a better example of a technology plan and how it would help them integrate all segments of the plan from a districtwide perspective.

In recent weeks, TSPR has released a new guide, entitled *Helping Schools Make Technology Work: Managing Information Technology From Classrooms to Lunchrooms* (April 2000). This comprehensive guide should be helpful to districts searching for ways to improve decision making and management of technology. The publication is available on the Comptroller's website at <http://www.window.state.tx.us/tpr/tspr/tech10.html>.

YISD thought that the consultants' approach to requesting additional information, outside the preliminary data request, "was less than desirable." The district felt it could not accurately coordinate or control the myriad requests that may have contributed to the inaccuracy or inconsistency of data given to the review team. Since the YISD review, TSPR has put better controls in place to coordinate, reduce and even eliminate the number of additional requests for materials that a district provides at the beginning of the review. Nonetheless, this area requires TSPR's continued attention.

Upon the release of the review, some YISD administrators said they would have appreciated direction from TSPR on what recommendations should be tackled first. Had the key 20 percent of the recommendations been identified by TSPR, YISD believed it could have concentrated on the most critical issues first, which would have led to a better implementation plan. TSPR understands that digesting a 670-page report containing 141 recommendations is daunting, and will consider this approach on future reviews should districts seek such assistance. However, Dr. Vargas and several board members indicated that the report has served as a "good road map " for progress and improvement.

**Appendix A - Status of Recommendations and Savings**

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>CHAPTER 1: DISTRICT ORGANIZATION AND MANAGEMENT</b>						
1	Establish a policy outlining minimum continuing education requirements for all board members, and immediately conduct extensive, facilitated team building training for the board.	In Progress	\$0	\$0	\$0	Policy BBD will be revised as part of the TASB policy review process. Each board member participated in at least 28 hours of continuing education during calendar year 1999. Three board retreats were held since June 1999.
2	Appoint a board parliamentarian and conduct all meetings in accordance with Robert's Rules of Order.	Complete	\$0	\$0	\$0	President Blanca Dominguez was appointed parliamentarian at the June 9, 1999 board meeting.
3	Develop a user-friendly executive reporting format to present financial, management, and program-related information to the board.	In Progress	\$0	\$0	\$0	Format, font size and style changes have been made and examples of financial reports from other districts have been received. Good ideas or examples will be used to develop

						and enhance reports.
4	Develop a comprehensive strategic plan that reflects the priorities of the board, superintendent, administration, and community, and the district's long-term goals and objectives for all areas of district operations.	Complete	\$0	\$0	\$0	The district began the strategic planning process in July 1999 with a series of board retreats. Eight goals were adopted in September 1999. The central office staff subsequently developed department and interdivisional objectives to support each goal.
5	Reorganize YISD to align similar functions, establish direct reporting relationships, improve communications, and clearly assign accountability and specific lines of authority.	Complete	(\$371,600)	\$1,201,789	\$4,807,156	The addition of the associate superintendent for Business and Administrative Services was accomplished at a lower cost by upgrading and realigning positions rather than adding a new position. Other significant savings were achieved during development of the 1999-2000 budget by eliminating vacant positions and reducing planned

						expenditures in central service functions, some of which were related to the realignment anticipated by this recommendation.
6	Conduct periodic forums with teachers and counselors.	Complete	\$0	\$0	\$0	A variety of strategies have been initiated to obtain input from teachers, counselors and students.
7	Purchase legal liability insurance for school administrators.	Complete	\$0	\$0	\$0	The district purchased liability insurance.
8	Provide additional mandatory training for CEIC members to clarify and reinforce their roles and responsibilities as defined in the Texas Education Code.	Complete	\$0	(\$7,900)	(\$8,200)	CEIC Orientation sessions were held in November 1998 and August 1999. A six-hour "Effective School Correlates" training session was conducted October 5 and 6, 1999 by Dr. Larry Lezotte for all district CEIC participants.
9	Provide extensive training in financial management, human relations, and hiring to all YISD principals.	Complete	\$0	\$0	\$0	Presentations were made about several personnel topics at the April 1999 principals' meeting. A Conflict Resolution

						<p>Handbook is being developed and will be distributed for 2000-01. Small group training for campus principals to enhance automated budget control skills is in progress. The annual account coding, budget development and purchasing workshops available to all administrators and support staff continues.</p>
10	<p>Revise YISD's budget-based administrative staff allocation formulas to allow schools to allocate administrative staff based on the ratio of student enrollment to administrators where appropriate.</p>	Complete	\$0	\$0	\$0	<p>The budget-based allocation model provides campuses the ability to staff support functions appropriately with the most qualified person. The combination of campus support, program allotments, grade span and size allowances are specifically designed to allow for differences in student population. All campus positions are budgeted at an average salary. This permits</p>

						<p>campus administrators to hire more experienced personnel without a financial penalty. In addition, allocation parameters are reviewed annually for equity and adequacy. Although administrative staff allocations were not specifically made, grade span and small school allowances were examined and revised to address issues at high schools and small campuses.</p>
11	<p>Enforce the board policy requiring board members who are business owners to file timely affidavits disclosing substantial interests in business entities.</p>	Complete	\$0	\$0	\$0	<p>The Finance Division annually sends a reminder about the substantial disclosure requirements to the board through the Superintendent's Office. In addition, a specific conflict of interest affidavit was signed by board members and others involved</p>

						in a recent large financial transaction.
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**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 2: EDUCATIONAL SERVICE DELIVERY</b>						
<b>12</b>	Develop and adopt a comprehensive set of board policies to document and direct curriculum management and ensure quality control now and in the future.	In Progress	(\$7,100)	\$0	(\$7,100)	All district policies are undergoing TASB review with revisions scheduled after the review. Policies affecting Curriculum and Instruction are being revised during 1999-2000.
<b>13</b>	Reorganize the Division of Instruction to group offices according to their major functions.	Complete	\$0	\$296,000	\$740,000	The reorganization was completed in 1998-99. Savings were achieved by eliminating four positions.
<b>14</b>	Create regular opportunities to share information by scheduling meetings for teachers from across the district for the purpose of discussing curricular ideas and initiatives.	Complete	\$0	\$0	\$0	Strategies were developed to provide for additional "job alike" opportunities for teachers. Also, central support will continue "train the trainers" sessions.

15	Expanding on the work already begun in the areas of math and science, develop and implement a curriculum management plan that includes guide development for every course and grade level.	Complete	(\$58,100)	\$0	\$0	The district developed a comprehensive plan for developing its curricula. By redirecting existing resources and using TEKS as a primary source, YISD completed several curriculum projects, including a Teacher Resource Kit for Mathematical Models with Applications and the Languages Other Than English Framework.
16	Commit the resources required to complete the district's five-year plan for its Gifted and Talented Program.	Complete	\$0	(\$110,000)	(\$275,000)	Policy EHBB was approved and 92 percent of the teachers have completed the 30-hour core training as recorded in the district database.
17	Provide programs of intense remediation for students with disabilities who have not performed well on the TAAS.	Complete	\$0	\$0	\$0	Annual monitoring of Special Education student performance on TAAS is ongoing. Several initiatives to remediate

						students with disabilities have resulted in higher TAAS scores.
<b>18</b>	Review all CATE courses and delete or modify those that are determined to be inconsistent with the program's newly developed strategic profile.	Complete	\$0	\$0	\$0	Consultants were hired to develop a plan to restructure Career and Technology Education (CATE) and AST programs and the work is underway.
<b>19</b>	File a summary of CATE program evaluations conducted at each school with the Office of Career and Technology Education.	Complete	\$0	\$0	\$0	CATE evaluations of campus programs are compiled and reviewed annually by staff for modification.
<b>20</b>	Recruit additional students for adult programs funded by state and federal formulas.	Complete	\$0	\$0	\$0	Advertising for the program and program coverage by all types of media began in June 1999.
<b>21</b>	Explore opportunities for additional cooperation with the El Paso and Socorro ISDs' adult programs.	Complete	\$0	\$0	\$0	Monthly meetings are held with school districts in the El Paso area to share ideas, programs and problem solving.
<b>22</b>	Evaluate, and modify as necessary, supplemental	In Progress	(\$32,100)	\$0	\$0	Program curriculum has been aligned

	curriculum requirements and activities to ensure that credits are awarded with consistent rigor and quality among DRCs.					with TEKS and final report will be completed in June 2000 with the completion of the Electronic Curriculum Learning Study.
23	Provide central office oversight and direction to DRCs.	Complete	\$0	\$0	\$0	The district has restructured Dropout Recovery Centers and hired a coordinator to manage programs that include a student accountability system.
24	Direct the Bilingual programs to focus on producing LEP student achievement on Spanish TAAS objectives similar to results on English-language TAAS tests.	Complete	\$0	\$0	\$0	Activities include summer and fall training-Academics Through the Second Language Academy (ASL), classroom visits, mini-conferences and Spanish mini-assessments.
25	Establish an ongoing monitoring schedule with department staff, in addition to the requested monitoring visits, to ensure adherence to Bilingual guidelines.	Complete	\$0	\$0	\$0	The Bilingual / English as a Second Language (ESL) Department Handbook and ASL Curriculum Guidelines and the Web site have been completed

						Bilingual training is delivered annually; comprehension monitoring occurs at 45 percent of campuses each year.
<b>26</b>	Seek out additional professional development activities for principals and teachers designed to significantly increase student performance on the Spanish TAAS.	Complete	\$0	\$0	\$0	Spanish TAAS manuals are provided to principals and teachers and Spanish TAAS training and year-long training to integrate TAAS-TEKS objectives is ongoing.
<b>27</b>	Modify and adopt the proposed July 1997 "Counselor Accountability" document to provide greater emphasis on student service in academic and career counseling and professional development for counselors.	In Progress	\$0	(\$65,000)	(\$130,000)	In January 2000 a director of Guidance, Counseling and Student Advocacy Services was hired, and work in this area is progressing.

**Appendix A - Status of Recommendations and Savings (continued)**

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) To Date	SISD'S Projected Five-Year Savings (Costs)	Comments
<b>CHAPTER 3: COMMUNITY INVOLVEMENT</b>						
28	Establish a clearinghouse of successful community involvement programs.	In Progress	\$0	\$79,342	\$364,975	A new Community Relations director and a parent community specialist were hired and reporting mechanisms are being developed. Two programs were transferred to their appropriate area which reflects savings in the department's budget.
29	Respond to all media requests within two hours.	Complete	\$0	\$0	\$0	Primary and secondary media contacts have been established and a log book to track information flow is being developed.
30	Create a Community Initiatives and Information Services Department to facilitate	Complete	(\$51,500)	\$99,733	\$279,352	A position was upgraded and the Community Initiatives and

	and coordinate all community involvement activities and provide a single point of contact for individuals with complaints or seeking information about the district.					Information Services organization was created. The Connections program was deleted from the 1999-2000 budget but will be reinstated in the 2000-01 budget with a lower allocated amount.
<b>31</b>	Revise budgets to more accurately reflect community involvement costs by program and function.	Complete	\$0	\$0	\$0	Budgets related to community involvement costs were realigned in February 1999.
<b>32</b>	Offset operating costs of the Student Entrepreneur Center with funding from the El Paso business community.	In Progress	\$125,000	\$16,000	\$125,000	Strategic planning for the Student Entrepreneur Center (SEC) will occur in Spring 2000. Additional savings will accrue through a contract with Junior Achievement to cover operating and maintenance expenses for the SEC building where it occupies space.
<b>33</b>	Set up an internal service fund for print operations.	In Progress	\$0	\$0	\$0	The district is not convinced of the need to

						account for the print shop in an internal service fund. However, a cost/benefit study to compare internal costs with those of external vendors is in progress.
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**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 4: PERSONNEL MANAGEMENT</b>						
<b>34</b>	Conduct an annual survey to determine satisfaction levels with the district's Human Resources Division and use the survey results to identify ways to improve services.	Complete	\$0	\$0	\$0	A survey of all central support services was conducted in February 1998. Human Resources began conducting meetings to receive additional feedback in August 1999.
<b>35</b>	Develop an integrated solution that will meet all of YISD's human resources and payroll automation needs.	Complete	\$0	(\$30,000)	(\$60,000)	The JD Edwards payroll and human resources system was implemented on January 1, 1999. Fine-tuning and expanded use of the system continues.
<b>36</b>	Install a local area network in the Human Resources Division and consolidate the division's databases and clerical activities.	In Progress	(\$25,000)	\$4,750	\$13,000	Installation of the applicant tracking system on JD Edwards has significantly reduced duplicate entry. Savings of approximately 0.4 FTEs of clerical support per year began in 1999-2000. Connection of other

						applications will occur once the LAN is installed.
37	Include a training module within annual training sessions to help principals and administrators complete required employee reclassification paperwork.	Complete	\$0	\$0	\$0	Training was provided for interested principals and supervisors in February 1999.
38	Assign one additional professional to the Employee Relations Department to conduct employee misconduct investigations.	Complete	(\$192,200)	\$0	\$0	The district eliminated this position by involving Pupil & Parent services and the director of Safety and Security in some situations, and by making efforts to reduce the number of grievances. (Savings from the elimination of this positions are shown in Recommendation #5.)
39	Develop a formal recruiting process that stresses minority recruiting and includes increased recruiting outside of the El Paso community.	Complete	\$0	\$0	\$0	The district is in the second year of a five-year strategic plan to continue to build and maintain a quality teacher work force that includes minority and out-of-area recruiting.

40	Update all job descriptions during the 1998 calendar year and continue to update all job descriptions annually thereafter.	Complete	\$0	\$0	\$0	A system for the review and revision of job descriptions was developed and implemented in 1997-98. Twenty-five percent of existing job descriptions will be reviewed and/or revised each year.
41	Perform a detailed wage and benefit analysis among districts of similar size and composition before issuing future contracts to executive administrators.	Complete	\$0	\$0	\$0	The district conducts wage benefit analyses for executive administrators and other positions annually.
42	Redefine salary ranges based on wage and benefit comparisons.	Complete	\$0	\$0	\$0	Salary ranges have been consistently and incrementally adjusted since 1997-98. Wage and salary range comparisons are made annually according to benchmark and other positions.
43	Continue to offer an early retirement incentive plan to enable the district to better control employee retirements and redirect its financial resources.	Complete	\$3,807,271	\$814,020	\$6,193,910	The Early Retirement or Resignation Incentive program was offered in three of the past five years, including the 1998-99 school year.

						Annually, the district will review the feasibility and benefit of offering an Early Retirement Incentive.
44	Scan all active employee records onto CD-ROM and consolidate employee files into one electronic employment file.	In Progress	\$0	\$0	(\$60,610)	The implementation of optical data scanning is in progress. A bid for document imaging was awarded for all district records. Implementation for Human Resource records was scheduled and a cost quote for the imaging configuration is being evaluated.
45	Centrally coordinate staff development activities and functions, including the identification of needed staff development activities and the facilitating of training received by employees.	Complete	\$0	\$0	\$0	The district continues to centrally coordinate content area instructional staff development activities and functions through the Division of Instructional Support and School Operations. A computerized system is available to centrally document

						campus-based instructional and centrally-provided support staff training.
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**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 5: FACILITIES USE AND MANAGEMENT</b>						
<b>46</b>	Complete the facilities planning components necessary for a comprehensive facilities master plan.	In Progress	\$0	\$0	\$0	When completed, the Facilities Standards Handbook will be used to develop a facilities master plan.
<b>47</b>	The Facilities and Finance Department and Instruction should meet twice a year to develop enrollment projection and jointly prepare a management report.	In Progress	\$0	\$0	\$0	Facilities, Instruction and Finance meet during the budget development to discuss the impact of enrollment changes. Specific information about new subdivisions or program plans is shared and campus principals are asked for input.
<b>48</b>	Establish a board policy that requires principals to obtain approval from the Facilities Department before initiating small construction projects on school campuses.	Complete	\$0	\$0	\$0	The board is scheduled to approve the policy in May 2000.
<b>49</b>	Develop a Facilities Design construction handbook.	In Progress	(\$7,500)	\$0	\$0	The Facilities Standards Handbook is being

						developed by a committee made up of several district personnel, including the associate superintendent of Business and Administrative Services, executive director of Facilities, elementary and high school principals and central administration coordinators.
<b>50</b>	Conduct an ADA evaluation of all YISD facilities and include a strategy for bringing each facility into ADA compliance in the Facilities Master Plan.	In Progress	(\$25,000)	\$0	(\$25,000)	The district is evaluating its contract options for ADA evaluation services.
<b>51</b>	Analyze and adjust attendance zones to maximize the use of current facilities.	Complete	\$0	\$0	\$0	The district's open enrollment policy has permitted it to maintain a balance between each facility's capacity and its enrollment. Attendance zones were realigned for the pre-kindergarten centers in 1999 and will be adjusted based on recommendations from the Early Childhood task

						force. Other boundaries are being realigned in conjunction with the construction of new facilities.
<b>52</b>	Evaluate the excess capacity represented by YISD's temporary buildings, and sell excess units.	Rejected	\$188,100	\$0	\$0	The district believes it is not in the district's best interest to sell all portables. In addition to using them as classrooms, portables are also used as parent centers, reading centers and for other special projects. However, standards are being developed to annually determine usage as part of the facilities master plan under development.
<b>53</b>	Expedite full implementation of the maintenance and construction management module.	Complete	\$0	\$0	\$0	All maintenance work orders and construction project costs are monitored through the JD Edwards system. Refinements in these modules to include tracking of preventive maintenance issues are continuing.
<b>54</b>	Conduct an annual maintenance and custodial customer satisfaction survey.	In Progress	\$0	\$0	\$0	The survey is being revised and will be distributed annually beginning

						in May 2000.
<b>55</b>	Identify an appropriate site and relocate the district's central warehouse facility.	In Progress	(\$750,000)	\$0	(\$50,000)	The district is conducting a feasibility study. In the interim, to provide more space, textbooks have been relocated, passive ordering has reduced warehouse inventory space needs and the Grounds Department may be relocated to a metal building.
<b>56</b>	Require the district's custodial staffing formula to be properly applied across YISD schools, to make the most efficient use of custodial staffing resources.	In Progress	\$5,135,130	\$99,225	\$858,297	Custodial staff has been reduced by 7.75 custodial positions and efforts will continue with principals to further align staffing. The district is using the American Schools and Universities Maintenance and Operations Cost Study southwest regional average of 17,573 square feet per custodian. TSPR recommended 19,000.
<b>57</b>	Budget and account for custodial and maintenance costs separately, and use a disaggregated figure	Complete	\$0	\$0	\$0	To better track expenditures, separate account codes were established during

	as a tool for monitoring and controlling expenses in both areas.					the 1998-99 budget development process.
<b>58</b>	Conduct an energy audit of the entire district and develop strategies to further reduce energy costs, focusing on schools that exceed the recommended guideline of \$1 per square foot.	In Progress	\$614,833	\$0	\$396,880	A new automated system was installed at one school as a pilot project and its effectiveness is under review. The El Paso Electric Company and a private firm have been contacted to identify potential savings programs for the district.

**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 6: ASSET AND RISK MANAGEMENT</b>						
<b>59</b>	Revise the district's investment strategy to invest in products that yield higher returns.	Complete	\$237,500	\$251,997	\$1,059,254	Investment pools are used as a primary investment vehicle. In addition, the district uses direct deposit to transfer state funding and local tax revenue to a pool account, generating an average one day per month of additional earnings.
<b>60</b>	Explore strategies designed to further control health care costs without sacrificing health plan benefits.	Complete	\$0	\$170,000	\$1,360,000	The intergovernmental agreement with other local governmental agencies and the re-design of the YISD- health plan is expected to result in a 2 percent decrease in health claims during the 1999-2000 year.
<b>61</b>	Develop strategies to lower workers' compensation claims costs by at least 10	Complete	\$1,260,000	\$50,000	\$400,000	Safety training is ongoing for food service, custodial and

	percent through increased emphasis on injury management, with particular attention on the teacher, custodial and food service worker categories.					paraprofessional employees and will result in a \$100,000 savings by the end of 1999-2000.
<b>62</b>	Consolidate the processing and reporting of workers' compensation claims and medical payments into one computer system and eliminate repetitive data entry.	In Progress	\$0	\$8,000	\$56,000	All workers compensation records are processed on the JD Edwards system; integration of Lotus 123 is in progress. Consolidation resulted in the reduction of one full-time position in Human Resources.
<b>63</b>	Review liability insurance programs at least annually to ensure risk strategies are appropriate, based on the cost of insurance and the amount of potential loss.	Complete	\$0	\$25,000	\$100,000	Insurance needs are reviewed annually; liability and errors and omissions insurance was purchased in December 1999 at a savings of \$25,000 compared to the amount budgeted.
<b>64</b>	Develop comprehensive, consistent procedures regarding the receipt and recording of fixed assets to be controlled by the warehouse.	In Progress	\$0	\$0	\$0	A policy has been drafted and will be presented for board approval as the TASB update process permits. Once the inventory update is completed in

						summer 2000, the manual and accounting procedures will be finalized and distributed.
<b>65</b>	Bar-code all fixed assets at the central warehouse; reconfigure the fixed-assets subledger to list assets by room.	Complete	\$0	(\$76,904)	(\$76,904)	An outside vendor completed a physical inventory and put bar codes and tags on all assets worth more than \$500. Warehouse staff are bar-coding new items.
<b>66</b>	Eliminate items on the fixed-asset lists with a dollar value of less than \$500.	In Progress	\$0	\$0	\$0	As soon as the inventory reconciliation is complete, assets worth less than \$500 will be removed.
<b>67</b>	Implement the fixed-asset inventory control and procedure recommendations outlined by external auditors and the district's property control officer.	In Progress	\$0	\$0	\$0	Procedures are being implemented consistent with the draft policy and will include use of scanners to update the inventory during summer 2000.

**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 7: FINANCIAL MANAGEMENT</b>						
<b>68</b>	Develop internal financial reports that are easier to read, interpret and understand.	In Progress	\$0	\$0	\$0	Format and font size and style changes have been made and examples of financial reports from other districts have been received. Good ideas or examples will be used to develop enhanced reports. (See Recommendation 3.)
<b>69</b>	Modify software and closing procedures to correct reporting and processing problems.	Complete	\$0	\$0	\$0	Closing procedures were refined and timelines were established.
<b>70</b>	Develop a formal accounting procedures manual that fully documents day-to-day operating procedures.	In Progress	\$0	\$0	\$0	A comprehensive user manual for the JD Edwards system is being edited with distribution scheduled for May 2000. Department operating procedures also are being developed.
<b>71</b>	Define and use performance	Complete	\$0	\$0	\$0	The Accounts Payable

	measurements to evaluate staff performance and accounts payable functions.					department uses the number of invoices processed, the "received not vouchered" report, error rates and the number of vendor complaints to monitor performance.
<b>72</b>	Eliminate the practice of paying invoices early by developing more effective cash management tools.	Complete	\$0	\$0	\$0	Except where discounts warrant early payment or special circumstances exist, invoices are paid on a cycle to meet the 30 day limit. An aging report has been developed.
<b>73</b>	Establish a budget document that serves as a policy document, a financial plan, an operations guide and a communications device.	In Progress	\$0	\$0	\$0	Progress has been made to incorporate recommended sections into the budget document. Implementation will continue in the next two budget cycles.
<b>74</b>	Provide incentives for budget and business clerks to achieve certification as Certified Texas School Business Specialists.	In Progress	(\$13,800)	\$0	\$0	Training for clerks is regularly provided. Efforts to codify the curriculum are ongoing. The district does not plan to offer financial incentives for Texas Association of School

						Business Officials certification but may incorporate required training as considerations for reclassifications or promotions.
75	Link the budget to specific goals and objectives of the district.	In Progress	\$0	\$0	\$0	In the introductory section of the 1999-2000 budget, district objectives were linked to budgeted amounts. With the adoption of formal board goals, a more formal process of linking budgeted amounts to goals will occur in 2000.
76	Reactivate the appropriation control feature on the finance system and perform a monthly variation analysis to prevent overspending.	In Progress	\$0	\$0	\$0	Activation of the budget checking feature has been explored and will require some restructuring of account codes. This restructuring will occur during the 2000-01 budget development cycle.
77	Install IDI upgrades to improve payroll operations.	Complete	\$0	\$0	\$0	The JD Edwards Payroll system was installed January 1, 1999 negating the need to implement this recommendation.
78	Write and distribute an employee payroll	Complete	\$0	\$0	\$0	A payroll guide was developed and

	handbook.					is used in orientation training for new employees. It is revised continually.
<b>79</b>	Develop formal backup and disaster recovery procedures for the Payroll Department.	In Progress	\$0	\$0	\$0	A computer was installed at the Service Center in June 1999. The site license is being obtained, and testing and documentation are pending.
<b>80</b>	Electronically transfer direct deposit payroll data directly to the bank.	Complete	\$0	\$0	\$0	With implementation of the JD Edwards software, all direct deposits are transferred electronically.
<b>81</b>	Establish an Internal Audit Department that reports directly to the board's finance committee.	Complete	(\$576,900)	(\$64,000)	(\$344,000)	The Internal Audit Department budget was established in 1997-98 and the position of Internal Auditor was filled in June 1999.

**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 8: PURCHASING AND WAREHOUSE SERVICES</b>						
<b>82</b>	Conduct annual user satisfaction surveys to determine the effectiveness of services provided and solicit suggestions for improvements.	Complete	\$0	\$0	\$0	A general user satisfaction survey was developed with input from the Purchasing Advisory Committee. The results will be used to improve procurement operations.
<b>83</b>	Fully automate all purchasing, bidding, and management reporting processes.	Complete	\$158,760	\$0	\$67,200	The purchase order processing function, using the JD Edwards module, is fully operational. The Purchasing Department will place all formal solicitations on the district Web site in 2000-01.
<b>84</b>	Speed up the purchase order approval process by increasing approval authority for purchasing clerks.	Complete	\$0	\$0	\$0	The Purchasing Department removed one tier in the order approval process. Previously, orders were received in the Order Section, transmitted to a purchasing agent

						and then approved by the contracting officer. The Order Section has assumed the review previously conducted by the purchasing agent.
<b>85</b>	Automate the distribution of competitive sealed bids and solicitations.	In Progress	\$8,750	\$0	\$5,250	The Purchasing Department has used the Internet to post solicitations for several high priority projects by forwarding them to the Technology Division for placement on the Web site. The Technology Division will allow the Purchasing Department direct access to the Web site in the future.
<b>86</b>	Require all program approvals to be performed online and verify the accuracy of all account code entries.	Complete	\$0	\$0	\$0	In December 1998, the Accounts Payable Department began an intensive account code review of transactions. This process has been in place since July 1999.
<b>87</b>	Require monthly reports to the board of trustees of all competitive sealed bid and solicitation awards.	Complete	\$0	\$0	\$0	The monthly Solicitation/Quote Status Report has been modified to include a list of the solicitations approved.

88	Transfer responsibilities of Warehouse operations to the Finance Department.	Complete	\$0	\$0	\$0	Reorganization of the business functions of the district have been placed under the associate superintendent of Business and Administrative Services. The district will continue to coordinate purchasing and warehousing functions and maintain appropriate internal controls.
89	Modify the automated warehouse system to automatically close warehouse requisitions after they have been processed by the Warehouse Department.	In Progress	\$0	\$0	\$0	Warehouse and MIS staff and the comptroller developed a method to correct and prevent additions and changes to purchase requisitions; the district is exploring additional automated improvements.
90	Implement a passive order system for routine supplies.	Complete	\$373,300	\$0	\$0	A passive order system was implemented for 20 high-volume items. The district saves time and space, and inventory has dropped considerably.

91	Require the use of more open purchase orders for transportation, maintenance, and custodial crews.	Complete	\$0	\$0	\$0	The district uses open purchase orders for maintenance, food services, transportation and general administration; appropriate purchasing controls are in place.
92	Require all schools to use the automated textbook inventory system to account for textbooks and to facilitate efficient ordering, tracking, and delivery of textbooks throughout the district.	Complete	\$0	\$0	\$0	The Textbook Inventory System was installed as part of the JD Edwards financial system. A procedure manual was developed, and training of campus personnel was conducted in March 2000.
93	Require all schools to pay their full balance for lost textbooks each year from campus activity funds.	Complete	\$0	\$0	\$0	Textbook balances are collected from remaining budgets as a part of the year-end closing.

**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 9: COMPUTERS AND TECHNOLOGY</b>						
<b>94</b>	Establish and implement a plan for aggressively seeking both monetary and nonmonetary grants and contributions from the business community, foundations, state and federal grant programs, and other sources.	Complete	\$1,500,000	\$777,000	\$1,377,000	The district applied for and received TIF grants and e-rate discounts in each of the past three budget cycles. In addition to cost avoidance identified in Recommendations 98 and 99, the district has received notice of discounts of \$5 million and notification of the third cycle is pending. Most of the discount is from development of and upgrades to the wide area network.
<b>95</b>	Allocate additional hardware and software funds to technology support and training.	Complete	\$0	\$0	\$0	Districtwide technology training has increased significantly as a complementary initiative of the district's equipment and software acquisitions

						many of which have been supported by leveraged e-rate discounts.
<b>96</b>	Upgrade or replace the district's AS/400 to include a faster processor, more memory, and more storage capacity.	Complete	(\$250,000)	(\$379,425)	(\$379,425)	The AS/400 upgrade was completed in August 1998; the actual cost was higher than projected by TSPR due to operating system and third party software costs. There were no financial application software upgrade costs.
<b>97</b>	Develop a comprehensive strategy to evaluate whether the implementation of the district's integrated financial system can be completed; if not, seek another system that better meets YISD's needs.	Complete	\$0	(\$20,000)	(\$20,000)	The JD Edwards financial system was implemented. A consulting firm provided an evaluation to the superintendent on October 15, 1999.
<b>98</b>	Complete the implementation of Internet access to all campuses and central administration.	Complete	(\$300,000)	(\$1,931,886)	(\$2,061,786)	Internet access is available to all campuses at a cost of \$3.1 million, with e-rate discounts providing \$1.3 million.
<b>99</b>	Use the current network	Complete	\$540,000	(\$1,205,353)	(\$1,205,353)	The SL100 switch was installed and

	infrastructure to provide phone service, voice mail and dial-tone access to all campuses and district facilities.					27 campuses have telephones in every classroom. Conversion is proceeding at a rate of two campuses per week; all will be completed by June 2000. The project cost \$3.6 million; e-rate discounts accounted for \$2.4 million of that cost.
<b>100</b>	The district should set minimum standards for the integration of technology into the instruction of students.	Complete	\$0	\$0	\$0	A review committee is monitoring the implementation of the Campus Technology Applications Plans. A significant investment is being made in the purchase of student and teacher laptops to increase access to technology. The acquisition schedule has been accelerated using Qualified Zone Academy Bond funds in conjunction with locally designated technology funds.
<b>101</b>	Test scores maintained by the Research and	Complete	\$0	\$0	\$0	Beginning with 1997-98 data, test scores are being

	<p>Testing Department should be integrated into the Schools Administrative Student Information System to give campuses access to more student information and aid in the instruction of students.</p>					<p>integrated on an ongoing basis. In summer 2000, the district will add end-of-course TAAS information that will be available for three years.</p>
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**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 10: TRANSPORTATION</b>						
<b>102</b>	Improve the accuracy of data reported to TEA and make a one-time claim for inaccurate data submitted for 1995-96.	In Progress	\$1,185,840	\$0	\$0	The report was reviewed and data was consistent with other years. No other information was available and re-creation of incomplete past records would be difficult. The new Transportation director is working to ensure that accurate data will be reported in future reports.
<b>103</b>	Establish clear lines of authority in the Transportation Department and assign maintenance responsibilities to one of the field coordinators.	In Progress	\$0	\$0	\$0	Duties of the four field coordinators have been more clearly defined. Additional restructuring to assign coordinators by program is in progress.
<b>104</b>	Establish a lead driver classification under each field	Complete	(\$244,795)	\$0	\$0	With the reorganization proposed in

	coordinator.					Recommendation #103, the lead driver position classification will not be needed.
<b>105</b>	Reduce the number of permanent driver positions to match the peak driver requirement.	Complete	\$804,555	\$0	\$0	The peak requirement for bus drivers increased due to the new routes. Though positions were not reduced, the number of drivers is consistent with peak requirements.
<b>106</b>	Reclassify and combine the substitute driver and attendant categories as substitute driver/attendant and reduce the number of positions through attrition to the level required to cover expected absences.	In Progress	\$198,170	\$0	\$0	The director of Transportation will develop classes for Commercial Drivers License and generate a pool of qualified bus drivers from interested bus attendants.
<b>107</b>	Determine the true cost of field trips and charge accordingly, with an additional premium fare for trips that interfere with daily school routes.	In Progress	\$0	\$0	\$0	The Transportation and Budget directors attended a workshop on transportation reporting and received information about the accumulation of costs. Procedures to accumulate

						costs have been revised. Charges to campuses for 2000-01 will be revised to recover these costs.
<b>108</b>	YISD's Transportation Department should fully recover the variable cost of using MCI coaches.	In Progress	\$0	\$0	\$0	The district's internal review supported the current rates. However, possible revisions to the charge for MCI coaches will be considered in conjunction with the review of field trip costs.
<b>109</b>	Develop key indicators to measure and monitor the performance of regular and special education transportation.	In Progress	\$0	\$0	\$0	A Route Punctuality Survey was developed and a Field Trip Quality Service Survey will also be implemented. In conjunction with Risk Management, Transportation will produce a Bus Accidents/Miles quarterly report.
<b>110</b>	Establish staggered bell times for all YISD schools to increase transportation efficiency.	In Progress	\$1,977,300	\$0	\$0	The district is establishing uniform start schedules by grade levels (1/2-hour increments recommended) beginning in

						2000-01. This will assist in bus routing. Support from principals and parents is still needed.
<b>111</b>	Critically evaluate each individual student's need for special program transportation and provide transportation in the least restrictive environment.	Complete	\$0	\$0	\$0	About 22 percent of Special Education students were transported in November 1999, which is within the range of peer districts. A Special Education Aide is assigned to the Transportation Department to evaluate routing issues.
<b>112</b>	Establish action steps and a timeline for implementing the recommendations from the December 1996 District Improvement Plan pertaining to transportation services for students with disabilities.	Complete	\$0	\$0	\$0	Special Education buses are purchased annually; all will be air-conditioned. Streamlining of services through "clustering" will reduce route times. Improved coordination between the Special Education department and Transportation also will increase efficiency.
<b>113</b>	Establish a 15 percent spare ratio for the fleet and an	Complete	(\$463,125)	(\$480,978)	(\$1,311,852)	A multi-year schedule to replace buses

	even procurement program to replace buses every 15 years.					every 15 years has been established. In August 1998, the district implemented a procurement plan to address needs by priority.
<b>114</b>	Establish a staffing policy of 25 vehicles per mechanic.	Complete	\$0	\$0	\$0	The current ratio of mechanics to the number of district vehicles, including the bus fleet and support vehicles, is 25.2 to 1. The district will consider the TSPR recommendation on the staffing ratio during the annual budget development process.
<b>115</b>	Enlarge the parts room and institute better management procedures.	In Progress	\$0	\$0	\$0	An adequate area has been identified and Transportation will coordinate with Maintenance for remodeling.
<b>116</b>	Add a second parts clerk position.	In Progress	(\$108,310)	\$0	(\$64,986)	The director of Transportation and Human Resources have discussed adding the position for the beginning of 2000-01.
<b>117</b>	Fully use the integrated financial	Complete	\$0	\$0	\$0	The JD Edwards System tracks

	system as a vehicle maintenance information system.					vehicle maintenance information.
<b>118</b>	Expand the duties of the parts clerks to enter all work orders and monitor all stockroom supplies.	Complete	(\$500)	\$0	(\$500)	The parts clerks' duties were redefined and expanded.
<b>119</b>	Fully track the cost of the rehabilitation program and perform a cost/benefit analysis for each bus.	Complete	\$0	\$0	\$0	JD Edwards is tracking all bus repair costs. Ongoing training is provided to the parts clerk and the lead mechanics.
<b>120</b>	Enclose and clean out the two exterior maintenance bays at the Service Center to increase maintenance capacity.	In Progress	(\$9,500)	\$0	\$0	Completion of this item is related to decisions about possible transfer of the Warehouse in Recommendation #55.
<b>121</b>	Implement a more frequent driver-training course throughout the school year at the Region XIX Educational Service Center.	Complete	\$0	\$0	\$0	Risk Management currently provides a 20-hour course and an eight-hour recertification course. Defensive driving is also taught and the Transportation Field Coordinators have been certified as Region XIX trainers.

122	Coordinate with El Paso County Community College to offer training courses designed to train participants for ASE certification.	In Progress	(\$57,240)	\$0	(\$3,678)	Some ASE certification tests were taken in March 2000. According to EPCC, courses may be offered by June 2000. YISD mechanics will be enrolled in groups of three or four.
123	Create a buying cooperative with other transportation providers in the region.	Not Implemented	\$32,175	\$0	\$0	A General Service Commission Regional Office in El Paso will be an additional resource in meeting this recommendation.

**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 11: FOOD SERVICE</b>						
<b>124</b>	Immediately hire or contract for food service management to implement a program that will operate profitably and meet key success factors.	Complete	\$0	\$0	\$0	The Food and Nutrition director position was filled on September 21, 1998.
<b>125</b>	Redefine the duties and responsibilities of the field supervisors so that they are held accountable for cafeteria operations. Fill the vacant field supervisor position.	Complete	\$0	\$76,000	\$190,000	All campuses have been given an individual budget to monitor and maintain. The vacant supervisor position was eliminated.
<b>126</b>	Increase participation in the breakfast program by implementing innovative breakfast programs such as "grab-and- go."	Complete	\$962,900	\$0	\$555,500	The Food and Nutrition Department has implemented mobile carts throughout high schools in order to reach students in high traffic areas of the school. The cafeterias have implemented a "grab-and- go" breakfast to meet the needs of the students. Revenue should increase in conjunction with

						the approval of Provision 2 or universal feeding.
127	Stagger serving times at all schools.	In Progress	\$0	\$0	\$0	The Food and Nutrition director met with high school principals to discuss staggered meal times. One high school increased participation from 300 to 900 with a staggered schedule. Most principals do not support staggered serving because of the various block schedules. Efforts are continuing.
128	Establish meal cost targets and monitor the costs of all meals served.	In Progress	\$0	\$0	\$0	Food Services purchased the Cost Control Manual for Food Services Directors. Meals are pre-costed manually, but the development of reports for use by the managers is still in progress.
129	Implement the proposed acquisition of an electronic point of sale system.	In Progress	(\$450,000)	\$0	(\$147,443)	The implementation of a point of sale system at all secondary schools was completed in April 2000. Implementation at the elementary schools is under review.

<b>130</b>	Implement a recycling program for the Food and Nutrition Department's solid waste.	Not Implemented	\$0	\$0	\$0	The Food and Nutrition director will visit area schools and Alief ISD on recycling programs for future implementation.
<b>131</b>	Negotiate an exclusive districtwide vendor services contract.	Not Implemented	\$0	\$0	\$0	The district plans to implement a program to increase vending machine commissions.
<b>132</b>	Reduce food service labor costs to bring MPLH into industry standards.	Complete	\$4,140,084	\$613,862	\$1,563,644	MIS staff developed a program that can be retrieved through the district's operating system and gives the department a report on meals per labor hour (MPLH). The cafeterias are making adjustments to meet the recommended MPLH standard.
<b>133</b>	Develop effective management reports and use them to monitor and evaluate food service operations.	Complete	\$0	\$0	\$0	Reports from the financial system, weekly sales and labor costs and individual campus budget reports are used to monitor food service operations.
<b>134</b>	Implement a preventive maintenance program	Not Implemented	\$0	\$0	\$0	Meetings will be held with the Facilities director

	for all Food and Nutrition equipment and machinery.					and maintenance supervisors to develop an action plan.
<b>135</b>	Renovate all secondary school cafeteria facilities to reflect a food court appearance.	In Progress	\$783,000	\$23,250	\$162,750	The Food and Nutrition Department is working with the executive director of Facilities to incorporate the food court appearance into the secondary schools when they are designed. Ysleta High opened a food court in January 2000.

**Appendix A - Status of Recommendations and Savings (continued)**

<b>Rec #</b>	<b>General Recommendation</b>	<b>Implementation Status</b>	<b>TSPR's Projected Five-Year Savings (Costs)</b>	<b>Actual Savings (Costs) To Date</b>	<b>SISD'S Projected Five-Year Savings (Costs)</b>	<b>Comments</b>
<b>CHAPTER 12: SAFETY AND SECURITY</b>						
<b>136</b>	Clarify policies and document procedures for the placement of students in to alternative education settings, and establish a system to consistently apply those procedures.	Complete	\$0	\$0	\$0	The Discipline Management Plan has been revamped and aligned with the district policy and state law.
<b>137</b>	Designate the Office of Pupil and Parent Services as the central point for coordinating programs related to student violence, at-risk youth and discipline management.	Complete	\$0	\$0	\$0	The department of Pupil and Parent Services is the central point for coordinating programs related to student violence, at-risk youth and discipline management.
<b>138</b>	Share information about gang-related incidents with El Paso Police Department (EPPD) and cooperatively develop gang prevention and intervention programs for the elementary school level.	In Progress	\$0	\$0	\$0	All gang-related incidents are reported to the EPPD. The director of Security met with representatives of EPPD in January 2000 to discuss the issue of

						developing gang prevention programs.
<b>139</b>	Proceed with developing a model for shared security services between the City of El Paso and YISD.	Rejected	\$4,171,460	\$0	\$0	YISD believed that an interlocal agreement with EPPD was not in the district's best interest.
<b>140</b>	Provide additional training to security officers.	In Progress	(\$710,600)	\$0	(\$100,000)	Training has started; most to be completed during summer 2000.
<b>141</b>	Require mandatory safety training for paraprofessional employees.	Complete	\$0	\$0	\$0	Training is conducted twice a year, and quarterly in 2000.
	<b>Total</b>		<b>\$23,499,258</b>	<b>\$234,522</b>	<b>\$14,343,331</b>	