

Executive Summary

The Office of Educational Quality and Accountability (OEQA) began the OSPR program with a performance review of Billings Public Schools in 2003. By fall of 2018, OEQA had completed 71 school performance reviews in counties all across our state – from the Panhandle’s Cimarron County to far southeast in McCurtain County; from the far northeast county of Delaware to the deep southwest region of Jackson County. Of the 71 reviews conducted, four were virtual charters sponsored by Oklahoma’s Statewide Virtual Charter School Board.

OEQA contracted with seven vendors over the 15 years to conduct 62 performance reviews. OEQA in-house consultants conducted nine of those 71 performance reviews. Whether the consulting team was in-house or a contracted vendor, the integrity of the law’s intent and mission of the OSPR program has been maintained by closely following the protocols for each operational area reviewed.

Throughout the fifteen years, consulting teams have conducted the reviews using a variety of research methods. These methods include individual interviews, focus group interviews, touring facilities, observing cafeteria operations, riding school bus routes, and administering surveys to administrators, teachers, support staff, parents, and students. After collecting survey results electronically, the consulting team analyzed the results to support each school performance review. Survey results are contained in **Appendices A through C** in each report published on the OEQA website.

For comparison purposes, the Office of Educational Quality and Accountability selects five Oklahoma school districts based upon a unique formula that includes and uses the district’s size, geography, demographics and other characteristics. Districts may be located in the same county or across the state in different region, but regardless of location those five districts closely approximate the district to be reviewed. These districts are called *Peer Districts* throughout a performance review report.

For further comparison, a Community Group average is also used throughout the report. Therefore, OEQA employs a “Community Grouping Model” that utilizes a district’s Average Daily Membership (ADM) and the percentage of students that are eligible to participate in the federally funded Free and Reduced Payment Lunch Program. The Free and Reduced Payment Lunch Program is based on the income of the student’s parents and serves as a good measure of poverty within a district. The larger percentage of students eligible for the program, the more impoverished the district community.

The model breaks the state’s school districts into “district communities” which are categorized with a letter designation of A through H based upon district ADM and a numeric designation of 1 or 2 based upon the percentage of students eligible to participate in the Free and Reduced Payment Lunch Program. District communities with eligibility percentages above the state average (higher poverty) are given the designation of 2 while the remaining districts are given the designation of 1. This combination of letters and numbers yields 16 community group designations, A1 through H2. The 71 districts reviewed represent all of the community groups with the exception of A1 and A2.

During the reviews, consulting teams develop recommendations designed to improve operations and support increased academic performance. In some cases, these recommendations should result in a net savings to the district, in some cases a net cost, and in some cases, there should be no fiscal impact but should improve district effectiveness. Likewise, the team also recognizes exemplary actions the districts have taken to increase efficiency and effectiveness prior to the review; these actions are noted as commendations within the final report.

ACKNOWLEDGMENTS

The Office of Educational Quality and Accountability wish to express their appreciation to the Boards of Education of all the school districts, Superintendents, and the district employees, students, parents, and community residents who have supported and provided input for the 71 performance reviews conducted over the past 15 years. In addition, OEQA wishes to thank the former members of the Office of Accountability’s Oversight Board as well as the past and current members of the Commission for Educational Quality & Accountability for their support and encouragement of the OSPR program.

OKLAHOMA PUBLIC SCHOOLS

The exhibits within this summary are retrieved from OEQA’s 2017 State Report, which is part of the Oklahoma Educational Indicator’s Program. This program provides school site, district, and state educational statistics derived from a number of sources.¹ The following pages contain tables that provide data at the state level for historical and comparative purposes. The vast majority of these data were collected during the 2016-2017 school year, which is the most current, comprehensive, and complete reporting cycle. However, some statistics are derived from multi-year averages or periodic snapshots. The definitions, methodologies, and sources used to create the site, district, and state profiles can be found on OEQA’s website.²

Current Characteristics and Demographics of Oklahoma Public School Districts

Exhibit 1 Oklahoma Public School District Characteristics Fall 2016

Characteristics	State Average
Total Number of Districts	544
Number of Dependent Districts	95
Number of Independent Districts	418
Number of Charter Schools	31
Average Number of Sites per District (excludes charters)	3
Average Square Miles Covered per District (excludes charters)	136

Source: Office of Educational Quality and Accountability, 2017 State Report

¹ <https://www.edprofiles.info>

² <https://www.edprofiles.info/oeip-exp>

Exhibit 2
Oklahoma Public School District Enrollment Characteristics Fall 2016

Characteristic	State Average
Fall Enrollment	1,279
Percentage Eligible for Free/Reduced Lunch	62.7%
Percentage Identified as Gifted/Talented	14.5%
Percentage Identified as English Learners	7.1%
Percentage in Special Education	15.8%
Senior Graduation Rate	96.8%
4-Year Dropout Rate	9.2%
Total Fall Enrollment: 693,710	

Source: Office of Educational Quality and Accountability, 2017 State Report

Exhibit 3
Oklahoma Public School District Enrollment by Ethnic Group Fall 2016

Ethnic Group	State Average Percentage
Caucasian	49.4%
Black	8.8%
Asian	2.3%
Hispanic	16.8%
Native American	13.9%
Two or More Races	8.8%

Source: Office of Educational Quality and Accountability, 2017 State Report

Exhibit 4
Oklahoma Public School District Revenues by Source (2016-17)

Source	State Average Percentage
District	40.5%
County	2.7%
State Dedicated	7.3%
State Appropriated	38.2%
Federal	11.3%

Source: Office of Educational Quality and Accountability, 2017 State Report

Exhibit 5
Oklahoma Public School District Expenditures (Excluding Bond Funds)
Per Average Daily Membership (2016-17)

Category	State average Percentage	State Average Amount
Instruction	53.6%	\$4,105
Instructional Support	3.7%	\$280
Student Support	7.0%	\$539
School Administration	5.8%	\$443
District Administration	3.0%	\$232
District Support	17.6%	\$1,350
Other	9.3%	\$710
Total	100%	\$7,658

Source: Office of Educational Quality and Accountability, 2017 State Report

COMMENDATIONS

The Office of Educational Quality and Accountability identified “exemplary” or “best practices” in all 71 public schools that were reviewed and leading to 30 separate commendations. The Office of Educational Quality and Accountability recommends that other school districts throughout Oklahoma examine these exemplary programs and services to see if they could be adapted to meet their local needs. The commendations are listed in each District’s Executive Summary. Examples of Commendations given are provided below:

Chapter 1: MANAGEMENT, PERSONNEL, AND COMMUNICATIONS

THE DISTRICT is commended for its engaged and active school board.

THE DISTRICT’s school improvement team are commended for their planning efforts and the eventual success of being removed from the state’s list of Priority Schools.

THE DISTRICT is commended for its effective communication between administration, staff, and parents.

Chapter 2: INSTRUCTIONAL DELIVERY SYSTEM

THE DISTRICT staff understands the value of an ongoing collaborative culture for continuous school improvement.

THE DISTRICT staff has employed innovative approaches using technology to supplement outdated textbooks and hired an external consultant to help increase students’ math performance.

THE DISTRICT staff is commended for building strong relationships with students and parents through positive communication and parental involvement activities that support the instructional delivery program.

THE DISTRICT and the district’s librarian/ librarian assistant are commended for providing students with a well-maintained library that contributes to the students’ learning experiences.

THE DISTRICT is commended for initiating a practice of benchmarking in reading and mathematics for grades three through eight.

THE DISTRICT is to be commended for their efforts in securing special education personnel in an era of significant shortage in teachers and specifically special education teachers.

THE DISTRICT has pursued the identification of G&T students and has provided services for all gifted and talented students.

THE DISTRICT is to be commended for their efforts in securing part-time counselor staffing when this is not a requirement for dependent schools and even more impressive in that many other K-8 schools have abandoned this practice.

Chapter 3: BUSINESS OPERATIONS

THE DISTRICT is commended for maintaining a healthy carryover in the General and Building Funds.

THE DISTRICT is commended for improving internal controls as reflected in recent financial audits.

Chapter 4: FACILITIES USE AND MANAGEMENT

THE DISTRICT is commended for displaying school spirit in key locations throughout their school campus and in their facilities.

THE DISTRICT is commended for the PTA and the district cooperating in efforts to purchase and install new playground equipment.

THE DISTRICT is to be commended for their application of good energy conservation practice with regard to the selection and installation of energy efficient set-back thermostats in their classrooms.

THE DISTRICT is to be commended for employing an LPN to attend to their student’s in-school medical needs and sports-based medical needs.

THE DISTRICT is commended for having a good working relationship with local first responders and allowing their regular presence on campus and in the school.

THE DISTRICT is to be commended for their pursuit of safety for their students, staff, and community by having a multifaceted approach to campus security.

Chapter 5: SUPPORT SERVICES

Chapter 5A – Child Nutrition

THE DISTRICT’s CN Manager is commended for actively pursuing training opportunities that will build her capacity as manager and support her efforts toward professional growth.

THE DISTRICT’s Child Nutrition Manager has made great efforts to improve the CN program by soliciting feedback from students and applying those results to enhance the program.

THE DISTRICT’s cafeteria now utilizes “offer versus serve” which should reduce some food costs. Portion sizes are controlled by using the appropriate serving utensils.

THE DISTRICT is commended for ensuring inventory efficiency.

THE DISTRICT provides a nutrition education program for students as well as a healthy snack during the day.

Chapter 5B – Technology

THE DISTRICT regularly uses social media to communicate with stakeholders.

THE DISTRICT has made a variety of software and hardware available in many of its classrooms.

THE DISTRICT is commended for using an E-rate consulting firm to assist with the application and associated documentation.

Chapter 5C – Transportation

THE DISTRICT buses are locked up each night and fuel is always locked up.

THE DISTRICT has multiple bus driver back-up options.

THE DISTRICT’s loading and unloading of students is moved away from the traffic flow of the main parking lot. Parents must park in the main parking lot and go inside the building to pick up students and then walk them back to their vehicles.

RECOMMENDATIONS AND PROJECTED COSTS AND SAVINGS

A list of recommendations with their associated costs or savings is provided in **each district's performance review report**. In each chapter, implementation strategies and the estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Many of the recommendations have no costs or savings associated with them, but are designed to formalize, improve, and streamline operations. In some cases, the consulting team has made recommendations that will likely generate savings for the district, but in an effort to be conservative, no specific savings were estimated.

It must be understood that not all of the recommendations can be started at one time. The consulting team did not want to establish priorities by indicating which recommendations should be implemented immediately and which ones should be implemented later. It will be up to the district to decide which recommendations to implement and the timelines for beginning their implementation.

Exhibits 6- 12 on the following pages provide the **Recommendations** for Chapter One through Chapter Five that have been found as OSPR's Best Practices. The Office of Educational Quality and Accountability recommends that districts' Superintendents and Board of Education review the recommendations in each of the operational areas to compare with their own current practices. If there are practices the districts would consider adopting then they can notify OEQA to inquire about possible assistance in developing an implementation plan.

Recommendations by Chapter and Page Number

Exhibit 6
Recommendations for Chapter One
Management, Personnel, and Communications

Chapter 1	Recommendations
Page #	Management, Personnel, and Communications
5	Boards of Education should establish exemplary relationships of civility and professionalism in its dealings with each other, the public, and school district employees.
5	Revise the superintendent’s performance evaluation to include a performance review that is based on board-superintendent goals/standards that are established and evaluated by the board.
7	Develop a process to annually review and update the School Board Policy Manual.
11	Design a system of strategic planning and accountability to reflect school improvement goals and school district needs. This should include the evaluation of all programs in use by the district and the recommendations in this report as the basis for the plan.
12	Establish an annual retreat for the superintendent, school board, principals, and relevant staff for evaluating and updating the strategic plan.
13	Review communication efforts at all levels of the organization and implement procedures for including representatives from various stakeholder groups to be part of the strategic plan’s dissemination.
15	School leaders should study the eligibility of their own districts for obtaining various grants and develop a plan of action to seek available funding.
18	Superintendents should realign their district’s central organizational arrangement to reflect new positions and responsibilities for functional areas managed.
20	District Superintendents should incorporate succession planning, which in turn creates the conditions for continuity in the school district.
23	Ensure that personnel files follow SHRM guidelines regarding the content of personnel files and are kept in secured fireproof containers.
24	School leaders should develop and or update job descriptions for all support positions that set clear expectations, avoid duplication of effort, and strengthen accountability.
25	Develop a systematic process for making staffing decisions that includes careful consideration of the impact to district programs and services.
28	Solicit feedback from teachers and leaders to determine the adopted evaluation system’s progress and identify ways to improve implementation and training.
29	Develop and implement an evaluation system, with input from support staff, which will include the use of the approved evaluation forms and a regular schedule for performance appraisal to maintain and enhance employee performance.
32	Create a clearly-articulated plan or schematic that describes the professional development program for teachers, including detailed objectives and multi-year strategies in order to reduce fragmentation and increase teacher understanding of the initiatives designed to improve student achievement.
35	Design and implement a professional development program for all support staff categories that includes job-specific training as well as participation in the professional development for certified staff as appropriate.

Chapter 1	Recommendations
Page #	Management, Personnel, and Communications
36	Utilize teacher leaders in coaching others through new initiatives, adding more collaboration time, and developing professional learning communities.
37	Districts should develop written personnel procedures for the recruitment, selection, retention, and termination of certified and support staff to ensure there is a highly qualified staff and all employment practices meet fair employment standards.
41	Through board of education policy, adopt a unified approach that encourages parent involvement in decision-making and engagement in the schools.
44	Invest time and effort in developing a systematic volunteer program.
45	Monitor the use and increase the effectiveness of the district website, teacher web pages, and parent portal as tools to inform and involve parents.

Source: OEQA – 21 Recommendations from Archived Performance Review Reports 2004-2018

Exhibit 7 Recommendations for Chapter Two Instructional Delivery

Chapter 2	Recommendations
Page #	Instructional Delivery
3	School leaders should formalize the PLC collaboration process by incorporating supportive structures and tools to propel improvement of student achievement and contribute to the professional growth of teachers.
9	Implement processes and procedures to pace and vertically align Kindergarten through grade 12 curriculum based on state standards and student performance results.
10	Develop grade level/content specific pacing calendars that reflect standards taught quarterly; include test items specifications and blue print assessment information.
13	Implement an in-depth assessment to ensure all teachers have access to, and use, up-to-date teaching materials, digital resources, or textbooks that align with all aspects of the OAS.
15	Increase the number of courses related to the STEM curriculum by forming alliances with school districts and industry within the region while also utilizing resources that are currently available within the district.
17	Develop and implement a plan to annually evaluate instructional resources, software, enrichment, and remediation resources.
24	Evaluate the district’s administrative staff’s current duties to determine if re-assignment, reduced staffing, or abandonment of nonessential duties should be considered in order to prioritize the important role of an effective instructional leader/coach.
27	Districts should focus on building strong relationships with students and parents through positive communication and joint activities involving students as well as parents that will support the instructional delivery program.
29	Implement an accountability process to ensure all OAS objectives are taught, tested, and paced with fidelity.
31	Maximize learning time by instituting best practices for improving transition efficiency and effectiveness of departmentalization.
35	Enhance instruction through the use of student engagement strategies and innovative practices.

Chapter 2	Recommendations
Page #	Instructional Delivery
36	Improve Library resources and services to meet the needs of students and staff by increasing staffing hours and employing existing and emerging technologies to access, evaluate, and disseminate information for integration into instructional programs.
39	Implement procedures to ensure a sound knowledge base and application of formative assessments.
41	Develop and implement district-wide processes and procedures for administering criterion-referenced benchmark assessments to monitor progress and ensure mastery of OAS.
45	Implement a district-wide process for analyzing student performance data throughout the school year and use the analysis results to adjust curriculum and instruction.
50	Explore options for standardizing a tiered system of early interventions for struggling learners.
54	Train all teachers in a clearly defined special education identification process.
55	Implement ongoing, regularly scheduled times for teachers to corporately plan curriculum and instruction based on student IEPs.
58	Strengthen services to special education students through implementing more inclusionary classrooms and co-teaching practices.
59	Evaluate the special education program.
61	Strengthen the Gifted and Talented Program.
66	Provide a comprehensive counseling program that is coordinated PK-12 and communicates the role of the counselor to staff, students, and parents.

Source: OEQA – 22 Recommendations from Archived Performance Review Reports 2004-2018

Exhibit 8 Recommendations for Chapter Three Business Operations

Chapter 3	Recommendations
Page #	Business Operations
10	Develop a fund balance policy that addresses the requirements of Oklahoma statute and allows a district to begin setting aside fund balance reserves in the budget process.
12	Develop a process including a budget calendar to provide the community with information about the budget process and to inform them how and when they may provide input. Share the current status of all budgets on a quarterly basis with staff and community members
15	Provide greater budget transparency by including the approved budget, schedules, and charts supporting the budget on the district’s website.
15	Develop a budget document that clearly identifies carryover funds and estimated revenues, as well as plans for how funds are to be expended within the public-school district.
17	Provide current monthly financial reports to the school board that includes comparative revenue and expenditure data.
21	Review current wage levels and cost-of-living adjustment policies of support staff in comparison to peers and local businesses, then adjust as needed.

Chapter 3	Recommendations
Page #	Business Operations
22	Require mandatory direct deposit of employee pay to improve efficiency for both the district and employees.
22	Use greater automation in the area of employee timekeeping.
23	Adopt an E-payables credit card system to streamline accounts payables operations and potentially generate some usage revenue.
24	Research possible investment options that are permitted by Oklahoma state law and Federal regulations that could yield a higher interest rate, thus earning the district additional revenue.
25	Develop and adopt fixed asset policies and procedures, such as capitalization thresholds, surplus procedures, and lost asset recovery; then, inventory fixed assets and track possession for insurance purposes.
27	Adjust gate receipt procedures by placing two people in charge of gate money to count the gate receipts after the event, complete a receipt of the money along with a deposit slip, and make a night deposit at the bank.
29	Schedule a meeting at the beginning of the school year with all teachers and staff at each school on proper procedures for collecting activity funds.
31	Develop a plan to cross-train district staff in key finance areas and document accounting procedures to reduce exposure to the possibility of loss of data and knowledge base in the event key financial personnel are not able to continue duties for any reason.
32	Develop a policy requiring competitive proposals for professional independent auditing services at a designated interval of at least every five years.
33	Include an electronic copy of the audited financial statements on the district website directly so that the public can find information more easily.
33	Develop a written financial procedures manual that includes accounting, payroll, student activity, and accounts payable.
34	Establish a policy that requires the district to bid banking services at least every two years.
35	Establish thresholds for competitive purchases.

Source: OEQA – 19 Recommendations from Archived Performance Review Reports 2004-2018

Exhibit 9 Recommendations for Chapter Four Facilities Use and Management

Chapter 4	Recommendations
Page #	Facilities Use and Management
3	Establish a long-range facility planning committee and develop a long-range facilities master plan that includes life cycle planning of all equipment.
5	Include design standards and educational specifications such as programmatic square footages within published guidelines for square footage per student in planning for new educational facilities and later construction renovation projects.
8	Develop a comprehensive database to maintain accurate records of all facilities and properties.
9	Protect critical facilities documentation by purchasing fire rated plan files, constructing a

Chapter 4	Recommendations
Page #	Facilities Use and Management
	fire-rated archive room and creating an electronic backup of facilities documents.
14	Implement a CMMS that allows for work order entry, historical equipment records, report generation, and a preventive maintenance program that addresses not only filters, but life safety inspections and tests, and equipment preventive maintenance inspections and tests based upon law, manufacturer’s recommendations, and best engineering practices.
17	Increase maintenance staffing to sufficiently maintain the district’s facilities for optimal operation and functionality.
18	Conduct an inspection of all facilities, document all deficiencies, and correct them.
21	Employ the proper number of custodians to maintain school facilities at an acceptable level of cleanliness based upon national standards.
22	Conduct regular in-house formal training for maintenance and custodial staff by bringing training materials and possibly trainers to the district.
24	Districts should reevaluate the actual cost to operate buildings; develop a new rental fee schedule based upon such cost data; recommend revisions to the board policy for approval and adoption by the Board of Education; and comply with such adopted policy.
29	Develop a formal energy management program to be adopted by the district’s Board of Education.
34	Districts should purchase one of the available energy accounting software programs.
37	Conduct a safety inspection of all facilities, document all deficiencies, and correct deficiencies quickly.
39	Expand the program of life safety training, inspections, and proper documentation of those inspections, to include all steps in the inspection, and to increase the periodicity of fire door inspections.
39	Appoint one individual as the district safety program manager.
41	Inspect all eyewash stations, first aid kits, and AED kits to remove out-of-date materials and replace them with fresh materials. The safety program manager should ensure that health and safety items that have expiration dates are contained in an inventory control system that includes periodic inspections and replacement of expiring items.
42	All district personnel should receive emergency management training and the emergency response plan should be routinely exercised beyond fire and tornado drills.

Source: OEQA - 17 Recommendations from Archived Performance Review Reports 2004-2018

Exhibit 10
Recommendations for Chapter Five
Support Services – Child Nutrition

Chapter 5A	Recommendations
Page #	Child Nutrition
7	In order to stay compliant, districts should incorporate specific dates into their planning calendar to address prescribed Wellness Policy updates.
8	Create a policy in compliance with what the SDE requires that adults should be charged for meals in an effort to make the Child Nutrition program more self-sustaining and less dependent upon the district’s General Fund.



Chapter 5A	Recommendations
8	Develop and post CN job descriptions and a “back-up” menu that will ensure there is no interruption of food service when CN workers are absent.
9	Establish the Team Up for School Nutrition Success initiative to identify needs of the child nutrition program and communicate goals to address those needs to ensure a cycle of ongoing improvement.
10	CN Managers should ensure to actively pursue training opportunities that will build capacity as manager and support efforts toward professional growth in the entire CN team.
12	Require the child nutrition program to reimburse the general fund to the full extent allowable for utility costs.
13	Adopt a compliant method for accurately collecting meal counts.
15	Increase efficiency of meal preparation.
16	Reduce food costs by eliminating overproduction and the provision of items incompatible with federal meal requirements.
19	Develop site-level reports for each kitchen operation that can be analyzed monthly and used for program improvements.
21	Reexamine possible reimbursement methods and then determine the best choice for the district’s child nutrition program.
22	The cafeteria employees should participate in the free Cooking for Kids culinary training and consultation with a chef for 10 days of on-site assistance.
23	Prepare menus that align with current regulations specified by the USDA’s lunch program to provide improved nutrition for students.
26	Develop strategies for increasing meal participation.
28	Efforts should be undertaken to increase the number of students on Direct Certification.
31	Provide nutrition education to students using a variety of venues.
33	Implement available components of the current software providers to automate the processes of online meal program applications, pin pads, inventory, and ordering.
33	Develop a purchasing plan that includes all the methods of procurement that the district will employ throughout the year and ensure all purchases align with the plan.
36	Improve equipment management by setting aside one percent of child nutrition revenues each year for kitchen equipment purchases and replacement.

Source: OEQA - 19 Recommendations from Archived Performance Review Reports 2004-2018

Exhibit 11 Recommendations for Chapter Five Support Services – Technology

Chapter 5B	Recommendations
Page #	Technology
5	Develop and implement a “student as technician” program in cooperation with the nearby technology center and a teacher technician program paid with stipends to supplement technology support at the sites.
6	Develop and implement an instructional technology plan in conjunction with the district’s professional development plan.
10	Establish a district technology budget that is realistic and supportive of classroom needs.

Chapter 5B	Recommendations
12	Establish policies and procedures in place for the proper disposal of obsolete technology equipment.
13	Utilize a consulting firm to assist with E-Rate funding requests and documentation.
14	Adopt a formal inventory process for computers and other technology equipment that includes procedures for assignment of new equipment and keeps maintenance records on all devices.
16	Improve the technology planning process and create a long-term strategic plan for technology infrastructure and network equipment with input from a variety of stakeholders.
18	Develop and test a disaster recovery plan that includes the district’s critical data, systems, and programs.
20	Develop a written Bring Your Own Device (BYOD) policy and make it available to all students, teachers, parents, staff, and visitors.
21	Develop and implement procedures for using the existing online work order system.
21	The superintendent is commended in installing this type of wiring to allow for future growth of district.
21	Install fiber optic wiring to increase faster speed throughout the district and for future growth of district.
22	Install a firewall that is managed by both the IT personnel and a support system (e.g. Dell SonicWALL) to allow the district to make changes quickly but also brings to bear a large number of outside resources to ensure safe internet access for students.
23	Review options and address weaknesses in the current system used for data back-up.
24	Purchase rack-mounted Uninterrupted Power Supplies for both the server and NAS unit in plus smaller battery backups for network switches and fiber devices located throughout the district’s school buildings.
25	Implement a system of environmental controls to include data center temperature control (cooling), humidity control and environmental alarms.
27	Examine network security by conducting a vulnerability scan and address any areas found to be of concern.
28	A wireless site survey should be performed to determine the number and location of additional wireless access points.
29	Adopt a district standard that includes an equipment replacement schedule for computers and other technology equipment.
30	Ensure the district develops a system to inventory and track technology-related equipment.

Source: OEQA - 20 Recommendations from Archived Performance Review Reports 2004-2018

Exhibit 12
Recommendations for Chapter Five
Support Services – Transportation

Chapter 5C	Recommendations
Page #	Transportation
11	Provide information, training, and intervention strategies from special education services to the transportation department for students' whose IEPs require transportation as a related service.
16	Develop an operations manual specific to pupil transportation.
17	Increase the number of cover drivers to be commensurate with the average rate of driver absenteeism.
18	Take steps to reduce driver absenteeism and then recruit and retain enough bus drivers.
22	Develop a district policy for the operation of school buses while on private property.
22	Implement a student bus rider training program for Pre-K through third grade.
26	Develop a plan for a yearly evaluation of all bus stops and then pre-drive routes prior to the beginning of the school year to review safety and efficiency.
26	Review insurance policies and ensure information about buses is up to date.
27	The Transportation director should propose to the superintendent a written policy and procedure for locating a child believed to be missing.
27	Develop a program to check for sleeping children on the bus.
28	Minimize the number of empty seats on regular education bus routes.
31	Record all bus incident data into a database and analyze for patterns and trends that might indicate needs for parent/student communications or driver training.
32	Organize the garage area and maintain it, ensuring that hazardous supplies are stored safely.
33	Develop a formal bus replacement plan to fund new buses biannually.
34	Address all bus safety problems as they occur, including minor ones, such as seat damage, and more serious ones, such as worn tires to ensure safety and compliance with emergency codes.

Source: OEQA - 15 Recommendations from Archived Performance Review Reports 2004-2018

School Performance Review reports are typically lengthy and densely packed with information. They can at first be overwhelming to district stakeholders. For that reason, the Office of Educational Quality and Accountability has created the Planning Guide Tool. This guide will allow district administration and the board of education to explore the recommendations and decide which ones will be adopted, implemented with some revisions or rejected.