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## A Performance Review

# AISD



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**February 1993**

**JOHN SHARP  
TEXAS COMPTROLLER OF PUBLIC ACCOUNTS**



THE UNIVERSITY OF TEXAS-PAN AMERICAN



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# Texas School Performance Review

## Management and Performance Review of the Austin Independent School District

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**February 22, 1993**

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**Texas Comptroller of Public Accounts**  
**Performance Review of Austin Independent School District**

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***Executive Summary***



# SECTION 1.0

## EXECUTIVE SUMMARY

### *Background*

Mr. John Sharp, Texas Comptroller of Public Accounts initiated the Texas School Performance Review in March 1991. The program began as a pilot program for management performance audits of select Texas school districts. Including this initial pilot the Texas School Performance Review has produced ten comprehensive school district management audits representing a cross section of the geographic and demographic characteristics of Texas school districts.

From the inception of the Texas School Performance Review, Comptroller Sharp's objective has been to promote better elementary and secondary education in Texas through improved school district management and cost efficiency. Thus, the Comptroller's primary focus has been to maximize the funds available for direct instructional services by maximizing the efficiency of instructional support and administrative functions. Excluding the Austin Independent School District, the subject of this report, the Comptroller's Texas School Performance Review has identified over \$75.5 million in potential cost savings opportunities.

Deloitte & Touche was engaged by the Comptroller to perform a management review of AISD in October 1992. An overview of the approach and timing of our review is depicted in Exhibit 1.A.1.

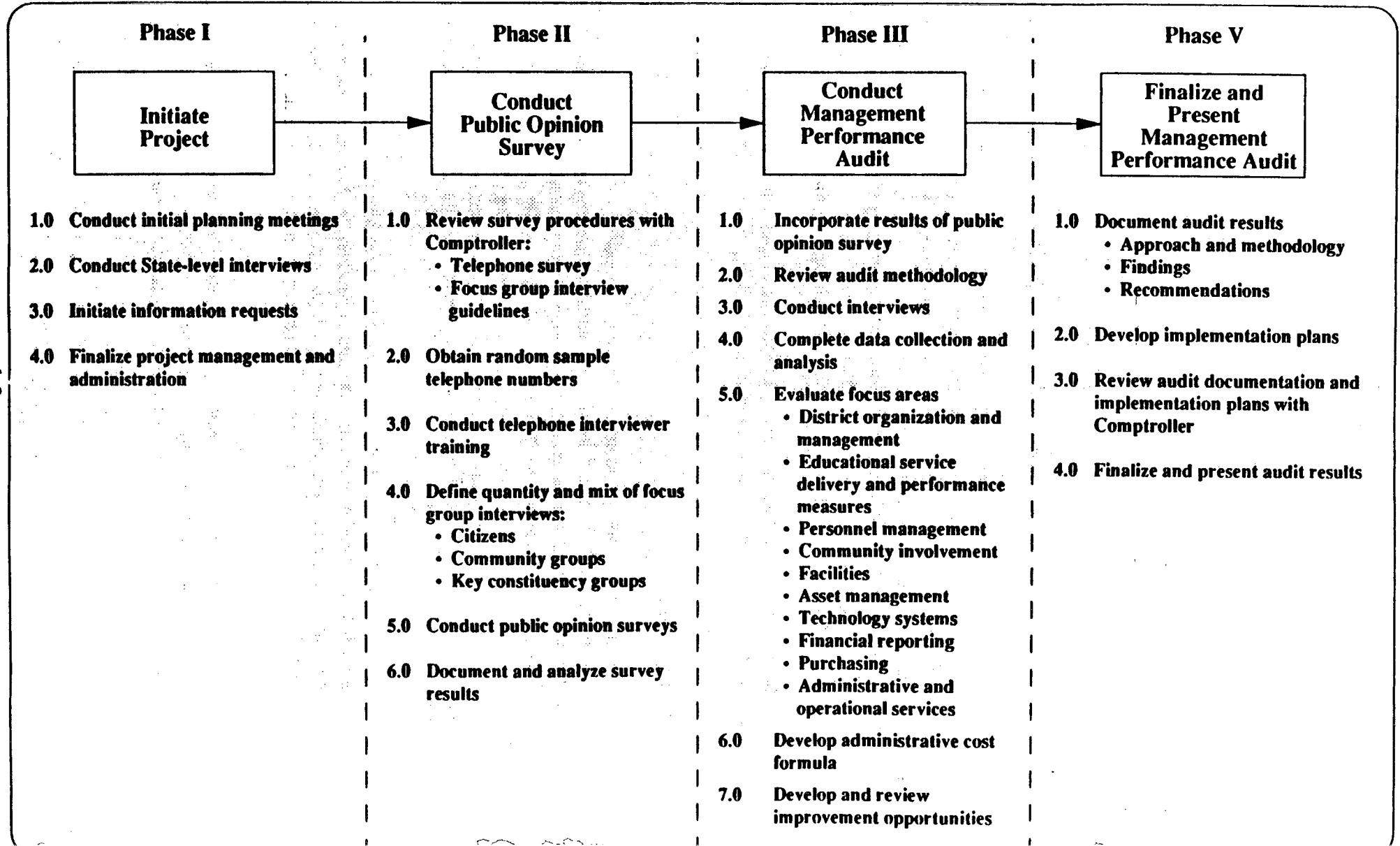
### *Summary Results*

Our review identified approximately \$7.2 million in annual, on-going cost savings opportunities which can be realized by AISD if our recommendations are implemented during fiscal years 1993-94 and 1994-95. The District could also achieve an additional \$2.1 million in one-time savings, which, brings total net savings to \$9.3 million. We believe the cost savings opportunities identified in our report are conservative and should be considered the minimum savings which can be realized if our recommendations are implemented. Furthermore, there are significant governance, management and operational issues which must be addressed if the District is to improve.

A table representing the total savings and costs associated with the recommendations of this report are listed at the end of this summary and in Section 15. However, there are a large number of recommendations throughout this report which are not shown to have a direct financial implication, but nevertheless, represent important improvements over current policies and practices.

The *Texas School Performance Review* is a management review and not a financial audit. Therefore, it was not within the scope of our work to conduct a comprehensive and detailed examination of the District's fiscal records and past financial transactions.

## Overview of Management Performance Audit Approach



1.2

It is important to note that this Executive Summary focuses on major opportunities to improve AISD management and operations. However, it is not our intent to diminish the importance of the numerous commendations contained in our report which recognize the many exemplary activities and programs within AISD.

The major findings, conclusions and recommendations provided in this Executive Summary are organized as follows:

- Exemplary Programs and Practices
- Major Findings and Conclusions
- Major Recommendations

To facilitate implementation, we have organized our recommendations to provide our suggestions with respect to the importance and timing of their implementation. Consequently, we have organized our recommendations in priority sequence for both short-term and long-term recommendations.

### ***Exemplary Programs and Practices***

In the course of our review, we identified many exemplary programs and practices within AISD. Our most significant commendations include:

- Implementing of the vertical team concept to provide more consistent educational services and curriculum continuity in grades K-12.
- Utilizing resources such as the Region 13 Educational Service Center and the University of Texas as a cost effective means for presenting staff development programs.
- Providing a quality centralized library service.
- Providing a quality special education program.
- Creating innovative programs and improving administration within Health Services.
- Controlling Athletic program costs and maintaining a steady budget.
- Working with IBM Corporation to establish the A+ Coalition and bringing additional resources to the District. Many of the programs and initiatives instituted by the A+ Coalition (MegaSkills and Zero Dropout/Technology Schools) deserve special recognition for the rewards and changes they have brought to the educational process.

- **Implementing and administering a nationally recognized Adopt-A-School Program to encourage community involvement with the individual schools, teachers and students in the District.**
- **Providing quality cable programming and in-house media production services.**
- **Utilizing an effective student enrollment projection model to facilitate both short-term and long-term planning for facility needs, transportation needs and other operational requirements.**
- **Administering an effective Energy Management Program.**
- **Administering a well documented and effective asbestos abatement program.**
- **Developing an excellent Board policy which guides the District in making investment decisions.**
- **Issuing an annual internal audit plan based upon a quantitative "risk scoring" system and submitting the audit plan with quarterly audit summaries to the Board for their approval.**
- **Implementing an award winning nutritional education program.**
- **Controlling transportation costs over the past four years in light of the District's policies to provide a high level of transportation service to its students. Transportation costs have been controlled by effectively utilizing the Ecotran bus routing and scheduling system, implementing and utilizing an effective fleet maintenance and inventory system and implementing the Kronos time and attendance system to control overtime costs.**
- **Taking the lead in the conversion of buses to alternative fuel vehicles.**
- **Providing quality research and evaluation services, including conducting new and innovative research projects and using leading-edge technologies to assist research and evaluation services.**
- **Expanding the ORE effectiveness rating criteria to include a cost component, which attempts to measure program effectiveness compared to fiscal resources expended.**
- **Maintaining a good relationship with TEA and participating in TEA's Student Assessment Advisory Council to anticipate new information reporting requirements and assisting TEA in developing definitions of information variables.**

## ***Major Findings and Conclusions***

- ***Governance and Administration.*** Overall, our review and observation suggest that the governance environment of the Austin Independent School District meets few, if any, of the characteristics or attributes which are essential to effective governance and management of a public school district. Based on our interviews with Board members and senior administrators, the current relationship between the Board and District management is, at best, adversarial and at worst, counterproductive. The relationship that develops between the Board and administration is pivotal to the orderly conduct of school affairs and the effectiveness of each party. The nature of the Board/administration relationship at AISD has rendered the organization inefficient.
- ***Governance and Administration.*** Effective strategic and tactical planning processes are ineffective. There is no consensus relative to the District's strategic direction or tactical actions among AISD governors. Consequently, AISD's resources are not allocated or organized to accomplish specific goals and objectives. The strategic plan which was adopted by the Board in October 1991 lacks the focus necessary to channel District resources for the purpose of achieving specific, achievable goals and objectives. The strategic plan does not contain action plans outlining the specific activities, responsibilities and timing for implementation of the objectives. The Board has appointed an ad hoc committee comprised of three members to work towards a prioritization of strategies and objectives in the strategic plan and provide a framework of annual goals on which focus during the 1993-94 school year.
- ***Purchasing and Warehousing.*** The District does not maintain a centralized fixed asset system, which tracks equipment location, value, serial number, date of purchase, etc. In addition, AISD does not utilize a central receiving system or perform a physical inventory count on a regular basis.
- ***School Support.*** The District receives no Medicaid funding for the health services currently provided to students. Total District-wide visits to school clinics by students amounted to 176,000 in 1990-91. In addition, 33,000 students were screened for hearing loss and 37,000 students were screened for vision loss. Many of the nursing services currently being provided could be partially reimbursed by the Federal Government through Public Law 100-360. Public law 100-360 and the Omnibus Reconciliation Act of 1989 (OBRA '89) have opened a new opportunity to increase funding and, therefore, services to children via public school provision of and collection for Medicaid (EPSDT) reimbursable services.
- ***School Management.*** Funding for the Priority School initiative is an additional \$5.23 million over and above the regular District per pupil expenditure. An evaluation of the Priority School program by AISD's Office of Research and Evaluation (ORE) found that, there was "no change or questionable effect" with respect to the lowered pupil-to-teacher ratios in grades 2 through 6. ORE gave the Priority School program an overall

effectiveness measure of "+", meaning the program has had a positive effect. The lower pupil-to-teacher ratio accounts for \$3.73 million of the \$5.23 million in additional expenditures.

- ***State and Federal Programs.*** Our review indicated that the District is not adequately managing their allotted state and federal grant monies. From 1990 to 1992, total state and federal grant monies returned by the District amounted to approximately \$1.1 million. Of this amount, the largest portion of grant monies returned was the Federal Vocational Education grant, which totaled \$474,386 for 1991 and 1992. Management reported that the primary reason that they could not spend these monies in time was because they could not meet the state and federal deadlines to prove receipt of the purchased items as a result of delays in processing requisitions through the purchasing system.
- ***Athletics.*** Coaches, in general, teach fewer academic classes. Coaches are supposed to teach five academic classes and coach a sport outside of the class day, however, the average number of academic courses taught by coaches at the high school level was less than five.
- ***School Support.*** The District's current nurse-to-student ratio is 1:2,222. Of six comparative districts named by TEA, AISD had by far the worst nurse-to-student ratio. The comparative districts had an average nurse-to-student ratio of 1:1,300. For AISD to attain the peer group average, 20 additional nurses would need to be hired.
- ***Campus Police.*** AISD does not have a Board approved Campus Security Plan. In 1989, a Campus Security Plan was submitted to the Board which outlined after hours usage of facilities, control of keys and installation of newer security devices. Limiting access would have significantly reduced both false alarms and utility costs during off-hours. The plan was not approved.
- ***Personnel Management.*** Overall, our review suggests that the personnel functions of the District fail to meet a majority of the performance measurement criteria for effective human resources management. This is particularly troubling in light of the fact that over 80% of AISD's total budget resources are allocated to the human resources component of the organization.
- ***Performance Assessment.*** The District does not have an effective job classification and salary administration system. No formal mechanism for adding or evaluating positions currently exists. Several positions at the Assistant Director and Director levels are placed on different salary schedules although their duties are similar. The Personnel Department does not maintain up-to-date job descriptions for all District positions.
- ***Planning and Utilization.*** While the elementary schools face an overcrowding situation, AISD high schools are severely under utilized. AISD's ten high schools have an average core capacity utilization rate of only 69%. The high schools also have portable classrooms



core capacity utilization rate of only 69%. The high schools also have portable classrooms which exacerbates the utilization problem. Significant cost savings could be realized by closing one of the high schools.

- **Construction Management.** The District does not have a Board approved Facilities Master Plan (FMP) which addresses facility needs, including new schools, additions, renovations and preventative maintenance. The lack of a FMP is hindering the District's ability to:
  - Prioritize major renovations and maintenance activities
  - Perform long range financial planning and budgeting for facilities renovations and maintenance activities
  - Effectively collect and present information related to the upcoming bond referendum
  
- **Accounting.** The District's financial and payroll/personnel information systems do not meet user needs and result in many inefficient processes, including:
  - Maintenance of five different sets of paper card files to track personnel information, which can be destroyed or lost
  - Manual tracking of wage garnishments
  - Manual calculation of some pay rates
  - Need to physically receive and match purchase order, receiving sheet and invoice before processing vendor payments
  - Manual processing of all vendor payments over \$1 million

In addition, response time for on-line data entry and processing is very slow and productive time is lost waiting on the system.

- **Pupil Transportation.** Based on the cost per transported student, AISD ranks fifth out of the eight largest school districts in the state at \$504.93 per student. AISD has the highest ridership at 33%, compared to a group average of 20%. AISD's ridership is high due to desegregation programs, magnet schools, special education programs and other District policies requiring a higher level of service. AISD has the highest transportation cost per student (i.e., total enrollment versus students transported) of the eight largest school districts in the State.
  
- **Governance and Administration.** The current Board structure does not provide for standing committees. In other school districts, Board committees are often formed to handle routine matters that do not necessarily require the time and attention of the full Board or to research and review issues, then develop recommendations prior to coming before the full Board. As a result of the lack of committees, the full Board spends time dealing with issues which would be more effectively dealt with by Board committees.

- ***Planning and Utilization.*** TEA data indicates that AISD has the most permanent and total building square footage per student of the ten largest districts in Texas. AISD total building square footage per student is 25.3% greater than the group average.

### ***Major Recommendations***

Based upon the findings stated above and many other related findings, we developed over 170 recommendations for improvement. We believe implementation of the following thirteen recommendations will have the most significant impact on AISD. The major recommendations are classified as long-term and short-term with respect to the possible timing of their implementation and are listed in order according to our suggested priority.

#### **Short-term**

- ***Governance and Administration.*** Initiate a structured, three-month strategic and tactical planning process in an attempt to prioritize strategies and objectives in the Strategic Plan and achieve consensus among the Board and administration relative to the District's:
  - Governance roles and responsibilities
  - Strategic goals and objectives
  - Tactical plans to achieve goals and objectives
  - Performance measurement criteria and methodologies
  - Performance monitoring and reporting.

The Board and administration should also establish an on-going planning process to integrate strategic plans into annual plans and budgets.

- ***Purchasing and Warehousing.*** Initiate a detailed cost/benefit analysis to implement a central receiving function. Central receiving would facilitate the development of fixed asset listings, the timely payment of invoices, the preparation of the annual budget and the implementation of a maintenance inventory system, as well as minimize shrinkage.
- ***School Support.*** Become a Medicaid provider and receive reimbursement for services currently being provided. Medicaid federal funds will replace 60% of AISD general funds currently used to provide physical, occupational and speech therapies and other health services to Medicaid eligible children. This influx of new federal Medicaid funds will free up AISD funds which could be redirected to the other health needs of AISD children.
- ***School Management.*** Evaluate the resources dedicated to the Priority Schools to determine their impact on the program and its cost effectiveness. Specifically, the high cost, low impact components of the Priority School program should be examined in light of the ORE evaluation.
- ***State and Federal Programs.*** Review the planning and control of the District's grants administration process and implement financial management and fiscal practices to ensure

that grant monies are spent within the school year and are expended in compliance with grant guidelines.

- ***Athletics.*** Evaluate coaches teaching loads for content and student-to-teacher ratios. Career ladder compensation should depend upon teaching the required number of classes containing "essential elements" as defined by the state.
- ***School Support.*** Review and modify staffing within the School Support Department to reach peer group average staffing ratios with respect to school nurses. This will require the addition of 20 nurses and one nurse administrator.
- ***Campus Police.*** Develop and implement a Campus Security Plan to ensure schools needs and Board expectations are fulfilled in a manner most cost effective and efficient for the District. The Board needs to formally define the expectations, scope and objectives of the AISD Police Department and review its commitment to providing a safe and secure learning environment.
- ***Performance Assessment.*** Initiate an effort to implement a job classification, evaluation and salary administration system, including complete and accurate job descriptions, which is appropriate for the new organization of the District.
- ***Governance and Administration.*** Implement a committee structure for the Board of Trustees. The development of standing committees of the Board will enable the Board to more effectively utilize its time.

### Long-term

- ***Planning and Utilization.*** Investigate the possibility of consolidating the student bodys of the AISD high schools and closing one school. Several schools are severely under-utilized and the economic and educational improvements would be substantial.
- ***Construction Management.*** Develop and maintain a Facilities Master Plan (FMP) which contains the following:
  - Organizational structure which facilitates the development and utilization of the FMP
  - Formal guidelines defining the type and dollar limits of renovation and maintenance to be performed in-house versus those to be contracted
  - A prioritization of major renovation and maintenance needs
  - A comprehensive planned preventive maintenance program
  - Information and data currently being developed concerning the need for new schools and additions
  - Policies and procedures to assess the longer-term implications of the investment decision (i.e. the life cycle costs)
  - Linkage of the FMP to a capital budget.

- ***Accounting and Personnel.*** Initiate a study to define requirements for financial and payroll/personnel information systems. The following features should be considered:

***Financial***

- Interface with the purchasing system (PREQ)
- Report writer utilities to facilitate the development of necessary analytical reports
- Check writing capability for checks exceeding \$1 million
- Automated notification of large dollar amount checks

***Payroll/personnel***

- On-line employee attendance reporting
- Maintenance of employee pay history for trend and historical analysis
- Automated payroll adjustment capability
- Unlimited number of deductions, taxes, pre-tax deductions and employer contributions
- Accrual of vacation and sick leave
- Capability to process special and temporary contract service payrolls
- Overtime authorization
- Grievance tracking

***Cost Savings/Revenue Increases***

Implementation of many of our recommendations will result in cost savings/revenue increases which can be used by AISD to more effectively meet the needs of its students. As mentioned previously, we believe the cost savings opportunities identified in our report are conservative and should be considered the minimum savings which can be realized if our recommendations are implemented.

As shown in Exhibit 1.A.2, full implementation of our recommendations could produce net savings of more than \$9.3 million within the next two fiscal years.

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 5.0 DISTRICT ORGANIZATION AND MANAGEMENT</b>			
<b>Component A: Governance and Administration</b>			
1. Strategic and tactical planning process (R5.A.1)	(\$50,000)		
2. Establish in-house legal department (R5.A.7)	\$220,000		
<b>Component B: School Management</b>			
1. Reorganization of school management administration (R5.B.1)	\$376,400		
2. Evaluation of high cost, low impact components of the Priority School program (R5.B.2)	\$2,000,000		
3. Resources for staff development efforts (R5.B.6)	(\$200,000)	(\$200,000)	
<b>SECTION 6.0 EDUCATIONAL SERVICE DELIVERY</b>			
<b>Component A: Curriculum Services</b>			
1. Perform high level resource requirement analysis (R6.A.2)	\$75,000		
2. Eliminate multiple stipends for itinerant music teachers (R6.A.3)		\$18,000	
3. Charging schools for Science Health Resource Center use (R6.A.4)	\$90,000		

**SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)**

<b>Recommendations Having Financial Impact for Austin Independent School District</b>	<b>Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94</b>	<b>Additional Annual (Costs) or Savings/Revenue 1994-1995</b>	<b>One-Time Savings or Cost Avoidance</b>
<b>Component D: State &amp; Federal Programs</b>  1. Implement better financial/fiscal practices in Grants Administration (R6.D.2)  2. Implement central grant writing function (R6.D.1) - Creation of Grant Department - Grant revenues	\$550,000  (\$125,000) \$1,000,000	\$1,500,000	
<b>Component E: School Support</b>  1. Eliminating four school counselor positions (R6.E.2)  2. Hiring 20 nurses and a nurse administrator (R6.E.2)  3. Receiving Medicaid Reimbursement (R6.E.5)  4. Define requirements for Health Services information system (R6.E.4)	\$171,000 (\$676,000) \$552,000 (\$25,000)		

**SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)**

<b>Recommendations Having Financial Impact for Austin Independent School District</b>	<b>Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94</b>	<b>Additional Annual (Costs) or Savings/Revenue 1994-1995</b>	<b>One-Time Savings or Cost Avoidance</b>
<b>Component F: Student Athletics &amp; Extracurricular Stipends</b>  1. Standardize the number of coaching stipends across schools (R6.F.5)  2. Align District stipends with state average stipends (R6.F.5)  3. Eliminate coaching experience stipends (R6.F.5)  4. Require coaches to teach full teaching loads (R6.F.6)  5. Return excess gate receipts to general fund (R6.F.7)	\$49,000  \$54,000  \$10,800  \$166,000  \$40,000		
<b>SECTION 7.0 PERSONNEL MANAGEMENT</b>  <b>Component A: Hiring and EEO</b>  1. Define requirements for payroll/personnel system (R7.A.2)  <b>Component C: Personnel Policies, Procedures and Records</b>  1. Perform a resource requirements analysis for selected Business Support Services. (R7.C.1)  2. Reorganize the Personnel Department. (R7.C.1)  3. Eliminate accident leave benefits (R7.C.4)	(\$75,000)  (\$50,000)  \$280,800  \$80,000		

**SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)**

<b>Recommendations Having Financial Impact for Austin Independent School District</b>	<b>Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94</b>	<b>Additional Annual (Costs) or Savings/Revenue 1994-1995</b>	<b>One-Time Savings or Cost Avoidance</b>
<b>SECTION 8.0 COMMUNITY INVOLVEMENT</b>  <b>Component E: Communications</b>  1. AMPS: Eliminate Channels 8 & 28 (R8.E.3)	\$274,000		
<b>SECTION 9.0 FACILITIES</b>  <b>Component A: Planning and Utilization</b>  1. Closing one of the District's high schools (R9.A.1)		\$1,800,000	
<b>Component B: Construction Management</b>  1. Hire a Plant Improvement Engineer (R9.B.4)  2. Sell District properties not designated for future use (R9.B.5)	\$22,530		\$1,000,000 +
<b>Component C: Facilities Maintenance</b>  1. Implementation of a comprehensive PPMP and inventory control system (R9.C.6, R9.C.7)		\$500,000	

1-14



## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 10.0 ASSET MANAGEMENT</b>			
<b>Component A: Risk Management</b>			
1. Eliminate paying football student insurance premiums (R10.A.1)	\$24,060		
<b>Component B: Cash Management</b>			
1. Create a Treasury function and hire a Treasurer (R10.B.4)	(\$54,000)		
2. Implement a more sophisticated cash forecasting software package (R10.B.5)	(\$7,500)		
3. Better management of account relationship structure and cash flows (R10.B.2, R10.B.3, R10.B.4)	\$107,800		
<b>Component C: Bond Issuances and Funding</b>			
1. Create a five year Facilities Master Plan and avoid arbitrage penalties (R10.C.1)		\$18,000	

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 11.0 TECHNOLOGY SYSTEMS</b>			
<b>Component A: Management Information Systems</b>			
1. Project Management Software (R11.5)	(\$35,000)		
2. Systems Development Lifecycle Methodology (R11.10)	(\$100,000)		
3. Training Budget (R11.13, R11.15)	(\$25,000)		
4. Computer Aided Software Engineering (CASE) (R11.10)	(\$100,000)		
5. Programmer Personal Computer Workstations (COBOL) development (R11.12)	(\$80,000)		
6. Information Access Utilities (R11.4)	(\$50,000)		
7. Evaluate DBMS (R11.10)	(\$75,000)		
8. Additional Programmer/Analyst Positions (2) (R11.12)	(\$82,000)		
9. Additional Network Support Technician (R11.12)		(\$47,000)	
10. CPU upgrade (R11.14) *Represents incremental increases over current expenditures for the next five years	(\$275,000)	(\$275,000)	
11. Fiber Telecommunications Network (R11.43) (Proposal to AISD Board in March. Investment represents incremental increase over current proposed expenditure for the next twelve years. After the 12th year, the savings will accrue.)		(\$170,000)	\$1,000,000

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 12.0 FINANCE</b>			
<b>Component A: Accounting</b>			
1. Implement a fixed asset inventory system and central receiving function (R12.A.3)		\$52,000	
2. Reduce overtime in the Department and hire two additional Finance employees and reclassify Assistant Director position (R12.A.9)	(\$39,400)		
3. Transmit inter-departmental receivables on a more timely basis (R12.A.6)	\$10,000		
4. Define requirements for a financial system (R12.A.6)	(\$75,000)		
<b>Component B: Budget Process</b>			
1. Hire additional Budget Department staff (R12.B.8)	(\$95,000)		
<b>SECTION 13.0 PURCHASING AND WAREHOUSING</b>			
1. Feasibility study for central receiving and inventory control (R13.3)	(\$75,000)		
2. Contracting furniture auction service (R13.6)	\$19,200		
3. Conduct inventory of school furniture (R13.7)	\$25,000		\$51,000

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

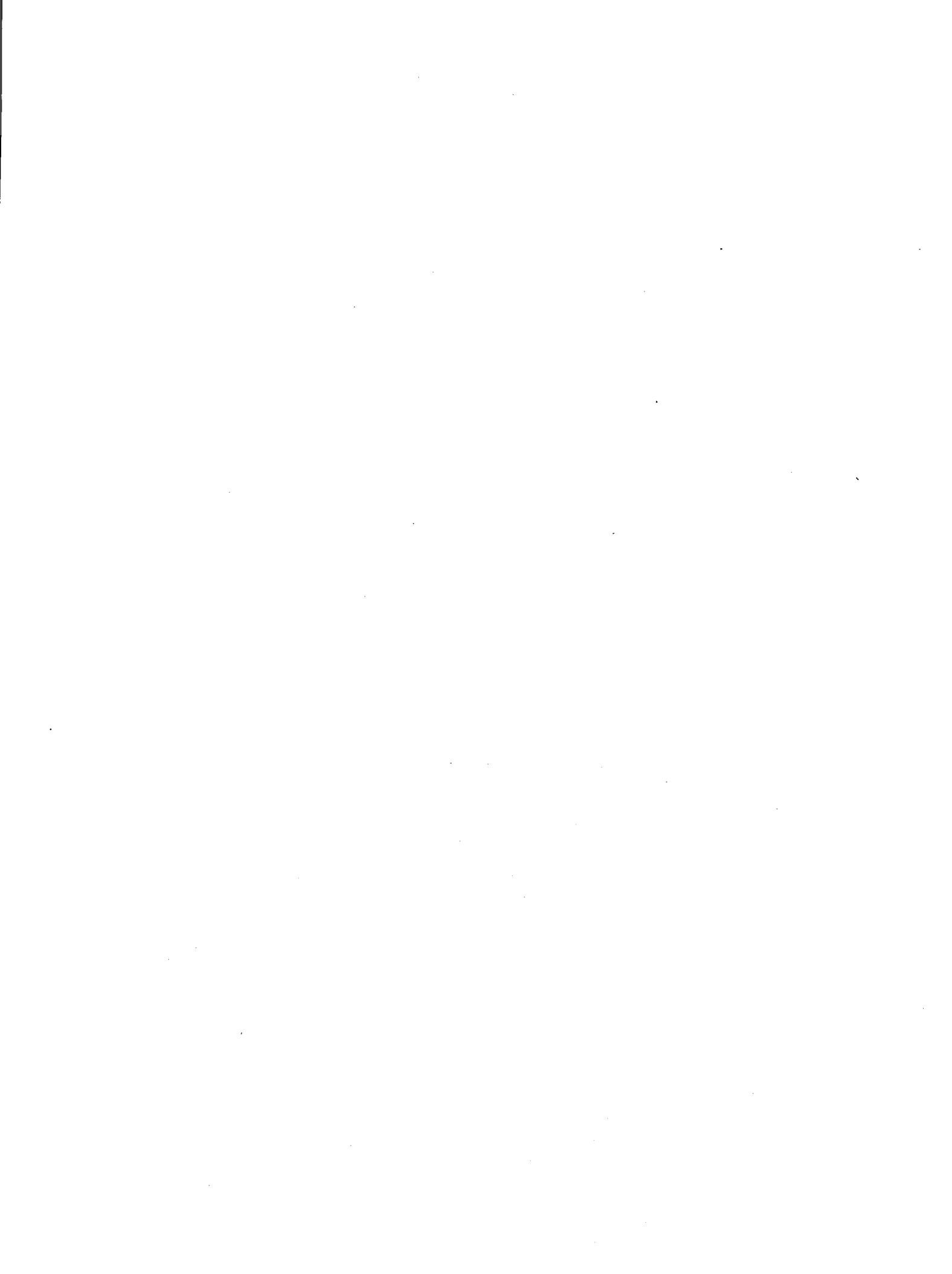
Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 14.0 ADMINISTRATIVE &amp; OPERATIONAL SERVICES</b>			
<b>Component A: Food Services</b>			
1. Perform the cost/benefit analysis of constructing a frozen food locker (R14.A.1)	(\$3,000)		
2. Automate the daily operating sheet and the food and supply requisition system (R.14.A.2)	\$16,500		
3. Reduce number of Area Supervisors by two positions (R14.B.2)	\$80,000		
<b>Component B: Transportation</b>			
1. Restrict Overtime in the Department (R14.B.1)	\$13,700		
2. Interface Transportation attendance system with AISD payroll system (R14.B.2)	\$21,000		
3. Implement a computerized inventory control system and integrating it with the District's purchasing procurement system (R14.B.5)	(\$100,000)		
<b>Component C: Vehicle Maintenance</b>			
1. Implementation of a comprehensive vehicle preventative maintenance and inventory control system (R14.C.4)		\$32,000	

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>Component D: Campus Police</b>			
1. Implementation of a Campus Security Plan (R14.D.1)	\$444,000		
2. Hire additional police officers (R14.D.4).	(\$308,000)		
3. Hire an additional dispatcher and a part-time clerk. (R14.D.4)	(\$13,000)		
4. Implementation of an incentive pay structure and increased funding for training (R14.D.6)	(\$8,700)		
<b>Component E: Office of Research and Evaluation</b>			
1. Reduce ad hoc service level of ORE by two positions (R14.E.1).	\$79,000		
<b>TOTALS:</b>	<b>\$4,050,190</b>	<b>\$3,228,000</b>	<b>\$2,051,000</b>



***Introduction***





## **SECTION 2.0 INTRODUCTION**

### ***Perspective***

On October 30, 1992, the Texas Comptroller of Public Accounts contracted with Deloitte & Touche to conduct a management and performance review of the Austin Independent School District (AISD). The AISD superintendent and Senator Barrientos had previously requested the review in a letter to the Comptroller. The entire review process was completed in a three-month time period. Throughout the project, every effort was made to minimize disruptions to schools and to District offices.

Public input was a major feature of the review process. In Section 8, we describe the various mechanisms we used to maximize community, employee, and student involvement in the initial phase of our management and performance review.

We wish to thank the AISD Board of Trustees, Superintendent Jim Hensley, and the many school district employees, students, and community residents who provided information to us as we prepared for and conducted on-site activities. We give special thanks to Carter Scherff, who was assigned by the Superintendent to be our liaison with AISD, for providing office space, equipment, and helpful staff to accommodate our on-site needs. Finally, we express our deepest appreciation to Mr. Donald Gonzales, the Comptroller's Staff Director, Texas School Performance Review, for his invaluable assistance.

The remaining sections of this introduction present brief overviews of AISD and the Region 13 Education Service Center. Section 3 contains a variety of statistical information about the AISD. In Section 4, we describe our methodology. In Sections 5 through 14, we present our findings, commendations, and recommendations for each of the components we reviewed in the District. In Section 15, we summarize the potential savings and costs associated with the subset of recommendations that have financial impacts. Finally, in Section 16, we present suggested implementation plans which address the activities, responsibility and timing of the implementation of our recommendations.

### ***Overview of the AISD***

According to the most recent membership reports provided by the District, the AISD is serving 69,949 students during the 1992-93 school year. Of these, 19 percent are African Americans, 36 percent are Hispanic, 47 percent are White, Asians and American Indians.

The geographic area served by the District spans 231 square miles. AISD is the largest of seven independent school districts in Travis County and is the fourth largest district in the state.

In the spring of 1992, the District's schools were organized into five areas with a range of 18 to 24 schools per area. The various types of district facilities and their total numbers are displayed in Exhibit 2.A.1.

**EXHIBIT 2.A.1  
AISD FACILITIES BY LEVEL AND TYPE**

TYPE OF FACILITY	NUMBER
<b>Elementary Schools</b>	
EC-5 Schools	18
Pre K-5 Schools	27
K-5 Schools	8
EC-6 Schools	1
Pre-K-6 Schools	6
K-6 Schools	6
<b>SUBTOTAL</b>	<b>66</b>
<b>Secondary Schools</b>	
Junior High Schools (Grades 7-8)	2
Middle Schools (Grades 6-8)	12
High Schools (Grades 9-12)	8
Magnet High Schools	2
Alternative Schools/Programs	2
Special Campuses	8
<b>SUBTOTAL</b>	<b>34</b>
<b>Other Facilities</b>	
Varsity Football Complexes	3
Athletic Field Houses	1
Service Center Buildings	2
Warehouses/Storage	3
Bus Terminals	3
Administration Buildings	1
<b>SUBTOTAL</b>	<b>13</b>
<b>TOTAL FACILITIES</b>	<b>113</b>

### ***Region 13 Educational Service Center***

The Region 13 Educational Service Center (ESC) serves AISD and 56 other school districts in 15 counties. The center is located in Austin, just a few miles northeast of the main AISD administration complex.

AISD has its own in-house computer system (IBM 4381) and is one of 14 school districts served by Region 13 that does not utilize any of the center's computer data services, except for the PEIMS function for which all Texas districts must link with their regional service center. Additional information on the AISD computer system is presented in Section 11.

The Region 13 Educational Service Center provides both fee-based and non-fee-based services to AISD. According to the Region 13 ESC, the following services are being provided to AISD during the year 1992-93 school year.

- Instructional leadership training
- Management leadership training
- Texas Teacher Appraisal System (TTAS) training
- School bus driver training
- Lending library
- Staff development for teachers
- Gifted and talented services
- Summer workshops for teachers
- Media services
- Migrant education program assistance
- Special education program development and technical services
- Alternative certification for secondary math, science, English as a Second Language (ESL), elementary bilingual education, elementary special education and general special education
- Mathematics and science training
- Texas renewal initiative

- Tutoring at-risk students for exit exams
- Special education advisory services
- Special education transitional services for secondary students

Members of our review team visited the Region 13 Educational Service Center and obtained an overview of the services that AISD obtains from the center. We found that AISD paid for the following services from Region 13 for the 1992-93 school year:

- **Media Services**  
\$2.50 per ADA (average daily attendance), the state matches the first \$1.00
- **School Bus Driver Training**  
\$50.00 per new driver (initial course)  
\$25.00 per driver (refresher course every three years)
- **Staff Development**  
AISD pays on a per year course/per participant basis (fees vary from course to course)

Aside from the fee information above, we found no existing summary data available at the Region 13 Educational Service Center that aggregated either the total dollar value of the services that AISD receives from the center each year or the total dollar amount that AISD pays to the center for these services. We also could not obtain any kind of data that would indicate the frequency with which AISD utilized the fee and non-fee based services of the Region 13 Educational Service Center.

***Statistical Information on the Austin ISD***



## **SECTION 3.0**

### **STATISTICAL INFORMATION ON THE AUSTIN ISD**

This chapter contains a variety of the most recent statistical data on the Austin Independent School District (AISD). The tables and exhibits in this section contain information on the following aspects of the school district:

- Student Enrollment Statistics
- Personnel Statistics
- Personnel Salary Comparisons
- Teacher Salary Comparisons Based On Experience
- Teacher-Program Composition Comparisons
- Revenue and Expenditure Comparisons
- TEAMS Longitudinal Test Data
- TAAS Test Data
- Iowa Test of Basic Skills Longitudinal Test Data
- High School Graduates
- Percent of AISD Graduates Attending College
- SAT and ACT Test Score Information
- Attendance Rates
- Dropout Rates
- Graduation Rates
- Pupil-Teacher Ratios
- Comparisons With Other School Districts in the Southwest

We obtained this information from AISD's *Annual Performance Report* for 1985-86 through 1989-90 and TEA's (Texas Education Agency) *Academic Excellence Indicator System Report* for 1990-91 and 1991-92 which replaced the Annual Performance Report in 1990. This report presents data compiled by the TEA about AISD, comparative districts, and Statewide statistics

(all the ISD's in the state of Texas). We also used AISD's *Profile 1990-91 Performance Report*, TEA's *Snapshot* 1988-89 through 1990-91, and certain selected publications of AISD.

We compared and contrasted, wherever possible, statistical information about AISD with similar data for comparative school districts' in Texas and with all the ISD's in Texas.

Each Texas independent school district belongs to one of the 16 TEA comparison groups based on the size of the district's student enrollment, the district's wealth, and the percentage of economically disadvantaged students in the district. District wealth is based on the preliminary total taxable property value of the district divided by the total enrollment of the district, and the percentage of economically disadvantaged students in each district is based on the percentage of students eligible for the free and reduced price lunch program. Data shown under the heading "comparative districts" in this chapter's exhibits are detailed in the table below:

### TEA GROUP 16 1991-92, 1990-91 & 1989-90

Comparative Districts 1991-92	Comparative Districts 1990-91	Comparative Districts 1989-90
Austin ISD Beaumont ISD Dallas ISD Galveston ISD Houston ISD Lamar Consolidated ISD Port Arthur ISD	Austin ISD Beaumont ISD Dallas ISD Fort Worth ISD Houston ISD Lamar Consolidated ISD Port Arthur ISD	Austin ISD Beaumont ISD Dallas ISD Fort Worth ISD Houston ISD Lamar Consolidated ISD Port Arthur ISD

Source: Academic Excellence Indicator System Reports for 1991-92, 1990-91 & Annual Performance Report for 1989-90

The seven "comparative districts" in each year are the only districts in Texas that share the following demographic characteristics:

- Total Student Enrollment is greater than 10,000
- Total District Wealth is above average
- More than 40% of the students are economically disadvantaged



## **1. Highlights of 1991-92 Data**

### ***Enrollment Characteristics***

Minority student populations are growing in AISD, the comparative districts and Statewide. Minorities account for approximately half of the student enrollment in AISD and Statewide and more than three quarters of the student enrollment in the comparative districts.

### ***Personnel Characteristics***

- Central administrators account for approximately 2.5%-3.0% of the personnel in AISD, the comparative districts and Statewide.
- AISD has a greater percentage of teachers with 11-20 years of experience (36.6%) than the comparative districts (32.9%) and Statewide (33.4%). However, AISD has a lower percentage of teachers with over 20 years of experience (14.2%) than the comparative districts (20.4%) and Statewide (15.5%).
- AISD has a lower percentage of Regular Education teachers (55.6%) than the comparative districts (63.7%) and Statewide (71.5%) However, AISD has a larger percentage of Special Education teachers (13.2%) than the comparative districts (9.2%) and Statewide (9.0%).
- AISD's average teacher salaries (\$28,108) are generally lower than the comparative districts (\$29,410) but higher than Statewide (\$27,557).
- AISD's average central administrator salaries (\$50,958) are generally lower than the comparative districts (\$51,157) but higher than Statewide (\$49,356).
- AISD's average teacher salaries (\$28,108) are lower than average professional support salaries (\$33,120), average campus administrators (\$47,221) and average central administrator salaries (\$50,958).

### ***Financial Statistics***

- AISD collects more total revenues per student (\$4,866) than the comparative districts (\$4,359) and Statewide (\$4,429). However, AISD has a higher total expenditure per student (\$5,098) than the comparative districts (\$4,486) and Statewide (\$4,452).
- AISD spends a higher percentage on Debt Service (11.1%) than the comparative districts (6.1%) and Statewide (7.6%).
- AISD spends more on instructional operating expenses (\$2,499) than the comparative districts (\$2,376) and Statewide (\$2,295).

- AISD spends a greater percentage of their instructional operating budget on Special Education (13.1%) than the comparative districts (10.5%) and Statewide (10.7%), however, AISD's special education population is larger (13.2%) than the comparative districts (9.2%) and Statewide (9.0%).

### ***Student Performance***

- Grade 11 students perform better on all sections of the TAAS test than the comparative districts and Statewide. The percentage of White Grade 11 students passing the TAAS test was 71.6%, while the percentage of Hispanic students passing the TAAS test was 39.9% and Black students passing was 28.1%.
- AISD students performed better on the SAT and ACT tests than the comparative districts and Statewide.

## **2. Comparative Enrollment Statistics**

Exhibit 3.A.1 displays enrollment statistics for AISD which show that for the period from 1989-90 to 1991-92:

- Total enrollment has grown at a compounded annual rate of 2.10%.
- Approximately 56% of AISD's students were ethnic minorities; in comparative districts, ethnic minorities represented approximately 76% of student enrollment and about 50% of total enrollment Statewide.
- The percentage of White students decreased slightly in AISD, the comparative districts and Statewide.
- The percentage of students enrolled in vocational programs decreased dramatically in AISD, as well as in the comparative districts and Statewide.
- The percentage of students enrolled in bilingual/ESL programs increased moderately in AISD, the comparative districts and Statewide.
- The percentage of students enrolled in gifted and talented programs decreased in AISD but increased in the comparative districts and Statewide.
- The percentage of students enrolled in special education programs decreased in AISD and the comparative districts but increased slightly Statewide.
- The percentage of students enrolled in compensatory/low income programs increased in AISD and Statewide but remained constant in the comparative districts.

### EXHIBIT 3.A.1

## ENROLLMENT CHARACTERISTICS FOR AISD, COMPARATIVE DISTRICTS AND STATE 1991-92, 1990-91 AND 1989-90

Student Enrollment Characteristics	Austin ISD						Comparative Districts			State of Texas		
	1991-92		1990-91		1989-90		1991-92	1990-91	1989-90	1991-92	1990-91	1989-90
	Number		Number		Number		Number	Number	Number	Number	Number	Number
<b>Student Enrollment</b>												
Total Enrollment	67,992		65,952		63,887		457,367	509,030	501,333	3,460,378	3,378,318	3,316,785
Change from Previous Year	+3.1%		+3.2%		+1.8%		(-10.2%)	+1.5%	N/A	+2.4%	+1.9%	N/A
<b>Ethnicity</b>	Number	Percent	Number	Percent	Number	Percent	Percent	Percent	Percent	Percent	Percent	Percent
White	29,237	43.0%	28,755	43.6%	28,110	44.0%	20.9%	23.2%	24.1%	49.0%	49.5%	50.3%
Hispanic	24,205	35.6%	22,753	34.5%	21,658	33.9%	38.5%	36.2%	34.5%	34.4%	33.9%	33.1%
Black	13,054	19.2%	12,927	19.6%	12,560	19.7%	38.0%	38.1%	39.0%	14.3%	14.4%	14.5%
Other	1,496	2.2%	1,517	2.3%	1,559	2.4%	2.6%	2.5%	2.5%	2.3%	2.2%	2.1%
<b>TOTAL</b>	67,992	100.0%	65,952	100.0%	63,887	100.0%	100.0%	100.0%	100.1%	100.0%	100.0%	100.0%
<b>Special Programs</b>												
Vocational	6,731	9.9%	7,123	10.8%	10,541	16.3%	12.0%	12.8%	17.9%	13.0%	13.0%	17.8%
Bilingual/ESL	5,779	8.5%	5,078	7.7%	4,025	6.3%	14.5%	13.0%	13.5%	8.9%	8.4%	8.2%
Gifted & Talented	12,850	18.9%	13,718	20.8%	13,736	21.5%	10.1%	7.4%	7.2%	7.4%	6.9%	6.4%
Special Education	7,071	10.4%	6,859	10.4%	7,603	11.9%	8.8%	8.9%	8.9%	9.9%	9.6%	8.9%
Compensatory/Low Inc.	29,984	44.1%	29,678	45.0%	25,555	40.0%	52.4%	49.0%	52.8%	41.8%	39.0%	40.0%

Source: Academic Excellence Indicator System Report for 1991-92 & 1990-91, Snapshot 1990 & 1989, Profile 1991-92

### **3. Personnel Statistics**

Exhibit 3.A.2 displays various personnel statistics which show that between 1990-91 and 1991-92:

- The percentage of campus administrators increased in AISD while they decreased slightly in comparative districts and Statewide.
- The percentage of central administrators stayed constant in AISD while they decreased slightly in comparative districts and Statewide.
- The percentage of professional support personnel decreased in AISD but increased in comparative districts and Statewide.
- The percentage of educational aides increased in AISD and Statewide but remained constant in comparative districts; auxiliary staff decreased in AISD, comparative districts and Statewide.
- The percentage of minorities employed remained constant in AISD and Statewide but increased slightly in comparative districts.
- Minorities represented approximately 40% of employees in AISD, 55% in comparative districts and 33% Statewide.
- The percentage of teachers without degrees decreased slightly in AISD, comparative districts and Statewide while teachers with bachelor degrees increased slightly in AISD, comparative districts and Statewide.
- The percentage of teachers with masters degrees decreased in AISD and Statewide but increased in comparative districts; teachers with doctorate degrees remained constant in AISD, comparative districts and Statewide.
- The percentage of teachers with advanced degrees (Masters or Doctorate) in the AISD was less than that of comparative districts but more than Statewide.
- AISD teachers had both less total teaching experience and less teaching experience with the District than teachers in the comparative districts but more total teaching experience and teaching experience with the district than teachers Statewide.
- AISD's teacher turnover ratio was lower than the comparative districts and Statewide.

**EXHIBIT 3.A.2**

**PERSONNEL STATISTICS FOR AISD, COMPARATIVE DISTRICTS AND STATE  
1991-92 AND 1990-91**

Personnel Statistics	Austin ISD				Comparative Districts				State of Texas			
	1991 - 92		1990 - 91		1991 - 92		1990 - 91		1991 - 92		1990 - 91	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Classification</b>												
Teachers	4,223.8	54.2%	4,220.7	53.9%	27,004.3	53.5%	29,753.1	52.4%	212,544.9	52.8%	205,637.2	52.7%
Campus Administration	215.0	2.8%	168.8	2.2%	1,211.4	2.4%	1,419.5	2.5%	10,466.2	2.6%	10,535.5	2.7%
Central Administration	115.5	1.5%	119.1	1.5%	706.7	1.4%	908.5	1.6%	6,440.8	1.6%	6,633.5	1.7%
Professional Support	444.4	5.7%	488.5	6.2%	3,482.8	6.9%	3,804.3	6.7%	22,945.2	5.7%	21,071.0	5.4%
Educational Aides	409.0	5.2%	370.5	4.7%	3,179.9	6.3%	3,577.2	6.3%	33,814.0	8.4%	31,216.3	8.0%
Auxiliary Staff	2,389.1	30.6%	2,461.6	31.4%	14,940.7	29.6%	17,374.9	30.6%	116,336.1	28.9%	114,719.8	29.4%
<b>Total</b>	<b>7,796.8</b>	<b>100.0%</b>	<b>7,829.2</b>	<b>100.0%</b>	<b>50,475.3</b>	<b>100.1%</b>	<b>56,780.8</b>	<b>100.1%</b>	<b>402,547.2</b>	<b>100.0%</b>	<b>390,203.5</b>	<b>99.9%</b>
<b>Ethnicity</b>												
White	4,629.4	59.4%	4,657.7	59.5%	22,411.0	44.4%	25,835.3	45.5%	268,901.5	66.8%	261,826.5	67.1%
Hispanic	1,847.1	23.7%	1,781.8	22.8%	7,268.4	14.4%	7,608.6	13.4%	86,950.2	21.6%	81,552.5	20.9%
Black	1,276.2	16.4%	1,344.6	17.2%	20,341.5	40.3%	22,769.1	40.1%	45,085.3	11.2%	44,873.4	11.5%
Other	45.2	0.6%	45.1	0.6%	454.3	0.9%	454.2	0.8%	2,415.3	0.6%	1,951.0	0.5%
<b>Total</b>	<b>7,797.9</b>	<b>100.0%</b>	<b>7,829.2</b>	<b>100.0%</b>	<b>50,475.3</b>	<b>100.0%</b>	<b>56,780.8</b>	<b>99.8%</b>	<b>402,547.2</b>	<b>100.2%</b>	<b>390,203.5</b>	<b>100.0%</b>
<b>Highest Degree Held</b>												
<b>By Teachers</b>												
Number without Degrees	14.0	0.3%	16.0	0.4%	405.1	1.5%	833.1	2.8%	2,125.4	1.0%	2,878.9	1.4%
Bachelors Degree	2,820.8	66.8%	2,787.1	66.0%	16,418.6	60.8%	17,970.9	60.4%	145,805.8	68.6%	138,805.1	67.5%
Masters Degree	1,368.4	32.4%	1,398.2	33.1%	9,910.6	36.7%	10,681.4	35.9%	63,763.5	30.0%	63,130.6	30.7%
Doctorates	20.6	0.5%	19.6	0.5%	270.0	1.0%	267.8	0.9%	850.2	0.4%	822.5	0.4%
<b>Total</b>	<b>4,223.8</b>	<b>100.0%</b>	<b>4,220.9</b>	<b>100.0%</b>	<b>27,004.3</b>	<b>100.0%</b>	<b>29,753.1</b>	<b>100.0%</b>	<b>212,544.9</b>	<b>100.0%</b>	<b>205,637.2</b>	<b>100.0%</b>
<b>Teacher Experience</b>												
Beginning	169.4	4.0%	252.8	6.0%	1,836.3	6.8%	2,231.5	7.5%	13,390.3	6.3%	12,955.1	6.3%
1 - 5 Years	1,012.4	24.0%	1,002.7	23.8%	5,995.0	22.2%	6,962.2	23.4%	51,223.3	24.1%	50,175.5	24.4%
6 - 10 Years	894.0	21.2%	897.8	21.3%	4,806.8	17.8%	5,206.8	17.5%	43,784.3	20.6%	42,566.9	20.7%
11 - 20 Years	1,547.6	36.6%	1,516.5	35.9%	8,884.4	32.9%	9,669.8	32.5%	70,990.0	33.4%	69,505.4	33.8%
Over 20 Years	600.5	14.2%	551.1	13.1%	5,508.9	20.4%	5,712.6	19.2%	32,944.5	15.5%	30,434.3	14.8%
<b>Total</b>	<b>4,223.9</b>	<b>100.0%</b>	<b>4,220.9</b>	<b>100.0%</b>	<b>27,004.3</b>	<b>100.1%</b>	<b>29,753.1</b>	<b>100.1%</b>	<b>212,544.9</b>	<b>99.9%</b>	<b>205,637.2</b>	<b>100.0%</b>
<b>Other Statistics</b>												
Avg. Total Experience	11.4 Years		11.0 Years		12.4 Years		12.0 Years		11.3 Years		11.3 Years	
Avg. Experience Austin ISD	8.3 Years		7.9 Years		9.4 Years		9.3 Years		7.7 Years		7.6 Years	
Turnover Rate (Teachers)	9.5 Percent		9.7 Percent		11.1 Percent		11.9 Percent		11.8 Percent		12.9 Percent	

Exhibit 3.A.3 displays Teacher program information for 1990-91 and 1991-92 which illustrates the following:

- The percentage of regular education teachers decreased significantly in AISD and slightly in the comparative districts and Statewide.
- The percentage of special education teachers remained constant in AISD and Statewide but decreased in the comparative districts.
- The percentage of compensatory education teachers increased significantly in AISD, increased slightly in the comparative districts and decreased Statewide.
- The percentage of vocational teachers decreased slightly in AISD, the comparative districts and Statewide.
- The percentage of Bilingual/ESL teachers increased significantly in AISD and increased slightly in the comparative districts and Statewide.
- The percentage of Gifted and Talented teachers in AISD increased slightly in AISD, the comparative districts and Statewide.

**EXHIBIT 3.A.3**

**TEACHER - PROGRAM COMPARISON  
FOR AISD, COMPARATIVE DISTRICTS AND STATE  
1991-92 AND 1990-91**

Teachers Composition By Program	Austin ISD				Comparative Districts		State of Texas	
	1991 - 92		1990 - 91		1991-92	1990-91	1991-92	1990-91
	Number	Percent	Number	Percent	Percent	Percent	Percent	Percent
<b>Program</b>								
Regular Education	2,347.4	55.6%	2,864.5	67.9%	63.7%	64.6%	71.5%	72.1%
Special Education	556.0	13.2%	558.4	13.2%	9.2%	10.4%	9.0%	9.0%
Compensatory Education	419.7	9.9%	73.0	1.7%	5.4%	4.6%	5.4%	5.6%
Vocational Education	119.1	2.8%	128.9	3.1%	3.6%	4.0%	4.0%	4.1%
Bilingual/ESL Education	506.2	12.0%	353.6	8.4%	12.1%	10.6%	6.1%	5.4%
Gifted and Talented Education	92.3	2.2%	43.3	1.0%	3.5%	3.4%	2.2%	2.1%
Other	183.2	4.3%	199.3	4.7%	2.4%	2.4%	1.8%	1.8%
<b>Total</b>	<b>4,223.9</b>	<b>100.0%</b>	<b>4,221.0</b>	<b>100.0%</b>	<b>99.9%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.1%</b>

Source: Academic Excellence Indicator System Report for 1991-92 & 1990-91



The table below illustrates comparative salary statistics for 1988-89 through 1991-92 which shows that for this period:

- Average teacher salaries in AISD were less than comparative districts but greater than the Statewide averages.
- Average professional support salaries in AISD were less than comparative districts and greater than Statewide until 1991-92 when they were less than state averages.
- Average campus administration salaries in AISD were greater than both comparative districts and Statewide averages.
- Average central administration salaries in AISD were slightly less than comparative districts and slightly greater than Statewide averages.

**SALARY COMPARISONS FOR AISD,  
COMPARATIVE DISTRICTS AND STATE  
1992-91, 1990-91, 1989-90 AND 1988-89**

Average Actual Salaries	Austin ISD	Comparative Districts	State of Texas
<b>Teachers</b>			
1991-92	\$28,108	\$29,410	\$27,557
1990-91	\$27,648	\$28,322	\$26,840
1989-90	\$26,909	\$27,216	\$25,922
1988-89	\$26,381	\$26,144	\$24,866
<b>Professional Support</b>			
1991-92	\$33,120	\$35,480	\$33,491
1990-91	\$32,964	\$34,061	\$32,522
1989-90	\$31,113	\$31,925	\$30,727
1988-89	\$30,451	\$30,846	\$29,385
<b>Campus Administrators</b>			
1991-92	\$47,221	\$47,081	\$43,933
1990-91	\$48,354	\$45,795	\$42,167
1989-90	\$45,032	\$43,719	\$40,366
1988-89	\$43,172	\$41,669	\$38,521
<b>Central Administrators</b>			
1991-92	\$50,958	\$51,157	\$49,356
1990-91	\$48,348	\$48,289	\$47,384
1989-90	\$45,125	\$42,657	\$43,960
1988-89	\$43,006	\$44,762	\$42,554

Source: Academic Excellence Indicator System Report 1991-91, 1990-91, Annual Performance Report 1989-90, 1988-89

**Exhibit 3.A.4 illustrates salary statistics for teachers based on their level of experience for 1988-89 through 1991-92. These statistics illustrate the following:**

- **Teachers in AISD with less than one year of experience earn salaries that are less than comparative districts, but earn about the same salary as the Statewide averages.**
- **Teachers in AISD with one to five years of experience earn salaries that are less than comparative district and Statewide averages for 1991-92 and 1990-91. Teachers in AISD earned salaries that are less than comparative district and Statewide averages for 1989-90 and less than comparative districts but greater than Statewide averages for 1988-89.**
- **Teachers in AISD with six to ten years of experience earn salaries that are both less than comparative district and Statewide averages for 1991-92 and less than comparative districts but greater than Statewide averages in 1990-91. Teachers in AISD earned salaries that are greater than comparative district and Statewide averages in 1989-90 but earned less than comparative district and Statewide averages in 1988-89.**
- **Teachers in AISD with eleven to twenty years and over twenty years of experience earn salaries that are less than comparative districts but more than Statewide averages.**

## EXHIBIT 3.A.4

### TEACHER SALARY COMPARISON BASED ON EXPERIENCE FOR AISD, COMPARATIVE DISTRICTS AND STATE 1991-92, 1990-91, 1989-90 AND 1988-89

Teacher Experience Salary Comparison	Austin ISD	Comparative Districts	State of Texas
<b>Less Than One Year</b>			
1991-92	\$21,617	\$22,390	\$20,712
1990-91	\$20,990	\$21,679	\$20,259
1989-90	\$20,002	\$20,457	\$19,818
1988-89	\$19,508	\$19,792	\$18,602
<b>1 - 5 Years</b>			
1991-92	\$22,308	\$23,998	\$22,833
1990-91	\$22,158	\$23,391	\$22,421
1989-90	\$21,802	\$22,336	\$21,693
1988-89	\$21,789	\$21,340	\$20,836
<b>6 - 10 Years</b>			
1991-92	\$25,443	\$26,518	\$26,180
1990-91	\$25,454	\$25,806	\$25,289
1989-90	\$24,820	\$24,671	\$24,023
1988-89	\$24,634	\$23,784	\$22,909
<b>11 - 20 Years</b>			
1991-92	\$31,168	\$31,472	\$29,989
1990-91	\$31,005	\$30,599	\$29,332
1989-90	\$30,241	\$29,520	\$28,485
1988-89	\$29,927	\$29,451	\$27,743
<b>Over 20 Years</b>			
1991-92	\$35,797	\$36,830	\$34,258
1990-91	\$35,028	\$35,368	\$33,422
1989-90	\$33,402	\$33,689	\$32,290
1988-89	\$32,108	\$33,522	\$31,092

Source: Academic Excellence Indicator System Report 1991-91, 1990-91, Annual Performance Report 1989-90, 1988-89

## 4. Financial Statistics

Exhibits 3.A.5, 3.A.6 and 3.A.7 illustrate comparative revenue and expenditure data for 1988-89 through 1991-92. These exhibits illustrate the following:

- Total revenues per student increased from:
  - \$4,684 to \$4,866 in AISD (3.89% increase)
  - \$4,017 to \$4,359 in comparative districts (8.51% increase)
  - \$3,838 to \$4,429 Statewide (15.40% increase).
  
- Total instructional operating expenditures, which includes all instructional expenditures classified in TEA function code 11, per student increased from:
  - \$2,367 to \$2,499 in AISD (5.58% increase)
  - \$2,108 to \$2,376 in comparative districts (12.71% increase)
  - \$2,043 to \$2,295 Statewide (12.33% increase).
  
- Total operating expenditures, which includes all expenditures of the District except capital outlay and debt service, per student increased from:
  - \$4,231 to \$4,373 in AISD (3.36% increase)
  - \$3,804 to \$4,092 in comparative districts (7.57% increase)
  - \$3,525 to \$3,939 Statewide (11.74% increase).
  
- Total expenditures, including capital outlay and debt service, per student increased from:
  - \$4,799 to \$5,098 in AISD (6.23% increase)
  - \$4,145 to \$4,486 in comparative districts (8.23% increase)
  - \$3,954 to \$4,452 Statewide (12.59% increase).

**Note:** Percent increase figures are simple percent change calculations between 1988-89 and 1991-92 rather than annually compounded percentages.

## EXHIBIT 3.A.5

### REVENUES AND EXPENDITURES FOR AISD, COMPARATIVE DISTRICTS AND STATE 1991-92

REVENUES AND EXPENDITURES	Aurora ISD		Comparative Districts		State Of Texas	
	1991-92		1991-92		1991-92	
	Amount	Percent	Amount	Percent	Amount	Percent
<b>REVENUES</b>						
Local	\$225,483,120	68.3%	\$1,317,845,843	66.1%	\$6,942,134,694	45.3%
Other Local	\$19,478,044	5.9%	\$87,723,475	4.4%	\$1,037,411,245	6.9%
State	\$65,697,131	19.9%	\$404,724,215	20.3%	\$6,206,544,263	40.5%
Federal	\$19,478,044	5.9%	\$185,415,527	9.3%	\$1,118,710,447	7.3%
<b>Total Revenues</b>	<b>\$330,136,339</b>	<b>100.0%</b>	<b>\$1,993,715,345</b>	<b>100.1%</b>	<b>\$15,324,800,650</b>	<b>100.0%</b>

<b>Total revenue/Student</b>	<b>\$4,866 Per Student</b>	<b>\$4,359 Per Student</b>	<b>\$4,429 Per Student</b>
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EXPENDITURES						
<b>Operating Expenses:</b>						
Instruction	\$169,466,489	49.0%	\$1,087,504,721	53.0%	\$7,934,199,373	51.5%
Instruction Administration	\$7,608,699	2.2%	\$47,193,601	2.3%	\$323,530,460	2.1%
Campus Administration	\$17,984,199	5.2%	\$114,906,159	5.6%	\$739,498,194	4.8%
Central Administration	\$11,738,899	3.4%	\$82,075,828	4.0%	\$754,904,406	4.9%
Support	\$18,675,899	5.4%	\$123,113,742	6.0%	\$801,123,044	5.2%
Plant Service	\$32,509,898	9.4%	\$231,864,214	11.3%	\$1,540,621,238	10.0%
Other	\$38,389,347	11.1%	\$186,722,509	9.1%	\$1,525,215,025	9.9%
<b>Total Operating Expense</b>	<b>\$296,393,430</b>	<b>85.7%</b>	<b>\$1,873,380,774</b>	<b>91.3%</b>	<b>\$13,619,091,740</b>	<b>88.4%</b>

<b>Non-Operating Expenses:</b>						
Debt Service	\$38,389,347	11.1%	\$125,165,638	6.1%	\$1,170,872,141	7.6%
Capital Outlay	\$7,954,549	2.3%	\$45,141,705	2.2%	\$570,029,858	3.7%
Community Service	\$2,420,950	0.7%	\$10,259,479	0.5%	\$30,812,425	0.2%
<b>Total Non-Op Expense</b>	<b>\$48,764,847</b>	<b>14.1%</b>	<b>\$180,566,822</b>	<b>8.8%</b>	<b>\$1,771,714,423</b>	<b>11.5%</b>

<b>Total Expenditures</b>	<b>\$345,158,277</b>	<b>99.8%</b>	<b>\$2,051,895,700</b>	<b>100.1%</b>	<b>\$15,406,212,373</b>	<b>99.9%</b>
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<b>Total Expenditure/Student</b>	<b>\$5,098 Per Student</b>	<b>\$4,486 Per Student</b>	<b>\$4,452 Per Student</b>
<b>Total Op Expense/Student</b>	<b>\$4,373 Per Student</b>	<b>\$4,092 Per Student</b>	<b>\$3,939 Per Student</b>
<b>Total Instruc Op Exp/Student</b>	<b>\$2,499 Per Student</b>	<b>\$2,376 Per Student</b>	<b>\$2,295 Per Student</b>

Source: Academic Excellence Indicator System Report 1991-92 & 1990-91

## EXHIBIT 3.A.6

### REVENUES AND EXPENDITURES FOR AISD, COMPARATIVE DISTRICTS AND STATE 1990-91

REVENUES AND EXPENDITURES	Aurora ISD 1990-91		Comparative Districts 1990-91		State Of Texas 1990-91	
	Amount	Percent	Amount	Percent	Amount	Percent
	<b>REVENUES</b>					
Local	\$208,239,142	65.6%	\$1,291,005,418	59.9%	\$6,491,615,899	46.4%
Other Local	\$19,046,263	6.0%	\$96,987,051	4.5%	\$699,527,575	5.0%
State	\$71,106,048	22.4%	\$566,835,434	26.3%	\$5,792,088,324	41.4%
Federal	\$18,728,825	5.9%	\$200,439,906	9.3%	\$1,021,310,260	7.3%
<b>Total Revenues</b>	<b>\$317,437,716</b>	<b>99.9%</b>	<b>\$2,155,267,809</b>	<b>100.0%</b>	<b>\$13,990,551,507</b>	<b>100.1%</b>

<b>Total revenue/Student</b>	<b>\$4,825 Per Student</b>	<b>\$4,234 Per Student</b>	<b>\$4,141 Per Student</b>
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EXPENDITURES						
<b>Operating Expenses:</b>						
Instruction	\$163,250,228	49.9%	\$1,139,378,906	51.6%	\$7,336,124,166	51.7%
Instruction Administration	\$6,543,095	2.0%	\$70,659,157	3.2%	\$297,985,701	2.1%
Campus Administration	\$17,339,203	5.3%	\$121,445,426	5.5%	\$681,110,174	4.8%
Central Administration	\$12,431,881	3.8%	\$99,364,439	4.5%	\$723,679,560	5.1%
Support	\$18,974,976	5.8%	\$134,694,018	6.1%	\$752,059,150	5.3%
Plant Service	\$32,715,477	10.0%	\$253,931,345	11.5%	\$1,418,979,529	10.0%
Other	\$36,641,334	11.2%	\$200,936,978	9.1%	\$1,418,979,529	10.0%
<b>Total Operating Expense</b>	<b>\$287,896,193</b>	<b>88.0%</b>	<b>\$2,020,410,269</b>	<b>91.5%</b>	<b>\$12,628,917,810</b>	<b>89.0%</b>
<b>Non-Operating Expenses:</b>						
Debt Service	\$33,696,941	10.3%	\$121,445,426	5.5%	\$1,078,424,442	7.6%
Capital Outlay	\$4,580,167	1.4%	\$52,994,368	2.4%	\$439,883,654	3.1%
Community Service	\$1,308,619	0.4%	\$11,040,493	0.5%	\$28,379,591	0.2%
<b>Total Non-Op Expense</b>	<b>\$39,585,727</b>	<b>12.1%</b>	<b>\$185,480,287</b>	<b>8.4%</b>	<b>\$1,546,687,687</b>	<b>10.9%</b>
<b>Total Expenditures</b>	<b>\$327,154,765</b>	<b>100.1%</b>	<b>\$2,208,098,635</b>	<b>99.9%</b>	<b>\$14,189,795,292</b>	<b>99.9%</b>

<b>Total Expenditure/Student</b>	<b>\$4,972 Per Student</b>	<b>\$4,338 Per Student</b>	<b>\$4,200 Per Student</b>
<b>Total Op Expense/Student</b>	<b>\$4,370 Per Student</b>	<b>\$3,968 Per Student</b>	<b>\$3,738 Per Student</b>
<b>Total Instruc Op Exp/Student</b>	<b>\$2,481 Per Student</b>	<b>\$2,237 Per Student</b>	<b>\$2,171 Per Student</b>

Source: Academic Excellence Indicator System Report 1991-92 & 1990-91

## EXHIBIT 3.A.7

# REVENUES AND EXPENDITURES FOR AISD, COMPARATIVE DISTRICTS AND STATE 1989-90

REVENUES AND EXPENDITURES	Austin ISD		Comparative Districts		State Of Texas	
	1989-90		1989-90		1989-90	
	Amount	Percent	Amount	Percent	Amount	Percent
<b>REVENUES</b>						
Local	\$197,193,396	65.9%	\$1,178,115,754	58.5%	\$5,995,132,481	47.1%
Other Local	\$19,150,800	6.4%	\$122,846,258	6.1%	\$712,797,068	5.6%
State	\$66,130,107	22.1%	\$541,731,859	26.9%	\$5,116,864,666	40.2%
Federal	\$16,457,719	5.5%	\$165,137,593	8.2%	\$890,996,335	7.0%
<b>Total Revenues</b>	<b>\$299,231,254</b>	<b>99.9%</b>	<b>\$2,013,873,083</b>	<b>99.7%</b>	<b>\$12,728,519,069</b>	<b>99.9%</b>

<b>Total revenue/Student</b>	<b>\$4,684 Per Student</b>	<b>\$4,017 Per Student</b>	<b>\$3,838 Per Student</b>
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EXPENDITURES						
<b>Operating Expenses:</b>						
Instruction	\$151,132,593	49.3%	\$1,055,680,649	50.8%	\$6,767,532,251	51.6%
Instruction Administration	\$5,518,026	1.8%	\$64,421,457	3.1%	\$262,307,452	2.0%
Campus Administration	\$15,327,849	5.0%	\$110,139,910	5.3%	\$616,422,511	4.7%
Central Administration	\$11,649,165	3.8%	\$108,061,799	5.2%	\$695,114,747	5.3%
Support	\$17,167,191	5.6%	\$126,764,802	6.1%	\$681,999,374	5.2%
Plant Service	\$32,188,483	10.5%	\$243,139,047	11.7%	\$1,324,652,630	10.1%
Other	\$36,173,724	11.8%	\$191,186,259	9.2%	\$1,298,421,885	9.9%
<b>Total Operating Expenses</b>	<b>\$269,157,032</b>	<b>87.8%</b>	<b>\$1,899,393,924</b>	<b>91.4%</b>	<b>\$11,646,450,850</b>	<b>88.8%</b>

Non-Operating Expenses:						
Debt Service	\$29,122,913	9.5%	\$112,218,022	5.4%	\$996,768,316	7.6%
Capital Outlay	\$4,291,798	1.4%	\$45,718,453	2.2%	\$380,345,805	2.9%
Community Service	\$2,452,456	0.8%	\$10,390,558	0.5%	\$26,230,745	0.2%
<b>Total Non-Op Expense</b>	<b>\$35,867,167</b>	<b>11.7%</b>	<b>\$168,327,033</b>	<b>8.1%</b>	<b>\$1,403,344,866</b>	<b>10.7%</b>

<b>Total Expenditures</b>	<b>\$306,556,984</b>	<b>99.5%</b>	<b>\$2,078,111,514</b>	<b>99.5%</b>	<b>\$13,115,372,579</b>	<b>99.5%</b>
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<b>Total Expenditure/Student</b>	<b>\$4,799 Per Student</b>	<b>\$4,145 Per Student</b>	<b>\$3,954 Per Student</b>
<b>Total Op Expense/Student</b>	<b>\$4,231 Per Student</b>	<b>\$3,804 Per Student</b>	<b>\$3,525 Per Student</b>
<b>Total Instruc Op Exp/Student</b>	<b>\$2,367 Per Student</b>	<b>\$2,108 Per Student</b>	<b>\$2,043 Per Student</b>

Source: Academic Excellence Indicator System Report 1990-91 & Annual Performance Report 1989-90

**Exhibit 3.A.8 illustrates comparative data on the instructional operating expenditures by program of AISD, comparative districts and the statewide district averages. This exhibit reveals the following:**

- **The percentage of instructional operating expenses spent on Regular education in AISD was significantly greater than the comparative districts and Statewide averages.**
- **The percentage of instructional operating expenses spent on Special education in AISD was greater than the comparative districts and Statewide averages.**
- **The percentage of instructional operating expenses spent on Compensatory education in AISD was less than the comparative districts but about the same as Statewide averages.**
- **The percentage of instructional operating expenses spent on Vocational education in AISD was both less than the comparative district and Statewide averages.**
- **The percentage of instructional operating expenses spent on Bilingual/ESL education was both less than the comparative districts and Statewide averages.**
- **The percentage of instructional operating expenses spent on Gifted and Talented education was both less than the comparative districts and Statewide averages.**



## EXHIBIT 3.A.8

### INSTRUCTIONAL OPERATING EXPENDITURE BY PROGRAM FOR AISD, COMPARATIVE DISTRICTS AND STATE 1991-92 AND 1990-91

Instructional Operating Expenditure By Program	Austin ISD				Comparative Districts		State of Texas	
	1991 - 92		1990 - 91		1991-92	1990-91	1991-92	1990-91
	Number	Percent	Number	Percent	Percent	Percent	Percent	Percent
<b>Program</b>								
Regular Education	\$125,354,047	73.9%	\$121,354,382	74.3%	65.9%	66.9%	69.9%	70.9%
Special Education	\$22,153,901	13.1%	\$20,618,346	12.6%	10.5%	10.8%	10.7%	10.5%
Compensatory Education	\$17,199,342	10.1%	\$16,245,551	10.0%	12.6%	11.0%	10.7%	10.0%
Vocational Education	\$4,357,943	2.6%	\$4,795,758	2.9%	3.6%	3.9%	4.1%	4.2%
Bilingual/ESL Education	\$89,914	0.1%	\$88,611	0.1%	5.0%	5.1%	2.7%	2.6%
Gifted and Talented Education	\$357,335	0.2%	\$119,806	0.1%	2.1%	2.3%	1.7%	1.7%
Other	\$0	0.0%	\$0	0.0%	0.2%	N/A	0.2%	0.2%
<b>Total</b>	<b>\$169,512,482</b>	<b>100.0%</b>	<b>\$163,222,454</b>	<b>100.0%</b>	<b>99.9%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.1%</b>

Source: Academic Excellence Indicator System Report for 1991-92 & 1990-91

## 5. Student Performance Statistics

Most of the exhibits in this section present a variety of student performance statistics. The exhibits reveal the following highlights:

- In the final two years (1989-90 and 1988-89) the TEAMS test was administered (see Exhibit 3.A.9), the percentage of AISD students who passed all parts of the TEAMS test was:
  - Higher than comparative districts while lower than Statewide in grade 3
  - Higher than both comparative districts and Statewide in grade 5
  - Less than Statewide but higher than comparative districts in grade 7
  - Consistently less than comparative districts and Statewide in grade 9
  - Higher than Statewide while less than comparative districts in grade 11.
- Between 1986 and 1990, the percentage of AISD students (see Exhibit 3.A.10) who passed the reading, writing, mathematics and all TEAMS tests combined increased significantly in grades 1, 3, 5, and 7. The percentage of AISD students in grade 9 who passed the reading and mathematics portions of the TEAMS test increased marginally but fell slightly for the writing test and all tests combined. The percentage of AISD students in grade 11 who passed the language arts test decreased slightly over the period in question and decreased significantly for the mathematics test and all tests combined.
- In the first two years that the TAAS was administered (see Exhibit 3.A.11), the percentage of AISD students passing the TAAS was:

### Grade 3

Writing: Consistently below comparative districts and Statewide  
Reading: Generally, greater than comparative districts and Statewide  
Math: Consistently greater than comparative districts

### Grade 5

Writing: Greater than comparative districts but mixed compared Statewide  
Reading: Generally, greater than comparative districts and Statewide  
Math: Greater than comparative districts but less than Statewide

### Grade 7

Writing: Greater than comparative districts but less than Statewide  
Reading: Greater than comparative districts but less than Statewide  
Math: Greater than comparative districts but less than Statewide

**Grade 9**

Writing: Less than or equal to comparative districts but less than Statewide  
Reading: Less than both comparative districts and Statewide  
Math: Greater than comparative districts but less than Statewide

**Grade 11**

Writing: Less than both comparative districts and Statewide  
Reading: Less than both comparative districts and Statewide  
Math: Less than both comparative districts and Statewide

- The percentage of White students in AISD who passed the TAAS in both 1991-92 and 1990-91 (see Exhibits 3.A.12 and 3.A.13) was significantly higher than minority students who passed the test.
- The percentage of female students in AISD who passed the TAAS in 1991-92 was significantly higher than the percentage of male students who passed the test (see Exhibit 3.A.12).
- The percentage of AISD students who scored at or above the 50th percentile on the Iowa Test of Basic Skills (see Exhibit 3.A.14) was as follows:

**Reading**

All student's ITBS reading test scores improved from 1988-89 to 1990-91 for all grade levels especially for sixth and ninth graders. ITBS test scores were lower for first and ninth graders and were unchanged for tenth and twelfth graders.

**Language**

All student's ITBS language test scores improved from 1988-89 to 1990-91 for all grade levels especially for third, fourth, fifth and sixth graders. ITBS test scores were lower for second, eleventh and twelfth graders and unchanged for seventh and ninth graders.

**Mathematics**

All student's ITBS mathematics test scores improved from 1988-89 to 1990-91 for all grade levels especially for third and fourth graders. ITBS test scores were lower over this period for sixth and tenth graders and unchanged for twelfth graders.

- In 1990-91, more than one-half of AISD students at all grade levels scored above the 50th percentile on all the ITBS tests except for third and seventh graders on the reading test and seventh, eighth and ninth grades on the mathematics test.

**EXHIBIT 3.A.9**

**STUDENT PERFORMANCE ON TEAMS TESTS FOR AISD,  
COMPARATIVE DISTRICTS AND STATE  
1989-90 AND 1988-89**

STUDENT PERFORMANCE 1989-90	% Passing All Tests	Percent Mastering		
		Math	Reading	Writing
<b>Grade 3</b>				
Austin ISD	71.4%	91.6%	86.2%	79.1%
Comparative Districts	69.8%	88.7%	82.2%	80.2%
State of Texas	71.7%	92.3%	85.8%	78.7%
<b>Grade 5</b>				
Austin ISD	76.8%	90.7%	87.4%	85.9%
Comparative Districts	72.2%	88.1%	83.7%	83.2%
State of Texas	76.6%	90.9%	87.9%	84.3%
<b>Grade 7</b>				
Austin ISD	74.5%	89.3%	87.8%	83.4%
Comparative Districts	72.4%	89.2%	84.9%	81.6%
State of Texas	79.8%	92.4%	90.0%	86.9%
<b>Grade 9</b>				
Austin ISD	51.0%	82.2%	84.1%	57.5%
Comparative Districts	53.9%	82.1%	78.6%	62.6%
State of Texas	64.1%	87.3%	83.8%	71.7%
<b>Grade 11</b>				
Austin ISD	82.5%	84.6%	N/A	93.4%
Comparative Districts	72.8%	75.9%	N/A	88.3%
State of Texas	78.0%	80.9%	N/A	90.6%

STUDENT PERFORMANCE 1988-89	% Passing All Tests	Percent Mastering		
		Math	Reading	Writing
<b>Grade 3</b>				
Austin ISD	74.6%	93.5%	88.4%	81.0%
Comparative Districts	80.9%	96.3%	92.2%	85.0%
State of Texas	73.3%	93.0%	86.3%	79.5%
<b>Grade 5</b>				
Austin ISD	73.5%	88.8%	84.3%	83.1%
Comparative Districts	84.3%	94.6%	91.8%	90.1%
State of Texas	75.5%	90.3%	86.0%	84.5%
<b>Grade 7</b>				
Austin ISD	68.8%	87.1%	84.8%	77.1%
Comparative Districts	80.2%	94.3%	91.1%	85.4%
State of Texas	73.5%	91.7%	86.9%	80.5%
<b>Grade 9</b>				
Austin ISD	58.2%	80.3%	84.1%	65.8%
Comparative Districts	72.3%	89.6%	88.9%	77.6%
State of Texas	62.9%	84.6%	84.0%	70.2%
<b>Grade 11</b>				
Austin ISD	79.9%	82.2%	N/A	92.9%
Comparative Districts	82.9%	85.1%	N/A	93.6%
State of Texas	75.5%	78.1%	N/A	90.6%

Source: Annual Performance Report 1989-90 & 1988-89

## EXHIBIT 3.A.10

### PERCENT OF AISD STUDENTS PASSING THE TEAMS TESTS 1986 - 1992

TEAMS TEST	YEAR	GRADE LEVEL					
		1	3	5	7	9	11**
READING	1986	73%	73%	82%	77%	79%	94%
	1987	76%	79%	80%	80%	79%	90%
	1988	85%	86%	86%	83%	77%	91%
	1989	86%	87%	83%	83%	83%	92%
	1990	*	85%	86%	86%	83%	92%
WRITING	1986	80%	61%	61%	64%	59%	N/A
	1987	87%	71%	64%	68%	60%	N/A
	1988	89%	78%	74%	75%	57%	N/A
	1989	94%	80%	82%	75%	64%	N/A
	1990	*	78%	85%	82%	56%	N/A
MATHEMATICS	1986	82%	77%	75%	74%	77%	92%
	1987	86%	84%	79%	78%	83%	93%
	1988	90%	92%	84%	85%	81%	81%
	1989	92%	93%	87%	85%	79%	81%
	1990	*	91%	90%	87%	80%	83%
ALL TESTS	1986	67%	51%	52%	52%	51%	89%
	1987	70%	62%	54%	59%	52%	87%
	1988	79%	72%	66%	67%	50%	79%
	1989	83%	73%	72%	67%	56%	79%
	1990	*	70%	75%	72%	49%	81%

\* Grade 1 testing discontinued in 1990

\*\*Grade 11 students tested on Language Arts instead of Reading and Writing

Source: Annual Report On Student Achievement 1989-90, The Teams Report 1986

## EXHIBIT 3.A.11

### STUDENT PERFORMANCE ON TAAS TEST FOR AISD, COMPARATIVE DISTRICTS AND STATE 1991-92 AND 1990-91

TAAS Scores	Austin ISD		Comparative Districts		State of Texas	
	1991-92	1990-91	1991-92	1990-91	1991-92	1990-91
<b>Grade 3</b>						
Writing	61.1%	68.0%	64.0%	68.4%	62.6%	71.0%
Reading	81.1%	84.7%	79.6%	80.2%	80.6%	84.8%
Math	86.9%	87.0%	83.9%	83.3%	85.3%	86.9%
All TAAS Tests	57.0%	62.7%	N/A	61.7%	57.0%	64.9%
<b>Grade 5</b>						
Writing	76.7%	82.1%	72.7%	76.4%	77.2%	81.1%
Reading	62.9%	69.5%	55.7%	61.9%	62.5%	69.7%
Math	57.6%	61.0%	47.9%	51.2%	57.7%	61.8%
All TAAS Tests	48.0%	52.8%	N/A	42.1%	47.0%	53.2%
<b>Grade 7</b>						
Writing	56.9%	67.2%	52.2%	65.4%	59.6%	73.8%
Reading	49.3%	58.9%	39.2%	48.7%	50.1%	60.4%
Math	46.7%	57.4%	38.1%	52.3%	50.9%	62.9%
All TAAS Tests	35.0%	43.4%	N/A	37.6%	36.0%	48.0%
<b>Grade 9</b>						
Writing	51.2%	56.3%	53.2%	56.3%	62.4%	68.0%
Reading	59.9%	77.0%	52.0%	69.5%	59.5%	77.8%
Math	39.7%	53.5%	36.2%	49.7%	43.8%	59.1%
All TAAS Tests	30.0%	41.0%	N/A	36.0%	36.0%	49.2%
<b>Grade 11</b>						
Writing	80.0%	83.1%	76.1%	74.5%	78.2%	81.6%
Reading	77.3%	90.7%	66.2%	84.5%	72.0%	88.3%
Math	59.8%	76.6%	48.7%	65.8%	56.6%	75.5%
All TAAS Tests	53.4%	67.4%	41.7%	52.7%	48.6%	65.7%

Source: Academic Excellence Indicator System Report 1991-92 & 1990-91

**EXHIBIT 3.A.12  
PERCENT OF AISD STUDENTS PASSING  
THE TAAS TEST 1991-92**

TAAS SCORES 1991-92	Austin ISD	Comparative Districts	State of Texas	Austin ISD									
				White	Black	Hispanic	Econ Disadv	Bilingual/ESL	LEP	Spec Ed	Male	Female	
<b>Grade 3</b>													
Writing	61.1%	64.0%	62.6%	70.9%	50.7%	52.0%	49.6%	38.0%	38.6%	19.3%	54.2%	67.6%	
Reading	81.1%	79.6%	80.6%	90.5%	70.1%	72.6%	70.6%	62.1%	59.2%	40.2%	77.5%	84.6%	
Math	86.9%	83.9%	85.3%	94.1%	74.8%	82.6%	80.5%	74.5%	74.7%	56.7%	86.3%	87.6%	
All TAAS Tests	57.0%	N/A	57.0%	69.0%	42.0%	46.0%	42.0%	30.0%	33.0%	29.0%	48.0%	61.0%	
<b>Grade 5</b>													
Writing	76.7%	72.7%	77.2%	87.6%	62.6%	69.8%	66.5%	54.8%	53.0%	26.9%	71.8%	81.4%	
Reading	62.9%	55.7%	62.5%	80.3%	43.0%	50.2%	46.0%	29.4%	27.5%	22.9%	59.7%	66.0%	
Math	57.6%	47.9%	57.7%	75.6%	32.0%	47.2%	41.7%	31.2%	31.2%	17.0%	57.2%	58.0%	
All TAAS Tests	48.0%	N/A	47.0%	67.0%	23.0%	34.0%	27.0%	13.0%	16.0%	9.0%	42.0%	48.0%	
<b>Grade 7</b>													
Writing	56.9%	52.2%	59.6%	75.0%	36.9%	44.2%	38.7%	15.9%	17.4%	12.7%	49.7%	63.5%	
Reading	49.3%	39.2%	50.1%	70.9%	27.5%	32.4%	28.2%	12.0%	11.8%	10.7%	48.0%	50.4%	
Math	46.7%	38.1%	50.9%	67.4%	22.5%	32.3%	26.7%	14.0%	13.7%	9.7%	45.2%	48.1%	
All TAAS Tests	35.0%	N/A	36.0%	55.0%	15.0%	20.0%	16.0%	4.0%	4.0%	1.0%	29.0%	37.0%	
<b>Grade 9</b>													
Writing	51.2%	53.2%	62.4%	70.7%	33.0%	38.0%	32.4%	6.5%	8.6%	9.1%	45.3%	56.6%	
Reading	59.9%	52.0%	59.5%	81.9%	38.6%	46.0%	39.9%	9.3%	10.1%	22.5%	59.8%	60.0%	
Math	39.7%	36.2%	43.8%	63.6%	15.9%	23.8%	17.3%	7.4%	6.5%	7.4%	40.2%	39.3%	
All TAAS Tests	30.0%	N/A	36.0%	51.0%	12.0%	17.0%	12.0%	2.0%	2.0%	1.0%	27.0%	31.0%	
<b>Grade 11</b>													
Writing	80.0%	76.1%	78.2%	88.7%	71.9%	73.9%	67.8%	22.0%	26.1%	41.8%	77.1%	82.9%	
Reading	77.3%	66.2%	72.0%	91.2%	59.3%	68.1%	58.0%	20.0%	23.0%	37.6%	79.9%	75.4%	
Math	59.8%	48.7%	56.6%	77.9%	33.2%	45.5%	37.6%	20.0%	23.0%	13.2%	64.3%	56.1%	
All TAAS Tests	53.4%	41.7%	48.6%	71.6%	28.1%	39.9%	32.7%	6.6%	10.0%	11.0%	55.3%	51.9%	

Source: Academic Excellence Indicator System Report 1991-92, Annual Report on Student Achievement 1991-92 & TAAS Reports for 1991-92

**EXHIBIT 3.A.13**

**PERCENT OF AISD STUDENTS PASSING  
THE TAAS TEST 1990-91**

TAAS SCORES 1990-91	Austin ISD	Comparative Districts	State of Texas	Austin ISD						
				White	Black	Hispanic	Other	Econ Disadv	LEP	Spec Ed
<b>Grade 3</b>										
Writing	68.0%	68.4%	71.0%	77.8%	54.7%	60.9%	74.0%	57.4%	45.3%	33.1%
Reading	84.7%	80.2%	84.8%	92.5%	73.4%	79.5%	91.2%	75.0%	62.2%	58.9%
Math	87.0%	83.3%	86.9%	94.9%	74.4%	82.3%	92.2%	79.4%	72.4%	71.1%
All TAAS Tests	62.7%	61.7%	64.9%	75.1%	45.0%	54.1%	73.0%	50.0%	37.7%	38.3%
<b>Grade 5</b>										
Writing	82.1%	76.4%	81.1%	89.7%	73.1%	77.2%	88.8%	75.0%	58.8%	52.1%
Reading	69.5%	61.9%	69.7%	85.1%	54.0%	57.5%	79.8%	55.5%	27.0%	37.1%
Math	61.0%	51.2%	61.8%	79.7%	38.3%	48.9%	73.0%	45.7%	24.5%	26.3%
All TAAS Tests	52.8%	42.1%	53.2%	72.2%	32.1%	39.0%	66.3%	36.7%	12.0%	19.8%
<b>Grade 7</b>										
Writing	67.2%	65.4%	73.8%	81.0%	50.4%	57.7%	73.2%	52.9%	26.5%	23.8%
Reading	58.9%	48.7%	60.4%	79.5%	40.0%	40.7%	76.5%	40.0%	11.8%	23.1%
Math	57.4%	52.3%	62.9%	78.4%	32.0%	42.7%	74.1%	38.1%	15.2%	14.9%
All TAAS Tests	43.4%	37.0%	48.0%	64.0%	21.7%	27.1%	57.0%	24.1%	5.6%	8.8%
<b>Grade 9</b>										
Writing	56.3%	56.3%	68.0%	73.5%	40.5%	43.9%	61.0%	40.0%	6.7%	13.7%
Reading	77.0%	69.5%	77.8%	91.4%	62.5%	67.7%	82.3%	62.2%	28.0%	37.9%
Math	53.5%	49.7%	59.1%	77.2%	28.0%	37.3%	77.1%	31.5%	9.6%	16.8%
All TAAS Tests	41.0%	36.0%	49.2%	63.1%	20.8%	25.3%	54.5%	21.0%	2.8%	6.1%
<b>Grade 11</b>										
Writing	83.1%	74.5%	81.0%	89.3%	78.8%	77.8%	67.5%	71.5%	26.7%	35.1%
Reading	90.7%	84.5%	88.3%	98.0%	84.5%	83.1%	79.7%	78.4%	30.4%	57.3%
Math	76.0%	65.8%	75.5%	88.5%	57.5%	67.8%	79.7%	60.9%	42.0%	34.2%
All TAAS Tests	67.4%	52.7%	65.7%	80.0%	49.0%	57.4%	58.8%	48.7%	17.0%	17.9%

Source: Academic Excellence Indicator System Report 1990-91



## EXHIBIT 3.A.14

### PERCENTAGE OF AISD STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE ON THE IOWA TEST OF BASIC SKILLS 1988-89 - 1990-91

ITBS SCORES	YEAR	GRADE LEVEL											
		1	2	3	4	5	6	7	8	9	10	11	12
Reading	1988-89	53%	57%	48%	49%	51%	52%	45%	50%	53%	60%	63%	57%
	1989-90	52%	57%	48%	50%	52%	53%	49%	52%	55%	62%	65%	58%
	1990-91	52%	59%	50%	51%	53%	57%	48%	54%	52%	60%	64%	57%
Language	1988-89	58%	58%	72%	59%	58%	61%	58%	61%	56%	56%	63%	58%
	1989-90	54%	57%	74%	61%	61%	59%	59%	60%	59%	60%	61%	58%
	1990-91	56%	57%	77%	65%	62%	65%	58%	62%	56%	59%	61%	55%
Mathematics	1988-89	58%	66%	53%	52%	53%	61%	44%	46%	46%	62%	61%	58%
	1989-90	58%	64%	54%	53%	55%	58%	45%	45%	48%	62%	62%	58%
	1990-91	59%	68%	57%	58%	56%	60%	45%	47%	47%	61%	62%	58%

Language—Spelling in Grades 1-2, Language Total in Grades 3-8, and Written Expression in Grades 9-12

Reading—Reading Comprehension in Grades 1-12

Source: AISD Achievement Profiles 1990-91

## **6. Miscellaneous Statistics**

Exhibit 3.A.15 presents additional statistics which illustrate the following:

- The percentage of AISD students who planned to go to college was consistently greater than comparative districts and Statewide.
- AISD student's average scores on college admission tests (SAT and ACT) were consistently higher than average scores of students in comparative districts and Statewide. SAT scores decreased slightly over the period 1988-89 to 1990-91 for both AISD and comparative districts but increased slightly Statewide. ACT scores improved over the period 1988-89 to 1990-91 for AISD, comparative districts and Statewide.
- AISD's attendance rates were higher than comparative districts but lower than Statewide rates.
- AISD's dropout rate was consistently higher than the comparative districts and Statewide rates. However, the dropout rate has declined over the period 1988-89 to 1990-91 for AISD, comparative districts and Statewide.
- AISD's graduation rate has consistently been higher than comparative districts and Statewide. The graduation rate has been increasing for AISD, comparative districts and Statewide.
- AISD's pupil-teacher ratio is lower than both comparative districts and Statewide, except for 1989-90 when it was higher than both comparative districts and Statewide.

## EXHIBIT 3.A.15

### MISCELLANEOUS STATISTICS FOR AISD, COMPARATIVE DISTRICTS AND STATE 1991-92, 1990-91, 1989-90, AND 1988-89

MISCELLANEOUS STATISTICS	Austin ISD				Comparative Districts				State of Texas			
	1991-92	1990-91	1989-90	1988-89	1991-92	1990-91	1989-90	1988-89	1991-92	1990-91	1989-90	1988-89
<b>High School Graduates</b>												
Total High School Graduates	2,870	2,974	3,094	3,232	N/A	N/A	21,705	36,090	N/A	N/A	172,387	191,127
# Planning To Attend College	1,956	2,034	2,067	1,816	N/A	N/A	12,654	24,036	N/A	N/A	107,914	114,676
% Planning To Attend College	68.2%	68.4%	66.8%	56.2%	N/A	44.5%	58.3%	66.6%	N/A	58.0%	62.6%	60.0%
<b>College Admissions Tests</b>												
SAT Score (Avg.)	N/A	923	929	930	N/A	840	835	850	N/A	873	872	871
ACT Score (Avg.)	N/A	20.5	20.8	18.2	N/A	19.4	19.6	17.1	N/A	19.9	19.8	17.3
<b>Other Statistics</b>												
Attendance Rates	95.0%	94.8%	95.4%	95.2%	94.0%	94.6%	96.1%	94.7%	95.1%	95.7%	96.2%	96.0%
Dropout Rates (Grades 7-12)	N/A	7.3%	8.2%	9.6%	N/A	5.6%	5.8%	8.0%	N/A	3.9%	5.1%	6.1%
Graduation Rate	N/A	91.7%	99.0%	95.2%	N/A	93.6%	93.0%	93.8%	N/A	95.7%	94.7%	92.5%
Pupil:Teacher Ratio	16.0:1	15.6:1	19.3:1	19.6:1	16.9:1	17.1:1	17.3:1	16.7:1	16.3:1	16.4:1	16.6:1	16.6:1

N/A=Not Available, Graduation Rate=# seniors Graduating/Total # of Seniors at Beginning of Year

Source: Academic Excellence Indicator System Report 1991-92 & 1990-91, Annual Performance Reports 1989-90 & 1988-89, Snapshot 1990-91, 1989-90 & 1988-89



***Review Methodology and Overview***



## **SECTION 4.0**

### **REVIEW METHODOLOGY AND OVERVIEW**

In this section, we describe the methodology we used to prepare for and conduct our review of AISD. Our methodology primarily involved a focused use of our audit guidelines following the analysis of both existing data and new information obtained through various means of community, employee and student input. Each of the strategies we used is described below.

#### ***Summarizing Findings from Existing Reports and Data Sources***

During the two-month period we were on-site in Austin, we spent a considerable amount of time identifying, collecting and analyzing existing reports and data sets related to AISD's organizational structures, budgets, operating processes and student learning achievements. Examples of existing materials which we studied in detail include:

- Comparative district, region and state demographics, financial and performance data
- Board of Trustees policies
- AISD Strategic Plan
- TEA's most recent AISD accreditation report
- AISD federal program compliance report
- AISD annual performance reports
- AISD academic excellence indicator system report
- AISD's most recent independent financial audit
- Several district plans for curriculum and instruction
- AISD longitudinal test data
- District and campus improvement plans
- Facility needs assessments
- Annual budgets
- Salary schedules
- Previous special commission reports.

We analyzed data from each of the above sources and used the information to develop a detailed understanding of AISD structures and operations.

### ***Teacher, Student, Principal and Community Input***

To ensure that our review addressed major issues of concern to teachers, school administrators, students and the general public, we conducted a telephone survey of the general public and written surveys of a sample of teachers and all school principals. We also conducted focus groups sessions with teachers, students, classified staff and Austin business leaders to gain their comments and insights related to the focus areas reviewed as a part of our study. We also met with representatives of the following organizations to collect their feedback, concerns and commendations related to AISD management and operations:

- Austin Area Council of PTAs
- Austin Association of Teachers
- Association of Teachers and Professional Educators
- Austin Federation of Teachers
- Special Education Advisory Council.

We utilized the results of the surveys, focus groups and organization meetings sessions to ensure that we addressed major issues of concern. The Comptroller's office also set up a phone line for individuals in the Austin community to call and share concerns, commendations and recommendations. Additionally, we accommodated the requests of all individuals and groups who asked to meet with us during the on-site phase of the project. These concerned citizens learned of the review and wished to express their concerns about various aspects of AISD management and performance. We followed up on all common concerns that were within the scope of our study.

### ***Conducting the Formal On-Site Review***

During the months of November and December, members of our project team examined various components of the following focus areas that were defined in our project work plan:

- District Organization and Management
- Educational Service Delivery
- Personnel Management
- Community Involvement.



- Facilities
- Asset Management
- Technology Systems
- Finance
- Purchasing and Warehousing
- Administrative and Operational Services.

Our systematic assessment of the District was aided by *Deloitte & Touche's Performance Audit Methodology Guidelines for Education Organizations*. Following our collection and analysis of existing data and new information from community groups and surveys, we tailored our guidelines to reflect local rules and regulations, the unique conditions of the AISD and the input of local residents, community leaders, principals, teachers and students.

Our on-site review included meetings with appropriate central office and site-based staff, and reviews of data and documentation provided by these individuals. Members of our review team visited about one-fourth of the schools in the District. During these visits, we met with principals and other staff involved with the various components of District operations reviewed.

We carefully selected the schools we visited to ensure that they included at least two schools of different levels in each of the District's five areas. Some schools were purposely chosen so that we could obtain more information about exemplary programs or about concerns uncovered through public input or prior reports. In addition, we made brief visits to some schools to review special issues relating to facilities, inventories and other physical plant issues.

### ***Preparing the Audit Report***

In January, we drafted our report, submitted it for review by the Comptroller's staff, revised the draft, and then reviewed our findings and recommendations with AISD administrators. After correcting informational errors and clarifying sections of the draft, we issued this final report.

### ***Overview of Ten Functional Areas Examined in the AISD***

Sections 5 through 14 present the results of our management and performance review of the AISD. The review is presented for each of the following ten functional areas of the District's operations:

- District Organization and Management
- Educational Service Delivery

- Personnel Management
- Community Involvement
- Facilities
- Asset Management
- Technology Systems
- Finance
- Purchasing and Warehousing
- Administrative and Operational Services.

We reviewed and have recommendations for improving all district operations. For each functional area we present a description of the functional area, components that comprise the functional area and a list of performance measures which we examined. We then analyzed each functional area by component and included the following relevant data on each component:

- A summary of findings from existing reports and data sources
- A summary of our on-site findings
- Our commendations and recommendations for each component, including the financial impact and calculations, if any.

In each section, we have numbered the findings, commendations and recommendations as follows:

- Each finding is preceded by parentheses containing the letter F, followed by the section number, component letter and finding number
- Each commendation is preceded by parentheses containing the letter C, followed by the section number, component letter and commendation number
- Each recommendation is preceded by parentheses containing the letter R, followed by the section number, component letter and recommendation number.

All recommendations are followed by parentheses referencing the findings that relate to them. In section 15, we present a summary of potential costs and savings that could result from our recommendations. All recommendations are listed in Appendix A.

**With some exceptions, we have not addressed the issue of how AISD should utilize the savings which will result from implementation of our recommendations. Decisions relating to the use of these funds should be made as a part of the District's ongoing planning, evaluation and budgeting process.**



***District Organization and Management***



## SECTION 5.0 DISTRICT ORGANIZATION AND MANAGEMENT

The table below presents a description of the District Management and Organization section, its components and the performance measures which were examined. In the remainder of the section, the findings, commendations and recommendations related to District Management and Organization are presented.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>This section focuses on the organization and direction established by the Board of Trustees and the effectiveness and efficiency of the management team of the District. It includes a discussion of the governance issues faced by the District, as well as issues related to the operation and management of the District's 96 schools.</p>
<p><b>COMPONENTS</b></p>	<p>A. Governance and Administration B. School Management</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Comprehensive Board policies and regulations</li> <li>• Clear statement of mission and strategic goals</li> <li>• Effective tactical plans to achieve strategic goals</li> <li>• Stable and predictable legal and regulatory environment</li> <li>• Clearly defined roles, responsibilities, accountabilities and authorities of key participants in the affairs of the District</li> <li>• Clearly delineated functions of the Board and Superintendent</li> <li>• Adequate planning capacity to provide overall direction and effective management</li> <li>• Allocation and organization of District resources driven by the mission and strategic goals of the District</li> <li>• Published procedures for functional units in the District</li> <li>• Appropriateness of the allocation of instructional leadership and support staff</li> <li>• Effectiveness of site-based management</li> <li>• Effectiveness of campus improvement planning process</li> <li>• Effectiveness of succession planning and principalship training program</li> </ul>

## **COMPONENT A: GOVERNANCE AND ADMINISTRATION**

### **1. Description of Component**

The governance structure of the Austin Independent School District consists of a nine member Board of Trustees (the Board). The function of the Board is to set the policy by which the operations of the District are guided.

The administrative structure of AISD consists of the Superintendent and seven Assistant Superintendents. The function of the administration is to implement the policies defined by the Board and manage day-to-day operations in a manner which moves the District towards meeting its goals and objectives. Under the current organization structure, five of the Assistant Superintendents are responsible for the operations of the District's 96 schools, one is responsible for curriculum support functions and one is responsible for business and administrative support functions.

An analysis of the governance and management structure of the Austin Independent School District requires the review of a complex, sensitive and potentially controversial subject. In order to provide a framework for the analysis, we developed the following assessment criteria. We believe these characteristics or attributes are essential to effective governance and management of a public school district.

- The District's mission and strategic goals should be clearly stated, commonly understood and shared, and compatible with the legal and regulatory environment in which the District operates.
- The District's strategic goals and tactical plans to achieve those goals should represent the consensus of the District's governors.
- The legal and regulatory environment should be reasonably stable and predictable.
- The roles, responsibilities, accountabilities and authorities of key participants in the affairs of the District should be clearly defined, commonly understood and consistently executed.
- The division of responsibility between the Board and management should provide the Board legislative and quasi-judicial powers and functions and the Superintendent executive and initiatory powers.
- The specific function of the Board and Superintendent must be clearly delineated and highly interrelated and interdependent. The effectiveness of each must depend on the efforts of the other.
- Planning capacity should be adequate to provide overall direction and effective management.



- Allocation and organization of District resources should be driven by the mission and strategic goals of the District and should exhibit consensus on mission and strategic aims, prompt resolution of conflicts, priorities which balance current needs and investment for the future, and adequate management information to provide a context for decision-making.

## 2. Summary of Findings from Existing Reports and Data Sources

**(F5.A.1)** The Board of Trustees was expanded from seven to nine members in January 1992. In addition, the method by which Board members are elected was changed from seven at-large positions to seven single member districts and a president and vice president that are elected at-large. The president and vice president are elected for two year terms and the district members serve four year terms. Four of the current Board members were elected for the first time in January 1992. The length of service of the other five members ranges from two to ten years.

**(F5.A.2)** The organization structure of the Austin Independent School District is illustrated in Exhibit 5.A.1

**(F5.A.3)** The State Auditor's Management of Public Schools published in November 1992 stated that:

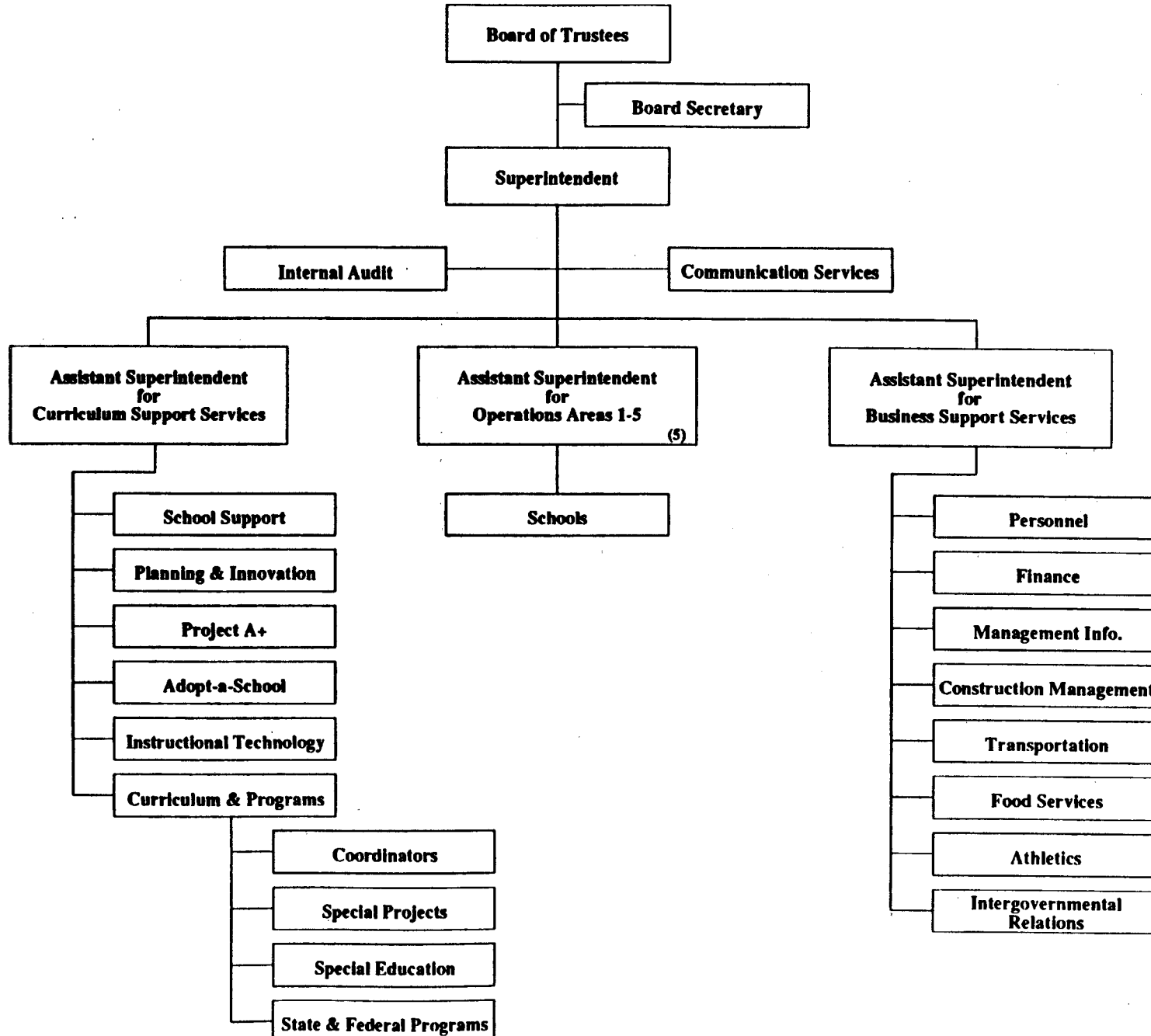
*"Austin ISD spends more than twice as much per student for legal costs than the other seven largest school districts. The district routinely exceeds budgeted amounts for legal costs by several hundred thousand dollars annually. This is due primarily to the uncontrolled use of the district's legal counsel by district staff members. More than 70 people communicated with the legal firm for services which were billed to the district. In addition, Austin ISD has not negotiated legal fees with the legal counsel since they contracted with the firm in 1973. Legal costs for board members' inquiries are in excess of \$140,000."*

## 3. Summary of On-Site Findings

**(F5.A.4)** Overall, our review and observation suggest that the governance environment of the Austin Independent School District meets few, if any, of the above criteria. The current governance environment represents an impediment rather than an impetus to the achievement of AISD goals. As one Board member stated, "Long-term, the Board could have a negative impact on public education."

**(F5.A.5)** In mid-1992, the Board was assigned a monitor by TEA as a result of perceived tensions among Board members, which culminated in the Board President suing seven of the eight other members over the budget adoption process. The monitor has attended Board meetings, provided training sessions for Board members on topics such as Roberts

# Current Organization Structure Austin Independent School District



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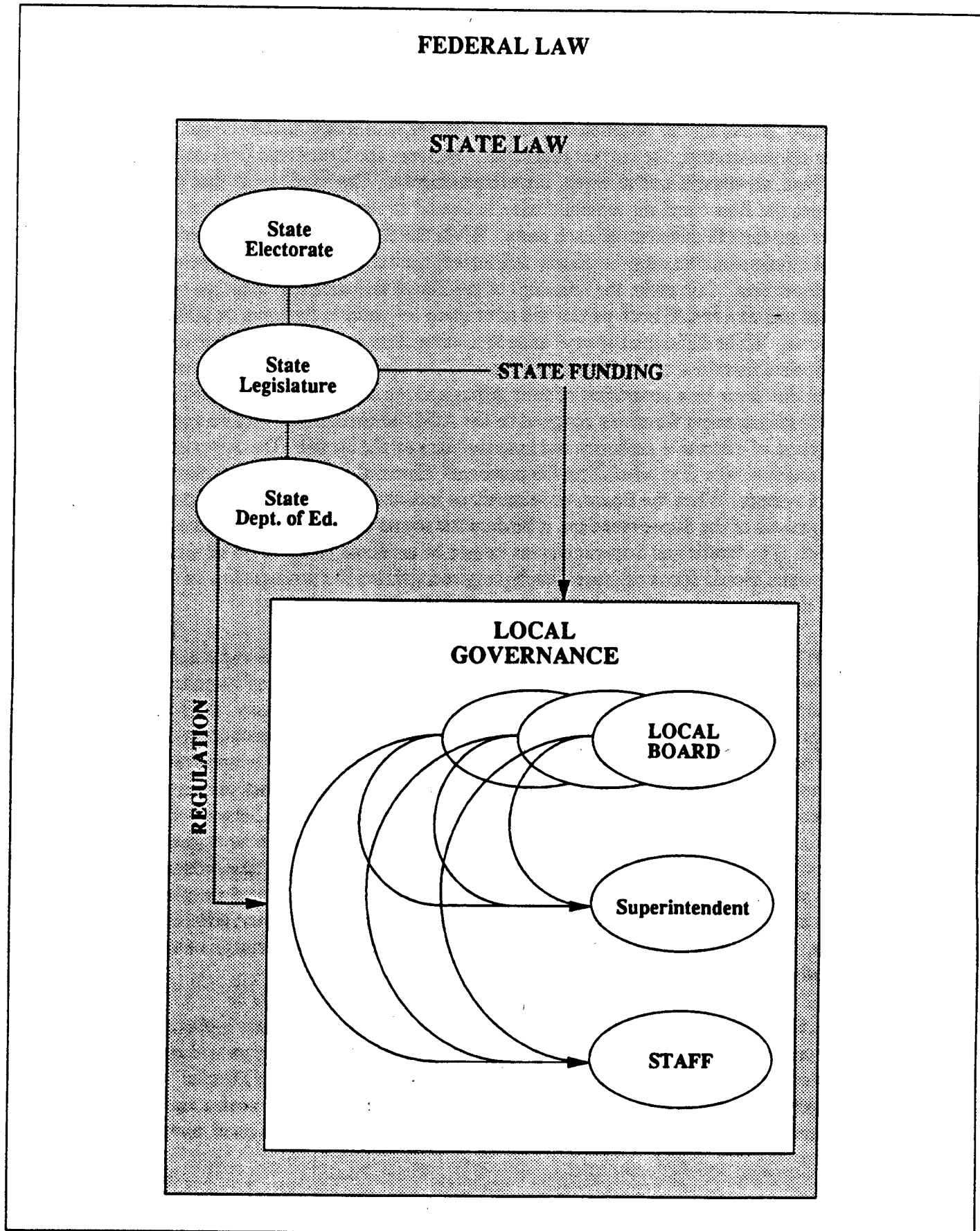
Rules of Order, and facilitated a Board retreat. Board members indicated that the monitor has been helpful in improving the relationships among them, however, several members stated that the group does not work well together and there is a lack of trust among individual members.

**(F5.A.6)** Based on our observations and interviews with Board members and AISD senior administrators, the current relationship between the Board and District management is, at best, adversarial and at worst, counterproductive. The relationship that develops between the Board and the administration is pivotal to the orderly conduct of school affairs and the effectiveness of each party. While the Board and administration have specific functions that must be clearly delineated, their efforts are highly interrelated and interdependent. Currently, the functions of the Board and administration are not clearly defined and as a result, both parties are attempting to perform the same or similar functions. While difficulties always arise in making clear cut distinctions between the appropriate functions of the Board and those of the administration, it is both essential and logical that there be a separation of their duties and responsibilities. The implicit and explicit management functions assigned to the AISD administration require appropriate delegation of executive authority and responsibility by the Board. The Superintendent is the individual who is to administer the personnel, financial and physical resources of the school system. When the Board, collectively or individually, excessively delimits the prerogatives of the Superintendent, it hinders the sound and efficient administration of the District. The Board and Superintendent cannot be expected to agree on all issues, but discussions should focus on issues, each party recognizing the prerogatives of the other while simultaneously emphasizing the mutuality of purpose.

**(F5.A.7)** The roles, responsibilities and accountabilities of the Board and management are not well-defined and understood. The Board, at times, steps outside of its policy making role and demands the attention of District personnel for various reasons. Both AISD personnel and Board members cited numerous examples of Board members taking action in the day-to-day operations of the District. Board members appear to operate independently in their requests to the Superintendent and other District personnel for information. One Board member described the working relationship between the Superintendent and the Board as "the Superintendent taking direction from nine separate 'bosses.'" The impact of the independent actions of the Board on the Superintendent and AISD staff is depicted in Exhibit 5.A.2. While it is admirable that Board members take an active interest in the affairs of AISD, their focus should be policy versus administrative in nature. The lack of defined roles and responsibilities and resulting management issues are disruptive to the work flow of the District.

**(F5.A.8)** Communication between management and the Board appears ineffective. Board members expressed concern regarding a lack of adequate information on which to base their decisions. It appears that the Board members lack confidence in District management to provide them with accurate data which leads them to seek a means for independent verification of information. In addition, Board members cited several

# Summary Effect of the AISD Governance Environment



examples of requests for information which were never addressed by AISD administration. The most notable of these requests is a request for summarized monthly financial reports to the Board regarding the status of the budget. The Board currently receives monthly financial reports which are detailed and cumbersome to use. Board members also expressed some frustration about their lack of control over setting agendas for their meetings and receiving information regarding agenda items in a timely manner.

**(F5.A.9)** Strategic and tactical planning processes are ineffective. There is no consensus relative to the District's strategic direction or tactical actions among AISD governors. Consequently, AISD's resources are not allocated or organized to accomplish specific goals and objectives. The strategic plan which was adopted by the Board in October 1991 lacks the focus necessary to channel District resources for the purpose of achieving specific, achievable goals and objectives. The strategic plan appears to be a "wish list" which contains twelve major strategies and over 120 objectives for the District to accomplish. It does not provide a structure for prioritizing the objectives or developing accountabilities for the achievement of the objectives. The strategic plan does not contain action plans outlining the specific activities, responsibilities and timing for implementation of the objectives. The Board has appointed an ad hoc committee comprised of three members to work towards a prioritization of strategies and objectives in the strategic plan and provide a framework of annual goals on which to focus during the 1993-94 school year.

**(F5.A.10)** The AISD budget is not based on the District's strategic plan or annual goals and objectives set by the Board. At the beginning of the budget development process in February, the Board approves a set of assumptions on which the budget is based that relate primarily to projected enrollments, anticipated tax rates, projected salary increases, etc. However, these types of assumptions are not related to an annual plan or set of priorities for the year. As a result, the budget document ends up being "the plan" and resources can be allocated to programs or activities which do not move the District towards attaining the strategies and objectives delineated in its strategic plan. The efforts of the Board's ad hoc committee on annual goals may help alleviate this problem for the 1993-94 budget if Board consensus on the goals selected by the committee is achieved and communicated prior to the initiation of the budget development process in February.

**(F5.A.11)** The calendar for the budget development process does not facilitate the timely adoption of the budget. The budget development process begins in February with the approval of the budget assumptions, however, the Board does not typically adopt the budget until the last month of the fiscal year (early to mid-August), which does not facilitate a smooth transition from one fiscal year to the next. The timing of the process results in difficulties in accomplishing other critical tasks in the District, such as hiring new staff for the beginning of school and setting up the new budget on the general ledger so purchases for the new school year can be made in a timely fashion. In addition, the central office departments may have difficulty planning for school support functions during the spring and summer due to the uncertain nature of budget resources.

**(F5.A.12)** Board members also indicated some frustration with the budget document that is presented to them by District management. Board members stated that the budget document was hard to interpret and analyze. For instance, because funding is shown at the function level, it is difficult to tell how much is allocated for coaches salaries versus teachers salaries (Function 11). Also, Board members find it difficult to track fund allocations when monies are redistributed to various departments because of organizational changes or realignment of activities or responsibilities. Board members noted that the budget document compares the proposed budget to the budget for the previous year, but does not show actual expenditures for the previous year. Finally, Board members were concerned that the District does not engage in a zero-based budgeting effort, but instead develops the budget document with the philosophy that "we had it last year, so ask for it again this year."

**(F5.A.13)** The Board has not conducted a formal performance evaluation of the Superintendent since his employment with AISD began in March 1991. In addition, the Board has not communicated its performance expectations of the Superintendent via a goal setting session. During our review, the Board was in the process of developing a performance appraisal instrument and a performance review session was scheduled for mid-January 1993. We understand that this review did occur as planned, however, such performance evaluations should be conducted on an annual basis.

**(F5.A.14)** AISD administration and Board officers do not conduct an orientation session for new Board members. Often, such orientation sessions are used to acquaint new Board members with Board operating procedures and familiarize them with the District's organizational structure and general operations of the various functional units. Several of the new Board members expressed concern that it took them awhile to get "up to speed" with respect to District issues and operations and felt they did not always have enough knowledge to make good decisions.

**(F5.A.15)** The current Board structure does not provide for standing committees. In other school districts, Board committees are often formed to handle routine matters that do not necessarily require the time and attention of the full Board or to research and review issues, then develop recommendations prior to coming before the full Board. Typical Board committees include an audit or budget committee, a personnel committee and a rules and policy committee. The Board currently appoints ad hoc committees to address specific issues, but the committees disband after some resolution is achieved. As a result of the lack of committees, the full Board spends time dealing with issues which would be more effectively dealt with by Board committees.

**(F5.A.16)** AISD utilizes the Texas Association of School Boards (TASB) policy manual. TASB provides the District with model policies and sends policy updates which are a result of changes in state law or regulations, court rulings or the like. However, the District does not subscribe to TASB's update service for regular policy updates. Local policies and administrative regulations are added to the TASB policies in the appropriate sections of the manual. The Director of Communications maintains one complete set of

the Board policy manual which is designated as the "official" copy. In addition, central office departments and schools are to have a copy of the policy manual. Schools are to have two copies; one for the principal and one to place in the school library, so that the public has access to the document. The Board has not reviewed and updated the policy manual in a comprehensive manner since 1984, when the District converted to the TASB referencing system. However, the District has recently contracted with TASB to perform a complete review of the Board policy manual, so that out-dated policies can be eliminated and other policies can be updated and re-adopted.

(F5.A.17) District management and personnel indicated that employee morale is very low. District personnel attributed the low morale to several factors. The adversarial relationship between the Board and administration affects District personnel at the school and department level. When asked "What one thing would you change about AISD?", the most common response from principals and central office administrators interviewed during our review was a statement similar to "improve the relationship between the Board and administration because it affects the campuses when they're not working towards the same goals." District personnel also indicated that they do not believe they have job security in light of the 1992-93 budget cuts and anticipated cuts in 1993-94. In addition, District personnel expressed concern regarding a potential change in senior administration, as it has been publicized in the Austin media that the Superintendent and other senior administrators are candidates for positions in other school districts.

(F5.A.18) An analysis of the legal fees paid by the District over the last two fiscal years indicates that fees exceed the budgeted amount by 170% to 206%. However, the amount expended for legal fees has been decreasing since 1989-90. Over the last three years, a significant portion of legal fees have been related to "general" matters (including requesting attorneys to attend board meetings, personnel issues, open records issues, etc.) and the remainder related to matters dealing with utilities, student assignment and real estate.

#### AISD LEGAL FEES

Year	Total Fees	General	Utilities	Student Assignment	Real Estate
1989-90	\$725,240	46.4%	1.1%	26.4%	26.1%
1990-91	\$618,242	55.0%	0.0%	4.5%	40.5%
1991-92	\$510,711	85.2%	0.0%	0.1%	14.7%

In addition, interviews confirmed that the District has not negotiated a contract with its attorneys in approximately 18 years. The District recently implemented a new directive to limit the number of administrators who are authorized to contact the attorneys.

Previously, most administrators in the District, including principals, could contact the attorneys directly; there was no policy requiring authorization from a central source before calling the attorneys. Legal fees through the first four months of 1992-93 have been reduced by 50% in comparison with the same period in 1991-92, according to information provided by AISD.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C5.A.1) Initiating efforts to review and update the Board policy manual**

##### ***Recommendations***

We recommend that AISD:

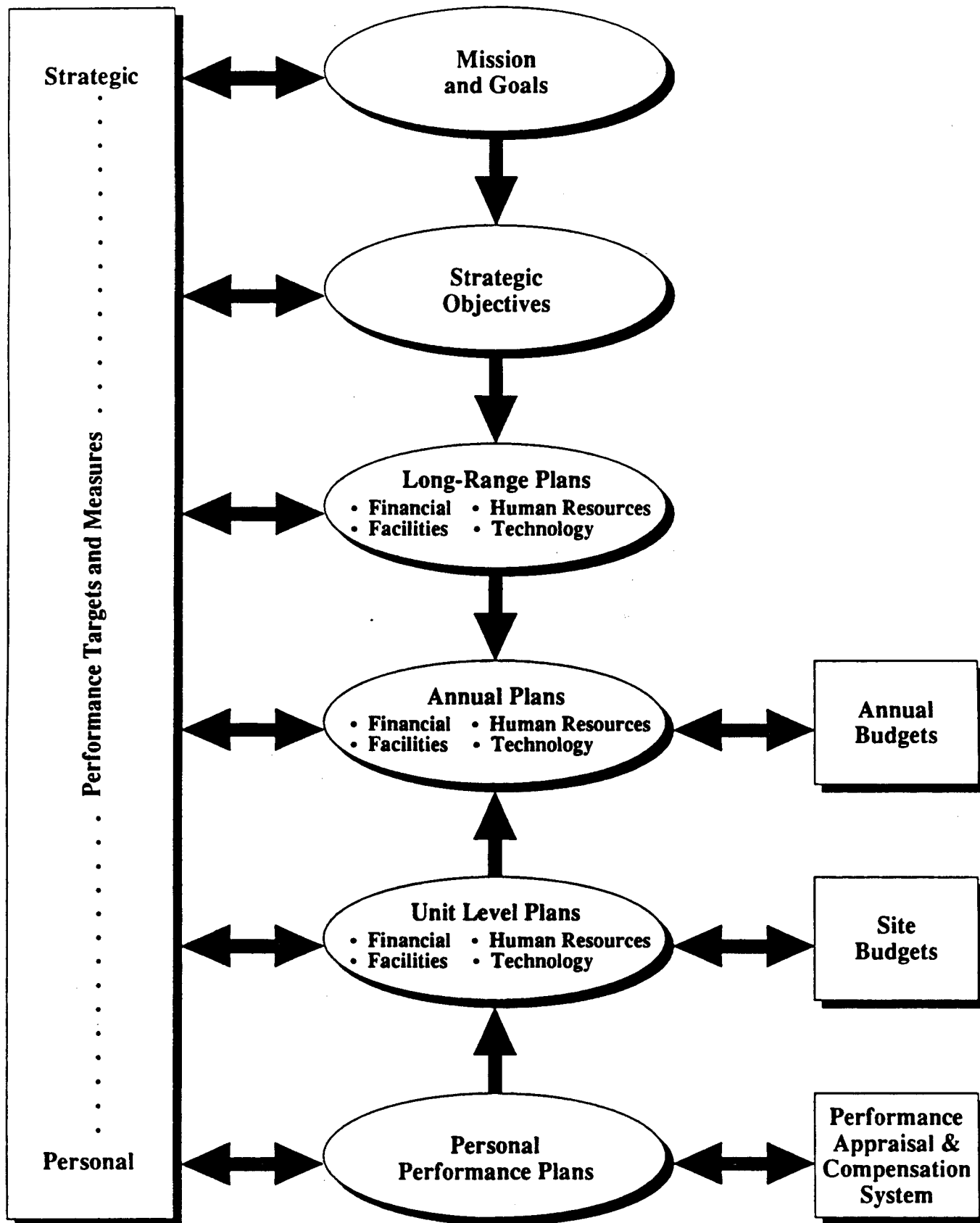
- **(R5.A.1) Initiate a structured, three-month strategic and tactical planning process in an attempt to prioritize strategies and objectives in the Strategic Plan and achieve consensus among the Board and administration relative to the District's:**
  - **Governance roles and responsibilities**
  - **Strategic goals and objectives**
  - **Tactical plans to achieve goals and objectives**
  - **Performance measurement criteria and methodologies**
  - **Performance monitoring and reporting.**

The Board and administration should also establish an on-going planning process to integrate strategic plans into annual plans and budgets, as depicted in Exhibit 5.A.3. (F5.A.4, F5.A.5, F5.A.6, F5.A.7, F5.A.8, F5.A.9, F5.A.17)

- **(R5.A.2) Modify the budget development process to ensure:**
  - **The District's annual budget reflects AISD's strategic priorities for the year and budgeted resources are allocated to achieve those priorities.**
  - **The budget calendar facilitates the adoption of a final preliminary budget based on state mandated programs and minimum expected funding levels, at least eight weeks prior to the end of the fiscal year. This will allow other critical District processes, such as teacher hiring, to be planned and executed in a timely and orderly manner.**
  - **The budget document is revised to present information which is helpful in analysis.**



# THE PLANNING FRAMEWORK



- A zero-based budgeting approach is taken, which will encourage the evaluation of programs and departmental requests for funding. (F5.A.10, F5.A.11, F5.A.12)
- **(R5.A.3)** Develop and implement a standardized format for all Board agenda items which provides Board members with adequate information on which to base their decisions (F5.A.12)
- **(R5.A.4)** Provide for an annual goal setting session at which the Board communicates its expectations of the Superintendent during the upcoming year, as well as an annual performance appraisal session at which the Superintendent is evaluated based on his accomplishment of the Board's expectations. (F5.A.13)
- **(R5.A.5)** Develop an orientation session for new Board members to assist them in becoming familiar with the District and their duties as a member of the AISD Board of Trustees. (F5.A.14)
- **(R5.A.6)** Implement a committee structure for the Board of Trustees. The development of standing committees of the Board will enable the full Board to more effectively utilize its time, as routine items and issues requiring research can be handled at the committee level. (F5.A.15)
- **(R5.A.7)** Establish an in-house Legal counsel to handle the District's routine legal matters and restrict the use of outside counsel to matters which cannot be dealt with at the District level. (F5.A.18)

### **Financial Implications of Recommendations**

- If the District elects to use the services of an outside facilitator for the strategic and tactical planning process, we estimate the investment requirement to be approximately \$50,000. (R5.A.1, F5.A.4, F5.A.5, F5.A.6, F5.A.7, F5.A.8, F5.A.9, F5.A.17)
- The establishment of an in-house Legal Department with a staff of two attorneys and a secretary is estimated to cost the District \$180,000 (two attorneys salaries and benefits at \$70,000 per year, a secretary salary and benefits at \$25,000 per year and \$15,000 in start-up costs for books, computers, supplies, etc.). While the District likely require the services of outside legal counsel for certain matters, most legal matters of the District are general in nature and could be handled by in-house counsel. As a result, the District could substantially reduce its legal fees from their recent level of \$500,000 to \$600,000 per year. If the District spent only \$100,000 on outside legal counsel, then the estimated net savings is approximately \$220,000. (R5.A.7, F5.A.18)

## **COMPONENT B: SCHOOL MANAGEMENT**

### **1. Description of Component**

The School Management component provides for the delivery of instructional services to the District's student population. Administrators and staff resources are located at both the central and campus levels. Central administration efforts are directed by the five Assistant Superintendents for Operations. Each Assistant Superintendent for Operations, assisted by a Director, is responsible for 18 to 22 Pre-K-12 campuses organized by "vertical teams" according to feeder patterns for the District's ten high schools. Campus level administration and resource staffing varies by type of school (elementary, middle, senior high and priority schools) and by enrollment size.

### **2. Summary of Findings from Existing Reports and Data Sources**

**(F5.B.1)** In the spring of 1992, AISD implemented a reorganization plan which established the five positions of Assistant Superintendent of Operations and created the vertical teams. Prior to the reorganization, the central office school management function of AISD was organized along the more traditional elementary and secondary school basis. The organization structure of the school management component of AISD is illustrated in Exhibit 5.B.1

The school management responsibilities and services provided by the Assistant Superintendents for Operations include:

- Providing administrative oversight for assigned schools and programs and monitoring progress of schools
- Supervising principals and evaluating principal performance
- Serving as a liaison between the schools, support services and central administration
- Resolving parent and student complaints and problems
- Assisting in campus human resource functions including staffing, administrator interviews, personnel issues and other related functions
- Performing the planning functions for vertical team initiatives in the areas of curricular programs, teaching strategies/methodologies, staff development, etc.

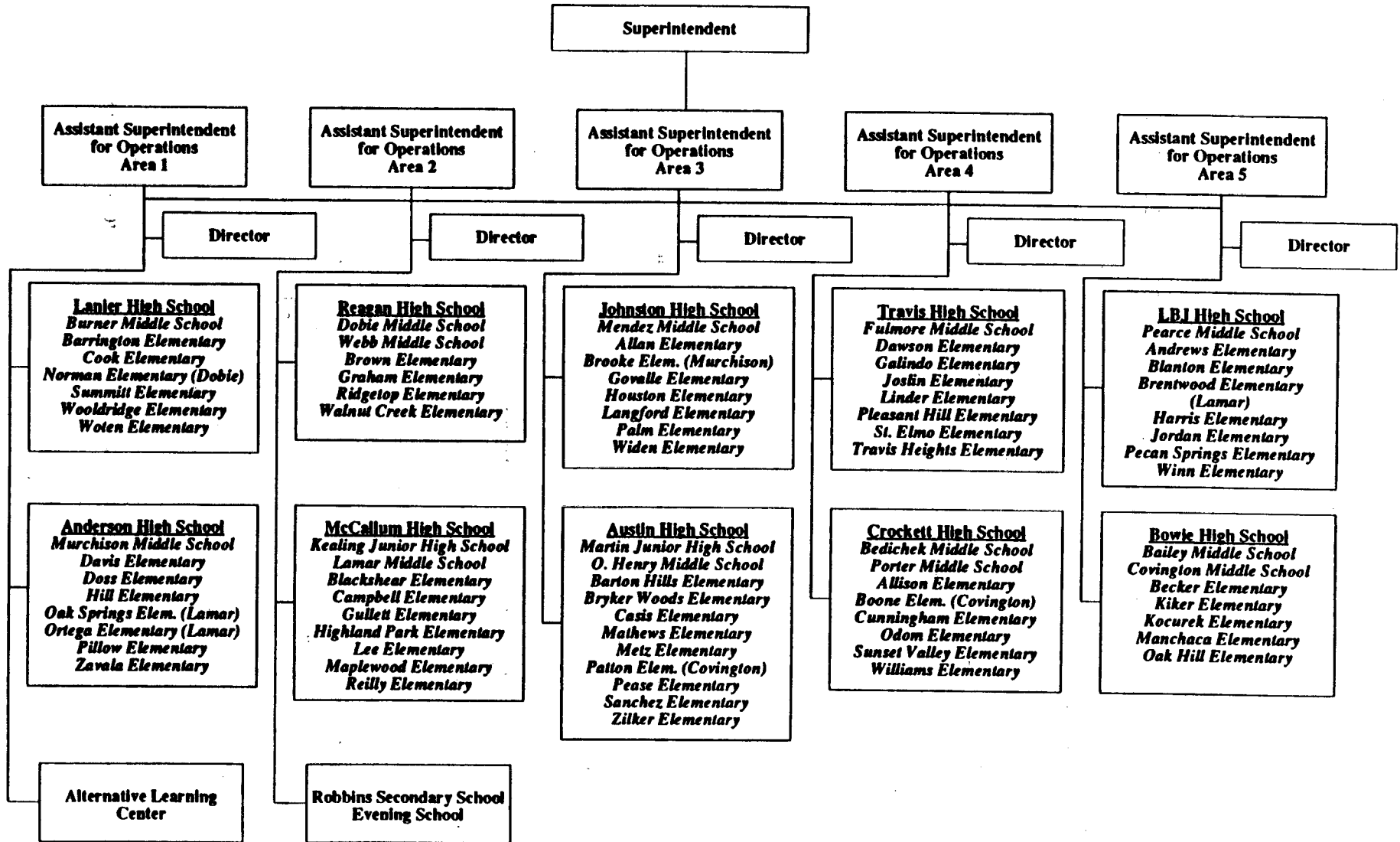
The five Directors assist the Assistant Superintendents for Operations in fulfilling these responsibilities.

The responsibilities of principals at each of the AISD campuses include:

- Serving as instructional leader for the assigned campus
- Performing administrative duties including budget monitoring, purchasing, and campus reporting
- Evaluating staff and teacher performance

# Current Organization Chart School Operations

S-14



( ) = Where middle school students are assigned if outside area

- Coordinating support service activities and monitoring the effectiveness of service delivery
- Coordinating the employment process for campus level positions
- Responding to student and parental problems and complaints.

### 3. Summary of On-Site Findings

**(F5.B.2)** AISD campuses appear to be receiving more direct oversight as a result of the implementation of the vertical team concept. (The term "vertical team" is used to refer to a high school and all of its feeder schools, as well as, the organizational unit which includes an Assistant Superintendent for School Operations and all of the schools reporting to that individual. AISD personnel use the term to refer to both situations. It should be clear in the context of the report to which situation is being referred). The purpose of the vertical teams is to focus on the chronology of curriculum for grades K-12, increase communications between levels and better communicate expectations to students. Most principals indicated that the Assistant Superintendents for Operations and their Directors provided a greater sense of community between schools and principals, provided opportunities to communicate with teachers and principals between elementary, middle and high school levels to enhance the transition of children between educational levels and gave the principals improved access to central administration to resolve campus issues.

**(F5.B.3)** Most of the Assistant Superintendents indicated that they had a goal of being on-site 75-80% of the time to observe instruction, assist with staff development, provide oversight regarding management of the schools and monitor campus improvement plan (CIP) implementation. In other words, Assistant Superintendents attempt to conduct weekly or biweekly visits to each campus for which they are responsible. However, many of the principals interviewed during our review indicated that their Assistant Superintendent was on campus an average of once per month or less.

**(F5.B.4)** Assistant Superintendents indicated that they assist in coordinating staff development for their vertical teams. During the 1992-93 budgeting process, funds for staff development were deleted from central office and some fiscal resources were placed at the campus level. Overall, however, staff development funds were cut approximately \$600,000 over the 1991-92 budget. As a result, campuses have limited resources for providing staff development opportunities to teachers and other site-based staff. Individual campuses typically do not have enough funds to hire nationally recognized speakers to conduct staff development, so in some instances, principals, with the assistance of the Assistant Superintendents, have been pooling resources to retain these types of speakers. In addition, Assistant Superintendents work with other staff development resources in Austin, such as the Region 13 Educational Service Center and the University of Texas College of Education, to provide training opportunities for all personnel in their area, as well as individual schools. Often, staff development programs presented by Region 13 and the University of Texas are free or of little cost.

**(F5.B.5)** Assistant Superintendents identify and coordinate pilot projects for their areas in order to get additional resources for their schools. For example, Area 5 has two pilot projects underway; the Performance Management pilot in conjunction with University of Texas and the Results Based Management program in cooperation with TEA. Some District administrators and personnel expressed concern that the five Assistant Superintendents were beginning to "compete" for resources for their respective areas rather than coordinate the deployment of available resources, and as a result, a lack of equity among schools with respect to programs and resources may develop.

**(F5.B.6)** District administrators and personnel in the Curriculum Support Services and Business Support Services divisions indicated concern regarding the lack of coordination among the five Assistant Superintendents and their areas. The areas were often described as "five independent school districts within AISD." Each area appears, to some extent, to have its own curricular focus, staff development agenda, etc. with little centralized oversight. The lack of control partially stems from the current organizational structure of the school management function, which has the Assistant Superintendents for Operations at the same level as the Assistant Superintendents for Curriculum Support Services and Business Support Services and reporting directly to the Superintendent. There is no management position responsible for the day-to-day oversight of the five areas and the coordination of resources among them.

**(F5.B.7)** In April 1987, the AISD Board and administration developed a five-year Plan for Educational Excellence which provided for 16 Priority Schools whose student populations are predominately minority and from low-income families. The plan was created as the result of a student assignment plan which returned most elementary students to their neighborhood schools, as opposed to busing them for desegregation purposes. The Priority School campuses receive additional resources to assure that their students receive a quality education. Additional resources provided to Priority Schools include:

- Full-day pre-kindergarten classes
- A lowered pupil-to-teacher ratio across all grade levels
- Innovative funds to be used for instructional materials or classroom projects to improve student achievement
- Extra support staff including parent training specialists, full-time helping teachers, counselors and clerks
- Extra support and directives from the central office (including the Language Arts Mastery Program).

Funding for the Priority School initiative is an additional \$5.23 million over and above the regular District per pupil expenditure. An evaluation of the Priority School program by AISD's Office of Research and Evaluation (ORE) found that, with respect to the lowered pupil-to-teacher ratio, there was "no change or questionable effect" in grades 2 through 6. ORE gave the Priority School program an overall effectiveness measure of "+", meaning the program has had a positive effect. The lower pupil-to-teacher ratio accounts for \$3.73 million of the \$5.23 million in additional expenditures. Concerns were also raised about

other AISD schools which fit the profile of a Priority School with respect to the ethnicity and socio-economic status of the student population, but which do not receive additional staff or innovative funds like those provided to Priority Schools.

(F5.B.8) In general, AISD staffing levels are comparable with peer districts in the state, as illustrated in the table below. However, there are several staffing comparisons worth noting. With respect to school-based staffing, AISD site-based leadership staffing levels are slightly below the levels of most peer school districts. AISD has 2.3 site-based administrators per 1,000 students, compared to a peer district average of 2.5. AISD staffing levels for nurses are significantly below the levels of peer school districts. AISD ranks eighth in the ratio of nurses per 1,000 students, with 0.5, while peer group districts range from 0.7 to 1.0. Finally, AISD ranks first in the number of librarians per 1,000 students, with 1.4. Peer districts have between 1.0 and 1.3 librarians per 1,000 students.

**PEER GROUP STAFFING LEVEL COMPARISON\***

Position**	AISD Staff per 1000 Students	AISD Peer Group Rank	Peer Group High Staff per 1,000 Students	Peer Group Low per 1,000 Students
Site-based Administrators	2.3	6	3.0	1.7
Librarian	1.4	1	1.4	1.0
Counselor	1.6	5	2.0	0.2
Nurse	0.5	8	1.0	0.5
Teacher Aide	6.0	5	14.1	5.9
Library Aide	0.2	4	1.6	0.0
Site-based Secretary/Attendance	1.9	3	2.4	1.6
Secretary & Receptionist (Admin)	1.4	2	1.6	0.6
Bus Driver	6.7	2	6.8	2.0
Food Service Worker	7.6	6	11.3	6.3
Building Custodian	5.9	6	9.3	5.2
Maintenance Worker	1.7	4	2.9	0.3

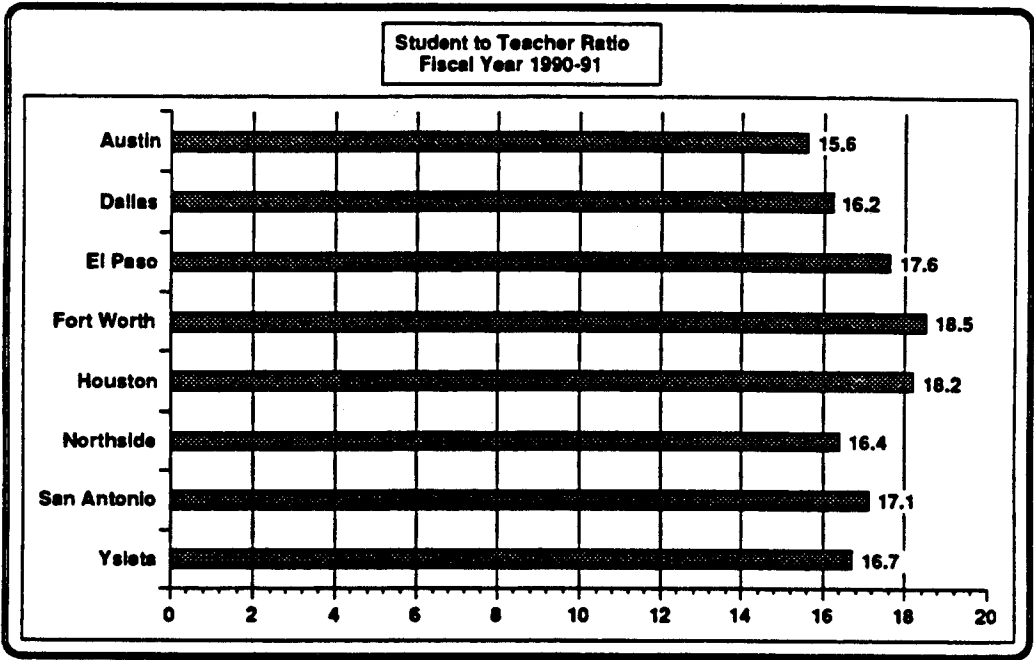
Source: Salaries and Benefits in Texas Public Schools, TASB/TASA, 1991-92

\* Peer Group members are Houston, Dallas, Fort-Worth, El Paso, San Antonio, Northside, Yaleta.

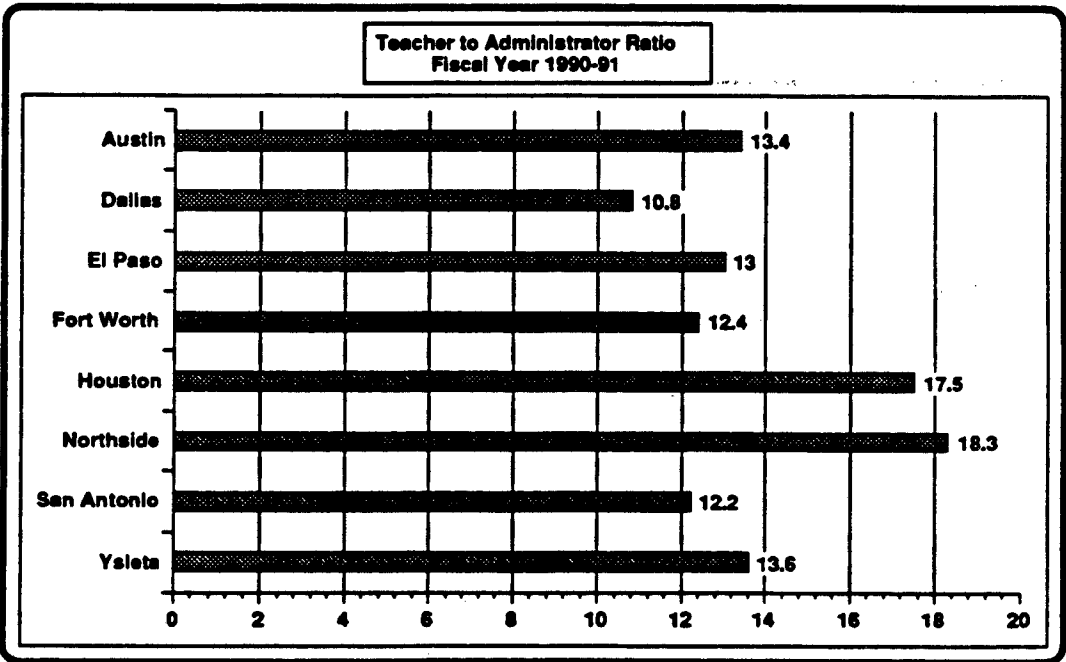
\*\* Some districts did not report the number of incumbents for all positions.

(F5.B.9) AISD staffing levels related to classroom teachers are higher than the levels of most peer school districts. As illustrated in Exhibit 5.B.2, AISD has a student-to-teacher ratio of 15.6, which is the lowest ratio among the eight largest districts in the state (the "Big 8"). The lower student-to-teacher ratios implemented in the Priority Schools is one factor which contributes to AISD's overall low ratio. In addition, Exhibit 3.A.3 in Section 3 shows that, for the 1991-92 school year, the percentage of AISD teachers dedicated to regular education programs was 55.6% compared to a comparative group average of 63.7% and state average of 71.5%. AISD had a higher percentage of teachers dedicated to special and compensatory programs (13.2% and 9.9%, respectively) compared to the peer group and state averages. Review of data relating to the ratio of teachers-to-administrators indicated that the District has the fifth lowest ratio at 13.4, while the average ratio among other districts in the Big 8 was 14.0.

# Staffing Ratio Comparison to the Big 8



Source: Snapshot, TEA, Spring 1992.



Source: Snapshot, TEA, Spring 1992.



**(F5.B.10)** Site-based management, or school-based improvement (SBI), has been implemented in AISD. Implementation has been phased in over the last three years, starting with 16 pilot schools in 1990-91, twelve additional schools in 1991-92 and the remaining schools in the current school year. All campuses were required to be site-based improvement schools in 1992-93 in order to comply with House Bill 2885, which mandates site-based management in all Texas school districts. Implementation of site-based management in the District is inconsistent, as the types of decisions and responsibilities which are delegated to the principals and Campus Leadership Teams are not clear. In addition, training related to SBI has varied dramatically over the three year phase-in effort. Principals and other staff who participated in the pilot programs in 1990-91 and 1991-92 indicated that they received adequate training (up to five full days of staff development) to implement SBI on their campuses, while principals who implemented SBI on their campuses this school year indicated they received little or no training. Implementation of the management concept could be compromised by the lack of a SBI plan and adequate training. Campus administrators and Campus Leadership Teams do not have a clear vision of ultimate goals and objectives or yardsticks by which to measure their achievement.

**(F5.B.11)** SBI is currently more of a concept than a practice in AISD with respect to certain administrative functions, such as budgeting and staffing. Most principals reported that they and their Campus Leadership Teams have little discretion over their budgets. School budgets are prepared centrally and then sent to the campuses after the District budget has been adopted. Campuses basically have to "make do" with the resources they are allocated and do not participate in a budget development process where local needs are communicated and prioritized. Principals and Campus Leadership Teams have discretion over the per pupil allocations given to schools for instructional supplies (approximately \$24 per pupil) and some capital items. Campuses also have little control over staffing levels, as the number of teachers and other support personnel are allocated by the Personnel Department. If a school wishes to "exchange" a staff resource for funds in another expenditure category, central office approval must be obtained, even if mandated staffing requirements are met. This approach to staffing may result in resource allocations which are inconsistent with identified needs and lacks focus on key deficiencies relating to student outcomes.

**(F5.B.12)** Assistant Superintendents and principals indicated that there is a lack of training on central office procedures. Training is not always conducted when changes in procedures are implemented and training for new principals (and other administrators) is sporadic. In addition, principals are not always provided with up-to-date policy and procedure manuals for central office functions which serve the campuses.

**(F5.B.13)** The District has implemented the Campus Improvement Planning (CIP) process, including guidelines related to the composition of the Campus Leadership Team. The CIP sets forth the goals and objectives of the school for the next year for areas such as instruction, school climate, staff development, etc. The Campus Leadership Team oversees the planning process and makes other types of SBI decisions. The Assistant

Superintendents review campus improvement plans for the schools in their area and provide the principals with constructive feedback on plan content. Planning practices vary from campus to campus and depend on each principal's leadership style. However, the CIP process is not linked with the budgeting process to ensure that the schools will have the budgetary resources required to implement their plans.

**(F5.B.14)** There is no formal program in the District for preparing individuals to become principals. Lack of succession planning and training of identified employees may force the District into a position of recruiting qualified principals from outside AISD rather than promoting from within the organization. This approach would likely result in higher recruitment costs and turnover of qualified staff due to a perceived lack of upward mobility.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

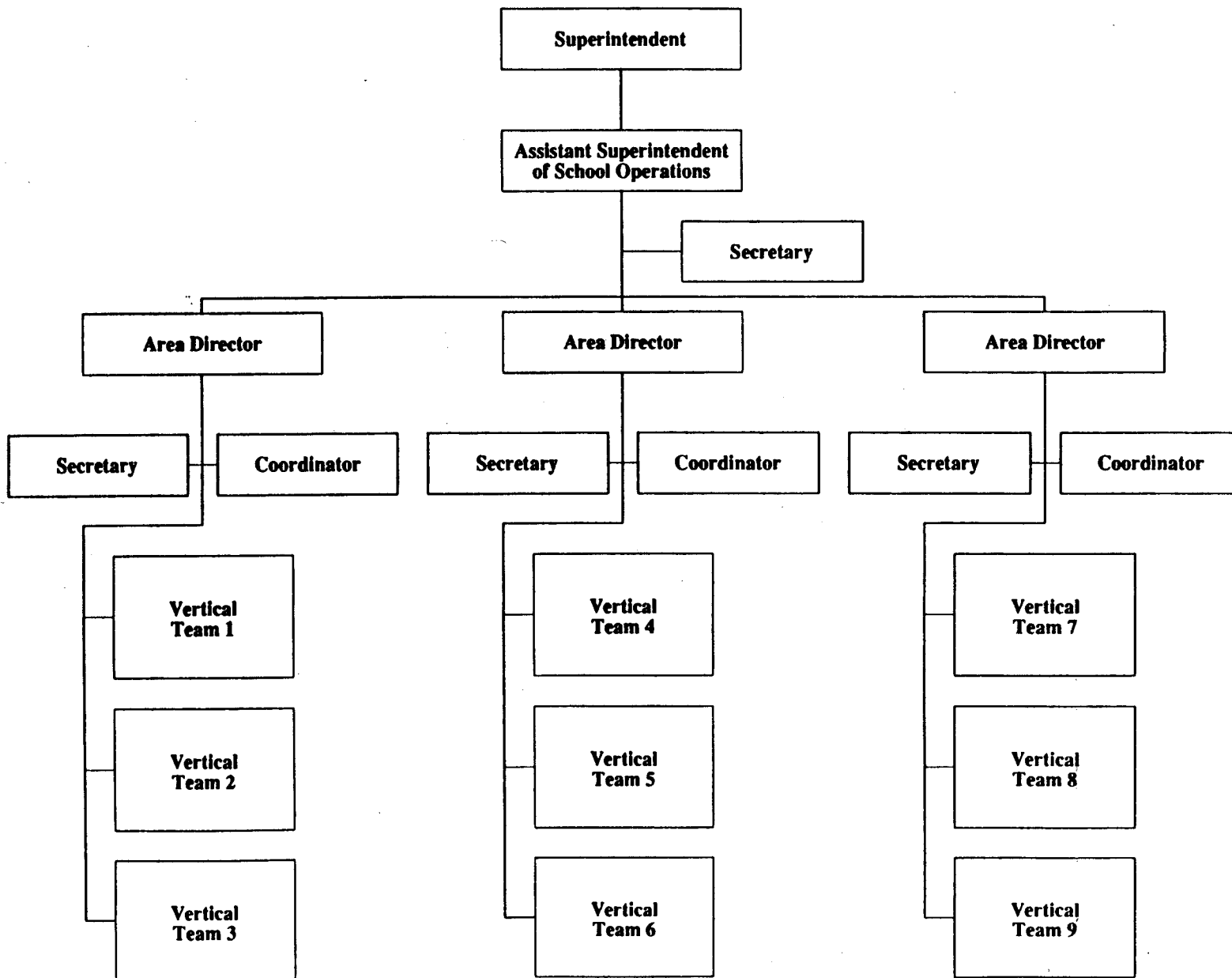
- **(C5.B.1)** Implementing the vertical team concept to provide more consistent educational services and curriculum continuity in grades K-12
- **(C5.B.2)** Utilizing resources such as the Region 13 Educational Service Center and the University of Texas as a cost effective means for presenting staff development programs, in light of reduced staff development funding

##### ***Recommendations***

We recommend that AISD:

- **(R5.B.1)** Implement organizational changes as reflected in Exhibit 5.B.3. The creation of only one Assistant Superintendent for School Operations will provide for coordination among the areas, as well as between the Curriculum Support Services and Business Support Services. Reducing the number of Directors (a reclassification of the Assistant Superintendent of Operations positions) will broaden their span of control to approximately thirty schools and provide for an equitable distribution of schools among the positions (assuming Facilities Planning and Utilization recommendation R9.A.1 is implemented), while preserving the vertical team structure. Having only one Assistant Superintendent responsible for coordinating central activities should result in additional time for the Director and Coordinator positions to spend on AISD campuses. The role of Director positions will be to monitor and evaluate the instructional programs and campus leadership for an assigned group of schools, while the role of the Coordinator position will be

# Recommended Organization Chart School Operations



to assist campuses in the implementation of their programs and coordinate central office resources, as appropriate. (F5.B.5, F5.B.6)

Note: Until the consolidation of high schools is achieved, the high school targeted to be closed should be included with the vertical team which will serve those students on a going forward basis. This will assist the students and staff in the transition to the new organization structure.

- **(R5.B.2)** Evaluate the resources dedicated to the Priority Schools to determine their impact on the program and cost effectiveness. Specifically, the high cost, low impact components of the Priority School program should be examined in light of the ORE evaluation. (F5.B.7)
- **(R5.B.3)** Conduct a review of site-based management and develop an implementation strategy and schedule for the delegation of additional responsibilities and decision making authority. Plan development activities should include:
  - Reviewing the current status of implementation of this management concept
  - Identifying problems, successes or failures in the implementation process and the reason(s) for each problem, success or failure
  - Researching successful site-based management programs in other Districts through research and/or site visits
  - Assigning responsibility for oversight and evaluation of site-based management to ensure accountability at the campus level. (F5.B.10, F5.B.11)
- **(R5.B.4)** Revise the CIP process and the school-based budgeting process in order to incorporate the two plans into one comprehensive plan for the schools. Campus improvement planning and budget development for the next school year should both occur during the previous spring. A comprehensive plan for the school will help ensure that realistic goals and objectives are set and resources will be available for implementation of the plan. (F5.B.13)
- **(R5.B.5)** Develop and implement an annual, on-going training program for principals and bookkeepers on central office practices and procedures, including accounting, budgeting, purchasing. The training sessions contain general information, as well as updates on specific procedural changes. (F5.B.12)
- **(R5.B.6)** Review the availability of resources for staff development efforts and develop a mechanism for identifying staff development needs throughout the District. The District should also investigate the opportunity to utilize more extensive staff development programs which are provided by other organizations, including local businesses, at little or no cost. Staff development is a particularly

critical activity to retaining staff and ensuring that they are well prepared to perform their daily tasks and responsibilities. (F5.B.4)

- (R5.B.7) Develop a program to identify and train current employees to become principals within the District. This should be accomplished through a structured organizational development and succession planning process which:
  - Identifies potential candidates for principalship
  - Provides a formal counseling and career planning process
  - Determines educational and training programs to meet developmental needs
  - Provides mentorship, coaching, counseling and career progression assessment. (F5.B.14)

### **Financial Implications of Recommendations**

- A reorganization of the school management administration would result in the following cost savings:
  - Reduction of one Assistant Superintendent position (\$84,800 in salary and benefits plus travel allowance of \$3,400 = \$88,200)
  - Reduction of two Director positions (2 X \$72,300 in salary and benefits plus travel allowance of \$1,500 each = \$147,600)
  - Reduction of one secretary (\$33,500 in salary and benefits)
  - Reclassification of three Assistant Superintendent positions to Directors (3 X \$10,700 = \$32,100)
  - Reclassification of three Director positions to Coordinator (3 X \$15,000 = \$75,000).

Total cost savings related to the reorganization are approximately \$376,400.  
(R5.B.1, F5.B.5, F5.B.6)

- The Priority Schools program costs AISD approximately \$5.23 million per year. By finding more effective ways of utilizing the resources currently being directed to the Priority Schools which have a low impact on student achievement, the District could save approximately \$2.0 million related to teaching positions through a reduction in the recruitment of new teachers. (R5.B.2, F5.B.7)
- The restoration of staff development funding would represent an investment of \$200,000 in 1993-94 and an additional \$200,000 in 1994-95. (R5.B.6, F5.B4)



***Educational Service Delivery***





## SECTION 6.0 EDUCATIONAL SERVICE DELIVERY

This section presents our findings, commendations and recommendations for each of the four components of the Educational Service Delivery section. The table below presents a description of the Educational Service Delivery section, its components and the performance measures which were examined.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>This system focuses on the Educational Service Delivery and general management and performance of the District in terms of the efficiency of the instruction and programs. Requirements for most of the programs are provided by the state and federal governments. The District is responsible for compliance with the state and federal mandates as well as implementation of effective educational service delivery to the students of the District.</p>
<p><b>COMPONENTS</b></p>	<p>A. Curriculum Services          B. Special Education          C. Special Projects          D. State and Federal Programs          E. School Support          F. Athletics          G. Teacher and Principal Survey</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Effectiveness meeting District educational needs with existing resources</li> <li>• Effectiveness/efficiency of program management</li> <li>• Level of service effort in each component in relation to District needs</li> <li>• Appropriateness of program management in terms of mandated requirements</li> <li>• Effective resource management</li> <li>• Coordination of programs with District operations</li> <li>• Effective/efficient curriculum modification procedures</li> <li>• Appropriateness of curriculum services organization and staffing in relation to District requirements</li> </ul>

## **COMPONENT A: CURRICULUM SERVICES**

### **1. Description of Component**

The Curriculum Services Department is responsible for coordinating the educational service delivery of the core curriculum components of the District. The core curriculum components consist of English/Language Arts, Science, Math, Fine Arts, Secondary Languages and Physical Education. The Curriculum Services Department's main duties include curriculum development, textbook adoption and staff development. In addition to managing the main program components, the Curriculum Services Department is also responsible for the supervision of the Library/Media/LRC and the Science Health Resource Center.

### **2. Summary of Findings from Existing Reports and Data Sources**

(F6.A.1) The following is a comparison of the Curriculum Services Department's budget for 1991-92 and 1992-93:

<b>Account</b>	<b>Budget</b>		
	<b>1991-92</b>	<b>1992-93</b>	<b>Variance</b>
Payroll	\$2,211,391	\$2,362,292	+6.82%
Purchased Services	\$265,011	\$258,255	-2.55%
Supplies	\$245,631	\$371,278	+51.15%
Operating Expense	\$421,724	\$443,001	+5.05%
Capital Outlay	\$138,077	\$340,350	+146.49%
<b>Total</b>	<b>\$3,281,834</b>	<b>\$3,775,176</b>	<b>+15.03%</b>

Source: AISD Budget for the Year 1992-93

This budget includes the Assistant Superintendent's Office, the Executive Director's Office and the individual Curriculum Coordinator's budgets.

Payroll increased primarily due to the addition of 37 instructors for the Instrumental Music/Dance and Choral and General Music/Fine Arts components. Supplies increased primarily because of general teaching materials expenditures. Capital outlay increased due to purchases of new technology and safety equipment in the Science component and increased expenditures in the Instrumental Music/Dance component. The Instrumental Music/Dance component's total budget alone increased 262.1% (from \$242,524 in 1991-92 to \$878,173 in 1992-93). The District reported that the increases in the Fine Arts budgets was due to a reorganization of the costs from the campus budgets to the central office budgets. Thus, it is difficult to ascertain whether these budgets changed from the previous year due to changes in certain expenditures' cost centers.

(F6.A.2) The following is a comparison of staffing levels for the Curriculum Services Department for 1991-92 and 1992-93:

Component	1991-92	1992-93	Variance
Curriculum Services Department	31.5	61.5	30.0

Source: AISD Budget for the Year 1992-93

The variance in staffing levels is the result of the increase of 37 positions for the Instrumental Music/Dance and Choral and General Music/Fine Arts components and a reduction of one director, one instructional coordinator and 6 central office secretaries in the Curriculum and Programs Department.

(F6.A.3) The following is a comparison of the Library/Media/LRC Departments budgets for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$318,212	\$318,212	0.00%
Purchased Services	\$274,188	\$290,358	+5.90%
Supplies	\$13,138	\$27,138	+106.56%
Operating Expense	\$2,253	\$1,687	-25.12%
Capital Outlay	\$8,386	\$272,487	+3,149.31%
<b>Total</b>	<b>\$616,177</b>	<b>\$909,882</b>	<b>+47.67%</b>

Source: AISD Budget for the Year 1992-93

Purchases increased due to increased projected Average Daily Attendance (ADA) figures for KLRU's instructional television programming (\$1.50 per ADA) and because of increased costs of delivery, pickup and purchases of books and media items. (Note: The Austin Media Production Services Department is a considerable benefactor of KLRU's instructional television programming services). Supplies increased because of increased purchases of office/data services supplies, periodicals and magazines and media supplies. Capital outlay increased significantly because of increased purchases of books and AV software to ensure compliance with TEA standards and due to the partial implementation of an automated library inventory and purchasing system.

(F6.A.4) The following is a comparison of staffing levels for the Library/Media/LRC for 1991-92 and 1992-93:

Component	1991-92	1992-93	Variance
Library/Media/LRC	11.5	11.5	0.0

Source: AISD Budget for the Year 1992-93

As shown above, staffing levels at the Library/Media/LRC did not change from the previous year.

(F6.A.5) The following is a comparison of the Science Health Resource Center's budgets for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$128,305	\$140,637	+9.61%
Purchased Services	\$790	\$1,600	+102.53%
Supplies	\$13,174	\$13,174	0.00%
Operating Expense	\$43	\$0	-100.00%
Capital Outlay	\$1,538	\$9,332	+506.76%
<b>Total</b>	<b>\$143,850</b>	<b>\$164,743</b>	<b>+14.52%</b>

Source: AISD Budget for the Year 1992-93

Payroll expenses increased due to increased clerical salaries while purchases increased for equipment repairs and the reproduction budget. Capital outlay increased because of microscope and computer purchases.

(F6.A.6) The following is a comparison of staffing levels for the Science Health Resource Center for 1991-92 and 1992-93:

Component	1991-92	1992-93	Variance
Science Health Resource Center	6.3	6.8	0.5

Source: AISD Budget for the Year 1992-93

Staffing consists of one manager for the center, one materials technician for the Science Materials Center (SMC), two and one third clerk/typists (SMC), one half-time lab technician in the Living Materials Center (LMC), one half-time lab assistant (LMC), one half-time custodian and one full-time driver. One half-time clerical position was added to Science Health Resource Center to provide additional administrative support for the center.

(F6.A.7) The Curriculum Coordinators are responsible for planning, coordinating and monitoring the instructional programs to ensure quality and compliance with state and federal laws and regulations. The Curriculum Coordinators are also responsible for developing curriculum and curriculum guides, staff development, improving instruction, communicating instructional information to the individual campuses and serving on district-wide committees such as the textbook adoption advisory committees. In short, the Curriculum Coordinators ensure the quality and educational service delivery of the curriculum programs to the District.

(F6.A.8) The Library/Media/LRC provides library and media services as well as teacher production and computer labs and materials processing services. The Library/Media/LRC is located at the old St. Johns Elementary School. Library services include instructional materials, computer software (some reproducible), professional journals, professional books, staff development kits and reference materials. Media services include basic graphics, photography, video and audio taping and audio visual equipment checkout. The teacher production lab offers laminating and graphics and equipment operation instruction. The computer labs

maintain IBM and Apple computers and contains a library of reproducible software. Materials processing services include library acquisition and cataloging services. The Library/Media/LRC also provides a preview center for textbooks up for adoption and staff development meeting space.

**(F6.A.9)** TEA guidelines require that districts maintain the following library books and audio visual supplies:

- Ten books per Average Daily Attendance
- Two audio visual items per Average Daily Attendance

Based on 1991-92 data, AISD has a 13.15:1 book-to-student ratio, but ten schools in AISD have book to student ratios that are lower than 10:1. The District estimated that approximately 28% of their current inventory of library books are outdated, according to TEA guidelines, and should be replaced. The District's book-to-student ratio, if outdated books are subtracted from the total inventory of library books in the District, is 9.43:1. AISD has a 5.11:1 audio visual item to student ratio. In addition, the District utilizes the media services of the Region 13 Educational Service Center for \$2.50 per Average Daily Attendance. AISD is allowed to count the media items at the Region 13 Education Service Center to calculate their audio visual items to student ratio for compliance purposes. The District estimated that approximately 36% of audio visual materials are outdated and, if subtracted from total audio visual supplies, would translate into a 322:1 audio visual item to student ratio. Thus, the District is still in compliance with TEA guidelines, despite having outdated audio visual materials. The District estimated that they would need approximately \$3.5 million for the 1992-93 school year to update the total number of outdated textbooks in the District. The District has since allocated approximately \$432,000 of 1983 excess bond money, \$236,000 extra local fund and additional money from Chapter 2 (\$500 per high school, \$350 per elementary school) to help the District meet TEA guidelines. We estimated that the District would need approximately \$598,000 to have their book to student ratio. ( $.57 \times \$15$  per book  $\times$  69,949 students) Thus, AISD has taken positive steps to remedy this situation.

**(F6.A.10)** The following table illustrates the amount per student spent on library materials by the five largest Districts in Texas for the 1990-91 school year:

District	Amount/Student
Dallas	\$20.93
Houston	\$19.89
Fort Worth	\$15.13
El Paso	\$8.99
Austin	\$5.98
State Average	\$14.60

Source: Texas Research League/The Dallas Morning News 4/14/92

As shown above, AISD spent the least amount on library materials of the five largest districts in Texas for the 1990-91 school year. For the current year, AISD has budgeted approximately \$5.00 per student for books and audio visual supplies and \$1.00 per student for all periodicals and supplies. The District reported that the average cost of library books is approximately \$15.00 per book. AISD's budget will allow the District to purchase an average of 22,000 books per year. Thus, it would take the District approximately 11 years to replace the outdated text books in the District if the present budget allocation of \$5.00 per student was held constant. This does not take into the fact that the \$5.00 per student budget is for audio visual materials, as well.

**(F6.A.11)** The Library/Media/LRC is in the process of implementing a fully integrated library automation system which will perform inventory control, circulation management and materials acquisition. At present, the District has implemented this new automated library system in seven schools (one high school, two middle schools, three elementary schools and the Library/Media/LRC). The District estimates that it will cost approximately \$2.1 to \$3 million to completely install the automated library system in all the District's schools. The District is implementing this new automated library system as funds become available.

**(F6.A.12)** The Science Health Resource Center consists of a Science Materials Center (SMC) and a Living Materials Center (LMC) and is located in the old Pleasant Hill School. The Science Materials Center is the central distribution point for teaching materials in the form of custom designed teaching modules which support AISD's hands-on elementary and secondary science curriculum. The Living Materials Center is the central distribution point for a wide variety of living plants, animals and microorganisms for classroom use. The center maintains 79 different science modules or 1,122 total science modules and provides 3,583 miscellaneous items such as bulletin prints, resource books, videos, laser disc sets and skeletons, as well as other items. The Center also provides 65 different living materials items to choose from. The center provides delivery/pickup service to all schools every other day. They employ one full-time driver to not only deliver science materials to the schools but also assist the Library/Media/LRC and the Gifted and Talented Education Program in picking up books and materials from

the schools. The District reported that they delivered 9,701 total science modules to all the schools within AISD for the 1991-92 school year.

### **3. Summary of On-Site Findings**

**(F6.A.13)** Central office staffing for the Curriculum Services Department consists of the following (see Exhibit 6.A.1):

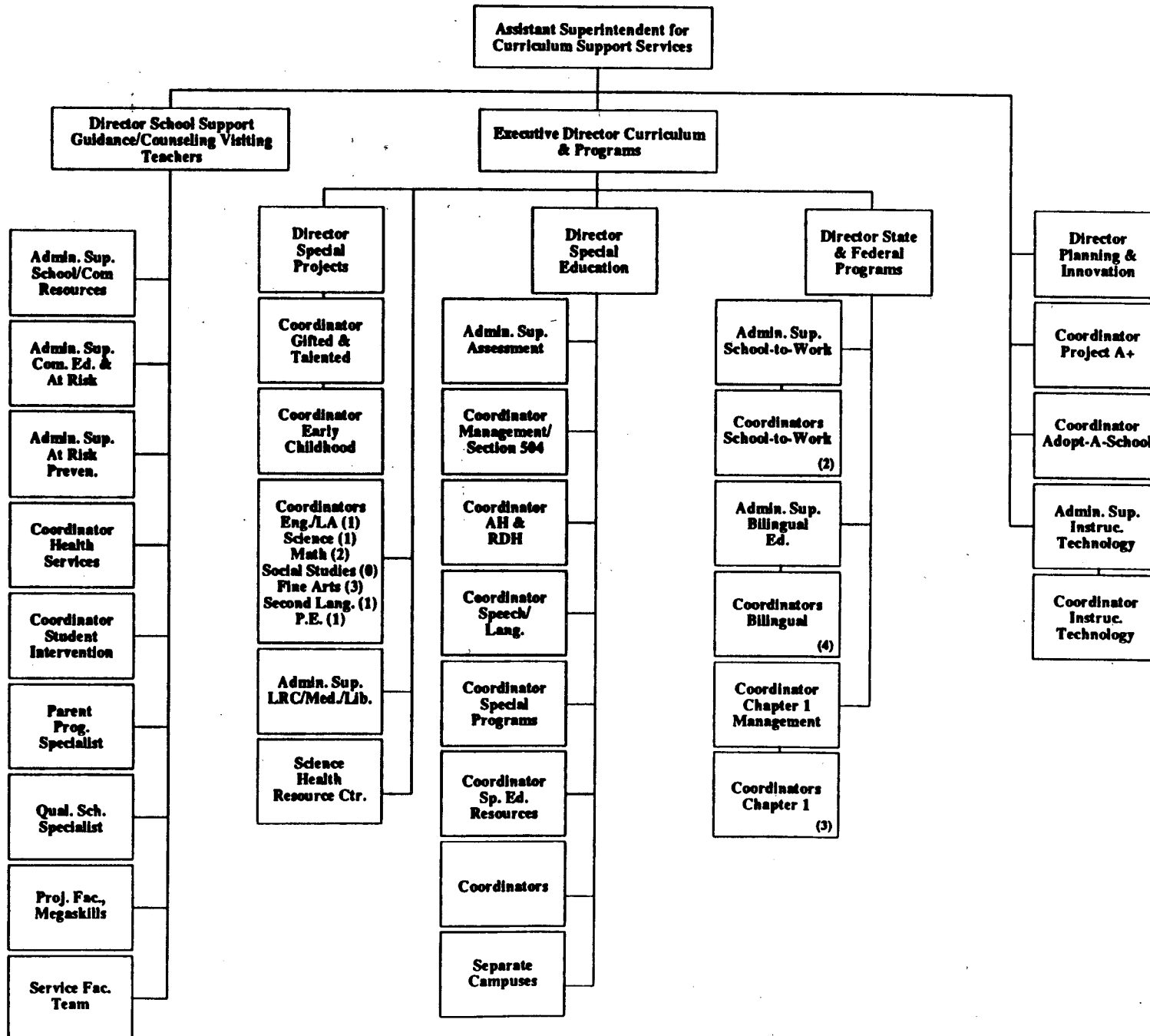
- One Executive Director to supervise the programs (also supervises the Special Education and the State and Federal Programs Department)
- Five Instructional Coordinators for the Core Curriculum Areas
- Four Instructional Coordinators for Special Curriculum areas: Fine Arts (3) and P.E. (1)
- Eight Support personnel

Central Office Administrators in the Curriculum Services Department were reduced by seven staff members from the previous year. These positions included one Director, five elementary Instructional Coordinators and one secondary Instructional Coordinator.

**(F6.A.14)** The change to the Site Based Improvement (SBI) concept and the implementation of the vertical teams has caused a number of problems for the Curriculum Services Department. There is no systematic and routine communication between area Assistant Superintendents and the Curriculum Services Department. In addition, communication among schools in the various areas is poor, and there is little standardization in terms of curriculum offerings. Assistant Superintendents do not routinely solicit assistance from the Curriculum Services Department. Courses are developed and implemented by campuses which may not meet TEA guidelines. The District does not have a handbook or catalogue of courses offered because curriculum is not managed collaboratively. There is no central process for coordinating the site-based curriculum changes and implementation of new curricular programs in the District, which may result in an unequal distribution of resources. The Curriculum Coordinators believe that campus based improvement needs central office coordination for Curriculum Development.

**(F6.A.15)** The Regular Education coordinators cannot provide in-class contact with teachers because of budget and personnel reductions in the central office. The coordinators do not hold meetings in the Curriculum Services Department on a regular basis. The Curriculum Coordinators are responsible for planning, conducting and implementing the staff development for the District. Academic areas are not receiving the support they need because the coordinators in the central office have been downsized. The central office has been trying to use teachers to perform the coordinator role but success has been limited because

# Current Organization Structure Curriculum Support Services



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stipends are not available. As a result of the losses in personnel and the implementation of site based management, the Department is performing patchwork curriculum development.

**(F6.A.16)** The District curriculum coordinators' experience and expertise is highly skewed towards secondary education. Management reported that, after several planned staff retirements this year, there will only be one Curriculum Coordinator that has an elementary education background. The District may need more balance in experience backgrounds in the curriculum areas to ensure that they can provide a uniform service level across the District.

**(F6.A.17)** The Curriculum Services Department does not have a Social Studies Coordinator and management reported that the District does not have any intention of filling the vacant post. In addition, the Curriculum Services Department has three Coordinators devoted solely to fine arts while Math, English/Language Arts, Social Studies, Science/Health and Secondary Languages have only five Coordinators. Thus, it appears that the Curriculum Services Department is unbalanced in terms of Curriculum Coordinators for the Core Curriculum Areas versus the Special Curriculum Areas.

**(F6.A.18)** A fourth Dyslexia program was implemented costing the District approximately \$136,000. Management questions the need for a fourth Dyslexia program.

**(F6.A.19)** The District receives a great deal of community input from staff, PTA's, businesses and patrons of the District in developing curriculum. These community resources are highly valued by the District. However, the Curriculum Coordinators sometimes believe that there is too much community involvement in this process.

**(F6.A.20)** Itinerant Music teachers assigned to more than one school receive the full stipend at each school. Thus, depending on the number of schools served, Itinerant Music teachers receive extra stipend monies while other teachers in the District such as Bilingual and Gifted and Talented instructors do not receive stipends. This is an inconsistent practice within the District.

**(F6.A.21)** The Library/Media/LRC appears to be a well managed Department given the budget constraints facing them. The Department is taking advantage of deep purchase discounts (as high as 41%) for books, installing a library automated inventory and purchasing system, offering library media services cheaper than the Region 13 Education Service Center and providing the District with a broad array of services.

**(F6.A.22)** The District reported that the Region 13 Educational Service Center studied the possibility of taking over the Science Health Resource Center's Living

Materials Center. This is the one area of overlap between the two centers. The Region 13 Education Service Center determined that they could not provide the same level of service to the District and be as cost effective as AISD's Science Health Resource Center. The District reported that the Living Materials Center requires approximately \$28,000 of their budget. This would translate into approximately \$0.41 per student while the Region 13 Education Service Center would charge \$0.50 per ADA. Thus, the District would have to pay more to receive a lower service level from Region 13 for the Living Materials Center. In addition, the Region 13 Education Service Center does not have the equivalent service of AISD's Science Materials Center.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend the AISD for:

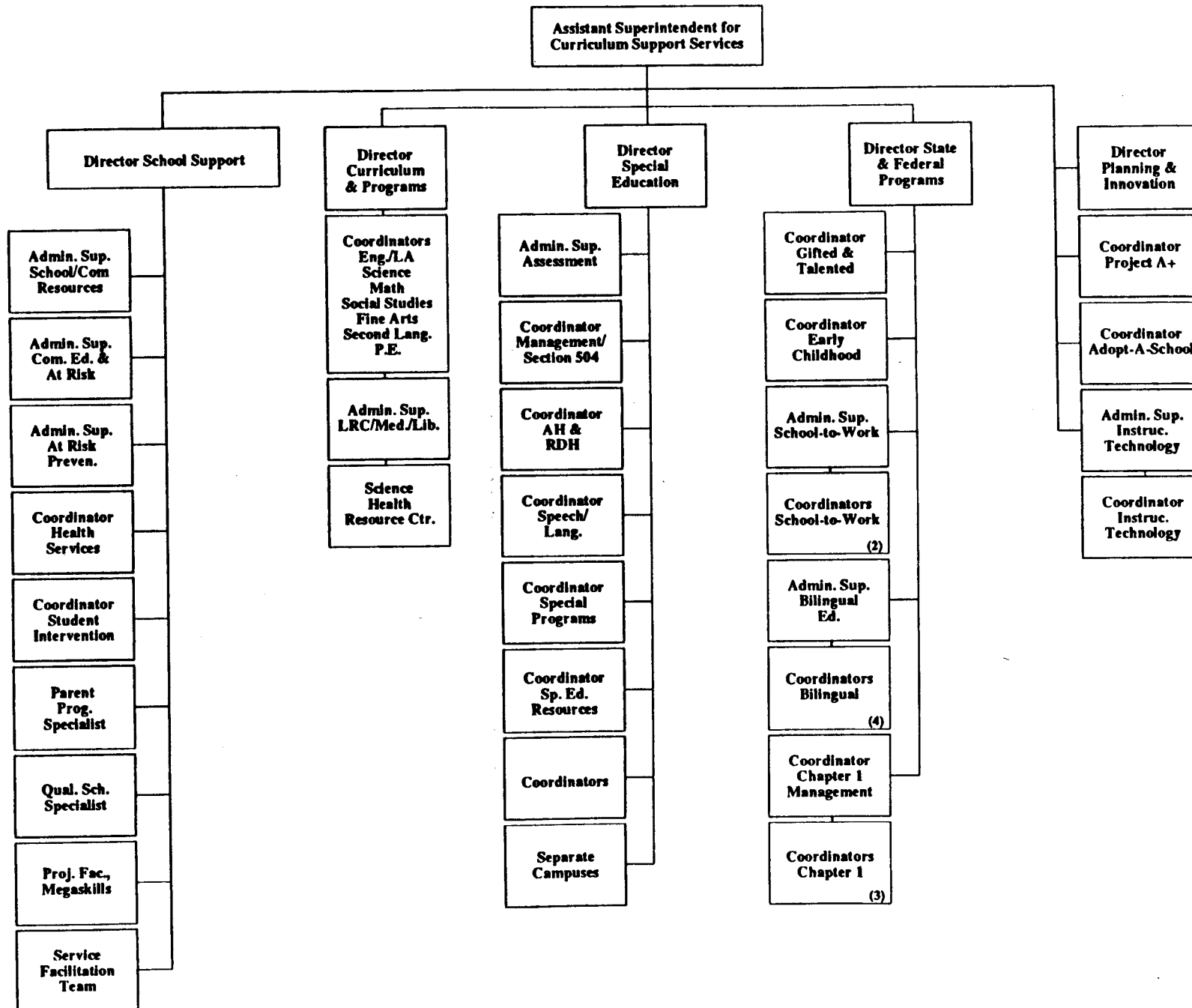
- **(C6.A.1) Providing a quality centralized library service to the District.**
- **(C6.A.2) Managing the Science Health Resource Center efficiently to provide a wide variety of Science and Health services to the District.**

##### ***Recommendations***

We recommend the AISD:

- **(R6.A.1) Reorganize the District as per Exhibit 6.A.2 to group externally funded components together in one department. This will facilitate better management of externally funded programs through better communication with the program's grant administrators and will ensure compliance with the state and federal laws and regulations.**
- **(R6.A.2) Conduct an intensive resource requirement analysis comparing required workloads to existing resources. This project should include the Curriculum Services Department, the Special Education Department and the State and Federal Programs Department. Utilize the results of this project to identify areas of which can be streamlined and areas which need additional central office administrators. The District needs to use the project's results to decide which areas absolutely need central administration and commit itself to providing stability in the management structure of those areas to ensure the educational service delivery is uniform across the five vertical teams in the District. (F6.A. 13-17)**

# Recommended Organization Structure Curriculum Support Services



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- **(R6.A.3)** Review the policy of providing multiple stipends to itinerant music teachers (teachers serving at more than one school). Hence, decide if extra duties warrant multiple stipends, given the fact that other instructors with extra duties, such as Bilingual and Gifted and Talented instructors, do not receive any stipend for their efforts. (F6.A.20)
- **(R6.A.4)** Investigate whether the Science Health Resource Center could charge individual campuses for use of the Center's resources. The fee could be tailored after the Region 13 Education Service Center's per student fee. While this essentially shifts the costs of the center to the users of the service, this policy may promote a restructuring of the Science Health Resource Center's services to only provide the District with essential resources. (F6.A.12, F6.A.22)

### **Financial Implications of Recommendations**

- If the District decides to obtain outside assistance to perform the resource requirement analysis for the Curriculum Services, Special Education and State and Federal Programs Departments, we estimate that this will cost \$75,000. Prior to doing this analysis, it is not possible to estimate the additional costs or savings related to the findings of this analysis. However, the results of this high level analysis may require the District to spend additional resources for Curriculum Coordinators, Special Education Coordinators and possibly other positions. (R6.A.2, F6.A.13-17)
- Elimination of multiple stipends could save the District approximately \$18,000 per year. (R6.A.3, F6.A.20)
- Charging individual schools for use of the Science Health Resource Center could result in an expenditure avoidance of at least \$90,000 if a restructuring of the department occurs. The services of the Science Health Resource Center would be borne by individual campuses using the services on a user fee basis and the Resource Center would face incentives to only provide the District with essential resources. While the District would have to budget for the Science Health Resource Center each year, the District may be reimbursed for this budget through the user fees charged to the individual campuses. The net effect of this recommendation is to shift the burden of the Science Health Resource Center to the Campuses budgets. Thus, the individual campuses would have to forego some of their resources (formerly spent on various items secured from outside vendors) to utilize the services of the Science Health Resource Center. (R6.A.4, F6.A.12, F6.A.22)

**COMPONENT B: SPECIAL EDUCATION**

**1. Description of Component**

The Special Education Program is responsible for providing comprehensive Special Education services including specialized instruction, equipment, materials and individualized planning and related services to each eligible student in the District as required by State laws and regulations.

**2. Summary of Findings from Existing Reports and Data Sources**

**(F6.B.1)** The following is a comparison of the Special Education Department's budget for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$8,211,929	\$8,410,122	+2.41%
Purchased Services	\$78,798	\$184,709	+134.41%
Supplies	\$182,314	\$217,041	+19.05%
Operating Expense	\$9,410	\$22,680	+141.02%
Capital Outlay	\$36,756	\$29,545	-19.62%
<b>Total</b>	<b>\$8,519,207</b>	<b>\$8,864,097</b>	<b>+4.05%</b>

Source: AISD Budget for the Year 1992-93 Compilation of 13 separate budgets

This is only a portion of the Special Education budget because the rest of it is reflected on the individual campuses budgets and from federal sources. The total budget for special education for the 1992-93 school year is approximately \$36.5 million.

The Special Education Department's budget has increased by 4.05%. Labor accounts for approximately 95% of this Department's budget. Purchases increased primarily for increased expenditures on consulting services and residential contracts. Supplies have increased because of increased expenditures on instructional materials and general supplies. Operating expenses have increased primarily because of increased expenditures for study trips and student travel.

**(F6.B.2)** The following is a comparison of staffing levels for the Special Education Department for 1991-92 and 1992-93:

Component	1991-92	1992-93*	Variance
Special Education	292.26	298.21	5.95

Source: AISD Budget for the Year 1992-93 \*Budgeted

Staffing levels reflect those staff included in the Special Education Department's local budgets, but not all staff from local sources. The Budgets illustrated above also do not include Special Education staffing on campuses or from federal

sources. The District reported that they have approximately 1,154.89 total staff members (1991-92 data) for the Special Education Department which is funded by federal, state and local sources. Local funds provide 1,074.76 personnel while external funds or federal and state sources provide 80.38 personnel to the District.

**(F6.B.3)** The Special Education Department serves approximately 9,100 students or about 12.4% of the students in AISD at approximately 90 regular campuses and 10 special campuses. The District's Special Education Program serves handicapping conditions which include the Learning Disabled, Emotionally Disturbed, Mentally Retarded, Speech Handicapped, Multiple Handicapped, Pregnant, Auditorially Handicapped, Orthopedically Handicapped, Visually Handicapped, Autistic, Deaf/Blind and Other Health Impaired handicapping conditions.

The following table illustrates 1991-92 data on the Special Education students in the District:

<b>Handicapping Condition</b>	<b>Number Served</b>	<b>% of AISD Population</b>	<b>% of Special Ed Population</b>
Learning Disabled	3,860	5.23%	42.29%
Emotionally Disturbed	1,624	2.19%	17.79%
Mentally Retarded	474	0.64%	5.19%
Speech Handicapped	2,267	3.08%	24.83%
Other Health Impaired	334	0.45%	3.66%
Multiple Handicapped	230	0.31%	2.52%
Auditorially Handicapped	114	0.15%	1.25%
Orthopedically Handicapped	132	0.18%	1.44%
Visually Handicapped	64	0.09%	0.70%
Autistic	30	0.04%	0.33%
<b>Total</b>	<b>9,129</b>	<b>12.39%</b>	<b>100%</b>

Source: Special Education 1991-92 Program Report

\*Programs are also provided for pregnant special education students and the deaf/blind, but current enrollment in these programs is zero.

**(F6.B.4)** The District follows TEA guidelines in admitting students to the Special Education Program. Teachers and parents can initiate a request to refer a student for Special Education Assessment. Information is gathered on the student which sometimes involves additional testing (i.e. vision/hearing screening). Local Support Teams (LST) are convened (within 10 days of the referral initiation) and student referral information is examined and program options are reviewed. The LST makes the decision to refer or not refer students for Special Education Assessment and the student is given comprehensive individual assessment services. An ARD (Admission, Review and Dismissal) Committee meeting is held (within 30 days after assessment) to admit or deny admission to the Special Education Program.

**(F6.B.5)** Special Education related services include Art Therapy, Adaptive Equipment, Audio Services, Corrective Therapy, Counseling Services, Medical Diagnostic Services, Music Therapy, Occupational Therapy, Orientation and Mobility, Physical Therapy, Psychological Services, Recreation Therapy, School Health Services, Social Work Services, Speech Therapy and Transportation. The following table illustrates the related services provided to the Special Education students for the 1991-92 school year:

<b>Related Services</b>	<b>Number Served</b>	<b>% of Special ED Population</b>
Art Therapy	0	0.00%
Adaptive Equipment	449	4.92%
Audio Services	135	1.48%
Corrective Therapy	2	0.02%
Counseling Services	588	6.44%
Medical Diagnostic Services	9	0.10%
Music Therapy	9	0.10%
Occupational Therapy	681	7.46%
Orientation and Mobility	48	0.53%
Physical Therapy	316	3.46%
Psychological Services	1,346	14.74%
Recreation Therapy	0	0.00%
School Health Services	13	0.14%
Social Work Services	650	7.12%
Speech Therapy	3,145	34.45%
Transportation	2,296	25.15%
<b>Total</b>	<b>9,687*</b>	<b>106.10%</b>

Source: Special Education 1991-92 Program Report \* Total larger due to overlap of services

**(F6.B.6)** Special Education services are delivered through instructional arrangements which include monitored classes, resource and itinerant teachers, partially self-contained and self-contained regular campus instruction, special campuses, homebound services, hospitals and community centers. The following table illustrates the instructional arrangements for the 1991-92 school year:

<b>Instructional Arrangement</b>	<b>Number Served</b>	<b>% of AISD Population</b>	<b>% of Special Ed Population</b>
Monitored Classes	101	0.14%	1.11%
Resource/Itinerant	4,517	6.13%	49.47%
Partially Self-Contained Self-Contained Regular Campus	3,716	5.18%	40.71%
Separate Campus	382	0.52%	4.18%
Homebound	94	0.13%	1.03%
Hospital	175	0.24%	1.92%
Community Center	0	0.00%	0.00%
Residential	0	0.00%	0.00%
<b>Total</b>	<b>9,129</b>	<b>12.39%</b>	<b>100%</b>

Source: Special Education 1991-92 Program Report

(F6.B.7) The Special Education Department has assigned staff within the five areas of the District and has assigned area teams to each of the areas to ensure they are meeting the Special Education needs of each area.

(F6.B.8) The District is currently undertaking the following special projects:

- Medicaid Reimbursement
- Implementation of Special Education Improvement Plans
- TEA Results Based Measurements
- State Study of Funding: Fair-Share Funding
- Projections for the 1993-94 School year
- Provisions for Extended Year Schools
- Legal Cases and Hearings.

### 3. Summary of On-Site Findings

(F6.B.9) Central Office staffing for the Special Education Department is as follows:

- One Director to supervise the program
- Four Administrators of four special campuses
- One Administrator for the Auditorially Handicapped
- One Administrator for the Speech Therapy
- One Psychologist Administrator
- Thirteen Instructional Coordinators
- Nine Support personnel.



This represents a reduction in staff of nine personnel from the previous year. Seven instructional coordinators and two support personnel were eliminated from the 1992-93 budget.

**(F6.B.10)** The State's proration system of allocating funds to districts has created great uncertainty for the Special Education Department and the financial planning of the District. The Special Education Department's budget is funded by federal, state and local sources. It represents approximately 14% of AISD's total budget. The Special Education Department's total Budget for the 1990-91 school year is as follows:

Source	Amount
Local	\$22,791,466
State	\$10,527,684
Federal	\$3,457,599
<b>Total</b>	<b>\$36,776,749</b>

Source: Special Education 1991-92 Program Report

Management reported that they expected \$27.6 million from the State, but due to proration, the State only provided \$10.5 million. The District had to cover this shortfall in funding with local dollars. Thus, proration causes the District great problems for budgeting and financial planning for the District.

**(F6.B.11)** Management reported that the administration of the Special Education Program is heavily driven by compliance duties. For example, Special Education students have to be evaluated every three years. New evaluations have take approximately one-third of the Assessment personnel's time while reevaluations take approximately two-thirds of their time. Another example is the ARD (Admission, Review and Dismissal) Committee meetings. Each Special Education student goes through approximately 2-3 ARD Committees meetings every year. Any change to a Special Education student's Individual Education Plan (IEP) must go through an ARD committee. The District reported that they hold approximately 20,000 ARD meetings and some 2,000 Local Support Team meetings per year.

**(F6.B.12)** The District reported that they have been successful in avoiding costly residential placements of students for the 1991-92 school year. The District estimates that residential placements cost the District between \$125,000-\$150,000 per child per year. The District has been able to avoid residential placement due to utilization of all Special Education Program options to meet these students' needs before residential placement is considered.

**(F6.B.13)** The District has developed a streamlined ARD form (three pages long) that is designed to provide the necessary information for the District to be in compliance with State laws and guidelines. The District works closely with TEA to obtain approval of the ARD forms before the District initiates use of the forms.

The ARD forms are filled out during an ARD meeting and this information is input into a mainframe file called the Special Education Management System (SEMS). This file is used to generate reports on students in the District to assist the Special Education Program administration. All schools have access to SEMS reports.

**(F6.B.14)** The District's Special Education Assessment administration estimated that they had a backlog of student assessments at the end of 1991-92 of about 300 students. This backlog was comprised of re-evaluations of Special Education students, due to the fact that the Special Education Assessment administration have to assess more students each year and assessments are not completed for students who cannot be located or have scheduling difficulties.

**(F6.B.15)** Generally, the District reported having a difficult time coordinating Special Education services in the District because of the management structure of School Operations (i.e. five areas). This management structure has resulted in more administration and more meetings to attend. This takes valuable time away from coordinating Special Education Services.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend the AISD for:

- **(C6.B.1)** Avoiding costly residential placements.
- **(C6.B.2)** Streamlining ARD forms to meet compliance needs of the District and automating reports on the SEMS system.

##### ***Recommendations***

We recommend that the AISD:

- **(R6.B.1)** Reorganize the Department as per Exhibit 6.A.2. (See recommendation R6.A.1 in Curriculum Services)
- **(R6.B.2)** Conduct a resource requirements analysis project to include the Curriculum Services Department, the Special Education Department and the State and Federal Programs Department. (See recommendation R6.A.2 in Curriculum Services). (F6.B.11, F6.B.14, F6.B.15)

### **Financial Implications of Recommendations**

- See Financial Implications for R6.A.2 in Curriculum Services for the costs related to a resource requirements analysis. (R6.B.2, F6.B.11, F6.B.14, F6.B.15)

**COMPONENT C: SPECIAL PROJECTS**

**1. Description of Component**

The Special Projects Department is responsible for introducing innovative teaching practices and managing the special program components of the District. The main special program components consist of the Gifted and Talented education program and the Early Childhood education program. The Special Projects Department also coordinates the District's textbook adoption operations, manages the entire accreditation process and assists in the administration of grants for the main program components.

**2. Summary of Findings from Existing Reports and Data Sources**

(F6.C.1) The following is a comparison of the Special Projects Departments budget for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$302,007	\$105,273	-65.14%
Purchased Services	\$51,200	\$21,900	-57.23%
Supplies	\$259,322	\$144,425	-44.31%
Operating Expense	\$34,643	\$72,328	+108.78%
Capital Outlay	\$8,627	\$7,627	-11.59%
<b>Total</b>	<b>\$655,799</b>	<b>\$351,553</b>	<b>-46.39%</b>

Source: AISD Budget for the Year 1992-93

The Special Projects Department's budget was reduced by 46.89% from the previous year. Payroll was reduced primarily due to the elimination of 4.5 positions and purchases have decreased because of reductions in the reproduction budget and funds for consultants. Supplies decreased because of reductions in instructional supplies and operating expenses increased to implement the Read and Recovery Program. This program is an early intervention, intensive reading program and currently funds ten teachers in ten Chapter 1 schools (one teacher in each school).

(F6.C.2) The following is a comparison of staffing levels for the Special Projects Department for 1991-92 and 1992-93:

Component	1991-92	1992-93	Variance
Special Projects	8.0	3.5	(4.5)

Source: AISD Budget for the Year 1992-93

Staffing levels were reduced by 4.5 Teacher/Planner positions in the Gifted and Talented education program.

**(F6.C.3)** The Gifted and Talented education program is a State mandated program designed to serve gifted students in kindergarten through 12th grade. It serves approximately 6,500 students at 90 schools in the District. The Program is responsible for the identification, program organization, curriculum development, staff development and parent/community involvement of the Program. The elementary portion of the Gifted and Talented Program is called the AIM (Ability, Interest and Motivation) High program while the middle and high school's programs are know simply as the Gifted and Talented programs. Students have the opportunity to be identified for the Gifted program each year through the identification process which consists of a students nomination (by teachers), screening and selection for the program. Individual campuses are responsible for identifying Gifted students and delivering Gifted and Talented educational services. The District's Gifted and Talented programs are as follows:

<b>Program</b>	<b>Grade</b>	<b>Emphasis</b>
Primary AIM High	K-2	General Intellectual Ability
Intermediate AIM High	3-6	Math, Language Arts Optional Programs: Leadership and Visual Arts
Gifted and Talented: Middle School	6-8	Math, Language Arts (6-8) Science (7-8) Social Studies (8)
Gifted and Talented: High School	9-12	Math, Language Arts, Science and Social Studies (9-12)

Source: Gifted/Talented Internal Documents

**(F6.C.4)** The State emphasizes that the District is responsible for providing educational services for gifted students. The District receives up to five percent of the Average Daily Attendance (ADA) from State sources to assist the development of Gifted programs. However, if more than five percent of the District's students are enrolled in Gifted and Talented programs, then these students must be serviced in Gifted programs as well. The Gifted and Talented program is funded by federal, state and local sources.

**(F6.C.5)**The Early Childhood Program is a State mandated, early educational program which primarily consists of four year old (Pre-K) and five year old (Kindergarten) students which satisfy one of the following criteria:

- Four years old by September 1 of the school year
- Economically disadvantaged as determined by eligibility for the free and reduced lunch program
- Limited English Proficient.

**(F6.C.6)** This component is responsible for program development, staff development, curriculum development, furniture and supplies acquisition, pupil

services and transportation. The Early Childhood program provides full day and half day instructional services to approximately 5,400 students in 66 different schools. The Pre-K program comprises the largest portion of this component. It serves approximately 2,400 students in 48 elementary schools and employs 140 teachers. Of these 48 elementary schools, 43 of them have Bilingual Pre-K programs, 2 have ESL Pre-K programs and 3 schools have regular Pre-K serving only economically disadvantaged students. All 48 schools have regular Pre-K education. Of the 140 Pre-K teachers, 57 of them are Bilingual Pre-K teachers, 15 of them are ESL Pre-K teachers and 68 of them are regular education Pre-K teachers. Full-day Pre-K programs are in all 29 Chapter 1 funded schools while half-day Pre-K programs are in 19 other schools. The Early Childhood program is primarily funded from federal-(Chapter 1 and 2), state and local sources.

**(F6.C.7)** The textbook adoption process involves literally hundreds of teachers and administrators in the District. Each year, the Official State Textbook Committee makes recommendations to the State Board of Education for specific textbooks and learning systems for review for possible State adoption. After they have been approved by the State Board of Education, lists of recommended textbooks and learning systems are provided to the individual districts for possible adoption. At the District-level, this process is outlined below:

- Appointment of an Official Textbook Committee before November 1 (Board appoints 5-15 committee members)
- Appointment of grade level Text Book Advisory Committees for the content areas up for review
- Initiation of contact with publishers of textbook materials
- Distribution of sample textbook materials to the Textbook Advisory Committees
- Coordination of instructional coordinators and departmental and grade level chairpersons of the Textbook Advisory Committees
- Presentation of state-adopted materials at Awareness Sessions so that teachers in the District can voice their opinions about materials
- Recommendation of adoption of textbooks to the Board by the Official Textbook Committee
- Adoption of adopted textbooks approved by the Board before a March Board meeting.

**(F6.C.8)** Three innovative projects that the Special Projects Department is currently working to implement are the:

- Reading Recovery program
- Mixed Age Groupings
- Extended Day and Years Program.

### **3. Summary of On-Site Findings**

**(F6.C.9)** Staffing levels for the central office Special Projects Department consist of the following:

- One Director to coordinate the special projects program
- One Coordinator for the Early Childhood education program
- One half-time itinerant Early Childhood specialist for curriculum implementation and to assist new teachers
- One secretary to provide administrative support to the Department
- One administrative assistant to assist with the Gifted and Talented Program.

Staffing is greater than what is indicated in the local budget of the Special Projects Department budgets because the Director and the Early Childhood Coordinator are funded from other sources.

**(F6.C.10)** The Gifted and Talented and Early Childhood educational components in the Special Projects Department are primarily funded by state and federal sources. These components could be better managed if they were a part of the State and Federal Programs Department because the majority of the State and Federal Programs and grants are managed in this area and control of these grants and programs could be better managed in one versus two departments. Management also reported there is no competitive grant writing for special projects or for curriculum development because of a lack of resources to perform these duties, even though there is a need for these monies in the Special Projects Department.

**(F6.C.11)** The Special Projects Department was created in April of 1992 as part of the reorganization of the District from an elementary/secondary to a Pre-K-12 education management structure. The reorganization of the District appears to have caused much confusion as to the function of each of the Curriculum Support components. The District has not adequately communicated to the campuses the new roles and responsibilities of the central office components. Campuses are requesting information from central office personnel as if the District had never been reorganized because they do not know who can help them. As a result, the Special Projects Department has to answer and redirect questions from the campuses regarding daily operations and information requests.

**(F6.C.12)** The District's ability to deliver Gifted and Talented educational services to students appears to be hampered by a lack of resources devoted to this component. The Gifted and Talented Coordinator's staff has been significantly reduced from 1992-93 and their budget has been reduced by 62.7%. As a result, the District's Gifted and Talented education program appears to be understaffed. The Gifted and Talented Coordinator coordinates approximately 850 Gifted and

Talented certified and uncertified teachers in the District. Central office administration reported that they are reacting mainly to requests for staff development from individual campuses rather than providing planned staff development. Thus, ensuring the local campuses follow the state mandated aspects of the Program, providing innovative curriculum materials and curriculum development services. Management also indicated that the District's move toward heterogeneous groupings has caused increased training needs for both Regular and Gifted and Talented teachers, but there are little resources available to train teachers. As a result, the District has hampered their ability to deliver Gifted and Talented educational services to its students.

**(F6.C.13)** The Gifted and Talented Coordinator and staff are not located in the central office administration building but rather located in an old elementary school away from central office. This has caused communication problems for the Gifted and Talented program with other curriculum areas in the District.

**(F6.C.14)** Management has worked closely with the Transportation Department to minimize the transportation needs of Pre-K students. Of the 48 schools with Pre-K programs, only nine schools require transportation. The Early Childhood program also performs cost/benefit analysis of setting up new early childhood programs versus busing and performs integrated curriculum development.

**(F6.C.15)** The Early Childhood program appears to need additional assistance to provide the District's Early Childhood programs with adequate staff development. There are 57 Bilingual and 15 ESL instructors for the Pre-K program out of 140 total teachers, but none of them are certified for the Early Childhood instruction. In addition, the District has only 1.5 full-time administrators to assist the program. The addition of a half-time Bilingual Early Childhood Specialist would lower the teacher to administrator ratio from 93:1 to 70:1 and would assist the staff development and certification efforts of the District.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend the AISD for:

- **(C6.C.1)** Working to minimize the transportation costs of the Early Childhood Program, performing financial cost analysis of the program to assist decision-making and developing an integrated curriculum.



## ***Recommendations***

We recommend that the AISD:

- **(R6.C.1)** Reorganize the District as per Exhibit 6.A.2 by moving the Gifted and Talented Program and the Early Childhood Program under the State and Federal Programs Department and assigning the textbook adoption and accreditation processes to the newly created position of the Director of Curriculum (formerly the Executive Director of Curriculum and Programs). The Director of Curriculum will supervise the main content areas, English/Language Arts, Math, Fine Arts, Secondary Language, Physical Education and the LRC/Media/Library and the Science Health Resource Center. See Recommendation R6.A.1 in Curriculum Services.
- **(R6C.2)** Conduct an intensive resource requirement analysis to include the Curriculum Services Department, Special Education and the State and Federal Programs Department. Examine the need for additional gifted and talented administrators and the need for a half-time Early Childhood Bilingual Specialist. See Recommendation R6.A.2 in Curriculum Services. (F6.C.11, F6.C.12, F6.C.15)
- **(R6.C.3)** Relocate the Gifted and Talented staff to the central office to foster better communication of the other curriculum components with the Gifted and Talented program. (F6.C.13)

## **Financial Implications of Recommendations**

- See Financial Implications for R6.A.2 in Curriculum Services for the costs related to a resource requirements analysis. (R6.C.2, F6.C.11, F6.C.12, F6.C.15, F6.C.13)

**COMPONENT D: STATE & FEDERAL PROGRAMS**

**1. Description of Component**

The State and Federal Programs component is responsible for the administration of categorical state and federal grant monies and programs which provide state and federal-mandated educational programs and services to eligible students. This component identifies eligible students, assists in the implementation of categorical programs and oversees the budgetary controls of these programs. The State and Federal Programs component also ensures that these programs are in compliance with state and federal laws and regulations. The main program components consist of the School-to-Work vocational education program, the Bilingual/English as a Second Language (ESL) education program and the Chapter 1 (Regular and Migrant) program administration.

**2. Summary of Findings from Existing Reports and Data Sources**

(F6.D.1) The following is a comparison of the State and Federal Programs Department's budget for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$1,605,440	\$1,770,482	+6.36%
Purchased Services	\$129,750	\$92,664	-28.58%
Supplies	\$181,904	\$221,257	+21.63%
Operating Expense	\$171,464	\$119,757	-30.16%
Capital Outlay	\$59,030	\$295,062	+399.85%
<b>Total</b>	<b>\$2,147,588</b>	<b>\$2,436,222</b>	<b>+13.44%</b>

Source: AISD Budget for the Year 1992-93

Supplies and capital outlay have increased significantly from 1991-92 to 1992-93 primarily because of increased spending on furniture and instructional equipment for the campus level School-to-Work vocational education programs. Budgeted supplies and instructional equipment include items for typewriter labs, home economics equipment, business office equipment and industrial technology.

(F6.D.2) The following is a comparison of staffing levels for the State and Federal Programs Department for 1991-92 and 1992-93:

Component	1991-92	1992-93*	Variance
State & Federal Programs	6.0	4.0	(2.0)
School-to-Work Program	21.0	19.0	(2.0)
Bilingual/ESL Program	14.0	8.5	(5.5)
Campus Bilingual/ESL	11.1	24.1	13.0
<b>Total</b>	<b>52.1</b>	<b>56.6</b>	<b>4.5</b>

Source: AISD Budget for the Year 1992-93 \*Budgeted

Staffing levels include some but not all of the teachers in the State and Federal Programs department budgets because of their different funding sources and inclusion in campus-level budgets.

(F6.D.3) Chapter 1 (Regular and Migrant) has a separate budget from the State & Federal Programs Department budget. The following is a comparison of Chapter 1 (Regular and Migrant) budget for 1991-92 and 1992-93:

Year	Budget		
	1991-92	1992-93*	Variance
Payroll	\$5,126,992	\$5,484,270	+6.97%
Purchases	\$59,750	\$49,740	-16.75%
Supplies	\$315,054	\$351,875	+11.69%
Operating Expense	\$54,023	\$66,374	+22.86%
Capital Outlay	\$226,947	\$120,000	-47.12%
<b>Total</b>	<b>\$5,782,766</b>	<b>\$6,072,259</b>	<b>+5.01%</b>

Source: AISD Budget for the Year 1992-93 \*Budgeted

Staffing for the Chapter 1 (Regular and Migrant) programs is as follows:

Component	1991-92	1992-93*	Variance
Chapter 1 Regular	155.33	168.00	12.67
Chapter 1 Migrant	6.15	5.25	(.90)
<b>Total</b>	<b>161.48</b>	<b>173.25</b>	<b>11.77</b>

Source: AISD Budget for the Year 1992-93 \*Budgeted

Payroll, supplies and operating expenses have primarily risen for Chapter 1 Regular funds because of the addition of five Pre-K teachers and four elementary teachers to serve Chapter 1 eligible students.

#### ***School-to-Work Program - Vocational Education***

(F6.D.4) The School-to-Work program is a vocational and career education program which is designed to serve the needs of students who want to either enter the work force after graduation or learn a skill while they are in school. It is a mandated program which is funded by federal, state and local sources and is offered in AISD's middle, junior high and high schools. The School-to-Work

education programs and services can be utilized by over 30,000 students at 27 campuses in AISD.

**(F6.D.5)** The percentage of students in AISD enrolled in vocational education programs (in grades 7 through 12) has fallen over the last three years from 16.5% in 1989-90 to 9.9% in 1991-92. This trend has continued in both comparative districts (17.9% in 1989-90 to 12% in 1991-92) and statewide (17.8% in 1989-90 to 13% in 1991-92).

**(F6.D.6)** The School-to-Work program in AISD consists of the following programs:

Program	Grade
Basic Vocational Education	9-12
Business Education	6-12
Home Economics	6-12
Individualized Vocational Education	9-12
Infant/Toddler Development Centers	7-8
Occupational Investigation	7-8
Office Education	10-12
Agricultural Science and Technology	7-12
Health Occupations	10-12
Industrial Technology	10-12
Marketing Education	10-12
Trade and Industrial Education	7-12

Source: School-to-Work Internal Documents

**(F6.D.7)** The following chart summarizes the staffing levels for the School-to-Work program at the middle, junior-high and high schools and the alternative learning centers in the District irrespective of the origin of their funding source:

School	Number of Staff
High School	111
Middle School	28
Junior High School	6
Alternative Learning Centers	6

Source: School-to-Work Internal Documents

**(F6.D.8)** The percentage of teachers in AISD who teach vocational education has fallen from 3.1% in 1990-91 to 2.8% in 1991-92. This trend has continued in comparative districts (4.0% in 1990-91 to 3.6% in 1991-92) and statewide (4.1% in 1990-91 to 4.0% 1991-92).

### ***Bilingual/ESL Education***

**(F6.D.9)** Bilingual education and English as a Second Language (ESL) education programs are mandated instructional programs funded by federal, state, and local sources. This component is designed to serve the special needs of students at the elementary and secondary level who are determined to be Limited English Proficient (LEP).

**(F6.D.10)** The following table illustrates historical statistics for Limited English Proficient (LEP) students in AISD:

#### **LEP STUDENTS IN AISD**

<b>LEP Students</b>	<b>1988-89</b>	<b>1989-90</b>	<b>1990-91</b>	<b>1991-92</b>	<b>1992-93</b>
<b>Total LEP</b>	4,870	5,173	5,699	6,802	7,438
<b>LEP Served</b>	3,417	3,518	4,234	5,205	6,469
<b>% Total Served</b>	70.16%	68.01%	74.29%	76.52%	86.97%
<b>K-1 Summer LEP</b>	650	684	746	844	N/A

Source: AISD Bilingual Education and ESL Board of Trustees Work Session, December 14, 1992

**(F6.D.11)** The demographic trends of AISD strongly support the need to provide Bilingual/ESL services in the District. In AISD, Hispanic students account for 35.6% of the District's total enrollment or approximately 25,693 Hispanic students. Of this amount, approximately 26.75% of these students have been determined to be Limited English Proficient. Thus, approximately 92.39% total LEP students are Hispanic. The total number of Limited English Proficient students in the District has increased at a compounded annual rate of 11.17% from 1988-89 to 1992-93. The number of LEP students served is less than the total number of LEP students in the District because parents are given the right to refuse Bilingual/ESL services for their children. The percentage of LEP students served in the District has increased significantly from 1988-89 as has the number of LEP K-1st graders served. Thus, there is an increasing need to provide Bilingual/ESL educational services to the growing number of LEP students in AISD.

**(F6.D.12)** Students designated as Limited English Proficient (LEP) are those students whose first language or dominant language spoken at home is a language other than English. AISD procedures for identifying students that are Limited English Proficient (or English Proficient) are as follows:

- Students are given the Home Language Survey for completion
- Students are administered the Oral Language Proficiency Test (OLPT)

- Students are administered one of the following designated standardized achievement test in addition to the Oral Language Proficiency test (OLPT):

Student/Grade Level	Type of Test
2nd - 12th Grades	California Achievement Test (CAT Test)
Secondary Students	Language Assessment Battery (LAB Test)
Transitional Students	Language Assessment Scales (LAS Test)

- Students are designated LEP or non-LEP by the Language Proficiency Assessment Committee (LPAC) within the first four weeks of the beginning of the school year.

**(F6.D.13)** AISD will exit a student from the Bilingual or ESL program and place them in regular education when they score greater than the 40th percentile on the National Academic Proficiency Test (NAPT) or achieve mastery of the TAAS test. The local Language Proficiency Assessment Committee (LPAC) formally reviews students for admission and dismissal from the Bilingual/ESL program.

**(F6.D.14)** The Bilingual education component focuses on regular instruction in the students native or dominant language in addition to providing the English as a Second Language instructional program. This dual language instructional format consists of language arts instruction and the regular content areas, science, math, and social studies. AISD particularly emphasizes reading and language arts in Bilingual education and also stresses multicultural activities during all the instructional components of Bilingual education.

**(F6.D.15)** According to state mandate, AISD must initiate a Bilingual program in a single grade whenever twenty or more students in one grade level have been identified as Limited English Proficient and who speak the same language other than English. Thus, certain Bilingual/ESL services must be "clustered" in one location and students bused accordingly to meet the needs of these students. AISD currently has bilingual programs for Spanish, Vietnamese, Korean and Chinese Limited English Proficient students.

**(F6.D.16)** English as a Second Language is a sub-component of the Bilingual Education program. It is a single language program conducted in English using instructional strategies to assist the learning of the English language. ESL is a special language program for Limited English Proficient students who do not need Bilingual education. It is a sequential and intensive language program that focuses on the communication skills for listening, speaking, reading, and writing. ESL programs currently serve students from over fifty different language backgrounds in AISD. At the secondary level, AISD has Bilingual programs in only two high schools and one middle school while the rest of the secondary level programs are ESL programs.

(F6.D.17) The following is a list of the Bilingual/ESL programs in AISD:

Bilingual/ESL Program	Grade Level
Spanish/English Education	Pre K - 6th Grade
Vietnamese/English Education	Pre K - 8th Grade
Korean/English Education	Pre K - 6th Grade
Chinese/English Education	Pre K - 6th Grade
English as a Second Language	Pre K - 12th Grade
Transitional Bilingual Education	6th - 12th Grade
Newcomers Program (Title VII Grant)	9th - 12th Grade

Source: AISD Bilingual Education and ESL Board of Trustees Work Session, December 14, 1992

(F6.D.18) The following table summarizes the number of Bilingual and ESL certified staff for the Bilingual/ESL Education component for the 1992-93 school year:

Year	Bilingual Teachers	ESL Teachers
Pre-K	56	13
K	56	63
1	80	60
2	54	50
3	51	56
4	63	47
5	37	46
6	8	2
6-12	33	97
6-12	0-Special Education	13 Special Education
<b>Total</b>	<b>438</b>	<b>445</b>

Source: AISD Bilingual Education and ESL Board of Trustees Work Session, December 14, 1992

(F6.D.19) The percentage of Bilingual/ESL teachers in AISD has increased from 8.4% in 1990-91 to 12% in 1991-92. This trend has continued in the comparative districts (10.6% in 1990-91 to 12.1% in 1991-92) and statewide (5.4% in 1990-91 to 6.1% in 1991-92).

### ***Chapter 1 Program - Regular and Migrant Education***

(F6.D.20) Chapter 1 (Regular and Migrant) is the largest federally funded compensatory education program for elementary and secondary schools. The focus of Chapter 1 funds is on low achieving students and disadvantaged children. In AISD, Chapter 1 provides funding for 29 elementary schools which have high concentrations of economically disadvantaged students. Economically disadvantaged students are determined by their eligibility for the free and reduced lunch program.

**(F6.D.21)** Chapter 1 funding is allocated to the state based on the number of low-income children in the state and on its per-pupil expenditures on education. TEA currently uses 1980 census data to calculate the numbers of low income children in the state. AISD expects that TEA will use the 1990 census data for the 1993-94 school year. Management reported that this will increase their Chapter 1 funding allocations but the magnitude of this increase could not be estimated.

**(F6.D.22)** The Chapter 1 program is administered by TEA and is implemented by AISD. It is up to AISD to allocate Chapter 1 funds among the eligible schools within the District. Schools in AISD are responsible for expending these funds within the school year and to ensure that these expenditures are in compliance with the scope of the Chapter 1 grants purpose.

**(F6.D.23)** AISD has targeted 29 elementary schools with high percentages of economically disadvantaged students to receive Chapter 1 (Regular and Migrant) funding. Chapter 1 Regular education funds are used for schoolwide projects in 18 elementary schools, supplementary teachers for 9 elementary schools and Pre-K programs in 27 elementary schools in AISD. All 16 Priority schools in AISD, which are schools that receive additional funding to enhance their instructional programs and to lower their pupil/teacher ratios, receive some form of Chapter 1 funding.

**(F6.D.24)** Chapter 1 Migrant education funds provides supplementary instructional services for migrant students at 9 elementary schools and supplementary health services for eligible migrant students in the District.

### ***Other Programs***

**(F6.D.25)** The State and Federal programs component also manages the Chapter 2 Formula Program, Priority Schools, State Compensatory Education Programs as well as other smaller programs and grants.

## **3. Summary of On-Site Findings**

### ***State and Federal Programs***

**(F6.D.26)** Central office staffing for the State and Federal program consists of one director to supervise the program, one accounting clerk to provide financial support and one secretary to provide administrative support for the program.

**(F6.D.27)** Our on-site work indicated that the District is not adequately managing their allotted state and federal grant monies. We found that from 1990 to 1992, total state and federal grant monies returned by the District amounted to approximately \$1.1 million. Of this amount, the largest portion of grant monies



returned was the Federal Vocational Education grant, which totaled \$474,386 for 1991 and 1992. Management reported that the primary reason that they could not spend these monies in time was because they could not meet the state and federal deadlines to prove receipt of the purchased items as a result of delays in processing requisitions through the PREQ system. This is a particularly troubling lapse, given that technical job opportunities are forecasted to comprise the majority of employment opportunities in the next two decades..

**(F6.D.28)** The District does not have a centralized grant writing function and does very little competitive grant writing. AISD currently has individual grant writing efforts at the central office and campus levels, but there is no centralized grant writing coordination. As a result, the District is foregoing an opportunity to obtain competitive grant monies from state and federal sources and private foundations. Management reported that, if they had a true centralized grant writing function, the District would have a reasonable chance to compete for approximately \$1.5-\$3.0 million of competitive grant monies which do not require District matching funds. These estimates are based on an initial list of eight grants which have given grants to school districts in the past and management's judgment that they have a reasonable chance of obtaining them. The lack of a centralized grant writing function in the District has also caused a great deal of wasted time and resources because individual schools are applying for grants for which they are not eligible and they are competing against other schools in the District for the same grant monies. In addition, schools are not properly trained in grant writing or developing grant budgets which include all the direct costs of the grant. A centralized grant writing function which specialized in grant writing, grant research, direct cost budgeting and grant administration would greatly help the District to manage its state and federal grants more effectively.

**(F6.D.29)** Management indicated that there are significant problems in expending grant monies which have been changed from one expenditure function to another in a timely fashion. This process is slow because expenditures of this type require Board approval (as per Bulletin 679) and may have to go through the bid process if it is a non-routine purchase. Board approval requires getting on the Board agenda, which could take two to four weeks, and further delays may occur because the Board may question the change in functional expenditure category. In addition, the bid process could take as long as six weeks to complete, depending on the type and dollar amount of the purchase.

**(F6.D.30)** Purchase requests for Federal grant monies cannot be generated on the automated PREQ (Purchase REquisition) system. Thus, all purchase requests and purchase orders are generated manually, which is slower, less efficient and more costly to the District due to the labor intensive nature of manual purchase requests and purchase orders.

**(F6.D.31)** The reorganization and downsizing of the central office has caused a number of problems for the State and Federal Programs administration. Management indicated that there is no effective way to communicate with the five area assistant superintendents. This hinders the coordination of the grant programs and compliance duties of the District. While the State and Federal Programs staffing has remained intact because their funding does not come from local sources, lines of responsibilities and duties have been blurred to the extent that administrators do not have a clear idea of what their grant writing/administration roles and responsibilities are in relation to other departments and campuses.

### ***School-to-Work Vocational Education***

**(F6.D.32)** Central office staffing for the School-to-Work program consists of one administrative supervisor, two coordinators and two clerical support staff. The administrative supervisor coordinates the program while the coordinators manage the implementation of the Districts vocational educational services. The clerical staff provides administrative support to the supervisor and coordinators.

**(F6.D.33)** Grants administration for certain federal vocational monies is ineffective. Over the past two years, the District has returned approximately \$474,386 (\$348,283.51 in 1991-92 and \$126,103.12 in 1990-91) of Federal Vocational Education grant money because the District could not spend this money within the school year. While part of the problem appears to stem from the State allocating additional funds to the District late in the school year, the primary reason these monies were not spent was because of the District's lack of fiscal planning. The District should have the capability to spend this money in a timely fashion.

**(F6.D.34)** The School-to-Work program administration is working to implement new vocational educational programs such as the Tech Prep program to enhance their vocational education service design and delivery. Tech Prep is a plan funded by the federal government to create a better-qualified work force in the United States. Tech Prep employs work related methodologies to teach rigorous math, science and communications skills in concert with technical training and work-related experiences. Tech Prep is designed to give students the skills they need to survive in today's changing work force while allowing them to attain higher level training, immediate work in marketable occupations, or pursue the option of going to college. The program would be four years in duration, and would encompass the last two years of high school and two years of post-secondary training.

**(F6.D.35)** The School-to-Work program had vocational education counselors at each of the high schools to counsel students on their vocational education alternatives, but these positions were eliminated for the 1992-93 school year because of budget constraints.

**(F6.D.36)** The School-to-Work program utilizes a great deal of community resources to supplement their vocational education service design and delivery. Some of these community resources are as follows:

- Chamber of Commerce
- Seton Hospital
- Brackenridge Hospital
- VICA (Vocational Industrial Clubs of America)
- VOCT (Vocational Opportunity Clubs of Texas)
- Cooperative agreements and programs
- East Texas State University

**(F6.D.37)** The School-to-Work administration meets with the local Quality Work Force Planning Committee (Capital Area Work Force Alliance) on a quarterly basis to facilitate the development of an integrated delivery system for education and training based on the labor market demands and to identify future trends in the job market. This committee represents a partnership among employers, educators and training providers and consist of 40-50 members representing education, business and industry, economic development, government and other interested parties. Currently, the AISD Vocational Education Coordinator is a member of the executive board of the committee. The goal of the Capital Area Work Force Alliance is to link the education and training needs of current and future employees with the current and future needs of business and industry. The School-to-Work administration works to tailor their vocational education programs and services to meet the future needs of the job market, based on priority occupation lists developed by the Capital Area Work Force Alliance, the Smart Jobs Plan and the State Board of Education.

### ***Bilingual/ESL Education***

**(F6.D.38)** Central office staffing for Bilingual/ESL education consists of the following:

- One administrative supervisor
- Five bilingual coordinators, one for each of the five vertical teams
- One secretary
- One part-time compliance administrator
- One part-time clerk

**(F6.D.39)** The fifth bilingual coordinator position has been budgeted but not filled. Management indicated that the fifth position was not filled because the early retirement program caused a shortage of funds. Thus, the fifth vertical team is shared by the other four coordinators.

**(F6.D.40)** The District has begun to look at disaggregated test score data, test scores broken down by ethnicity, to compare minority to non-minority performance. This practice will promote a greater awareness of the problems and needs of minority students.

**(F6.D.41)** Bilingual/ESL management indicated that it is difficult to coordinate effective bilingual educational services to the campuses. Central office employees are not asked to participate in all of the vertical team meetings, which makes it difficult to communicate to each of the teams about Bilingual/ESL education programs and related compliance issues.

**(F6.D.42)** The Bilingual/ESL administration makes its best effort to serve students in their home schools rather than bus students to other campuses. AISD currently only buses between 200 and 250 students to other campuses for "clustered" Bilingual/ESL services.

**(F6.D.43)** The Bilingual/ESL program utilizes the alternative certification services of the Region 13 Educational Service Center to get teachers certified in Bilingual/ESL services.

### ***Chapter 1 Program Management***

**(F6.D.44)** The central office staffing for the management of the Chapter 1 program consists of the following:

- One coordinator to oversee the Chapter 1 program management
- Three coordinators to implement the program and assist with compliance and training of Chapter 1 personnel
- One clerk to assist with bookkeeping
- One secretary to provide administrative support to the program.

**(F6.D.45)** Chapter 1 program management admitted that they cannot expend all of the funds allocated to them within the school year because the individual Chapter 1 schools are responsible for initiating purchase orders for their budgeted Chapter 1 allocations (Chapter 1 has a 15% rollover feature which allows AISD to rollover 15% of the previous year's total Chapter 1 allotment to the next year). Central office monitors these funds on a monthly basis and relies on the individual schools to insure that they are purchasing items which are in compliance with Chapter 1 guidelines. Thus, there appears to be inadequate financial and management controls of Chapter 1 funds in regard to the timing and the types of expenditures. This could have adverse implications for the District as the penalty for being out of compliance with Chapter 1 expenditure regulations is to return funds to TEA which have been applied inappropriately and then spend local funds to cover the costs. AISD has not had a recent Chapter 1 compliance audit. Management also complained that the procurement process was extremely slow because the number

of approvals needed to expend grant monies can require as many as four different approvals, depending on the dollar amount of the expenditure. This further inhibits the Districts ability to expend grant monies in a timely fashion.

**(F6.D.46)** The District is implementing the Reading Recovery program in the some of the Chapter 1 schools. The Reading Recovery program is a non-remedial early intervention program for at-risk first graders before they experience failure. This program targets students who are in the lowest 15%-20% of their class. The Reading Recovery program is based on the assumption that intensive, high quality assistance during the early years of schooling is the most productive investment of resources. At present, ten schools in AISD have implemented this program. They are as follows:

- Brooke
- Widen
- Lindner
- Govalle
- Metz
- Harris
- Andrews
- Woolridge
- Ortega
- Zavala

The District initially implemented this program with the help of the Round Rock ISD. The Round Rock ISD provided the services of their teacher/leaders who were trained to train others in the Reading Recovery program, to train AISD's teachers. The District has two teacher/leaders being trained in the Reading Recovery program at the Texas Woman's University. These teacher/leaders will return to the District to train additional Reading Recovery teachers in August 1993. The District plans to train 24 additional Reading Recovery teachers for the 1993-94 school year.

The program is based on the work of Dr. Marie Clay, a psychologist and educator from New Zealand. The program focuses and builds on children's strengths beginning with what they already know about reading and writing. Each student's subsequent lesson is built upon what occurred in the previous lesson. The Reading Recovery program's intent is to help students learn strategies used by successful readers so that they can become independent learners. The Reading Recovery program has had an average success rate of approximately 85%.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C6.D.1) Utilizing community resources to supplement the design and delivery of the vocational educational services to meet the future vocational needs of the District**
- **(C6.D.2) Researching and implementing innovative educational programs such as the Tech Prep model for vocational education and implementing the Reading Recovery program for Chapter 1 program supplementary services.**
- **(C6.D.3) Calculating disaggregated test score data for minority students**
- **(C6.D.4) Making their best effort to serve Bilingual/ESL students in their home schools**

##### ***Recommendations***

We recommend that AISD:

- **(R6.D.1) Implement a central grant writing/central clearing house for all grant writing efforts in the District. The function of this central grant writing component would be to pursue competitive grants and to coordinate the technical aspects of grant writing and grants administration districtwide. This centralized grant writing/grant clearing house component would also be responsible for grant research and direct cost budgeting for grants to ensure that the District strategically pursues and prepares grants in a professional manner.(F6.D.28, F6.D.33)**
- **(R6.D.2) Review the planning and control of the District's grants administration process and implement financial management and fiscal practices to ensure that grant monies are spent within the school year and are expended in compliance with the grants guidelines. This would involve streamlining the approval process for state and federal grant expenditures. These procedures should include a system to hold grants administration personnel accountable for missed opportunities and non-compliance with state and federal guidelines. (F6.D.27, F6.D.29, F6.D.33, F6.D.45)**
- **(R6.D.3) Review the state and federal grants budgeting and expenditure process when budgeted items are changed from one functional expenditure category to another and implement measures which would speed up the grants expenditure process. The District should investigate whether TEA**

would allow minimum dollar amount above which the Board has to approve functional category expenditure changes. A second option is to hold special school board meetings to approve state and federal grant expenditures. These measures would speed up the approval and expenditure process for all functional category expenditure changes. (F6.D.29, F6.D.33, F6.D.45)

- **(R6.D.4) Include federal grant monies on the PREQ (Purchase REquisition) system to speed up the expenditure and procurement process of federal grant monies. (F6.D.30)**
- **(R6.D.5) Reorganize the District as per Exhibit 6.A.2. and perform a resource requirement analysis as per R6.A.1 and R6.A.2 in Curriculum Services. (F6.D.31)**
- **(R6.D.6) Include Bilingual, Vocational Education and Chapter 1 staff in the vertical team meetings to facilitate better communication between campuses and central office and to ensure that the educational service delivery is applied evenly across the District. (F6.D.31, F6.D.41)**

#### **Financial Implications of Recommendations**

- **Implementation of new financial management and fiscal practices to the state and federal grant administration practices, based on past opportunities lost, would provide an additional \$550,000 per year for various grant programs and would assist the District's programs in expending funds received in the future in a more timely manner. (R6.D.2, F6.D.27, F6.D.29, F6.D.33, F6.D.45)**
- **Implementation of a central grant writing administration should provide additional funds to the District of approximately \$1 million in 1993-94 and an additional \$1.5 million in 1994-95 based on AISD estimates. Approximately \$125,000 per year would be required to provide for the salaries, benefits and expenses of two grant writers and an administrative secretary. The investment may be less because some grants will provide funds to cover the direct administration costs of the grant. (R6.D.1, F6.D.28, F6.D.33)**

## COMPONENT E: SCHOOL SUPPORT

### 1. Description of Component

School Support includes the management and coordination of health and social services for students. Further, School Support Services focuses on identifying problems that may impact a student's school performance and social adjustment.

### 2. Summary of Findings from Existing Reports and Data Sources

(F6.E.1) School Support at the District is organized within the School Support Services Department under the Director for School Support Services. Exhibit 6.E.1 provides an overview of the Department with respect to organizational structure and staffing levels. The Department includes:

- Counselors and guidance program
- Visiting teachers
- Health services
- Community Education and At-Risk Recovery Programs
- At-Risk Prevention/Intervention Programs
- School-Community Services
- Parent Programs
- Student Intervention

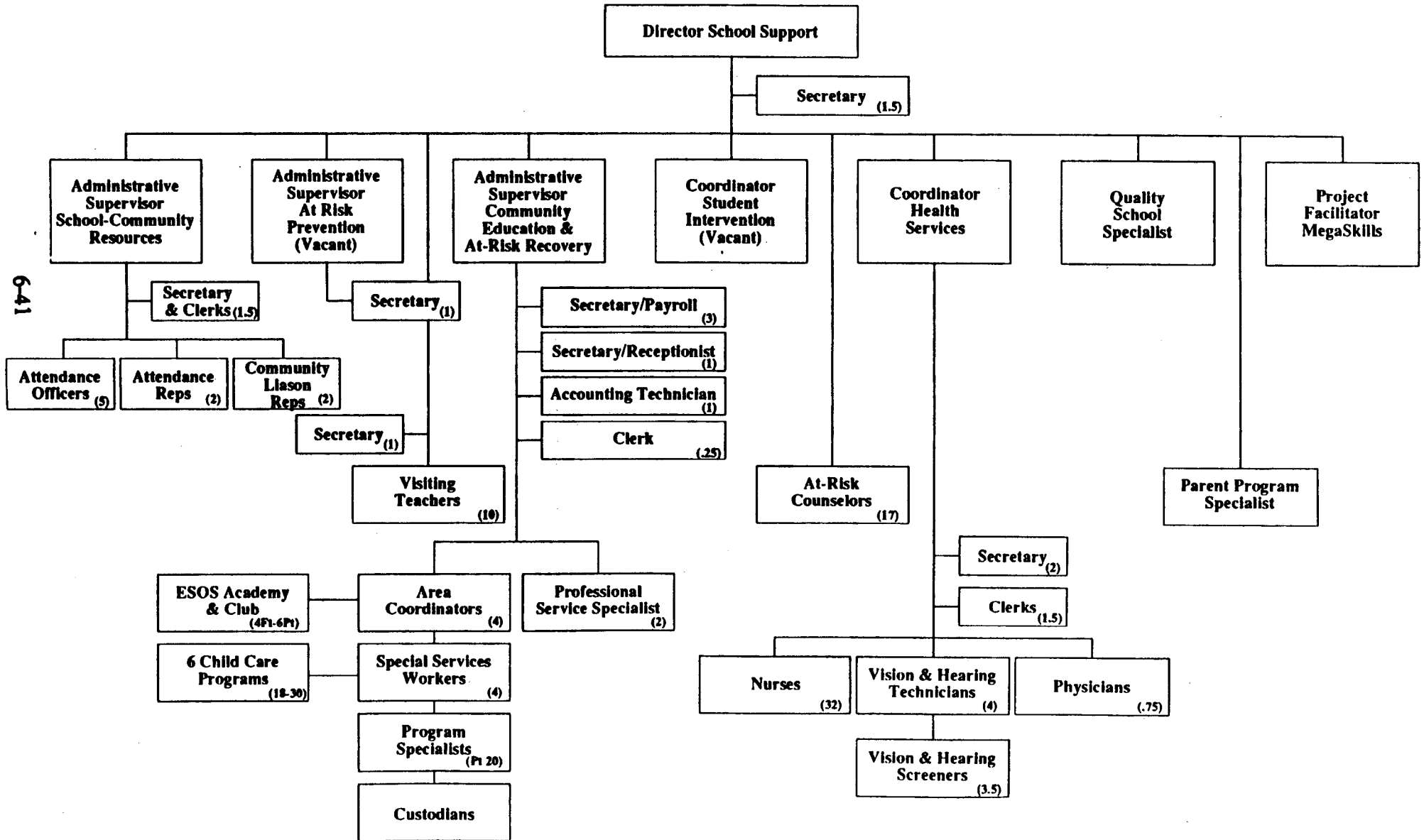
(F6.E.2) The School Support Services Department is in charge of numerous grants and seven District budgets. No summary budget or survey of grants administered within this department is available. The 1992-93 allocation of school support funds is as follows:

*School Support Budget*

Department	Number of Central Office Positions	Number of Field Positions	1992-93 Appropriations	Percent of Department Budget
School Support Services Administration	7.5	0	\$258,481	11%
Health Services	4.5	37.26	\$1,086,998	48%
School-Community Services	2.5	8	\$55,954	2%
Student Intervention	1.0	0	\$55,954	2%
Community Education	4.0	4	\$303,608	14%
Guidance and Counseling Visiting Teachers	1.0	10	\$404,727	18%
At Risk Programs	2	0	\$78,411	4%
Total	19.5	50.3	\$2,243,011	



# Current Organization Structure School Support Services Department



6-41

(F6.E.3) The District is spending less money than comparable districts in expenditures per student for support services. AISD spent about \$18,975,000 or 5.8 percent of its total expenditures in 1990-91 compared to approximately 6.1 percent in comparable districts for Student Support Services. The previous year, 1989-90, the District spent a slightly lower proportion for support services, amounting to 5.6 percent of total expenditures.

### 3. Summary of On-Site Findings

(F6.E.4) Resource distribution for counselors has been shifted away from the elementary schools towards the secondary schools. The actual number of 1992-93 counselors and the average ratio to actual enrolled students is as follows:

*Number of Counselors and Actual Average Ratios*

	Elementary	Middle	High School
Enrollment	38,854	13,886	15,753
Number of Counselors*	58	41	43
Ratios	1:664	1:337	1:384
TEA Guidelines	1:500	1:500	1:500
Counselors needed for 1:500	+ 20	-13	-11

\*Not included are 17 grant-funded At-Risk Counselors. Since there are no guarantees of renewing the funds, the funds are to be targeted at a certain population and At-Risk Counselors have other duties that regular Counselors do not, the At-Risk Counselors are not to be included in meeting the state elementary school ratios.

(Note: these figures were derived by dividing by enrollment figures for elementary, middle and high school regular education students by the total number of counselors at each level). TEA guidelines recommend a 1:500 ratio of counselors to full-time students at the high school and middle school levels. Elementary counselors should also be at a ratio of 1:500 students. As can be seen, the District currently needs 20 additional elementary school counselors to meet staffing guidelines. The District has 13 more middle school counselors and 11 more high school counselors than is needed. District policy is for schools to have the following counselor to student ratios:

- Elementary
  - .5 FTE per school if enrollment is under 599
  - 1 FTE per school if enrollment is under 1,000
  - 1.5 FTE per school if enrollment is over 1,000
- Middle Schools
  - 1 FTE per grade level

- High School
  - 1 FTE per grade level + 1 FTE if enrollment is over 2,000

(F6.E.5) The staffing ratios for nursing services in the District are as follows:

*Number of Nurses and Actual Average Ratios*

Enrollment	68,493
Number of Nurses*	30.83
Ratios	1:2,222
TEA Recommended	1:1,000
Nurses needed for 1:1,000	37
Nurse Administrators	1
Span of Control	1:31

\*Includes 1.83 nurses for two elementary schools funded by Chapter 1, but does not include 1.5 nurses funded by outside sources for pregnant teens and early childhood.

Both direct nursing services (those provided on-site at the school) and nurse administrative services are shown in this exhibit. To reach the TEA recommended ratio for nursing, 37 additional nurses would need to be hired. AISD has fewer nurses than comparable school districts:

*Comparison of Nurse to Student Ratios*

District	Enrollment	Number of Nurses	Nurse to Student Ratio
Austin ISD	68,013	32	1: 2,125
Beaumont ISD	20,590	18	1: 1,143
Dallas ISD	137,000	88	1: 1,557
Galveston ISD	9,920	8	1: 1,240
Houston ISD	197,633	187	1: 1,057
Port Arthur ISD	11,914	16	1: 745
Average	74,000	58	1: 1,300

Source: Snapshots 1991 - 92

Of six comparative districts named by TEA, Austin had by far the worst nurse-to-student ratio. For Austin to attain the average nurse to student ratio in its peer group, 20 additional nurses would need to be hired.

**(F6.E.6)** Too many programs are being administered within the Department given current staffing. No evaluation or prioritizing of services within the Department has occurred since the last round of budget cuts. All services provided before the budget cuts are still being offered, in many cases without district-wide management and focus. There are numerous grants and employees of the Department performing basically the same functions for the same at-risk populations, but no coordination has been made to focus efforts and target separate populations and children. See Exhibit 6.E.2.

**(F6.E.7)** The Department Director has day-to-day line functions which distract from the management of the Department. The Department Director has the following line functions: appraising teachers at one school, managing the grant for At-Risk Counselors, observing At-Risk Counselors, serving as a Mega-skills leader and trainer, distributing information regarding college scholarships for high school seniors, training new principals during new principal orientation and serving on the Parents as Teachers Committee. In addition, the Director has direct supervision over At-Risk Counselors, guidance counselors and visiting teachers, as well as the Department supervisors and specialists. This span of control problem stems from Budget reductions which cut the position for the Administrative Supervisor of Counselors.

**(F6.E.8)** Community Education's primary focus is to provide community programs using school facilities. However, Community Education is administering several classes for at-risk students during the school day, which is outside of the division's scope. "At-Risk Recovery" classes target at-risk youth using grant funding and include the Esos Academy for 19 middle and 54 high school youth.

**(F6.E.9)** Several aspects regarding safety, liability and security within the School Support Services Department are not coordinated with the District Risk Manager. First, coordination of the campus crisis plans with Risk Management's emergency guidelines handbook is lacking. Every school should have a crisis plan that outlines individuals in charge during crises, what should be done with children during a crisis, and the role of teachers. No middle and high schools and few elementary schools have crisis plans. Second, the Community Education does not coordinate its safety classes with the Risk Manager. Classes include: Driver Education for Students, defensive driving, motorcycle safety courses, and home safety classes for children.

**(F6.E.10)** Services Facilitation Teams meet regularly to determine needs, resources available to schools and discuss social histories of children with problems. School area teams, each with approximately 20 schools, share Services Facilitation Teams of two visiting teachers, an attendance officer and six nurses. The teams have been praised as an integrated approach to meeting students needs.

**(F6.E.11)** Health Services has made excellent strides in programs and administration with the goal of improving the health of students within the District. An innovative immunization center was set up jointly with the City of Austin for the first time this year to

**Overlapping Grants and Programs within the School Support Services Division**

Name of Grant/Program	Funding Source	Staffing or Oversight Personnel	Target Group	Goal or Task
Drug Abuse Resistance Education (DARE) in conjunction with Austin Police Department	External funding	13 full-time police officers located on campuses	5th and 7th grade students	Provide information on alcohol and drugs, build self-esteem, teach decision-making skills and resistance techniques.
Student Alcohol and Drug Education and Prevention Program (SADEPP) and the Drug Free Schools and Communities Program (DFSC)	External funding	Office of School-Community Services has oversight over three Project Specialists	At-risk students grades 5-12, with special sessions for gangs and other special populations	Increase self-esteem, cooperation, good decision making, and help students understand the dangers of drug and alcohol abuse.
At-Risk Recovery, Esos Academy and Club Esos	External funding	Community Education Division	At-risk students, including gang members	Improve class attendance, self-esteem, empowerment and cooperation.
Believe in Me Program	External funding	Dance instructors	30 children at eight schools	Teach self-esteem through dancing.
Student Assistance Program (SAP)	External funding	Two project specialists	Teachers, counselors, principals and parents at two schools	Identify barriers to learning and helps improve existing programs.
Severe Habitual Offender Comprehensive Action Program (SHOCAP)	AISD and external funding	Quality School Specialist has oversight	At-risk students	Tries to reform habitual juvenile offenders through multi-agency intervention.
Peer Assistance and Leadership (PAL)	External funding	District Program Coordinator, consultants and students (PALs)	276 at-risk students in secondary schools and 325 at-risk students in elementary schools.	Teach older students to help younger students avoid problems with drugs and alcohol.
Parents as Teachers Program	External funding	Parent Educators	Parents of children under age three	Teach proper parenting skills to new parents.
MegaSkills	External funding	At-risk Counselors and leader trainers	Parents of elementary students	Encourage parents to teach their children the skills to succeed in school and life.
Parent Training Specialists Program	AISD funded	16 Parent Training Specialists	Parents of at-risk students in priority schools.	Teach parenting skills and MegaSkills classes.
Parent Advisory Groups and Committees	AISD funded	Parent Program Specialist has oversight	Native American; Bilingual, Chapter 1, and Chapter 1 Migrant Parents	Encourage parental involvement in student education.
Homeless Student Outreach	External funding	Educational Outreach Worker	Homeless students	Works with counselors to get homeless students involved.
Texas Children Mental Health Program through the Hogg Foundation	External funding	Administrative Supervisor for At-Risk Prevention	Children with mental health disabilities	Improve mental health services provided in schools.
Pregnancy, Education, and Parenting Program (PEP) at Robbins School	External funding	High school nurses	Teenage parents	Improve the ratio of teenage parents who do not drop out of school. Work with Teen Parent Service Network.
Visiting Teachers Program	AISD funded	10 Visiting Teachers	3000 high risk students with academic or behavioral adjustment problems	Provide support services to meet the social, emotional, and intellectual needs of targeted students.
School-Community Liaison Program	AISD funded	Two School-Community Liaison Representatives	Middle school students with behavioral problems.	Facilitate cooperation among students, parents, staff and administration. Provide assistance in gang situations.
Conflict Resolution Project	External funding	Staff and students	At-risk students	Train students and staff in mediation and conflict resolution of disputes on campus.

increase the number of students immunized. In addition, a policy statement, complete job descriptions, and adequate management information data for identifying trends in health needs exist within the Health Services area. A comprehensive orientation handbook for nurses is distributed to all new nurses.

**(F6.E.12)** Nurses do not have immediate access to the health status of children they are treating. Immunization and health and vision screening are kept in separate files on the computer. Nurses are unable to track the health problems of an individual student without looking at both files and reviewing the medical alert card completed by the parent and filed with the student's nurse. Also, each school has a separate list of the students on medication, and Special Education maintains its own files on the health of its students. If a student moves within the District, then the decentralization of records typically means that the student's new nurse will create a new record.

**(F6.E.13)** The District receives no Medicaid funding for the Health Services currently provided to students. Total District-wide visits to school clinics by students amounted to 176,000 in 1990-91. In addition, 33,000 students were screened for hearing loss and 37,000 students were screened for vision loss. Also, over 9,000 AISD students had some handicapping condition that required treatment such as a therapy service or mobility training. Many of the nursing services currently being provided could be partially reimbursed by the Federal Government through Public Law 100-360. Public law 100-360 and the Omnibus Reconciliation Act of 1989 (OBRA '89) have opened a new opportunity to increase funding and, therefore, services to children via public school provision of and collection for Medicaid (EPSDT) reimbursable services.

**(F6.E.14)** The Community Education Division performs several functions which should be performed by the central administration area in charge of those functions for the rest of the District:

- Community Education has its own accounting system for tuition receipts and payroll. The Finance Department and Internal Audit Department have little review over the finances of Community Education. The last internal audit of the Community Education Department was in 1984. In addition, the City of Austin does not provide a financial oversight function for Community Education.
- Community Education has its own procedures for hiring teachers. Community Education employees are not processed through the Personnel Department or the District Payroll, unless they are District employees. Temporary child care workers and long-term instructors teaching 100 hours or more are handled through the Classified Personnel Office.
- Community Education does its own facility billing. Community Education's staff handles all facility billing for custodial and security overtime and rental fees. The Finance Department handles this function for the rest of the District.

**(F6.E.15)** No evaluation has been made comparing the Community Education programs appropriateness and overlap with existing services and classes offered through Austin Community College and the University of Texas. Sixty percent of all classes are provided to adults, while only 40 percent of classes are attended by children. Community Education costs the District \$300,000 and an additional \$300,000 from the City and \$900,000 from tuition funds the program. Services provided include:

- Adult education and literacy including secretary skills classes, General Education (GED) equivalency courses, computer classes, language courses, business classes, home repair classes and parenting.
- Creative and performing arts for adults and children including arts and crafts classes for adults, martial arts and sports; and after school classes in art and music classes for children at schools with limited art and music programs.
- Academic assistant resources for students including tutoring classes during noon and at night for students for five schools who gave the Community Education money and homework centers in several secondary schools.
- Other services for children such as after-school care and summer day camps.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C6.E.1)** Creating innovative programs and improving administration within Health Services.

##### ***Recommendations***

We recommend that AISD:

- **(R6.E.1)** Review and modify the Department organizational structure:
  - Prioritize program efforts to target particular student populations without overlap. (F6.E.6)
  - Focus programmatic efforts and maintain program administrative strengths. (F6.E.8)
  - Remove line-functions and direct supervisory responsibilities from the Department Director. (F6.E.7)

- **(R6.E.2) Review and modify staffing within the Department to reach suggested staffing ratios.**
  - **Realign allocation of counselors between elementary and secondary levels and eliminate excess positions. (F6.E.4)**
  - **Hire an additional 20 nurses and an additional nurse administrator. (F6.E.5)**
- **(R6.E.3) Coordinate safety, liability and security issues with the Risk Manager. (F6.E.9)**
- **(R6.E.4) Implement an automated system to provide centralized health records for all students containing the medical alert information, medicine taken by students, Special Education health information, immunization data, and vision and hearing information. (F6.E.12)**
- **(R6.E.5) Become a Medicaid provider and receive reimbursement for services currently being provided. Medicaid federal funds will replace 60% of AISD general funds currently used to provide physical, occupational and speech therapies and other health services to Medicaid eligible children. This influx of new federal Medicaid funds will free up AISD funds which could be redirected to the other health needs of AISD children. (F6.E.13)**
- **(R6.E.6) Review the content of Community Education courses for overlap and appropriateness with classes offered through Austin Community College and the University of Texas. Courses which duplicate those offered by other resources or lacking in educational value to students should be no longer offered. (F6.E.15)**

### **Financial Implications of the Recommendations**

- **Realigning counselors and eliminating excess positions will save the District approximately \$171,000 (\$42,750 in salaries and benefits per position x 4 positions). (R6.E.2, F6.E.4)**
- **Hiring an additional 20 nurses will cost the District \$31,200 per nurse, including benefits, or approximately \$624,000. Hiring a nurse administrator will cost an additional \$52,000 in salary and benefits for a total of \$676,000. (R6.E.2, F6.E.5)**
- **Becoming a Medicaid provider will increase District revenues by approximately \$552,000 per year. Detailed cost estimates are presented in Exhibit 6.E.3. (R6.E.5, F6.E.13)**



- **The cost for a study to define requirements for and evaluate potential Health Services information systems would be approximately \$25,000. (R6.E.4, F6.E.12)**

# Medicaid Revenue Estimate Calculations for Therapy Services

Exhibit 6.E.3

Austin Independent School District (AISD)

Service	Months	Regular School Year (9 Months)			Total Claim
		Estimated # of Students	Ave. Number of Hours of Service per month	Rate/Hour	
Speech Therapy	9	585	4.000	\$25.32	\$533,212
Occupational Therapy	9	63	3.029	\$42.68	\$73,688
Physical Therapy	9	41	2.410	\$42.68	\$37,955
<b>Estimated Total Claim</b>					<b>\$644,855</b>
Less Estimated Total Claim Amount for Students with third party liability (10% of Total)					(\$64,485)
Estimated 1991-92 Claim					\$580,369
Federal Portion 60.00%					\$348,222

Caveats on the Estimate of Medicaid Reimbursement
1. Some District providers may not meet Medicaid provider qualifications.
2. Medicaid rates for public schools have not yet been set. The rates in this analysis assume that the actual rates will approximate costs.
3. The rates used for the therapy revenue estimation were from a Medicaid in the Public Schools demonstration site in another state. Actual rates will vary when a state-wide rate is set.
4. This estimate assumes that estimated services, except where noted, exclude positions and services paid for with federal funding.
5. This estimate assumes that current service tracking and monitoring is capable of distinguishing different services provided.
6. This estimate assumes that therapy and other services will be prescribed by a physician when required by Medicaid guidelines.
7. This estimate assumes that third party liability (TPL) will be considered and that no billing of TPL will occur. If third parties are billed, then another billing system will need to be developed.
8. This estimate assumes that the Federal Matching Assistance Percentage is 60%.

Total Medicaid Reimbursement	
Therapy services	\$348,222
Other Services	\$203,555
<b>Total to AISD</b>	<b>\$551,777</b>

Medicaid Revenue Estimate Calculations for Other Services

Exhibit 6.E.3  
(con't)

Service	Practitioners	Cost Per Practitioner	Total Cost Per Practitioner W/15% Fringe	Number of Practitioners	% of Practitioners Devoted to Service	Est Cost of Service Regular School Year	Total Est Cost of Service
Screens - Vision and Hearing	Vision Hearing Screener	\$10,280	\$11,822	6	9.30%	\$6,597	\$6,597
	Vision Hearing Technician	\$21,157	\$24,331	3	18.60%	\$13,576	\$13,576
Audiology*	Audiologist	\$26,800	\$30,820	1	18.60%	\$5,733	\$5,733
Psychological Testing	Psychologist	\$33,600	\$38,640	1	9.30%	\$3,594	\$3,594
	Associate Psychologist	\$33,700	\$38,755	23	9.30%	\$82,897	\$82,897
- Testing - Consultation - Staffing							
Psychotherapy/Psych Counseling	Psychologist	\$33,600	\$38,640	1	9.30%	\$3,594	\$3,594
	Associate Psychologist	\$33,700	\$38,755	23	9.30%	\$82,897	\$82,897
- Counseling - Consultation - Staffing							
Educational Counseling	Educational Diagnostician	\$40,200	\$46,230	7	18.60%	\$60,191	\$60,191
Orientation and Mobility Training*	Instructor	\$31,700	\$36,455	3	18.60%	\$20,342	\$20,342
Nursing Services	Nurse (RN)	\$26,668	\$30,668	29	9.30%	\$82,712	\$82,712
Case Management	Nurse (RN)	\$26,668	\$30,668	29	0.64%	\$5,715	\$5,715
Adaptive Equipment	Adaptive Equip Specialist	\$21,285	\$24,478	2	18.60%	\$9,108	\$9,108

Estimated Total Claim	\$376,953
Less Estimated Total Claim Amount for Students with TPL (10% of Total)	(\$37,695)
Estimated 1992-93 Claim	\$339,258
Federal Portion	60.00%
	<u>\$203,555</u>

\*Currently federally funded positions. The District cannot match federal funds with federal funds.

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## COMPONENT F: STUDENT ATHLETICS & EXTRACURRICULAR STIPENDS

### 1. Description of Component

The Athletic Department coordinates the athletic teams for all 10 high schools and 14 middle schools. There are 13 sports: football, basketball, baseball, track and field, volleyball, soccer, cross country, golf, tennis, swimming, gymnastics, wrestling, and intramurals. Approximately 10,000 student athletes participate in grades seven through twelve. There are approximately 2,900 athletic contests scheduled in twelve different sports.

### 2. Summary of Findings from Existing Reports and Data Sources

(F6.F.1) The Athletic Department has three budgets: External, Interscholastic, and the Burger Athletic budget. No budget summary exists that summarizes all three of the budgets and the total amount of spending for the Athletic Department. The Interscholastic and Burger budget total \$431,000 and are funded completely by the District. Included in the Interscholastic budget is an additional \$105,000 for cleaning towels for Physical Education classes. The External budget totals \$1,038,000 of which \$676,000 is paid for by the District. The remainder of that budget is funded by athletic gate receipts and concession stands.

Account	1991-92	1992-93	Variance
Payroll	\$569,344	\$579,344	1.76%
Purchased Services	\$249,363	\$215,962	-13.39%
Supplies	\$349,337	\$365,437	4.61%
Operating Expense	\$445,721	\$411,916	-7.58%
Capital Outlay*	\$700,914	\$676,914	-3.42%
<b>Total</b>	<b>\$2,314,679</b>	<b>** \$2,249,573</b>	<b>-2.81%</b>

\*Includes \$105,000 for laundry of towels for Physical Education classes

\*\*After we had completed our review and analysis, AISD officials indicated to us that this amount includes a \$500,000 inter-fund transfer from the general fund to the external athletic fund. This explanation is not clear in the budget document. Consequently, our project was unable to verify this information.

Source: AISD Budget for the Year 1992-93

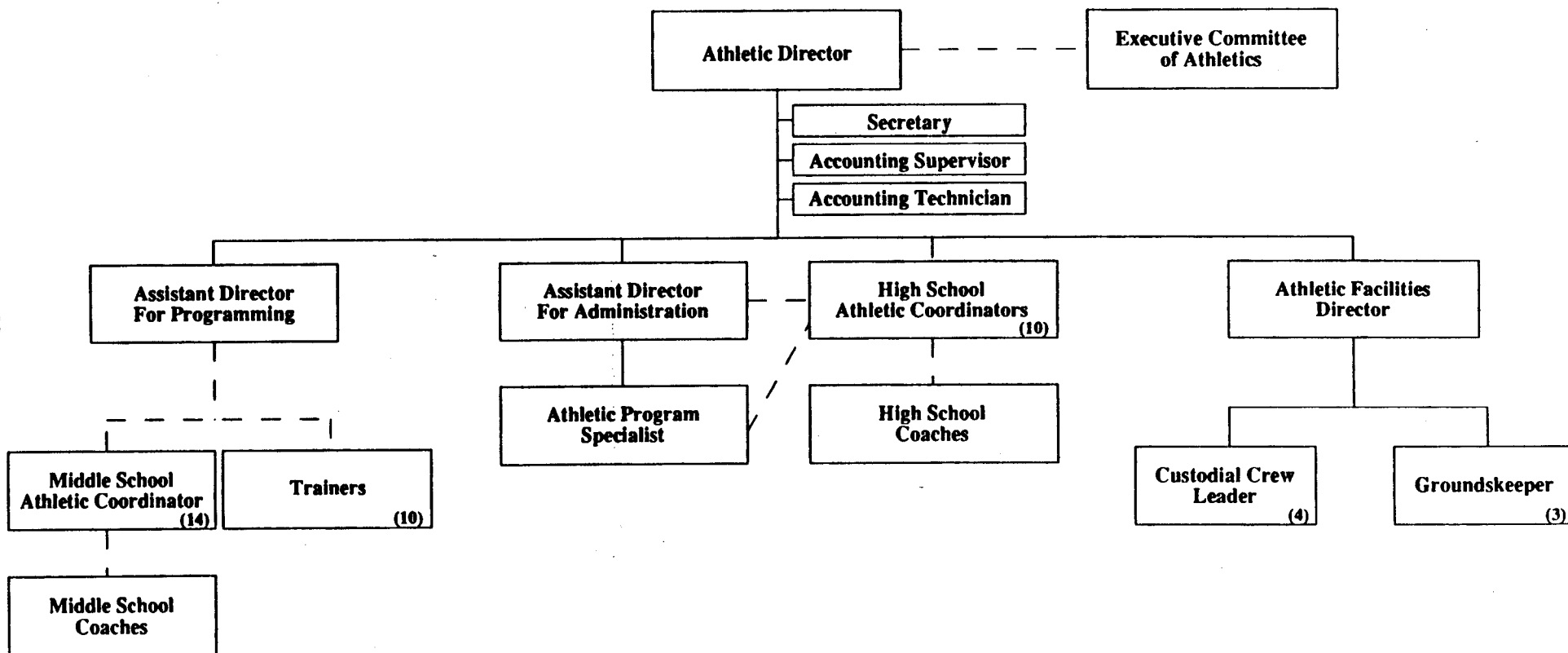
(F6.F.2) The department is organized under the Assistant Superintendent for Business Functions and headed by the Athletic Director. There are 15 employees in the department. The department is organized as depicted in Exhibit 6.F.1.

### 3. Summary of On-Site Findings

(F6.F.3) The Athletic Department Personnel are relatively highly paid. For example, the position of Accounting Supervisor in Athletics is placed on a salary schedule which

# Current Organization Structure Athletic Department

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results in a higher pay rate than the position of Supervisor in the Finance Department.

**(F6.F.4)** The Athletic Department performs several functions which should be performed by the central administration area in charge of those functions for the rest of the District:

- The Athletic Department has its own central receiving function and maintains its own warehouse of athletic equipment, despite the fact that the central warehouse has the capacity to process and store athletic equipment.
- The Athletic Department has its own custodial staff of seven, which cleans the central stadium and field house after games and grooms playing fields. Maintenance consists of removing graffiti, fixing toilets, replacing lights, resurfacing and painting parking lots, and marking, lining, fertilizing, watering and mowing the fields.
- The Athletic Department has its own accounting system for gate receipts and equipment purchases. The Athletic Imprest Account typically has a balance between \$10,000 and \$12,000. The Finance Department and Internal Audit Department have no review over gate receipts and finances from the three central athletic sites.
- The Athletic Department has its own hiring procedures for hiring game workers. The athletic game workers are not processed through the Personnel Department. Instead, the District Payroll staff set up game workers personnel files on the computer system. There are no controls in place to prevent Payroll personnel from creating fictitious employees or to prevent Athletic personnel from hiring inappropriate employees.

**(F6.F.5)** The District has instituted several creative cost saving policies and procedures. Some of its sports budgets have remained constant for years without a deterioration of the quality of the programs. One cost saving policy is playing junior varsity baseball games on unlighted fields before dark. Another cost saving policy is playing the majority of middle school and junior varsity football games on baseball outfields to reduce the amount of maintenance needed for the varsity football playing fields. The Athletic Department also bids the repair of the equipment rather than buying new equipment to maintain the required certification on all football and training equipment. Finally, the Athletic Department has a policy for reducing transportation costs by requiring that middle school students cannot compete in sports outside of the city. The high schools have a policy that the school must pay for the cost of the travel above 100 miles if an athletic team travels to schools outside of a 100-mile radius, except for district and state playoffs.

**(F6.F.6)** Comprehensive policy handbooks and job descriptions have been developed by the Athletic Department. Policy and procedures seem to be well communicated and understood. All coaches receive an evaluation which is performed by the Campus Athletic Coordinator and signed by the school principal.

**(F6.F.7)** No inventory of school athletic equipment is performed. Historically, there have been problems with missing athletic equipment, as there is no accountability of coaches for the equipment during their tenure. The only time equipment inventories are checked at the schools is when a new head coach is assigned to a sport.

**(F6.F.8)** There are almost 500 coaching stipends given out to middle school and senior high coaches, 12 at every middle school and approximately 32 at each high school. The amount of the stipends is approximately \$1 million. As shown in Exhibit 6.F.2, coaching stipends and extra duty days for high school varsity football, volleyball, and drill team coaches are above the state average. Some coaches are placed on contract for longer periods resulting in some coaches being paid a great deal more than their stipends. For example at the high school level:

- Varsity Football head coaches have 210 day contracts
- Assistant Football coaches, volleyball coaches, and athletic coordinators have 195 day contracts
- Drill team sponsors have 190 day contracts
- Band directors have 200 day contracts.

The extended contracts translate into higher base salaries for those individuals. Coaches with 195 day contracts could receive up to \$2,000 more in base salary in addition to stipends that range from \$1,640 to \$3,406. An additional \$10,800 in Coaching Experience Stipends are being distributed to 37 coaches. The stipend is based on the number of years coached prior to 1976-77. The Coaching Experience Stipends range from \$58.40 to \$857.67. The average Experience Stipend is \$331 for the 27 male coaches and \$182 for the 10 female coaches.

**(F6.F.9)** Of the 500 coaching stipends, there are 116 football coaching stipends. Middle school football teams have between two to four coaches and high school football teams have between six and eight coaches. School size appears to be unrelated to the number of football coaches at each school.

**(F6.F.10)** Coaches, in general, teach fewer academic classes. All coaches are also full-time teachers, hall monitors, drivers education instructors and school suspension personnel. Coaches are supposed to teach five academic classes and coach a sport outside of the class day. As Exhibit 6.F.3 shows, the average number of academic courses taught by coaches was less than five in high schools. It is the Principals' responsibility to ensure that coaches and Athletic Coordinators have full schedules. The Athletic Department does perform a review of coaches' teaching schedules.

**Special Duty Stipend Comparison**

1992-93

Position	Number of Coaches	Austin Stipend	State Avg. Stipend	Stipend Difference	Cost Savings	Austin Extra Duty Days	State Avg. Extra Duty Days <sup>1</sup>	Duty Days Difference	Cost of Extra Duty Days <sup>2</sup>	Cost Savings for duty days	Total Cost Savings (Stipends & Days)
Football-Head	10	5,903	6,155	(252)	(2,523)	25	15	10	1,541	15,405	12,882
Football-Assistant	70	2,870	3,303	(433)	(30,325)	10	8	2	308	21,567	(8,758)
Basketball	20	3,280	3,763	(483)	(9,652)				0	0	(9,652)
Baseball	10	3,280	3,074	206	2,065				0	0	2,065
Track	10	3,280	2,911	369	3,692				0	0	3,692
Swimming	3	2,594	2,801	(207)	(620)				0	0	(620)
Tennis	10	2,594	2,220	374	3,743				0	0	3,743
Golf	10	2,594	1,964	630	6,298				0	0	6,298
Volleyball	10	3,280	2,865	415	4,145	10	7	3	462	4,622	8,767
Soccer	10	3,280	2,587	693	6,926				0	0	6,926
Band	10	4,674	4,940	(266)	(2,659)	15	12	3	462	4,622	1,963
Cheerleading	10	1,402	925	477	4,771				0	0	4,771
Drill Team	10	2,833	1,668	1,165	11,654	5	4	1	154	1,541	13,195
Yearbook	10	1,850	843	1,007	10,075				0	0	10,075
Drama	10	2,337	1,093	1,244	12,442				0	0	12,442
Junior High Football	14	1,533	2,512	(979)	(13,708)				0	0	(13,708)
Academic Decathlon		2,000	1,338	662	0				0	0	0
<b>Total</b>					<b>\$6,325</b>					<b>\$47,756</b>	<b>\$54,081</b>

<sup>1</sup>Average Extra Duty Days are listed only for coaches currently receiving extra days in the Austin District.

<sup>2</sup>The average cost for an extra teaching duty day in Austin I.S.D. is \$154.05.

Source: TASB and TASA Personnel Services Salaries and Benefits in Texas Public Schools 1991-1992 Part 2. All average stipends were increased by three percent to allow for inflation in 1992-93 school year.



Exhibit 6.F.3

**AVERAGE WORKLOAD AND SALARY SUMMARY  
MIDDLE SCHOOL COACHES**

School	Career Ladder Payment	Contract Days	Stipends	Experience Stipends	Number of Classes Taught	Number of Students Taught
Covington	\$1,286	185	\$2,064	\$8	5.4	168
Fulmore	\$1,688	185	\$1,879	\$0	5.0	140
Burnett	\$1,500	185	\$2,138	\$0	5.0	142
Middle School Athletic Coordinators	\$1,687	185	\$3,614	\$54	Not Available	Not Available
District Average For All Teachers <sup>1</sup>	\$3,000	185	N/A	N/A	5	155 <sup>2</sup>

<sup>1</sup> Teachers with comparable experience and education.

<sup>2</sup> School Board Budget Guidelines suggest a 1:155 Teacher-to-Student ratio.

Exhibit 6.F.3  
(con't)

**AVERAGE WORKLOAD AND SALARY SUMMARY  
HIGH SCHOOL COACHES**

School	Career Ladder Payment	Contract Days	Stipends	Experience Stipends	Total Number of Classes Taught <sup>1</sup>	Number of Students Taught
Reagan	\$1,500	192	\$4,957	\$79	4.7	107
Crockett	\$2,100	193	\$5,033	\$61	4.6	107
District Average for Teachers <sup>2</sup>	\$3,000	185	N/A	N/A	5	155 <sup>3</sup>

<sup>1</sup>Includes Interscholastic sports practices during the school day.

<sup>3</sup>Teachers with comparable experience and education.

<sup>5</sup>School Board Budget Guidelines suggest a 1:155 Teacher-to-Student ratio.

**(F6.F.11)** No incentive exists for the Athletic Department to correctly project gate receipts. Gate receipts and concession stand receipts are projected each year by the Athletic Department to use as part of the revenues for its External Budget. As shown in the table below, the actual gate receipts have been higher than projected gate receipts by \$37,535 to \$123,167 over the past six years. The Athletic Department has never been asked to reimburse the District's general fund. The total excess revenues for the past six years equal \$482,172.

<i>Total Gate Receipts: Projected versus Actual Receipts</i>							
	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	Total
<b>Actual Receipts</b>	\$501,667	\$450,175	\$518,259	\$544,902	\$500,110	\$555,742	\$3,070,855
<b>Projected</b>	\$378,500	\$382,700	\$424,500	\$462,575	\$462,575	\$477,833	\$2,588,683
<b>Difference</b>	\$123,167	\$67,475	\$93,759	\$82,327	\$37,535	\$77,909	\$482,172

When the Athletic Department projects the revenues too low, they are permitted to use the "fund balance" for facility maintenance with the School Board's approval. The "fund balance" for the past four years is listed in the table below. The "fund balance" includes both cash and an estimated \$50,000 in inventory. In recent years, the money has been used to replace the football field lights, reseal and restrip the parking lots, and replace the fiberglass bleacher seats with aluminum ones. The Department does not have to wait for other maintenance priorities in the District because it is never placed on a waiting queue at the Service Center behind other maintenance needs. Thus, the Athletic Department's maintenance needs are not prioritized with other District maintenance needs.

<i>Athletic Fund Balance</i>			
<i>1989-92</i>			
1989	1990	1991	1992
\$121,227	\$140,340	\$228,246	\$396,253

**(F6.F.12)** To improve students' participation, the Athletic Department allows all seventh graders who are interested to participate on sports teams. The program now involves more than 700 seventh graders in football alone. The Athletic Department is now looking at alternatives to give the youngest athletes more playing time, such as having two seventh

grade games per school. The Department tries to emphasize participation in the lower grade levels. Athletics is a cost-effective way of providing kids with constructive things to do, and the Athletic Department, in general, tries to encourage children to remain in school.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C6.F.1)** Efforts to control cost aimed at maintaining a constant budget.
- **(C6.F.2)** Developing policy handbooks and job descriptions. In addition, all coaches receive an evaluation that is placed in their permanent file.
- **(C6.F.3)** Emphasizing participation and character building at the middle school level. Athletics has emphasized drop-out prevention for at-risk students.

##### ***Recommendations***

We recommend that AISD:

- **(R6.F.1)** Consolidate and focus budgeting within the Athletic Department. Combine the Interscholastic and Burger Center Budgets. A budget summary of all three budgets, which includes gate receipt projections should be created and included in the budget document. The laundry fund money for physical education should be taken out of the athletic fund and reclassified as an operating expense. The laundry fund expenditures do not represent capital purchases and are inappropriately classified as capital outlay. (F6.F.1)
- **(R6.F.2)** Include the salaries of personnel in the Athletic Office in the District-wide study of the job classification and compensation system. (See R7.B.1) (F6.F.3)
- **(R6.F.3)** Move functions not directly related to training student athletes to departments outside of the Athletic Department. Instead, the Department should rely upon the central administration areas to gain economies of scale and cost-savings in the following functions:
  - Warehousing and delivery functions of the Athletic Department should be combined with the central Warehouse and delivery system.
  - The Service Center custodial staff to clean the central stadiums and field house, groom playing fields, remove graffiti, fix toilets, replace lights,

resurface and paint parking lots, and mark, line, fertilize, water and mow the fields. This would help reduce overtime costs associated with athletic events, as more flexible scheduling could be accommodated by the Service Center staff.

- The Finance Department should account for gate receipts and equipment purchases. The Athletic Department should have a petty cash account with \$500 for emergency purchases, set up as recommended in the Accounting recommendations. The Internal Audit Department should perform a regular audit of the gate receipts and finances from the three central athletic sites.
- The Personnel Department should hire game workers and set up their personnel files on the computer system. (F6.F.4)
- **(R6.F.4) Perform an annual inventory of school athletic equipment to improve coaches accountability and control of athletic equipment. (F6.F.7)**
- **(R6.F.5) Review the amount and number of stipends:**
  - The number of middle school football coaches stipends per middle school should be limited to two and the number of high school football coaches stipends per high school should be limited to six to equalize all schools and the amount of stipends.
  - Reevaluate the number of duty days and the amount of stipends for coaching and extracurricular activities compared to the state average.
  - Reevaluate the length of extended contracts and the need for extended contracts.
  - Reevaluate the policy of distributing the coaching experience stipends. (F6.F.8)
- **(R6.F.6) Evaluate coaches teaching loads for content and student-to-teacher ratios and number of classes taught. All coaches should be required to teach five classes. Both of the high schools examined, as a part of our review, would require one less teacher if all coaches taught five full class loads. (F6.F.10)**
- **(R6.F.7) Return all excess revenues over projected revenues from gate and concession stand receipts to the general fund and require all Athletic Department maintenance needs to be prioritized with other District needs. (F6.F.11)**

### **Financial Implications of Recommendations**

- **Standardizing the number of coaching stipends allocated to schools (by level) would result in a reduction of 16 middle school assistant coach stipends at \$984 per coach and 15 high school coach stipends at \$2,212 per coach for a total savings of approximately \$49,000. (R6.F.5, F6.F.8)**
- **Aligning AISD coaching and extracurricular activity stipends and duty days with state averages would save the District approximately \$54,000. (R6.F.5, F6.F.8)**
- **The elimination of coaching experience stipends would save approximately \$10,800 based on current expenditure levels. (R6.F.5, F6.F.8)**
- **By requiring coaches to carry full teaching loads, and finding more effective ways to utilize the resources currently dedicated to covering the additional classes, the District could save at least \$166,000 (5 positions x \$33,200 in salaries and benefits) related to teaching positions through attrition, reassignment, transfer or retirement. Alternatively, coaching salaries could be adjusted to reflect partial class loads in order to achieve the related savings. (R6.F.6, F6.F.10)**
- **Savings to the general fund from returning "excess" gate receipts would be approximately \$40,000. (R6.F.7, F6.F.11)**

## **COMPONENT G: TEACHER AND PRINCIPAL SURVEYS**

### **1. Description of Component**

Teacher and principal surveys were designed to obtain input regarding existing management practices within AISD for the management performance review. Teachers and principals represent key constituent groups with a vested interest in the overall efficiency and effectiveness of AISD management. A four-part survey instrument was used to accumulate responses to a variety of questions dealing with demographics, educational service delivery, AISD organization and management and District-wide services. Part A of the survey instrument addresses demographic data, the overall quality of education within AISD and the overall performance of teachers and administrators. Part B addresses specific issues related to the quality of education. Parts C and D address specific issues related to AISD organization and management and District-wide services.

A comprehensive analysis of survey results, in summary form, is contained in this section. Detail frequency, mean and cross tabulation tables are included in Appendix B.

### **2. Summary of Findings from Existing Reports and Data Sources**

There are no existing reports or data sources from which to extract information other than the actual survey instruments. As a result, it is important to note that the primary data sources are the actual responses contained in the survey instruments. The overall response rate was in excess of 50% for both groups as depicted in the table below.

**PRINCIPAL AND TEACHER SURVEY RESPONSE RATES**

	<b>SURVEYS MAILED</b>	<b>RESPONSES RECEIVED</b>	<b>PERCENT</b>
<b>PRINCIPALS</b>	100	66	66%
<b>TEACHERS</b>	650	344	53%

Cross tabulations were developed from responses to questions concerning demographics. Demographic data includes sex, race, type of school and years of service to the District. Each respondent did not answer all demographic questions. Consequently, cross tabulation response totals, in some instances, do not equal totals recorded for the overall survey response rates. This is especially true for teachers because of suspicions regarding the District's ability to potentially identify respondents.

The majority of respondents to both the principal and teacher survey were females as reflected in the table below.

**SURVEY RESPONDENTS BY SEX**

<b>SEX</b>	<b>PRINCIPALS</b>	<b>PERCENT</b>	<b>TEACHERS</b>	<b>PERCENT</b>
<b>FEMALE</b>	<b>38</b>	<b>58%</b>	<b>266</b>	<b>79%</b>
<b>MALE</b>	<b>28</b>	<b>42%</b>	<b>69</b>	<b>21%</b>
<b>TOTALS</b>	<b>66</b>	<b>100%</b>	<b>335</b>	<b>100%</b>

Roughly half of the principals and over 80 percent of teachers responding were White. Black and Hispanic respondents represented over 40 percent of principals and only 18 percent of teachers.

**SURVEY RESPONDENTS BY RACE**

<b>RACE</b>	<b>PRINCIPALS</b>	<b>PERCENT</b>	<b>TEACHERS</b>	<b>PERCENT</b>
<b>WHITE</b>	<b>35</b>	<b>55%</b>	<b>265</b>	<b>81%</b>
<b>BLACK</b>	<b>13</b>	<b>20%</b>	<b>23</b>	<b>7%</b>
<b>HISPANIC</b>	<b>15</b>	<b>23%</b>	<b>35</b>	<b>11%</b>
<b>ASIAN</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0%</b>
<b>OTHER</b>	<b>1</b>	<b>2%</b>	<b>5</b>	<b>1%</b>
<b>TOTALS</b>	<b>64</b>	<b>100%</b>	<b>329</b>	<b>100%</b>

Principals and teachers primarily represented elementary schools. Half of the principals responding to the survey had 16 or more years of service in the District. Teachers appeared to have a more even distribution of work experience in the District. Approximately one-fourth of teachers had less than three years experience, 40 percent had between four and 10 years experience and 33% had 11 or more years experience as depicted in the tables below.

**SURVEY RESPONDENTS BY TYPE OF SCHOOL**

<b>TYPE OF SCHOOL</b>	<b>PRINCIPALS</b>	<b>PERCENT</b>	<b>TEACHERS</b>	<b>PERCENT</b>
<b>ELEMENTARY</b>	<b>43</b>	<b>65%</b>	<b>196</b>	<b>58%</b>
<b>MIDDLE</b>	<b>12</b>	<b>18%</b>	<b>65</b>	<b>19%</b>
<b>HIGH</b>	<b>9</b>	<b>14%</b>	<b>68</b>	<b>20%</b>
<b>OTHER</b>	<b>2</b>	<b>3%</b>	<b>8</b>	<b>3%</b>
<b>TOTALS</b>	<b>66</b>	<b>100%</b>	<b>337</b>	<b>100%</b>



**SURVEY RESPONDENTS BY NUMBER OF YEARS IN AISD**

<b>YEARS IN DISTRICT</b>	<b>PRINCIPALS</b>	<b>PERCENT</b>	<b>TEACHERS</b>	<b>PERCENT</b>
<b>LESS THAN 3 YEARS</b>	2	3%	89	26%
<b>4 - 5 YEARS</b>	1	2%	43	13%
<b>6 - 10 YEARS</b>	13	19%	93	28%
<b>11 - 15 YEARS</b>	17	26%	46	14%
<b>16 OR MORE YEARS</b>	33	50%	66	19%
<b>TOTALS</b>	66	100%	337	100%

**3. Summary of On-Site Findings**

In lieu of on-site findings, this section includes a summary analysis of teacher and principal survey results. Survey results are analyzed for Parts A through D of the survey instrument.

*Part A*

Over 90 percent of principals and approximately 70 percent of teachers rated the overall quality of public education in AISD as "good" to "excellent." However, there clearly are differences in the perceptions of teachers and principals. Over 30 percent of teachers rated the overall quality of public education as "fair" to "poor" (with 3 percent responding poor). This appears to suggest that teachers closer to the actual classroom learning environment may be more aware of conditions that potentially impact the quality of education such as large class sizes, discipline problems and lack of resources.

<b>QUESTION</b>	<b>RESPONSE</b>	<b>PRINCIPALS</b>	<b>TEACHERS</b>
<b>■ I think the overall quality of public education in Austin ISD is:</b>	• Excellent	26%	9%
	• Good	70%	59%
	• Fair	4%	28%
	• Poor	0%	3%
<b>■ I think the overall quality of education in Austin ISD is:</b>	• Improving	77%	42%
	• Staying the Same	15%	28%
	• Getting Worse	8%	26%

Although the majority of principals and teachers rated the quality of public education was rated as "good" to "excellent", 54 percent of teachers felt the quality of education in AISD was either "staying the same" or "getting worse." Principals, however, had a completely different view. Only 23 percent agreed with the teachers. Over 75 percent of principals felt the quality of education in AISD was "improving."

Generally, both principals and teachers were in agreement with the overall performance of teachers in AISD. Over 90 percent of principals and over 80 percent of teachers indicated that they would give teachers within the District a grade of "A" or "B" based on overall performance. This appears to reflect the general perception that teachers within the District are exceeding performance expectations.

QUESTION	RESPONSE	PRINCIPALS	TEACHERS
<p>■ In general, what grade would you give the teachers in Austin ISD?</p>	A	23%	33%
	B	68%	53%
	C	9%	12%
	D	0%	1%
	F	0%	0%
	Don't Know	0%	1%

Teachers and principals had differing views of the performance of school-level administrators and District-level administrators. Over 90% of principals responding graded themselves (as school-level administrators) as a "B" or an "A" based on overall performance. However, only 57% of teachers responding agreed. Over 35 percent of teachers indicated they would give school-level administrators a grade of "C" or "D" based on overall performance. This appears to suggest that some school-level administrators may have problems maintaining direct lines of communication with their teachers.

QUESTION	RESPONSE	PRINCIPALS	TEACHERS
<p>■ In general, what grade would you give the school-level administrators in Austin ISD?</p>	A	28%	12%
	B	65%	45%
	C	6%	27%
	D	0%	10%
	F	0%	4%
	Don't Know	1%	1%

District-level administrators (i.e. Superintendent, assistant superintendents, curriculum coordinators, etc.) received low grades from teachers and high grades from principals with regard to their overall performance. Over 50 percent of teachers responding indicated they would assign grades of "C" or "D" to District-level administrators. Approximately 12 percent of teachers graded the District-level administrators as "F." On the other hand, over 75 percent of principals responding indicated they would assign grades of "A" or "B" to the same individuals. Only 21 percent assigned grades of "C" or "D", and none assigned the grade "F." It appears that principals are satisfied with the overall performance of District-level administrators. As a corollary, survey results appear to confirm focus group comments from teachers that generally feel the District is "top-heavy" with administrators. They feel administrators should be assigned some teaching responsibility.

QUESTION	RESPONSE	PRINCIPALS	TEACHERS
<p>■ In general, what grade would you give the District-level administrators in Austin ISD?</p>	A	17%	4%
	B	62%	23%
	C	19%	35%
	D	2%	20%
	F	0%	12%
	Don't Know	0%	6%

**Part B**

Teachers and principals responding to specific questions related to the quality of education in AISD agreed and disagreed on a number of issues. Overall, the survey results seem to indicate a majority of principals feel the emphasis on learning has increased, the school environment is conducive to learning, and the current curriculum is extensive and challenging. Additionally, there seems to be an overwhelming consensus among teachers and principals that teachers are organized, well-prepared and generally have materials and supplies necessary for instruction in basic skills programs. Moreover, well over 75 percent of all respondents agreed that teachers, assistant principals and principals genuinely cared about the needs of students throughout the District. Both groups indicated that the Austin community truly cares about its children's education.

Respondents also shared common concerns in the areas of student services and facilities supporting instructional programs. Over 50 percent of both principals and teachers indicated that the District did not provide sufficient student services such as counseling, health services, speech therapy, etc. This appears to corroborate focus group comments that both social and educational needs of students should be met by the District as it strives to improve the learning environment. Fifty-eight percent of principals and 57

percent of teachers felt their schools did not have sufficient space and facilities to support existing instructional programs. This also confirms focus group comments related to overcrowded classes, limited space for computer labs and inordinate numbers of portable buildings throughout the District.

Principals and teachers responding to the survey had different perceptions regarding the emphasis on learning, safety and security, behavioral problems, the media, student motivation, parental responsibility and the use of taxpayer dollars. The table below highlights the different perceptions of the two groups.

**COMPARATIVE TABLE - PART B RESPONSES**

SURVEY QUESTION	PRINCIPALS	TEACHERS
	SA or A	SA or A
■ The emphasis on learning in Austin ISD has increased in recent years.	98%	60%
■ Austin ISD schools are safe and secure from crime.	65%	25%
■ Our schools do not effectively handle misbehavior problems.	21%	62%
■ The District is open and honest with the media.	61%	25%
■ The media is treating the District fairly	17%	41%
■ There is administrative support for controlling student behavior in our schools.	79%	36%
■ Most students in our schools are motivated to learn.	71%	48%
■ There is little a teacher can do to overcome education problems due to a student's home life.	20%	34%
■ In general, parents do not take responsibility for their children's behavior in our schools.	32%	60%
■ Parents in this District are satisfied with the education their children are receiving.	65%	35%
■ Most parents really don't seem to know what goes on in our schools.	42%	66%
■ Taxpayer dollars are being used wisely to support public education in Austin ISD.	73%	18%
<b>Legend: SA = Strongly Agree; A = Agree</b>		

Teachers appear to feel less safe and secure in the schools than principals and overwhelmingly agree that the District does not handle discipline problems well. These results also appear to confirm focus group comments that teachers generally feel unsafe as they perform their daily teaching activities. Moreover, the results also confirm focus

group comments related to the lack of support from the administration when disciplinary action is required and the absence of a District-wide discipline policy.

Principals appear to feel the District is open and honest with the media, yet conclude that the media is not treating the District fairly. Teachers, however, appear to be concerned that the District administration may be less than forthcoming with the media and, as a result, feel the media is even-handed with its coverage. It is important to note that approximately 25-30 percent of teachers responding to questions about the media had no opinions.

Student motivation and parental involvement are also areas that reflect distinct differences in perception between principals and teachers. Teachers appear evenly divided on the issue of students' motivation to learn. Forty-eight percent either agree or strongly agree that most students are motivated to learn, as compared to 71 percent of principals that agree or strongly agree. This would seem to indicate that teachers who are responsible for actually providing quality instruction are encountering motivational problems in the classroom that principals may not be aware of. Teachers responding to the survey generally feel that parents are not as involved in their children's education as they should be. This seems to include parents taking responsibility for their children's behavior. Principals, however, appear to feel parents are more involved in their children's education and generally take responsibility for their children's behavior. This difference in perception may indicate a lack of communication between teachers and principals regarding overall parent/teacher interaction.

Perhaps the greatest disparity in perception relates to the wise and effective use of taxpayer dollars to support public education in AISD. Only 18 percent of teachers responding to the survey feel taxpayer dollars are being used wisely, while 73 percent of principals responding feel the same. This stark contrast appears to confirm teacher focus group comments regarding the disproportionate allocation of taxpayer dollars to administration rather than instruction.

### *Part C*

Specific issues pertaining to AISD organization and management are addressed in this section of the survey instrument. Teachers and principals responding to the survey generally agreed that teachers did a "good" to "excellent" job of managing the amount of time students spent on task learning in the classroom. Additionally, over 70 percent of both groups feel teachers are doing "good" to "excellent" jobs meeting students' individual learning needs and working with parents in their respective communities. Over half of the respondents from both groups feel the condition in which AISD schools are kept is "good" to "excellent." However, it is important to note that 42 percent of teachers and 37 percent of principals responding to the survey feel the condition of the schools within the District is "fair" to "poor" (10 percent of teachers and five percent of principals rated the condition of schools as "poor"). Responses in this area seem to indicate both principals and teachers feel there is room for improvement in facilities maintenance.

Over 70 percent of both principals and teachers feel the School Board members' knowledge of the educational needs of students and operations in the AISD is "fair" to "poor." Approximately 40 percent of principals and 29 percent of teachers rated the School Board members' knowledge of District operations as "poor." Additionally, 39 percent of principals and 44 percent of teachers rated the School Board members' knowledge of the educational needs of students in the District as "poor." Eighty-two percent of principals and 76 percent of teachers also feel the School Board members' work at setting or revising policies for the District is "fair" to "poor" (39 percent of principals and 38 percent of teachers rated this area as "poor"). The results appear to support the overall perception that the School Board is uninformed about what takes place in the classroom and does not fully understand its role as a policy-making entity.

This section of the survey also revealed differences in principals' and teachers' perceptions of the Superintendent's performance, principals' performance, teachers' attitudes about their jobs, parental participation and training opportunities. The table below highlights the different perceptions of the two groups.

**COMPARATIVE TABLE - PART C RESPONSES**

SURVEY QUESTION	PRINCIPALS	TEACHERS
	E or G	E or G
■ The Superintendent's work as the instructional leader of the Austin ISD.	66%	19%
■ The Superintendent's work as the chief administrator (manager) of the Austin ISD.	65%	23%
■ Principals' work as the instructional leaders of their schools.	89%	55%
■ Principals' work as the managers of the staff and teachers.	92%	62%
■ Teachers' attitudes about their jobs.	60%	33%
■ Students' ability to learn.	88%	65%
■ Parents' efforts in helping their children do better in school.	32%	17%
■ Parents' participation in school activities and organizations.	34%	18%
■ The opportunities provided by the District to improve the skills of teachers.	29%	36%
■ The District's job of providing adequate instructional technology.	46%	35%
Legend: E = Excellent; G = Good		

Principals appear to support the Superintendent's work as instructional leader of the AISD and as the chief administrator of the AISD. Over 60 percent of principals feel the

Superintendent's performance in these areas is "good" to "excellent." Teacher responses, however, tend to support comments from the teacher focus group related to the perceived ineffectiveness of the Superintendent in his role as instructional leader and chief administrator of the District. Roughly 20 percent of teachers responding to the survey rated the Superintendent's work as "good" to "excellent." Seventy-one percent rated the Superintendent's work as instructional leader of the AISD as "fair" to "poor" (with 37 percent assigning a "poor" rating). Sixty-six percent rated the Superintendent's work as chief administrator of the AISD as "fair" to "poor" (with 33 percent assigning a "poor" rating).

The majority of teachers (over 60 percent) rated the principals' work as managers of staff and teachers as "good" to "excellent." However, over 90 percent of principals rated their performance as "good" to "excellent." This appears to support teacher focus group comments that most principals have good administrative skills and do a good job managing their respective schools. It is equally important to note that only 10 percent of teachers rated principals' work as "poor."

Teachers appear to feel that the majority of their colleagues attitudes about their jobs are "fair" to "poor." Sixty-six percent of teachers feel that teacher attitudes are a problem, while 60 percent of principals feel teacher attitudes are "good" to "excellent." This appears to corroborate the general feeling in the teacher focus groups that teacher morale was a serious problem and the Administration was either unaware of the problem or insensitive to it.

The majority of principals and teachers rate the students ability to learn as "good" to "excellent" and parental involvement as "fair" to "poor." However, it is important to note the different levels of perception. Teachers, who appear to be closest to both students and parents, rate students' ability to learn significantly lower than principals. The same observation holds true for parental involvement. This observation suggests that principals and District administrators may need to obtain additional input from teachers regarding curriculum enhancements and creative teaching methods. The teachers participating in focus groups continuously cited their lack of input into curriculum changes and teaching methods as a problem in delivering quality education for all students.

Both principals and teachers feel additional training opportunities are needed. Over 50 percent of both groups feel that training opportunities within the District are "fair" to "poor." Again, this response pattern appears to support teacher focus group comments regarding the lack of in-service training opportunities.

#### ***Part D***

Part D specifically addressed hiring and termination policies, lines of communication, District-wide services and race-based management decisions or criticisms. Each question contained an area for additional comments or suggestions for improvement. Hiring, termination and evaluation issues were directed only to principals.

Over 98 percent of principals responding to the survey feel they have a substantial voice in the hiring, termination and evaluation of teachers at their respective schools. However, some principals felt that the Personnel Office could do a better job of screening applicants to facilitate a more efficient personnel file review process.

Fifty-nine percent of principals responding have the overall perception that vacancies in staff positions and administrative promotions are generally filled by the best qualified individuals. However, 41 percent have the overall perception that they are not. Over 60 percent of Black and White principals generally feel that vacancies are filled by the best qualified individuals. Fifty-three percent of Hispanic principals feel they are not. Common perceptions included the following comments:

- "Affirmative action policies frequently interfere with the hiring of individuals best qualified for staff and administrative vacancies."
- "During the reorganization, individuals were placed in positions because they had a contact and needed a job---rather than being the best qualified."

Seventy-nine percent of principals feel there is a direct line of communication between their school and the central administration that provides for timely and efficient planning, management and operation of the school. Most respondents feel the vertical team concept has contributed immensely to quality communication. Also, the area Assistant Superintendents are extremely helpful in facilitating the direct line of communication between the schools and Central Administration. However, some still feel that communication is still "top-down" even though "School Based Improvement" terms are commonly used.

Ninety percent of principals feel they receive adequate information from the District Office to manage their school. However, some feel they receive too much information in the form of articles and "paperwork" that sometimes does not address their instructional needs.

The majority of teachers responding to the survey appeared to be pleased with the level of communication with campus leadership and the overall distribution of information necessary to carry out classroom duties. Seventy-three percent of teachers feel there is a direct line of communication between teachers and principals or campus leadership that provides for timely and efficient planning, management and operation of their respective schools. Common perceptions include the following positive comments:

- "Our leadership team has made our school a happier and more efficient work place."
- "School Based Management has been used effectively at my school."



Some teachers commented that, although there is an open line of communication, there is too little time to absorb and implement campus changes. Moreover, even with open lines of communication, sufficient time for effective planning is generally not available.

Eighty-five percent of teachers feel they receive adequate information from their respective principals to carry out classroom duties. Common perceptions include the following comments:

- "Our principal tries not to burden us with trivial information. She gives us adequate information to carry out our duties."
- "We receive lots of ideas in the form of information from our principal---sometimes too many."
- "At the beginning of each year, a booklet containing valuable information is passed out by my principal."

A few teachers had comments to the contrary from the general feeling of the majority. Common perceptions include the following comments:

- "Regarding receiving adequate information from my principal---it is either late in coming or not at all."
- "I don't hear much from my principal, but that does not keep me from carrying out my classroom duties."

The majority of teachers and principals responding to the survey feel neither management and policy decisions in the AISD nor criticisms of the AISD are racially motivated. However a higher percentage of teachers appear to feel management and policy decisions are racially motivated. The table below highlights the responses.

#### COMPARATIVE RESPONSES - RACIAL ISSUES

QUESTION	RESPONSE	PRINCIPALS	TEACHERS
■ In your opinion, are the management or policy decisions in the Austin ISD racially motivated?	YES	21%	36%
	NO	79%	64%
■ Are criticisms of the Austin ISD racially motivated?	YES	38%	29%
	NO	62%	71%

Eighty-five percent of White principals, 73 percent of Black principals and 64 percent of Hispanic principals feel management and policy decisions in the AISD are not racially motivated. By comparison, 68 percent of White teachers, 45 percent of Black teachers and 60 percent of Hispanic teachers feel the same.

Sixty-four percent of White principals, 67 percent of Black principals and 55 percent of Hispanic principals feel criticisms of the AISD are not racially motivated. By comparison, 72 percent of White teachers, 65 percent of Black teachers and 70 percent of Hispanic teachers feel the same.

The data clearly indicates that both principals and teachers do not wish to dwell upon race as a motivating factor in either management and policy decisions or criticisms of the AISD. Some respondents even expressed their reluctance to answer the question. Common perceptions include the following comments:

- "Sometimes people outside of the schools criticize (racially) without being correctly informed. More parental and community caring and involvement is needed."
- "I believe policies are made to educate all students, no matter what race they are."
- "Some management or policy decisions need to be racially motivated to be sure the concerns of all races are met."
- "Criticisms of the AISD are usually along special interest lines rather than racial lines."

Principals and teachers rated the following District wide services as "above average":

- **Instructional Services**
- **Maintenance Services**
- **Custodial Services**
- **Transportation Services**
- **Personnel Services**
- **Food Services**
- **Financial Services.**

Principals and teachers rated the following District wide services as "average" to "below average":

- **Staff Development**
- **Management Information Services**
- **Purchasing**
- **Planning and Budgeting.**

The responses appear to confirm teacher focus group comments regarding the lack of in-service training, insufficient planning time, lack of input to the budgeting process and delays in procuring equipment and supplies.

Detail tables summarizing survey results are included in Appendix B.



## ***Personnel Management***



## SECTION 7.0 PERSONNEL MANAGEMENT

This section presents our findings, commendations and recommendations for each of the four components of the section. The table below presents a description of the Personnel section, its components and the performance measures which were examined.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>This section is directed to the recruitment, employment and maintenance of efficient and effective personnel services for the District. Personnel management is a support service for the individual schools and departments. These support services contribute to a highly motivated, well-trained teaching and support staff.</p>
<p><b>COMPONENTS</b></p>	<p>A. Hiring and EEO B. Performance Assessment C. Personnel Policies, Procedures and Records D. Employee Relations</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Equal opportunities for employment of best qualified staff vacancies</li> <li>• Appropriate staff trained and involved in the interview and selection process</li> <li>• Written Affirmative Action Program and goals</li> <li>• Percent of employees by race, gender and ethnicity</li> <li>• Turnover rate</li> <li>• Job descriptions match duties and responsibilities</li> <li>• Comprehensive staff development program available for all employees</li> <li>• Performance appraisal systems have a standard set of criteria for each position</li> <li>• Evaluators trained to use performance appraisal instruments</li> <li>• Records kept of annual evaluations</li> <li>• Number teachers at career ladder levels I, II, III</li> <li>• Consistencies of objectives and job related appraisal instruments</li> </ul>

<b>PERFORMANCE MEASURES</b>	<ul style="list-style-type: none"><li>• Measurable evaluation criteria</li><li>• Effective monitoring and follow-up</li><li>• Effective in assessing personnel strengths/weaknesses</li><li>• Effectiveness of personnel systems, policies and procedures</li><li>• Written personnel policies</li><li>• Effectiveness/appropriateness of job classification and compensation systems</li><li>• Appropriateness of staff levels</li><li>• Adequacy and effectiveness of service levels</li><li>• Adequate determination and delineation of roles/responsibilities</li><li>• Appropriate allocation of resources in relation to workloads</li><li>• Employment and certification maintained</li><li>• Tracking and monitoring of employee disciplinary actions</li><li>• Employer/employee relations program</li></ul>
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## COMPONENT A: HIRING AND EEO

### 1. Description of Component

This component focuses on those District activities and programs that involve recruiting and hiring employees as well as job descriptions. The hiring process allows for all qualified applicants to have an equal opportunity for employment.

### 2. Summary of Findings from Existing Reports and Data Sources

(F7.A.1) The budget for the Personnel Department for the fiscal year 1992-93 was \$1.54 million. An additional \$3.43 million was budgeted for substitute teachers, supply teachers, monitors, part-time clerks, substitute callers and the District's attendance award for teachers. The total staff is 34 employees which are funded entirely by the operating budget. Exhibit 7.A.1 provides an overview of the Department with respect to organization structure and staffing levels.

Account	Budget		
	1991-92	1992-93	Variance
Payroll*	\$1,201,796	\$1,206,796	0.42%
Purchased Services	\$53,100	\$46,100	-13.18%
Supplies	\$62,500	\$62,500	0.00%
Operating Expense	\$223,000	\$221,700	-0.58%
Capital Outlay	\$4,000	\$3,800	-5.00%
Total	\$1,544,396	\$1,540,896	-0.23%

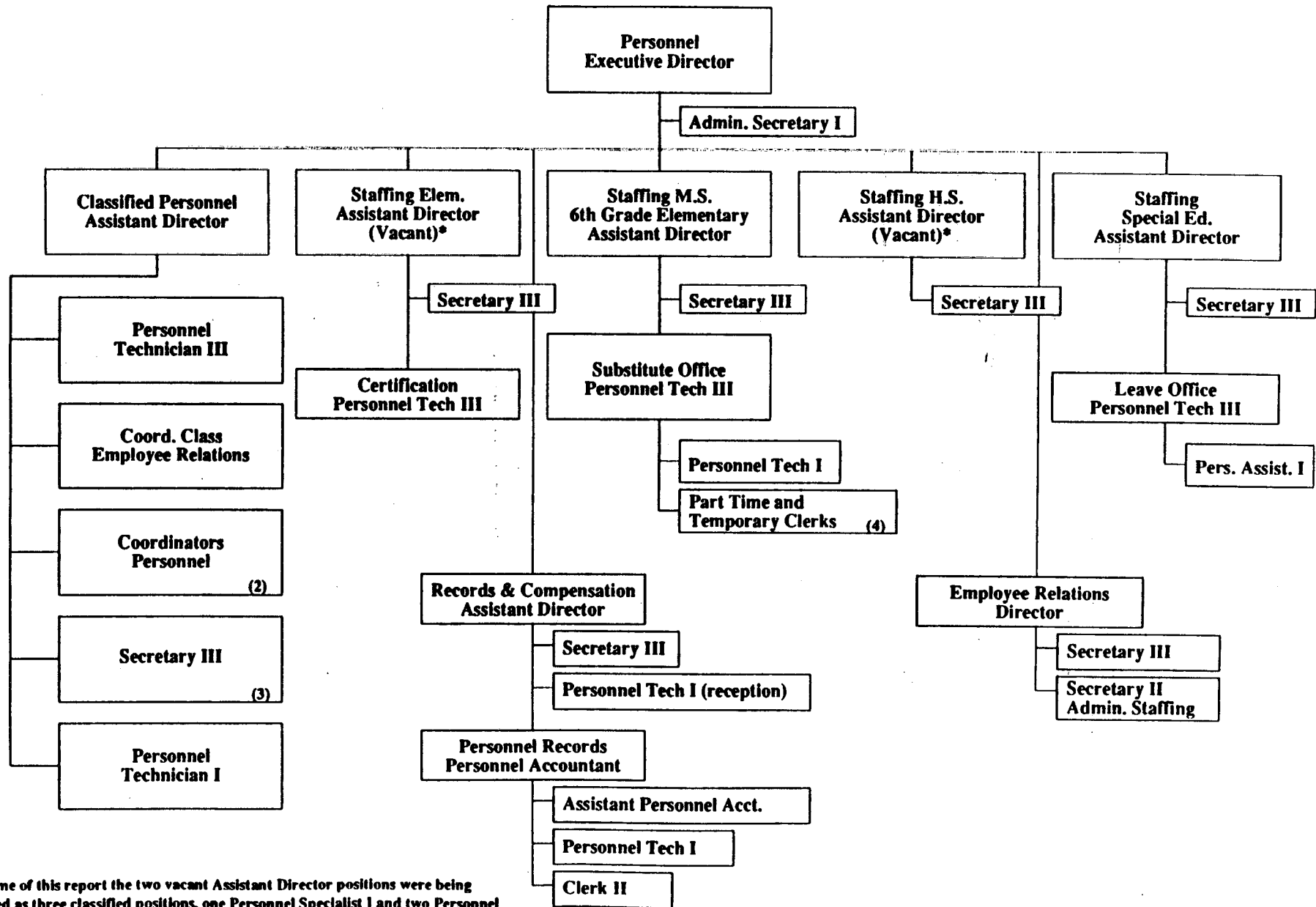
Source: AISD Budget for the Year 1992-93

\*Not included is budgeted money for substitutes and attendance awards.

(F7.A.2) Personnel classification data for 1990-91 and 1991-92 are presented in Exhibit 7.A.2, along with data from comparative districts and the state as a whole. The following can be surmised from the statistics:

- The percentage of campus administrators increased in AISD while they decreased slightly in comparative districts and statewide.
- The percentage of central administrators stayed constant in AISD while they decreased slightly in comparative districts and statewide.
- The percentage of professional support personnel decreased in AISD, but increased in comparative districts and statewide.
- The percentage of educational aides increased in AISD and statewide, but remained constant in comparative districts; auxiliary staff decreased in AISD, comparative districts and statewide.

# Current Organization Structure Personnel Department



7-4

\* At the time of this report the two vacant Assistant Director positions were being advertised as three classified positions, one Personnel Specialist I and two Personnel Specialist II positions.

EXHIBIT 7.A.2

PERSONNEL STATISTICS FOR AISD, COMPARATIVE DISTRICTS AND STATE  
1991-92 AND 1990-91

Personnel Statistics	Austin ISD				Comparative Districts				State of Texas			
	1991 - 92		1990 - 91		1991 - 92		1990 - 91		1991 - 92		1990 - 91	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Classification</b>												
Teachers	4,223.8	54.2%	4,220.7	53.9%	27,004.3	53.5%	29,753.1	52.4%	212,544.9	52.8%	205,637.2	52.7%
Campus Administration	215.0	2.8%	168.8	2.2%	1,211.4	2.4%	1,419.5	2.5%	10,466.2	2.6%	10,535.5	2.7%
Central Administration	115.5	1.5%	119.1	1.5%	706.7	1.4%	908.5	1.6%	6,440.8	1.6%	6,633.5	1.7%
Professional Support	444.4	5.7%	488.5	6.2%	3,482.8	6.9%	3,804.3	6.7%	22,945.2	5.7%	21,071.0	5.4%
Educational Aides	409.0	5.2%	370.5	4.7%	3,179.9	6.3%	3,577.2	6.3%	33,814.0	8.4%	31,216.3	8.0%
Auxiliary Staff	2,389.1	30.6%	2,461.6	31.4%	14,940.7	29.6%	17,374.9	30.6%	116,336.1	28.9%	114,719.8	29.4%
<b>Total</b>	<b>7,796.8</b>	<b>100.0%</b>	<b>7,829.2</b>	<b>100.0%</b>	<b>50,475.3</b>	<b>100.1%</b>	<b>56,780.8</b>	<b>100.1%</b>	<b>402,547.2</b>	<b>100.0%</b>	<b>390,203.5</b>	<b>99.9%</b>
<b>Ethnicity</b>												
White	4,629.4	59.4%	4,657.7	59.5%	22,411.0	44.4%	25,835.3	45.5%	268,901.5	66.8%	261,826.5	67.1%
Hispanic	1,847.1	23.7%	1,781.8	22.8%	7,268.4	14.4%	7,608.6	13.4%	86,950.2	21.6%	81,552.5	20.9%
Black	1,276.2	16.4%	1,344.6	17.2%	20,341.5	40.3%	22,769.1	40.1%	45,085.3	11.2%	44,873.4	11.5%
Other	45.2	0.6%	45.1	0.6%	454.3	0.9%	454.2	0.8%	2,415.3	0.6%	1,951.0	0.5%
<b>Total</b>	<b>7,797.9</b>	<b>100.0%</b>	<b>7,829.2</b>	<b>100.0%</b>	<b>50,475.3</b>	<b>100.0%</b>	<b>56,780.8</b>	<b>99.8%</b>	<b>402,547.2</b>	<b>100.2%</b>	<b>390,203.5</b>	<b>100.0%</b>
<b>Highest Degree Held</b>												
<b>By Teachers</b>												
Number without Degrees	14.0	0.3%	16.0	0.4%	405.1	1.5%	833.1	2.8%	2,125.4	1.0%	2,878.9	1.4%
Bachelors Degree	2,820.8	66.8%	2,787.1	66.0%	16,418.6	60.8%	17,970.9	60.4%	145,805.8	68.6%	138,805.1	67.5%
Masters Degree	1,368.4	32.4%	1,398.2	33.1%	9,910.6	36.7%	10,681.4	35.9%	63,763.5	30.0%	63,130.6	30.7%
Doctorates	20.6	0.5%	19.6	0.5%	270.0	1.0%	267.8	0.9%	850.2	0.4%	822.5	0.4%
<b>Total</b>	<b>4,223.8</b>	<b>100.0%</b>	<b>4,220.9</b>	<b>100.0%</b>	<b>27,004.3</b>	<b>100.0%</b>	<b>29,753.1</b>	<b>100.0%</b>	<b>212,544.9</b>	<b>100.0%</b>	<b>205,637.2</b>	<b>100.0%</b>
<b>Teacher Experience</b>												
Beginning	169.4	4.0%	252.8	6.0%	1,836.3	6.8%	2,231.5	7.5%	13,390.3	6.3%	12,955.1	6.3%
1 - 5 Years	1,012.4	24.0%	1,002.7	23.8%	5,995.0	22.2%	6,962.2	23.4%	51,223.3	24.1%	50,175.5	24.4%
6 - 10 Years	894.0	21.2%	897.8	21.3%	4,806.8	17.8%	5,206.8	17.5%	43,784.3	20.6%	42,566.9	20.7%
11 - 20 Years	1,547.6	36.6%	1,516.5	35.9%	8,884.4	32.9%	9,669.8	32.5%	70,990.0	33.4%	69,505.4	33.8%
Over 20 Years	600.5	14.2%	551.1	13.1%	5,508.9	20.4%	5,712.6	19.2%	32,944.5	15.5%	30,434.3	14.8%
<b>Total</b>	<b>4,223.9</b>	<b>100.0%</b>	<b>4,220.9</b>	<b>100.0%</b>	<b>27,004.3</b>	<b>100.1%</b>	<b>29,753.1</b>	<b>100.1%</b>	<b>212,544.9</b>	<b>99.9%</b>	<b>205,637.2</b>	<b>100.0%</b>
<b>Other Statistics</b>												
Avg. Total Experience	11.4 Years		11.0 Years		12.4 Years		12.0 Years		11.3 Years		11.3 Years	
Avg. Experience Austin ISD	8.3 Years		7.9 Years		9.4 Years		9.3 Years		7.7 Years		7.6 Years	
Turnover Rate (Teachers)	9.5 Percent		9.7 Percent		11.1 Percent		11.9 Percent		11.8 Percent		12.9 Percent	

- The percentage of minorities employed remained constant in AISD and statewide, but increased slightly in comparative districts.
- Minorities represented approximately 40% of employees in AISD, 55% in comparative districts and 33% statewide.
- The percentage of teachers without degrees decreased slightly in AISD, comparative districts, and statewide while teachers with bachelors degrees increased slightly in AISD, comparative districts, and statewide.
- The percentage of teachers with masters degrees decreased in AISD and statewide but increased in comparative districts; teachers with doctorate degrees remained constant in AISD, comparative districts and statewide.
- The percentage of teachers with advanced degrees (masters or doctorate) in the AISD was less than that of comparative districts but more than statewide.
- AISD teachers had less teaching experience with the District and less total teaching experience than teachers in the comparative districts, but more teaching experience with the District and more total teaching experience than teachers statewide.
- AISD's teacher turnover ratio was lower than the comparative districts and statewide.

### **3. Summary of On-Site Findings**

**(F7.A.3)** Overall, our review suggests that the personnel functions of the District fail to meet a majority of the performance measurement criteria for effective human resources management. This is particularly troubling in light of the fact that over 80% of AISD's total budget resources are allocated to the human resources component of the organization.

**(F7.A.4)** Hiring decisions are made with sensitivity to the campus and community that will be working with the employee. Principals have the final authority over hiring decisions regarding their assistant principals and other personnel located on their campus. When a search is conducted to fill a vacant principal position, a principal profile is developed with input from the community and school staff. The Personnel Department must then prove to the Board that the candidate meets the profile. The Department tries to have a tri-ethnic balance in each campus administration.

**(F7.A.5)** Firing and transfer decisions cannot be made without the approval and assistance of the central administration. Without central administration approval, principals'

decisions and actions to remove individuals are not supported. This policy limits the ability of campus leadership to lead and choose their own campus team.

**(F7.A.6)** The Executive Director of Personnel determines the staffing ratios for all campuses and approves any exceptions to those ratios. Principals and administrators are required to submit variations from the plan for Board approval. Campus Leadership Teams do not have input into the staffing and budget allocation, except they are able to transfer positions and money once allocated. The ability of the Campus Leadership Teams to change allocations is not clearly defined.

**(F7.A.7)** The budget process drastically affects the hiring process. Prorations in state aid contribute to a late budget approval, and last year it led to a hiring freeze. The staffing freeze combined with the late adoption of the budget caused an uncertainty in the number of positions required for the next school year. Consequently, the Personnel Department had to determine personnel cuts, transfer the surplus teachers, and hire staff for the remaining campus positions in a few short weeks before the opening of schools. The District lost many quality teacher recruits, including bilingual teachers (of which there is a shortage), because they were unable to offer and guarantee the top candidates positions before other school districts' acceptance deadlines.

**(F7.A.8)** The placing and tracking of substitutes is not automated, and as a result, it is difficult to track the number of days a substitute has worked for purposes of reporting to the Teacher Retirement System (TRS). Five sets of card files are needed to track subject area certification, certified teacher qualifications, current and available substitutes, personnel records and the location of placed substitutes. An average of 325 substitutes are needed each day. Manual verification is made before each payroll cycle with the Payroll staff to confirm the correctness of substitute timesheets.

**(F7.A.9)** New substitute hiring runs very efficiently. Each new substitute attends an orientation, receives a handbook, completes state required paperwork and tests and has a criminal history check.

**(F7.A.10)** No new employee orientation occurs for new professional and classified employees. Each new employee is individually contacted by the Personnel Department and the Benefits staff to obtain necessary paperwork.

**(F7.A.11)** AISD is trying several innovative approaches to hiring employees for difficult to fill positions. If an applicant rates high enough on the entrance interview and evaluation, then the District hires the candidate as "unassigned". That is, the District can hire a person without a specific job opening. This is used in special education where there is a 25% turnover rate and 100 vacancies are expected each year. Currently, there are the fewest number of special education applicants ever. The Educational Service Center for Region 13 has an alternative certification program designed to increase the number of eligible special education applicants. Last year, 11 of the 94 participants in Region 13 alternative certification program went to work for AISD.

**(F7.A.12)** The interview instruments for personnel interviews are not being used consistently, according to Personnel staff. Personnel staff who conduct interviews have attended Selection Research Institute (SRI) training, however, not all questions on the standard sets of questions are asked during every interview. Retraining for Personnel staff on the SRI techniques has not occurred recently. Principals, department heads, and members of Campus Leadership Teams have not received training in SRI techniques and do not have widespread access to the standardized interview instruments.

**(F7.A.13)** Annually, the Personnel Department sets a District-wide faculty ethnicity goal for all schools. The goals are approved by the Assistant Superintendent for Business. The past year's goal was equal to the ethnicity of the statewide professional supply. AISD surpassed its district-wide goal for the 1991-92 school year. More minority teachers and professionals were working in the District than the percentage of minorities in the statewide professional supply.

**(F7.A.14)** Campus recruiting efforts are not formally tracked. The number of campuses, location, cost of trips, number of offers made and percent of offers accepted is not readily available for cost-benefit analysis and prioritization of recruiting activities.

**(F7.A.15)** Turnover rates for specialized positions such as bilingual and special education teachers, counselors, and nurses are not formally tracked. No special attempts are made to retain employees in positions for which recruiting qualified applicants is difficult. In addition, no formal exit interview procedures exist to monitor reasons why employees leave AISD.

**(F7.A.16)** A job service bureau is not utilized for hiring classified positions, such as custodians or food service workers. Job service bureaus could perform initial screening and reduce the amount of paperwork processed by the District.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C7.A.1)** Involving principals and communities in hiring decisions.
- **(C7.A.2)** Conducting new substitute hiring in an organized, efficient manner.
- **(C7.A.3)** Attempting new and innovative hiring practices to fill specialty positions.

## ***Recommendations***

We recommend that AISD:

- **(R7.A.1)** Determine staffing formulas by March 1 to facilitate hiring and personnel decision making. Receiving Board approved staffing formulas near the end of the budget adoption process limits the Personnel Department's ability to recruit and assign staff in an efficient manner.(F7.A.7)
- **(R7.A.2)** Initiate efforts to define requirements for and implement a new human resources information system. With respect to the hiring and EEO, implementation of an automated substitute placement and tracking system to enhance recordkeeping and tracking of substitute teachers should be considered. (F7.A.8)
- **(R7.A.3)** Hold employee orientations for new AISD employees on a bi-weekly basis. The orientation session should cover topics such as employee benefits, District personnel policies and a brief overview of District operations, as well as provide time for the new employees to complete required forms for their personnel files. A new employee orientation would help the Personnel and Benefits departments complete new employee personnel files more quickly and efficiently. The District could consider preparing video tapes for portions of the orientation to reduce staff time requirements associated with the sessions.(F7.A.10)
- **(R7.A.4)** Create written staffing and budgeting policies giving more authority to Campus Leadership Teams. The policies should outline the ability of principals to remove employees from their campus. In addition, the policies should clarify the ability of Campus Leadership Teams to "exchange" positions for more funds or vice-versa. (F7.A.5, F7.A.6)
- **(R7.A.5)** Track campus recruiting efforts and perform a cost-benefit analysis and prioritization of recruiting activities. (F7.A.14)
- **(R7.A.6)** Monitor turnover rates for specialized positions and create formal exit interview procedures to identify issues and ideas for retaining employees in difficult-to-fill positions. (F7.A.15)
- **(R7.A.7)** Investigate using a public job service bureau for hiring classified positions, such as custodians or food service workers. Job service bureaus would perform initial screening and reduce the amount of paperwork processed by the District. (F7.A.16)

- **(R7.A.8) Train or retrain all staff who conduct interviews in the use of SRI techniques. Make the standardized interview instrument available to all interviewers. (F7.A.12)**

### **Financial Implications of Recommendations**

- **The cost for a study to define requirements and evaluate available payroll/personnel systems would be approximately \$75,000 (See R12.A.5 in Accounting) (R7.A.2, F7.A.8)**



## **COMPONENT B: PERFORMANCE ASSESSMENT**

### **1. Description of Component**

This component assesses the District's policies and practices for appraising the performance of duties and responsibilities of all instructional, administrative, supervisory and classified employees of the District.

### **2. Summary of Findings from Existing Reports and Data Sources**

**(F7.B.1)** Administrator and teacher evaluations are based on state-mandated criteria. The Texas Teacher Appraisal System (TTAS) is used for all teacher evaluations. State guidelines require a minimum of one evaluation by one appraiser annually. The training and recertification of appraisers is handled by the Region 13 Educational Service Center. Recertification is required every two to three years.

### **3. Summary of On-Site Findings**

**(F7.B.2)** The job evaluation and classification report completed by Price Waterhouse in October 1991 has not been implemented. Since the report was issued, a major reorganization of the District has occurred and an attempt was made to consolidate job codes and titles. The new classification system, the "Oliver System", has not been implemented even though the job evaluation committee (formerly reviewing job classifications) ceased to meet two years ago. No formal mechanism for adding or evaluating positions currently exists, except for the Executive Director of Personnel's personal review.

Several positions appear to be misclassified at the Assistant Director and Director level including: the Assistant Director of Finance, the Assistant Directors, Coordinators, and Director of Personnel, the Director of Internal Audit and the Assistant Directors of Athletics. The title of Assistant Director appears to mean various things and involves various levels of supervision and responsibility. The Personnel Department does not maintain up-to-date job descriptions for all District positions. Departments with current job descriptions have typically developed the descriptions without the assistance of the Personnel Department.

**(F7.B.3)** The TTAS appraisal instrument, as it is applied by AISD, does not differentiate between effective and ineffective teaching. Almost all teachers (99.84%) score at or above satisfactory. The teacher is evaluated based on 13 criteria in five different domains. Each criteria in the domain must be met in order for the teacher to meet the expectations set forth by the domain. The evaluations are then translated into summative findings based on a point system. There are five final rating categories. Results of final evaluations in 1991-92 are:

<b>AISD Teacher Appraisal Scores</b>		
	<b>% of Teachers Receiving Rating</b>	<b># of Teachers Receiving Rating</b>
<b>Unsatisfactory</b>	less than 1%	6
<b>Below Expectations</b>	less than 1%	1
<b>Meets Expectations</b>	2%	98
<b>Exceeds Expectations</b>	28%	1194
<b>Clearly Outstanding</b>	70%	3003

**(F7.B.4)** The career ladder does not reward only the best teachers. The career ladder was designed as a merit pay supplement to reward the best Texas teachers, however, in practice, the majority of AISD teachers receive career ladder payments. Total career ladder payments to AISD teachers is larger than required by the state. Last year, the state required AISD to make \$5.7 million in career ladder payments, however, \$8.3 million was actually spent by the District: \$2.6 million over the required amount. Of the \$8.3 million in on career ladder payments, \$8.1 million was paid out of local funds.

<b>Career Ladder Payments</b>			
<b>Category</b>	<b>Number of Teachers</b>	<b>Percent of Teachers</b>	<b>Career Ladder Payments</b>
<b>Ineligible and Level 1</b>	1,091	24.6%	--
<b>Level 2</b>	1,074	24.3%	\$1,583,649
<b>Level 3</b>	2,265	51.1%	\$6,748,855
<b>Total</b>	4,430	100.0%	\$8,332,505

**(F7.B.5)** No mechanism within the Personnel Department exists to assist schools in identifying enough qualified appraisers to evaluate teachers. All teachers are reviewed by

two appraisers. Every teacher is reviewed either two or four times a year, except for a small number of "exemplary" teachers who are reviewed once every three years. Typically, appraisals are performed by the teacher's principal and assistant principal or helping teacher. However, smaller schools, especially elementary schools, do not have an assistant principal or helping teacher to act as the second appraiser. The Personnel Department does not have a mechanism to assist schools needing an additional appraiser in identifying appropriate resources.

**(F7.B.6)** No department is responsible for ensuring sufficient data on teacher performance is collected to adequately assess whether a teacher should be placed on the career ladder or not. Personnel does not track whether teachers teach enough hours a day to qualify for career ladder awards. State law dictates that "Eligibility for assignment to the teacher career ladder shall include a certified person who teaches or provides instructionally related services to students at least four hours each day or not less than 60 percent of the school day...where the teacher is primarily responsible for planning, delivering, evaluating, and reporting of student learning of the essential elements as required in Chapter 75 of this title." The Personnel Department does not monitor whether teachers teach appropriate curriculum that meets the Chapter requirements of essential elements. Five periods is considered a regular teaching load. No evaluation of whether or not teachers teach the full load occurs.

**(F7.B.7)** Since the budgets cuts within the Staff Development office, there has been no centralized effort to encourage teachers to continue training. Continuing education is included as a component of the teacher performance appraisal and teachers must obtain continuing education credits in order to receive career ladder payments. However, there is no formal program to coordinate and track continuing education.

**(F7.B.8)** Classified employee appraisals, almost half of the appraisals completed in the District, are not computerized, making the completion of appraisals labor intensive and inefficient. All appraisals for classified personnel are administered annually on forms completed manually by supervisors. The appraisals are mailed to the classified personnel office. Often there are problems with the appraisals, such as the sum of the scores being added wrong or the appraisal is missing an employee signature. If a problem is detected, the appraisal is mailed back to the supervisor with the problem noted. The appraisal is then mailed back to the classified personnel office where it is filed in the individual's personnel file.

**(F7.B.9)** All classified employees receive an appraisal using the same standardized evaluation instrument, even though many classified employees have administrative and supervisory duties. The Assistant Directors of several departments who are classified employees are appraised using the same instrument that is used by food service workers, Service Center employees and bus drivers. This instrument is based on performance attributes such as punctuality, cooperation, productivity and does not adequately measure the performance evaluation criteria for the Assistant Director position.

**(F7.B.10)** Not all departments consistently complete and turn in evaluations for their classified employees. Typically, notices are sent to the responsible parties, but response levels are low. In most cases, the classified office only receives appraisals if an employee is not doing well. In 1985-86, all classified personnel had evaluations on file because the district offered compensatory pay tied to appraisal scores. Participants in the focus groups conducted during our review also indicated that they had not received a recent performance evaluation.

**(F7.B.11)** Teachers are being paid money in addition to their salary to not use sick and personal days. When teachers do take sick and personal days, the District must pay \$47.50 to hire a substitute teacher for the absent teacher. Last year, 3,321 teachers were paid \$1,033,950 in attendance awards, equal to \$50 a day for the number of sick and personal days they did not use. The average payment was \$311; the maximum payment for perfect attendance was \$500. This year \$550,000 was budgeted for teachers and librarians with perfect attendance. This year's rule stipulates that the teacher or librarian will get the entire amount of the award if he or she does not use any sick or personal leave days.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C7.B.1)** Following state and Board guidelines regarding teacher appraisals.

##### ***Recommendations***

We recommend that AISD:

- **(R7.B.1)** Initiate an effort to implement a job classification, evaluation and salary administration system appropriate for the new organization of the District, including complete and accurate job descriptions. **(F7.B.2)**
- **(R7.B.2)** Review and modify policies and procedures to:
  - Create and implement a system for identifying schools needing additional appraisers and qualified appraisers who can assist those schools. **(F7.B.5)**
  - Modify the Career Ladder placement data and the appraisal instrument to collect information on teaching load and curriculum content. **(F7.B.6)**
- **(R7.B.3)** Actively support the Commission for Educational Excellence's recommendation that a system of effectiveness indices be incorporated into the

TTAS for appraising teachers and that a similar system be developed for administrators. The recommended effectiveness indices are to be based on differences between observed and predicted student achievement scores. The Commission also recommended a specific training plan tied to performance evaluations. (F7.B.3)

- **(R7.B.4)** Modify the appraisal system within AISD in the following ways:
  - Create more incentives for staff to continue their education, such as a tuition reimbursement program. (F7.B.7)
  - Create a separate appraisal instrument for classified employees who perform jobs which require professional or administrative duties. (F7.B.9)
  - Integrate administrative criteria into supervisory appraisal instruments which encourage supervisors to complete appraisals for classified employees. (F7.B.9)
- **(R7.B.5)** Initiate efforts to define requirements for and implement a new human resources information system. With respect to performance assessment, the following feature should be considered:
  - Computerization of the classified appraisal system in a manner that will speed transmission of the forms to the Personnel Office and add sums correctly. (F7.B.8) (see R7.C.3)

### **Financial Implications of Recommendations**

See Financial Implications for R7.A.2 in Hiring and EEO for the cost for a study to define requirements for and evaluate payroll/personnel systems. (R7.B.5, F7.B.8)

**COMPONENT C: PERSONNEL POLICIES, PROCEDURES AND RECORDS**

**1. Description of Component**

This component focuses on the personnel policies, procedures and record keeping system of the District. A sample of personnel files was reviewed to determine their completeness.

**2. Summary of Findings from Existing Reports and Data Sources**

**(F7.C.1)** Records management for all District personnel is under the direction of the Executive Director of Personnel. Personnel records are maintained for approximately 7,900 active employees. Approximately 4,500 personnel records for professional employees and employees with contracts are the responsibility of the Assistant Director of Compensation/Employee Records. The Assistant Director of Classified Personnel is responsible for the maintenance of 3,500 to 3,700 personnel records for classified employees.

**(F7.C.2)** A policy on personnel records is contained in the Board Policy Manual. The policy states that the Superintendent is responsible for maintaining all records. Disclosure of any records is regulated by the Texas Open Records Act.

**3. Summary of On Site Findings**

**(F7.C.3)** The Personnel Office is overstaffed compared to other school districts' personnel functions. The following staff to employee ratios were noted:

<i>Comparison of AISD Personnel Department Characteristics to Other Similar Districts</i>		
<b>Comparative Statistics</b>	<b>District Employees per Personnel Staff</b>	<b>Personnel Budget per Total Budget</b>
<b>Austin</b>	246	0.64%
<b>Kansas City</b>	235	0.40%
<b>Louisville</b>	336	0.38%
<b>Memphis</b>	282	0.58%
<b>Minneapolis</b>	350	N/A
<b>Dallas</b>	335	0.44%
<b>Average</b>	297	0.41%

**(F7.C.4)** The District spends a higher percentage of its budget on Personnel than other districts as shown in the previous table. The Personnel Department salary scales are higher than several other departments within AISD, including Finance, Internal Audit and Purchasing.

**(F7.C.5)** The Personnel Department does not maintain hard copy or electronic personnel files for hourly (e.g. athletic event and school board election workers) and summer school employees. The Payroll staff documents employee status and compensation records for these types of employees, however, this information is not used to create personnel files on the District's computer system. Thus, centralized records for these types of employees do not exist. In addition, personnel records for hourly employees hired for a semester or year are not maintained and, as a result, these individuals are paid through the accounts payable system on a contract or consultation basis.

**(F7.C.6)** Currently, Payroll staff can access and change employee records that were incorrectly entered by the Personnel Department. Payroll staff change and correct account numbers on a regular basis. There are no financial controls in place to prevent Payroll staff from creating fictitious employees and generating checks to "pay" them. Proper segregation of duties would require the Personnel Department to change account numbers for employees' salary expense.

**(F7.C.7)** Some employees have been paid twice for the same supplemental pay request. Personnel staff do not set up the compensation records for most supplemental pay requests. Supplemental Pay Requests have been made directly through various departments, Community Education, and Personnel resulting in duplicated payments for the same services. Additionally, the signing bonuses paid by Personnel staff to new teacher hires are treated like vendor payments rather than as salary, because no compensation records or supplemental pay records are established in Personnel at the time of hiring.

**(F7.C.8)** Personnel is responsible for making the net salary calculation. However, for employees beginning work in the middle of the year, Payroll staff calculate the net pay owed to the new employee rather than Personnel, which is a misalignment of duties.

**(F7.C.9)** Personnel files are not well maintained in the Classified Personnel Department. In a sample of classified personnel files, several files did not have immigration and naturalization forms, oath forms stating that the employee was not related to a Board member, TB tests, appraisal forms or applications for employment. The files were disorganized and contained several inappropriate items, including portions of a divorce decree, sympathy letters and medical reports. According to Classified Personnel staff, the files are supposed to be color coded, contain checklists of contents and contain required documents. No systematic method of purging hard copy personnel files exists. When a purge of a file does occur, employees are not contacted and given the opportunity to pick up the information. Instead, the information is discarded.

**(F7.C.10)** The Leave Office, which has two leave officers, does not track the leave of hourly employees and some classified employees' leave (i.e., bus drivers). The Payroll staff tracks the leave for all employees that the Leave Office does not track. Because both offices use different procedures, a lack of coordination occurs when employees take a leave of absence.

**(F7.C.11)** Personnel staff do not always collect and maintain additional personnel forms, required after the hiring process is completed. Recently, when a change in the Texas Retirement System (TRS) required that retirement forms be completed for all employees working over 15 hours, confusion arose over which department should collect information from current employees. Eventually, the Personnel Department collected forms from clerical workers and the Payroll Section of Finance collected forms from the hourly workers, such as athletic event staff.

**(F7.C.12)** Personnel does not maintain adequate employment records for all hourly and substitute teacher employees on the number of days worked and the amount of salary earned for the Texas Retirement System.

**(F7.C.13)** The Personnel Department maintains all salary and employment histories on District employees in its card files, but does not complete all requested employment verifications, verifying that employees formerly worked for the District. The Benefits Office, which does not maintain employment histories on employees, researches some of the requested employment histories. However, because files containing employment information are not maintained in the Benefits Office, the Benefits Office verifies employment by researching the payroll records on microfiche.

**(F7.C.14)** The Personnel Department does not maintain up-to-date job descriptions for all departments. Departments with current job descriptions have typically developed the descriptions on their own initiative without the assistance of the Personnel Department.

**(F7.C.15)** The Personnel Department has not updated the payroll-personnel file to delete all individuals who have resigned or been terminated.

**(F7.C.16)** The computer file used by the Personnel and Payroll staffs has several deficiencies:

- The payroll-personnel file on the computer system does not correctly calculate all salaries for employees with odd numbers of contract days. Some classified employees salaries must be manually calculated.
- The system does not have the capacity to hold salary history information. Payroll keeps a card file on the salary and deductions that each employee should have. This card file duplicates the five card files kept in Personnel that contain basically the same information. Personnel "borrows" the payrolls cards if their information is not up to date. All files are maintained in three forms: a computer file, the hard



copy personnel record and the five "card files." The hard copy personnel record is a file including paper copies of appraisals, transcripts, correspondence, etc. The five card files kept in Personnel have employment history such as salary changes, employment length, and positions held. The cards include all current and former employees and date back to the early part of the century. Cards are manually updated on an annual basis to reflect current salary and position.

- Position control is not automated and no direct communication between the Personnel Department, the Budget Department and the Finance Department occurs. In the professional office, the Executive Director tracks teacher and administrative positions manually. In the classified office, the three recruiters are responsible for tracking positions. The Budget Department is provided information on new positions during the budget development process.

**(F7.C.17)** Our review identified two problems with respect to paying teachers and other employees working in the summer school program. Some accounting practices were questionable, such as payroll for high school summer school programs being processed through school activity funds and Central Office Reimbursements. In addition, communication between the Personnel Department, the Finance Department and schools is poor with respect to summer school. This lack of communication resulted in schools not notifying central office that new summer programs were to be implemented and Personnel not setting up temporary files or notifying Finance to process pay checks for the personnel. Some of summer school teachers were not paid for three months.

**(F7.C.18)** The personnel files are not maintained in waterproof or fireproof areas. The Personnel Office maintains files for professional employees in compact, rolling file cabinets in the Professional Personnel Office. The classified staff records are filed in hard copy format, alphabetically in file cabinets in the Classified Personnel Office.

**(F7.C.19)** Termination records are not microfilmed. Accessing files of terminated employees is difficult because they are stored in the central administration parking garage and seldom purged. Other departments have used microfilming to save on storage space and related costs.

**(F7.C.20)** No automation of classified personnel records or substitute personnel records exists. There has been a four-step plan to automate the Department, but the final phase of computerization, which includes automating the classified personnel office and substitute teacher records, has not been completed.

**(F7.C.21)** The District implemented an early retirement plan to encourage central office administrators to retire and, at the same time, achieve some cost-savings. The plan offered administrators one semester's worth of salary if they would retire in December 1992. To achieve cost-savings, the District planned to eliminate the positions. However, the unexpected result of the plan was that several principals, as well as central administrators took advantage of the plan. All of the principals had to be replaced

immediately so that schools were not without principals. In addition, several departments, including Personnel, decided to fill the retired positions immediately and not eliminate the positions. The result was a double paying of retired individuals and new employees for the next semester.

**(F7.C.22)** Accident leave, which is six months of leave at full salary, is a benefit available to all employees. An employee of the District is eligible to take accident leave if he or she has been injured in the line of duty. Employees are paid more while they are on accident leave than while they are working, creating a large disincentive for people to return to work after being injured. Workers' compensation benefits are approximately 75% of the employee's salary. The employee receives both a workers' compensation check and a regular District paycheck for the other 25% of their salary. The amount paid on accident leave is actually larger than the salary the employee normally receives because workers' compensation is non-taxable. In fact, if the District did not pay the 25% of the employee's regular salary, the employee would receive approximately the same on workers' compensation as their normal take-home salary. Last year, 30,664 hours of accident leave was taken. 64% of that leave was taken by bus drivers and custodians. Accident leave costs the District between \$70,000 and \$90,000 each year. No other school Districts in the TASB Workers' Compensation program or the TASB policy services membership have a similar accident policy.

#### **4. Commendations and Recommendations**

##### ***Recommendations***

We recommend that AISD:

- **(R7.C.1)** Initiate efforts to perform a resource requirements analysis for the Personnel Department to determine appropriate staffing and compensation levels that will have similar staffing levels and functional tasks as other large school districts. (F7.C.3, F7.C.4)
- **(R7.C.2)** Place responsibility for the following functions with the Personnel Department:
  - Maintaining complete and accurate job descriptions
  - Creating and maintaining personnel files for all District employees
  - Creating supplement pay records
  - Performing net salary calculations
  - Tracking leave and vacation entitlements

- **Completing employment verifications.**

These functions are currently being performed by other departments within the District or not at all. Responsibility for conducting these activities is more appropriately placed with the Personnel Department. (F7.C.5, F7.C.6, F7.C.7, F7.C.8, F7.C.9, F7.C.10, F7.C.11, F7.C.12, F7.C.13, F7.C.14, F7.C.15)

- **(R7.C.3) Initiate efforts to define requirements for new human resources information system. The District's current personnel/payroll system does not adequately meet user needs, as evidenced by heavy use of the manual card file systems. These manual card systems are cumbersome and inefficient and create data control issues. With respect to personnel policies, procedures and records, the following features should be considered:**
  - **Position control with interface to the budget system**
  - **Maintenance of employee history for reference, trend and historical analysis**
  - **Salary calculation capabilities**
  - **Automation of classified personnel and substitute teacher records. (F7.C.16)**
- **(R7.C.4) Review and modify policies and procedures to effect:**
  - **Maintenance of personnel records in waterproof and fireproof areas (F7.C.18)**
  - **Creation of a system of purging personnel files and notifying employees to pick up purged items (F7.C.9)**
  - **Development of a checklist to standardize the documents contained in classified employee personnel files (F7.C.9)**
  - **Microfilming of personnel records of terminated employees (F7.C.19)**
  - **Contacting every school principal and grant manager for a complete listing of summer school programs and personnel each spring (F7.C.17)**
  - **Elimination of accident leave benefits. This will reduce the incentive for employees to file for accident leave in order to receive more money on leave than they could make while working. (F7.C.22)**

### **Financial Implications of Recommendations**

- If the District decides to obtain outside assistance to perform the resource requirements analysis for selected Business Support Services (Personnel, Finance and Budget), we estimate that this will cost \$50,000. (R7.C.1, F7.C.3, F7.C.4)
- If staffed to levels similar to other Personnel Departments in similar districts, the reorganization of the Personnel Department would reduce the staff by 6 positions. Potential cost savings resulting from the reorganization would approximate \$280,800. However, actual staff reductions would depend on the results of the resource requirements analysis (6 positions x average salary and benefits of \$46,800). (R7.C.1, F7.C.3, F7.C.4)
- Elimination of accident leave benefits will result in a savings of approximately \$80,000 based on historical payments. (See R10.A.3) (R7.C.4, F7.C.22)
- See Financial Implications for recommendation R7.A.2 in Hiring and EEO for the cost for a study to define requirements for and evaluate available payroll/personnel systems.

## **COMPONENT D: EMPLOYEE RELATIONS**

### **1. Description of Component**

This component focuses on those District activities which involve the consultation of District management with representatives of employee groups on labor relations issues. Also examined are salary planning efforts, transfers, promotions, and the District's grievance policies and procedures.

### **2. Summary of Findings from Existing Reports and Data Sources**

**(F7.D.1)** A policy on contract regulations and grievance policy is contained in the Board Policy Manual. The District follows state guidelines, as well as local policy for professionals having contractual difficulties. The district has a due process procedure if a classified employee is not meeting performance expectations and has worked for the District for over 135 days. The employee is placed on probation and receives a corrective discipline form which outlines the steps necessary for improvement as well as outlines the consequences of not making improvements.

### **3. Summary of On-Site Findings**

**(F7.D.2)** Little communication occurs between the two employees in the Personnel Department who handle all of the staff relations. The Director for Employee Relations deals with all professional relations and the Classified Employee Relations Coordinator handles all classified employee relations such as terminations, routine criminal checks that identify felons, emotional disturbances, racial incidents and repeated absences or tardies. There is no formal communication between the two coordinators to track problems which the two employee groups have in common.

**(F7.D.3)** There is no formal tracking of grievances filed within AISD. Grievances settled at level 1, the principal, are often not reported to the central office. No formal monitoring of grievances occurs to identify problems with school administrators, certain jobs, etc.

**(F7.D.4)** Texas state law forbids contract public school teachers to negotiate a contract through a collective bargaining process. Each year, the Board sets the salary schedule unilaterally. To solicit teacher input, a consultation agreement has been made between the administration and teacher groups to meet prior to the establishment of the salary schedule to discuss teacher needs.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C7.D.1)** Creating local policies regarding employee relations and following state guidelines for teachers in contractual difficulties.
- **(C7.D.2)** Working with teacher groups to incorporate identified needs into District policy.

##### ***Recommendations***

We recommend that AISD:

- **(R7.D.1)** Improve the coordination of employee relations within the District. Either formalize the communication lines between the two employee relations groups or consolidate all employee relations staff positions into one position to standardize all procedures related to employee-District relations. **(F7.D.2)**
- **(R7.D.2)** Create a procedure to formally track all grievances filed within AISD, including grievances settled at level 1. Use the monitoring to identify problems with school administrators, certain jobs, etc. **(F7.D.3)**

##### **Financial Implications**

- See Financial Implications for recommendation R7.A.2 in Hiring and EEO for the cost for a study to define requirements for, evaluate and develop a payroll/personnel system.

***Community Involvement***





## SECTION 8.0 COMMUNITY INVOLVEMENT

The table below presents a description of the Community Involvement section, its components and the performance measures which were examined. In the remainder of the section, the findings, commendations and recommendations related to Community Involvement are presented.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>Local school districts were established to be responsive to the needs of the local community. This section focuses on the extent to which parents of school children, the business community and other members of the general Austin community are involved in and informed about AISD operations. Effective responsiveness requires active community involvement in the academic and extracurricular activities of the District's students.</p>
<p><b>COMPONENTS</b></p>	<p>A. Community Survey B. Focus Groups C. The A+ Coalition D. Adopt-A-School E. Communications</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Adequacy of channels for public input</li> <li>• Community participation in school board meetings</li> <li>• Community participation in school volunteer programs</li> <li>• Community support of local fund-raising efforts</li> <li>• Effective parent involvement programs</li> <li>• Effectiveness of parent training programs</li> <li>• Business community support of school district operations</li> <li>• Established policies and procedures for working with the media</li> <li>• Established procedures for communication with employees on a regular and timely basis</li> <li>• Effectiveness of training programs for District staff on media relations</li> </ul>

## **COMPONENT A: COMMUNITY SURVEY**

### **1. Description of Component**

A survey was conducted by Rincon & Associates of community members within the AISD boundaries to solicit input on a number of issues related to public education and the operations of the District. This component presents the results of the survey and an analysis of the community's responses.

#### ***Sampling***

A random digit sample (RDD) was acquired from Sophisticated Data Research (SDR), a professional sampling organization, for telephone exchanges within the AISD community. A total of 800 interviews were completed from this sample, which is a probability sample of all telephone households in the AISD area. A sample of this size permits inferences to be made at a 95 percent confidence interval with a margin of error of plus or minus 3.5 percent. The following table presents the actual number of completed interviews by race and sex, the unweighted percentage distribution and the weighted percentage distribution.

#### **INTERVIEWS BY RACE AND SEX**

<b>Race</b>	<b>Number</b>	<b>Percent</b>	<b>Weighted Percent</b>
White	509	63.6%	62.0%
Black	82	10.3%	12.0%
Hispanic	159	19.9%	23.0%
Other	50	6.3%	3.0%
<b>Sex</b>			
Male	352	44.0%	50.0%
Female	448	56.0%	50.0%
<b>Total</b>	<b>800</b>	<b>100.0%</b>	<b>100.0%</b>

#### ***Questionnaire Design***

Except for a few modifications, the AISD questionnaire was modeled after the questionnaire utilized in the Dallas ISD community survey. A Spanish-language version was also available and adapted to the Austin survey objectives. Copies of both the English and Spanish-language versions of the AISD questionnaire are provided in Appendix D of this report.

## ***Interviewing Procedures***

Trained bilingual interviewers conducted the telephone interviews between November 13 to December 12, 1992 from the central telephone interviewing center of Rincon & Associates in Dallas, Texas. Weekday interviewing hours were generally from 6:00 p.m. to 9:00 p.m., Saturdays from 10:00 a.m. to 3:00 p.m. and Sundays from 1:00 p.m. to 6:00 p.m. Although efforts were made to conduct interviews during Thanksgiving week (November 22-28), progress was minimal. Each sampled telephone number received up to three callbacks to maximize the response rate and reduce non-response bias. The average interview length was 14 minutes.

## ***Data Processing and Analysis***

All survey data was edited, coded and entered into computer readable format by Rincon & Associates staff. All survey questions were then cross-tabulated by specific demographic variables as, defined by staff from the Texas Comptroller's Office, including race, sex, age, household income and years residency in Travis County. In addition, a chi square significance test for independence was conducted for each cross-tabulation, except for multiple response variables, to highlight the more substantive relationships among variables. A probability value of .05 or less is generally considered "statistically significant" and not likely to result from chance.

### **2. Summary of Findings from Existing Reports and Data Sources**

There are no existing reports or data sources related to the community survey of AISD patrons.

### **3. Summary of On-Site Findings**

#### ***Demographics***

Nearly half of the respondents (48%) had lived in Travis County 1-10 years, 22 percent had resided 11-20 years, while 30 percent have resided 21 years or more. On average, Blacks (21 years) and Hispanics (17 years) had resided longer in Travis County than Whites (15 years) and Other race (12 years); female respondents had resided longer (18 years) than male respondents (14 years) and respondents 55 years or older had resided longer (31 years) than 18-34 years old (11 years) and 35-54 years old (18 years) respondents.

About half (51%) of the respondents did not have children under 18 years living in their household. Respondents had an average of 0.9 children under 18 per household. The average number of children under 18 in the household was higher: for Blacks (1.4) and Hispanics (1.3) than Whites (0.7) or Other race (0.7); for 35-54 year olds (1.1) than 18-34 (0.9) or 55 years old and over (0.1); for females (1.1) than males (0.7) and for 11-20 year residents (1.1) and 21 years and over residents (1.0) than 1-10 year residents (0.8).

Respondents were generally young with almost half (47%) less than 34 years of age while only 12 percent were 55 years or over. Regarding the proportion of respondents under 35 years of age: Hispanics were notably younger (57%) when compared to Whites (43%), Blacks (47%) and Other race (48%); males were younger (50%) than females (44%) and lower income respondents were younger (59%) than higher income respondents (42%).

The racial/ethnic characteristics of the sample reflected the City of Austin's 1990 makeup, that is, White (62%), Black (12%), Hispanic (23%) and Other (2%). Males and females were equally represented as well. It should be noted, however, that both race and gender were statistically weighted to reflect the proper proportions in the City of Austin.

The proportion of respondents reporting a 1991 household income below \$25,000 was 37 percent for AISD, while the proportion earning \$40,000 or more was 30 percent for AISD. The proportion of respondents earning \$25,000 or less in household income shows distinct differences by race and age: Blacks (50%) and Hispanics (47%) were more likely to earn under \$25,000 annually than Whites (30%) or Other race (32%); and 18-34 year olds were more likely (46%) to earn under \$25,000 than 35-54 year olds (26%) or 55 year olds and over (39%).

#### ***Attendance at AISD***

Overall, over one third (35%) of the respondents had children attending AISD in 1992. Respondents who were less likely to have children attending AISD this year include:

- Whites (25%) and Other race (38%) compared to Blacks (53%) and Hispanics (52%)
- Males (26%) compared to females (44%)
- 18-34 year olds (32%) and 55 or over (8%) compared to 35-54 year olds (45%)
- Short-term (1-10 year) Travis County residents (28%) compared to mid-term (11-20 year) (42%) and long-term (21 years and over) (40%) residents.

Attendance at AISD within the last three years differed only slightly (37%) for all respondents. Respondents who are less likely to have children that attended AISD within the last three years include:

- Whites (28%) and Other race (40%) compared to Blacks (57%) and Hispanics (50%)
- Females (45%) compared to males (29%)
- 18-34 year olds (31%) and 55 and over (10%) compared to 35-54 year olds (52%)

- Short-term residents (28%) compared to mid-term (48%) and long-term (43%) residents.

***Quality of Public Education***

Overall, nearly one in ten (8%) respondents think that the quality of public education in AISD is "excellent"; about one third (35%) think it is "good"; nearly four in ten think it is "fair" (37%); and over one in ten (12%) think it is "poor." Respondents who were more likely to evaluate public education in AISD as "excellent" included:

- Hispanics (17%) compared to Whites (4%), Blacks (10%) and Other race (8%)
- Lower income (12%) compared to high income (6%) respondents.

Almost half (49%) of the respondents believed that the quality of education in AISD over the last three years has stayed about the same, 15 percent think it has improved, while another 17 percent believe it has gotten worse. Interestingly, nearly one in five (19%) respondents could not make this assessment, suggesting some degree of confusion concerning school quality.

Respondents who were more likely to think that the AISD has improved included:

- Hispanics (28%) and Blacks (19%) compared to Whites (9%) and Other race (7%)
- Long-term Travis County residents (21%) compared to short-term (13%) and mid-term (10%) residents.

The perceived quality of public education in Texas among respondents is less favorable compared to the AISD. Only 2 percent of respondents think the state's public education is "excellent", 26 percent think it is "good", almost half (45%) think it is "fair" and 18 percent believe it is "poor."

Respondents who were more likely to rate Texas public education as "poor" included:

- Whites (21%) and Other race (24%) compared to Blacks (16%) and Hispanics (13%)
- Higher income (19%) compared to the lower income (17%)
- Short-term (20%) and mid-term (23%) residents compared to long-term (12%) county residents.

### ***Superintendent Evaluation***

Nearly one-third (30%) of the respondents believed that Superintendent Jim Hensley's management of tax dollars deserved a "C", while about one quarter (23%) thought he deserved a "B". Only 2 percent felt the Superintendent warranted an "A". However, almost one-third (30%) of the respondents could not make this evaluation.

Respondents who were more likely to evaluate the Superintendent negatively with a "D" or "F" included:

- Whites (17%), Blacks (15%) and Other race (22%) compared to Hispanics (8%)
- Higher income (16%) compared to the lower income (11%)
- Mid-term residents (18%) compared to short-term (14%) and long-term (14%) county residents.

The Superintendent's management of teachers and other personnel was rated more favorably by respondents than his management of tax dollars, although nearly one-third (28%) could not make this evaluation. Nonetheless, 4 percent believed the Superintendent deserved an "A", 23 percent a "B", 30 percent a "C", 9 percent a "D" and 7 percent an "F".

Respondents who were more likely to give the Superintendent a "D" or "F" grade included:

- Whites (17%), Blacks (19%) and Other race (17%) compared to Hispanics (10%)
- Males (17%) compared to females (13%)
- Mid-term residents (25%) compared to short-term (11%) and long-term (14%) county residents.

### ***Evaluation of School Board Members***

The School Board is perceived to do a better job in responding to parents and the community than managing tax dollars. About 6 percent of respondents gave the School Board an "A" for this task, 27 percent a "B", 31 percent a "C", 11 percent a "D" and 9 percent an "F". Respondents who were more likely to give an "A" grade to the School Board for their responsiveness to parents and the community included:

- Hispanics (12%) and Blacks (11%) compared to Whites (4%) and Other race (0%)
- Females (9%) compared to males (4%)

- Long-term (10%) residents compared to the short-term (4%) and mid-term (6%) county residents.

Compared to the Superintendent (25%), the School Board received slightly more "A" and "B" grades (27%) for their management of tax dollars, but received a higher proportion of "D" and "F" grades (24%) than the Superintendent (15%).

Respondents who were more likely to give the School Board an "A" for their management of tax dollars included:

- Hispanics (9%) and Blacks (6%) compared to Whites (2%) and Other race (0%)
- Females (5%) compared to males (3%)
- 18-34 year olds (5%) compared to the 35-54 year olds (3%) and 55 years plus (2%)
- Lower income (6%) compared to the higher income (2%)
- Long-term (7%) and mid-term (6%) residents compared to the short-term (1%) county residents.

### ***Evaluation of Principals***

Perhaps due to their closer contact and familiarity, the work of school principals in the administration of teachers is rated very positively by respondents. About 16 percent of the respondents gave school principals an "A" grade, over one-third (36%) gave a "B", 18 percent gave a "C", 6 percent gave a "D" and 2 percent gave an "F".

Respondents who were more likely to give school principals an "A" grade included Hispanics (23%) and Blacks (21%) compared to Whites (12%) and Other race (15%). The level of uncertainty about this evaluation was higher for Whites (28%) and Other race (25%) than Hispanics (15%) and Blacks (9%).

Similarly, respondents rated the school principal's task of interacting with parents very positively, wherein 15 percent gave an "A", almost one-third (32%) gave a "B", 21 percent gave a "C", 5 percent gave a "D" and 3 percent gave an "F".

Respondents who were more likely to give school principals an "A" for interacting with parents included the 35-54 year olds (20%) compared to the 18-34 year olds (12%) and 55 years and older (8%).

### ***Evaluation of Teachers***

In terms of teacher responsibilities, respondents gave higher marks to the education of students and interactions with parents, but lower marks to the discipline of students. In the education of students, almost one-fourth (22%) of the respondents gave teachers an "A", 43 percent gave a "B", 19 percent gave a "C", 4 percent gave a "D" and 2 percent gave an "F". Hispanics appeared more likely (31%) than White (19%), Black (20%) or Other race (20%) respondents to give teachers an "A" for this task.

In the discipline of students, fewer teachers received an "A" grade (13%), 28 percent received a "B", 28 percent received a "C", 8 percent received a "D" and 7 percent received an "F". Mid-term county residents appeared the least likely (10%) to give teachers an "A" for this job compared to, short-term (13%) and long-term (14%) residents.

Teacher interactions with parents was a strong point among respondents. About 18 percent gave teachers an "A" grade, 36 percent gave a "B", 22 percent gave a "C", 4 percent gave a "D" and 2 percent gave an "F". Mid-term (23%) and long-term (19%) county residents were more likely to give teachers an "A" than short-term (15%) residents.

### ***Use and Evaluation of School Transportation***

Overall, 14 percent of the respondents have children who used the school bus to get to and from school, 30 percent chose not to use the bus, while 56 percent had no children attending school. Respondents who are more likely to have children who used the bus include:

- Blacks (24%) and Hispanics (20%) compared to Whites (14%) and Other race (13%)
- Females (19%) compared to males (10%)
- 35-54 year olds (17%) compared to 18-34 year olds (14%) and 55 year olds and over (5%)
- Mid-term (18%) and long-term (16%) county residents compared to short-term (11%) residents.

A majority (78%) of respondents with children who use the school bus appear satisfied with the level of service provided by school buses, indicating it meets (66%) or exceeds (13%) their expectations. Almost one in twenty (18%), however, indicated that the bus service was below their expectations. Higher income respondents were more likely (22%) to say the bus service was below their expectations than the lower income respondents (12%).



### ***AISD Efficiency in Management of Tax Dollars***

Over half of the respondents (53%) do not believe that the District is making efficient use of their tax dollars, with 36 percent indicating it was somewhat inefficient and 17 percent indicating it was very inefficient. About four in ten (41%) respondents, however, felt the District was making efficient use of tax dollars.

Respondents who were more likely to think that the District was not making efficient use of tax dollars included:

- Whites (56%), Blacks (57%) and Other race (57%) compared to Hispanics (42%)
- Higher income (55%) compared to the lower income (47%)
- Mid-term (61%) county residents compared to short-term (47%) and long-term (56%) residents.

### ***Major Issues Facing AISD this Year***

In general, the top five major issues identified by respondents are Budget/Funding (28%), Discipline (11%), Curriculum (11%), Quality of Education (10%) and Crime (10%).

The one issue that stands out as the most important one facing the District *this year* is Budget/Funding (17%), followed by Curriculum (5%), Crime (4%), Discipline (3%) and Sex Education (2%). Among the respondents who are more likely to identify Budget/Funding as the top issue are:

- Whites (20%) and Other race (28%) compared to Blacks (12%) and Hispanics (12%)
- Higher income (23%) compared to the lower income (11%).

### ***Perceptions About the School Environment***

Exhibit 8.A.1 summarizes responses to all 21 attitudinal statements that solicited information about the school environment. The numbers represent the percent of respondents who indicated "Agree" or "Strongly Agree" to that statement.

The statements that revealed the highest level of agreement among respondents were:

- District schools do not effectively handle misbehavior problems (60%)
- The District's schools can be described as "good places to learn" (67%)

- Schools in the District do not have the materials and supplies necessary for instruction in basic skills (58%)
- Parents feel welcome when they visit a District school (64%)
- Residents living in the District do not adequately take an active part in the education of children in their community (68%)
- The community has been supportive of fund raising such as "bond referendums" for the District (64%)
- The media is treating the District fairly (59%).

The statements that revealed the least agreement among respondents were:

- Schools in the District are safe and secure from crime (21%)
- The District does a good job of preparing those students who do not plan to go to college immediately (32%)
- Parents in the District are satisfied with the education their children are receiving (31%)
- Parents in the District adequately participate in school activities and organizations (36%)
- Criticisms of the District are racially motivated (31%).

Cross-tabulations of all 21 statements by demographic subgroups revealed the following additional patterns:

- Compared to higher income respondents, lower income respondents express stronger agreement that the District deals honestly with the media; that schools have sufficient space and facilities for instructional programs; that the Superintendent and staff do a good job of involving the community in school activities; and that criticisms of the District are racially motivated.
- In terms of respondent age, older respondents (55 years and over) agree less than younger respondents that District schools are safe and secure from crime and that schools have sufficient space and facilities for instructional programs. Younger respondents, however, agree more that parents in the District adequately participate in school activities and organizations.
- Most of the race differences resulted from the tendency of Hispanics to be more positive and optimistic in their evaluations than other racial/ethnic groups. For

example, Hispanics expressed a higher level of agreement that District schools are good places to learn; that schools do a good job of preparing both students planning to go to college and those not planning to attend college immediately; that parents adequately participate in school activities and organizations; that the Superintendent, staff and principals do a good job of involving the community in school activities and that the community is proud of public education in the District. Blacks expressed more agreement that management and policy decisions in the District are racially motivated and that criticisms of the District are racially motivated.

- The number of years of residency in Travis County also revealed some patterns. Respondents living 21 years or more in the county expressed less agreement that District schools are safe and secure from crime, although they agree more that the schools are good places to learn. Respondents with briefer residency (1-10 years) agree more that parents are welcome when visiting District schools, although they agree less than others that principals do a good job of involving the community in school activities. A larger proportion of the middle residency group (11-20 years) believes that parents do not have an active voice in the public schools.

#### ***Other Comments About AISD***

Respondents generally reinforced the issues identified in earlier questions, including budget/funding (4%), curriculum (2%), quality of education (2%), management/administration (3%) and communication (3%).

## **COMPONENT B: FOCUS GROUPS**

### **1. Description of Component**

The approach and methodology applied during the management performance review of the Austin Independent School District (AISD) included significant interaction with both the local community and AISD teachers, staff and students. Structured focus groups were an integral part of our efforts to enhance the level of community input into the management performance review. The focus groups were designed to encourage participants to share their perceptions of the overall performance of AISD management in its attempt to provide a quality education for students throughout the District.

Separate focus groups, consisting of eight to 12 randomly selected participants, were conducted with AISD teachers, staff and students and members of the Austin business community. In each group, participants' perceptions and opinions pertaining to the following focus areas were discussed.

- District Organization and Management
- Educational Service Delivery and Performance Measures
- Personnel Management
- Community Involvement
- Facilities
- Asset Management
- Technology Systems
- Financial Reporting (Primarily Budget)
- Purchasing
- Administrative and Operational Services

The combination of focus areas discussed by each focus group varied. For example, AISD students did not have comments in areas such as District Organization and Management, Personnel Management, Asset Management and Purchasing. However, they provided significant input in areas such as Educational Service Delivery, Facilities, Technology Systems and Administrative and Operational Services. The following sections contain a succinct analysis of comments, perceptions and opinions by both focus area and focus group.

### **2. Summary of Findings from Existing Reports and Data Sources**

No existing reports or data sources were used to prepare this component of the report.

### 3. Summary of On-Site Findings

#### District Organization and Management

The organization and management of AISD were clearly the most widely discussed topics in three of the four focus groups. Each group commented on the AISD School Board's (the Board) lack of vision, absence of strategic thinking, misunderstanding of its role as a policy-making vis-a-vis administrative entity and inability to work together as a team. Additionally, the groups felt the Superintendent was not sufficiently visible in either the District or community, and perceived him to be ineffective because of an unfavorable relationship with the Board. The perceived absence of leadership from the Board and Superintendent was cited as having a negative impact on the morale of administrators, teachers and students throughout the District.

Throughout the discussions, business leaders, teachers and staff held the common perception that there was a need for more training at all levels within the District---from the Board to teachers and staff. Each group seemed to be aware of the management decision to cut a significant amount of training funds from the budget during the budget review process. All agreed that this management decision was not in the best interest of the District. A summary of specific comments from each group follows.

#### *Business Leaders*

The Greater Austin business community has, within its population, AISD's 10 largest taxpayers as well as significant numbers of medium-sized to small businesses that contribute to the District's tax base. Business leaders participating in this focus group represented the mosaic of interests within the business community. Participants included ethnically diverse male and female owners of small and medium-sized businesses, as well as representatives from two of the District's 10 largest taxpaying entities. Common concerns included the Board's lack of vision and leadership, poor governance and management skills and the absence of strategic thinking and teamwork.

*"...The Board has a fundamental lack of shared vision. This has led to an adversarial relationship between individual members of the Board..."*

Business leaders felt that the Board's lack of shared vision contributed to the business community's perception that it is ineffective, entirely too political and does not work together to

achieve common goals. A primary example of the Board's lack of vision and inability to work together as a cohesive unit was manifest with the current AISD Strategic Plan (the Plan). Business leaders related that both the community and AISD worked on the Plan for one year and, in the words of one of the participants, "...the Plan was adopted by the Board without having studied the document..." It was duly noted that some members of

the Board even admitted that they had not read the plan---yet voted to adopt it. The community was "...infuriated with the Board because of its irresponsibility and total lack of vision for the District..." One business leader suggested that the Board start with a "clean sheet of paper", frame a vision and address the following:

- Define objective outputs and standards that AISD students must meet.
- Agree upon those standards.
- Develop a strategic plan designed to accomplish the desired objectives.
- Reorganize the District to achieve the desired objectives.

***"...In AISD, the Board acts independently in attempting to 'micro-manage' the District and circumvents the Administration at almost every turn. This, in my opinion, violates every management principle in the book. The Board demonstrates no understanding of basic management techniques..."***

Along with the perceived lack of vision, business leaders were concerned that members of the Board did not have a common understanding of their roles and responsibilities. In the opinion of the participants, the Board does not fully understand the

basic management principle that provides for a "line of demarcation" between the Board's responsibility for setting policy and the Administration's responsibility for implementing policy. As a result, the Board is "meddlesome" and has rendered the Superintendent ineffective by interfering with the day-to-day management of the District. Group participants felt this interference not only contributed to the frustration of the Superintendent, but contributed to the frustration of the District's senior management team. In the words of one business leader: "...it's really a shame because, from what I can see, they are excellent people..."

***"...Long-term, the Board is in a precarious position because there are problems with the entire public education system. I can sympathize with them because they can't fix AISD until the entire public education system is fixed. We need to start from ground '0'..."***

On a more positive note, one business leader suggested that Board members would benefit tremendously from more training at the beginning of their terms. In his opinion, an annual retreat for members of the Board and

the Superintendent scheduled at the beginning of each year would be extremely helpful. Given the overall condition of public education in the state of Texas, business leaders also felt compassion for the Board as it grapples with the problems of public education. Each felt that training would help Board members to better understand these issues as well.

Business leaders also feel the previous Board basically mishandled the selection of the current Superintendent. In their opinion, the search firm selected to identify potential candidates was not the best because the Board merely contracted with the firm that submitted the lowest bid. As a result, the selection process was not, as one participant put it, "world class" and did not yield a strong Superintendent with a clear vision of where he wanted to take the District. The business community perceived that the Board did not want to hire a strong Superintendent. Consequently, the Board was not as sensitive as it could have been to community input provided to them in the form of a desired profile of AISD's future Superintendent. One prominent business leader related that "...the Board is in danger of losing the support of the community..."

Based on the Superintendent's relationship with the Board, participants felt the current Superintendent had been rendered ineffective and would "...never articulate *his* vision for the District..." As one participant put it: "...that is why he's currently looking for a job..."

### ***AISD Teachers***

AISD teachers randomly selected to participate in the focus group session had concerns with the manner in which the District was managed by both the Board and the Administration. The discussion in this focus area centered on what was perceived to be a politically motivated Board that spent more time managing internal conflict among its members than addressing the needs of students and teachers throughout the District. Moreover, the discussion revealed perceptions of an Administration that did not appear to be in touch with either teachers or students and rarely, if ever, solicited input from teachers.

***"...The School Board is politically motivated and does not act in the best interest of the students. The constant bickering and 'in-fighting' among members of the Board is passed down throughout the District and negatively impacts administrators, teachers and students..."***

Teachers feel that members of the Board basically have no idea about what takes place in the classroom. The general feeling was that Board members spent so much time managing disagreements among themselves

and advancing their individual agendas, that little time was left for them to address the educational needs of the District. As a result, several participants indicated that they do not feel they have the support of either the Board or the Administration. As one teacher put it: "...how can we feel we have their support when members of the Board are suing each other---it's kind of scary..."

***"...The Superintendent is actively looking for a job. How can he be visible and have the District's best interest at heart?..."***

Teachers shared the view of business leaders with respect to the visibility of the

Superintendent. To a participant, each felt that he was not visible and appeared to be

neither informed nor concerned about issues impacting the District (i.e. curriculum revisions, teacher salaries, discipline, safety and security, etc.). In their opinion, this contributes to the absence of constructive dialogue between teachers and administrators and exacerbates a District-wide morale problem that currently exists among teachers. As one teacher succinctly put it: "...the Administration knows what it wants to do before input is requested from teachers. There is one-way communication between the Administration and teachers---top-down, but not bottom-up..." According to participating teachers, it is because of this "down-stream", one-way communication that an "...us against them..." attitude appears to prevail between teachers and administrators.

***"...The principal is very supportive of teachers in my school. She does everything she can to get what we need from District Administration..."***

On a more positive note, teachers generally felt they had the support of principals in their respective schools. Most felt

that they had an open line of communication with their principals and praised them for their support even though the District administrators keep them extremely busy. A common accolade given to principals was their ability to get what the schools needed from District Administration. Most felt that the vertical team concept was excellent and contributed to the principals' effectiveness---especially in facilitating lines of communication with District administrators.

### ***AISD Staff***

Discussions in this focus area with AISD staff randomly selected to participate in the focus group involved perceptions of an ineffective Board and the overall cost to the District. Participants were particularly concerned with the manner in which the Board conducts business before the public. There were specific comments regarding their perception of the Superintendent's lack of interest in operational and lower level administrative activities.

***"...There is no teamwork at the Board level and it costs the District a tremendous amount of money..."***

Focus group participants were concerned about the Board's inability to work together as a

team. Some felt that, as a whole, the District pays a financial penalty for the Board's internal problems. One participant indicated that "...disagreements between members of the Board have resulted in the appointment of a TEA Monitor---that must be paid for by the District, the hiring of a Parliamentarian for the Board and increased legal fees---to the tune of \$750,000---because members of the Board are suing each other..." It is because of these costly internal conflicts, participants related, that "...the Board is ineffective, progressively deteriorating and not looking out for the best interest of the students..."



***"...Board involvement in day-to-day operations costs money because it takes valuable staff time to respond to 'little things' they ask for without going through the Superintendent..."***

Staff members feel the Board is much too involved in day-to-day operations. So much so that some members of the Board write memoranda directly to staff

members requesting various reports rather than make formal requests through the Superintendent. One staff member noted: "...the Board should let the Superintendent run the District. That's what he was hired for. If there is no confidence in him, fire him rather than become involved in day-to-day operations..."

Non-instructional personnel feel the Superintendent does not fully understand the role of non-instructional activities. One participant noted: "...he does not fully understand what maintenance does, yet he wants to cut costs in the maintenance area..." Generally, AISD administrative and operations staff feel the Superintendent is not interested in anything other than the "bottom line." As a result the staff expressed genuine concern about the stability of the District and their overall job security.

### **Educational Service Delivery and Performance Measures**

AISD's ability to provide a quality education for all students appeared to be the focal point of business leaders, teachers and students. The common thread that bound each of these groups was a genuine interest in improving the quality of education not only for above average students, but for average to below average students with socio-economic problems. Participants felt that administrators, teachers and students should be held more accountable for the quality of education. Comments covered a broad range of issues each group felt should be addressed to improve the overall performance of students throughout the District. These issues included the following:

- Restructuring public education to meet the needs of all kids, regardless of background.
- On-site social services for underprivileged students.
- Discipline problems that negatively impact the learning environment.
- Large class sizes and excessive student to teacher ratios.
- Combining honors students with average students rather than segregating them.
- Adequate support for educational programs.
- Monitoring the performance of educational programs.

- Increasing in-service training for teachers.

### ***Business Leaders***

Specific comments from participants related to this particular focus area were directed toward the overall public education system, disciplinary problems, accountability, social services and exemplary education programs within the District.

***"...The system was designed to take care of middle class, white, polyglot culture kids—well disciplined, not a lot of family problems, been read to—but one size does not fit all. As a result, the system is not organized to address the special needs of certain types of kids. Consequently, they get ground up and spit out..."***

learning techniques to ensure that even students with disparate socio-economic backgrounds receive a quality education. A common perception within the group was that, because of these dissimilar backgrounds, an inordinate amount of time was spent on discipline problems, leaving little time for quality teaching and learning. Several participants suggested the District seriously consider a "fully integrated" social services component to address the socio-economic needs of students that would be housed on campus. In the words of one prominent business leader: "...schools within AISD have inherited a 'social services role' whether they like it or not. After all, they have the kids at least six hours per day..." Another prominent business leader agreed because, as he related: "...teachers are not trained to handle social problems—and should be. They should at least be able to recognize when a student requires social services and have the expertise on-site to address the problem..."

Business leaders feel the entire public education system, of which AISD is a component, should undergo a major overhaul. If student performance is to be improved throughout the District, there not only must be equity in funding, but creative

***"...The Board and Superintendent are so busy holding each other accountable that, basically, teachers appear to be on their own. Quite frankly, they are doing a good job of holding the District together..."***

held more accountable for the quality of education. Generally, participants feel neither the Board nor Superintendent has communicated the following message to administrators and teachers throughout the District:

In the area of accountability, the common perception of group participants was that administrators and teachers throughout AISD need to be

***"...We understand your difficulties, but if the system is to work, teachers will be held accountable for the performance of their students. Principals will be held accountable for the performance of the entire school. Assistant Superintendents will be held accountable for the performance of all schools within their vertical teams..."***

Participants indicated that this message should be communicated, with clarity, throughout the District and followed with measurable educational performance standards that are similar to international standards. As one prominent business leader observed: "...there is a real

'disjunction' between international standards and standards within AISD that needs to be addressed, through significant pressure from the Board, to improve the quality of education within the District..."

Although business leaders felt teachers should be held more accountable for the quality of education, they praised them for "holding the District together" by continuing to provide quality instruction in spite of the current administrative challenges.

### ***AISD Teachers***

Discipline problems, class sizes, teaching loads, honors programs, in service training, accountability and support staff were topics commonly discussed by teachers in this focus area. However, issues concerning the administration's unrealistic student performance expectations (regardless of socio-economic background), teacher morale and pressure to "pass students to the next grade" were brought to the forefront of the discussion by a majority of teachers.

***"...We spend too much time with disciplinary problems to teach. I'll bet you almost five to 10 percent of students in each class have discipline problems. The educational needs of average to above average students are not being met..."***

Teachers indicated that recurring discipline problems in middle school and high school severely impact the quality of education throughout the District. Discipline problems, in their

view, are impediments to teaching and learning and negatively impact the learning environment for conscientious students. The majority of teachers present had a perception that the District did not have a functional discipline policy. As one high school teacher said: "...we don't even get adequate support from principals when we have discipline problems..."

The teachers indicated that class sizes, student to teacher ratios and enormous teaching loads also impact the quality of education students in AISD receive. Teachers feel class sizes are too large to provide the individual attention some students require. Elementary school teachers indicated that, while kindergarten through third grades have a manageable student to teacher ratio of 22:1, fourth and fifth grades are "packed in" for an average

ratio of 30:1. Middle school and high school teachers voiced concerns that existing student to teacher ratios of 36:1, when coupled with disciplinary problems, compromise the quality of education. Elementary teachers indicated that they must teach six to seven subjects per day while, as one teacher put it, "...grading papers and developing lesson plans at the same time..." Middle school and high school teachers said they usually taught six full periods per day and rarely had time to take breaks. Generally, the teachers felt this problem could be resolved if the District were able to find the money to hire additional teachers, increase teacher input on policy issues and make a commitment to revising the current curriculum.

***"...The AIM High Program pulls kids out of regular classes and segregates students into separate groups. Some of us are left with lower performing students that could learn from the AIM High students if they remained together. I can't believe the District supports this..."***

Generally, teachers were not supportive of the District's policy that required students participating in the AIM High Program and other honors programs to be segregated into separate classes. To a participant, each felt that lower performing students could learn from honors students and should not be denied the opportunity to interact with them. Also, they were concerned about damaging the self esteem of lower performing students. Teachers genuinely felt lower performing students benefited from observing the work ethic of honors students and would strive to emulate their performance.

***"...I'm asked to teach hearing impaired students, bilingual students, special education students and content mastery students in the same classroom. I feel overwhelmed because I'm being asked to do more than I am trained to do..."***

Teachers feel the District is asking them to do more than they are trained to do without the attendant in service training. With the diversity of students in one classroom, each group requires special attention and teachers must be trained in special teaching methods to provide quality instruction for all students. In the opinion of the teachers, additional in-service training is necessary because all students' test scores are compared District-wide, regardless of socio-economic conditions. As one teacher put it: "...AISD expects kids with severe socio-economic problems to perform on TAAS Tests and function at the same level as kids with no socio-economic problems---and it just won't happen..."

***"...At one time, I felt I was a good teacher, but I don't feel I am a good teacher anymore because I am asked to do things I'm not qualified to do and my class sizes are too large to provide quality instruction. I have not gone home one day this year feeling like I've done a good job..."***

Teachers genuinely feel the framed quote is an example of how low teacher morale is affecting the quality of education throughout the District. More than one teacher agreed that low

morale impacted how they felt about their ability to provide quality instruction. Teachers indicated that morale throughout the District is the lowest it has ever been for the following reasons:

- Teachers do not receive positive reinforcement from administrators.
- Administrators want to dictate how teachers should teach rather than ask for their input.
- Teachers do not feel respected by students, parents, administrators and society in general.
- Teachers are held primarily responsible for student performance---based solely on test scores.
- Parents, students and administrators are unwilling to share this responsibility.
- Teachers are not treated professionally by management (must sign in/out on certain campuses).

The most serious allegations to surface during discussions of this focus area related to the pressure to pass students to the next grade---even if they are not passing and have been absent from school more days than allowed by TEA rules. There was unanimity of perception among the teachers present that the following conditions exist:

- No more than 10 percent of a class may be retained.
- At the end of the year attendance records are altered to excuse absences in order to comply with the state-mandated absentee policy.
- Grades are changed to make sure certain students are passed on to the next grade.

Teachers were careful to note that principals had the authority to change grades. However, they felt, in some cases, this authority appeared to be abused because of pressure to pass students to maintain state funding levels.

### ***AISD Students***

AISD high school students participated in what proved to be an interesting discussion of this focus area. Student participants' comments covered perceptions of the overall quality of education, honors programs, course offerings, instructional techniques, teacher attitudes and discipline problems.

***"...Overall, the quality of education in the District is 'fair', but it could be better if teachers used creative 'applied learning' techniques rather than the 'I'll lecture, you take notes' approach..."***

taken both honors courses and regular courses felt they learned much more in the honors courses. Even though they learned more in the honors courses, students suggested that teachers implement 'applied learning' techniques rather than the traditional lecture/note-taking format. Students genuinely felt they learned much more when practical application or creative learning was involved. Throughout the session there appeared to be a yearning among the students for practical application of theoretical knowledge. They felt, as a whole, teachers were not providing them with the "how's" and "why's" they so desperately need.

Some students indicated that teachers really care and continuously monitor slower students to encourage them to do better. As one student said: "...teachers will ask you to stay after school for special help. They will even call your parents and tell them how you are doing. In one subject my grades were in the 50's and, with extra help from my teachers, my grades improved to the 70's..." However, it is important to note that other participants felt that some teachers did not seem to want to go the "extra mile" to assist slow students. Their attitude appeared to be, in her words, "...here it is---either you get it or you don't..."

***"...As an honors student, I feel 'segregated' from the regular students. All my classes are with honors students. I think it would be better if we were in classes with other students. When other students saw how hard I work, they seemed to work a little harder themselves..."***

One student felt that separating honors students from slower students contributed to low self esteem among the slower students. He genuinely felt that if all students were placed together, rather than in homogeneous groups, the honors students would "...pull up those students that were average---assuming they really wanted help..."

***"...While teachers are taking class time to discipline rowdy students, they could be teaching us something. One teacher could not control her English class and absolutely nothing got done. Sometimes she would just go out into the hall and cry..."***

Generally, students felt the quality of education in non-honors classes was poor, but this was balanced by "...great honors classes..." Students that had

Students indicated that the top 10 percent of students take all their classes together. The honors students participating in the focus group felt this was wrong because it separated them from the remaining students.

Students participating in the group raised concerns about discipline problems in their respective high schools. Discipline problems, they felt, had a negative impact on the learning environment. As one

student put it: "...Students are disruptive. Some even wear head phones and listen to portable radios while teachers are trying to teach---and the teacher couldn't do anything about it..." Some students even go so far as to laugh at teachers when they (teachers) attempt to discipline them. Students felt that unruly classmates have no respect for authority within the classroom.

As the discussion of this focus area ended, college-bound students demonstrating genuine concern for their fellow classmates, indicated that AISD should make an effort to broaden course offerings. They suggested that more vocational courses be added for students who might not want to go to college. In their opinion, as one student said: *"...there would be less drop-outs and it would make school more exciting for everyone..."*

## **Personnel Management**

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AISD personnel management issues were only discussed with teachers and staff. Comments in this focus area primarily related to the District's hiring and termination policies, job descriptions, teacher evaluations and staff performance appraisals.

### ***AISD Teachers***

Participants appeared to be concerned with the District's hiring and termination practices, teacher evaluations and internal promotion policies. Concerns about how well the Administration communicates personnel policies and procedures were voiced throughout the discussion.

***"...I have a hard time believing qualified teachers can't be found..."***

Teachers felt the Administration was not making a genuine effort

to attract qualified teachers to the District. Some felt that budget pressure is the primary reason. One teacher indicated that she knew there were qualified teachers available with prior teaching experience that could not get a job at AISD. She felt they were not hired because of the salaries the District would be required to pay experienced teachers.

Coupled with perceptions of the Administration's reluctance to attract qualified teachers to AISD, were perceptions of inconsistent hiring and promotional policies. Most teachers had problems with the manner in which the Administration handled a recent hiring freeze. Participants indicated that the Administration announced the implementation of a District-wide hiring freeze to AISD personnel. According to the announcement, promotions to principal or administrator would be only from within. However, in the words of one of the teachers, "...they went right out, during the hiring freeze, and hired teachers, principals and administrators from outside the District..." The teachers felt this represented inconsistent administration of AISD policy initiatives.

***"...Administrators often use passive-aggressive, under-handed behavior to torment and coerce non-performing teachers into leaving..."***

Teachers were unanimous in their concerns regarding what they perceived to be a "subjective" teacher evaluation process that is sometimes based on an individual's level of interaction with principals and administrators---not teaching ability. Because it is difficult to fire non-performing teachers, teachers indicated that "passive-aggressive" personnel management techniques are used by principals and administrators to "make life uncomfortable for them." One teacher even stunned the group by reporting that one of her colleagues died from a heart attack, on campus, as a result of incessant pressure from the principal. Teachers felt the District's termination policy should be reviewed and amended to insert provisions for relieving non-performing teachers of their duties.

***"...We can control our evaluation sessions because they are scheduled in advance. All we have to do is remove 'problem students' from our classrooms by having other teachers take them into their classrooms for the duration of the evaluation session. It happens all the time..."***

Teachers feel the current teacher evaluation instrument does not fit the model AISD wants to use for teaching. They noted that the current evaluation instrument is geared to a "direct teaching" model and the District is advocating the "cooperative learning" model. The evaluation criteria are different for both teaching methodologies and, according to the teachers present, the District has not issued a revised teacher evaluation instrument. As far as the teachers were concerned, this was just another example of inconsistent implementation of changes in AISD personnel policies and procedures.

Participants agreed that the current teacher evaluation process was flawed and could be manipulated. All teachers receive advance notice of when evaluators will be in their classrooms. As a result, some teachers will ask their colleagues to take "problem students" into their classrooms for the duration of the evaluation session. Problem students generally reflect negatively on a teacher's ability to control the class. Consequently, teachers suggested the following changes to the current evaluation process:

- A "surprise" walk-through by evaluators before the actual teacher evaluations and compare the results to the actual evaluation.
- Outside evaluators to reduce the probability of bias during the evaluation process.

Teachers felt these two changes were essential because they enable evaluators to view teachers as they really are.



## *AISD Staff*

Administrative and operations staff appeared to be concerned primarily with hiring and termination policies, working within their job descriptions and the overall employee appraisal process.

Participants generally feel the District's hiring and termination policies are inconsistent. AISD policy requires all job openings to be posted internally to afford District personnel the opportunity to advance their careers. According to the group, numerous positions are filled without ever being posted. They felt this practice was unfair and should be stopped.

***"...As head custodians, we are treated as 'porters'—constantly being asked by principals to perform duties outside our job descriptions. Our role as housekeeping supervisors is secondary to the role of personal porters..."***

Maintenance and housekeeping employees participating in the group complained that they were routinely asked by principals and teachers to perform tasks outside their job descriptions. Custodial

supervisors feel like "personal valets" as they are required to "service individuals visiting the building (escort, etc.)", help parents start their cars and move boxes and other items for teachers and principals (according to staff, moving boxes is the responsibility of purchasing). Performing these ancillary duties takes valuable time from their primary housekeeping responsibilities and results in overtime work. Maintenance personnel indicated that they arrive at schools with work orders to perform specific maintenance activities and are often detained by principals to perform unrelated duties before they leave campus. Sarcastically referring to the unrelated tasks as "...while you're here jobs...", one employee cited such activities as one reason for the current maintenance backlog throughout the District. One employee commented: "...principals are not even held accountable for having custodians and maintenance staff perform duties outside their job descriptions..."

AISD staff generally feel the employee appraisal process is both unfair and inconsistent. From their perspective, there is no "positive" value to receiving a good evaluation because no merit pay system exists within the District. Everyone receives the same raise, regardless of performance. Because raises are not tied to performance, employees feel there is a negative impact on morale. Participants felt employees who do a good job tend to have problems with employees who do not perform well because each receives the same raise. Most of the employees in the group had received performance appraisals within the year. However, some had not been appraised in two to four years. One employee indicated that the problem appears to rest with the Administration for not monitoring supervisors, managers and directors responsible for preparing timely performance appraisals.

## **Community Involvement**

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Community involvement issues were discussed primarily with business leaders and AISD teachers. Although there were few comments in this focus area, participants voiced strong feelings about the involvement of business leaders and parents with the District. Discussions covered perceptions of the overall public input process, the spirit in which the Board receives community input and assistance from parents and the business community.

### ***Business Leaders***

Business leaders' comments focused on perceptions of the public process designed to encourage community input and the spirit in which the Board receives input from the business community.

***"...The public process by which the community addresses the Board is so onerous and inefficient that it turns people off..."***

One business leader, indicated that the public forum in which members of the community present their concerns to the Board is inefficient. He maintained that individuals scheduled to speak must sit for two to four hours to make a three minute statement. In his opinion, the process should be reviewed and streamlined to encourage rather than discourage community input.

***"...I think the Adopt-A-School program is a premier program that greatly encourages participation from the business community. I always offer my company's assistance as an Adopter..."***

Participants praised the Adopt-A-School program (the Program) as an excellent vehicle to involve the business community throughout the District. One business leader indicated that she was excited about the Program and continuously offered her company's assistance as an Adopter. She indicated that with one school, she rarely received calls for assistance. However, she switched schools and became more heavily involved with the principal and teachers. Some of the business leaders suggested the implementation of a training program to teach principals, counselors and teachers how to interact with the business community to take full advantage of the Program.

All business leaders participating in the focus group feel the spirit in which the Board receives input from the business community is somewhat antagonistic. The group felt that the Board should endeavor to maintain a spirit of cooperation with the business community rather than one of confrontation.

### ***AISD Teachers***

AISD teachers' continuously spoke in lofty terms about community involvement from parents and business leaders. Each of the teachers present felt the overall support received from the community was laudatory and worthy of the highest commendations.

Participants indicated that they receive significant assistance from parents and business leaders. Parents often come to the schools daily to volunteer their services in the libraries and as tutors to students requiring additional help. The teachers also cited a mentor program in which members of the community come to campus and eat lunch with students and serve as role models. They felt this program was extremely helpful to students from single parent homes. Additionally, the Adopt-A-School Program, that allows teachers to submit "wish lists" of equipment and supply items to Austin area businesses (adopters), received rave reviews. In their opinion, this program serves as an incentive for them to be creative with their teaching methods because of donations of teaching aids that might not be provided by the District because of budget constraints. As one teacher enthusiastically put it: "...I can't wait until the end of the year so I can submit my wish list. Last year I got everything I asked for and its just great..."

### **Facilities**

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Comments were received in this focus area from AISD teachers, staff and students. Business leaders felt they were not in a position to comment on the condition of the facilities throughout the District. In this focus area, group discussions centered on temperature control, custodial staffing and preventative maintenance activities.

### ***AISD Teachers***

AISD teachers were primarily concerned with temperature control, preventative maintenance and limited custodial staff.

***"... Sometimes my room is so cold in the winter that my students spend the entire day sitting on their hands trying to keep warm..."***

Some teachers felt that temperature control was a problem in their schools. One teacher indicated that her

elementary students could not concentrate because the building was sometimes too cold in the winter and too warm in the summer. The teacher indicated that during the winter the kids would "...sit on their hands in an attempt to keep warm..." Teachers felt older schools needed significant heating, ventilation and air conditioning work. Some of the older schools had heating and cooling systems that could only be turned on at the outset of cold or warm weather and would remain on for the entire season—even if there were intermittent warm or cold days. For example, if a cold front came through Austin in mid-November, the heat would be turned on by maintenance personnel and could not be turned

off until the spring. Consequently, warm days between November and spring time are extremely uncomfortable for both students and teachers---negatively impacting the learning environment. However, not withstanding temperature control problems, most teachers felt the facilities were kept in remarkable condition---given the average age of buildings throughout the District.

***"...One of the custodians in my school has his child, who is in my second grade class, emptying trash before school starts and sometimes after school..."***

The teachers were concerned that there were not enough custodians in their respective schools. As a result, their rooms sometimes

would not be cleaned or would be cleaned at the last minute. Most felt that the inadequate number of custodians was the direct result of budget cuts. The most alarming revelation concerned custodians using family members to assist in cleaning up classrooms because of inadequate staffing. One teacher indicated she was appalled to learn that one of her students was helping clean classrooms in the morning before school started. She indicated that the District really needed to address the custodial staffing problem---especially if some of the custodians are using family members to assist with their tasks.

Emergency maintenance activities were generally viewed as excellent. However, routine, preventative maintenance was considered to be infrequent. Again, teachers felt this was because of budget cuts. Several teachers indicated that, unless the District addressed the preventative maintenance problem, deferred maintenance would ultimately cost AISD more money in the long run.

### ***AISD Staff***

AISD staff felt the overall condition of facilities was "pretty good." The participants were primarily concerned with custodial staffing and the lack of resources necessary to perform maintenance activities

***"...My custodians have too much work to do. Adequate staffing is a problem for me. In addition to working 'off the clock', some custodians sometimes bring in family members to get their buildings ready..."***

Custodians and maintenance personnel participating in the group were concerned with the lack of staff to perform housekeeping and maintenance-

related activities. Most felt the custodians' work loads were unbalanced and most schools were understaffed. In addition, the problem is compounded by custodians routinely performing tasks outside their job responsibilities. A housekeeping supervisor indicated that the principal required custodians in his school to act as cafeteria and hall monitors. In some schools the custodians are even required to mow school lawns---even though grounds maintenance activities have been contracted out.

Housekeeping supervisors also cited the absence of a "relief pool" from which substitute custodians could be drawn when custodial staff are absent from work. Without relief, the housekeeping supervisor indicated that an undue burden was placed on custodians who regularly attended work to clean the facility and have it ready for the next day within the same length of time---without a full complement of staff.

***"...One principal has had her husband come out and mow the school lawn because the outside contractor's grounds maintenance cycle is too long between visits..."***

Maintenance employees indicated that the outside contractor for grounds maintenance did not appear to be doing a good job. As one maintenance employee

put it: "...all they have to do is maintain the grounds. AISD is furnishing some of the equipment for them to use to maintain the campuses anyway..." Maintenance employees thought this was a "shame" because, in their view, employees were displaced by an outside contractor that was not performing. An example brought to the group's attention was how the principal of one school in AISD has had her husband mow the school lawn on numerous occasions. Maintenance employees felt the District was probably saving money.

Overall, however, AISD staff participating in the session felt the environment within facilities throughout the District is conducive to learning. Participants felt their colleagues usually do the best jobs they can, regardless of limited resources, to keep facilities in the best possible condition.

### ***AISD Students***

Students generally felt the facilities throughout the District were in good shape. Their comments were directed to the condition of rest rooms and the amount of money they perceived the District to be spending on facilities maintenance.

***"...Campuses are clean as long as students keep them clean. Students are more of a problem to cleanliness because custodians are constantly cleaning the schools..."***

Students were extremely forthcoming with their comments regarding the condition facilities throughout the District. The

entire group felt the facilities were in good condition. Moreover, they genuinely felt that custodians, maintenance and grounds personnel did an excellent job maintaining the facilities. However, each participant indicated the students could do more to keep the buildings clean by picking up after themselves and refraining from, as one student put it, "...trashing the rest rooms" The conditions of rest rooms was a major complaint voiced by each student participating in the group. They indicated that toilets are usually in pretty bad shape. Some do not have doors on the stalls and almost never seem to have enough toilet paper. Most said they were embarrassed to use toilets without doors on the stalls. "...Besides," as one student said, "...your friends give you a hard time if they see you..."

Some students questioned what they perceived to be the District's tendency to spend "...a lot of money..." on facilities maintenance and not enough on education. From their perspective, they notice maintenance activities taking place on a consistent basis and compare this level of activity with the poor quality laboratory equipment in the science lab and ask, as one student: "...why can't more money be spent for extra teachers rather than on facilities?..."

### **Asset Management**

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Comments were received in this focus area from business leaders and AISD staff. Discussion items included facilities usage, transportation costs and control of small inventory items.

#### ***Business Leaders***

Business leaders had very few comments in this focus area. However, there were definite perceptions regarding transportation costs and facilities utilization. A prominent business leader indicated most of his colleagues within the business community had read that AISD has the highest transportation costs per student in the state of Texas. As far as he was concerned, this tells some business leaders that "...AISD either has too many buses or excessive maintenance costs..." Although unsure, other business leaders participating in the session felt that this appeared to be the result of lack of management oversight in the transportation area.

Business leaders also felt the District Administration should evaluate the buildings needed throughout the District and the buildings that are dispensable. One participant indicated that, each day, he passed an old school building that has been sitting idle for quite some time. As he commented: "...anyone in business knows it costs a tremendous amount of money to 'moth-ball' a facility as opposed to dispose of it..." The general feeling is that AISD could be more creative with the use of its fixed assets. Business leaders felt that a fixed asset utilization/disposition plan should be developed to either encourage creative use of older, idle facilities or dispose of them.

#### ***AISD Staff***

Very few comments were received from AISD staff in this focus area. The most noteworthy comments were in the area of inventory control. Maintenance personnel indicated that they were not aware of a District-wide policy governing the control of small inventory items such as small tools. From their perspective, employees have always been responsible for their own small tools. When small tools are issued to maintenance employees, each individual must account for the tools at all times. If tools are lost or stolen they are sometimes difficult to replace. Although employees noted that some maintenance activities, such as housekeeping, maintain detailed inventory listings, they appeared concerned about the lack of control for small tools. One maintenance employee

summarized the comments in this area as follows: "...my supervisor makes it perfectly clear that I am the one responsible for my tools and no one else..."

## **Technology Systems**

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Comments were received in this focus area from each of the four focus groups. Each group placed considerable emphasis on computer skills training and expressed a unanimity of interest in having the District provide additional training programs. In addition to training, business leaders shared concerns about the District's Technology Plan. Students appeared to be more concerned with using computers as learning aids to improve their scores on standardized tests such as SAT, ACT and TAAS.

### ***Business Leaders***

Business leaders feel that AISD has a "fragmented" technology plan that does not completely address the management information system needs of administrative offices and classrooms. As one prominent business leader put it: "...someone needs to develop a comprehensive, workable, technology plan at the top management levels of the District. When you are purchasing as many computers as the District does, someone better 'put a blanket' over those purchases to insure that the equipment is not obsolete within six months after it's purchased..." A prime example of perceived "gaps" in the implementation of the existing technology plan was evident by the manner in which a recent computer purchase was handled by District management. In the words of one business leader: "...from what I understand, AISD bought \$500,000 worth of computers and did not bid the related cabling. They are still running cable in certain schools for computers purchased one year ago..."

***"...If we are going to change AISD into a modern, forward-looking district in which every kid gets served, training must be provided. The largest single item eliminated from the current budget was \$600,000 in training. This is ridiculous—training drives change..."***

Although business leaders had the perception that AISD's Technology Plan was "fragmented", they appeared much more concerned with what they viewed as a lukewarm commitment to training. Each felt

that AISD had a commitment to technology, however the District has not demonstrated a willingness to provide the appropriate technological training for users. Some viewed the Board and Administration's decision to cut \$600,000 in training from the budget as irresponsible—given the District's commitment to technology.

### ***AISD Teachers***

AISD teachers had strong feelings about the District's commitment to technology and computer training. The entire group felt AISD had a commitment to technology but lacked the attendant training because of the scarcity of funds allocated to training in the current budget. However, notwithstanding budget pressure, each participant felt additional computer training was necessary and should be provided on-site by the District. Many cited the lack of clerical help coupled with the "mountain of paper work" required to adequately perform their jobs as reasons why on-site computer training is necessary.

The teachers suggested, if the financial resources were not available to provide computers in each classroom, each school within the District should, at the very least, have a computer lab. As one teacher said to the group: "...Students love computers---but there aren't enough to have them in each classroom..."

### ***AISD Staff***

Administrative and operations staff also felt the District had a commitment to technology. The group shared the concerns of teachers regarding computer training. However, they appeared to be more concerned with training outside their job descriptions.

***"...AISD only encourages training in areas narrowly defined by your job description. The District does not encourage cross-training or self-improvement training..."***

Maintenance employees felt they needed computer training, but because of job descriptions in certain areas, the District did not

encourage cross-training with computers. For example, an electrician or housekeeping supervisor is not encouraged to cross-train with computers in other maintenance-related areas. Both administrative and operations staff viewed this as a problem because of budget cuts. Participants felt that everyone should be trained to use computers because employees who are not released during staff reductions must perform the tasks of ex-employees for which positions have been eliminated.

### ***AISD Students***

AISD students overwhelmingly felt the District has a commitment to technology and encourages them to learn to use computers. They cited the availability of computer literacy courses at schools throughout the District, the use of computer learning aids to assist with preparing for standardized tests (TAAS, SAT and ACT) and computerized Mathematics and English reviews as evidence of this commitment.



***"...It's up to us to push America forward in the future. It seems to me that the School Board should concentrate its efforts on providing the resources necessary to improve technology that benefits students. The Board and Administration owes us at least this much..."***

These eloquent words were spoken by a concerned 11th grade student. This statement mirrored the general feelings of other high school students present. Students indicated there were usually two computer

rooms at their respective high schools reserved for use by students in computer literacy classes only. These computers were purchased for the federal "Chapter One" program and may have restrictions regarding usage. However, in the students' opinion, the District should have more computers and provide equal access for all students. The number and type of classes requiring the use of computers should be expanded. "...We want computer technology interwoven throughout our classes..." said one student. "...We learn better using computers..." exclaimed another. In summary, students were aware that the world was moving rapidly toward advanced computer technology and were genuinely concerned about being left behind.

### **Financial Reporting**

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The development and administration of the AISD budget was clearly the focal point of discussions in this particular focus area. Three of the four focus groups had strong feelings about the manner in which the entire budget process was handled by the Board and Administration. Most participants were concerned with what they perceived as "parochial" attitudes displayed by several members of the Board as tough budget decisions were made. Moreover, participants noted the Administration's inclination to avoid "shared sacrifice" with teachers, clerical staff and operations personnel during the budget reduction process.

### ***Business Leaders***

Business leaders voiced their overall feelings about the entire budget process. Participants indicated that the Austin business community is concerned with the Board and Administration's inability to create a budget document that "...reflects priorities established in the strategic plan." As a result, the business community has relied on the A+ Coalition (which has basically developed an independent plan) and the concept of "shadow governing." Shadow governing is essentially the business community acting as an AISD oversight group through the Greater Austin Chamber of Commerce's Education Committee.

Business leaders also felt the budget calendar was unrealistic and did not provide enough time for both preparation and detailed review by the Administration and Board prior to approval. Several participants indicated that this was brought to the attention of members

of the Board at a Chamber of Commerce meeting and was received perfunctorily. As one participant noted: "...AISD Board members came to the Chamber in July, 1992 and promised that, starting in September, 1992, AISD was to start a 'year-around' budget process and go to a 'zero-based' budget model. As of today the budget process has not yet begun..."

**"...The budget hearings resembled a 1948 Chicago City Council meeting, replete with horse-trading among board members..."**

After sitting through the District's budget hearings, one business leader shared his

perception of the manner in which the hearings were conducted by the Board. From his perspective, there appeared to be no relationship between the budget and strategic plan. Additionally, there appeared to be an absence of strategic thinking involved in the entire budget process. As this individual sat through the hearings, he noted the following:

- The Board presented its own budget (different from the Administration's).
- Members of the Board fought to have "pet" projects either funded or saved from the budget ax, regardless of the project's relationship to the strategic plan.
- The Board approved the budget in too short a time frame without careful review, study and analysis.

Overall, business leaders felt both the Board and Administration acted irresponsibly throughout the budget process. In their opinion, neither the students nor the taxpayers were served well. For example, the business community feels there is no alternative plan to address the shortfall in revenues projected over the next few years. As one participant noted: "...AISD is not reacting to the possible erosion of its funding base. The Board and Administration should be busy evaluating cost-cutting alternatives such as privatization of certain services and reducing top-heavy administrative costs..."

### ***AISD Teachers***

AISD teachers had very few comments in this focus area. Participants were primarily concerned with administrative costs versus funds for instruction and shared sacrifice. Teachers perceive the District to be "top-heavy" with administrative costs and would like to see more administrative cost reductions in order to increase the instructional budget. One teacher asked the group: "...Do we need coordinators? I never see them on campus. Should part of their administrative time be allocated to teaching? I think so..." The teachers agreed that curriculum coordinators could be better utilized if part of their administrative time was spent teaching students.

Group participants had a common perception that, during the budget reduction process, top-level administrators protected themselves and their friends first. From their perspective, even some principals with performance problems were retained because of

relationships with top-level administrators. As one teacher said "...even though they are cutting the budget, administrative positions are created for principals that have problems, but will not be fired..." There appeared to be no shared sacrifice as budget cuts were made and, in the opinion of the teachers, this was not fair to them.

### *AISD Staff*

AISD administrative and operations staff were quite vocal as the budget process was discussed. Comments were received regarding the budget hearings, the lack of staff input to the budget process and disproportionate staff reductions.

***"...The budget hearings were a joke. I was embarrassed to tell people where I worked..."***

Administrative staff members were concerned with the manner in which the Board and

Administration conducted the budget hearings. In their opinion, the deliberations were not thoughtful and appeared to be "ad hoc." One staff member said she was so embarrassed that she could not face her friends and neighbors. This individual felt the Board was making decisions affecting employees' livelihood without careful, deliberate analysis of all the facts. For example, the individual indicated that, at the end of the meeting, one member of the Board arbitrarily said: "...cut another \$100,000 from clerical..." without any analysis whatsoever.

Both administrative and operations staff felt that top-level administrators had no interest in sharing proportionately in staff reductions. Operations staff and clerical personnel, in their view, absorb a disproportionate share of budget cuts. As one employee stated: "...it takes three clerical salaries to equal one top-level administrator's salary..." Another staff member indicated that, in her opinion, the Board also makes inconsistent budget decisions. For example, "...in February, 1992 the Board approved the administration's recommendation reclassifying 45 administrators and gave them a six percent pay raise after reducing clerical staff..." Moreover, staff has the perception that, even if top-level administrators are furloughed, "...some come back as consultants with higher rates than they were paid while employed by the District..."

AISD staff participating in the group felt the Administration should endeavor to obtain more input from the staff during the budget process. Participants indicated that, currently, staff at the middle to the bottom of the organization chart are not asked for their ideas and input during the budget development process. Each felt there were legitimate cost savings ideas that could be obtained through increased staff input. In the words of one participant: "...as a whole, the District would benefit if we were integrated into the budget process. There are smart people working here with good ideas for saving money..."

## **Purchasing**

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Purchasing issues were discussed by business leaders and AISD staff. Neither teachers nor students had specific comments in this particular focus area. Business leaders were more concerned with the District procuring its goods and services from businesses within the Greater Austin area. AISD staff were more concerned with the quality of supplies, privatization, planned purchases and turn-around time from point of requisition to issuance of purchase orders.

### ***Business Leaders***

***"...AISD does not appear to have a commitment to either the 'Buy Greater Austin Program', or minority and women owned businesses in Austin. If the City of Austin can do it, why can't AISD? We are the businesses that pay taxes to the District!..."***

In the opinion of some business leaders participating in the group, AISD has not demonstrated a commitment to procuring its goods and services from the very same businesses that provide a significant percentage of its tax

base. This is evident by what business leaders perceive to be the District's lack of commitment to the "Buy Greater Austin Program" (the Program). The Program was implemented through the cooperation of Austin area businesses with local municipalities, transit authorities, school districts and non-profit organizations. Its objective is to encourage entities within Greater Austin to purchase goods and services from each other. One business leader indicated that members of the Board were questioned by members of the Greater Austin Chamber of Commerce at a Board retreat about the lack of commitment to the Program and responded "...state law prevents us from implementing the Program..." Group participants thought this position was inappropriate and felt it was the responsibility of the Board to direct the Administration to find a way, within the law, to implement the Program---especially since, as one participant put it: "...AISD is buying a significant amount of goods and services from outside Austin..."

Minority and female business owners participating in the group were concerned with what they perceived as a tepid commitment by AISD to purchase goods and services from minority and women-owned businesses (M/WBEs) in the Austin area. One female business owner indicated that it is extremely difficult for her to obtain purchase orders from the District for her products. In the opinion of all businesses present, both large and small, the Board must take responsibility for enfranchising all segments of the business community. As a prominent business leader from one of AISD's 10 largest taxpayers put it: "...we all should strive to be good corporate citizens---its just good business..."

## ***AISD Staff***

AISD operations staff were particularly concerned about the quality of supplies purchased from the State Bid List which includes the lowest bidders. Additionally, they were also quite vocal about privatization. AISD administrative staff, however, seemed to be more concerned with planned purchasing and turn-around time from point of requisition to issuance of purchase orders.

***"...The District purchases low-grade paint. This paint does not cover the surface with the first application. We must apply more than one coat to the surface—causing us more time and the District more money in the long-run..."***

Generally, housekeeping supervisors felt custodians' supplies were of good quality. However, operations personnel responsible for painting and electrical work felt their supplies

were sub-standard. Both attributed the poor quality to the District's requirement that supplies be purchased first from the State Bid List and, if the item is not available, from the lowest bidder on a spot purchase. Paint must be applied with more than one coat and, often times, electrical parts must be replaced more frequently because of below average quality. Participants suggested that the District consider modifying the low bid process or tightening specifications to ameliorate the current situation.

Privatization discussions appeared to engender more comments from operations employees participating in the group. Participants felt that outside contractors typically do not perform their tasks in a conscientious manner. For example, one maintenance employee indicated that maintenance personnel usually correct some of the work outside contractors perform for the District. Additionally, custodians indicated that they were sometimes required to clean sites after outside contractors have performed work. One custodian indicated: "...we must cut grass sometimes because the outside contractor for grounds maintenance does not come often enough..." Generally, operations personnel did not feel the cost savings AISD derived from privatization was worth displacing employees—especially since they felt the quality of service had declined. Moreover, some participants indicated that AISD was currently providing equipment and related maintenance for the grounds maintenance contractor. This appeared to be a problem for operations personnel. As one employee noted: "...if you are an outside contractor, you should provide your own manpower and equipment. If you can't, you don't need the contract..."

Administrative staff felt the purchasing department does not plan purchases as well as it should. One participant noted: "...the District may buy computer equipment, but not purchase the required cabling and the computers end up sitting in boxes awaiting installation..." Participants felt Purchasing Department personnel should do more advance planning as they developed Invitations for Bid (IFB) to insure productivity is maintained. As one person said: "...we can't do anything with computers if they are sitting in boxes..."

Administrative staff also commented that it takes purchasing too long to issue purchase orders for equipment and supplies. More than one person indicated that the turn-around time from requisition to purchase order is from two and one-half to four weeks. Once a purchase order is issued, the goods must still be delivered. Staff felt this turn-around time should be reduced to a more reasonable period.

## **Administrative and Operational Services**

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Administrative and operational services include food service, transportation, safety and security. These issues were discussed at length by AISD teachers, staff and students. Business leaders felt they were not in a position to comment on these areas. AISD teachers and staff were more concerned about safety and security than any other service area. Students were more concerned about food service and transportation.

### ***AISD Teachers***

***"...In my school, people are on campus each day that should not be and I'm afraid to say anything to them. We need more hall monitors or security people. Even parents are concerned..."***

Teachers participating in the session were more concerned with safety and security than any other service area. All were genuinely afraid, and the majority

of them noted the lack of security in portable buildings. As one teacher said: "...the District updated the security system in the main buildings and did nothing for security in portables. We don't even have telephones in portable buildings---how can you call for help if you have an emergency?..." Based on existing security measures, the teachers feel security is not a high priority with the District Administration and, in their opinion, it should be.

Generally, food service and bus transportation received high praise from a majority of participants. Cafeteria food was perceived to be good and nutritionally balanced. However, more than one teacher felt that some of the kids in elementary school did not get enough to eat. As one teacher noted: "...a kindergartner gets the same portion as a fifth grader---the food portions should reflect the size of kids in elementary school..." Teachers felt the bus transportation was "great" and almost always timely.

### ***AISD Staff***

Safety and security were of paramount importance to AISD staff throughout the discussion. So much so that it was the only service area discussed. It was obvious that custodians and maintenance personnel working after school hours did not feel safe.

***"...I don't think it's safe to work in the schools after hours. Especially since our hours were changed to 3:30 p.m. - 1:30 a.m., four days a week. There are only two security guards working during this time and they can't cover the inside and outside of the building. That's why two painters have been beat up while going back and forth to their trucks..."***

schools to perform their work. The security system is disabled for the entire time they are working. From their point of view, depending on where the work was being done, they would never know if an intruder was in the building---especially since there are only two security guards on duty. One participant said: "...I don't like to go to my truck at night and get tools because one employee went to the truck to get parts and, while smoking a cigarette, he was beat up..." Custodians were also concerned for their safety in dual purpose schools that are open both during and after school hours. All participants agreed with the following comment by a maintenance employee: "...if AISD wants maintenance activities performed at night, the administrators should provide enough security to ensure the safety of employees required to work..."

#### ***AISD Students***

***"...The food in the cafeteria is pretty good for the price. It's really cheap and you can't beat the bargain. Oh yeah, and the cafeterias are 'spotless'. The cafeteria help is always cleaning the food service area..."***

food was good. However, the majority of students indicated that they would like larger food portions and more nutritional meals with fresh vegetables. Overall, students felt the cost of their meals was a bargain as compared to alternative fast food restaurants.

Students indicated the school buses were in good condition and usually leave and arrive on time. Some complained about being bussed across town. As one student noted: "...I have to catch the bus at 7:15 a.m. to get to school by 8:45 a.m..." Others were concerned that the bus drivers sometimes are not as cautious as they could be. One student indicated that she has felt unsafe with her bus driver on more than one occasion.

All students in the focus group indicated that they feel relatively safe when they are at school. From their point of view, there are enough hall monitors on campus during the day to handle security concerns. The participants noted that there are very few fights on high school campuses. However, they felt the only real security problem was that cars are sometimes vandalized or stolen.

Maintenance personnel indicated that they have not felt safe since the District changed their working hours to 3:30 p.m. to 1:30 a.m. four days per week (i.e. four 10-hour days). Electrical maintenance personnel must shut down the security system when they go into the

Students' comments in this focus area were basically positive. Most of the group participants felt the cafeterias in their schools were extremely clean and the

When asked why they thought teachers felt unsafe in the schools, the students indicated that most teachers could not discern when students were "bluffing", when they were serious and who to stay away from. As one student said: "...the teachers don't know students well enough to know which ones to avoid..."

## **Other Issues**

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During each focus group session time was allotted for participants to raise any issues related to AISD that they felt were overlooked as the 10 focus areas were discussed. This section includes discussion of collateral issues and observations that business leaders, AISD staff and AISD students felt needed to be addressed. AISD teachers did not have comments in this area.

### ***Business Leaders***

Business leaders felt that too much of the taxpayers money was spent for legal fees. The general feeling was that the District should consider hiring a full-time attorney.

One prominent business leader representing one of the District's 10 largest taxpayers indicated that his "pet peeve" was the design and construction cost of new schools within the District. He rationalized: "...there should not be 'award winning' designs each time a new school is constructed. This is too expensive. There should be a basic model for elementary schools, middle schools and high schools..."

As the focus group session closed, the business leaders were unanimous in their feeling that, even with its problems, "...AISD has the greatest potential to succeed of all urban school districts in Texas..."

### ***AISD Staff***

One maintenance employee responsible for painting suggested that the Administration consider standard interior colors for elementary, middle and high schools throughout the District. In his opinion, this would be more efficient because principals tend to request changes in interior colors from year-to-year. As the employee noted: "...this is expensive and inefficient..."

"...You could track certain principals throughout AISD and you will always know which ones will have excellent attendance records for their students.." Administrative staff participating in the group indicated that certain principals tend to abuse their authority to excuse absences. One employee alleged that attendance records are changed each year by certain schools to make sure kids are passed on to the next grade in order to preserve funding from TEA. The employee felt that the Administration should investigate this



matter because a significant number of students have been passed on when they should have received "NG" (i.e. "no grade").

### ***AISD Students***

Students felt there were not enough teachers and class sizes were too large to receive individual attention. As a result, the quality of their education suffers. One student described her English class as "horrible" because there were so many students. Other students felt the teachers would not give them assignments because classes are too large and they (teachers) did not want to grade all the papers. As one student noted: "...this hurts us because it limits our opportunity to learn and improve our grades by having more assignments..."

As the focus group session closed, the students made it perfectly clear that, in their opinion, AISD is a "pretty good" school district. All participants said most students look forward to going to school each year. As one student succinctly put it for the group: "...we realize that, with all the problems we've talked about, it could be worse!..."

## **COMPONENT C: THE A+ COALITION - The Plus for Austin Schools**

### **1. Description of Component**

Project A+ was formed in 1989 as a partnership between AISD and IBM Corporation. Over the past three years IBM has invested \$6.5 million in three elementary schools for hardware, software, training and salaries. Furthermore, IBM has contributed both financial and human resources to other Project A+ activities.

In February 1992, Project A+ became the A+ Coalition, a non-profit corporation, 501(c)(3) status, organized exclusively for charitable and educational purposes to support AISD and its programs. The primary purpose of the A+ Coalition is to act as a catalyst for fundamental change in education and to marshal resources to support the change. The A+ Coalition has a Board of Directors consisting of 15 members from IBM, the AISD Board and community leaders. Three AISD Board members currently serve on the A+ Coalition Board.

### **2. Summary of Findings from Existing Reports and Data Sources**

(F8.C.1) The A+ Coalition's budget was cut \$49,839 (34.3%) in 1992-93, with the non-payroll budget cut 62%. These funds are matched at a 3-to-1 rate by the IBM Corporation A+ office. A comparison of the 1991-92 and 1992-93 AISD budgets for the A+ Coalition is summarized below.

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$68,651	\$66,212	-3.55%
Purchased Services	\$40,050	\$16,300	-59.30%
Supply	\$18,800	\$9,000	-52.13%
Operating Exp	\$13,350	\$2,250	-83.15%
Capital	\$4,250	\$1,500	-64.71%
<b>TOTAL</b>	<b>\$145,101</b>	<b>\$95,262</b>	<b>-34.35%</b>

(F8.C.2) The A+ Coalition is administered by two full time managers, one from IBM and one from AISD, and two secretaries. All other work is performed by volunteers.

### **3. Summary of On-Site Findings**

(F8.C.3) In August 1992, the A+ Coalition was selected as the winner of the Business Education Partnership Category for large School Districts sponsored by National Association of Partners in Education (NAPE) and United Technologies, Inc. The A+ Coalition initiatives include:

- Establishing School Based Improvement (SBI), a decentralized shared decision making model, in 16 pilot schools in April, 1990, and later expanded to 12 additional schools. This model served as the foundation of AISD's state mandated site based management (SBM) program.
- Facilitating the development of the AISD Strategic Plan.
- Developing "Children of Promise", a brochure that identifies the knowledge and skill that graduates of the 21st century must possess to be successful.
- Developing and initiating the MegaSkills Program, which is now the largest such program in the United States.
- Establishing Zero Dropout/Technology Schools on four campuses with a \$5 million grant from the IBM corporation. These schools also have mandatory summer schools for low achieving students, parent involvement programs, and linkage to community social services.
- Establishing the Accelerated Schools Program at selected AISD schools, to encourage meaningful involvement of parents and community volunteers in the educational programs and decision making processes of the school.

**(F8.C.4)** The relationship between The A+ Coalition and the AISD Board is strained at best. Representatives of both the IBM Corporation and the AISD Board indicated that communication between the entities needs improvement and that a clear set of goals and objectives needs to be established.

**(F8.C.5)** By obtaining 501(c)(3) status, the A+ Coalition will be able to seek grants and funds that are available to coalitions that may not be directly accessible to schools. By obtaining non-profit tax exempt status, the A+ Coalition hopes to encourage more involvement from corporations besides IBM.

**(F8.C.6)** The coordination between the A+ Coalition, AAS, Planning and Innovation, and other educational support functions seeking outside monies (i.e., donations, federal grants, etc.) is minimal, with each department operating independently. For example, both AAS and the A+ Coalition are seeking to increase community support and involvement to promote the quality of AISD education, even though they employed different strategies to accomplish this goal. Improved coordination between these departments, and other support functions, could facilitate the development of synergies that could be economically and operationally beneficial to the District. (See F8.D.6)

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C8.C.1) Working with IBM Corporation to establish the A+ Coalition and bringing additional resources to the District. Many of the programs and initiatives (Megaskills and Zero Dropout/Technology Schools) instituted by the A+ Coalition deserve special recognition for the rewards and the changes they have brought to the educational process.**

##### ***Recommendations***

We recommend the AISD:

- **(R8.C.1) Board and the A+ Coalition Board work to improve communications and establish common goals and objectives. This process could be initiated by scheduling an executive meeting, or a series of work sessions, attended by representatives of both Boards to discuss constraints and other relevant issues that are preventing a beneficial working relationship. (F8.C.4)**
- **(R8.C.2) Investigate the possibility of coordinating services between The A+ Coalition and other educational support functions seeking outside monies to identify potential funding opportunities. The District needs to fully utilize the resources The A+ Coalition could potentially offer, including:**
  - **Expertise with obtaining grants and funds**
  - **Expertise in establishing a technology plan**
  - **Expertise in implementing strategic objectives to operation programs, budgeting, etc.**

**This process could be initiated by scheduling a high level meeting attended by appropriate representatives to discuss departmental strategic objectives and goals, financial opportunities and constraints, and other relevant issues. (F8.C.6) (See R8.D.1)**

**COMPONENT D: AUSTIN ADOPT-A-SCHOOL**

**1. Description of Component**

The Adopt-A-School (AAS) program promotes business and community involvement with the public schools to strengthen and enhance the quality of education. Through Adopt-A-School, community members become partners in the education of youth, helping young people learn about the business world. In addition to the benefits the students receive, the teachers obtain assistance with special subjects, access to technological advances and equipment.

**2. Summary of Findings from Existing Reports and Data Sources**

**(F8.D.1)** Austin AAS was founded in 1983 as a partnership between AISD and the Greater Austin Chamber of Commerce. The Adopt-A-School Board consist of 33 members representing Austin ISD, the Chamber of Commerce and the community. Currently, more than 1,800 partnerships exist with 126 schools and programs. During the 1991-92 school year, adopters contributed over \$3.3 million in volunteer services, cash and in-kind donations, and 147,000 volunteer hours. Since the program began, more than \$13 million in resources have been shared with AISD schools.

**(F8.D.2)** AAS's 1992-93 budget was cut 1%, despite the additions of the Project Mentor and Volunteer Program. The AAS budget was reduced one support staff position. The 1992-93 budget contains \$75,000 to support Chamber of Commerce efforts for Adopt-A-School, an increase of 25% over the previous year. The Chamber contributes \$30,000 to the AAS program.

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$153,082	\$129,952	-15.11%
Purchased Services	\$3,580	\$6,580	83.80%
Supply	\$3,850	\$6,850	77.92%
Operating Exp	\$60,175	\$75,250	25.05%
Capital	\$175	\$0	-100.00%
<b>TOTAL</b>	<b>\$220,862</b>	<b>\$218,632</b>	<b>-1.01%</b>

**(F8.D.3)** The AAS staff consists of a supervisor, one teacher/planner, one volunteer resource specialist, and one secretary.

**3. Summary of On-Site Findings**

**(F8.D.4)** The Austin Adopt-A-School program is well known throughout the State of Texas and the United States. Since 1987, AISD Adopt-A-School office has sent request materials to 33 school districts in Texas and 32 other school districts throughout the U.S. that were interested in establishing similar programs.

A distinguishing characteristic of the Austin AAS program is that it encourages each school to take ownership of its program. The Adopt-A-School Coordinator meets with principals, school staff and PTA's to discuss school needs and programs, and develop "wish lists" to help guide adopters' efforts. Adopters provide employment, training, mentor programs, seminars, money and rewards to the adopted school(s).

**(F8.D.5)** In June 1990, AISD Adopt-A-School received President Bush's "Daily Point of Light" for exemplary community service. Adopt-A-School has won numerous awards for videos ("From A Distance"), brochures ("Austin Adopt-A-School"), publications ("1990 Bouquets to Partners Report"), and special programs ("Friends of Education Award").

**(F8.D.6)** The coordination between AAS, Planning and Innovation, the A+ Coalition and other educational support functions seeking outside monies (donations, federal grants, etc.) is minimal, with each function operating independent of the others. For example, both AAS and the A+ Coalition are seeking to increase community support and involvement to promote the quality of AISD education, even though they employed different strategies to accomplish this goal. Improved coordination between these departments, and other support functions, could facilitate the development of synergies that could be economically and operationally beneficial to the District. (See F8.C.6)

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C8.D.1)** Implementing and administering a nationally recognized Adopt-A-School Program to encourage community involvement with the individual schools, teachers and students.

##### ***Recommendations***

We recommend that AISD:

- **(R8.D.1)** Investigate the possibility of coordinating services between AAS and other educational support functions seeking outside monies, to develop synergies that could be economically and operationally beneficial to the District. Because departments employ different methods to accomplish their goals and objectives, consolidation of departments is not recommended. However, improved communication and cooperation could identify potential opportunities that are currently overlooked or neglected.

**This process could be initiated by scheduling a high level meeting attended by appropriate representatives to discuss departmental strategic objectives and goals, financial opportunities and constraints, and other relevant issues. (F8.D.6) (See R8.C.2)**

## **COMPONENT E: COMMUNICATIONS**

### **1. Description of Component**

The mission of the Communications Services Office is to facilitate a mutual understanding and support of education between the District and its publics. The Office is responsible for public information and media relations, District-wide communications and publications, community relations and writing, editing, art and information support services for AISD personnel.

The Austin Media Production Services Department (AMPS) is responsible for managing the District's two educational access channels (Channel 8 and 28) on Austin's CableVision and producing educational television programs for students, teachers and administrators in the District. This Department also manages the District's Distance Learning Program which assists staff development and supplementary educational efforts within the District.

### **2. Summary of Findings from Existing Reports and Data Sources**

#### ***Communication Services***

**(F8.E.1)** AISD has policies and regulations which relate to its public information program. Board policies GBC and GBC-R include the following statements regarding public information:

- The public shall be fully and promptly informed concerning plans, activities and needs of the District. Information shall be made available for the press and the public. (GBC)
- The District encourages news media coverage of all school activities and makes the principal responsible for the approval and appropriate coordination of interviews and other coverage with the individual schools. (GBC)
- Generally, it should be remembered that the schools are a public agency, dependent in large measure upon mass news media for maintaining public understanding of their accomplishments and needs. All contacts with new media representatives should be conducted with courtesy, tact and a cooperative attitude, based on sound judgement and concern for the protection of the personal privacy of both students and staff, consistent with the general welfare of the schools. When, in the judgement of the principal, circumstances warrant, he or she should notify the Communications Office about news media contacts. (GBC-R)



**(F8.E.2)** The Communications Office has a staff of three; the Director of Communications, a writer/designer and a secretary. In addition, the administrative supervisor for Austin Media Production Services reports to the Director of Communications. The following is a comparison of Communication Services budgets for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$111,303	\$111,276	-0.02%
Purchased Services	\$27,315	\$39,617	31.05%
Supplies	\$2,900	\$2,900	0.00%
Operating Expense	\$775	\$0	-100.00%
Capital Outlay	\$370	\$1,370	72.99%
<b>Total</b>	<b>\$142,663</b>	<b>\$155,163</b>	<b>8.06%</b>

The \$12,500 increase in budgeted expenditures for purchased services is due to the allocation of funds for consulting services related to reviewing and updating the AISD Board Policy Manual.

***Austin Media Production Services***

**(F8.E.3)** The following is a comparison of the Austin Media Production Services (AMPS) Departments budgets for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93*	Variance
Payroll	\$292,465	\$290,465	-0.72%
Purchased Services	\$6,750	\$8,750	+29.63%
Supplies	\$19,630	\$21,130	+7.64%
Operating Expense	\$2,500	\$1,000	-60.00%
Capital Outlay	\$33,896	\$33,896	0.00%
<b>Total</b>	<b>\$355,241</b>	<b>\$355,241</b>	<b>0.00%</b>

Source: AISD Budget for the Year 1992-93 \*Budgeted

The Austin Media Production Services Department is funded completely with local District funds. Approximately 82% of this budget is comprised of labor costs. Although the total budget has not changed from the previous year, certain expenditures categories have been changed. The payroll budget has decreased from the previous year because budgeted overtime pay has been decreased and purchases have increased due to an increases in the reproduction budget. Supplies have been increased for maintenance of media equipment and operating expenses have decreased because of cuts in funding for distance learning expenditures.

**(F8.E.4)** The following is a comparison of staffing levels for the Austin Media Production Service Department for 1991-92 and 1992-93:

<b>Component</b>	<b>1991-92</b>	<b>1992-93*</b>	<b>Variance</b>
Austin Media Production Services	11.0	11.0	0.0

Source: AISD Budget for the Year 1992-93 \*Budgeted

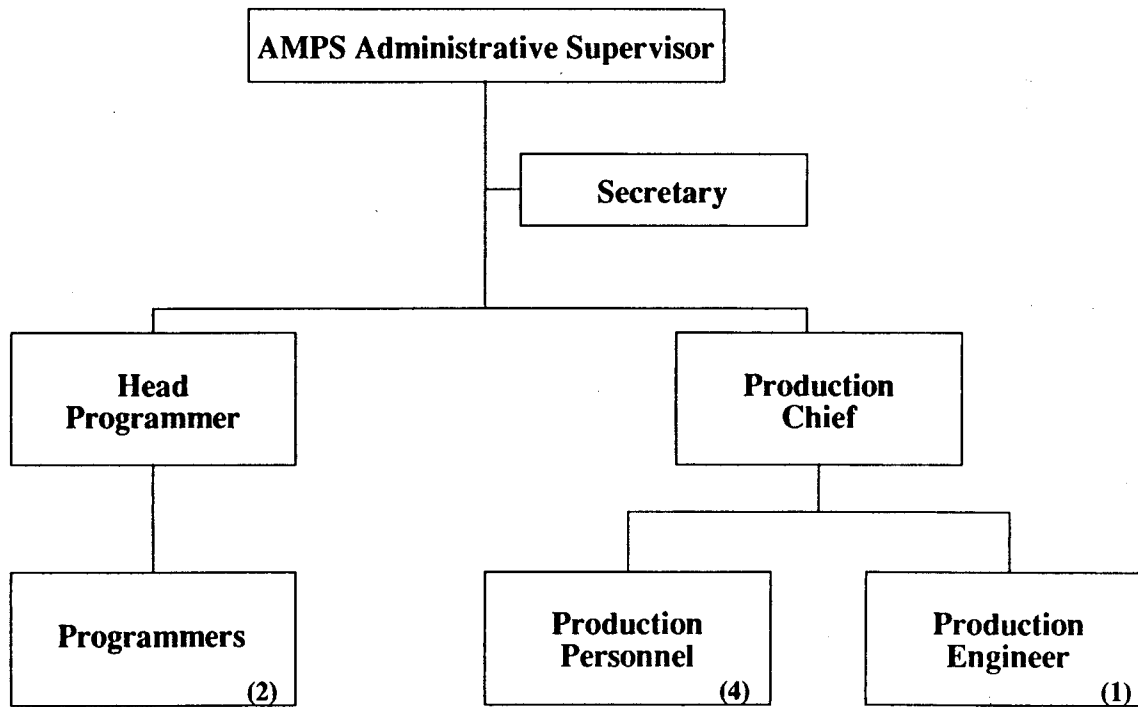
Staffing remained the same in the Austin Media Production Services, but media production personnel were reduced by one while a secretary was added to the department. The organization structure of the Department is illustrated in Exhibit 8.E.1

**(F8.E.5)** The District manages the programming for two educational access channels, Channels 8 and 28, access to which is provided free of charge from Austin's CableVision. Channel 8 programming consists primarily of educational programs for students and the general public while Channel 28 programming consists of programs primarily geared towards staff development and the T.V. college credit programs. Programming begins at 8:00 AM and ends at 10:00 PM or later depending on whether scheduled programs such as board meetings take longer than anticipated. During off hours and for one hour during each weekday (Noon to 1:00 PM), the Austin Media Production Services Department runs the "chalkboard" screen on its cable channels, which is an informational screen airing messages pertaining to the District.

**(F8.E.6)** During the school-year, Channel 8 programming consists of 17% AISD Media Production Service productions, 18% of programs from independent sources and 65% of programs from KLRU, which is the local Public Broadcasting Station. The District, along with other school districts in the local area (i.e. Eanes ISD), pay KLRU \$1.50 per Average Daily Attendance (ADA) annually (or approximately \$96,000 per year) to broadcast KLRU educational programs on the District's cable channels. About half of the KLRU programs are geared toward elementary school students while the other half of the programming is for secondary students. KLRU programs focus on math, reading, science and social studies. The District utilizes KLRU to a larger extent because they cablecast 8.5 hours of instructional programs per day for use in the classroom during the school year.

During the summer, Channel 8 programming consists of 42% AISD Media Production Service productions, 29% from independent sources and 29% from KLRU. Independent sources include Westglen Video (New York) which provides videos from other countries and Modern Video (Florida) which provides videos from corporations. There is no charge for the videos from independent sources, but there is a charge to mail them back to their sources. Independent sources also include Public Service Announcements, the University of Texas, the Texas General

## Current Organization Structure Austin Media Production Services



Land Office, the Department of Human Services, the Texas Employment Commission and other state agencies.

(F8.E.7) Channel 28 programming consists of 73% direct off-satellite cablecasts and 27% non-satellite programs, one third of which are "chalkboard" messages. Thus, of the remaining 18% of non-satellite programs, approximately 14.5% of these videos are Austin Media Production Services productions and the remaining 3.5% come from other sources. Satellite cablecast programming comes from the Mind Extension University in Colorado and the Tie-In Network in San Antonio. The Mind Extension University provides degree programs, delivers interactive instruction for high school students, teachers and administrators and many assorted personal and professional programs and courses. The Tie-In Network provides staff development programs for teachers and administrators. Tie-In Network programs are broadcast on Tuesday and Thursday afternoons and shows are typically live telecasts. The District pays a nominal fee of approximately \$3,500 per year for the Tie-In Network while the Mind Extension University is obtained free of charge. The fee for the Tie-In Network is taken out of the staff development office budget.

(F8.E.8) The District reported that in June of 1991, an independent firm conducted a telephone sampling of Austin's CableVision subscriber list. Management indicated that of the 2,229 calls that were attempted, approximately 54% of these calls were completed. The results of this sample indicated that AISD's Channel 8 captured 0.2% of the audience during this sample time. A telephone sample to assess the audience viewer ship of Channel 28 has never been undertaken by an independent firm. The District reported that they have no way to measure whether Channel 28 is utilized to a large degree by members of the District.

### 3. Summary of On-Site Findings

#### *Communication Services*

(F8.E.9) The District has adopted an open door communications policy with the media as a means to improve communications. Policies and procedures for coordinating media management between the Communications Department and other departments have not been formalized to ensure immediate notification of the Communications Department regarding any news-worthy events. The Communications Department does not provide an on-going media management training for AISD employees and Board members interfacing with the press.

(F8.E.10) The Communications Services Office produces two District-wide newsletters on a regular basis. The Messenger is a quarterly newsletter for AISD employees and ADMINformation is a monthly summary of Board activities and actions.

**(F8.E.11)** The Director of Communications has numerous responsibilities which include:

- Acting as the coordinator for many District meetings, including Board meetings (bi-monthly), general administrators meetings (monthly), Professional Advisory Committee meetings (monthly) and management team meetings (weekly). In most cases, the Director is responsible for preparing meeting agendas and information packets
- Maintaining the Board Policy Manual and disseminating new policies and regulations to individuals and campuses that have policy manuals
- Managing special projects such as the AISD United Way campaign and the school calendar task force
- Managing media relations, including daily contacts with the local media, coordinating press conferences and preparing press releases
- Overseeing the production of the Messenger and ADMINformation
- Assisting in public information issues such as a presentation on the upcoming bond issue and maintaining a relationship with the Austin Chamber of Commerce
- Providing day-to-day management oversight of the Superintendent's Office and Austin Media Production Services.

The Director indicated that these varied duties cause a lack of focus within Communication Services and internal communications are neglected as a result.

#### ***Austin Media Production Services***

**(F8.E.12)** The Central office personnel consists of a total of 11 people. They are as follows:

- One administrative supervisor to manage the department
- Three programmers to locate and schedule programs
- Five production specialists for production and programming
- One production engineer for installation and maintenance of production equipment
- One secretary to provide administrative support to the department.

The District reported that Channel 28 required approximately two full-time personnel to handle its programming where as Channel 8 and the District's in-house media production services required the other nine people.

**(F8.E.13)** The Austin Media Production Services produces a vast amount of educational television programs for their cable channels. During the 1992 calendar year, the Austin Media Production Services produced a total of 145 programs representing approximately 4,400 production hours. The District spends approximately two to three times the amount of time to edit the film as opposed to filming footage. Thus, the District spends approximately 30 production hours for each program it produces.

**(F8.E.14)** The District only produces videos that are somehow related to the school district. The administrative supervisor makes the production decision, but copies of the video production requests are provided to the appropriate Assistant Superintendents for their information. Management reported that they turn down approximately 25 video production requests out of a total of approximately 170 requests per year.

**(F8.E.15)** The District cannot advertise on their public access channels (Channel 8 and 28) because it is strictly prohibited by CableVision. Thus, the District can not generate revenue from advertising on their public access channels.

**(F8.E.16)** The District schedules the following events each year for media production services by the Austin Media Production Services Department:

Scheduled Event
24 Board Meetings (Regular)
5 football games*
10 High School Graduations
Band Jamboree
Music Memory Contest
Choral-Fest
Hispanic Heritage Festival
Black Heritage Festival
Adopt-A-School Programs**

\* Production costs underwritten by community

\*\*Production costs underwritten by the Chamber of Commerce

The Austin Media Production Services Department also produces programs for administrative meetings with special speakers and handles special requests from teachers and administrators in the District. Each of these scheduled programs have either one or multiple viewing times on the public access channels.

**(F8.E.17)** The District cannot use the Region 13 Educational Service Center's video library to cablecast educational programs because the Region 13 Educational Service Center does not purchase the broadcast rights to show these programs on cable television. Thus, the District cannot use Region 13's library of programs as a source for its cable television programming.

**(F8.E.18)** The District has taken proactive steps to avoid incurring overtime expenses. First, the District sells copies of its programs on a request only basis to people in the community to defray overtime costs. The requesting party has to provide a blank video tape and has to pay approximately \$15 per copy for the program depending on the length of the production. Management reported that 352 tapes were sold during the 1991-92 calendar year generating approximately \$5,200 in revenue. Most of these tape sales are for the graduation commencements. 37 of the 352 tape sales were copied on the District's own equipment. The District utilizes the services of Metropost, a dubbing and video duplicating house, to provide the majority of their video duplication efforts. Metropost's services were obtained through the competitive bidding process. The District pays Metropost a fee based on the number of copies and the length of the production. For example, this fee can range from \$7.50 per single copy of a thirty minute production to \$4.90 per copy for fifty copies of a thirty minute production. Metropost fees, in general, range between \$5.50 and \$6.50 per copy. The District also incurs mailing expenses to deliver these videos to the requesting party. Management reported that they are looking into offering this service as a general service feature of the Austin Media Production Services Department. Second, management reported that they stagger work schedules on days when there are regularly scheduled Board meetings so that media production workers can televise the Board meetings in the evenings and not incur overtime expenses. The District reported that the majority of overtime is incurred for high school graduation commencements productions (100-150 overtime hours) and for special Board meetings. The District reported that total net revenues (revenues less dubbing/duplication costs) fell just short of covering total overtime cost.

**(F8.E.19)** Both the Channel 8 and 28 program guides are circulated to District librarians and administrators. The District prints approximately 3,000-3,500 Channel 8 program guides and circulates them to primarily teachers and administrators in the District. Channel 8 program guides are not provided to community members because the weekly Channel 8 program listings are printed in *The Austin American Statesman's* Show World section in the Sunday paper. Approximately 35 people in the community subscribe to the Channel 28 Program Guide.

**(F8.E.20)** Management reported that they utilize a District van which is equipped with media production equipment to facilitate off-site production work and mobile production capabilities. This van is equipped with approximately 330 feet of cable which is used for off-site multi-camera shoots. When the van is not being used, the equipment is used as an editing site for District productions.

#### 4. **Commendations and Recommendations**

##### *Commendations*

We commend AISD for:

- **(C8.E.1)** Providing the District with quality cable programming and in-house media production services.
- **(C8.E.2)** Reducing overtime costs by selling videos to the general public and staggering work schedules to provide media production services during off hours of the District.
- **(C8.E.3)** Engaging the community to underwrite the production cost of the five AISD football games through community fundraising efforts.

##### *Recommendations*

We recommend that AISD:

- **(R8.E.1)** Develop and implement a media management training program to improve the ability of District personnel to effectively interface with the media. (F8.E.9)
- **(R8.E.2)** Review the job activities and responsibilities of the Director of Communication Services and determine if some tasks could be delegated to other positions within the District (e.g. delegate responsibility for maintaining the Board Policy Manual to the Board Secretary). (F8.E.11)
- **(R8.E.3)** Eliminate Channel 8 and 28 programming and maintain a small staff to provide media production services to the District. Since the District has access to the KLRU instructional programs through the Library/Media/LRC and we suspect that the viewership of Channel 28 is small, we recommend that the District eliminate both channels. (F8.E.1-17)

##### **Financial Implications of Recommendations**

- Annual savings from the elimination of Channel 8 and 28 programming would save an estimated \$274,000 annually, of which \$3,500 is from the elimination of the Tie-In Network, \$248,000 is from salary and benefits for eight positions which will be eliminated and \$22,400 from reduced supplies and operating expenses. (R8.E.3, F8.E.1-17)



***Facilities***



## SECTION 9.0 FACILITIES

This section presents our findings, commendations and recommendations for each of the four components of the section. The table below presents a description of the Facilities section, its components and the performance measures which were examined.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>This section focuses on support services that provide for infrastructure utilization and maintenance. These areas facilitate the delivery of education and provide for an optimal learning environment. Performance measures in this section are critical to building public trust and confidence in the overall management of the District. Facilities planning and maintenance must be carefully and systematically monitored due to the large capital investments involved and potential safety concerns.</p>
<p><b>COMPONENTS</b></p>	<p>A. Planning and Utilization B. Construction Management C. Facilities Maintenance D. Housekeeping Services</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Utilization of existing facilities</li> <li>• Effectiveness of projecting student enrollment trends</li> <li>• Effectiveness of long range facilities planning process</li> <li>• Adequacy of budget projections</li> <li>• Adequacy of contingency plans for budget shortfalls</li> <li>• Effectiveness of facility renovation projects</li> <li>• Clear lines of authority and responsibility</li> <li>• Effectiveness of energy management policies</li> <li>• Adequacy of maintaining a comfortable and safe educational environment</li> <li>• Cost effectiveness of facilities maintenance</li> <li>• Adequacy of preventive maintenance system</li> <li>• Effectiveness of maintenance equipment and resources</li> <li>• Cost effectiveness of housekeeping services</li> <li>• Building condition and cleanliness</li> </ul>

**COMPONENT A: PLANNING AND UTILIZATION**

**1. Description of Component**

Facilities Planning and Utilization has the responsibility for optimizing the utilization of facilities based on student growth, programmatic needs, and State and Board requirements. Proper facilities planning and utilization will provide for student educational needs without overcrowding, use of substandard facilities, or generating costly excess capacity.

**2. Summary of Findings from Existing Reports and Data Sources**

(F9.A.1) TEA data indicates that AISD has the most permanent, and total, building square footage per student of the ten largest districts in Texas. AISD total building square footage per student is 25.3% greater than the group average.

**GROSS SQUARE FEET PER STUDENT FOR THE TEN LARGEST SCHOOL DISTRICTS IN TEXAS**

School District	Enrollment 1991-92*	Main Ft2/ Pupil	Port Ft2/ Pupil	Total Ft2/ Pupil
Houston	196,512	79.2	8.1	87.3
Dallas	137,686	100.8	5.8	106.6
Fort Worth	71,224	93.8	5.3	99.1
Austin	67,845	104.6	9.4	114.0
El Paso	64,728	90.4	2.6	93.0
San Antonio	59,811	90.9	6.2	97.1
Northside	51,985	84.1	3.5	87.6
Ysleta	50,036	83.0	5.7	88.7
Arlington	46,391	83.4	6.1	89.4
Cy - Fair	43,776	102.7	10.6	113.3
<b>AVERAGE</b>	<b>78,999</b>	<b>90.4</b>	<b>6.5</b>	<b>91.0</b>

\* Benchmarks 1991-92

(F9.A.2) In 1987, the 22:1 Teacher to Student ratio mandate was passed. AISD responded to the subsequent overcrowded conditions by moving most sixth grades to the middle schools and changing the school boundaries of 45 of the 65 elementary schools. Boundary changes were also implemented in 1991.

The District has established procedures and criteria for realigning boundaries. The financial and operational impact of boundary realignments are evaluated using the Ecotran boundary realignment system employed by the Pupil Transportation Department.

(F9.A.3) Since the 1983 Bond issue, the District has added 952 elementary classrooms.

## SOURCES OF ADDITIONAL ELEMENTARY CLASSROOMS

	New Elementary Schools	Classroom Additions	Program and Policy Middle School	Portable Construction
<b>Number</b>	<b>13</b>	<b>24*</b>	<b>11</b>	<b>170</b>
<b>Number of Rooms</b>	<b>290</b>	<b>182</b>	<b>140</b>	<b>340</b>

\* at 23 Schools

### 3. Summary of On-Site Findings

**(F9.A.4)** AISD has no department specifically designated for Facilities Planning and Utilization. The primary responsibilities for facilities planning and utilization is assigned to an Assistant Director in the Management Information Department and the Director of Student Records. The Director of Pupil Transportation also contributes significantly to the planning process.

**(F9.A.5)** AISD utilizes a one-year, five-year and ten-year student projection forecast to assist in facilities planning and utilization. These projections are based on births in Travis County, demographic trends and migration patterns. Student enrollment projections for each grade at every school are updated annually, based on historical data and actual data, and actual results are compared to projections to factor in trends and changes. These projections are reviewed by principals and administrators prior to making changes for the next year. Comparison of AISD's student enrollment projections to both actual results and enrollment projections by an external consultant show AISD's projections are fairly accurate and consistent. AISD's ten-year enrollment projects are only 2.5% higher than those developed by an external consultant.

The one-year forecast is used to allocate portable classrooms. The five-year and ten-year student enrollment projections are used to plan new schools and additions, boundary changes, school consolidations and closings, and also form the basis of the District's bond issues.

**(F9.A.6)** Based on the 1992-93 enrollment projections, high schools will have the largest increase in student population in the next five years, but middle schools will face the worst overcrowding due to the current conditions at the elementary level. The student enrollment forecast for the next five years is summarized below.

### FIVE YEAR ENROLLMENT PROJECTION

	Elementary Schools	Middle Schools	High Schools	Special Schools	Total	Total Change
1991-92	38,346	13,450	15,861	335	67,992	
1992-93	39,286	14,010	16,306	347	69,949	1,957
1993-94	39,273	14,984	16,815	342	71,414	1,465
1994-95	39,117	15,621	17,772	443	72,953	1,539
1995-96	39,285	16,221	18,618	354	74,478	1,525
1996-97	39,428	16,487	19,777	360	76,052	1,574
1997-98	39,665	16,729	20,682	367	77,443	1,391

Source: AISD 1991-1992 Student Enrollment Forecast

(F9.A.7) While AISD appears to have excess capacity based on calculations for total square footage per student, many of the schools in the District severely overcrowded or below capacity. However, this should not be interpreted as ineffective facilities planning by District personnel. The appropriate personnel are extremely well informed and proactive in their efforts to alleviate the inequities and maximize facilities utilization. However, the District has not been completely successful in addressing the known disparities and implementing available, but difficult, solutions (i.e., close surplus facilities, build new schools rather than replacement schools, etc.). It should be acknowledged that such solutions must be found in a very complex and controversial environment.

(F9.A.8) AISD records indicate that 10 schools exceed their design core capacity by a minimum of 25%, all of which are elementary schools. The 125% core capacity benchmark is employed because the District has determined that above this level the learning environment may be disrupted. For example, lunch periods extend from 10:30 A.M. to 1:15 P.M., students only have access to the computer lab one hour per week and art and music classes are often curtailed.

#### ELEMENTARY SCHOOLS EXCEEDING 125% OF CORE CAPACITY

School	% of Capacity
Linder	169%
Williams	168%
Widen	146%
Cook	136%
Barrington	134%
Menchaca	132%
Kocurek	130%
Boone	128%
Walnut Creek	125%
Hill	125%

Eleven additional elementary schools, and three middle schools, exceed their designed capacity, and 55 of the 66 elementary schools utilize portable classrooms.

(F9.A.9) While the elementary schools face an overcrowding situation, AISD high schools are severely under utilized. AISD's ten high schools have an average core capacity utilization rate of only 69%.

**AISD HIGH SCHOOLS CORE  
CAPACITY UTILIZATION RATE**

School	% of Capacity
Anderson	55%
Austin	80%
Bowie	88%
Crockett	63%
LBJ	53%
Johnston	78%
Lanier	70%
McCallum	73%
Reagan	59%
Travis	69%
<b>AVERAGE</b>	<b>69%</b>

AISD needs to consider attendance boundaries, student population trends, transportation and other related costs as they relate to high school facilities utilization.

(F9.A.10) The District is currently evaluating the possibility of issuing bonds in 1993 to construct four new elementary schools and two new middle schools, as well as several classroom additions. (See F9.B.5) The Planning group is currently evaluating five contingency plans in the event the community does not approve the bond issue, as summarized in Exhibit 9.A.1.

**4. Commendations and Recommendations**

*Commendations*

We commend the AISD for:

- (C9.A.1) Utilizing an effective student enrollment projection model to facilitate both short-term and long-term planning for facility needs, transportation needs and other operational requirements.

## AISD Contingency Plan Summary

Contingency Plan	Advantages	Disadvantages	Financial Impact
<b>Maximize Use of Existing Rooms</b>	<ul style="list-style-type: none"> <li>• Included in waiver strategy</li> <li>• Low cost</li> <li>• Flexibility</li> <li>• Compatible with site based philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on existing programs, especially special areas and programs which support District goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive</li> </ul>
<b>Portable Construction and Movement</b>	<ul style="list-style-type: none"> <li>• Cost per room (\$22,500). Low when compared to other alternatives.</li> <li>• Flexible, single portables can be moved from school to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Stock of portables already too large.</li> <li>• 28% of elementary rooms are portables.</li> <li>• Many sites are becoming limited on the number of additional portables they can accept.</li> </ul>	<ul style="list-style-type: none"> <li>• Negative</li> </ul>
<b>Boundary Adjustment</b>	<ul style="list-style-type: none"> <li>• May be able to provide relief in three or four isolated situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Not much to be gained across the District.</li> <li>• Major changes made in 1987 and 1990.</li> <li>• Has destabilizing effect on District.</li> <li>• Distruptive to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive, if transportation costs are kept down.</li> </ul>
<b>Year Round Education</b>	<ul style="list-style-type: none"> <li>• Can maximize use of existing space where other alternatives are not feasible.</li> <li>• Multi-track pilot at Widen could test YRE feasibility for relief.</li> </ul>	<ul style="list-style-type: none"> <li>• Must receive widespread support or else the cost of accommodating non-participating families can delete savings.</li> <li>• Impacts families with students in elementary, middle or high school.</li> </ul>	<ul style="list-style-type: none"> <li>• May gain space at the expense of increased operating costs.</li> </ul>
<b>Conversion and/or Consolidation of Schools</b>	<ul style="list-style-type: none"> <li>• Can save operating dollars if supported by affected communities and properly implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts traditional affiliations, school identification and loyalty issues.</li> <li>• Difficult to have objective selection of schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive</li> </ul>



- **(C9.A.2)** Addressing the need for a new bond issuance in a timely manner, and developing contingency plans in the event that the issue is not approved.

### ***Recommendations***

We recommend that AISD:

- **(R9.A.1)** Consider the possibility of consolidating the student bodies of the AISD high schools and closing one school with the option of reopening the school if and when enrollment trends warrant. Several schools are severely under utilized and the economic and educational improvements would be substantial. Consolidation of schools would expand educational opportunities by allowing more courses to be offered to larger classes. (F9.A.9)

The scope of the Deloitte & Touche review does not permit a definitive set of recommendations related to closing specific school facilities, realigning school attendance boundaries, modifying grade structures in particular schools or consolidating programs among particular schools. However, the prior work and experience of the District suggests that cost savings associated solely with closing an under-utilized high school are substantial, and merit the careful attention of AISD board members, administrators and the local community.

### **Financial Implications of Recommendations**

- While the savings resulting from closing a high school would vary depending on the school closed, expansion of classes offered at the remaining schools, staffing policies, student transportation and numerous other variables, cost savings are estimated to be \$1.8 million annually. This cost savings estimate is based on a review of the operating budgets of the high schools to determine the marginal cost per student of operating nine high schools instead of ten (\$1,100 per student x 1,630 average student body population). A detailed cost analysis is required prior to implementation to assess the savings. (R9.A.1, F9.A.9)

## **COMPONENT B: CONSTRUCTION MANAGEMENT**

### **1. Description of Component**

The Construction Management Department is responsible for planning, budgeting and managing all renovation and construction projects for the District, while ensuring compliance with Federal, State and Board regulations concerning facilities management, construction and utilization. The focus is on long term projects and not on the day-to-day maintenance and operation activities. Key elements include:

- Master planning procedures
- Planning for upcoming school year classroom requirements
- Long range financial planning for facilities improvement and construction
- Staff input into facilities planning.

In addition, the Department has responsibility for managing all real estate transactions, and designing and implementing the District's Energy Management Programs. The Department's mission is to provide a safe and comfortable learning environment conducive to high performance by AISD students, staff and administration.

### **2. Summary of Findings from Existing Reports and Data Sources**

(F9.B.1) A comparison of the 1991-92 and 1992-93 budgets for Construction Management is summarized below. The increase in Purchases is due to the re-allocation of utility costs. This budget does not include bond funds.

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$509,885	\$509,885	0.00%
Purchases	\$4,119,118	\$4,418,391	7.27%
Supply	\$30,200	\$30,200	0.00%
Operating Exp	\$666	\$666	0.00%
Capital	\$367,500	\$2,375	-99.35%
<b>TOTAL</b>	<b>\$5,027,369</b>	<b>\$4,961,517</b>	<b>-1.31%</b>

(F9.B.2) The AISD Construction Management Department has twelve staff members consisting of:

- Director of Construction Management
- New Construction Supervisor
- Plant Improvement Supervisor
- Two Plant Improvement Engineers
- Energy Coordinator
- Three Skill Craft Supervisors

- Three Clerical Staff.

Following the failure of the 1989 bond issue, the Construction Management professional staff was reduced by six positions:

- Two Plant Improvement Engineers
- New Construction Engineer
- New Construction Architect
- Supervisory Engineer (Energy)
- Real Estate Manager.

The Department's current organizational structure is illustrated in Exhibit 9.B.1.

**(F9.B.3)** According to AISD records, the District owns and operates 96 school facilities and 12 other facilities containing over 9.2 million gross square feet. AISD also owns 455 portables containing an additional 700,000 gross square feet.

**(F9.B.4)** AISD maintains multiple, inconsistent databases on permanent and portable school facilities. The data supplied to the review team concerning facilities utilization and building square footage, measured in gross square feet, did not directly correspond to the data used by Custodial Services, the Energy Management Program, or the floor plans maintained at the schools which specify the number of classrooms and portables. Multiple databases cause inconsistencies when designing school boundaries, allocating custodians, measuring energy usage and making other critical decisions.

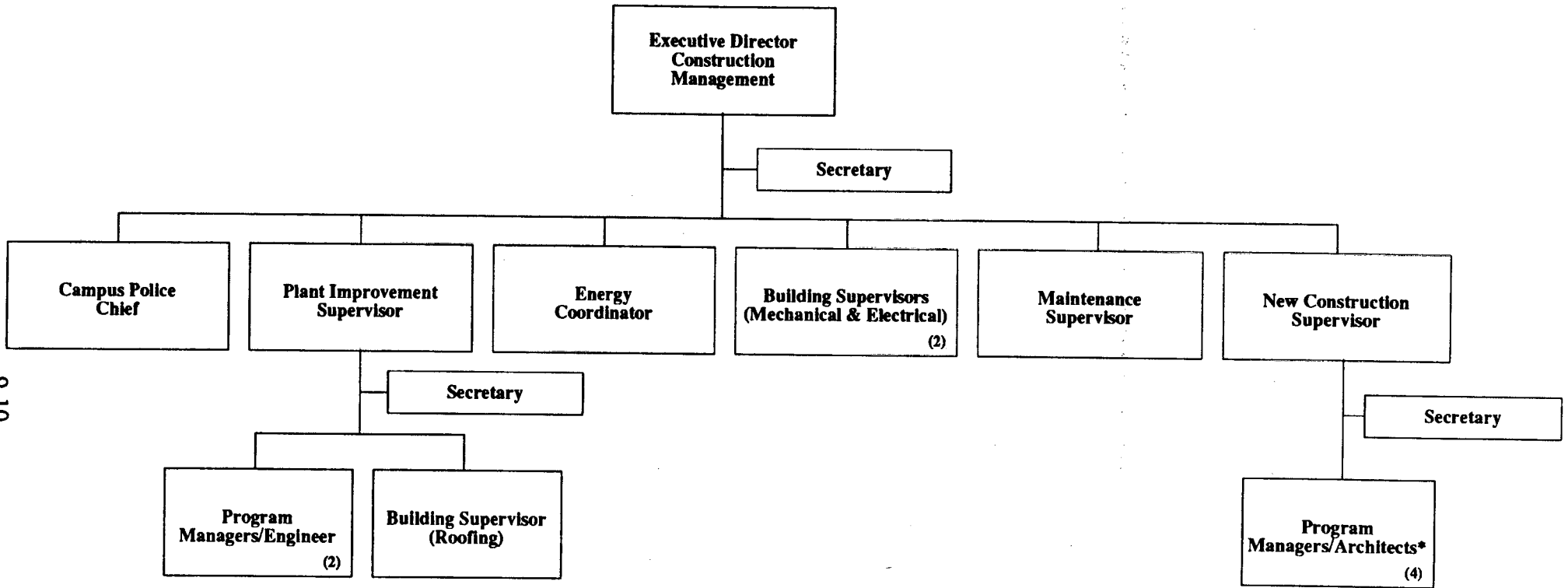
**(F9.B.5)** The District has issued two bonds since 1983 to construct new schools, support facilities and permanent classroom additions, as well as renovate existing facilities.

The 1983 bond issuance, the District's first bond issuance since 1969, was for \$210 million. Eight new elementary schools, three middle schools and one high school were constructed. The District also added permanent classrooms at 20 elementary schools.

New and Replacement Schools	\$133,374,940
Site Acquisition	1,130,000
Classroom Additions	9,063,000
Additions Other Than Classrooms	31,653,600
Renovations	33,145,170
General Contingency	<u>1,635,290</u>
TOTAL	\$210,000,000

The 1990 bond issuance, following the failure of a \$151 million dollar bond issuance in 1989, was for \$80 million. Five new elementary schools (two were

# Current Organization Structure Construction Management Department



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\* Funded by Bond Issue

replacement schools), and one middle school (opening in 1993-94) were constructed. The District also constructed permanent classroom additions at four elementary schools, as well as numerous libraries, kitchens and gymnasium additions.

New and Replacement Schools	\$38,000,000
Site Acquisition	2,000,000
Classroom Additions	3,921,440
Additions Other Than Classrooms	5,558,560
Renovations	30,000,000
General Contingency	<u>520,000</u>
<b>TOTAL</b>	<b>\$80,000,000</b>

Approximately \$2.3 million was saved as the result of lower than expected costs.

### 3. Summary of On-Site Findings

**(F9.B.6)** The District does not have a Board approved Facilities Master Plan (FMP) which addresses facility needs, including new schools, additions, renovations and Preventive maintenance.

The lack of a Facilities Master Plan is hindering AISD's ability to issue a bond. Construction Management is currently collecting information regarding major renovations, but this information should already be available and prioritized as part of the FMP. A Board approved FMP would also provide the District with documented support for priority capital improvement needs, rather than operating in a crisis management mode when issuing a bond. The Plan should be published and made available to staff members and the Austin community to facilitate a successful bond issuance.

The lack of a Facilities Master Plan is hindering Construction Management's ability to prioritize major renovations and maintenance activities, both those performed internally and those contracted for. Operating funds dedicated to contracted maintenance are not explicitly prioritized. The movement toward SBI will exacerbate the problem by giving principals increased responsibility for maintenance at their schools. School Administrators do not have the technical expertise to prioritize major maintenance activities. A FMP would assist the District in scheduling Preventive maintenance and allocating scarce financial and human resources to those facilities most in need, in a standardized, prioritized manner.

The lack of a Facilities Master Plan is hindering the District's ability to perform long range financial planning and budgeting for facilities renovations and maintenance activities. Long range planning practices consist of increasing the previous year's operating expenses by 3% and then making appropriate

adjustments. The budget is driving renovation and maintenance decisions, rather than renovation and maintenance needs dictating the budget.

Strategic Plan objective VI.4 states, "Develop a comprehensive, cost-efficient plan which will specify creative use of facilities and which will result in cost savings leading to increased available revenue." Strategic Plan Objective IX.10 states, "Perform task and initiate processes for long-range facilities acquisition and major renovations/improvements." The development of a FMP would accomplish both of these objectives.

**(F9.B.7)** No single division within AISD is responsible for developing a comprehensive Facilities Master Plan to plan the maintenance and renovation, construction, and utilization of AISD facilities. The organizational structure is currently not in place to facilitate the development of a Facilities Master Plan. However, strong informal lines of communication and coordination allow AISD personnel to coordinate student enrollment projections, new facility requirements, as well as renovation and maintenance needs.

**(F9.B.8)** The District does not maintain an up-to-date database system containing the status and condition of facilities, accurate listing of rooms, system modifications and renovations. An asset database system is a key component of any District attempt to generate a FMP. Strategic Plan objective IX.2 states, "Develop a database system to provide up-to-date reports and information upon request to assist local area principals, site-based management teams, the administration, and the Board in planning to improve the [condition of and the] equity among campuses, considering both the age of sites (renovations/replacement decisions) and growth (construction decisions)."

Maintenance of reliable and up-to-date facilities blueprints is insufficient. According to District personnel, all new system installations and renovations are not necessarily recorded on the master blueprints, causing potential problems with renovations and regular maintenance.

**(F9.B.9)** The District is currently evaluating the possibility of issuing bonds in 1993 for approximately \$109 to \$125 million, to construct new schools, classroom additions and renovations over the next five years, ending in 1996-97.

New and Replacement Schools	\$53,500,000
Site Acquisition	7,000,000
Classroom Additions	6,400,000
Additions Other Than Classrooms	4,350,000
Renovations	48,900,000
General Contingency	<u>4,500,000</u>
TOTAL	\$124,650,000

These funds would be used to build four new elementary schools and two new middle schools. The District also forecasts the need for six additional elementary schools and one additional high school by 2001-2002.

The District is proactive in their efforts to collect relevant information and solicit the community support necessary to pass a bond. These efforts include the use of both external and internal student projection models, collecting information from schools regarding renovations and major maintenance, and forming a Board task force.

**(F9.B.10)** In 1991-92, the District, recognizing the need for major facilities renovation, began allocating \$2,644,618 for building and mechanical repairs to be administered by the Plant Improvement Division. These funds are for major renovations deemed beyond the scope of the Maintenance Department. Work includes painting, carpeting, roofing, installation of ceilings and parking lot renovations.

- Allocation of financial resources is not prioritized based on surveys conducted by civil engineers and construction personnel. Much of the building and mechanical repairs budget is allocated toward low value, or less critical, maintenance projects, as requested by school administrators. No processes exist to conduct annual surveys and periodically re-prioritize the project backlog, as appropriate. Some planned maintenance has been performed, but has been targeted at non-critical activities (i.e., tennis courts). The Division is currently evaluating parking lots and carpets for repair and replacement.
- The 1989 staff reduction eliminated two Plant Improvement Engineers who had the capability and capacity to survey the District's facilities and manage these renovation projects. Since then, the District has averaged \$120,884 per year in architectural and engineering consulting fees, and an additional \$91,932 per year for roofing consultation. Some of these costs could likely have been partially prevented.
- The Plant Improvement Division had a backlog of 761 work requests in mid-November 1992. According to the Plant Improvement Supervisor this represents over one year of renovations that need to be prioritized. The backlog has resulted due to a lack of funds to complete all of the work requests and lack of resources to supervise outside contractors.

**(F9.B.11)** The organizational structure of the Construction Management Department is ineffective. The Energy Coordinator, the Mechanical Building Supervisor and the Electrical Building Supervisor report directly to the Director of Construction Management, but none of these positions have a staff. In addition, the AISD Police Chief also reports to the Director of Construction Management.

This organizational structure results in too broad of a span of control for the Director of Construction Management and does not provide for the alignment of similar functions. A direct reporting relationship between the Energy Coordinator, Mechanical Building Supervisor and Electrical Building Supervisor and the Plant Improvement Division would be more appropriate. (See R14.D.12)

**(F9.B.12)** The coordination between the Plant Improvement Division and the Maintenance Department is not conducive for managing an effective renovation and maintenance operation. Lines of communication are informal and the organizational structure does not promote a clear delineation of roles. For example, the District has no policy or guidelines clearly defining the types of projects, or the dollar limits, designated for the Maintenance Department and those designated for the Plant Improvement Division. The Electrical Shop Foremen estimates 50% of the shop's backlog (approximately two months) is new construction work, not maintenance. Furthermore, minimal cost/benefit analysis is performed to determine which maintenance activities are most advantageous to contract for, rather than consume internal resources. (See R9.C.21)

**(F9.B.13)** Maintenance personnel have little input on new system installations, materials selection and other new construction decisions. Many AISD investment decisions are based on lowering the initial investment, but do not account for the on-going maintenance and operating costs of the facility. For example, metal roofing requires a greater initial investment, but requires less maintenance and repairs. Ground Loop Water Source Heat Pumps appear to be cost effective, however, the District should verify this prior to further investment in the systems. Maintenance personnel expertise could be beneficial to Construction Management in selecting systems and building designs which are cost effective for both short term and long term usage and maintenance requirements. (See R9.C.23)

**(F9.B.14)** The Construction Management Department has four staff program managers funded by the 1990 bond issue. Due to the extensive amount of construction the District has experienced, AISD administration determined in-house staffing to be more cost effective than contracting these services. These positions will be eliminated if the new bond package is not passed in 1993. The District also solicits additional outside project managers to oversee contractors on an as needed basis.

**(F9.B.15)** AISD owns 20 properties throughout the District that are not currently utilized by the District. These properties had 1989 appraisal of \$11.7 million. However, the Director of Management Construction estimates their current value at \$7 to \$9 million, due to a slump in the Austin real estate market. No appraisal has been conducted in the past three years. Five of the sites, representing approximately 107 acres, have been targeted as potential sites for new schools or athletic fields. The other properties have not been aggressively marketed since the reorganization eliminated the position of real estate manager.



AISD spent \$7,807,756 to purchase, renovate and furnish the Treaty Oak Administrative Building. A high level comparison of cost per square foot for commercial space indicates that AISD costs are cheaper than current local commercial lease rates.

**(F9.B.16)** AISD administers an effective Energy Management Program. Utility costs (gas, water and sewage) have decreased approximately \$700,000 since 1988-89, despite 500,000 additional square feet of facilities. Energy cost savings can be attributed to both technical and procedural innovations.

- The Department has negotiated fair and equitable rates with the supplying utilities and developed less expensive supplies where regulations allow. For example, the Energy Management staff entered into a natural gas contract with the General Land office, which has resulted in savings of \$1,000,000 since 1986.
- The District has installed Ground Loop Water Source Heat Pumps at approximately 50 elementary schools since 1984. These systems require less maintenance, allow better temperature control, are environmentally superior to conventional systems, and use less energy.
- Energy Management Systems were installed in 29 schools, but were discontinued due to cut backs in the 1990 bond issuance. Alternative methods of containing utility costs that have been implemented or are being investigated include:
  - Development of Energy Awareness Programs
  - Development of Water Conservation Programs
  - Installation of energy efficient lighting systems
  - Installation of occupancy sensors
  - Use of alternative water supplies.

AISD's energy management programs are funded wholly through outside sources, (i.e., electric and gas utility rebates). All rebated money is deposited in an Energy Conservation Fund and is reinvested in further energy conservation improvements. The programs are almost entirely self-supporting.

**(F9.B.17)** The lines of communication and coordination between the Maintenance Department and the Energy Coordinator are not clearly delineated, resulting in sub-optimal use of District resources and personnel. Maintenance personnel, specifically Air Conditioning and Plumbing technicians, are not effectively utilized to identify energy inefficiencies and waste, implement utility usage monitoring programs or provide consultation on proactive measures where their expertise could be of value.

#### 4. **Commendations and Recommendations**

##### *Commendations*

We commend AISD for:

- **(C9.B.1) Administering an effective Energy Management Program.**

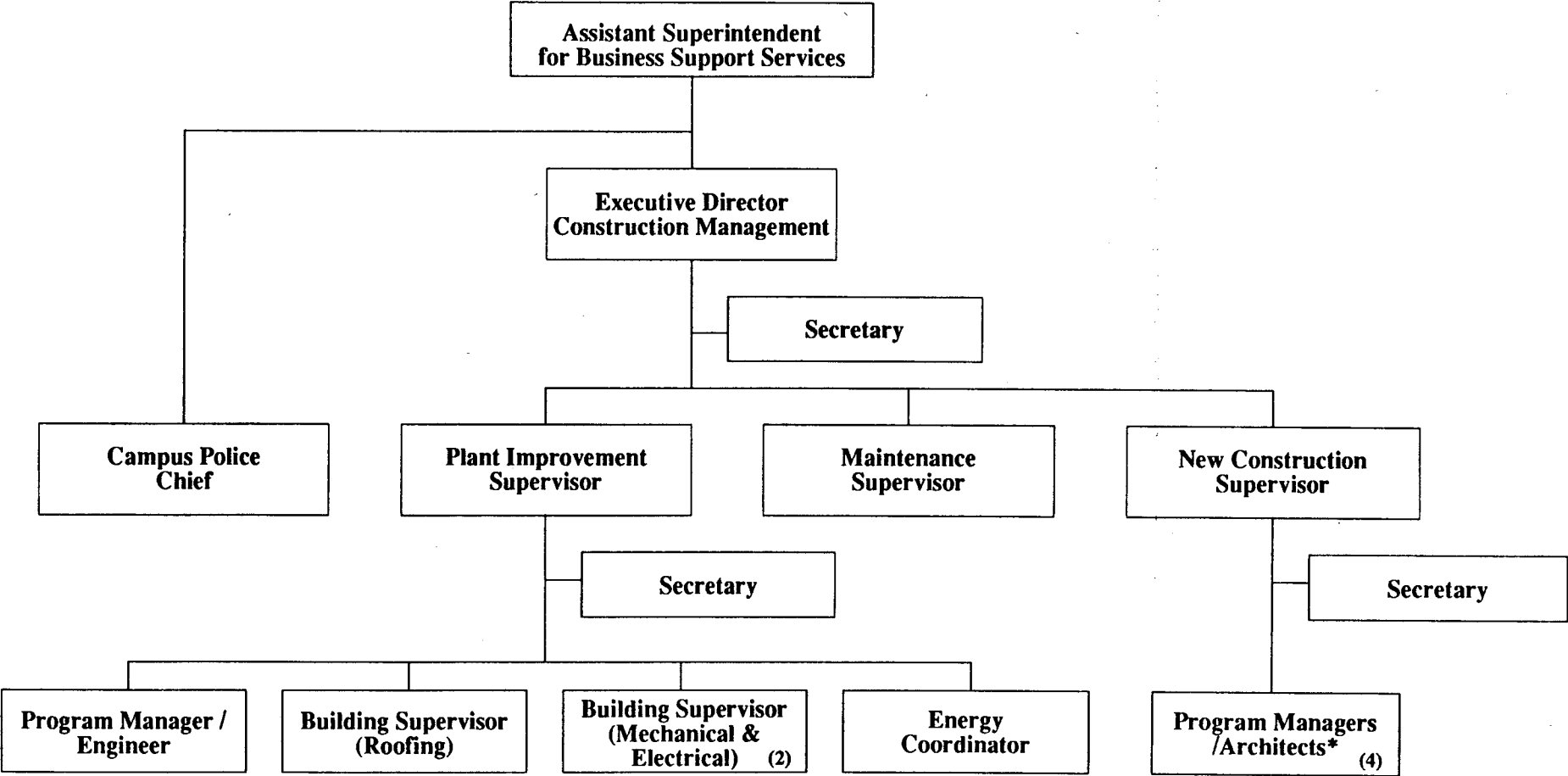
##### *Recommendations*

We recommend that AISD:

- **(R9.B.1) Implement Strategic Plan objective IX.2, which is to develop and maintain an accurate inventory of existing facilities. This is a key component of the Facilities Master Plan. This will require:**
  - **Conducting a facilities audit and developing a building inventory (of each facility) to be used as the base for information for identifying needs per facility. The building inventory should include information such as:**
    - **Equipment (Required for Preventive Maintenance)**
      - Type
      - Fixed Asset number
      - Parts (i.e., belts, motors, filters, etc.)
      - Operating characteristics (i.e., operating speed, electrical requirements, etc.)
    - **Facility**
      - Primary structure (i.e., foundation, column and exterior, floor, roof, etc.)
      - Secondary structure (i.e., ceiling, interior and partitions, windows, doors, etc.)
      - Service systems (i.e., cooling, heating, plumbing, electrical, etc.)
      - Portables
      - Etc.
  - **Developing and implementing procedures for periodic comprehensive inspection of District facilities by qualified, trained personnel. The procedures should be used to evaluate the functional and physical adequacy of the facility (i.e., update the**

# Recommended Organization Structure Construction Management Department

9-17



\* Funded by Bond Issue

building inventory), and identify major repair and renovation priorities, potential safety hazards and energy conservation opportunities. (F9.B.4, F9.B.9)

- **(R9.B.2) Implement Strategic Plan objectives VI.4 and IX.10 which is the development and maintenance of a Facilities Master Plan. This will require:**
  - Developing an organizational structure, or formalizing lines of communication, that will facilitate the development and utilization of a Facilities Master Plan.
  - Establishing formal guidelines defining the type and dollar limits of renovation and maintenance to be performed in-house versus those to be contracted. The improved coordination and communication between the Plant Improvement Division and the Maintenance Department will improve personnel and financial resource utilization.
  - Utilizing data from the facilities audits to prioritize major renovation and maintenance needs. A prioritization system should be developed based on industry established criteria such as the importance of the equipment/structure to the facility, the direct cost of replacement or repair, and the indirect cost of failure (i.e., school closing, overtime, lost productivity, etc.).
  - Incorporating the Maintenance Department into this Facilities Master Plan by developing a comprehensive planned Preventive maintenance program (PPMP). (See R9.C.6)
  - Incorporating information and data currently being developed concerning the need for new schools and additions, including location, size, schedule openings, and estimated costs into the plan. In addition, the plan should include provisions for school closings and consolidations, selling and buying properties and developing cost effective alternative uses for existing facilities. The Master Plan should be the database for any District bond issuance.
  - Developing and implementing policies and procedures to assess the longer term implications of the investment decisions (i.e., the life cycle costs) by soliciting maintenance personnel input on systems, equipment and material used for renovations and new construction

in the District. By identifying and resolving issues prior to project initiation, modifications and repairs that would be made later can be minimized. (F9.B.7, F9.B.8, F9.B.10, F9.B.12, F9.B.13, F9.B.15, F9.C.23)

- **(R9.B.3)** Re-structure the Management Construction Department to reflect the organizational structure outlined in Exhibit 9.B.2. In addition, improved communication and coordination between the re-organized Plant Improvement Division and the Maintenance Department must be a top priority to ensure effective utilization of District financial and human resources. (F9.B.11, F9.B.12, F9.B.17)
- **(R9.B.4)** Hire a Plant Improvement Engineer to oversee small contracts and survey the District's facilities. The increased funding for major renovations over the past two years, and the fees paid to outside consultants justify the additional position.(F9.B.10)
- **(R9.B.5)** Contract an outside real estate agent to market and sell the properties that AISD does not have targeted for District use. Current staffing levels are not sufficient to allow personnel to effectively manage these resources. (F9.B.15)

### **Financial Implications of Recommendation**

- The District has spent an averaged \$120,884 over the past three years for architectural and engineering consultants, and an additional \$91,932 per year for roofing consulting. Prior to the elimination of two Plant Improvement Engineers, the District spent \$4,299 for architectural and engineering consultants. Assuming a civil engineer could perform 60% of this work, at salary and benefits of \$50,000, the District could save approximately \$22,530 annually ( $\$120,884 \times 60\% - \$50,000 = \$22,530$ ). Any work the engineer could perform assessing roofs would be an additional benefit. (R9.B.4, F9.B.10)
- Sale of District properties not designated for future District use could generate a one time gain of over \$1 million net of selling costs. These properties are providing little benefit to the District, and would become taxable properties if sold. An appraisal of the properties by a commercial real estate agent would accurately indicate the properties' current market value. An assessment of the likelihood of future use by AISD would also be required. (R9.B.5, F9.B.15)

**COMPONENT C: FACILITIES MAINTENANCE**

**1. Description of Component**

The Facilities Maintenance Department has responsibility for maintaining all AISD facilities and grounds in serviceable condition. Major repairs and renovations are typically contracted for through the Plant Improvement Division. The Maintenance Department is organized into nine specialty shops and the Building Operator Division. Individual maintenance and support areas are:

- Heating, Ventilation and Air Conditioning (HVAC)
- Asbestos Abatement
- Electrical
- Electronics
- Environmental Safety
- Grounds
- Paint and Upholstery
- Plumbing
- Structural
- Building Operators.

**2. Summary of Findings from Existing Reports and Data Sources**

(F9.C.1) A comparison of the AISD maintenance personnel average salaries (dollars per hour) with those of the ten largest Districts in Texas is summarized below. The hourly salaries were ranked by position from highest to lowest for each of the comparison districts. Some districts did not have information available for all the positions included in this analysis.

**RANKING OF AVERAGE HOURLY SALARIES FOR THE TEN LARGEST SCHOOL DISTRICTS IN TEXAS**

Ranking	Plumber	HVAC Mechanic	Painter	Electrician	Grounds Keeper
1	San Antonio	San Antonio	Arlington	San Antonio	Dallas
2	Austin	Houston	San Antonio	Houston	Cy-Fair
3	Northside	Austin	Austin	Nothside	Ft. Worth
4	Arlington	El Paso	Houston	Austin	Northside
5	Houston	Cy-Fair	Cy-Fair	Cy-Fair	Arlington
6	Cy-Fair	Arlington	Ysleta	Arlington	Austin
7	El Paso	Northside	Dallas	El Paso	San Antonio
8	Dallas	Ysleta	Northside	Dallas	El Paso
9	Ysleta		El Paso	Ysleta	Ysleta
Average	\$11.27	\$11.75	\$10.04	\$11.51	\$7.96
Austin	\$12.11	\$12.35	\$11.28	\$11.75	\$7.41

\* All Dallas and Ysleta wages are from 1990-91

Source: 1991-92 Salaries and Benefits, TASB

All AISD skilled workers earn above the group average, with painters earning \$1.24 per hour above the average. Grounds keeping is the only area AISD ranks below the average, at \$7.41 per hour, \$0.55 per hour less than the group average.

(F9.C.2) A comparison of the Department's 1991-92 and 1992-93 budgets for the Maintenance Department is summarized below. Budget reductions were due to the transfer of Computer Repair Services to the Telecommunications Department.

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$4,027,949	\$3,793,227	-5.83%
Purchased Services	\$381,900	\$301,900	-20.95%
Supply	\$908,000	\$858,000	-5.51%
Operating Exp	\$19,650	\$18,250	-7.12%
Capital	\$36,317	\$23,196	-36.13%
<b>TOTAL</b>	<b>\$5,373,816</b>	<b>\$4,994,573</b>	<b>-7.06%</b>

(F9.C.3) The AISD Building and Grounds Division is budgeted 162.25 staff positions:

- Supervisor for Building & Grounds
- Ten (10) Functional Supervisors
- 146 Skilled Craft Workers
- 5.25 Support Staff

Exhibit 9.C.1 illustrates the department's organization structure along with current staffing levels.

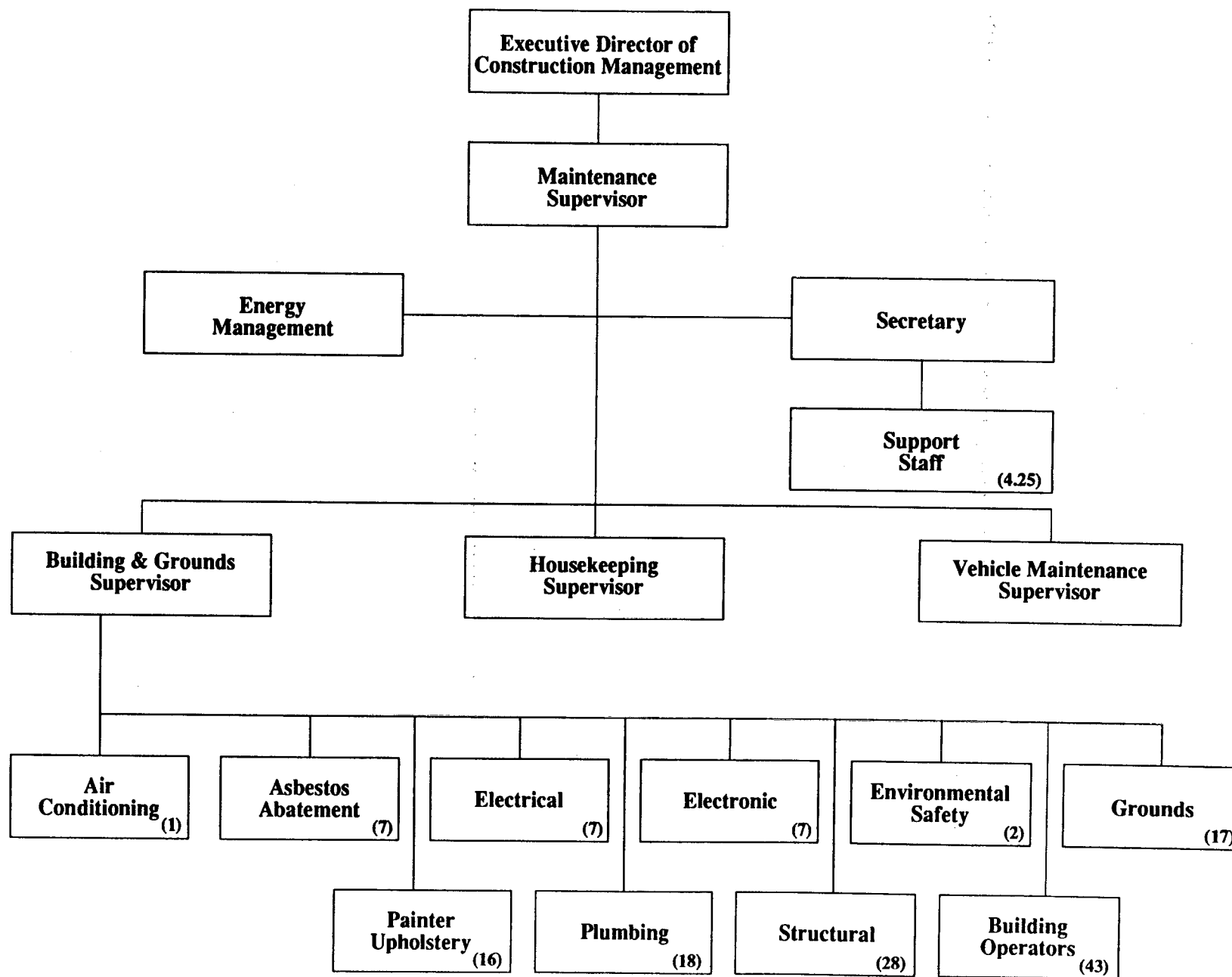
### 3. Summary of On-Site Findings

#### *Planning*

(F9.C.4) The lack of a Facilities Master Plan hinders the Maintenance Department from utilizing available resources in an optimal manner. Maintenance activities do not focus on planned Preventive maintenance (PPM) and prioritized work activities that support the objectives of a Facilities Master Plan. Most maintenance is reactive and unplanned, which is costly and disruptive to the learning environment.

(F9.C.5) The District has utilized a computerized Work Order Tracking System for the past five years. The system is efficiently designed and has the capability of generating value added management information reports. However, the system is not being used to its fullest capacity. For example:

# Current Organization Structure Facilities Maintenance Department



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Activity based analysis is not performed to measure the cost effectiveness of maintenance activities. Shops allocate valuable resources to non-value added tasks, or activities that could be economically contracted for, rather than targeting high value tasks (i.e., cost reduction task activities, or activities that would extend equipment and facility usage).

Detailed trend analysis of completed work activities is not performed. This has contributed to excessive inventory levels and purchase orders, sub-optimal budgeting and staffing allocations, and minimal proactive maintenance.

Work performance and material utilization standards have not been developed or implemented. Therefore, no formal basis exists to evaluate the efficiency of maintenance practices, employee productivity or equipment reliability.

The Shop Foremen use the work order system solely for the purpose of assigning daily work routines and tracking the backlog of outstanding work requests. The Foremen enter the number of labor hours, materials and supplies required to complete a specific work request, but the data is not used to generate useful planning and scheduling data. Because the Foremen do not understand the system's capabilities, they maintain too many redundant paper records as source documents.

Technicians' daily work schedules are not pre-planned. Advance planning could minimize drive time, reduce down time due to lack of parts, and improve coordination of activities at a school or in a certain area of the District.

**(F9.C.6)** The District has written procedures outlining work order requisition, prioritization and tracking procedures. District personnel have the ability to track the status of a work order request within the system. Work orders are received daily from schools and facilities, and are distributed to the appropriate maintenance shop by central dispatchers. The Plant Improvement Supervisor is notified of maintenance requiring an outside vendor. However, the lack of value-added maintenance diagnostic information, and informal communication between the functions, prohibits cost effective utilization of in-house resources.

**(F9.C.7)** A planned Preventive maintenance program (PPMP) which schedules, tracks and monitors routine maintenance work on a regular or periodic basis is not utilized. Any Preventive maintenance that is performed is done on an irregular basis by individual shops. For example, the Air Conditioning Shop performs Preventive maintenance, when resources are available, but no PPMP is utilized.

**(F9.C.8)** Starting in 1992-93, the Maintenance Department re-scheduled some work shifts to after school hours to increase productivity and minimize classroom disruptions. According to the shop supervisors and the Director of Maintenance,

the program has been highly effective at reducing the shops' backlogs. Participating shops include electrical, plumbing, structural, painting and asbestos.

(F9.C.9) In 1991-92 the Maintenance Department completed 36,071 work requests, approximately 3,000 per month. The total number of incomplete work orders on November 13, 1992 was 3,237 or approximately 4.7 weeks of work.

### Summary of Maintenance Work Request 1991-92

SHOP	Number of Work Request	Number of Backlogs*	Backlog (Weeks)	Priority 1 - 3 Backlog
Air Condition	3,658	107	1.5	105
Asbestos	297	148	25.9	5
Electrical	2,343	561	12.5	67
Electronic	4,025	280	3.6	5
Environ. Safety	1,584	405	13.3	21
Grounds	4,395	398	4.7	17
Paint & Uphol.	1,356	321	12.3	6
Plumbing	7,340	195	1.4	32
Structural	6,672	717	5.6	22
Building Oper.	4,401	105	1.2	6
<b>TOTAL</b>	<b>36,071</b>	<b>3,237</b>	<b>4.7</b>	<b>286</b>

\*November 13, 1992

Source: AISD Maintenance Records

Shop Foremen estimate their backlogs ranged from less than one week (Air Conditioning) to approximately one year (Structural). However, the majority of backlogs consist of low priority work requests (priority four or five). The backlog of high priority work requests (priority one to three) is less than one week.

(F9.C.10) The Building and Grounds Supervisor has taken an active role in overseeing the shops and improving maintenance operations. Starting in 1992-93, weekly Foremen's meetings have been scheduled to discuss work order and backlog reporting, building customer relations and customer service, estimating required man-hours per job and purchasing of parts and supplies.

#### *Inventory Control and Purchasing*

(F9.C.11) No central receiving or inventory control system exists for the Maintenance Department. From an internal controls perspective, a central receiving system is a necessary function for inventory and fixed assets control. Contributing to the problem is lack of a warehouse at the maintenance facility. The lack of an inventory management system results in:

- Fragmented and unreliable inventory information (i.e., quantity and location).

- Excessive time spent on ordering parts and materials.
- Poor accountability for the supplies on hand. For example, the Plumbing Shop has approximately \$150,000 to \$200,000 worth of parts and materials, but maintains no inventory record of parts on hand, reorder points or turnover.
- Minimal standardization of parts (i.e., multiple vendors and types of material classes), which can lead to excessive inventory levels.
- Excessive "safety stocks" of important parts.
- Poor storage, controlling and management of physical inventory. Parts and materials are stored on trucks, foremen's offices and other non-secured locations.
- Budgets not based on historical usage of material.

**(F9.C.12)** A lack of coordination exists between the Maintenance Department and the Purchasing Department concerning utilization of the purchasing system. Due to the lack of a warehouse and an inventory control system, the Maintenance Department relies heavily on purchasing parts as needed. During the review, maintenance personnel were allocating valuable work hours to processing purchase orders and developing bid specifications, thereby delaying the completion of maintenance related work activities.

**(F9.C.13)** During the review, the Board approved a bid package for fixed percentage discounts by category for selected maintenance items. This will reduce the amount of time maintenance personnel spend obtaining quotes and will provide competitive bids for products that, heretofore, had been purchased without competitive quotes.

**(F9.C.14)** Blanket Purchase orders expire August 31, and need to be re-initiated. This process is very labor intensive and cumbersome and consumes valuable maintenance time. It also causes delays in maintenance related work activities due to a delay in ordering parts.

### ***Resource Utilization***

**(F9.C.15)** The Air Conditioning Shop is either overstaffed or in a position to implement an advanced PPMP. Routine HVAC Preventive maintenance is currently performed; all HVAC water treatment services are contracted to a vendor, and filter changes are the responsibility of the Building Operators. In addition, the District has installed approximately 50 Ground Loop Water Source Heat Pumps in elementary schools and new additions. The systems require very little maintenance compared to the boilers and chillers. In November 1992, the shop had a backlog of only one week. Much of the shop's work is seasonal, requiring Preventive maintenance to be scheduled accordingly. The shop has approximately \$150,000 budgeted for contracted maintenance and repairs (excluding HVAC water treatment services).

**(F9.C.16)** Shops allocate resources to low value work, or work that could be economically contracted for, rather than focusing on high value work. Examples include:

The Welders (Plumbing Shop) primary responsibility is to work on boilers, cut and install piping and support the maintenance shops. However, they also constructed basketball hoops, non-utilized storage areas, security screens for windows in portable classrooms and other work that can be defined as low value activities.

The Structural Shop manufactures chart racks, coat racks, picture frames and other low value products that are not cost effective to produce in-house, when labor and benefits, materials, equipment and overhead cost are considered. During the review, three skilled craftsmen were producing 700 chart racks, despite a backlog the Structural Foremen estimated at approximately one year (as of November 3, 1992). Considering all costs (labor and benefits, materials, overhead and capital outlay), purchasing these items may have been more economical. This type of information could be generated from the workorder tracking system, and this type of analysis needs to be performed on a routine basis.

The Structural Shop has two individuals dedicated to repairing desks, tables, toys and other items that have little value. In addition, there is a significant backlog of furniture requiring repairs (over 400 pieces) at the warehouse consuming valuable space. The Texas Department of Criminal Justice (TDCJ) had been previously employed to repair and refinish furniture, but their services have been discontinued in recent years.

The Electronics Shop has two technicians assigned to a mobile crew. Utilizing the technicians and a vehicle in this manner is not cost effective. The crew visits every school in the District on a regularly scheduled basis, approximately three schools per day, four days per week. The crew performs minor repairs and surveys equipment that needs to be sent to the Electronics Shop. Two full time technicians and one truck plus parts are not being used efficiently. This work could be delivered to the shop and performed more economically. In addition, all electronic repair services are currently performed in-house, with the exception of laser disks. Investigating the possibility of contracting for these or other services has not been considered.

The Paint Shop has two individuals dedicated to upholstery repair, a service that could possibly be contracted to TDCJ more economically.

**(F9.C.17)** The asbestos abatement program is well documented, records are maintained on location, and the program meets State inspection criteria. However, developing asbestos abatement plans, supervising and inspecting asbestos removal consumes approximately 20-30% of the Director of Maintenance's time. The

Asbestos Abatement program is scheduled for completion in approximately five years. The Building and Grounds Supervisor has extensive experience with asbestos abatement and will be assuming a greater portion of this responsibility in the near term. Beginning January 1993, Asbestos abatement projects must be verified by a third party, thereby increasing the costs to the District.

**(F9.C.18)** The Maintenance Department has only one employee certified by the State Pest Control Board. Building Operators volunteer to perform pest control duties under his direction. To comply with State regulations, all pesticide application work is performed on Saturday, requiring employee overtime. According to District personnel, approximately 1,000 additional overtime hours are scheduled for this activity.

**(F9.C.19)** Shop space is not efficiently utilized. For example, the Air Conditioning and Plumbing shops appear to have excess floor space which could be used for alternative purposes. In addition, the Maintenance Department does not have a hazardous chemicals storage facility.

#### ***Coordination and Communication***

**(F9.C.20)** The coordination between the Maintenance Department and the Plant Improvement Division (which is responsible for outside contracting) is not conducive to operating an efficient maintenance operation. Lines of communication are informal and the organizational structure does not promote a clear delineation of roles. For example, the District has no policy or guidelines clearly defining the types of projects, or the dollar limits, designated for the Maintenance Department and those designated for the Plant Improvement Division. The Electrical Shop Foremen estimates 50% of the shop's backlog (approximately two months) is new construction work, not maintenance. Furthermore, minimal cost/benefit analysis is performed to determine which maintenance activities are most advantageous to contract for, rather than consume internal resources. (See F9.B.12)

**(F9.C.21)** The lack of communication between the Building Operator Mobile Crews and the elementary school administrators consumes valuable work hours at the schools and contributes to the inefficiency of the Building Operator program. Administrators are notified that Building Operators will be at their school one day prior to arrival to allow school personnel time to develop a list of maintenance requests. According to both school personnel and the building operators, building operators must often wait at the school for these lists to be generated. Also, Building Operators do not come to the school prepared with any outstanding priority work requests.

**(F9.C.22)** Maintenance personnel have little input on new system installations, materials selection and other new construction decisions. Their expertise could be

beneficial to Construction Management in selecting systems and building designs which are both appropriate and cost effective for short term and long term usage and maintenance requirements. (See F9.B.13)

**(F9.C.23)** The Structural Shop produces master keys for District personnel with no oversight or control by campus security. In 1991-92, the Structural Shop produced 5,928 keys for schools and facilities, and re-keyed 672 locks. In the first three months of 1992-93, an additional 1,700 keys were produced. Besides the lack of control of keys to District facilities, assigning three full time employees the task of producing keys for the District is not cost effective. (See F14.D.14)

### ***Organizational Structure***

**(F9.C.24)** The Building Operator Division utilizes an inefficient organizational structure that does not equitably and optimally utilize personnel. All secondary schools have one permanent building operator, regardless of the size or condition of the building, while each elementary school is visited only twice per month by a mobile crew. The Building Operators at secondary schools are not fully utilized, whereas the mobile crews do not have time to provide the proper level of service to the elementary schools.

Building Operators' primary function is routine maintenance of the HVAC systems. Secondary responsibilities include minor electrical, plumbing and structural repairs, and other tasks as requested by principals and teachers. Building Operators do not have the expertise to perform all of the types of maintenance required of them. They are not adequately trained to perform all the electrical, plumbing, air conditioning and structural repairs requested of them.

**(F9.C.25)** In 1992-93, landscaping services were contracted to a private vendor with poor results. The original contract was canceled almost immediately due to the vendor failing to meet specified standards. A interim vendor was hired, but still did not perform to the level specified by the District. Two months into the fiscal year, the grounds crew had exceeded their 1992-93 overtime budget by almost 200%. Despite these initial results, AISD intends to continue contracting for landscaping services.

### ***Equipment***

**(F9.C.26)** The Grounds Crew cherry picker has not been in operating condition for approximately six months. The District is currently investigating the possibility of purchasing a cherry picker, for approximately \$40,000. However, the District did not review available records and no financial analysis was performed to determine how often it will be used, what maintenance costs will be, or what the cost of contracting the service would be in a typical year compared to performing

the service internally. In addition, the road grader utilized by the grounds crew is 35 years old and in poor operating condition.

(F9.C.27) The Service center has a paint/solvent recycler, but it is not installed.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- (C9.C.1) Implementing a staggered work schedule in various maintenance shops to increase productivity and minimize classroom interruptions. The program was only implemented in 1992-93, and quantifiable productivity improvement measures have not been generated. However, maintenance personnel are encouraged by the reductions in backlogs.
- (C9.C.2) Administering a well documented and an effective asbestos abatement program.
- (C9.C.3) Scheduling weekly Foremen's meetings to improve communications, outline goals and objectives and improve the operating efficiency of the Maintenance Department.

##### ***Recommendations***

We recommend that AISD:

- (R9.C.1) Fully utilize the information available from the work order tracking system to evaluate the status of current maintenance practices and develop value added management information reports. (F9.C.5)
- (R9.C.2) Perform activity based analysis to evaluate the quality and the cost effectiveness of current maintenance activities. Shops could then re-direct valuable resources to value added activities, such as a PPMP, and identify potential candidates for out sourcing. (F9.C.5, F9.C.16, F9.C.25, F9.C.26)
- (R9.C.3) Perform trend analysis of completed work activities to improve the maintenance planning and budgeting processes. Inventories could be reduced, the purchasing and budgeting processes enhanced, and staffing and training needs could be tied to work loads. Analyzing trends will also assist in developing a more effective PPMP. (F9.C. 5)

- **(R9.C.4)** Develop and implement work performance and material utilization standards for each shop in order to ensure efficient and cost effective utilization of maintenance resources. Performance standards would improve management's ability to estimate manpower and material requirements, improve their ability to evaluate overall performance by conducting costs and variance analysis, identify substandard parts and equipment, establish a basis for scheduling backlog service requests, and improve worker productivity and accountability. (F9.C.5, F9.C.25)
- **(R9.C.5)** Develop and implement a training program for Foremen, and other appropriate staff, to utilize the work order tracking system as a valuable management tool which can make shops more productive and cost efficient. Foremen need to learn and incorporate management techniques to improve shop productivity. (F9.C.5, F9.C.16)
- **(R9.C.6)** Improve the efficiency and effectiveness of the Maintenance Department by developing and implementing a PPMP for each shop and incorporating the program into the work order tracking system. Implementation of a PPMP reduces the costly inefficiencies of performing reactive maintenance and moves the organization towards a more efficient and effective proactive mode of operation. By eliminating low priority activities, contracting for work that cannot be performed economically in-house and implementing an inventory tracking system, resources would be available to implement an effective PPMP. Many of the shops, including Air Conditioning, Painting and Plumbing perform limited Preventive maintenance, but it needs to be routinely scheduled, performed, and documented on a regular basis. The benefits of a PPMP include a reduction in overtime costs, improved worker productivity, decreased energy consumption and improved customer services levels as a result of decreased service interruption to school personnel and students.

A 52-week PPMP administered by a computerized management system must drive the Maintenance Department's business plan, budget, and basis for daily actions. The work order administrative capabilities of the system must provide for routine execution of normal maintenance activities and track their associated costs. The PPMP should be phased in gradually, with higher priority maintenance addressed first. As a rule, no more than 40% of the defined PPMP should be implemented at any one time. (F9.C.7)

- **(R9.C.7)** Implement a central receiving and integrated inventory tracking system for the Maintenance Department. The inventory system should be integrated with the workorder tracking system to improve materials usage and control. Optimal utilization of the central warehouse space would allow central receiving to be implemented district-wide. The central warehouse could be used for maintenance parts and materials storage, with



satellite storage at the maintenance facility. Implementation of district-wide central receiving would facilitate the implementation of a maintenance inventory tracking system. Implementation of a separate, non-integrated inventory system for maintenance would be costly and inefficient. Maintenance and Purchasing management should utilize the central warehouse's existing system for maintenance, rather than implementing another stand alone system. (F9.C.11)

- **(R9.C.8)** Conduct training for maintenance personnel on purchasing procedures and bid preparation. Training would improve the coordination between the departments and reduce the workload for both areas. Training, together with implementation of central receiving and an inventory tracking system, will improve the productivity and effectiveness of the Maintenance Department. (F9.C.12)
- **(R9.C.9)** Review policies and procedures requiring blanket purchase orders to be re-initiated at the beginning of each fiscal year. The process is time consuming and causes delays in maintenance related work activities due to delays in ordering parts. (F9.C.14)
- **(R9.C.10)** Investigate the possibility of contracting furniture repair services to the TDCJ. The quantity of furniture stored at the central warehouse, and the associated costs, indicate it should be removed. TDCJ has the capacity to repair furniture quickly and economically, again allowing District personnel to direct their efforts toward high value maintenance activities and also providing additional warehouse space to be utilized for central receiving. In addition, investigate the possibility of contracting upholstery repair services to the TDCJ. (F9.C.16)
- **(R9.C.11)** Investigate the possibility of discontinuing the mobile electronics crew. The process is not cost effective and these technicians could be more effectively utilized at the shop. This vehicle could be re-directed to support higher value maintenance activities (i.e., Building Operator mobile crew). (F9.C.16)
- **(R9.C.12)** Implement training programs and requirements designed to facilitate the State certification of building operators who are volunteering for pest control duties. The District needs personnel to support this area rather than relying on one licensed individual. In addition, investigate cost effective alternatives for providing required levels of service with existing resources, while minimizing costly overtime expenditures (i.e., flexible schedules, compensatory time, etc.). (F9.C.18)
- **(R9.C.13)** Establish a hazardous chemicals storage facility using space currently available at the maintenance facility. (F9.C.19)

- **(R9.C.14)** Develop a clear District policy definition of maintenance versus plant improvement activities, in coordination with Construction Management, in order to clarify roles and responsibilities between the functions and to facilitate the timely and cost effective provision of services. Informal lines of communication should also be strengthened to improve the communication and coordination between functions and improve utilization of in-house resources. Relocation of the Plant Improvement Division to the maintenance facility should be seriously considered for these purposes. (F9.C.6, F9.C.20)
- **(R9.C.15)** Establish policies and procedures to allow maintenance personnel the opportunity to provide input on systems, equipment and material used for renovations and new construction in the District. By identifying and resolving issues prior to project initiation, modifications and repairs that would be made later can be minimized. (F9.C.22)
- **(R9.C.16)** Develop, implement and enforce policies and procedures controlling access to schools and facilities, including controlling the production of keys. (F9.C.23, F14.D.14)
- **(R9.C.17)** Restructure the Building Operator Division such that all building operators are assigned to a mobile crew, and each mobile crew is assigned to one of the areas of the District. Mobile crews could be based at one of the area secondary schools to minimize driving time and improve coordination. This structure would utilize the building operator's more efficiently and equitably, by focusing their efforts where they are most needed. A trial program could be established to measure the effectiveness of such a structure. (F9.C.24)
- **(R9.C.18)** Expand and clearly define the roles and responsibilities of the building operators, with an increased emphasis on PPM. An effective training program for building operators must be established to ensure they have the necessary skills to perform the maintenance assigned to them. Training could be accomplished using in-house personnel and resources. By restructuring the Building Operator Division, and focusing their expanded role on PPM, building operators will minimize downtime at schools waiting for work requests to be generated, thereby improving the overall effectiveness of the division. (F9.C.21, F9.C.24)

### **Financial Implications of Recommendations**

- The proven benefit of Preventive maintenance is that it provides the first level of control of maintenance beyond the reactive level. Studies have

shown that a successful program of Preventive maintenance can provide a 30% decrease in maintenance costs relative to expenses resulting from reactive maintenance. (See "Elements of Reliability-Based Maintenance: Future Vision for Industrial Management", Forrest Pardue.) We will expand the concept of Preventive maintenance to include inventory control and tracking, activity based analysis and contracting services. Assuming administrative and "hidden" costs (such as inefficient use of utilities due to lack of Preventive maintenance) were included, and only 10% of maintenance costs could be saved, the financial implications to the District would be approximately \$500,000 annually. (R9.C.6, R9.C.7, F9.C.7, F9.C.11)

**COMPONENT D: HOUSEKEEPING SERVICES**

**1. Description of Component**

Housekeeping Services' primary mission is to perform general custodial activities to provide a clean and safe environment.

**2. Summary of Findings from Existing Reports and Data Sources**

(F9.D.1) AISD's average custodian salary ranks seventh when compared with the average custodian salary for the ten largest Districts in Texas.

**AVERAGE CUSTODIAN SALARY FOR THE TEN LARGEST DISTRICTS IN TEXAS**

School District	Salary \$/hr.
Cy-Fair	\$8.91
Houston	\$8.08
San Antonio	\$7.64
Dallas*	\$7.47
Fort Worth	\$7.42
Arlington	\$7.17
Austin	\$6.49
El Paso	\$6.22
Ysleta	\$6.19
Northside*	\$6.00
<b>Average</b>	<b>\$7.16</b>

\* 1990-91

Source: 1991-92 Salaries and Benefits, TASB

(F9.D.2) A comparison of the 1991-92 and 1992-93 budgets for Housekeeping Services is summarized below.

Account	Budget		
	1991-92	1992-93	Variance
Payroll Costs	\$7,589,212	\$956,643	-87.39%
Purchased Services	\$607,917	\$560,251	-7.84%
Supplies	\$577,720	\$243,315	-57.88%
Operating Exp.	\$5,125	\$4,125	-19.51%
Capital Outlay	\$9,000	\$8,550	-5.00%
<b>TOTAL</b>	<b>\$8,788,974</b>	<b>\$1,772,884</b>	<b>-79.83%</b>

Source: AISD 1992-93

Housekeeping Services' budget provides for supervisory personnel, special building and substitute custodians, overtime for all AISD custodians, and common

usage custodial supplies, capital and contracted services. As a prelude to SBM, all custodial personnel and payroll were transferred to their parent schools in the 1992-93 budget, where they will reflect the operating cost of their services.

**(F9.D.3)** The central Housekeeping Services' staff consists of:

- Housekeeping Supervisor
- Four Custodial Area Managers
- 36.5 Special Building Custodians
- Nine substitute Custodians.

In 1992-93, 526.5 custodians are staffed throughout the Austin ISD.

Facility	Housekeeping Staffing		
	12 Month	10 Month	Total
High Schools	42.0	83.0	125.0
Middle Schools	39.0	61.0	100.0
Elementaries	102.0	154.0	256.0
Special Bldgs.	15.5	21.0	36.5
Substitutes	9.0	0.0	9.0
<b>TOTAL</b>	<b>207.5</b>	<b>319.0</b>	<b>526.5</b>

Exhibit 9.D.1. illustrates the current organizational structure for Housekeeping Services.

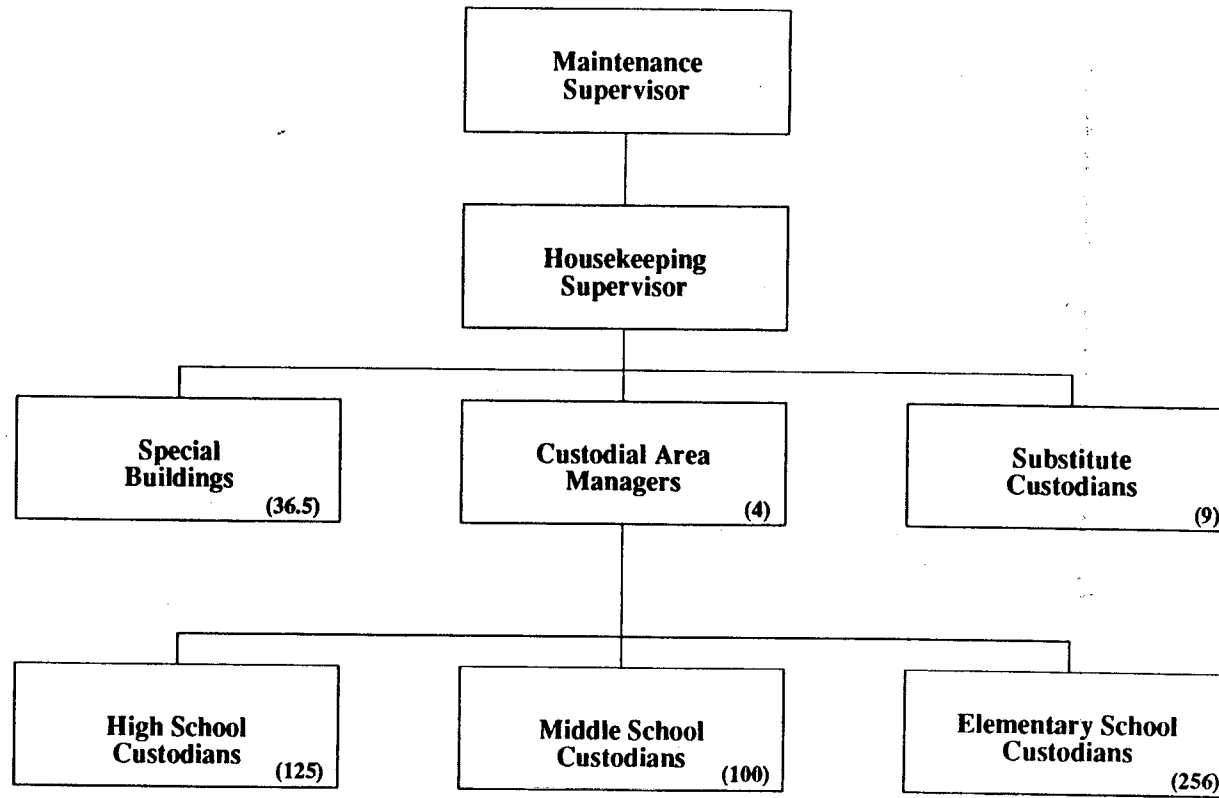
### 3. Summary of On-Site Findings

**(F9.D.4)** Prior to the 1991-92 school year, the staffing ratio between the full time (12 months) and the seasonal (9 months) custodians was 75% to 25%. In 1991-92, the staffing ratio was changed to 40% full time and 60% seasonal (10 months). Once the new staffing program is fully implemented (1993-94), the District anticipates annual savings of \$424,338. An additional 30 custodial positions were eliminated when landscaping services were contracted out in 1991-92.

**(F9.D.5)** The current daily custodial staffing patterns appear to provide appropriate housekeeping support during student hours, while utilizing the majority of available staffing hours during non-student hours to accomplish daily cleaning activities. Custodial staffing is based primarily on square footage and student enrollment rather than on individual facility cleaning requirements. Therefore, custodial staffing formulas may not be adequate to meet the cleaning needs of the facility or, in some cases, staffing levels may be too high. Staffing formulas should incorporate building specific inventories (i.e., types of floors, number of restrooms, furnishings, window treatments, etc.). However, this type of information is currently unavailable due to lack of an adequate facilities inventory. Each high school is assigned four daytime custodians, and each middle school is

# Current Organization Structure Housekeeping Services Department

Exhibit 9.D.1



assigned three daytime custodians. Elementary schools are encouraged to employ not more than one custodian during the school day and then staff the remainder on the evening shift. Management level comparison of AISD's custodian allocation formula with available data from other districts shows no significant discrepancies.

**(F9.D.6)** In August 1992, Housekeeping Services developed and distributed detailed work schedules to assist administrators in utilizing their assigned custodians in a more efficient and productive manner. The sample work schedule outlines daily, weekly and monthly duties for day and evening custodians for all areas. The work schedules are based on general work performance standards rather than on detailed building inventory and facility usage information. Detailed work schedules should also incorporate building specific inventories (i.e., types of floors, number of restrooms, furnishings, window treatments, etc.). However, this type of information is currently unavailable.

**(F9.D.7)** Training for new custodians is not provided prior to placement in the schools. In-service training programs are offered by Housekeeping Services at the request of the school administrators, but according to the Housekeeping Supervisor, the number of requests is minimal. Formal facility inspections are also performed by Housekeeping Services at the request of the school administrator for the purpose of identifying areas that need additional custodial attention. However, in 1991-92, only four facility inspections were conducted.

**(F9.D.8)** Custodial supplies are allocated using a formula based on both total area and the number of personnel at the school or facility. In 1992-93, custodial supplies were allocated as follows:

SCHOOL	\$/Sq. Ft.
High	0.038
Middle	0.040
Elementary	0.058

The amount allocated for custodial supplies is 12.3% less per square foot in 1992-93 than in 1984-85, notwithstanding inflation.

Budget Year	AISD Sq. Ft.	Custodial Supplies	Supplies/Sq. Ft.
1984-85	7,200,000	\$468,200	\$0.065
1986-87	7,800,000	529,400	\$0.068
1988-89	9,100,000	529,400	\$0.058
1990-91	9,400,000	532,720	\$0.057
1992-93	9,700,000	549,567	\$0.057

Of the \$549,567 allocated for custodial supplies in 1992-93, \$146,587, or approximately 32% of the supply budget, was for paper towels and toilet tissue (i.e., student sanitary supplies), making further supply reductions difficult.

AISD has no control system to hold custodians and/or principals accountable for supply usage. School administrators control custodial supply budgets. In 1991-92, Housekeeping Services' allocated approximately \$40,000 from their budget for school over-runs on custodial supplies.

**(F9.D.9)** Substitute custodian levels and distribution processes are not effectively supporting the needs at the schools. An average of 28.2 custodians, or 5.1% of the District's custodians, are absent each day. However, only nine substitute custodians are on Housekeeping Services' payroll, resulting in an average of 18 custodial positions being vacant each day. Furthermore, specific criteria for prioritizing and assigning substitute custodians have not been developed, rather the allocation is based on a first-come first-served methodology.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C9.D.1)** Controlling Housekeeping Services' payroll costs by implementing a change in the full-time and seasonal staffing formula.
- **(C9.D.2)** Developing a detailed work schedule to assist school administrators in utilizing assigned custodians in a more efficient and productive manner.

##### ***Recommendations***

We recommend that AISD:

- **(R9.D.1)** Following completion of a district-wide facilities inventory, custodial staffing requirements and work schedules should be revised to more clearly define and communicate specific job tasks and performance expectations for each custodial position in a specific school. (F9.D.5, F9.D.6)
- **(R9.D.2)** Develop, formalize and implement training programs and requirements for all custodians. Training for new custodians should be mandatory and should include effective custodial practices and work techniques, equipment and product usage, safety and an introduction to District policies and procedures. (F9.D.7, F9.D.9)



- **(R9.D.3)** Conduct formal facility inspections on a routine basis. Regular facility inspections could improve custodial efficiency and productivity by identifying potential housekeeping and safety problems. Similar programs at other school districts have shown that inspections improve housekeeping services considerably, and provide an incentive to the custodial staff. (F9.D.7)
- **(R9.D.4)** Encourage School Administrators to employ Housekeeping Services personnel in a technical advisory capacity for the development of work schedules, the allocation of custodial supply budgets, and to conduct facility inspections and custodial training. Housekeeping Services personnel have the expertise to allocate limited custodial resources and improve custodial performance. (F9.D.8)
- **(R9.D.5)** Establish a substitute custodian staffing program which includes development of a base service level allotment for substitute custodians per school basis. The staffing system should incorporate coverage for vacations, sick days, personnel days and other factors deemed appropriate. A substitute custodian incentive program should be established to reward under usage of allotment (i.e., financial incentive for reducing absenteeism, releasing low performing employees, etc.) and charge-backs for usage over the allotted amount. Fluctuations in substitute custodian usage could be moderated by encouraging early notification of vacation schedules and staggering vacations. (F9.D.9)



***Asset Management***



## SECTION 10.0 ASSET MANAGEMENT

The table below presents a description of the Asset Management section, its components and the performance measures which were examined. In the remainder of the section, the findings, commendations and recommendations related to Asset Management are presented.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>This section focuses on the protection of District assets. These services include the identification, analysis, and reduction of risks or insurance against risks faced by the District; the forecasting and managing of cash balances, and the issuance and management of debt. These services safeguard the financial stability of the District.</p>
<p><b>COMPONENTS</b></p>	<p>A. Risk Management B. Cash Management C. Bond Issuances and Funding</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Written Board policies governing risk and cash management</li> <li>• Effective risk management program</li> <li>• Effectiveness of cash management</li> <li>• Adequacy of funding resources</li> <li>• Cost effectiveness of bond re-financing</li> <li>• Effectiveness of inventory safety procedures</li> <li>• Adequacy of systems for internal controls</li> <li>• Adequacy of inventories, analysis and records on risk management</li> <li>• Effective emergency plan in place</li> <li>• Cost effectiveness of workers' compensation</li> <li>• Costs effectiveness of property, liability and health insurance</li> </ul>

**COMPONENT A: RISK MANAGEMENT**

**1. Description of Component**

This component focuses on those District activities and programs which involve the identification, analysis, and reduction of risks, or insurance against risks faced by the school District, including both insurance coverage which protects the District and coverage for its individual employees.

**2. Summary of Findings from Existing Reports and Data Sources**

**(F10.A.1)** The workers' compensation budget of \$4,196,740 provides money to administer the District's workers' compensation program, sponsored by the Texas Association of School Boards (TASB). For complete insurance costs, see Exhibit 10.A.1.

**(F10.A.2)** The employee benefits cost approximately \$30 million. These costs include the benefits for all personnel within the District and are allocated back to each department after the budgeting process.

Benefits	Cost to AISD General Fund (in Millions)
Social Security	\$15.9
Health Insurance	13.7
Workers' Compensation	4.4
Unemployment Compensation	0.3
Teacher Retirement System	0.8
Other	0.2
<b>TOTAL</b>	<b>\$35.3</b>

**(F10.A.3)** The risk management area includes four full-time employees and one part-time clerk. The Department reports through the Finance Department and its organizational structure is depicted in the Finance Organization chart in Exhibit 12.A.1.

**(F10.A.4)** The Joint Insurance Committee selects the benefits offered to District employees through the AISD cafeteria plan. The committee includes the CFO, two teachers, two classified employees and two administrators. The committee makes decisions on the level and type of benefits that the District provides to employees.

**(F10.A.5)** The District has utilized two professional insurance consultants to provide insurance and consulting services: the Gammon Agency and Alexander & Alexander. The agencies provide insurance for property, premise liability, tax collectors and peace officers.

**(F10.A.6)** The Risk Manager advises the Joint Insurance Committee on their choices in benefits. He also manages:

**AISD Insurance Coverages**

Policy	Deductible	Limits	Annual Premium
Video and Mobile Equipment	500	92,683	2,312
Boiler and Machinery	500	5,000,000	6,825
Premise Liability			
– Ag Farms	None	300,000/600,000	100
– Treaty Oak	None	1,000,000/2,000,000	865
– Treaty Oak	None	4,000,000 (Excess)	3,887
Public Employee Fidelity Bond	2,500	250,000	4,145
Modified Self-Insurance			
– Automobile Liability	100,000	100,000/300,000	192,650
– General Liability	20,000	1,000,000	23,836
– School Prof	25,000	1,000,000	48,174
Textbook Custodian Bond	None	1,251,000	2,502
Peace Officers Bonds	None	1,000	450
Property	25,000	621,108,000	258,537
Portable Buildings	500	19,335,800	58,007
Property Insurance Duplexes	250	125,000	726
Workers' Compensation	250,000	Statutory Benefits	3,661,677
Tax Collectors Bonds	None	100,000	500
Total Costs			4,265,193

- Employee and Student Safety Program
- Loss Control Program
- Workers' Compensation
- Insurance Coverage for automobiles, property, and students.

### 3. Summary of On-Site Findings

**(F10.A.7)** The District began to self-insure the workers' compensation pool in September, 1991. The cost to self-insure workers' compensation was \$3.7 million for the administration, stop-gap insurance and claims payment. The District saved an estimated \$380,000 in the first year over what it would have cost the District for the traditionally funded plan. After the District became self-insured, the number of workers' compensation claims filed, the amount paid, and the value of the claims decreased even though the number of employees for the District increased (See Exhibits 10.A.2 and 10.A.3). For the months of September, October, and November of this year, the number of worker's compensation claims has decreased even more dramatically, declining from 344 in 1991 to 193 in 1992 (see Exhibit 10.A.4). The reduction of claims is due to the ability of the District to target high risk tasks. A log of all workers' compensation claims is distributed to the Service Center for maintenance of hazardous equipment and to the departments making the claims so that safety programs and training can be targeted at high risk areas.

**(F10.A.8)** A safety and accident program purchased through TASB has been implemented. TASB provides information to send out to local schools, which is posted by the campus safety coordinators.

Little coordination of the safety program with other District departments exists. No safety committee exists to coordinate safety, liability and security programs in the Campus Police Department and School Support Services with the Risk Manager. First, no coordination of the campus crisis plans with Risk Management's emergency guidelines handbook has been made. Second, Community Education does not coordinate its safety classes with the Risk Manager. Classes include: driver education for students, defensive driving, motorcycle safety courses, and home safety classes for children. Third, prevention efforts and presentations by the Campus Police on vandalism, bicycle safety, and gang violence are not coordinated with the Risk Manager.

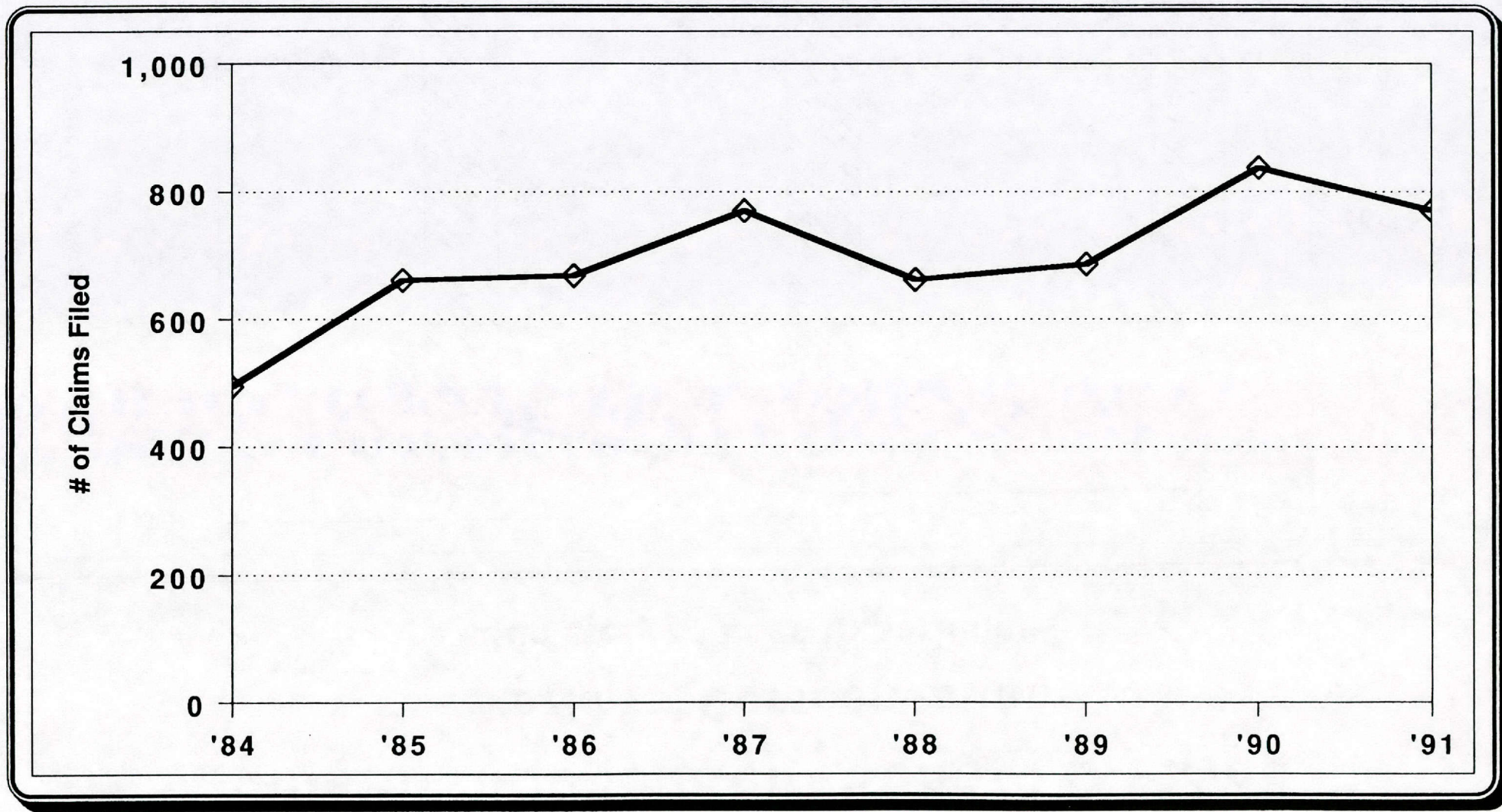
**(F10.A.9)** The District self-insures the first \$100,000 of costs associated with every automobile accident through a TASB property/casualty modified self-funded plan. Costs over \$100,000 and \$300,000 for bodily injury and property damage are insured through a traditional plan. In 1992, the total cost to the District for automobile and property insurance was \$445,000, including self-insurance costs. TASB creates documents showing accidents by department, the number of accidents and the dollar amount of the damages.



# Austin Independent School District

## Workers' Compensation

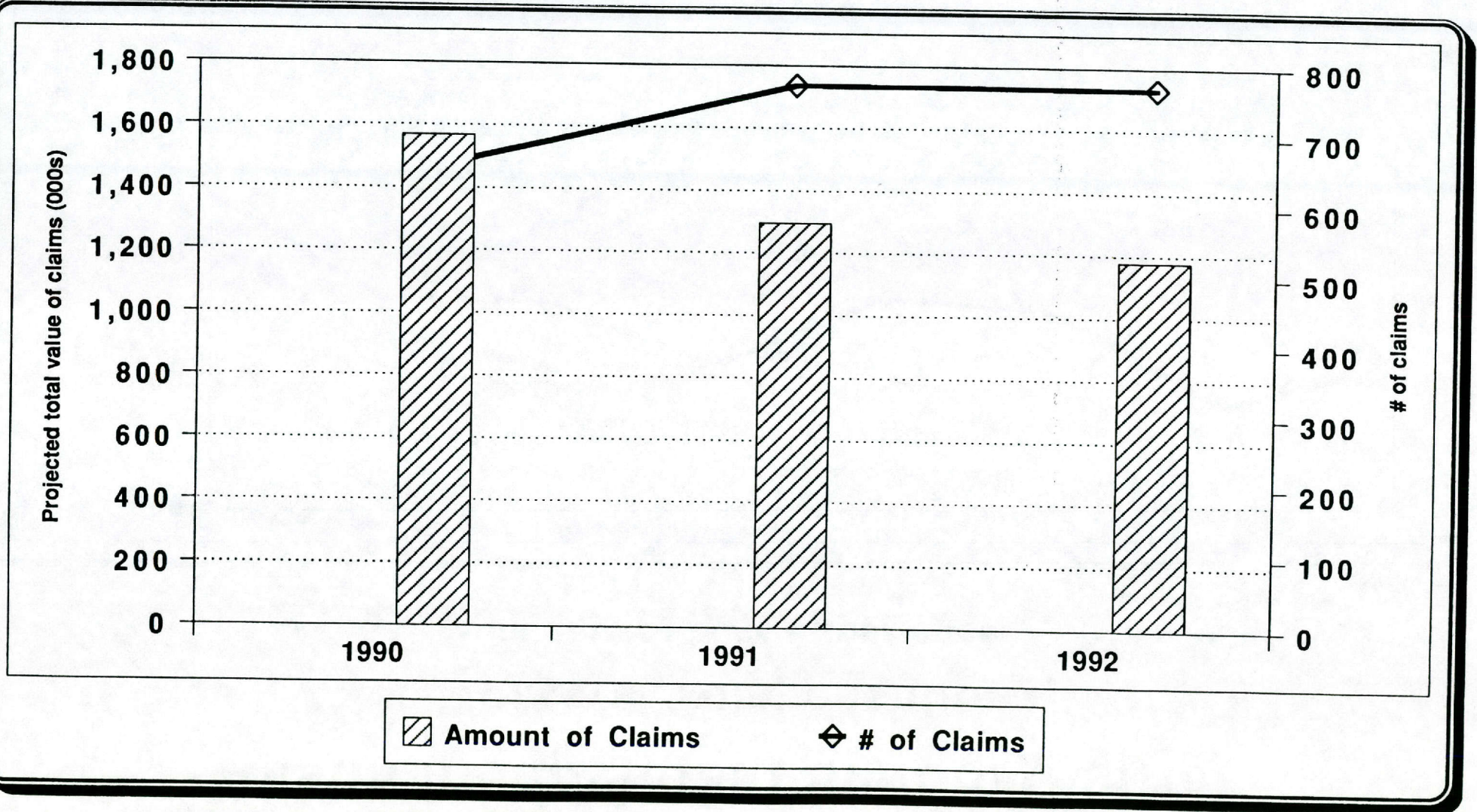
### Summary of Loss Experience



10-5

# Austin Independent School District Workers' Compensation Summary of Loss Experience

10-6

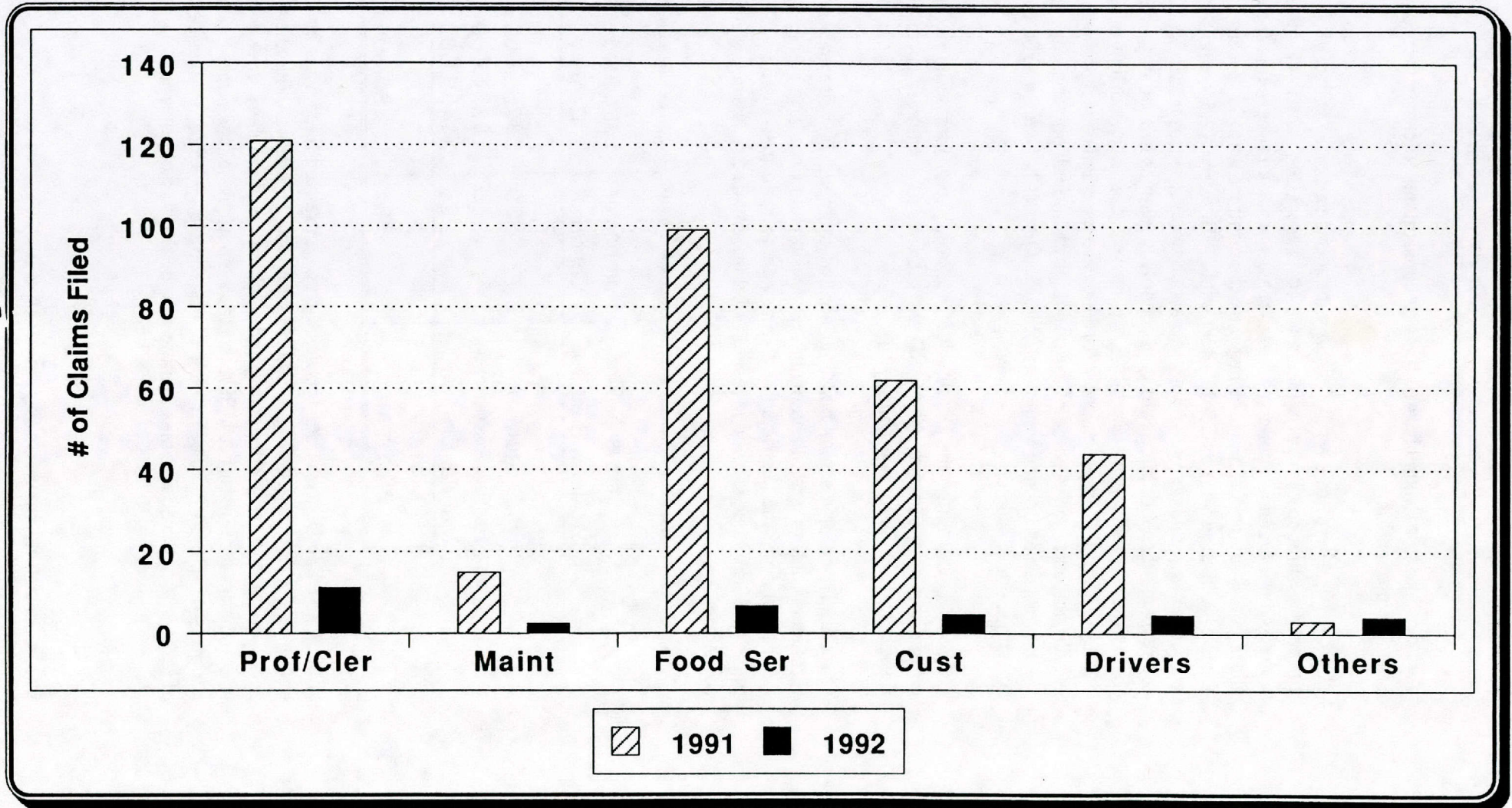


# Austin Independent School District

## Workers' Compensation

### Claims Comparison 1991-92 September thru November

10-7



Accident costs are then charged back to departments to create incentives for safety and accident prevention.

**(F10.A.10)** There are over 100 facility locations valued at \$621,108,000 that require property insurance. Property insurance costs are \$258,537, or 41 cents per \$1,000 of coverage per annum. Property insurance was bid in a process that locked the premium for three years, saving \$75,000 the last time the contract was bid. Every building in the District is insured with a \$25,000 deductible. Between \$2,500 and \$25,000, the District will cover any damage out of its general budget. Expenses under \$2,500 are taken out of the respective school budget to give schools incentives to stop or prevent smaller property losses such as vandalism. Portables are insured separately, costing the District an additional \$58,007 in premiums. Portables are especially susceptible to vandalism. There is only one entrance in some of the buildings and not all portables are alarmed. Because of the larger risk associated with portables, the District has only a \$500 deductible on these types of buildings.

**(F10.A.11)** Currently, the District does not hold the proper permits for portable classrooms on the campuses. AISD and the City of Austin are currently negotiating with respect to permits for portables.

**(F10.A.12)** Multiple school buildings are not equipped with fire and smoke alarms. Alarm technicians design, install and maintain intrusion and fire alarm systems for the District. An inspection of the Districts fire alarm systems performed by the AISD staff indicated that \$1,480,500 needs to be invested to bring campus fire alarm systems into satisfactory condition.

Status of Fire Alarm System	Number of Schools	Estimated Costs
No System	30	\$761,000
Partial System	8	\$234,000
Manual System	26	\$485,000
<b>TOTAL</b>	<b>64</b>	<b>\$1,480,500</b>

**(F10.A.13)** The District does not maintain a centralized fixed asset inventory and equipment is not tagged with inventory numbers. In addition, the District does not have an adequate process for collecting and tracking serial numbers from equipment purchases, which makes it more difficult to recover stolen items. Management also indicated that adopters of schools have been wary of donating large items, such as computers, because of large insurance deductibles and the lack of fixed asset control.

**(F10.A.14)** Accident leave, which is six months of leave at full salary, is a benefit available to all employees. An employee of the District is eligible to take accident leave if he or she has been injured in the line of duty. Employees are paid more on accident leave than while they are working, creating a large disincentive for people to return to work after being injured. Workers' compensation is approximately 75% of the employee's salary. The employee receives both a workers' compensation check and a regular District paycheck for the other 25% of their salary. The amount paid on accident leave is actually larger than the salary the employee normally receives because workers' compensation is non-taxable. In fact, if the District did not pay the 25% of the employee's regular salary, the employee would receive approximately the same on workers' compensation as their normal take-home salary. Last year, 30,664 hours of accident leave was taken. 64% of that leave was taken by bus drivers and custodians. Accident leave costs the District between \$70,000 and \$90,000 each year. No other school Districts in the TASB workers' compensation program or the TASB policy services membership have a similar accident leave policy.

**(F10.A.15)** The District administers a benefits plan for 8,414 employees and 650 retirees, former employees under COBRA and employees on leave. The District pays \$1.6 million in health, life and short-term disability insurance monthly. The District contributes \$138.99 for each employee's health insurance.

***AISD Health Insurance Benefits  
1992 Monthly Rate Schedule***

Benefit	HMO		Indemnity/PPO	
	District Contribution	Employee Contribution*	District Contribution	Employee Contribution*
Employee	138.99	0	138.99	60.35
Employee/Child	138.99	149.98	138.99	272.88
Employee/Spouse	138.99	190.13	138.99	332.32
Employee/Family	138.99	302.28	138.99	484.22

\*The employee contribution is estimated based upon a 12 month employee. If the employee is a 9 month employee, the same total dollar amount of contribution (\$1,667.88) is made by the district.

This amount fully covers the employee under the District selected HMO or PCA. Employees must pay for coverage for additional family members or for the additional cost of the PCA indemnity plan. The average District contribution per employee for similarly sized school districts in 1991-92 was only \$103.61. Allowing for inflation of 3%, the average contribution was \$106.72. Thus, the Austin Independent School District contributes approximately \$32.27 more per employee than their peers. The District also provides many employee groups with benefits which are not provided by peer districts. For example, half-time bus drivers receive a fully paid insurance premium. In addition, a new policy has been adopted, but not yet implemented, that will allow temporary employees who are guaranteed 90 days of work to receive benefits.

**(F10.A.16)** New employee orientation sessions are not conducted on a regular basis; each new employee must have their benefits explained on an individual basis. Many new employees walk-in to the benefits office needing benefits packets and explanations. Because there is no new employee orientation, Benefits staff must repeatedly contact employees to obtain the required benefit enrollment forms.

**(F10.A.17)** The District pays a third-party administrator to provide a cafeteria-style flex plan for additional benefits. The cost of premiums for the cafeteria plan benefits are paid for by participating employees through payroll deductions. Approximately, 4,900 employees participate in the plan at a cost of \$51,263 a month. The third-party administrator also works with agents to provide tax-sheltered annuities. About 184 employees participate at a monthly cost of \$253,300.

**(F10.A.18)** Health insurance payments are not properly documented through the District's Accounts Payable system. Monthly insurance payments exceed \$1 million and are requested and approved through the manual check system with no formal documentation disbursed, in person, to a representative of the insurance company. AISD does not utilize electronic funds transfer to make payments to the health insurance company or the third party administrator.

**(F10.A.19)** Each month, refunds to employees who have resigned or retired are made because of the District's practice of paying for and deducting the full 12 month's insurance premiums from nine month employees paychecks as the year progresses. Nine month employees who resign before the end of the year who have been paying for additional benefits for the entire year are entitled to a refund. The refund process is not coordinated effectively between the Finance and Personnel Departments.

**(F10.A.20)** The Risk Manager tracks all student accidents, except athletic injuries, that are reported. Last year there were 866 student accidents, of which 51 related to bus transportation. Using the trends in student accidents, the Risk Manager disseminates student accident information to each school campus and passes along accident prevention information for students.

**(F10.A.21)** An ISD Board policy allows senior high school football players to have student accident insurance. AISD pays for this insurance for 802 senior high players at a cost of \$30 per player for \$24,060 out of gate receipts and at parents' request, while middle school football players must buy their own accident insurance. State law indicates that student insurance premiums may be purchased for athletes only (Education Code Sec. 21.906), and premiums may only be paid out of athletic gate receipts. Schools are not obligated to pay for any insurance for any athletes, nor are any athletes required by law to have insurance. "Students cannot be required to provide athletic insurance as a pre-condition for participating in the District's athletic program." (*Bertics v. Premont ISD*, Comm. of Ed. Dec. 098[R2]-R5-480 (1980) in the Texas Lone Star, September 1991, p. 41.) Federal law discourages Districts with comparable male and female sports from providing athletic insurance for one team and not the other. Providing insurance for only

one team may leave the District vulnerable to an Equal Protection or Title IX sex discrimination lawsuit. (U.S.C.A. XIV, §1; 20 U.S.C.A. §1681(a); 34 C.F.R. §106 et. seq.) Although there is no female sport comparable to football, the District is exposing itself to scrutiny for purchasing insurance only for senior high school football players.

**(F10.A.22)** Because of the Personnel Department's substandard record keeping practices, tracking employee unemployment claims is very difficult. Until the beginning of this year, employees were paid through the Accounts Payable system if they were temporary or part-time employees. Specifically, the personnel records of night school teachers and athletic event workers were not on the active payroll file. The absence of such electronic records has made unemployment verification difficult.

**(F10.A.23)** The Benefits staff is performing several personnel functions, including the following:

- The Benefits office must research the number of days worked and the amount paid for the Texas Retirement System (TRS). Approximately twelve wage histories and service verifications a month are made by Benefits personnel to ensure that employees worked for 90 days a year for the Teacher Retirement System.
- The Benefits office also completes out-of-state verifications, verifying that employees worked for the District. This task includes researching the payroll records on microfiche because the Benefits office does not file this information in their office.
- Recently, when a change in the Texas Retirement System (TRS) required that retirement forms be completed for all employees over 15 hours, confusion arose over which department was responsible for collecting the forms from current employees. Eventually, the Personnel Department collected forms from clerical workers and the Payroll Section of Finance collected forms from the hourly workers, such as athletic event workers. The Benefits office processed the forms once collected.

**(F10.A.24)** The AISD has other miscellaneous risk exposures covered by numerous indemnity plans. A chart with the coverage limits, deductibles, and annual premium is provided in Exhibit 10.A.1.

**(F10.A.25)** The equipment in the Benefits office is inadequate. Two to three employees need access to computer terminals to complete their jobs, but there is only one terminal available in the Benefits office.

**(F10.A.26)** In December 1992, emergency guidelines manuals were distributed to personnel at the school locations for information on what to do in case of fire, severe weather, etc. The guidelines detail the bad weather catastrophe plan, evacuation plans and the tornado telephone relay. However, no risk management manual or procedures manual

exists outlining insurance reporting, workers' compensation, employee safety, environmental safety and hazardous materials.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend the AISD for:

- **(C10.A.1)** Improvements made in the management of the District's workers' compensation program which have resulted in both decreased injuries and costs.
- **(C10.A.2)** Implementing a safety program to increase safety awareness and decrease accidents and injuries.
- **(C10.A.3)** Developing the emergency guidelines handbook which outlines steps which need to be taken in case of a catastrophe.

##### ***Recommendations***

We recommend that AISD:

- **(R10.A.1)** Review and modify policies and procedures to:
  - Create a better preventive loss control program, including a fixed asset inventory and an identification tagging scheme for new equipment. Insurance could then be obtained on actual contents of buildings rather than on an estimated percentage of book inventory. (F10.A.13)
  - Secure all portables and obtain city permits for all portables. (F10.A.11)
  - Modify the role of the Joint Insurance Committee to that of an advisory committee. Benefits represent a large source of increasing costs to the District and need to be better managed. Rather than paying benefits or benefit increases requested by the Joint Committee, the District should be examining alternatives to the rising costs of health care and benefits such as self-insurance, higher deductibles, and phasing out the indemnity plan. (F10.A.4)
  - Eliminate accident leave benefits. This will reduce the incentive for employees to file for accident leave in order to receive more money on leave than they could make while working. (F10.A.14)



- Coordinate with the Campus Police and School Support Departments to develop policies and procedures and to establish a safety committee to coordinate and improve all aspects related to general safety in the District. (F10.A.8)
- Process the payments to the health insurance company and the third party administrator via electronic funds transfer, with proper documentation on file. (F10.A.18)
- Coordinate the payment of refund checks for resigned and retired employees and money owed to the District by the Finance and Leave offices. (F10.A.19)
- Rescind the Board policy allowing athletic insurance be purchased for participation in high school football in order to equalize insurance status for all sports. This would place the District in compliance with *Bertics v. Premont ISD*. Because of the nature of football, the Board should encourage parents to purchase insurance for their children. (F10.A.21)
- Allocate funds for fire alarm installation and replacement in the next bond issuance, to bring these systems up to satisfactory condition. (F10.A.12)
- Review District policies on the provision of benefits to part-time and temporary employees. (F10.A.15)
- **(R10.A.2)** Hold employee orientations for new AISD employees on a bi-weekly basis. The orientation session should cover topics such as employee benefits and District personnel policies, and provide time for the new employees to complete required forms for their personnel files. A new employees orientation would help the Personnel and Benefits departments complete new employee personnel files more quickly and efficiently. (F10.A.16)
- **(R10.A.3)** Transfer the following functions to the Personnel Department:
  - Processing all wage history inquiries and verifications of service for the Teacher Retirement System. (F10.A.23)
  - Ensuring that paperwork such as retirement forms, I-9 forms, etc. from current employees is complete.(F10.A.23)
  - Setting up both electronic and paper personnel files for all employees (F10.A.22)

- **(R10.A.4)** Provide additional computer terminals to aid the Benefits Office staff in the efficient execution of work tasks. With proper training and assistance, the equipment currently in the Benefits office could be utilized. (F10.A.25)
- **(R10.A.5)** Develop a risk management manual and procedures manual and distribute to all departments and schools. (F10.A.26)

### **Financial Implications**

- See the financial implications of recommendation R7.C.4 in Personnel Policies, Procedures and Records for savings related to elimination of accident leave benefits. (R10.A.1, F10.A.14)
- Eliminating the payment of football insurance premiums would save the District approximately \$24,060 (802 players x \$30 per player). (F10.A.1, F10.A.21)

## **COMPONENT B: CASH MANAGEMENT**

### **1. Description of Component**

The Cash Management component includes those District-wide and campus-level activities involving investing and managing available balances in federal, state, local and activity funds.

### **2. Summary of Findings from Existing Reports and Data Sources**

**(F10.B.1)** The District has 23 bank accounts segregated for specific types of funds, as well as 98 accounts for school activity funds. All of the activity funds and several of the other accounts are administered outside of the Finance Department. The Cash Manager does not manage the Food Service, Community Education tuition or Athletic Imprest Account funds. However, each of these accounts affect the overall balances required for compensating balances at the bank.

### **3. Summary of On-Site Findings**

**(F10.B.2)** All bank accounts, controlled both inside and outside of the Finance Department, are not reconciled monthly because of time constraints within the Finance Department.

**(F10.B.3.)** \$14,000 in bank fees were paid in September and October 1992 because the compensating balances on hand did not meet bank requirements. Based on our knowledge and understanding of banking practices with respect to depository and disbursement accounts of public organizations, it would appear that AISD's bank charges are high.

**(F10.B.4)** The District does not effectively manage the cash balances in their accounts payable and payroll accounts. The District does not use clearing accounts to fund disbursements or have the bank perform a daily automatic sweep of their accounts to maintain balances above zero. There are two clearing accounts:

- One is a pre-funded accounts payable account. During the month of October 1992, a net balance of \$765,000 over the amount necessary to pay for the services was maintained in the account. The District's system of tracking payments is not sophisticated enough to control disbursements and maintain the required balances to just cover the bank fees.
- The other clearing account is a payroll account, which is not pre-funded. There is no breakdown by fund within this account, so by the eighth of each month, a balancing cash transfer is made to pull in money from the various accounts. The net balance in the account is typically negative. The bank requires that a compensating balance in another account equaling the amount overdrawn in the payroll account be maintained plus balance equivalents for bank fees. If that compensating balance is not maintained for the entire relationship, then the District is charged the prime interest rate times the shortfall in balance equivalents.

**(F10.B.5)** Invoices are paid almost immediately upon receipt because there is no policy, procedure or system to lag payables to take advantage of credit terms and interest income. There are a few payment discounts of which the District takes

advantage. The District rarely uses these discounts because there is no procedure to identify the invoices with early payment discount. Approximately, \$10.2 million in invoices is paid each month.

**(F10.B.6)** No formal system has been established to inform the Cash Manager of the release of large checks. All checks over \$1 million are hand-typed, but the Cash Manager is not always informed when the checks are written or when they are being released. In addition, not all payrolls are on direct deposit, which results in a less predictable deposit pattern of payroll checks. Also, despite having a regular payment schedule within their department, Construction Management often requests large checks without previously notifying the Finance Department.

**(F10.B.7)** No formal Board policy on cash management exists and there is no formal cash management department or function. The Cash Manager does not have a job description, and the appraisal form used to evaluate the Cash Manager is the generic classified employees' appraisal which does not account for or encourage the professionalism required for the job. The Cash Manager has not had access to continuing education and has not been encouraged to complete the certification for cash management.

**(F10.B.8)** A proper segregation of duties for executing, accounting and reviewing cash, debt and investment transactions within the Finance Department does not occur. Individuals writing checks are regularly reconciling bank records.

**(F10.B.9)** The District does not use electronic funds transfer services offered by their bank. Several checks over \$1 million are cut weekly and are then picked up in person by the vendor in departments such as Benefits and Construction Management.

**(F10.B.10)** There is no automated cash flow forecasting system, and formal cash flow forecasts are made only semi-annually. When the District miscalculates the cash flow, excess cash is left in bank accounts and interest is earned at a lower rate than the TexPool rate. To enhance investment earnings, the CFO must be better able to predict cash flows to increase the funds invested in TexPool. Bond money could be invested further out on the yield curve and earnings increased if the cash flow were predicted more effectively. A Lotus spreadsheet with a six to twelve month cash flow process tied to the overall financing and investment plan has been developed; however, that process has not been completed since June 1992. Long-term (five year) forecasts are prepared by the Budget Department.

**(F10.B.11)** As a part of our review, a sample of items awaiting deposit in AISD's bank account was examined. The sample contained 27 items which had been received more than 24 hours before the sample was taken. Several items had been left undeposited more than three weeks. There are approximately 5,000 items deposited each month through this process amounting to approximately \$1 million.

**(F10.B.12)** The cash management software utilized by AISD does not perform cash positioning and cash forecasting or show memo postings, same day transactions or overall account balances.

**(F10.B.13)** The Board investment policy is a comprehensive policy which has seven objectives concerning diversification of risk and performance measures. The last revision of the investment policy was September 24, 1990. Finance

Department staff indicated that this policy provides a good framework to guide their investment activities.

#### 4. **Commendations and Recommendations**

##### *Commendations*

We commend the AISD for:

- **(C10.B.1)** An excellent Board policy which guides the District in making investment decisions.

##### *Recommendations*

We recommend that AISD:

- **(R10.B.1)** Reduce the total number of District bank accounts to ten or less, not including activity funds accounts. Ten account balances would reduce the number of inter-account transfers necessary to maintain sufficient account balances. All bank accounts should be controlled from within the Finance Department, including the Athletic Imprest and the Community Education account. The Cash Manager and the Finance Department should have direct control over all financial transactions in the District. Activity funds should be transferred to a central bank for greater central control and accountability. A system of petty cash accounts for all schools and departments should be established at a central bank to provide for emergency purchases from appropriated funds. (F10.B.1)
- **(R10.B.2)** Reassess the District's cash management practices with respect to banking relationships to determine the potential causes of the high bank fees, including items such as:
  - Account structure
  - Failure to offset bank fees with previous months' surplus balances
  - Negative net balances in the payroll account
  - Ineffective cash management
  - Repetitive bank deposits in the Food Service account. (F10.B.3)
- **(R10.B.3)** Review and modify policies and procedures to effect:
  - Reconciliation of all bank accounts on a monthly basis (F10.B.2)
  - Notification of the Cash Manager prior to release of large payments, including all payment schedules. Payments should be lagged as much as possible to take advantage of interest income (F10.B.5, F10.B.6)

- Creation of a system for identifying invoices with early discounts and credit terms (F10.B.5)
  - Transfer funds electronically to reimburse major purchases such as health insurance and construction services (F10.B.9)
  - Directly deposit all payroll checks into employees' accounts (F10.B.6)
  - Creation of a formal board policy on cash management (F10.B.7)
  - Segregation of the duties related to account reconciliation and check writing (F10.B.8)
  - Development of a training program for employees performing cash management duties (F10.B.7)
  - Deposit all bank items daily. (F10.B.11)
- **(R10.B.4) Create a Treasury Department and hire a Treasurer, with banking or investment experience, charged with the creation of cash management and other treasury functions, such as:**
    - Creating internal control policies for purchasing, finance, and budgeting (F10.B.8)
    - Developing formal cash management policies (F10.B.7)
    - Managing cash flow and cash flow forecasting (F10.B.10)
    - Devising a system to lead and lag payments to take advantage of vendor credit terms and cash shortfalls and to take advantage of interest income (F10.B.5)
    - Analyzing the banking relationship for account structure, fee structure and fee waivers (F10.B.3, F10.B.4)
    - Implementing a more sophisticated tracking system to utilize true clearing accounts, increase interest income, and decrease the amount of compensating balances required by the bank. (F10.B.10)
  - **(R10.B.5) Perform formal cash flow forecasts and formal evaluations of variances between actual cash flow and forecasted cash flow on a regular basis. Implementation of a more sophisticated software to do cash positioning, cash forecasting and show memo postings, overall balances and same day transactions would improve the efficiency and effectiveness of District cash flow forecasting efforts. (F10.B.10, F10.B.12)**

### **Financial Implications of Recommendations**

- Salaries and benefits for an experienced treasurer will cost the District approximately \$54,000. (R10.B.4, F10.B.3, F10.B.5, F10.B.7, F10.B.8, F10.B.10)
- Implementing a more sophisticated software package to forecast cash flows will cost approximately \$7,500. (R10.B.5, F10.B.10, F10.B.12)
- Better management of the account relationship structure and cash flows will save the District bank fees, translate into lower compensating balances and increase interest earned.
  - If deposits were made in a more timely manner, approximately 10.5 days of interest would be earned. For \$1 million dollars in monthly deposits this interest would amount to \$13,800 annually. ( $\$1,000,000 \times 4\%$  divided by 365 days  $\times$  10.5 days  $\times$  12 months)
  - If half of the accounts payable invoices (totaling \$10.2 million per month) could be lagged two additional weeks, then the District would earn approximately \$94,000 annually in additional interest income ( $\$10,200,000 \times 50\% \times 4\%$  divided by 365 days  $\times$  14 days  $\times$  12 months). (R10.B.2, R10.B.3, R10.B.4, F10.B.3, F10.B.5, F10.B.7, F10.B.8, F10.B.10, F10.B.11)

## **COMPONENT C: BOND ISSUANCES AND FUNDING**

### **1. Description of Component**

The Bond Issuances and Funding component includes those activities that involve the issuance of bonds and debt funding.

### **2. Summary of Findings from Existing Reports and Data Sources**

**(F10.C.1)** All bond issues are processed by the CFO and the cash management staff within the Finance Department.

**(F10.C.2)** The District has issued two bonds since 1983 to construct new schools, support facilities and permanent classrooms additions, as well as renovate existing facilities. In addition, the District issued another bond in 1992 to pay for new computers and equipment for the schools. A fourth bond issue for \$151 million in 1989 failed because it did not receive public support in the bond election. For more details related to the bond issuances, refer to Exhibit 10.C.1. The District also issued Tax Anticipation Notes in September of 1992 to cover cash flow shortfalls.

**(F10.C.3)** The 1983 bond issuance, the District's first bond issuance since 1969, was for \$210 million. Eight new elementary schools, three middle schools and one high school were constructed. The District also added permanent classrooms at 20 elementary schools.

New and Replacement Schools	\$133,374,940
Site Acquisition	1,130,000
Classroom Additions	9,063,000
Additions Other than Classrooms	31,653,600
Renovations	33,145,170
General Contingency	<u>1,635,290</u>
TOTAL	\$210,002,000

**(F10.C.4)** The 1990 bond issuance, following the failure of a \$151 million bond issuance in 1989, was for \$80 million. Five new elementary schools (two were replacement schools), and one middle school (opening in 1993-94) were constructed. The District also constructed permanent classroom additions at four elementary schools, as well as numerous libraries, kitchens and gymnasium additions.

New and Replacement Schools	\$38,000,000
Site Acquisition	2,000,000
Classroom Additions	3,921,440
Additions Other than Classrooms	5,558,560
Renovations	30,000,000
General Contingency	<u>520,000</u>
TOTAL	\$80,000,000



***Bond Issuances***  
***Austin Independent School District***

<b>Bond Issuance</b>	<b>Amount</b>	<b>Date of Issuances</b>	<b>Size of Issuances</b>	<b>Purpose of Issuances</b>	<b>Bond Counsel</b>	<b>Financial Advisor</b>	<b>Date of Refunding Issue</b>	<b>Amount of Refunding Issues</b>
<b>May 1983</b>	\$210,000,000	3/83	\$40,000,000	School Buildings	Vinson & Elkins	Rauscher Pierce Refsnes, Inc.	12/85	\$186,300,000
		7/84	\$45,000,000			N/A		
		2/85	\$45,000,000			N/A		
		2/86	\$45,000,000			Rauscher Pierce Refsnes, Inc.		
		4/87	\$35,000,000			Rauscher Pierce Refsnes, Inc.		
<b>April 1990</b>	\$151,000,000	4/90	\$43,000,000	School Buildings	Vinson & Elkins and	1st Southwest and	7/91	\$43,679,688
		3/91	\$37,000,000	Buildings	McGinnis Lochridge & Kilgore	Rauscher Peirce Refsnes, Inc.		
<b>January 1992</b>	\$6,000,000	2/92	\$6,000,000	Computers/ Equipment	McCall, Parkhurst & Horton	Rauscher Pierce Refsnes, Inc.		
<b>Total</b>	<b>\$367,000,000</b>		<b>\$296,000,000</b>					<b>\$229,979,688</b>

### 3. Summary of On-Site Findings

(F10.C.5) The District is currently evaluating the possibility of issuing a bond in 1993 for approximately \$109 to \$125 million, to construct new schools, classroom additions and renovations over the next five years, ending in 1996-97.

New and Replacement Schools	\$ 53,500,000
Site Acquisition	7,000,000
Classroom Additions	6,400,000
Additions Other than Classrooms	4,350,000
Renovations	48,900,000
General Contingency	<u>4,500,000</u>
TOTAL	\$124,650,000

These funds would be used to build four new elementary schools and two new middle schools. The District also forecasts the need for six additional elementary schools and one additional high school by 2001-2002.

(F10.C.6) There is no current District approved debt and bond issuances procedures manual outlining roles of Administration and Board members in the issuance of debt. Administrators of the District are not informed of procedures used in the past regarding debt issuances.

(F10.C.7) The District does not have a Board approved Facilities Master Plan which addresses facility needs, including new schools, additions, renovations and preventative maintenance. A plan is required for each bond issuance, however, no formal operations or facility plan is created or maintained between bond issuances. No forecast or budget is included in the annual Five-Year Forecast that prioritizes maintenance needs and facility and portable expansions, relocation, and reductions on a flexible, long-term basis. In addition, without a Facilities Master Plan to plan how to spend bond money, the District does not spend bond money in a timely fashion. As a result, the District has paid arbitrage penalties on late expenditures of \$18,000 to \$43,000 since 1987.

A Board approved Plan would provide the District with documented support for priority capital improvement needs, rather than operating in a crisis management mode when issuing a bond. The Plan should be published and made available to staff members and the Austin community to facilitate a successful bond issuance.

### 4. Commendations and Recommendations

#### *Recommendations*

We recommend that AISD:

- (R10.C.1) Create a five year Facilities Master Plan that is linked to the capital budget. The facility plan should track student projections, maintenance needs and facility and portable expansions, relocation, and reductions on a flexible, long-term basis. (F10.C.7, see R9.B.2 and R12.B.2)
- (R10.C.2) Develop, review and distribute a debt issuance procedures manual, which outlines roles of Administration and Board members, and update it annually. (F10.C.6)

### **Financial Implications of Recommendations**

- A Facilities Master Plan would assist the District in spending bond money in a timely manner. Cost savings, if future bond money is managed better, would approximate at least \$18,000. (R10.C.1, F10.C.7)



***Technology Systems***



## SECTION 11.0 TECHNOLOGY SYSTEMS

This section presents our findings, commendations and recommendations for Technology Systems. The table below presents a description of the Technology Systems section and the performance measures which were examined.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>This section focuses on the ability of the Management Information Systems Department to provide the computer hardware and software which will furnish District administration with the information necessary to efficiently run its operations. The District's instructional technology services and capabilities are also included in this review.</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Effective and efficient planning and management of data processing functions</li> <li>• Adequacy and appropriateness of systems personnel and hardware capacity in relation to District requirements</li> <li>• Appropriateness/responsiveness of systems in relation to user requirements</li> <li>• Effectiveness of management reporting</li> <li>• Effectiveness of standards/methodologies and systems control</li> <li>• Assessment of technical training</li> <li>• Assessment of instructional technology</li> </ul>

## TECHNOLOGY SYSTEMS

### 1. Description of Component

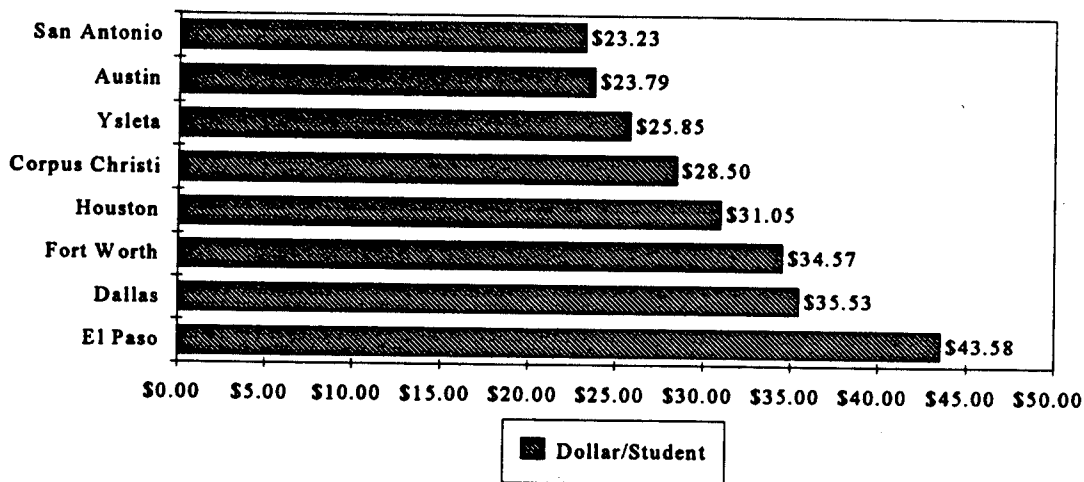
The Department of Management Information coordinates the data collection, analysis and processing among the Office of Research & Evaluation, Student Records and Reports, Telecommunications and Data Services (which includes Systems & Application Programming and Operations & Interface). The Department provides coordinated planning and evaluation services and support for students, facilities, finances, personnel, and instructional programs. The Department provides services in support of campus management, instruction and central support services. The Department is responsible for maintaining and developing student, employee, and business-related management information systems to support the operations of AISD.

The Instructional Computing section of the Curriculum Support Services Department is responsible for the planning, evaluation, training and equipment procurement associated with technology for instruction from pre-K through 12th grade.

The Department of Management Information and Instructional Technology are separate and distinct organizational areas.

### 2. Summary of Findings from Existing Reports and Data Sources

(F11.1) The graph below shows AISD ranked seventh out of the eight major Texas urban districts in terms of data processing expenditures per student in 1991-92. The figures were produced from PEIMS by the Texas Research League. Technology-related expenditures include salaries, other operating expenses, capital outlay and debt service. The District has noted that to increase expenditures to the urban average, an additional \$6.97 per student or an equivalent \$460,185 annually would be required.



(F11.2) A comparison of the Department's 1991-92 and 1992-93 operating budgets for Management Information is summarized below. 1992-93 budget increases are due



primarily to the transfer of Computer Repair Services to the Telecommunications & Fiscal Management section.

Account	Budget		
	1991-92	1992-93	Variance
Management Information	\$593,227	\$583,027	(\$10,200)
ORE/Systemwide Evaluation	580,377	554,222	(26,156)
Data Services	2,124,172	2,696,431	572,259
Student Records and Reports	396,566	319,226	(77,340)
<b>Total Management Information</b>	<b>\$3,694,342</b>	<b>\$4,152,906</b>	<b>12.41%</b>

**(F11.3)** The Department of Management Information is currently supported by an Executive Director, an Associate Director in Planning & Information Services and five Assistant Directors from the following support areas:

- Student Records and Reports
- Research & Evaluation
- Telecommunications & Fiscal Management
- Operations & Interface
- Systems & Applications Programming.

Exhibit 11.A.1 illustrates the Department of Management Information organization structure, along with the current staffing levels.

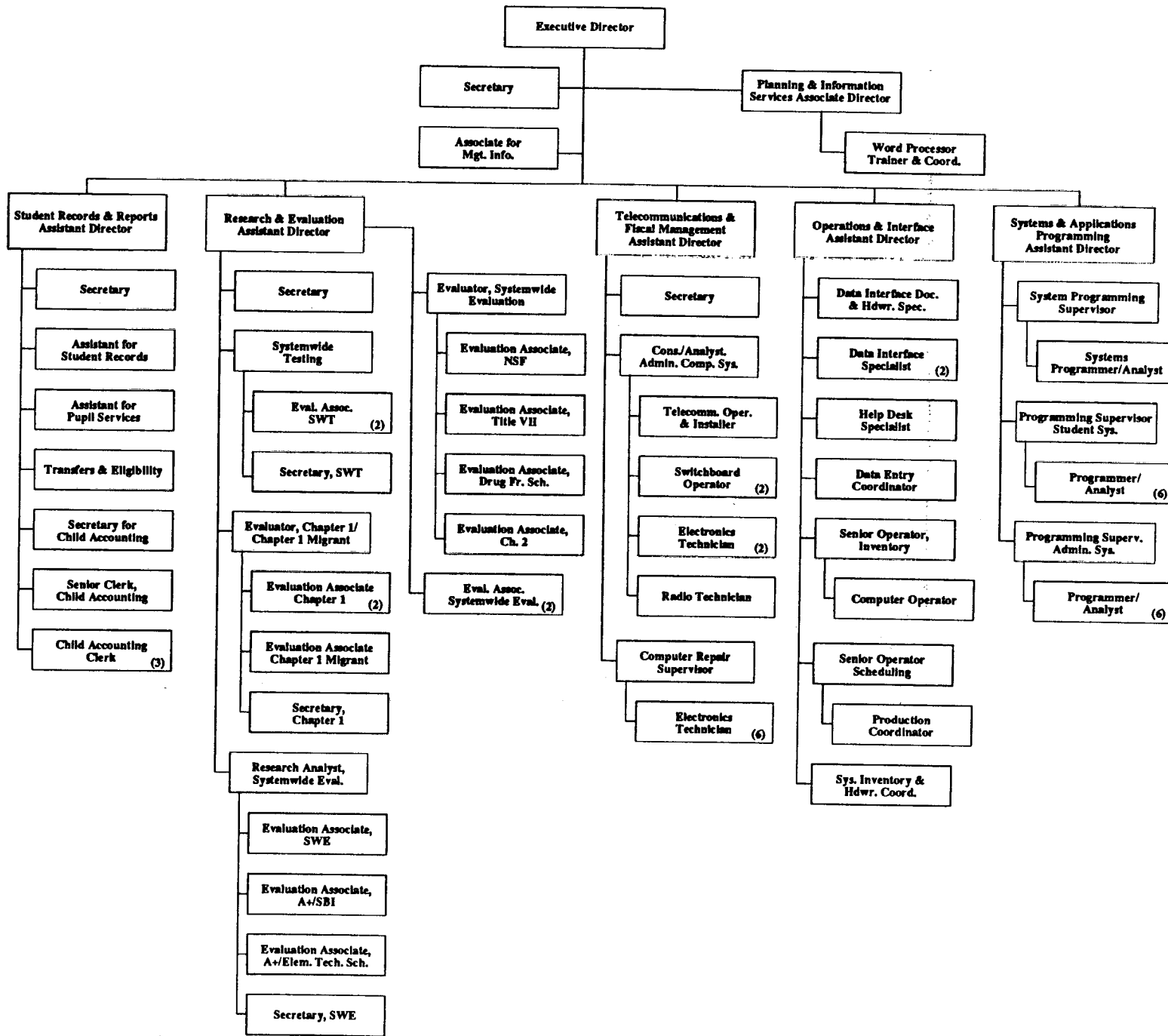
Instructional Computing does not report to the Department of Management Information. Instructional Technology is supported by one Administrative Supervisor and a Coordinator position. The Instructional Computing function reports directly to the Director for Planning & Innovation who reports to the Assistant Superintendent for Curriculum Support Services.

### 3. Summary of On-Site Findings

#### *Organization and Personnel*

**(F11.4)** The Research and Evaluation group is approximately 39% externally funded, primarily with federal dollars and some state and private dollars. Conversely, the District estimates the PEIMS programmers are equivalent to two full time positions. With the number of PEIMS submission requests increasing from two to three this year, the number of programming hours are expected to increase. These positions currently receive no external funding.

# Current Organization Structure Department of Management Information



**(F11.5)** The Management Information Department is not responsible for supporting the following systems within the District:

- Transportation Routing and Scheduling System (provided by Ecotran)
- Construction Management system
- Instructional Computing software.

**(F11.6)** With the proliferation of data networks throughout the District, the Department currently does not fund a network support technician position. The migration toward school-based administrative support systems will also, in all likelihood, require specialized support personnel.

**(F11.7)** Personal computer usage and support is limited within the Department. The Electronic Data Interchange (EDI) project is one of the few projects utilizing PC-based development. This project is aimed at enabling the District to exchange student transcript information with other educational institutions in the state via electronic transmission, as opposed to reproducing and mailing hard copy documents.

### ***Planning***

**(F11.8)** The District has developed a long range strategic plan for technology, which is tied to the District's strategic plan. While the technology document has been approved in concept by the Board, the funding requirements over a 10 year period have not been approved. These funding estimates do not tie to the operating budget of the Department and there does not appear to be a method or document in place which monitors the execution of the technology plan. Tactical planning and technology project approval remains dependent upon the availability of District funds.

**(F11.9)** The District has also developed an Information Architecture plan to guide the growth and integration of technology within the District. This document is to be used by the schools and administrative departments to guide their technology purchases. The Department has gone on record that they will only support the technology outlined in the Architecture document.

**(F11.10)** A formal disaster recovery plan has been in place for several years. The District has contingent agreements for hot site backup processing with Travis County Appraisal District. The District also shares a backup media exchange service with Austin Community College, so both organizations avoid outside service and storage cost.

**(F11.11)** The Department is using forms and procedures to regulate both one-time and ongoing system enhancement requests, problem fix and report requests.

**(F11.12)** The Department has converted several traditional data processing maintenance costs into new technology without increasing the operating budget (e.g., token ring network supporting vertical applications such as word processing and electronic mail).

**(F11.13)** The Department has made effective utilization of vendor relationships. Vendor sponsored projects and services have been acquired for nominal or no incremental cost. Examples include the funding of IBM and Apple for instruction prototype labs in four elementary schools and the assistance IBM provided in developing the Long Range Plan for Technology.

### ***Risk Management and Controls***

**(F11.14)** The move to the new administrative building provided an adequate facility for the computer equipment.

**(F11.15)** System and application access security is controlled by terminal and user sign-on and password. Access to confidential data, such as student attendance and grade information, is available through the appropriate security level. Elementary schools can change posted attendance history (usually one school level password). High school principals have access to grade, attendance and grade history files with their passwords. Registrars also have access to grade history, which is controlled through a second password. Changes to historical records are recorded in a historical log file, however, these logs are rarely printed and are not reviewed. The log files are also purged often due to disk space restrictions. The control at the campus can be circumvented by the exchange of passwords between principals and their administrative staff. This represents an internal control risk at the campus level.

**(F11.16)** Programming Supervisors and the Assistant Director currently have access to the production libraries (i.e., applications and data). A test environment for programmers to test changes to existing systems does exist.

**(F11.17)** Operating procedures appear to include adequate backup and recovery procedures.

### ***Standards and Methodologies***

**(F11.18)** The Department encourages its programming staff to utilize top-down structured system design practices, however, the Department does not currently follow a formal systems development methodology since many of the antiquated applications were not originally developed utilizing structured design and programming techniques.

**(F11.19)** The Department does not currently license any automated system development tools.

**(F11.20)** The systems development and maintenance activities are guided by a Standards Committee which meets weekly. The District is in the process of documenting the programming standards for structured development, screen standards, function keys, etc. The lack of a standard user interface creates difficulties for the user community and increases program maintenance time and expenses.

**(F11.21)** The Department is in the process of developing standardized user and operating procedures. It appears substantial progress has been made in this area.

### ***Systems Delivery***

**(F11.22)** Over 95% of the programming within the District is restricted to the maintenance of the existing application systems.

**(F11.23)** Program documentation appears to be adequate:

- User documentation has been removed from the programmer/analyst responsibilities and is developed and maintained in the operations area
- Technical documentation is developed by the programmer/analysts
- Operations documentation is prepared and maintained by the operations staff.

**(F11.24)** Program coding techniques are now based on structured programming techniques. However, the systems currently maintained were not developed under these standards making program maintenance untimely and costly to the District.

**(F11.25)** FOXPRO is being utilized in the Research and Evaluation area by one of the programmers. This represents the only PC-based development work currently underway. The District is not currently making adequate use of desktop computing tools and techniques.

**(F11.26)** All programming work (i.e., coding, debugging, testing, compiling) is currently done on the mainframe. The only PC-based development project currently underway in the District is the ExPRESS project to automate the transfer of student transcripts using Electronic Data Interchange (EDI).

**(F11.27)** Programmers are responsible for the development and maintenance of technical documentation. Operations & Interface staff are responsible for working with the programmers to create the user documentation. "Refresher" courses are provided for the school-based users each August prior to the start of the school year.

**(F11.28)** The user community is almost exclusively dependent on the Department of Management Information for the development and delivery of information requests. In

other words, given the current systems development toolset with many of the application systems near or at the end of their life cycle, the Department is too heavily reliant on the application programming staff to maintain the existing environment. This environment adversely impacts the efficiency and effectiveness of Management Information services.

**(F11.29)** Programmer/analysts have a dual role in the Department. They interact with the users to conduct the analysis of what the user's expectations are in terms of system enhancements. They are also responsible for coding the system enhancements, program testing, technical documentation and user sign-off. The Operations support group participates in the development process so that they can develop user documentation and train user personnel. The combination of analysis and programmer roles eliminates the quality control function and fosters an environment which may result in system functionality which does not adequately meet user needs.

**(F11.30)** Programmer/analyst cross training is limited. Each programmer has experience with only the applications they are responsible for supporting. The backup programming is supplied by the Student Systems and Administrative Systems Programming Supervisors. This places the District at risk in terms of Management Information's ability to support the current applications if they were to lose senior programmer/analyst staff.

**(F11.31)** The District's training budget for technical staff is limited. The Department conducts internal technology research by reading technology journals and disseminating findings via inter-department memorandums. Occasionally, internal training sessions with the programmer/analyst staff are conducted to cover standards or programming techniques.

### *Application Systems*

**(F11.32)** A portion of the financial application systems were developed in 1988 by ProTech of Houston using the Oracle toolset. Applications include Fund Ledger, Budget, Purchasing and Accounts Payable. ProTech "hard coded" many table values and report parameters, making the systems maintenance laden and inflexible. There are currently three internally developed inventory systems within the District supporting warehouse, Service Center and fixed asset inventories. These systems are not integrated and service separate department needs. The Work Order (SCWO) system has been developed internally as well. These systems are three to five years old. Purchasing Requisition system access appears to be limited within the District.

**(F11.33)** The current payroll system is approximately 15 years old. The District has an Oracle-based Payroll and Human Resource system on the shelf, however, it cannot be installed due to limitations in current hardware capacity. The existing system has been modified extensively and has limited growth capability. Allocation of stipends and labor distribution components of the system are scheduled to undergo major changes this year. This application is clearly at the end of its life cycle and requires intensive, costly maintenance and is no longer responsive to the fundamental requirements of the user

maintenance and is no longer responsive to the fundamental requirements of the user departments.

**(F11.34)** Formal plans for the replacement of older business support application systems have not been established. System enhancement or replacement projects in the application development backlog include payroll/human resources, budgeting and other financial system updates. The Department has developed a precedence for custom developed application systems, but with the availability of high quality commercial packaged software, the District should strongly consider packaged software as a viable alternative for systems delivery. The upfront costs may be substantial, however, the delivery time will be considerably shorter and the development and maintenance costs can be reduced and deferred to the supplying vendor; while the internal development staff focuses on the design and construction of unique application solutions for which there is no commercial software alternative.

**(F11.35)** The acceptance of the financial systems has met some resistance in the user community, as well as the applications programming area because of the limited functionality, intensive maintenance demands and the inefficient utilization of computer processing power.

**(F11.36)** The District is in the process of moving to school-based administrative information systems. The Columbia school administrative software will be installed at each campus for attendance and scheduling functions. This decentralization technology movement appears consistent with the District's site-based management initiatives.

**(F11.37)** Systems no longer in use are being phased out of the District's technology environment, including the school characteristics file, however, these are ancillary systems only. There are no plans for the needed replacement of the antiquated business support applications.

### ***Internal Reporting***

**(F11.38)** Project management tools and techniques are not adequately utilized within the department. A project management system is being developed internally. Microsoft's PROJECT under Windows is installed on one PC but does not appear to be actively utilized.

**(F11.39)** Job accountability standards are not in place because the District does not chargeback for data processing related services.

**(F11.40)** No evidence of a project tracking system was found to track the number, priority, budget and development timeframe for all Department projects.

**(F11.41)** The Department tracks inventory of instructional and administrative computer equipment and software purchased as capital expenditures.

### ***Hardware Capacities and Capabilities***

**(F11.42)** Scanning equipment employed by the Department includes optical character readers from student ID's for attendance, as well as bubble sheet readers.

**(F11.43)** The District is in the process of planning and investigating a custom telecommunications network in conjunction with Austin Community College, University of Texas, City of Austin, County and State participation. The network represents the latest in networking technology and will position the District to connect with and to various entities and information sources. The network will support voice, data and video communications.

**(F11.44)** The hardware currently in place at the District includes an IBM 4381 running the MVS/XA operating system. Response time and overall system performance is reported to be slow from the user community's perspective. The Department has plans to upgrade to IBM's ES9000/ESA environment. This processor has been planned to serve the Districts central processing needs for four to five years and assumes the continued migration of student applications to the individual campuses.

**(F11.45)** The responsiveness of the applications used by the schools has had an adverse impact on user productivity. Capacity planning should become a higher priority of the Department in order to communicate and acquire the planned upgrades well in advance of their need.

### ***Instructional Computing***

**(F11.46)** The District belongs to an instructional software consortium which gives them access to over 250 titles with unlimited copyrights. Texas Instruments has made over 100 titles available.

**(F11.47)** Instructional Computing includes support for both Apple and IBM instructional labs. These labs were funded by IBM and Apple at four campuses. These pilot labs include instructional courseware and computers which serve as the model for the computer aided instruction (CAI) standards as published in the Department's Information Architecture document.

**(F11.48)** Instructional Computing in the schools is supported by a hodgepodge of technology, including Texas Instruments, Apple, Macintosh and IBM equipment. Equipment and technology employed in the District includes personal computers, laser printers, scanners, CD ROM, computer networks, voice recognition, language conversion and electronic mail.

**(F11.49)** Instructional Technology is not staffed to provide training and support services. Most training and support is received from the software supplier.



**(F11.50)** As part of the Campus Improvement Program, each school identifies their instructional objectives. Instructional Technology uses these objectives and information received direct from teacher polling to review and evaluate instructional products and vendors. The primary source for this information is educational and computer trade publications.

**(F11.51)** Each campus is currently limited to \$1,000 per campus for instructional technology expenditures. Other funding sources include Technology Bonds and state and federal grants. IBM recently funded \$7 million for instructional technology equipment and training for three schools. One other school has been funded by Apple.

**(F11.52)** Each campus has formed Campus Technology Planning Teams responsible for the development of technology plans at the campus level including equipment, software, facility (labs), training, video and student outcomes (utilization of the planned technology). The quality of the planning documents and the degree of technology in instruction varies by school. The schools were instructed to refer to the Long-Range Plan for Technology in the development for their campus-based technology plans.

**(F11.53)** Chapter 1 funds have been used to purchase instructional technology for some campuses. If the school is classified as a school-wide Chapter 1 project or if scheduling allows for use of the equipment by both populations without displacing Chapter 1 students, non-Chapter 1 students can utilize the equipment. The utilization of technology purchased with Chapter 1 funds is made at the campus level, however, the interpretation of the rules for using this equipment by non-Chapter 1 students is not fully understood at the campus level.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C11.1)** Retention of the data processing staff. The Executive Director, Director and Supervisory positions have an average tenure of approximately 16 years with the District. The programmer/analyst staff has an average of nearly 6 years with the District.
- **(C11.2)** Investing a considerable amount of time in the development of a strategic information system plan. With the exception of the technology related areas outside of the span of control of Management Information, the document is effective in setting the future direction of technology support for the District.

- **(C11.3)** The District's plan to implement a custom telecommunications network in conjunction with the City, the University, Community College, County and the State appears to be a cost effective project which will pay great dividends once the investment is recaptured.

### ***Recommendations***

We recommend that AISD:

- **(R11.1)** Consider utilizing user liaison personnel to work with the user community to define needed enhancements to existing systems. These individuals would require systems analysis backgrounds which would allow them to focus on design, then communicate user feedback to the programmer/analyst staff. This would provide for separation of duties for the programmer/analyst staff so that programmers could focus on programming, prototyping, documentation and the technical aspects of system delivery through the utilization of updated tools and techniques. (F11.29)
- **(R11.2)** Acquire personal computer workstations and COBOL based maintenance aids for programmer/analyst personnel in order to develop internal personal computer expertise and to offload mainframe application maintenance and development processing. (F11.7, F11.25, F11.26)
- **(R11.3)** Employ programmer/analyst cross training so that adequate coverage for programming support exists in case it becomes necessary. Consider the periodic rotation of program maintenance responsibilities for each application area. (F11.30)
- **(R11.4)** Acquire query and report writer utilities in accordance with the data architecture environment which will support end-user ad hoc information requests. (F11.28)
- **(R11.5)** Compare the capabilities of commercially available project management software to the system currently being developed internally. Reconsider the make versus buy decision. (F11.38)
- **(R11.6)** Utilize computer performance monitoring tools and begin to chart processor utilization over time in order to plan accordingly. (F11.44)
- **(R11.7)** Conduct projects to evaluate the alternatives, costs and benefits for replacing several of the business support applications (i.e., fund ledger, purchasing, accounts payable, fixed asset management). (F11.34, F11.35)
- **(R11.8)** Move forward with the replacement of the payroll and personnel system. Re-evaluate the Oracle system on the shelf to ensure user requirements will be addressed

by the new system. If not, conduct a project to define needs and requirements and consider package software alternatives. (F11.33)

- **(RII.9)** The District should pursue the possibility of reimbursement for programmer/analyst resources and costs expended for PEIMS reporting requirements. (F11.4)
- **(RII.10)** Evaluate and select a systems development methodology, particularly if major development projects are on the horizon. Also, consider the acquisition of computer aided software development tools to aid and shorten the application development cycle. (F11.18)
- **(RII.11)** Organizationally, consider the value of making Management Information responsible for all information systems within the District, including instructional computing, bus routing and scheduling and construction management. This will help assure technology objectives and plans are consistently managed throughout the District. (F11.5)
- **(RII.12)** Consider additional technical support positions for the new school-based applications and network troubleshooting. (F11.6)
- **(RII.13)** Increase budgets for external technology training (e.g., project management, structured programming, CASE, SDLC). (F11.31)
- **(RII.14)** Move forward with the upgrade of the mainframe processor in order to improve system responsiveness and end user productivity. If additional current systems are to be replaced and enhanced considerably, re-estimate processor requirements. (F11.44, F11.45)
- **(RII.15)** Increase funding for computer aided instruction (CAI) training. Substitute teachers, in particular, do not fully understand CAI products. (F11.49)
- **(RII.16)** The pilot Apple and IBM instructional labs at the four schools has been successful. Consideration for increasing the number of similar labs is warranted. (F11.51)
- **(RII.17)** Improve the communication with principals regarding the utilization of instructional technology purchased with Chapter 1 funds for non-Chapter 1 students. (F11.53)

### **Financial Implications of Recommendations**

- If the Management Information Department is to become more of a development shop as opposed to the maintenance shop which currently exists, there are several system development tools which could benefit the Department and improve its

overall efficiency and effectiveness in the delivery of information systems. These include:

- Systems development lifecycle methodology
- Computer aided software engineering (CASE) tools
- Information access utilities
- Data base management systems
- Project management software.

Costs for these items have been derived from a sample of commercial products available in the marketplace and are estimated to be approximately \$360,000. (R11.4, R11.5, R11.10, F11.28, F11.38, F11.18)

- The hardware environment within the Department includes an upgrade to the CPU mainframe which is projected to serve the District for four to five years, as the number of school-based administrative applications continues to increase. The cost of \$275,000 for the upgrade is the current estimate as prepared by the Department and IBM. Personal computer workstations for PC-based developed are estimated to cost an additional \$80,000. (R11.2, R11.4, F11.25, F11.26, F11.44, F11.45)
- The Telecommunications Network cost of \$170,000 and savings of \$1,000,000 were provided by the Department based upon the RFP responses and an evaluation work completed to date. The investment represents the incremental increase over current proposed expenditures for the next 12 years. After the twelfth year, the savings will begin to accrue. (F11.43)
- Costs for salary and benefits for additional personnel in Management Information include a Network Support Technician (\$47,000) and two programmer/analyst positions (\$41,000 each) for a total of \$129,000. (R11.12, F11.6)
- See Financial Implications for recommendations R7.C.4 and R12.A.6 for the costs associated with the evaluation of prospective financial and payroll/personnel application systems. The cost is based on external assistance to develop system requirement specifications and to conduct an objective and impartial evaluation of the leading software suppliers. At the conclusion of the evaluation, the costs and benefits for migrating to a new financial application environment will be identified. (R11.7, R11.8, F11.34, F11.35, F11.33)
- The cost of providing training opportunities outside of AISD for Management Information staff is estimated to be \$25,000. (R11.13, R11.15, F11.31, F11.49)

***Finance***



## SECTION 12.0 FINANCE

The table below presents a description of the Finance section, its components and the performance measures which were examined. In the remainder of the section our findings, commendations and recommendations related to Finance are presented.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>This section deals with the effective financial planning, budgeting, accounting and auditing essential to the achievement of the educational goals of the District.</p>
<p><b>COMPONENTS</b></p>	<p>A. Accounting B. Budget Process C. Internal Audit</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Written Board policies related to financial management</li> <li>• Effectiveness of accounting systems, policies and procedures</li> <li>• Effectiveness of program cost accounting and expenditure control processes</li> <li>• Appropriateness of organizational structure to ensure proper internal controls</li> <li>• Appropriateness of staffing, levels and mix</li> <li>• Accounting manual developed and distributed</li> <li>• Effectiveness of budget systems, policies and procedures</li> <li>• Effectiveness of program budgeting</li> <li>• Effectiveness of budget monitoring</li> <li>• Utilization of position control processes</li> <li>• Budget manual developed and distributed</li> <li>• Methodology for prioritizing needs and analyzing proposed expenditures</li> <li>• Evaluation of compliance reporting process and timeliness</li> <li>• Content and comprehensiveness of internal audit plan</li> </ul>

## COMPONENT A: ACCOUNTING

### 1. Description of Component

The financial management component includes District-wide and campus-level activities that involve accounting for federal, state, local and activity funds, paying employees and filing related government reports.

### 2. Summary of Findings from Existing Reports and Data Sources

(F12.A.1) The following is a comparison of the Finance Department budget for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$785,572	\$795,572	1.27%
Purchased Services	\$2,540,700	\$2,664,625	4.88%
Supplies	\$14,550	\$14,550	0.00%
Operating Expense *	\$863,691	\$874,911	1.30%
Capital Outlay	\$1,750	\$1,050	-40.00%
<b>Total</b>	<b>\$4,206,263</b>	<b>\$4,350,708</b>	<b>3.43%</b>

Source: AISD Budget for the Year 1992-93

The responsibility for the financial management of AISD is assigned to the Finance Department under the Chief Financial Officer (CFO). The total budgeted staff is 28 employees, all of whom are funded entirely by the operating budget. Exhibit 12.A.1 provides an overview of the Department with respect to organizational structure and staffing levels.

(F1.A.2) AISD manages its financial operations in accordance with the Financial Accounting Manual, Bulletin 679, published by TEA. Bulletin 679 requires that:

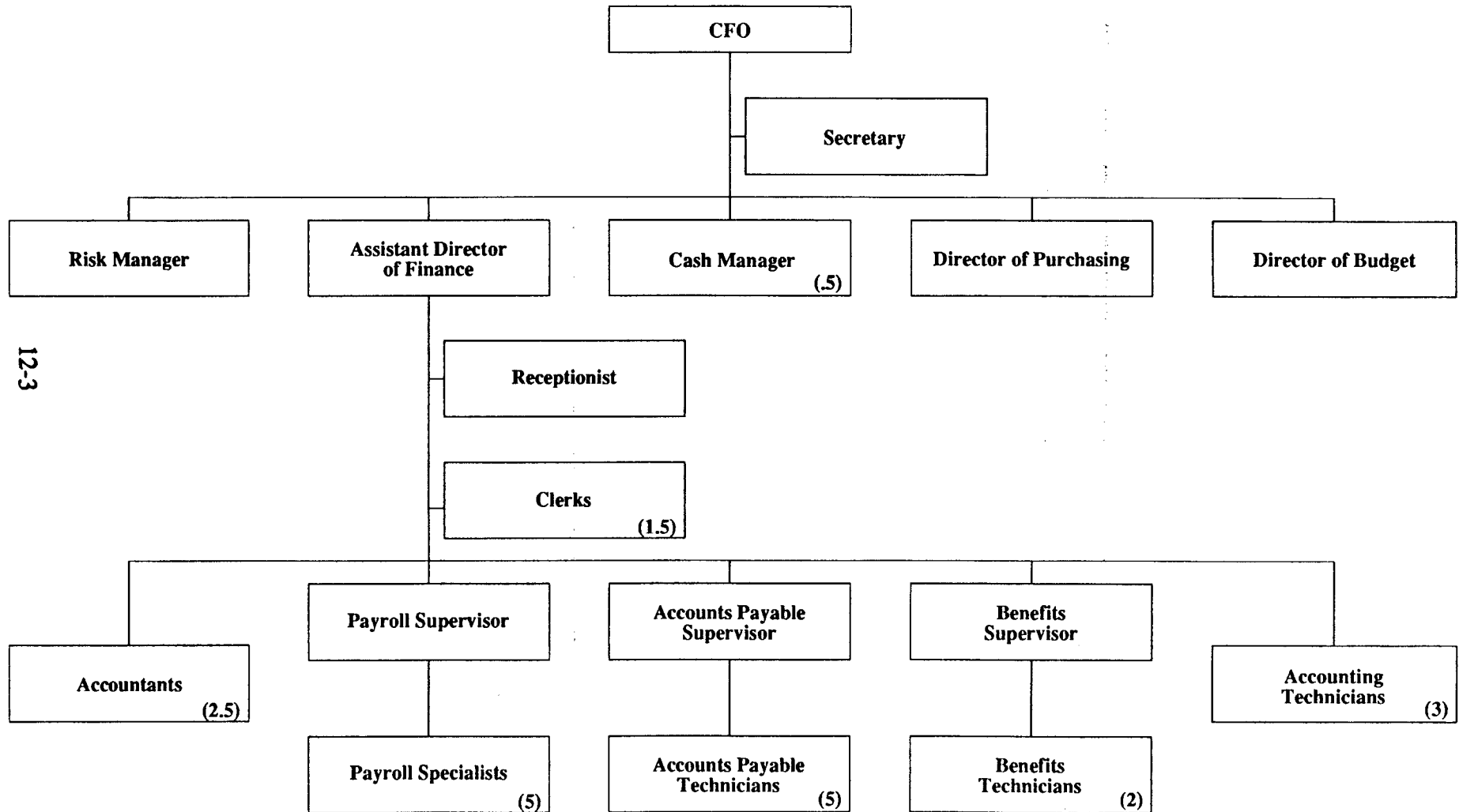
*Each school District must adopt and install an accounting system keyed to and correlated with the classifications in the budget. This accounting system must meet at least the minimum requirements prescribed by the State Board of Education and be approved by the state auditor. The account classifications outlined and described in this manual fulfill this requirement.*

(F12.A.3) The August 31, 1992 management letter from AISD's external auditor recommended improvements in the District's financial management in the following areas:

- The interfund payable and receivable accounts have not been reconciled at any time during the fiscal year, prior to preparation of the schedule for the annual audit by management.



# Current Organization Structure Finance Department



12-3

- The Finance Department produces and maintains the master file for all temporary employees (e.g. name, position, compensation rates, employee benefits, and payroll deductions), as well as, prepares and distributes payroll checks. The Finance Department staff also have the ability to establish new personnel files and update existing information on the master file.
- There is potential for duplicate payments for services performed by employees of the District. Requests for supplemental pay requests for the same services rendered by both a program administrator and the Personnel department can be reimbursed.
- There are instances of untimely filing of federal program reports. However, as of yet, these filings have not had an adverse impact on receipt of reimbursements from TEA or other grantor agencies.
- The fixed asset system does not provide adequate control over District property. The District needs a central location for fixed asset inventory, a permanent form of identification of fixed assets as District property and periodic physical inventory of fixed assets.

### **3. Summary of On-Site Findings**

**(F12.A.4)** Activity funds accounting, training, review and audits are presently managed by Internal Audit. These activities, with the exception of audits, should fall under the auspices of the Finance Department. To maintain its independence, Internal Audit should not be assigned any day-to-day operating functions. A majority of an Internal Audit secretary's time is spent on activity fund training, reviewing and auditing.

**(F12.A.5)** Schools are allowed to use non-appropriated activity funds to purchase instructional items and receive reimbursement for those items through the Central Office Reimbursement System (COR). This process results in a comingling of appropriated and non-appropriated funds, which is not a sound fiscal management practice. In 1991-92, CORs accounted for \$750,000 or one-third of all disbursements made to schools. There are approximately 8,000 to 9,000 COR transactions a year of which less than 5% are under \$25. To reimburse schools' activity funds for CORs, the Accounts Payable staff cut checks separately to reimburse the activity funds because each school has a separate bank account for its activity funds.

<b>AISD Central Office Reimbursement Usage</b>			
<b>Type of School</b>	<b>91-92 Disbursements</b>	<b>91-92 Net Budget</b>	<b>Percentage of Budget</b>
High Schools	\$267,642	\$586,671	45.6%
Middle Schools	\$121,100	\$434,970	27.8%
Grade Schools	\$364,149	\$1,233,706	29.5%
<b>Total</b>	<b>\$752,890</b>	<b>\$2,255,346</b>	<b>33.4%</b>

The COR process may result in appropriated funds not being expended according to state mandated purchasing guidelines because of the lack of supervision or review to ensure that bidding is occurring when required. Bid laws dictate that all item purchases totaling \$10,000 or more must be bid. During the first three weeks of the school year, the COR process is used instead of Purchase Orders and Warehouse requests. The COR process is used because budget data for the new year has not yet been loaded onto the general ledger, due to the timing of the budget approval process.

**(F12.A.6)** The District does not maintain a centralized fixed asset system which tracks equipment location, value, serial number, date of purchase, etc. In addition, AISD does not perform a physical inventory count on a regular basis. Each year, the Finance Department sends campuses a list of fixed assets assigned to them for verification, but the response rate to these requests is low. Also, when new equipment or other fixed assets are purchased by the District, the items are not tagged or assigned a unique inventory control number. The lack of fixed asset controls results in several problems. First, the District does not have adequate records for financial reporting purposes. Second, it is difficult to identify and replace obsolete equipment in a pre-planned manner. Finally, equipment which is not properly tagged is more susceptible to theft. Once such property is stolen, information which may assist in its recovery, (such as a serial number), is not readily available or even recorded.

**(F12.A.7)** Several personnel functions are currently performed in the Payroll section.

- The Payroll section is responsible for documenting employee status and compensation records for persons on the hourly payroll. Payroll staff also set up employee records for athletic game workers and the school board election temporary workers.
- Currently, Payroll can access and change employee records, as well as change and correct employee account numbers. No controls are in place to prevent Payroll staff from creating fictitious employees and generating checks to "pay" them.

- A Payroll employee sets up the compensation records for most supplemental pay requests. No supplemental pay requests are written or processed by Personnel for recruitment signing bonuses. As a result, the bonuses are treated like vendor payments rather than as salary in the Finance Department.
- The Personnel department is responsible for the payroll calculation. However, for employees beginning work in the middle of the year, the Payroll section calculates the net pay owed to the new employee rather than the Personnel Department.
- The Payroll employees track leave for hourly employees and some classified employees (i.e., bus drivers). The Leave Office, within the Personnel Department, tracks the leave for other employees. Because both offices use different procedures, a lack of coordination occurs when employees take a leave of absence.
- Recently, when a change in the Texas Retirement System (TRS) required that retirement forms be completed for all employees over 15 hours, confusion arose over which department was responsible for collecting the forms from current employees. Eventually, the Personnel Department collected forms from clerical workers and the Payroll Section of Finance collected forms from the hourly workers, such as athletic event workers. The Benefits office processed the forms once collected.

**(F12.A.8)** The District does not have a mechanism in place for detecting multiple supplemental pay requests. Supplemental pay requests, for such things as teaching a class through Community Education or sponsoring an extra field trip, can be made directly through departments, Community Education, and Personnel to the Payroll section. This can result in duplicate payments for the same services. Some employees have been set up on the payroll file more than once and have received multiple payments for supplemental work.

**(F12.A.9)** Not all employees are paid through the District's central payroll system. The Community Education and Food Service Departments have their own payroll function to pay part-time teachers and workers who are not on the AISD employee roster.

**(F12.A.10)** The Finance Department does not provide comprehensive training on financial procedures to all staff.

- New bookkeepers and secretaries are given the opportunity to attend a new supervisor orientation and principals are given an opportunity to attend an orientation, however, not all new supervisors and principals attend these orientations. There is no concerted effort to track new program and grant managers or summer school administrators to encourage them to attend training sessions.
- There has been no attempt to train existing principals or their staff on changes in accounting procedures or account codes.

- **There is no current District approved accounting and payroll procedures manual. Employees of the District are not systematically informed of procedures or changes in accounting practices. Accounting and payroll policies and procedures are not evaluated and revised annually in accordance with changing federal, state and local requirements.**
- **Many new employees and supervisors became grant managers within the last budget cycle. No systematic method of contacting those new grant managers was made to train them in budgeting and accounting techniques necessary for grant management.**

**(F12.A.11) The placement of the Assistant Director of Finance on the classified pay scale has resulted in a disparity between his span of control and responsibilities, when compared to his salary and position title. The Assistant Director of Finance performs and supervises several line functions (payroll, accounts payable, financial reporting) and is responsible for a department with 21 employees. Assistant Directors and Directors in Personnel and Budget with similar responsibilities, similar experience, and fewer supervisory and management responsibilities are considered administrators and are paid substantially more than the Assistant Director of Finance. Based on our review, it would appear that the responsibilities and duties of the Assistant Director of Finance are commiserate with the other District positions at the Director level.**

**(F12.A.12) Management coordination and planning is lacking in the Finance Department. Regularly scheduled staff meetings are not conducted. Activities related to conducting analyses and evaluations of accounting activities, to closing the books at year-end or to preparing schedules and reconciliations for the external auditors are not performed.**

**(F12.A.13) The organizational structure of the Finance Department does not promote efficient management. First, the Assistant Director of Finance has a 1: 21 span of control. Second, the Benefits staff does not report to the Risk Manager. Third, the Accounting Technicians do not report directly to the Accountants. As a result, efficient and effective communication within the Department is difficult.**

**(F12.A.14) The Finance Department does not have a training program in place which assists the professional accountants (CPAs) in maintaining their certification. The District does not provide accounting professionals financial assistance for attending continuing education courses offered outside the District.**

**(F12.A.15) Finance Department staff are knowledgeable of their tasks and are cross-trained for a variety of jobs. Many comments from program areas were made, stating that the Finance staff were helpful with areas not in their jurisdiction, as well as with accounting matters.**

**(F12.A.16)** The District pays employees on five different payroll cycles, biweekly, monthly, teacher, hourly and substitute. During the fiscal year 1990-91, the District will disburse one or more payrolls in 34 of 52 weeks.

**(F12.A.17)** The payroll system is approximately 15 years old and does not meet the current needs of the District. Several identical sets of information are maintained manually. Required functions not currently provided include:

- Timely accrual of vacation/sick leave
- Accounting for wage garnishments
- Historical payroll records
- Management reports
- Automated reconciliation of payroll deductions
- Table-oriented payroll deductions which are date sensitive
- Overtime authorization
- Automated tracking of garnishments.

**(F12.A.18)** The Accounts Payable system does not meet a number of fundamental operating requirements:

- The District's Accounts Payable system does not interface with the purchasing system (PREQ), which results in time consuming and labor intensive manual processes. The Accounts Payable section must receive hard copies of the requisition purchase order, receiving sheet and invoice before the payment process begins, rather than receiving electronic copies via the purchasing system. In some instances, Accounts Payable staff sends invoices (via campus mail or fax) to user departments for account code information before the invoice is processed.
- Response time for the on-line portions of the Accounts Payable system is poor.
- There are no report writer utilities to facilitate the development of the necessary analytical reports. The Finance staff must rely on data processing to generate the necessary reports.
- The Accounts Payable staff is unable to print a single voucher without running an entire batch of vouchers. If printing single vouchers were possible, the staff would be able to process larger batches in a more timely manner.

- The Accounts Payable system cannot write checks for over \$1 million because of the field limitations.
- The Accounts Payable system is unable to print any information describing the item or service being reimbursed on check stubs. Vendors often call for clarification or request that an additional invoice which lists the reimbursed items, be attached to the check.

**(F12.A.19)** About 16,000 confirmations, worth several hundred thousand dollars, are processed each year by the Accounts Payable section. A confirmation must be filed when a Department purchases supplies, services, or equipment without a purchase order. Typically, confirmations are used for last minute purchases, such as a registration for an event or unplanned equipment repair. The Service Center, Transportation Department and school bands are the most frequent users of confirmations, accounting for approximately 20% to 25% of all confirmations. Confirmations are not reviewed on a regular basis to ensure that the District is in compliance with state bid laws. During the first three weeks of the school year, the COR process is used instead of Purchase Orders and Warehouse requests because budget data for the new year has not yet been loaded onto the general ledger due to the timing of the budget approval process.

**(F12.A.20)** Our review identified two problems with respect to paying teachers and other employees working in the summer school program. Some accounting practices were questionable, such as payroll for high school summer school programs being processed through school activity funds and Central Office Reimbursements. In addition, communication between the Personnel Department, the Finance Department and schools is poor with respect to summer school. This lack of communication resulted in schools not notifying central office that new summer programs were to be implemented and Personnel not setting up temporary files or notifying Finance to process pay checks for the personnel. Some of summer school teachers were not paid for three months.

**(F12.A.21)** The District is losing money on grants because inter-departments billings are submitted after the District has closed the books for grants and has already returned excess funds to the granting agency. Three years ago, the District lost approximately \$50,000 because the departments were not submitting inter-district receivables in a timely manner.

**(F12.A.22)** There are poor controls within the District's Accounts Payable and Payroll sections:

- There are inadequate controls on the District's check stock. Check stock is kept loose in the vault and in a lock box held by the cash manager. Persons with access to the check signer also have access to the check stock in the vault.
- The key to the check signer is not kept in a secure location. Currently, the key is kept by a clerk in an unlocked desk drawer.

- A review of manually generated checks, in-house checks and direct pay checks is not performed once the checks are signed.
- The check-signer log and check registers are not reviewed against the bank records during reconciliation.
- Some hand-typed checks, including benefits payments, do not have a completed Purchase Order or voucher attached as documentation to substantiate the payment.
- The list of repetitive wire transfers is not reviewed on a regular basis, which inhibits effective accounting controls.
- Checks over \$1 million can not be written on the Accounts Payable system because the checks do not have sufficient room for the digits. Thus, all checks over \$1 million must be hand-typed. The cash manager is not always informed when the checks are written or when they are being released.

**(F12.A.23)** Staffing levels in the Finance Department may not be appropriate, as the Department experiences a high usage of overtime. Based upon our review, it would appear that the staff resources within this Department are short. Overtime payments to Finance staff from August to early December totaled approximately \$18,400 and are attributed to the following functions:

- Accounts Payable      \$ 4,000
- Payroll                      \$10,000
- General accounting    \$ 3,500
- Other                         \$ 900

**(F12.A.24)** The Finance Department does not utilize electronic transfer of funds for accounts payable disbursements, even though the District's bank has offered this service. Use of electronic fund transfers for routine payments, such as service contracts, would streamline payment procedures and provide for more effective cash management.

**(F12.A.25)** The Finance Department has not implemented program codes as outlined by TEA Bulletin 679.

**(F12.A.26)** Untimely filing of federal program reports has occurred. As detailed in the external audit report, as of yet, these filings have not had an adverse impact on receipt of reimbursements from TEA or other grantor agencies.

**(F12.A.27)** Travel allowances are provided to certain District employees on a monthly basis. Receipts for travel related expenses are not collected and documentation of the miles actually traveled is not required. Since no travel vouchers are collected, the money is treated as taxable gross income. An internal audit conducted in 1987-88 found that \$278,000 was spent on travel allowances.



**(F12.A.28)** The billing process for facility use by parties outside the District is not consolidated within the Finance and Purchasing Departments. Community Education uses its own billing procedures and rental fee schedule to bill for facility use.

**(F12.A.29)** Classified employees are allowed to use more leave than they have accrued. If an employee in this situation resigns, the District tries to recoup the "over paid" salary expenses by pursuing funds from the employee's teacher retirement system funds. However, this method is effective with only 50% of the classified employees who resign and have used unearned leave, due to the complexity of the process (i.e. the District needs to secure power of attorney for the TRS funds).

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C12.A.1)** A service-oriented Finance staff, who are flexible and work in areas outside of their scope when needs arise, such as assisting in the development of grant budgets and responding to various personnel-related inquiries.

##### ***Recommendations***

We recommend that AISD:

- **(R12.A.1)** Transfer responsibility for activity funds accounting, training, and review from Internal Audit to the Finance Department. (F12.A.4)
- **(R12.A.2)** Establish a system of petty cash accounts for schools and departments which can be utilized for small, emergency purchases and eliminate the COR and confirmation processes. The petty cash accounts should be set up at one bank location to facilitate control and an efficient reimbursement process. Eliminating the widespread use of CORs and confirmations will result in control over District purchases and compliance with bid laws. (F12.A.5, F12.A.19)
- **(R12.A.3)** Implement a fixed asset inventory system, conduct physical inventory counts on a regular basis and place identification tags on capital equipment. Then, analyze available fixed asset inventories prior to purchasing new fixed assets. (F12.A.6)
- **(R12.A.4)** Initiate efforts to combine the various payroll cycles into one cycle for all employees. This effort should include discussions/negotiations with the appropriate employee groups representing District employees. (F12.A.16)

- **(R12.A.5)** Initiate a study to define requirements and evaluate alternatives for a new payroll system (in conjunction with a human resources information system). The following features should be considered:
  - On-line employee attendance reporting.
  - Maintenance of employee pay history for trend and historical analysis.
  - Automated payroll adjustment capability.
  - Unlimited number of deductions, taxes, pre-tax deductions and employer contributions.
  - Direct deposit of employees' earnings to bank accounts.
  - Accrual of vacation and sick leave.
  - Capability to process special and temporary contract service payrolls.
  - Overtime authorization.
  - Automated audits to prevent double payment of Supplemental Pay Requests. (F12.A.8, F12.A.9, F12.A.17)
  
- **(R12.A.6)** Initiate a study to define requirements and evaluate alternatives for new financial information systems. With respect to the Finance Department, the following features should be considered:
  - Interface with the purchasing system (PREQ).
  - Improved response time for the on-line portions of the Accounts Payable system.
  - Report writer utilities to support the development of necessary financial reports.
  - The ability to print a single voucher without running an entire batch of vouchers.
  - The ability to write checks for over \$1 million.
  - Information on check stubs explaining the item or service being reimbursed.
  - Improving the timeliness of inter-departmental billings submission.

- A system for writing large checks through the computer system and notifying the cash manager of the release of all large checks should be devised. (F12.A.18)
- **(R12.A.7) Transfer responsibility for the following functions from the Finance Department to the Personnel Department:**
  - Creation and maintenance all personnel files, as well as tracking all employees' leave.
  - Data entry and correction of all salary and account code information on the information system.
  - Salary calculations.
  - Establishment of all compensation records for supplemental pay requests and for signing bonuses. (F12.A.7, F12.A.8)
- **(R12.A.8) Review and modify policies and procedures to:**
  - Provide an orientation session with respect to finance and accounting procedures requiring new principals and bookkeeper's attendance. Train current staff and supervisors on the changes in accounting procedures and codes. Program managers should also be required to attend training sessions. This would reduce the amount of time on the phone trying to explain new codes and procedures. (F12.A.10)
  - Develop, review and distribute a Finance procedures manual and update it annually. (F12.A.10)
  - Create a year-end plan to prepare necessary financial statements, reconciliations and schedules prior to the external auditors' on-site work. (F12.A.12)
  - Utilize electronic transfers for professional dues, benefits payments, and regular bills (i.e., service contracts). (F12.A.24)
  - Plan and manage summer schools through the traditional budgeting and finance processes. (F12.A.20)
  - Improve internal controls in Payroll and Accounts Payable with respect to the following:
    - Security of the check stock

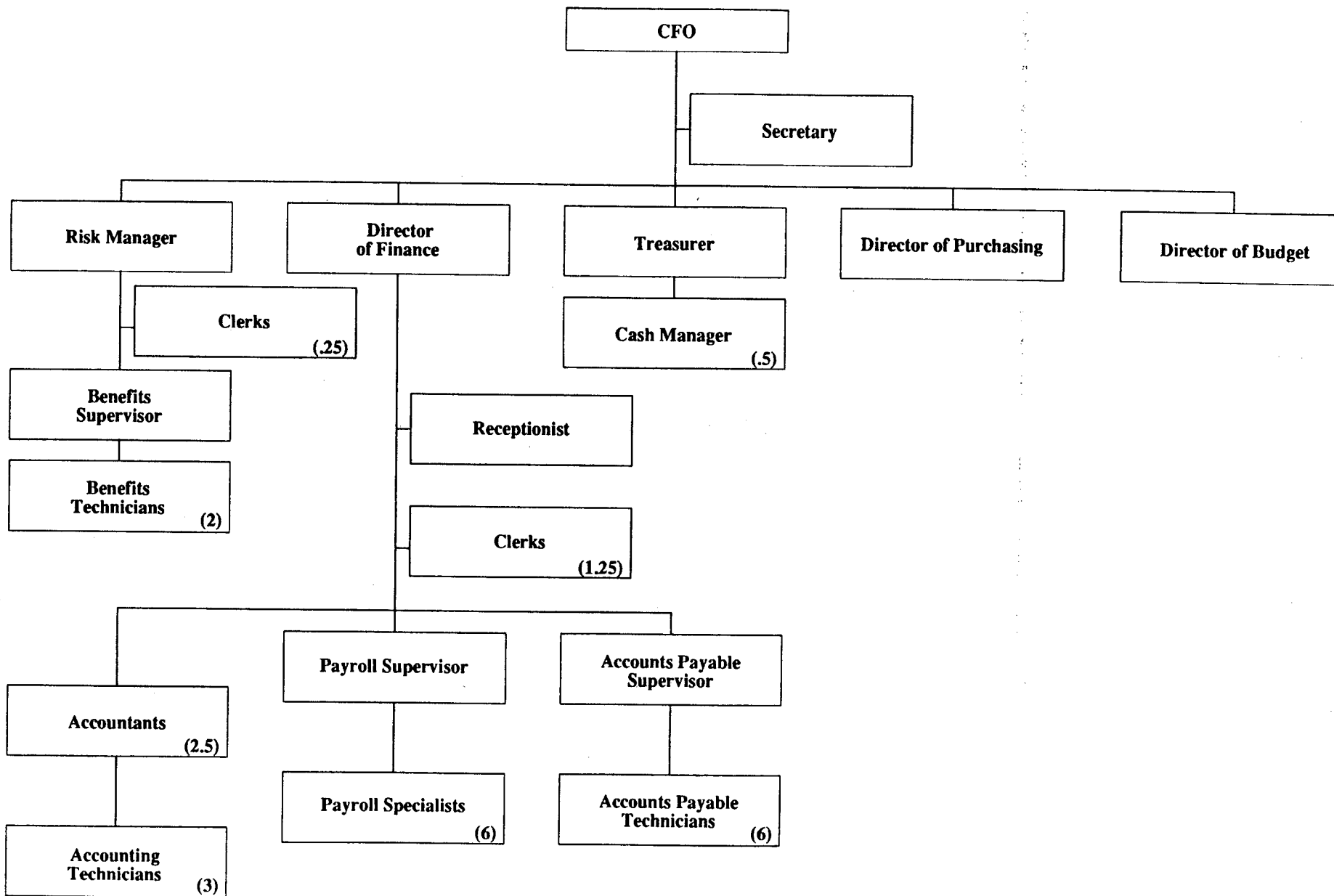
- Security of the check signer key
- Review of manual, in-house and direct pay checks after signing
- Review of check signer log and check registers compared to bank records
- Documentation for hard-typed checks
- Review of repetitive wire transfers
- Notification of cash manager before checks over \$1 million are released (F12.A.22)
- Implement TEA Bulletin 679 program codes. (F12.A.25)
- Eliminate the policy of advancing leave to classified and bi-weekly employees. All leave, including state leave, should be earned. (F12.A.29)
- Reexamine the travel stipend policy and establish a cost-effective manner of accounting for the use of travel stipends. (F12.A.27)
- Transfer and standardize all facility billing procedures from the Community Education Section to the Finance and Purchasing Departments. (F12.A.28)
- Create a training policy and guidelines for the Department. (F12.A.14)
- **(R12.A.9)** Initiate efforts to perform resource requirements analysis for the Finance Department to determine appropriate staffing and compensation levels that will have similar staffing levels and functional tasks as other large school districts. Based upon our initial review of the current organizational staffing and structure, it appears that the following changes are necessary:
  - The reclassification of the position of Assistant Director of Finance to Director and placement on the administrative pay scale. (F12.A.11)
  - The addition of one accountant to relieve the Assistant Director of Finance of line tasks and to allow him more time to manage personnel, prepare for audits, develop training programs and schedule reviews and analysis. The accountant should review grant purchases and file the required Federal program reports in a timely fashion. (F12.A.12, F12.A.26)

- The addition of an accounting clerk to perform all the clerical functions currently performed by the accountants, work with payroll, accounts payable and activity funds. (F12.A.23)
- Provide the required foundation to accomplish the aforementioned recommendations by establishing the recommended organization structure for the Finance Department (see Exhibit 12.A.2). Once established, develop and utilize job accountability standards to schedule and measure productivity and work performance.

### **Financial Implications of Recommendations**

- Implementation of a fixed asset inventory system would require Accounts Payable to need two fewer clerks (as a result of automating invoice shipping and receipts), saving the District \$52,000 annually. (R12.A.3, F12.A.6)
- Reducing overtime for the Finance Department would save approximately \$37,000 annually based on historical overtime costs.
- Hiring two full-time employees would cost approximately \$68,400 in salaries and benefits: one Accountant I for \$41,800 on a CP-2 scale and an Accounting Clerk IV for \$26,600 on a CT-5 scale. In addition, reclassifying the Assistant Director of Finance to Director and placing the position on the administrative salary schedule will cost approximately \$8,000. (R12.A.9, F12.A.11, F12.A.12, F12.A.23, F12.A.26)
- Savings from more timely processing of inter-departmental receivables would be at least \$10,000 annually based on historical trends. (R12.A.6, F12.A.21)
- The information technology studies to define requirements for, evaluate, and develop a financial information system would likely cost approximately \$75,000, unless performed by internal resources. (see also R11.8 and R12.B.6) (R12.A.5, 412.A.6, F12.A.8, F12.A.9, F12.A.17, F12.A.11, F12.A.12, F12.A.23, F12.A.26).
- See Financial Implications for recommendation R7.C.3 in Hiring and EEO for the cost of a study to evaluate personnel/payroll systems alternatives.

## Recommended Organization Structure Finance Department



12-16

## **COMPONENT B: BUDGET PROCESS**

### **1. Description of Component**

The budgeting component includes District-wide activities related to developing program plans for achieving goals and objectives, translating program plans into fiscal requirements, allocating available resources among the schools and support units, and monitoring compliance with budgets throughout the fiscal year.

### **2. Summary of Findings from Existing Reports and Data Sources**

**(F12.B.1)** The following is a comparison of the Budget Department budget for 1991-92 and 1992-93:

<b>Account</b>	<b>Budget</b>		
	<b>1991-92</b>	<b>1992-93</b>	<b>Variance</b>
Payroll	\$80,889	\$80,895	0.01%
Purchased Services	\$6,000	\$7,450	24.17%
Supplies	\$1,500	\$1,500	0.00%
Operating Expense	\$500	\$500	0.00%
Capital Outlay	\$250	\$0	-100.00%
<b>Total</b>	<b>\$89,139</b>	<b>\$90,345</b>	<b>1.35%</b>

Source: AISD Budget for the Year 1992-93

The total budgeted staff is two employees, which are funded entirely by the operating budget.

**(F12.B.2)** During last year's budget approval process, two proposed budget documents were presented to the Board for review and discussion. The first was the traditional budget prepared by District management. The second was a budget prepared by the Board President. Management's budget was adopted as the working budget and amendments were made to that document.

### **3. Summary of On-Site Findings**

**(F12.B.3)** The AISD budget is not based on the District's strategic plan or annual goals and objectives set by the Board. At the beginning of the budget process, the Board approves a set of assumptions on which the budget is based. These assumptions relate primarily to projected enrollments, anticipated tax rates, projected salary increase, etc. However, these types of assumptions are not related to an annual plan or set of priorities for the year. As a result, the budget document ends up being "the plan" and resources can be allocated to programs or activities which do not move the District towards attaining the strategies and objectives delineated in its strategic plan. The efforts of the Board's ad hoc sub-committee on annual goals may help alleviate this problem for the 1993-94 budget if Board consensus is achieved and communicated prior to the initiation of the budget development process in February.

**(F12.B.4)** Schools in AISD are required to submit a Campus Improvement Plan (CIP) each year. A CIP sets forth the goals and objectives of the school for the next year in areas such as instruction, school climate, staff development, etc. and is prepared by the Campus Leadership Team during the spring semester. However, the CIP process is not linked with the budgeting process to ensure that the schools will have the budgetary resources required to implement their plans.

**(F12.B.5)** The calendar for the budget development process does not facilitate the timely adoption of the budget (see Exhibit 12.B.1). As mentioned previously, the budget development process begins in February with the approval of the budget assumptions. Typically, the Board does not adopt the budget until the last month of the fiscal year (early to mid-August) which does not facilitate a smooth transition from one fiscal year to the next. The timing of the process results in difficulties in accomplishing other critical tasks in the District, such as hiring new staff for the beginning of school and setting up the new budget on the general ledger so purchases for the new school year can be made in a timely manner. In addition, the central office departments may have difficulty planning for school support functions during the spring and summer due to the uncertain nature of budget resources.

**(F12.B.6)** Prorations in state aid contributed to a late budget approval and resulted in a hiring freeze at the end of fiscal year 1991-92. This year there will be another proration, and the District will not be notified of the amount of aid not recouped until late in the school year. The timing of the budget approval resulted in the following situations:

- The hiring freeze combined with the late adoption of the budget caused an uncertainty in the number of positions required for the next school year. The Personnel Department had to determine personnel cuts, transfer the surplus teachers and hire staff for the remaining campus positions in a few short weeks. The District lost many quality teacher recruits, including bilingual teachers, because they were unable to offer and guarantee the top candidates positions before the acceptance deadlines of other school districts.
- Purchase orders for the new year were not entered or processed until the new budget was finalized and loaded in the general ledger causing a virtual standstill of purchasing, except for those invoices processed through the confirmation process.
- Health Services was forced to retain a laid-off employee with money set-aside for another position because it was too late in the year to terminate the employee's contract.

**(F12.B.7)** AISD does not have a system in place to measure the performance of various programs and then allocate budget resources to the programs based on performance. This can result in resources being allocated to programs which are unsuccessful or do not move





the District towards attaining its goals and objectives. The Office of Research and Evaluation conducts evaluations of some of the programs offered within AISD, but it does not appear that the results of their studies are incorporated into the budget development process. Recently, ORE has expanded their effectiveness rating criteria to include a cost component, which attempts to measure program effectiveness compared to fiscal resources expended.

**(F12.B.8)** School budgets are prepared centrally and then forwarded to the campuses after the District budget has been adopted. Campuses are allocated resources and do not participate in a budget development process where local needs are communicated and prioritized. Principals and Campus Leadership Teams only have discretion over the per pupil allocations given to schools for instructional supplies and some capital items. The number of teachers and other support staff are allocated by the Personnel Department with little or no input from the campuses. If a Campus Leadership Team wishes to modify a school's staffing allocation, approval must be obtained from the Personnel Department and in some cases, the Board.

**(F12.B.9)** No formal operations or facility plan is incorporated into the budget process. The Five-Year Financial Forecast does not project facility needs, maintenance needs and capital expenditures. Energy, insurance, and other fixed operational expenditures are projected solely based upon the Consumer Price Index increases. This practice provides a disincentive to increase efficiency.

**(F12.B.10)** The Budget Department does not provide in-service training on budget preparation or new budget requirements and procedures to budget managers (principals, bookkeepers, grant and program managers and directors). As a result, many budget managers believe they do not have an adequate understanding of the budget process. In addition, some budget managers do not receive copies of the budget manual, despite the requirement that each create a budget for their programs. Furthermore, no formal training has been provided to educate budget managers about the recent changes in TEA account codes.

**(F12.B.11)** The Board has little information regarding grants and how those grants are used. Smaller grants are not budgeted or included in any budget documents. The Finance Department Accountant in charge of approving expenditures is the sole grant reviewer. The distribution of grant money among schools is made by the program administrator and is not approved by the Board. No policy exists that governs the allocation and administration of the grants and no clear review of grant administration budgeting decisions occurs.

**(F12.B.12)** A system for position control does not exist. Although the budget lists positions and no positions can be added without the Board's approval, there are no effective procedures governing the coordination and tracking of position allocations by the Personnel and Finance Departments. Position tracking is done manually by four individuals within the Personnel Department.

**(F12.B.13)** The current budgeting process does not provide for the consolidation of funds appropriated to a specific school or department. A school or department which has budget appropriations from the operations fund and other revenue sources, such as grant funds will have two or more budgets to manage. It is difficult to determine the total cost of a facility or program since funds are not consolidated for schools and departments.

**(F12.B.14)** Transfers within functional codes between cost centers do not require Board approval regardless of the dollar amount of the transfer. For example, in the past year, the substitute budget was transferred from the Substitute Office to the various departments, who use substitutes. Although some of the transfers were as large as \$50,000, the Board was not informed that any transfers had occurred. This results in a lack of control over budgeted funds and could result in funds being diverted to purposes for which they were not intended without the Board being aware of the transfer.

**(F12.B.15)** The computer system used by the Budget Department is outdated, time consuming to use, and does not perform several basic budgeting functions. It takes the two programmers several days to load the expenditure accounts for the general fund from the budget system into the general ledger. All revenues, grant budgets and external funds are entered manually. There is no edit mode or budget building mode on the current computer system. The system is also unable to allocate benefits back to each department. Consequently, the Budget Department must manually allocate those numbers after the budget process is finished.

**(F12.B.16)** Board policies with respect to budgeting are limited. No local policy exists that describes the roles and responsibilities of all District staff involved in the budget process. Furthermore, there is also no policy for controlling full-time equivalent positions, evaluating and prioritizing special needs of the District, analyzing prior year budgets and expenditures, or training the staff in budget development.

**(F12.B.17)** Monthly reports on the status of budget versus actual expenditures are not presented to the Board. A mid-year review of the status of the annual spending plan (income and expenditures) is made and necessary budget amendments are on the agenda for School Board meetings. The limited financial reports/information makes it difficult for the Board to monitor the District's financial situation on an on-going basis.

**(F12.B.18)** Budget managers indicated that the management reports they received from the information systems supporting the budget administration process are difficult to read and interpret.

- The AISD purchasing system does not commit (pre-encumber) funds for purchase requisitions, which causes a lag in information from the time a requisition is generated at the department/school to the time a purchase order is cut and the funds are encumbered.

- Some departments and schools keep a separate set of "books" to monitor their budgeted funds, which is a duplication of effort.
- The monthly budget reports include only encumbrances, expenditures and available balances. The reports do not provide the budget managers with historical comparisons or variance analyses.

**(F12.B.19)** Currently, employee benefits are budgeted and paid out of a central account. As a result, schools and departments do not have an incentive to consolidate functions to hire the fewest number of employees necessary to minimize benefits costs. For example, if 80 hours of work per week needed to be done, a school or department could hire two people to work 40 hours a week or four people to work 20 hours a week, the former requiring benefit payments for only two individuals while the latter requires benefit payments for four individuals (under current AISD policy related to employee benefits).

**(F12.B.20)** Board members indicated some frustration with the budget document that is presented to them by District management. Board members stated that the budget document was hard to interpret and analyze. For instance, because funding is shown at the function level, it is difficult to tell how much is allocated for coaches stipends versus teacher salaries (Function 11). Also, Board members find it difficult to track fund allocations when monies are redistributed to various departments because of organizational changes or realignment of activities or responsibilities. Board members noted that the budget document compares the proposed budget to the budget for the previous year, but does not show actual expenditures for the previous year. Finally, Board members were concerned that the District does not engage in a zero-based budgeting effort, but instead develops the budget document with the philosophy that "we had it last year, so ask for it again this year."

#### 4. **Commendations and Recommendations**

##### *Recommendations*

We recommend that AISD:

- **(R12.B.1)** Revise the budget document to include the following in order to more fully meet the needs of the Board and other users:
  - The proposed Budget should include a report on the program/department/school's performance as a means to justify the budget request. (F12.B.7)
  - A comparison of proposed budget and prior year's actual expenditures. (F12.B.20)

- Illustrate the relationship between the Board policy and budgeted resources, between program goals and budgeted resources and between performance measures for schools and departments and requested resources. (F12.B.7, F12.B.3)
- Include ORE reports and audit results from all grants to show the scope, effectiveness and cost per student. (F12.B.7)
- Create budget summaries of cost centers with multiple budgets and sources of funds including more detailed breakdowns of internal and external funds. (F12.B.13)
- **(R12.B.2)** Create a 5-year facility plan that is linked to the capital budget. The facility plan should track student projections, maintenance needs, and facility and portable expansions, relocation, and reductions on a flexible, long-term basis. (F12.B.9)
- **(R12.B.3)** Define requirements for, evaluate, develop and implement a human resources information system, which includes a position control system with interface to budget systems and the Personnel Department. (F12.B.12)
- **(R12.B.4)** Address policy and procedures issues related to the budget process and clearly communicate the resolution to all budget managers. Issues to be addressed include:
  - Creating a board policy on budgeting responsibilities and the budget process (F12.B.16)
  - Requiring Board approval on large transfers between cost centers, even if the functional codes are identical. (F12.B.14)
  - Delegating responsibilities for drafting initial school budgets and amendment requests with the Campus Leadership Teams. (F12.B.8)
  - Utilizing ORE program evaluations in the budget development process. (F12.B.7)
  - Budgeting funds allocated from the legislature more realistically and monitoring changes in funding from the legislature to prevent another hiring freeze and budget cuts related to a proration. The Board should also develop a prioritized list of potential budget reductions earlier in the school year. (F12.B.6)

- Initiating efforts to implement policy, procedure and information systems changes necessary to facilitate the consolidation of budget funds in order to improve monitoring and control capability. (F12.B.20)
- Revising the campus improvement planning process and the school-based budget development process in order to incorporate the two plans into one comprehensive plan for the schools. Campus improvement planning and budget development for the next school year should both occur during the previous spring. A comprehensive plan for the school will help ensure that realistic goals and objectives are set and resources will be available for implementation of the plan. (F12.B.4)
- Initiating efforts to place budget responsibility for employee benefits with the budget managers in AISD schools and departments for the 1993-94 fiscal year. (F12.B.19)
- Redesigning the monthly budget update reports for greater clarity and understanding to the end user. The list of program managers and department heads should be updated regularly and maintained in a central location for use in training and the budget process. (F12.B.18)
- **(R12.B.5)** Develop and conduct in-service training for budget managers which focus on the following (F12.B.10):
  - The "team" approach to developing a school or program budget.
  - Analysis of historical expenditure trends and forecasting future needs.
  - New and revised AISD budget policies and procedures.
  - Budget monitoring tools and techniques.
- **(R12.B.6)** Investigate opportunities to use the District's information systems more effectively in support of the budgeting process:
  - Investigate the options available for pre-encumbering funds in the purchasing system, so that the monthly budget reports reflect more timely information. (F12.B.18)
  - Automate loading of all budgets into the general ledger. (F12.B.15)
  - Investigate adding editing and budget building abilities to the District's information systems. (F12.B.15)

- Allocate benefits to departmental budgets prior to the final approval of the budget. (F12.B.15)
- **(R12.B.7)** Adjust the budget development calendar to begin budget development activities at an earlier date and complete adoption of a final preliminary budget, based on state mandated programs and minimum expected funding levels, at least eight weeks prior to the end of the current fiscal year. Suggested timing of activities:
  - Complete annual update of strategic plan and development of annual goals and objectives by November 1.
  - Complete development of preliminary budgets for AISD departments and schools by March 1.
  - Complete the proposed budget document and present it to the Board of Trustees by March 30.
  - Complete all budget hearings and workshops by June 1.
  - Submit budget amendments, in writing, by June 15.
  - Adopt the final preliminary budget by July 1.
  - Adopt the final budget after proration information is available in late July.

While it may not be feasible to meet the timeframes outlined above for the adoption of the 1993-94 budget due to timing constraints, AISD should strive to meet the time lines in future budget development efforts. (F12.B.5)

- **(R12.B.8)** Conduct a resource requirement analysis to determine appropriate staffing levels in the Budget Department. (F12.B.1)

### **Financial Implications of Recommendations**

- See the financial implications for recommendation R12.A.6 for the cost of a study to define requirements for, evaluate, develop and implement a modified financial information system. (see R12.A.6 and R12.A.5) (R12.B.3, R12.B.6, F12.B.12, F12.B.15, F12.B.18, F12.B.19)
- See the financial implications for recommendation R7.C.1 for the cost of a resource requirements analysis for selected Business Support Services, including the Budget Department. Based on limited review of the Budget Department, it is estimated that at least three positions are needed in the Department. Hiring one Budget Analyst on

**a CP-2 payscale would cost approximately \$41,800 in salary and benefits. Hiring two Budget Technicians on a CT-5 payscale would cost approximately \$26,600 per position in salary and benefits. The total cost of hiring three new employees would be \$95,000.**



## COMPONENT C: INTERNAL AUDIT

### 1. Description of Component

The Internal Audit Department performs internal financial, compliance and management audits to determine adequacy of internal controls; to monitor compliance with procedures, regulations, policies and applicable law; and to measure the efficiency and effectiveness of operations.

### 2. Summary of Findings from Existing Reports and Data Sources

(F12.C.1) The following is a comparison of the Internal Audit Department budget for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$175,858	\$175,411	-0.25%
Purchased Services	\$1,200	\$896	-25.33%
Supplies	\$1,700	\$2,004	17.88%
Operating Expense	\$2,500	\$2,647	5.88%
Capital Outlay	\$925	\$925	0.00%
<b>Total</b>	<b>\$182,183</b>	<b>\$181,883</b>	<b>-0.16%</b>

Source: AISD Budget for the Year 1992-93

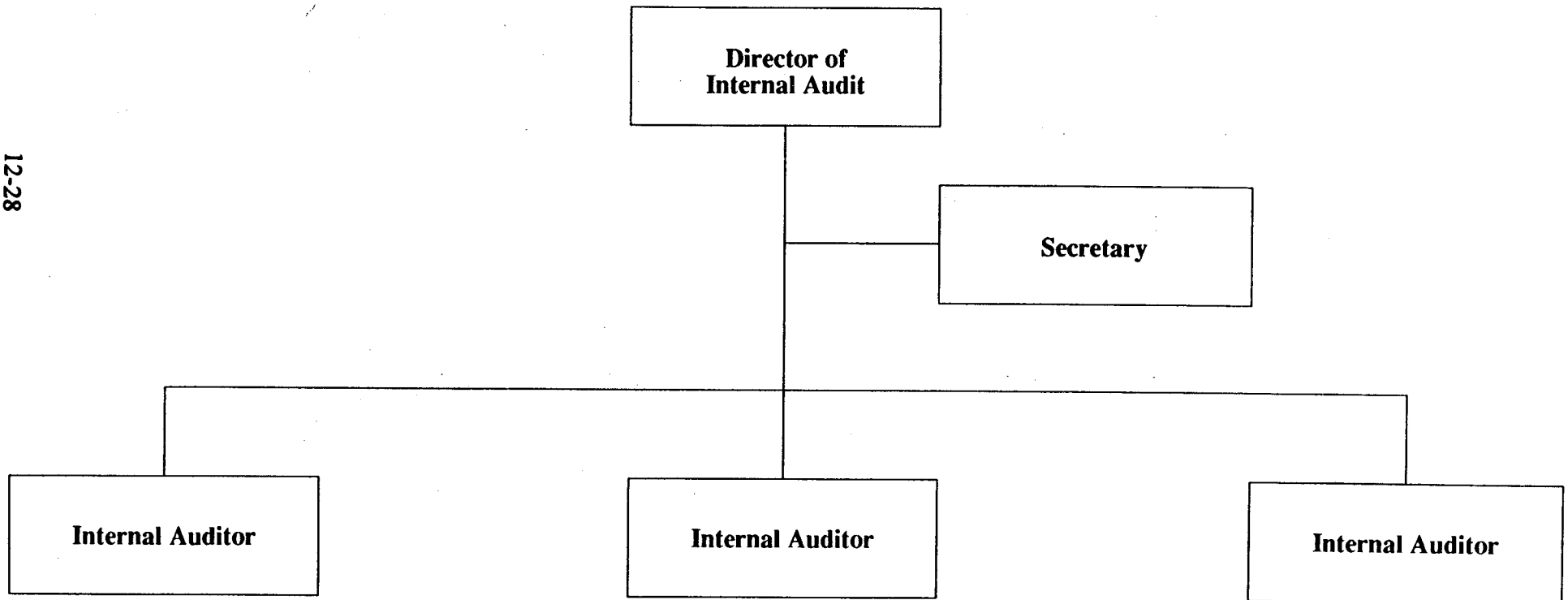
The total budgeted staff is five employees which are funded entirely by the operating budget. Exhibit 12.C.1 provides an overview of the Department with respect to organizational structure and staffing levels.

### 3. Summary of On-Site Findings

(F12.C.2) The Internal Audit Department reports administratively to the Board and functionally to the Superintendent. However, the Internal Audit Director does not meet directly with the full Board and all reports from the Internal Audit Department are directed through the Superintendent's office. The lack of direct contact with the Board could impair the impartiality and objectivity of the Internal Audit Department.

(F12.C.3) Internal Audit is performing activities related to the day-to-day operations within the schools and the District. Approximately 90% of the Department's resources are expended on activity funds accounting, training, review and audits. Proper segregation of duties would place auditing functions under Internal Audit and accounting, training and review under the Finance Department.

## Current Organization Structure Internal Audit Department



**(F12.C.4)** Although it is Internal Audit's responsibility to audit activity funds, it is inefficient for them to focus so much time on activity fund audits, since these funds comprise a relatively small portion of all financial resources. The majority of time spent auditing activity funds can be attributed to a high number of Central Office Reimbursements. The Internal Audit Department was requested by the Superintendent to focus on activity fund auditing during 1991-92 because of past instances of inappropriate use of funds.

**(F12.C.5)** The Department does not currently have a training program or guidelines. Limited financial support for Continuing Education courses is provided, but no professional society dues are funded. Limited training or professional development for internal auditors is provided internally. The Department has not yet addressed its needs for specialized training necessary for work in specific areas, such as EDP and construction contract auditing.

**(F12.C.6)** Internal Audit issues an audit plan that indicates which areas will be reviewed during the next three school years. This document is issued to the Board through the Superintendent. The audit plan is based upon an assessment of risk in the areas to be examined. The use of the risk scoring system allows the District to make comparative rankings of risk more easily and gives a quantitative basis for the determination of the audit plan. A review of the audit plan for the next three years indicates that few audits in areas outside of activity funds are being planned.

**(F12.C.7)** A quarterly audit summary is submitted to the Board. The audit summaries review the Department's work to date on the current audit plan and indicate areas where additional work is needed. These updates allow the Board the opportunity to redirect the Department's efforts if other matters of importance have come to their attention and provide a means of effective oversight.

**(F12.C.8)** The Internal Audit Charter outlines the Department goals and provides a framework for the establishment of the Department's annual audit plan. The Charter has Board approval and gives the Department formal authority to access all District records and personnel. In addition, it requires the quarterly audit summary be presented to the Board.

**(F12.C.9)** The Internal Audit Department does not have formal policies or procedures which provide for follow-up after a report has been issued by the Department. The Director indicated that in some instances an Internal Audit follow-up visit is made approximately three months to a year after an internal audit report has been completed. Such follow-up visits should be explicitly stated in the audit reports to make the audited units aware of the follow-up and motivate them to implement recommendations.

**(F12.C.10)** There is no written policy on discipline for misuse of school activity funds. Current practice consists primarily of asking that money be repaid, except in cases of theft

which are reported to the District Attorney. The Internal Audit Director follows up on all allegations of misuse in a thorough, consistent manner.

**(F12.C.11)** The Internal Audit Department assists the external auditors with their conduct of the annual financial audit. By coordinating the efforts of the internal and external auditors, areas of risk are more fully identified and overlap of effort is minimized. In addition, the external auditors are able to use materials prepared by the Internal Audit Department to shorten their time on-site.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C12.C.1)** Issuing an annual audit plan based upon a quantitative "risk scoring" system and submitting the audit plan with quarterly audit summaries to the Board for their approval.
- **(C12.C.2)** Working with the District's external auditors to coordinate audit activities.
- **(C12.C.3)** Developing and obtaining Board approval on a charter for the Internal Audit Department.

##### ***Recommendations***

We recommend that AISD:

- **(R12.C.1)** Develop and implement organizational changes to:
  - Provide a more structured reporting relationship to the Board of Trustees. The Internal Audit Department should initiate regularly scheduled meetings with the Board through an audit or finance committee of the Board. **(F12.C.2)**
  - Provide staff with necessary training courses and cross-training opportunities to increase their effectiveness and efficiency in performing their jobs, as well as to maintain professional certifications. **(F12.C.5)**
- **(R12.C.2)** Review and modify policies and procedures to effect:

- Follow-up on audit findings on a periodic basis. Reports prepared by Internal Audit staff should state explicitly that follow-up will occur within a given timeframe. (F12.C.9)
- A training policy and guidelines for the Department. (F12.C.5)
- A disciplinary policy regarding staff, administrators and Board members who violate Board policies and procedures. (F12.C.10)
- **(R12.C.3)** Transfer all responsibilities for activity funds accounting, training and review to the Finance Department. (F12.C.2)
- **(R12.C.4)** Expand the scope of internal audits to include all AISD operations utilizing District resources. In particular, the following additional areas should be periodically audited (F12.C.4, F12.C.6):
  - Equipment inventories
  - Athletic operations, including accounting for gate receipts at the three central athletic sites
  - Personnel practices
  - Payroll practices
  - Purchasing and contracting practices
  - Adherence to terms of contracts and grants
  - Warehouse operations
  - Supply inventory controls
  - Maintenance operations
  - Use of AISD assets
  - Custodial operations
  - Food service operations
  - Utility bills and consumption
  - Data processing.



***Purchasing and Warehousing***





## **SECTION 13.0**

### **PURCHASING AND WAREHOUSING**

This chapter presents our findings, commendations and recommendations for the Purchasing and Warehousing section. The table below presents a description of the Purchasing and Warehousing Section and the performance measures which were examined.

<p><b>DESCRIPTION OF SECTION</b></p>	<p>This section focuses on support services for the delivery of goods and services to the individual schools and central administrations. Performance measures in this section are critical in order to not delay or hinder the educational process.</p>
<p><b>PERFORMANCE MEASURES</b></p>	<ul style="list-style-type: none"> <li>• Adherence to purchasing policies and procedures</li> <li>• Adequacy of approved vendor list</li> <li>• Adherence to bid procedures</li> <li>• Assessment of purchase agreements and cost savings opportunities</li> <li>• Effective internal controls for purchasing and receiving</li> <li>• Adequacy of inventory control procedures</li> <li>• Effectiveness of warehouse utilization</li> <li>• Adequacy of purchasing system</li> </ul>

## ***PURCHASING & WAREHOUSING***

### **1. Description of Component**

The Purchasing Department has responsibility for purchasing all materials, services and supplies for the District, in compliance with State and Board policies, with the exception of Food Services and Construction Management. The Department is organized into two primary functional units, procurement and warehousing. The functions performed by the procurement function include:

- Assisting District personnel in preparing requisitions and formal bids:
  - For requisitions over \$10,000, assist requester in completing the bidding process, selecting a vendor and obtaining Board approval.
  - For requisitions less than \$10,000, but greater than \$1,000, assist requester in obtaining written price quotes and selecting a vendor for the goods or services requested.
  - For requisitions less than \$1,000, assist requester in obtaining verbal price quotes and selecting a vendor for the goods or services requested.
- Receiving requisitions from schools and departments.
- Performing data entry to generate purchase orders for the good or services requested.
- Coordinating with the State Purchasing Department for cost effective purchases.
- Developing and maintaining supply agreements with appropriate vendors to minimize delays and costs.

The warehousing function responsibilities are to:

- Receive and inspect commodities, food and textbooks purchased by the District.
- Deliver merchandise to schools and departments.
- Operate the commodity and food services warehouse, including receipt of replenishment orders, and filling and delivering orders for commodity and food items to the requesting school or department.
- Perform physical inventory of school textbooks every three years or when changing principals at individual schools.
- Perform physical inventory of the warehouse annually.
- Schedule quarterly auctions.
- Analyze usage and requests of purchased items to determine the appropriate items to keep in stock and their appropriate re-order points.
- Receive and inspect new furniture purchased by the District.
- Deliver furniture to schools and departments.
- Develop standards for new furniture purchases.
- Operate the used furniture warehouse and coordinate the repair and/or disposition of broken or obsolete furniture or equipment.

The Purchasing Department also administers Central Services, which is responsible for mail/messenger services, printing services for schools and departments, and quick copy jobs for the central administration staff.

**2. Summary of Findings from Existing Reports and Data Sources**

(F13.1) In 1992-93, an additional \$83,000 was budgeted for equipment and copier repair services for the Purchasing Department. A comparison of the 1991-92 and 1992-93 budgets for the Purchasing Department is summarized below.

Department	Budget		
	1991-92	1992-93	Variance
Purchasing	\$561,853	\$608,416	8.29%
Warehouse	\$475,301	\$475,633	0.07%
Mailroom	\$218,230	\$219,030	0.37%
Print Shop	\$288,608	\$287,750	-0.30%
Reproduction	\$135,055	\$129,055	-4.44%
<b>TOTAL</b>	<b>\$1,679,047</b>	<b>\$1,719,884</b>	<b>2.43%</b>

The Purchasing Department's 1992-93 budget is 2.4% higher than the 1991-92 budget despite a staff reduction of two employees.

Department	Staffing	
	1991-92	1992-93
Purchasing	13.0	11.0
Warehouse	19.0	19.0
Mailroom	4.0	4.0
Print Shop	3.5	3.5
Reproduction	2.0	2.0
<b>TOTAL</b>	<b>41.5</b>	<b>39.5</b>

The current organizational structure for the Purchasing Department and Central Services is illustrated in Exhibit 13.1.

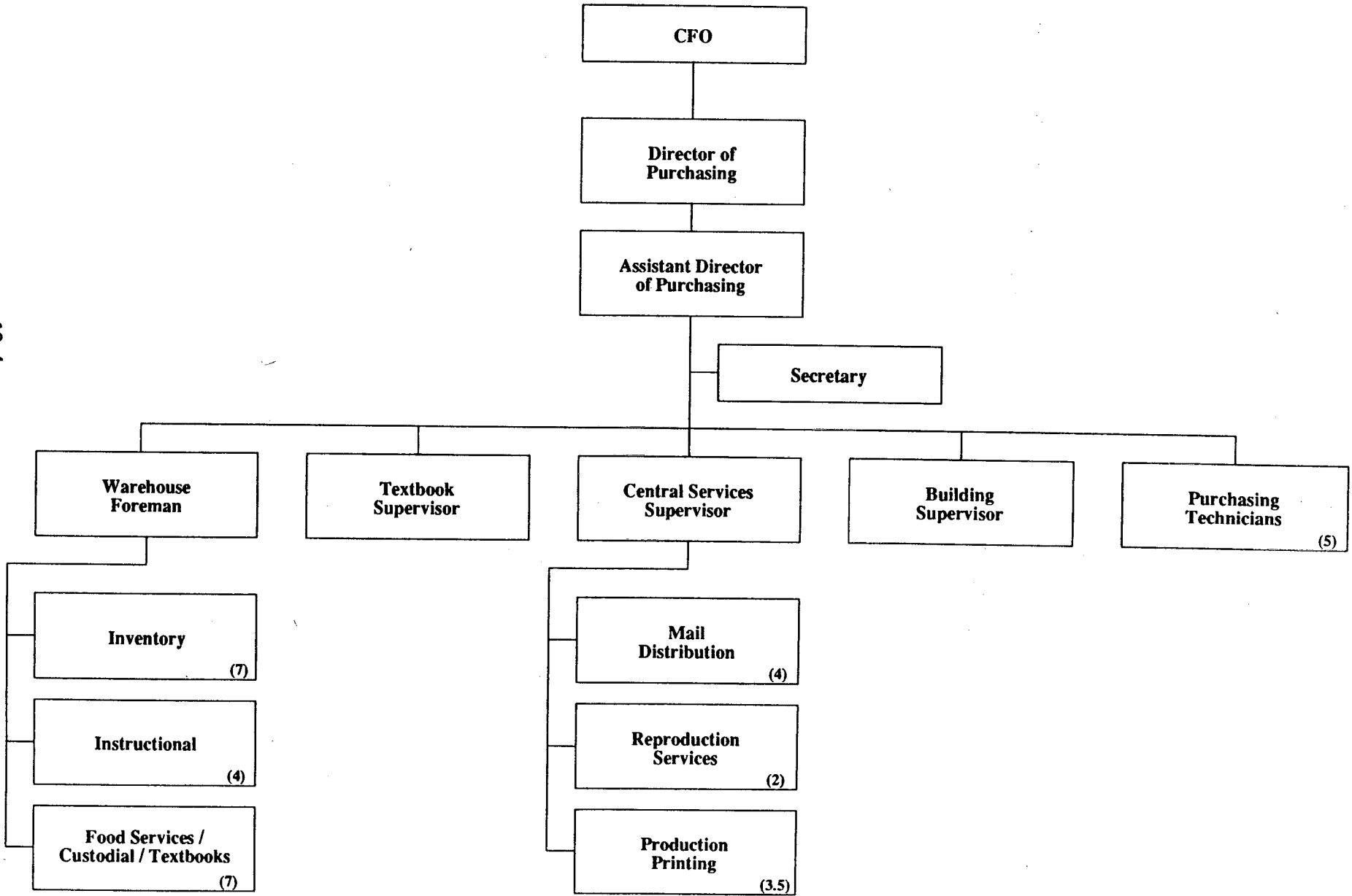
**3. Summary of On-Site Findings**

***Purchasing***

(F13.2) The Purchasing Department has developed a Policies and Procedures Manual which is disseminated to appropriate District management and staff. District policies and procedures are in compliance with State mandated practices. However, the Purchasing Department conducts limited training on the appropriate use of District purchasing procedures.

# Current Organization Structure Purchasing & Warehousing Department

13-4



**(F13.3)** A lack of coordination exists between the Maintenance Department and the Purchasing Department concerning utilization of the purchasing system. Due to the lack of a maintenance warehouse and an inventory control system, the maintenance facility relies heavily on purchasing parts on an as needed basis. During the audit, maintenance personnel were allocating valuable work hours to processing purchase orders and developing bid specifications, thereby delaying the completion of maintenance related work activities. (See F9.C.13)

**(F13.4)** In 1991-92, the Purchasing Department assisted in the preparation and advertisement of 217 Invitation for Bids and Request for Proposals (RFP's) and obtained 43 written quotes, in addition to assisting schools and departments obtain their quotes. To minimize delays in the procurement process, as well as control administrative costs and inventory levels, the Department established 121 vendor supply agreements (i.e., instructional supplies, custodial supplies, office supplies, etc.) which District personnel may use to purchase supplies and services. In addition, the Department utilizes the State's purchasing system to the extent possible. In 1991-92, AISD placed 205 orders worth \$371,099. However, AISD receives lower prices than those offered by the State contract on some commodity products, thereby justifying their lack of participation in other such cooperatives (i.e., Region 13 cooperative). For example, the District anticipates saving \$88,286 on paper towels and copy paper by not utilizing the State's purchasing system.

**(F13.5)** During the review, District employees cited numerous examples of delays receiving services and supplies once they were requested, or they were able to purchase them at a lower cost than offered by the Purchasing Department. Because of these delays and lower costs, District employees have made extensive use of the Central Office Reimbursement (COR) system. However, minimal supervision and review of the COR process occurs to ensure that bidding is being conducted as required; which is when total purchases of an item exceed \$10,000 per year. For example, if every school purchased \$200 of notebooks per year, either because they could obtain them more quickly or at a lower cost, the District would be in violation of State mandated purchasing requirements, due to total purchased items exceeding \$10,000. (See F12.A.5)

**(F13.6)** Operating within State mandated purchasing procedures, the Purchasing Department is able to process purchase orders in a timely manner. In 1991-92, the five Purchasing Department clerks issued 15,544 purchase orders, an average of 12.5 orders/clerk/day.

During the on-site review, a sample of 27 purchase orders was evaluated.

- Eighteen of the requisitions had purchase orders issued within three days.
- While verifying accuracy of the requisitions, the Purchasing Department identified cost savings with six of the remaining nine requisitions. Reprocessing of the requests delayed issuance of the purchase orders.
- The majority of the remaining requisitions were issued in less than two weeks.

- The average time from the initiation of a requisition to issuance of the purchase order was approximately seven days.
- The number of signatures required for issuance of a purchase order was either two or three.
- Seventeen of the requisitions were submitted electronically and ten were submitted manually. Requisitions pertaining to grants, prepayments or transfers must be submitted manually, and then re-entered into the computer system. Currently only 60% of purchase orders are submitted electronically.

(F13.7) The data processing system hinders the Department's ability to process purchase orders. Two clerks processing purchase orders simultaneously slows the data processing system significantly. Three clerks processing purchase orders causes the system to shutdown. At the beginning of the school year, purchasing clerks must work overtime, or compensatory time, to ensure purchase orders are processed in a reasonable time frame.

(F13.8) Purchasing is in the process of developing an automated Vendor Commodity Requisition System to minimize the number of RFP's mailed and to improve monitoring of vendor performance. The automated system is expected to be on-line in 1993-94. Currently, vendor performance is tracked manually and does not allow for the cross referencing of vendor performance of different product lines.

### *Warehousing*

(F13.9) The Purchasing Department leases a 76,000 square foot warehouse for approximately \$14,000 per month. Space is allocated in the following manner:

Function	Area (Sq. Ft.)
Instructional	20,000
Food Services	12,000
Auction Items	11,500
Custodial	10,000
Textbooks	5,000
Furniture	9,200
Furniture Repair	2,300
Dock/Staging	6,000
<b>TOTAL</b>	<b>76,000</b>

Warehouse space is not effectively utilized. Three tier racks are not completely installed, and furniture and auction items awaiting sale, repair or disposal are consuming valuable space.

(F13.10) The warehouse has an effective inventory system, which monitors inventory levels and turnover rates, and has an adequate locator system to facilitate picking items. The system allows schools to order on-line rather than submit a supply requisition. Over the last four years, the average asset inventory adjustment has been only 0.25% of the inventory value. However, the textbook ordering system is not completely automated,

causing delays delivering textbooks of two to four days at the beginning of the school year.

**(F13.11)** Warehouse personnel processed 18,626 supply requisitions for \$1,925,769 in 1991-92. The Warehouse makes 108 deliveries per week of commodities and grocery items - one stop at each campus and department. The routes for the four drivers include five or six deliveries per day. These routes are not reviewed when new schools are opened to ensure optimal scheduling of routes.

**(F13.12)** The District does not utilize a central receiving system. From an internal controls perspective, central receiving is a desirable function for inventory and fixed assets control. Utilizing the central warehouse for deliveries would facilitate the development of a comprehensive fixed assets listing with the appropriate bar coding or tagging.

**(F13.13)** The District conducts quarterly auctions of surplus furniture, materials and equipment. Auctions conducted in fiscal year 1991-92 netted \$38,843. Storage of the items costs the District approximately \$25,000.

**(F13.14)** The District has no furniture inventory. The central warehouse does not have a computerized inventory listing of surplus and used furniture, but instead employs a manual tracking system for furniture. Schools submit written requests for furniture, and then warehouse personnel determine if the furniture is available. In addition, the storage of "usable but not desirable" furniture, and furniture awaiting repairs is consuming valuable space. Besides storage of furniture at the central warehouse, old Oak Hill School and storage facilities at various schools are used to warehouse furniture. In 1991-92, AISD spent \$544,010 on new furniture without investigating the quantity or quality of usable furniture in inventory. New furniture is also budgeted in the new bond issuance.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C13.1)** Processing purchase requisitions in a timely manner while complying with State purchasing regulations.
- **(C13.2)** Using the State purchasing system, and reliance on supply agreements, to minimize delays and control costs.
- **(C13.3)** Effectively monitoring inventory levels and re-order points for commodities at the central warehouse.

## ***Recommendations***

We recommend that AISD:

### ***Purchasing***

- **(R13.1)** Conduct training for District personnel on purchasing policies and procedures. Special emphasis should be placed on submitting bids and purchase orders. Training is most critical for Maintenance Department personnel due to their lack of a warehouse and an inventory control system, which results in their continuous ordering of supplies. (F13.2, F13.3, F13.5)
- **(R13.2)** Develop and implement a Purchasing Department "Automation Plan" to:
  - Implement the electronic requisition system throughout the District, to improve the processing of purchase orders. (F13.6)
  - Upgrade the data processing system to expedite the processing of purchase orders during peak periods. (F13.7)
  - Expedite the implementation of the automated Vendor Commodity Requisition System, to improve vendor monitoring and minimize the mailing of purchase orders. (F13.8)
  - Completely automate the textbook ordering system, to minimize delays in delivering textbooks at the beginning of each school year. (F13.10)
  - Automate the used and surplus furniture ordering system at the central warehouse. (F13.14)

### ***Warehousing***

- **(R13.3)** Initiate a detailed cost/benefit analysis to implement a central receiving function. Central receiving would facilitate the development of a fixed asset listing, the timely payment of invoices, the preparation of the annual budget, the implementation of a maintenance inventory system, as well as minimize shrinkage. Quantification of operational and administrative gains needs to be determined prior to investing in computer hardware and software, additional vehicles and staff. (F13.12)
- **(R13.4)** Improve warehouse space utilization by completing installation of three tier racks, removing surplus furniture and other low value goods. This would provide space for central receiving and storage of other supplies (i.e., athletic and maintenance). (F13.9)
- **(R13.5)** Investigate the possibility of restructuring delivery routes to ensure cost efficient deliveries. (F13.11)



- **(R13.6)** Investigate the possibility of contracting out furniture auctions. The space could be used more effectively for central receiving or other supplies, and the additional cost is minimal. (F13.9, F13.13)
- **(R13.7)** Conduct an inventory of all furniture throughout the District. All furniture should be evaluated for either use, repair, auction or disposal. It is consuming valuable warehouse space, and the District needs to determine its current furniture inventory prior to purchasing new furniture. (F13.14)

**Financial Implications of Recommendations**

- A central receiving and inventory control cost/benefit analysis may require the assistance of external consultants with expertise in this area. Typical fees for this type of service, including the study of automation alternatives, approximate \$75,000. (R13.3, F13.12) (See also R12.A.3)
- Contracting the furniture auction service would cost the District an additional 15% of the \$38,000 in revenues currently generated by furniture sales, or \$5,800. However, the loss of revenue would be offset by the gain in warehouse space allocated for storage of auction items, which costs \$25,000 and could be used for other items. Thus, the initial investment of \$5,800 would be offset by the total annual additional savings of \$25,000. The net annual savings would approximate \$19,200. (R13.6, F13.9, F13.13)
- Conducting an inventory of all school furniture for the purpose of determining use, repair, auction, or disposal and then selling excess furniture could result in a one time revenues of \$51,000.

Sale of "serviceable, but not desirable furniture"	\$9,000
Sale or use of furniture stored at old Oak Hill	20,000
Sale or use of excess furniture stored throughout the District	20,000
Sale or use of repairable furniture	<u>2,000</u>
<b>TOTAL</b>	<b>\$51,000</b>

Due to the lack of a fixed asset inventory, this is only an estimate based on comparable auction items. If the excess furniture were sold, storage of surplus furniture's at the central warehouse would not be required and the District would save an additional \$25,000 annually. Total estimated savings would approximate \$76,000. (R13.7, F13.14)



***Administrative and Operational Services***



## SECTION 14.0 ADMINISTRATIVE AND OPERATIONAL SERVICES

This section presents our findings, commendations and recommendations for each of the five components of Administrative and Operational Services. The table below presents a description of the Administrative and Operational Services section, its components and the performance measures which were examined.

<b>DESCRIPTION OF SECTION</b>	This section focuses on support services for the individual schools and the central administration. These support services are highly visible and should contribute to building a positive environment for the learning process. The delivery of these services are governed by Federal, State and Board mandates. Compliance must be carefully and systematically monitored.
<b>COMPONENTS</b>	<ul style="list-style-type: none"> <li>A. Food Services</li> <li>B. Pupil Transportation</li> <li>C. Vehicle Maintenance</li> <li>D. Campus Police</li> <li>E. Office of Research and Evaluation</li> </ul>
<b>PERFORMANCE MEASURES</b>	<ul style="list-style-type: none"> <li>• Cost effectiveness of food services operations</li> <li>• Effectiveness of monitoring and evaluating participation rates</li> <li>• Adequacy of in-service training programs</li> <li>• Adequacy of nutrition education programs</li> <li>• Effectiveness of purchasing practices</li> <li>• Cost effectiveness of pupil transportation services</li> <li>• Effectiveness and efficiency of transportation routes</li> <li>• Adequacy of fleet maintenance system</li> <li>• Effectiveness of manpower time allocations</li> <li>• Safety practices and records</li> <li>• Adequacy of preventative maintenance programs</li> <li>• Adequacy of inventory control system for parts and supplies</li> </ul>

<b>PERFORMANCE MEASURES</b>	<ul style="list-style-type: none"><li>• Adequacy of comprehensive security program</li><li>• Effectiveness in providing a secure learning environment</li><li>• Effective integration and coordination of testing functions and performance evaluation</li><li>• Effective utilization of quantitative assessment of educational performance to develop and modify curriculum</li></ul>
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## COMPONENT A: FOOD SERVICES

### 1. Description of Component

The primary function of the Food Services Department is to coordinate, implement, monitor and evaluate the Child Nutrition Program set forth by the U.S. Department of Agriculture (USDA). The Department is also responsible for compliance with Federal, State and Board policies and regulations.

A Nutrition Coordinator assists student and principal groups and curriculum coordinators with bringing the District into compliance with HB 246 concerning health education.

### 2. Summary of Findings from Existing Reports and Data Sources

(F14.A.1) A comparison of AISD food service workers' average salary with those of the ten largest districts in Texas, shows Austin ranks third, at \$7.32 per hour, which is \$0.71 per hour greater than the group average.

**AVERAGE FOOD SERVICE WORKER  
SALARY FOR THE TEN LARGEST  
SCHOOL DISTRICTS IN TEXAS**

School District	Salary \$/hr.
Houston	\$8.34
Cy-Fair	\$7.76
Austin	\$7.32
San Antonio	\$6.63
Fort Worth	\$6.61
Dallas*	\$6.52
Arlington	\$5.93
Northside*	\$5.70
Ysleta	\$5.67
El Paso	\$5.64
<b>Average</b>	<b>\$6.61</b>

\*1990-91

Source: 1991-92 Salaries and Benefits, TASB

(F14.A.2) The Food Services Department is a self-supporting entity and receives no funding from the District's general fund. Revenues are received from the sale of meals, and Federal and State funds support free and reduced price meals. Since 1990, the District has participated in the USDA's commodity program which provides a variety of products at virtually no cost to the District. The Food Services 1992-93 budgeted revenues are summarized below.

Revenues		
Source	Amount	Percentage
Gross Sales	\$13,611,914	53.4%
Federal & State Aid	\$10,578,421	41.5%
USDA Commodities	\$1,300,000	5.1%
<b>TOTAL</b>	<b>\$25,490,335</b>	<b>100.0%</b>

Source: AISD Food Services Dept.

(F14.A.3) A comparison of the 1991-92 and 1992-93 budgets is summarized below.

Account	Budget		
	1991-92	1992-93	Variance
Payroll Costs	\$9,777,826	\$10,178,566	4.10%
Purchases	\$0	\$100,000	N/A
Supplies	\$8,445,495	\$8,478,082	0.39%
Operating Exp.	\$6,480,687	\$6,473,687	-0.11%
Capital Outlay	\$200,000	\$260,000	30.00%
<b>TOTAL</b>	<b>\$24,904,008</b>	<b>\$25,490,335</b>	<b>2.35%</b>

Source: AISD 1992-93 Budget

(F14.A.4) The AISD Food Services Department has 636 staff consisting of:

- Director of Food Services
- Assistant Director of Food Services
- Nutrition Education and Training Coordinator
- Five Food Services Area Supervisors
- Eleven Clerical Staff
- 98 Food Services Managers
- 519 Food Services Workers.

The current organizational structure for the Food Services Department is illustrated in Exhibit 14.A.1.

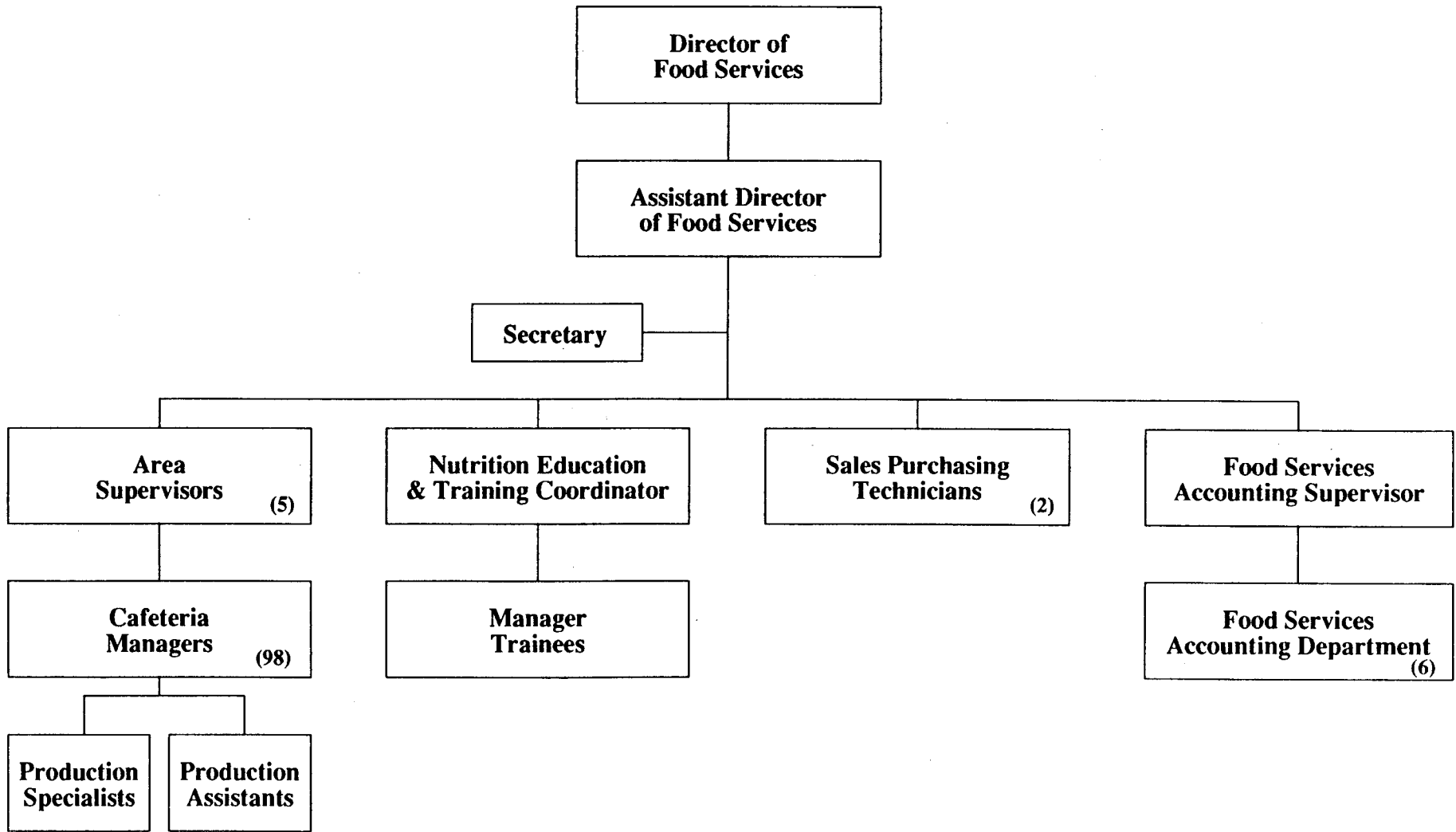
### 3. Summary of On-Site Findings

(F14.A.5) The District has been a profitable operation since 1990, as illustrated in Exhibit 14.A.2. Since 1989, the Department has reduced labor costs from 45.6% of revenues to 38.0%, due in part to the reduction in the number of paid staff holidays from 21 days to 15 days in 1991-92, saving \$240,000 annually. In addition, the Department has increased its reliance on the USDA Commodities



# Current Organization Structure Food Services Department

14-5



**Management Audit of The Austin Independent School District  
Food Services Department Historical Income Statements**

	Fiscal Year				
	1992	1991	1990	1989	1988
<b>REVENUES</b>					
Gross Sales	\$13,680,203	\$12,446,638	\$11,954,070	\$10,717,522	\$10,004,160
Federal & State	9,967,145	8,807,868	7,957,263	7,082,504	6,336,586
USDA Commodities	1,101,595	852,167	1,031,282	0	0
State Matching Fund	255,983	247,201	245,985	256,997	280,768
Other	729,972	252,902	375,322	229,031	55,176
<b>Total Revenues</b>	<b>\$25,734,898</b>	<b>\$22,606,776</b>	<b>\$21,563,922</b>	<b>\$18,286,054</b>	<b>\$16,676,690</b>
<b>EXPENSES</b>					
Labor	\$7,372,851	\$6,591,204	\$6,356,272	\$6,563,681	\$6,084,882
Benefits	2,412,402	2,228,826	1,932,763	1,772,054	1,459,053
Food	7,100,019	6,344,250	6,028,440	4,460,534	4,093,501
Free/RP Meals	6,828,069	6,080,591	5,894,785	4,925,564	4,317,523
Other	1,508,936	1,027,954	966,488	1,128,943	1,072,173
<b>Total Expenses</b>	<b>\$25,222,277</b>	<b>\$22,272,825</b>	<b>\$21,178,748</b>	<b>\$18,850,777</b>	<b>\$17,027,131</b>
<b>Net Profit</b>	<b>\$512,622</b>	<b>\$333,951</b>	<b>\$385,174</b>	<b>(\$564,724)</b>	<b>(\$350,441)</b>

Source: Austin Independent School District , Food Services Dept.

Program, now accounting for \$1,300,000 of revenues. The District ended fiscal year 1991-92 with a Reserve Fund balance of \$1,846,083.

(F14.A.6) The AISD Food Services program serves over 13,000 breakfasts, and 38,315 lunches daily, an increase of 3,742 since 1988.

	1992	1991	1990	1989	1988
Avg. Attendance	66,277	64,536	62,940	60,717	59,475
Lunches Served	38,315	37,244	35,820	34,829	34,573
Free/Reduced-Price	27,726	25,267	23,955	23,109	21,691
Full Paid	11,588	11,977	11,864	11,720	12,882

Source: AISD Food Services Dept.

The ala carte menu and snack foods enable the Food Services Department to operate with a profit. Since 1989, the price students pay for a regular school lunch has remained at \$1.25 for elementary, and \$1.35 for secondary. The price of a regular breakfast is \$0.60. In 1991-92 the District's cost to serve lunch and breakfast was \$1.70 and \$1.09, respectively.

	<u>Lunch</u>	<u>Breakfast</u>
Food	\$0.59	\$0.42
Labor*	0.99	0.51
Admin	<u>0.12</u>	<u>0.16</u>
Total	\$1.70	\$1.09

\* Includes benefits

(F14.A.7) The Food Services Department has established food service staffing standards. High school and middle school labor hours are based on generating \$16 and \$18 gross revenue dollars per labor hour, respectively. The standards are reviewed periodically, and Food Services' labor hours are adjusted accordingly. Elementary school Food Services' staffing hours vary by student population. Labor hours available at a majority of elementary schools meet national and District standards for meals served per labor hour. A sample survey indicated the Department exceeded its available labor hours by only 0.5% ( 2,331.5 hours available and 2,343.25 hours used during the week of October 25 - 30). Published national standards\* in comparison to AISD standards follow:

Number of Meals Equivalent	National Standards	AISD Standards
0-100	8	8
101-150	9	8.0-9.2
151-200	10-11	9.0-10.5
201-250	12	10.5-11.5
251-300	13	11.5-12.2
301-500	14	12.2-14.8
501-600	15	14.8-15.1
501-900	15	15.1-16.4

\* Source: School Food Service Management, Dorothy Pannell, 1990

**(F14.A.8)** The most recent (January 1991) TEA and USDA audit of AISD records found less than 0.01% error rate in the roster of students eligible for free or reduced price meals and in the amount and quality of food served. The Food Services staff was "commended for managing an excellent food service operation".

**(F14.A.9)** Schools do not have on-line daily operating sheets, or an on-line food and supply requisition system to the central office. Supply requisitions must be transcribed into the purchasing requisition system at the central office, and operating reports must be re-entered into the central office file.

**(F14.A.10)** The AISD Food Services Department is a leader in the state in developing innovative ways to promote nutrition education. The staff works closely with the American Heart Association, Associated Milk Producers, and The University of Texas Health Extension Center to keep abreast of new research in the field of foods and nutrition. The department works to inform teachers and parents of the latest nutrition research and encourages students to improve their diets. Methods used include:

- Classroom presentations
- Bi-monthly newsletters to teachers
- Nutrition audio-visual library for teachers
- Nutrition information on back of menus
- Nutrition education videos produced by the department
- Providing a speakers bureau for PTA, faculty and local radio and television.

In October 1992, AISD's Nutrition and Food Services Department was selected from a field of 53 from five states to receive the Best Practices Award from the USDA for nutrition and educational services.

**(F14.A.11)** The Food Services Department is committed to increased community involvement and participates in a summer lunch program and senior citizen lunch program. The Food Services Department is working with the Texas Department of Human Services and TEA to develop a program that addresses the hunger problem in the Austin area. The proposal includes a federally funded weekend lunch program by extending the summer lunch program over the entire year.

**(F14.A.12)** The District currently utilizes a frozen food locker in San Antonio, Texas due to lack of facilities in the Austin area. Average monthly costs to the District for the first three months of 1992-93 is \$26,413, or \$264,130 annually (based on a ten month school year). In 1991-92, the District paid \$267,441 to a local firm for the same service.

**(F14.A.13)** Food Services maintains an index file at each school listing the status of cafeteria equipment. The central office maintains a computerized data base of the maintenance performed on cafeteria equipment. At the end of the school year, cafeteria managers submit request for new equipment, the request are prioritized, and formal bids are requested.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C14.A.1)** Controlling cost over the past three years.
- **(C14.A.2)** Implementing an award winning nutritional education program.
- **(C14.A.3)** Taking steps to expand the Food Services area to both senior citizens and children, during the summer and weekends, without additional cost to the District.

##### ***Recommendations***

We recommend that AISD:

- **(R14.A.1)** Perform the cost/benefit analysis for constructing a frozen food locker in Austin. The total cost of constructing and operating the locker should be compared to the current costs of utilizing the facility in San Antonio. Funds are currently included in a preliminary bond issuance study. (F14.A.12)
- **(R14.A.2)** Investigate the possibility of automating the daily operating sheet and the food and supply requisition system to the central office. This will minimize paperwork, increase control over inventory and reduce direct labor costs. (F14.A.9)
- **(R14.A.3)** Reduce the number of Area Supervisors from five to three to coincide with the new organizational structure recommended for School Operations (See R5.B.1 in School Management). (F14.A.4)

##### **Financial Implications of Recommendations**

- Assessing the financial and operational impact of constructing a frozen food locker would require one engineer or financial analyst approximately

two weeks. This is necessary prior to investing approximately \$2 million in its construction. Cost: \$3,000. (R14.A.1, F14.A.12)

- Automating the daily operating sheet and the food and supply requisition system to the central office will eliminate the equivalent of 0.75 positions and result in annual savings of \$16,500 (\$22,000 in salary and benefits x .75 positions). (R14.A.2, F14.A.9)
- Reducing the number of Area Supervisors by two positions will result in a cost savings of approximately \$80,000 (\$40,000 in average salary and benefits x 2 positions). (R14.A.3, F14.A.4)

## **COMPONENT B: PUPIL TRANSPORTATION**

### **1. Description of Component**

The primary responsibility of the Pupil Transportation Department is to safely transport students to and from schools, special field trips, and athletic events in a timely and cost effective manner. The regular transportation program travels over 4.2 million miles per year and the special education program travels 2.8 million miles per year. These programs consist of 1,787 daily trips on 400 buses. Over 23,000 students are served daily by the Pupil Transportation Department, representing approximately 33% of the student population.

### **2. Summary of Findings from Existing Reports and Data Sources**

**(F14.B.1)** Based on the cost per transported student, AISD ranks fifth at \$504.93 per student. AISD has the highest ridership at 33%, compared to a group average of 20%, due to desegregation programs, magnet schools, special education programs and other District policies requiring a higher level of service. AISD has the highest transportation cost per student (i.e., total enrollment versus students transported) of the eight largest school districts in the State.

<b>District</b>	<b>Transportation Costs Per Student</b>
<b>Austin ISD</b>	<b>\$186.31</b>
<b>Fort Worth ISD</b>	<b>\$124.91</b>
<b>Houston ISD</b>	<b>\$111.91</b>
<b>Northside ISD</b>	<b>\$111.24</b>
<b>El Paso ISD</b>	<b>\$88.81</b>
<b>San Antonio ISD</b>	<b>\$73.90</b>
<b>Ysleta ISD*</b>	<b>\$64.08</b>
<b>Dallas ISD*</b>	<b>\$35.94</b>
<b>State Average</b>	<b>\$112.46</b>

\* Monitor

Source: Bench Marks 1991-92

**(F14.B.2)** A comparison of AISD bus drivers' average salary with those of the ten largest districts in Texas, shows Austin ranks fifth, at \$8.56 per hour, which is \$0.20 per hour less than the group average.

**AVERAGE BUS DRIVER  
SALARY  
FOR THE TEN LARGEST  
DISTRICTS IN TEXAS**

School District	Salary \$/hr.
Cy-Fair	\$11.80
Houston	\$9.63
Dallas*	\$9.55
Fort Worth	\$9.33
Austin	\$8.56
El Paso	\$8.15
Arlington	\$8.14
San Antonio	\$7.85
Northside*	\$7.54
Ysleta	\$7.06
<b>Average</b>	<b>\$8.76</b>

\* 1990-91

Source: 1991-92 Salaries and Benefits,  
TASB

(F14.B.3) The Pupil Transportation Department's 1992-93 budget was reduced 6.2% compared to the 1991-92 budget. The primary reasons for the decrease were a reduction of class days from 180 to 178, a reduction in bus routes due to new schools opening, a reduction in overtime allowances and a postponement in the purchase of new buses. A comparison of the 1991-92 and 1992-93 budgets for Pupil Transportation is summarized below.

Account	Budget		
	1991-92	1992-93	Variance
Payroll Costs	\$8,514,076	\$8,398,476	-1.36%
Purchased Services	\$83,988	\$82,488	-1.79%
Materials	\$2,278,456	\$1,878,456	-17.56%
Operating Exp.	\$368,225	\$418,225	13.58%
Capital Outlay	\$247,250	\$6,900	-97.21%
<b>TOTAL</b>	<b>\$11,491,995</b>	<b>\$10,784,545</b>	<b>-6.16%</b>

Source: AISD 1992-93 Budget

(F14.B.4) A comparison of the 1991-92 and 1992-93 staffing levels is summarized below.



	Staffing	
	1991-92	1992-93
<b>Administrators</b>	2.0	2.0
<b>Clerical</b>	1.0	1.0
<b>Skilled Wkrs.</b>	29.0	27.0
<b>Schedulers</b>	5.0	5.0
<b>Drivers</b>	484.0	484.0
<b>Monitors</b>	92.0	100.0
<b>TOTAL</b>	<b>613.0</b>	<b>619.0</b>

The Transportation Department's central staff is responsible for designing optimal bus routes and schedules, and maintaining the fleet in satisfactory condition, including the purchase, replacement and maintenance of vehicles. In addition the central staff ensures AISD complies with all Federal, State and Board regulations concerning training, fleet maintenance, route scheduling and administrative procedures. Exhibit 14.B.1 illustrates the current organizational structure for the Pupil Transportation Department.

(F14.B.5) The Pupil Transportation Department maintains three vehicle service centers. The service centers are located to minimize travel distance and operating costs. Only one site maintains a central inventory. A fourth site was recently closed as a cost control measure.

### 3. Summary of On-Site Findings

(F14.B.6) In general, AISD operates an efficient Pupil Transportation Department. The high cost of Pupil Transportation is due to the District's educational polices (i.e., desegregation programs, magnet schools, special education programs and athletics).

(F14.B.7) A comparison of the Transportation Department's expenditures for fiscal years 1988-89 through 1992-93 is summarized below.

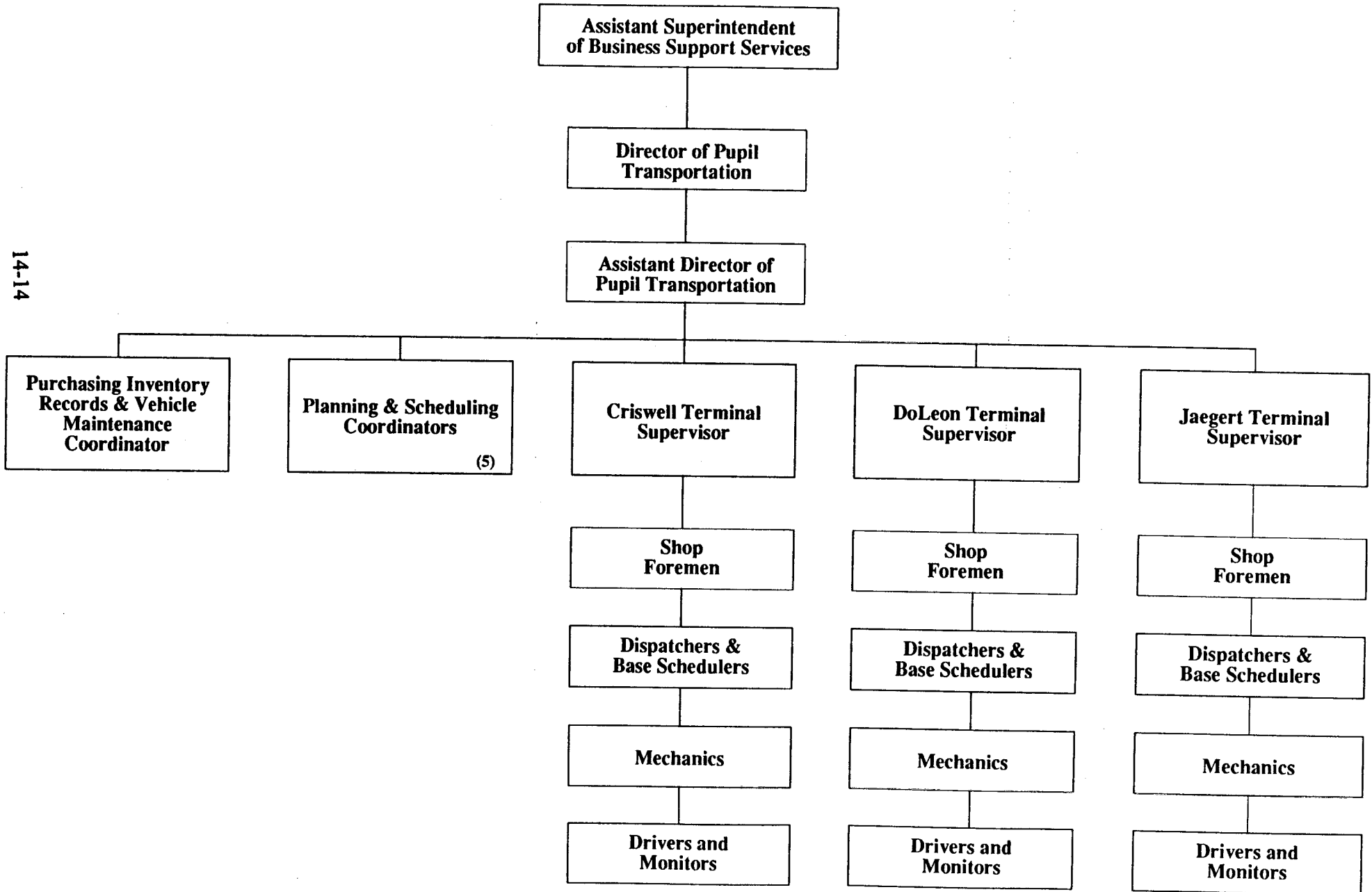
Account	1988-89	1989-90	1990-91	1991-92	1992-93*
<b>Payroll Costs</b>	\$8,468,683	\$10,152,113	\$9,673,993	\$10,126,593	\$8,398,476
<b>Services</b>	\$103,867	\$114,223	\$144,952	\$134,255	\$82,488
<b>Materials</b>	\$1,593,300	\$1,665,801	\$1,996,679	\$1,411,333	\$1,878,456
<b>Operating Exp.</b>	\$135,187	\$145,986	\$339,979	\$429,231	\$418,225
<b>Capital Outlay</b>	\$646,959	\$819,401	\$669,083	\$636,477	\$6,900
<b>TOTAL</b>	<b>\$10,947,996</b>	<b>\$12,897,524</b>	<b>\$12,824,686</b>	<b>\$12,737,889</b>	<b>\$10,784,545</b>

<b>Mileage</b>	6,574,449	6,530,744	7,180,960	7,158,812	6,950,000
<b>Cost/Miles</b>	\$1.67	\$1.97	\$1.79	\$1.78	\$1.55
<b>Ridership</b>	22,277	23,687	25,080	25,227	25,375

\* Budgeted Expenditures. Mileage and Ridership are AISD estimates.

Source: AISD Transportation Operation Cost Report to TEA

# Current Organization Structure Pupil Transportation Department



Personnel costs account for 77.9% of the Department's 1992-93 budget, and salaries have risen a minimum of 3% per year since 1988-89. Despite this increase, Departmental expenditures have declined steadily over the past three years. The cost per transported student has dropped from \$544.50 in 1988-89 to \$504.93 in 1991-92. Overtime costs have been reduced from \$329,332 in 1987-88 to \$225,771 in 1991-92 due to implementation of the Kronos time and attendance system with computerized time clocks, and the implementation of time "flexing" among staff. However, overtime costs have been increasing steadily over the past three years, primarily as a result of the number of trips scheduled for athletic events and other extracurricular activities.

The estimated decrease in total mileage, in 1992-93, is due to the implementation of zone pick-up and delivery, new schools opening and continued improvements in the routing and scheduling system.

**(F14.B.8)** The Kronos time system interfaces with the Transportation Department's payroll, but not with the District's payroll system. Therefore, Transportation Department's payroll reports must be transcribed to District payroll forms and then re-entered into the District's payroll system. The Transportation Director estimates it requires one full-time employee to transcribe the payroll documentation.

**(F14.B.9)** AISD school administrators voiced concern over the delays in the processing of field trip bills. In 1992-93, Pupil Transportation instituted procedures to reduce processing time from approximately three months to approximately six weeks. Due to the large number of field trips, further reductions will require increased staffing or implementation of a new or modified billing system.

**(F14.B.10)** Property and Liability Insurance increased from \$128,464 in 1988-89 to \$421,517 in 1991-92, an annual increase of 34.5%. Over the same period, the number of accidents per 100,000 miles has decreased from 1.76 to 1.69.

**(F14.B.11)** Since 1986-87, the Pupil Transportation Department has used Ecotran's computerized routing and scheduling system and the school boundary planning system. The Transportation Director has taken a lead role to ensure Unit Supervisors are properly trained on the system. There are two regular bus routers, two special education routers and one special trips scheduler who use the system. Routes are routinely adjusted to optimize vehicles and personnel, and to serve students' transportation needs.

**(F14.B.12)** The Department is supported by a fleet maintenance and inventory control system, which tracks maintenance activity by vehicle, both preventative and unscheduled. Two of the remote satellite service centers do not have access to

the computerized inventory control system or the District's purchasing requisition system. The lack of automation impedes maintenance and creates excessive documentation to ensure inventory control.

**(F14.B.13)** Approximately \$1 million, targeted for twenty new buses, was removed from the Department's budget in fiscal year 1992-93. Of the District's 496 buses, 99 buses are over 15 years old and do not meet 1977 Vehicle Safety Standards; 40 of these will be retired this year. The State Auditor accurately reported that maintaining an older fleet contributes to the high cost of AISD Pupil Transportation. However, the District's first priority is student safety. The District has elected to retire buses that do not comply with federal safety standards rather than buses identified as having slightly higher operating costs.

**(F14.B.14)** AISD has coordinated with Capital Metro to transport students utilizing City buses, but only on a limited basis. Our preliminary review indicated that opportunities exist to expand this program for selected routes. However, different transportation routes, schedules, stops and service areas complicate reliance on Capital Metro at this time.

**(F14.B.15)** AISD has targeted the conversion of 130 buses to alternative fuels (i.e., Compressed Natural Gas (CNG)) by 1995 to meet a State mandate of 30% conversion. Over 50 buses are currently using CNG, representing one the largest pupil transportation fleets of alternative fuel vehicles in the country. The initial phase of the facilities conversion was performed by a local firm at no cost to the District. Anticipated fuel savings will be \$144,375 per year, upon completion of the program.

However, by taking a lead to meet the state mandate of 30% conversion by 1995, AISD faces potential liability problems. Federal safety and testing standards will not be established by the EPA until 1994, so AISD could be determined to be out of compliance when standards are established. This could result in fines and possibly a liability insurance issue due to having school buses not complying with federal safety standards. As President of the Central Texas Pupil Transportation Association, the Director of Pupil Transportation is working with the State legislature to have the State delay the effective date of the conversion mandate until EPA standards are established.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C14.B.1)** Efforts to control cost over the past four years by:

- Effectively utilizing the EcoTRAN bus routing and scheduling system
  - Implementing and utilizing an effective fleet maintenance and inventory system
  - Implementing the Kronos time and attendance system to control overtime costs.
- **(C14.B.2)** Taking a lead in the conversion of buses to alternative fuel vehicles.

***Recommendations***

We recommend that AISD:

- **(R14.B.1)** Review the increase in overtime costs over the past three years and implement tighter measures to restrict overtime. (F14.B.7)
- **(R14.B.2)** Investigate the possibility of interfacing the Transportation Department's payroll system with the District's payroll system, and thereby, eliminate the manual transcription of this data. (F14.B.8)
- **(R14.B.3)** If further reductions in processing field trip bills are deemed necessary, investigate the possibility of hiring additional staff or modifying the existing billing system. (F14.B.9)
- **(R14.B.4)** Review the Pupil Transportation Department's insurance coverage and cost. The dramatic rise in insurance cost is a problem faced by all organizations and individuals. However the safety practices implemented by the Department and the improved driving records could possibly warrant a reduction in the premium. (F14.B.10)
- **(R14.B.5)** Expedite the implementation of the Department's computerized inventory control system, and the District's purchasing requisition system, at the two remote vehicle service centers. This will minimize the flow of paperwork, enhance maintenance operations and increase control over inventory. (F14.B.12)
- **(R14.B.6)** Include a provision for new buses in the 1993-94 budget. Continued postponement of vehicle replacement will eventually result in higher operating costs and an excessive capital outlay requirements for vehicles. Reducing the number of buses purchased is preferred to total elimination of new vehicle purchases.(F14.B.13)

### **Financial Implications of Recommendations**

- Since implementation of the Kronos time system, 1990-91 had the lowest ratio of overtime to non-professional payroll at 2.42%. AISD should implement this as a benchmark for the Transportation Department's overtime expenditure. Annual savings - \$13,700. (R14.B.1, F14.B.7)
- Interfacing the Transportation Department's payroll system with the District's will eliminate one data entry position, according to the Director of Transportation, for an annual savings of \$21,000 in salary and benefits. (R14.B.2, F14.B.8)
- Implementing the computerized inventory control system and integrating it with the District's purchasing procurement system will eliminate the equivalent of 0.25 positions. The initial investment will be approximately \$75,000 for commercial packaged software. (R14.B.5, F14.B.12)

**COMPONENT C: VEHICLE MAINTENANCE**

**1. Description of Component**

The Vehicle Maintenance Division has responsibility for preventive maintenance, repairs and fuel for all service vehicles, driver education vehicles, and grounds keeping equipment. Replacement of service vehicles and garage service equipment are also Divisional responsibilities.

**2. Summary of Findings from Existing Reports and Data Sources**

(F14.C.1) The Division's 1991-92 and 1992-93 budgets are summarized below.

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$104,306	\$104,306	0.00%
Purchased Services	\$22,700	\$22,700	0.00%
Supply	\$196,500	\$196,500	0.00%
Operating Exp	\$0	\$0	0.00%
Capital	\$135,975	\$128,975	-5.15%
<b>TOTAL</b>	<b>\$459,481</b>	<b>\$452,481</b>	<b>-1.52%</b>

(F14.C.2) The AISD Vehicle Maintenance Division has four staff consisting of:

- One Skilled Craft Supervisor
- Two Skilled Craft Workers
- One Maintenance Worker (Apprentice).

**3. Summary of On-Site Findings**

(F14.C.3) The Vehicle Maintenance Division operates and maintains a new four stall garage with three lifts and services 173 vehicles. The District also services nine driver education vehicles which are provided by a local dealership.

Vehicle Type	Number of Vehicles
Cars	33
Pick-ups	64
Vans	41
Suburbans	6
Tractors	14
Heavy Equipment	15
<b>TOTAL</b>	<b>173</b>

(F14.C.4) The Division utilizes the computerized work order tracking system to document all maintenance and labor costs. However, no activity based analysis is performed to measure the cost effectiveness of maintenance activities, or to

identify costly and inefficient vehicles. Thus, the garage may be allocating valuable financial and human resources to non-value added tasks, or activities that could be economically contracted. In November 1992, the Department had zero backlog of maintenance, which indicates that preventive maintenance is not being performed on a regularly scheduled basis.

**(F14.C.5)** The Division has no inventory control and tracking system. Most parts and supplies are purchased from existing supply contracts on an as needed basis. The Division maintains a parts and supply room that is secured and controlled. Space could be better utilized to minimize the number of purchase orders and the number of trips to pick up parts. (See F9.C.11)

**(F14.C.6)** Vehicle Maintenance purchases parts and supplies using the same supply contracts as the Pupil Transportation Department. However, due to different usage patterns, part types, and delivery routes, vehicle maintenance could possibly purchase parts more economically using a separate supply contract.

**(F14.C.7)** Procedures designed to ensure responsible personnel bring their designated vehicles to the garage for preventive maintenance are not enforced. The garage performs oil changes and other preventive maintenance, state inspections, minor repairs and some major repairs. The Department contracts out all body work, front end alignments and transmission overhauls.

**(F14.C.8)** The District does not have a plan to replace vehicles in service on a scheduled basis. Such a plan would identify vehicles which need replacing based on age, mileage, cost of repairs, short-term maintenance requirements, etc. Costs for replacement could then be budgeted on a regular basis.

**(F14.C.9)** The District has a formal policy on the personal use of District vehicles. Selected individuals in some departments, such as Maintenance, are allowed to drive District vehicles home in the evening in case they are called in for emergency service during the night. A list of individuals authorized to drive vehicles home and a schedule of when these employees are "on call" is maintained.

#### **4. Commendations and Recommendations**

##### ***Recommendations***

We recommend that AISD:

- **(R14.C.1)** Perform activity based analysis, utilizing available information, to identify and eliminate costly maintenance and vehicles, as well as identify potential activities for out sourcing. Human and financial resources can then be re-directed to value added activities and the replacement of costly vehicles. (F14.C.4) (See R9.C.2)



- **(R14.C.2)** Implement a central receiving and integrated inventory tracking system for the Vehicle Maintenance Division. The inventory system should be integrated with the work order tracking system to improve materials usage and control. In addition, existing storage space should be better utilized to minimize the number of purchase orders and the number of trips to pick up parts. (F14.C.5) (See R.9.C.7)
- **(R14.C.3)** Investigate the possibility of having Vehicle Maintenance develop their own bid specifications and generate a separate supply contract rather than relying on supply contracts used by the for Pupil Transportation Department. The economic benefit that could be generated needs to be compared with the additional administrative costs that would be required to oversee an additional contract. (F14.C.6)
- **(R14.C.4)** Enforce existing procedures designed to ensure preventive maintenance is performed for all vehicles, as scheduled. If existing procedures are deemed inadequate, investigate the possibility of developing new ones. The lack of proper preventive maintenance reduces vehicle life and can lead to costly repair or safety problems that could possibly be avoided. In addition, a vehicle replacement plan which identifies costly, inefficient vehicles in need of replacement should be developed and maintained. (F14.C.7)

### **Financial Implications of Recommendations**

- The proven benefit of preventive maintenance is that it provides the first level of control of maintenance beyond the reactive level. Experience shows that a program of preventive maintenance can provide a 30% decrease in maintenance costs relative to expenses resulting from reactive maintenance. (See "Elements of Reliability - Based Maintenance: Future Vision for Industrial Management", Forrest Pardue). Using the same rationale as applied to Facilities Maintenance, we will expand the concept of preventive maintenance to include inventory tracking and control, activity based analysis and contracting services. Assuming administrative and "hidden" costs were included, and only 10% of vehicle maintenance costs be saved, and fuel costs were neglected, the financial benefit to the District would approximate \$32,000 annually. (R14.C.4, F14.C.7)

## **COMPONENT D: CAMPUS POLICE**

### **1. Description of Component**

Austin ISD Campus Police Department has responsibility for providing a safe and secure educational environment for students, teachers and administrative staff. The Campus Police Department's primary duties include:

- Responding to calls for service, both criminal and non-criminal
- Conducting crime, incident, and accident investigations
- Patrolling facilities and grounds
- Monitoring, installing and maintaining intrusion and fire alarms
- Administering an emergency communication center
- Administering the School Resource Officer Program
- Administering crime prevention and safety programs.

In addition, the Campus Police provide a courier service for Food Services' money deposits and off-duty security for athletic events. The Department is also responsible for acting as liaison between AISD and other Travis County justice agencies.

### **2. Summary of Findings from Existing Reports and Data Sources**

(F14.D.1) A comparison of the 1991-92 and 1992-93 budgets for the Campus Police Department is summarized below. The increased budget reflects the addition of two School Resource Officers and increased fire and security alarm maintenance.

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$696,753	\$740,356	6.26%
Purchased Services	\$42,500	\$46,900	10.35%
Supply	\$111,116	\$133,116	19.80%
Operating	\$500	\$3,150	530.00%
Capital	\$8,900	\$21,850	145.51%
<b>TOTAL</b>	<b>\$859,769</b>	<b>\$945,372</b>	<b>9.96%</b>

(F14.D.2) The AISD Police Department has thirty-two (32) staff consisting of:

- Chief of Police
- Captain of Police
- Fifteen Police Officers
- Three School Resource Officers
- Four Dispatchers
- Security/Fire Alarm Supervisor
- Six Alarm Technicians

- One Clerical Staff

The Department's current organizational structure is illustrated in Exhibit 14.D.1.

**(F14.D.3)** The School Resource Officer Program is a cooperative effort between the AISD Police Department and individual school campuses. The AISD Police Department has assigned three officers full time to individual campuses - Johnston High School, Mendez Middle School and Pearce Middle School. The officers perform the standard duties of police officers, as well as serve as consultants, instructors and problem solvers. According to AISD Administration, the police officers have contributed significantly towards creating a safe and secure learning environment in these three schools. Opportunities exist to expand the School Resource Office Program to other schools. However, limited resources have prevented expansion of the program.

**(F14.D.4)** In 1987, the District implemented a Board approved Police Department policies and procedures manual to assist the Department in providing a safe and secure learning environment.

### 3. Summary of On-Site Findings

**(F14.D.5)** A summary of AISD reported offenses indicates a dramatic increase in criminal activity in AISD schools.

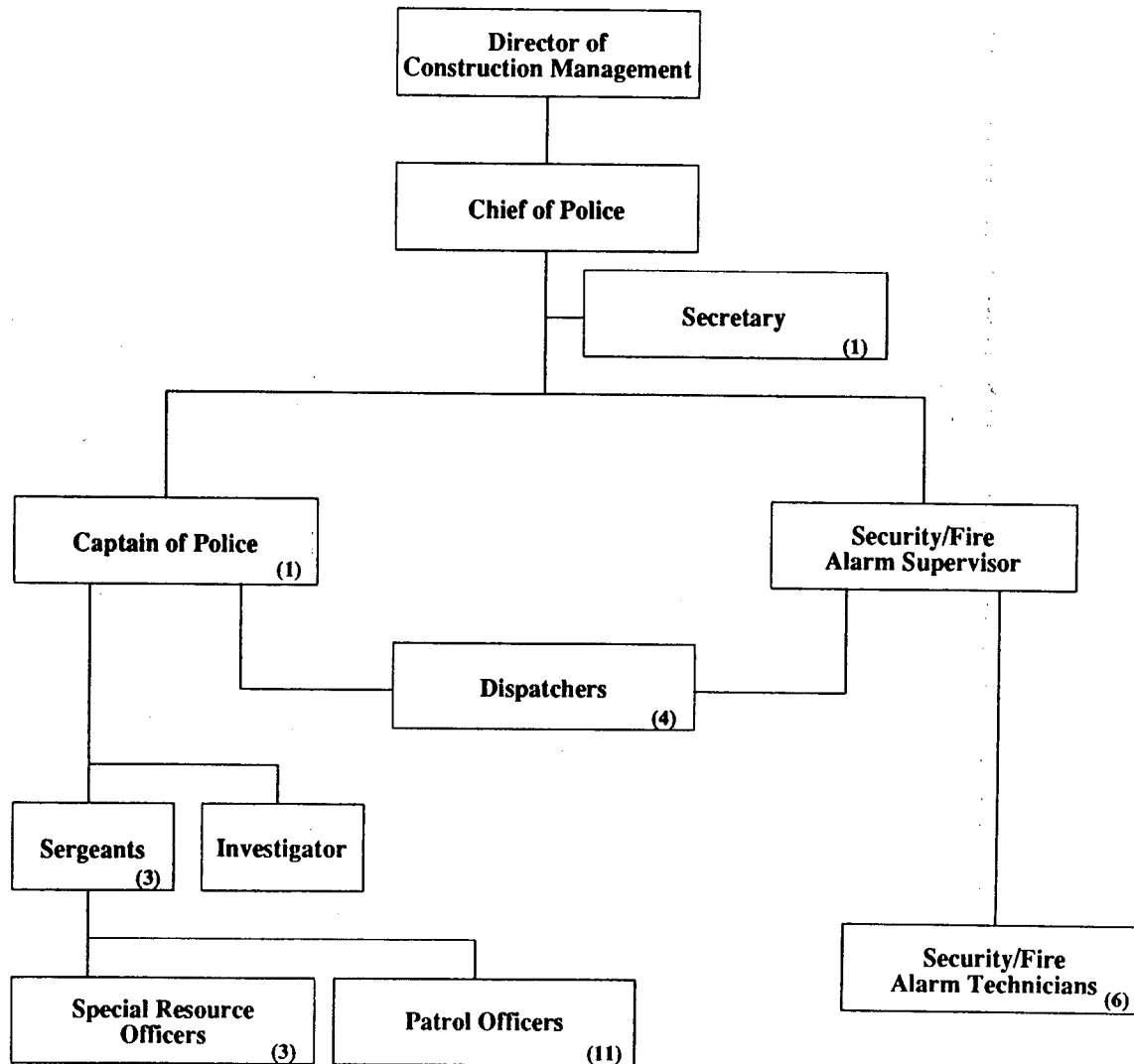
AISD POLICE DEPARTMENT REPORTED OFFENSES				
	1989	1990	1991	1992*
Robbery	20	8	9	8
Aggravated Assault	10	15	17	16
Burglary	373	370	412	334
Thefts	206	208	217	256
Stolen Vehicles	9	16	35	51
Arson	9	13	12	11
Assault	143	206	246	366
Criminal Mischief**	517	95	157	255
Weapons Violations	27	29	29	71
Drug Offenses	27	23	39	101
TX Ed. Code Violations	39	56	47	129
Others	98	141	245	502
<b>TOTAL OFFENSES</b>	<b>1,478</b>	<b>1,180</b>	<b>1,465</b>	<b>2,100</b>
<b>Calls for Service</b>	<b>7,918</b>	<b>11,757</b>	<b>12,762</b>	<b>14,741</b>

\* Reported through October

\*\* Change in reporting in 1990 - Not Under \$100

Weapons violations and drug offenses are expected to increase over 225% from 1991 to 1992. Crime related offenses pertaining to synthetic drugs increased from two reported cases in 1991 to forty (40) reported cases in the first nine months of

# Current Organization Structure Campus Police Department



1992. Overall, total reported offenses are expected to double in 1992. In 1991-92, total reported property loss was \$327,210.

**(F14.D.6)** AISD does not have a Board approved Campus Security Plan. In 1989, a Campus Security Plan was submitted to the Board which outlined after hours usage of facilities, control of keys and installation of newer security devices. Limiting access would have significantly reduced both false alarms and utility costs during off-hours. The plan was not approved.

**(F14.D.7)** AISD, like most other urban school districts, faces increasing violence and crime, a problem that goes beyond school boundaries. However, the Campus Police Department has limited resources to devote to patrol officers, equipment, training and effective security programs. The Department has not had an increase in manpower in the patrol section since 1977. Due to vacation time, sick leave, special events, and turnover, patrol officers regularly work six day work weeks and overtime. In 1990-91, overtime costs were \$87,192, approximately 13% of total salaries. In 1991-92, overtime costs were \$57,253, approximately 9% of total salaries. The demanding workload was a contributing factor for six patrol officers leaving the force in 1992.

**(F14.D.8)** Using the manpower allocation formula recommended by the Texas Commission on Law Enforcement Officers Standards and Education, the AISD Police Department should increase the number of patrolmen a minimum of eleven officers and the vehicle fleet by three units. The manpower allocation formula is based on the number of reported offenses, arrests, investigations and accidents a police department is required to handle in a given year.

**(F14.D.9)** The Department has only four Dispatchers. Based on a forty (40) hour work week, this requires that a patrol officer work at least one shift per week as a dispatcher, or a dispatcher works overtime. Due to vacation time, sick leave and turnover, patrol officers are regularly staffed as a dispatcher, and/or dispatchers are working six day work weeks. The demanding workload was a contributing factor for three dispatchers leaving the force in 1992.

In 1990, the AISD Police Department agreed to monitor Round Rock ISD's twelve schools in exchange for one Dispatcher's salary and benefits, thereby giving the Department five Dispatchers. The following year, one Dispatcher position was removed from the budget, leaving the Department with four dispatchers, while continuing to monitor Round Rock ISD.

**(F14.D.10)** The average AISD police officer has 5.3 years of law enforcement experience, but only 1.7 years of service with the District. The high turnover rate at the Campus Police Department places a significant demand on the Personnel Department for timely and accurate pre-screening of applicants. The time lag of hiring new employees leaves the Department short staffed during these periods.

**(F14.D.11)** The current training budget does not sufficiently cover the cost of outside programs. Internal training programs have been implemented, but are insufficient to meet the requirements of senior personnel. In addition, the Department has no incentive pay structure for police officers. AISD police officers' compensation is not tied to certification level or experience level, only length of service and rank.

**(F14.D.12)** The current reporting structure for Campus Police is inadequate to provide the lines of communication necessary for optimal service. The Chief of Police currently reports to the Director of Construction Management. The AISD Police Department needs a reporting relationship within the District's organizational structure that affords them the flexibility to pursue investigations of a sensitive nature or those investigations that require cross functional participation or involvement. (See F9.B.11)

***Fire and Security Alarm Division***

**(F14.D.13)** Alarm technicians design, install and maintain intrusion and fire alarm systems for the District. The division works closely with outside contractors on new construction projects. An inspection of the District's fire alarm systems performed by the AISD staff indicated that \$1,480,500 needs to be invested to bring campus fire alarm systems into satisfactory condition.

Status of Fire Alarm System	Number of Schools	Estimated Costs
No System	30	\$761,000
Partial System	8	234,000
Manual System	26	485,500
<b>TOTAL</b>	<b>64</b>	<b>\$1,480,500</b>

**(F14.D.14)** AISD does not have a policy limiting the use of school facilities by individual employees. Employees can enter schools and facilities twenty-four hours a day, seven days a week. Approximately 90% of the 200,000 alarm signals received by the AISD police every year are false alarms due to employee negligence. This includes alarms due to improper entry, instructional materials (i.e. mobiles) interfering with motion sensors and air conditioning equipment activating the alarm system. Furthermore, no policies or procedures exist controlling key distribution and reproduction. Approximately 6,000 keys were made in 1991-92, and an additional 1,700 in the first three months of 1992-93 by the Structural Shop. (See F9.D.24)

#### 4. Commendations and Recommendations

##### *Commendations*

We commend AISD for:

- **(C14.D.1)** Establishing the School Resource Officers Program.
- **(C14.D.2)** Efforts to design, inspect and supervise installation of security monitoring systems by qualified in-house personnel. The Alarm technicians work closely with Construction Management and outside contractors to ensure reliable cost effective systems are implemented.

##### *Recommendations*

We recommend that AISD:

- **(R14.D.1)** Develop and implement a Campus Security Plan to ensure school needs and Board expectations are fulfilled in a manner most cost effective and efficient for the District. The Board needs to formally define the expectations, scope and objectives of the AISD Police Department and review its commitment to providing a safe and secure learning environment. Consideration should be given to:
  - Planning for additional resources to meet future needs (i.e., reported offenses trends, increased student population, new facilities, etc.)
  - Use of part-time personnel as a supplement to District personnel to cover peak hours
  - Provisions for appropriate training for Officers working in an educational environment
  - Adequate coverage of school grounds and facilities to reduce property damage/loss and increase security for District employees and students
  - Control of after hours access to facilities, including control of keys. (F14.D.3, F14.D.6, F14.D.8, F14.D.9, F14.D.11, F14.D.14)
- **(R14.D.2)** Re-organize the reporting relationship of the Campus Police Department so they can accomplish their primary duties more effectively and efficiently. Allowing the Chief of Police to report directly to the Assistant Superintendent of Business Support Services would remove an unnecessary layer of management and give Campus Police the flexibility to pursue sensitive investigations or those that require cross functional participation or involvement. (F14.D.12)

- **(R14.D.3)** Campus Police should establish formal lines of communications with principals to ensure proper adherence to security policies and procedures including handling of security incidents, incident reporting and documentation, investigation reporting and building key access. (F14.D.12)
- **(R14.D.4)** Hire additional patrol officers to meet the increasing demand placed upon the Campus Police Department, so the Department can continue to provide a safe and secure learning environment for students, teachers and administrative staff. Officers are needed as both school resource officers and regular patrol officers.

Hire one additional dispatcher: Four dispatchers cannot adequately provide the required service coverage. During peak hours, approximately 4:00 to 8:00 p.m., two dispatchers need to be staffed to provide appropriate service coverage.

Hire a part-time clerk to document reports and fill in as a dispatcher during peak periods. The Department currently has a backlog of approximately 500 reports to be logged and filed. Police officers must allocate time to these activities which detract the time allocated to primary policing duties. At approximately two to three reports per hour, this translates into a six week backlog. Hiring an additional dispatcher, a part-time clerk and additional police officers would reduce departmental overtime costs and turnover as well as allow patrol officers to perform their primary duties more effectively. (F14.D.3, F14.D.8, F14.D.9)

- **(R14.C.5)** Implement a part-time patrol officer program to alleviate overtime and turnover and to augment and support the regular staff. These officers would be need to be certified and bonded, the same as regular police officers. Such a program would also allow the Department to develop a pool of experienced and available officers for permanent positions. (F14.D.7, F14.D.8, F14.D.10)
- **(R14.D.6)** Implement an incentive pay structure that is tied to Texas Commission Law Enforcement Officer Standards and Education certification levels. The Texas Commission on Law Enforcement Officer Standards and Education has three (3) levels of certification. The high turnover rate, excessive workload and a District commitment to develop a quality Campus Police Department warrant some form of incentive pay structure. In addition, the Department's training budget should ensure that police officers have the opportunity to receive the training required to meet both certification levels and District needs. (F14.D.10, F14.D.11)



- **(R14.D.7)** Allocate funds for fire alarm installation and replacement in the next bond issuance, to bring these systems up to satisfactory condition. (F14.D.13)
- **(R14.D.8)** Develop, implement and enforce policies and procedures limiting access to schools and facilities in order to minimize false alarms. School administrators need to be held accountable for false alarms caused by personnel at the schools. Based on the number of false alarm calls answered by AISD Police, the individual campuses would have been charged an estimated \$250,000 in 1991 if the Department charged the current rate of \$40 per answered false alarm. (F14.D.6, F14.D.14)

**Financial Implications of Recommendations**

- Implementation of a Campus Security Plan, which would limit access to schools and facilities, could save the District over \$400,000 annually, as well as enhance the performance of the AISD Police Department.

Savings Component	Amount	
	Minimum	Maximum
Energy Conservation	\$100,000	\$250,000
Reduction in False Alarms	37,500	75,000
Reduction in Stolen Property	32,700	65,400
Reduction in Keys and Locks	13,000	24,000
Reduction in Vandalism	15,000	30,000
<b>TOTAL</b>	<b>\$198,200</b>	<b>\$444,400</b>

These estimates are based on the following assumptions:

- A reduction in after hours utility consumption (AISD estimate)
  - A reduction of 15% to 30% in the number of false alarms answered
  - A reduction of 10% to 20% in stolen property
  - A reduction of 0.5 to 1.0 full-time man-hours, and the associated materials, dedicated to producing keys and changing locks
  - A reduction in vandalism and unreported stolen property.
- (R14.D.1, F14.D.3, F14.D.6, F14.D.8, F14.D.9, F14.D.11, F14.D.14)  
(See also R10.A.2)

- The demand for additional police officers is dependent on other departmental decisions, such as implementation of a part-time officer program, the hiring of a additional dispatcher and a part-time clerk, and the implementation of a campus security plan. Each additional officer would cost approximately \$28,000 in salary and benefits, and support costs. Thus, the minimum of eleven officers recommended by the Texas Commission on Law Enforcement Officers Standards and Education manpower allocation formula would cost the District approximately \$308,000. (R14.D.4, F14.D.3, F14.D.8, F14.D.9)
- Hiring an additional Dispatcher and a part-time clerk would cost approximately \$30,000 in salary and benefits (1.5 X \$20,000). However, assuming this would reduce overtime cost \$17,100 (57,000 X 30%) the net investment would be only \$13,000. This would also provide the officers more time to perform their primary mission. (R14.D.4, F14.D.3, F14.D.8, F14.D.8)
- Implementation of an incentive pay structure, a part-time officer program, and an increase in the training budget could have a significant impact on turnover, morale and operational effectiveness. An increase of \$1,500 for external training programs and travel related expenses, and approximately \$7,200 (2% of officers' base pay) for incentive programs is recommended. The cost of implementing a part-time officer program is dependent on the District's level of commitment to such a program. A part-time officer program would reduce overtime costs, Personnel Department labor-hours allocated to advertising and interviewing police officer candidates and increase the effectiveness of the force. Rather than measure the impact of this program in cost savings, goals and standards should be established to measure the program's effectiveness. (R14.D.6, F14.D.10, F14.D.11)

**COMPONENT E: THE OFFICE OF RESEARCH AND EVALUATION**

**1. Description of Component**

The Office of Research and Evaluation (ORE) is responsible for providing the District's systemwide evaluation, systemwide achievement testing and externally funded evaluations to comply with state and federal rules and regulations and to meet Districtwide evaluation and information needs. The mission of the Office of Research and Evaluation is to provide unbiased, accurate, and timely information to decisionmakers in the District.

**2. Summary of Findings from Existing Reports and Data Sources**

(F14.E.1) The following is a comparison of the Office of Research and Evaluation Department budgets for 1991-92 and 1992-93:

Account	Budget		
	1991-92	1992-93	Variance
Payroll	\$451,108	\$425,108	-5.76%
Purchased Services	\$22,267	\$22,667	+1.80%
Supplies	\$101,853	\$101,448	-0.40%
Operating Expense	\$1,874	\$1,874	0.00%
Capital Outlay	\$3,275	\$3,125	-4.58%
<b>Total</b>	<b>\$580,377</b>	<b>\$554,222</b>	<b>-4.51%</b>

Source: AISD Budget for the Year 1992-93

The Office of Research and Evaluation Department's budget has been decreased by 4.51% from the previous year. Labor costs currently account for approximately 77% while supplies account for approximately 18% of the Department's total budget. The increase in purchases is primarily due to the purchase of consulting services, otherwise all other expenditures have either remained the same or have decreased from 1991-92 to 1992-93. Externally generated funds allocated to ORE for evaluation services will provide approximately \$350,000 to ORE for the 1992-93 school-year. Externally generated funds are funds from state and federal grants and programs that require mandated evaluation services.

(F14.E.2) The following is a comparison of staffing levels for the Office of Research and Evaluation Department for 1991-92 and 1992-93:

Component	1991-92	1992-93	Variance
Office of Research & Evaluation	12.0	11.0	(1.0)

Source: AISD Budget for the Year 1992-93

ORE's staffing statistics indicate the number of personnel funded by AISD's local budget. Budgeted staffing levels were reduced in the 1992-93 school year because one evaluation associate and one evaluator were eliminated while the Assistant

Director position was added to the local budget. ORE is assigned two half-time personnel (or one full-time equivalent) from the A+ Coalition's budget to provide evaluation services for certain A+ programs. ORE's external funds provide 8.25 positions to conduct federal and state grants and program evaluations. The organization structure of the Department is illustrated in Exhibit 14.E.1.

**(F14.E.3)** ORE's main duties are to carry out systemwide evaluation and testing and to act as an accountability agent for the District. Systemwide evaluation involves the evaluation of the entire District's special programs to assess the effectiveness of the programs. Systemwide evaluation analyses include the Dropout Prevention report, the School Climate Survey, the Historical Student Retention in Grade report and the Program Effectiveness Comparisons report as well as other programs. The Office of Research and Evaluation does the systemwide achievement testing evaluation for the District. Systemwide achievement testing includes evaluation of the TAAS (Texas Assessment of Academic Skills), NAEP (Norm-referenced Assessment Program for Texas ) and ITBS (Iowa Test of Basic Skills) tests as well as other test scores. Most tests are administered in April and test evaluation reports are available in the June-July time frame.

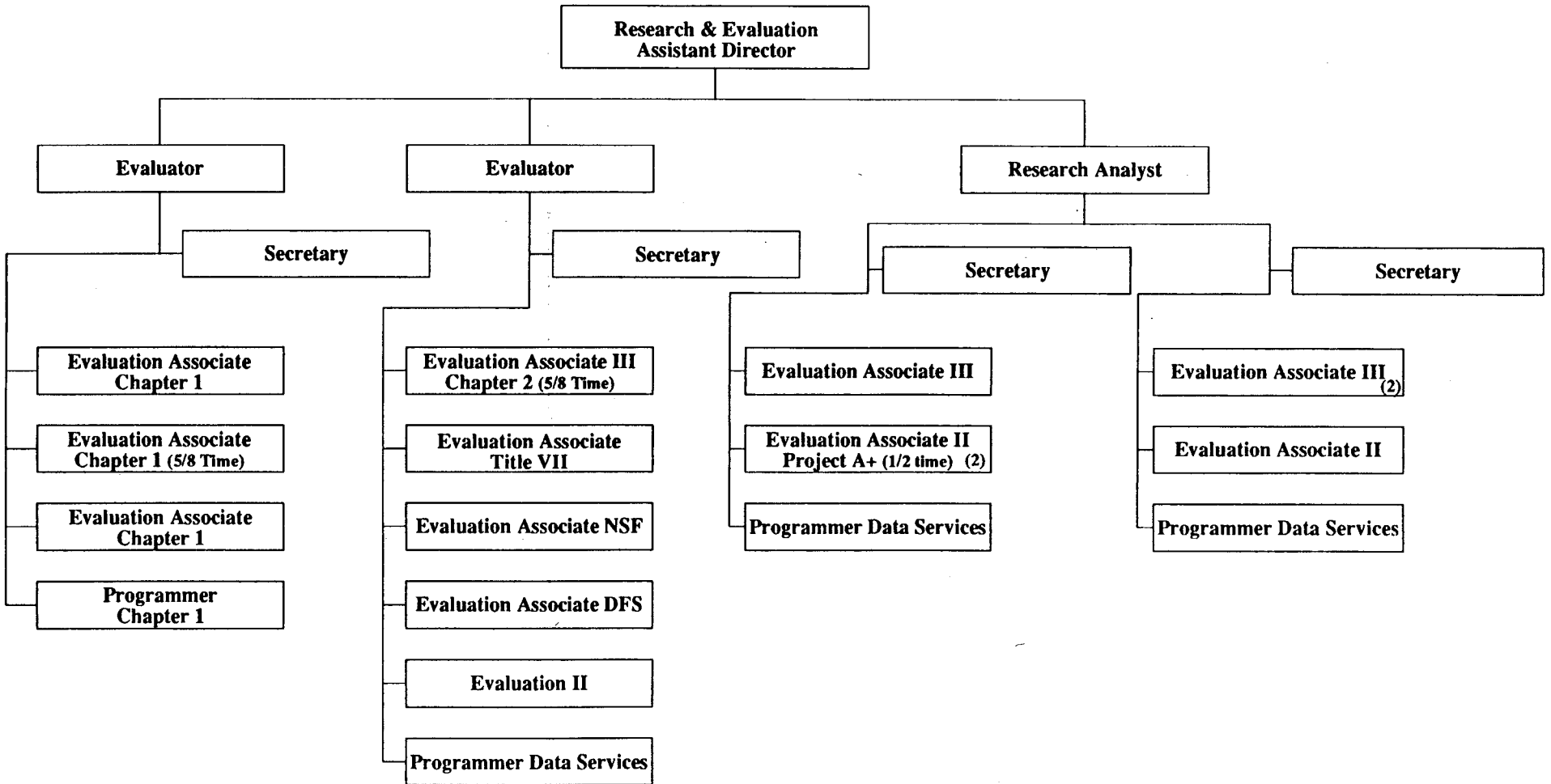
**(F14.E.4)** Externally funded evaluations are conducted for special state and federal funded programs and grants to assess the success of students receiving compensatory education and other special services. Externally funded evaluations will be conducted for the following programs in the 1992-93 school year:

<b>Program</b>
Project A+ Elementary Technology Schools
Project A+ School Based Improvement
Chapter 1 Regular
Chapter 1 Migrant
Chapter 2 Formula Programs
Title VII Bilingual Transition Program
Drug-Free Schools
National Science Foundation
Title II Mathematics and Science Training

**(F14.E.5)** The Office of Research and Evaluation also serves all ad hoc or special information needs requested by members of the District. This information is provided to empower individuals in the District with specific kinds of information to make well informed decisions. Individuals in the district making ad hoc information requests include the following:

# Current Organization Structure Research & Evaluation Department

14-33



Sources of Requests
School Board Members
Superintendent
Assistant Superintendents
Instructional Coordinators
News Media
Principals
Teachers
Parents

**(F14.E.6)** ORE acts as an information liaison to campuses by assigning an evaluator or a research analyst to each of the vertical teams in the District. ORE invites themselves to vertical team meetings to share information and to communicate their information generation and analysis capabilities to District staff. These efforts have interested campus staff enough to invite ORE to present student achievement data to their campuses, PTA meetings and parent fairs, among others.

**(F14.E.7)** The Office of Research and Evaluation (ORE) is currently a part of the District's Department of Management Information (DMI) and reports to the head of DMI. Management reports that they are a stronger department under the Business Support Services and the Department of Management Information because ORE is not considered an outside user of information services and because they are able to maintain their strong tradition of being an independent research and evaluation unit.

**(F14.E.8)** ORE personnel work closely with Data Services because they are assigned four Data Services programmers, one of which is funded by Chapter 1 funds, to work on specific projects for ORE. Thus, ORE and Data Services share these programmers, but most of the four programmers' duties are generated by ORE. Management estimated that at least 90% of the three Data Services programmers are devoted specifically to ORE projects (and all of the duties for the Chapter 1 funded programmer). ORE also utilizes numerous data files in Data Services and works with them to keep these data files updated and in proper form. In summary, ORE handles all the non-routine information requests of the District whereas Data Services handles the routine information requests of the District.

**(F14.E.9)** ORE is currently conducting 25 research and evaluation studies and projects in the District for the 1992-93 school-year (as published in the ORE Agenda) plus other projects not published in the Agenda. Of these 25 projects, only 10 are not required by state law, State Board of Education rule or external funding agents. Of these 10 projects, only four were not requested by the Board. All four have been requested by divisions, departments or schools. They are the Distributive Information Systems for Campuses (DISC), Generic Evaluation System (GENESYS), the Profiles Report and the End-of-Book Test Scoring

Scoring evaluation. ORE has identified GENESYS, DISC and Profiles as being needed by the District for evaluation purposes.

**(F14.E.10)** The ORE report identification cycle begins in the June-October time frame. Evaluation areas are selected annually in response to District priority information needs. ORE identifies programs for evaluation and formulates an evaluation plan which is published in the ORE Agenda in mid to late October. Data collection takes place in the fall and spring. Some testing, such as Chapter 1 testing, takes place in the fall and regular testing is done in April of the school year. There is some degree of interim reporting during the school year, but the majority of the reports are completed at the end of the school year.

### 3. Summary of On-Site Findings

**(F14.E.11)** The following table summarizes the historical staffing levels funded by local and external sources in the Office of Research and Evaluation.

<b>Local Staffing*</b>	<b>87-88</b>	<b>88-89</b>	<b>89-90</b>	<b>90-91</b>	<b>91-92</b>	<b>92-93</b>
Administrative	4	2	2	2	2	2
Professional	7	6	5	5	6	5
Classified	9	7	8	8	7	7
<b>Sub-Total</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>
<b>Grant Staffing**</b>	<b>87-88</b>	<b>88-89</b>	<b>89-90</b>	<b>90-91</b>	<b>91-92</b>	<b>92-93</b>
Administrative	1	2	1	1	1	1
Professional	5	6	5	5	5	5.25
Classified	2.5	3	3.5	4	2.5	2
<b>Sub-Total</b>	<b>8.5</b>	<b>11</b>	<b>9.5</b>	<b>10</b>	<b>8.5</b>	<b>8.25</b>
<b>Total Staffing</b>	<b>87-88</b>	<b>88-89</b>	<b>89-90</b>	<b>90-91</b>	<b>91-92</b>	<b>92-93</b>
Administrative	5	4	3	3	3	3
Professional	12	12	10	10	11	10.25
Classified	11.5	10	11.5	12	9.5	9
<b>Total Staffing</b>	<b>28.5</b>	<b>26</b>	<b>24.5</b>	<b>25</b>	<b>23.5</b>	<b>22.25</b>

\*Local Staffing includes three programmers included in Data Services' Budget

\*\*External Staffing includes one programmer in Data Services

Total staffing levels have decreased by approximately six positions from 1987-88 to 1992-93. Most of this difference is attributed to reductions in ORE's locally funded staff. Local staffing cuts appear to have been made evenly for administrative, professional and classified staff positions.

**(F14.E.12)** Management reported that up to 33% of the locally funded personnel's duties are to service ad hoc requests. Management reported that they attempt to serve all ad hoc or non-routine requests from members of the District. Requests for data are debated and prioritized based on available resources. ORE works

closely with the users of the data to define and create the necessary data sources to meet the users' needs for decision-making. Thus, the scope of ORE's services is not confined to the Board and the Superintendent, but encompasses the entire District.

**(F14.E.13)** The following chart compares AISD's Office of Research and Evaluation with other research and evaluation departments in other Texas ISD's of similar sized enrollments for the 1992-93 school year:

School District	Enrollment**	Budget	Staffing
Fort Worth ISD*	71,224	Total: \$494,819 Local: \$275,147 External: \$219,131	17 Local: 7.3 External 9.7
Austin ISD	67,845	Total: \$905,195 Local: \$554,222 External: \$350,973	19.25*** Local: 11 External 8.25
El Paso ISD	64,728	Total: \$723,915 Local: \$451,087 External: \$272,828	20 Local: 12-- External: 8
San Antonio ISD	59,811	Total: \$1,071,925 Local: \$537,143 External: \$534,782	12 Local: 5 External 7

\*Fort Worth's "ORE" is called The Research & Development Department and may not include all of the local and external funds for systemwide evaluation and systemwide achievement testing

\*\*Source: Benchmarks 1991-92

\*\*\*Does not include three programmers in Data Services' Budget

Budget and staffing information was requested for the research and evaluation departments of other ISD's of similar sized enrollment primarily for systemwide evaluation, systemwide achievement testing activities and externally funded programs which required evaluation. AISD employs the second highest number of locally funded personnel next to the San Antonio ISD, but if the three programmers in the Data Services Department are included, AISD would have the highest number of locally funded people and the highest local budget compared to other districts of similar enrollment size. On a per pupil expenditure basis, AISD has the second highest per pupil expenditure of local funds for research and evaluation services at \$8.17 per pupil, while San Antonio has the highest at \$8.98 per pupil. Fort Worth spends approximately \$3.86 per pupil and El Paso spends approximately \$6.98 per pupil of local funds on research and evaluation services.

**(F14.E.14)** Management indicated that AISD's Office of Research and Evaluation has a national reputation for excellence. The Assistant Director and the three Evaluators are well published in professional journals and have conducted roundtable discussions and joint presentations at testing conferences. ORE sells their reports at cost to the general public and provides professionals within the



"ORE community" their reports upon request free of charge as a professional courtesy.

**(F14.E.15)** ORE is conducting four innovative projects to assist the District's research and evaluation capabilities. (1) Distributive Information Systems for Campuses (DISC) is a project to increase the data-access and information-generating capabilities of campuses by decentralizing data manipulation functions, while maintaining centralized data processing of major applications. DISC gives campuses the capability to access and analyze pre-packaged and customized reports on profiles of students and school characteristic information at the school, campus, area and District levels. DISC currently provides current year and prior year District information. The DISC report is published three times a year. Each publishing effort for DISC is a four to six week long effort. ORE utilizes all the Data Processing programmers to complete this effort. DISC data has been published for three years. (2) GENeric Evaluation System (GENESYS) is a method of streamlining data collection and evaluation through systems automation to make it possible to evaluate a much larger number and variety of programs. It is a software program that accesses different data files to produce a report on specified groups of students in different programs. This software is based on a student's ID number (a permanent, unique seven digit number) which allows the user to access program information (sex, ethnicity, attendance, achievement, at-risk status, discipline, GPA, etc.) and generate reports on outcome information. Management of GENESYS requires basically organizational tasks such as assembling files and rosters of student data to be input into a SAS (Statistical Analysis Software) mainframe file. The GENESYS file is managed by one programmer. In short, GENESYS is an attempt to automate information requests to respond to campuses in a timely fashion. GENESYS allows ORE to increase the level research and evaluation of services without increases in staff. (3) ROSE (Report on School Effectiveness), is a statistical analysis using multiple regression analysis to predict test scores on the ITBS (Iowa Test of Basic Skills) and the TAP (Test of Achievement and Proficiency). Prediction is based on factors which are out of the District's control (i.e. ethnicity, sex, low income status, etc.). The ROSE analysis attempts to measure the real effect the school is having on student achievement. (4) ROPE (Report on Program Effectiveness) is similar to the ROSE, but tries to measure the effectiveness of certain programs on student achievement. All four of these projects are leading-edge projects that assist ORE in the research and evaluation of the District's programs and students. ORE's goal is to move toward interactive requests over the computer to access pre-packaged computer programs, to empower the users of the data and to enhance decision-making.

**(F14.E.16)** ORE circulates complete sets of ORE reports to the Board (one copy), the Assistant Superintendents and limited numbers of copies to administrators supervising the externally funded programs. The Superintendent requested to not receive ORE's complete reports, but he will request ORE to send reports on an as

needed basis. Every campus principal and all central office administrators receive copies of the executive summaries of these reports. Executive summaries are circulated rather than the complete reports because of cuts in the reproduction budget. Campuses also receive information about their campus from certain reports such as the DISC report, among others. If campuses are interested in a particular ORE report, ORE will send them the complete report upon request.

**(F14.E.17)** ORE is currently performing special studies beyond what is published in ORE's Agenda. ORE is currently performing an overlap study of compensatory education programs, determining the overlap of the number of students served and services provided to ensure that students are not provided too much service. Another project is the classroom observation project. The observation program is carried out every few years and attempts to observe students at the point of educational service delivery. Trained observers will watch students in all elementary classrooms, not just Chapter 1 schools, to provide a basis of comparison for the Chapter 1 schools. This project is primarily geared toward Chapter 1 schools, but it will also target low achievers. The observation project is primarily locally funded. AISD chooses to conduct this project despite it not being required by Chapter 1 federal guidelines.

**(F14.E.18)** The Texas Education Agency includes the Office of Research and Evaluation on its Students Assessment Advisory Council, which was created as a result of a request to TEA by districts within the state to coordinate TEA required information reporting guidelines. Management reported that they have a particularly good relationship with TEA and work with TEA to anticipate new information reporting requirements. TEA, in the past, has adopted information reporting requirements that were designed and developed by AISD's Office of Research and Evaluation.

#### **4. Commendations and Recommendations**

##### ***Commendations***

We commend AISD for:

- **(C14.E.1)** Providing quality research and evaluation services to the District.
- **(C14.E.2)** Conducting new and innovative research projects and using leading-edge technologies to assist research and evaluation services.
- **(C14.E.3)** Circulating executive summaries of reports to members of the District to better deal with budget limitations.

- **(C14.E.4)** Performing innovative studies of educational service delivery, overlap of compensatory educational services and school and program effectiveness studies, among others.
- **(C14.E.5)** Maintaining a good relationship with TEA and participating in TEA's Student Assessment Advisory Council to anticipate new information reporting requirements and assisting TEA in developing definitions of information variables.
- **(C14.E.6)** Expanding the ORE effectiveness rating criteria to include a cost component, which attempts to measure program effectiveness compared to fiscal resources expended.

### ***Recommendations***

We recommend that AISD:

- **(R14.E.1)** Review the scope of services provided by the Office of Research and Evaluation and determine the appropriate levels of service in relation to available resources. ORE's goal is to serve 100% of all the ad hoc requests of the District and to be completely customer driven. In addition, among their peer group, AISD expends a larger amount of resources for Research and Evaluation Services because it provides a high level of service and transacts with a large number of users in the District. The District should formally define ORE's customers and decide what level of services should be provided to the District's decision makers. (F14.E.11-13)

### **Financial Implications of Recommendations**

- Approximately 33% of the locally funded staff spend their time servicing the Districts ad hoc requests. Potential cost savings for reducing ad hoc service levels by approximately 45% (two locally-funded positions) would result in an estimated savings of \$79,000 in salaries and benefits (average salary and benefits of \$39,500 x 2 positions). (R14.E.1, F14.E.11-13)



***Summary of Potential Cost Savings  
and Investment Requirements***



**SECTION 15.0  
SUMMARY OF POTENTIAL COST SAVINGS  
AND INVESTMENT REQUIREMENTS**

In this section, we present an exhibit that summarizes the cost savings and investment requirements associated with our recommendations. Based on the estimates presented in Exhibit 15.A.1, which are in 1992-93 dollars, we estimate that if all of our recommendations were implemented on a reasonable time schedule, AISD could achieve a minimum of \$6.8 million in savings with \$2.8 million in investment requirements for a net of \$4 million in savings for the 1993-94 fiscal year. In addition, the District could achieve an additional savings of \$3.9 million with nearly \$700,000 in investment requirements for a net savings of \$3.2 million in fiscal year 1994-95. The District could also achieve an additional \$2.1 million in one-time savings bringing the total potential savings to \$12.8 million. Almost all recommended savings relate to more effective and efficient management of AISD facilities, administrative processes and support services. We have been conservative in calculating our cost savings estimates and believe that AISD can easily achieve the savings through strong management by central administration and support by the Board.

We have abbreviated the wording of our recommendation for use in Exhibit 15.A.1. The reader should refer to the full recommendation, which is referenced, for a more complete presentation of the recommendations and their financial implications.

Exhibit 15.A.1 includes only those recommendations which have a quantifiable cost savings or investment requirement. Some of our most important recommendations, however, do not have a direct financial implication, but nevertheless, represent important improvements over current policies and management practices. A complete listing of our recommendations is presented in Appendix A.

**SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)**

<b>Recommendations Having Financial Impact for Austin Independent School District</b>	<b>Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94</b>	<b>Additional Annual (Costs) or Savings/Revenue 1994-1995</b>	<b>One-Time Savings or Cost Avoidance</b>
<b>SECTION 5.0 DISTRICT ORGANIZATION AND MANAGEMENT</b>  <b>Component A: Governance and Administration</b>  1. Strategic and tactical planning process (R5.A.1)  2. Establish in-house legal department (R5.A.7)	   (\$50,000)  \$220,000	     	   
<b>Component B: School Management</b>  1. Reorganization of school management administration (R5.B.1)  2. Evaluation of high cost, low impact components of the Priority School program (R5.B.2)  3. Resources for staff development efforts (R5.B.6)	  \$376,400  \$2,000,000  (\$200,000)	    (\$200,000)	   
<b>SECTION 6.0 EDUCATIONAL SERVICE DELIVERY</b>  <b>Component A: Curriculum Services</b>  1. Perform high level resource requirement analysis (R6.A.2)  2. Eliminate multiple stipends for itinerant music teachers (R6.A.3)  3. Charging schools for Science Health Resource Center use (R6.A.4)	  \$75,000    \$90,000	    \$18,000	   

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## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>Component D: State &amp; Federal Programs</b>			
1. Implement better financial/fiscal practices in Grants Administration (R6.D.2)	\$550,000		
2. Implement central grant writing function (R6.D.1) -Creation of Grant Department -Grant revenues	(\$125,000) \$1,000,000	\$1,500,000	
<b>Component E: School Support</b>			
1. Eliminating four school counselor positions (R6.E.2)	\$171,000		
2. Hiring 20 nurses and a nurse administrator (R6.E.2)	(\$676,000)		
3. Receiving Medicaid Reimbursement (R6.E.5)	\$552,000		
4. Define requirements for Health Services information system (R6.E.4)	(\$25,000)		

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>Component F: Student Athletics &amp; Extracurricular Stipends</b>			
1. Standardize the number of coaching stipends across schools (R6.F.5)	\$49,000		
2. Align District stipends with state average stipends (R6.F.5)	\$54,000		
3. Eliminate coaching experience stipends (R6.F.5)	\$10,800		
4. Require coaches to teach full teaching loads (R6.F.6)	\$166,000		
5. Return excess gate receipts to general fund (R6.F.7)	\$40,000		
<b>SECTION 7.0 PERSONNEL MANAGEMENT</b>			
<b>Component A: Hiring and EEO</b>			
1. Define requirements for payroll/personnel system (R7.A.2)	(\$75,000)		
<b>Component C: Personnel Policies, Procedures and Records</b>			
1. Perform a resource requirements analysis for selected Business Support Services. (R7.C.1)	(\$50,000)		
2. Reorganize the Personnel Department. (R7.C.1)	\$280,800		
3. Eliminate accident leave benefits (R7.C.4)	\$80,000		

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 8.0 COMMUNITY INVOLVEMENT</b>			
Component E: Communications			
1. AMPS: Eliminate Channels 8 & 28 (R8.E.3)	\$274,000		
<b>SECTION 9.0 FACILITIES</b>			
Component A: Planning and Utilization			
1. Closing one of the District's high schools (R9.A.1)		\$1,800,000	
Component B: Construction Management			
1. Hire a Plant Improvement Engineer (R9.B.4)	\$22,530		
2. Sell District properties not designated for future use (R9.B.5)			\$1,000,000 +
Component C: Facilities Maintenance			
1. Implementation of a comprehensive PPMP and inventory control system (R9.C.6, R9.C.7)		\$500,000	

**SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)**

<b>Recommendations Having Financial Impact for Austin Independent School District</b>	<b>Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94</b>	<b>Additional Annual (Costs) or Savings/Revenue 1994-1995</b>	<b>One-Time Savings or Cost Avoidance</b>
<b>SECTION 10.0 ASSET MANAGEMENT</b>			
<b>Component A: Risk Management</b>			
1. Eliminate paying football student insurance premiums (R10.A.1)	\$24,060		
<b>Component B: Cash Management</b>			
1. Create a Treasury function and hire a Treasurer (R10.B.4)	(\$54,000)		
2. Implement a more sophisticated cash forecasting software package (R10.B.5)	(\$7,500)		
3. Better management of account relationship structure and cash flows (R10.B.2, R10.B.3, R10.B.4)	\$107,800		
<b>Component C: Bond Issuances and Funding</b>			
1. Create a five year Facilities Master Plan and avoid arbitrage penalties (R10.C.1)		\$18,000	

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## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 11.0 TECHNOLOGY SYSTEMS</b>			
<b>Component A: Management Information Systems</b>			
1. Project Management Software (R11.5)	(\$35,000)		
2. Systems Development Lifecycle Methodology (R11.10)	(\$100,000)		
3. Training Budget (R11.13, R11.15)	(\$25,000)		
4. Computer Aided Software Engineering (CASE) (R11.10)	(\$100,000)		
5. Programmer Personal Computer Workstations (COBOL) development (R11.12)	(\$80,000)		
6. Information Access Utilities (R11.4)	(\$50,000)		
7. Evaluate DBMS (R11.10)	(\$75,000)		
8. Additional Programmer/Analyst Positions (2) (R11.12)	(\$82,000)		
9. Additional Network Support Technician (R11.12)		(\$47,000)	
10. CPU upgrade (R11.14) *Represents incremental increases over current expenditures for the next five years	(\$275,000)	(\$275,000)	
11. Fiber Telecommunications Network (R11.43) (Proposal to AISD Board in March. Investment represents incremental increase over current proposed expenditure for the next twelve years. After the 12th year, the savings will accrue.)		(\$170,000)	\$1,000,000

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 12.0 FINANCE</b>			
Component A: Accounting			
1. Implement a fixed asset inventory system and central receiving function (R12.A.3)		\$52,000	
2. Reduce overtime in the Department and hire two additional Finance employees and reclassify Assistant Director position (R12.A.9)	(\$39,400)		
3. Transmit inter-departmental receivables on a more timely basis (R12.A.6)	\$10,000		
4. Define requirements for a financial system (R12.A.6)	(\$75,000)		
Component B: Budget Process			
1. Hire additional Budget Department staff (R12.B.8)	(\$95,000)		
<b>SECTION 13.0 PURCHASING AND WAREHOUSING</b>			
1. Feasibility study for central receiving and inventory control (R13.3)	(\$75,000)		
2. Contracting furniture auction service (R13.6)	\$19,200		
3. Conduct inventory of school furniture (R13.7)	\$25,000		\$51,000

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>SECTION 14.0 ADMINISTRATIVE &amp; OPERATIONAL SERVICES</b>			
<b>Component A: Food Services</b>			
1. Perform the cost/benefit analysis of constructing a frozen food locker (R14.A.1)	(\$3,000)		
2. Automate the daily operating sheet and the food and supply requisition system (R.14.A.2)	\$16,500		
3. Reduce number of Area Supervisors by two positions (R14.B.2)	\$80,000		
<b>Component B: Transportation</b>			
1. Restrict Overtime in the Department (R14.B.1)	\$13,700		
2. Interface Transportation attendance system with AISD payroll system (R14.B.2)	\$21,000		
3. Implement a computerized inventory control system and integrating it with the District's purchasing procurement system (R14.B.5)	(\$100,000)		
<b>Component C: Vehicle Maintenance</b>			
1. Implementation of a comprehensive vehicle preventative maintenance and inventory control system (R14.C.4)		\$32,000	

## SUMMARY OF POTENTIAL SAVINGS AND COSTS (IN 1992-93 DOLLARS)

Recommendations Having Financial Impact for Austin Independent School District	Initial Annual (Costs) or Savings/ Revenue Beginning in 1993-94	Additional Annual (Costs) or Savings/Revenue 1994-1995	One-Time Savings or Cost Avoidance
<b>Component D: Campus Police</b>			
1. Implementation of a Campus Security Plan (R14.D.1)	\$444,000		
2. Hire additional police officers (R14.D.4).	(\$308,000)		
3. Hire an additional dispatcher and a part-time clerk. (R14.D.4)	(\$13,000)		
4. Implementation of an incentive pay structure and increased funding for training (R14.D.6)	(\$8,700)		
<b>Component E: Office of Research and Evaluation</b>			
1. Reduce ad hoc service level of ORE by two positions (R14.E.1).	\$79,000		
<b>TOTALS:</b>	<b>\$4,050,190</b>	<b>\$3,228,000</b>	<b>\$2,051,000</b>



*Implementation Plans*



***Implementation Plans***

***A. District Organization and Management***



## Austin Independent School District Recommended Implementation Plan – Governance and Administration

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Initiate a structured strategic and tactical planning process.	1.1 Assess strategic internal and external environmental factors	Board of Trustees	300	3/1/93	6/1/93
	1.2 Develop and evaluate alternative strategic directions	Superintendent	300		
	1.3 Develop consensus goals and strategies: – Mission – Governance – Resource utilization/allocation	Asst. Superintendents	300		
	1.4 Develop implementation requirements		240		
	1.5 Develop performance measurement criteria		240		
	1.6 Develop effective budgeting and performance monitoring process (strategic and tactical)		120		
	1.7 Develop annual update process (strategic and tactical)		120		
	1.8 Assess tactical internal and external constraints and opportunities		600		
	1.9 Develop and evaluate alternative tactical strategies		600		

## Austin Independent School District Recommended Implementation Plan – Governance and Administration

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Initiate a structured strategic and tactical planning process.	1.10 Develop consensus tactical objectives and strategies		600		
	1.11 Develop implementation requirements		300		
	1.12 Develop performance monitoring methodology		300		
2.0 Modify budget development process	<p>2.1 Develop budget calendar with July 1 as the targeted budget adoption date. Include target dates for the following budget development milestones:</p> <ul style="list-style-type: none"> <li>- Strategic goals and objectives update</li> <li>- High-level budget assumptions</li> <li>- Department and school preliminary budgets</li> <li>- Draft of proposed budget</li> <li>- Public hearings and Board workshops</li> <li>- Submission of budget amendments</li> <li>- Final adoption</li> </ul>	<p>Board of Trustees</p> <p>Superintendent</p> <p>CFO</p> <p>Director of Budget</p>	60	3/1/93	7/1/93

## Austin Independent School District Recommended Implementation Plan – Governance and Administration

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Modify budget development process	<p>2.2 Establish a budget review committee to review all departmental and school budget requests and meet with principals and department directors to challenge the budget submissions</p> <ul style="list-style-type: none"> <li>– Collect and analyze available performance data to determine if funding is justified</li> <li>– Determine if program funding request is consistent with AISD strategic priorities</li> </ul>				
	<p>2.3 Prepare a proposed budget which contains the following:</p> <ul style="list-style-type: none"> <li>– Discussion of AISD strategic priorities for the upcoming fiscal year</li> <li>– Performance measures by school/department</li> <li>– Actual expenditures for the previous fiscal year</li> </ul>				
3.0 Standardize format for Board agenda items	3.1 Survey Board members to determine what information they find helpful in reviewing agenda items	Board of Trustees  Superintendent	40	5/1/93	8/1/93
	3.2 Survey other school districts to solicit formats used for agenda items for their Boards	Dir of Communication Services	20		

## Austin Independent School District Recommended Implementation Plan – Governance and Administration

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Standardize format for Board agenda items	3.3 Develop proposed agenda item format and present to the Board		20		
	3.4 Board review and approval		20		
	3.5 Prepare agenda items according to new format		on-going		
4.0 Annual goal setting session with the Superintendent	4.1 Meet with the Superintendent in early fall, after annual AISD strategic plan update has been completed, to set performance objectives for the Superintendent and determine outcome measures which will be used to determine if the objectives are met	Board of Trustees  Superintendent	40	9/1/93	on-going
	4.2 Review existing appraisal instrument for the Superintendent position to ensure it is in compliance with accepted compensation standards, practices and legal requirements. The instrument should also allow the appraiser to evaluate the Superintendent's performance relative to the objectives set the previous fall.		20		
	4.3 Complete an appraisal of the Superintendent by first completing an individual evaluation, then meeting as a Board to develop a consensus evaluation		80		



## Austin Independent School District Recommended Implementation Plan – Governance and Administration

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Annual goal setting session with the Superintendent	4.4 Meet with the Superintendent in May or June to share the Board's performance appraisal		40		
5.0 Develop an orientation session for new Board members	5.1 Develop orientation materials and agenda focusing on the following:	Board Officers	120	9/1/93	on-going
	– Role of the Board of Trustees	Superintendent			
	– AISD Board policies	Asst. Superintendents			
	– AISD organization structure				
	– Summary of AISD functional areas of operation	Board Secretary			
	– Robert's Rules of Order and Parliamentary Procedure				
	5.2 Board review and approval of orientation materials		20		
	5.3 Conduct orientation sessions within one month of the election of new Board members		20		
6.0 Implement a committee structure for the Board of Trustees	6.1 Determine the appropriate committee structure for the Board. Committees to be considered include:	Board of Trustees	20	3/1/93	6/1/93
	– Budget				
	– Audit or Finance				
	– Personnel				
	– Policies and Rules				

## Austin Independent School District Recommended Implementation Plan – Governance and Administration

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Implement a committee structure for the Board of Trustees	6.2 Select Board members to serve on the committees and designate committee chairpersons		20		
	6.3 Determine matters/issues which will be delegated to each committee		80		
	6.4 Determine meeting schedules for the committees		20		
	6.5 Review, approval and implementation of committee structure		20		
7.0 Establish in-house legal counsel	7.1 Develop job descriptions for in-house attorneys. Job descriptions should include: <ul style="list-style-type: none"> <li>- Job title</li> <li>- Salary information</li> <li>- Job summary</li> <li>- Specific responsibilities</li> <li>- Principal interactions</li> <li>- Budget and asset responsibilities</li> <li>- Level of decision making</li> <li>- Knowledge/skills/abilities requirements</li> <li>- Qualifying education/training/experience</li> <li>- Special requirements</li> </ul>	Board of Trustees  Superintendent  Exec Director of Personnel	40	5/1/93	9/1/93
	7.2 Recruit and select attorney(s) based on job description requirements		80		

**Austin Independent School District  
Recommended Implementation Plan – Governance and Administration**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
7.0 Establish in-house legal counsel	7.3 Solicit Board approval for candidates selected		16		
	7.4 Survey available office space at the administrative building to determine the appropriate location for the legal counsel		8		
	7.5 Purchase necessary books, supplies and equipment for the legal counsel		40		
	7.6 Recruit and hire a secretary for the legal counsel		40		

## Austin Independent School District Recommended Implementation Plan – School Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Implement organizational structure changes	1.1 Review recommended organizational structure and change rationale	Superintendent	80	6/1/93	8/1/93
		Asst Superintendents	80		
	1.2 Develop strategies to achieve identified organizational improvement:  – Management/staff reassignment – Management/staff attrition				
	1.3 Solicit Board input/approval		16		
	1.4 Announce revised organizational structure and implement		8		
2.0 Evaluate resources dedicated to Priority Schools	2.1 Review ORE study, and related data, of Priority School program and its effectiveness	Board of Trustees Superintendent	100	4/1/93	8/1/93
	2.2 Collect additional student achievement and other related data for 1992–93 to determine if any changes have resulted since the ORE study	Asst. Superintendents Asst. Director of ORE	200		
	2.3 Determine the level and type of resources which do not appear to have a positive impact on the Priority School program		80		
	2.4 Develop a plan for the reallocation of resources to other activities within AISD		100		

## *Austin Independent School District Recommended Implementation Plan – School Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Conduct a study of site-based improvement implementation	3.1 Analyze current site-based management implementation status	Superintendent	40	3/1/93	9/1/93
	3.2 Determine programmatic and administrative progress/failure relating to implementation	Asst. Superintendent of School Operations Principals	40		
	3.3 Survey administrators, teachers and Campus Leadership Team parent and community members for feedback		120		
	3.4 Research and document successful site-based improvement implementation programs and processes		40		
	3.5 Analyze data and determine future direction relating to continuation of the site-based improvement concept		60		
	3.6 Develop a site-based management plan with clear responsibility and accountability		80		
	3.7 Develop implementation strategy and schedule		120		
	3.8 Assign oversight and evaluation responsibility		8		
	3.9 Management review, approval and implementation		20		

## Austin Independent School District Recommended Implementation Plan – School Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Revise the CIP and school-based budgeting processes	4.1 Modify budget development calendar to require school budgets to be completed by March 1	Asst. Superintendent for School Operations	8	9/1/93	2/1/94
	4.2 Modify campus improvement planning calendar to require schools to complete initial drafts of CIPs by March 1	School Operations Directors Principals	8		
	4.3 Develop training materials related to incorporating budget requirements into CIP objectives	Campus Leadership Teams CFO	60		
	4.4 Conduct training sessions for campus personnel on the revised CIP process	Director of Budget	40		
	4.4 Modify campus budget submission forms so that the link between the CIP and budget submission is demonstrated. CIP objectives should be linked to funding requirements		40		
	4.5 Management review, approval and implementation		20		

## Austin Independent School District Recommended Implementation Plan – School Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Develop training program on central office procedures for principals and bookkeepers	5.1 Develop training materials focusing on policies and procedures for the following central office functions:  <ul style="list-style-type: none"> <li>– Accounting and Finance</li> <li>– Budget</li> <li>– Purchasing</li> <li>– Student Activity Funds</li> </ul>	Asst. Superintendent Business Support  CFO  Director of Budget  Director of Purchasing	80	6/1/93	9/1/93
	5.2 Review and approve the training materials	Asst. Director of Finance	20		
	5.3 Conduct training sessions in the fall of each school year		40		
	5.4 Collect participant feedback and modify training materials, as necessary		40		
6.0 Increase staff development efforts and funding	6.1 Review current staff development program offerings	Asst. Superintendents of School Operations	60		
	6.2 Identify staff development resource needs District-wide via surveys of AISD employees:  <ul style="list-style-type: none"> <li>– Teachers</li> <li>– Principals</li> <li>– Department directors</li> <li>– Classified staff</li> </ul>	Asst. Superintendent of Curriculum Services	120		
	6.3 Analyze staff development needs and compare to available resources		120		

## Austin Independent School District Recommended Implementation Plan – School Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Increase staff development efforts and funding	6.4 Determine funding resources available for staff development efforts for 1993–94		60		
	6.5 Develop centralized staff development responsibility and/or coordination mechanisms		100		
	6.6 Survey various community organizations to determine staff development programs available to the District		80		
	<ul style="list-style-type: none"> <li>– Local universities and community colleges</li> <li>– Region 13 ESC</li> <li>– Local businesses</li> </ul>				
	6.7 Management review, approval and implementation		20		
7.0 Develop a principal development program	7.1 Review succession planning methodologies from the public and private sectors	Asst. Superintendent of School Operations	60	8/1/93	11/1/93
	7.2 Select/modify a succession planning process related to development of multiple skill bases	Exec. Director of Personnel	20		
	7.3 Identify position requirements for successful performance as a principal		40		



**Austin Independent School District  
Recommended Implementation Plan – School Management**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
7.0 Develop a principal development program	7.4 Assign succession planning responsibility and train responsible parties		40		
	7.5 Management review, approval and implementation		20		



***Implementation Plans***

***B. Educational Service Delivery***



## Austin Independent School District Recommended Implementation Plan – Curriculum Services

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Implement recommended organizational structure	1.1 Review recommended organizational structure and change rationale	Asst. Superintendent of Curriculum Support Services	40	3/1/93	6/1/93
	1.2 Develop reporting strategies to achieve organizational improvement	– Executive Director of Curriculum Programs	40		
	1.3 Solicit Board approval		16		
	1.4 Announce revised organizational structure and implement	– Director of State and Federal Programs	4		
2.0 Perform resource requirements analysis	2.1 Identify educational services that need central office coordination to ensure uniformity of service delivery to District – Review relevant documents – Gather supervisory/employee input – Perform on-site observation for confirmation of services	Asst. Superintendent of Curriculum Support Services  – Executive Director of Curriculum Programs	120	4/1/93	9/1/93
	2.2 Identify current resources available to meet identified central office service level – Review current roles/responsibilities of current staff – Analyze current service delivery efficiency/effectiveness to District	– Director of State and Federal Programs	160		
	2.3 Assign/realign roles/responsibilities of central office to meet identified desired service level of District		100		

## Austin Independent School District Recommended Implementation Plan – Curriculum Services

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Perform resource requirements analysis	2.4 Review new organizational structure in relation to new duties – Analyze span of control, communication lines, similarity of functions, duplicative efforts, frequency of service provided – Compare identified available resources – Identify surplus capacity of each area – Identify deficit capacity of each area		80		
	2.5 Develop service capacity plan to meet identified needs of District in relation to desired service level – eliminate excess capacity – add capacity where needed to meet Districts desired service level – develop service delivery procedures		120		
3.0 Review and modify stipend policies and procedures	3.1 Analyze current stipend policies and procedures – identify all positions garnering stipends – examine current stipends paid in relation to current workloads – compare stipend policies of other peer districts	Asst. Superintendent of Curriculum Support Services  – Executive Director of Personnel	40	3/1/93	7/1/93
	3.2 Formulate new districtwide stipends policies and procedures for all District personnel		40		
	3.3 Mangement review/approval and implementation		8		

**Austin Independent School District  
Recommended Implementation Plan – Curriculum Services**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Investigate charge back policy for Science Health Resource Center	4.1 Examine alternative fee scenarios for the Science Health Resource Center – Per Average Daily Attendance – Per service or per use	Asst. Superintendent of Curriculum Support Services	16	3/1/93	8/1/93
	4.2 Administer user surveys to gauge demand for services and to establish type of fee – examine user feedback	– Executive Director of Curriculum Programs	80		
	4.3 Develop accounting/billing procedures for charge back system	– Manager of Science Health Resource Center	8		
	4.4 Implement Fee-based Science Health Resource Center				

## Austin Independent School District Recommended Implementation Plan – Special Education

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
<p>1.0 Implement recommended organizational structure</p> <p>2.0 Perform resource requirements analysis</p>	<p>1.1 See Curriculum Services Implementation Plan 1.0</p> <p>2.1 See Curriculum Services Implementation Plan 2.0</p>				



## *Austin Independent School District Recommended Implementation Plan – Special Projects*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Implement recommended organization structure	1.1 See Curriculum Services Implementation Plan 1.0				
2.0 Perform resource requirements analysis	2.1 See Curriculum Services Implementation Plan 2.0				
3.0 Relocate the Gifted and Talented education staff to the Central office	3.1 Identify personnel to be moved	Asst. Superintendent of Curriculum Support Services	4	3/1/93	5/1/93
	3.2 Identify available and appropriate space in central office		4		
	3.3 Implement move of personnel	– Executive Director of Curriculum Programs	16		
		– Director of Facilities			

## Austin Independent School District Recommended Implementation Plan – State & Federal Programs

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Implement new financial/fiscal policies/procedures in the State & Federal Programs Administration	1.1 Review financial planning/budgeting and financial control of all grants including: – grant financial planning – grant budgeting processes – grant financial controls – grant expenditure processes – grant fiscal compliance issues	Asst. Superintendent of Curriculum Support Services  – Director of State & Federal Programs  – Assistant Director of Finance	60	3/1/93	7/1/93
	1.2 Design policies and procedures to ensure timely expenditure of grant monies – Meet with Purchasing, Finance, Budget to streamline the approval process – Develop calendar of expenditure goals – Provide training to campuses	– Director of Budget  – Assistant Superintendents for Operations	60		
	1.3 Management review/approval and implementation of policies/procedures	– Director of Purchasing	20		
2.0 Implement a central grant writing/central clearing house for all grant writing efforts in the District	2.1 Identify all current competitive and non-competitive grant writing efforts in the District including: – state and federal grants – foundation grants	Director Planning & Innovation – Asst. Superintendent of Curriculum Support Services	80	3/1/93	9/1/93
	2.2 Target competitive grants and sources the District would like to pursue – set realistic targets and goals	– Exec. Director of Curriculum/Programs  – Director of State & Federal Programs	40		
	2.3 Identify and hire resources to meet the Districts targeted grants and goals – define roles/responsibilities	– Asst. Dir. of Finance	40		

## Austin Independent School District Recommended Implementation Plan – State & Federal Programs

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Implement a central grant writing/clearing house for all grant writing efforts in the District (continued)	2.4 Design procedures and strategies to incorporate the following departments in the central grant writing process to enhance the probability of success: – Budget – Finance – All grant administration		80		
	2.5 Establish communication channels for administrators both in central office and campuses to consult with the central grants writing unit to coordinate all grant writing efforts in the District		80		
3.0 Streamline the expenditure process for functional category expenditure changes for budgeted state and federal monies	3.1 Review current procedures – examine relevant documents – conduct on-site interviews	Asst. Superintendent of Curriculum Support Services	40	5/1/93	9/1/93
	3.2 Identify major points of delay and non-approval/expenditure process	– Director of State & Federal Programs	20		
	3.3 Research alternative measures to speed up approval/expenditure processes – review options with TEA to obtain a waiver of Bulletin 679 rule – consult with the Board to hold special interim board meetings for approvals		80		
	3.4 Design procedures and strategies to speed up expenditure process		20		

## Austin Independent School District Recommended Implementation Plan – State & Federal Programs

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Utilize PREQ (Purchase REquisition) for purchases with federal grant monies	4.1 Investigate system parameters to utilize PREQ for federal grant purchases – identify system capacity issues – identify programming requirements – identify available resources	Executive Director Management Information  – Assistant Director Systems and Applications	40	3/1/93	8/15/93
	4.2 Investigate accounting/reporting rules of federal grant monies and compatibility with PREQ system	– Director of State & Federal Programs	40		
	4.3 Implement and evaluate pilot program to study effectiveness of PREQ – evaluate system through – put	– Director of Purchasing	80		
	4.4 Implement all federal monies on PREQ		40		
5.0 Implement recommended organizational structure	5.1 See Curriculum Services Implementation Plan 1.0				
6.0 Perform resource requirements analysis	5.1 See Curriculum Services Implementation Plan 2.0				
7.0 Include central office personnel in vertical team area meetings	7.1 Review operating procedures of the vertical teams for routine area meetings	Asst. Superintendents of Curriculum Support Services  – Assistant Superintendents for Operations	16	3/1/93	3/15/93

**Austin Independent School District  
Recommended Implementation Plan – State & Federal Programs**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
7.0 Include central office personnel in vertical team area meetings	7.2 Schedule routine meetings between the vertical teams and the Directors of the Curriculum Support Services Dept.		4		

## Austin Independent School District Recommended Implementation Plan – School Support

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify the Department organization	<p>1.1 Perform detailed job analysis for all School Support positions.</p> <ul style="list-style-type: none"> <li>– Identify positions to be analyzed</li> <li>– Design job analysis data collection document/tools</li> <li>– Review relevant documents</li> <li>– Gather employee input with supervisory review</li> <li>– Perform on-site observation for confirmation of duties</li> <li>– Design and describe all positions</li> <li>– Develop staff allocation methodology</li> <li>– Management review and approval</li> </ul>	<p>Assistant Superintendent for Curriculum</p> <p>– Director for School Support</p>	1120	4/1/93	9/1/93
	<p>1.2 Review existing organizational structure and identify improvement opportunities.</p> <ul style="list-style-type: none"> <li>– Review job analysis results</li> <li>– Analyze span of control, reporting responsibilities, communication lines, similar functions, duplicative efforts</li> <li>– Develop functional organizational structure</li> <li>– Prioritize program efforts to target particular student populations without overlap.</li> <li>– Focus programmatic efforts and maintain program administrative strengths.</li> <li>– Restructure line-function duties</li> </ul>		360		

## Austin Independent School District Recommended Implementation Plan – School Support

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify the Department Organization	1.3 Develop a plan for elimination or hiring of designated staff and/or positions, through attrition, retirement, reassignment, transfer or recruitment.		240		
	1.4 Management review/approval and implementation		32		
2.0 Review and modify staffing within the Department to reach suggested staffing ratios	2.1 Review existing staffing ratios and job analysis performed for steps 1.1 to 1.4.  – Review state staffing requirements and TEA guidelines – Determine staffing requirements and staff allocation methodology – Realign allocation of counselors between elementary and secondary levels and eliminate excess positions – Hire additional nurses and additional nurse administrators	Assistant Superintendent for Curriculum  – Director for School Support	16	4/1/93	5/1/93
	2.2 Develop a plan for elimination of designated staff and/or staff positions, through attrition, retirement, reassignment or transfer.		16		
	2.3 Management review/approval and implementation.		16		
	2.4 Submit hiring decisions to the Board for approval.		8		

## Austin Independent School District Recommended Implementation Plan – School Support

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Coordinate safety, liability and security issues with the Risk Manager.	<p>3.1 Coordinate safety policies district-wide.</p> <ul style="list-style-type: none"> <li>– Review current Board and District policies and procedures regarding campus crisis plans and safety courses.</li> <li>– Determine policies which need to be revised because they are out-of-date, lack clarity, are not comprehensive, etc.</li> <li>– Conduct work sessions with Risk Management, Campus Police, School Support and other departments charged with safety to revise the current District safety program.</li> <li>– Present revised/new safety policies and procedures to the Board of Trustees for adoption.</li> </ul>	<p>Risk Manager</p> <ul style="list-style-type: none"> <li>– Campus Police</li> <li>– Director School Support</li> </ul>	80	4/1/93	7/1/93
4.0 Implement an automated system to provide centralized student health records	<p>4.1 Identify resources to manage the implementation of the features and modifications to the Health Services computer files</p>	<p>Executive Director of Management Information</p> <ul style="list-style-type: none"> <li>– Supervisor of Health Services</li> </ul>	24	3/1/93	4/1/94



## Austin Independent School District Recommended Implementation Plan – School Support

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Implement an automated system to provide centralized student health records	4.2 Define information needs and system requirements:  <ul style="list-style-type: none"> <li>– Conduct interviews</li> <li>– Document system requirements including medical alert information, medicine taken by students, Special Education health information, immunization data, vision and hearing information and privacy considerations.</li> <li>– Document information needs</li> </ul>		800		
	4.3 Compare information needs and system requirements to the current Health Services system capabilities.		300		
	4.4 Assess technical impact of full system usage on existing hardware configuration.		70		
	4.5 Develop design specifications for system modifications:  <ul style="list-style-type: none"> <li>– Define technical support approach</li> <li>– Prepare database specifications</li> <li>– Prepare test data</li> <li>– Prepare application specifications</li> </ul>		116		
	4.6 Code program modifications and enhancements.		320		
	4.7 Setup system parameters and master files.		168		

## Austin Independent School District Recommended Implementation Plan – School Support

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Implement an automated system to provide centralized student health records	4.8 Develop user procedures.		360		
	4.9 Design required forms.		56		
	4.10 Develop and execute system test plan.		900		
	4.11 Develop and execute data conversion plan.		184		
	4.12 Conduct user inservice training on the new features/modifications of the system.		386		
5.0 Become a Medicaid Provider and receive reimbursement for services currently provided.	<p>5.1 Analyze all applicable regulations regarding Title XIX reimbursement for Medicaid services provided in the public schools to identify issues and barriers.</p> <ul style="list-style-type: none"> <li>– OBRA '89</li> <li>– P.L. 100–360 Medicare Catastrophic Coverage Act of 1988 and related Texas legislation</li> <li>– Part B and Part H of the Education of the Handicapped Act</li> <li>– Pertinent state and federal court decisions on Medicaid services and the public schools</li> <li>– Texas Education code</li> <li>– Texas State Medicaid Plan</li> <li>– State statues regarding school revenue</li> <li>– Related Medicaid Bulletins</li> </ul>	<p>Assistant Superintendent for Curriculum Support Services</p> <ul style="list-style-type: none"> <li>– Supervisor of Nurses</li> <li>– Director of Special Education</li> </ul>	80	3/1/93	7/1/93

## *Austin Independent School District Recommended Implementation Plan – School Support*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Become a Medicaid Provider and receive reimbursement for services currently provided.	<p>5.2 Ensure that the following items have been negotiated with the state Medicaid agency and TEA:</p> <ul style="list-style-type: none"> <li>– The provider type under which the school enrolls</li> <li>– Specific services covered</li> <li>– Requirements and limitations of services</li> <li>– Rates</li> <li>– Provider qualifications for the identified provider types</li> <li>– Third party claims billing</li> <li>– Method of billing Medicaid agency</li> <li>– Monitoring mechanisms to ensure services are delivered consistently with Medicaid standards.</li> </ul>		80		
	5.3 Negotiate any of the above items not already decided by TEA and the Medicaid agency.		40		
	5.4 Determine whether or not retroactive billing is possible.		10		

## Austin Independent School District Recommended Implementation Plan – School Support

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Become a Medicaid Provider and receive reimbursement for services currently provided.	5.5 Analyze administrative requirements including: <ul style="list-style-type: none"> <li>– Identify requirements related to third party billing and submission of bills to the Medicaid agency.</li> <li>– Identify Medicaid service requirements and ensure school service delivery meets requirements.</li> <li>– Compare AISD provider qualifications to Medicaid qualifications.</li> <li>– Determine the number of qualified District providers.</li> <li>– Establish a plan to bring all District providers up to Medicaid qualifications, where appropriate.</li> <li>– Identify other administrative requirements such as the necessity of a program administrator, billing clerk or monitoring clerk.</li> <li>– Identify coordination requirements between the Medicaid service plan and the IEP.</li> </ul>		160		
	5.6 Analyze the costs of implementation for the above issues.		60		
	5.7 Evaluate other issues and list alternatives for overcoming barriers identified in the review and evaluation (i.e., parental consent, physician referral, etc.)		40		

## Austin Independent School District Recommended Implementation Plan – School Support

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Become a Medicaid Provider and receive reimbursement for services currently provided.	5.8 Analyze revenue potential based on: <ul style="list-style-type: none"> <li>– Medicaid eligibility of student population</li> <li>– Student population with private insurance</li> <li>– Eligible services provided by the District staff</li> <li>– Enrollment and service information on all children served by AISD who are Medicaid eligible (if possible)</li> <li>– Estimated service utilization and costs for the affected population.</li> </ul>		120		
	5.9 Management review/approval		32		
	5.10 Create a detailed implementation plan including, but not limited to: <ul style="list-style-type: none"> <li>– Registering as a provider</li> <li>– Setting up necessary infrastructure</li> <li>– Creating a billing system</li> <li>– Training workers</li> </ul>		60		
	5.11 Present the implementation plan to the Board of Trustees for approval		32		
	5.12 Confirm and present the implementation plan to officials from TEA and the Medicaid Agency.		32		

## Austin Independent School District Recommended Implementation Plan – School Support

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Review the content of Community Education courses for overlap and appropriateness	6.1 Review Community Education course offerings.	Assistant Superintendent for Curriculum	8	3/1/93	5/1/93
	6.2 Survey existing course offerings through community resources including Austin Community College and the University of Texas.	– Director School Support	16		
	6.3 Identify course needs District-wide.	– Administrative Supervisor	16		
	6.4 Modify Community Education curriculum to meet current District needs.	Community Education and At-Risk Recovery	40		
	6.5 Prepare and distribute to appropriate community citizens a brochure regarding the changes in Community Education courses.		16		

## Austin Independent School District Recommended Implementation Plan – Athletics

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Consolidate and focus budgeting within the Athletic Department.	1.1 Determine the requirements for consolidation of the Interscholastic and Burger Center Budgets.	<ul style="list-style-type: none"> <li>– Director of Athletics</li> <li>– Director of Budget</li> </ul>	10	3/1/93	6/1/93
	1.2 Modify the budgeting process to reflect the changes required to achieve consolidation of the budgets.		20		
	1.3 Create a budget summary of all budgets within the Athletic Department, including gate and concession stand receipt projections and actual receipts from the previous year.		20		
	1.4 Budget laundry fund money for physical education classes within the curriculum coordinator's budgets or at the school level.		10		
	1.5 Management review/approval and implementation.		16		
2.0 Include the salaries of personnel in the Athletic Office in the District-wide study of the job classification and compensation system.	2.1 See steps 1.0 to 1.9 of the Performance Assessment implementation plan.				

## Austin Independent School District Recommended Implementation Plan – Athletics

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
<p>3.0 Reassign functions not directly related to training student athletes to the appropriate departments outside of the Athletic Department.</p>	<p>3.1 Meet with the Facilities Maintenance, Housekeeping Services, Purchasing and Warehousing, Finance, Personnel, and Internal Audit Departments to identify functions needed to be transferred to those departments, including:</p> <ul style="list-style-type: none"> <li>- Warehousing and delivery functions of the Athletic Department combined with the central Warehouse and delivery system.</li> <li>- The Service Center custodial staff cleaning the central stadiums and field house, groom playing fields, remove graffiti, fix toilets, replace lights, resurface and paint parking lots, and mark, line, fertilize, water and mow the central playing fields.</li> <li>- The Finance Department accounting for gate receipts and equipment purchases.</li> <li>- The Finance Department setting up a petty cash account with \$500 for emergency purchases.</li> <li>- The Internal Audit Department performing a regular audit of the gate receipts and finances from the three central athletic sites.</li> <li>- The Personnel Department hiring game workers and setting up their personnel files on the computer system.</li> </ul>	<p>Assistant Superintendent for Business</p> <ul style="list-style-type: none"> <li>- Executive Director of Personnel</li> <li>- Director of Athletics</li> <li>- Executive Director of Construction Management</li> <li>- CFO</li> <li>- Director of Internal Audit</li> </ul>	40	3/1/93	7/1/93



## *Austin Independent School District Recommended Implementation Plan – Athletics*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Reassign functions not directly related to training student athletes to the appropriate departments outside of the Athletic Department.	3.2 Modify appropriate policies and procedures.		10		
	3.3 Perform a resource requirements analysis for the Athletic Department and the departments being assigned more responsibilities.		40		
	3.4 Transfer appropriate Athletic staff to other departments (i.e., groundskeepers).		20		
	3.5 Work with the departments to train personnel on new procedures relating to new responsibilities.		30		
	3.6 Management review/approval and implementation of revised procedures.		16		

## Austin Independent School District Recommended Implementation Plan – Athletics

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Perform an annual inventory of school athletic equipment to improve coaches accountability and control of athletic equipment.	4.1 Identify resources to manage the implementation of an inventory system.	Director of Athletics – Assistant Director for Programming	10	3/1/94	7/1/94
	4.2 Develop an inventory methodology that is consistent with the districtwide fixed asset listing initiated in the Purchasing and Warehousing Section. (see R13.3).	– Assistant Director for Administration	30		
	4.3 Assign inventory responsibilities.		10		
	4.4 Communicate information, reporting needs and new procedures to the school Athletic Coordinators.		40		
	4.5 Management review/approval and implementation.		16		
	4.6 Analyze information on a regular basis and formulate recommendations for improvement, as appropriate.		20		
5.0 Review the amount and number of extracurricular stipends.	5.1 Include all extracurricular stipends in the District-wide study of the job classification and compensation system. See steps 1.0 to .9 in the Performance Assessment implementation plan and steps 6.1 to 6.4 of the State and Federal Programs.	Assistant Superintendent for Business – Director of Athletics – Executive Director of Personnel	40	3/1/93	3/1/94

## Austin Independent School District Recommended Implementation Plan – Athletics

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Review the amount and number of extracurricular stipends.	5.2 Analyze current stipend policies and procedures, including: – Examine current stipends paid in relation to current workloads and the necessity of extra duty days. – The number of football stipends. – The number of duty days and the amount of stipends compared to the state average. – Coaching experience stipends.		20		
	5.3 Determine staffing requirements, compensation systems and staff allocation methodology for athletics.		20		
	5.4 Formulate new districtwide stipend policies for all District personnel.		20		
	5.5 Develop a plan for elimination of designated stipends or staff positions, through attrition, retirement, or transfer.		15		
	5.6 Management review/approval and implementation.		16		
6.0 Evaluate coaches teaching loads for content, student-to-teacher ratios and number of classes taught.	6.1 Review existing District and state policies, procedures and guidelines on teaching loads, career ladder payments and curriculum guidelines.	Superintendent – Assistant Superintendent for Business	20	3/1/93	9/1/93

## Austin Independent School District Recommended Implementation Plan – Athletics

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Evaluate coaches teaching loads for content, student-to-teacher ratios and number of classes taught.	6.2 Establish a review system for teaching loads at the District level, including: <ul style="list-style-type: none"> <li>– Content of classes to contain "essential elements" as defined by the state.</li> <li>– All teachers teach the required five classes a day, except the Department Heads choosing to teach four classes rather than accepting the Department Head stipend.</li> <li>– Monitoring student-to-teacher ratios and ensuring that Board guidelines are met.</li> </ul>	<ul style="list-style-type: none"> <li>– Assistant Superintendent for Curriculum</li> <li>– Assistant Superintendents for Operations</li> <li>– Executive Director of Personnel</li> <li>– Director of Athletics</li> </ul>	100		
	6.3 Develop specific, written policies which address the identified modifications and service level requirements.		40		
	6.4 Incorporate modifications and service level requirements into the next year's budget assumptions.		40		
	6.5 Management and Board review and approval.		32		

**Austin Independent School District  
Recommended Implementation Plan – Athletics**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Evaluate coaches teaching loads for content, student-to-teacher ratios and number of classes taught.	6.6 Train appropriate staff members within the Personnel and Internal Audit Departments to identify compliance with the new policies.		40		
7.0 Return all excess revenues over projected revenues from gate and concession stand receipts to the general fund.	7.1 Budget and prioritize Athletic Department maintenance and capital outlay with other District needs through the regular budgeting process.	Assistant Superintendent for Business – Director of Athletics	20	4/1/93	5/1/93
	7.2 Return all excess revenues over projected revenues from gate and concession stand receipts to the general fund.	– Director of Budget	10		
	7.3 Management review/approval and implementation.		16		



***Implementation Plans***

***C. Personnel Management***





## Austin Independent School District Recommended Implementation Plan – Hiring and EEO

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Determine staffing formulas by March 1.	1.1 See steps 7.1 to 7.3 in the Budget Process implementation plan.	Board of Trustees – Executive Director of Personnel – Director of Budget	100	3/1/93	3/1/94
	1.2 Assist the schools in setting staffing criteria in time for the March 1 deadline.				
2.0 Initiate efforts to define requirements for a new human resources and payroll information system.	2.1 See steps 3.1 to 3.8 in the Personnel Policies, Procedures and Records implementation plan.				
	3.0 Hold new employee orientations weekly in conjunction with the Benefits Office	3.1 See steps 3.1 to 3.4 in the Risk Management implementation plan.			
4.0 Create written staffing and budgeting policies giving more authority to Campus Leadership Teams.	4.1 See step 4.3 in the Budget Process implementation plan.	Executive Director of Personnel – CFO – Director of Budget	100	3/1/93	4/1/94
	4.2 Develop training programs to train Campus Leadership Teams staffing techniques.				

## Austin Independent School District Recommended Implementation Plan – Hiring and EEO

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Track campus recruiting efforts and perform a cost–benefit analysis and prioritization of recruiting activities.	5.1 Review current recruiting efforts.	Board of Trustees	20	3/1/93	8/1/93
	5.2 Determine the appropriate data elements to collect from recruiting efforts, such as:  – Number of campuses visited – Location and costs of the visits – Number of offers made – Percentage of offers accepted – Ethnicity of the new employees	– Executive Director of Personnel	8		
	5.3 Design a spreadsheet or database format for the collection of the data. Design report formats for the data analysis.		20		
	5.4 Assign responsibility for data entry to a Personnel Department staff member. Select an individual as a back–up data entry person.		10		
	5.5 Conduct a training session for the data entry person and the back–up person.		20		
	5.6 Determine the distribution list for the recruiting analysis report.		10		
	5.7 Compile data from recruiting documents and generate the reports.		10		
	5.8 Review the reports for trends in recruiting efforts.		4		

## Austin Independent School District Recommended Implementation Plan – Hiring and EEO

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Track campus recruiting efforts and perform a cost–benefit analysis and prioritization of recruiting activities.	5.9 Prioritize the recruiting activities using a cost–benefit analysis.		20		
	5.10 Submit a summary of the information to the Board annually.		16		
6.0 Monitor turnover rates for specialized positions and create a formal exit interview procedure to initiate efforts for retaining employees in difficult to fill positions.	6.1 Calculate the turnover rate for difficult to fill positions such as bilingual teachers.	Executive Director of Personnel	20	4/1/93	6/1/93
	6.2 Develop a formal exit interview procedure including an interview guideline and employee questionnaire.	– Assistant Director of Records and Compensation	20		
	6.3 Use the information gained in the exit interview process to initiate efforts for retaining employees in difficult to fill positions.		20		
	6.4 Management review/approval and implementation.		16		
7.0 Investigate using a job service bureau for hiring in some classified positions.	7.1 Meet with a Texas job service bureau representative to determine the type(s) of services the agency can provide to the District.	Executive Director of Personnel  – Assistant Director for Classified Personnel	8	4/1/93	6/1/93

## Austin Independent School District Recommended Implementation Plan – Hiring and EEO

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
7.0 Investigate using a job service bureau for hiring in some classified positions.	7.2 Determine the job functions and workload requirements of the classified coordinator positions as they are currently designed as well as how the position would function in conjunction with applicant screening being performed by the job service bureau.	Executive Director of Personnel  – Assistant Directors of Staffing	40		
	7.3 Determine changes in procedures and the potential impact on the District which would result from placing the classified applicant screening function with a job services bureau.		80		
	7.4 Prepare a plan for the transfer of the classified applicant screening function to a job services bureau and present to the Board for approval, as necessary.		100		
	7.5 Management review/approval and implementation.		16		
	8.0 Train or retrain all staff who conduct interviews in the use of SRI techniques. Make the standardized interview instrument available to all interviewers.	8.1 Review the District and state policies regarding using standardized interview instruments.	Executive Director of Personnel  – Assistant Directors of Staffing	20	4/1/93
	8.2 Determine the number of staff who were never trained or need retraining on the SRI techniques.		80		

**Austin Independent School District  
Recommended Implementation Plan – Hiring and EEO**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Train or retrain all staff who conduct interviews in the use of SRI techniques. Make the standardized interview instrument available to all interviewers.	8.3 Initiate efforts to retrain or train staff in the use of SRI techniques.		80		
	8.4 Make the standardized interview instrument available to all interviewers.		20		
	8.5 Management review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Performance Assessment

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Develop a job classification, evaluation and salary administration system appropriate for the new organization of the District, including complete and accurate job descriptions.	1.1 Collect relevant available information relating to AISD jobs, including job descriptions and position announcements.	Executive Director of Personnel	240	7/1/93	2/1/94
	1.2 Develop and distribute survey instruments to aid in collection of information focusing on the verification of current job assignments and duties, work schedules, work performed and the work environment.		160		
	1.3 Review all position classifications and develop an understanding of each position. Sort District jobs by family or natural class of positions based on: <ul style="list-style-type: none"> <li>– Type of work performed and workload</li> <li>– The nature and level of autonomy involved in performing the work</li> <li>– Special working conditions</li> <li>– The nature of supervision received</li> <li>– Skills and abilities required</li> <li>– Training or experience required</li> <li>– Other special requirements of the job</li> </ul>		720		
	1.4 Conduct job audit interviews with representative individuals in District positions. Compare the position activities to job descriptions, position announcements and survey data collected.		160		

# Austin Independent School District

## Recommended Implementation Plan – Performance Assessment

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Develop a job classification, evaluation and salary administration system appropriate for the new organization of the District, including complete and accurate job descriptions.	1.5 Select and form one or more committees to review positions in each of the departments. Train the committee members in the use of a job evaluation system (i.e., factor point methodology).		60		
	1.6 Apply the factor point methodology to District positions (job families) to determine job rankings.		240		
	1.7 Classify District positions based on job rankings.		80		
	1.8 Compile job descriptions for all District positions based on data collected from the survey instruments and job audits. The job descriptions should include:  <ul style="list-style-type: none"> <li>– Job title</li> <li>– Salary information</li> <li>– Job summary</li> <li>– Specific responsibilities</li> <li>– Principal interactions</li> <li>– Budget and asset responsibilities</li> <li>– Equipment operation requirements</li> <li>– Level of decision making</li> <li>– Knowledge/skills/abilities requirements</li> <li>– Qualifying education/training/experience</li> <li>– Special requirements</li> </ul>		720		

## Austin Independent School District Recommended Implementation Plan – Performance Assessment

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Develop a job classification, evaluation and salary administration system appropriate for the new organization of the District, including complete and accurate job descriptions.	1.9 Management review/approval and implementation.		48		
2.0 Review and modify policies and procedures	2.1 Develop and implement a system for identifying schools needing additional appraisers and qualified appraisers who can assist those schools.  <ul style="list-style-type: none"> <li>– Create lists of qualified appraisers within the District</li> <li>– Identify the appraisers with "extra" time to assist with additional appraisals.</li> <li>– Survey school principals to determine where additional appraisers are needed.</li> <li>– Create a system for linking schools needing additional appraisers and qualified appraisers who can assist the schools.</li> </ul>	Executive Director of Personnel  – Assistant Director of Records and Compensation	40	4/1/93	10/1/93
	2.2 Modify the Career Ladder placement data and the appraisal instrument to collect information on teaching load and curriculum content. See steps 7.1 to 7.6 in the Athletics implementation plan.				



## Austin Independent School District Recommended Implementation Plan – Performance Assessment

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Advocate the Commission for Educational Excellence's recommendation that a system of effectiveness indices be incorporated into the TTAS for appraising teachers.	3.1 Review the Commission for Educational Excellence's recommendations regarding TTAS, including: <ul style="list-style-type: none"> <li>– Incorporating effectiveness indices based on differences between observed and predicted student achievement scores into the TTAS for appraising teachers.</li> <li>– Developing a similar system for administrators</li> <li>– Tying a specific plan to performance evaluations.</li> </ul>	Executive Director of Personnel	40	3/1/93	4/1/93
	3.2 Determine if the recommendations fit the District's objectives.		20		
	3.3 Plan strategies for meeting with local legislators, conducting a press conference or otherwise vocalizing the District's position.		20		
	3.4 Management and Board review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Performance Assessment

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Modify the appraisal system within AISD	4.1 Review the current District appraisal policies and system.	Executive Director of Personnel	20	7/93	12/93
	4.2 Modify the current system to do the following:  <ul style="list-style-type: none"> <li>– Create more incentives for staff to continue their education.</li> <li>– Create a separate appraisal instrument for classified employees with technical jobs, such as professional staff who are in administrative roles.</li> <li>– Integrate administrative criteria into supervisory appraisal instruments to encourage supervisors to complete appraisals for classified employees.</li> </ul>	– Assistant Director of Classified Personnel	80		
	4.3 Management review/approval and implementation.		32		
5.0 Initiate efforts to define requirements for and implement a new human resources and payroll information system.	5.1 See steps 3.1 to 3.8 in the Personnel Policies, Procedures and Records implementation plan.				

**Austin Independent School District  
Recommended Implementation Plan – Personnel Policies,  
Procedures and Records**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Initiate efforts to perform resource requirements analysis for the Personnel Department to determine appropriate staffing and compensation levels.	1.1 Conduct interviews with Personnel Department staff to determine job functions and workload requirements.  – Job tasks – Time required to perform tasks – Percent of time devoted to various tasks	Executive Director of Personnel  – Director of Internal Audit	80	5/1/93	8/1/93
	1.2 Review job descriptions for Personnel Department staff to determine job functions which are not performed or are only partially performed.		72		
	1.3 Compile comparative information from other school districts to determine their staffing and budget levels for performing the required job functions.		16		
	1.4 Based on information collected, determine appropriate number of full-time equivalent (FTE) employees required to perform the required job functions of the Personnel Department and compare to current staffing levels.		16		
	1.5 Develop a plan for elimination of designated staff and/or positions, through attrition, retirement, reassignment or transfer.		80		

**Austin Independent School District  
Recommended Implementation Plan – Personnel Policies,  
Procedures and Records**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Initiate efforts to perform resource requirements analyses for the Personnel Department to determine appropriate staffing and compensation levels.	1.6 Adjust current staffing levels and workload assignments, as necessary.		32		
	1.7 Management review and approval.		16		
2.0 Transfer responsibility for creation and maintenance of job descriptions and personnel files to the Personnel Department.	2.1 See steps 7.1 to 7.4 in the Finance implementation plan and steps 4.1 to 4.4 in the Risk Management implementation plan.	Assistant Superintendent for Business		3/1/93	6/1/93
	2.2 Meet with representatives of the Finance Department to discuss functions needing transferred, including: <ul style="list-style-type: none"> <li>– Creation and maintenance of job descriptions and personnel files</li> <li>– Salary calculations</li> <li>– Establishment of all compensation records for supplemental pay requests and for signing bonuses.</li> <li>– Tracking of all employees leave</li> <li>– Data entry and correction of all salary and account code information</li> <li>– Obtaining related personnel forms from current employees</li> <li>– Completing all employment verifications</li> <li>– Creating a standardized checklist in all personnel records</li> </ul>	<ul style="list-style-type: none"> <li>– Executive Director of Personnel</li> <li>– CFO</li> <li>– Assistant Director of Finance</li> <li>– Benefits Supervisor</li> <li>– Payroll Supervisor</li> </ul>	8		

**Austin Independent School District  
Recommended Implementation Plan – Personnel Policies,  
Procedures and Records**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Transfer responsibility for creation and maintenance of job descriptions and personnel files to the Personnel Department.	2.3 Modify appropriate policies and procedures.		12		
	2.4 Train Personnel staff on new procedures relating to the functions which are transferred.		100		
	2.5 Management review, approval and implementation of revised procedures.		16		
3.0 Initiate efforts to define requirements for new human resources and payroll information system.	3.1 Identify resources to manage the implementation of a human resources information system. See step 5.1 of the Finance implementation plan and step 3.1 of the Budget Process implementation plan.	Executive Director of Management Information – Executive Director of Personnel	20	6/1/94	6/1/95
	3.2 Assess impact of the system on existing hardware configuration.	– CFO	120		
	3.3 Define system requirements.  – Conduct interviews – Document current systems – Determine future requirements – Document functional system requirements	– Assistant Director of Finance	1200		
		– Director of Budget			

**Austin Independent School District  
Recommended Implementation Plan – Personnel Policies,  
Procedures and Records**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Initiate efforts to define requirements for new human resources and payroll information system.	3.4 Develop design specifications – Define technical support approach – Prepare database specifications – Build centralized test database – Prepare applications specifications		1000		
	3.5 Develop user procedures		520		
	3.6 Develop and execute system test plan.		1600		
	3.7 Management review and approval and implementation of the proposed system, including: – Install software and execute implementation. – Develop operational documentation and training program. – Execute conversion plan. – Design required forms. – Conduct user inservice training on the human resources information system. – Conduct post-implementation review.		32		
			4800		
4.0 Review and modify policies and procedures	4.1 Review the District's procedure of not maintaining personnel records in waterproof and fireproof areas. – Obtain cabinets and other supplies necessary to maintain personnel records in a secure location. – Transfer files from current areas into the secure cabinets.	Executive Director of Personnel	80	8/1/93	9/1/93

**Austin Independent School District  
Recommended Implementation Plan – Personnel Policies,  
Procedures and Records**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Review and modify policies and procedures	4.2 Develop a policy and related procedures for purging personnel files and notifying employees to pick up purged items.		20		
	4.3 Microfilm personnel records of terminated employees.  – Review the policies related to maintaining personnel records of terminated employees. – Examine other areas of the District currently using microfilm to store records, such as Health Services. – Evaluate the costs of implementing microfilming in the Personnel Department.		100		
	4.4 Create a policy and procedure for contacting school principals and grant managers for complete listings of summer school programs and personnel. Use the list to ensure that all summer school personnel have personnel records		80		
	4.5 Eliminate accident leave benefits. See step 2.6 in the Risk Management implementation plan.				

## Austin Independent School District Recommended Implementation Plan – Employee Relations

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Improve the coordination of employee relations within the District.	1.1 Review the current District policies and procedures related to employee relations.	Executive Director of Personnel	10	7/1/93	9/1/93
	1.2 Modify the current organizational structure to either formalize the communication lines between the two employee relations coordinators.	– Director of Employee Relations – Coordinator of Classified Employee Relations	40		
	1.3 Determine the job functions and workload requirements of the employee relations staff through the resource requirements analysis in steps 1.1 to 1.7 of the Personnel Policies, Procedures and Records implementation plan. Determine staffing levels and workload assignments as necessary.				
	1.4 Management review/approval and implementation.		16		
2.0 Create a procedure to formally track all grievances filed within AISD.	2.1 Determine appropriate data elements to collect from grievance documents, such as:  – Location of grievance – Job titles and names of individuals involved in the grievance – Grievance issue – Manner in which grievance was settled	Executive Director of Personnel  – Director of Employee Relations  – Coordinator of Classified Employee Relations	8	8/1/93	12/1/93



## *Austin Independent School District Recommended Implementation Plan – Employee Relations*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Create a procedure to formally track all grievances filed within AISD.	2.2 Design a spreadsheet or database format for the collection of the data. Design report formats for the data analysis.		20		
	2.3 Assign responsibility for data entry to a Personnel Department staff member. Select an individual as a back-up data entry person.		10		
	2.4 Conduct a training session for the data entry person and the back-up person.		20		
	2.5 Determine the distribution list for the grievance analysis reports.		10		
	2.6 Compile data from grievance documents and generate the reports.		10		
	2.7 Review reports for trends in types of grievances, location of grievances, etc.		4		



***Implementation Plans***

***D. Community Involvement***



# Austin Independent School District

## Recommended Implementation Plan – The A+ Coalition

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 The AISD Board and the A+ Coalition Board should work to improve communications and establish common goals and objectives.	1.1 Review existing policies and objectives.	AISD Board A+ Coalition Board	120	3/1/93	4/2/93
	1.2 Identify areas requiring clarifications, expansion, elimination and/or modification. Each Board should prioritize and develop implementation plans for key objectives (A maximum of fifteen).		120		
	1.3 Schedule and conduct an executive meeting or series of work sessions, to outline District goals and objectives. The focus should be on areas of commonality, and methodologies for implementation.		40		
	1.4 Establish regularly scheduled meetings (i.e., quarterly) to review implementation status and identify other areas requiring the Boards' attention.		8		
2.0 Investigate the possibility of coordinating services between the A+ Coalition and other educational support functions seeking outside monies.	2.1 Identify resources the A+ Coalition could potentially put forth in such a project.	A+ Coalition, Director of Planning and Innovation, Adopt-A-School	20	3/1/93	4/2/93
	2.2 Target other AISD support functions that could benefit from the A+ Coalition's assistance.		20		
	2.3 Schedule and conduct an executive meeting, or series of work sessions, to outline potential resources and District needs.		40		

**Austin Independent School District  
Recommended Implementation Plan – The A+ Coalition**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Investigate the possibility of coordinating services between the A+ Coalition and other educational support functions seeking outside monies.	<p>2.4 Coordinate and utilize available resources to maximize the benefit to the District. This could include:</p> <ul style="list-style-type: none"> <li>– Reorganization of support functions</li> <li>– Changes in staffing allocation</li> <li>– Reallocation of financial resources</li> <li>– Consolidation or expansion of existing functions</li> <li>– Others.</li> </ul>		120		
	2.5 Management review/approval and implementation.		16		

**Austin Independent School District  
Recommended Implementation Plan – Adopt–A–School**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Investigate the possibility of coordinating services between Adopt–A–School and other educational support functions seeking outside monies.	1.1 Identify resources or partners Adopt–A–School could potentially put forth in such a program.	Adopt–A–School, Director of Planning and Innovation A+ Coalition	20	3/1/93	4/2/93
	1.2 Target other AISD support functions that could benefit from the Adopt–A–School program.		20		
	1.3 Schedule and conduct an executive meeting, or series of work sessions, to outline potential resources and District needs.		40		
	1.4 Coordinate and utilize available resources to maximize the benefit to the District. This could include:  – Reorganization of support functions – Changes in staffing allocation – Reallocation of financial resources – Consolidation or expansion of existing functions – Other.		120		
	1.5 Management review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Communications

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Perform staffing review	1.1 Include the Director of Communications position in the resource requirements analysis for Business Support Services. See Personnel Policies, Procedures and Records Implementation Plan 1.0				
2.0 Eliminate Channels 8 and 28 programming and production	2.1 Confirm resources identified with Channel 8 and 28 programming and production	Director of Communication Services	20	6/1/93	8/1/93
	2.2 Identify resources needed to provide the District with adequate Production Services	Director of Personnel	20		
	2.3 Create organization chart for new production services department	Administrative Supervisor AMPS	20		
	2.4 Management/Board review and approval of new Media Production Services Department		40		
	2.5 Implement changes to organization		80		



***Implementation Plans***

***E. Facilities***



## Austin Independent School District Recommended Implementation Plan – Planning and Utilization

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Investigate the possibility of consolidating the four high schools in North Austin (Anderson, Lanier, McCallum and Reagan).	1.1 Form a review committee with representatives from:  <ul style="list-style-type: none"> <li>– AISD School Board</li> <li>– School Administrators</li> <li>– Administration</li> <li>– Community leaders</li> <li>– Parents</li> </ul>	Board School Administrators Director of Construction Management Planning	60	3/1/93	4/30/93
	1.2 Develop a Consolidation Plan, including:  <ul style="list-style-type: none"> <li>– Educational opportunities</li> <li>– Financial implications</li> <li>– Staffing implications</li> <li>– Transportation implications</li> <li>– Effect on students</li> <li>– Effect on special programs</li> <li>– Other areas affected</li> </ul>		2,400		
	1.3 Identify benefits and constraints of closing each identified school. Develop methodology to prioritize benefits and constraints.		1,200		
	1.4 Prioritize schools for consolidation based on established methodology.		80		
	1.5 Verify that the closing of selected school concurs with the Facilities Master Plan.		20		

## ***Austin Independent School District Recommended Implementation Plan – Planning and Utilization***

<b>Recommendation</b>	<b>Action Step</b>	<b>Responsibility/ Key Participants</b>	<b>Estimated Hours</b>	<b>Timing</b>	
				<b>Start</b>	<b>Complete</b>
1.0 Investigate the possibility of consolidating the four high schools in North Austin (Anderson, Lanier, McCallum and Reagan).	1.6 Determine and prioritize opportunities associated with excess capacity:  <ul style="list-style-type: none"> <li>– Sale</li> <li>– Lease</li> <li>– Alternative District uses</li> <li>– Possible future use</li> <li>– Others</li> </ul>		200		
	1.7 Document procedures and policies for future consolidation programs.		80		
	1.8 Management review/approval and implementations.				

## Austin Independent School District Recommended Implementation Plan – Construction Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Develop and maintain an accurate inventory of existing facility characteristics, assets and equipment.	1.1 Identify appropriate personnel to administer the development of a facilities inventory.	Assistant Superintendent Director of Construction Management	40	3/1/93	TBD
	1.2 Conduct a facilities audit and develop a facilities inventory.		2,500+		
	<ul style="list-style-type: none"> <li>– Equipment               <ul style="list-style-type: none"> <li>-- Type</li> <li>-- Fixed asset number</li> <li>-- Parts</li> <li>-- Operating Characteristics</li> </ul> </li> <li>– Facility               <ul style="list-style-type: none"> <li>-- Primary Structure</li> <li>-- Secondary structure</li> <li>-- Service systems</li> <li>-- Portables</li> </ul> </li> </ul>				
	1.3 Develop and implement procedures for periodic inspections of District facilities.		120		
	<ul style="list-style-type: none"> <li>– Identify trained, qualified personnel to conduct inspections</li> <li>– Evaluate the functional and physical adequacy of the facility</li> <li>– Identify major repair and renovation opportunities, safety hazards, etc.</li> </ul>				

## *Austin Independent School District Recommended Implementation Plan – Construction Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Develop and maintain an accurate inventory of existing facility characteristics, assets and equipment.	1.4 Incorporate facilities inventory and inspection procedures into the Facilities Master Plan.		20		
	1.5 Management review/approval and implementation.				
2.0 Develop and maintain a Facilities Master Plan.	2.1 Identify appropriate personnel to administer the development of a Facilities Master Plan.	Assistant Superintendent	40	3/1/93	4/30/93
	2.2 Implement an organizational structure that will facilitate the development and utilization of a Facilities Master Plan.	Assistant Superintendent Director of Construction Management	20		
	2.3 Establish guidelines defining the type and dollar limits of renovation and maintenance to be performed in-house versus those to be contracted.	Director of Construction Management Maintenance Supervisor	40		
	2.4 Develop a prioritization system for renovation and maintenance projects, based on industry established criteria, such as:  <ul style="list-style-type: none"> <li>– The importance of the equipment/structure to the facility</li> <li>– The direct cost of replacement or repair</li> <li>– The indirect cost of failure</li> <li>– Others.</li> </ul>	Director of Construction Management Maintenance Supervisor	80		

## **Austin Independent School District Recommended Implementation Plan – Construction Management**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Develop and maintain a Facilities Master Plan.	2.5 Utilize the facilities inventory, and the prioritization system to develop a plan for major renovation and maintenance requirements.		240		
	2.6 Incorporate the Maintenance Department into the Facilities Master Plan by developing a planned preventative maintenance program (PPMP). See "Facilities Maintenance", steps 6.1 through 6.6.				
	2.7 Incorporate information regarding the need for new schools and additions.		80		
	2.8 Develop policies and provisions for school closings and consolidations, and cost effective alternative uses for the facilities.		120		
	2.9 Implement policies and procedures to assess the long term implications of investment decisions.		80		
	2.10 Management review/appoval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Construction Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Restructure the Construction Management Department.	3.1 Review the current organizational structure for operational and administrative effectiveness in support of the District's mission.	Assistant Superintendent Director of Management Construction Chief of Police	48	3/15/93	4/2/93
	3.2 Define and formalize the new organizational structure, and clearly state the rationale for the imposed modifications.		16		
	3.3 Management review/approval and implementation.		16		
	3.4 Notify all District employees of the changes in the reporting relationship.		24		
4.0 Hire a Plant Improvement Engineer.	4.1 Clearly define the role and responsibilities of the Plant Improvement engineer, in line with the Department's overall mission.	Director of Management Construction, Plant Improvement Supervisor	24		
	4.2 Review the current staffing structure and the current workload requirements.		24	3/1/93	3/12/93
	4.3 Match staffing levels with required workload requirements. Verify that the division requires an additional Engineer.		8		



## Austin Independent School District Recommended Implementation Plan – Construction Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Hire a Plant Improvement Engineer.	4.4 Develop a detailed job description and advertise the position.	Director of Construction Management	8		
	4.5 Management review/approval and implementation.		16		
5.0 Contract with an outside real estate agent to market and sell properties the District does not have targeted for future use.	5.1 Review and verify the listing of District properties. Identify those targeted for future use (i.e., school site).		16	3/15/93	3/19/93
	5.2 Contract with a real estate agent to sell or trade those properties not targeted for future use.		16		
	5.3 Management review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Facilities Maintenance

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
1.0 Utilize the work order tracking system to evaluate and improve current maintenance practices.	1.1 Review and evaluate information input to or output from the work order tracking system and identify areas requiring improvement:	Maintenance Supervisor			
	<ul style="list-style-type: none"> <li>– Timely entry of work orders completed</li> <li>– Proper entry of labor hours</li> <li>– Proper entry of materials used</li> <li>– Data currently not required</li> </ul>		160	3/1/93	4/30/93
	1.2 Document system usage improvement opportunities to support efficient maintenance practices.		80		
	1.3 Implement policies and procedures to ensure an accurate data base of current equipment and asset maintenance history is maintained.		40		
	1.4 Collect comparative maintenance practice data from industry and other school districts to identify potential improvement opportunities.		80		
	1.5 Evaluate current maintenance operational practices and implement changes to to improve efficiency and effectiveness.		120		
2.0 Perform activity based analysis to evaluate the quality and cost effectiveness of maintenance activities.	2.1 Evaluate current maintenance practices, including:	Supervisor of Buildings and Grounds	160	3/15/93	4/30/93
	<ul style="list-style-type: none"> <li>– Contribution to the District's goal of improving the quality of education.</li> </ul>				

## Austin Independent School District Recommended Implementation Plan – Facilities Maintenance

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
2.0 Perform activity based analysis to evaluate the quality and cost effectiveness of maintenance activities.	<ul style="list-style-type: none"> <li>– Cost to deliver the service:               <ul style="list-style-type: none"> <li>-- Labor and benefits</li> <li>-- Materials and supplies</li> <li>-- Capital costs</li> <li>-- Vehicle costs</li> <li>-- Administrative costs</li> <li>-- Utilities, insurance, etc.</li> </ul> </li> </ul>				
	2.2 Prioritize maintenance activities based on District objectives and goals.		80		
	2.3 Identify maintenance activities that are of low priority or low-value added and consider eliminating or contracting for these services.		40		
	2.4 Identify costly maintenance activities and evaluate alternative methods of delivering the service: <ul style="list-style-type: none"> <li>– Privatization</li> <li>– Implementation of new processes and/or procedures</li> <li>– Reduction in the delivery of service</li> <li>– New technology</li> <li>– Improved work practices</li> <li>– Others.</li> </ul>		120		
	2.5 Allocate available resources to value-added, cost effective activities which support District goals and identify resource gaps.		80		

## Austin Independent School District Recommended Implementation Plan – Facilities Maintenance

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
3.0 Perform trend analysis to improve the maintenance planning and budgeting process.	3.1 Establish policies and procedures to evaluate and track maintenance activities, including: <ul style="list-style-type: none"> <li>– Labor hours by specific activities (i.e., VCR repair, overhead projector repair, film projector repair, etc.)</li> <li>– Parts and supplies directed to specific activities</li> <li>– Request for service</li> <li>– Others.</li> </ul>	Supervisor of Buildings and Grounds	80	4/15/93	5/14/93
	3.2 Develop procedures to document information on a weekly, monthly and annual cycle.		16		
	3.3 Analyze trends to improve maintenance practices: <ul style="list-style-type: none"> <li>– Identify training needs</li> <li>– Identify staffing changes</li> <li>– Adjust resource allocations to critical areas</li> <li>– Anticipate purchasing needs</li> <li>– Minimize inventories</li> <li>– Others.</li> </ul>		120		
4.0 Develop and implement work performance and material utilization standards.	4.1 Identify existing industry standards.	Maintenance Supervisor Supervisor of Buildings and Grounds	40	4/19/93	6/4/93
	4.2 Collect comparative maintenance standards or activity data.		40		

## Austin Independent School District Recommended Implementation Plan – Facilities Maintenance

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
4.0 Develop and implement work performance and material utilization standards.	4.3 Identify factors specific to the District that might affect performance and materials usage.		40		
	4.4 Document labor performance and material usage standards for each shop.		80		
	4.5 Develop and implement policies and procedures to evaluate and track labor performance and material usage against standards.		80		
	4.6 Management review/approval and implementation.		16		
5.0 Develop and implement a training program for Foremen to utilize the work order tracking system as a value added management tool.	5.1 Identify areas where additional or specialized training is required.	Maintenance Supervisor Supervisor of Buildings and Grounds	40	5/3/93	5/28/93
	5.2 Develop and document detailed training programs and schedules for identified areas of need, utilizing both internal and external sources (i.e., internal trainers, seminars, videos, etc.). Training should be focused on using the system to generate value-added data for planning and scheduling purposes.		80		
	5.3 Develop and document procedures for monitoring training requirements.		40		
	5.4 Management review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Facilities Maintenance

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
6.0 Develop and implement a PPMP and incorporate into the work order tracking system.	6.1 Identify and document specific areas for PM programs:  <ul style="list-style-type: none"> <li>– HVAC systems</li> <li>– Fire extinguishers</li> <li>– Painting</li> <li>– Boilers/boiler rooms</li> <li>– Roofs</li> <li>– Others.</li> </ul>	Director of Construction Management Maintenance Supervisor	120	3/15/93	4/30/93
	6.2 Develop and document PM timing schedules, policies and procedures.		120		
	6.3 Incorporate PM schedules into the work order tracking system.		240		
	6.4 Assign PM responsibility to functional areas.		40		
	6.5 Develop and implement quality control procedures.		80		
	6.6 Management review/approval and implementation.		16		
7.0 Implement a central receiving and integrated inventory tracking system for the Maintenance Department.	7.1 See "Purchasing and Warehousing", steps 3.1 through 3.11.	Director of Construction Management Maintenance Supervisor Director of Purchasing			

## Austin Independent School District Recommended Implementation Plan – Facilities Maintenance

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
8.0 Conduct training for Maintenance Department personnel on purchasing procedures and bid preparation.	8.1 See "Purchasing and Warehousing", step 1.2.	Maintenance Supervisor Director of Purchasing			
9.0 Review policies and procedures requiring blanket purchase orders to be re-initiated at the beginning of each fiscal year.	9.1 Review and evaluate existing policies and procedures.	Maintenance Supervisor Director of Purchasing	32	5/3/93	5/21/93
	9.2 Assess the financial benefit of modifying existing procedures to streamline maintenance operations. If determined to be financially viable, implement modifications.		24		
	9.3 Management review/approval and implementation.		16		
10.0 Investigate the possibility of contracting furniture repair and upholstery services to the TDC.	10.1 Evaluate current costs to deliver services internally, including: <ul style="list-style-type: none"> <li>– Labor and benefits</li> <li>– Materials and supplies</li> <li>– Capital costs</li> <li>– Warehousing costs</li> <li>– Transportation cost</li> <li>– Utilities, insurance, etc.</li> </ul>	Supervisor of Buildings and Grounds Structural Foreman	80	3/29/93	4/23/93
	10.2 Determine TDC's cost to deliver the same level of service (i.e., TDC cost to repair the same amount of furniture).		80		

**Austin Independent School District  
Recommended Implementation Plan – Facilities Maintenance**

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
10.0 Investigate the possibility of contracting furniture repair and upholstery services to the TDC.	10.3 If financially beneficial, obtain management review/approval and implement.				
11.0 Investigate discontinuation of the electronic mobile crew.	11.1 Evaluate the current cost to deliver services internally, including:  <ul style="list-style-type: none"> <li>– Labor and benefits</li> <li>– Materials and supplies</li> <li>– Capital costs</li> <li>– Vehicle costs</li> <li>– Utilities, insurance, etc.</li> </ul>	Supervisor of Buildings and Grounds Electronics Forman	80	3/29/93	4/30/93
	11.2 Determine the number of repairs for a given period (i.e., review six months of data).		16		
	11.3 Determine the costs of repairs on a per unit basis.		16		
	11.4 If financially beneficial, discontinue the mobile crew and identify alternative methods of delivering service (i.e., out-source repairs, employ technicians in the shop, etc.).		80		
	11.5 Allocate available resources to value added maintenance activities.		16		



**Austin Independent School District  
Recommended Implementation Plan – Facilities Maintenance**

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
12.0 Implement training programs for employees to become licensed by the State Pest Control Board.	12.1 Review existing training programs/efforts and identify where additional or specialized training is required.	Maintenance Supervisor Environmental Safety Specialist	80	5/1/93	5/21/93
	12.2 Implement training programs and schedules for identified areas of need utilizing both internal and external resources (i.e., internal trainers, seminars, videos, etc.).		16		
	12.3 Establish and document procedures to incorporate successful completion of training requirements with performance evaluations.		16		
	12.4 Document procedures for monitoring training requirements.		16		
	12.5 Management review/approval and implementation.		16		
13.0 Establish a hazardous chemicals storage facility.	13.1 Identify and evaluate available sites at the Service Center.	Maintenance Supervisor Environmental Safety Specialist	8	3/1/93	3/12/93
	13.2 Prioritize sites based on modification costs, alternative uses, safety, etc.			24	
	13.3 Assess cost/benefit of establishing a hazardous chemicals storage facility.			24	

**Austin Independent School District  
Recommended Implementation Plan – Facilities Maintenance**

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
13.0 Establish a hazardous chemicals storage facility.	13.4 Management review/appoval and implementation.		16		
14.0 Define functional responsibilities of the Maintenance Department and the Plant Improvement Division.	14.1 Review the current roles and responsibilities of each unit.	Director of Construction Management Maintenance Supervisor Plant Improvement Supervisor	40	4/26/93	5/21/93
	14.2 Restate and/or revise each unit's responsibility in support of District objectives.		24		
	14.3 Develop a structure that will optimize the utilization of District resources.		16		
	14.4 Develop quality control and review procedures to ensure District resources are utilized most effectively and improve lines of communication.		40		
	14.5 Management review/approval and implementation.				
15.0 Include Maintenance personnel in renovation and construction review processes.	15.1 Review and confirm existing policies and procedures.	Director of Construction Management Maintenance Supervisor	16	4/15/93	4/16/93
	15.2 Discuss existing policies and procedures with the involved parties and develop or modify the process to meet the needs of the District ( i.e., ensure materials and sytems used in the facilities are durable and cost effective to maintain).		32		

**Austin Independent School District  
Recommended Implementation Plan – Facilities Maintenance**

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
15.0 Include Maintenance personnel in renovation and construction review processes.	15.3 Formalize and document the revised policies and procedures.		16		
	15.4 Management review/approval and implementation.		16		
16.0 Develop, implement and enforce policies and procedures controlling access to schools and facilities.	16.1 See "Campus Police", steps 1.1 through 1.4.	Director of Construction Management Chief of Police Maintenance Supervisor			
17.0 Restructure the Building Operator Division.	17.1 Review the current staffing structure and the current workload requirements.	Maintenance Supervisor School Administrators Supervisor of Buildings and Grounds	40	5/3/93	6/4/93
	17.2 Clearly define the roles and responsibilities of the building operators. Define functional responsibilities in line with the Department's mission.		40		
	17.3 Develop detailed job descriptions.		40		
	17.4 Implement training programs and schedules for identified areas of need.		40		
	17.5 Allocate human resources based on past workload statistics, as well as future workload.		16		
	17.6 Management review/approval and implementation.		16		

**Austin Independent School District  
Recommended Implementation Plan – Facilities Maintenance**

Recommendation	Action Step	Responsibility/ Key Participants	Estimate of Hours	Timing	
				Start	Complete
18.0 Expand and clearly define the role and responsibilities of the building operators.	18.1 See steps 17.1 through 17.6.	Maintenance Supervisor Supervisor of Buildings and Grounds			

## Austin Independent School District Recommended Implementation Plan – Housekeeping Services

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Following completion of a district-wide facilities inventory, revise custodial staffing requirements and work schedules to meet site specific requirements.	1.1 Analyze current methodology and identify influencing factors.	Maintenance Supervisor	80	3/1/93	5/31/93
	1.2 Revise staffing and work schedules to incorporate site specific cleaning requirements:  <ul style="list-style-type: none"> <li>– Number of restrooms</li> <li>– Type of floors</li> <li>– Furnishings</li> <li>– Usage patterns</li> <li>– Others</li> </ul>	Housekeeping Supervisor	750+		
	1.3 Implement policies and procedures for reviewing and revising the staffing model and work schedules to accommodate facility modifications.		40		
	1.4 Management review/approval and implementation.		16		
2.0 Develop formalized training programs and requirements and implement.	2.1 Review existing training programs/efforts and identify areas where additional or specialized training is needed.	Housekeeping Supervisor School Administrators	40	3/1/93	4/9/93
	2.2 Develop and document detailed training programs and schedules for identified areas of need, utilizing both internal and external resources (i.e., internal trainers, courses at a community college, seminars, etc.)		120		

## Austin Independent School District Recommended Implementation Plan – Housekeeping Services

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Develop formalized training programs and requirements and implement.	2.3 Establish and document procedures to incorporate successful completion of training requirements with performance evaluations.		40		
	2.4 Develop and document procedures for monitoring training requirements.		20		
	2.5 Management review/approval and implementation.		16		
3.0 Conduct formal facility inspections on a routine basis.	3.1 Review existing facility inspection policies and identify areas requiring modification.	Housekeeping Supervisor	16	3/22/93	5/7/93
	3.2 Coordinate with Principals and Area Superintendents to solicit input on facility inspection procedures and schedules.	Housekeeping Supervisor School Administrators	120		
	3.3 Develop and document standard facility inspection procedures and policies:  <ul style="list-style-type: none"> <li>– Inspection score sheets and rating criteria</li> <li>– Remedial actions required</li> <li>– Incentives</li> <li>– Performance evaluation criteria</li> <li>– Scheduling procedures</li> <li>– Others.</li> </ul>		120		

## **Austin Independent School District Recommended Implementation Plan – Housekeeping Services**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Conduct formal facility inspections on a routine basis.	3.4 Establish training programs for Housekeeping personnel who will conduct the inspections.		40		
	3.5 Management review/approval and implementation.				
4.0 Encourage Principals to utilize Housekeeping Services in a technical advisory capacity.	4.1 Notify Principals of the services Housekeeping Services' offers and communicate minimum cleaning requirements and standards.	Housekeeping Supervisor	40	4/5/93	6/4/93
	5.0 Establish a substitute custodian staffing program.				
	5.1 Review and evaluate current substitute staffing patterns, policies and procedures, and identify areas that require modification.	Maintenance Supervisor Housekeeping Supervisor	80		
	5.2 Identify alternative staffing procedures that could be incorporated to the substitute staffing program cost effectively.		40		
	5.3 Coordinate with Principals to solicit input for the program.		80		
	5.4 Develop and document a substitute custodian staffing program, including:  – Coverage for vacations, sick days, personnel days and other factors – A reward system for under usage of allotment		160		

**Austin Independent School District  
Recommended Implementation Plan – Housekeeping Services**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Establish a substitute custodian staffing program.	<ul style="list-style-type: none"> <li>- Charge – back system for usage over the allotted amount</li> <li>- Procedures for coordinating vacations schedules</li> <li>- Others</li> </ul>				
	5.5 Management review/approval and implementation.				



***Implementation Plans***

***F. Asset Management***



## Austin Independent School District Recommended Implementation Plan – Risk Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify policies and procedures	1.1 Create a preventive loss control program. Work with Purchasing and Warehousing to implement the central receiving system and the development of a comprehensive fixed asset inventory, including:  <ul style="list-style-type: none"> <li>– Fixed asset inventory (See steps 3.1 to 3.11 in the Purchasing and Warehousing implementation plan).</li> <li>– Identification tagging new equipment</li> <li>– Obtaining serial numbers on fixed assets</li> <li>– Missing equipment recovery program</li> </ul>	Assistant Superintendent for Business  <ul style="list-style-type: none"> <li>– CFO</li> <li>– Risk Manager</li> <li>– Director of Purchasing</li> <li>– Assistant Director of Finance</li> <li>– Executive Director of Personnel</li> </ul>	44	3/1/93	9/1/93
	1.2 Work with Campus Police on the development of the Campus Security Plans. See steps 1.1 to 1.4 of the Campus Police implementation plan.	<ul style="list-style-type: none"> <li>– Joint Insurance Committee</li> </ul>			
	1.3 Work with Construction Management on the installation of fire and smoke alarms. See steps 7.1 to 7.3 in the Campus Police implementation plan.	<ul style="list-style-type: none"> <li>– Campus Police Chief</li> <li>– Director of School Support</li> </ul>			
	1.4 Secure portables and obtain city permits for portables.	<ul style="list-style-type: none"> <li>– Executive Director of Data Processing</li> </ul>	80		
	1.5 Modify insurance policies to account for actual inventories, new fire alarms and modified security policies.		80		

## *Austin Independent School District Recommended Implementation Plan – Risk Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify policies and procedures	<p>1.6 Revise role of the Joint Insurance Committee</p> <ul style="list-style-type: none"> <li>– Draft a revision of the District policy regarding the role and function of the Joint Insurance Committee</li> <li>– Submit the revision to the Board for approval</li> <li>– Meet with the members of the Joint Insurance Committee to discuss their new role and responsibilities.</li> </ul>		50		
	<p>1.7 Determine the District's requirements for insurance coverage</p> <ul style="list-style-type: none"> <li>– Prepare a RFP for the District's insurance needs and send to all appropriate insurance companies and agents.</li> <li>– Evaluate responses to the RFP with input from the Joint Insurance Committee. Select an insurance company(ies) or agent(s).</li> <li>– Negotiate and implement the necessary contracts and/or agreements with the insurance company(ies) or agent(s) selected.</li> </ul>		150		

## *Austin Independent School District Recommended Implementation Plan – Risk Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify policies and procedures	<p>1.8 Discontinue Accident Leave benefits.</p> <ul style="list-style-type: none"> <li>– Review current District policy regarding Accident Leave costs.</li> <li>– Modify identified accident leave benefits.</li> <li>– Prepare and distribute to appropriate District personnel a memo regarding changes in the Accident Leave benefits.</li> </ul>		40		

## *Austin Independent School District Recommended Implementation Plan – Risk Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify policies and procedures	<p>1.9 Coordinate safety policies district-wide.</p> <ul style="list-style-type: none"> <li>– Review current Board and District policies and procedures regarding safety.</li> <li>– Determine policies which need to be revised because they are out-of-date, lack clarity, are not comprehensive, etc.</li> <li>– Conduct work sessions with Risk Management, Campus Police, School Support and other departments charged with safety to revise the current District safety program.</li> <li>– Present revised/new safety policies and procedures to the Board of Trustees for adoption.</li> </ul>		80		

## *Austin Independent School District Recommended Implementation Plan – Risk Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify policies and procedures	<p>1.10 Improve oversight over the third party administrator and insurance representatives</p> <ul style="list-style-type: none"> <li>– Analyze current contracts with the third party administrator and insurance representatives to determine what policies and procedures should be modified to enhance the quality of open enrollment periods.</li> <li>– Process a list of changes in employee benefits enrollment each year.</li> <li>– Meet with the third party administrator and insurance representatives to modify identified policies and procedures and improve quality of enrollment</li> </ul>		80		

## *Austin Independent School District Recommended Implementation Plan – Risk Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify policies and procedures	<p>1.11 Institute electronic funds transfers of insurance payments with proper documentation</p> <ul style="list-style-type: none"> <li>– Review current insurance payment procedures</li> <li>– Meet with Finance Department staff and insurance company representatives to determine what policies and procedures should be modified to enhance the timeliness and documentation of insurance payments.</li> <li>– See step 3.4 in Cash Management implementation plan.</li> <li>– Modify identified payment policies and procedures</li> </ul>		40		



## *Austin Independent School District Recommended Implementation Plan – Risk Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify policies and procedures	<p>1.12 Coordinate payment of refund checks for former employees</p> <ul style="list-style-type: none"> <li>– Review current policies on distributing refund checks to former employees</li> <li>– Meet with Finance and Personnel staff to determine what policies and procedures should be modified to coordinate employee separation.</li> <li>– Modify identified policies and procedures.</li> <li>– Prepare and distribute to appropriate District Personnel a memo regarding changes in separations policies and procedures.</li> <li>– Develop monitoring procedures.</li> </ul> <p>1.13 Allocate funds for fire alarm installation and replacement in the next bond issuance, to bring these systems up to satisfactory condition. See steps 7.1 to 7.3 in the Campus Police implementation plan.</p>		80		

## Austin Independent School District Recommended Implementation Plan – Risk Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review and modify policies and procedures	<p>1.14 Rescind Board policy requiring athletic insurance for high school football players.</p> <ul style="list-style-type: none"> <li>– Review current Board policies regarding athletic insurance.</li> <li>– Meet with Athletic Department staff and other appropriate personnel to determine what policies and procedures should be modified to ensure the safety of all student athletes.</li> <li>– Draft a revision of the District policy regarding the requirement of purchasing insurance for participation in high school football.</li> <li>– Submit the revision to the Board for approval.</li> </ul>		40		
2.0 Hold new employee orientations bi-weekly in conjunction with the Personnel Department.	<p>2.1 Meet with appropriate Personnel staff to determine structure and content of new employee orientation sessions. Content should include:</p> <ul style="list-style-type: none"> <li>– Employee benefit options</li> <li>– Personnel file forms</li> <li>– AISD personnel policies</li> <li>– Etc.</li> </ul>	Supervisor of Benefits – Executive Director of Personnel – Assistant Director of Classified Personnel	8	7/1/93	8/1/93

## Austin Independent School District Recommended Implementation Plan – Risk Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Hold new employee orientations bi-weekly in conjunction with the Personnel Department.	2.2 Develop a systematic procedure for notifying new employees to attend the orientation meeting.		40		
	2.3 Prepare and distribute to appropriate District supervisors and administrators a memo explaining the orientation meetings.		16		
	2.4 Management review, approval and implementation of orientation meetings.		16		
3.0 Transfer appropriate functions to the Personnel Department	3.1 Meet with Personnel Department staff to identify functions needing to be transferred to the Personnel Department, including: <ul style="list-style-type: none"> <li>– Processing wage history inquiries</li> <li>– Collecting paperwork from current employees</li> <li>– Establishment and maintenance of personnel files</li> </ul>	Assistant Superintendent for Business <ul style="list-style-type: none"> <li>– Executive Director of Personnel</li> <li>– CFO</li> <li>– Assistant Director of Finance</li> </ul>	30	3/1/93	6/1/93
	4.2 Modify appropriate policies and procedures.	– Benefits Supervisor	20		
	3.3 Train Personnel staff on new procedures relating to wage history verifications, obtaining appropriate information from current employees and setting up personnel files for all employees	– Payroll Supervisor	80		

16-90

## Austin Independent School District Recommended Implementation Plan – Risk Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Transfer appropriate functions to the Personnel Department	3.4 Management review, approval and implementation of revised procedures.		32		
4.0 Evaluate the technical needs of the Benefits office.	4.1 Identify information system resources such as computer terminals necessary to manage the Benefits office.	Director of Management Information	16	4/1/93	6/1/93
	4.2 Review and evaluate existing information system resources.	– Benefits Supervisor	16		
	4.3 Management review/approval.		16		
	4.4 Obtain necessary equipment.		16		
	4.5 Provide assistance in activating and using the equipment.		16		
5.0 Develop a risk management manual and procedures manual.	5.1 Review current risk management policies and procedures.	CFO	10	8/1/93	8/1/94
	5.2 Review other school districts risk management manuals and procedures manuals.	– Risk manager	20		
	5.3 Conduct interviews of personnel to determine employee roles and responsibilities in improving safety, reducing risk and limiting liability.		40		
	5.4 Create necessary policies and procedures.		32		

**Austin Independent School District  
Recommended Implementation Plan – Risk Management**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Develop a risk management manual and procedures manual.	5.5 Management review and approval. Submit for Board approval.		16		
	5.6 Distribute manuals to appropriate staff.		20		

## Austin Independent School District Recommended Implementation Plan – Cash Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Reduce the number of District bank accounts and create a system of petty cash accounts for schools and departments.	1.1 Perform an analysis of all accounts held by the District. Determine the type of account and volume of transactions.	CFO – Assistant Director of Finance	8	4/1/93	8/1/93
	1.2 Consolidate all general accounts including the Imprest accounts for specific departments.	– Cash Manager – Director of Internal Audit	40		
	1.3 Establish petty cash accounts for all schools and departments at a central bank.		60		
	1.4 Fund the accounts with \$500 each.		20		
	1.5 Create a list of acceptable and unacceptable acquisitions that can be made from petty cash accounts.		80		

## Austin Independent School District Recommended Implementation Plan – Cash Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Reduce the number of District bank accounts and create a system of petty cash accounts for schools and departments.	<p>1.7 Develop guidelines for the petty cash accounts, including the following:</p> <ul style="list-style-type: none"> <li>– Single purchases cannot exceed \$150 to a single vendor without prior approval from the Assistant Director of Finance or the CFO.</li> <li>– Petty cash funds are to be used for purchases where it is not practical or timely to issue purchase orders or for emergency purchase requirements.</li> <li>– There must be two authorized signatures on all petty cash checks. The person to whom the check is payable cannot sign the check.</li> <li>– Original receipts are required for reimbursements.</li> <li>– All accounts must be reconciled monthly. The balance in the account plus the total expenditures should always equal \$500.</li> <li>– A replenishment of the petty cash fund should occur when the available account balance falls below \$150 or quarterly, whichever comes first.</li> </ul>		200		

## Austin Independent School District Recommended Implementation Plan – Cash Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Reduce the number of District bank accounts and create a system of petty cash accounts for schools and departments.	1.8 Determine sanctions for non-compliance, such as:  – Violations of the petty cash procedures result in written warnings.  – The third violation will result in the loss of the petty cash account.		40		
	1.9 Transfer all activity fund accounts to a central bank.		32		
	1.10 Notify appropriate District personnel of the new accounting procedures.		60		
	1.11 Management review/approval and implementation.		32		
	1.12 Train appropriate District personnel on petty cash procedures.		300		
	2.0 Manage the District's relationship with their current bank better.	2.1 Investigate strategies to reduce fees and interest lost because of required compensating balances.	Treasurer – Cash Manager	80	6/1/93
2.2 Request that District fees be waived on months with low compensating balances if the District had surplus balance equivalents.			10		



## *Austin Independent School District Recommended Implementation Plan – Cash Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Manage the District's relationship with their current bank better.	2.3 Examine the cost effectiveness of maintaining compensating balances at the bank or paying the hard fees and investing the balances in TexPool.		50		
	2.4 Negotiate necessary contracts and/or agreements with the bank.		50		
	2.5 Management review, approval and implementation of revised policies and procedures.		16		
3.0 Review and modify policies and procedures.	3.1 Reconcile all bank accounts on a monthly basis, including District accounts, petty cash accounts and activities funds.	School Bookkeepers Accountants	200	3/1/93	5/1/93
	3.2 Create a procedure to automatically lag and lead payments and notify the Cash Manager prior to the release of large payments.  – Review current payment procedures.  – Meet with appropriate personnel to determine what policies and procedures should be modified to time the release of checks and inform the Cash Manager.  – Modify identified check release policies and procedures.	Treasurer – Cash Manager	400	6/1/93	10/1/93

## Austin Independent School District Recommended Implementation Plan – Cash Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Review and modify policies and procedures.	<p>3.3 Create a system for identifying invoices with early discounts and credit terms.</p> <ul style="list-style-type: none"> <li>– Review current invoice payment dates and prepare an appropriate payment schedule.</li> <li>– Meet with Accounts Payable staff to determine what policies and procedures should be modified to take advantage of early discounts and credit terms.</li> <li>– Assess the modified procedures impact of the system on existing hardware configuration.</li> <li>– Define system requirements.</li> <li>– Develop design specifications.</li> <li>– Develop user procedures</li> </ul>	<p>Treasurer</p> <ul style="list-style-type: none"> <li>– Cash Manager</li> <li>– Accounts Payable Supervisor</li> </ul>	80	6/1/93	10/1/93

## *Austin Independent School District Recommended Implementation Plan – Cash Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Review and modify policies and procedures.	<p>3.4 Transfer funds electronically to reimburse major purchases and directly deposit all payroll checks into employees' accounts, where technically possible.</p> <ul style="list-style-type: none"> <li>– Prepare an information letter and request for account number for employees and vendors with regular payments.</li> <li>– Determine the District's new requirements in financial services.</li> <li>– Negotiate an additional agreement with the bank in accordance with Board policy. Incorporate the new terms into the next RFP for financial services.</li> <li>– Document procedures and establish internal controls for electronic funds transfers.</li> </ul>	<p>Cash Manager – Accounts Payable Supervisor</p>	400	4/1/93	8/1/93
	<p>3.5 Create a formal board policy on cash management.</p> <ul style="list-style-type: none"> <li>– Review current cash management policies. Gather cash management policies from other districts to use as guidelines in policy writing effort.</li> <li>– Draft new policies.</li> <li>– Present to Board of Trustees for approval.</li> </ul>	Treasurer	40	4/1/93	8/1/93

## Austin Independent School District Recommended Implementation Plan – Cash Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Review and modify policies and procedures.	<p>3.6 Segregate the duties of account reconciliation and check writing.</p> <ul style="list-style-type: none"> <li>– Review the current District staffing and job descriptions.</li> <li>– Determine the appropriate staff to perform account reconciliation.</li> <li>– Determine separate staff to write direct pay checks and hand-typed checks.</li> </ul>	<p>Assistant Director of Finance</p> <ul style="list-style-type: none"> <li>– Treasurer</li> <li>– Accounts Payable Supervisor</li> <li>– Cash Manager</li> </ul>	40	3/1/93	4/1/93
	<p>3.7 Establish staff training policies.</p> <ul style="list-style-type: none"> <li>– Identify Board policies relating to staff training and development.</li> <li>– Determine if other District policies exist which relate to staff development and training.</li> <li>– Design training policy and related guidelines for the Treasury Department which are modeled after and in compliance with Board and District policies.</li> <li>– Inform all Department staff of the training policies and guidelines.</li> </ul>	Treasurer	24	7/1/93	11/1/93

## *Austin Independent School District Recommended Implementation Plan – Cash Management*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Review and modify policies and procedures.	3.8 Deposit all cash daily. Design and document procedures which require staff to receipt and deposit all cash daily.	CFO – Treasurer	10	3/1/93	4/1/93
4.0 Create a Treasury Department and hire a Treasurer	4.1 Review recommended organization structure and change rationale.	CFO – Assistant Director of Finance	10	3/1/93	12/1/93
	4.2 Develop strategies to achieve identified organizational improvements.  – Management/staff acquisition – Development of formal cash management policies – Development of job descriptions and relevant appraisals.		60		

## Austin Independent School District Recommended Implementation Plan – Cash Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Create a Treasury Department and hire a Treasurer	<p>4.3 Create and implement necessary cash management and treasury functions.</p> <ul style="list-style-type: none"> <li>– Create internal control policies for purchasing, finance and budgeting.</li> <li>– Manage cash flow and cash flow forecasting.</li> <li>– Devise a system to lead and lag payments to take advantage of vendor credit terms and cash shortfalls and to take advantage of interest income.</li> <li>– Analyze the banking relationship for account structure, fee structure and fee waivers.</li> <li>– Implement a more sophisticated tracking system to utilize true clearance accounts, increase interest income, and decrease the amount of compensating balances required by the bank.</li> </ul>	<p>CFO</p> <ul style="list-style-type: none"> <li>– Executive Director of Personnel</li> <li>– Assistant Director of Finance</li> <li>– Cash Manager</li> </ul>	500	6/1/93	12/1/93
	<p>4.4 Management and Board review/approval and implementation.</p>				

## Austin Independent School District Recommended Implementation Plan – Cash Management

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
<p>5.0 Make formal cash flow forecasts and evaluations of variances between cash flow and forecasted cash flow.</p>	<p>5.1 Implement a more sophisticated software to do cash positioning, cash forecasting and show memo postings, overall balances and same day transactions.</p> <ul style="list-style-type: none"> <li>– Identify resources to manage the implementation of a new cash management software.</li> <li>– Survey other districts and software companies on the cash management packages currently on the market.</li> <li>– Assess cash management needs against pre-packaged cash management software features.</li> <li>– Assess the impact of the software on existing hardware configurations.</li> </ul>	<p>Treasurer – Cash Manager</p>	100	6/1/93	12/1/93
	<p>5.2 Management review/approval and implementation.</p>		32		

## Austin Independent School District Recommended Implementation Plan – Bond Issuances and Funding

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Create a five year Facilities Master Plan linked to the capital budget.	2.1 See steps 2.1 to 2.10 in the Construction Management implementation plan and steps 2.1 to 2.8 in the Budget Process implementation plan.				
	2.0 Develop, review and distribute a debt issuance procedures manual, which outlines roles of Administration and Board members.	2.1 Review current debt policies and procedures. 2.2 Review other districts' finance manuals. 2.3 Revise the current debt policy to ensure it is comprehensive and sufficiently detailed with respect to District policies and procedures regarding Administration and Board members roles concerning debt issuances. 2.4 Create a debt policy manual which outlines District debt policy. 2.5 Distribute the debt manual to appropriate District personnel. 2.6 Update the debt policy manual on a regular basis.	CFO – Treasurer  – Assistant Director of Finance	10  10 30  20 10 10	



***Implementation Plans***

***G. Technology Systems***



## Austin Independent School District Recommended Implementation Plan – Technology Systems

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Acquire system development tools to facilitate improvement in the effectiveness and efficiency in the delivery of automated information systems.	1.1 Evaluate SDLC methodologies (both proprietary and public domain).	Executive Director of Management Information	80	3/1/93	6/1/93
	1.2 Evaluate CASE tools (both upper planning and design tools and lower development and code generation products).	– Systems & Appl. Programming Asst. Director	120		
	1.3 Evaluate commercial DBMS .	– Operations & Interface Asst. Director	120		
	1.4 Evaluate information query and report writing utilities for both technical and user departments.	– Programming Supv.	40		
	1.5 Evaluate commercial project management packages.	– Systems Programming Supervisor	40		
	1.6 Select supporting development tools and methodologies.	– Programmer/ Analysts	0		
	1.7 Conduct training on new development tools and methodologies.		600		
2.0 Review and establish organizational changes	2.1 Consider increasing MI span of control to include all facets of administrative operations and instructional technology support.	Board of Trustees – Executive Director of Management Information	24	4/1/93	7/1/93
	2.2 Establish meetings with MI and Personnel staff to define qualifications for each new or unfilled position.		40		

## Austin Independent School District Recommended Implementation Plan – Technology Systems

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Review and establish organizational changes	2.3 Identify recruiting sources and methods to be utilized.	– Systems & Appl. Programming Asst. Director	16		
	2.4 Conduct resume and candidate screening.		80		
	2.5 Fill positions of Network Support Technician, Administrative Programmer Analyst, and School based Application Support Programmer/Analyst.	– Director of Personnel	0		
		– Director of Budget			
	2.6 Consider the separation of programmer and systems analyst activities through the creation of systems analyst/user liaison positions.		16		
	2.7 Pursue the feasibility of external funding for PEIMS programmer/analyst positions.		16		
	3.0 Establish performance measurement criteria for Management Information staff	3.1 Determine productivity and effectiveness measures appropriate for each function in the department.	Executive Director of Management Information	16	6/1/93
3.2 Apply work measurement techniques to establish new work expectancies/performance goals.		– Systems & Appl. Programming Asst. Director	16		
3.3 Design performance measurement tools (e.g., activity logs, project schedules and project budgets).		– Operations & Interface Asst. Director	24		

## Austin Independent School District Recommended Implementation Plan – Technology Systems

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Establish performance measurement criteria for Management Information staff	3.4 Review performance measures and goals with management and staff.	– Telecommunications Asst. Director	8		
	3.5 Establish procedures for conducting semi-annual evaluation sessions with employees to discuss their performance relative to the performance goals for their position/function.	– Research & Evaluation Asst. Director	8		
	3.6 Establish procedures to modify performance measures and goals as job functions change.	– Assistant Director of Student Records & Reports	8		
4.0 Upgrade Mainframe CPU	4.1 Review processor sizing.	Executive Director of Management Information	16	3/1/93	4/1/93
	4.2 Develop upgrade specifications.		40		
	4.3 Identify equipment suppliers.	– Systems Programming Supervisor	8		
	4.4 Develop hardware RFP.		40		
	4.5 Review hardware proposals.		40		
	4.6 Select hardware bid.		8		
	4.7 Install and test new CPU.		80		
5.0 Acquire Personal Computer programming workstations for application development staff	5.1 Evaluate PC-based COBOL program development and maintenance tools.	Executive Director of Management Information	80	8/1/93	10/1/93
	5.2 Size PC workstation requirements.		40		

## Austin Independent School District Recommended Implementation Plan – Technology Systems

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Acquire Personal Computer programming workstations for application development staff	5.3 Identify programming staff to utilize development workstations.	– Network Support Technican	8		
	5.4 Evaluate potential impact on mainframe performance, programmer productivity and application development costs.	– Systems & Appl. Programming Asst. Director	16		
	5.5 Acquire and install PC workstations and COBOL development and maintenance tools.		40		
	5.6 Establish formal regular capacity planning practices to support processor upgrade planning.		24		
6.0 Evaluate replacement of financial systems	6.1 Identify resources to manage the evaluation of new financial applications.	Executive Director of Management Information	16	6/1/93	9/1/93
	6.2 Assess impact of the system on existing hardware configuration.	– Systems & Appl. Programming Asst. Director	16		
	6.3 Define system requirements.	– Assistant Director of Finance	400		
	– Conduct interviews	– Programmer/ Analysts			
	– Document current systems				
	– Determine future requirements				
	– Document functional system requirements				

# Austin Independent School District

## Recommended Implementation Plan – Technology Systems

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Evaluate replacement of financial systems	6.4 Compare information needs and system requirements to current system capabilities.		80		
	6.5 Evaluate make versus buy options:  – Identify potential package solutions – Identify development approach – Identify costs, risks, timing for each alternative		80		
	6.6 Publish and release RFP.		40		
	6.7 Evaluate proposals.		400		
	6.8 Develop support for appropriate solution.		80		
	6.9 Develop preliminary implementation plan.		40		
	6.10 Install software and implement:  – Install software and hardware – Develop operational documentation and training program – Develop custom interfaces – Execute conversion plan – Execute system test plan		TBD		
	6.11 Design required forms.		TBD		
	6.12 Conduct user training.		TBD		

## Austin Independent School District Recommended Implementation Plan – Technology Systems

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Evaluate replacement of financial systems	6.13 Conduct post–implementation review.		TBD		
7.0 Evaluate replacement payroll and human resource management information systems.	7.1 Identify resources to manage the evaluation and implementation of payroll HRMS.	Executive Director of Management Information	16	6/1/93	2/1/94
	7.2 Assess impact of the system on existing hardware configuration.	– Systems & Appl. Programming Asst. Director	16		
	7.3 Define system requirements.	– Assistant Director of Finance	320		
	– Conduct interviews				
	– Document current systems				
	– Determine future requirements				
– Document functional system requirements.					
	7.4 Compare information needs and system requirements to current Oracle application currently on the shelf.	– Executive Director of Personnel			
		– Programmer/Analysts	40		
	7.5 Evaluate make versus buy options:				
	– Identify potential package solutions		40		
	– Identify development approach				
	– Identify costs, risks, timing for each alternative				
	7.6 Publish and release RFP.		40		



## Austin Independent School District Recommended Implementation Plan – Technology Systems

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
7.0 Evaluate replacement payroll and human resource management information systems.	7.7 Evaluate proposals.		320		
	7.8 Develop support for appropriate solution.		40		
	7.9 Develop preliminary implementation plan.		40		
	7.10 Install software and implement:		TBD		
	– Install software and hardware				
	– Develop operational documentation and training program				
	– Develop custom interfaces				
	7.11 Design required forms.		TBD		
	7.12 Conduct user training.		TBD		
	7.13 Conduct post–implementation review.		TBD		
8.0 Enhance technology training for both user and technical staff.	8.1 Evaluate training needs for technical staff.	Executive Director of Management Inform.	40	5/1/93	6/1/93
	8.2 Evaluate training needs for instructional applications.	– Systems & Appl. Programming Asst. Director	40		
	8.3 Develop cross training strategy and plan for technical staff.	– Admin. Supv. Instructional Technology	40		
	8.4 Identify training sources and costs.		24		

**Austin Independent School District  
Recommended Implementation Plan – Technology Systems**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Enhance technology training for both user and technical staff.	8.5 Establish appropriate training budgets.		16		
9.0 Proceed with the evaluation of the telecommunications network development plan.	9.1 Continue evaluation of prospective bids.	Telecommunications Assistant Director	80	3/1/93	6/1/93
	9.2 Finalize cost and savings opportunities.		200		
	9.3 Finalize package for board approval.	– Communications Analyst	80		

***Implementation Plans***

***H. Finance***



## Austin Independent School District Recommended Implementation Plan – Finance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Transfer responsibility for activity funds accounting and training to the Finance Department.	1.1 See steps 3.1–3.4 of the Internal Audit implementation plan.				
2.0 Create a system of petty cash accounts for schools and departments.	2.1 See steps 1.4 to 1.12 of the Cash Management implementation plan.				
3.0 Implement a fixed asset inventory system, conduct physical inventory counts on a regular basis and place identification tags on capital equipment.	3.1 See steps 1.1 to 1.5 of the Risk Management implementation plan and steps 3.1 to 3.11 of the Purchasing and Warehousing implementation plan.				
4.0 Initiate efforts to combine the various payroll cycles into one cycle for all employees.	4.1 Analyze current workload requirements of the various payroll cycles and determine the cycle which would be desirable when consolidation is achieved.	CFO  – Assistant Director of Finance – Payroll Supervisor	40	4/1/93	6/1/93
	4.2 Include the payroll cycle as an agenda item with the consultation committee. Achieve consensus on a District–wide payroll cycle and incorporate the new cycle in the labor contract(s).		40		
	4.3 Develop a revised payroll calendar. Convert all payroll records to the District–wide payroll cycle.		20		

## Austin Independent School District Recommended Implementation Plan – Finance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Initiate efforts to combine the various payroll cycles into one cycle for all employees.	4.4 Prepare and distribute to appropriate District personnel a memo explaining the special payroll consolidation procedures.		40		
	4.5 Management review/approval and implementation.		16		
5.0 Initiate a study to define requirements for a new human resources and payroll system.	5.1 See steps 3.1 through 3.8 in the Personnel Policies, Procedures and Records implementation plan.				
6.0 Initiate a study to define requirements for a new financial information system.	6.1 Identify resources to manage the implementation of a financial information system.	Executive Director of Management Information	20	3/1/92	3/1/93
	6.2 Assess impact of the system on existing hardware configuration.	- CFO	120		
	6.3 Define system requirements. - Conduct interviews - Document current systems - Determine future requirements - Document functional system requirements	- Assistant Director of Finance  - Executive Director of Personnel  - Director of Budget	1200		
	6.4 Develop design specifications.  - Define technical support approach - Prepare database specifications - Build centralized test database - Prepare applications specifications		1000		

## Austin Independent School District Recommended Implementation Plan – Finance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Initiate a study to define requirements for a new financial information system.	6.5 Determine financial systems which meet the District's requirements and specifications and select a proposed system.		520		
	6.6 Management review and approval of proposed system.		32		
	6.7 Implementation of the proposed system, including: <ul style="list-style-type: none"> <li>– Install software and execute implementation.</li> <li>– Develop operational documentation and training program.</li> <li>– Develop user procedures.</li> <li>– Develop and execute system test plan.</li> <li>– Execute conversion plan.</li> <li>– Design required forms.</li> <li>– Conduct user inservice training on the financial information system.</li> <li>– Conduct post – implementation review.</li> </ul>		6400		

## Austin Independent School District Recommended Implementation Plan – Finance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
7.0 Transfer responsibility for certain functions from the Finance Department to the Personnel Department.	7.1 Meet with representatives of the Personnel Department to discuss functions needing transferred, including: <ul style="list-style-type: none"> <li>– Creation and maintenance of all personnel files, as well as tracking all employees' leave.</li> <li>– Data entry and correction of all salary and account code information on the information on the information system.</li> <li>– Salary calculations.</li> <li>– Establishment of all compensation records for supplemental pay requests and for signing bonuses.</li> </ul>	Executive Director of Personnel – Assistant Director of Finance	8	3/1/93	5/1/93
	7.2 Modify appropriate policies and procedures		12		
	7.3 Train Personnel staff on new procedures relating to the personnel functions transferred.		100		
	7.4 Management review, approval and implementation of revised procedures.		16		



## Austin Independent School District Recommended Implementation Plan – Finance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	<p>8.1 Establish District-wide training program on finance and accounting procedures, including:</p> <ul style="list-style-type: none"> <li>- Identify Board policies relating to staff training and development.</li> <li>- Design training program and related guidelines for the Finance Department which are modeled after and in compliance with Board and District policies.</li> <li>- Inform all appropriate employees of the training policies and guidelines.</li> <li>- Schedule a required training session pertaining to finance and accounting procedures for new principals and bookkeepers.</li> <li>- Train current staff, program managers and supervisors on the changes in accounting procedures and codes.</li> <li>- Prepare and distribute to appropriate District personnel a memo explaining staff training policies and procedures.</li> </ul>	<p>Assistant Superintendent for Business</p> <ul style="list-style-type: none"> <li>- CFO</li> <li>- Executive Director for Personnel</li> <li>- Assistant Director of Finance</li> </ul>	80	3/93	3/94

## *Austin Independent School District Recommended Implementation Plan – Finance*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	<p>8.2 Develop, review and distribute a Finance procedures manual and update it annually.</p> <ul style="list-style-type: none"> <li>– Review current Finance policies and procedures.</li> <li>– Review other districts' finance manuals.</li> <li>– Revise current Finance manual to ensure it is comprehensive and sufficiently detailed with respect to District policies and procedures.</li> <li>– Distribute Finance manual to appropriate District personnel.</li> </ul>		60		
	<p>8.3 Schedule regular staff meetings between the supervisors, accountants, the Assistant Director of Finance and the CFO.</p>		16		

## *Austin Independent School District Recommended Implementation Plan – Finance*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	<p>8.4 Create a year–end plan to prepare necessary financial statements, reconciliations and schedules prior to the external auditors’ on–site work.</p> <ul style="list-style-type: none"> <li>– Review materials needed in the past by the external auditors.</li> <li>– Contact the external auditor and request a list of information necessary that can be collected by the Finance Department.</li> <li>– Develop a work plan and task list for the Finance Department to complete prior to the on–site work of the external auditors.</li> <li>– Execute the work plan.</li> </ul>		100		

## Austin Independent School District Recommended Implementation Plan – Finance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	<p>8.5 Investigate opportunities to increase the number of employees on payroll direct deposit.</p> <ul style="list-style-type: none"> <li>– Determine system limitations for increasing the number of employees on direct deposit.</li> <li>– Develop a program to solicit current employees to convert to direct deposit.</li> <li>– Develop procedures for enrolling all new employees in payroll direct deposit.</li> <li>– Monitor direct deposit participation</li> </ul>		80		
	<p>8.6 Investigate the feasibility of bi-weekly employees timesheets being data-entered at the schools. Require bi-weekly employees to turn their timesheets in a day earlier and be placed on direct deposit.</p> <ul style="list-style-type: none"> <li>– Assess impact of the procedure on existing hardware configuration.</li> <li>– Include direct deposit as an agenda item on the consultation committee.</li> <li>– Conduct training at school sites for direct deposit enrollment of bi-weekly employees.</li> </ul>		40		

## *Austin Independent School District Recommended Implementation Plan – Finance*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	8.7 Utilize electronic transfers for payment of professional dues, benefits payments, and regular bills. See step 3.4 of the Cash Management implementation plan.				
	8.8 Plan and manage summer schools through the traditional budgeting and finance processes. <ul style="list-style-type: none"> <li>– Review policies and procedures regarding summer school.</li> <li>– Draft policies and assign account codes.</li> <li>– Prepare and distribute a memo to appropriate District personnel explaining summer school policies and procedures.</li> <li>– Develop summer school budget and finance calendar.</li> </ul>		100		

## Austin Independent School District Recommended Implementation Plan – Finance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	<p>8.9 Improve internal controls in Payroll and Accounts Payable.</p> <ul style="list-style-type: none"> <li>– Design procedures requiring two employees to enter the vault and gain access to check stock.</li> <li>– Design procedures to keep the check signer key in a secure location.</li> <li>– Review the check–signer log and the check registers against the bank records during reconciliation.</li> <li>– Design procedures to require documentation for all payments.</li> <li>– Review the list of repetitive wire transfers annually to limit potential account transfers.</li> <li>– Design procedures for writing and releasing large checks written on the Accounts Payable system.</li> </ul>		80		
	<p>8.10 Implement program codes as defined in TEA Bulletin 679 for the Finance Department. See steps 3.1 through 3.6 in the Budget Process implementation plan.</p>				

## *Austin Independent School District Recommended Implementation Plan – Finance*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	<p>8.11 Discontinue the policy of advancing leave to classified and bi-weekly employees. All leave, including state leave, should be earned.</p> <ul style="list-style-type: none"> <li>– Review current policies and procedures</li> <li>– Determine policies and procedures which need to be added or revised</li> <li>– Draft new policies and procedures</li> <li>– Prepare and distribute to appropriate District personnel a memo explaining leave policies and procedures.</li> </ul>		20		
	<p>8.12 Reexamine the travel stipend policy and establish a cost-effective manner of accounting for the use of travel stipends.</p> <ul style="list-style-type: none"> <li>– Review current policies and procedures</li> <li>– Determine policies and procedures which need to be added or revised</li> <li>– Draft new policies and procedures</li> <li>– Prepare and distribute to appropriate District personnel a memo explaining travel stipend policies and procedures.</li> </ul>		80		

## *Austin Independent School District Recommended Implementation Plan – Finance*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	<p>8.13 Transfer and standardize all facility billing procedures from the Community Education Section to the Finance and Purchasing Departments.</p> <ul style="list-style-type: none"> <li>– Meet with representatives of the Community Education Section, the Purchasing Department and the Finance Department to discuss functions which need to be transferred.</li> <li>– Modify appropriate policies and procedures.</li> <li>– Train Finance and Purchasing staff on new procedures relating to facility billing or transfer appropriate staff to the Finance Department.</li> <li>– Management review, approval and implementation of revised procedures.</li> </ul>		60		



## *Austin Independent School District Recommended Implementation Plan – Finance*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Review and modify policies and procedures	<p>8.14 Create a training policy and guidelines for the Finance Department.</p> <ul style="list-style-type: none"> <li>– Identify Board policies relating to staff training and development.</li> <li>– Determine if other District policies exist which relate to staff development and training.</li> <li>– Design training policies and related guidelines for the Finance Department which are modeled after and in compliance with Board and District policies.</li> <li>– Inform all department staff of the training policies and guidelines.</li> </ul>		20		
9.0 Perform a detailed resource requirements study for the Finance Department to determine appropriate staffing and compensation levels.	<p>9.1 Perform detailed job analysis for all Finance Department positions.</p> <ul style="list-style-type: none"> <li>– Identify positions to be analyzed</li> <li>– Design job analyses data collection document/tools</li> <li>– Review relevant documents</li> <li>– Gather employee input with supervisory review</li> <li>– Perform on-site observation for confirmation of duties</li> <li>– Design and describe all positions</li> <li>– Develop staff allocation methodology</li> <li>– Management review and approval</li> </ul>	<p>Assistant Superintendent for Business</p> <ul style="list-style-type: none"> <li>– CFO</li> <li>– Assistant Director of Finance</li> </ul>	720	4/1/93	12/1/93

## Austin Independent School District Recommended Implementation Plan – Finance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
9.0 Perform a detailed resource requirements study for the Finance Department to determine appropriate staffing and compensation levels.	9.2 Review existing organizational structure and identify improvement opportunities. <ul style="list-style-type: none"> <li>– Review job analysis results</li> <li>– Analyze span of control, reporting responsibilities, communication lines, similar functions, duplicative efforts</li> <li>– Develop functional organizational structure</li> <li>– Restructure line – function duties</li> </ul>		240		
	9.3 Develop a plan for the hiring and training of designated staff.		200		
	9.4 Management review/approval and implementation.		32		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Revise the budget document.	<p>1.1 Determine the requirements of the new reporting format and resulting changes to the current budget format.</p> <ul style="list-style-type: none"> <li>– Report on the program, department or school’s performance</li> <li>– A comparison of adopted budget to proposed budget and prior year’s budget to identify in which schools and programs additions and cuts in funding have been made.</li> <li>– Relationship between the Board policy and budgeted resources, between program goals and budgeted resources and between performance measures for schools and departments and requested resources.</li> <li>– Include ORE reports and audit results from all grants to show their scope, effectiveness and cost per student.</li> <li>– Create budget summaries of cost centers with multiple budgets and sources of funds including more detailed breakdowns of internal and external funds.</li> <li>– Determine sources of information such as new analysis and ORE reports.</li> </ul>	Director of Budget	40	3/1/93	6/1/93
	1.2 Modify the budget document program to reflect the required changes.		100		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Revise the budget document.	1.3 Test modifications to the budget control report for correct format and accurate reporting of budget amounts.		80		
	1.4 Management review and approval and implementation.		16		
2.0 Create a five year Facilities Master Plan linked to the capital budget.	2.1 Conduct a survey of District facilities. Collect information regarding:	Assistant Superintendent of Business	40	3/1/93	2/1/94
	– Condition of existing facilities				
	– Projected student population	– Director of Construction Management			
	– Demographics				
	– TEA requirements	– Maintenance Supervisor			
	– Operational costs				
	– Teaching methodologies				
	– Technology in education				
	2.2 Determine District needs with respect to facilities. See steps 2.1 to 2.10 in the Construction Management implementation plan.				
	2.3 Develop and evaluate alternative strategic directions.		40		
	2.4 Develop goals and objectives for accomplishing facilities–related strategies.		40		
	2.5 Develop implementation requirements.		20		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Create a five year Facilities Master Plan linked to the capital budget.	2.6 Develop a five year capital budget based upon the Facilities Master Plan.		40		
	2.7 Develop an annual update process.		40		
	2.8 Present the Facilities Master Plan to the Board during the budgeting process and include sections in the Five-Year Financial Forecast and in the budget document.		32		
3.0 Define requirements for, evaluate, develop and implement a human resources information system, which includes a position control system.	3.1 See steps 3.1 to 3.8 in the Personnel Policies, Procedures and Records implementation plan.				
4.0 Modify policies and procedures	4.1 Create and update a Board policy on budgeting responsibilities and the budget process. Present for Board approval. – Review Board and District policies and procedures regarding the budget development process and budget administration. Determine the need for new policies and those policies requiring revision. – Conduct work sessions with Budget staff and the Board Budget Committee to revise old and draft new policies and procedures.	CFO – Director of Budget  – Board Budget Committee  – Board of Trustees  – Director of Budget	120	3/1/93	7/1/93

## *Austin Independent School District Recommended Implementation Plan – Budget Process*

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Modify policies and procedures	4.2 Revise the budget transfer process. Draft a new policy which requires Board approval on large transfers between cost centers, even if the functional codes are identical.		40		
	4.3 Place authority for budget development of school budgets to the Campus Leadership Teams.  – Define and document roles, responsibilities and authority for budget development and administration sufficient to facilitate site-based management.		160		
	4.4 Utilize ORE program evaluations in the budget development process.  – Obtain copies of ORE program evaluation summaries. – Include effectiveness measures, cost per student estimates, etc. in the budget document for programs, grants and departments.		160		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Modify policies and procedures	<p>4.5 Increase the size of the fund balance and monitor the legislature to defend against another hiring freeze and budget cuts related to a proration.</p> <ul style="list-style-type: none"> <li>– Increase the percentage of the budget dedicated to the fund balance.</li> <li>– Develop a prioritized list of potential budget reductions by March 1 of the current school year.</li> <li>– Develop staffing ratios for schools by March 1 of the current school year.</li> </ul>		120		
	<p>4.6 Consolidate the reporting of budget funds to improve monitoring and control capability.</p> <ul style="list-style-type: none"> <li>– Review current procedures and systems</li> <li>– Determine the requirements for consolidation of the budget formats and the resulting changes to the current budget reports and monitoring tools.</li> <li>– Modify the budget formats and reports to reflect the changes required to achieve consolidation of the budgets.</li> <li>– Test modifications to the budget formats and reports for correct format and accurate reporting of budget and expenditure amounts.</li> <li>– Management review/approval and implementation</li> </ul>		240		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Modify policies and procedures	<p>4.7 Revise the campus improvement planning process and the school-based budget development process in order to incorporate the two plans into one comprehensive plan for the schools.</p> <ul style="list-style-type: none"> <li>– Prepare the CIP and the budget for the next school year during the previous spring.</li> <li>– Define and document timelines for budget development and administration sufficient to facilitate site-based management.</li> <li>– Revise the budget calendar to ensure that campus level involvement in the budget development occurs.</li> <li>– Train principals and Campus Leadership Teams in budget techniques.</li> </ul>		200		
	<p>4.8 Place budget responsibility for employee benefits with the budget managers in AISD schools and departments for the 1993–94 fiscal year.</p> <ul style="list-style-type: none"> <li>– Modify the budget information system to allocate benefits to departmental budgets prior to the final approval of the budget.</li> <li>– Modify the budget development process to include responsibility for employee benefits with budget managers.</li> </ul>		240		



**Austin Independent School District  
Recommended Implementation Plan – Budget Process**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Modify policies and procedures	<p>4.9 Redesign the monthly budget updates for greater clarity and understanding</p> <ul style="list-style-type: none"> <li>– Determine the requirements of the new format, including:                             <ul style="list-style-type: none"> <li>. Actual revenues/expenditures versus original budget for current month</li> <li>. Actual revenues/expenditures versus original budget year – to – date</li> <li>. Percent variance for each actual versus budget/forecast comparison</li> </ul> </li> <li>– Modify the budget status report program to reflect the required changes.</li> </ul>		160		
	<p>4.10 Management review/approval and implementation.</p>		16		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Develop and conduct in-service training for budget managers	5.1 Develop training materials focusing on budgeting concepts and the District's budget development process and budget administration procedures, including: <ul style="list-style-type: none"> <li>– The "team" approach to developing a school or program budget.</li> <li>– Analysis of historical expenditure trends and forecasting future needs.</li> <li>– New and revised AISD budget policies and procedures.</li> <li>– Budget monitoring tools and techniques</li> </ul>	CFO  – Director of Budget	60	11/1/93	1/15/94
	5.2 Review and approve the training materials		20		
	5.3 Conduct training sessions. Collect participant feedback and modify training materials, as necessary.		40		
	5.4 Management review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Investigate opportunities to use the District's information system more effectively in support of the budgeting process	6.1 Determine the requirements for changing the information system.	CFO – Director of Budget – Director of Data Processing	16	3/1/93	3/1/94
	6.2 Identify resources to manage the implementation of the changes to the budget system.		16		
	6.3 Assess the impact of the system changes on existing hardware configuration.		40		
	6.4 Define system requirements for the following functions:  – Options for pre-encumbering funds in the purchasing system, so that the monthly budget reports reflect more timely information.  – Automate loading of all budgets into the general ledger.  – Editing and budget building capabilities to the District's information systems.  – Allocation of benefits to the departmental budgets prior to the final approval of the budget.		120		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Investigate opportunities to use the District's information system more effectively in support of the budgeting process	6.5 Comparison of system requirements with requirements for new financial systems. See steps 5.1 to 5.8 in the Finance implementation plan.		200		
7.0 Adjust the budget development calendar to begin budget development at an earlier date.	7.1 Review the current budget development calendar.	Board of Trustees  – Director of Budget	40	3/1/93	8/1/93
	7.2 Modify the annual planning and budgeting process, including:  – Completing the annual update of the strategic plan and development of annual goals and objectives by November 1. – Complete development of preliminary budgets for AISD departments and schools by March 1. – Complete the proposed budget document and present it to the Board by March 30. – Complete all budget hearings and workshops by June 1. – Submit budget amendments, in writing, by June 15. – Adopt the final budget by July 1.		20		
	7.3 Board review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Budget Process

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
8.0 Conduct a resource requirement analysis to determine appropriate staffing levels.	8.1 Design a resource analysis data collection document/tools.	CFO – Director of Budget – Executive Director of Personnel	4	3/1/93	7/1/93
	8.2 Conduct interviews with Budget staff to determine job functions and workload requirements.  – Job tasks – Time required to perform tasks – Percent of time devoted to various tasks – Information requirements and analysis which is limited or non-existent due to staffing limitations.		4		
	8.3 Conduct observations to confirm duties and responsibilities.		8		
	8.4 Survey other district's budgeting staff duties and staff size.		8		
	8.5 Determine staffing requirements and staff allocation methodology.		8		
	8.6 Design new positions and create job descriptions. Hire additional staff.		4		
	8.7 Develop performance appraisal documents for the new positions.		8		
	8.8 Management review and approval.		8		

## Austin Independent School District Recommended Implementation Plan – Internal Audit

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Develop and implement organizational changes	<p>1.1 Revise organizational reporting relationships:</p> <ul style="list-style-type: none"> <li>– Establish reporting relationship between the Internal Audit Supervisor and the President of the Board as well as the Chairman of the Board’s Budget Committee.</li> <li>– Establish a meeting schedule with the appropriate Internal Audit staff and members of the Board to discuss: <ul style="list-style-type: none"> <li>. Status of the audit plan</li> <li>. Status of audits in process</li> <li>. Status of audit follow-up reviews to assess implementation of recommendations</li> <li>. Other issues</li> </ul> </li> </ul>	<p>Internal Audit Director</p> <ul style="list-style-type: none"> <li>– Superintendent</li> <li>– Board President</li> <li>– Board Budget Committee Chairman</li> </ul>	4	3/1/93	4/1/93

## Austin Independent School District Recommended Implementation Plan – Internal Audit

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Implement organizational changes	<p><b>1.2 Implement additional training programs:</b></p> <ul style="list-style-type: none"> <li>– Contact the Region 13 Education Service Center to determine inservice course offerings which may be applicable to the Internal Audit staff. Schedule time for course presentation and plan activities and materials requirements, as required.</li> <li>– Investigate the opportunities to send selected Internal Audit staff to outside training programs which will meet requirements for maintaining professional certifications, as well as enhance the staff members' efficiency and/or effectiveness.</li> <li>– Pair Internal Audit employees for cross – training activities.</li> <li>– Determine time for employees to work with cross – training partner and supervisor on cross – training activities.</li> </ul>		40		
	<p><b>1.3 Board review/approval and implementation.</b></p>		16		

## Austin Independent School District Recommended Implementation Plan – Internal Audit

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Review and modify policies and procedures	<p>2.1 Modify Internal Audit procedures to require follow-up visits after the completion of an audit.</p> <ul style="list-style-type: none"> <li>- The audit report should specify the follow-up date</li> <li>- The follow-up visit should focus on progress toward implementation of the audit recommendations</li> <li>- Findings from the follow-up visit should be written up and attached to the original report</li> </ul>	Internal Audit Director	8	3/1/93	4/1/93
	<p>2.2 Establish staff training policies.</p> <ul style="list-style-type: none"> <li>- Identify Board policies relating to staff training and development.</li> <li>- Determine if other District policies exist which relate to staff development and training.</li> <li>- Design training policy and related guidelines for the Internal Audit Department which are modeled after and in compliance with Board and District policies.</li> <li>- Inform all department staff of the training policies and guidelines.</li> </ul>		24		



## Austin Independent School District Recommended Implementation Plan – Internal Audit

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Review and modify policies and procedures	2.3 Review current disciplinary policies.		8		
	2.4 Develop a disciplinary policy for staff, administrators and Board members who violate Board policies and procedures.		16		
	2.5 Board review/approval and implementation.		16		
3.0 Transfer responsibility for activity funds accounting and training to the Finance Department	3.1 Meet with representatives of the Finance Department to discuss functions which need to be transferred, including:  – Activity funds accounting training – Activity funds monthly review	Internal Audit Director – Assistant Director of Finance	8	3/1/93	5/1/93
	3.2 Modify appropriate policies and procedures necessary to effect transfer of duties		24		
	3.3 Work with the Finance Department to train personnel on new procedures relating to Activities Funds or transfer appropriate staff to the Finance Department.		100		
	3.4 Management review, approval and implementation of revised responsibilities		16		

**Austin Independent School District  
Recommended Implementation Plan – Internal Audit**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Expand the scope of internal audits performed	4.1 Using the risk scoring system currently utilized by the Internal Audit staff, develop policies to incorporate the risk scoring system in the preparation of the annual internal audit plan.	Internal Audit Director	16	6/1/93	8/1/93
	4.2 Identify the major audits outside of activity fund auditing for the next three years.		8		
	4.3 Modify the existing audit plan to incorporate more audits outside of activity fund auditing.		8		
	4.4 Distribute copies of the revised annual audit plan to members of the Board and appropriate District management.		8		
	4.5 Board review/approval and implementation.		4		

***Implementation Plans***

***I. Purchasing***



## Austin Independent School District Recommended Implementation Plan – Purchasing and Warehousing

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Implement a Purchasing Department training program.	<p>1.1 Develop a training program on purchasing policies and procedures, including:</p> <ul style="list-style-type: none"> <li>– Development of bid specifications and vendor supply agreements</li> <li>– Use of the purchasing requisition system</li> <li>– Proper use of the Central Office Reimbursement (COR) system</li> <li>– Constraints with the purchasing system and methods to avoid them</li> <li>– Obtaining price quotes</li> <li>– Other relevant topics.</li> </ul>	Director of Purchasing	80	5/1/93	9/1/93
	1.2 Schedule and conduct training for appropriate District personnel.		40		
2.0 Develop and implement a Purchasing Department "Automation Plan".	2.1 Review and evaluate the constraints within the current system.	Director of Purchasing	60	4/1/93	10/1/93
	2.1 Prioritize the automation objectives based on meeting District goals.	– Executive Director of MIS	20		
	2.3 Develop an implementation plan, outlining required resources, timing and accountability.		80		

## Austin Independent School District Recommended Implementation Plan – Purchasing and Warehousing

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Develop and implement a Purchasing Department "Automation Plan".	2.4 Assess the financial cost/benefit of implementing each modifications, and, if deemed appropriate, implement those modifications.		20		
3.0 Initiate a feasibility study to determine the cost/benefits of implementing a central receiving system.	3.1 Identify resources to manage the implementation of a central receiving system.	Assistant Superintendent of Business	20	4/1/93	4/1/94
	3.2 Assess the impact of a central receiving on the central warehouse.	– Director of Purchasing	40		
	– Improved utilization of space – Vehicle requirements – Staffing modifications – Control procedures.	– Warehouse Supervisor  – Executive Director of MIS			
	3.3 Assess the impact of a central receiving information system on existing hardware configurations.		40		

## Austin Independent School District Recommended Implementation Plan – Purchasing and Warehousing

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Initiate a feasibility study to determine the cost/benefits of implementing a central receiving system.	<p>3.4 Develop a process to analyze and plan for a central receiving function and warehouse space requirements on an ongoing basis.</p> <ul style="list-style-type: none"> <li>– Analyze existing warehouse and receiving practices for the school district.</li> <li>– Identify space planning and identification needs.</li> <li>– Review and document current and future receiving, staging and distribution methods.</li> <li>– Determine staffing needs.</li> <li>– Determine hours of operation/ workload/ peak activity.</li> <li>– Determine a methodology for stock determination, stock turnover, activity and value, reorder methodology, and stock location.</li> <li>– Determine space utilization.</li> </ul>		100		
	3.5 Project future space and staffing requirements.		40		
	3.6 Draft a central receiving plan and materials requirements plan to receive and inspect merchandise purchased by the District.		40		

## Austin Independent School District Recommended Implementation Plan – Purchasing and Warehousing

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Initiate a feasibility study to determine the cost/benefits of implementing a central receiving system.	<p>3.7 Define requirements for, evaluate, develop and implement an inventory information system. The system should include an item locator system and interface between inventory, PREQ, Accounts Payable, Central Receiving and a fixed asset system for capital purchases.</p> <ul style="list-style-type: none"> <li>– Define system requirements.</li> <li>– Develop design specifications.</li> <li>– Develop user procedures.</li> <li>– Develop and execute system test plan.</li> <li>– Install software and execute implementation.</li> <li>– Design required forms.</li> <li>– Conduct user/requestor inservice training on the inventory and central receiving system.</li> </ul>		900		
	3.8 Prepare and distribute to appropriate District personnel a memo explaining the new central receiving procedures.		30		
	3.9 Management review/approval and implementation.		16		



## Austin Independent School District Recommended Implementation Plan – Purchasing and Warehousing

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Improve warehouse space utilization.	4.1 Assess current warehouse space utilization and identify areas of low priority:  <ul style="list-style-type: none"> <li>– Surplus furniture</li> <li>– Furniture awaiting repair</li> <li>– Items awaiting auction</li> <li>– Others.</li> </ul>	Director of Purchasing  – Warehouse Supervisor	20	5/1/93	8/1/93
	4.2 Notify appropriate personnel of warehouse constraints and take corrective action.		20		
	4.3 Expedite installation of three tier racks.		80		
	4.4 Prioritize District needs for available warehouse space, including:  <ul style="list-style-type: none"> <li>– Maintenance</li> <li>– Athletics</li> <li>– Furniture at other locations</li> <li>– Others.</li> </ul>		40		
	4.5 Management review/approval and implementation.		20		

## Austin Independent School District Recommended Implementation Plan – Purchasing and Warehousing

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Investigate re-routing deliveries.	5.1 Evaluate current routes and schedules, including:  <ul style="list-style-type: none"> <li>- Vehicle operating costs</li> <li>- Vehicle replacement costs</li> <li>- Staffing requirements</li> <li>- Others.</li> </ul>	Director of Purchasing  - Warehouse Supervisor	40	7/1/93	9/1/93
	5.2 Assess alternative routing schedules to improve the efficiency and cost effectiveness of the routes, and implement appropriate changes.		80		
6.0 Investigate contracting furniture auctions.	6.1 Evaluate the need and economic impact of contracting furniture auctions.	Director of Purchasing	40	4/1/93	6/1/93
	6.2 Determine list of appropriate contractors and solicit bids for auction and storage services.		40		
	6.3 Evaluate bids and negotiate contract with selected vendor.		40		
	6.4 Management/Board review and approval.		20		
7.0 Conduct an inventory of all furniture throughout the District.	7.1 Identify resources to manage the implementation of an inventory system.	Director of Purchasing  - Warehouse Supervisor	10	3/1/93	7/1/94

## Austin Independent School District Recommended Implementation Plan – Purchasing and Warehousing

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
7.0 Conduct an inventory of all furniture throughout the District.	7.2 Develop an inventory methodology that is consistent with the Districtwide fixed asset listing initiated in steps 3.1 to 3.8 of this implementation plan.		30		
	7.3 Assign inventory responsibilities.		10		
	7.4 Communicate information, reporting needs and new procedures to the schools and central administration departments.		40		
	7.5 Conduct an annual indepth furniture inventory at all schools, warehouses, storage facilities and administration buildings and integrate the information from the inventory into the fixed asset inventory system.		200		
	7.6 Management review/approval and implementation.		16		
	7.7 Analyze information on a regular basis and formulate recommendations for improvement, as appropriate.		20		



***Implementation Plans***

***J. Administrative and Operational Services***



## Austin Independent School District Recommended Implementation Plan – Food Services

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Investigate the feasibility of allocating bond funds to construct a frozen food locker in Austin.	1.1 Assess the cost of continued utilization of the frozen food locker in San Antonio.	Director of Food Services	32		
	1.2 Develop financial estimates of constructing a frozen food locker in Austin.	Director of Construction Management	160		
	1.3 Identify any potential alternatives (i.e., other leases, buy, build and lease, etc.).		40		
	1.4 If financially beneficial to the District, develop rationale for construction of frozen food locker with bond funds.		40		
	1.5 Management review/approval and implementation.		16		
2.0 Investigate the possibility of automating the daily operating sheet and the food and supply requisition system to the central office.	2.1 Review and evaluate the existing reporting system, and purchasing requisition system. Determine costs of existing procedures.	Director of Food Services Data Processing	60	3/1/93	3/26/93
	2.2 Assess the financial benefit of implementing necessary modifications, and, if deemed appropriate, implement modifications.		40+		
	2.3 If not financially beneficial, evaluate current procedures to identify any inefficiencies that could be eliminated.		40+		

**Austin Independent School District  
Recommended Implementation Plan – Food Services**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Investigate the possibility of automating the daily operating sheet and the food and supply requisition system to the central office.	2.4 Management review/approval and implementation.		16		



## Austin Independent School District Recommended Implementation Plan – Pupil Transportation

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review the increase in overtime and implement appropriate controls.	1.1 Review existing procedures to control overtime costs and establish appropriate goals.	Director of Pupil Transportation	16	3/1/93	3/12/93
	1.2 Enforce or modify existing procedures to control overtime costs.		24		
	1.3 Management review/approval and implementation.		8		
2.0 Investigate the need to interface the Department's payroll system with Central office's payroll system.	2.1 Review and evaluate the current payroll systems to identify potential modifications.	Director of Pupil Transportation Data Processing	40	3/1/93	3/26/93
	2.2 Assess the financial and efficiency benefits of implementing necessary modifications.		40		
	2.3 If deemed appropriate by management, implement modifications.				
3.0 Assess the need for further reductions in processing field trip billings.	3.1 Review and evaluate the current field trip billing system to identify inefficiencies.	Director of Pupil Transportation Director of Accounts Payable	32	3/8/93	3/26/93
	3.2 Assess the financial benefit of implementing necessary modifications.		40		
	3.3 If deemed appropriate by management, implement modifications.		16		
4.0 Review Pupil Transportation's insurance coverage.	4.1 Evaluate current safety records, policies and procedures.	Director of Pupil Transportation Risk Manager	40	3/8/93	3/26/93

## Austin Independent School District Recommended Implementation Plan – Pupil Transportation

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Review Pupil Transportation's insurance coverage.	4.2 Identify and implement modifications that could improve safety records.		40		
	4.3 Evaluate existing Pupil Transportation insurance policies and procedures.		24		
	4.4 Identify alternative insurance policies and procedures that could potentially be more cost effective.		24		
	4.5 Management review/approval and implementation, if deemed appropriate.		16		
5.0 Implement the computerized inventory control system and purchasing requisition system at the two remote vehicle service centers.	5.1 Review and evaluate the existing inventory control system and purchasing requisition system.	Director of Pupil Transportation Dir. of Purchasing and Data processing	120	3/29/93	4/30/93
	5.2 Assess the financial benefit of implementing necessary modifications.		80		
	5.3 If deemed appropriate by management, implement modifications.		16		
6.0 Purchase new school buses in 1993–94.	6.1 Assess the need for new school buses.	Director of Pupil Transportation	40	3/1/93	3/12/93
	6.2 Identify school buses most in need of replacement.		40		
	6.3 Management review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Vehicle Maintenance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Perform activity based analysis to identify and eliminate costly maintenance and vehicles.	1.1 Evaluate current cost to deliver vehicle maintenance services, including:  <ul style="list-style-type: none"> <li>– Labor and benefits</li> <li>– Materials and supplies</li> <li>– Capital investment</li> <li>– Utilities, insurance, etc.</li> </ul>	Maintenance Supervisor Vehicle Maintenance Supervisor	40	3/1/93	3/31/93
	1.2 Identify the number of repairs for a given period (review or collect six months of data).		16		
	1.3 Determine the costs of repairs on a per unit basis.		8		
	1.4 Identify alternative sources and costs for delivery of comparable services.		40		
	1.5 Identify services to discontinue or modify services that are determined to be costly and inefficient.		8		
	1.6 Perform similar analysis to determine costly vehicles and target for replacement.		48		
	1.7 Allocate resources to cost effective activities and preventive maintenance.		16		
	1.8 Management review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Vehicle Maintenance

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
2.0 Implement a central receiving and integrated inventory tracking system for the Vehicle Maintenance Division.	2.1 See "Purchasing & Warehousing", steps 3.1 through 3.11.	Director of Purchasing Maintenance Supervisor			
3.0 Investigate the possibility of having Vehicle Maintenance generate their own bid specifications and supply contracts.	3.1 Review existing supply contracts and determine their compatibility with Vehicle Maintenance requirements:  <ul style="list-style-type: none"> <li>– Usage patterns</li> <li>– Cost of listed parts and materials</li> <li>– Available incentives and discounts</li> <li>– Others.</li> </ul>	Director of Purchasing Maintenance Supervisor	24	3/1/93	3/19/93
	3.2 Estimate potential costs saving of issuing a customized supply contract for Vehicle Maintenance. Review historical data (i.e., competitive bid data), if available.		24		
	3.3 Determine cost to prepare, advertise and administer separate supply contracts.		8		
	3.4 If financially beneficial, develop Vehicle Maintenance bid specifications and supply contracts.		24		
	3.5 Management review/approval and implementation.		16		

**Austin Independent School District  
Recommended Implementation Plan – Vehicle Maintenance**

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
4.0 Enforce or modify existing procedures design to ensure vehicle preventative maintenance is performed as scheduled.	4.1 Review existing policies and procedures and identify any areas requiring clarification or modification.	Maintenance Supervisor Vehicle Maintenance Supervisor	16	3/8/93	3/12/93
	4.2 If appropriate, incorporate necessary modifications to existing policies.		4		
	4.3 Notify personnel of existing procedures and/or modifications.		4		
	4.4 Management review/approval and implementation.		16		

## Austin Independent School District Recommended Implementation Plan – Campus Police

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Develop a Board policy or administrative directive to define security operations (i.e., Campus Security Plan).	1.1 Define the expectations, scope and objectives of the AISD Campus Police Department.	Board Dir. of Construction Management Chief of Police	120	3/1/93	4/2/93
	1.2 Review the draft Campus Security Plan previously prepared and submitted by the AISD Police Department.		40		
	1.3 Establish a formal schedule with Principals and Administration to develop/update the Campus Security Plan.  <ul style="list-style-type: none"> <li>– Review factors influencing school security and police staffing</li> <li>– Grounds and facilities layout</li> <li>– Student enrollment</li> <li>– Security incident trends</li> <li>– Extended hours/activities</li> <li>– Facilities access policies</li> <li>– Unique needs of a particular school</li> <li>– Understand special concerns of: <ul style="list-style-type: none"> <li>– Principals</li> <li>– School staff</li> <li>– Parents and community</li> <li>– Students</li> </ul> </li> </ul>		440		

## Austin Independent School District Recommended Implementation Plan – Campus Police

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Develop a Board policy or administrative directive to define security operations (i.e., Campus Security Plan).	– Formulate a structured security activity plan to cost effectively incorporate factors and concerns and ensure a and secure learning environment.				
	1.4 Management review/approval and implementation.		16		
2.0 Implement the recommended organizational structure.	2.1 Review recommended organization structure and change rationale.	Dir. of Construction Management Chief of Police	16	4/15/93	4/23/93
	2.2 Develop strategies to achieve identified organizational improvements:  – Management/staff reassignments – Formalize new reporting relationships.		32		
	2.3 Management review/approval and implementation.				
3.0 Establish formal communication lines with Principals.	3.1 Provide appropriate training and information to Principals.  – Provide Principals with a copy of Campus Security Plan. Provide updated information as policies change. – Provide training on legal aspects of security in schools. – Provide training on prevention of unlawful behavior.	Chief of Police Principals	250	4/15/93	4/30/93

## Austin Independent School District Recommended Implementation Plan – Campus Police

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
3.0 Establish formal communication lines with Principals.	<ul style="list-style-type: none"> <li>– Provide training on handling and reporting of security violations.</li> <li>– Design procedures to receive feedback from Principals regarding other needs.</li> </ul>				
4.0 Hire additional staff to meet Departmental operating goals and objectives.	<p>4.1 Assess permanent staffing requirements:</p> <ul style="list-style-type: none"> <li>– Identify key security issues within the District</li> <li>– Identify personnel needs to successfully fulfill the District’s mission for security operations</li> <li>– Allocate/hire personnel to appropriately address the security issues within the mission of security operations</li> <li>– Review personnel allocation/hiring for cost effectiveness and efficiency.</li> </ul>	Chief of Police	80	4/15/93	4/23/93
	<p>4.2 Management review/approval and implementation.</p>		16		
	<p>5.1 Assess part–time staffing requirements:</p> <ul style="list-style-type: none"> <li>– Identify additional personnel needs to successfully fulfill the District’s mission for security operations.</li> <li>– Develop policies and procedures to implement an effective part–time officers program, including:</li> </ul>	Chief of Police	60	4/15/93	4/23/93
5.0 Implementation of a part–time patrol officer program.					



## Austin Independent School District Recommended Implementation Plan – Campus Police

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
5.0 Implementation of a part-time patrol officer program.	<ul style="list-style-type: none"> <li>-- Training requirements</li> <li>-- Certification requirements</li> <li>-- Availability</li> <li>-- Evaluations</li> </ul>				
	<ul style="list-style-type: none"> <li>- Review additional personnel allocation and hiring for cost effectiveness and efficiency.</li> <li>- Allocate/hire additional personnel to appropriately address the security issues within the mission of security operations.</li> </ul>				
	5.2 Management review/approval and implementation.		16		
6.0 Implementation of an incentive pay structure.	6.1 Assess the need for an incentive pay structure to fulfill the District's mission for security operations:	Exe. Dir. of Personnel Chief of Police	80	4/26/93	5/21/93
	<ul style="list-style-type: none"> <li>- Determine the impact on retention and turnover</li> <li>- Determine the impact on professional development and career advancement</li> <li>- Determine the impact on training requirements and budgets</li> <li>- Review incentive pay structure for cost effectiveness and efficiency.</li> </ul>				

## Austin Independent School District Recommended Implementation Plan – Campus Police

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
6.0 Implementation of an incentive pay structure.	6.2 Establish an incentive pay structure that that is tied to Texas Commission Law Enforcement Officer Standards and Education Certification Levels.		60		
	6.3 Management review/approval and implementation.		16		
	7.0 Allocation of bond funds for fire alarm installation and replacement.	7.1 Verify site inspections of fire alarm systems are accurate and complete.	Dir. of Management Construction	40	4/19/93
	7.2 Develop estimates and rationale for inclusion in bond issuance.	120			
	7.3 Assess and prioritize fire alarm systems currently on the market for cost and reliability.	80			
	7.3 Management review/approval and implementation.	16			
8.0 Develop and implement policies and procedures controlling access to schools and facilities.	8.1 See Action Steps 1.1 through 1.4.	Dir. of Construction Management			

# Austin Independent School District

## Recommended Implementation Plan – The Office of Research and Evaluation

Recommendation	Action Step	Responsibility/ Key Participants	Estimated Hours	Timing	
				Start	Complete
1.0 Review the scope of services provided by ORE and implement changes to serve new customer base in relation to targeted service level	1.1 Conduct extensive review of existing customers served and service levels provided to the District	Executive Director MIS	80	3/1/93	9/1/93
	1.2 Identify and prioritize existing customers serviced by ORE – ORE priority customers – ORE possible customers – ORE non–priority customers	– Assistant Director Research & Evaluation	40		
	1.3 Identify and prioritize existing services provided by ORE – ORE priority services – ORE possible services – ORE non–priority services – ORE priority innovative services – ORE non–priority innovative services	– Assistant Superintendent of Curriculum Support Services	40		
	1.4 Design organization to serve the following customers/services: – ORE priority customers and services – ORE priority innovative services – ORE additional capacity	– Assistant Superintendents for Operations	40		
	1.5 Design policies/procedures to filter possible customer and/or service requests of ORE to be handled by ORE's additional capacity		40		
	1.6 Management and Board review/approval and implementation		80		



*Administrative Cost Formula*



## **SECTION 17.0 ADMINISTRATIVE COST FORMULA**

This section provides a description of the general expenditure categories associated with the operations of a school district and their relationship to the function codes utilized by school districts' as required by TEA Bulletin 679. By aggregating costs into these categories and calculating the expenditures on a per student or percent of total basis, some high level comparisons can be made between districts. These comparisons could be used to determine if the costs of a particular district or expenditure category warrant further investigation or analysis.

### ***Administration***

Administration expenditures include costs related to the central administrative function, as well as those related to the administration of the District's campuses. It includes salaries of the superintendent, deputy and assistant superintendents, principals, assistant principals (or "helping teachers"), and other personnel who supervise and coordinate instruction. Administration expenditures also include all salary and non-salary expenses for the following functions:

- Research and Development
- Program Evaluation
- Curriculum Support Services
- Special Education Administration
- State and Federal Programs Administration
- Student Records and Accounting
- Accounting and Finance
- Budget
- Human Resources
- Purchasing
- Warehousing (except for Food Services)
- Management Information Systems
- Internal Audit
- Communications/Public Information
- Governmental Relations
- Tax Services
- Board of Trustees

This definition of Administrative expenditures includes all District expenditures attributed to function codes 21, 23, 41 and 75 as defined in TEA Bulletin 679.

### ***Instructional Services***

Instructional Services expenditures include those costs resulting from activities dealing directly with the instruction of pupils, such as teacher salaries, equipment in the classroom essential to the subject being taught, and furniture and supplies directly related to instruction. Instructional Services expenditures also include all salary and non-salary expenses for the delivery of instruction for the following:

- Regular program basic skills
- Bilingual and English as a second language
- Compensatory, remedial or tutorial programs

- Gifted and talented education programs
- Vocational education programs
- Special education programs (including speech, occupational and physical therapy required to meet special education students needs).

District expenditures attributed to TEA Bulletin 679 function code 11 are considered Instructional Services expenditures.

### ***Instructional Related***

Instructional Related expenditures include salary and non-salary costs related to instructional resources and media services, including establishing and maintaining libraries and other facilities dealing with instructional materials, such as a Science Materials Center or a Learning Resource Center. Instructional Related expenditures also include in-service programs and other staff development involving instructional or instructional related personnel. Expenditures for this category also encompass travel and subsistence for instructional personnel involved in staff development efforts, fees for outside consultants conducting staff development and salaries of personnel in the District's staff development function. Expenditures related to writing, publishing, printing and distributing educational materials, such as books, films, syllabi, etc. are also considered Instructional Related. District expenditures attributed to TEA Bulletin 679 function codes 22, 25 and 26 are considered Instructional Services expenditures.

### ***Student Services***

Student services expenditures include all salary and non-salary costs associated with the District's guidance and counseling services, social work programs and health services. Student Services expenditures include all salary and non-salary expenses for the following types of functions:

- Counseling and Guidance
- Psychological Services
- At-Risk Prevention
- Student Intervention
- Attendance Promotion
- Parent Programs
- Drug Free Schools
- Health or Nursing Services.

This definition of Student Services expenditures includes all District expenditures attributed to function codes 31, 32 and 33 as defined in TEA Bulletin 679.

### ***Cocurricular and Extracurricular Activities***

Cocurricular and Extracurricular Activities expenditures incorporates costs for activities which are student and curricular related, but which are not necessary to regular instructional services. This cost category includes expenses necessary for management and operational control of cocurricular student activities, such as intramural athletics, interscholastic competition, student organizations and special interest activities. Expenditures for this category include salary supplements for coaching or sponsoring a student group and transportation costs associated with cocurricular or extracurricular activities. TEA Bulletin 679 function code 36 captures expenditures for this category.



### ***Food Services***

Food Services expenditures include the cost of providing, coordinating and monitoring a Child Nutrition Program for the students of the District. Expenditures for a Child Nutrition Program include the cost of food, labor and other supplies necessary for the preparation, transportation and storage of food. TEA Bulletin 679 function code 37 captures expenditures for this category.

### ***Student Transportation***

Student Transportation expenditures include the cost of providing management and operational services for regular school bus routes, as well as special equipment or service for disabled students. District expenditures attributed to TEA Bulletin 679 function code 34 are considered Student Transportation expenditures.

### ***Plant Maintenance & Operations***

Plant Maintenance & Operations includes expenses for activities related to keeping the physical plant open, comfortable and safe for use (security), and keeping the grounds, buildings and equipment in an effective working condition and state of repair. Plant Maintenance & Operations expenditures include all salary and non-salary expenses for the following functions:

- Facilities Maintenance
- Housekeeping Services
- Security or Campus Police
- Construction Management.

This definition of Plant Maintenance & Operations expenditures includes all District expenditures attributed to function code 51 as defined in TEA Bulletin 679.

### ***Community Services***

Community Services expenditures includes costs associated with activities, other than regular education and adult education programs, relating to the community as a whole, or some segment of the community, such as community recreation, civic activities, public libraries, care of children, community welfare and services for non-public pupils. District expenditures attributed to TEA Bulletin 679 function code 81 are considered Community Services expenditures.

### ***Debt Service***

Debt Service costs include repayment of principal and interest expense on bonds and other loans and related debt service fees. District expenditures attributed to TEA Bulletin 679 function code 42 are considered Debt Service expenditures.

### ***Capital Outlay***

Capital Outlay includes expenditures for fixed assets such as land, buildings, furniture, vehicles, etc. which have a useful life longer than the fiscal year and exceed \$300 in value. District expenditures attributed to TEA Bulletin 679 function code 52 are considered Capital Outlay expenditures.

**Exhibit 17.A.1 provides a matrix which relates the functional areas of operations of a school district and the related expenditures to the accounting function codes as defined by TEA Bulletin 679.**

Functional Area Expenditures by Expenditure Category

	Administration	Instructional Services	Instructional Related	Student Services	Co & Extra Curricular Activities	Food Services	Student Transp.	Plant Maint. & Operations	Community Services	Debt Service	Capital Outlay
Board of Trustees	X										
Superintendent's Office	X										
Deputy/Assistant Superintendents	X										
Campus Administration	X										
Research & Development	X										
Program Evaluation	X										
Curriculum Support Services	X										
Special Education Admin	X										
State & Federal Programs Admin.	X										
Student Records & Accounting	X										
Governmental Relations	X										
Tax Services	X										
Regular Education Instruction		X									
Bilingual/ESL Instruction		X									
Gifted & Talented Instruction		X									
Vocational Education Instruction		X									
Special Education Instruction		X									
Community Education									X		
Instructional Media Services			X								
Staff Development (Instructional)			X								
Staff Development (Other Staff)	X										
Counseling & Guidance				X							
Psychological Services				X							
At-Risk Prevention				X							
Student Intervention				X							
Parent Programs				X							
Health Services				X							
Athletics					X						
Human Resources		X									
Employee Relations		X									
Communications/Public Info		X									
Construction Management								X			
Facilities Maintenance								X			
Housekeeping Services								X			
Risk Management	X										
Cash Management	X										
Management Info Systems	X										

Functional Area Expenditures by Expenditure Category

	<i>Administration</i>	<i>Instructional Services</i>	<i>Instructional Related</i>	<i>Student Services</i>	<i>Co &amp; Extra Curricular Activities</i>	<i>Food Services</i>	<i>Student Transp.</i>	<i>Plant Maint. &amp; Operations</i>	<i>Community Services</i>	<i>Debt Service</i>	<i>Capital Outlay</i>
Accounting and Finance	X										
Budget	X										
Internal Audit	X										
Purchasing	X										
Warehousing	X										
Food Services						X					
Pupil Transportation							X				
Security or Campus Police								X			
Bond/Loan Principal & Interest										X	
Debt Service Fees										X	
Fixed Asset Expenditures											X
Employee Benefits	X	X	X	X	X	X	X	X	X	X	X

***List of Recommendations***



## ***LIST OF RECOMMENDATIONS FOR AISD***

### **SECTION 5A: Governance and Administration**

- **(R5.A.1) Initiate a structured, three-month strategic and tactical planning process in an attempt to prioritize strategies and objectives in the Strategic Plan and achieve consensus among the Board and administration relative to the District's:**
  - Governance roles and responsibilities
  - Strategic goals and objectives
  - Tactical plans to achieve goals and objectives
  - Performance measurement criteria and methodologies
  - Performance monitoring and reporting.

The Board and administration should also establish an on-going planning process to integrate strategic plans into annual plans and budgets, as depicted in Exhibit 5.A.3. (F5.A.4, F5.A.5, F5.A.6, F5.A.7, F5.A.8, F5.A.9, F5.A.17)

- **(R5.A.2) Modify the budget development process to ensure:**
  - The District's annual budget reflects AISD's strategic priorities for the year and budgeted resources are allocated to achieve those priorities.
  - The budget calendar facilitates the adoption of a final preliminary budget based on state mandated programs and minimum expected funding levels, at least eight weeks prior to the end of the fiscal year. This will allow other critical District processes, such as teacher hiring, to be planned and executed in a timely and orderly manner.
  - The budget document is revised to present information which is helpful in analysis.
  - A zero-based budgeting approach is taken, which will encourage the evaluation of programs and departmental requests for funding. (F5.A.10, F5.A.11, F5.A.12)
- **(R5.A.3) Develop and implement a standardized format for all Board agenda items which provides Board members with adequate information on which to base their decisions (F5.A.12)**
- **(R5.A.4) Provide for an annual goal setting session at which the Board communicates its expectations of the Superintendent during the upcoming year, as well as an annual performance appraisal session at which the Superintendent is evaluated based on his accomplishment of the Board's expectations. (F5.A.13)**

- **(R5.A.5)** Develop an orientation session for new Board members to assist them in becoming familiar with the District and their duties as a member of the AISD Board of Trustees. (F5.A.14)
- **(R5.A.6)** Implement a committee structure for the Board of Trustees. The development of standing committees of the Board will enable the full Board to more effectively utilize its time, as routine items and issues requiring research can be handled at the committee level. (F5.A.15)
- **(R5.A.7)** Establish an in-house Legal counsel to handle the District's routine legal matters and restrict the use of outside counsel to matters which cannot be dealt with at the District level. (F5.A.18)

### **SECTION 5B: School Management**

- **(R5.B.1)** Implement organizational changes as reflected in Exhibit 5.B.3. The creation of only one Assistant Superintendent for School Operations will provide for coordination among the areas, as well as between the Curriculum Support Services and Business Support Services. Reducing the number of Directors (a reclassification of the Assistant Superintendent of Operations positions) will broaden their span of control to approximately thirty schools and provide for an equitable distribution of schools among the positions (assuming Facilities Planning and Utilization recommendation R9.A.1 is implemented), while preserving the vertical team structure. Having only one Assistant Superintendent responsible for coordinating central activities should result in additional time for the Director and Coordinator positions to spend on AISD campuses. The role of Director positions will be to monitor and evaluate the instructional programs and campus leadership for an assigned group of schools, while the role of the Coordinator position will be to assist campuses in the implementation of their programs and coordinate central office resources, as appropriate. (F5.B.5, F5.B.6)

Note: Until the consolidation of high schools is achieved, the high school targeted to be closed should be included with the vertical team which will serve those students on a going forward basis. This will assist the students and staff in the transition to the new organization structure.

- **(R5.B.2)** Evaluate the resources dedicated to the Priority Schools to determine their impact on the program and cost effectiveness. Specifically, the high cost, low impact components of the Priority School program should be examined in light of the ORE evaluation. (F5.B.7)
- **(R5.B.3)** Conduct a review of site-based management and develop an implementation strategy and schedule for the delegation of additional responsibilities and decision making authority. Plan development activities should include:
  - Reviewing the current status of implementation of this management concept
  - Identifying problems, successes or failures in the implementation process and the reason(s) for each problem, success or failure



- Researching successful site-based management programs in other Districts through research and/or site visits
  - Assigning responsibility for oversight and evaluation of site-based management to ensure accountability at the campus level. (F5.B.10, F5.B.11)
- **(R5.B.4)** Revise the CIP process and the school-based budgeting process in order to incorporate the two plans into one comprehensive plan for the schools. Campus improvement planning and budget development for the next school year should both occur during the previous spring. A comprehensive plan for the school will help ensure that realistic goals and objectives are set and resources will be available for implementation of the plan. (F5.B.13)
  - **(R5.B.5)** Develop and implement an annual, on-going training program for principals and bookkeepers on central office practices and procedures, including accounting, budgeting, purchasing. The training sessions contain general information, as well as updates on specific procedural changes. (F5.B.12)
  - **(R5.B.6)** Review the availability of resources for staff development efforts and develop a mechanism for identifying staff development needs throughout the District. The District should also investigate the opportunity to utilize more extensive staff development programs which are provided by other organizations, including local businesses, at little or no cost. Staff development is a particularly critical activity to retaining staff and ensuring that they are well prepared to perform their daily tasks and responsibilities. (F5.B.4)
  - **(R5.B.7)** Develop a program to identify and train current employees to become principals within the District. This should be accomplished through a structured organizational development and succession planning process which:
    - Identifies potential candidates for principalship
    - Provides a formal counseling and career planning process
    - Determines educational and training programs to meet developmental needs
    - Provides mentorship, coaching, counseling and career progression assessment.
 (F5.B.14)

### **SECTION 6A: Curriculum Services**

- **(R6.A.1)** Reorganize the District as per Exhibit 6.A.2 to group externally funded components together in one department. This will facilitate better management of externally funded programs though better communication with the program's grant administrators and will ensure compliance with the state and federal laws and regulations.
- **(R6.A.2)** Conduct an intensive resource requirement analysis comparing required workloads to existing resources. This project should include the Curriculum Services Department, the Special Education Department and the State and Federal Programs Department. Utilize the results of this project to identify areas of which can be streamlined and areas which need additional central office administrators.

The District needs to use the project's results to decide which areas absolutely need central administration and commit itself to providing stability in the management structure of those areas to ensure the educational service delivery is uniform across the five vertical teams in the District. (F6.A.13-17)

- **(R6.A.3)** Review the policy of providing multiple stipends to itinerant music teachers (teachers serving at more than one school). Hence, decide if extra duties warrant multiple stipends, given the fact that other instructors with extra duties, such as Bilingual and Gifted and Talented instructors, do not receive any stipend for their efforts. (F6.A.20)
- **(R6.A.4)** Investigate whether the Science Health Resource Center could charge individual campuses for use of the Center's resources. The fee could be tailored after the Region 13 Education Service Center's per student fee. While this essentially shifts the costs of the center to the users of the service, this policy may promote a restructuring of the Science Health Resource Center's services to only provide the District with essential resources. (F6.A.12, F6.A.22)

### **SECTION 6B: Special Education**

- **(R6.B.1)** Reorganize the Department as per Exhibit 6.A.2. (See recommendation R6.A.1 in Curriculum Services)
- **(R6.B.2)** Conduct a resource requirements analysis project to include the Curriculum Services Department, the Special Education Department and the State and Federal Programs Department. (See recommendation R6.A.2 in Curriculum Services). (F6.B.11, F6.B.14, F6.B.15)

### **SECTION 6C: Special Projects**

- **(R6.C.1)** Reorganize the District as per Exhibit 6.A.2 by moving the Gifted and Talented Program and the Early Childhood Program under the State and Federal Programs Department and assigning the textbook adoption and accreditation processes to the newly created position of the Director of Curriculum (formerly the Executive Director of Curriculum and Programs). The Director of Curriculum will supervise the main content areas, English/Language Arts, Math, Fine Arts, Secondary Language, Physical Education and the LRC/Media/Library and the Science Health Resource Center. See Recommendation R6.A.1 in Curriculum Services.
- **(R6.C.2)** Conduct an intensive resource requirement analysis to include the Curriculum Services Department, Special Education and the State and Federal Programs Department. Examine the need for additional gifted and talented administrators and the need for a half-time Early Childhood Bilingual Specialist. See Recommendation R6.A.2 in Curriculum Services. (F6.C.11, F6.C.12, F6.C.15)

- **(R6.C.3)** Relocate the Gifted and Talented staff to the central office to foster better communication of the other curriculum components with the Gifted and Talented program. (F6.C.13)

### **SECTION 6D: State & Federal Programs**

- **(R6.D.1)** Implement a central grant writing/central clearing house for all grant writing efforts in the District. The function of this central grant writing component would be to pursue competitive grants and to coordinate the technical aspects of grant writing and grants administration districtwide. This centralized grant writing/grant clearing house component would also be responsible for grant research and direct cost budgeting for grants to ensure that the District strategically pursues and prepares grants in a professional manner.(F6.D.28, F6.D.33)
- **(R6.D.2)** Review the planning and control of the District's grants administration process and implement financial management and fiscal practices to ensure that grant monies are spent within the school year and are expended in compliance with the grants guidelines. This would involve streamlining the approval process for state and federal grant expenditures. These procedures should include a system to hold grants administration personnel accountable for missed opportunities and non-compliance with state and federal guidelines. (F6.D.27, F6.D.29, F6.D.33, F6.D.45)
- **(R6.D.3)** Review the state and federal grants budgeting and expenditure process when budgeted items are changed from one functional expenditure category to another and implement measures which would speed up the grants expenditure process. The District should investigate whether TEA would allow minimum dollar amount above which the Board has to approve functional category expenditure changes. A second option is to hold special school board meetings to approve state and federal grant expenditures. These measures would speed up the approval and expenditure process for all functional category expenditure changes. (F6.D.29, F6.D.33, F6.D.45)
- **(R6.D.4)** Include federal grant monies on the PREQ (Purchase REquisition) system to speed up the expenditure and procurement process of federal grant monies. (F6.D.30)
- **(R6.D.5)** Reorganize the District as per Exhibit 6.A.2. and perform a resource requirement analysis as per R6.A.1 and R6.A.2 in Curriculum Services. (F6.D.31)
- **(R6.D.6)** Include Bilingual, Vocational Education and Chapter 1 staff in the vertical team meetings to facilitate better communication between campuses and central office and to ensure that the educational service delivery is applied evenly across the District. (F6.D.31, F6.D.41)

## **SECTION 6E: School Support**

- **(R6.E.1) Review and modify the Department organizational structure:**
  - **Prioritize program efforts to target particular student populations without overlap. (F6.E.6)**
  - **Focus programmatic efforts and maintain program administrative strengths. (F6.E.8)**
  - **Remove line-functions and direct supervisory responsibilities from the Department Director. (F6.E.7)**
  
- **(R6.E.2) Review and modify staffing within the Department to reach suggested staffing ratios.**
  - **Realign allocation of counselors between elementary and secondary levels and eliminate excess positions. (F6.E.4)**
  - **Hire an additional 20 nurses and an additional nurse administrator. (F6.E.5)**
  
- **(R6.E.3) Coordinate safety, liability and security issues with the Risk Manager. (F6.E.9)**
  
- **(R6.E.4) Implement an automated system to provide centralized health records for all students containing the medical alert information, medicine taken by students, Special Education health information, immunization data, and vision and hearing information. (F6.E.12)**
  
- **(R6.E.5) Become a Medicaid provider and receive reimbursement for services currently being provided. Medicaid federal funds will replace 60% of AISD general funds currently used to provide physical, occupational and speech therapies and other health services to Medicaid eligible children. This influx of new federal Medicaid funds will free up AISD funds which could be redirected to the other health needs of AISD children. (F6.E.13)**
  
- **(R6.E.6) Review the content of Community Education courses for overlap and appropriateness with classes offered through Austin Community College and the University of Texas. Courses which duplicate those offered by other resources or lacking in educational value to students should be no longer offered. (F6.E.15)**

## **SECTION 6F: Student Athletics & Extracurricular Stipends**

- **(R6.F.1)** Consolidate and focus budgeting within the Athletic Department. Combine the Interscholastic and Burger Center Budgets. A budget summary of all three budgets, which includes gate receipt projections should be created and included in the budget document. The laundry fund money for physical education should be taken out of the athletic fund and reclassified as an operating expense. The laundry fund expenditures do not represent capital purchases and are inappropriately classified as capital outlay. (F6.F.1)
- **(R6.F.2)** Include the salaries of personnel in the Athletic Office in the District-wide study of the job classification and compensation system. (See R7.B.1) (F6.F.3)
- **(R6.F.3)** Move functions not directly related to training student athletes to departments outside of the Athletic Department. Instead, the Department should rely upon the central administration areas to gain economies of scale and cost-savings in the following functions:
  - Warehousing and delivery functions of the Athletic Department should be combined with the central Warehouse and delivery system.
  - The Service Center custodial staff to clean the central stadiums and field house, groom playing fields, remove graffiti, fix toilets, replace lights, resurface and paint parking lots, and mark, line, fertilize, water and mow the fields. This would help reduce overtime costs associated with athletic events, as more flexible scheduling could be accommodated by the Service Center staff.
  - The Finance Department should account for gate receipts and equipment purchases. The Athletic Department should have a petty cash account with \$500 for emergency purchases, set up as recommended in the Accounting recommendations. The Internal Audit Department should perform a regular audit of the gate receipts and finances from the three central athletic sites.
  - The Personnel Department should hire game workers and set up their personnel files on the computer system. (F6.F.4)
- **(R6.F.4)** Perform an annual inventory of school athletic equipment to improve coaches accountability and control of athletic equipment. (F6.F.7)
- **(R6.F.5)** Review the amount and number of stipends:
  - The number of middle school football coaches stipends per middle school should be limited to two and the number of high school football coaches stipends per high school should be limited to six to equalize all schools and the amount of stipends.
  - Reevaluate the number of duty days and the amount of stipends compared to the state average.

- Reevaluate the length of extended contracts and the need for extended contracts.
- Evaluate the placement of coaches on payscales.
- Reevaluate the policy of distributing the coaching experience stipends. (F6.F.8)
- **(R6.F.6)** Evaluate coaches teaching loads for content and student-to-teacher ratios and number of classes taught. Career ladder compensation should depend upon teaching the required number of classes containing "essential elements" as defined by the state. All coaches should be required to teach five classes. Both of the high schools examined, as a part of our review, would require one less teacher if all coaches taught five full class loads. For-credit interscholastic athletic practices should be considered for elimination. An average of 3.5 fewer teachers per high school or 35 fewer high school teachers would be required if the athletic practice courses were discontinued. (F6.F.10)
- **(R6.F.8)** Return all excess revenues over projected revenues from gate and concession stand receipts to the general fund and require all Athletic Department maintenance needs to be prioritized with other District needs. (F6.F.11)

### **SECTION 7A: Hiring and EEO**

- **(R7.A.1)** Determine staffing formulas by March 1 to facilitate hiring and personnel decision making. Receiving Board approved staffing formulas near the end of the budget adoption process limits the Personnel Department's ability to recruit and assign staff in an efficient manner.(F7.A.7)
- **(R7.A.2)** Initiate efforts to define requirements for and implement a new human resources information system. With respect to the hiring and EEO, implementation of an automated substitute placement and tracking system to enhance recordkeeping and tracking of substitute teachers should be considered. (F7.A.8)
- **(R7.A.3)** Hold employee orientations for new AISD employees on a bi-weekly basis. The orientation session should cover topics such as employee benefits, District personnel policies and a brief overview of District operations, as well as provide time for the new employees to complete required forms for their personnel files. A new employee orientation would help the Personnel and Benefits departments complete new employee personnel files more quickly and efficiently. The District could consider preparing video tapes for portions of the orientation to reduce staff time requirements associated with the sessions.(F7.A.10)
- **(R7.A.4)** Create written staffing and budgeting policies giving more authority to Campus Leadership Teams. The policies should outline the ability of principals to remove employees from their campus. In addition, the policies should clarify the

ability of Campus Leadership Teams to "exchange" positions for more funds or vice-versa. (F7.A.5, F7.A.6)

- **(R7.A.5)** Track campus recruiting efforts and perform a cost-benefit analysis and prioritization of recruiting activities. (F7.A.14)
- **(R7.A.6)** Monitor turnover rates for specialized positions and create formal exit interview procedures to identify issues and ideas for retaining employees in difficult-to-fill positions. (F7.A.15)
- **(R7.A.7)** Investigate using a public job service bureau for hiring classified positions, such as custodians or food service workers. Job service bureaus would perform initial screening and reduce the amount of paperwork processed by the District. (F7.A.16)
- **(R7.A.8)** Train or retrain all staff who conduct interviews in the use of SRI techniques. Make the standardized interview instrument available to all interviewers. (F7.A.12)

### **SECTION 7B: Performance Assessment**

- **(R7.B.1)** Initiate an effort to implement a job classification, evaluation and salary administration system appropriate for the new organization of the District, including complete and accurate job descriptions. (F7.B.2)
- **(R7.B.2)** Review and modify policies and procedures to:
  - Create and implement a system for identifying schools needing additional appraisers and qualified appraisers who can assist those schools. (F7.B.5)
  - Modify the Career Ladder placement data and the appraisal instrument to collect information on teaching load and curriculum content. (F7.B.6)
- **(R7.B.3)** Actively support the Commission for Educational Excellence's recommendation that a system of effectiveness indices be incorporated into the TTAS for appraising teachers and that a similar system be developed for administrators. The recommended effectiveness indices are to be based on differences between observed and predicted student achievement scores. The Commission also recommended a specific training plan tied to performance evaluations. (F7.B.3)
- **(R7.B.4)** Modify the appraisal system within AISD in the following ways:
  - Create more incentives for staff to continue their education, such as a tuition reimbursement program. (F7.B.7)

- Create a separate appraisal instrument for classified employees who perform jobs which require professional or administrative duties. (F7.B.9)
- Integrate administrative criteria into supervisory appraisal instruments which encourage supervisors to complete appraisals for classified employees. (F7.B.9)
- **(R7.B.5)** Initiate efforts to define requirements for and implement a new human resources information system. With respect to performance assessment, the following feature should be considered:
  - Computerization of the classified appraisal system in a manner that will speed transmission of the forms to the Personnel Office and add sums correctly. (F7.B.8) (see R7.C.3)

**SECTION 7C: Personnel Policies, Procedures and Records**

- **(R7.C.1)** Initiate efforts to perform a resource requirements analysis for the Personnel Department to determine appropriate staffing and compensation levels that will have similar staffing levels and functional tasks as other large school districts. (F7.C.3, F7.C.4)
- **(R7.C.2)** Place responsibility for the following functions with the Personnel Department:
  - Maintaining complete and accurate job descriptions
  - Creating and maintaining personnel files for all District employees
  - Creating supplement pay records
  - Performing net salary calculations
  - Tracking leave and vacation entitlements
  - Completing employment verifications.

These functions are currently being performed by other departments within the District or not at all. Responsibility for conducting these activities is more appropriately placed with the Personnel Department. (F7.C.5, F7.C.6, F7.C.7, F7.C.8, F7.C.9, F7.C.10, F7.C.11, F7.C.12, F7.C.13, F7.C.14, F7.C.15)

- **(R7.C.3)** Initiate efforts to define requirements for new human resources information system. The District's current personnel/payroll system does not adequately meet user needs, as evidenced by heavy use of the manual card file systems. These manual card systems are cumbersome and inefficient and create



data control issues. With respect to personnel policies, procedures and records, the following features should be considered:

- Position control with interface to the budget system
- Maintenance of employee history for reference, trend and historical analysis
- Salary calculation capabilities
- Automation of classified personnel and substitute teacher records. (F7.C.16)
- (R7.C.4) Review and modify policies and procedures to effect:
  - Maintenance of personnel records in waterproof and fireproof areas (F7.C.18)
  - Creation of a system of purging personnel files and notifying employees to pick up purged items (F7.C.9)
  - Development of a checklist to standardize the documents contained in classified employee personnel files (F7.C.9)
  - Microfilming of personnel records of terminated employees (F7.C.19)
  - Contacting every school principal and grant manager for a complete listing of summer school programs and personnel each spring (F7.C.17)
  - Elimination of accident leave benefits. This will reduce the incentive for employees to file for accident leave in order to receive more money on leave than they could make while working. (F7.C.22)

### **SECTION 7D: *Employee Relations***

- (R7.D.1) Improve the coordination of employee relations within the District. Either formalize the communication lines between the two employee relations groups or consolidate all employee relations staff positions into one position to standardize all procedures related to employee-District relations. (F7.D.2)
- (R7.D.2) Create a procedure to formally track all grievances filed within AISD, including grievances settled at level 1. Use the monitoring to identify problems with school administrators, certain jobs, etc. (F7.D.3)

### **SECTION 8C: *At Coalition***

- (R8.C.1) Board and the A+ Coalition Board work to improve communications and establish common goals and objectives. This process could be initiated by scheduling an executive meeting, or a series of work sessions, attended by

representatives of both Boards to discuss constraints and other relevant issues that are preventing a beneficial working relationship. (F8.C.4)

- **(R8.C.2)** Investigate the possibility of coordinating services between The A+ Coalition and other educational support functions seeking outside monies to identify potential funding opportunities. The District needs to fully utilize the resources The A+ Coalition could potentially offer, including:
  - Expertise with obtaining grants and funds
  - Expertise in establishing a technology plan
  - Expertise in implementing strategic objectives to operation programs, budgeting, etc.

This process could be initiated by scheduling a high level meeting attended by appropriate representatives to discuss departmental strategic objectives and goals, financial opportunities and constraints, and other relevant issues. (F8.C.6) (See R8.D.1)

### **SECTION 8D: Adopt-A-School**

- **(R8.D.1)** Investigate the possibility of coordinating services between AAS and other educational support functions seeking outside monies, to develop synergies that could be economically and operationally beneficial to the District. Because departments employ different methods to accomplish their goals and objectives, consolidation of departments is not recommended. However, improved communication and cooperation could identify potential opportunities that are currently overlooked or neglected.

This process could be initiated by scheduling a high level meeting attended by appropriate representatives to discuss departmental strategic objectives and goals, financial opportunities and constraints, and other relevant issues. (F8.D.6) (See R8.C.2)

### **SECTION 8E: Communications**

- **(R8.E.1)** Develop and implement a media management training program to improve the ability of District personnel to effectively interface with the media. (F8.E.9)
- **(R8.E.2)** Review the job activities and responsibilities of the Director of Communication Services and determine if some tasks could be delegated to other positions within the District (e.g. delegate responsibility for maintaining the Board Policy Manual to the Board Secretary). (F8.E.11)
- **(R8.E.3)** Eliminate Channel 8 and 28 programming and maintain a small staff to provide media production services to the District. Since the District has access to

the KLRU instructional programs through the Library/Media/LRC and we suspect that the viewership of Channel 28 is small, we recommend that the District eliminate both channels. (F8.E.1-17)

**SECTION 9A: Planning and Utilization**

- **(R9.A.1)** Consider the possibility of consolidating the student bodies of the AISD high schools and closing one school with the option of reopening the school if and when enrollment trends warrant. Several schools are severely under utilized and the economic and educational improvements would be substantial. Consolidation of schools would expand educational opportunities by allowing more courses to be offered to larger classes. (F9.A.9)

The scope of the Deloitte & Touche review does not permit a definitive set of recommendations related to closing specific school facilities, realigning school attendance boundaries, modifying grade structures in particular schools or consolidating programs among particular schools. However, the prior work and experience of the District suggests that cost savings associated solely with closing an under-utilized high school are substantial, and merit the careful attention of AISD board members, administrators and the local community.

**SECTION 9B: Construction Management**

- **(R9.B.1)** Implement Strategic Plan objective IX.2, which is to develop and maintain an accurate inventory of existing facilities. This is a key component of the Facilities Master Plan. This will require:
  - Conducting a facilities audit and developing a building inventory (of each facility) to be used as the base for information for identifying needs per facility. The building inventory should include information such as:
    - **Equipment (Required for Preventive Maintenance)**
      - Type
      - Fixed Asset number
      - Parts (i.e., belts, motors, filters, etc.)
      - Operating characteristics (i.e., operating speed, electrical requirements, etc.)
    - **Facility**
      - Primary structure (i.e., foundation, column and exterior, floor, roof, etc.)
      - Secondary structure (i.e., ceiling, interior and partitions,

windows, doors, etc.)  
Service systems (i.e., cooling, heating, plumbing, electrical,  
etc.)  
Portables  
Etc.

- Developing and implementing procedures for periodic comprehensive inspection of District facilities by qualified, trained personnel. The procedures should be used to evaluate the functional and physical adequacy of the facility (i.e., update the

building inventory), and identify major repair and renovation priorities, potential safety hazards and energy conservation opportunities. (F9.B.4, F9.B.9)

- **(R9.B.2) Implement Strategic Plan objectives VI.4 and IX.10 which is the development and maintenance of a Facilities Master Plan. This will require:**
  - Developing an organizational structure, or formalizing lines of communication, that will facilitate the development and utilization of a Facilities Master Plan.
  - Establishing formal guidelines defining the type and dollar limits of renovation and maintenance to be performed in-house versus those to be contracted. The improved coordination and communication between the Plant Improvement Division and the Maintenance Department will improve personnel and financial resource utilization.
  - Utilizing data from the facilities audits to prioritize major renovation and maintenance needs. A prioritization system should be developed based on industry established criteria such as the importance of the equipment/structure to the facility, the direct cost of replacement or repair, and the indirect cost of failure (i.e., school closing, overtime, lost productivity, etc.).
  - Incorporating the Maintenance Department into this Facilities Master Plan by developing a comprehensive planned Preventive maintenance program (PPMP). (See R9.C.6)
  - Incorporating information and data currently being developed concerning the need for new schools and additions, including location, size, schedule openings, and estimated costs into the plan. In addition, the plan should include provisions for school closings and consolidations, selling and buying properties and developing cost effective alternative uses for existing

facilities. The Master Plan should be the database for any District bond issuance.

- Developing and implementing policies and procedures to assess the longer term implications of the investment decisions (i.e., the life cycle costs) by soliciting maintenance personnel input on systems, equipment and material used for renovations and new construction in the District. By identifying and resolving issues prior to project initiation, modifications and repairs that would be made later can be minimized. (F9.B.7, F9.B.8, F9.B.10, F9.B.12, F9.B.13, F9.B.15, F9.C.23)
- **(R9.B.3)** Re-structure the Management Construction Department to reflect the organizational structure outlined in Exhibit 9.B.2. In addition, improved communication and coordination between the re-organized Plant Improvement Division and the Maintenance Department must be a top priority to ensure effective utilization of District financial and human resources. (F9.B.11, F9.B.12, F9.B.17)
- **(R9.B.4)** Hire a Plant Improvement Engineer to oversee small contracts and survey the District's facilities. The increased funding for major renovations over the past two years, and the fees paid to outside consultants justify the additional position.(F9.B.10)
- **(R9.B.5)** Contract an outside real estate agent to market and sell the properties that AISD does not have targeted for District use. Current staffing levels are not sufficient to allow personnel to effectively manage these resources. (F9.B.15)

### **SECTION 9C: Facilities Maintenance**

- **(R9.C.1)** Fully utilize the information available from the work order tracking system to evaluate the status of current maintenance practices and develop value added management information reports. (F9.C.5)
- **(R9.C.2)** Perform activity based analysis to evaluate the quality and the cost effectiveness of current maintenance activities. Shops could then re-direct valuable resources to value added activities, such as a PPMP, and identify potential candidates for out sourcing. (F9.C.5, F9.C.16, F9.C.25, F9.C.26)
- **(R9.C.3)** Perform trend analysis of completed work activities to improve the maintenance planning and budgeting processes. Inventories could be reduced, the purchasing and budgeting processes enhanced, and staffing and training needs could be tied to work loads. Analyzing trends will also assist in developing a more effective PPMP. (F9.C. 5)

- **(R9.C.4)** Develop and implement work performance and material utilization standards for each shop in order to ensure efficient and cost effective utilization of maintenance resources. Performance standards would improve management's ability to estimate manpower and material requirements, improve their ability to evaluate overall performance by conducting costs and variance analysis, identify substandard parts and equipment, establish a basis for scheduling backlog service requests, and improve worker productivity and accountability. (F9.C.5, F9.C.25)
- **(R9.C.5)** Develop and implement a training program for Foremen, and other appropriate staff, to utilize the work order tracking system as a valuable management tool which can make shops more productive and cost efficient. Foremen need to learn and incorporate management techniques to improve shop productivity. (F9.C.5, F9.C.16)
- **(R9.C.6)** Improve the efficiency and effectiveness of the Maintenance Department by developing and implementing a PPMP for each shop and incorporating the program into the work order tracking system. Implementation of a PPMP reduces the costly inefficiencies of performing reactive maintenance and moves the organization towards a more efficient and effective proactive mode of operation. By eliminating low priority activities, contracting for work that cannot be performed economically in-house and implementing an inventory tracking system, resources would be available to implement an effective PPMP. Many of the shops, including Air Conditioning, Painting and Plumbing perform limited Preventive maintenance, but it needs to be routinely scheduled, performed, and documented on a regular basis. The benefits of a PPMP include a reduction in overtime costs, improved worker productivity, decreased energy consumption and improved customer services levels as a result of decreased service interruption to school personnel and students.

A 52-week PPMP administered by a computerized management system must drive the Maintenance Department's business plan, budget, and basis for daily actions. The work order administrative capabilities of the system must provide for routine execution of normal maintenance activities and track their associated costs. The PPMP should be phased in gradually, with higher priority maintenance addressed first. As a rule, no more than 40% of the defined PPMP should be implemented at any one time. (F9.C.7)

- **(R9.C.7)** Implement a central receiving and integrated inventory tracking system for the Maintenance Department. The inventory system should be integrated with the workorder tracking system to improve materials usage and control. Optimal utilization of the central warehouse space would allow central receiving to be implemented district-wide. The central warehouse could be used for maintenance parts and materials storage, with satellite storage at the maintenance facility. Implementation of district-wide central receiving would facilitate the implementation of a maintenance inventory tracking system. Implementation of a

separate, non-integrated inventory system for maintenance would be costly and inefficient. Maintenance and Purchasing management should utilize the central warehouse's existing system for maintenance, rather than implementing another stand alone system. (F9.C.11)

- **(R9.C.8)** Conduct training for maintenance personnel on purchasing procedures and bid preparation. Training would improve the coordination between the departments and reduce the workload for both areas. Training, together with implementation of central receiving and an inventory tracking system, will improve the productivity and effectiveness of the Maintenance Department. (F9.C.12)
- **(R9.C.9)** Review policies and procedures requiring blanket purchase orders to be re-initiated at the beginning of each fiscal year. The process is time consuming and causes delays in maintenance related work activities due to delays in ordering parts. (F9.C.14)
- **(R9.C.10)** Investigate the possibility of contracting furniture repair services to the TDCJ. The quantity of furniture stored at the central warehouse, and the associated costs, indicate it should be removed. TDCJ has the capacity to repair furniture quickly and economically, again allowing District personnel to direct their efforts toward high value maintenance activities and also providing additional warehouse space to be utilized for central receiving. In addition, investigate the possibility of contracting upholstery repair services to the TDCJ. (F9.C.16)
- **(R9.C.11)** Investigate the possibility of discontinuing the mobile electronics crew. The process is not cost effective and these technicians could be more effectively utilized at the shop. This vehicle could be re-directed to support higher value maintenance activities (i.e., Building Operator mobile crew). (F9.C.16)
- **(R9.C.12)** Implement training programs and requirements designed to facilitate the State certification of building operators who are volunteering for pest control duties. The District needs personnel to support this area rather than relying on one licensed individual. In addition, investigate cost effective alternatives for providing required levels of service with existing resources, while minimizing costly overtime expenditures (i.e., flexible schedules, compensatory time, etc.). (F9.C.18)
- **(R9.C.13)** Establish a hazardous chemicals storage facility using space currently available at the maintenance facility. (F9.C.19)
- **(R9.C.14)** Develop a clear District policy definition of maintenance versus plant improvement activities, in coordination with Construction Management, in order to clarify roles and responsibilities between the functions and to facilitate the timely and cost effective provision of services. Informal lines of communication should also be strengthened to improve the communication and coordination between functions and improve utilization of in-house resources. Relocation of the Plant

Improvement Division to the maintenance facility should be seriously considered for these purposes. (F9.C.6, F9.C.20)

- **(R9.C.15)** Establish policies and procedures to allow maintenance personnel the opportunity to provide input on systems, equipment and material used for renovations and new construction in the District. By identifying and resolving issues prior to project initiation, modifications and repairs that would be made later can be minimized. (F9.C.22)
- **(R9.C.16)** Develop, implement and enforce policies and procedures controlling access to schools and facilities, including controlling the production of keys. (F9.C.23, F14.D.14)
- **(R9.C.17)** Restructure the Building Operator Division such that all building operators are assigned to a mobile crew, and each mobile crew is assigned to one of the areas of the District. Mobile crews could be based at one of the area secondary schools to minimize driving time and improve coordination. This structure would utilize the building operator's more efficiently and equitably, by focusing their efforts where they are most needed. A trial program could be established to measure the effectiveness of such a structure. (F9.C.24)
- **(R9.C.18)** Expand and clearly define the roles and responsibilities of the building operators, with an increased emphasis on PPM. An effective training program for building operators must be established to ensure they have the necessary skills to perform the maintenance assigned to them. Training could be accomplished using in-house personnel and resources. By restructuring the Building Operator Division, and focusing their expanded role on PPM, building operators will minimize downtime at schools waiting for work requests to be generated, thereby improving the overall effectiveness of the division. (F9.C.21, F9.C.24)

### **SECTION 9D: Housekeeping Services**

- **(R9.D.1)** Following completion of a district-wide facilities inventory, custodial staffing requirements and work schedules should be revised to more clearly define and communicate specific job tasks and performance expectations for each custodial position in a specific school. (F9.D.5, F9.D.6)
- **(R9.D.2)** Develop, formalize and implement training programs and requirements for all custodians. Training for new custodians should be mandatory and should include effective custodial practices and work techniques, equipment and product usage, safety and an introduction to District policies and procedures. (F9.D.7, F9.D.9)
- **(R9.D.3)** Conduct formal facility inspections on a routine basis. Regular facility inspections could improve custodial efficiency and productivity by identifying



potential housekeeping and safety problems. Similar programs at other school districts have shown that inspections improve housekeeping services considerably, and provide an incentive to the custodial staff. (F9.D.7)

- **(R9.D.4)** Encourage School Administrators to employ Housekeeping Services personnel in a technical advisory capacity for the development of work schedules, the allocation of custodial supply budgets, and to conduct facility inspections and custodial training. Housekeeping Services personnel have the expertise to allocate limited custodial resources and improve custodial performance. (F9.D.8)
- **(R9.D.5)** Establish a substitute custodian staffing program which includes development of a base service level allotment for substitute custodians per school basis. The staffing system should incorporate coverage for vacations, sick days, personnel days and other factors deemed appropriate. A substitute custodian incentive program should be established to reward under usage of allotment (i.e., financial incentive for reducing absenteeism, releasing low performing employees, etc.) and charge-backs for usage over the allotted amount. Fluctuations in substitute custodian usage could be moderated by encouraging early notification of vacation schedules and staggering vacations. (F9.D.9)

### **SECTION 10A: Risk Management**

- **(R10.A.1)** Review and modify policies and procedures to:
  - Create a better preventive loss control program, including a fixed asset inventory and an identification tagging scheme for new equipment. Insurance could then be obtained on actual contents of buildings rather than on an estimated percentage of book inventory. (F10.A.13)
  - Secure all portables and obtain city permits for all portables. (F10.A.11)
  - Modify the role of the Joint Insurance Committee to that of an advisory committee. Benefits represent a large source of increasing costs to the District and need to be better managed. Rather than paying benefits or benefit increases requested by the Joint Committee, the District should be examining alternatives to the rising costs of health care and benefits such as self-insurance, higher deductibles, and phasing out the indemnity plan. (F10.A.4)
  - Eliminate accident leave benefits. This will reduce the incentive for employees to file for accident leave in order to receive more money on leave than they could make while working. (F10.A.14)
  - Coordinate with the Campus Police and School Support Departments to develop policies and procedures and to establish a safety committee to coordinate and improve all aspects related to general safety in the District. (F10.A.8)

- Process the payments to the health insurance company and the third party administrator via electronic funds transfer, with proper documentation on file. (F10.A.18)
- Coordinate the payment of refund checks for resigned and retired employees and money owed to the District by the Finance and Leave offices. (F10.A.19)
- Rescind the Board policy allowing athletic insurance be purchased for participation in high school football in order to equalize insurance status for all sports. This would place the District in compliance with *Bertics v. Premont ISD*. Because of the nature of football, the Board should encourage parents to purchase insurance for their children. (F10.A.21)
- Allocate funds for fire alarm installation and replacement in the next bond issuance, to bring these systems up to satisfactory condition. (F10.A.12)
- Review District policies on the provision of benefits to part-time and temporary employees. (F10.A.15)
- (R10.A.2) Hold employee orientations for new AISD employees on a bi-weekly basis. The orientation session should cover topics such as employee benefits and District personnel policies, and provide time for the new employees to complete required forms for their personnel files. A new employees orientation would help the Personnel and Benefits departments complete new employee personnel files more quickly and efficiently. (F10.A.16)
- (R10.A.3) Transfer the following functions to the Personnel Department:
  - Processing all wage history inquiries and verifications of service for the Teacher Retirement System. (F10.A.23)
  - Ensuring that paperwork such as retirement forms, I-9 forms, etc. from current employees is complete. (F10.A.23)
  - Setting up both electronic and paper personnel files for all employees (F10.A.22)
- (R10.A.4) Provide additional computer terminals to aid the Benefits Office staff in the efficient execution of work tasks. With proper training and assistance, the equipment currently in the Benefits office could be utilized. (F10.A.25)
- (R10.A.5) Develop a risk management manual and procedures manual and distribute to all departments and schools. (F10.A.26)

**SECTION 10B: Cash Management**

- (R10.B.1) Reduce the total number of District bank accounts to ten or less, not including activity funds accounts. Ten account balances would reduce the number of inter-account transfers necessary to maintain sufficient account balances. All

bank accounts should be controlled from within the Finance Department, including the Athletic Imprest and the Community Education account. The Cash Manager and the Finance Department should have direct control over all financial transactions in the District. Activity funds should be transferred to a central bank for greater central control and accountability. A system of petty cash accounts for all schools and departments should be established at a central bank to provide for emergency purchases from appropriated funds. (F10.B.1)

- **(R10.B.2)** Reassess the District's cash management practices with respect to banking relationships to determine the potential causes of the high bank fees, including items such as:
  - Account structure
  - Failure to offset bank fees with previous months' surplus balances
  - Negative net balances in the payroll account
  - Ineffective cash management
  - Repetitive bank deposits in the Food Service account. (F10.B.3)
- **(R10.B.3)** Review and modify policies and procedures to effect:
  - Reconciliation of all bank accounts on a monthly basis (F10.B.2)
  - Notification of the Cash Manager prior to release of large payments, including all payment schedules. Payments should be lagged as much as possible to take advantage of interest income (F10.B.5, F10.B.6)
  - Creation of a system for identifying invoices with early discounts and credit terms (F10.B.5)
  - Transfer funds electronically to reimburse major purchases such as health insurance and construction services (F10.B.9)
  - Directly deposit all payroll checks into employees' accounts (F10.B.6)
  - Creation of a formal board policy on cash management (F10.B.7)
  - Segregation of the duties related to account reconciliation and check writing (F10.B.8)
  - Development of a training program for employees performing cash management duties (F10.B.7)
  - Deposit all bank items daily. (F10.B.11)
- **(R10.B.4)** Create a Treasury Department and hire a Treasurer, with banking or investment experience, charged with the creation of cash management and other treasury functions, such as:

- Creating internal control policies for purchasing, finance, and budgeting (F10.B.8)
- Developing formal cash management policies (F10.B.7)
- Managing cash flow and cash flow forecasting (F10.B.10)
- Devising a system to lead and lag payments to take advantage of vendor credit terms and cash shortfalls and to take advantage of interest income (F10.B.5)
- Analyzing the banking relationship for account structure, fee structure and fee waivers (F10.B.3, F10.B.4)
- Implementing a more sophisticated tracking system to utilize true clearing accounts, increase interest income, and decrease the amount of compensating balances required by the bank. (F10.B.10)
- (R10.B.5) Perform formal cash flow forecasts and formal evaluations of variances between actual cash flow and forecasted cash flow on a regular basis. Implementation of a more sophisticated software to do cash positioning, cash forecasting and show memo postings, overall balances and same day transactions would improve the efficiency and effectiveness of District cash flow forecasting efforts. (F10.B.10, F10.B.12)

### **SECTION 10C: Bond Issuances and Funding**

- (R10.C.1) Create a five year Facilities Master Plan that is linked to the capital budget. The facility plan should track student projections, maintenance needs and facility and portable expansions, relocation, and reductions on a flexible, long-term basis. (F10.C.7, see R9.B.2 and R12.B.2)
- (R10.C.2) Develop, review and distribute a debt issuance procedures manual, which outlines roles of Administration and Board members, and update it annually. (F10.C.6)

### **SECTION 11: Technology Systems**

- (RII.1) Consider utilizing user liaison personnel to work with the user community to define needed enhancements to existing systems. These individuals would require systems analysis backgrounds which would allow them to focus on design, then communicate user feedback to the programmer/analyst staff. This would provide for separation of duties for the programmer/analyst staff so that programmers could focus on programming, prototyping, documentation and the technical aspects of system delivery through the utilization of updated tools and techniques. (F11.29)
- (RII.2) Acquire personal computer workstations and COBOL based maintenance aids for programmer/analyst personnel in order to develop internal personal computer

expertise and to offload mainframe application maintenance and development processing. (F11.7, F11.25, F11.26)

- **(RII.3)** Employ programmer/analyst cross training so that adequate coverage for programming support exists in case it becomes necessary. Consider the periodic rotation of program maintenance responsibilities for each application area. (F11.30)
- **(RII.4)** Acquire query and report writer utilities in accordance with the data architecture environment which will support end-user ad hoc information requests. (F11.28)
- **(RII.5)** Compare the capabilities of commercially available project management software to the system currently being developed internally. Reconsider the make versus buy decision. (F11.38)
- **(RII.6)** Utilize computer performance monitoring tools and begin to chart processor utilization over time in order to plan accordingly. (F11.44)
- **(RII.7)** Conduct projects to evaluate the alternatives, costs and benefits for replacing several of the business support applications (i.e., fund ledger, purchasing, accounts payable, fixed asset management). (F11.34, F11.35)
- **(RII.8)** Move forward with the replacement of the payroll and personnel system. Re-evaluate the Oracle system on the shelf to ensure user requirements will be addressed by the new system. If not, conduct a project to define needs and requirements and consider package software alternatives. (F11.33)
- **(RII.9)** The District should pursue the possibility of reimbursement for programmer/analyst resources and costs expended for PEIMS reporting requirements. (F11.4)
- **(RII.10)** Evaluate and select a systems development methodology, particularly if major development projects are on the horizon. Also, consider the acquisition of computer aided software development tools to aid and shorten the application development cycle. (F11.18)
- **(RII.11)** Organizationally, consider the value of making Management Information responsible for all information systems within the District, including instructional computing, bus routing and scheduling and construction management. This will help assure technology objectives and plans are consistently managed throughout the District. (F11.5)
- **(RII.12)** Consider additional technical support positions for the new school-based applications and network troubleshooting. (F11.6)

- **(R11.13)** Increase budgets for external technology training (e.g., project management, structured programming, CASE, SDLC). (F11.31)
- **(R11.14)** Move forward with the upgrade of the mainframe processor in order to improve system responsiveness and end user productivity. If additional current systems are to be replaced and enhanced considerably, re-estimate processor requirements. (F11.44, F11.45)
- **(R11.15)** Increase funding for computer aided instruction (CAI) training. Substitute teachers, in particular, do not fully understand CAI products. (F11.49)
- **(R11.16)** The pilot Apple and IBM instructional labs at the four schools has been successful. Consideration for increasing the number of similar labs is warranted. (F11.51)
- **(R11.17)** Improve the communication with principals regarding the utilization of instructional technology purchased with Chapter 1 funds for non-Chapter 1 students. (F11.53)

### **SECTION 12A: Accounting**

- **(R12.A.1)** Transfer responsibility for activity funds accounting, training, and review from Internal Audit to the Finance Department. (F12.A.4)
- **(R12.A.2)** Establish a system of petty cash accounts for schools and departments which can be utilized for small, emergency purchases and eliminate the COR and confirmation processes. The petty cash accounts should be set up at one bank location to facilitate control and an efficient reimbursement process. Eliminating the widespread use of CORs and confirmations will result in control over District purchases and compliance with bid laws. (F12.A.5, F12.A.19)
- **(R12.A.3)** Implement a fixed asset inventory system, conduct physical inventory counts on a regular basis and place identification tags on capital equipment. Then, analyze available fixed asset inventories prior to purchasing new fixed assets. (F12.A.6)
- **(R12.A.4)** Initiate efforts to combine the various payroll cycles into one cycle for all employees. This effort should include discussions/negotiations with the appropriate employee groups representing District employees. (F12.A.16)
- **(R12.A.5)** Initiate a study to define requirements and evaluate alternatives for a new payroll system (in conjunction with a human resources information system). The following features should be considered:
  - On-line employee attendance reporting.

- Maintenance of employee pay history for trend and historical analysis.
  - Automated payroll adjustment capability.
  - Unlimited number of deductions, taxes, pre-tax deductions and employer contributions.
  - Direct deposit of employees' earnings to bank accounts.
  - Accrual of vacation and sick leave.
  - Capability to process special and temporary contract service payrolls.
  - Overtime authorization.
  - Automated audits to prevent double payment of Supplemental Pay Requests. (F12.A.8, F12.A.9, F12.A.17)
- **(R12.A.6)** Initiate a study to define requirements and evaluate alternatives for new financial information systems. With respect to the Finance Department, the following features should be considered:
    - Interface with the purchasing system (PREQ).
    - Improved response time for the on-line portions of the Accounts Payable system.
    - Report writer utilities to support the development of necessary financial reports.
    - The ability to print a single voucher without running an entire batch of vouchers.
    - The ability to write checks for over \$1 million.
    - Information on check stubs explaining the item or service being reimbursed.
    - Improving the timeliness of inter-departmental billings submission.
    - A system for writing large checks through the computer system and notifying the cash manager of the release of all large checks should be devised. (F12.A.18)
  - **(R12.A.7)** Transfer responsibility for the following functions from the Finance Department to the Personnel Department:
    - Creation and maintenance all personnel files, as well as tracking all employees' leave.
    - Data entry and correction of all salary and account code information on the information system.

- Salary calculations.
- Establishment of all compensation records for supplemental pay requests and for signing bonuses. (F12.A.7, F12.A.8)
- **(R12.A.8) Review and modify policies and procedures to:**
  - Provide an orientation session with respect to finance and accounting procedures requiring new principals and bookkeeper's attendance. Train current staff and supervisors on the changes in accounting procedures and codes. Program managers should also be required to attend training sessions. This would reduce the amount of time on the phone trying to explain new codes and procedures. (F12.A.10)
  - Develop, review and distribute a Finance procedures manual and update it annually. (F12.A.10)
  - Create a year-end plan to prepare necessary financial statements, reconciliations and schedules prior to the external auditors' on-site work. (F12.A.12)
  - Utilize electronic transfers for professional dues, benefits payments, and regular bills (i.e., service contracts). (F12.A.24)
  - Plan and manage summer schools through the traditional budgeting and finance processes. (F12.A.20)
  - Improve internal controls in Payroll and Accounts Payable with respect to the following:
    - Security of the check stock
    - Security of the check signer key
    - Review of manual, in-house and direct pay checks after signing
    - Review of check signer log and check registers compared to bank records
    - Documentation for hard-typed checks
    - Review of repetitive wire transfers
    - Notification of cash manager before checks over \$1 million are released (F12.A.22)
  - Implement TEA Bulletin 679 program codes. (F12.A.25)



- Eliminate the policy of advancing leave to classified and bi-weekly employees. All leave, including state leave, should be earned. (F12.A.29)
- Reexamine the travel stipend policy and establish a cost-effective manner of accounting for the use of travel stipends. (F12.A.27)
- Transfer and standardize all facility billing procedures from the Community Education Section to the Finance and Purchasing Departments. (F12.A.28)
- Create a training policy and guidelines for the Department. (F12.A.14)
- **(R12.A.9)** Initiate efforts to perform resource requirements analysis for the Finance Department to determine appropriate staffing and compensation levels that will have similar staffing levels and functional tasks as other large school districts. Based upon our initial review of the current organizational staffing and structure, it appears that the following changes are necessary:
  - The reclassification of the position of Assistant Director of Finance to Director and placement on the administrative pay scale. (F12.A.11)
  - The addition of one accountant to relieve the Assistant Director of Finance of line tasks and to allow him more time to manage personnel, prepare for audits, develop training programs and schedule reviews and analysis. The accountant should review grant purchases and file the required Federal program reports in a timely fashion. (F12.A.12, F12.A.26)
  - The addition of an accounting clerk to perform all the clerical functions currently performed by the accountants, work with payroll, accounts payable and activity funds. (F12.A.23)
  - Provide the required foundation to accomplish the aforementioned recommendations by establishing the recommended organization structure for the Finance Department (see Exhibit 12.A.2). Once established, develop and utilize job accountability standards to schedule and measure productivity and work performance.

### **SECTION 12B: Budget Process**

- **(R12.B.1)** Revise the budget document to include the following in order to more fully meet the needs of the Board and other users:
  - The proposed Budget should include a report on the program/department/school's performance as a means to justify the budget request. (F12.B.7)
  - A comparison of proposed budget and prior year's actual expenditures. (F12.B.20)
  - Illustrate the relationship between the Board policy and budgeted resources, between program goals and budgeted resources and between performance

- measures for schools and departments and requested resources. (F12.B.7, F12.B.3)
- Include ORE reports and audit results from all grants to show the scope, effectiveness and cost per student. (F12.B.7)
  - Create budget summaries of cost centers with multiple budgets and sources of funds including more detailed breakdowns of internal and external funds. (F12.B.13)
- **(R12.B.2)** Create a 5-year facility plan that is linked to the capital budget. The facility plan should track student projections, maintenance needs, and facility and portable expansions, relocation, and reductions on a flexible, long-term basis. (F12.B.9)
  - **(R12.B.3)** Define requirements for, evaluate, develop and implement a human resources information system, which includes a position control system with interface to budget systems and the Personnel Department. (F12.B.12)
  - **(R12.B.4)** Address policy and procedures issues related to the budget process and clearly communicate the resolution to all budget managers. Issues to be addressed include:
    - Creating a board policy on budgeting responsibilities and the budget process (F12.B.16)
    - Requiring Board approval on large transfers between cost centers, even if the functional codes are identical. (F12.B.14)
    - Delegating responsibilities for drafting initial school budgets and amendment requests with the Campus Leadership Teams. (F12.B.8)
    - Utilizing ORE program evaluations in the budget development process. (F12.B.7)
    - Budgeting funds allocated from the legislature more realistically and monitoring changes in funding from the legislature to prevent another hiring freeze and budget cuts related to a proration. The Board should also develop a prioritized list of potential budget reductions earlier in the school year. (F12.B.6)
    - Initiating efforts to implement policy, procedure and information systems changes necessary to facilitate the consolidation of budget funds in order to improve monitoring and control capability. (F12.B.20)
    - Revising the campus improvement planning process and the school-based budget development process in order to incorporate the two plans into one comprehensive plan for the schools. Campus improvement planning and budget development for the next school year should both occur during the previous spring. A comprehensive plan for the school will help ensure that realistic goals and

objectives are set and resources will be available for implementation of the plan. (F12.B.4)

- Initiating efforts to place budget responsibility for employee benefits with the budget managers in AISD schools and departments for the 1993-94 fiscal year. (F12.B.19)
- Redesigning the monthly budget update reports for greater clarity and understanding to the end user. The list of program managers and department heads should be updated regularly and maintained in a central location for use in training and the budget process. (F12.B.18)
- **(R12.B.5)** Develop and conduct in-service training for budget managers which focus on the following (F12.B.10):
  - The "team" approach to developing a school or program budget.
  - Analysis of historical expenditure trends and forecasting future needs.
  - New and revised AISD budget policies and procedures.
  - Budget monitoring tools and techniques.
- **(R12.B.6)** Investigate opportunities to use the District's information systems more effectively in support of the budgeting process:
  - Investigate the options available for pre-encumbering funds in the purchasing system, so that the monthly budget reports reflect more timely information. (F12.B.18)
  - Automate loading of all budgets into the general ledger. (F12.B.15)
  - Investigate adding editing and budget building abilities to the District's information systems. (F12.B.15)
  - Allocate benefits to departmental budgets prior to the final approval of the budget. (F12.B.15)
- **(R12.B.7)** Adjust the budget development calendar to begin budget development activities at an earlier date and complete adoption of a final preliminary budget, based on state mandated programs and minimum expected funding levels, at least eight weeks prior to the end of the current fiscal year. Suggested timing of activities:
  - Complete annual update of strategic plan and development of annual goals and objectives by November 1.

- Complete development of preliminary budgets for AISD departments and schools by March 1.
- Complete the proposed budget document and present it to the Board of Trustees by March 30.
- Complete all budget hearings and workshops by June 1.
- Submit budget amendments, in writing, by June 15.
- Adopt the final preliminary budget by July 1.
- Adopt the final budget after proration information is available in late July.

While it may not be feasible to meet the timeframes outlined above for the adoption of the 1993-94 budget due to timing constraints, AISD should strive to meet the time lines in future budget development efforts. (F12.B.5)

- **(R12.B.8)** Conduct a resource requirement analysis to determine appropriate staffing levels in the Budget Department. (F12.B.1)

### **SECTION 12C: Internal Audit**

- **(R12.C.1)** Develop and implement organizational changes to:
  - Provide a more structured reporting relationship to the Board of Trustees. The Internal Audit Department should initiate regularly scheduled meetings with the Board through an audit or finance committee of the Board. (F12.C.2)
  - Provide staff with necessary training courses and cross-training opportunities to increase their effectiveness and efficiency in performing their jobs, as well as to maintain professional certifications. (F12.C.5)
- **(R12.C.2)** Review and modify policies and procedures to effect:
  - Follow-up on audit findings on a periodic basis. Reports prepared by Internal Audit staff should state explicitly that follow-up will occur within a given timeframe. (F12.C.9)
  - A training policy and guidelines for the Department. (F12.C.5)
  - A disciplinary policy regarding staff, administrators and Board members who violate Board policies and procedures. (F12.C.10)
- **(R12.C.3)** Transfer all responsibilities for activity funds accounting, training and review to the Finance Department. (F12.C.2)

- **(R12.C.4)** Expand the scope of internal audits to include all AISD operations utilizing District resources. In particular, the following additional areas should be periodically audited (F12.C.4, F12.C.6):
  - Equipment inventories
  - Athletic operations, including accounting for gate receipts at the three central athletic sites
  - Personnel practices
  - Payroll practices
  - Purchasing and contracting practices
  - Adherence to terms of contracts and grants
  - Warehouse operations
  - Supply inventory controls
  - Maintenance operations
  - Use of AISD assets
  - Custodial operations
  - Food service operations
  - Utility bills and consumption
  - Data processing.

### **SECTION 13: Purchasing and Warehousing**

#### ***Purchasing***

- **(R13.1)** Conduct training for District personnel on purchasing policies and procedures. Special emphasis should be placed on submitting bids and purchase orders. Training is most critical for Maintenance Department personnel due to their lack of a warehouse and an inventory control system, which results in their continuous ordering of supplies. (F13.2, F13.3, F13.5)
- **(R13.2)** Develop and implement a Purchasing Department "Automation Plan" to:
  - Implement the electronic requisition system throughout the District, to improve the processing of purchase orders. (F13.6)
  - Upgrade the data processing system to expedite the processing of purchase orders during peak periods. (F13.7)
  - Expedite the implementation of the automated Vendor Commodity Requisition System, to improve vendor monitoring and minimize the mailing of purchase orders. (F13.8)
  - Completely automate the textbook ordering system, to minimize delays in delivering textbooks at the beginning of each school year. (F13.10)
  - Automate the used and surplus furniture ordering system at the central warehouse. (F13.14)

## ***Warehousing***

- **(R13.3)** Initiate a detailed cost/benefit analysis to implement a central receiving function. Central receiving would facilitate the development of a fixed asset listing, the timely payment of invoices, the preparation of the annual budget, the implementation of a maintenance inventory system, as well as minimize shrinkage. Quantification of operational and administrative gains needs to be determined prior to investing in computer hardware and software, additional vehicles and staff. (F13.12)
- **(R13.4)** Improve warehouse space utilization by completing installation of three tier racks, removing surplus furniture and other low value goods. This would provide space for central receiving and storage of other supplies (i.e., athletic and maintenance). (F13.9)
- **(R13.5)** Investigate the possibility of restructuring delivery routes to ensure cost efficient deliveries. (F13.11)
- **(R13.6)** Investigate the possibility of contracting out furniture auctions. The space could be used more effectively for central receiving or other supplies, and the additional cost is minimal. (F13.9, F13.13)
- **(R13.7)** Conduct an inventory of all furniture throughout the District. All furniture should be evaluated for either use, repair, auction or disposal. It is consuming valuable warehouse space, and the District needs to determine its current furniture inventory prior to purchasing new furniture. (F13.14)

## **SECTION 14A: Food Services**

- **(R14.A.1)** Perform the cost/benefit analysis for constructing a frozen food locker in Austin. The total cost of constructing and operating the locker should be compared to the current costs of utilizing the facility in San Antonio. Funds are currently included in a preliminary bond issuance study. (F14.A.12)
- **(R14.A.2)** Investigate the possibility of automating the daily operating sheet and the food and supply requisition system to the central office. This will minimize paperwork, increase control over inventory and reduce direct labor costs. (F14.A.9)
- **(R14.A.3)** Reduce the number of Area Supervisors from five to three to coincide with the new organizational structure recommended for School Operations (See R5.B.1 in School Management). (F14.A.4)

### **SECTION 14B: Pupil Transportation**

- **(R14.B.1)** Review the increase in overtime costs over the past three years and implement tighter measures to restrict overtime. (F14.B.7)
- **(R14.B.2)** Investigate the possibility of interfacing the Transportation Department's payroll system with the District's payroll system, and thereby, eliminate the manual transcription of this data. (F14.B.8)
- **(R14.B.3)** If further reductions in processing field trip bills are deemed necessary, investigate the possibility of hiring additional staff or modifying the existing billing system. (F14.B.9)
- **(R14.B.4)** Review the Pupil Transportation Department's insurance coverage and cost. The dramatic rise in insurance cost is a problem faced by all organizations and individuals. However the safety practices implemented by the Department and the improved driving records could possibly warrant a reduction in the premium. (F14.B.10)
- **(R14.B.5)** Expedite the implementation of the Department's computerized inventory control system, and the District's purchasing requisition system, at the two remote vehicle service centers. This will minimize the flow of paperwork, enhance maintenance operations and increase control over inventory. (F14.B.12)
- **(R14.B.6)** Include a provision for new buses in the 1993-94 budget. Continued postponement of vehicle replacement will eventually result in higher operating costs and an excessive capital outlay requirements for vehicles. Reducing the number of buses purchased is preferred to total elimination of new vehicle purchases. (F14.B.13)

### **SECTION 14C: Vehicle Maintenance**

- **(R14.C.1)** Perform activity based analysis, utilizing available information, to identify and eliminate costly maintenance and vehicles, as well as identify potential activities for out sourcing. Human and financial resources can then be re-directed to value added activities and the replacement of costly vehicles. (F14.C.4) (See R9.C.2)
- **(R14.C.2)** Implement a central receiving and integrated inventory tracking system for the Vehicle Maintenance Division. The inventory system should be integrated with the work order tracking system to improve materials usage and control. In addition, existing storage space should be better utilized to minimize the number of purchase orders and the number of trips to pick up parts. (F14.C.5) (See R.9.C.7)

- **(R14.C.3)** Investigate the possibility of having Vehicle Maintenance develop their own bid specifications and generate a separate supply contract rather than relying on supply contracts used by the for Pupil Transportation Department. The economic benefit that could be generated needs to be compared with the additional administrative costs that would be required to oversee an additional contract. (F14.C.6)
- **(R14.C.4)** Enforce existing procedures designed to ensure preventive maintenance is performed for all vehicles, as scheduled. If existing procedures are deemed inadequate, investigate the possibility of developing new ones. The lack of proper preventive maintenance reduces vehicle life and can lead to costly repair or safety problems that could possibly be avoided. In addition, a vehicle replacement plan which identifies costly, inefficient vehicles in need of replacement should be developed and maintained. (F14.C.7)

**SECTION 14D: Campus Police**

- **(R14.D.1)** Develop and implement a Campus Security Plan to ensure school needs and Board expectations are fulfilled in a manner most cost effective and efficient for the District. The Board needs to formally define the expectations, scope and objectives of the AISD Police Department and review its commitment to providing a safe and secure learning environment. Consideration should be given to:
  - Planning for additional resources to meet future needs (i.e., reported offenses trends, increased student population, new facilities, etc.)
  - Use of part-time personnel as a supplement to District personnel to cover peak hours
  - Provisions for appropriate training for Officers working in an educational environment
  - Adequate coverage of school grounds and facilities to reduce property damage/loss and increase security for District employees and students
  - Control of after hours access to facilities, including control of keys. (F14.D.3, F14.D.6, F14.D.8, F14.D.9, F14.D.11, F14.D.14)
- **(R14.D.2)** Re-organize the reporting relationship of the Campus Police Department so they can accomplish their primary duties more effectively and efficiently. Allowing the Chief of Police to report directly to the Assistant Superintendent of Business Support Services would remove an unnecessary layer of management and give Campus Police the flexibility to pursue sensitive investigations or those that require cross functional participation or involvement. (F14.D.12)
- **(R14.D.3)** Campus Police should establish formal lines of communications with principals to ensure proper adherence to security policies and procedures including



handling of security incidents, incident reporting and documentation, investigation reporting and building key access. (F14.D.12)

- **(R14.D.4)** Hire additional patrol officers to meet the increasing demand placed upon the Campus Police Department, so the Department can continue to provide a safe and secure learning environment for students, teachers and administrative staff. Officers are needed as both school resource officers and regular patrol officers.

Hire one additional dispatcher. Four dispatchers cannot adequately provide the required service coverage. During peak hours, approximately 4:00 to 8:00 p.m., two dispatchers need to be staffed to provide appropriate service coverage.

Hire a part-time clerk to document reports and fill in as a dispatcher during peak periods. The Department currently has a backlog of approximately 500 reports to be logged and filed. Police officers must allocate time to these activities which detract the time allocated to primary policing duties. At approximately two to three reports per hour, this translates into a six week backlog. Hiring an additional dispatcher, a part-time clerk and additional police officers would reduce departmental overtime costs and turnover as well as allow patrol officers to perform their primary duties more effectively. (F14.D.3, F14.D.8, F14.D.9)

- **(R14.C.5)** Implement a part-time patrol officer program to alleviate overtime and turnover and to augment and support the regular staff. These officers would be need to be certified and bonded, the same as regular police officers. Such a program would also allow the Department to develop a pool of experienced and available officers for permanent positions. (F14.D.7, F14.D.8, F14.D.10)
- **(R14.D.6)** Implement an incentive pay structure that is tied to Texas Commission Law Enforcement Officer Standards and Education certification levels. The Texas Commission on Law Enforcement Officer Standards and Education has three (3) levels of certification. The high turnover rate, excessive workload and a District commitment to develop a quality Campus Police Department warrant some form of incentive pay structure. In addition, the Department's training budget should ensure that police officers have the opportunity to receive the training required to meet both certification levels and District needs. (F14.D.10, F14.D.11)
- **(R14.D.7)** Allocate funds for fire alarm installation and replacement in the next bond issuance, to bring these systems up to satisfactory condition. (F14.D.13)
- **(R14.D.8)** Develop, implement and enforce policies and procedures limiting access to schools and facilities in order to minimize false alarms. School administrators need to be held accountable for false alarms caused by personnel at the schools. Based on the number of false alarm calls answered by AISD Police, the individual campuses would have been charged an estimated \$250,000 in 1991 if the

Department charged the current rate of \$40 per answered false alarm. (F14.D.6, F14.D.14)

**SECTION 14E: Office of Research and Evaluation**

- **(R14.E.1) Review the scope of services provided by the Office of Research and Evaluation and determine the appropriate levels of service in relation to available resources. ORE's goal is to serve 100% of all the ad hoc requests of the District and to be completely customer driven. In addition, among their peer group, AISD expends a larger amount of resources for Research and Evaluation Services because it provides a high level of service and transacts with a large number of users in the District. The District should formally define ORE's customers and decide what level of services should be provided to the District's decision makers. (F14.E.11-13)**

*Teacher and Principal Survey Data*



***Teacher and Principal Survey Data***  
***Principal Survey Percentage Responses***



**1. I think the overall quality of public education in Austin ISD is:**

<b>Category</b>	<b>Percent</b>
Excellent	25.8%
Good	69.7%
Fair	4.5%
Poor	0.0%
Don't Know	0.0%
	<u>100.0%</u>

**2. I think the overall quality of education in Austin ISD is:**

<b>Category</b>	<b>Percent</b>
Improving	77.3%
Staying the Same	15.2%
Getting Worse	7.5%
Don't Know	0.0%
	<u>100.0%</u>

**3. In general, what grade would you give the teachers in Austin ISD?**

<b>Grade</b>	<b>Percent</b>
A	23.1%
B	67.7%
C	9.2%
D	0.0%
F	0.0%
Don't Know	0.0%
	<u>100.0%</u>

4. In general, what grade would you give the school-level administrators in Austin ISD?

Grade	Percent
A	27.7%
B	64.6%
C	6.2%
D	0.0%
F	0.0%
Don't Know	1.5%
	<u>100.0%</u>

5. In general, what grade would you give the District-level administrators in Austin ISD?

Grade	Percent
A	17.2%
B	62.5%
C	18.7%
D	1.6%
F	0.0%
Don't Know	0.0%
	<u>100.0%</u>

6. In what type of school do you work this year?

School	Percent
Elementary	65.2%
Middle	18.2%
High	13.6%
Other	3.0%
	<u>100.0%</u>



## 7. I am a:

Sex	Percent
Female	57.6%
Male	42.4%
	<u>100.0%</u>

## 8. How long have you been a principal in the Austin ISD?

Years	Percent
3 or Less	16.6%
4 to 5	9.0%
6 to 10	48.7%
11 to 15	15.0%
16 or More	10.7%
	<u>100.0%</u>

## 9. I am:

Race	Percent
White	54.7%
Black	20.3%
Hispanic	23.4%
Asian	0.0%
Other	1.6%
	<u>100.0%</u>

**10. How long have you worked in the Austin ISD?**

<b>Years</b>	<b>Percent</b>
3 or Less	3.0%
4 to 5	1.7%
6 to 10	19.7%
11 to 15	25.8%
16 or More	49.8%
	<u>100.0%</u>

**PRINCIPAL SURVEY  
PERCENTAGE RESPONSE TABLES - PART B**

QUESTIONS FROM SURVEY INSTRUMENT	CATEGORY (See Legend)						TOTAL
	SA	A	N	D	SD	DK	
1. The emphasis on learning in Austin ISD has increased in recent years.	49%	49%	2%	0%	0%	2%	100%
2. Austin ISD schools are safe and secure from crime.	5%	60%	19%	15%	0%	2%	100%
3. Our schools do not effectively handle misbehavior problems.	2%	19%	11%	43%	22%	5%	100%
4. Our schools have sufficient space and facilities to support the instructional programs.	8%	24%	15%	35%	18%	0%	100%
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	5%	12%	8%	56%	20%	0%	100%
6. Our schools can be described as "good places to learn".	24%	73%	2%	0%	0%	2%	100%
7. The District is open and honest in dealing with the media.	14%	47%	18%	15%	5%	2%	100%
8. The media is treating the District fairly.	2%	15%	15%	44%	23%	2%	100%
9. There is administrative support for controlling student behavior in our schools.	20%	59%	8%	6%	8%	0%	100%
10. Most students in our schools are motivated to learn.	12%	59%	5%	23%	2%	0%	100%
11. Lessons are organized to meet students' needs.	9%	62%	14%	14%	2%	0%	100%
12. The curriculum is broad and challenging for most students.	11%	62%	11%	15%	2%	0%	100%
13. There is little a teacher can do to overcome education problems due to a student's home life.	5%	15%	3%	33%	44%	0%	100%
14. Teachers in our schools know the material they teach.	17%	76%	6%	2%	0%	0%	100%
15. Teachers in our schools care about students' needs.	32%	59%	6%	3%	0%	0%	100%
16. Teachers expect students to do their very best.	29%	56%	11%	5%	0%	0%	100%
17. Principals and assistant principals in our schools care about students' needs.	53%	42%	3%	2%	0%	0%	100%
18. In general, parents do not take responsibility for their children's behavior in our schools.	6%	26%	17%	41%	11%	0%	100%
19. Parents in this District are satisfied with the education their children are receiving.	3%	62%	17%	12%	2%	5%	100%
20. Most parents really don't seem to know what goes on in our schools.	9%	33%	20%	26%	12%	0%	100%
21. Parents feel welcome when they visit our schools.	18%	64%	11%	5%	2%	2%	100%
22. This community cares about its children's education.	24%	46%	20%	9%	2%	0%	100%
23. Taxpayer dollars are being used wisely to support public education in Austin ISD.	12%	61%	12%	9%	5%	2%	100%
24. Sufficient student services are provided in Austin ISD (e.g., counseling, speech therapy, health).	15%	22%	8%	35%	20%	0%	100%

Legend: SA=strongly agree; A=agree; N=neither agree or disagree; D=disagree; SD=strongly disagree; DK=don't know

**PRINCIPAL SURVEY  
MEAN TABLES - PART B**

QUESTIONS FROM SURVEY INSTRUMENT	MEAN RESPONSE
1. The emphasis on learning in Austin ISD has increased in recent years.	1.52
2. Austin ISD schools are safe and secure from crime.	2.45
3. Our schools do not effectively handle misbehavior problems.	3.68
4. Our schools have sufficient space and facilities to support the instructional programs.	3.32
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	3.74
6. Our schools can be described as "good places to learn".	1.77
7. The District is open and honest in dealing with the media.	2.49
8. The media is treating the District fairly.	3.72
9. There is administrative support for controlling student behavior in our schools.	2.23
10. Most students in our schools are motivated to learn.	2.43
11. Lessons are organized to meet students' needs.	2.36
12. The curriculum is broad and challenging for most students.	2.35
13. There is little a teacher can do to overcome education problems due to a student's home life.	3.97
14. Teachers in our schools know the material they teach.	1.92
15. Teachers in our schools care about students' needs.	1.80
16. Teachers expect students to do their very best.	1.91
17. Principals and assistant principals in our schools care about students' needs.	1.53
18. In general, parents do not take responsibility for their children's behavior in our schools.	3.24
19. Parents in this District are satisfied with the education their children are receiving.	2.44
20. Most parents really don't seem to know what goes on in our schools.	2.98
21. Parents feel welcome when they visit our schools.	2.06
22. This community cares about its children's education.	2.18
23. Taxpayer dollars are being used wisely to support public education in Austin ISD.	2.32
24. Sufficient student services are provided in Austin ISD (e.g., counseling, speech therapy, health).	3.23

**Legend: 1=strongly agree; 2=agree; 3=neither agree or disagree; 4=disagree; 5=strongly disagree; 6=don't know**

**PRINCIPAL & TEACHER SURVEYS  
COMPARATIVE MEAN RESPONSES - PART B**

QUESTIONS FROM SURVEY INSTRUMENT	MEAN RESPONSES			
	PRINCIPALS	TEACHERS	DIFF.	%
1. The emphasis on learning in Austin ISD has increased in recent years.	1.52	2.40	-0.88	-58%
2. Austin ISD schools are safe and secure from crime.	2.45	3.47	-1.02	-42%
3. Our schools do not effectively handle misbehavior problems.	3.68	2.37	1.31	36%
4. Our schools have sufficient space and facilities to support the instructional programs.	3.32	3.44	-0.12	-4%
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	3.74	3.24	0.50	13%
6. Our schools can be described as "good places to learn".	1.77	2.42	-0.65	-37%
7. The District is open and honest in dealing with the media.	2.49	3.31	-0.82	-33%
8. The media is treating the District fairly.	3.72	2.80	0.92	25%
9. There is administrative support for controlling student behavior in our schools.	2.23	3.25	-1.02	-46%
10. Most students in our schools are motivated to learn.	2.43	2.96	-0.53	-22%
11. Lessons are organized to meet students' needs.	2.36	2.23	0.13	6%
12. The curriculum is broad and challenging for most students.	2.35	2.52	-0.17	-7%
13. There is little a teacher can do to overcome education problems due to a student's home life.	3.97	3.18	0.79	20%
14. Teachers in our schools know the material they teach.	1.92	1.85	0.07	4%
15. Teachers in our schools care about students' needs.	1.80	1.72	0.08	4%
16. Teachers expect students to do their very best.	1.91	1.85	0.06	3%
17. Principals and assistant principals in our schools care about students' needs.	1.53	2.04	-0.51	-33%
18. In general, parents do not take responsibility for their children's behavior in our schools.	3.24	2.44	0.80	25%
19. Parents in this District are satisfied with the education their children are receiving.	2.44	2.95	-0.51	-21%
20. Most parents really don't seem to know what goes on in our schools.	2.98	2.34	0.64	21%
21. Parents feel welcome when they visit our schools.	2.06	1.96	0.10	5%
22. This community cares about its children's education.	2.18	2.62	-0.44	-20%
23. Taxpayer dollars are being used wisely to support public education in Austin ISD.	2.32	3.68	-1.36	-59%
24. Sufficient student services are provided in Austin ISD (e.g., counseling, speech therapy, health).	3.23	3.48	-0.25	-8%

Legend: 1=strongly agree; 2=agree; 3=neither agree or disagree; 4=disagree; 5=strongly disagree; 6=don't know

**PRINCIPAL SURVEY  
PERCENTAGE RESPONSE TABLES - PART C**

QUESTIONS FROM SURVEY INSTRUMENT	CATEGORY (See Legend)					TOTAL
	E	G	F	P	DK	
1. School Board members' knowledge of the educational needs of students in the Austin ISD.	8%	6%	47%	39%	0%	100%
2. School Board members' knowledge of operations in the Austin ISD.	6%	18%	33%	40%	3%	100%
3. School Board members' work at setting or revising policies for the Austin ISD.	5%	12%	43%	39%	2%	100%
4. The Superintendent's work as the instructional leader of the Austin ISD.	17%	49%	28%	6%	0%	100%
5. The Superintendent's work as the chief administrator (manager) of the Austin ISD.	19%	46%	29%	6%	0%	100%
6. Principals' work as the instructional leaders of their schools.	32%	57%	11%	0%	0%	100%
7. Principals' work as the managers of the staff and teachers.	26%	66%	8%	0%	0%	100%
8. Teachers' work in meeting students' individual learning needs.	22%	57%	17%	5%	0%	100%
9. Teachers' work in communicating with parents.	14%	47%	36%	3%	0%	100%
10. Teachers' attitudes about their jobs.	9%	51%	34%	6%	0%	100%
11. Students' ability to learn.	28%	60%	11%	2%	0%	100%
12. The amount of time students spend on task learning in the classroom.	8%	56%	28%	6%	2%	100%
13. Parents' efforts in helping their children to do better in school.	3%	29%	50%	15%	3%	100%
14. Parents' participation in school activities and organizations.	9%	25%	47%	19%	0%	100%
15. How well students' test results are explained to parents.	11%	34%	46%	6%	3%	100%
16. The condition in which Austin ISD schools are kept.	13%	51%	32%	5%	0%	100%
17. How well relations are maintained with various groups in the community.	6%	51%	40%	3%	0%	100%
18. The opportunities provided by the District to improve the skills of teachers.	9%	20%	40%	31%	0%	100%
19. The opportunities provided by the District to improve the skills of school administrators.	11%	28%	37%	23%	2%	100%
20. The District's job of providing adequate instructional technology.	12%	34%	31%	23%	0%	100%

**Legend: E=excellent; G=good; F=fair; P=poor**

**PRINCIPAL SURVEY  
MEAN TABLES - PART C**

QUESTIONS FROM SURVEY INSTRUMENT	MEAN RESPONSE
1. School Board members' knowledge of the educational needs of students in the Austin ISD.	3.17
2. School Board members' knowledge of operations in the Austin ISD.	3.10
3. School Board members' work at setting or revising policies for the Austin ISD.	3.17
4. The Superintendent's work as the instructional leader of the Austin ISD.	2.23
5. The Superintendent's work as the chief administrator (manager) of the Austin ISD.	2.23
6. Principals' work as the instructional leaders of their schools.	1.78
7. Principals' work as the managers of the staff and teachers.	1.82
8. Teachers' work in meeting students' individual learning needs.	2.05
9. Teachers' work in communicating with parents.	2.28
10. Teachers' attitudes about their jobs.	2.37
11. Students' ability to learn.	1.86
12. The amount of time students spend on task learning in the classroom.	2.33
13. Parents' efforts in helping their children to do better in school.	2.98
14. Parents' participation in school activities and organizations.	2.75
15. How well students' test results are explained to parents.	2.49
16. The condition in which Austin ISD schools are kept.	2.29
17. How well relations are maintained with various groups in the community.	2.40
18. The opportunities provided by the District to improve the skills of teachers.	2.92
19. The opportunities provided by the District to improve the skills of school administrators.	2.73
20. The District's job of providing adequate instructional technology.	2.65

**Legend: 1=excellent; 2=good; 3=fair; 4=poor; 5=don't know**

**PRINCIPAL & TEACHER SURVEYS  
COMPARATIVE MEAN TABLES - PART C**

QUESTIONS FROM SURVEY INSTRUMENT	MEAN RESPONSES			
	PRINCIPALS	TEACHERS	DIFF.	%
1. School Board members' knowledge of the educational needs of students in the Austin ISD.	3.17	3.30	-0.13	-4%
2. School Board members' knowledge of operations in the Austin ISD.	3.10	3.12	-0.02	-1%
3. School Board members' work at setting or revising policies for the Austin ISD.	3.17	3.24	-0.07	-2%
4. The Superintendent's work as the instructional leader of the Austin ISD.	2.23	3.17	-0.94	-42%
5. The Superintendent's work as the chief administrator (manager) of the Austin ISD.	2.23	3.10	-0.87	-39%
6. Principals' work as the instructional leaders of their schools.	1.78	2.41	-0.63	-35%
7. Principals' work as the managers of the staff and teachers.	1.82	2.32	-0.50	-27%
8. Teachers' work in meeting students' individual learning needs.	2.05	2.00	0.05	2%
9. Teachers' work in communicating with parents.	2.28	2.10	0.18	8%
10. Teachers' attitudes about their jobs.	2.37	2.88	-0.51	-22%
11. Students' ability to learn.	1.86	2.27	-0.41	-22%
12. The amount of time students spend on task learning in the classroom.	2.33	2.46	-0.13	-6%
13. Parents' efforts in helping their children to do better in school.	2.98	3.32	-0.34	-11%
14. Parents' participation in school activities and organizations.	2.75	3.21	-0.46	-17%
15. How well students' test results are explained to parents.	2.49	2.94	-0.45	-18%
16. The condition in which Austin ISD schools are kept.	2.29	2.45	-0.16	-7%
17. How well relations are maintained with various groups in the community.	2.40	2.52	-0.12	-5%
18. The opportunities provided by the District to improve the skills of teachers.	2.92	2.84	0.08	3%
19. The opportunities provided by the District to improve the skills of school administrators.	2.73	2.80	-0.07	-3%
20. The District's job of providing adequate instructional technology.	2.65	2.84	-0.19	-7%

Legend: 1=excellent; 2=good; 3=fair; 4=poor; 5=don't know



**1. Do you have a substantial voice in the hiring, termination and evaluation of teachers in your school?**

Category	Percent
Yes	98.5%
No	1.5%
	<u>100.0%</u>

**2. Do you perceive that vacancies in staff positions and administrative promotions are generally filled by the best qualified individuals?**

Category	Percent
Yes	59.0%
No	41.0%
	<u>100.0%</u>

**3. Is there a direct line of communication between your school and the central administration that provides for timely and efficient planning, management and operation of your school?**

Category	Percent
Yes	79.0%
No	21.0%
	<u>100.0%</u>

4. Do you receive adequate information from the District Office to manage your school?

Category	Percent
Yes	90.3%
No	9.7%
	<u>100.0%</u>

5a. In your opinion, are the management or policy decisions in the Austin ISD racially motivated?

Category	Percent
Yes	20.7%
No	79.3%
	<u>100.0%</u>

5b. Are criticisms of the Austin ISD racially motivated?

Category	Percent
Yes	38.3%
No	61.7%
	<u>100.0%</u>

6. Using a 1-5 scale (5 being the best rating), please rate the combined efficiency and effectiveness of each of the following District-wide services in the Austin ISD.

Services	1	2	3	4	5	Total
Instructional Services	9.4%	9.4%	28.1%	42.2%	10.9%	100.0%
Maintenance Services	4.7%	17.2%	43.8%	25.0%	9.4%	100.1%
Custodial Services	0.0%	7.6%	43.9%	30.3%	18.2%	100.0%
Transportation Services	1.5%	7.7%	30.8%	44.6%	15.4%	100.0%
Personnel Services	1.5%	3.1%	35.4%	46.2%	13.8%	100.0%
Food Services	1.5%	12.3%	33.8%	33.8%	18.6%	100.0%
Financial Services	0.0%	13.3%	43.3%	36.7%	6.7%	100.0%
Staff Development	20.6%	19.0%	36.5%	14.3%	9.6%	100.0%
Management Info. Serv	4.8%	14.3%	33.3%	34.9%	12.7%	100.0%
Purchasing	1.6%	15.9%	49.2%	25.4%	7.9%	100.0%
Planning and Budgeting	6.5%	14.5%	46.8%	27.4%	4.8%	100.0%

Services	Mean
Instructional Services	3.36
Maintenance Services	3.17
Custodial Services	3.59
Transportation Services	3.65
Personnel Services	3.68
Food Services	3.55
Financial Services	3.37
Staff Development	2.73
Management Info. Services	3.37
Purchasing	3.22
Planning and Budgeting	3.10



**Austin Independent School District  
Management and Performance Review  
Principal Survey (Comments)**

The following comments were recorded in responses to the principal survey that was conducted during the management performance review.

***Suggestions for Improvement***

1. Help teacher groups understand that they need to put children first rather than conflict.
2. Build trust through team work.
3. Help all areas of Personnel develop a "service" approach. In classified, the clerical division should screen applicants.
4. Service Department needs improving. Schools on located in east and south Austin are serviced last.
5. Re-elect a new School Board
6. Train Board on what its role is and untie Dr. Hensley's hands to do his best
7. Develop District-wide programs that have parental involvement-like contracts
8. Campus administrators should be added to the Central Office Management Team. Most important decisions are made from the Central Office without input from campuses.
9. Training for the Board in team work and leadership. Elect new members if they can't work together.
10. Assistant Superintendents for areas should facilitate organization and leadership as priorities. Ideas about how to streamline management tasks, involve parents and business community, and inspire and motivate staff should be a priority.
11. Provide more time for planning and staff development for restructuring schools.
12. All decisions should be based on what is best for the students. Stop catering to special interest groups and focus on the needs of children and staff development for teachers and administrators.
13. Evaluate technology needs on all campises and stop or limit the amount of capital outlay money allocated to new schools. The older schools need to catch up and the new schools have money given to them even though they have all new items.

*Suggestions for Improvement (continued)*

14. Close schools where possible---two high schools should be closed---and where needed.
15. Eliminate School Boards, redesign schools so that family needs are met, fund schools through a state income tax and consolidate small districts.
16. Exclude the Board from participation in day-to-day operations and allow the Superintendent to run the District.
17. Plan for and allow adequate input from the campus principals, teachers and parents before decisions are made---not just ignore reactions.
18. Review the maintenance function in the Service Center. Maintenance personnel appear to be inefficient and unwilling to accept responsibility.
19. The School Board needs to allow Dr. Hensley to operate as the decisive leader of the District for the education of all students.
20. We need to get a Board and Superintendent that are willing to do what is best for the District instead of just playing politics.
21. Local campuses need to be involved in decisions that affect them. There is still too much "top-down" decision-making.
22. We need to hire teachers in April and May---not August.
23. Stop using "normed referenced measures" to report student progress because the concept is antiquated and inefficient. "Criterion-referenced measures" or "performance-based measures" are more useful and functional.
24. Improve the recruitment process to facilitate the hiring of exceptional employees. Streamline personnel application process and recruit teachers on a national basis.
25. Add social services component to schools throughout the District.
26. Parental training program to encourage the parents of some students that supporting their children's misbehavior sends a very negative message.
27. Better cooperation of School Board members.
28. The district office needs a central computer calendar for all departments to use. This would reduce scheduling conflicts.

## ***Comments***

1. Personnel office could screen more applicants rather than sit while principals review folders.
2. Communication is still "top-down" even though "SBI" terms are used.
3. The vertical team concept has contributed to quality communication.
4. The direct line of communication between the schools and Central Administration is there--- whether principals get direction, support, assistance, etc. is another matter.
5. Information received from the District Office consists of lots of articles and paper work that does not truly address our needs. They do not practice "SBI".
6. Political and ethnic factors tend to take precedence when vacancies in staff and administrative positions are filled.
7. The Assistant Superintendent for the area is extremely helpful in facilitating the direct line of communication between the schools and Central Administration.
8. The District's indecision with the budget this summer did not allow us to hire the best qualified applicants.
9. Things are beginning to change, but AISD has been 100% quota conscious as it fills staff and administrative vacancies. As a result, the best qualified individuals are sometimes passed over.
10. Vertical team concept has helped communications tremendously.
11. Criticisms of Austin ISD are usually along special interest lines rather than racial lines.
12. Affirmative action policies frequently interfere with the hiring of individuals best qualified for staff and administrative vacancies.
13. During the reorganization, individuals were placed in positions because they had a contract and needed a job rather than being the best qualified.
14. Principals have a substantial voice in hiring, termination and evaluation of all teachers at individual schools.
15. Principals receive too much information from the District Office. There is little coordination between offices and departments at the District Office.





*Teacher and Principal Survey Data*  
*Principal Survey Crosstabs*



Question: 1. The emphasis on learning in Austin ISD has increased in recent years.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	53%	43%	40%	69%	53%	0%	0%	42%	75%	56%	0%	0%	100%	46%	59%	46%
2 - Agree	45%	54%	57%	23%	47%	0%	100%	56%	25%	33%	100%	50%	0%	54%	41%	52%
3 - Agree nor Disagree	0%	4%	3%	0%	0%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%	3%
4 - Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Don't Know	3%	0%	0%	8%	0%	0%	0%	2%	0%	0%	0%	50%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	0	15	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 2. Austin ISD schools are safe and secure from crime.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	5%	4%	6%	8%	0%	0%	0%	7%	0%	0%	0%	0%	0%	0%	6%	6%
2 - Agree	57%	64%	53%	54%	80%	0%	0%	52%	75%	78%	50%	50%	100%	46%	59%	66%
3 - Agree nor Disagree	22%	14%	24%	15%	13%	0%	0%	24%	8%	0%	50%	0%	0%	31%	29%	9%
4 - Disagree	16%	14%	15%	23%	7%	0%	100%	14%	17%	22%	0%	0%	0%	23%	6%	19%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Don't Know	0%	4%	3%	0%	0%	0%	0%	2%	0%	0%	0%	50%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	34	13	15	0	1	42	12	9	2	2	1	13	17	32
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 3. Our schools do not effectively handle misbehavior problems.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	3%	0%	0%	0%	7%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	3%
2 - Agree	16%	21%	20%	25%	13%	0%	0%	16%	17%	25%	50%	0%	0%	8%	31%	18%
3 - Agree nor Disagree	8%	14%	11%	0%	13%	0%	100%	14%	0%	0%	50%	0%	0%	0%	19%	12%
4 - Disagree	49%	36%	40%	67%	40%	0%	0%	37%	58%	63%	0%	50%	100%	77%	19%	39%
5 - Strongly Disagree	16%	29%	29%	0%	13%	0%	0%	23%	25%	13%	0%	50%	0%	8%	25%	24%
6 - Don't Know	8%	0%	0%	8%	13%	0%	0%	7%	0%	0%	0%	0%	0%	8%	6%	3%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	43	12	8	2	2	1	13	16	33
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

- SEX 65
- RACE 63
- TYPE OF SCHOOL 65
- YEARS TAUGHT IN AISD 65

Question: 4. Our schools have sufficient space and facilities to support the instructional programs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	11%	4%	9%	8%	7%	0%	0%	5%	0%	33%	0%	0%	0%	0%	0%	15%
2 - Agree	24%	25%	23%	31%	20%	0%	0%	19%	33%	44%	0%	100%	0%	15%	24%	24%
3 - Agree nor Disagree	18%	11%	9%	15%	33%	0%	0%	21%	8%	0%	0%	0%	0%	15%	24%	12%
4 - Disagree	32%	39%	40%	31%	27%	0%	0%	33%	42%	22%	100%	0%	100%	46%	24%	36%
5 - Strongly Disagree	16%	21%	20%	15%	13%	0%	100%	23%	17%	0%	0%	0%	0%	23%	29%	12%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	3%	7%	6%	0%	7%	0%	0%	5%	0%	11%	0%	0%	0%	0%	6%	6%
2 - Agree	18%	4%	9%	15%	20%	0%	0%	9%	33%	0%	0%	0%	0%	15%	12%	12%
3 - Agree nor Disagree	3%	14%	6%	0%	7%	0%	0%	5%	17%	11%	0%	0%	0%	8%	6%	9%
4 - Disagree	50%	64%	60%	62%	47%	0%	100%	61%	25%	67%	100%	100%	100%	62%	59%	49%
5 - Strongly Disagree	26%	11%	20%	23%	20%	0%	0%	21%	25%	11%	0%	0%	0%	15%	18%	24%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 6. Our schools can be described as "good places to learn".

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	29%	18%	23%	31%	20%	0%	0%	26%	17%	33%	0%	0%	100%	8%	24%	30%
2 - Agree	68%	79%	74%	69%	73%	0%	100%	74%	75%	67%	50%	100%	0%	85%	71%	70%
3 - Agree nor Disagree	3%	0%	3%	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%	0%	6%	0%
4 - Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Don't Know	0%	4%	0%	0%	7%	0%	0%	0%	8%	0%	0%	0%	0%	8%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66



Question: 7. The District is open and honest in dealing with the media.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	13%	14%	9%	15%	20%	0%	0%	9%	25%	22%	0%	50%	0%	0%	18%	15%
2 - Agree	34%	64%	51%	46%	33%	0%	100%	51%	33%	56%	0%	0%	100%	54%	35%	52%
3 - Agree nor Disagree	29%	4%	20%	23%	13%	0%	0%	19%	8%	11%	100%	50%	0%	23%	29%	9%
4 - Disagree	13%	18%	17%	8%	20%	0%	0%	16%	17%	11%	0%	0%	0%	23%	6%	18%
5 - Strongly Disagree	8%	0%	3%	8%	7%	0%	0%	2%	17%	0%	0%	0%	0%	0%	6%	6%
6 - Don't Know	3%	0%	0%	0%	7%	0%	0%	2%	0%	0%	0%	0%	0%	0%	6%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

- SEX 66
- RACE 64
- TYPE OF SCHOOL 66
- YEARS TAUGHT IN AISD

Question: 8. The media is treating the District fairly.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	3%	0%	0%	0%	7%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%	3%
2 - Agree	13%	18%	11%	23%	20%	0%	0%	14%	17%	22%	0%	0%	100%	15%	18%	12%
3 - Agree nor Disagree	16%	14%	14%	23%	13%	0%	0%	23%	0%	0%	0%	50%	0%	31%	12%	9%
4 - Disagree	40%	50%	51%	23%	40%	0%	100%	40%	33%	67%	100%	50%	0%	31%	41%	52%
5 - Strongly Disagree	26%	18%	23%	23%	20%	0%	0%	21%	50%	0%	0%	0%	0%	23%	29%	21%
6 - Don't Know	3%	0%	0%	8%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	3%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 9. There is administrative support for controlling student behavior in our schools.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	21%	18%	20%	15%	20%	0%	0%	9%	33%	44%	50%	0%	0%	15%	24%	21%
2 - Agree	58%	61%	63%	62%	47%	0%	100%	65%	50%	56%	0%	100%	100%	69%	47%	58%
3 - Agree nor Disagree	5%	11%	9%	8%	7%	0%	0%	9%	0%	0%	50%	0%	0%	8%	6%	9%
4 - Disagree	5%	7%	6%	8%	7%	0%	0%	7%	8%	0%	0%	0%	0%	0%	12%	6%
5 - Strongly Disagree	11%	4%	3%	8%	20%	0%	0%	9%	8%	0%	0%	0%	0%	8%	12%	6%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 10. Most students in our schools are motivated to learn.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	16%	7%	18%	15%	0%	0%	0%	14%	0%	22%	0%	0%	0%	8%	6%	19%
2 - Agree	54%	64%	56%	54%	73%	0%	0%	60%	67%	44%	50%	100%	0%	85%	65%	44%
3 - Agree nor Disagree	3%	7%	0%	0%	7%	0%	100%	5%	8%	0%	0%	0%	0%	0%	0%	9%
4 - Disagree	27%	18%	27%	23%	20%	0%	0%	21%	17%	33%	50%	0%	100%	8%	24%	28%
5 - Strongly Disagree	0%	4%	0%	8%	0%	0%	0%	0%	8%	0%	0%	0%	0%	0%	6%	0%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	34	13	15	0	1	42	12	9	2	2	1	13	17	32
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 11. Lessons are organized to meet students' needs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	13%	4%	9%	15%	7%	0%	0%	7%	0%	22%	50%	0%	0%	0%	12%	12%
2 - Agree	63%	61%	74%	31%	60%	0%	100%	67%	67%	33%	50%	100%	100%	69%	59%	58%
3 - Agree nor Disagree	8%	21%	11%	15%	13%	0%	0%	16%	0%	22%	0%	0%	0%	8%	6%	21%
4 - Disagree	16%	11%	6%	31%	20%	0%	0%	9%	25%	22%	0%	0%	0%	23%	18%	9%
5 - Strongly Disagree	0%	4%	0%	8%	0%	0%	0%	0%	8%	0%	0%	0%	0%	0%	6%	0%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 12. The curriculum is broad and challenging for most students.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	13%	7%	11%	15%	0%	0%	0%	9%	8%	11%	50%	0%	0%	0%	18%	12%
2 - Agree	63%	61%	69%	39%	67%	0%	100%	74%	42%	33%	50%	50%	100%	77%	53%	61%
3 - Agree nor Disagree	5%	18%	11%	15%	7%	0%	0%	9%	8%	22%	0%	50%	0%	8%	0%	15%
4 - Disagree	18%	11%	9%	23%	27%	0%	0%	7%	33%	33%	0%	0%	0%	15%	24%	12%
5 - Strongly Disagree	0%	4%	0%	8%	0%	0%	0%	0%	8%	0%	0%	0%	0%	0%	6%	0%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 13. There is little a teacher can do to overcome education problems due to a student's home life.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	5%	4%	6%	0%	7%	0%	0%	0%	0%	22%	50%	0%	0%	0%	6%	6%
2 - Agree	18%	11%	17%	8%	20%	0%	0%	14%	17%	22%	0%	0%	100%	0%	24%	15%
3 - Agree nor Disagree	0%	7%	3%	0%	0%	0%	100%	5%	0%	0%	0%	0%	0%	0%	0%	6%
4 - Disagree	24%	46%	40%	31%	27%	0%	0%	33%	33%	33%	50%	0%	0%	46%	24%	36%
5 - Strongly Disagree	53%	32%	34%	62%	47%	0%	0%	49%	50%	22%	0%	100%	0%	54%	47%	36%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 14. Teachers in our schools know the material they teach.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	24%	7%	23%	15%	7%	0%	0%	14%	0%	44%	50%	0%	0%	8%	6%	27%
2 - Agree	68%	86%	74%	85%	73%	0%	100%	77%	92%	56%	50%	100%	100%	85%	88%	64%
3 - Agree nor Disagree	5%	7%	0%	0%	20%	0%	0%	7%	8%	0%	0%	0%	0%	8%	6%	6%
4 - Disagree	3%	0%	3%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	3%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66



Question: 15. Teachers in our schools care about students' needs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	37%	25%	51%	15%	7%	0%	0%	33%	8%	56%	50%	0%	100%	23%	24%	39%
2 - Agree	55%	64%	43%	69%	87%	0%	100%	61%	75%	33%	50%	100%	0%	62%	71%	52%
3 - Agree nor Disagree	5%	7%	6%	0%	7%	0%	0%	7%	8%	0%	0%	0%	0%	15%	0%	6%
4 - Disagree	3%	4%	0%	15%	0%	0%	0%	0%	8%	11%	0%	0%	0%	0%	6%	3%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

- SEX 66
- RACE 64
- TYPE OF SCHOOL 66
- YEARS TAUGHT IN AISD 66

Question: 16. Teachers expect students to do their very best.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	29%	29%	31%	39%	13%	0%	0%	23%	25%	56%	50%	50%	0%	31%	24%	30%
2 - Agree	55%	57%	54%	39%	73%	0%	100%	63%	50%	44%	0%	50%	100%	54%	47%	61%
3 - Agree nor Disagree	13%	7%	11%	15%	7%	0%	0%	9%	17%	0%	50%	0%	0%	15%	18%	6%
4 - Disagree	3%	7%	3%	8%	7%	0%	0%	5%	8%	0%	0%	0%	0%	0%	12%	3%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 17. Principals and assistant principals in our schools care about students' needs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	55%	50%	57%	54%	40%	0%	100%	51%	58%	56%	50%	0%	100%	69%	53%	49%
2 - Agree	40%	46%	40%	39%	53%	0%	0%	47%	33%	33%	50%	100%	0%	23%	47%	46%
3 - Agree nor Disagree	3%	4%	3%	8%	0%	0%	0%	2%	0%	11%	0%	0%	0%	0%	0%	6%
4 - Disagree	3%	0%	0%	0%	7%	0%	0%	0%	8%	0%	0%	0%	0%	8%	0%	0%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

**Question: 18. In general, parents do not take responsibility for their children's behavior in our schools.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	11%	0%	6%	0%	13%	0%	0%	7%	0%	0%	50%	0%	0%	0%	18%	3%
2 - Agree	26%	25%	23%	31%	27%	0%	100%	19%	33%	44%	50%	0%	0%	15%	18%	36%
3 - Agree nor Disagree	13%	21%	11%	15%	20%	0%	0%	14%	33%	11%	0%	0%	0%	23%	18%	15%
4 - Disagree	37%	46%	46%	46%	33%	0%	0%	44%	33%	44%	0%	100%	100%	62%	41%	27%
5 - Strongly Disagree	13%	7%	14%	8%	7%	0%	0%	16%	0%	0%	0%	0%	0%	0%	6%	18%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>38</b>	<b>28</b>	<b>35</b>	<b>13</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>43</b>	<b>12</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>13</b>	<b>17</b>	<b>33</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>66</b>
<b>RACE</b>	<b>64</b>
<b>TYPE OF SCHOOL</b>	<b>66</b>
<b>YEARS TAUGHT IN AISD</b>	<b>66</b>

**Question: 19. Parents in this District are satisfied with the education their children are receiving.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	3%	4%	3%	0%	7%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	6%
2 - Agree	55%	71%	69%	31%	73%	0%	100%	63%	58%	78%	0%	50%	100%	62%	53%	67%
3 - Agree nor Disagree	18%	14%	20%	15%	7%	0%	0%	16%	17%	11%	50%	0%	0%	23%	18%	15%
4 - Disagree	16%	7%	6%	31%	13%	0%	0%	9%	25%	11%	0%	0%	0%	8%	24%	9%
5 - Strongly Disagree	0%	4%	0%	8%	0%	0%	0%	2%	0%	0%	0%	0%	0%	8%	0%	0%
6 - Don't Know	8%	0%	3%	15%	0%	0%	0%	5%	0%	0%	50%	50%	0%	0%	6%	3%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>38</b>	<b>28</b>	<b>35</b>	<b>13</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>43</b>	<b>12</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>13</b>	<b>17</b>	<b>33</b>
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 20. Most parents really don't seem to know what goes on in our schools.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	8%	11%	9%	15%	7%	0%	0%	5%	17%	22%	0%	0%	0%	15%	6%	9%
2 - Agree	40%	25%	29%	39%	47%	0%	0%	21%	50%	56%	100%	0%	0%	31%	47%	30%
3 - Agree nor Disagree	11%	32%	23%	0%	27%	0%	0%	23%	17%	11%	0%	0%	0%	31%	12%	21%
4 - Disagree	29%	21%	31%	31%	7%	0%	100%	37%	8%	0%	0%	100%	100%	23%	12%	27%
5 - Strongly Disagree	13%	11%	9%	15%	13%	0%	0%	14%	8%	11%	0%	0%	0%	0%	24%	12%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

**Question: 21. Parents feel welcome when they visit our schools.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	16%	21%	14%	15%	20%	0%	100%	16%	17%	33%	0%	0%	0%	8%	18%	24%
2 - Agree	63%	64%	74%	54%	53%	0%	0%	74%	67%	22%	0%	100%	100%	85%	53%	58%
3 - Agree nor Disagree	8%	14%	11%	15%	7%	0%	0%	7%	0%	22%	100%	0%	0%	0%	18%	12%
4 - Disagree	8%	0%	0%	8%	13%	0%	0%	0%	17%	11%	0%	0%	0%	8%	6%	3%
5 - Strongly Disagree	3%	0%	0%	0%	7%	0%	0%	2%	0%	0%	0%	0%	0%	0%	6%	0%
6 - Don't Know	3%	0%	0%	8%	0%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%	3%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>38</b>	<b>28</b>	<b>35</b>	<b>13</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>43</b>	<b>12</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>13</b>	<b>17</b>	<b>33</b>
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

<b>SEX</b>	<b>66</b>
<b>RACE</b>	<b>64</b>
<b>TYPE OF SCHOOL</b>	<b>66</b>
<b>YEARS TAUGHT IN AISD</b>	<b>66</b>

**Question: 22. This community really cares about its children's education.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	34%	11%	26%	31%	13%	0%	0%	19%	33%	44%	0%	50%	100%	15%	12%	30%
2 - Agree	32%	64%	51%	39%	40%	0%	100%	54%	42%	11%	50%	50%	0%	54%	41%	46%
3 - Agree nor Disagree	24%	14%	11%	15%	40%	0%	0%	21%	17%	11%	50%	0%	0%	23%	35%	12%
4 - Disagree	8%	11%	9%	15%	7%	0%	0%	7%	0%	33%	0%	0%	0%	8%	12%	9%
5 - Strongly Disagree	3%	0%	3%	0%	0%	0%	0%	0%	8%	0%	0%	0%	0%	0%	0%	3%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>38</b>	<b>28</b>	<b>35</b>	<b>13</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>43</b>	<b>12</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>13</b>	<b>17</b>	<b>33</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	66
<b>RACE</b>	64
<b>TYPE OF SCHOOL</b>	66
<b>YEARS TAUGHT IN AISD</b>	66



Question: 23. Taxpayer dollars are being used wisely to support public education in Austin ISD.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	13%	11%	17%	8%	7%	0%	0%	12%	17%	11%	0%	0%	0%	23%	6%	12%
2 - Agree	55%	68%	63%	69%	53%	0%	0%	58%	50%	78%	100%	100%	100%	62%	65%	55%
3 - Agree nor Disagree	13%	11%	9%	0%	27%	0%	0%	16%	8%	0%	0%	0%	0%	8%	18%	12%
4 - Disagree	13%	4%	9%	15%	7%	0%	0%	9%	8%	11%	0%	0%	0%	8%	0%	15%
5 - Strongly Disagree	3%	7%	3%	8%	0%	0%	100%	2%	17%	0%	0%	0%	0%	0%	6%	6%
6 - Don't Know	3%	0%	0%	0%	7%	0%	0%	2%	0%	0%	0%	0%	0%	0%	6%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 24. Sufficient student services are provided in Austin ISD (e.g., counseling, speech therapy, health).

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	16%	14%	9%	31%	14%	0%	100%	14%	25%	11%	0%	50%	0%	15%	19%	12%
2 - Agree	30%	11%	29%	15%	14%	0%	0%	26%	0%	33%	0%	0%	100%	23%	6%	27%
3 - Agree nor Disagree	3%	14%	3%	8%	14%	0%	0%	7%	8%	11%	0%	0%	0%	8%	13%	6%
4 - Disagree	27%	46%	37%	46%	46%	0%	0%	31%	42%	33%	100%	50%	0%	54%	31%	30%
5 - Strongly Disagree	24%	14%	23%	0%	0%	0%	0%	21%	25%	11%	0%	0%	0%	0%	31%	24%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	89%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	13	14	0	1	42	12	9	2	2	1	13	16	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 1. School Board members' knowledge of the educational needs of students in the Austin ISD.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	14%	0%	3%	25%	7%	0%	0%	7%	0%	22%	0%	100%	0%	0%	6%	9%
2 - Good	8%	4%	6%	17%	0%	0%	0%	7%	0%	11%	0%	0%	0%	0%	6%	9%
3 - Fair	46%	48%	59%	25%	40%	0%	0%	46%	58%	44%	0%	0%	100%	58%	35%	49%
4 - Poor	32%	48%	32%	33%	53%	0%	100%	39%	42%	22%	100%	0%	0%	42%	53%	33%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	27	34	12	15	0	1	41	12	9	2	1	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	64
RACE	62
TYPE OF SCHOOL	64
YEARS TAUGHT IN AISD	64

Question: 2. School Board members' knowledge of operations in the Austin ISD.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	8%	4%	6%	17%	0%	0%	0%	10%	0%	0%	0%	100%	0%	0%	6%	6%
2 - Good	17%	19%	15%	33%	13%	0%	0%	15%	8%	33%	50%	0%	100%	8%	24%	16%
3 - Fair	39%	26%	36%	17%	40%	0%	0%	35%	42%	22%	0%	0%	0%	42%	24%	38%
4 - Poor	33%	48%	39%	33%	40%	0%	100%	35%	50%	44%	50%	0%	0%	42%	41%	41%
5 - Don't Know	3%	4%	3%	0%	7%	0%	0%	5%	0%	0%	0%	0%	0%	8%	6%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	36	27	33	12	15	0	1	40	12	9	2	1	1	12	17	32
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	63
RACE	61
TYPE OF SCHOOL	63
YEARS TAUGHT IN AISD	63

Question: 3. School Board members' work at setting or revising policies for the Austin ISD.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	5%	4%	6%	8%	0%	0%	0%	7%	0%	0%	0%	50%	0%	0%	0%	6%
2 - Good	11%	14%	6%	33%	13%	0%	0%	12%	17%	11%	0%	50%	100%	8%	18%	6%
3 - Fair	46%	39%	51%	17%	47%	0%	0%	43%	50%	33%	50%	0%	0%	50%	29%	52%
4 - Poor	38%	39%	37%	42%	40%	0%	100%	36%	33%	56%	50%	0%	0%	42%	53%	33%
5 - Don't Know	0%	4%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	3%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

**Question: 4. The Superintendent's work as the instructional leader of the Austin ISD.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	14%	21%	11%	33%	20%	0%	0%	21%	17%	0%	0%	50%	0%	42%	12%	9%
2 - Good	43%	57%	57%	33%	33%	0%	100%	45%	58%	44%	100%	0%	0%	50%	47%	55%
3 - Fair	35%	18%	23%	25%	47%	0%	0%	29%	25%	33%	0%	50%	100%	0%	41%	27%
4 - Poor	8%	4%	9%	8%	0%	0%	0%	5%	0%	22%	0%	0%	0%	8%	0%	9%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	65
<b>RACE</b>	63
<b>TYPE OF SCHOOL</b>	65
<b>YEARS TAUGHT IN AISD</b>	65

Question: 5. The Superintendent's work as the chief administrator (manager) of the Austin ISD.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	14%	25%	17%	33%	13%	0%	0%	19%	25%	0%	50%	50%	0%	50%	12%	9%
2 - Good	38%	57%	51%	17%	47%	0%	100%	45%	33%	67%	50%	0%	0%	33%	29%	64%
3 - Fair	41%	14%	23%	42%	40%	0%	0%	29%	33%	33%	0%	50%	100%	17%	47%	21%
4 - Poor	8%	4%	9%	8%	0%	0%	0%	7%	8%	0%	0%	0%	0%	0%	12%	6%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 6. Principals' work as the instructional leaders of their schools.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	35%	29%	40%	17%	33%	0%	0%	41%	17%	22%	0%	50%	100%	33%	18%	36%
2 - Good	54%	61%	51%	58%	60%	0%	100%	55%	58%	67%	50%	50%	0%	67%	59%	55%
3 - Fair	11%	11%	9%	25%	7%	0%	0%	5%	25%	11%	50%	0%	0%	0%	24%	9%
4 - Poor	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65



Question: 7. Principals' work as the managers of the staff and teachers.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	24%	29%	29%	17%	27%	0%	0%	29%	33%	11%	0%	50%	100%	17%	29%	24%
2 - Good	65%	68%	63%	75%	67%	0%	100%	69%	50%	89%	0%	50%	0%	83%	53%	70%
3 - Fair	11%	4%	9%	8%	7%	0%	0%	2%	17%	0%	100%	0%	0%	0%	18%	6%
4 - Poor	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 8. Teachers' work in meeting students' individual learning needs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	27%	14%	26%	17%	20%	0%	0%	29%	8%	11%	0%	0%	100%	17%	18%	24%
2 - Good	46%	71%	63%	50%	47%	0%	0%	50%	67%	78%	50%	100%	0%	50%	59%	58%
3 - Fair	19%	14%	11%	17%	27%	0%	100%	21%	8%	0%	50%	0%	0%	33%	18%	12%
4 - Poor	8%	0%	0%	17%	7%	0%	0%	0%	17%	11%	0%	0%	0%	0%	6%	6%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 9. Teachers' work in communicating with parents.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	17%	11%	17%	17%	0%	0%	100%	22%	0%	0%	0%	0%	100%	18%	12%	12%
2 - Good	50%	43%	46%	42%	57%	0%	0%	44%	50%	56%	50%	100%	0%	55%	35%	49%
3 - Fair	31%	43%	34%	33%	43%	0%	0%	29%	50%	44%	50%	0%	0%	18%	53%	36%
4 - Poor	3%	4%	3%	8%	0%	0%	0%	5%	0%	0%	0%	0%	0%	9%	0%	3%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	36	28	35	12	14	0	1	41	12	9	2	2	1	11	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	64
RACE	62
TYPE OF SCHOOL	64
YEARS TAUGHT IN AISD	64

Question: 10. Teachers' attitudes about their jobs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	11%	7%	9%	8%	13%	0%	0%	12%	0%	11%	0%	0%	100%	0%	6%	12%
2 - Good	51%	50%	57%	50%	40%	0%	100%	60%	33%	33%	50%	100%	0%	67%	53%	42%
3 - Fair	32%	36%	29%	25%	47%	0%	0%	26%	58%	44%	0%	0%	0%	25%	29%	42%
4 - Poor	5%	7%	6%	17%	0%	0%	0%	2%	8%	11%	50%	0%	0%	8%	12%	3%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 11. Students' ability to learn.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	24%	32%	40%	17%	13%	0%	0%	36%	8%	22%	0%	50%	0%	33%	12%	33%
2 - Good	62%	57%	49%	75%	67%	0%	100%	52%	83%	78%	0%	50%	100%	58%	77%	52%
3 - Fair	11%	11%	11%	8%	13%	0%	0%	12%	0%	0%	100%	0%	0%	8%	12%	12%
4 - Poor	3%	0%	0%	0%	7%	0%	0%	0%	8%	0%	0%	0%	0%	0%	0%	3%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 12. The amount of time students spend on task learning in the classroom.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	11%	4%	11%	9%	0%	0%	0%	12%	0%	0%	0%	0%	0%	0%	6%	12%
2 - Good	51%	63%	57%	46%	60%	0%	100%	60%	46%	56%	50%	50%	100%	75%	56%	49%
3 - Fair	30%	26%	29%	46%	13%	0%	0%	21%	36%	44%	50%	50%	0%	8%	25%	36%
4 - Poor	8%	4%	3%	0%	20%	0%	0%	7%	9%	0%	0%	0%	0%	8%	13%	3%
5 - Don't Know	0%	4%	0%	0%	7%	0%	0%	0%	9%	0%	0%	0%	0%	8%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	27	35	11	15	0	1	42	11	9	2	2	1	12	16	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	64
RACE	62
TYPE OF SCHOOL	64
YEARS TAUGHT IN AISD	64

Question: 13. Parents' efforts in helping their children do better in school.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	5%	0%	3%	8%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	6%
2 - Good	21%	39%	31%	15%	33%	0%	100%	30%	33%	22%	0%	100%	0%	46%	18%	24%
3 - Fair	50%	50%	46%	62%	47%	0%	0%	54%	42%	56%	0%	0%	100%	39%	59%	52%
4 - Poor	18%	11%	20%	0%	20%	0%	0%	9%	25%	11%	100%	0%	0%	8%	24%	15%
5 - Don't Know	5%	0%	0%	15%	0%	0%	0%	2%	0%	11%	0%	0%	0%	8%	0%	3%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	38	28	35	13	15	0	1	43	12	9	2	2	1	13	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	66
RACE	64
TYPE OF SCHOOL	66
YEARS TAUGHT IN AISD	66

Question: 14. Parents' participation in school activities and organizations.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	14%	4%	9%	17%	7%	0%	0%	15%	0%	0%	0%	50%	0%	8%	0%	12%
2 - Good	22%	29%	29%	17%	21%	0%	0%	22%	33%	33%	0%	50%	100%	25%	19%	24%
3 - Fair	44%	50%	49%	42%	50%	0%	0%	49%	50%	44%	0%	0%	0%	42%	56%	49%
4 - Poor	19%	18%	14%	25%	21%	0%	100%	15%	17%	22%	100%	0%	0%	25%	25%	15%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	36	28	35	12	14	0	1	41	12	9	2	2	1	12	16	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	64
RACE	62
TYPE OF SCHOOL	64
YEARS TAUGHT IN AISD	64



Question: 15. How well students' test results are explained to parents.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	14%	7%	14%	8%	7%	0%	0%	14%	8%	0%	0%	0%	0%	0%	6%	18%
2 - Good	30%	39%	37%	33%	27%	0%	0%	36%	17%	56%	0%	50%	100%	33%	24%	36%
3 - Fair	43%	50%	40%	42%	60%	0%	100%	48%	67%	22%	0%	50%	0%	67%	47%	39%
4 - Poor	8%	4%	3%	17%	7%	0%	0%	2%	8%	22%	0%	0%	0%	0%	12%	6%
5 - Don't Know	5%	0%	6%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	12%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 16. The condition in which Austin ISD schools are kept.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	14%	11%	20%	8%	0%	0%	0%	18%	8%	0%	0%	0%	100%	8%	6%	16%
2 - Good	53%	48%	54%	50%	46%	0%	100%	53%	25%	67%	100%	100%	0%	42%	44%	56%
3 - Fair	28%	37%	20%	42%	46%	0%	0%	28%	50%	33%	0%	0%	0%	42%	44%	25%
4 - Poor	6%	4%	6%	0%	8%	0%	0%	3%	17%	0%	0%	0%	0%	8%	6%	3%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	36	27	35	12	13	0	1	40	12	9	2	2	1	12	16	32
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	63
RACE	61
TYPE OF SCHOOL	63
YEARS TAUGHT IN AISD	63

Question: 17. How well relations are maintained with various groups within the community.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	8%	4%	9%	8%	0%	0%	0%	10%	0%	0%	0%	0%	100%	0%	6%	6%
2 - Good	51%	50%	51%	58%	53%	0%	0%	55%	50%	44%	0%	100%	0%	58%	53%	46%
3 - Fair	35%	46%	40%	17%	47%	0%	100%	33%	50%	44%	100%	0%	0%	33%	41%	46%
4 - Poor	5%	0%	0%	17%	0%	0%	0%	2%	0%	11%	0%	0%	0%	8%	0%	3%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 18. The opportunities provided by the District to improve the skills of teachers.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	11%	7%	6%	17%	13%	0%	0%	5%	25%	11%	0%	0%	0%	25%	0%	9%
2 - Good	16%	25%	17%	42%	7%	0%	0%	21%	25%	11%	0%	100%	0%	8%	29%	15%
3 - Fair	46%	32%	57%	0%	27%	0%	100%	45%	25%	33%	50%	0%	100%	42%	24%	49%
4 - Poor	27%	36%	20%	42%	53%	0%	0%	29%	25%	44%	50%	0%	0%	25%	47%	27%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 19. The opportunities provided by the District to improve the skills of school administrators.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	8%	14%	9%	17%	13%	0%	0%	7%	25%	11%	0%	50%	0%	25%	6%	6%
2 - Good	32%	21%	29%	42%	20%	0%	0%	29%	33%	22%	0%	50%	100%	8%	29%	30%
3 - Fair	32%	43%	51%	8%	13%	0%	100%	36%	25%	44%	100%	0%	0%	50%	29%	39%
4 - Poor	27%	18%	11%	25%	53%	0%	0%	26%	17%	22%	0%	0%	0%	8%	35%	24%
5 - Don't Know	0%	4%	0%	8%	0%	0%	0%	2%	0%	0%	0%	0%	0%	8%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

Question: 20. The District's job of providing adequate instructional technology.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	14%	11%	9%	25%	13%	0%	0%	12%	25%	0%	0%	50%	0%	33%	0%	9%
2 - Good	38%	29%	43%	33%	20%	0%	0%	41%	8%	33%	50%	50%	100%	33%	29%	33%
3 - Fair	24%	39%	31%	17%	33%	0%	100%	31%	25%	33%	50%	0%	0%	25%	47%	27%
4 - Poor	24%	21%	17%	25%	33%	0%	0%	17%	42%	33%	0%	0%	0%	8%	24%	30%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	37	28	35	12	15	0	1	42	12	9	2	2	1	12	17	33
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	65
RACE	63
TYPE OF SCHOOL	65
YEARS TAUGHT IN AISD	65

***Teacher and Principal Survey Data***  
***Teacher Survey Percentage Responses***





**1. I think the overall quality of public education in Austin ISD is:**

Category	Percent
Excellent	9.3%
Good	59.3%
Fair	27.9%
Poor	3.2%
Don't Know	0.3%
	<u>100.0%</u>

**2. I think the overall quality of education in Austin ISD is:**

Category	Percent
Improving	42.2%
Staying the Same	28.2%
Getting Worse	26.4%
Don't Know	3.2%
	<u>100.0%</u>

**3. In general, what grade would you give the teachers in Austin ISD?**

Grade	Percent
A	33.5%
B	52.8%
C	12.0%
D	0.5%
F	0.0%
Don't Know	1.2%
	<u>100.0%</u>

4. In general, what grade would you give the school-level administrators in Austin ISD?

Grade	Percent
A	12.2%
B	45.2%
C	27.4%
D	10.2%
F	3.8%
Don't Know	1.2%
	<u>100.0%</u>

5. In general, what grade would you give the District-level administrators in Austin ISD?

Grade	Percent
A	4.4%
B	23.1%
C	35.4%
D	19.9%
F	11.7%
Don't Know	5.5%
	<u>100.0%</u>

6. In what type of school do you teach this year?

School	Percent
Elementary	58.2%
Middle	19.3%
High	20.2%
Other	2.3%
	<u>100.0%</u>

7. I am a:

Sex	Percent
Female	78.7%
Male	21.3%
	<u>100.0%</u>

8. What grade or grades are you teaching this year?

Grade	Percent
Pre-K	7.0%
K	8.7%
1	7.8%
2	4.9%
3	7.0%
4	7.0%
5	5.2%
6	4.1%
7	4.1%
8	2.6%
9	0.8%
10	0.3%
11	0.6%
12	0.3%
Adult	0.6%
Multiple Grades *	39.0%
	<u>100.0%</u>

\* Teachers responding to survey that taught at least two or more grade levels.

9. I am:

Race	Percent
White	80.4%
Black	6.8%
Hispanic	11.0%
Asian	0.3%
Other	1.5%
	<u>100.0%</u>

10. How long have you taught in Austin ISD?

Years	Percent
3 or Less	27.3%
4 to 5	12.7%
6 to 10	27.1%
11 to 15	13.3%
16 or More	19.6%
	<u>100.0%</u>

**TEACHER SURVEY  
PERCENTAGE RESPONSE TABLES - PART B**

QUESTIONS FROM SURVEY INSTRUMENT	CATEGORY (See Legend)						TOTAL
	SA	A	N	D	SD	DK	
1. The emphasis on learning in Austin ISD has increased in recent years.	17%	43%	13%	14%	4%	9%	100%
2. Austin ISD schools are safe and secure from crime.	2%	23%	16%	38%	16%	5%	100%
3. Our schools do not effectively handle misbehavior problems.	30%	32%	11%	21%	4%	2%	100%
4. Our schools have sufficient space and facilities to support the instructional programs.	4%	29%	8%	35%	22%	2%	100%
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	8%	24%	13%	38%	12%	5%	100%
6. Our schools can be described as "good places to learn".	7%	60%	19%	13%	1%	0%	100%
7. The District is open and honest in dealing with the media.	2%	23%	25%	24%	15%	12%	100%
8. The media is treating the District fairly.	3%	38%	30%	14%	5%	10%	100%
9. There is administrative support for controlling student behavior in our schools.	5%	31%	15%	28%	18%	2%	100%
10. Most students in our schools are motivated to learn.	4%	44%	14%	28%	10%	0%	100%
11. Lessons are organized to meet students' needs.	14%	63%	11%	11%	2%	1%	100%
12. The curriculum is broad and challenging for most students.	8%	56%	14%	18%	3%	1%	100%
13. There is little a teacher can do to overcome education problems due to a student's home life.	10%	24%	13%	43%	9%	1%	100%
14. Teachers in our schools know the material they teach.	27%	63%	6%	2%	1%	2%	100%
15. Teachers in our schools care about students' needs.	38%	54%	4%	3%	0%	0%	100%
16. Teachers expect students to do their very best.	33%	54%	7%	5%	0%	0%	100%
17. Principals and assistant principals in our schools care about students' needs.	23%	59%	11%	6%	1%	1%	100%
18. In general, parents do not take responsibility for their children's behavior in our schools.	23%	37%	14%	23%	2%	1%	100%
19. Parents in this District are satisfied with the education their children are receiving.	2%	33%	28%	22%	5%	11%	100%
20. Most parents really don't seem to know what goes on in our schools.	20%	46%	12%	19%	1%	2%	100%
21. Parents feel welcome when they visit our schools.	23%	58%	10%	5%	0%	5%	100%
22. This community cares about its children's education.	12%	41%	21%	18%	5%	4%	100%
23. Taxpayer dollars are being used wisely to support public education in Austin ISD.	2%	16%	16%	37%	24%	6%	100%
24. Sufficient student services are provided in Austin ISD (e.g., counseling, speech therapy, health).	5%	27%	6%	33%	26%	2%	100%

**Legend: SA=strongly agree; A=agree; N=neither agree or disagree; D=disagree; SD=strongly disagree; DK=don't know**

**TEACHER SURVEY  
MEAN TABLES - PART B**

QUESTIONS FROM SURVEY INSTRUMENT	MEAN RESPONSE
1. The emphasis on learning in Austin ISD has increased in recent years.	2.40
2. Austin ISD schools are safe and secure from crime.	3.47
3. Our schools do not effectively handle misbehavior problems.	2.37
4. Our schools have sufficient space and facilities to support the instructional programs.	3.44
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	3.24
6. Our schools can be described as "good places to learn".	2.42
7. The District is open and honest in dealing with the media.	3.31
8. The media is treating the District fairly.	2.80
9. There is administrative support for controlling student behavior in our schools.	3.25
10. Most students in our schools are motivated to learn.	2.96
11. Lessons are organized to meet students' needs.	2.23
12. The curriculum is broad and challenging for most students.	2.52
13. There is little a teacher can do to overcome education problems due to a student's home life.	3.18
14. Teachers in our schools know the material they teach.	1.85
15. Teachers in our schools care about students' needs.	1.72
16. Teachers expect students to do their very best.	1.85
17. Principals and assistant principals in our schools care about students' needs.	2.04
18. In general, parents do not take responsibility for their children's behavior in our schools.	2.44
19. Parents in this District are satisfied with the education their children are receiving.	2.95
20. Most parents really don't seem to know what goes on in our schools.	2.34
21. Parents feel welcome when they visit our schools.	1.96
22. This community cares about its children's education.	2.62
23. Taxpayer dollars are being used wisely to support public education in Austin ISD.	3.68
24. Sufficient student services are provided in Austin ISD (e.g., counseling, speech therapy, health).	3.48

**Legend: 1=strongly agree; 2=agree; 3=neither agree or disagree; 4=disagree; 5=strongly disagree; 6=don't know**

**TEACHER SURVEY  
PERCENTAGE RESPONSE TABLES - PART C**

QUESTIONS FROM SURVEY INSTRUMENT	CATEGORY (See Legend)					TOTAL
	E	G	F	P	DK	
1. School Board members' knowledge of the educational needs of students in the Austin ISD.	1%	15%	35%	44%	6%	100%
2. School Board members' knowledge of operations in the Austin ISD.	1%	16%	45%	29%	9%	100%
3. School Board members' work at setting or revising policies for the Austin ISD.	0%	16%	38%	38%	8%	100%
4. The Superintendent's work as the instructional leader of the Austin ISD.	2%	17%	34%	37%	10%	100%
5. The Superintendent's work as the chief administrator (manager) of the Austin ISD.	2%	21%	33%	33%	11%	100%
6. Principals' work as the instructional leaders of their schools.	13%	42%	34%	10%	1%	100%
7. Principals' work as the managers of the staff and teachers.	16%	46%	28%	10%	1%	100%
8. Teachers' work in meeting students' individual learning needs.	24%	54%	19%	3%	0%	100%
9. Teachers' work in communicating with parents.	20%	54%	23%	3%	0%	100%
10. Teachers' attitudes about their jobs.	5%	28%	41%	25%	1%	100%
11. Students' ability to learn.	12%	53%	30%	5%	1%	100%
12. The amount of time students spend on task learning in the classroom.	10%	44%	34%	10%	2%	100%
13. Parents' efforts in helping their children to do better in school.	2%	15%	42%	38%	2%	100%
14. Parents' participation in school activities and organizations.	3%	15%	39%	41%	2%	100%
15. How well students' test results are explained to parents.	5%	24%	34%	27%	10%	100%
16. The condition in which Austin ISD schools are kept.	7%	51%	32%	10%	1%	100%
17. How well relations are maintained with various groups in the community.	4%	41%	36%	7%	11%	100%
18. The opportunities provided by the District to improve the skills of teachers.	4%	32%	38%	25%	1%	100%
19. The opportunities provided by the District to improve the skills of school administrators.	3%	20%	25%	13%	39%	100%
20. The District's job of providing adequate instructional technology.	3%	32%	37%	23%	6%	100%

Legend: E=excellent; G=good; F=fair; P=poor

**TEACHER SURVEY  
MEAN TABLES - PART C**

QUESTIONS FROM SURVEY INSTRUMENT	MEAN RESPONSE
1. School Board members' knowledge of the educational needs of students in the Austin ISD.	3.30
2. School Board members' knowledge of operations in the Austin ISD.	3.12
3. School Board members' work at setting or revising policies for the Austin ISD.	3.24
4. The Superintendent's work as the instructional leader of the Austin ISD.	3.17
5. The Superintendent's work as the chief administrator (manager) of the Austin ISD.	3.10
6. Principals' work as the instructional leaders of their schools.	2.41
7. Principals' work as the managers of the staff and teachers.	2.32
8. Teachers' work in meeting students' individual learning needs.	2.00
9. Teachers' work in communicating with parents.	2.10
10. Teachers' attitudes about their jobs.	2.88
11. Students' ability to learn.	2.27
12. The amount of time students spend on task learning in the classroom.	2.46
13. Parents' efforts in helping their children to do better in school.	3.32
14. Parents' participation in school activities and organizations.	3.21
15. How well students' test results are explained to parents.	2.94
16. The condition in which Austin ISD schools are kept.	2.45
17. How well relations are maintained with various groups in the community.	2.52
18. The opportunities provided by the District to improve the skills of teachers.	2.84
19. The opportunities provided by the District to improve the skills of school administrators.	2.80
20. The District's job of providing adequate instructional technology.	2.84

**Legend: 1=excellent; 2=good; 3=fair; 4=poor; 5=don't know**



**1a. In your opinion, are the management or policy decisions in the Austin ISD racially motivated?**

Category	Percent
Yes	35.8%
No	64.2%
	<u>100.0%</u>

**1b. Are criticisms of the Austin ISD racially motivated?**

Category	Percent
Yes	28.7%
No	71.3%
	<u>100.0%</u>

**2. Is there a direct line of communication between you and your principal or campus leadership team that provides for timely and efficient planning, management and operation of your school?**

Category	Percent
Yes	73.3%
No	26.7%
	<u>100.0%</u>

**3. Do you receive adequate information from your principal to carry out your classroom duties?**

Category	Percent
Yes	85.4%
No	14.6%
	<u>100.0%</u>

**4a. Using a 1-5 scale (5 being the best rating), please rate the combined efficiency and effectiveness of each of the following District-wide services in the Austin ISD.**

<b>Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
Instructional Services	5.7%	9.4%	34.9%	35.8%	14.2%	100.0%
Maintenance Services	7.5%	16.4%	37.1%	29.0%	10.0%	100.0%
Custodial Services	4.6%	9.5%	27.0%	32.2%	26.7%	100.0%
Transportation Services	3.3%	12.4%	36.7%	38.3%	9.3%	100.0%
Personnel Services	5.3%	13.5%	35.2%	36.8%	9.2%	100.0%
Food Services	5.3%	13.1%	33.8%	33.4%	14.4%	100.0%
Financial Services	10.0%	15.6%	36.1%	29.4%	8.9%	100.0%
Staff Development	14.2%	21.7%	36.2%	22.9%	5.0%	100.0%
Management Info. Serv	13.3%	16.5%	47.5%	19.2%	3.5%	100.0%
Purchasing	11.5%	23.6%	42.0%	19.6%	3.3%	100.0%
Planning and Budgeting	25.9%	25.9%	33.3%	12.4%	2.5%	100.0%

<b>Services</b>	<b>Mean</b>
Instructional Services	3.43
Maintenance Services	3.17
Custodial Services	3.67
Transportation Services	3.38
Personnel Services	3.31
Food Services	3.38
Financial Services	3.12
Staff Development	2.83
Management Info. Services	2.83
Purchasing	2.79
Planning and Budgeting	2.40

**Austin Independent School District  
Management and Performance Review  
Teacher Survey (Comments)**

The following comments were recorded in responses to the teacher survey that was conducted during the management performance review.

***Suggestions for Improvement***

1. Reduces purchases of consumable books that are not used such as Handwriting and English.
2. Management should be more open and accessible.
3. Pay teachers twice a month.
4. Improve facilities at the campus level and provide the latest technology.
5. Management should provide teachers with more time for planning, staff development and meetings to improve schools.
6. Provide more alternate vocational and magnet schools to meet the needs of all different types of students.
7. Stop passing students when they have not mastered a concept or learning task, especially if they need the information for a foundation to succeed in the next course.
8. Smaller class sizes and lower student to teacher ratios to provide individual attention to students.
9. Teachers need to be considered a more integral part of the AISD education team (more input).
10. Limit transportation of students over two miles from school or public transportation.
11. Eliminate Robbins alternative school. Most of the services it provides are now provided on other campuses.
12. Increase summer school fees, especially for students from outside AISD.
13. More money should be allocated for cooking activities and field trips for elementary students. Teachers spend personal funds to provide children with these experiences.
14. Each School Board Member should spend at least one day in classrooms to become more in touch with problems teachers are facing providing quality education each day.

***Suggestions for Improvement (continued)***

15. Reduce top-heavy administration.
16. Teachers need to be motivated because morale is very low---good teachers are leaving the District. Recognize the overall dedication of teachers.
17. Schools throughout the District need additional counselors to assist students.
18. Implement a District-wide discipline policy that is both enforced and supported by the Administration. The 10-20 percent of students that are disruptive must be removed from the learning environment. Parents must be made responsible for their children's' behavior.
19. Increase teachers' pay.
20. Provide financial assistance for teachers to further their education.
21. A School Board that is more concerned about educating students. Always ask what is in the best interest of students?
22. Provide more training for teachers and administrators.
23. Direct more budget cuts toward the administrative level rather than instructional programs.
24. Improve the turn-around time for maintenance teams to respond to routine repair work in classrooms.
25. Let "SBI" be "SBI" rather than continuing to issue "top-down" directives from the central office.
26. Take a centrally located high school and turn it into a vocational high school where students are not required to master courses like algebra and geometry or read and understand *Beowulf* and *Moby Dick*. Out of 10 high schools in AISD, only one is at or above its student capacity.
27. Board members, the Superintendent and all instructional managers should take more time to visit schools and see what is going on---both good and bad.
28. Require administrators to return to the classroom every three years to fully understand the implications of some of their decisions.
29. Provide more counselors, nurses and assistant principals in elementary schools.

***Suggestions for Improvement (continued)***

30. Budget decisions should be based on immediate educational (i.e. student) needs and should be linked to campus priorities. Funds should be reallocated from administrative personnel---especially the new level of "sub District " bureaucracy---to local campuses in the form of teachers.
31. School Board must put aside their own personal agendas (particularly the President) and stop harassing the administration.
32. Discontinue observation ratings of teachers--two to four times a year is not an accurate judgement of teachers' work. Replace with common walk-throughs (non-threatening and not rated) and discussions of idea sharing.
33. Spend more money in the classroom rather than at administrative levels.
34. Streamline the education day. Re configure so that academics come in the morning (when there are not so many interruptions) and extra curricular activities take place in the afternoon.
35. Make "SBI" truly "SBI". Eliminate the District's "SBI" Coordinator. It doesn't make sense to have a District Coordinator for something that is to be "decentralized."
36. Maintain the "vertical team" concept because it has been a positive change to better manage the District from elementary to high school levels.
37. The pressure to pass students on to the next grade must end.
38. Reduce the number of District Administrators and equalize the training budgets of administrators and teachers.
39. Eliminate bonuses for teachers with no absences.
40. Eliminate career ladder and teacher evaluations.
41. Provide social services on each campus for "at risk" students.
42. Provide support for Special Education Students to experience instructional success in a grade-level classroom with age-appropriate peers.
43. Increase the number of elementary schools rather than increase the number of portable buildings.
44. Equalize student to teacher ratios throughout the District. Some schools in certain areas are overcrowded while schools in other areas are not (the disparity appears to be racial).

***Suggestions for Improvement (continued)***

45. Increase partnerships and alliances with businesses in the Greater Austin area.
46. Revise the current teacher appraisal instrument. It appears to be ineffective.
47. Allow teachers to appraise administrators.
48. Eliminate teachers who are very negative and have low expectations of certain students. They are secretly destroying these students because they do not care.
49. Increase budgets for priority schools,
50. Elementary school principals should have two schools.
51. Elementary school Helping Teachers should also have a classroom and counselors could be part-time.
52. A new Superintendent-with teachers represented on the selection committee.
53. Stop spending money on recruiting teachers from out of the state of Texas. There are plenty of qualified teachers in this state.
54. Have a District-wide mailbox to allow employees to suggest ways to improve the District, cut costs, etc.
55. Start with high level administrators to make cuts and sacrifices rather than starting at the bottom. AISD is top-heavy with administrators.
56. In-service workshops should be offered on weekends---not during the week when teachers are teaching.
57. Continue exploring how students learn and encourage appropriate methods of instruction.
58. Allocate more money for books and essential teaching supplies for bilingual education programs in non-priority schools.
59. Improve communication at all levels within the District.
60. Enforce existing attendance policies. Many students are carried on the roster even though they have been absent for 12 weeks or more.
61. Eliminate "grade tampering" by administrators. Grades are changed for students all the time.

### ***Suggestions for Improvement (continued)***

62. Eliminate favoritism shown by principals to certain teachers by placing teachers who have been elevated to administrative positions in a different school where they do not already know the teachers they will be supervising.
63. Insure that *all* in-school administrators have at least five years of recent classroom experience before they are appointed to an administrative position.
64. Reduce Assistant Superintendents by 50 percent. Reduce unnecessary supervisors of principals and supervisors.
65. Eliminate cafeteria waste. Cafeteria staff over cooks food and it (food) is thrown away in mammoth proportions.
66. Monitor maintenance work crews more closely. It appears that one person does the work while two or three "supervisors" hang around watching him work.
67. Reduce the size of central administration and O.R.E. Management should put many coordinators and supervisors back at the campus level.
68. Assign a full-time technology specialist to each campus or at least one to have responsibility for several schools. Specialists would assist with maintenance and instruction related to computer equipment.
69. Evaluate procurement policies. The District should not always accept the low bid because the items do not last long.
70. Spend less money on athletics.
71. Limit the non-teaching responsibilities of teachers.

### ***Comments***

1. Sometimes people outside of the schools criticize (racially) without being correctly informed. More parental and community caring and involvement is needed.
2. I believe all policies are made to educate *all* students, no matter what race they are.
3. Site Based Management has been used effectively at my school.
4. At the beginning of each year a booklet containing valuable operating information is passed out by my principal.

***Comments (continued)***

5. Our leadership team has made our school a happier and more efficient work place.
6. There are poorly qualified individuals are hired or kept on staff because of race.
7. People have received promotions based on the fact that they are minorities.
8. regarding a direct line of communication, SBI is ineffective and bogged down in meaningless details---it takes months to get decisions made.
9. Regarding receiving adequate information from my principal, it is either late in coming or not at all.
10. The District placates minorities which does not always mean the best for all. The District will do anything to avoid the appearance of being prejudiced---which is prejudiced in and of itself.
11. AISD management and policy decisions are made in favor of minorities and students with behavioral problems.
12. Criticisms of AISD are racially motivated to discredit Anglos as biased against minorities.
13. Our principal tries not to burden us with trivial information. She gives us adequate information to carry out our duties.
14. We receive lots of ideas in the form of information from our principal---sometimes too many.
15. Some management or policy decisions need to be racially motivated to be sure the concerns of all races are met.
16. My leadership team is very effective in maintaining a direct line of communication.
17. At times I believe the press and public do not pay positive attention to the good things that our schools are doing with the very low income students from minority groups.
18. Minorities are often put in higher positions due to race---not qualifications.
19. The District tends to ignore the needs of low income and minority school populations while catering to the needs of more affluent student populations.
20. Criticisms of AISD's treatment of minority populations are justified.
21. There is open communication, but too little time to absorb and implement campus changes.



22. Communication lines are open. However, time for efficient planning is not available.

*Comments (continued)*

23. Unfortunately communication is one-way (top-down to principal) and discussions of actions are limited to certain members. Teachers are often told of a decision after it was made by a select few.

24. Two members of the Board are so concerned with representing the Hispanic population and demonstrating their power, they disrupt the whole process.

25. West side schools have more resources. They also have newer and better school buildings.

26. The campus leadership committee keeps everyone informed and listens to everyone. The principal meets with the committee.

27. I do not hear much from my principal, but that does not keep me from carrying out my classroom duties.

28. Attempts to hire "tri-ethnic" principals seems to me to be ludicrous. Shouldn't they hire the most qualified, regardless of race?

29. There are not enough minority administrators, principals, etc.

30. Communication between principal and teachers is excellent.

31. Bilingual students or programs favoring bilingual students do not seem to stay for a long time and are not considered important.

32. Our principal is the best administrator in AISD.

33. School Board decisions seem biased toward (in favor of) white, economically advantaged populations. However, administrative decisions seem to be sensitive to racial concerns.

34. Central administration, school administration and counseling positions are definitely racially motivated.

35. Excellent leadership, administrative support and communication is provided by my principal.

36. The principal is never available to talk to teachers between 8:00 a.m. and 4:00 p.m.



***Teacher and Principal Survey Data***  
***Teacher Survey Crosstabs***



Question: 1. The emphasis on learning in Austin ISD has increased in recent years.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	18%	12%	15%	44%	17%	0%	20%	21%	6%	12%	25%	11%	18%	16%	17%	26%
2 - Agree	44%	41%	44%	39%	50%	100%	20%	46%	47%	33%	38%	35%	57%	45%	48%	41%
3 - Agree nor Disagree	14%	11%	12%	4%	17%	0%	20%	14%	14%	12%	13%	14%	11%	16%	15%	8%
4 - Disagree	12%	21%	16%	0%	6%	0%	20%	9%	20%	24%	0%	10%	9%	20%	13%	15%
5 - Strongly Disagree	5%	4%	5%	4%	3%	0%	20%	2%	3%	12%	25%	2%	2%	2%	7%	11%
6 - Don't Know	8%	11%	9%	9%	8%	0%	0%	8%	9%	8%	0%	29%	2%	1%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	73	269	23	36	1	5	196	64	67	8	94	44	92	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	334
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342

**Question: 2. Austin ISD schools are safe and secure from crime.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	2%	0%	0%	9%	5%	0%	0%	2%	2%	0%	0%	1%	5%	1%	2%	0%
2 - Agree	22%	27%	24%	30%	16%	0%	20%	26%	15%	22%	13%	21%	21%	23%	26%	26%
3 - Agree nor Disagree	16%	18%	16%	13%	14%	0%	0%	19%	11%	10%	25%	16%	18%	15%	20%	14%
4 - Disagree	40%	30%	39%	35%	27%	0%	40%	36%	39%	46%	50%	40%	36%	41%	33%	35%
5 - Strongly Disagree	15%	22%	14%	4%	38%	100%	40%	10%	32%	19%	0%	17%	21%	16%	11%	17%
6 - Don't Know	6%	3%	6%	9%	0%	0%	0%	7%	2%	2%	13%	4%	0%	4%	9%	9%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	268	73	269	23	37	1	5	196	65	67	8	94	44	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	341
RACE	335
TYPE OF SCHOOL	336
YEARS TAUGHT IN AISD	343

**Question: 3. Our schools do not effectively handle misbehavior problems.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	29%	33%	28%	32%	38%	0%	80%	25%	39%	36%	0%	30%	30%	29%	37%	26%
2 - Agree	31%	33%	33%	27%	30%	0%	0%	28%	38%	39%	38%	29%	34%	31%	22%	41%
3 - Agree nor Disagree	12%	8%	11%	14%	14%	0%	0%	15%	8%	5%	13%	23%	9%	4%	13%	5%
4 - Disagree	22%	18%	22%	23%	14%	0%	20%	25%	11%	15%	13%	16%	23%	28%	20%	18%
5 - Strongly Disagree	4%	7%	4%	0%	5%	100%	0%	5%	3%	5%	13%	1%	2%	7%	4%	8%
6 - Don't Know	3%	0%	2%	5%	0%	0%	0%	2%	2%	0%	25%	1%	2%	1%	4%	3%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>265</b>	<b>72</b>	<b>266</b>	<b>22</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>194</b>	<b>64</b>	<b>66</b>	<b>8</b>	<b>93</b>	<b>44</b>	<b>90</b>	<b>46</b>	<b>66</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>337</b>
<b>RACE</b>	<b>331</b>
<b>TYPE OF SCHOOL</b>	<b>332</b>
<b>YEARS TAUGHT IN AISD</b>	<b>339</b>

Question: 4. Our schools have sufficient space and facilities to support the instructional programs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	4%	1%	3%	5%	3%	0%	20%	4%	5%	3%	0%	3%	2%	4%	4%	3%
2 - Agree	26%	40%	28%	46%	27%	0%	0%	25%	20%	51%	25%	27%	21%	30%	28%	38%
3 - Agree nor Disagree	6%	15%	9%	9%	5%	0%	0%	7%	8%	10%	25%	8%	5%	7%	15%	8%
4 - Disagree	36%	31%	36%	18%	32%	0%	60%	41%	31%	21%	25%	39%	42%	36%	30%	26%
5 - Strongly Disagree	26%	11%	21%	9%	32%	100%	20%	23%	33%	13%	13%	20%	30%	23%	20%	21%
6 - Don't Know	3%	1%	2%	14%	0%	0%	0%	2%	3%	2%	13%	3%	0%	1%	2%	5%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	72	268	22	37	1	5	195	64	67	8	93	43	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341



**Question: 5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	8%	8%	8%	5%	5%	100%	40%	10%	6%	5%	0%	14%	12%	4%	7%	3%
2 - Agree	24%	24%	22%	27%	46%	0%	0%	24%	25%	24%	13%	33%	21%	21%	24%	17%
3 - Agree nor Disagree	12%	13%	14%	9%	8%	0%	0%	13%	13%	10%	13%	12%	16%	15%	15%	6%
4 - Disagree	38%	38%	39%	41%	30%	0%	40%	36%	39%	43%	63%	24%	33%	41%	46%	53%
5 - Strongly Disagree	12%	13%	12%	9%	11%	0%	20%	13%	13%	10%	0%	9%	14%	14%	4%	18%
6 - Don't Know	5%	6%	6%	9%	0%	0%	0%	3%	5%	8%	13%	9%	5%	4%	4%	3%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>266</b>	<b>72</b>	<b>267</b>	<b>22</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>194</b>	<b>64</b>	<b>67</b>	<b>8</b>	<b>93</b>	<b>43</b>	<b>92</b>	<b>46</b>	<b>66</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>338</b>
<b>RACE</b>	<b>332</b>
<b>TYPE OF SCHOOL</b>	<b>333</b>
<b>YEARS TAUGHT IN AISD</b>	<b>340</b>

Question: 6. Our schools can be described as "good places to learn".

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	8%	3%	5%	17%	11%	0%	0%	10%	2%	0%	25%	3%	7%	9%	11%	6%
2 - Agree	62%	52%	63%	61%	46%	0%	0%	68%	40%	54%	50%	54%	63%	70%	61%	52%
3 - Agree nor Disagree	17%	25%	18%	17%	24%	0%	67%	14%	31%	22%	13%	27%	19%	13%	9%	23%
4 - Disagree	11%	19%	13%	4%	11%	100%	33%	6%	25%	24%	13%	14%	9%	8%	17%	20%
5 - Strongly Disagree	2%	0%	1%	0%	5%	0%	0%	1%	3%	0%	0%	1%	2%	1%	2%	0%
6 - Don't Know	0%	1%	0%	0%	3%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	266	73	269	23	37	1	3	194	65	67	8	94	43	92	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341

Question: 7. The District is open and honest in dealing with the media.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	2%	0%	1%	0%	6%	0%	0%	2%	0%	0%	13%	0%	2%	1%	2%	3%
2 - Agree	23%	21%	23%	35%	19%	0%	0%	27%	16%	15%	25%	25%	25%	22%	26%	18%
3 - Agree nor Disagree	24%	32%	26%	35%	19%	0%	0%	26%	25%	30%	0%	27%	32%	24%	22%	24%
4 - Disagree	24%	22%	23%	13%	31%	0%	20%	22%	27%	27%	25%	20%	25%	28%	24%	21%
5 - Strongly Disagree	14%	16%	15%	0%	14%	100%	40%	10%	25%	18%	25%	11%	9%	15%	20%	20%
6 - Don't Know	13%	10%	12%	17%	11%	0%	40%	14%	8%	10%	13%	17%	7%	11%	7%	14%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	73	269	23	36	1	5	196	64	67	8	93	44	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	334
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342

**Question: 8. The media is treating the District fairly.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	3%	3%	2%	0%	5%	0%	40%	2%	0%	6%	0%	3%	2%	2%	4%	2%
2 - Agree	37%	43%	38%	26%	46%	100%	20%	41%	33%	33%	63%	32%	43%	33%	54%	39%
3 - Agree nor Disagree	32%	23%	31%	30%	22%	0%	0%	34%	30%	18%	25%	30%	34%	34%	20%	29%
4 - Disagree	14%	16%	15%	13%	8%	0%	40%	9%	19%	28%	0%	12%	9%	19%	11%	18%
5 - Strongly Disagree	6%	4%	6%	4%	5%	0%	0%	4%	8%	8%	0%	4%	2%	8%	4%	6%
6 - Don't Know	9%	11%	8%	26%	14%	0%	0%	10%	11%	8%	13%	18%	9%	5%	7%	6%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	266	73	267	23	37	1	5	195	64	67	8	93	44	92	46	66
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	339
<b>RACE</b>	333
<b>TYPE OF SCHOOL</b>	334
<b>YEARS TAUGHT IN AISD</b>	341

Question: 9. There is administrative support for controlling student behavior in our schools.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	5%	4%	5%	3%	3%	0%	0%	5%	2%	5%	13%	4%	7%	3%	7%	5%
2 - Agree	32%	29%	33%	22%	22%	0%	20%	35%	21%	32%	25%	32%	27%	33%	30%	32%
3 - Agree nor Disagree	16%	14%	14%	27%	27%	0%	0%	16%	19%	11%	13%	19%	16%	11%	18%	14%
4 - Disagree	27%	33%	28%	27%	27%	0%	20%	26%	33%	32%	25%	29%	32%	26%	21%	33%
5 - Strongly Disagree	17%	21%	18%	19%	19%	100%	60%	16%	25%	20%	13%	13%	11%	26%	23%	17%
6 - Don't Know	3%	0%	0%	3%	3%	0%	0%	3%	0%	2%	13%	3%	7%	1%	2%	0%
Totals	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	265	73	267	22	37	1	5	196	63	66	8	94	44	92	44	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	338
RACE	332
TYPE OF SCHOOL	333
YEARS TAUGHT IN AISD	340

**Question: 10. Most students in our schools are motivated to learn.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	5%	1%	3%	13%	0%	0%	0%	6%	2%	0%	0%	4%	0%	3%	11%	2%
2 - Agree	45%	44%	46%	35%	51%	0%	0%	51%	34%	34%	57%	29%	48%	53%	58%	42%
3 - Agree nor Disagree	14%	14%	13%	30%	11%	0%	0%	15%	15%	10%	0%	17%	16%	12%	9%	14%
4 - Disagree	27%	33%	28%	22%	24%	0%	60%	23%	32%	39%	43%	34%	32%	24%	18%	32%
5 - Strongly Disagree	10%	8%	9%	0%	14%	100%	40%	5%	17%	16%	0%	15%	5%	9%	4%	11%
6 - Don't Know	0%	0%	4%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%
Totals	100%	100%	104%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>237</b>	<b>73</b>	<b>268</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>196</b>	<b>65</b>	<b>67</b>	<b>7</b>	<b>94</b>	<b>44</b>	<b>93</b>	<b>45</b>	<b>66</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>340</b>
<b>RACE</b>	<b>334</b>
<b>TYPE OF SCHOOL</b>	<b>335</b>
<b>YEARS TAUGHT IN AISD</b>	<b>342</b>

Question: 11. Lessons are organized to meet students' needs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	15%	7%	12%	22%	19%	0%	20%	16%	16%	5%	25%	13%	14%	15%	17%	9%
2 - Agree	60%	72%	64%	57%	57%	100%	20%	66%	53%	61%	50%	58%	61%	67%	57%	68%
3 - Agree nor Disagree	12%	7%	11%	17%	11%	0%	0%	9%	16%	13%	0%	14%	14%	8%	11%	8%
4 - Disagree	11%	13%	11%	4%	14%	0%	40%	8%	13%	16%	25%	14%	7%	8%	13%	12%
5 - Strongly Disagree	2%	0%	2%	0%	0%	0%	20%	1%	3%	2%	0%	0%	2%	2%	2%	2%
6 - Don't Know	1%	1%	2%	0%	0%	0%	0%	1%	0%	3%	0%	1%	2%	1%	0%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	72	267	23	37	1	5	195	64	67	8	93	44	93	46	65
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341

**Question: 12. The curriculum is broad and challenging for most students.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	7%	10%	8%	9%	5%	0%	0%	9%	5%	5%	0%	7%	2%	7%	9%	12%
2 - Agree	57%	53%	58%	46%	54%	0%	40%	62%	48%	52%	25%	52%	57%	63%	54%	55%
3 - Agree nor Disagree	13%	15%	11%	23%	27%	0%	0%	13%	23%	6%	25%	17%	14%	15%	13%	8%
4 - Disagree	18%	19%	19%	18%	5%	100%	40%	12%	19%	33%	38%	20%	18%	13%	20%	20%
5 - Strongly Disagree	4%	1%	3%	0%	8%	0%	20%	3%	5%	3%	0%	2%	5%	2%	0.43	5%
6 - Don't Know	1%	1%	1%	5%	0%	0%	0%	1%	0%	2%	13%	1%	5%	0%	0%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	96%	100%

<b>Total Respondents</b>	266	73	268	22	37	1	5	195	64	67	8	94	44	91	46	66
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	339
<b>RACE</b>	333
<b>TYPE OF SCHOOL</b>	334
<b>YEARS TAUGHT IN AISD</b>	341



**Question: 13. There is little a teacher can do to overcome education problems due to a student's home life.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	12%	6%	10%	13%	11%	100%	0%	7%	18%	16%	0%	6%	9%	13%	11%	12%
2 - Agree	22%	30%	24%	22%	32%	0%	20%	19%	32%	28%	13%	23%	16%	24%	27%	27%
3 - Agree nor Disagree	11%	18%	11%	13%	16%	0%	0%	12%	10%	15%	38%	15%	16%	8%	9%	17%
4 - Disagree	44%	41%	44%	48%	35%	0%	60%	47%	37%	39%	50%	47%	48%	48%	33%	36%
5 - Strongly Disagree	11%	6%	10%	4%	5%	0%	20%	14%	5%	2%	0%	7%	11%	8%	18%	8%
6 - Don't Know	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%	0%	1%	0%	0%	2%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>266</b>	<b>73</b>	<b>268</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>196</b>	<b>63</b>	<b>67</b>	<b>8</b>	<b>94</b>	<b>44</b>	<b>92</b>	<b>45</b>	<b>66</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>339</b>
<b>RACE</b>	<b>334</b>
<b>TYPE OF SCHOOL</b>	<b>334</b>
<b>YEARS TAUGHT IN AISD</b>	<b>341</b>

**Question: 14. Teachers in our schools know the material they teach.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	28%	22%	27%	30%	27%	0%	20%	24%	34%	28%	25%	23%	21%	31%	26%	30%
2 - Agree	61%	69%	64%	57%	62%	100%	20%	65%	59%	61%	75%	66%	68%	59%	65%	59%
3 - Agree nor Disagree	6%	6%	5%	9%	3%	0%	40%	6%	3%	8%	0%	4%	7%	4%	7%	8%
4 - Disagree	2%	3%	2%	0%	8%	0%	0%	2%	5%	2%	0%	3%	2%	3%	0%	2%
5 - Strongly Disagree	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%	0%	0%	0%	1%	0%	2%
6 - Don't Know	2%	0%	2%	4%	0%	0%	20%	3%	0%	0%	0%	3%	2%	1%	2%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>268</b>	<b>73</b>	<b>269</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>196</b>	<b>65</b>	<b>67</b>	<b>8</b>	<b>94</b>	<b>44</b>	<b>93</b>	<b>46</b>	<b>66</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>341</b>
<b>RACE</b>	<b>335</b>
<b>TYPE OF SCHOOL</b>	<b>336</b>
<b>YEARS TAUGHT IN AISD</b>	<b>343</b>

**Question: 15. Teachers in our schools care about students' needs.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	40%	30%	40%	30%	35%	0%	20%	42%	34%	30%	50%	32%	39%	41%	46%	37%
2 - Agree	53%	62%	55%	52%	54%	100%	60%	52%	57%	60%	50%	60%	55%	51%	48%	57%
3 - Agree nor Disagree	3%	7%	3%	13%	5%	0%	20%	4%	8%	5%	0%	3%	2%	7%	7%	3%
4 - Disagree	3%	1%	2%	4%	5%	0%	0%	3%	2%	3%	0%	4%	5%	2%	0%	2%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	2%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	1%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	267	73	268	23	37	1	5	195	65	67	8	94	44	93	46	65
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	334
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342

**Question: 16. Teachers expect students to do their very best.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	34%	33%	30%	48%	46%	100%	40%	35%	34%	27%	57%	28%	25%	39%	42%	34%
2 - Agree	56%	49%	60%	30%	41%	0%	20%	56%	52%	56%	29%	56%	59%	53%	49%	54%
3 - Agree nor Disagree	5%	11%	6%	13%	8%	0%	20%	6%	6%	8%	14%	10%	2%	7%	4%	8%
4 - Disagree	5%	6%	5%	9%	3%	0%	20%	4%	8%	9%	0%	5%	14%	2%	4%	5%
5 - Strongly Disagree	0%	1%	0%	0%	3%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
6 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	266	73	268	23	37	1	5	196	65	66	7	94	44	93	45	65
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<b>LEGEND</b>	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	339
<b>RACE</b>	334
<b>TYPE OF SCHOOL</b>	334
<b>YEARS TAUGHT IN AISD</b>	341

**Question: 17. Principals and assistant principals in our schools care about students' needs.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	24%	16%	23%	26%	22%	0%	0%	25%	22%	18%	13%	18%	21%	23%	24%	29%
2 - Agree	58%	63%	60%	57%	54%	100%	60%	58%	59%	63%	75%	61%	58%	63%	52%	55%
3 - Agree nor Disagree	11%	10%	9%	17%	11%	0%	20%	12%	12%	5%	13%	11%	16%	9%	15%	6%
4 - Disagree	6%	7%	7%	0%	11%	0%	0%	5%	6%	12%	0%	7%	5%	4%	7%	9%
5 - Strongly Disagree	0%	3%	0%	0%	3%	0%	20%	0%	2%	2%	0%	1%	0%	0%	2%	2%
6 - Don't Know	1%	1%	1%	0%	0%	0%	0%	1%	0%	2%	0%	2%	0%	1%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	267	73	268	23	37	1	5	195	65	67	8	94	43	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	334
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342

Question: 18. In general, parents do not take responsibility for their children's behavior in our schools.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	23%	23%	22%	13%	41%	100%	20%	18%	42%	22%	0%	26%	21%	26%	20%	21%
2 - Agree	33%	49%	38%	30%	30%	0%	60%	35%	39%	43%	25%	43%	34%	39%	33%	30%
3 - Agree nor Disagree	14%	12%	14%	22%	8%	0%	0%	14%	12%	10%	38%	13%	21%	10%	17%	14%
4 - Disagree	26%	12%	23%	35%	22%	0%	20%	29%	8%	22%	25%	14%	25%	24%	24%	33%
5 - Strongly Disagree	2%	3%	3%	0%	0%	0%	0%	4%	0%	2%	0%	3%	0%	1%	7%	2%
6 - Don't Know	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%	13%	1%	0%	1%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	73	268	23	37	1	5	195	65	67	8	93	44	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	334
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342

**Question: 19. Parents in this District are satisfied with the education their children are receiving.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	2%	1%	1%	9%	3%	0%	0%	2%	3%	0%	0%	1%	2%	1%	2%	2%
2 - Agree	33%	33%	34%	26%	30%	0%	20%	39%	20%	28%	25%	26%	25%	38%	46%	33%
3 - Agree nor Disagree	28%	29%	27%	39%	24%	0%	40%	29%	29%	28%	25%	28%	32%	24%	28%	33%
4 - Disagree	21%	23%	22%	9%	27%	100%	20%	17%	34%	21%	25%	26%	30%	22%	15%	15%
5 - Strongly Disagree	5%	7%	6%	0%	5%	0%	0%	4%	3%	10%	0%	6%	0%	8%	2%	5%
6 - Don't Know	12%	7%	10%	17%	11%	0%	20%	10%	11%	12%	25%	14%	11%	9%	7%	12%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	268	73	269	23	37	1	5	196	65	67	8	94	44	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	341
RACE	335
TYPE OF SCHOOL	336
YEARS TAUGHT IN AISD	343

Question: 20. Most parents really don't seem to know what goes on in our schools.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	19%	21%	19%	13%	22%	100%	60%	14%	29%	24%	25%	20%	14%	20%	26%	18%
2 - Agree	44%	56%	46%	61%	43%	0%	40%	44%	52%	54%	25%	52%	52%	41%	37%	49%
3 - Agree nor Disagree	12%	11%	14%	4%	8%	0%	0%	14%	11%	6%	13%	15%	16%	10%	9%	11%
4 - Disagree	21%	11%	19%	22%	24%	0%	0%	25%	6%	13%	38%	12%	14%	25%	24%	21%
5 - Strongly Disagree	2%	0%	1%	0%	3%	0%	0%	2%	0%	0%	0%	0%	0%	2%	4%	0%
6 - Don't Know	2%	1%	2%	0%	0%	0%	0%	2%	2%	3%	0%	1%	5%	2%	0%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	268	73	269	23	37	1	5	196	65	67	8	94	44	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	341
RACE	335
TYPE OF SCHOOL	336
YEARS TAUGHT IN AISD	343



Question: 21. Parents feel welcome when they visit our schools.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	24%	19%	21%	44%	31%	0%	20%	26%	22%	14%	38%	15%	23%	27%	26%	26%
2 - Agree	59%	51%	59%	44%	50%	100%	20%	59%	57%	56%	38%	63%	50%	58%	54%	55%
3 - Agree nor Disagree	8%	16%	10%	13%	11%	0%	20%	8%	11%	14%	0%	12%	18%	5%	7%	9%
4 - Disagree	5%	4%	4%	0%	6%	0%	40%	5%	2%	6%	13%	4%	5%	5%	7%	3%
5 - Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
6 - Don't Know	4%	10%	6%	0%	3%	0%	0%	2%	9%	11%	13%	5%	5%	4%	7%	6%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	266	73	268	23	36	1	5	195	65	66	8	93	44	93	46	65
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**LEGEND**

- F - Female
- M - Male
- WH - White
- BL - Black
- ASN - Asian
- OTH - Other
- ES - Elementary
- MS - Middle
- HS - High

**RESPONDENTS BY CROSSTAB**

SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341

Question: 22. This community really cares about its children's education.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	13%	8%	12%	13%	14%	0%	0%	14%	9%	8%	13%	13%	2%	9%	15%	18%
2 - Agree	42%	37%	42%	35%	38%	100%	0%	45%	39%	33%	25%	34%	50%	47%	33%	39%
3 - Agree nor Disagree	20%	26%	20%	35%	19%	0%	40%	18%	28%	21%	50%	26%	23%	19%	24%	17%
4 - Disagree	18%	15%	18%	9%	22%	0%	40%	17%	17%	24%	13%	16%	23%	15%	22%	18%
5 - Strongly Disagree	4%	8%	4%	0%	8%	0%	20%	3%	5%	9%	0%	7%	2%	5%	2%	5%
6 - Don't Know	3%	6%	4%	9%	0%	0%	0%	4%	3%	6%	0%	4%	0%	5%	4%	3%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	266	73	267	23	37	1	5	194	65	67	8	93	44	92	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341

Question: 23. Taxpayer dollars are being used wisely to support public education in Austin ISD.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	3%	0%	1%	4%	5%	0%	0%	3%	2%	0%	0%	1%	5%	2%	2%	2%
2 - Agree	15%	18%	15%	35%	14%	0%	0%	18%	9%	12%	38%	11%	11%	17%	22%	20%
3 - Agree nor Disagree	15%	22%	17%	22%	11%	0%	0%	15%	20%	13%	25%	19%	23%	10%	22%	14%
4 - Disagree	38%	32%	41%	13%	24%	0%	20%	38%	32%	40%	13%	29%	41%	46%	35%	33%
5 - Strongly Disagree	23%	26%	22%	4%	41%	100%	60%	18%	32%	31%	13%	29%	16%	24%	20%	24%
6 - Don't Know	6%	3%	4%	22%	5%	0%	20%	7%	5%	3%	13%	12%	5%	1%	0%	8%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	268	73	269	23	37	1	5	196	65	67	8	94	44	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	341
RACE	335
TYPE OF SCHOOL	336
YEARS TAUGHT IN AISD	343

**Question: 24. Sufficient student services are provided in Austin ISD (e.g., counseling, speech therapy, health).**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Strongly Agree	6%	1%	4%	17%	5%	0%	20%	6%	3%	6%	13%	5%	2%	4%	11%	5%
2 - Agree	24%	43%	28%	26%	22%	0%	0%	22%	32%	36%	38%	29%	25%	27%	26%	29%
3 - Agree nor Disagree	5%	12%	5%	9%	14%	0%	20%	4%	9%	10%	0%	10%	5%	3%	7%	8%
4 - Disagree	35%	23%	34%	22%	30%	0%	40%	41%	23%	24%	0%	26%	39%	36%	26%	39%
5 - Strongly Disagree	29%	18%	27%	22%	30%	100%	20%	27%	29%	21%	25%	28%	27%	29%	28%	18%
6 - Don't Know	2%	3%	2%	4%	0%	0%	0%	1%	3%	3%	25%	3%	2%	1%	2%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>268</b>	<b>73</b>	<b>269</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>196</b>	<b>65</b>	<b>67</b>	<b>8</b>	<b>94</b>	<b>44</b>	<b>93</b>	<b>46</b>	<b>66</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>341</b>
<b>RACE</b>	<b>335</b>
<b>TYPE OF SCHOOL</b>	<b>336</b>
<b>YEARS TAUGHT IN AISD</b>	<b>343</b>

Question: 1. School Board members' knowledge of the educational needs of students in the Austin ISD.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%
2 - Good	15%	13%	14%	22%	16%	0%	0%	18%	11%	9%	13%	18%	16%	9%	17%	16%
3 - Fair	35%	33%	35%	35%	32%	0%	40%	34%	42%	30%	13%	31%	41%	37%	33%	36%
4 - Poor	43%	49%	45%	26%	46%	100%	60%	41%	46%	54%	63%	39%	43%	50%	46%	42%
5 - Don't Know	6%	6%	5%	17%	5%	0%	0%	6%	2%	8%	13%	12%	0%	4%	4%	5%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	72	267	23	37	1	5	194	65	67	8	94	44	93	46	64
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341

**Question: 2. School Board members' knowledge of operations in the Austin ISD.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	2%	0%	2%	0%	0%	0%	0%	2%	0%	0%	0%	1%	0%	2%	0%	2%
2 - Good	16%	15%	16%	22%	16%	0%	0%	19%	12%	12%	13%	17%	18%	12%	24%	14%
3 - Fair	46%	43%	47%	44%	38%	0%	0%	46%	51%	40%	25%	46%	48%	45%	33%	50%
4 - Poor	27%	37%	28%	13%	41%	100%	80%	24%	32%	40%	25%	25%	27%	32%	39%	24%
5 - Don't Know	10%	6%	8%	22%	5%	0%	20%	9%	5%	9%	38%	12%	7%	9%	4%	11%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>268</b>	<b>73</b>	<b>269</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>195</b>	<b>65</b>	<b>68</b>	<b>8</b>	<b>94</b>	<b>44</b>	<b>93</b>	<b>46</b>	<b>66</b>
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<b>LEGEND</b>	
<b>F -</b>	<b>Female</b>
<b>M -</b>	<b>Male</b>
<b>WH -</b>	<b>White</b>
<b>BL -</b>	<b>Black</b>
<b>ASN -</b>	<b>Asian</b>
<b>OTH -</b>	<b>Other</b>
<b>ES -</b>	<b>Elementary</b>
<b>MS -</b>	<b>Middle</b>
<b>HS -</b>	<b>High</b>

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>341</b>
<b>RACE</b>	<b>335</b>
<b>TYPE OF SCHOOL</b>	<b>336</b>
<b>YEARS TAUGHT IN AISD</b>	<b>343</b>

**Question: 3. School Board members' work at setting or revising policies for the Austin ISD.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent																
2 - Good	14%	21%	15%	27%	19%	0%	0%	19%	11%	9%	25%	19%	11%	17%	13%	13%
3 - Fair	41%	28%	37%	46%	49%	0%	40%	38%	41%	39%	25%	32%	46%	36%	41%	43%
4 - Poor	36%	44%	41%	14%	27%	100%	60%	34%	42%	45%	38%	37%	41%	37%	41%	36%
5 - Don't Know	9%	7%	8%	14%	5%	0%	0%	9%	6%	8%	13%	12%	2%	10%	4%	8%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>267</b>	<b>72</b>	<b>268</b>	<b>22</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>196</b>	<b>64</b>	<b>67</b>	<b>8</b>	<b>93</b>	<b>44</b>	<b>91</b>	<b>46</b>	<b>67</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>339</b>
<b>RACE</b>	<b>333</b>
<b>TYPE OF SCHOOL</b>	<b>335</b>
<b>YEARS TAUGHT IN AISD</b>	<b>341</b>

Question: 4. The Superintendent's work as the instructional leader of the Austin ISD.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	2%	4%	2%	0%	3%	0%	0%	3%	2%	0%	0%	4%	0%	1%	0%	3%
2 - Good	17%	16%	16%	39%	16%	0%	0%	20%	11%	13%	50%	17%	14%	20%	13%	18%
3 - Fair	37%	26%	35%	44%	32%	0%	0%	39%	29%	28%	13%	32%	52%	28%	39%	31%
4 - Poor	34%	48%	37%	4%	46%	100%	80%	29%	49%	47%	25%	30%	27%	42%	41%	42%
5 - Don't Know	11%	6%	10%	13%	3%	0%	20%	9%	9%	12%	13%	17%	7%	9%	7%	6%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	269	73	270	23	37	1	5	196	65	68	8	94	44	93	46	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	342
RACE	336
TYPE OF SCHOOL	337
YEARS TAUGHT IN AISD	344



**Question: 5. The Superintendent's work as the chief administrator (manager) of the Austin ISD.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	2%	3%	2%	4%	3%	0%	0%	3%	0%	0%	0%	2%	0%	,011	0%	5%
2 - Good	21%	21%	20%	44%	19%	0%	0%	25%	12%	16%	50%	26%	23%	20%	13%	19%
3 - Fair	34%	30%	37%	30%	27%	0%	20%	34%	34%	34%	13%	29%	46%	28%	39%	34%
4 - Poor	31%	41%	32%	9%	46%	100%	60%	27%	45%	38%	25%	25%	25%	41%	39%	36%
5 - Don't Know	13%	6%	11%	13%	5%	0%	20%	11%	9%	12%	13%	19%	7%	10%	9%	6%
Totals	100%	100%	101%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%

<b>Total Respondents</b>	<b>269</b>	<b>73</b>	<b>270</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>196</b>	<b>65</b>	<b>68</b>	<b>8</b>	<b>94</b>	<b>44</b>	<b>93</b>	<b>46</b>	<b>67</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>342</b>
<b>RACE</b>	<b>336</b>
<b>TYPE OF SCHOOL</b>	<b>337</b>
<b>YEARS TAUGHT IN AISD</b>	<b>344</b>

Question: 6. Principals' work as the instructional leaders of their schools.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	13%	14%	14%	13%	14%	0%	0%	14%	8%	15%	13%	14%	7%	13%	16%	15%
2 - Good	43%	41%	42%	61%	41%	100%	0%	45%	40%	36%	50%	34%	48%	44%	36%	52%
3 - Fair	34%	32%	35%	17%	35%	0%	60%	34%	32%	37%	13%	40%	38%	32%	29%	27%
4 - Poor	9%	12%	9%	4%	11%	0%	40%	7%	17%	12%	13%	12%	5%	9%	20%	6%
5 - Don't Know	1%	1%	1%	4%	0%	0%	0%	0%	3%	0%	13%	0%	2%	2%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	266	73	267	23	37	1	5	194	65	67	8	94	42	93	45	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341

Question: 7. Principals' work as the managers of the staff and teachers.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	16%	15%	16%	13%	16%	0%	0%	16%	11%	16%	25%	14%	14%	16%	20%	15%
2 - Good	46%	45%	47%	57%	41%	100%	0%	53%	34%	43%	25%	48%	45%	43%	35%	57%
3 - Fair	27%	30%	27%	22%	30%	0%	60%	24%	34%	31%	38%	27%	29%	31%	33%	21%
4 - Poor	10%	8%	9%	4%	14%	0%	40%	7%	19%	9%	0%	12%	10%	8%	13%	8%
5 - Don't Know	1%	1%	1%	4%	0%	0%	0%	0%	3%	0%	13%	0%	2%	2%	0%	0%
Totals	100%	100%	73%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	73	268	23	37	1	5	195	65	67	8	94	42	93	46	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	334
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342

Question: 8. Teachers' work in meeting students' individual learning needs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	25%	23%	23%	35%	35%	0%	20%	30%	20%	15%	13%	21%	18%	26%	30%	26%
2 - Good	53%	55%	57%	48%	43%	0%	0%	52%	61%	53%	50%	48%	64%	54%	48%	59%
3 - Fair	19%	21%	18%	13%	19%	100%	80%	17%	17%	27%	25%	29%	16%	17%	15%	14%
4 - Poor	3%	1%	3%	4%	3%	0%	0%	2%	2%	4%	13%	2%	2%	2%	7%	2%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	1%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	268	73	269	23	37	1	5	196	64	68	8	94	44	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	341
RACE	335
TYPE OF SCHOOL	336
YEARS TAUGHT IN AISD	343

Question: 9. Teachers' work in communicating with parents.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	22%	10%	19%	22%	30%	0%	20%	25%	23%	5%	13%	13%	21%	21%	30%	19%
2 - Good	53%	55%	54%	61%	46%	100%	0%	55%	57%	49%	50%	54%	50%	55%	37%	66%
3 - Fair	21%	30%	25%	9%	19%	0%	60%	19%	19%	36%	25%	28%	27%	22%	26%	13%
4 - Poor	3%	6%	2%	9%	5%	0%	20%	1%	2%	9%	13%	4%	2%	2%	7%	2%
5 - Don't Know	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	1%	0%	0%	0%	0%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	268	73	269	23	37	1	5	196	65	67	8	94	44	92	46	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	341
RACE	335
TYPE OF SCHOOL	336
YEARS TAUGHT IN AISD	343

Question: 10. Teachers' attitudes about their jobs.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	6%	1%	4%	14%	5%	0%	0%	7%	2%	3%	0%	4%	5%	5%	7%	3%
2 - Good	27%	33%	29%	41%	14%	100%	0%	32%	19%	22%	50%	27%	32%	24%	24%	36%
3 - Fair	43%	36%	40%	27%	65%	0%	40%	42%	45%	37%	50%	37%	41%	48%	39%	40%
4 - Poor	24%	30%	26%	18%	16%	0%	60%	20%	35%	36%	0%	32%	23%	23%	28%	19%
5 - Don't Know	1%	0%	1%	0%	0%	0%	0%	1%	0%	2%	0%	0%	0%	0%	2%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	73	269	22	37	1	5	195	65	67	8	93	44	92	46	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	334
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342

Question: 11. Students' ability to learn.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	12%	11%	12%	13%	11%	0%	0%	14%	6%	8%	0%	14%	5%	11%	17%	11%
2 - Good	53%	55%	54%	48%	54%	0%	60%	57%	48%	55%	38%	44%	56%	59%	50%	59%
3 - Fair	29%	30%	30%	30%	27%	0%	20%	26%	35%	33%	38%	33%	40%	26%	24%	26%
4 - Poor	5%	3%	4%	4%	5%	100%	20%	2%	11%	5%	13%	9%	0%	3%	7%	3%
5 - Don't Know	1%	1%	0%	4%	3%	0%	0%	1%	0%	0%	13%	1%	0%	0%	2%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	264	73	265	23	37	1	5	194	63	67	8	94	43	91	46	65
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	337
RACE	331
TYPE OF SCHOOL	332
YEARS TAUGHT IN AISD	339

Question: 12. The amount of time students spend on task learning in the classroom.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	10%	8%	9%	17%	14%	0%	20%	12%	5%	6%	0%	9%	7%	16%	9%	5%
2 - Good	49%	26%	44%	44%	43%	100%	0%	53%	38%	30%	38%	35%	50%	48%	56%	39%
3 - Fair	30%	51%	35%	35%	24%	0%	40%	30%	36%	43%	50%	43%	30%	24%	31%	40%
4 - Poor	9%	14%	9%	0%	19%	0%	40%	4%	20%	19%	0%	13%	9%	10%	2%	13%
5 - Don't Know	3%	1%	3%	4%	0%	0%	0%	2%	2%	2%	13%	1%	5%	2%	2%	3%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	73	269	23	37	1	5	196	64	67	8	94	44	92	45	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	335
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342



**Question: 13. Parents' efforts in helping their children do better in school.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	3%	0%	2%	4%	3%	0%	0%	3%	0%	2%	0%	1%	2%	2%	4%	2%
2 - Good	17%	11%	16%	17%	14%	0%	0%	20%	2%	16%	13%	12%	9%	22%	22%	12%
3 - Fair	43%	41%	43%	39%	38%	0%	40%	44%	40%	40%	63%	34%	48%	44%	37%	52%
4 - Poor	35%	47%	37%	39%	43%	100%	60%	31%	57%	38%	25%	51%	39%	30%	35%	31%
5 - Don't Know	3%	1%	3%	0%	3%	0%	0%	2%	2%	4%	0%	2%	2%	2%	2%	3%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>269</b>	<b>73</b>	<b>270</b>	<b>23</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>196</b>	<b>65</b>	<b>68</b>	<b>8</b>	<b>94</b>	<b>44</b>	<b>93</b>	<b>46</b>	<b>67</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>342</b>
<b>RACE</b>	<b>336</b>
<b>TYPE OF SCHOOL</b>	<b>337</b>
<b>YEARS TAUGHT IN AISD</b>	<b>344</b>

Question: 14. Parents' participation in school activities and organizations.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	3%	3%	4%	0%	3%	0%	0%	4%	0%	4%	0%	3%	2%	4%	4%	2%
2 - Good	17%	6%	16%	17%	6%	0%	0%	19%	6%	12%	13%	11%	9%	22%	17%	12%
3 - Fair	39%	40%	38%	39%	39%	0%	20%	40%	42%	32%	50%	31%	39%	41%	35%	50%
4 - Poor	39%	49%	40%	44%	50%	100%	80%	36%	49%	49%	25%	54%	50%	29%	41%	35%
5 - Don't Know	2%	3%	2%	0%	3%	0%	0%	1%	3%	3%	13%	1%	0%	3%	2%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	266	73	268	23	36	1	5	193	65	68	8	93	44	92	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341

Question: 15. How well students' test results are explained to parents.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	5%	4%	5%	4%	3%	0%	20%	6%	3%	4%	0%	6%	2%	4%	2%	6%
2 - Good	24%	22%	27%	13%	8%	0%	0%	25%	17%	22%	29%	20%	16%	22%	26%	35%
3 - Fair	34%	33%	32%	48%	41%	0%	20%	40%	28%	28%	14%	32%	34%	38%	35%	33%
4 - Poor	26%	32%	27%	22%	32%	100%	60%	21%	37%	34%	29%	33%	36%	25%	26%	17%
5 - Don't Know	10%	10%	10%	13%	16%	0%	0%	8%	15%	12%	29%	6%	11%	12%	11%	9%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	97%	100%	100%	100%	100%

Total Respondents	268	73	270	23	37	1	5	196	65	68	7	94	44	93	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	341
RACE	336
TYPE OF SCHOOL	336
YEARS TAUGHT IN AISD	343

Question: 16. The condition in which Austin ISD schools are kept.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	7%	6%	7%	9%	8%	0%	0%	7%	5%	6%	25%	11%	9%	4%	4%	5%
2 - Good	50%	53%	53%	52%	43%	0%	20%	54%	42%	52%	25%	54%	44%	46%	61%	49%
3 - Fair	31%	33%	31%	26%	35%	0%	60%	29%	41%	31%	38%	26%	33%	40%	17%	39%
4 - Poor	11%	8%	10%	9%	11%	100%	20%	9%	13%	12%	0%	10%	14%	10%	13%	6%
5 - Don't Know	1%	0%	0%	4%	3%	0%	0%	1%	0%	0%	13%	0%	0%	0%	4%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	73	268	23	37	1	5	195	64	68	8	93	43	93	46	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	334
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342

**Question: 17. How well relations are maintained with various groups within the community.**

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	5%	3%	6%	0%	0%	0%	0%	5%	5%	3%	0%	4%	5%	3%	7%	5%
2 - Good	43%	37%	42%	44%	47%	0%	0%	47%	28%	38%	38%	40%	35%	44%	39%	45%
3 - Fair	35%	40%	37%	30%	33%	100%	20%	33%	45%	40%	50%	36%	42%	40%	26%	36%
4 - Poor	7%	7%	6%	9%	11%	0%	40%	7%	8%	7%	0%	5%	9%	7%	13%	6%
5 - Don't Know	10%	14%	10%	17%	8%	0%	400%	8%	15%	12%	13%	14%	9%	7%	15%	9%
Totals	100%	100%	100%	100%	100%	100%	460%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Total Respondents</b>	<b>268</b>	<b>73</b>	<b>270</b>	<b>23</b>	<b>36</b>	<b>1</b>	<b>5</b>	<b>195</b>	<b>65</b>	<b>68</b>	<b>8</b>	<b>94</b>	<b>43</b>	<b>93</b>	<b>46</b>	<b>67</b>
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<b>LEGEND</b>	
<b>F -</b>	Female
<b>M -</b>	Male
<b>WH -</b>	White
<b>BL -</b>	Black
<b>ASN -</b>	Asian
<b>OTH -</b>	Other
<b>ES -</b>	Elementary
<b>MS -</b>	Middle
<b>HS -</b>	High

<b>RESPONDENTS BY CROSSTAB</b>	
<b>SEX</b>	<b>341</b>
<b>RACE</b>	<b>335</b>
<b>TYPE OF SCHOOL</b>	<b>336</b>
<b>YEARS TAUGHT IN AISD</b>	<b>343</b>

Question: 18. The opportunities provided by the District to improve the skills of teachers.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	5%	1%	4%	14%	3%	0%	0%	6%	2%	2%	13%	5%	2%	2%	2%	8%
2 - Good	33%	28%	32%	46%	32%	0%	0%	37%	33%	19%	38%	27%	39%	32%	41%	30%
3 - Fair	37%	40%	39%	36%	27%	0%	20%	38%	39%	34%	50%	42%	32%	44%	28%	34%
4 - Poor	24%	29%	24%	5%	38%	100%	80%	20%	27%	41%	0%	24%	27%	23%	26%	27%
5 - Don't Know	1%	1%	1%	0%	0%	0%	0%	0%	0%	4%	0%	1%	0%	0%	2%	2%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	267	72	268	22	37	1	5	194	64	68	8	92	44	92	46	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	339
RACE	333
TYPE OF SCHOOL	334
YEARS TAUGHT IN AISD	341

Question: 19. The opportunities provided by the District to improve the skills of school administrators.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	3%	3%	2%	14%	3%	0%	0%	4%	0%	2%	13%	4%	0%	1%	2%	6%
2 - Good	21%	16%	19%	36%	19%	0%	0%	21%	26%	13%	13%	18%	21%	20%	17%	22%
3 - Fair	25%	23%	25%	14%	32%	0%	20%	25%	19%	25%	25%	31%	23%	28%	15%	19%
4 - Poor	13%	12%	13%	14%	14%	100%	40%	12%	20%	13%	0%	13%	14%	15%	22%	6%
5 - Don't Know	38%	45%	42%	23%	32%	0%	40%	38%	35%	47%	50%	34%	43%	36%	44%	46%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	268	73	270	22	37	1	5	195	65	68	8	94	44	92	46	67
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	341
RACE	335
TYPE OF SCHOOL	336
YEARS TAUGHT IN AISD	343

Question: 20. The District's job of providing adequate instructional technology.

RESPONSE	SEX		RACE					TYPE OF SCHOOL				YEARS TAUGHT IN AISD				
	F	M	WH	BL	HIS	ASN	OTH	ES	MS	HS	OTH	< 3	4 - 5	6 - 10	11 - 15	> 16
1 - Excellent	3%	1%	2%	4%	8%	0%	0%	4%	0%	2%	13%	0%	5%	2%	2%	6%
2 - Good	34%	26%	34%	44%	14%	0%	0%	41%	25%	18%	25%	29%	32%	32%	35%	36%
3 - Fair	36%	36%	38%	22%	38%	0%	40%	39%	36%	34%	13%	42%	32%	41%	37%	26%
4 - Poor	21%	32%	21%	22%	35%	100%	60%	14%	31%	39%	25%	21%	27%	23%	20%	24%
5 - Don't Know	6%	4%	5%	9%	5%	0%	0%	3%	8%	9%	25%	9%	5%	2%	7%	8%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Total Respondents	268	72	269	23	37	1	5	195	64	68	8	94	44	92	46	66
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LEGEND	
F -	Female
M -	Male
WH -	White
BL -	Black
ASN -	Asian
OTH -	Other
ES -	Elementary
MS -	Middle
HS -	High

RESPONDENTS BY CROSSTAB	
SEX	340
RACE	335
TYPE OF SCHOOL	335
YEARS TAUGHT IN AISD	342



***Community Survey Data***









Q.1 DO ANY CHILDREN IN YOUR HOUSEHOLD ATTEND SCHOOL IN THE AISD THIS YEAR?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
YES	34.9%	25.1%	53.2%	52.0%	38.1%	26.2%	43.6%	32.4%	45.2%	7.6%	32.6%	36.4%	28.3%	41.8%	40.4%
NO	65.1%	74.9%	46.8%	48.0%	61.9%	73.8%	56.4%	67.6%	54.8%	92.4%	67.4%	63.6%	71.7%	58.2%	59.6%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	1.65	1.75	1.47	1.48	1.62	1.74	1.56	1.68	1.55	1.92	1.67	1.64	1.72	1.58	1.60
S.D.	0.48	0.43	0.50	0.50	0.49	0.44	0.50	0.47	0.50	0.27	0.47	0.48	0.45	0.49	0.49
Chi Square		58.1997				26.5626		47.5122			1.1425		14.2774		
DF for Chi		3.				1.		2.			1.		2.		
Probability		0.0000				0.0000		0.0000			0.2851		0.0008		

Q.2 DID ANY CHILDREN FROM THIS HOUSEHOLD ATTEND PUBLIC SCHOOL IN AISD WITHIN THE LAST THREE YEARS?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
YES	37.0%	28.2%	56.5%	50.3%	40.4%	29.2%	44.7%	31.2%	51.6%	9.7%	34.0%	39.7%	27.7%	48.4%	43.2%
NO	62.9%	71.6%	43.5%	49.7%	59.6%	70.8%	55.1%	68.8%	48.4%	89.4%	66.0%	60.3%	72.3%	51.1%	56.8%
REFUSED	0.1%	0.2%	-	-	-	-	0.2%	-	-	0.9%	-	-	-	0.5%	-
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	1.63	1.72	1.44	1.50	1.60	1.71	1.55	1.69	1.48	1.90	1.66	1.60	1.72	1.51	1.57
S.D.	0.48	0.45	0.50	0.50	0.50	0.46	0.50	0.46	0.50	0.30	0.47	0.49	0.45	0.50	0.50
Chi Square		45.4379				20.9038		64.8485			2.4424		28.5519		
DF for Chi		3.				1.		2.			1.		2.		
Probability		0.0000				0.0000		0.0000			0.1181		0.0000		

Q.3 IN YOUR OPINION, HOW WOULD YOU RATE THE QUALITY OF PUBLIC EDUCATION IN AISD? WOULD YOU SAY THE QUALITY OF PUBLIC EDUCATION IN THE DISTRICT IS EXCELLENT, GOOD, FAIR OR POOR?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Weighted Total	800 100.0%	497 100.0%	93 100.0%	182 100.0%	27 100.0%	400 100.0%	400 100.0%	375 100.0%	321 100.0%	95 100.0%	293 100.0%	440 100.0%	384 100.0%	178 100.0%	237 100.0%
1 -EXCELLENT	8.0%	4.3%	9.5%	17.2%	8.0%	6.5%	9.4%	7.4%	9.1%	7.2%	11.5%	5.7%	7.0%	7.3%	10.0%
2 - GOOD	35.6%	35.9%	27.9%	41.2%	19.6%	35.8%	35.4%	36.9%	33.6%	39.0%	32.1%	38.6%	37.3%	31.4%	36.0%
3 - FAIR	37.1%	37.7%	43.3%	30.3%	51.0%	37.8%	36.4%	37.6%	38.0%	31.9%	37.4%	37.4%	35.4%	37.6%	39.7%
4 - POOR	12.4%	14.1%	15.3%	6.0%	15.1%	11.7%	13.1%	9.6%	13.1%	19.2%	11.1%	12.0%	10.3%	17.0%	12.0%
DON'T KNOW	6.9%	8.1%	4.0%	5.3%	6.3%	8.2%	5.7%	8.6%	6.2%	2.7%	8.0%	6.2%	10.0%	6.7%	2.2%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.58	2.67	2.67	2.26	2.78	2.60	2.56	2.54	2.59	2.65	2.52	2.59	2.54	2.69	2.55
S.D.	0.83	0.79	0.86	0.83	0.83	0.80	0.85	0.79	0.85	0.88	0.86	0.79	0.80	0.86	0.84
Chi Square		45.6104 *				2.5066		8.0093			9.5474		7.2941		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0000				0.4741		0.2374			0.0228		0.2945		



Q.4 WOULD YOU SAY, OVER THE LAST THREE YEARS, THAT THE QUALITY OF EDUCATION IN AISD HAS IMPROVED, GOTTEN WORSE, OR STAYED ABOUT THE SAME?

	←----- RACE -----→				←-- SEX ---→		←----- AGE -----→			←-- INCOME --→		←----- YRSRES -----→			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
IMPROVED	14.5%	9.2%	19.3%	27.7%	6.8%	15.6%	13.4%	13.9%	16.3%	10.3%	17.5%	13.1%	12.6%	10.3%	20.8%
STAYED ABOUT THE SAME	49.1%	49.7%	51.1%	46.2%	52.3%	49.6%	48.7%	49.7%	48.5%	51.6%	46.5%	51.9%	48.8%	50.9%	48.5%
GOTTEN WORSE	17.3%	18.9%	17.2%	12.2%	24.1%	17.9%	16.7%	15.0%	18.1%	22.0%	14.9%	17.5%	14.1%	21.9%	18.8%
DON'T KNOW	19.0%	22.3%	12.3%	13.9%	16.8%	16.9%	21.2%	21.4%	17.2%	16.1%	21.2%	17.5%	24.4%	16.9%	12.0%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.04	2.13	1.98	1.82	2.21	2.03	2.04	2.01	2.02	2.14	1.97	2.05	2.02	2.14	1.98
S.D.	0.63	0.59	0.65	0.66	0.59	0.64	0.62	0.61	0.64	0.61	0.64	0.61	0.60	0.61	0.67
Chi Square	36.0257 *				.4356		4.0394			3.7161		11.0655			
DF for Chi	6.				2.		4.			2.		4.			
Probability	0.0000				0.8043		0.4007			0.1560		0.0258			

Q.5 NOW, OVERALL, HOW WOULD YOU RATE THE QUALITY OF PUBLIC SCHOOL EDUCATION IN TEXAS? WOULD YOU SAY THE QUALITY OF PUBLIC SCHOOL EDUCATION IN THE STATE IS EXCELLENT, GOOD, FAIR OR POOR?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1 - EXCELLENT	2.1%	1.0%	4.7%	4.3%	-	1.6%	2.7%	3.3%	1.4%	-	3.9%	1.3%	1.6%	2.5%	2.8%
2 - GOOD	26.3%	22.7%	29.6%	36.3%	14.3%	24.1%	28.4%	27.2%	22.4%	34.1%	31.7%	24.6%	24.5%	24.1%	30.5%
3 - FAIR	45.0%	47.3%	40.2%	40.5%	49.5%	46.3%	43.7%	45.3%	46.4%	41.1%	41.0%	46.2%	47.5%	40.7%	44.2%
4 - POOR	18.4%	20.6%	16.4%	12.7%	24.1%	21.1%	15.8%	19.7%	18.5%	13.5%	16.7%	19.3%	20.4%	23.0%	11.9%
DON'T KNOW	8.2%	8.5%	9.0%	6.3%	12.1%	7.0%	9.3%	4.4%	11.2%	11.4%	6.7%	8.6%	6.0%	9.7%	10.5%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.87	2.96	2.75	2.66	3.11	2.93	2.80	2.85	2.92	2.77	2.76	2.91	2.92	2.93	2.73
S.D.	0.75	0.72	0.81	0.77	0.67	0.74	0.75	0.78	0.72	0.70	0.79	0.73	0.73	0.79	0.73
Chi Square		28.7873 *				5.8057		10.7145 *			10.2336		12.9733 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0007				0.1215		0.0976			0.0167		0.0435		

Q.6A WHAT GRADE WOULD YOU GIVE TO SUPERINTENDENT JIM HENSLEY IN THE MANAGEMENT OF TAX DOLLARS?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	2.3%	1.3%	2.5%	5.6%	-	1.6%	3.1%	2.1%	2.1%	4.3%	3.6%	1.1%	0.7%	3.2%	4.4%
B	22.6%	20.3%	26.1%	28.7%	10.8%	23.6%	21.5%	25.5%	19.6%	21.1%	23.0%	23.8%	22.5%	17.7%	26.3%
C	30.1%	30.3%	36.1%	27.1%	27.1%	30.8%	29.5%	28.1%	33.7%	26.8%	27.0%	33.3%	27.2%	34.9%	31.5%
D	8.3%	9.4%	8.4%	5.3%	8.6%	8.6%	8.0%	6.7%	9.9%	8.9%	5.4%	9.7%	9.6%	7.2%	6.7%
F OR FAIL	6.5%	7.3%	7.0%	3.1%	13.3%	8.0%	5.0%	4.7%	7.4%	10.3%	6.4%	6.3%	3.9%	10.8%	7.5%
DON'T KNOW	30.2%	31.5%	19.9%	30.1%	40.2%	27.4%	32.9%	32.8%	27.2%	28.7%	34.6%	25.9%	36.1%	26.1%	23.6%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.92	3.02	2.89	2.60	3.41	2.97	2.86	2.80	3.01	3.00	2.81	2.95	2.90	3.07	2.83
S.D.	0.97	0.97	0.95	0.91	1.06	0.99	0.95	0.92	0.97	1.12	1.01	0.92	0.88	1.05	1.02
Chi Square		26.3156 *				4.2968		12.3860 *			10.2335		22.4895 *		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.0097				0.3673		0.1348			0.0367		0.0041		

Q.6B WHAT GRADE WOULD YOU GIVE TO SUPERINTENDENT JIM HENSLEY IN THE MANAGEMENT OF TEACHERS AND OTHER PERSONNEL?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	4.3%	2.1%	7.0%	9.5%	-	2.4%	6.1%	3.9%	4.5%	5.3%	6.6%	2.1%	2.4%	3.5%	7.9%
B	23.0%	21.9%	17.4%	29.6%	17.8%	22.8%	23.2%	26.6%	20.7%	17.2%	21.1%	26.1%	25.3%	19.3%	22.1%
C	29.5%	28.6%	39.2%	27.2%	26.9%	30.7%	28.3%	28.2%	32.0%	27.8%	28.4%	30.8%	30.5%	26.3%	30.3%
D	8.6%	9.7%	10.9%	4.4%	8.0%	9.0%	8.2%	7.0%	9.6%	10.3%	8.6%	7.5%	6.6%	16.7%	5.4%
F OR FAIL	6.7%	6.9%	8.1%	5.2%	9.3%	8.2%	5.2%	6.8%	6.8%	6.1%	6.4%	7.6%	4.8%	8.0%	8.8%
DON'T KNOW	28.0%	30.8%	17.4%	24.2%	37.9%	26.8%	29.1%	27.5%	26.5%	33.2%	28.9%	25.8%	30.3%	26.3%	25.4%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.87	2.96	2.95	2.55	3.14	2.97	2.76	2.81	2.91	2.92	2.82	2.89	2.80	3.09	2.80
S.D.	1.02	0.99	1.04	1.02	1.03	1.01	1.01	1.01	1.01	1.05	1.06	0.98	0.91	1.05	1.11
Chi Square		30.8422 *				9.4467		7.1247 *			11.4848		34.6243		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.0021				0.0509		0.5232			0.0216		0.0000		

Q.7 DO YOU RECALL THE NAME OF ANY OF THE SCHOOL BOARD MEMBERS?

	←----- RACE -----→				←-- SEX ---→		←----- AGE -----→			←-- INCOME --→		←----- YRSRES -----→			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
BEATRIZ DE LA GARZA	27.3%	32.3%	11.7%	22.1%	22.9%	28.3%	26.2%	17.7%	33.0%	44.9%	15.4%	34.0%	22.4%	32.1%	31.5%
KATHY RIDER	3.2%	3.8%	1.1%	2.8%	2.3%	1.8%	4.5%	0.8%	5.9%	3.8%	0.6%	5.4%	2.2%	4.6%	3.7%
GARY MCKENZIE	2.3%	2.5%	-	3.1%	1.8%	1.8%	2.8%	0.5%	4.4%	2.1%	0.3%	3.4%	1.3%	3.8%	2.9%
JOHN LAY	1.8%	2.3%	-	1.1%	2.3%	1.3%	2.2%	0.2%	3.0%	3.0%	0.7%	2.3%	0.7%	3.7%	1.9%
DIANA CASTANEDA	2.9%	3.0%	3.3%	2.8%	2.3%	2.1%	3.8%	1.0%	4.6%	5.2%	1.3%	4.0%	1.5%	4.2%	4.3%
LIZ HARTMAN	0.8%	0.9%	1.1%	-	2.3%	0.4%	1.1%	-	1.3%	2.0%	0.3%	1.0%	0.4%	1.0%	1.2%
TED WHATLY	1.9%	2.8%	-	0.6%	-	1.1%	2.6%	0.5%	3.0%	2.7%	1.3%	2.5%	1.0%	3.3%	2.3%
MELISSA KNIPPA	3.5%	4.8%	-	1.9%	4.5%	3.1%	4.0%	1.1%	4.8%	8.6%	0.7%	5.6%	2.1%	3.5%	5.9%

(CONTINUED)

PERCENTS BASED ON MULTIPLE RESPONSES

Q.7 DO YOU RECALL THE NAME OF ANY OF THE SCHOOL BOARD MEMBERS? (CONTINUED)

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
BERNICE HART	6.4%	5.3%	18.3%	2.6%	11.5%	5.8%	7.0%	2.5%	9.4%	11.5%	4.2%	8.0%	1.7%	9.4%	11.7%
DO NOT RECALL ANY NAME	68.0%	64.1%	76.2%	74.6%	67.8%	68.9%	67.2%	79.4%	61.7%	45.5%	80.2%	61.2%	74.2%	63.8%	61.0%
REFUSED	0.9%	0.9%	-	1.5%	2.3%	0.8%	1.1%	1.2%	0.7%	0.9%	1.0%	0.6%	1.4%	-	0.9%
Responses	944	605	104	203	32	458	486	389	421	123	308	560	413	230	300
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235

PERCENTS BASED ON MULTIPLE RESPONSES

Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER BEATRIZ DE LA GARZA?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <-- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	218	161	11	40	6	113	105	66	106	43	45	149	86	57	75
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	15.1%	14.7%	9.4%	17.5%	19.8%	19.4%	10.5%	15.8%	12.7%	20.9%	21.3%	11.4%	15.5%	17.2%	13.0%
B	30.0%	23.2%	52.8%	47.2%	52.7%	32.8%	26.9%	29.9%	29.0%	34.6%	38.7%	27.7%	24.6%	31.2%	35.3%
C	19.1%	20.3%	18.9%	17.5%	-	16.3%	22.1%	20.4%	19.7%	17.0%	16.4%	20.4%	22.9%	14.6%	18.1%
D	11.9%	12.3%	-	12.7%	17.6%	7.4%	16.8%	16.7%	10.9%	6.6%	16.8%	11.4%	14.2%	9.5%	11.2%
F	16.5%	20.7%	18.9%	-	9.9%	19.2%	13.5%	10.1%	21.5%	11.6%	6.8%	21.2%	13.7%	15.8%	20.1%
DON'T KNOW	7.4%	8.8%	-	5.1%	-	4.9%	10.2%	7.1%	6.3%	9.2%	-	7.8%	9.1%	11.7%	2.3%
Unweighted Total	220	165	10	34	11	101	119	67	105	44	44	151	85	58	77
Mean	2.83	3.01	2.66	2.27	2.45	2.73	2.95	2.74	2.99	2.49	2.49	3.03	2.85	2.72	2.90
S.D.	1.34	1.40	1.30	0.93	1.38	1.41	1.25	1.25	1.38	1.29	1.21	1.36	1.31	1.38	1.36
Chi Square		20.4441 *				9.4149		8.2344 *			8.3440		4.6065		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.0591				0.0515		0.4109			0.0798		0.7987		

BASE = RESPONDENTS WHO RECALLED NAME

Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER KATHY RIDER?

	←----- RACE ----->					←-- SEX --->		←----- AGE ----->			←-- INCOME -->		←----- YRSRES ----->		
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	25 100.0%	19 100.0%	1 100.0%	5 100.0%	1 100.0%	7 100.0%	18 100.0%	3 100.0%	19 100.0%	4 100.0%	2 100.0%	24 100.0%	8 100.0%	8 100.0%	9 100.0%
A	26.2%	30.3%	-	20.0%	-	30.5%	24.5%	37.1%	25.0%	23.8%	50.0%	24.5%	45.9%	-	32.1%
B	44.1%	34.9%	100.0%	60.0%	100.0%	39.0%	46.2%	34.1%	39.6%	76.2%	-	47.3%	33.7%	55.2%	43.8%
C	6.8%	9.2%	-	-	-	-	9.5%	-	9.1%	-	50.0%	3.6%	10.2%	10.4%	-
D	3.4%	4.6%	-	-	-	-	4.7%	28.7%	-	-	-	3.6%	-	10.4%	-
F	8.4%	5.9%	-	20.0%	-	15.3%	5.6%	-	11.3%	-	-	9.0%	-	-	24.2%
DON'T KNOW	11.1%	15.1%	-	-	-	15.3%	9.5%	-	15.0%	-	-	11.9%	10.2%	23.9%	-
Unweighted Total	27	20	1	5	1	7	20	3	20	4	2	25	9	9	9
Mean	2.14	2.07	2.00	2.40	2.00	2.18	2.12	2.20	2.21	1.76	2.00	2.15	1.60	2.41	2.40
S.D.	1.19	1.18	0.00	1.51	0.00	1.52	1.10	1.49	1.29	0.50	1.55	1.20	0.73	0.78	1.62
Chi Square		3.9947 *				1.7741 *		8.0183 *			5.8413 *		10.7146 *		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.9835				0.7772		0.4317			0.2113		0.2184		

BASE = RESPONDENTS WHO RECALLED NAME



Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER GARY MCKENZIE?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	18	12	-	6	0	7	11	2	14	2	1	15	5	7	7
	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	21.0%	23.2%	-	17.9%	-	15.7%	24.3%	45.7%	21.3%	-	-	25.4%	-	44.8%	12.7%
B	25.7%	30.3%	-	17.9%	-	15.7%	31.9%	54.3%	12.2%	100.0%	-	31.1%	38.2%	12.9%	29.1%
C	30.7%	16.2%	-	64.2%	-	53.0%	16.7%	-	40.1%	-	100.0%	24.8%	26.9%	35.1%	29.1%
D	9.4%	14.1%	-	-	-	-	15.2%	-	12.2%	-	-	11.3%	17.5%	-	12.7%
F	6.1%	9.1%	-	-	-	15.7%	-	-	7.9%	-	-	7.3%	-	-	16.4%
DON'T KNOW	7.3%	7.1%	-	-	100.0%	-	11.9%	-	6.1%	-	-	-	17.5%	7.2%	-
Unweighted Total	19	13	-	5	1	6	13	2	14	2	1	15	5	7	7
Mean	2.50	2.52	-	2.46	-	2.84	2.26	1.54	2.71	2.00	3.00	2.44	2.75	1.90	2.91
S.D.	1.17	1.34	-	0.86	-	1.27	1.10	0.73	1.24	0.00	0.00	1.23	0.90	1.01	1.36
Chi Square		4.3219 *				5.1264 *		8.5987 *			2.2442 *		6.8895 *		
DF for Chi		4.				4.		8.			4.		8.		
Probability		0.3642				0.2746		0.3773			0.6909		0.5486		

BASE = RESPONDENTS WHO RECALLED NAME

Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER JOHN LAY?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <-- INCOME --> <----- YRSRES ----->

	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	14 100.0%	11 100.0%	-	2 100.0%	1 100.0%	5 100.0%	9 100.0%	1 100.0%	10 100.0%	3 100.0%	2 100.0%	10 100.0%	3 100.0%	7 100.0%	5 100.0%
A	14.1%	17.4%	-	-	-	21.9%	9.6%	-	20.4%	-	-	19.2%	-	13.0%	24.4%
B	34.3%	42.4%	-	-	-	43.9%	28.9%	-	29.3%	69.6%	56.4%	35.9%	69.6%	16.8%	37.8%
C	19.6%	15.2%	-	50.0%	-	-	30.7%	-	19.4%	30.4%	-	26.7%	30.4%	15.5%	18.9%
D	17.9%	7.6%	-	50.0%	100.0%	12.2%	21.1%	-	19.4%	-	43.6%	9.9%	-	24.8%	18.9%
F	14.1%	17.4%	-	-	-	21.9%	9.6%	100.0%	11.5%	-	-	8.4%	-	29.8%	-
Unweighted Total	15	12	-	2	1	5	10	1	10	3	2	11	3	7	5
Mean	2.84	2.65	-	3.50	4.00	2.68	2.92	5.00	2.72	2.30	2.87	2.52	2.30	3.42	2.32
S.D.	1.32	1.39	-	0.70	0.00	1.66	1.19	0.00	1.37	0.57	1.41	1.22	0.57	1.52	1.18
Chi Square		7.4420 *				2.6070 *		7.8369 *			2.4685 *		5.5020 *		
DF for Chi		8.				4.		8.			4.		8.		
Probability		0.4898				0.6256		0.4496			0.6503		0.7028		

BASE = RESPONDENTS WHO RECALLED NAME

Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER DIANA CASTANEDA?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	23 100.0%	15 100.0%	3 100.0%	5 100.0%	1 100.0%	8 100.0%	15 100.0%	4 100.0%	15 100.0%	5 100.0%	4 100.0%	18 100.0%	6 100.0%	7 100.0%	10 100.0%
A	4.4%	-	-	20.0%	-	-	6.8%	-	7.0%	-	-	5.8%	-	-	10.0%
B	35.7%	36.2%	33.3%	40.0%	-	52.9%	26.1%	28.9%	34.4%	44.7%	55.4%	29.1%	36.6%	40.6%	31.6%
C	19.7%	13.4%	-	40.0%	100.0%	20.6%	19.3%	48.8%	18.8%	-	-	21.4%	19.1%	33.8%	10.0%
D	20.1%	25.2%	33.3%	-	-	13.2%	23.9%	22.3%	13.5%	38.0%	-	26.7%	14.8%	11.6%	29.3%
F	12.1%	19.3%	-	-	-	13.2%	11.4%	-	19.3%	-	22.3%	11.2%	14.8%	-	19.2%
DON'T KNOW	8.1%	5.9%	33.3%	-	-	-	12.5%	-	7.0%	17.3%	22.3%	5.8%	14.8%	13.9%	-
Unweighted Total	24	15	3	5	1	8	16	4	15	5	4	18	6	8	10
Mean	3.00	3.29	3.00	2.20	3.00	2.87	3.08	2.93	3.04	2.92	2.86	3.09	3.09	2.66	3.16
S.D.	1.18	1.22	1.39	0.83	0.00	1.15	1.23	0.83	1.33	1.15	1.66	1.18	1.27	0.77	1.39
Chi Square		10.7279 *				1.8316 *		6.2828 *			3.3317 *		4.6806 *		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.5524				0.7667		0.6156			0.5039		0.7911		

BASE = RESPONDENTS WHO RECALLED NAME

Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER LIZ HARTMAN?

<----- RACE -----> <--- SEX ---> <--- AGE ---> <--- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE		INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	35-54	55 +	\$25K	\$25K+	1-10	11-20	21 +
Weighted Total	6 100.0%	5 100.0%	1 100.0%	-	1 100.0%	2 100.0%	4 100.0%	4 100.0%	2 100.0%	1 100.0%	4 100.0%	2 100.0%	2 100.0%	3 100.0%
A	13.9%	18.9%	-	-	-	19.2%	19.9%	-	-	20.3%	50.0%	-	-	-
B	54.3%	37.8%	100.0%	-	100.0%	35.7%	61.5%	54.2%	54.5%	100.0%	59.3%	50.0%	35.7%	68.7%
C	13.9%	18.9%	-	-	-	19.2%	-	45.5%	-	20.3%	-	-	31.3%	-
D	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	17.9%	24.4%	-	-	-	64.3%	-	25.8%	-	-	-	-	64.3%	-
Unweighted Total	7	5	1	-	1	2	5	5	2	1	5	2	2	3
Mean	2.54	2.73	2.00	-	2.00	3.93	2.00	2.57	2.45	2.00	2.00	1.50	3.93	2.31
S.D.	1.38	1.62	0.00	-	0.00	2.21	0.70	1.69	0.73	0.00	0.73	0.77	2.21	0.58
Chi Square		1.8903 *				3.6923 *		2.8255 *		.5281 *		6.4152 *		
DF for Chi		6.				3.		3.		2.		6.		
Probability		0.9295				0.2967		0.4193		0.7680		0.3783		

Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER TED WHATLY?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total Sample	WHITE	BLACK	HISP	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	15 100.0%	14 100.0%	-	1 100.0%	4 100.0%	10 100.0%	2 100.0%	10 100.0%	3 100.0%	4 100.0%	11 100.0%	4 100.0%	6 100.0%	5 100.0%
A	11.5%	12.4%	-	-	-	16.4%	50.0%	8.8%	-	-	15.7%	23.3%	14.8%	-
B	30.5%	32.7%	-	-	25.0%	32.8%	50.0%	20.2%	33.3%	21.8%	33.6%	-	33.8%	47.7%
C	24.1%	18.5%	-	100.0%	-	34.4%	-	28.1%	33.3%	21.8%	25.0%	23.3%	32.3%	15.9%
D	11.5%	12.4%	-	-	-	16.4%	-	8.8%	33.3%	-	15.7%	23.3%	-	15.9%
F	22.4%	24.0%	-	-	75.0%	-	-	34.2%	-	56.4%	10.1%	30.1%	19.1%	20.6%
Unweighted Total	16	15	-	1	4	12	2	10	3	4	12	4	6	6
Mean	3.03	3.03	-	3.00	4.25	2.51	1.50	3.39	3.00	3.91	2.71	3.37	2.75	3.09
S.D.	1.38	1.43	-	0.00	1.48	1.00	0.77	1.44	1.04	1.48	1.26	1.75	1.40	1.33
Chi Square		3.4519 *			10.9145 *		6.2106 *			4.1611 *		4.4477 *		
DF for Chi		4.			4.		8.			4.		8.		
Probability		0.4852			0.0275		0.6237			0.3846		0.8146		

BASE = RESPONDENTS WHO RECALLED NAME

Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER MELISSA KNIPPA?

	RACE				SEX		AGE			INCOME		YRSRES			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
Weighted Total	28 100.0%	24 100.0%	-	3 100.0%	1 100.0%	13 100.0%	16 100.0%	4 100.0%	15 100.0%	8 100.0%	2 100.0%	25 100.0%	8 100.0%	6 100.0%	14 100.0%
A	13.9%	16.6%	-	-	-	17.7%	10.9%	-	20.0%	10.4%	-	16.0%	10.7%	17.7%	14.0%
B	19.1%	22.8%	-	-	-	8.8%	27.2%	21.2%	23.9%	10.4%	-	17.4%	10.7%	31.4%	18.3%
C	33.8%	32.1%	-	39.3%	50.0%	42.0%	27.2%	32.5%	38.3%	28.3%	43.6%	35.3%	51.9%	-	38.5%
D	10.0%	9.4%	-	-	50.0%	22.6%	-	-	-	26.9%	56.4%	4.5%	13.9%	9.8%	7.9%
F	6.1%	7.2%	-	-	-	-	10.9%	21.2%	5.6%	-	-	7.0%	-	27.4%	-
DON'T KNOW	17.2%	11.9%	-	60.7%	-	8.8%	23.8%	25.2%	12.2%	23.9%	-	19.8%	12.8%	13.7%	21.3%
Unweighted Total	30	25	-	3	2	12	18	4	16	9	2	26	8	7	15
Mean	2.70	2.64	-	3.00	3.50	2.76	2.64	3.28	2.40	2.94	3.56	2.61	2.79	2.97	2.51
S.D.	1.13	1.17	-	0.00	1.14	1.08	1.22	1.41	1.08	1.11	0.71	1.16	0.92	1.77	0.94
Chi Square		4.2804 *				6.5957 *		9.3365 *			5.5187 *		9.7525 *		
DF for Chi		8.				4.		8.			4.		8.		
Probability		0.8310				0.1589		0.3147			0.2381		0.2828		

BASE = RESPONDENTS WHO RECALLED NAME

Q.7A WHAT GRADE WOULD YOU GIVE BOARD MEMBER BERNICE HART?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	51 100.0%	26 100.0%	17 100.0%	5 100.0%	3 100.0%	23 100.0%	28 100.0%	10 100.0%	30 100.0%	11 100.0%	12 100.0%	35 100.0%	7 100.0%	17 100.0%	28 100.0%
A	5.9%	7.5%	6.0%	-	-	4.8%	6.8%	10.8%	3.7%	7.8%	-	5.6%	-	6.7%	6.8%
B	28.9%	18.4%	45.7%	21.8%	34.8%	23.7%	33.2%	10.8%	30.6%	41.1%	33.4%	30.4%	36.1%	21.1%	31.8%
C	25.2%	37.7%	12.1%	-	30.4%	23.9%	26.3%	9.0%	27.1%	35.2%	33.3%	21.9%	30.0%	22.7%	25.6%
D	18.5%	19.3%	12.1%	50.0%	-	20.1%	17.2%	22.3%	20.7%	10.1%	16.0%	21.4%	16.9%	19.2%	18.5%
F	18.6%	17.0%	18.1%	28.2%	19.6%	27.5%	11.1%	36.3%	17.9%	5.6%	17.3%	17.8%	16.9%	27.4%	13.6%
DON'T KNOW	3.0%	-	6.0%	-	15.2%	-	5.4%	10.8%	-	-	-	2.9%	-	2.9%	3.7%
Unweighted Total	52	26	16	4	6	21	31	9	31	11	12	36	6	18	28
Mean	3.15	3.20	2.90	3.85	3.05	3.42	2.92	3.70	3.19	2.65	3.17	3.16	3.15	3.41	3.00
S.D.	1.23	1.17	1.32	1.20	1.46	1.27	1.16	1.50	1.18	1.01	1.12	1.23	1.18	1.33	1.19
Chi Square		11.0826 *				2.3442 *		7.2211 *			1.3149 *		2.1634 *		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.5218				0.6727		0.5130			0.8588		0.9756		

BASE = RESPONDENTS WHO RECALLED NAME

Q.8A NOW WHAT ABOUT THE SCHOOL BOARD OVERALL? WHAT GRADE WOULD YOU GIVE TO THE AISD SCHOOL BOARD OVERALL IN THE MANAGEMENT OF TAX DOLLARS?

	←----- RACE ----->				←-- SEX --->		←----- AGE ----->			←-- INCOME -->		←----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	3.9%	1.7%	5.8%	9.4%	-	2.9%	4.8%	4.9%	3.3%	2.0%	5.8%	2.1%	1.2%	5.6%	6.9%
B	22.6%	21.3%	20.9%	27.5%	17.8%	27.0%	18.1%	26.2%	18.8%	22.1%	26.2%	21.1%	25.8%	17.1%	21.2%
C	36.9%	39.1%	38.3%	30.9%	32.2%	33.4%	40.3%	35.9%	39.8%	31.1%	33.2%	40.1%	37.9%	39.7%	33.2%
D	12.0%	12.6%	9.5%	11.0%	16.6%	11.9%	12.1%	10.3%	13.4%	13.0%	9.7%	14.0%	11.9%	12.7%	11.7%
F OR FAIL	11.7%	13.1%	14.2%	6.7%	9.8%	13.4%	9.9%	7.9%	13.0%	20.3%	8.2%	13.3%	8.0%	14.3%	15.6%
DON'T KNOW	13.0%	12.2%	11.2%	14.5%	23.6%	11.3%	14.7%	14.9%	11.6%	11.5%	16.8%	9.3%	15.2%	10.6%	11.4%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	3.06	3.16	3.06	2.74	3.24	3.07	3.05	2.88	3.16	3.31	2.86	3.17	3.00	3.15	3.09
S.D.	1.05	1.02	1.12	1.07	0.98	1.08	1.02	1.01	1.04	1.15	1.04	1.02	0.94	1.10	1.18
Chi Square		34.8324 *				13.4683		20.4598 *			16.8682		28.0419		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.0005				0.0092		0.0087			0.0021		0.0005		



Q.8B WHAT GRADE WOULD YOU GIVE TO THE AI SD SCHOOL BOARD OVERALL IN ITS RESPONSIVENESS TO PARENTS AND THE COMMUNITY?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	6.3%	3.8%	10.9%	11.5%	-	3.8%	8.8%	6.8%	5.8%	6.3%	6.8%	5.2%	4.4%	5.9%	9.7%
B	27.3%	25.8%	26.1%	33.2%	19.6%	28.5%	26.0%	29.4%	26.9%	22.6%	28.8%	27.4%	25.9%	27.2%	29.7%
C	31.3%	32.8%	30.1%	27.7%	32.7%	33.5%	29.2%	30.9%	30.9%	34.0%	30.0%	32.2%	34.3%	27.2%	29.6%
D	11.2%	11.6%	13.1%	8.1%	18.3%	10.9%	11.5%	11.2%	11.8%	7.6%	10.5%	12.4%	11.5%	14.7%	8.1%
F OR FAIL	9.1%	9.3%	12.5%	5.6%	17.3%	9.0%	9.1%	6.9%	11.3%	9.2%	6.6%	10.8%	5.8%	12.1%	11.8%
DON'T KNOW	14.8%	16.7%	7.3%	13.9%	12.1%	14.3%	15.4%	14.8%	13.3%	20.5%	17.3%	12.0%	18.0%	12.8%	11.2%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.88	2.96	2.89	2.57	3.38	2.92	2.84	2.79	2.95	2.89	2.77	2.96	2.86	3.00	2.80
S.D.	1.08	1.04	1.20	1.05	1.06	1.03	1.13	1.04	1.11	1.08	1.04	1.09	0.97	1.15	1.17
Chi Square		29.6020 *				9.6583		6.4927			4.5863		20.9698		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.0032				0.0466		0.5922			0.3324		0.0072		

Q.9A HOW ABOUT THE PRINCIPALS IN THE DISTRICT? OVERALL, WHAT GRADE WOULD YOU GIVE THE AI SD PRINCIPALS IN THEIR ADMINISTRATION OF TEACHERS?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME ---> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	\$25K	\$25K+	1-10	11-20	21 +
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	15.6%	12.1%	20.7%	22.6%	15.4%	15.1%	16.1%	15.1%	16.4%	14.1%	16.1%	14.3%	13.3%	16.2%	18.9%
B	36.1%	35.6%	32.4%	41.2%	22.1%	34.0%	38.1%	38.9%	34.6%	32.1%	34.8%	38.0%	34.9%	33.5%	39.9%
C	17.9%	18.1%	20.3%	14.5%	29.4%	17.6%	18.3%	17.2%	20.6%	11.6%	19.7%	17.4%	19.1%	22.3%	12.8%
D	6.0%	4.5%	16.8%	4.4%	6.3%	5.7%	6.3%	4.7%	7.5%	5.2%	6.7%	6.0%	4.6%	7.8%	6.5%
F OR FAIL	1.9%	1.8%	1.1%	2.4%	1.8%	1.7%	2.0%	2.6%	1.2%	1.2%	1.7%	2.0%	1.2%	1.9%	2.9%
DON'T KNOW	22.6%	27.8%	8.7%	14.9%	25.2%	26.0%	19.2%	21.5%	19.7%	35.7%	20.9%	22.2%	26.8%	18.2%	19.1%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.26	2.28	2.40	2.09	2.43	2.26	2.26	2.25	2.28	2.18	2.28	2.27	2.26	2.33	2.19
S.D.	0.95	0.90	1.07	0.95	1.01	0.95	0.95	0.95	0.94	0.93	0.96	0.94	0.89	0.98	1.00
Chi Square		30.3902 *				.1697		7.3202 *			1.6149		12.5787 *		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.0024				0.9966		0.5025			0.8061		0.1272		

Q.9B OVERALL, WHAT GRADE WOULD YOU GIVE THE AISD PRINCIPALS IN THEIR INTERACTION WITH PARENTS?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME ---> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	14.8%	12.3%	15.7%	21.2%	14.8%	11.8%	17.8%	11.7%	20.2%	7.9%	13.2%	15.4%	12.8%	15.2%	17.7%
B	31.9%	31.7%	30.5%	35.1%	18.6%	31.9%	31.9%	36.9%	27.5%	29.1%	32.0%	32.1%	32.2%	34.2%	29.8%
C	21.2%	19.5%	27.5%	21.4%	28.1%	21.3%	21.1%	20.9%	22.2%	18.8%	22.5%	21.8%	21.0%	21.6%	21.4%
D	5.4%	5.5%	6.2%	4.6%	5.8%	5.8%	5.0%	4.8%	6.5%	2.6%	5.1%	5.2%	5.1%	6.8%	4.5%
F OR FAIL	2.9%	1.9%	7.7%	3.0%	3.5%	2.0%	3.7%	3.4%	2.8%	1.2%	2.4%	3.4%	1.5%	3.6%	4.5%
DON'T KNOW	23.9%	29.1%	12.3%	14.8%	29.2%	27.2%	20.5%	22.4%	20.8%	40.5%	24.8%	22.2%	27.5%	18.6%	22.1%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.34	2.34	2.54	2.22	2.50	2.37	2.31	2.37	2.30	2.33	2.35	2.35	2.31	2.38	2.34
S.D.	0.99	0.94	1.14	0.99	1.09	0.94	1.03	0.96	1.05	0.84	0.95	1.01	0.91	1.03	1.07
Chi Square		15.6374 *				6.0123		17.4422 *			1.0359		7.5957		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.2084				0.1982		0.0258			0.9043		0.4739		

Q.10A WHAT ABOUT THE TEACHERS IN THE DISTRICT? OVERALL, WHAT GRADE WOULD YOU GIVE THE AISD TEACHERS AS TO THE EDUCATION OF STUDENTS?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <-- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	\$25K	\$25K+	1-10	11-20	21 +
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	22.0%	19.2%	19.9%	31.0%	19.6%	23.0%	21.0%	24.1%	20.8%	18.3%	23.7%	20.5%	21.4%	21.8%	23.1%
B	43.0%	43.7%	38.9%	43.7%	38.5%	39.2%	46.8%	44.0%	41.9%	44.7%	43.9%	43.6%	44.8%	35.2%	45.7%
C	19.0%	17.9%	31.6%	14.0%	29.9%	21.9%	16.2%	16.2%	23.4%	14.4%	17.2%	20.5%	18.5%	24.6%	15.7%
D	3.7%	4.2%	2.2%	3.1%	2.3%	3.0%	4.3%	2.8%	3.3%	6.8%	3.0%	3.3%	3.1%	4.5%	3.9%
F OR FAIL	1.7%	1.9%	1.1%	1.3%	1.8%	1.2%	2.1%	1.6%	1.9%	1.2%	1.9%	1.7%	0.7%	2.6%	2.5%
DON'T KNOW	10.7%	13.1%	6.2%	6.8%	8.0%	11.8%	9.7%	11.3%	8.7%	14.6%	10.3%	10.4%	11.5%	11.3%	9.1%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.10	2.15	2.21	1.93	2.22	2.10	2.11	2.03	2.16	2.15	2.06	2.13	2.06	2.22	2.09
S.D.	0.88	0.89	0.85	0.86	0.89	0.87	0.90	0.86	0.89	0.90	0.88	0.87	0.81	0.97	0.92
Chi Square		21.6664 *				8.4195		11.5028 *			1.9337		12.6762 *		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.0414				0.0774		0.1748			0.7480		0.1235		

Q.10B OVERALL, WHAT GRADE WOULD YOU GIVE THE AI SD TEACHERS IN THE DISCIPLINE OF STUDENTS?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME --->		<----- YRSRES ----->				
	Total	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT	\$25K+	\$25K+	1-10	11-20	21 +
	Sample	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	12.5%	10.4%	14.1%	17.1%	13.3%	10.8%	14.1%	13.6%	12.7%	7.8%	11.7%	12.5%	13.0%	9.6%	13.8%	
B	28.2%	26.0%	24.4%	36.2%	27.6%	26.3%	30.1%	27.6%	29.1%	27.3%	31.9%	26.1%	28.2%	27.1%	28.8%	
C	28.3%	27.9%	36.1%	24.9%	32.2%	32.2%	24.4%	30.0%	26.1%	28.8%	27.8%	29.4%	29.1%	25.3%	29.5%	
D	8.4%	8.1%	10.1%	7.6%	12.6%	8.1%	8.7%	8.2%	10.4%	2.7%	8.5%	8.9%	7.9%	8.9%	8.8%	
F OR FAIL	6.6%	7.5%	10.3%	3.0%	3.5%	6.5%	6.8%	5.0%	7.7%	8.7%	6.0%	6.6%	3.6%	13.5%	6.5%	
DON'T KNOW	16.0%	20.1%	5.1%	11.3%	10.8%	16.1%	15.9%	15.5%	14.1%	24.7%	14.1%	16.6%	18.3%	15.6%	12.7%	
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235	
Mean	2.63	2.70	2.77	2.36	2.61	2.68	2.57	2.57	2.67	2.70	2.60	2.65	2.52	2.88	2.61	
S.D.	1.10	1.11	1.16	1.00	1.05	1.07	1.13	1.06	1.14	1.09	1.07	1.10	1.01	1.23	1.10	
Chi Square		17.0071 *				7.1329		10.5390			2.3336		20.0450			
DF for Chi		12.				4.		8.			4.		8.			
Probability		0.1493				0.1290		0.2292			0.6747		0.0102			

Q.10C OVERALL, WHAT GRADE WOULD YOU GIVE THE AISD TEACHERS AS TO THEIR INTERACTION WITH PARENTS?

	←----- RACE -----→				←--- SEX ---→		←----- AGE -----→			←-- INCOME --→		←----- YRSRES -----→			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
A	17.9%	15.0%	20.3%	23.8%	21.9%	15.4%	20.3%	16.4%	21.4%	12.5%	18.4%	16.6%	14.7%	22.7%	19.4%
B	36.2%	36.5%	29.9%	39.4%	30.4%	34.1%	38.2%	35.7%	35.8%	41.1%	34.7%	37.9%	33.9%	29.6%	44.8%
C	22.3%	20.3%	28.3%	25.0%	18.6%	24.2%	20.3%	25.2%	22.0%	12.0%	22.8%	22.7%	25.1%	25.0%	15.3%
D	4.4%	4.2%	7.0%	2.2%	13.8%	4.1%	4.7%	3.3%	5.8%	3.6%	4.6%	4.5%	4.7%	5.0%	3.6%
F OR FAIL	2.2%	2.0%	4.4%	1.7%	-	1.7%	2.7%	2.2%	2.2%	2.1%	1.8%	2.6%	0.8%	2.9%	3.8%
DON'T KNOW	17.1%	21.9%	10.1%	7.9%	15.4%	20.4%	13.8%	17.2%	12.7%	28.7%	17.7%	15.8%	20.8%	14.8%	13.1%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.24	2.25	2.39	2.12	2.29	2.28	2.20	2.27	2.22	2.18	2.23	2.27	2.28	2.25	2.17
S.D.	0.94	0.92	1.07	0.88	1.05	0.91	0.96	0.91	0.97	0.89	0.93	0.94	0.87	1.02	0.97
Chi Square		18.2908 *				4.9946		12.0970 *			1.2015		24.7130 *		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.1071				0.2878		0.1469			0.8779		0.0017		

Q.11A IF YOU CURRENTLY HAVE CHILDREN THAT ATTEND THE DISTRICT PUBLIC SCHOOLS, DO ANY OF THEM USE THE SCHOOL BUS TO GET TO AND FROM SCHOOL?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <-- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
YES, USE THE BUS	14.3%	10.6%	24.0%	19.5%	13.3%	10.0%	18.5%	13.6%	17.3%	5.1%	12.8%	16.0%	11.4%	18.3%	15.9%
NO, DON'T USE THE BUS	29.5%	22.8%	36.8%	43.0%	37.4%	25.1%	33.9%	28.1%	35.5%	14.3%	29.7%	29.4%	25.6%	34.2%	32.1%
NO, HAVE NO CHILDREN ATTENDING SCHOOL	56.2%	66.7%	39.1%	37.5%	49.3%	64.9%	47.6%	58.3%	47.2%	80.5%	57.5%	54.6%	62.9%	47.6%	52.0%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.42	2.56	2.15	2.18	2.36	2.55	2.29	2.45	2.30	2.75	2.45	2.39	2.52	2.29	2.36
S.D.	0.73	0.68	0.78	0.74	0.72	0.67	0.76	0.72	0.75	0.54	0.71	0.75	0.69	0.76	0.74
Chi Square		61.7410 *				25.9014		34.4077			1.5656		14.5838		
DF for Chi		6.				2.		4.			2.		4.		
Probability		0.0000				0.0000		0.0000			0.4571		0.0056		

Q.11B SPEAKING OF THE LEVEL OF SERVICE PROVIDED BY THE SCHOOL BUSES, DOES THE LEVEL OF SERVICE EXCEED YOUR EXPECTATIONS, MEET YOUR EXPECTATIONS, OR IS THE SERVICE BELOW YOUR EXPECTATIONS?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <-- INCOME --> <----- YRSRES ----->

	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	114	52	22	35	4	40	74	51	55	5	37	71	44	32	38
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
EXCEEDS MY EXPECTATIONS	12.8%	20.4%	10.5%	2.9%	13.2%	17.2%	10.4%	8.5%	16.9%	17.6%	2.7%	19.2%	11.5%	17.1%	10.7%
MEETS MY EXPECTATIONS	65.9%	66.0%	55.9%	74.4%	43.4%	65.2%	66.2%	68.7%	63.8%	82.4%	79.2%	59.3%	63.2%	73.0%	62.8%
BELOW MY EXPECTATIONS	18.1%	13.6%	27.6%	16.1%	43.4%	10.9%	22.0%	20.2%	17.5%	-	11.8%	21.5%	22.3%	5.8%	23.8%
DON'T KNOW	3.2%	-	5.9%	6.6%	-	6.6%	1.4%	2.6%	1.8%	-	6.3%	-	3.0%	4.1%	2.7%
Unweighted Total	115	56	20	32	7	34	81	50	57	5	36	73	45	33	37
Mean	2.05	1.93	2.18	2.14	2.30	1.93	2.12	2.12	2.01	1.82	2.10	2.02	2.11	1.88	2.13
S.D.	0.56	0.59	0.63	0.44	0.81	0.55	0.56	0.53	0.60	0.43	0.39	0.64	0.59	0.48	0.59
Chi Square		9.1603 *				2.6677 *		2.8037 *			7.7175 *		4.8145 *		
DF for Chi		6.				2.		4.			2.		4.		
Probability		0.1648				0.2635		0.5912			0.0211		0.3069		

BASE = RESPONDENTS WHO USE THE BUS IN Q.11A



Q.12 BASED ON WHAT YOU KNOW OR HAVE HEARD, HOW WOULD YOU RATE THE EFFICIENCY OF THE AISD IN THE MANAGEMENT OF TAX DOLLARS? WOULD YOU SAY THE DISTRICT OPERATES VERY EFFICIENTLY, SOMEWHAT EFFICIENTLY, SOMEWHAT INEFFICIENTLY, OR VERY INEFFICIENTLY?

	←----- RACE -----→				←--- SEX ---→		←----- AGE -----→			←--- INCOME ---→		←----- YRSRES -----→			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1 - VERY EFFICIENTLY	3.6%	1.2%	4.7%	10.0%	1.8%	3.2%	4.1%	3.6%	3.2%	5.7%	5.6%	1.6%	2.7%	3.7%	5.0%
2 - SOMEWHAT EFFICIENTLY	36.9%	36.5%	33.6%	40.6%	30.9%	39.6%	34.3%	41.2%	34.9%	29.7%	39.3%	37.2%	42.9%	30.2%	32.4%
3- SOMEWHAT INEFFICIENTLY	35.5%	37.0%	38.1%	29.9%	37.4%	33.5%	37.6%	33.5%	37.5%	37.8%	30.9%	38.8%	33.3%	40.0%	36.0%
4 - VERY INEFFICIENTLY	17.3%	18.9%	18.5%	11.8%	19.6%	18.6%	16.0%	13.8%	18.3%	23.3%	16.3%	16.3%	13.8%	21.2%	19.7%
DON'T KNOW	6.6%	6.3%	5.1%	7.6%	10.3%	5.1%	8.1%	7.9%	6.1%	3.6%	7.9%	6.0%	7.2%	4.9%	6.9%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.71	2.79	2.74	2.47	2.83	2.71	2.71	2.63	2.75	2.82	2.63	2.74	2.63	2.83	2.76
S.D.	0.81	0.77	0.83	0.85	0.80	0.82	0.80	0.78	0.80	0.87	0.84	0.76	0.77	0.82	0.85
Chi Square		36.6275 *				3.5333		10.1628 *			12.2858		15.8291		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0000				0.3165		0.1180			0.0065		0.0147		

Q.13 IN YOUR OPINION, WHAT ARE THE MAJOR ISSUES FACING THE AISD THIS YEAR?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
BOOKS, MATERIALS	0.7%	0.8%	1.1%	-	1.8%	0.6%	0.8%	0.6%	1.0%	-	0.6%	0.3%	0.3%	2.0%	0.4%
CURRICULUM	11.4%	12.8%	7.0%	9.7%	12.8%	10.4%	12.4%	9.1%	13.5%	11.7%	8.6%	13.7%	12.3%	10.6%	10.7%
CRIME	9.5%	8.3%	11.2%	11.7%	9.3%	9.3%	9.6%	13.1%	6.7%	5.2%	13.5%	6.1%	9.9%	11.7%	7.1%
SEX EDUCATION	5.7%	5.5%	2.2%	7.7%	7.5%	5.5%	5.8%	6.1%	6.0%	3.6%	4.9%	5.6%	6.4%	5.8%	4.3%
SCHOOL OVERCROWDING	5.6%	6.5%	7.3%	2.7%	3.5%	6.1%	5.2%	5.9%	5.7%	4.1%	4.3%	6.7%	6.3%	6.0%	4.3%
FACILITIES	1.7%	1.5%	2.5%	1.7%	1.8%	1.7%	1.6%	1.9%	1.9%	-	1.2%	2.2%	1.7%	1.9%	1.4%
TEACHER QUALITY	4.0%	4.9%	1.1%	3.0%	3.5%	3.4%	4.5%	2.2%	5.6%	5.7%	4.5%	3.8%	2.6%	5.3%	5.3%
QUALITY OF EDUCATION	10.1%	11.5%	7.6%	7.4%	10.3%	10.9%	9.3%	10.7%	11.2%	4.1%	8.3%	11.6%	10.8%	9.3%	9.5%

(CONTINUED)

Q.13 IN YOUR OPINION, WHAT ARE THE MAJOR ISSUES FACING THE AISD THIS YEAR? (CONTINUED)

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
BUSING	1.1%	0.6%	2.2%	1.9%	-	0.9%	1.2%	1.1%	1.3%	-	0.7%	1.2%	1.3%	0.7%	0.9%
TEST SCORES	0.4%	0.6%	-	-	2.3%	0.4%	0.4%	0.5%	0.5%	-	-	0.5%	0.7%	-	0.4%
MOTIVATING STUDENTS	1.5%	1.5%	-	1.9%	2.3%	1.3%	1.6%	1.2%	1.5%	2.3%	1.6%	1.4%	1.3%	0.6%	2.4%
EQUAL EDUCATION	1.7%	1.4%	1.4%	2.7%	1.8%	1.6%	1.9%	1.3%	1.9%	3.0%	2.9%	1.0%	1.5%	1.5%	2.3%
TEACHER SHORTAGE	1.1%	0.4%	3.6%	2.0%	-	1.3%	1.0%	1.6%	1.0%	-	1.5%	1.0%	1.1%	2.0%	0.6%
MANAGEMENT, ADMINISTRATION	4.8%	5.7%	3.3%	2.7%	5.3%	4.9%	4.6%	1.8%	6.8%	9.2%	2.6%	5.8%	4.5%	6.5%	3.8%
SCHOOL BOARD	2.1%	2.7%	-	0.7%	8.6%	3.0%	1.2%	1.6%	1.9%	3.6%	1.6%	2.0%	1.3%	4.1%	1.9%

(CONTINUED)

Q.13 IN YOUR OPINION, WHAT ARE THE MAJOR ISSUES FACING THE AISD THIS YEAR? (CONTINUED)

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
DROPOUTS	3.1%	3.2%	5.8%	1.7%	1.8%	2.8%	3.4%	4.6%	2.1%	1.2%	3.8%	3.2%	3.5%	2.5%	3.0%
PARENT INVOLVEMENT	0.9%	0.6%	1.1%	1.9%	-	0.9%	1.0%	1.1%	0.7%	0.9%	1.5%	0.7%	1.6%	-	0.6%
COMMUNICATION	3.4%	2.9%	3.6%	3.9%	7.5%	3.2%	3.6%	3.7%	3.1%	3.1%	3.3%	3.6%	3.2%	4.4%	2.9%
HEALTH, CLINIC	0.7%	1.2%	-	-	-	0.8%	0.6%	0.6%	0.9%	0.9%	1.0%	0.7%	0.3%	2.2%	0.4%
DISCIPLINE	10.5%	11.6%	7.7%	8.5%	12.8%	10.3%	10.7%	8.3%	12.2%	14.3%	9.2%	11.8%	8.0%	16.5%	10.1%
BUDGET, FUNDING	28.4%	32.9%	22.6%	18.5%	31.7%	27.9%	28.8%	26.9%	29.4%	29.5%	24.4%	31.7%	29.5%	24.5%	29.5%
TEACHER SALARIES	8.9%	8.5%	12.7%	7.6%	12.8%	9.3%	8.5%	8.7%	10.5%	4.8%	6.9%	10.7%	11.0%	8.2%	6.1%
TAXES	11.0%	13.8%	7.6%	4.8%	13.1%	11.5%	10.4%	10.3%	10.8%	14.6%	7.9%	13.3%	10.2%	13.7%	10.2%

(CONTINUED)

Q.13 IN YOUR OPINION, WHAT ARE THE MAJOR ISSUES FACING THE AISD THIS YEAR? (CONTINUED)

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
OTHER ISSUES	15.0%	15.2%	15.3%	14.2%	14.3%	16.7%	13.3%	10.3%	19.6%	16.6%	13.1%	16.8%	12.7%	17.0%	17.2%
NO ANSWER	15.2%	10.5%	25.0%	23.9%	8.6%	12.7%	17.6%	17.3%	12.5%	14.9%	21.7%	9.2%	13.8%	11.8%	19.6%
REFUSED	1.2%	1.0%	2.5%	1.3%	-	1.2%	1.2%	0.9%	1.9%	-	0.3%	2.0%	1.6%	0.6%	0.9%
Responses	1266	821	142	256	47	629	636	565	540	146	439	724	598	300	367
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235

PERCENTS BASED ON TOTAL RESPONDENTS  
MULTIPLE RESPONSES

Q.14 IS THERE ONE ISSUE THAT STANDS OUT IN YOUR MIND AS THE MOST IMPORTANT ISSUE FACING THE DISTRICT THIS YEAR?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME ---> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	\$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
CURRICULUM	5.2%	5.8%	5.8%	3.5%	4.0%	4.2%	6.3%	5.9%	4.8%	4.7%	6.1%	5.0%	6.3%	4.7%	3.9%
CRIME	4.3%	4.8%	4.0%	3.7%	2.3%	4.8%	3.9%	4.9%	4.6%	1.8%	3.7%	5.0%	4.4%	6.6%	2.6%
SEX EDUCATION	2.4%	2.6%	1.4%	2.0%	4.0%	2.8%	1.9%	3.1%	2.2%	-	2.5%	2.4%	3.7%	0.5%	1.7%
SCHOOL OVERCROWDING	0.6%	0.7%	1.1%	-	-	-	1.1%	0.2%	0.9%	0.9%	-	1.0%	-	2.0%	0.4%
FACILITIES	0.7%	-	4.7%	0.6%	-	0.3%	1.0%	0.6%	1.0%	-	1.5%	-	0.3%	1.7%	0.4%
TEACHER QUALITY	1.2%	0.7%	3.3%	1.3%	1.8%	0.6%	1.8%	1.1%	1.7%	-	0.9%	1.4%	1.4%	0.3%	1.7%
BUSING	0.9%	0.4%	1.1%	2.0%	-	1.2%	0.5%	0.6%	1.5%	-	-	1.6%	0.6%	0.7%	1.4%
MOTIVATING STUDENTS	0.4%	0.6%	-	-	1.8%	0.3%	0.5%	0.2%	0.4%	1.2%	0.4%	0.5%	0.2%	1.4%	-

(CONTINUED)

Q.14 IS THERE ONE ISSUE THAT STANDS OUT IN YOUR MIND AS THE MOST IMPORTANT ISSUE FACING THE DISTRICT THIS YEAR? (CONTINUED)

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME ---> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME			YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +	
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
EQUAL EDUCATION	0.4%	0.2%	-	1.3%	-	0.3%	0.5%	0.3%	0.7%	-	0.5%	0.4%	-	-	1.4%	
TEACHER SHORTAGE	0.3%	0.2%	-	0.7%	-	0.6%	-	0.4%	0.3%	-	0.8%	-	0.3%	-	0.6%	
MANAGEMENT, ADMINISTRATION	1.3%	2.0%	-	-	2.3%	1.5%	1.1%	0.5%	2.2%	1.5%	1.1%	1.7%	0.7%	2.4%	1.5%	
SCHOOL BOARD	0.7%	1.1%	-	-	2.3%	1.3%	0.2%	0.2%	1.4%	-	-	1.1%	0.7%	0.6%	0.9%	
DROPOUTS	2.3%	2.8%	1.4%	1.7%	-	2.6%	2.1%	3.9%	0.9%	1.2%	2.2%	2.6%	2.9%	2.8%	0.9%	
COMMUNICATION	0.9%	0.6%	4.4%	-	1.8%	0.3%	1.6%	1.2%	0.9%	-	1.5%	0.7%	1.3%	0.6%	0.6%	
HEALTH, CLINIC	0.2%	0.2%	-	-	1.8%	0.3%	0.1%	0.1%	0.3%	-	0.2%	0.3%	0.1%	0.6%	-	

(CONTINUED)

Q.14 IS THERE ONE ISSUE THAT STANDS OUT IN YOUR MIND AS THE MOST IMPORTANT ISSUE FACING THE DISTRICT THIS YEAR? (CONTINUED)

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
DISCIPLINE	3.1%	3.3%	5.4%	1.3%	1.8%	3.6%	2.6%	0.7%	4.7%	7.1%	3.4%	2.3%	2.1%	4.7%	3.4%
BUDGET, FUNDING	17.4%	19.9%	11.7%	11.8%	28.1%	17.6%	17.2%	16.3%	17.4%	21.0%	11.4%	22.5%	16.9%	17.7%	18.1%
TEACHER SALARIES	1.7%	2.3%	1.1%	0.7%	-	1.4%	2.0%	1.2%	2.8%	-	1.9%	1.8%	2.3%	2.3%	0.4%
OTHER ISSUES	4.3%	4.1%	3.6%	4.3%	9.3%	3.7%	4.9%	4.2%	3.6%	5.8%	4.2%	4.2%	4.1%	5.2%	3.8%
NO ANSWER	51.7%	47.7%	50.8%	65.1%	39.0%	52.6%	50.8%	54.2%	47.8%	54.8%	57.8%	45.6%	51.8%	45.1%	56.5%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	20.16	19.90	19.34	21.28	20.16	20.34	19.98	20.05	19.76	21.66	20.45	19.72	19.95	19.56	20.93
S.D.	7.54	7.59	8.18	7.09	7.00	7.34	7.75	7.85	7.61	6.05	7.64	7.60	7.84	7.73	6.85
Chi Square		103.571 *				24.4356 *		54.7682 *			42.4281 *		59.3016 *		
DF for Chi		57.				19.		38.			19.		38.		
Probability		0.0002				0.1800		0.0383			0.0016		0.0151		



Q.15A WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...SCHOOLS IN THIS DISTRICT ARE SAFE AND SECURE FROM CRIME?  
DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	0.5%	0.4%	-	1.3%	-	0.6%	0.5%	-	1.0%	1.1%	0.6%	0.3%	-	-	1.8%
2 - AGREE	20.7%	19.8%	20.3%	22.8%	25.7%	22.8%	18.7%	24.4%	20.1%	9.1%	22.3%	20.8%	23.7%	20.5%	16.1%
3 - DISAGREE	56.4%	55.0%	51.3%	63.7%	50.7%	55.7%	57.1%	57.5%	53.0%	64.1%	54.3%	56.9%	57.2%	51.6%	58.9%
4 - STRONGLY DISAGREE	19.2%	20.4%	28.5%	10.8%	21.9%	17.2%	21.2%	15.9%	23.0%	19.5%	19.7%	18.9%	15.5%	25.2%	20.4%
DON'T KNOW	3.1%	4.4%	-	1.5%	1.8%	3.7%	2.5%	2.3%	3.0%	6.2%	3.1%	3.2%	3.5%	2.7%	2.8%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.97	3.00	3.08	2.85	2.96	2.93	3.02	2.91	3.01	3.09	2.96	2.98	2.91	3.05	3.01
S.D.	0.66	0.66	0.70	0.61	0.71	0.66	0.66	0.64	0.70	0.59	0.68	0.65	0.63	0.69	0.67
Chi Square		16.8762 *				3.3986 *		18.9002 *			1.1206 *		21.5524 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0507				0.3342		0.0043			0.7721		0.0015		

Q.15B WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...DISTRICT SCHOOLS DO NOT EFFECTIVELY HANDLE MISBEHAVIOR PROBLEMS?  
DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	8.2%	9.9%	7.3%	3.9%	7.5%	7.8%	8.6%	7.3%	9.4%	6.3%	8.4%	8.3%	7.7%	11.5%	6.5%
2 - AGREE	52.2%	50.3%	59.0%	53.8%	53.5%	56.2%	48.3%	52.1%	51.5%	54.5%	49.1%	53.9%	50.1%	55.8%	53.0%
3 - DISAGREE	25.6%	22.9%	31.5%	30.0%	26.9%	25.5%	25.8%	28.5%	23.9%	21.9%	29.9%	23.5%	26.9%	22.7%	26.0%
4 - STRONGLY DISAGREE	2.0%	1.9%	1.1%	2.4%	4.0%	1.3%	2.7%	1.0%	2.0%	5.8%	2.9%	1.1%	1.1%	2.8%	2.9%
DON'T KNOW	12.0%	15.0%	1.1%	9.8%	8.0%	9.2%	14.7%	11.1%	13.3%	11.5%	9.7%	13.2%	14.3%	7.3%	11.7%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.24	2.20	2.27	2.34	2.30	2.22	2.26	2.26	2.21	2.31	2.30	2.20	2.25	2.18	2.29
S.D.	0.64	0.66	0.61	0.61	0.69	0.61	0.68	0.62	0.66	0.70	0.68	0.61	0.63	0.68	0.65
Chi Square		10.3848 *				3.6038		12.2754 *			6.4687		7.3555 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.3202				0.3075		0.0561			0.0909		0.2892		

Q.15C WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THE DISTRICT IS OPEN AND HONEST IN DEALING WITH THE MEDIA?  
DO YOU FEEL STRONGLY OR NOT?

	←----- RACE -----→				←-- SEX ---→		←----- AGE -----→			←-- INCOME --→		←----- YRSRES -----→			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	1.6%	1.1%	2.9%	2.2%	1.8%	1.8%	1.4%	2.1%	1.1%	1.1%	2.7%	1.0%	2.4%	-	1.4%
2 - AGREE	39.0%	39.6%	26.9%	44.5%	33.7%	41.9%	36.1%	42.2%	38.0%	32.5%	44.4%	36.5%	41.1%	37.6%	36.9%
3 - DISAGREE	37.3%	35.0%	49.8%	36.9%	39.9%	36.2%	38.4%	37.7%	37.1%	37.3%	33.7%	41.1%	34.6%	38.6%	40.5%
4 - STRONGLY DISAGREE	5.7%	5.6%	5.8%	6.1%	4.0%	5.7%	5.7%	5.9%	7.2%	0.6%	4.7%	6.7%	5.5%	8.2%	4.3%
DON'T KNOW	16.4%	18.8%	14.6%	10.2%	20.6%	14.4%	18.3%	12.0%	16.7%	28.5%	14.5%	14.7%	16.4%	15.7%	16.9%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.56	2.56	2.69	2.52	2.58	2.53	2.59	2.54	2.60	2.52	2.47	2.63	2.52	2.65	2.57
S.D.	0.65	0.64	0.65	0.66	0.64	0.65	0.65	0.66	0.66	0.55	0.65	0.65	0.66	0.65	0.62
Chi Square		10.9189 *				1.8625		6.9929 *			9.3924		9.4329 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.2813				0.6014		0.3215			0.0245		0.1507		

Q.15D WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...SCHOOLS IN THIS DISTRICT HAVE SUFFICIENT SPACE AND FACILITIES TO SUPPORT THE INSTRUCTIONAL PROGRAMS? DO YOU FEEL STRONGLY OR NOT?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT		1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	2.7%	2.0%	4.0%	3.0%	8.6%	3.7%	1.6%	2.9%	1.7%	4.1%	2.5%	2.7%	2.6%	1.3%	3.8%
2 - AGREE	34.8%	31.7%	37.2%	43.3%	27.1%	35.0%	34.7%	34.3%	31.6%	49.4%	40.5%	29.7%	31.7%	37.9%	37.5%
3 - DISAGREE	41.6%	42.5%	40.4%	37.9%	55.0%	41.4%	41.8%	42.7%	43.9%	29.4%	35.8%	46.7%	43.7%	41.4%	38.5%
4 - STRONGLY DISAGREE	10.6%	11.2%	13.5%	8.3%	5.3%	8.6%	12.6%	11.3%	12.7%	-	10.0%	11.1%	11.0%	14.0%	7.4%
DON'T KNOW	10.3%	12.7%	5.1%	7.5%	4.0%	11.3%	9.4%	8.8%	10.1%	17.1%	11.2%	9.9%	11.0%	5.6%	12.8%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.67	2.72	2.67	2.56	2.59	2.62	2.72	2.68	2.75	2.31	2.60	2.73	2.71	2.72	2.57
S.D.	0.72	0.71	0.77	0.70	0.74	0.72	0.72	0.73	0.71	0.56	0.72	0.71	0.72	0.73	0.71
Chi Square		13.8225 *				6.1160		25.2525 *			11.1746		8.9835 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.1288				0.1061		0.0003			0.0108		0.1745		

Q.15E WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THE DISTRICT'S SCHOOLS CAN BE DESCRIBED AS GOOD PLACES TO LEARN?  
DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	2.7%	1.6%	4.0%	4.8%	5.8%	2.6%	2.9%	2.9%	1.6%	6.1%	3.9%	1.8%	1.9%	1.3%	5.2%
2 - AGREE	63.9%	60.0%	58.9%	78.6%	54.5%	64.5%	63.3%	64.3%	64.1%	61.6%	66.9%	62.3%	64.1%	60.4%	66.2%
3 - DISAGREE	23.6%	27.8%	30.7%	8.0%	28.1%	23.1%	24.2%	23.0%	25.2%	22.3%	19.3%	26.8%	24.2%	26.7%	20.6%
4 - STRONGLY DISAGREE	4.1%	4.3%	5.1%	3.7%	1.8%	3.8%	4.5%	3.9%	5.5%	0.9%	4.2%	4.3%	3.8%	6.5%	2.9%
DON'T KNOW	5.6%	6.3%	1.4%	4.9%	9.8%	6.0%	5.1%	5.9%	3.6%	9.2%	5.7%	4.8%	6.0%	5.2%	5.2%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.31	2.37	2.37	2.11	2.29	2.30	2.32	2.30	2.36	2.20	2.25	2.35	2.32	2.41	2.22
S.D.	0.60	0.60	0.65	0.53	0.62	0.59	0.61	0.60	0.62	0.56	0.60	0.60	0.58	0.64	0.59
Chi Square		39.7007 *				.3912		9.7550 *			7.5709		13.0967 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0000				0.9420		0.1354			0.0558		0.0415		

Q.15F WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...SCHOOLS IN THE DISTRICT DO NOT HAVE THE MATERIALS AND SUPPLIES NECESSARY FOR INSTRUCTION IN BASIC SKILLS PROGRAMS? DO YOU FEEL STRONGLY OR NOT?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total Sample =====	WHITE =====	BLACK =====	HISP =====	OTHER =====	MALE =====	FEMALE =====	18-34 =====	35-54 =====	55 + =====	LT \$25K =====	\$25K+ =====	1-10 =====	11-20 =====	21 + =====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	5.8%	5.3%	7.3%	6.0%	8.8%	4.9%	6.7%	5.0%	7.7%	2.0%	6.7%	5.1%	5.5%	8.8%	4.1%
2 - AGREE	42.0%	38.4%	48.4%	49.6%	35.7%	38.5%	45.5%	43.7%	43.2%	34.1%	44.1%	41.6%	42.5%	41.3%	41.9%
3 - DISAGREE	37.5%	40.3%	33.1%	32.6%	34.4%	40.8%	34.2%	38.2%	37.0%	35.7%	35.5%	39.8%	38.0%	40.6%	34.2%
4 - STRONGLY DISAGREE	2.8%	2.6%	3.3%	3.0%	4.5%	2.3%	3.3%	2.7%	3.4%	1.5%	3.7%	2.2%	2.3%	2.4%	3.9%
DON'T KNOW	11.9%	13.5%	7.9%	8.8%	16.6%	13.4%	10.3%	10.4%	8.7%	26.7%	10.0%	11.3%	11.7%	7.0%	15.9%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.42	2.46	2.35	2.36	2.42	2.47	2.38	2.43	2.40	2.50	2.40	2.44	2.42	2.39	2.45
S.D.	0.66	0.66	0.68	0.65	0.77	0.65	0.68	0.65	0.70	0.59	0.69	0.64	0.65	0.69	0.66
Chi Square		8.7312 *				6.1972		5.2155 *			3.2345		5.5876		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.4624				0.1024		0.5165			0.3569		0.4709		

Q.15G WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...MANAGEMENT OR POLICY DECISIONS IN THE DISTRICT ARE RACIALLY MOTIVATED? DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	4.3%	3.8%	6.2%	4.1%	9.8%	4.9%	3.7%	3.3%	6.1%	3.1%	2.6%	5.3%	3.6%	4.0%	5.8%
2 - AGREE	33.5%	29.2%	49.4%	37.5%	30.4%	34.7%	32.2%	32.8%	35.1%	33.1%	36.6%	32.4%	31.5%	33.4%	36.8%
3 - DISAGREE	41.1%	45.4%	32.7%	34.7%	35.7%	41.4%	40.9%	42.8%	37.7%	44.3%	41.7%	42.6%	42.1%	40.2%	40.2%
4 - STRONGLY DISAGREE	3.6%	4.8%	2.5%	0.6%	6.3%	4.3%	3.0%	2.9%	3.6%	6.6%	3.7%	2.7%	3.9%	4.7%	2.3%
DON'T KNOW	17.4%	16.9%	9.2%	23.1%	17.8%	14.8%	20.1%	18.2%	17.5%	12.9%	15.3%	17.0%	18.9%	17.7%	14.9%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.53	2.62	2.35	2.41	2.47	2.53	2.54	2.56	2.47	2.63	2.55	2.51	2.57	2.55	2.46
S.D.	0.67	0.67	0.65	0.61	0.82	0.68	0.65	0.63	0.70	0.68	0.63	0.67	0.66	0.68	0.66
Chi Square		25.1259 *				1.2013		7.6981 *			4.4605		4.4673		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0028				0.7527		0.2611			0.2158		0.6137		

Q.15H WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THE DISTRICT DOES A GOOD JOB OF PREPARING THOSE STUDENTS WHO PLAN TO GO ON TO COLLEGE? DO YOU FEEL STRONGLY OR NOT?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	1.7%	1.0%	1.1%	4.3%	-	1.2%	2.2%	1.4%	1.9%	2.1%	2.4%	1.2%	1.7%	-	3.0%
2 - AGREE	47.1%	46.0%	35.2%	58.2%	35.7%	46.2%	48.0%	46.2%	46.8%	52.2%	48.0%	46.6%	43.5%	50.7%	50.1%
3 - DISAGREE	34.5%	34.3%	51.3%	24.7%	45.5%	36.3%	32.7%	35.1%	34.3%	34.2%	35.7%	33.7%	35.6%	33.1%	33.8%
4 - STRONGLY DISAGREE	7.7%	8.9%	5.5%	5.7%	8.0%	7.5%	8.0%	7.9%	8.6%	4.9%	5.3%	9.6%	8.1%	8.6%	6.5%
DON'T KNOW	9.0%	9.9%	7.0%	7.2%	10.8%	8.8%	9.1%	9.3%	8.4%	6.6%	8.6%	8.9%	11.1%	7.6%	6.6%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.53	2.57	2.66	2.34	2.69	2.55	2.51	2.55	2.54	2.45	2.48	2.57	2.56	2.54	2.47
S.D.	0.68	0.68	0.61	0.67	0.64	0.66	0.69	0.67	0.69	0.63	0.65	0.70	0.68	0.66	0.67
Chi Square		33.0482 *				2.0299		2.0923 *			6.0964 *		7.7860 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0001				0.5662		0.9110			0.1070		0.2542		



Q.15I WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THE DISTRICT DOES A GOOD JOB OF PREPARING THOSE STUDENTS WHO DO NOT PLAN TO GO TO COLLEGE IMMEDIATELY AFTER HIGH SCHOOL GRADUATION? DO YOU FEEL STRONGLY OR NOT?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME ---> <----- YRSRES ----->

	Total Sample	RACE				SEX		AGE			INCOME		YRSRES		
		WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	0.9%	0.8%	1.1%	1.3%	-	0.9%	0.9%	0.9%	0.9%	0.9%	0.7%	0.9%	1.5%	-	0.7%
2 - AGREE	30.9%	28.3%	30.7%	39.2%	21.9%	30.5%	31.2%	34.1%	28.0%	28.9%	32.8%	29.8%	30.2%	32.5%	30.8%
3 - DISAGREE	42.0%	43.2%	41.9%	37.5%	50.0%	42.8%	41.2%	40.6%	42.8%	43.9%	44.4%	41.0%	41.1%	42.3%	42.8%
4 - STRONGLY DISAGREE	9.6%	10.3%	14.6%	5.0%	12.1%	10.9%	8.4%	10.2%	9.4%	9.1%	8.2%	10.6%	9.8%	10.5%	8.8%
DON'T KNOW	16.6%	17.4%	11.7%	17.0%	16.1%	14.9%	18.2%	14.1%	19.0%	17.2%	13.9%	17.7%	17.4%	14.7%	16.8%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.72	2.76	2.79	2.56	2.88	2.75	2.70	2.70	2.75	2.74	2.70	2.74	2.72	2.74	2.72
S.D.	0.67	0.67	0.73	0.63	0.64	0.68	0.66	0.69	0.67	0.66	0.65	0.69	0.69	0.66	0.66
Chi Square		14.3923 *				1.1202 *		2.2476 *			1.7523 *		3.4462 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.1090				0.7722		0.8956			0.6254		0.7511		

Q.15J WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THE DISTRICT DOES A GOOD JOB OF PREPARING THOSE STUDENTS WHO HAVE SPECIAL NEEDS WHEN IT COMES TO LEARNING? DO YOU FEEL STRONGLY OR NOT?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME ---> <----- YRSRES ----->

	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K \$25K+		1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	2.0%	1.9%	1.1%	3.0%	-	1.2%	2.8%	2.0%	2.1%	1.8%	1.9%	1.8%	1.3%	1.1%	3.7%
2 - AGREE	52.0%	49.0%	48.4%	62.9%	46.7%	50.4%	53.6%	54.5%	47.9%	57.1%	54.4%	50.1%	51.0%	49.9%	55.4%
3 - DISAGREE	24.2%	23.4%	37.7%	20.1%	20.1%	25.1%	23.3%	22.8%	28.0%	18.4%	24.1%	24.9%	24.4%	25.3%	22.8%
4 - STRONGLY DISAGREE	4.6%	4.9%	5.8%	2.8%	7.5%	4.4%	4.8%	4.4%	5.4%	2.8%	4.8%	4.4%	4.5%	5.9%	3.9%
DON'T KNOW	17.2%	20.9%	7.0%	11.2%	25.7%	19.0%	15.5%	16.3%	16.6%	19.8%	14.8%	18.9%	18.8%	17.8%	14.2%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.38	2.39	2.52	2.26	2.47	2.40	2.36	2.35	2.44	2.28	2.37	2.39	2.39	2.44	2.31
S.D.	0.63	0.64	0.64	0.57	0.69	0.62	0.64	0.62	0.65	0.57	0.63	0.63	0.62	0.65	0.63
Chi Square		13.8659 *				3.0670		6.6405 *			.4048		6.3359 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.1272				0.3814		0.3554			0.9392		0.3866		

Q.15K WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...PARENTS IN THE DISTRICT DO NOT FEEL THEY HAVE AN ACTIVE VOICE IN THE PUBLIC SCHOOLS? DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME --->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	4.2%	4.5%	7.7%	1.1%	5.8%	4.1%	4.3%	3.2%	5.8%	2.6%	3.0%	5.4%	2.7%	8.8%	3.2%
2 - AGREE	41.9%	39.6%	51.9%	41.9%	49.5%	43.4%	40.4%	42.5%	39.3%	48.8%	44.2%	42.7%	39.7%	47.7%	41.3%
3 - DISAGREE	38.0%	38.3%	30.5%	42.6%	28.1%	35.6%	40.4%	39.1%	39.0%	30.3%	38.6%	37.0%	39.7%	31.6%	39.8%
4 - STRONGLY DISAGREE	1.1%	0.8%	1.1%	1.9%	1.8%	0.9%	1.3%	1.9%	0.5%	-	1.8%	0.6%	1.2%	0.5%	1.4%
DON'T KNOW	14.8%	16.8%	8.7%	12.5%	14.8%	16.0%	13.6%	13.3%	15.4%	18.3%	12.3%	14.4%	16.7%	11.4%	14.4%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.42	2.42	2.27	2.52	2.30	2.40	2.45	2.46	2.40	2.34	2.45	2.38	2.47	2.27	2.46
S.D.	0.61	0.61	0.63	0.57	0.64	0.60	0.61	0.61	0.63	0.54	0.60	0.61	0.59	0.64	0.60
Chi Square		13.7063 *				1.8554 *		11.1552 *			4.9057 *		16.0449 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.1332				0.6029		0.0837			0.1788		0.0135		

Q.15L WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...PARENTS IN THE DISTRICT ARE SATISFIED WITH THE EDUCATION THEIR CHILDREN ARE RECEIVING? DO YOU FEEL STRONGLY OR NOT?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	0.9%	0.6%	1.1%	1.9%	-	0.6%	1.2%	1.1%	0.7%	0.9%	1.4%	0.4%	0.2%	1.4%	1.7%
2 - AGREE	29.6%	26.8%	23.9%	41.7%	18.3%	28.8%	30.3%	32.0%	28.8%	23.1%	30.9%	29.2%	32.3%	24.5%	28.6%
3 - DISAGREE	49.9%	51.8%	55.4%	41.0%	57.0%	52.1%	47.8%	50.4%	51.9%	42.1%	51.0%	50.7%	49.5%	53.5%	48.1%
4 - STRONGLY DISAGREE	8.1%	8.4%	13.1%	4.3%	12.1%	7.4%	8.9%	6.2%	9.6%	10.5%	6.4%	9.9%	6.1%	11.3%	9.1%
DON'T KNOW	11.4%	12.4%	6.5%	11.2%	12.6%	11.1%	11.8%	10.3%	9.0%	23.4%	10.3%	9.8%	11.8%	9.3%	12.5%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.74	2.78	2.86	2.54	2.93	2.75	2.73	2.69	2.77	2.81	2.69	2.78	2.70	2.82	2.74
S.D.	0.63	0.62	0.65	0.62	0.60	0.61	0.65	0.62	0.63	0.68	0.62	0.64	0.60	0.65	0.66
Chi Square		25.5651 *				2.1641 *		5.6398 *			4.7633 *		11.3566 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0024				0.5391		0.4647			0.1900		0.0780		

Q.15M WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...PARENTS FEEL WELCOME WHEN THEY VISIT A DISTRICT SCHOOL?  
DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	3.7%	3.7%	3.3%	3.9%	4.0%	2.4%	5.0%	3.8%	4.2%	2.0%	3.7%	4.1%	4.0%	2.4%	4.2%
2 - AGREE	60.0%	55.2%	58.5%	73.6%	61.5%	58.8%	61.3%	59.6%	61.7%	54.4%	61.8%	59.6%	54.6%	62.5%	66.8%
3 - DISAGREE	14.2%	13.2%	25.5%	12.0%	7.0%	15.0%	13.4%	13.5%	15.7%	13.1%	14.8%	13.2%	13.5%	17.4%	12.9%
4 - STRONGLY DISAGREE	1.5%	1.5%	2.2%	1.3%	-	1.7%	1.2%	0.6%	3.0%	-	0.3%	2.2%	0.3%	4.0%	1.5%
DON'T KNOW	20.6%	26.4%	10.5%	9.2%	27.4%	22.1%	19.1%	22.4%	15.5%	30.5%	19.5%	20.9%	27.6%	13.7%	14.7%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.17	2.17	2.30	2.12	2.04	2.21	2.13	2.14	2.21	2.16	2.15	2.17	2.14	2.27	2.14
S.D.	0.52	0.53	0.58	0.47	0.40	0.52	0.52	0.49	0.58	0.44	0.47	0.55	0.49	0.59	0.50
Chi Square		11.0920 *				4.5666		8.0408 *			4.9414 *		13.1982 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.2695				0.2064		0.2351			0.1761		0.0400		

Q.15N WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...PARENTS IN THE DISTRICT ADQUATELY PARTICIPATE IN SCHOOL ACTIVITIES AND ORGANIZATIONS? DO YOU FEEL STRONGLY OR NOT?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME ---> <----- YRSRES ----->

	Total Sample =====	WHITE =====	BLACK =====	HISP =====	OTHER =====	MALE =====	FEMALE =====	18-34 =====	35-54 =====	55 + =====	LT \$25K =====	\$25K+ =====	1-10 =====	11-20 =====	21 + =====
Weighted Total	800 100.0%	497 100.0%	93 100.0%	182 100.0%	27 100.0%	400 100.0%	400 100.0%	375 100.0%	321 100.0%	95 100.0%	293 100.0%	440 100.0%	384 100.0%	178 100.0%	237 100.0%
1- STRONGLY AGREE	1.3%	1.1%	-	3.0%	-	1.4%	1.2%	1.7%	1.0%	1.1%	1.0%	1.4%	1.1%	0.6%	2.3%
2 - AGREE	35.0%	31.2%	31.0%	47.0%	37.9%	33.4%	36.6%	38.1%	32.4%	28.8%	40.1%	31.1%	33.8%	36.8%	35.7%
3 - DISAGREE	45.5%	46.1%	52.2%	41.0%	40.2%	46.3%	44.6%	38.9%	54.6%	42.7%	43.4%	48.2%	41.6%	50.5%	48.1%
4 - STRONGLY DISAGREE	5.5%	6.1%	7.0%	2.6%	9.3%	5.9%	5.1%	6.6%	4.3%	5.6%	5.8%	5.2%	7.6%	4.8%	2.5%
DON'T KNOW	12.8%	15.6%	9.8%	6.5%	12.6%	13.0%	12.5%	14.6%	7.7%	21.8%	9.6%	14.0%	15.9%	7.4%	11.4%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.63	2.68	2.73	2.46	2.67	2.65	2.61	2.59	2.67	2.68	2.60	2.66	2.66	2.64	2.57
S.D.	0.62	0.62	0.59	0.61	0.67	0.63	0.62	0.66	0.58	0.63	0.63	0.62	0.66	0.59	0.60
Chi Square		19.3371 *				.9992		12.4247 *			4.8820 *		11.6743 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0225				0.8015		0.0531			0.1806		0.0696		

Q.150 WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...RESIDENTS LIVING IN THE DISTRICT DO NOT ADEQUATELY TAKE AN ACTIVE PART IN THE EDUCATION OF CHILDREN IN THE COMMUNITY? DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	5.9%	7.4%	4.4%	2.2%	7.5%	5.7%	6.1%	5.6%	5.7%	6.8%	6.1%	5.5%	5.9%	9.2%	3.5%
2 - AGREE	62.4%	61.1%	64.3%	66.6%	52.3%	62.2%	62.7%	61.3%	64.9%	58.3%	59.0%	64.5%	62.7%	57.5%	65.5%
3 - DISAGREE	21.1%	20.0%	22.6%	23.6%	20.1%	20.9%	21.4%	22.8%	20.0%	18.6%	24.1%	20.1%	20.5%	25.1%	19.3%
4 - STRONGLY DISAGREE	1.6%	1.2%	3.6%	2.0%	-	1.8%	1.4%	2.7%	0.9%	-	2.0%	1.4%	1.7%	1.6%	1.5%
DON'T KNOW	8.9%	10.3%	5.1%	5.6%	20.1%	9.4%	8.5%	7.5%	8.4%	16.2%	8.8%	8.5%	9.2%	6.6%	10.2%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.20	2.17	2.27	2.27	2.16	2.21	2.20	2.24	2.18	2.14	2.24	2.19	2.20	2.20	2.21
S.D.	0.57	0.58	0.61	0.54	0.58	0.58	0.57	0.61	0.54	0.54	0.60	0.55	0.57	0.63	0.53
Chi Square		11.1214 *				.2640		6.7403 *			2.7118 *		8.1931 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.2675				0.9667		0.3455			0.4382		0.2243		

Q.15P WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THE SUPERINTENDENT AND STAFF DO A GOOD JOB OF INVOLVING THE COMMUNITY IN SCHOOL ACTIVITIES? DO YOU FEEL STRONGLY OR NOT?

	←----- RACE ----->				←--- SEX --->		←----- AGE ----->			←--- INCOME -->		←----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	1.3%	0.7%	2.5%	2.4%	-	0.9%	1.7%	1.7%	1.0%	0.9%	1.9%	0.6%	-	1.4%	3.4%
2 - AGREE	38.2%	34.7%	35.3%	50.5%	31.1%	36.5%	40.0%	40.1%	37.1%	34.9%	43.4%	35.9%	38.0%	33.0%	42.3%
3 - DISAGREE	41.9%	42.7%	46.5%	36.0%	49.5%	42.7%	41.0%	42.2%	43.1%	36.8%	36.8%	46.0%	43.4%	43.4%	38.5%
4 - STRONGLY DISAGREE	3.7%	4.3%	3.3%	1.3%	8.0%	4.5%	2.8%	3.3%	4.7%	1.8%	3.9%	3.6%	2.8%	7.7%	2.1%
DON'T KNOW	14.9%	17.5%	12.3%	9.8%	11.3%	15.3%	14.5%	12.6%	14.1%	25.6%	14.0%	13.9%	15.9%	14.5%	13.7%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.56	2.61	2.58	2.40	2.74	2.60	2.53	2.54	2.60	2.53	2.50	2.61	2.58	2.67	2.46
S.D.	0.60	0.60	0.62	0.57	0.62	0.61	0.60	0.60	0.61	0.57	0.62	0.58	0.56	0.66	0.61
Chi Square		19.2071 *				3.2794		2.6691 *			9.0755 *		26.2767 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0235				0.3505		0.8491			0.0283		0.0002		



Q.15Q WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...SCHOOL PRINCIPALS DO A GOOD JOB OF INVOLVING THE COMMUNITY IN SCHOOL ACTIVITIES? DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	1.1%	0.8%	-	2.6%	-	1.5%	0.7%	0.9%	1.5%	0.9%	1.1%	0.7%	1.2%	0.6%	1.4%
2 - AGREE	46.7%	42.2%	39.7%	62.0%	50.0%	43.4%	50.0%	43.8%	50.0%	45.7%	47.9%	45.8%	42.4%	50.5%	50.6%
3 - DISAGREE	33.9%	34.4%	50.5%	23.9%	36.2%	36.2%	31.7%	39.3%	31.3%	22.1%	33.7%	35.3%	37.2%	31.9%	30.3%
4 - STRONGLY DISAGREE	2.0%	2.2%	2.2%	1.3%	1.8%	1.2%	2.8%	1.7%	2.3%	2.1%	1.8%	2.2%	0.6%	4.3%	2.6%
DON'T KNOW	16.3%	20.3%	7.6%	10.3%	12.1%	17.8%	14.8%	14.3%	14.8%	29.2%	15.5%	15.9%	18.6%	12.8%	15.1%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.44	2.48	2.59	2.27	2.45	2.45	2.43	2.49	2.41	2.36	2.43	2.46	2.46	2.46	2.40
S.D.	0.57	0.57	0.54	0.53	0.55	0.56	0.57	0.56	0.58	0.56	0.56	0.56	0.54	0.60	0.58
Chi Square		26.5490 *				6.6764 *		8.0845 *			.6419 *		14.0435 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0017				0.0830		0.2320			0.8868		0.0292		

Q.15R WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...CRITICISMS OF THE DISTRICT ARE RACIALLY MOTIVATED? DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	0.5%	0.2%	-	1.1%	4.0%	0.4%	0.6%	0.4%	0.7%	0.6%	-	1.0%	0.5%	-	0.9%
2 - AGREE	30.2%	26.6%	38.6%	35.9%	28.9%	29.4%	31.0%	31.6%	29.2%	30.6%	37.1%	27.6%	30.0%	24.1%	35.2%
3 - DISAGREE	50.0%	53.4%	51.3%	41.0%	43.5%	51.7%	48.2%	50.0%	50.3%	49.1%	46.7%	53.0%	49.3%	55.6%	46.7%
4 - STRONGLY DISAGREE	3.2%	4.1%	1.1%	1.9%	4.0%	4.1%	2.4%	3.9%	2.4%	1.8%	3.3%	2.1%	3.9%	4.6%	1.2%
DON'T KNOW	16.0%	15.7%	9.0%	20.1%	19.6%	14.3%	17.7%	14.1%	17.4%	17.9%	12.9%	16.3%	16.3%	15.7%	16.0%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.67	2.73	2.59	2.55	2.59	2.69	2.64	2.67	2.66	2.63	2.61	2.67	2.68	2.77	2.57
S.D.	0.56	0.55	0.52	0.57	0.68	0.56	0.55	0.57	0.55	0.54	0.56	0.54	0.57	0.54	0.55
Chi Square		22.5526 *				2.3363 *		2.1876 *			9.9789 *		11.9391 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0073				0.5056		0.9017			0.0187		0.0633		

Q.15S WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THIS COMMUNITY HAS BEEN SUPPORTIVE OF FUND RAISING SUCH AS BOND REFERENDUMS FOR THE SCHOOL DISTRICT? DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	1.5%	1.7%	1.1%	0.6%	6.8%	2.1%	0.9%	1.6%	1.8%	0.6%	1.6%	1.5%	1.4%	1.7%	1.6%
2 - AGREE	62.0%	63.9%	58.2%	60.9%	47.2%	65.5%	58.4%	57.5%	64.8%	72.1%	60.5%	63.8%	55.6%	65.6%	69.4%
3 - DISAGREE	15.2%	14.6%	20.7%	13.3%	19.1%	15.5%	14.9%	17.4%	13.0%	14.0%	17.0%	15.2%	17.6%	14.7%	11.7%
4 - STRONGLY DISAGREE	1.1%	0.9%	2.5%	1.1%	-	0.6%	1.6%	0.8%	1.6%	0.9%	1.0%	1.1%	1.1%	1.1%	1.2%
DON'T KNOW	20.2%	18.9%	17.4%	24.1%	26.9%	16.3%	24.1%	22.7%	18.7%	12.4%	19.9%	18.4%	24.3%	16.9%	16.2%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.20	2.18	2.30	2.20	2.17	2.17	2.23	2.23	2.18	2.17	2.22	2.20	2.24	2.18	2.15
S.D.	0.48	0.46	0.55	0.45	0.59	0.46	0.49	0.49	0.48	0.43	0.49	0.47	0.50	0.47	0.44
Chi Square		12.3633 *				3.8268 *		6.0902 *			.6978 *		7.0262 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.1936				0.2808		0.4132			0.8737		0.3184		

Q.15T WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THIS COMMUNITY IS PROUD OF PUBLIC SCHOOL EDUCATION IN THIS DISTRICT? DO YOU FEEL STRONGLY OR NOT?

	<----- RACE ----->					<--- SEX --->		<----- AGE ----->			<--- INCOME -->		<----- YRSRES ----->		
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	2.0%	1.4%	2.5%	2.8%	6.3%	1.8%	2.3%	2.9%	1.2%	1.5%	1.7%	2.2%	3.0%	-	1.9%
2 - AGREE	53.4%	49.5%	47.6%	70.6%	30.4%	54.3%	52.5%	51.7%	55.3%	55.6%	56.1%	51.3%	51.1%	52.6%	58.0%
3 - DISAGREE	33.6%	36.6%	39.7%	20.5%	45.5%	35.2%	32.1%	34.1%	35.7%	25.1%	29.1%	36.8%	33.4%	38.6%	30.1%
4 - STRONGLY DISAGREE	1.7%	2.4%	1.1%	0.6%	-	0.8%	2.7%	2.1%	1.4%	1.8%	1.5%	2.0%	1.2%	1.5%	2.8%
DON'T KNOW	9.2%	10.1%	9.0%	5.6%	17.8%	8.0%	10.4%	9.2%	6.4%	16.0%	11.6%	7.7%	11.3%	7.4%	7.2%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.39	2.45	2.43	2.20	2.48	2.38	2.39	2.39	2.40	2.32	2.34	2.42	2.37	2.45	2.36
S.D.	0.57	0.58	0.57	0.48	0.65	0.54	0.59	0.59	0.54	0.55	0.55	0.58	0.57	0.53	0.58
Chi Square		34.4152 *				4.6728		5.6237 *			4.1228		10.8487 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0001				0.1974		0.4666			0.2485		0.0932		

Q.15U WOULD YOU AGREE OR DISAGREE WITH THE STATEMENT THAT...THE MEDIA IS TREATING THE DISTRICT FAIRLY? DO YOU FEEL STRONGLY OR NOT?

	←----- RACE -----→				←-- SEX ---→		←----- AGE -----→			←-- INCOME --→		←----- YRSRES -----→			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1- STRONGLY AGREE	0.8%	1.1%	-	0.6%	-	1.1%	0.5%	0.6%	0.7%	2.1%	0.6%	0.5%	0.6%	0.6%	1.3%
2 - AGREE	58.1%	58.6%	49.1%	61.6%	56.3%	60.4%	55.7%	60.5%	57.5%	52.2%	60.2%	57.5%	57.2%	61.2%	57.3%
3 - DISAGREE	23.8%	19.7%	40.0%	26.9%	21.9%	24.2%	23.4%	23.3%	25.8%	19.3%	24.2%	23.7%	24.4%	23.1%	23.5%
4 - STRONGLY DISAGREE	1.6%	1.7%	1.1%	1.3%	3.5%	1.2%	2.0%	1.5%	2.3%	-	1.6%	1.9%	1.1%	2.3%	1.8%
DON'T KNOW	15.8%	19.0%	9.8%	9.7%	18.3%	13.1%	18.4%	14.1%	13.8%	26.4%	13.4%	16.5%	16.7%	12.8%	16.1%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.31	2.27	2.47	2.32	2.35	2.29	2.33	2.30	2.34	2.23	2.31	2.32	2.31	2.31	2.31
S.D.	0.52	0.52	0.53	0.51	0.57	0.51	0.53	0.51	0.54	0.49	0.52	0.53	0.51	0.53	0.54
Chi Square		16.3549 *				2.1729 *		5.8763 *			.1863 *		2.5679 *		
DF for Chi		9.				3.		6.			3.		6.		
Probability		0.0598				0.5373		0.4372			0.9798		0.8608		

Q.16 ARE THERE ANY OTHER COMMENTS YOU WOULD LIKE TO SHARE WITH US CONCERNING THE AISD?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <--- INCOME ---> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
CURRICULUM	2.1%	1.9%	2.2%	2.6%	1.8%	1.5%	2.7%	2.2%	2.4%	0.9%	1.0%	2.9%	2.4%	2.4%	1.4%
CRIME	1.2%	1.3%	1.1%	1.1%	-	1.4%	1.0%	0.8%	1.7%	1.1%	1.9%	0.7%	1.1%	2.4%	0.4%
SEX EDUCATION	0.2%	-	-	0.7%	-	0.3%	-	-	0.4%	-	-	-	-	-	0.6%
SCHOOL OVERCROWDING	0.5%	0.6%	-	0.6%	-	0.6%	0.5%	0.3%	-	3.2%	1.1%	0.2%	0.8%	-	0.5%
FACILITIES	0.5%	0.6%	-	0.7%	-	0.6%	0.4%	0.9%	-	0.9%	0.5%	0.4%	0.9%	-	0.4%
TEACHER QUALITY	1.2%	1.5%	-	0.6%	2.3%	1.0%	1.3%	0.9%	1.5%	1.2%	0.5%	1.8%	1.0%	1.0%	1.6%
QUALITY OF EDUCATION	2.4%	3.1%	2.2%	0.6%	2.3%	2.7%	2.1%	1.4%	3.1%	3.9%	2.4%	2.3%	2.4%	2.5%	2.2%
BUSING	0.1%	0.2%	-	-	-	0.3%	-	-	-	1.2%	-	0.3%	-	-	0.5%

(CONTINUED)

Q.16 ARE THERE ANY OTHER COMMENTS YOU WOULD LIKE TO SHARE WITH US CONCERNING THE AISD? (CONTINUED)

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME --->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
MOTIVATING STUDENTS	0.1%	-	-	0.6%	-	-	0.3%	0.3%	-	-	0.3%	-	0.3%	-	-
EQUAL EDUCATION	0.6%	0.2%	2.9%	0.7%	-	1.0%	0.2%	0.7%	0.7%	-	-	1.1%	0.6%	1.5%	-
TEACHER SHORTAGE	0.1%	0.2%	-	-	-	-	0.2%	-	-	0.9%	0.3%	-	0.2%	-	-
MANAGEMENT, ADMINISTRATION	3.0%	3.9%	-	2.4%	-	2.6%	3.3%	1.7%	4.3%	2.7%	2.6%	3.4%	2.2%	4.2%	3.4%
SCHOOL BOARD	1.6%	1.1%	1.1%	3.0%	2.3%	1.0%	2.1%	1.1%	1.8%	2.9%	0.7%	2.4%	1.3%	1.1%	2.4%
COMMUNICATION	2.5%	1.6%	2.2%	4.4%	6.3%	2.4%	2.5%	1.4%	3.8%	2.1%	2.8%	2.4%	1.6%	4.3%	2.5%
DISCIPLINE	0.9%	0.8%	2.2%	0.6%	1.8%	0.6%	1.3%	0.4%	1.9%	-	0.7%	1.2%	0.5%	1.2%	1.4%

(CONTINUED)

Q.16 ARE THERE ANY OTHER COMMENTS YOU WOULD LIKE TO SHARE WITH US CONCERNING THE AISD? (CONTINUED)

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<--- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
BUDGET, FUNDING	4.2%	4.7%	1.1%	4.3%	4.0%	3.9%	4.5%	1.6%	7.0%	3.9%	4.3%	4.5%	3.6%	4.1%	5.2%
TEACHER SALARIES	1.0%	1.0%	2.9%	-	1.8%	1.2%	0.8%	1.2%	1.0%	-	1.0%	1.1%	0.7%	2.5%	0.4%
OTHER ISSUES	12.1%	11.8%	15.3%	10.7%	15.6%	11.3%	12.8%	12.5%	11.9%	12.1%	9.3%	14.4%	11.6%	13.2%	12.0%
NO ANSWER	65.9%	65.7%	66.8%	66.5%	62.1%	67.7%	64.0%	72.6%	58.5%	63.1%	70.6%	60.9%	69.0%	59.7%	65.2%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	22.26	22.15	22.84	22.21	22.68	22.36	22.16	22.92	21.67	21.57	22.59	21.96	22.39	21.84	22.37
S.D.	5.81	5.95	5.22	5.86	5.05	5.77	5.86	5.35	6.10	6.48	5.52	5.99	5.90	6.07	5.49
Chi Square		52.6490 *				13.1418 *		76.0675 *			26.4266 *		36.1658 *		
DF for Chi		54.				18.		36.			17.		36.		
Probability		0.5266				0.7831		0.0001			0.0670		0.4609		



D.1 WHAT IS YOUR RACE? ARE YOU WHITE, BLACK, HISPANIC, ASIAN OR OF SOME OTHER RACIAL-ETHNIC BACKGROUND?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <-- INCOME --> <----- YRSRES ----->

	Total	RACE				SEX		AGE			INCOME		YRSRES		
	Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
WHITE	62.2%	100.0%	-	-	-	65.4%	58.9%	57.2%	62.7%	81.5%	51.5%	69.0%	65.4%	67.6%	52.7%
BLACK	11.7%	-	100.0%	-	-	9.7%	13.7%	11.6%	12.4%	9.3%	16.0%	9.5%	9.0%	11.3%	16.3%
HISPANIC	22.7%	-	-	100.0%	-	21.2%	24.3%	27.8%	22.0%	7.4%	29.5%	18.4%	21.7%	17.0%	28.8%
ASIAN	1.0%	-	-	-	29.7%	1.5%	0.5%	1.4%	0.7%	0.6%	1.1%	0.8%	1.4%	0.5%	0.8%
OTHER	1.1%	-	-	-	33.6%	0.6%	1.7%	1.4%	1.1%	0.5%	1.2%	1.3%	1.5%	1.2%	0.6%
REFUSED	1.3%	-	-	-	36.7%	1.5%	1.0%	0.8%	1.0%	0.6%	0.7%	1.0%	1.1%	2.4%	0.7%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	1.75	1.00	2.00	3.00	6.17	1.72	1.78	1.83	1.71	1.33	1.89	1.62	1.71	1.71	1.85
S.D.	1.24	0.00	0.00	0.00	2.23	1.29	1.19	1.17	1.18	0.92	1.14	1.18	1.22	1.44	1.11
Chi Square		2398.71 *				9.6861 *		23.4348 *			24.5253 *		22.7521 *		
DF for Chi		15.				5.		10.			5.		10.		
Probability		0.0000				0.0846		0.0093			0.0002		0.0117		

D.2 HOW MANY CHILDREN 18 YEARS OF AGE OR UNDER LIVE IN YOUR HOUSEHOLD?

<----- RACE -----> <--- SEX ---> <----- AGE -----> <-- INCOME -> <----- YRSRES ----->

	Total Sample =====	WHITE =====	BLACK =====	HISP =====	OTHER =====	MALE =====	FEMALE =====	18-34 =====	35-54 =====	55 + =====	LT \$25K =====	\$25K+ =====	1-10 =====	11-20 =====	21 + =====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
0	53.2%	63.0%	34.2%	35.9%	56.1%	60.7%	45.8%	53.7%	41.9%	91.2%	58.0%	49.1%	57.5%	45.5%	52.3%
1	19.1%	16.7%	25.8%	22.2%	21.3%	18.0%	20.3%	19.4%	22.7%	7.7%	15.2%	23.1%	19.2%	18.6%	19.5%
2	16.5%	12.9%	22.5%	23.5%	13.3%	13.7%	19.2%	14.4%	22.9%	1.1%	16.1%	17.5%	13.3%	24.3%	15.9%
3	7.4%	5.3%	8.7%	12.8%	5.8%	5.6%	9.2%	8.0%	8.6%	-	7.6%	6.4%	6.4%	8.1%	8.2%
4	3.0%	1.9%	7.7%	3.9%	1.8%	1.9%	4.1%	4.0%	3.0%	-	2.5%	3.7%	3.2%	3.6%	2.4%
5	0.5%	0.2%	-	1.7%	-	-	1.0%	0.5%	0.6%	-	0.7%	0.2%	0.3%	-	1.2%
8	0.1%	-	1.1%	-	-	-	0.3%	-	0.3%	-	-	-	-	-	0.4%
REFUSED	0.1%	-	-	-	1.8%	-	0.1%	-	-	-	-	-	0.1%	-	-
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	0.90	0.67	1.37	1.32	0.74	0.70	1.10	0.91	1.12	0.10	0.83	0.93	0.79	1.06	0.95
S.D.	1.18	1.03	1.43	1.28	1.04	1.03	1.29	1.20	1.23	0.33	1.16	1.13	1.12	1.16	1.28
F value		20.1852				23.3351		29.2623			1.2700		3.3378		
Probability		0.0000				0.0000		0.0000			0.2601		0.0360		
t value						4.8306					1.1269				

D.3 HOW LONG HAVE YOU LIVED IN TRAVIS COUNTY?

	←----- RACE -----→				←-- SEX ---→		←----- AGE -----→			←-- INCOME --→		←----- YRSRES -----→			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1-10	48.0%	50.5%	37.0%	45.8%	55.0%	51.2%	44.9%	66.2%	37.3%	13.8%	51.2%	48.7%	100.0%	-	-
11-20	22.2%	24.1%	21.5%	16.6%	26.6%	23.8%	20.6%	16.4%	29.5%	18.6%	19.5%	22.9%	-	100.0%	-
21 +	29.7%	25.2%	41.5%	37.6%	18.3%	25.0%	34.3%	17.4%	33.2%	67.6%	29.4%	28.4%	-	-	100.0%
REFUSED	0.1%	0.2%	-	-	-	-	0.2%	-	-	-	-	-	-	-	-
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	15.97	14.72	21.06	17.32	12.38	14.39	17.55	10.55	17.88	31.20	15.34	15.78	5.06	15.55	33.96
S.D.	14.01	13.03	18.05	14.07	9.93	12.61	15.13	9.20	13.51	18.26	14.43	13.64	2.97	3.12	11.08
F value		6.7320				10.2734		111.430			.1720		1429.40		
Probability		0.0002				0.0014		0.0000			0.6785		0.0000		
t value						3.2052					.4147				

D.4 WOULD YOU PLEASE TELL ME HOW OLD YOU WERE ON YOUR LAST BIRTHDAY? WERE YOU....

	<----- RACE ----->				<--- SEX --->		<----- AGE ----->			<-- INCOME -->		<----- YRSRES ----->			
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
18-24?	16.8%	14.6%	16.8%	21.9%	21.9%	19.4%	14.1%	35.7%	-	-	30.0%	9.7%	23.1%	16.0%	7.2%
25-34?	30.1%	28.5%	29.8%	35.4%	25.9%	30.7%	29.6%	64.3%	-	-	28.9%	32.4%	41.6%	18.7%	20.3%
35-44?	27.6%	25.7%	33.1%	30.3%	25.9%	28.7%	26.6%	-	68.9%	-	19.8%	32.3%	24.9%	39.5%	23.3%
45-54?	12.5%	14.7%	9.5%	8.5%	8.0%	10.1%	14.9%	-	31.1%	-	8.5%	15.3%	6.2%	13.9%	21.6%
55-64?	7.4%	9.5%	7.0%	2.4%	4.0%	7.2%	7.6%	-	-	61.9%	7.9%	5.5%	2.5%	5.8%	16.4%
OR 65 OR OLDER?	4.6%	6.2%	2.5%	1.5%	2.3%	2.8%	6.3%	-	-	38.1%	4.8%	4.3%	0.9%	4.2%	10.8%
REFUSED	1.0%	0.7%	1.4%	-	12.1%	1.1%	1.0%	-	-	-	0.2%	0.5%	0.8%	2.0%	0.4%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.77	2.95	2.67	2.39	2.47	2.63	2.91	1.64	3.31	5.38	2.50	2.87	2.26	2.87	3.52
S.D.	1.33	1.40	1.23	1.08	1.26	1.27	1.38	0.48	0.46	0.49	1.44	1.21	1.02	1.26	1.44
Chi Square		31.4871 *				12.7395		1582.50 *			59.7947		163.860		
DF for Chi		15.				5.		10.			5.		10.		
Probability		0.0076				0.0259		0.0000			0.0000		0.0000		

D.5 FINALLY, FOR STATISTICAL PURPOSES ONLY, WHICH OF THE FOLLOWING RANGES DESCRIBES YOUR HOUSEHOLD INCOME FOR LAST YEAR?  
 WAS YOUR 1991 HOUSEHOLD INCOME....

	<----- RACE ----->					<--- SEX --->		<----- AGE ----->			<--- INCOME --->		<----- YRSRES ----->		
	Total Sample	WHITE	BLACK	HISP	OTHER	MALE	FEMALE	18-34	35-54	55 +	LT \$25K	\$25K+	1-10	11-20	21 +
	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
Weighted Total	800	497	93	182	27	400	400	375	321	95	293	440	384	178	237
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
LESS THAN \$10,000?	11.9%	9.7%	20.4%	14.1%	8.8%	10.9%	12.9%	15.6%	6.6%	16.4%	32.6%	-	11.6%	8.1%	15.5%
\$10,000 TO \$24,999?	24.7%	20.7%	29.8%	33.4%	23.6%	25.0%	24.4%	30.5%	19.2%	22.5%	67.4%	-	27.5%	24.1%	20.8%
\$25,000 TO \$39,999?	24.7%	25.0%	26.6%	23.5%	22.4%	24.2%	25.3%	29.7%	22.1%	16.4%	-	45.0%	27.8%	20.9%	22.8%
\$40,000 TO \$59,999?	17.8%	20.2%	8.4%	17.2%	9.8%	19.1%	16.5%	13.8%	24.0%	13.1%	-	32.4%	15.4%	23.5%	17.5%
OR \$60,000 OR MORE?	12.4%	15.7%	9.8%	3.9%	18.3%	12.2%	12.6%	5.8%	19.1%	15.5%	-	22.6%	12.6%	12.3%	12.4%
REFUSED	8.4%	8.6%	5.1%	8.0%	17.1%	8.5%	8.2%	4.6%	9.0%	16.2%	-	-	5.2%	11.2%	11.0%
Unweighted Total	800	509	82	159	50	352	448	369	321	99	288	443	385	179	235
Mean	2.94	3.13	2.55	2.60	3.06	2.96	2.91	2.62	3.33	2.87	1.67	3.78	2.89	3.09	2.89
S.D.	1.24	1.25	1.22	1.09	1.34	1.22	1.25	1.10	1.23	1.40	0.47	0.79	1.21	1.21	1.30
Chi Square		41.8633 *				1.6517		65.6454			732.781		14.2987		
DF for Chi		12.				4.		8.			4.		8.		
Probability		0.0000				0.7995		0.0000			0.0000		0.0743		



***Community Survey Instruments***





AUSTIN INDEPENDENT SCHOOL DISTRICT  
PUBLIC OPINION SURVEY

Date of interview: \_\_\_\_/\_\_\_\_/92

ID NO: \_\_\_\_\_

Interviewer initials: \_\_\_\_\_

Male          Female

Time started: \_\_\_\_\_ ended: \_\_\_\_\_

Length: \_\_\_\_\_

INTRODUCTION:

Hello. My name is \_\_\_\_\_ with Rincón & Associates, a public opinion research firm. We are calling residents throughout your school district to find out their views on the local public schools as part of a review sponsored by the Texas Comptroller's office. We have a few short questions to ask someone in your household, and all responses will be confidential. Am I speaking to an adult member of the household 18 years or older?

- IF SPEAKING TO ADULT IN HOUSEHOLD, ASK SCREENER QUESTION A.
- IF ADULT IN HOUSEHOLD COMES TO PHONE, REPEAT INTRODUCTION AND ASK SCREENER QUESTION A.
- IF ADULT IN HOUSEHOLD NOT HOME, RECORD CALL BACK INFORMATION AND TERMINATE INTERVIEW.
- IF RESPONDENT REFUSES, TERMINATE INTERVIEW AND RECORD.

SCREENER QUESTIONS:

A. Are you or any member of your household presently employed by a public school or public school district in Travis County?

[1] Yes -- Thank you, but our survey is directed toward persons not affiliated with the public school system. I'm sorry for disturbing you. Goodbye.

[2] No -- Ask screeener question B.

B. Do you currently live in the Austin Independent School District?

[1] Yes -- Begin interview with question #1.

[2] No -- Thank you, but our survey is directed toward persons living in the Austin Independent School District. I'm sorry for disturbing you. Goodbye.

[3] Don't Know Ask follow-up question C and check list of schools to determine eligibility.

IF "Don't Know" ASK:

C. Could you name one or more of the public schools near your home?

---

---

[check school list]

[1] In District -- Begin interview with question #1.

[2] Outside District ---- Thank you, but the school(s) you mentioned is/are in another district and our survey is directed toward persons living in the Austin Independent School District. I'm sorry for disturbing you. Goodbye.

1. Do any children in your household attend public school in the Austin Independent School District this year?  
  - [1] Yes
  - [2] No
  - [3] Refused
  
2. Did any children from this household attend public school in the Austin Independent School District within the last three years?  
  - [1] Yes
  - [2] No
  - [3] Refused
  
3. In your opinion, how would you rate the quality of public education in the Austin Independent School District? Would you say the quality of public education in the district is excellent, good, fair or poor?  
  - [1] Excellent
  - [2] Good
  - [3] Fair
  - [4] Poor
  - [9] Don't Know
  
4. Would you say, over the last three years, that the quality of education in the Austin Independent School District has improved, gotten worse, or stayed about the same?  
  - [1] Improved
  - [2] Stayed about the same
  - [3] Gotten worse
  - [9] Don't know
  
5. Now, overall, how would you rate the quality of public school education in Texas? Would you say the quality of public school education in the state is excellent, good, fair or poor?  
  - [1] Excellent
  - [2] Good
  - [3] Fair
  - [4] Poor
  - [9] Don't Know

Students are often given the grades A, B, C, D, and F to denote their performance in the classroom. Using these same grades, for the next set of questions, I would like you to rate the performance of the following individuals or groups associated with the Austin Independent School District.

6a. What grade would you give to superintendent Jim Hensley in the management of tax dollars?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

6b. What grade would you give to superintendent Jim Hensley in the management of teachers and other personnel?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

7. The Austin Independent School District is under the control of a Board of Trustees or school board of which each member is elected by residents of the district.

Do you recall the name of any of the school board members?  
(DO NOT READ LIST)

7a. [Ask only for those board members mentioned in Q7.]

What grade would you give board member  
(NAME MENTIONED IN Q.7)?

[QUESTION 7a.]

NAME OF SCHOOL BOARD MEMBER	RECALLED NAME	GRADE						
		A [1]	B [2]	C [3]	D [4]	F [5]	DK [9]	
a. Beatriz de la Garza.....	1.....	1	2	3	4	5	9	
b. Kathy Rider.....	1.....	1	2	3	4	5	9	
c. Gary McKenzie.....	1.....	1	2	3	4	5	9	
d. John Lay.....	1.....	1	2	3	4	5	9	
e. Diana Castañeda.....	1.....	1	2	3	4	5	9	
f. Liz Hartman.....	1.....	1	2	3	4	5	9	
g. Ted Whatly.....	1.....	1	2	3	4	5	9	
h. Melissa Knippa.....	1.....	1	2	3	4	5	9	
i. Bernice Hart.....	1.....	1	2	3	4	5	9	
k. NONE.....	1							

8a. Now what about the school board overall? What grade would you give to the Austin ISD school board overall in the management of tax dollars?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

8b. What grade would you give to the Austin ISD school board overall in its responsiveness to parents and the community?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

9a. How about the principals in the district? Overall, what grade would you give the Austin ISD principals in their administration of teachers?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

9b. Overall, what grade would you give the Austin ISD principals in their interaction with parents?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

10a. What about the teachers in the district? Overall, what grade would you give the Austin ISD teachers as to the education of students?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

10b. Overall, what grade would you give the Austin ISD teachers in the discipline of students?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

10c. Overall, what grade would you give the Austin ISD teachers as to their interaction with parents?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FAIL
- [9] Don't know

11a. If you currently have children that attend the district public schools, do any of them use the school bus to get to and from school?

- [1] Yes, use the bus (ASK Q.11b)
- [2] No, don't use bus (SKIP TO Q.12)
- [3] No, have no children attending school (SKIP TO Q.12)

11b. Speaking of the level of service provided by the school buses, does the level of service exceed your expectations, meet your expectations, or is the service below your expectations?

- [1] Exceeds my expectations
- [2] Meets my expectations
- [3] Below my expectations
- [9] Don't know

12. Based on what you know or have heard, how would you rate the efficiency of the Austin Independent School District in the management of tax dollars?

Would you say the district operates very efficiently, somewhat efficiently, somewhat inefficiently, or very inefficiently?

- [1] Very efficiently
- [2] Somewhat efficiently
- [3] Somewhat inefficiently
- [4] Very inefficiently
- [9] Don't know

13. In your opinion, what are the major issues facing the Austin Independent School District this year? (RECORD VERBATIM RESPONSES)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

14. Is there one issue that stands out in your mind as the most important issue facing the district this year? (RECORD RESPONSE VERBATIM)

---

15. Please tell me, based on what you know or have heard, if you strongly agree, agree, disagree, or strongly disagree with the following series of statements about the public schools in the Austin Independent School District.

Would you agree or disagree with the statement that..(READ STATEMENT; PROBE: Would you say you (agree/disagree) or strongly (agree/disagree) with the statement?

STATEMENT

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>DS</u>	<u>DK</u>
a. Schools in this district are safe and secure from crime.....1	1	2	3	4	9
b. District schools do not effectively handle misbehavior problems.....1	1	2	3	4	9
c. The district is open and honest in dealing with the media.....1	1	2	3	4	9
d. Schools in this district have sufficient space and facilities to support the instructional programs.....1	1	2	3	4	9
e. The district's schools can be described as "good places to learn.".....1	1	2	3	4	9
f. Schools in the district do not have the materials and supplies necessary for instruction in basic skills programs.....1	1	2	3	4	9

(Q.15 CONTINUED)

Would you agree or disagree with the statement that..(READ STATEMENT; PROBE: Would you say you (agree/disagree) or strongly (agree/disagree) with the statement?

	<u>STATEMENT</u>	<u>SA</u>	<u>A</u>	<u>D</u>	<u>DS</u>	<u>DK</u>
g.	Management or policy decisions in the district are racially motivated.....1	2	3	4	9	
h.	The district does a good job of preparing those students who plan to go on to college.....1	2	3	4	9	
i.	The district does a good job of preparing those students who <u>do not</u> plan to go to college immediately after high school graduation.....1	2	3	4	9	
j.	The district does a good job of preparing those students who have special needs when it comes to learning...1	2	3	4	9	
k.	Parents in the district do not feel they have an active voice in the public schools.....1	2	3	4	9	
l.	Parents in the district are satisfied with the education their children are receiving.....1	2	3	4	9	
m.	Parents feel welcome when they visit a district school.....1	2	3	4	9	
n.	Parents in the district adequately participate in school activities and organizations.....1	2	3	4	9	
o.	Residents living in the district do not adequately take an active part in the education of children in the community....1	2	3	4	9	
p.	The superintendent and staff do a good job of involving the community in school activities.....1	2	3	4	9	
q.	School principals do a good job of involving the community in school activities.....1	2	3	4	9	
r.	Criticisms of the district are racially motivated.....1	2	3	4	9	



(Q.15 CONTINUED)

Would you agree or disagree with the statement that..(READ STATEMENT; PROBE: Would you say you (agree/disagree) or strongly (agree/disagree) with the statement?

STATEMENT

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>DS</u>	<u>DK</u>
s. This community has been supportive of fund raising such as "bond referendums" for the school district.....1	1	2	3	4	9
t. This community is proud of public school education in this district.....1	1	2	3	4	9
u. The media is treating the district fairly.....1	1	2	3	4	9

16. Are there any other comments you would like to share with us concerning the Austin Independent School District?

---



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To complete our survey, we need to ask a few questions about you and your household.

D1. What is your race? Are you White, Black, Hispanic, Asian or of some other racial/ethnic background?

- [1] White
- [2] Black
- [3] Hispanic
- [4] Asian
- [5] Other (please list) \_\_\_\_\_
- [9] Refused

D2. How many children 18 years of age or under live in your household?

\_\_\_\_\_ Number of Children (18 and under)

D3. How long have you lived in Travis County?

\_\_\_\_\_ Number of Years

D4. Would you please tell me how old you were on your last birthday? Were you..(READ LIST)

- [1] 18-24 years of age?
- [2] 25-34?
- [3] 35-44?
- [4] 45-54?
- [5] 55-65?
- [6] Or 65 or older?

[9] Refused (DO NOT READ)

D5. Finally, for statistical purposes only, which of the following ranges describes your household income for last year (1991)? Was your 1991 household income....(READ LIST)

- [1] Less than \$10,000?
- [2] \$10,000 to \$24,999?
- [3] \$25,000 to \$39,999?
- [4] \$40,000 to \$59,999?
- [5] Or \$60,000 or more?

[9] Refused (DO NOT READ)

D6. What is your zipcode? \_\_\_\_\_

THAT COMPLETES OUR SURVEY. THANK YOU FOR YOUR TIME AND ANSWERS.  
GOODBYE.

---

INTERVIEWER: Record following information for respondent.

Sex: [1] Male [2] Female Phone Number: (\_\_\_\_)\_\_\_\_\_

AUSTIN INDEPENDENT SCHOOL DISTRICT  
PUBLIC OPINION SURVEY

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Fecha de entrevista: \_\_\_/\_\_\_/92                      ID NO: \_\_\_\_\_  
Iniciales de entrevistador: \_\_\_\_\_                      Hombre    Mujer  
Hora iniciado: \_\_\_    Terminado: \_\_\_\_\_                      Duración: \_\_\_\_\_

---

INTRODUCCION:

Hóla. Mi nombre es \_\_\_\_\_ con Rincón y Asociados, una compañía que realiza estudios de opinion pública. Estamos llamando a residentes dentro de su distrito escolar para conocer su opinion acerca de las escuelas públicas locales como parte de una revision patrocinada por la oficina del Controlador de Texas. Deseamos hacer unas preguntas a un adulto de su casa que sea 18 años ó mayor. Todas sus respuestas serán confidenciales.

- IF SPEAKING TO ADULT IN HOUSEHOLD, ASK SCREENER QUESTION A.
- IF ADULT IN HOUSEHOLD COMES TO PHONE, REPEAT INTRODUCTION AND ASK SCREENER QUESTION A.
- IF ADULT IN HOUSEHOLD NOT HOME, RECORD CALL BACK INFORMATION AND TERMINATE INTERVIEW.
- IF RESPONDENT REFUSES, TERMINATE INTERVIEW AND RECORD.

SCREENER QUESTIONS:

A. ¿Está usted o algún miembro de su familia actualmente empleado por una escuela o distrito escolar público en el condado de Travis?

[1] Sí -- Gracias, pero nuestra encuesta está dirigida hacia personas no relacionadas con el sistema de escuelas públicas. Disculpe la molestia, y que pase usted buena noche. Adios.

[2] No -- Ask screeener question B.

B. ¿Vive usted en el distrito escolar independiente de Austin?

[1] Sí -- Begin interview with question #1.

[2] No -- Gracias, pero nuestra encuesta está dirigida hacia personas que viven en el distrito escolar independiente de Austin. Disculpe la molestia y que pase usted una buena noche. Adios.

[3] No Se Ask follow-up question C and check list of schools to determine eligibility.

IF "Don't Know" ASK:

C. ¿Podría decirme el nombre de una o más escuelas públicas cercanas a su casa?

---

---

[check school list]

[1] In District -- Begin interview with question #1.

[2] Outside District ---- Gracias, pero la(s) escuela(s) que usted mencionó está(n) en otro distrito y nuestra encuesta está dirigida hacia personas que viven en el distrito escolar independiente de Austin. Disculpe la molestia y que pase usted una buena noche. Adios.

1. En este año, está asistiendo algún niño de su casa a alguna escuela pública del distrito escolar independiente de Austin?  
  
[1] Sí  
[2] No  
[3] Rehusó
  
2. Desde los últimos tres años, ¿asistió algún niño de su casa a la escuela pública en el distrito escolar independiente de Austin?  
  
[1] Sí  
[2] No  
[3] Rehusó
  
3. En su opinion, ¿cómo calificaría la calidad de la educación pública en el distrito escolar independiente de Austin? ¿Diría Ud. que es excelente, buena, regular ó mala?  
  
[1] Excelente  
[2] Buena  
[3] Regular  
[4] Mala  
[9] No sabe
  
4. Desde los últimos tres años, ¿diría usted que la calidad de la educación pública en el distrito escolar independiente de Austin ha mejorado, mantenido igual, ó empeorado?  
  
[1] Mejorado  
[2] Mantenido igual  
[3] Empeorado  
[9] No sabe
  
5. Ahora, ¿cómo calificaría usted la calidad de la educación de las escuelas públicas de Texas? ¿Diría usted que la calidad de la educación del estado es excelente, buena, regular ó mala?  
  
[1] Excelente  
[2] Buena  
[3] Regular  
[4] Mala  
[9] No sabe

Los estudiantes frecuentemente obtienen las calificaciones A, B, C, D y F para demostrar su aprendizaje el salón de clase. Usando las mismas calificaciones para el siguiente grupo de preguntas, me gustaría que usted calificara el desempeño de los siguientes individuos o grupos asociados con el distrito escolar independiente de Austin.

6a. ¿Qué nota o calificación le daría al superintendente Jim Hensley en el manejo del dinero de los impuestos?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

6b. ¿Qué nota o calificación le daría al superintendente Jim Hensley en el manejo de maestros y otro personal de las escuelas?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

7. El distrito escolar independiente de Austin está bajo el control de una junta de educación de la cual cada miembro es elegido por los residentes del distrito escolar.

7a. [Pregunte solamente para miembros mencionados en Q7.]

¿Qué nota o calificación le daría a (NOMBRE MENCIONADO EN Q.7)

¿Recuerda el nombre de alguno de los miembros de la junta de educación? (NO LEA LISTA)

[QUESTION 7a.]  
GRADE

NOMBRE DE MIEMBRO DE JUNTA DE EDUCACION	RECUERDA NOMBRE	GRADE						DK [9]
		A [1]	B [2]	C [3]	D [4]	F [5]		
a. Beatriz de la Garza.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
b. Kathy Rider.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
c. Gary McKenzie.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
d. John Lay.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
e. Diana Castañeda.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
f. Liz Hartman.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
g. Ted Whatly.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
h. Melissa Knippa.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
i. Bernice Hart.....	1.....	1.....	2.....	3.....	4.....	5.....	9	
k. NINGUNO.....	1.....							

8a. Ahora, ¿qué piensa sobre la junta de educación en general?  
¿Qué nota o calificación le daría a la junta de educación del distrito escolar independiente de Austin en el manejo en general del dinero de los impuestos?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

8b. ¿Qué nota o calificación le daría a la junta de educación del distrito escolar independiente de Austin en la respuesta a los padres y la comunidad?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

9a. ¿Y qué tal del los directores de las escuelas en el distrito? En general, qué nota ó grado le daría Ud. a los directores de las escuelas del distrito escolar independiente de Austin en la administración de los maestros de escuela?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

9b. In general, ¿qué nota ó calificación le daría Ud. a los directores de escuela del distrito escolar independiente de Austin en su interacción con los padres?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

10a. ¿Y que tal los maestros del distrito? En general, ¿qué nota ó calificación le daría Ud. a los maestros de las escuelas del distrito escolar independiente de Austin con respeto a la educación de los estudiantes?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

10b. En general, ¿qué nota o calificación le daría Ud. a los maestros del distrito escolar independiente de Austin en relación a la disciplina de los estudiantes?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

10c. En general, ¿qué nota o calificación le daría Ud. a los maestros del distrito escolar independiente de Austin en su interacción con los padres?

- [1] "A"
- [2] "B"
- [3] "C"
- [4] "D"
- [5] "F" or FALLO
- [9] No sabe

11a. Si tiene Ud. niños que asisten en las escuelas del distrito, ¿usan cualquiera de sus niños el autobús del distrito para viajar a su escuela?

- [1] Sí, usan el autobús (PREGUNTE Q.11b)
- [2] No usan autobus (PASE A Q.12)
- [3] No, no tiene niños que asisten en escuelas del distrito (PASE A Q.12)

11b. Hablando del nivel de este servicio de autobus, ¿piensa Ud. que el servicio excede sus esperanzas, está conforme con sus esperanzas, ó está debajo de sus esperanzas?

- [1] Excede mis esperanzas
- [2] Conforme con mis esperanzas
- [3] Debajo de mis esperanzas
- [9] No sabe

12. Basado en lo que usted sabe ó ha oído, ¿cómo calificaría Ud. la eficiencia del distrito escolar independiente de Austin en el manejo de dinero de los impuestos? ¿Diría Ud. que el distrito funciona muy eficiente, poco eficiente, poco ineficiente, ó muy ineficiente?

- [1] Muy eficiente
- [2] Poco eficiente
- [3] Poco ineficiente
- [4] Muy ineficiente
- [9] No sabe



13. En su opinion, ¿cuáles son los asuntos más importantes que han enfrentado el distrito escolar independiente de Austin este año? (ANOTE RESPUESTAS EXACTAS)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

14. ¿Hay algún asunto que sobresale en su mente como el más importante enfrentado por el distrito este año? (ANOTE RESPUESTA EXACTA)

\_\_\_\_\_

15. Porfavor, dígame segun lo que usted sepa ó haya escuchado, si está muy de acuerdo, de acuerdo, en desacuerdo ó muy en desacuerdo con las siguientes frases acerca de las escuelas públicas en el distrito escolar independiente de Austin.

¿Está de acuerdo ó no con la declaración que ... (LEA DECLARACION); SONDEE: ¿Qué tan de acuerdo o desacuerdo está usted con la frase?)

DECLARACION

	<u>MA</u>	<u>A</u>	<u>D</u>	<u>MD</u>	<u>DK</u>
a. Las escuelas en este distrito son seguras y sin peligro de crímenes.....1	2	3	4	9	
b. Las escuelas del distrito no manejan efectivamente los problemas de mala conducta.....1	2	3	4	9	
c. El distrito está disponible y con honestidad para los medios de comunicación.....1	2	3	4	9	
d. Escuelas en el distrito tienen suficiente espacio e instalaciones para apoyar los programas educativos.....1	2	3	4	9	
e. Las escuelas del distrito pueden ser descritas como "buenos lugares para aprender".....1	2	3	4	9	
f. Las escuelas en el distrito tiene los libros y materiales necesarios para la enseñanza en los programas básicos de oficios.....1	2	3	4	9	

(Q.15 CONTINUE)

¿Está de acuerdo ó no con la declaración que ... (LEA DECLARACION); SONDEE: ¿Qué tan de acuerdo o desacuerdo está usted con la declaración?)

DECLARACION

	<u>MA</u>	<u>A</u>	<u>D</u>	<u>MD</u>	<u>DK</u>
g. La administración o decisiones de las políticas del distrito son motivadas racialmente.....1	2	3	4	9	
h. El distrito hace un buen trabajo al preparar a aquellos estudiantes que planean continuar con estudios universitarios.....1	2	3	4	9	
i. El distrito hace un buen trabajo al preparar a aquellos estudiantes que no planean ir a la universidad despues de graduarse de high school.....1	2	3	4	9	
j. El distrito hace un buen trabajo preparando a aquellos estudiantes que tienen problemas en su aprendizaje con necesidades especiales.....1	2	3	4	9	
k. Los padres en el distrito sienten que no tiene voz activa en las escuelas públicas.....1	2	3	4	9	
l. Los padres en el distrito están satisfechos con la educación que están recibiendo sus hijos.....1	2	3	4	9	
m. Los padres se sienten bienvenidos cuando visitan una escuela del distrito.....1	2	3	4	9	
n. Los padres en el distrito participan adecuadamente en las actividades y organizaciones de la escuela.....1	2	3	4	9	
o. Los residentes que viven en el distrito no participan adecuada y activamente en la educación de los niños en la comunidad.....1	2	3	4	9	
p. El superintendente y empleados hacen un buen trabajo en el involucimiento de la comunidad en las actividades de la escuela....1	2	3	4	9	
q. Los directores de escuela hacen un buen trabajo de involucrer la comunidad en las actividades de la escuela.....1	2	3	4	9	
r. Criticas al distrito son motivadas racialmente.....1	2	3	4	9	

(Q.15 CONTINUE)

¿Está de acuerdo ó no con la declaración que ... (LEA DECLARACION); SONDEE: ¿Qué tan de acuerdo o desacuerdo está usted con la declaración?)

DECLARACION

	<u>MA</u>	<u>A</u>	<u>D</u>	<u>MD</u>	<u>DK</u>
s. Esta comunidad ha estado apoyando las colectas de dinero tales como "bond referendums" para el distrito escolar.....1		2	3	4	9
t. Esta comunidad esta orgullosa de la educación en las escuelas públicas en este distrito.....1		2	3	4	9
u. Los medios de comunicación tratan al distrito justamente.....1		2	3	4	9

16. ¿Hay algún otro comentario que le gustaría compartir con nosotros referente al distrito escolar independiente de Austin?

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Para teminar con la encuesta, necesito hacerle unas preguntas sobre usted y su hogar.

D1. ¿En cuál grupo racial pertenece usted? Es usted blanco, negro, hispano, asiático ó de otro grupo racial?

- [1] Blanco
- [2] Negro
- [3] Hispano
- [4] Asiático
- [5] Otro (porfavor provée) \_\_\_\_\_
- [9] Rehusó

D2. ¿Cuántos niños de 18 años ó menor viven en su casa?

\_\_\_\_\_ Número de niños (18 años ó menores)

D3. ¿Cuánto tiempo ha vivido en el condado de Travis?

\_\_\_\_\_ Número de años

D4. ¿Podría decirme por favor en que grupo de edad le puedo colocar? ¿Tiene usted... (LEA LISTA)

- [1] 18-24 años de edad?
- [2] 25-34?
- [3] 35-44?
- [4] 45-54?
- [5] 55-65?
- [6] O 65 o mayor?

[9] Rehusó (NO LEA LISTA)

D5. Finalmente para propósitos estadísticos, ¿podría decirnos cuál de las siguientes categorías describe los ingresos económicos de su casa en el año pasado (1991)? (LEA LISTA)

- [1] Menos de \$10,000?
- [2] \$10,000 a \$24,999?
- [3] \$25,000 a \$39,999?
- [4] \$40,000 a \$59,999?
- [5] O \$60,000 ó más?

[9] Rehusó (NO LEA LISTA)

D6. ¿Qué es su código postal? \_\_\_\_\_

CON ESTO HEMOS TERMINADO LA ENCUESTA. GRACIAS POR SU TIEMPO Y SUS OPINIONES.

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ENTREVISTADOR: Anote lo siguiente del respondiente.

Sexo: [1] Hombre [2] Mujer      Teléfono: (\_\_\_\_) \_\_\_\_\_



