

TRANSMITTAL LETTER

February 28, 2001

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

Fellow Texans:

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

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

We have made a number of recommendations to improve KISD's efficiency. We also have highlighted a number of "best practices" in district operations - model programs and services provided by the district's administrators, teachers and staff. This report outlines 87 detailed recommendations that could save KISD more than \$6 million over the next five years, while reinvesting more than \$1 million to improve educational services and other operations. Net savings are estimated to reach more than \$5 million - savings that the district can redirect to the classroom.

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

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

Sincerely,

Carole Keeton Rylander

Carole Keeton Rylander
Texas Comptroller

EXECUTIVE SUMMARY

A. Executive Summary Overview

B. Summary of Costs and Savings by Recommendation (Exhibit 3)

In January 2000, Texas Comptroller Carole Keeton Rylander selected the four districts in Kleberg County - Kingsville ISD, Ricardo ISD, Riviera ISD, and Santa Gertrudis ISD for a school performance review. Reviews of the three smaller districts concluded in August of 2000 and work began in Kingsville in September 2000. Based upon more than six months of work, this report identifies KISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 87 recommendations could result in net savings of more than \$5 million over the next five years.

Improving the Texas School Performance Review

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

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

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

- Ensure students and teachers receive the support and resources necessary to succeed;
- Identify innovative ways to address the district's core management challenges;
- Ensure administrative duties are performed efficiently, without duplication, and in a way that fosters education;
- Develop strategies to ensure the district's processes and programs are continuously assessed and improved;

- Challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- Put goods and services to the "Yellow Pages Test": government should do no job if a business in the Yellow Pages can do that job better and at a lower cost.

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

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

TSPR in Kingsville ISD

On September 5, 2000 TSPR began its performance review of Kingsville ISD (KISD). As in its previous reviews of 45 other Texas school districts, the review team went to Kingsville in response to a local call for assistance from Superintendent Charles Greenawalt to conduct a performance review of the district.

As with the school performance reviews conducted in the spring of 2000 with the three smaller districts in Kleberg County, the review team maintained a sensitivity to the district's needs, understanding that smaller district's have unique challenges and limited resources to meet those challenges. The majority of districts reviewed by TSPR have fallen in the moderate to large range, including seven of the state's largest districts: Houston, Dallas, Austin, San Antonio, Fort Bend, Ysleta in El Paso, and Corpus Christi. The district responded graciously to requests for data as well as a schedule of interviews, public forums and focus group meetings.

The Comptroller contracted with SDSM Inc., an Austin-based firm, at a cost of \$123,000, which was borne by the Comptroller's office to assist with the review. The team interviewed district employees, school board members, parents, business leaders and community members and held two public forums at H.M. King High School and Memorial Middle School, on September 12 and 14, 2000 respectively from 5:00 p.m. to 8:00 p.m. The review team conducted additional focus group sessions with teachers, business leaders, Site-Based-Decision - Making Committees (SBDMCs) and parent volunteer groups. The Comptroller's office also received letters and phone calls from a wide array of parents, teachers and community members.

A total of 787 respondents answered surveys: 49 campus and central administrators and support staff; 4 principals; 130 teachers; 192 parents; and 412 students completed written surveys as part of the review. Details from the surveys and public forums appear in **(Appendices A through F)**.

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

KISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The selected peer districts were Alice, Calallen, Flour Bluff, Gregory-Portland and Tulo-so-Midway.

**Exhibit 1
Demographic Characteristics of KISD
and Peer School Districts
1999-2000**

District	Student Enrollment	Racial/Ethnic Percentage				
		Percent Hispanic	Percent African-American	Percent Anglo	Percent Other	Percent Economically Disadvantaged
Alice	5,711	87.3%	0.6%	11.3%	0.8%	63.6%
Calallen	4,523	35.9%	1.8%	61.3%	1.0%	28.4%
Flour Bluff	5,023	24.0%	6.9%	64.2%	5.0%	43.1%
Gregory-Portland	4,461	36.6%	4.3%	57.5%	1.6%	32.7%
Kingsville	4,819	76.0%	4.5%	18.0%	1.0%	62.6%
Tulo-so-Midway	3,040	53.0%	2.2%	44.3%	0.5%	42.9%
Region 2	109,333	65.5%	3.9%	29.4%	1.3%	56.9%
State	3,991,783	39.6%	14.4%	43.1%	2.9%	49.0%

Source: 1999-2000 Academic Excellence Indicator System (AEIS).

During its more than six-month review, TSPR developed recommendations to improve operations and save taxpayers over \$6 million by 2005-06. Cumulative net savings from all recommendations

(savings minus recommended investments or expenditures) would reach more than \$5 million by 2005-06.

Overall the review team found that KISD is a district that has made some significant academic improvements and surpassed the state average on TAAS results over the last six years. The district improved its students passing scores from just over half, or 54 percent, of the students in 1995-1996 to 78 percent in 1999-2000. In August 2000 the district earned the second highest accountability rating, "*Recognized*," given to Texas Public schools. Accountability ratings for public schools, including charter schools, are based on performance on the Texas Assessment of Academic Skills (TAAS), dropout and attendance rates. The challenge now must be to sustain this improvement and move to the next level.

Additionally, the superintendent, staff and an 85 member community group worked collaboratively to identify the multitude of facility improvements needed due to aging district structures. KISD had not held a bond election since 1976 and in May 2000, sixty-nine percent of district voters approved a \$30 million bond package. The bond referendum was contingent upon receipt of state funding, to renovate facilities and improve technology. Since the state did not match the funds, implementation of the bond package has been delayed. However, the support received from the community and its business leaders is indicative of the continuing efforts by all to make KISD the very best district it can be.

As KISD works to further improve its services to the children of Kingsville, the district is facing three major challenges: planning, staffing and facilities.

KISD has developed a district improvement plan, campus improvement plans, a technology plan and a facilities plan, but it is unclear how these plans are linked to one another or to the district's budget. The lack of overarching strategic planning is evident in multiple areas. For instance, the district purchased computers with grant funds but many go unused because the electrical supply is inadequate in some school facilities to power the equipment. The district purchased walk-through metal detectors but they have not been installed because the district has not decided where they will be placed and who should monitor them.

KISD's student enrollment has declined over the past five years, and a number of elementary schools are underused; a costly situation. Many of the schools are in dire need of repairs and renovations as was recognized by the bond proposal. The challenge during a period of declining enrollment, however, will be to determine whether all existing facilities

are needed, and where the district should dedicate its limited facility resources.

The third most important issue facing KISD is staffing. The district uses its annual budget process to determine school administrative staffing needs. While the teaching staff has declined, staffing appears to have remained unchanged at the administrative level despite declining enrollment. As state funding declines with the student enrollment, staffing formulas at all levels are needed to ensure the effective and efficient use of district resources.

A detailed list of costs and savings by recommendation appears in **Exhibit 3**. Many TSPR recommendations would not have a direct financial impact but would improve the district's overall operations.

Acknowledgments

The Comptroller's office and SDSM. Inc. wish to express appreciation to the KISD Board of Trustees, Superintendent Charles Greenawalt, district employees, students, parents and community residents who helped during the review. Special thanks go to Dr. Martha Salazar-Zamora, Assistant Superintendent for Support Services, who served as KISD's liaison. She arranged for office space, equipment and meeting rooms, organized the findings meeting, and responded to data requests and accommodated the review team's needs.

Key Findings and Recommendations

- ***Link the district improvement plan, campus improvement plans, technology plan and a facility plan to the district's budget.***

Although the district has several planning documents, it is unclear how they are significantly linked to one another or how any of them affect the district budget. The annual District Improvement Plan is strictly instructional. The district and campus improvement plans have broad goals, but very limited strategies that are not linked and do not appear to reinforce one another or provide the means of achieving the broad objectives. The Technology Plan includes an anticipated cost for 2000-2001 of \$772,333, however only \$76,000 is addressed in the same year's budget. The Master Facilities Plan (1992 and amended in 1997) does not include sufficient strategies to address KISD's many facilities needs. By setting district goals to guide the district's planning and decision making process, the board can set the direction for the district in the coming years. District administrators must then be made accountable for developing plans to address those goals and implementing them.

- ***Reduce the number of assistant principal positions.*** KISD does not use an administrative staffing allocation model as a baseline for assigning school administrative support positions such as assistant principals. Currently, the district has 10 assistant principal positions. The Southern Association of Colleges and Schools (SACS) recommends that a district this size function with four assistant principals. Minimum administrative staffing guidelines for these schools will allow KISD to equitably distribute baseline administrative staffing and save the district more than \$1 million dollars over the next five years.
- ***Develop a districtwide program evaluation and research agenda.*** KISD does not have a districtwide research and evaluation agenda that ensures that all instructional programs are evaluated regularly. Consequently, most programs are not evaluated beyond student performance on TAAS and there is no data upon which to base program modification decisions. By developing a program evaluation and research agenda the district can determine if each program is accomplishing its goals or needs to be modified. Factual data from research efforts will assist the district in determining which programs to keep or eliminate.
- ***Address truancy issues more strongly.*** The district's attendance rate of 94.6 percent is lower than the state average of 95.4 percent and fifth lowest among its six peer districts. The district does not employ a truancy officer and does not coordinate with local law enforcement to address truancy issues. Instead, it relies on at-risk counselors to review daily attendance reports and sends warning letters to parents regarding their child's truancy. By hiring an attendance officer and making daily attendance a first priority, the district will not only reduce its dropout rate but may increase its state funding by nearly one percent or more than \$117,000 dollars per year.
- ***Establish an education foundation to fund special needs.*** KISD has a number of special needs including technology and wiring in their schools, as well as educational needs that cannot be met with the regular budget. Community leaders have expressed an interest in establishing an educational foundation that would address these needs not met through available funding. In addition, the district would also expand community involvement from individuals, business, and civic organizations.
- ***Improve teacher hiring practices.*** New teachers do not receive a formal job offer from KISD until a few weeks and sometimes only a few days before the school year begins, consequently they may

be losing the best-qualified candidates to other districts. Over 38 percent of district administrators and staff, 56 percent of teachers and 75 percent of principals surveyed believe the district has a poor teacher recruitment program. Many school districts have similar hiring practices but have a shorter time between selection and completion of employment contracts. The district should develop new teacher hiring procedures so qualified teachers can be hired with sufficient lead-time before the start of the new semester.

- ***Update the master plan and close underused schools.*** The district has experienced an 11 percent decline in enrollment over the last ten years but has not made adjustments to its facilities to address this issue. Consequently, some of the elementary schools are underused, in desperate need of repair and costly to operate. KISD has six small elementary schools within the district's 10 square miles. Many of KISD's buildings are over 40 years old and in need of \$25.3 million in repairs and renovations as identified by the bond referendum committee. With critical facilities needs facing KISD, it is imperative that the district update their master facilities plan and consolidate underused facilities by closing two elementary schools. The district could achieve net savings of \$1.1 million through 2005-06 from utilities and salaries for both schools.
- ***Plan for purchases during the budget cycle.*** KISD does not plan for future purchases during its budget process by reviewing and identifying proposed expenditures that may exceed the \$25,000 threshold. By incorporating a procurement review process into its annual budget cycle, the district can more easily comply with appropriate purchasing laws. Adoption of this process also will help the district to alleviate backlogs in its purchasing process and facilitate sound purchasing.
- ***Create a Benefits Committee to review health and other benefits.*** District employees expressed a high degree of dissatisfaction with the premium costs that they pay for health benefits. While employees on Plan I pay only \$16 dollars per month for employee coverage, some employees must pay as much as \$700 dollars per month for dependent coverage. A committee established to review the district's insurance plan would improve communication between the administration and employees concerning issues in the health care market and employee options under the current plan.
- ***Apply to the Qualified Zone Academy Bond (QZAB) program for interest-free loans for facility renovations.*** KISD has identified several major construction, rehabilitation and facility repair

projects. The district worked with its financial advisors and developed a \$30 million bond proposal that was approved by 69 percent of the voters in May 2000 for various facilities, infrastructure and technology projects. The state did not grant the district the matching funds and the proposal was tabled. By taking advantage of QZAB, a federally funded program created by the federal Taxpayer Relief Act of 1997 that provides interest-free loans to school districts for renovation of existing facilities, KISD can achieve interest savings greater than \$300,000 per year for the next twelve years over traditional financing.

- ***Develop a standard to measure food service productivity and replace old equipment.*** KISD has not developed a standard to measure the productivity of its kitchens consequently some kitchens are overstaffed. By establishing a productivity standard based on the types of kitchens and schools in the district and reducing staffing levels to achieve the recommended level of productivity, Food Services Department might achieve more than \$300,000 in savings over a five-year period. In addition, KISD's kitchens have equipment between 17 to 36 years old, much of which is in need of replacement or repair. By replacing broken equipment, the kitchen staff may be able to achieve higher MPLH ultimately improving production and use those revenues to help replace equipment annually.
- ***Establish a reintegration program for LASER students.*** KISD does not have programs to reintegrate disciplinary students from the district's alternative school, LASER, back into the regular classroom. Because LASER students work on self-paced computer programs that provide a concentrated math and language arts curriculum, when students return to their home schools they are unable to handle subjects that they have not covered at LASER. The return is stressful and LASER is seeing a significant increase in the number of students returning to the program. By developing a reentry program, KISD can help these students become successful in the regular classroom.
- ***Develop a districtwide technology plan.*** The district has an unrealistic instructional technology plan that calls for over \$3 million in instructional expenditures over three years, but budgets less than \$100,000 annually. There is no administrative technology plan. Equipment is often purchased that cannot be supported by the infrastructure. For example, PC's bought by instructional technology could not be used because the electrical supply was insufficient to power the PCs. All administrative technology (hardware and software) is leased and is no longer supported by

the original manufacturers. By having a plan to address the inadequate infrastructure, the lack of electrical wiring, and the outdated hardware that the vendors no longer support, the district can improve education use of technology and buy the hardware and software it needs to manage its operations.

Kingsville ISD Exemplary Programs and Practices

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

- ***KISD formed citizen's committee to assess facilities.*** In May 2000, over 69 percent of district voters approved a \$30 million bond package. KISD gathered support by forming an 85-member citizen committee that toured facilities, developed an assessment of facility needs and eventually were advocates for a bond program in the community. The formation of this committee represented a major effort by the district to reach out to the community and include residents in an important decision-making process.
- ***Alternative Education settings help students become successful.*** Through its Night School and K.E.Y.S. Academy, KISD offers alternative educational services both day and night to students who require an alternative educational setting to become academically successful. These programs meet the needs of students at risk of dropping out of school; students at risk of not graduating from high school within a four-year plan; students who must work; students who report "not fitting in" the regular school. The K.E.Y.S. Academy also features a childcare center and offers parenting and essential living skills classes among its more traditional offerings.
- ***KISD provides health services in every school.*** In 1999, KISD coordinated services with the Texas Department of Health (TDH) and implemented an immunization project for KISD schools. The immunization project served 2,624 students. In addition, KISD nurses provide information and distribute application forms to all district students about the statewide children's insurance program, TexCare Partnership, which provides health insurance for uninsured Texas children.
- ***TASPA surveys benchmark employee compensation.*** The Personnel Department participates in the Texas Association of

School Personnel Administrators (TASPA) annual salary surveys and uses these surveys to determine the competitiveness of KISD's employee pay. By using survey results as one of several tools, the district strives to maintain competitiveness within its limited resources, particularly for teacher salaries.

- ***KISD's investment strategies take advantage of changing interest rate trends.*** In fiscal 1999, when interest rates were declining, the district's investment officer locked-in higher interest rates by purchasing Fannie Mae Discount Notes. In September 1999 the district's investment officer increased the percentage of the portfolio invested in investment pools to take advantage of the daily recalculation of rising rates. The most recently completed quarterly report for the district shows the district's portfolio was \$10.1 million in May 2000.
- ***Principals are granted access to financial system.*** Principals are issued a copy of their approved budget at the beginning of the year and have the capability of generating budget to actual reports directly from the computer system. Schools are also able to initiate purchase requisitions and electronically transfer the requests to the Finance Department for review and approval. This hands on access allows principals to anticipate and control their budgets.
- ***KISD takes advantage of cooperative agreements.*** Approximately \$1.7 million of the district's fiscal 2000 total purchases were made through cooperative agreements with the state and the Education Service Center Region 2. Participation in these cooperatives eliminates the need for district personnel to solicit bids and allows KISD to take advantage of pricing discounts that would not be available to it otherwise.
- ***Energy management program saves money.*** KISD's utility bills are 28 percent less than 1990 when the energy management program began. due to upgrades in the district's heating ventilation and air conditioning systems (HVAC). In addition, the district has taken steps to further reduce its energy bills by joining the State Energy Program offered by the General Land Office (GLO). The program will reduce the cost of energy the district by four percent or more than \$32,000 per year.

Savings and Investment Requirements

Many TSPR's recommendations would result in savings and increased revenue that could be used to improve classroom instruction. The savings opportunities identified in this report are conservative and should be

considered minimums. Proposed investments of additional funds usually are related to increased efficiencies or savings or improved productivity and effectiveness.

TSPR recommended 87 ways to save KISD more than \$6 million in gross savings over a five-year period. Reinvestment opportunities will cost the district more than \$1 million during the same period. Full implementation of all recommendations in this report could produce net savings of more than \$5 million by 2005-06.

Exhibit 2
Summary of Net Savings
TSPR Review of Kingsville Independent School District

Year	Total
2001-02 Initial Annual Net Savings	\$787,013
2002-03 Additional Annual Net Savings	\$850,909
2003-04 Additional Annual Net Savings	\$1,207,629
2004-05 Additional Annual Net Savings	\$1,174,889
2005-06 Additional Annual Net Savings	\$1,137,349
One Time Net (Costs) Savings	(\$147,366)
TOTAL SAVINGS PROJECTED FOR 2001-2006	\$5,010,423

A detailed list of costs and savings by recommendation appears in **Exhibit 3**. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines and 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. Some items should be implemented immediately, some over the next year or two and some over several years.

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

Exhibit 3
Summary of Costs and Savings by Recommendation

	Recommendation	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management								
1	Develop a consent agenda of items that require routine board approval. p. 26	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Develop a summary reporting format to present financial, management and program-related information to the board. p. 27	\$0	\$0	\$0	\$0		\$0	\$0
3	Implement minimum staffing guidelines for elementary, middle and high schools to reflect actual enrollment. p. 33	\$242,736	\$242,736	\$242,736	\$242,736	\$242,736	\$1,213,680	\$0
4	Reassign central administrator responsibilities to more logically group functions. p. 36	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5	Implement a strategic planning process that links existing plans, the budget and performance evaluations into one integrated	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	the Texas State Plan for Education of Gifted/Talented Students. p. 88							
17	Ensure all gifted and talented students are identified and served. p. 90	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18	Develop campus improvement plans that comply with state mandates for compensatory funds. p. 93	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Equitably distribute compensatory funds among campuses. p. 95	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Establish campus intervention teams at each school to develop and monitor pre-referral practices. p. 102	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21	Improve communications and coordination to ensure special education teachers have appropriate support from the Department of Special Education. p. 103	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22	Review the district's TAAS exemption procedures to ensure that every	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	possible special education student is included in the state testing system. p. 105							
23	Consolidate bilingual/ESL services in selected schools. p. 110	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60,000	\$0
24	Develop a plan to establish a stronger technology program. p. 117	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 2 Total	(\$59,477)	\$11,023	\$11,023	\$11,023	\$11,023	(\$15,385)	\$0

Chapter 3 Personnel Management

25	Develop a personnel procedures manual. p. 128	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26	Update all job descriptions and establish a schedule for routine update. p. 129	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27	Develop a recruiting plan that includes goals and strategies for staff recruitment and track the outcomes. p. 133	\$0	\$0	\$0	\$0	\$0	\$0	\$0
28	Develop hiring and budgeting procedures so that qualified teachers can be given contracts with sufficient lead-	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	communication with parents and community to include nontraditional approaches. p. 159							
35	Evaluate the costs and benefits of retaining the media center or outsource the function. p. 161	\$24,125	\$48,250	\$48,250	\$48,250	\$48,250	\$217,125	\$0
36	Aggressively recruit school volunteers across the district. p. 164	\$0	\$0	\$0	\$0	\$0	\$0	\$0
37	Conduct a consumer survey to identify parent interests and needs and adjust the Parent Involvement Center's schedule, hours of operation and focus to reach more parents. p. 165	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 4 Total	\$4,525	\$28,650	\$28,650	\$28,650	\$28,650	\$119,125	\$0

Chapter 5 Facilities Use and Management

38	Update the long-range facilities master plan. p. 174	\$0	\$0	\$0	\$0	\$0	\$0	\$0
39	Close two elementary schools and reinvest the savings into renovation and expansion of remaining four	\$0	\$0	\$394,260	\$394,260	\$394,260	\$1,182,780	\$0

	elementary schools. p. 177							
40	Prepare a Capital Improvements Plan with a detailed description of each capital project. p. 180	\$0	\$0	\$0	\$0	\$0	\$0	\$0
41	Increase the capability of Maintenance Department staffing by providing training to upgrade helper positions to journeyman levels and eliminate substitute bus driver responsibilities. p. 184	(\$4,800)	(\$4,800)	(\$4,800)	\$0	\$0	(\$14,400)	\$0
42	Improve the work order management process by developing work order priorities with a list of typical maintenance work for each priority level. p. 185	\$0	\$0	\$0	\$0	\$0	\$0	\$0
43	Prepare a Custodial Plan to improve building conditions. p. 190	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 5 Total	(\$4,800)	(\$4,800)	\$389,460	\$394,260	\$394,260	\$1,168,380	\$0
Chapter 6 Asset and Risk Management								
44	Revise the quarterly investment report	\$0	\$0	\$0	\$0	\$0	\$0	\$0

51	Create, adopt and implement a formal policies and procedures manual that reflects the department's operating environment. p. 233	\$0	\$0	\$0	\$0	\$0	\$0	\$0
52	Outsource the payroll processing function. p. 234	\$6,862	\$13,116	\$13,116	\$13,116	\$13,116	\$59,326	(\$982)
53	Expand the job duties of the department staff to include internal control reviews. p. 236	\$0	\$0	\$0	\$0	\$0	\$0	\$0
54	Apply for the \$8 million maximum in funding available through the federal QZAB program. p. 240	\$450,480	\$412,940	\$375,400	\$337,860	\$300,320	\$1,877,000	\$0
	Chapter 7 Total	\$457,342	\$426,056	\$388,516	\$350,976	\$313,436	\$1,936,326	(\$982)

Chapter 8 Purchasing and Contract Management

55	Update the purchasing procedures manual to include the district's board-approved purchasing policy and timetables for the steps involved in the purchasing process. p. 249	\$0	\$0	\$0	\$0	\$0	\$0	\$0
56	Revise the budget calendar to include steps to review proposed	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	expenditures in aggregate so that the appropriate purchasing procedures can be initiated. p. 252							
57	Evaluate the efficiency and effectiveness of the warehouse function by using the management reporting capabilities of the ACT 1000, FASTPAC and Unix systems. p. 254	\$0	\$0	\$0	\$0	\$0	\$0	\$0
58	Report maximum student enrollment data to the TEA when placing annual and supplemental textbook orders. p. 256	\$0	\$0	\$0	\$0	\$0	\$0	\$0
59	Conduct a detailed physical inventory of all district textbooks and reconcile the results to the inventory listing compiled by the coordinator of Educational Services. p. 258	\$0	\$0	\$0	\$0	\$0	\$0	\$0
60	Adopt a formal policy to hold principals, teachers, parents and students accountable for missing or	\$14,406	\$12,206	\$12,206	\$12,206	\$12,206	\$63,230	(\$10,384)

	damaged textbooks. p. 259							
	Chapter 8 Total	\$14,406	\$12,206	\$12,206	\$12,206	\$12,206	\$63,230	(\$10,384)
Chapter 9 Food Services								
61	Reduce staffing levels to achieve the recommended MPLH level of productivity. p. 269	\$74,186	\$74,186	\$74,186	\$74,186	\$74,186	\$370,930	\$0
62	Identify kitchens with high absentee rates and implement corrective action plans including disciplinary action and incentive programs to encourage attendance. p. 270	(\$1,540)	(\$1,540)	(\$1,540)	(\$1,540)	(\$1,540)	(\$7,700)	\$0
63	Reinstitute the policy of filling vacant positions from the substitute worker pool, and develop alternative sources of substitute workers. p. 272	\$0	\$0	\$0	\$0	\$0	\$0	\$0
64	Develop and implement a plan to recognize food service workers who complete certification classes. p. 273	(\$16,500)	(\$16,500)	(\$16,500)	(\$16,500)	(\$16,500)	(\$82,500)	\$0
65	Solicit annual input from students, parents and district employees about	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	food quality, quantity, price, variety, nutrition and any other areas of food operations, and implement corrective action where needed. p. 274							
66	Develop and implement additional strategies to increase lunch meal participation rates. p. 279	\$23,200	\$23,200	\$23,200	\$23,200	\$23,200	\$116,000	\$0
67	Develop strategies to increase overall breakfast participation at H.M. King High School. p. 281	\$2,492	\$2,492	\$2,492	\$2,492	\$2,492	\$12,460	\$0
68	Develop and implement a comprehensive nutrition program for KISD students. p. 283	\$0	\$0	\$0	\$0	\$0	\$0	\$0
69	Compile and distribute accurate, detailed and useful school-specific financial and performance reports to cafeteria managers on a quarterly basis. p. 286	\$0	\$0	\$0	\$0	\$0	\$0	\$0
70	Use part of the available Food Services fund balance to replace	\$0	\$0	\$0	\$0	\$0	\$0	(\$200,000)

	critical equipment and make necessary enhancements. p. 289							
	Chapter 9 Total	\$81,838	\$81,838	\$81,838	\$81,838	\$81,838	\$409,190	(\$200,000)

Chapter 10 Transportation

71	Purchase automated bus routing software to design a more efficient and cost effective route scheduling system. p. 299	\$24,112	\$23,612	\$23,612	\$23,612	\$23,612	\$118,560	(\$15,000)
72	Develop a school bus replacement plan based on new criteria. p. 302	\$0	\$0	\$0	\$0	\$0	\$0	\$104,000
73	Increase the ratio of vehicles per mechanic to the industry standard. p. 304	\$16,287	\$19,544	\$19,544	\$19,544	\$19,544	\$94,463	\$0
74	Develop preventive maintenance policies and procedures to assist Transportation Department staff with tracking and planning maintenance activities. p. 305	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 10 Total	\$40,399	\$43,156	\$43,156	\$43,156	\$43,156	\$213,023	\$89,000

Chapter 11 Safety And Security

75	Review the safety and security functions	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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80	Include measurements for accomplishing safety goals in staff performance appraisals. p. 321	\$0	\$0	\$0	\$0	\$0	\$0	\$0
81	Develop campus appropriate plans to prevent entry to the campus by unauthorized individuals. p. 323	\$0	\$0	\$0	\$0	\$0	\$0	\$0
82	Provide training to students and teachers on proper enforcement of visitor identification policy. p. 324	\$0	\$0	\$0	\$0	\$0	\$0	\$0
83	Develop a reintegration program that provides a continuity of social services and counseling at the home school. p. 327	\$0	\$0	\$0	\$0	\$0	\$0	\$0
84	Maintain disciplinary information in a database by use of electronic reporting forms that capture all data necessary for good analysis of disciplinary treatments. p. 328	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Chapter 11 Total		\$0						
Chapter 12 Computers and Technology								
85	Develop a	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	districtwide technology plan that includes instructional and administrative technology needs and tie the plan to the annual budget. p. 338							
86	Develop a comprehensive disaster recovery plan and test it. p. 341	\$0	\$0	\$0	\$0	\$0	\$0	\$0
87	Analyze the current financial and student administration system software and hardware maintenance agreement components and take action to minimize maintenance costs. p. 346	\$10,044	\$10,044	\$10,044	\$10,044	\$10,044	\$50,220	\$0
	Chapter 12 Total	\$10,044	\$10,044	\$10,044	\$10,044	\$10,044	\$50,220	\$0

	SAVINGS	\$947,805	\$1,011,701	\$1,368,421	\$1,330,881	\$1,293,341	\$5,952,149	\$104,000
	TOTALS COSTS	(\$160,792)	(\$160,792)	(\$160,792)	(\$155,992)	(\$155,992)	(\$794,360)	(\$251,366)
	TOTAL	\$787,013	\$850,909	\$1,207,629	\$1,174,889	\$1,137,349	\$5,157,789	(\$147,366)

TOTAL SAVINGS	\$6,056,149
TOTAL COSTS	(\$1,045,726)
NET	\$5,010,423

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter discusses the Kingsville Independent School District's (KISD's) organization and management in three sections:

- A. Board Governance
- B. District Management
- C. Planning and Evaluation

The organization and management of a school district involves cooperation between elected members of the Board of Trustees and staff of the district. The board's role is to set goals and objectives for the district in both instructional and operational areas, determine the policies by which the district will be governed, approve the plans to implement those policies, and provide the funding sources necessary to carry out the plans.

The staff is responsible for managing the day-to-day implementation of the plans approved by the board and recommending modifications necessary to ensure the operation of all district programs and functions. The superintendent, as the chief executive officer of the district, recommends the level of staffing and the amount of resources necessary to operate and accomplish the board's goals and objectives.

A. BOARD GOVERNANCE

Under Texas Education Code (Education Code) Section 11.151(b), the Board of Trustees of a Texas independent school district is a *corporate body*, elected by the public with the "*exclusive power and duty to oversee the management of the public schools of the district.*" The board, as a legal agent of the State of Texas, derives its status from the Texas Constitution and the Legislature. It must function in accordance with applicable state and federal statutes, as well as regulations interpreting those statutes and relevant court decisions. Specific powers granted to the board under the Education Code include the power and duty to:

- Adopt rules and bylaws necessary to govern and oversee management of the public schools of the district;
- Acquire and hold real and personal property, sue and be sued and receive bequests and donations and other money or funds;
- Dispose of property no longer necessary for the operation of the school district;
- Levy and collect taxes; issue bonds, including determining the rate of tax to be levied within the dollar limits voted and specified by law (in instances when a specific tax rate has not been adopted at an election authorizing a tax);
- Adopt and file a budget for the next fiscal year and file a report of disbursements and receipts for the preceding fiscal year;
- Ensure district accounts are annually audited at district expense by a certified public accountant following the close of each fiscal year;
- Approve a district-developed plan and campus-level plan for site-based decision-making (SBDM) and provide for implementation;
- Publish an annual report describing the district's educational performance, including school performance objectives and the progress of each school toward the objectives; and
- Adopt policies providing for the employment and duties of district personnel.

Through its governance, a school board is ultimately responsible for the welfare and effectiveness of its school district. In *The Board Member's Guide to Strategic Planning*, authored by Fisher Howe in 1997, education consultant James Wickenden describes exemplary governance in his view of a school board's responsibility: "...The best boards are constructive agents for change. They anticipate future demands and require the school's employees to meet them. They ask hard questions; they challenge the status quo. They set broad policies to accomplish the stated mission and then demand evidence that the policies are being followed..." In short, a school board is accountable to parents, taxpayers, and the community for the district's effectiveness and efficiency.

A seven-member Board of Trustees governs KISD. At the time of the review team's site visit in September 2000, there were six board members with one vacancy due to the relocation of a board member. The Board held an election on November 7, 2000 to fill the unexpired Position 4-trustee seat.

Each trustee is elected at large by the entire district, listed in **Exhibit 1-1** and holds a three-year term. Board elections are held annually on the first Saturday in May for one third of the board.

**Exhibit 1-1
KISD Board Members
2000-01**

Member	Years of Experience	Profession	Position	End of Term
Juan Escobar, President	9	Federal immigration officer	Position # 6	2003
Jilma Vidaurri, Vice President	9	Retired teacher and counselor	Position # 1	2001
Juan Garza, Secretary	4	Retired teacher	Position # 7	2003
Sam Fugate	6	Attorney	Position # 2	2001
Larry Garza	9	Pharmacist	Position # 5	2002
Gil Rodriquez	1	Plant manager	Position # 3	2002
Alfred Isassi	0	Attorney	Position # 4	2003

Source: KISD Superintendent's Office.

Board training requirements are defined in policy: an orientation session, an annual team-building session with the board, the superintendent and specified hours of continuing education based upon state requirements. All members completed their required training for 1999-2000 as documented in the board minutes. Members with fewer hours met their requirements earlier or are waiting for TASB certification of hours. **Exhibit 1-2** lists the board training for last year.

**Exhibit 1-2
KISD Board Members
1999-2000**

Member	Hours of Training
Juan Escobar, President	13
Jilma Vidaurri, Vice President	39.50
Juan Garza, Secretary	38.25
Larry Garza	34.75
Sam Fugate	6
Gil Rodriquez	23

Source: KISD Superintendent's Office.

Board meetings are held on the first and third Tuesdays of each month. Regular meetings are held at 7:00 p.m. in the administration building auditorium. The public is welcome to attend all meetings, and citizens wishing to address the board may speak for up to five minutes during a regularly scheduled agenda item, usually scheduled at the beginning of the agenda. A review of the board minutes for the past year indicated that few citizens chose to speak before the board. There are no standing committees of the board. Notices of board meetings are posted in compliance with state law. There is an established policy and referral process for handling complaints. Local board policy BED outlines the process to be followed regarding employee's complaints and student or parent complaints. This policy requires that board members determine if a person who wishes to make a complaint has attempted to resolve the matter administratively. If not, the person is directed to the appropriate policy and process before bringing the matter to the Board.

The review team reviewed minutes of regular and special board meetings for the most recent 14-month period (June 1999 thru August 2000). Based upon the minutes, the meetings appeared to be orderly and conducted in accordance with *Robert's Rules of Order*. Board members appeared to have ample opportunity to discuss items before voting and once voted upon, discussion ceased. Special meetings were not routine and limited to the announced subject. Executive sessions were conducted in private with reasons stated in open session and action items were voted upon in open session following the executive session.

The superintendent, based upon policy items needing board consideration, develops the agenda for board meetings. The superintendent's secretary prepares the official minutes. Board members review all minutes for accuracy before they are accepted and approved. Board policies are maintained and updated as required using the services provided by the

Texas Association of School Boards (TASB). When appropriate such as during recent discussions on continuing contracts, outside consultants (TASB) are used to provide specific advice.

FINDING

All board members told the review team that the board functions well as a policy-making organization. Board members have well-defined roles and do not function independently outside of their role as a member of the board. All board members viewed the superintendent as effective in his role and felt comfortable talking to him when needed. Without exception there appeared to be a clear understanding among the board members of their role as policy makers and the administration's role as managers.

Actions taken by the superintendent to increase trust and cooperation among board members and between the board and the administration included weekly written communication with all board members, weekly meetings with the board president to establish the agenda, and efforts to encourage candid and open communication at all times.

The superintendent sends out a weekly message every Friday afternoon to all board members. A board packet and financial information is included with the message on the Friday before the Board meeting. Board members have the opportunity to read the board packets and may call the superintendent before the Tuesday night meeting if they have questions about specific agenda items. Any board member may place items on the agenda by the prescribed deadline of noon on the third calendar day before regular or special meetings.

Each board member specifically mentioned how much better the board had functioned in the last two to three years since the arrival of the superintendent. The board credits the superintendent for the improved relationship between the board and the superintendent as well as the overall improvement in the board functioning. The superintendent has improved governance through effective communications and candid discussion of issues.

COMMENDATION

The superintendent regularly communicates with the board and this has improved the working relationship.

FINDING

During the last superintendent search, the community provided input in the decision-making process. Community members participated in

community focus groups and developed independent recommendations that were considered by the board. This same process was followed in the selection of the Texas A&M Kingsville president and a recent candidate search for the vacant city manager position. Community members felt that the process improved the outcome and provided a means for the community to provide input in district decision-making.

COMMENDATION

KISD included community leaders in the superintendent selection process, which helped improve the outcome, and increased community support.

FINDING

While the district runs orderly meetings and follows Robert's Rules of Order, meetings are often long. **Exhibit 1-3** lists representative board meetings for the period beginning June 1999 through July 2000 and the length of each meeting. Significant time is spent on a review of items that may or may not require discussion; such as approval to hire support staff or approval of routine bills. Time is also spent in executive session reviewing proposed hiring of contract personnel, teachers and administrators.

**Exhibit 1-3
Length of Board Meetings
Sampled June 1999 through July 2000**

Date	Length of Meeting
June 1, 1999	2 hours, 31 minutes
June 15, 1999	3 hours, 35 minutes
August 3, 1999	2hours, 52 minutes
August 17, 1999	2 hours, 26 minutes
September 21, 1999	3 hours, 9 minutes
October 8, 1999	4 hours, 35 minutes
November 8, 1999	3 hours, 40 minutes
November 22, 1999	2 hours, 14 minutes
December 7, 1999	1 hour, 52 minutes
January 18, 2000	4 hours, 25 minutes

February 16, 2000	2 hours, 55 minutes
June 6, 2000	2 hours, 6 minutes
June 20, 2000	3 hours, 37 minutes
July 18, 2000	2 hours, 48 minutes

Source: KISD Board Minutes.

A number of Texas school districts use a consent agenda to approve routine items that may not require board discussions. The consent agenda is approved at one time, eliminating the need to consider each individual item. Board members can remove an item from the consent agenda at any time for individual consideration.

Items included in typical consent agendas are approval of bills for payment, budget amendments and recommendations to hire support staff and teachers.

Recommendation 1:

Develop a consent agenda of items that require routine board approval.

The board should develop a board policy that implements a consent agenda for routine items. This will reduce the amount of time spent on routine items allowing the board to focus more time on issues that require debate and/or decision making.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops a policy to create a model consent agenda.	May 2001
2.	The superintendent presents the model consent agenda and related board policy to the board for approval.	June 2001
3.	The board approves the proposed board policy and adopts the consent agenda.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Board members rely on limited financial information submitted in agenda packets as well as specific information in the superintendent's Friday report. Financial information submitted to the board for approval lacks sufficient analysis for informed decision making. TSPR team members reviewed, in detail, agenda packets as well as other financial information prepared for the board before each regular meeting. These packets contained a list of checks issued by vendor for the previous month and a fund summary, a list of current investments and a summary of monthly tax collections. Budget amendments are provided as required for board approval during the year. Student performance information was not included in the agenda packets.

The review team found, that while the information is factual, it does not include any analysis or consideration of variances. For example, the tax information includes the amount of taxes collected during the previous month and compares collections to those of the prior year but it provides little meaningful year-to-date information. In another example, the investment information does not compare income earned to that of the prior year or against goals for the current year.

Financial information that does not include analysis is limited in value because it does not provide a means to evaluate financial performance or help the board and administration anticipate problems.

A description of example basic reports is shown in **Exhibit 1-4**.

Exhibit 1-4
Examples of Summary Executive Management Reports

Sample Contents and Frequency (Monthly, Quarterly, or Annually)
<ul style="list-style-type: none"> • Comparison of budgeted to actual revenue by fund and expenditures by function and related variance (Monthly). • Notes explaining significant variances (5 percent or more) in the above categories.
<ul style="list-style-type: none"> • Revenue and expenditure data showing columns for current and prior year actual amounts for similar period (Monthly). • Bar graphs and pie charts depicting comparative revenue and expenditure information (Monthly). • Administrative cost ratios, cost per student, transportation costs per mile, food and labor cost per meal, etc., compared to prior years (Annually). • Information on transfer students including numbers, originating district, revenue generated - all compared to prior years and this year's goals. • Actual excess cash invested monthly and year-to-date compared to similar period in prior years or against current year goals (Monthly).

- | |
|---|
| <ul style="list-style-type: none"> • Year-to-date investments by type of investment instrument, including market value, yield, and scheduled maturity (Quarterly). • Notes explaining significant variances (5 percent or more) in any of the above categories. |
| <ul style="list-style-type: none"> • Summary of monthly grant activities, including number and dollar value of grants submitted, number and dollar value of grants awarded, and the ratio of grants awarded to grants submitted - all compared to prior years (Quarterly). • Comparative data related to performance such as annual graduation rates, dropout rates, and TAAS scores by school (Annual). • Comparative funding of specific education programs between fiscal years, (Compensatory Education, Gifted and Talented Career and Technology) (Annual) and related student performance. Actual vs. planned performance, with accompanying notes explaining significant variance between planned and actual performance (Annual). |

Source: TSPR.

Recommendation 2:

Develop a summary reporting format to present financial, management and program-related information to the board.

Executive level reports need not be extensive, but should provide basic summary-level financial and program-related information to enable efficient decision-making by the board. Reports provided to the board should include information in three essential areas:

- Budget control
- Financial management and evaluation of financial performance; and
- Education program performance.

These reports can be prepared from data captured by the district's financial system or by the responsible administrators. In cases in which original data must be accumulated, templates should be developed to simplify data compilation and comparison from one period to the next. Preparation of this type of information not only helps the board to make informed decisions, but also improves and focuses the administration's analysis efforts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance develops a model financial information package.	April 2001
2.	The director of Finance submits the proposed package for approval.	May 2001
3.	The superintendent approves the format and establishes it as the basis for submitting information to the board.	June 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

B. DISTRICT MANAGEMENT

As specified in Section 11.201 of the Texas Education Code, the superintendent is the chief executive officer of the district and is responsible for:

- Assuming administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services and facilities of the district and for the annual performance appraisal of the district's staff;
- Assuming administrative authority and responsibility for the assignment and evaluation of all personnel of the district other than the superintendent;
- Making recommendations regarding the selection of personnel of the district other than the superintendent as provided by Section 11.163 of the Texas Education Code;
- Initiating the termination or suspension of an employee, or the non-renewal of an employee's term contract;
- Managing the day-to-day operations of the district as its administrative manager;
- Preparing and submitting to the board of trustees a proposed budget as provided by Section 44.002 of the Texas Education Code;
- Preparing recommendations for policies to be adopted by the board of trustees and overseeing the implementation of adopted policies;
- Developing or causing to be developed appropriate administrative regulations to implement policies established by the board of trustees;
- Providing leadership for the attainment of student performance in the district based on indicators adopted under Section 39.051 of the Texas Education Code and other indicators adopted by the State Board of Education or the district's board of trustees;
- Organizing the district's central administration; and
- Performing any other duties assigned by action of the board of trustees;

Section 11.253(a) of the Texas Education Code requires *"each school district to maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each school to direct and support the improvement of student performance."*

The Education Code requires each school district to establish campus-level planning and decision-making committees that consist of representative professional staff from the school, parents, business representatives, and community members. These committees advise and

work with school administrators on school planning, goal setting, budgeting, and decision-making.

Section 11.253(c) also requires that *"each school principal, with the assistance of the campus-level committee, develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations."* The campus plan must outline the role of the school committees in goal setting, curriculum, budgeting, staff patterns, and school organization.

By law, school districts must establish a district-level planning and decision-making committee configured like the campus committees. At least two-thirds of the elected professional staff representatives from the district must be classroom teachers. Section 11.252(a) requires that *"each school district have a district improvement plan that is developed, evaluated, and revised annually in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards with respect to academic excellence indicators (dropout rates, percentage of graduating students who meet course requirements established for a recommended high school program, results of Scholastic Aptitude Test)."*

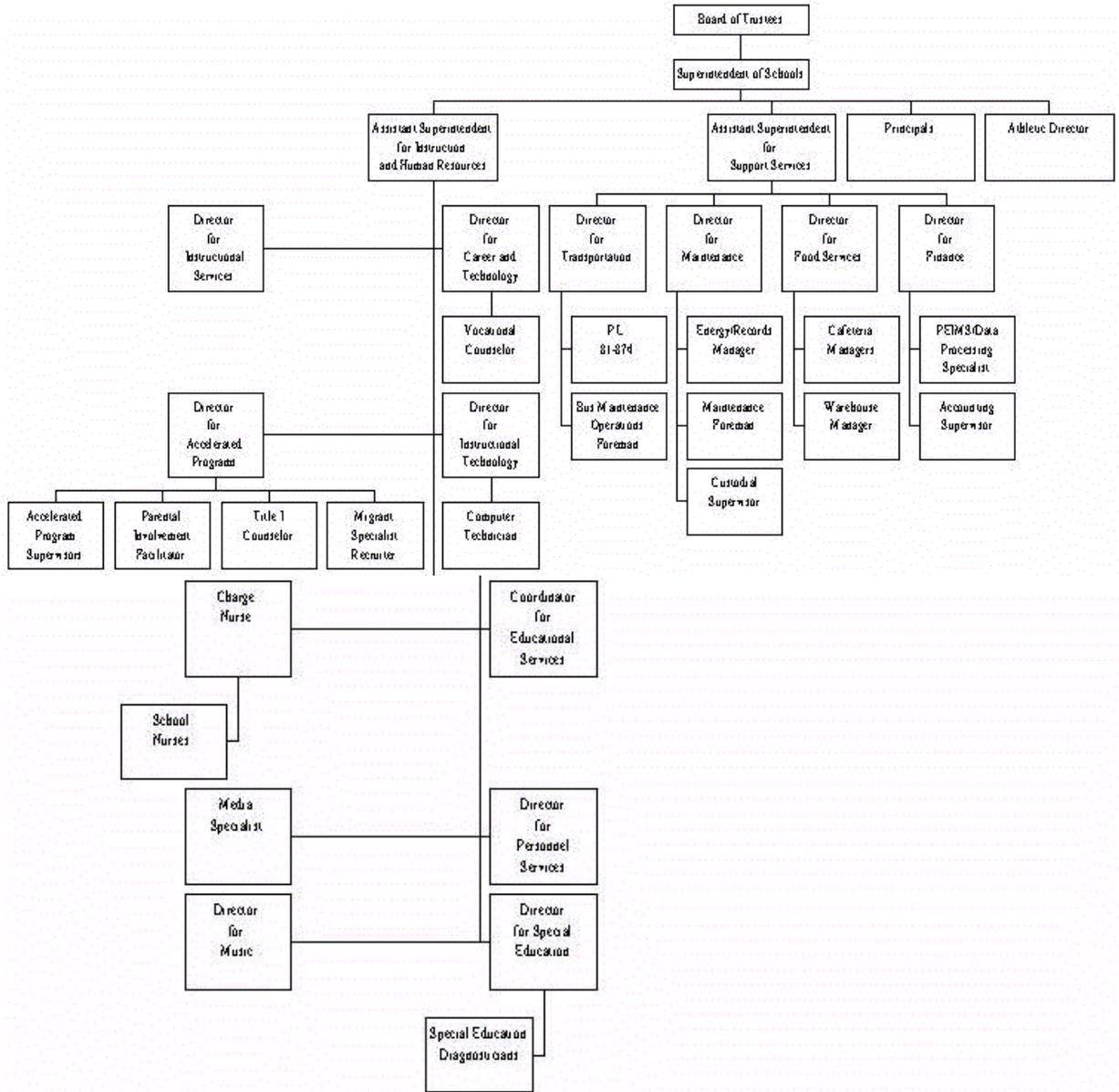
Every two years, the law requires each school district to evaluate the effectiveness of its decision-making and planning policies, procedures and staff development activities related to district and campus-level decision-making and planning. The evaluation is to be performed to ensure that district policies, procedures, and staff-development activities are effectively structured to boost student performance.

Site-based decision-making has provided a way for teachers, parents, and community members to help central and campus administrators make decisions about improving student performance.

The Kingsville Independent School District superintendent manages the district with a senior staff composed of two assistant superintendents, the assistant superintendent for Instruction and Human Resources and the assistant superintendent for support services. In addition, all principals report directly to the superintendent as well as the athletic director. The assistant superintendent for Instructional and Human Resources is responsible for the instructional support functions, communications and the personnel function. The assistant superintendent for Support Services is responsible for the other function of the district including maintenance, transportation, custodial operations, finance, purchasing and food services.

KISD's organization structure is presented in **Exhibit 1-5**.

**Exhibit 1-5
KISD Current Organization Structure
2000-01 School Year**



Source: KISD Superintendent's Office.

FINDING

The level of administrative staffing on KISD schools exceeds established standards. KISD's commitment to quality education is reflected in its allocation of staff to the schools. Each school regardless of size has a principal, a counselor, secretary and nurse. Elementary schools have a half

time facilitator who functions as an assistant principal and the intermediate, middle and high schools have multiple assistant principals.

The Southern Association of Colleges and Schools (SACS) accredits more than 12,000 public and private institutions, from pre-kindergarten through the university level, in 11 states in the Southeastern United States (including Texas) and in Latin America. SACS recommends *minimum* personnel requirements for elementary schools, based on enrollment, in its 1999-2000 *Policies, Principles, and Standards for Elementary Schools Accredited by the Commission on Elementary and Middle Schools*.

The minimum standards for elementary schools are outlined in Standard F: 20 and presented in **Exhibit 1-6**.

Exhibit 1-6
SACS Minimum Personnel Requirements for Elementary Schools
SACS Standard Reference F: 20

Number of Students	Principal	Professional Admin. Or Supv. Assistants	Library or Media Specialists	Library Aide or Clerk	Secretaries or Clerks
1 - 263	.5	0	.5	0	.5
264 - 439	1.0	0	1.0	0	1.0
440 - 659	1.0	0	1.0	.5	1.0
660 - 879	1.0	.5	1.0	1.0	1.5
880 - 1099	1.0	1.0	1.0	1.0	1.5
1100 - 1319	1.0	1.5	1.0	1.0	2.0
1320+	1.0	2.0	1.0	1.0	2.0

Source: SACS Policies, Principals, and Standards for Elementary Schools Accredited by the Commission on Elementary and Middle Schools, 1999-2000 School Year, Standard F: 20.

SACS also recommends *minimum* personnel requirements for middle schools, based on enrollment, in its 1999-2000 *Policies, Principles, and Standards for Middle Schools Accredited by the Commission on*

Secondary and Middle Schools. The minimum standards for middle schools are outlined in Standard F: 21 and presented in **Exhibit 1-7.**

Exhibit 1-7
SACS Minimum Personnel Requirements for Middle Schools
SACS Standard Reference F: 21

Number of Students	Principal	Admin. Or Supv. Assistants	Guidance Professionals	Library Or Media Specialists	Library Aide or Clerk	Secretaries or Clerks
1 - 249	.5	0	.5	.5	0	.5
250 - 499	1.0	.5	.5	1.0	.5	1.0
500 - 749	1.0	1.0	1.0	1.0	1.0	1.0
750 - 999	1.0	1.0	2.0	1.0	1.0	1.5
1000 - 1249	1.0	1.5	2.5	1.0	1.0	2.0
1250+	1.0	2.0	3.0	1.0	1.0	2.0

Source: SACS Policies, Principals, and Standards for Middle Schools Accredited by the Commission on Secondary and Middle Schools, 1999-2000 School Year, Standard F: 21.

SACS further recommends *minimum* personnel requirements for high schools, based on enrollment, in its *Standards for Secondary Schools, 1998 Edition*. The minimum standards for high schools are outlined in Standard 4.10.1 and presented in **Exhibit 1-8.**

Exhibit 1-8
SACS Minimum Personnel Requirements for High Schools
SACS Standard Reference 4.10.1

Number of Students	Principal	Admin. Or Supv.	Guidance Professionals	Librarians or Media	Secretaries or Clerks
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		Assistants		Specialists	
1 - 299	1.0	0	.5	.5	1.0
300 - 499	1.0	.5	.5	1.0	1.5
500 - 649	1.0	.5	1.0	1.0	2.0
650 - 749	1.0	1.0	1.0	1.0	2.5
750 - 999	1.0	1.0	2.0	1.0	3.5
1000 - 1249	1.0	1.5	2.5	2.0	4.0
1250 - Up	1.0	(A)	(A)	(A)	(B)

Source: SACS Commission on Secondary and Middle Schools, Standards for Secondary Schools, 1998 Edition

(A) SACS recommends adding one position for each additional 250 students over 1,249.

(B) SACS recommends adding one clerical position for each additional 400 students over 1,249.

Based on SACS' minimum standards referenced in **Exhibits 1-6** through **1-8**, KISD is overstaffed with facilitators in elementary schools and assistant principals in middle schools and high schools. **Exhibit 1-9** compares KISD's staffing for facilitators and assistant principals to SACS minimum standards. While KISD does not have formal staffing guidelines, the district has made a commitment to staff schools equitably.

Exhibit 1-9
KISD Schools Comparison of SACS Standards to Actual Staffing
Facilitators and Assistant Principals

School	Enrollment	Per SACS	Actual	Difference
Harrel Elementary	217	0	.5	.5
Harvey Elementary	278	0	.5	.5
Kleberg Elementary	356	0	.5	.5
Lamar Elementary	454	0	.5	.5
McRoberts Elementary	300	0	.5	.5

Perez Elementary	379	0	.5	.5
Gillett Intermediate	641	1	2	1
Memorial Middle School	659	1	2	1
H. M. King High School	1,341	2	3	1
Total	4,625*	4	10	6

Source: Compiled from SACS Standards and school budgets.

*AEIS 1999-2000 report, total does not include K.E.Y.S. Academy, LASER Alternative School, Night School, and three Home bound students.

Recommendation 3:

Implement minimum staffing guidelines for elementary, middle and high schools to reflect actual enrollment.

Implementing minimum staffing guidelines for elementary, middle schools and high schools to reflect differences in enrollment among schools will allow KISD to equitably and efficiently distribute baseline administrative staffing. Additionally, the district will be able to allocate more budget resources to the classroom or other needed administrative positions after thoroughly assessing each school's administrative requirements using an equitable allocation base.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources reviews existing school staffing for elementary schools, intermediate and middle schools and the high school and compares to SACS standards to determine individual school needs.	June 2001
2.	The assistant superintendent for Human Resources develops minimum campus staffing allocations for elementary, intermediate and middle schools and the high school that consider enrollment and the unique needs of each school.	July 2001
3.	The superintendent approves the staffing allocation guidelines for elementary, intermediate and middle schools and the high school and freezes hiring for any overstaffed positions and appropriately transfers personnel pending full implementation in the coming school year.	July 2001
4.	The superintendent implements staffing guidelines for elementary.	August

intermediate and middle schools and the high school in 2001-02 budget process.	2001
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FISCAL IMPACT

Exhibit 1-10 presents a calculation of the salaries and benefits for facilitators and assistant principals.

**Exhibit 1-10
Calculation of Salary and Benefits for
Facilitator and Assistant Principal Classifications
2000-2001**

	Elementary Facilitator	Intermediate Assistant Principal	MS Assistant Principal	HS Assistant Principal
Variable	Pay Grade 02	Pay Grade 04	Pay Grade 04	Pay Grade 04
Minimum Daily Rate	\$169.37	\$194.14	\$194.14	\$194.14
Number of Days	207	202	202	202
Salary Before Benefits	\$35,060	\$39,216	\$39,216	\$39,216
Benefits	\$3,250	\$3,386	\$3,386	\$3,386
Total Minimum Salary, Plus Benefits	\$38,310	\$42,602	\$42,602	\$42,602

Source: KISD 2000-01 Salary Schedule: entry-level positions.

The calculation uses the minimum daily rate times the number of days plus benefits. The fiscal impact of this recommendation assumes that KISD can eliminate three facilitator positions at \$38,310 annually and three assistant principal positions at \$42,602 annually for a savings of \$242,736 annually.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Implement minimum staffing guidelines for elementary, middle and	\$242,736	\$242,736	\$242,736	\$242,736	\$242,736

high schools to reflect actual enrollment.					
--	--	--	--	--	--

FINDING

KISD's central administration organization structure does not logically group functions in all cases and all district responsibilities are not assigned to a specific position. **Exhibit 1-11** describes KISD central administrative positions, their major responsibilities and immediate superior.

**Exhibit 1-11
KISD Central Administrative Positions
2000-01**

Position	Major Responsibilities	Reports to
Assistant Superintendent for Instruction and Human Resources	Responsible for all instructional support functions in the district as well as the personnel function. There are 11 positions directly reporting to this position.	Superintendent
Assistant Superintendent for Support Services	Responsible for non-instructional functions including finance, transportation, maintenance, food services. There are four positions directly reporting to this position.	Superintendent
Director of Accelerated Programs	Responsible for some of the district's special programs. This includes bilingual/ESL Education, Title I, Title VI Innovative Education, Title VI Class Size Reduction, Compensatory Education, Migrant Education, Capital Expense Grant, at-risk student services and counselors.	Assistant Superintendent for Instruction and Human Resources
Director of Career and Technology	Responsible for school-to-career programs. Program is aimed mainly at high school students although limited courses are taught at K.E.Y.S. Academy, LASER Night School, Gillett Intermediate School and Memorial Middle School. One position reports directly to this position and the position has departmental responsibility for 17 teachers.	Assistant Superintendent for Instruction and Human Resources

Director of Instructional Services	Responsible for student assessment, gifted and talented, curriculum, grant writing and staff development.	Assistant Superintendent for Instruction and Human Resources
Director of Instructional Technology	Responsible for technology related to instructional programs and development of district technology plan.	Assistant Superintendent for Instruction and Human Resources
Charge Nurse	Responsible health services and school nurses on each campus.	Assistant Superintendent for Instruction and Human Resources
Coordinator of Educational Services	Responsible risk management, safety and security, textbooks, librarians, counselors and fine arts curriculum.	Assistant Superintendent for Instruction and Human Resources
Media Specialist	Responsible for the print shop.	Assistant Superintendent for Instruction and Human Resources
Director of Personnel Services	Responsible for personnel functions across the district.	Assistant Superintendent for Instruction and Human Resources
Director of Music	Responsible for music curriculum across the district.	Assistant Superintendent for Instruction and Human Resources
Director of Special Education	Responsible programs aimed at children with disabilities. Services are also provided to children in Kennedy County Wide and Ricardo school districts through a special education co-operative. This department employs 28 individuals.	Assistant Superintendent for Instruction and Human Resources
Director of Transportation	Halftime position responsible for student bus transportation and other district vehicles.	Assistant Superintendent for Support Services
Director of Maintenance	Responsible for district facilities and custodial operations.	Assistant Superintendent for Support Services

Director of Food Services	Responsible for food services program across the district.	Assistant Superintendent for Support Services
Director of Finance	Responsible for financial operations, budget, payroll, fixed assets and non-instructional data processing.	Assistant Superintendent for Support Services

Source: KISD Superintendent's Office and interviews.

While KISD's central administrative structure is appropriately organized overall the review team found the following:

- The assistant superintendent for Instruction and Human Resources has almost three times as many direct reports as the assistant superintendent for Support Services.
- District wide functions such as personnel and risk management are grouped with instructional support functions.
- No one is directly assigned responsibility for the drop out prevention program.
- The district does not have a full time position assigned specifically for gifted and talented education and lacks a differentiated curriculum for many courses.
- The distinction between the functions of the director of Instructional Services and the coordinator of Educational services is unclear. Duties appear to be assigned based merely upon availability or personal capability.
- Director level positions do not have similar levels of responsibility.

Recommendation 4:

Reassign central administrator responsibilities to more logically group functions.

Logically grouping functions and assuring that all district wide programs are appropriately coordinated would increase the effectiveness and accountability of central administrative managers.

By reassigning responsibilities to more logically group functions the effectiveness of the central administrative staff would be enhanced and district wide responsibilities previously not assigned could be coordinated. Workloads would be more evenly balanced and functions that have been viewed as primarily instructional in nature would be expanded to support all district operations. Examples include staff development and risk management.

Positions reassigned to report to the director for Instructional Services should be evaluated when they become vacant and reclassified as coordinator level positions. Specific reassignments are shown in **Exhibit 1-12**.

Exhibit 1-12
Recommended KISD Central Administrative Reassignments

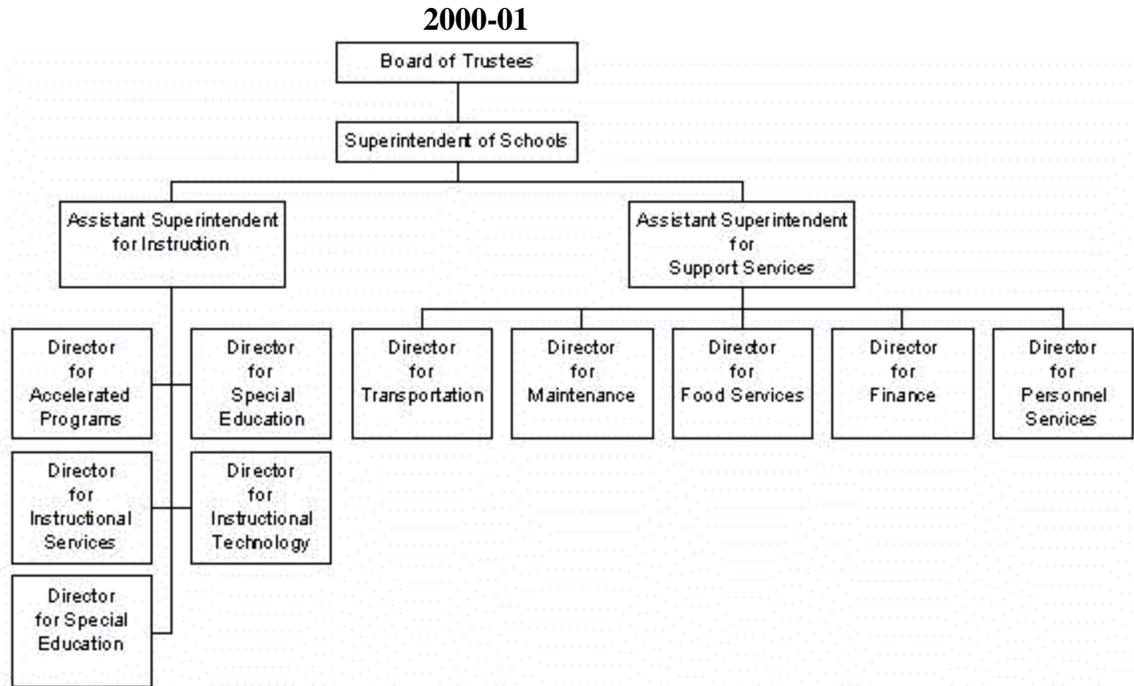
Position	Major Responsibilities	Reports to
Assistant Superintendent for Instruction and Human Resources	Responsible for all instructional support functions in the district. Five positions directly report to this position.	Superintendent
Assistant Superintendent for Support Services	Responsible for non-instructional functions including finance, transportation, maintenance, food services and personnel. Five positions directly report to this position.	Superintendent
Director of Accelerated Programs	No change.	Assistant Superintendent for Instruction and Human Resources
Director of Career and Technology	No change.	Director of Instructional Services
Director of Instructional Services	Responsible for student assessment, gifted and talented, curriculum, grant writing and staff development. Four positions now report directly to this position.	Assistant Superintendent for Instruction and Human Resources
Director of Instructional Technology	No change	Assistant Superintendent for Instruction and Human Resources
Charge Nurse	No change.	Director of Instructional Services
Coordinator of Educational Services	Responsible for drop out prevention, safety and security, textbooks. librarians. counselors	Director of Instructional Services

	and fine arts curriculum.	
Media Specialist	No change.	Assistant Superintendent for Instruction and Human Resources
Director of Personnel Services	Responsible for personnel functions across the district including staff development.	Assistant Superintendent for Support Services
Director of Music	No change.	Director of Instructional Services
Director of Special Education	No change.	Assistant Superintendent for Instruction and Human Resources
Director of Transportation	No change.	Assistant Superintendent for Support Services
Director of Maintenance	No change.	Assistant Superintendent for Support Services
Director of Food Services	No change.	Assistant Superintendent for Support Services
Director of Finance	Responsible for financial operations, budget, payroll, fixed assets, non-instructional data processing and risk management.	Assistant Superintendent for Support Services

Source: TSPR.

Exhibit 1-13 shows the positions directly reporting to the assistant superintendent positions after the recommendations are implemented.

Exhibit 1-13
Recommended KISD Organization



Source: TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes the organization structure changes in discussions with staff and the board.	May 2001
2.	The superintendent informs individual staff of the changes.	June 2001
3.	Staff assumes new responsibilities and reporting relationships.	June 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

C. PLANNING AND EVALUATION

Proper planning establishes a district's mission, identifies goals and objectives, sets priorities, identifies ways to complete the mission, and determines performance measures and benchmarks to chart progress toward the achievement of the goals and objectives. In its purest sense, planning anticipates the effect of decisions, indicates the possible financial consequences of alternatives, focuses on educational programs and methods of support, and links student achievement to the cost of education.

Law requires certain plans and reports. These include the District Improvement Plan (DIP), an annual report on student achievement goals; Campus Improvement Plans (CIPs), annual reports on each school's student achievement goals; a biennial district evaluation report, and a district performance report. To meet Education Code requirements, the district also must form a district-level committee to develop the DIP and campus-level committees to develop the CIPs and other mandatory plans. The district-level committee also must consult with the superintendent concerning the planning, operation, supervision and evaluation of the district's educational program (Education Code 11.252(f)).

Other plans and reports not specifically required by law are nonetheless essential to sound district operations and can have a significant impact on district management and fiscal accountability. These planning efforts include the calculation and planning of student enrollment projections; facilities planning; planning for food service, textbook acquisition and distribution, and school staffing; and district wide budgeting and financial planning. The accuracy of these plans is extremely important to the smooth functioning of any district.

FINDING

The district has no overall strategic planning process. The district does have several individual planning documents, including:

- A District Improvement Plan (DIP), 2000-2001
- Individual Campus Improvement Plans (CIPs), 2000-2001
- A Technology Plan 2000, 1999-2000
- A Master Facilities Plan 1992-97
- An Updated Master Facilities Plan 1998 which merely listed needs
- Master Plan for Facilities, undated

The district-level committee develops the annual District Improvement Plan. The DIP includes objectives, strategies for reaching these objectives, and methods for evaluating progress. The principal of each school campus,

with the assistance of the campus level committee, develops individual Campus Improvement Plans.

The Technology task force developed the Technology Plan to meet the objectives and state mandates in the Long-Range Plan for Technology, 1996-2010. Twenty-three members participated in the taskforce including two high school students, three parents, five teachers, two librarians, five principals, four central administrators and two community leaders (Director of Office of Information Research and Special Programs at Texas A&M Kingsville and the Kleberg County Extension Agent). The Technology Plan includes an anticipated cost for 2000-2001 of \$772,333, however only \$76,000 is addressed in the same year's budget. When asked to explain the difference between the two amounts, the coordinator of Instructional Technology stated that the Technology Plan was a "wish list."

Although the district has several planning documents, it is unclear how they are significantly linked to one another or how any of them affect the district budget. The annual District Improvement Plan is strictly instructional. The district and campus improvement plans have broad goals, but very limited strategies that are not linked and do not appear to reinforce one another or provide the means of achieving the broad objectives.

The district does a good job of focusing on academic achievement in its plans primarily through the measurement of TAAS scores. Harrel Elementary uses TAAS achievement scores but also uses pre and posting TPRI scores, TEKS checklists, portfolios and STAR scores in addition to TAAS to determine student progress.

However, the board and administration do not take the needed next step of using this information to evaluate programs and determine how best to use the limited resources. The planning documents are not linked to the development of the budget. The results of implementing goals and objectives contained in the documents are not measured.

There have been numerous examples of the lack of overall planning and its effect on district operations. Examples include:

- Computers purchased through grant funds that cannot be used given the inadequate electrical wiring in two school facilities;
- Metal detectors purchased with no planning regarding the installation or manning of the detectors; and
- Plans to purchase additional buses without regard to declining student populations and the number of current buses on hand.

By not linking the planning process to the budget and by not measuring results through a rigorous program evaluation process the district fails to take advantage of a readily available tool for effective management. Since the site visit in September 2000 the board has adopted a schedule to review reports and planning documents on a monthly basis throughout the year.

Recommendation 5:

Implement a strategic planning process that links existing plans, the budget and performance evaluations into one integrated districtwide plan.

The district should expand the mandated improvement planning process into a true strategic planning process. Include goals in the District Improvement Plan that affects the non-instructional functions of the district. The district and individual campus plans should be expanded in both scope and depth so that they become a meaningful part of the district's decision-making process. For example, the district and campus plans could well become the basis for evaluating accomplishments and determining spending priorities. Finally, the plans should be integrated with the budget.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent develops an action plan to expand the mandated improvement planning process into a strategic planning process.	July 2001
2.	The superintendent expands the role of the community in the planning process beyond that mandated in TEA regulations by holding public meetings to discuss the planning process and seek input. These meetings could be combined with budget workshops.	August 2001
3.	The superintendent after reviewing the plan with key staff implements the plan.	September 2001
4.	The superintendent or his designee trains central and school based administrators in the process.	October 2001
5.	The superintendent implements the process for the 2001-2002 year.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD lacks a reliable, up-to-date, demographic study that projects population changes within the district over a five-year period. KISD relies upon a spring registration of pre-kindergarten and kindergarten children to determine its enrollment projections. In February 2000, the district approved an all day, pre-K program that resulted in an increase of young children in KISD. The district did not anticipate this increase. Annual enrollment projections were inaccurate for individual schools resulting in the need to hire four additional teachers after the start of school at two elementary schools this fall.

The lack of such information not only affects the accuracy of enrollment projections, but also limits the district's ability to forecast student populations across the district and to plan facility renovations around those forecasted needs.

The district last conducted an enrollment projection in 1992 when they drafted their Capital Improvement Plan. Over the last ten years, KISD's enrollment has dropped by an average of 60 students per year or 11 percent. District officials attribute the decline to the aging baby boomer population and migration out of the Kingsville area. **Exhibit 1-14** shows the decline over the last ten years and the percentage of change.

**Exhibit 1-14
KISD Enrollment Percent Change from 1990 through 2000**

School	Enrollments											Percent Change
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	
H.M. King High School	1,626	1,540	1,427	1,371	1,389	1,389	1,314	1,346	1,327	1,357	1,341	-18%
K.E.Y.S Academy	0	0	0	80	95	109	109	115	117	75	105	NA
LASER	0	0	0	0	0	0	17	40	44	34	47	NA
Colston Elementary *	345	324	311	330	318	0	0	0	0	0	0	NA
Night School	0	0	0	0	0	0	0	45	50	36	39	NA
Gillett Inter.	536	533	553	570	548	779	747	694	662	698	641	20%

Memorial Middle	601	566	564	563	598	729	754	726	717	700	659	10%
Harvey Elementary	329	450	382	395	423	410	371	326	338	305	278	-16%
Harrell Elementary	422	426	403	405	372	278	271	300	267	273	217	-49%
Kleberg Elementary	518	502	327	354	380	346	316	324	385	368	356	-31%
Lamar Elementary	406	398	461	456	462	322	445	464	464	472	454	12%
McRoberts Elementary	321	326	315	336	337	370	342	318	299	297	300	-7%
Perez Elementary	316	318	307	305	293	406	445	431	379	369	379	20%
Homebound	0	0	1	12	5	8	5	7	8	12	3	NA
Total	5,420	5,383	5,051	5,177	5,220	5,146	5,136	5,136	5,057	4,996	4,819	-11%

Source: Texas Education Agency, Campus Reports 1990-94 and PEIMS 1995-2000.

*School has been closed.

Many school districts use outside firms or companies to develop this information which is based on economic and demographic information such as census data. These trends may include anticipated economic growth in the city of Kingsville and the south coastal region as well as trends in birth rates. Demographic studies are often performed every five years using outside consultants experienced in demographic forecasting. Some school districts use professors from nearby universities to limit costs. Forth Worth ISD recently used the University of Texas at Arlington to conduct such a study prior to its \$398 million bond referendum. Since the TSPR site visit in September 2000 the board has authorized the superintendent to contact firms about a demographic study.

Recommendation 6:

Conduct a demographic study to determine student enrollment projections for the next five years.

KISD should examine possibilities for obtaining a demographic study with minimal fiscal impact. The district might contact Texas A&M University-Kingsville to determine if the school would conduct a demographic study using student help.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services working with the director of Maintenance prepares the requirements and a Request for Proposals to solicit bids to perform this study.	March 2001
2.	The superintendent reviews all submitted proposals and selects a firm with best bid.	June 2001
3.	The assistant superintendent for Support Services monitors the process of the study to ensure that all requirements are met.	September 2001

FISCAL IMPACT

The cost to conduct a demographic study by a reliable independent party is estimated at \$25,000 based on the costs of similar studies.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Conduct a demographic study to determine student enrollment projections for the next five years.	(\$25,000)	(\$0)	(\$0)	(\$0)	(\$0)

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter discusses the Kingsville Independent School District's (KISD's) educational service delivery system and student performance measures in nine sections:

- A. Student Performance
- B. Instructional Resources
- C. Dropout Prevention/Alternative Education Programs
- D. Gifted and Talented Education Program
- E. Compensatory Programs
- F. Special Education Program
- G. Bilingual/ESL Education Program
- H. Career and Technology Education Program
- I. Health and Wellness Services

Effective educational service delivery requires appropriate instructional guidance, capable teachers, adequate resources and a thorough understanding of students' instructional needs. Well-designed and implemented instructional programs are essential to meet the needs of all students in KISD. Instructional leadership from KISD's central office and at schools is directly responsible for these programs' effectiveness.

BACKGROUND

KISD selected five Texas school districts to serve as peer districts for comparison purposes: Alice, Calallen, Flour Bluff, Gregory-Portland and Tulo-so-Midway, all located in the same general geographic area. The Texas Education Agency (TEA) provided information on the state-mandated student achievement test scores, the Texas Assessment of Academic Skills (TAAS) and other student performance measures, such as the Scholastic Aptitude Test (SAT).

Demographic, staffing and financial data for each school district and school are reported in TEA's Academic Excellence Indicator System (AEIS) reports. These reports are sent to each school and district and are available on TEA's Internet Web site (www.tea.state.tx.us). The latest AEIS data, published by TEA in November 2000 are for 1999-2000.

Exhibit 2-1 presents demographic information for KISD, the selected peer districts, Regional Education Service Center 2 (Region 2) and the state.

Exhibit 2-1

Demographic Characteristics of KISD

**And Peer School Districts
1999-2000**

District	Student Enrollment		Ethnic Groups				Eco-Disadvantaged	
	Number	5 Year Percent Change*	Percent African American	Percent Hispanic	Percent Anglo	Percent Other	Percent	5 Year Percent Change*
Alice	5,711	-4.2%	0.6%	87.3%	11.3%	0.8%	63.6%	1.4%
Flour Bluff	5,023	-7.0%	6.9%	24.0%	64.2%	5.0%	43.1%	6.7%
Kingsville	4,819	-6.2%	4.5%	76.4%	18.0%	1.0%	62.6%	-2.2%
Calallen	4,523	-5.1%	1.8%	35.9%	61.3%	1.0%	28.4%	-0.7%
Gregory-Portland	4,461	5.6%	4.3%	36.6%	57.5%	1.6%	32.7%	1.6%
Tuloso-Midway	3,040	5.4%	2.2%	53.0%	44.3%	0.5%	42.9%	1.4%
Region 2	109,333	-2.6%	3.9%	65.5%	29.4%	1.3%	56.9%	3.1%
State	3,991,783	6.7%	14.4%	39.6%	43.1%	2.9%	49.0%	4.5%

Source: 1999-2000 TEA, AEIS Reports.

** Percent Change is defined as 1999-2000 values minus 1995-96 values divided by 1995-96 values.*

For 1999-2000, KISD's enrollment was 4,819. Flour Bluff is closest in size to KISD, with a student enrollment of 5,023. Minority student enrollment in the districts ranges from 88.7 percent in Alice to 35.9 percent in Flour Bluff. KISD has the second highest percentage (82 percent) of minority student enrollment. KISD and three of the peer districts, Alice, Calallen and Flour Bluff have declining student enrollment. Only Gregory-Portland and Tuloso-Midway have experienced an increase in student enrollment similar to the state.

KISD has the second highest percentage of economically disadvantaged students among the five peer districts (62.6 percent), slightly lower than Alice (63.6 percent). The other peer districts have a lower percentage of economically disadvantaged students. Only Gregory-Portland has a similar increase to the state in the percentage of economically disadvantaged students. Between 1995-96 and 1999-2000, the percentage of

economically disadvantaged students in the state has increased by almost five percent. In KISD, the percentage of economically disadvantaged students has decreased between 1995-96 and 1999-2000.

Exhibit 2-2 shows that compared to the peer districts, KISD has the fifth lowest property value per student. KISD property value per student is also lower than the state average. The range of property values (from \$80,133 to \$320,670) varies significantly among the peer districts. Tulo-so-Midway has a property value of \$320,670 per student, significantly greater than the state average of \$198,090. Only KISD has a zero tax rate dedicated to interest and sinking fund payments.

Exhibit 2-2
Property Value per Student and Administrative Costs
1999-2000

		Standardized Tax Rate			
		1996		1999	
District	Value/ Student	M&O*	Interest	M&O*	Interest
Tuloso-Midway	\$320,670	\$1.348	\$0.119	\$1.452	\$0.190
Calallen	\$180,158	\$1.207	\$0.315	\$1.396	\$0.091
Flour Bluff	\$159,230	\$1.224	\$0.139	\$1.383	\$0.101
Gregory-Portland	\$142,218	\$1.238	\$0.164	\$1.343	\$0.049
Kingsville	\$95,291	\$1.349	\$0.000	\$1.50	\$0.000
Alice	\$80,133	\$1.321	\$0.150	\$1.441	\$0.129
State	\$198,090	\$1.236	\$0.176	\$1.358	\$0.153

Source: 1999-2000 TEA, AEIS Reports.

** Maintenance and Operations.*

As shown in **Exhibit 2-3**, KISD ranks second in instructional expenditures per student (\$3,278) compared to the peer districts. Only Flour Bluff spends more per student than KISD. Approximately 76 percent of the district's instructional expenditures are directed to instruction. This percentage is average, compared to the state and to the peer districts. The AEIS reports show that there are differences in the expenditure patterns among the peer districts and KISD. KISD for instance, ranks third in the percentage of instructional expenditures spent on gifted and talented education. KISD ranks last in the percentage of instructional expenditures

allocated to the career and technology education program. Like Tulosso-Midway, Flour Bluff and Calallen, KISD spends less than one percent of instructional expenditures on bilingual/English as a Second Language education.

Exhibit 2-3
Budgeted Instructional Expenditures in KISD and Peer Districts
1999-2000

District	Total Expenditures	Instruct. Expend Per Student*	Percent Regular	Percent Gifted & Talented	Percent Special Educ.	Percent Career & Tech.	Percent Bil/ESL	Percent Compensatory
Flour Bluff	\$29,992,332	\$3,345	75.6%	2.3%	13.0%	3.3%	0.2%	5.6%
Kingsville	\$29,070,501	\$3,278	76.1%	3.4%	9.4%	3.1%	0.4%	7.7%
Alice	\$35,680,398	\$3,253	63.6%	6.1%	10.6%	4.5%	2.6%	12.7%
Tulosso-Midway	\$19,298,672	\$3,130	79.6%	0.5%	10.0%	4.9%	0.2%	4.9%
Calallen	\$26,357,697	\$3,183	73.6%	3.5%	12.1%	6.6%	0.0%	6.6%
Gregory-Portland	\$24,903,801	\$3,045	62.4%	2.2%	7.7%	4.3%	4.4%	19.0%
State	\$25,364,399,671	\$3,376	70.9%	1.4%	12.4%	4.1%	3.9%	6.8%

Source: 1999-2000 TEA, AEIS Reports.

** Includes instruction and instructional leadership expenditures.*

As seen in **Exhibit 2-4**, KISD reported the highest percentage of students identified as gifted and talented, but showed the second lowest percentage of students enrolled in career and technology programs compared to its peers. The percentage of students enrolled in bilingual or English as a Second Language (ESL) programs is higher than the peer districts, yet the percentage of instructional expenditures reported in **Exhibit 2-3** is less than 0.5 percent, along with Calallen, Flour Bluff and Tulosso-Midway. Compared to the peer districts, KISD ranks fifth in the percentage of students receiving special education services.

Exhibit 2-4
Student Enrollment by Program
1999-2000

District	Percent Gifted & Talented	Percent Special Education	Percent Career & Technology	Percent Bilingual / ESL
Alice	11.2%	11.1%	21.8%	4.2%
Kingsville	13.1%	13.4%	15.6%	7.7%
Gregory-Portland	10.0%	12.5%	21.8%	1.3%
Flour Bluff	9.1%	13.9%	23.5%	1.6%
Calallen	10.0%	11.9%	23.5%	0.9%
Tuloso-Midway	2.8%	11.2%	20.1%	3.6%
State	8.4%	12.1%	18.6%	12.5%

Source: 1999-2000 TEA, AEIS Reports.

Exhibit 2-5 shows the percentage of expenditures by instructional function for KISD and the peer districts. The data show KISD expenditures by category are similar to the peer districts and the state average. KISD's expenditure for central administration is higher than the state average and is equal to Tuloso-Midway, the highest compared to the remaining peer districts.

Exhibit 2-5
Percentage of Budgeted Expenditures by Instructional Function
KISD and Peer Districts
1999-2000

Expenditures by Function	Kingsville	Alice	Calallen	Flour Bluff	Gregory-Portland	Tuloso-Midway	State
Instruction(11,95)	53.0	49.7	53.0	54.2	53.6	47.7	51.7
Instruction-Related Services (12,13)	2.9	3.6	3.0	1.7	2.7	1.2	2.6
Instructional Leadership (21)	1.3	2.3	1.6	1.8	1.0	1.7	1.2
School Leadership (23)	6.1	4.4	4.8	4.4	5.2	5.5	5.2
Support Services-Student (31,32,33)	4.5	3.9	5.1	4.5	3.9	5.2	4.0
Student Transportation	1.3	1.3	1.9	2.6	1.0	3.1	2.4

(34)							
Food Services (35)	5.7	5.1	5.4	5.8	5.3	4.9	4.8
Curricular/Extracurricular Activities (36)	3.6	3.2	3.7	2.0	3.0	3.7	2.3
Central Administration (41,92)	5.0	3.2	3.4	3.9	3.8	4.7	3.5
Plant Maintenance and Operations (51)	11.0	13.2	10.8	11.0	11.0	11.1	9.6
Security and Monitoring Services (52)	0.2	0.8	0.1	0.2	0.4	0.0	0.5
Data Processing Services (53)	0.8	0.3	0.4	1.1	0.1	0.5	1.0
Other*	4.6	8.9	6.7	6.8	9.0	10.9	11.2
Per Pupil Expenditures	6,032	6,248	5,827	5,971	5,583	6,348	6,354

Source: Texas Education Agency, AEIS 1999-00 Reports.

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

Exhibit 2-6 shows the percentage of professional staff in various categories. KISD and Alice have the lowest percentage of teachers and both have the highest percentages of minority teachers compared to the peer districts. KISD also employs a larger percentage of educational aides than the peer districts.

**Exhibit 2-6
Professional Staff
KISD and Peer Districts
1999-2000**

Professional Staff	Kingsville	Alice	Calallen	Flour Bluff	Gregory-Portland	Tuloso-Midway	State Ave.
Teachers	47.4%	44.7%	50.1%	48.4%	53.4%	54.9%	51.3%
Professional Support	7.0%	6.3%	5.9%	6.1%	6.5%	6.6%	7.3%

Campus Administration	2.7%	2.5%	2.2%	2.7%	2.7%	2.6%	2.6%
Central Administration	1.0%	1.0%	0.7%	0.9%	0.6%	1.0%	0.9%
Educational Aides	14.8%	12.3%	10.8%	11.7%	9.0%	10.4%	10.3%
Auxiliary Staff	27.1%	33.2%	30.3%	30.1%	27.8%	24.5%	27.6%
Percent Minority Teachers	73.2%	65.8%	17.1%	10.9%	15.3%	23.1%	26.1%

Source: 1999-2000 TEA, AEIS Reports.

Exhibit 2-7 shows teacher experience and turnover rates for KISD and the peer districts. KISD has the largest percentage of teachers with more than 20 years of teaching experience. KISD ranks third (15.8 percent) among the peer districts in turnover rate. KISD recently implemented an early incentive retirement program that could account for an increase in the district's turnover rate.

**Exhibit 2-7
Teacher Experience and Turnover Rate
KISD and Peer Districts
1999-2000**

	Alice	Kingsville	Tuloso-Midway	Gregory-Portland	Flour Bluff	Calallen	State Ave.
Beginning Teachers	8.8%	4.4%	1.4%	3.1%	4.4%	4.0%	7.6%
1-5 Years Experience	24.5%	19.4%	19.9%	22.3%	19.4%	19.9%	27.0%
6-10 Years Experience	18.0%	19.4%	29.6%	19.9%	17.5%	21.3%	17.9%
11-20 Years Experience	25.9%	26.8%	25.2%	31.6%	30.0%	32.9%	26.2%
Over 20 Years Experience	22.8%	30.1%	24.0%	23.1%	28.7%	21.9%	21.2%
Average Years	12.1	13.7	13.2	13.3	14.2	13.0	11.9

Experience							
Average Years Experience with the district	12.1	9.3	7.9	8.2	9.0	7.7	8.0
Turnover	16.7%	15.8%	16.8%	11.7%	13.0%	13.8%	15.0%

Source: 1999-2000 TEA, AEIS Reports.

KISD has a larger percentage of teachers with a Masters degree than the state average and the peer districts (**Exhibit 2-8**). KISD and Alice have an equal percentage (1.3 percent) of teachers with no degree; both of these are the highest percentages compared to the peer districts. This percentage is also slightly above the state average of 1.2 percent.

**Exhibit 2-8
Teacher Degrees
KISD and Peer Districts
1999-2000**

	Kingsville	Flour Bluff	Calallen	Tuloso-Midway	Gregory-Portland	Alice	State Ave.
No Degree	1.3%	0.9%	0.3%	0.9%	0.0%	1.3%	1.2%
Bachelor	65.6%	66.3%	72.8%	69.7%	74.9%	75.0%	74.1%
Master	32.8%	31.6%	26.9%	29.3%	24.4%	23.3%	24.3%
Doctorate	0.3%	1.2%	0.0%	0.0%	0.7%	0.5%	0.5%

Source: 1999-2000 TEA, AEIS Reports.

District Teaching Permits are activated by the local school district and approved by the Commissioner of Education for a degreed person who is uniquely qualified to teach a particular assignment and does not hold any type of teaching credential. A district can activate a Temporary Exemption Permit for a certified, degreed teacher who is not certified for a particular classroom assignment. This exemption cannot be renewed. With the exception of Alice, KISD has the highest number of teachers (13) with special permits (**Exhibit 2-9**).

**Exhibit 2-9
Number of Teacher Permits**

**KISD and Peer Districts
1999-2000**

	Alice	Kingsville	Calallen	Flour Bluff	Gregory-Portland	Tuloso-Midway
Emergency (certified)	7	2	2	1	0	0
Emergency (uncertified)	21	4	1	4	2	0
Nonrenewable	8	4	3	0	0	1
Temporary classroom Assignment	1	0	0	0	4	0
District Teaching	0	3	1	0	0	0
Temporary Exemption	0	0	0	0	0	1

Source: 1999-2000 TEA, AEIS Reports.

Under the state's school accountability system, TEA assigns annual ratings to each district and school based upon (1) TAAS, (2) attendance, (3) dropout rates and (4) data quality. In 1999, TEA added two new rating categories: Unacceptable: Data Quality (a district level rating) and Acceptable: Data Issues (a school level rating). The accountability system includes five ratings for districts: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable and Unacceptable: Data Quality. To receive an Exemplary rating, at least 90 percent of all students, as well as 90 percent of African American, Hispanic, Anglo, and Economically Disadvantaged students must pass the TAAS reading, writing and mathematics tests.

To achieve a Recognized rating, 80 percent of all students and each student group must pass the same TAAS reading, writing and mathematics tests. In 2000, to be rated Academically Acceptable, 50 percent of each student group must pass TAAS. Beginning in 2000, scores for students with disabilities and from the TAAS Spanish version of reading and mathematics in grades 3 through 6 were included in the accountability calculations. Although the state accountability system also considers attendance and dropout rates, TAAS is the primary determining factor in ratings. According to TEA, failure to meet TAAS standards is the primary reason that a school is rated Low-performing.

Exhibit 2-10 shows that KISD and the peer districts were all rated as acceptable in 1996; by 2000, five of the six peer districts were rated as recognized. KISD was rated as recognized in 1999 and in 2000. In the last five years, KISD was rated acceptable three times. Alice was rated acceptable for all five years. Three of the peer districts, Calallen, Gregory-Portland and Tulo-so-Midway were rated recognized for four of the last five years. Flour Bluff was rated recognized for three of the last five years.

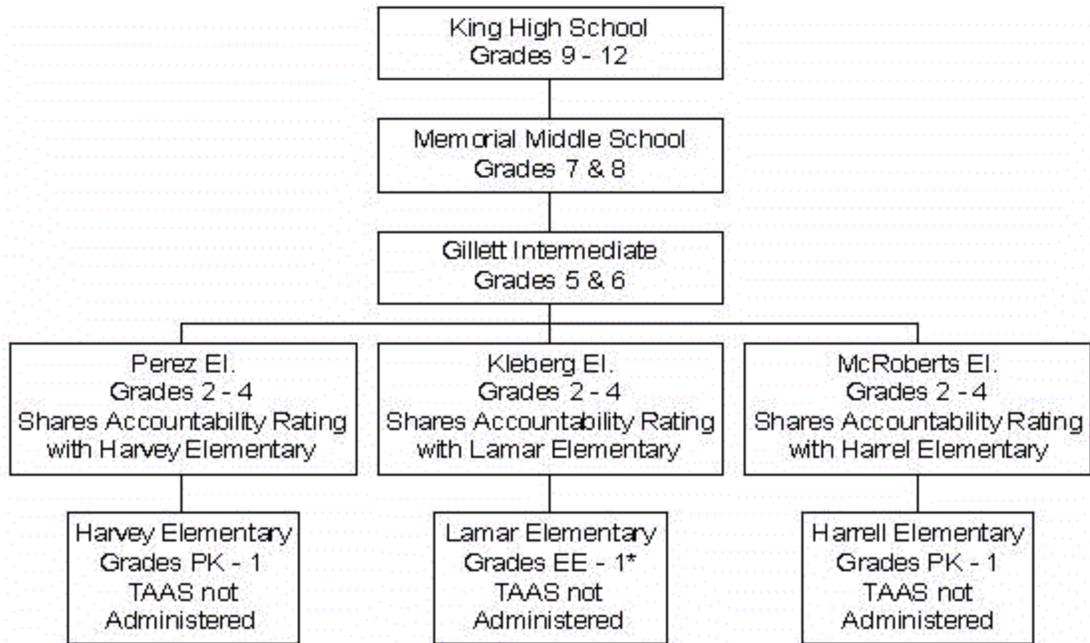
Exhibit 2-10
Accountability Ratings
KISD and Peer Districts
1995-96 through 1999-2000

	1996	1997	1998	1999	2000
Tuloso-Midway	Acceptable	Recognized	Recognized	Recognized	Recognized
Calallen	Acceptable	Recognized	Recognized	Recognized	Recognized
Flour Bluff	Acceptable	Acceptable	Recognized	Recognized	Recognized
Gregory-Portland	Acceptable	Recognized	Recognized	Recognized	Recognized
Kingsville	Acceptable	Acceptable	Acceptable	Recognized	Recognized
Alice	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

Source: TEA Accountability Reports 1995-96 through 1999-2000.

Exhibit 2-11 shows the school feeder pattern for KISD schools.

Exhibit 2-11
KISD Feeder Pattern and TEA School Pairings for Accountability



Source: KISD, 2000.

*Note: EE = Early Education

Accountability ratings for 1999-2000 (**Exhibit 2-12**) fell for Kleberg, McRoberts, Harrel and Lamar. Kleberg and McRoberts missed the higher rating by less than one point. In 1998-99, KISD had three schools, K.E.Y.S. (Kingsville Education Youth for Success) Academy, Night School and LASER (Life and Academic Skills Education Reinforcement), rated *Alternative Education: Acceptable*.

Exhibit 2-12
School Enrollment and
Accountability Ratings
1999 and 2000

Campus	Grade Levels	1999-2000 Enrollment	1999 TEA Rating	2000 TEA Rating
Kingsville High School	9 - 12	1,341	Acceptable	Acceptable
K.E.Y.S. Academy	9 - 12	105	AE: Acceptable	AE: Acceptable
Night School	9 - 12	39	AE: Acceptable	AE: Acceptable
Memorial Middle School	7 - 8	659	Acceptable	Acceptable

Gillett Intermediate	5 - 6	641	Recognized	Recognized
LASER Expulsion/Suspension	5 - 12	47	AE: Acceptable	Low Performing*
Kleberg Elementary	2 - 4	356	Recognized	Acceptable
McRoberts Elementary	2 - 4	300	Exemplary	Recognized
Perez Elementary	2 - 4	379	Recognized	Recognized
Harrel Elementary	PK - 1	217	Exemplary	Recognized
Harvey Elementary	PK - 1	278	Recognized	Recognized
Lamar Elementary	EE - 1	454	Recognized	Acceptable
Homebound		3		
District	EE - 12	4,819	Recognized	Recognized

Source: TEA Accountability Reports 1999-2000.

* Note: In 2000, the LASER center was mistakenly rated rather than being evaluated by the Alternative Accountability system. LASER students' performance is within the TEA performance parameters that would result in an Alternative Education: Acceptable rating.

Grade 3												
KISD	77	86	69	79							59	73
Region 2	77	89	72	80							66	76
State	81	88	77	81							70	77
Grade 4												
KISD	81	92	84	94	94	93					73	84
Region 2	74	90	76	87	84	92					63	80
State	78	90	79	87	86	90					67	80
Grade 5												
KISD	71	89	68	97							62	88
Region 2	79	88	75	92							68	85
State	83	88	79	92							74	85
Grade 6												
KISD	67	90	61	90							53	85
Region 2	75	86	75	89							66	82
State	78	86	78	89							70	82
Grade 7												
KISD	72	79	57	81							52	71
Region 2	79	82	65	87							61	77
State	83	84	72	88							68	79
Grade 8												
KISD	75	92	55	94	65	83	72	90	56	68	39	60
Region 2	75	88	62	90	73	84	73	86	63	65	47	59
State	78	90	69	90	77	84	78	88	70	72	54	65
Grade 10												
KISD	75	89	46	80	74	88					39	72

Region 2	82	90	64	86	88	92					59	80
State	82	90	67	87	86	91					61	80

Source: 1995-96 and 1999-2000 TEA, AEIS Reports.

* Shaded areas indicate that those particular tests are not administered at those grade levels.

FINDING

Principals and teachers said that the *Process Manager* software program, used by the district since 1997, is one of the tools that the district uses to improve student performance. This software allows teachers, counselors and instructional coordinators to review the performance of twenty-four student groups, such as at-risk students or students enrolled in bilingual or ESL education. Reports are provided for every teacher, allowing them to evaluate progress, identify weaknesses and make necessary adjustments for each student. Principals and teachers said the information they obtain through the *Process Manager* helps them target assistance to students. Without this information, teachers said it would be more difficult to identify a student's specific academic area of weakness.

KISD TAAS scores have significantly improved over a five-year period. Between 1995 and 2000, TAAS scores increased in KISD, Region 2 and the state overall (**Exhibit 2-14**). In 1996, KISD had the lowest percentage of students passing all tests taken compared to the peer districts, Region 2 and the state. By 2000, the percentage of students passing all tests taken increased by almost 44 percentage points; the greatest improvement among the peer districts. This increase in performance is significant and commendable, especially because KISD has the second highest percentage of economically disadvantaged students (62.6 percent) and ethnic minority students.

Exhibit 2-14
Percentage of Students Passing TAAS, All Tests Taken (Grades 3-8, & 10)
(1995-96 through 1999-2000)

District	1996	1997	1998*	1999**	2000**	Percent Change from 1996 to 2000***
Kingsville	54.5%	64.5%	71.2%	78.8%	78.2%	43.5%

Alice	57.5%	65.6%	64.9%	73.5%	73.3%	27.5%
Flour Bluff	70.1%	77.5%	75.3%	82.7%	84.4%	20.4%
Tuloso-Midway	71.5%	80.2%	78.4%	85.4%	88.9%	24.3%
Gregory-Portland	77.6%	86.4%	83.9%	89.6%	91.1%	17.4%
Calallen	79.2%	85.8%	84.3%	89.0%	91.8%	15.9%
Region 2	62.1%	69.9%	70.5%	77.1%	79.5%	28.0%
State	67.1%	73.2%	73.1%	78.1%	79.9%	19.1%

Source: 1995-2000 TEA, AEIS Reports.

**Recalculated from original posting to include special education and grade 3 and 4 Spanish TAAS.*

*** Recalculated from original posting to include special education and grade 3-6 Spanish TAAS.*

**** Percent Change is defined as 2000 minus 1996 divided by 1996.*

COMMENDATION

KISD uses individual student performance data to make instructional decisions for improving student performance.

FINDING

KISD annually administers multiple TAAS practice tests for all students regardless of their past performance on the test. From three to five practice TAAS are administered to all students before they take the actual test. Most schools use the TAAS release tests as a part of the TAAS practice testing process. With the exception of grades 1 and 2, where a practice TAAS test is constructed, the district uses TAAS releases for the practice testing. According to the director of Instructional Services, this program costs approximately \$400.

Administering practice tests and identifying areas of academic weakness can be an effective way to help improve student TAAS performance. Teachers and principals across the state agree that taking practice TAAS is useful for students who need extra practice. No evidence exists, however, that taking multiple practice tests improves performance on the actual TAAS among students who are already passing or mastering the TAAS.

In interviews, focus group meetings and public hearings, teachers and parents said they felt the district was focusing too much attention on the tests and that administration of these tests decreases instructional time.

All of the peer districts use multiple practice tests to identify students at-risk of not passing the TAAS. Though none have yet developed specific guidelines, Tulo-so-Midway is currently assessing its TAAS practice program. The district is discussing and developing guidelines that would include either "spot testing," or administering practice tests only once to students who are mastering the TAAS.

An effective modification to this practice would be to only test students who are not passing or mastering the test, leaving more instructional time for other non-TAAS related academic opportunities. Several school districts in Texas have adopted this approach. In a TSPR review of the Austin Independent School District (AISD) conducted in 2000, it was noted that staff felt that for some higher performing students, taking practice tests is "a waste of time." AISD staff said that many students are bored by taking a practice TAAS and that this boredom could extend and affect a student's performance on the actual test. The district developed guidelines to help school staff decide which students should take or re-take a practice TAAS. These guidelines are based on an examination of student performance as indicated by the TAAS scores and by the Texas Learning Index (TLI) growth, a measure used by TEA to assess a student's progress in TAAS from one year to another. In Austin, the district's guidelines stated that students scoring at or above a specific score, for example a TLI of 85, would be exempt from taking a second practice TAAS test.

Recommendation 7:

Ensure appropriate students are selected to take the practice TAAS by developing guidelines and procedures for TAAS practice testing.

Schools should decide which students should take the practice TAAS, based on guidelines developed by the district that provide recommended cut-off scores based on a previous student-level TAAS performance analysis. For instance, the district may decide that all students who correctly answered 80 percent or more of the questions on the TAAS should be exempt from taking more than one practice test.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources directs staff to analyze KISD student-level data, using Process Manager and teacher input to determine appropriate guidelines for	July 2001
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	predicting students who are likely to pass subsequent testing based on TLI values.	
2.	Each school principal develops a list of students likely to fail future TAAS examinations based on performance on the TAAS administered in 2000.	August 2001
3.	Schools test all students using the testing guidelines.	October 2001
4.	Schools test only students most likely to benefit from the practice TAAS.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD's truancy program lacks the leadership to be effective. **Exhibit 2-15** shows that KISD ranks fifth in attendance among the peer districts.

Exhibit 2-15
KISD and Peer Districts Attendance Rate
1998-1999

District	Attendance Rate			
	All Students	Hispanic	Anglo	Economic Dis
Gregory-Portland	96.5%	96.0%	96.7%	96.0%
Calallen	95.9%	95.3%	96.2%	95.2%
Flour Bluff	95.2%	94.8%	95.1%	94.6%
Tuloso-Midway	95.8%	95.3%	96.1%	95.3%
Kingsville	94.6%	94.3%	95.5%	94.3%
Alice	93.0%	92.7%	94.6%	92.5%
State Average	95.4%	95.0%	95.8%	95.1%

Source: 1998-1999 TEA, AEIS Reports.

Exhibit 2-16 presents attendance rates for all of the schools in KISD. The attendance rate for King High School is lower than the state average rate for high schools (95.3 percent). Harrel Elementary School's attendance rate of 94.5 percent is lower than all other KISD elementary, intermediate

and middle schools as well as the state average for elementary schools of 96.6percent.

Exhibit 2-16
School Attendance Rates
1999-2000

School	Grade Levels	Attendance Rate
King High School	9 - 12	93.5%
K.E.Y.S. Academy	9 - 12	90.0%
Night School	9 - 12	89.9%
Memorial Middle School	7 - 8	94.7%
Gillett Intermediate	5 - 6	95.2%
LASER Expulsion/Suspension	6 - 12	76.0%
Kleberg Elementary	2 - 4	96.3%
McRoberts Elementary	2 - 4	95.9%
Perez Elementary	2 - 4	96.6%
Harrel Elementary	PK - 1	94.5%
Harvey Elementary	PK - 1	96.0%
Lamar Elementary	EE - 1	95.9%
District	EE - 12	94.6%
State Average for High Schools		95.3%
State Average for Elementary Schools		96.6%
Overall State Average	EE - 12	95.4%

Source: 1999-2000 TEA, AEIS Reports.

The King High School assistant principal said KISD does not have a truancy or attendance officer, and that local constables are not responsible for finding truant students. A review of the at-risk counselors' duties show these counselors are responsible for reviewing daily attendance reports, sending warning letters to parents, filing complaints on student attendance in the Truancy Court, providing the principal with a truancy report and for making home visits. The assistant superintendent for Instruction and Human Resources said in addition to the counselors, various individuals handle truancy issues, including principals, assistant principals,

facilitators, teachers and campus constables. **Exhibit 2-17** shows the attendance report prepared by the at-risk counselors for 1999-2000.

Exhibit 2-17
Attendance Report for King High School
At Risk Report
1999-2000

	Grade Level				
	9 th	10 th	11 th	12 th	Total
<i>Number of Students Enrolled - Total Students</i>	447	320	266	225	1258
<i>Total At Risk</i>	266	174	113	110	663
Number of Telephone Contacts	236	114	67	29	446
Number of Home Visits	38	19	13	8	78
Number of Warning Letters Mailed	550	215	151	156	1072
Number of Complaints Sent	316	117	41	22	496
Number of Students Contacted	1,697	551	327	212	2,787

Source: KISD.

The table shows that at-risk counselors tried to track and find truant students. The perception, however, of school staff interviewed is that nobody is responsible for truant students. Counselors said they do not have enough time to attend to truancy or to finding out why students are not in school.

There is a discrepancy between the responsibilities assigned to at-risk counselors by their job description and those assigned to them in the district improvement plan (DIP) and the King High School campus improvement plan (CIP). A review of the 1999-2000 and 2000-01 district improvement plan (DIP) identifies the district goal for attendance: "All campuses will exceed the attendance expectations of 94 percent by one percent." and indicates, "...Attendance officers and instructional staff will report daily attendance to the school principals." The plan shows the attendance officer will make home visits, yet school staff and the assistant superintendent for Instruction and Humans Resources said that only the at-risk counselor handles truancy issues. The job description for at-risk counselors states that counselors will "make home visits, phone calls, and attend count visits." The high school's 1999-2000 campus improvement plan (CIP), however, states, "...The district's attendance officer will make home visits on absent students whose parents have not contacted the

school, or, who have excessive absences." The CIP does not assign any responsibility to the at-risk counselor. Counselors at the middle school said that while some constables are involved in helping schools find students, there is no coordinated effort between the school district and the local enforcement agencies to help schools find students and make home visits.

Getting kids back to school is critical to a school's dropout prevention effort. Making daily attendance a first priority cannot only help a school reduce the dropout rate but also increase its state funding. Many schools have attendance officers whose primary responsibility is to track student attendance and to make calls and home visits.

Port Arthur ISD established an Absent Student Assistance Program (ASAP) with the assistance of the Jefferson County Constable's Office to increase student attendance. The program implementation began in the last six weeks of 1998-99 and was fully implemented in 1999-2000. The district saved \$183,000 through December 1999. The ASAP is a community-based effort between the district and local constables, in which the constables and district representatives visit the homes of students with unexcused absences.

The home visit allows the district and constable to talk with the student's parents about the absences, determine if factors causing the absences can be addressed and provide the student and parents with appropriate referrals to school or community programs.

Recommendation 8:

Hire an attendance officer to develop and implement a plan to increase attendance.

The district's plan to increase attendance should be incorporated into the district's overall dropout prevention plan and should be coordinated with local law enforcement agencies. The plan should assign specific responsibilities to the attendance officer and to the at-risk counselor. The plan should clearly identify goals and objectives and steps for improvement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Instruction and Human Services to hire an attendance officer.	May 2001
2.	The superintendent for Instruction and Human Services and the attendance officer analyze the attendance and truancy rates	June 2001

	of each school by grade and by second-period class and identify schools with the highest potential for improved attendance.	
3.	The attendance officer develops a plan to increase attendance based on the attendance rate analysis.	July 2001
4.	The superintendent and the attendance officer contact the local constable to discuss establishing a coordinated pilot school student attendance plan throughout the district.	August 2001
5.	The program is piloted in King High school.	August 2001
6.	The attendance officer and the local constable work with the school administrators to supply the constable's office daily information on unexcused absences and determine how to monitor the pilot program's progress.	August 2001
7.	The principals at each school analyze attendance in second-period classes and implement procedures to improve attendance.	September 2001
8.	The attendance officer, constable, the principals and other administrators from the pilot program review the program's progress and determine if any adjustments are needed.	December 2001, May 2002
9.	The assistant superintendent for Instruction and Human Resources and school principals update the dropout prevention plan and the district and campuses improvement plans reflect new procedures.	August 2002

FISCAL IMPACT

The total annual cost to hire an attendance officer is \$23,625. The cost of hiring an attendance officer is based on a part-time salary of \$20,836 plus benefits.

An increase of 0.8 percent in attendance would bring KISD up to the state average (from 94.6 percent to 95.4 percent based on latest posted AEIS information for 1998-99). This increase would result in a similar increase in total refined ADA (average daily attendance) conservatively estimated at 0.75 percent. The increase in total refined ADA would provide additional revenues of approximately \$141,000 (Total State Aid for 1999-2000 of \$18,795,349 times 0.75 percent rounded). Total state aid for 1999-2000 is subject to TEA adjustments and refinements.

The fiscal impact assumes that the district would achieve half of the savings the first year that the attendance officer is in place and full savings in the following years.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Hire an attendance officer to develop and implement a comprehensive plan to increase attendance.	\$46,875	\$117,375	\$117,375	\$117,375	\$117,375

FINDING

As seen in **Exhibit 2-18**, KISD exceeds the state average retention rates in grades one through five. KISD's grade 1 retention rate is about three times the state average. In grades 2 and 3, KISD's retention rate is higher than the peer districts and the state average, though not as high as in grade 1. The retention rate for grade 8 also is higher than the peer districts and the state average. Approximately one quarter of KISD students were retained in the elementary grades in 1999-2000. At the state level, approximately 13 percent of students are retained at these grade levels. The cost of providing instruction to students who have been retained is uncertain, but can be significant.

Exhibit 2-18
Retention Rates by Grade
KISD and Peer Districts
1999 - 2000

Grade Level	Kingsville	Tuloso-Midway	Alice	Flour Bluff	Gregory-Portland	Calallen	State Average
1	16.3%	2.1%	3.6%	7.1%	4.1%	1.6%	5.9%
2	4.5%	0.0%	3.8%	3.0%	0.4%	0.8%	3.0%
3	2.4%	0.6%	0.6%	0.8%	1.8%	0.0%	2.3%
4	0.9%	0.0%	1.1%	1.2%	0.3%	0.4%	1.2%
5	0.4%	0.5%	0.0%	0.9%	1.1%	0.0%	0.7%
6	1.1%	0.9%	0.0%	4.3%	1.0%	0.0%	1.5%
7	1.1%	2.5%	0.5%	2.1%	4.7%	1.8%	2.9%
8	4.1%	0.0%	0.2%	1.7%	1.3%	1.2%	2.0%
Percent of Students in Grade 9	10.2%	9.7%	9.5%	10.5%	9.2%	9.9%	9.0%

Source: 1999-2000 TEA, AEIS Reports.

The National Dropout Prevention Center (NDPC), TEA, and the National Education Association, among others, have studied retention. In its spring 2000 newsletter, the NDPC notes, "The evidence of (retention practices') negative effect on students' emotional development, social behavior, academic achievement, and dropping out continues to be overwhelming." KISD's local policy on retention and promotion, adopted June 2, 1998, states, "The district recognizes that the retaining of students is not an effective strategy. Therefore, the District shall establish procedures designed to reduce retaining students at a grade level, with the ultimate goal being elimination of the practice of retaining students."

In 1994, a report by the TEA Task Force on Early Childhood and Elementary Education, *First Impressions* urged Texas educators "to eliminate the practice of retention." In 1992, approximately 10 percent of first graders were retained. By 1999, that percentage had dropped to 5.4 percent.

KISD's district or campus improvement plans do not address *specific* instructional plans for students who have been retained. The DIP mentions several programs offered for students that are having difficulty mastering the instructional program. While many of these programs may include retained students, the district's retention rate is so high that programs or strategies should be included that specifically address the unique needs of retained students. Primary school principals said some first grade students who are retained are given a quick review at the beginning of the year and then allowed to progress as quickly as they can. Principals said in some special cases students return to the same class in which they were enrolled the prior year. One principal, suggested that these students "simply cover the same material that they covered last year." Though KISD provides a variety of services for students who are not passing TAAS, these services are not directly coordinated and specifically designed to meet the instructional and emotional needs of retained students.

The district provides summer school for retained students. The Optional Extended Year Summer School provides instruction for students who have been retained in grades four through eight. The Accelerated Summer School Program and the First Grade Summer School also provide instruction for students who need reading, math and language arts skills strengthened. The eligibility criteria for the First Grade Summer School in the program description states that eligible students include "students being retained (*if class sizes allow for additional students.*)" It is unclear from these documents if retained students are required to attend a summer program.

The district's compensatory program description includes a one-page description of a transition program that "...provides intensive remediation

designed for rapid progress in language arts and reading." Transitional classrooms are used for students who have been retained as a way to provide targeted, accelerated instruction in a student's specific area of need. Principals, however, did not mention using transitional programs, or specific transitional classrooms. Instead, principals said retained students are served in the regular classroom.

With the passage of the 1999 social promotion law, TEC §28.0211, educators must implement strong accelerated programs for students who are retained. Most children without reading skills by the third grade have a difficult time catching up to their peers. The Early Childhood Task Force recommends schools identify student needs early in the school year. The task force also recommended schools use portfolios and checklists to show a student's academic progress over a period of time. Multiple assessment practices ensure students are identified *early* and provided the necessary resources to succeed in later years.

Some schools in Texas promote students who are not academically prepared. Though many educators agree retaining students can produce negative long-term consequences, socially promoting student who cannot academically master the material also can produce negative long-term effects.

School districts have implemented a wide variety of programs to address the needs of students who have been retained. They have developed more effective programs to identify and serve students at risk of failure. Mixed-age heterogeneous classes are one such way. In Oak Forest Elementary school in Houston ISD, primary level classes are organized into mixed age groups. Each class is made up of approximately equal numbers of kindergarten, first and second grade students. Entering kindergarten students learn, grow, and know the same teacher throughout their primary years.

In 1993, the Legislature created options for districts to address the needs of students at risk of failure by allowing extended year programs. Many of these programs serve students in grades K-8 who would otherwise be retained. Travis Heights Elementary in Austin ISD and Roquemore Elementary in Arlington are two schools that offer extended-year instruction. In Travis Heights Elementary a heterogeneous, mixed-age classroom arrangement is also used. The Childhood Task Force found that both these strategies can make "retentions" unnecessary.

Recommendation 9:

Develop an instructional plan that specifically addresses the needs of students who have been retained.

This plan should consider both the short and long-term effects of retention and should include an accountability component that provides for periodic assessment. An instructional plan for students who have been retained will provide teachers a resource that identifies their specific needs. A coordinated approach that lists all available district resources will allow teachers and staff to better serve students who need to catch up with their peers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Accelerated Programs works with first grade teachers and the director of Instructional Services to develop a specific plan that addresses the needs of students who have been retained.	June - August 2001
2.	The director of Instructional Services trains all primary and elementary teachers and describes transitional services for retained students.	August 2001

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

FINDING

KISD ranks fifth among the peer districts and is below the state average in the percentage of students scoring above the criterion of 21 on the Academic College Test (ACT) and 1,110 on the Scholastic Aptitude Test (SAT). TEA selected these criteria to represent high levels of performance on college entrance exams.

The ACT includes English, mathematics, reading and science reasoning with scores ranging from 1 to 36 on each component. The ACT composite is the average of the four component scores. The SAT includes a verbal and a mathematics component. Scores range from 200 to 800 for each test component. The combined total is the most frequently reported score and ranges up to a maximum of 1600.

Exhibit 2-19 presents 1999 SAT and ACT information. KISD has the lowest percentage of students taking either the SAT or ACT. A district's SAT or ACT score is related to the percentage of students taking the test. In general, the higher the percentage of students taking the examinations, the lower the scores will be. KISD also has the second lowest percentage of students meeting the TEA criterion and the lowest average SAT score, and the lowest percentage of students taking these examinations.

Exhibit 2-19
College Entrance Examination Scores
KISD and Peer Districts
Class of 1999

District	Percent of Students Meeting the Criterion	Percent of Students Taking Examinations	Average SAT Score	Average ACT Score
Gregory-Portland	32.1%	75.4%	1,005	20.6
Flour Bluff	31.6%	67.6%	1,026	20.9
Calallen	26.2%	79.7%	969	21.0
Tuloso-Midway	23.2%	61.6%	983	20.5
Kingsville	15.1%	58.7%	948	18.7
Alice	9.8%	64.5%	992	18.4
State Average	27.2%	61.8%	989	20.2

Source: 1999-2000 TEA, AEIS Reports.

Encouraging students to take the college entrance examinations allows students to expand their career opportunities. Taking the Preliminary SAT (PSAT) helps students prepare for the actual SAT. Starting in 2000-01, the district plans to pay for the first administration of the SAT for juniors. This step, however, is not stated in the 2000-01 DIP plan. Instead, the 2000-01 DIP contains a goal: "The number of students taking the SAT and ACT exams will increase by 5 percent." To accomplish this goal, the DIP lists four steps it will take. These steps include monitoring and counseling students who do not sign up for the exams and publishing information on dates, sites and the importance of the SAT and ACT exams in the local newspaper.

Ysleta ISD (YISD) initiated a Preliminary Scholastic Aptitude Test/Scholastic Aptitude Test Program initiative that encourages all secondary students to take college entrance exams before graduation. YISD pays for both the PSAT and the SAT. Each SAT exam costs \$24 dollars to administer. Included in the initiative are programs for test-taking, mini camps for students and sessions for involving parents and teachers in the process of preparing students for college admissions. As a result, the percentage of seniors taking the Scholastic Aptitude Test, rose from 27 percent in 1978 to more than 53 percent in 1997. YISD is piloting an SAT preparation class for the spring 2000 semester at all ten district high schools in cooperation with the Houghton-Mifflin Publishing

Company. The district has purchased College Board preparation materials for student use.

Recommendation 10:

Develop strategies to increase the number of students taking and passing the PSAT/SAT and the ACT.

While the district already plans to institute a program to help students pay for the SAT exam, the district should document these strategies in the DIP and CIPs and monitor progress toward its goals. Individuals should be made accountable for reviewing how other districts have implemented other types of assistance programs and presenting these good ideas to the administration and campuses for consideration.

IMPLEMENTATION STRATEGIES AND TIMELINE

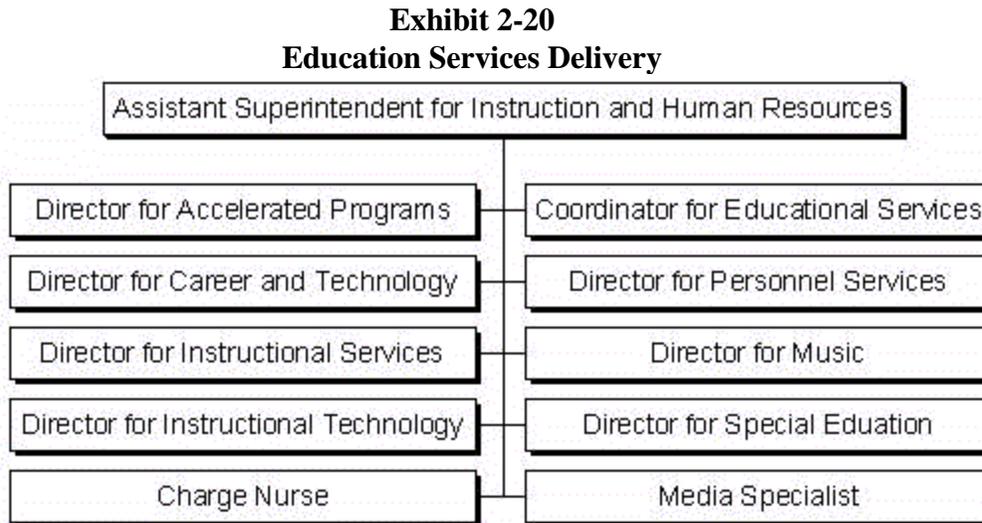
1.	The assistant superintendent for Instruction and Human Resources ensures that current strategies are incorporated in the DIP and CIPs and that a process is in place for monitoring their success.	June 2001
2.	The coordinator of Educational Services and the director of Instructional Services jointly survey several districts to gather information on programs and strategies that successfully increase the number of students taking and passing college entrance exams.	June - July 2001
3.	The coordinator of Educational Services and the director of Instructional Services report to the assistant superintendent for Instruction and Human Resources the results of their survey and their evaluation of the applicability of various programs/strategies to KISD.	August 2001
4.	The assistant superintendent for Instruction and Human Resources determines which strategies/programs to put into place immediately and in the future.	September 2001
5.	The assistant superintendent for Instruction and Human Resources reports to the superintendent the results of the programs and strategies in place with an analysis of which to continue, which to add and which to discontinue.	Ongoing

FISCAL IMPACT

Developing these strategies can be accomplished at no additional expense to the district.

B. INSTRUCTIONAL RESOURCES

In the broadest sense, instructional resources are the materials available to ensure successful learning, including fiscal and human resources as well as instructional materials and direction. **Exhibit 2-20** presents the district's organization chart for the education services delivery.



Source: KISD Organization Chart, 2000.

Strategic planning enables a district to define its goals and objectives, establish priorities, and determine specific implementation. This process begins as a school district assesses its strengths and weaknesses. Districts across the state recognize the need for program evaluation. Large urban districts usually employ a unit of program evaluators and researchers. For smaller districts this task is more difficult to accomplish with district personnel. With an appropriate description of a district's research and evaluation needs, a district can outsource its evaluation services to an external evaluation consultant or company.

FINDING

KISD has received grants and implemented instructional programs that have significantly improved the district's educational reading programs. The Academic 2000 program, First Things First is the Texas initiative under the federal Goals 2000: Educate America Act of 1994. Through this program, all six elementary campuses and Gillett Intermediate implemented the research-based instructional programs, *Balanced Literacy Approach*, *Reading Renaissance*, and *Project Read*. In addition, the *Early Literacy Program: A Child At a Time* has focused attention on enhancing pre-reading and early reading skills. At Harrel Elementary, complementing the Accelerated Reading Program, the *Families Reading*

and Writing Together program was piloted in conjunction with Texas A&M University-Kingsville (TAMUK), the U. S. Department of Housing and Urban Development, and KISD's Title I Parental Involvement Program. Through this program, parents of every kindergarten child who wished to participate received training from TAMUK reading professors. Four training sessions were held twice per semester. This program served 84 students in 1999-2000. This program has been implemented at Harrel for two years, and it demonstrates the school's effort to enhance pre-reading and early reading skills for kindergarten students.

KISD is a member of the Partnership for Texas Public Schools, which consists of a partnership between Texas A&M University System, the Texas Education Agency, select numbers of representatives from Texas public school system, and the Sid W. Richardson Foundation. The Early Literacy Leadership Program implemented at Harrel Elementary is part of the Sid W. Richardson Foundation Fellowship Program.

Harrel Elementary has also implemented *Using Alphabet Books to Promote Early Literacy Learning*. This program was also established in partnership with TAMUK, and with additional financial support from the King Ranch Family Trust Early Education Center and other Kingsville community organizations. The instructional focus of the program is to teach reading and writing through active participation of each student in the production of original, classroom-generated Big Books. To assess program success, teachers use student report cards as well as pre- and post-test scores on the Texas Primary Reading Inventory (TPRI), an early reading assessment instrument administered in kindergarten and grades 1 and 2.

COMMENDATION

KISD and Harrell Elementary, in particular, use a variety of programs to improve reading instruction that helps students develop and sharpen their pre-reading skills.

FINDING

KISD does not have a districtwide research and evaluation agenda that ensures that all instructional programs are evaluated regularly. While the assistant superintendent for Instruction and Human Resources stated that KISD, on an ongoing basis, evaluates all programs through various methods that include program evaluations, annual performance reports, report cards, grant evaluation reports, and desktop monitoring documents, these evaluation reports are primarily limited to reporting student performance as measured by TAAS. They do not provide in-depth analyses that should include: degree of program implementation, student

performance, quality of teacher preparation and development, teacher satisfaction and concerns, use, quantity, and quality of materials and resources, unintended effects, and parent and community satisfaction. The following programs are not formally and systematically evaluated:

- Gifted and Talented;
- Special Education;
- Guidance and Counseling;
- Career and Technology; and
- Alternative Education.

A program evaluation and research agenda allows a district to determine if each program is accomplishing its goals. With regular monitoring and evaluation, programs can be modified or adjusted. Further, decisions on whether to keep or eliminate programs can be made based on factual data.

Spring ISD conducts its evaluation studies in house and has established an effective program evaluation process that can be used by other districts. According to Spring ISD's manual it is the intent of the program evaluation process "to establish program evaluation as an expected, systematic, and continuing process integrated with an organized program development cycle."

Recommendation 11:

Develop and implement a districtwide evaluation agenda to provide a systematic review of all programs on a five-year cycle.

This recommendation can be accomplished through outside contracting or through creation of a district position of program research and evaluation specialist. The implementation strategies and fiscal impact are based on the latter.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources directs the director of Special Education, the director of Career and Technology, the director of Instructional Services, and the director of Accelerated Programs to select a group of teachers for participation on a committee to establish program evaluation needs.	May 2001
2.	The committee reviews evaluation methods and agendas used in other school districts and develops an agenda for district program evaluation.	June 2001
3.	The superintendent creates the position of program research and	July - 2001

	evaluation specialist and advertises for the position.	
4.	The superintendent hires the program research and evaluation specialist.	July - September 2001
5.	The program research and evaluation specialist reviews the work of the committee, selects a program evaluation model and develops a timeline for evaluating all of the district's academic programs.	September 2001
6.	The program research and evaluation specialist begins the evaluation process.	October 2001 - Ongoing

FISCAL IMPACT

This recommendation would have an annual cost of \$53,944. The cost of hiring a research and evaluation specialist is based on a salary of \$50,201 for 212 days plus benefits. The total annual cost for this position is \$53,944.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop and implement a districtwide evaluation agenda to provide a systematic review of all programs on a five-year cycle.	(\$53,944)	(\$53,944)	(\$53,944)	(\$53,944)	(\$53,944)

FINDING

KISD does not update curriculum guides regularly, and it does not have a detailed curriculum development management plan. KISD has been aware of this problem and has taken several steps to implement a curriculum revision and development process. The coordinator of Educational Services said the district's curriculum guides became outdated when the Texas Essential Knowledge and Skills (TEKS) were adopted by TEA. KISD's school board in 1999 commissioned the Texas Curriculum Management Center of the Texas Association of School Administrators (TASA) to conduct an audit. The audit found that "no curriculum development and management plan exists." KISD had serious deficiencies in the curriculum guides that direct instruction. The audit found:

- No comprehensive curriculum development and management exists;

- The scope of written curriculum is inadequate;
- The quality of curriculum documents is inadequate to direct teaching;
- The use of curriculum documents is inadequate and ineffective.

The district implemented some of TASA's recommendations. The assistant superintendent for Instruction and Human Resources said that the district has developed a new curriculum management plan. This two-page document defines the district's curriculum philosophy and provides some general guidelines and definitions for planning and alignment. The district also developed a proposed curriculum development adoption time line with a calendar of curriculum guide development and updates for several subject areas from 2000-01 to 2002-03.

The document does not present a detailed plan addressing the TASA report findings. The document also does not address how the district will improve or develop a curriculum management plan or how the district will update curriculum guides for all courses in all grade levels. The coordinator of Educational Services said the district is providing staff development on the TEKS to enable them to develop and restructure a more rigorous curriculum. Beginning in 1998, KISD developed curriculum standards for grades K - 1, 2 - 4, 5 - 6, 7 - 8, and 9 - 12. These standards, *Real-World Academic Standards*, will be the foundation for the curriculum guides.

TSPR reviewers found that teachers are not actively using curriculum guides to direct instruction. In both interviews and surveys, several teachers said they did not have guides or that the guides they have are ineffective for instruction. Thirty-seven percent of the teachers who responded to the TSPR survey reported that the district does not provide curriculum guides for all grades and subjects. Fifty percent said that the curriculum guides are not appropriately aligned and coordinated, and more than 50 percent said the district's curriculum guides do not clearly outline what to teach and how to teach it.

KISD has implemented several initiatives related to curriculum. These include Academic 2000, the Ninth Grade Success Initiative, the pre-kindergarten expansion program, and several technology and curriculum programs. The coordinator of Educational Services said that staff development is being provided for several programs like Project Read and Balanced Literacy. The directors said these programs are "providing the foundation for the 'how to teach it' before the guides are developed that outline what will be taught."

TSPR reviewers found curriculum guides are not available for some ESL courses and for the gifted and talented program. The *Texas State Plan for*

the Education of Gifted and Talented Students requires modifying the regular curriculum to meet the individual needs of each gifted student. For pre-kindergarten, kindergarten and first grade, KISD's curriculum guides are thematic and include levels that are adapted for gifted and talented students. For other grade levels, the district has a few updated curriculum guides for the Challenge program, but overall, KISD does not have specific curriculum guides for every core course in the Challenge program.

The coordinator of Education Services said that teachers have received training and will now be developing guides that take the regular curriculum and differentiate it for the gifted and talented program. Currently, teachers differentiate course content by encouraging students to move beyond merely factual information towards broader concepts and generalizations. At the high school level, the College Board provides curriculum guides for advanced placement courses. KISD is now also focused on developing a vertical alignment of the gifted and talented program and the general curriculum. The coordinator of Educational services stated "we have met and are developing curriculum guidelines. There are strands that need to be developed through out the program. It is an on-going process." The coordinator also said that due to changes in state guidelines, staff development must take place before guides are developed.

Curriculum guides should be detailed documents that are constantly revised and updated. Thirteen education service centers have formed a cooperative under the direction of Region 10 to provide *TEKStar*, an online database and multimedia tool for developing Texas Essential Knowledge and Skills (TEKS) based curriculum. More than 775 teaching units developed by Texas teachers are available in the foundation curriculum, K-12. *TEKStar* has features that help teachers build their own lessons and correlate activities and instructional strategies. Though KISD is a member of this cooperative through Region 2, teachers in KISD are not fully using the services.

One measure of an effective curriculum is to assess how well students are passing end of course exams. The percentage of students passing end-of course exams can be used as a partial measure of how well the curriculum is preparing students. Among its peers, KISD's ranks last in the percentage of students passing Algebra I and Biology I. The district ranks fifth in the percentage of students passing English II and U.S. History (**Exhibit 2-21**).

Exhibit 2-21
End-Of-Course Examination Scores
Percentage of Students Passing

**KISD and Peer Districts
Class of 1999**

District	Algebra I	Biology 1	English II	U.S. History
Tuloso-Midway	65.9%	95.9%	94.1%	90.6%
Calallen	55.3%	95.2%	91.6%	94.3%
Flour-Bluff	35.3%	87.6%	84.3%	80.5%
Gregory-Portland	30.3%	87.5%	79.9%	74.2%
Alice	22.6%	72.3%	74.1%	38.9%
Kingsville	11.8%	71.8%	75.9%	73.7%
State	43.9%	80.3%	77.7%	72.1%

Source: 1999-2000 TEA, AEIS Reports.

Several districts have developed ways to update curriculum guides regularly. Port Arthur ISD (PAISD) is an active member of the Region 5 Curriculum Leadership Cooperative (CLC). Through the CLC, curriculum is continuously being updated. The CLC provides a series of benchmarks and goals for each grade level and subject area, following the Texas Essential Knowledge and Skills (TEKS). In addition to spending between \$50,000 and \$100,000 annually on curriculum revisions, the district participates in Project ABCD, a statewide project that gives the district an additional \$7,500 per year for curriculum revision.

Ysleta ISD developed a standards-based curriculum in mathematics and science in partnership with the multi-district Urban Systemic Initiative (USI). This curriculum sets standards against which student performance can be measured. USI is funded through the National Science Foundation (NSF) and the El Paso Collaborative for Academic Excellence. Ysleta ISD is continuing to expand the number of schools involved, incorporating standards-based instruction into materials already available, and increasing related training activities offered to staff. The district also continues to increase efforts to assess the impact of these programs on student performance.

Recommendation 12:

Establish a curriculum management plan that includes all programs.

The district should implement the TASA audit team's recommendations by developing a detailed curriculum management plan that provides a step-by-step plan for developing and updating guides for all grade levels.

Curriculum guide development should include both the regular instructional programs and all other educational programs, such as bilingual/ESL, gifted and talented, and career and technology. The district should actively use existing resources available through Region 2.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assigns the responsibility for developing a curriculum management plan to the assistant superintendent for Instruction and Human Resources.	April 2001
2.	The assistant superintendent for Instruction and Human Resources, with appropriate input from staff members, defines and secures approval of the roles of various stakeholders in the design and development process.	May 2001
3.	The director of Instructional Services and coordinator of Educational Services, using the curriculum audit recommendations, develop a comprehensive matrix for all curriculum areas, including a chart illustrating the major curricular emphases by grade and by subject and a schedule for addressing all K-12 curriculum areas at the rate of one or two per year.	May - August 2001
4.	The director of Instructional Services and coordinator of Educational Services develop a curriculum revision cycle that provides for reviewing and revising all curriculum guides on a four-year cycle.	September 2001
5.	The director of Instructional Services and coordinator of Educational Services decide how many guides will be updated/developed and how many teams of teachers will be required for each curriculum guide.	
6.	The director of Instructional Services and coordinator of Educational Services establish teams of teachers and support staff to write guides in their curricular areas to provide teachers the information needed to plan and deliver effective instruction.	Ongoing
7.	The director of Instructional Services and coordinator of Educational Services review and revise the guides as needed.	Ongoing

FISCAL IMPACT

A two-teacher team for a total of 100 hours is used to develop a curriculum guide for one grade level. Teachers will be paid a flat fee of \$1,000 for a two-semester curriculum guide. The district should use 4

teams of two teachers each during the summer months, on an ongoing basis. The total annual cost for these curriculum teams is \$8,000.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Establish a curriculum management plan that includes all programs.	(\$8,000)	(\$8,000)	(\$8,000)	(\$8,000)	(\$8,000)

FINDING

The accelerated block scheduling system at King High School is not effectively implemented. Staff at King High School, including the principal, counselors, and teachers, identified several problems with the accelerated block scheduling, used at the school since 1996-97.

The traditional high school schedule is the single-period daily schedule. Under this schedule, students attend six to eight classes each day throughout the school year. All of KISD's peer districts use the traditional schedule. Though some districts reported that they have investigated the possibility of switching to a block schedule, none have yet made the change. Calallen uses a traditional schedule, but has implemented a block schedule for specific special programs. Grade nine at-risk students, for instance, attend a two-hour block for mathematics and English instruction.

Broadly defined, block scheduling refers to a practice of organizing the school day into larger blocks of time with classes lasting longer than the traditional 50 minutes. Under this system, the standard 180-day school year is divided into two 90-day semesters. Each semester, students attend four 90-minute classes daily. With the exception of a few courses, like Algebra I, and several electives, like band, the intent is to complete an entire core course in one semester. A student successfully completing four courses each semester can theoretically complete the district's 24-credit graduation requirement in three years (eight credits per year, four in the fall semester, four in the spring) without attending summer school.

Many parents and school staff think that the 90-minute class period is too long and that the resultant changes in instruction are too difficult for many students. One parent stated, "Block scheduling has greatly affected the pacing, depth of instruction, and retention of subject matter. Students do not have ample time for exploration."

Another parent said that there are not enough electives to fill a block schedule system. One parent and one teacher offered the following opinions.

Parent Comment

Block scheduling at the high school is not meeting the needs of the college bound students. I feel that it is not working because the students are being taught too much information too fast, thus not providing the opportunity to develop the skills needed to further their education. This schedule allows the students to earn eight credits per year, which means that the average student can complete the necessary credits for graduation in just three years, yet most students are still taking the four years to graduate...students are wasting a whole year, because they are taking noncredit classes like office worker, instead of classes that are actually preparing them for college because no strong electives are offered.

Teacher Comment

One of the foundations behind this concept was that students would have plenty of electives to take the 32 credits provided in four years. We have added no new courses, and they continue to cut back on teaching staff...as many as 35 students in a high school class is not uncommon. We have underclassmen with no electives to take.

Staff said that students can only register for one yearlong course per semester, like band. This is a problem for many students, because they are interested in more than one yearlong course. Another issue relates to the students who complete all, or substantially all of their course work before their senior year. During on-site visits to King High School, TSPR staff noted students serving as "student assistants" or engaging in other time-filling activities. Both the assistant principal as well as the counselor confirmed this problem.

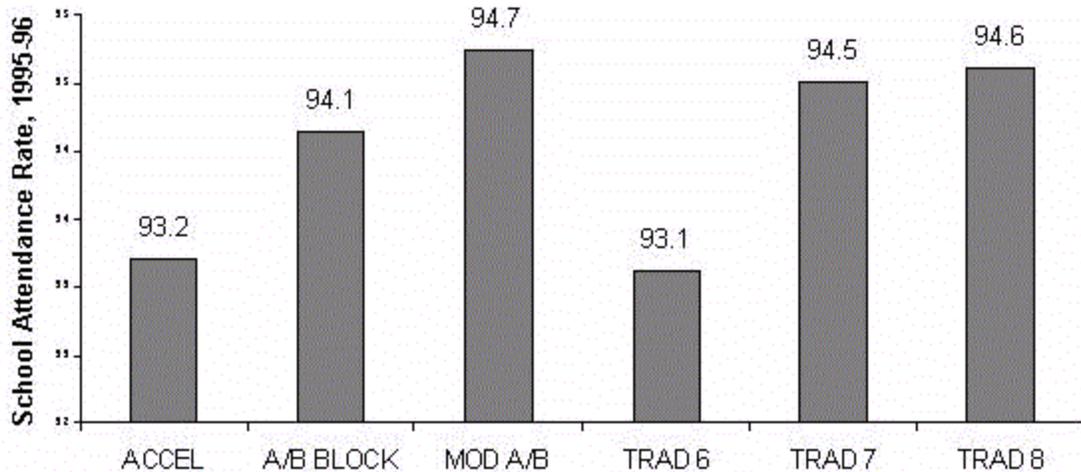
Several parents, teachers and administrators who responded to the TSPR survey said the block schedule implemented at King High School is not effective. Following are some of the comments.

- "Teachers at the high school level are not handling block scheduling teaching."
- "Even though the high school offers honor classes, many are taught during the same period so that it is not possible to enroll in more than one per semester."
- "Block scheduling has ruined AP courses taken. Students take the course in the fall and then have to test in the spring-this is too long of a gap. Check KISD passing rate for verification."

As previously noted, KISD's attendance rate is lower than the peer districts and the state average. A TEA study suggests there may be a relationship between the accelerated block schedule and lower high school

attendance rates. As shown in **Exhibit 22**, the study found schools with the traditional six-period schedule and the Accelerated Block Schedule had the lowest attendance rates among all types of schedules analyzed.

Exhibit 2-22
School Attendance Rates for 1995-96



Source: TEA, Block Scheduling in Texas Public High Schools. Policy Research, Report Number 13, September 1999.

Many national studies (see TEA 1999 publication, *Block Scheduling in Texas Public High Schools*) find that block scheduling has several advantages over the traditional schedule. These studies, however, identify key conditions that need to be in place for effective implementation of a block schedule. **Exhibit 2-23** summarizes these conditions. TSPR found that these implementation strategies have not been implemented at King High School. Staff at the High School, particularly teachers, said that they did not feel that the accelerated block was properly used. Teachers said that they have not received adequate training on how to make an instructional transition from the traditional schedule. Overall, staff said that the block schedule was put in place without the proper planning or support systems.

Exhibit 2-23
Effective Block Scheduling

Keys to Effective Implementation of Block Scheduling
Provide teachers sufficient training to acquire strategies and skills needed to teach successfully in large blocks of time. Help teachers apply this knowledge in the classroom by allowing more planning time.
Individualize instruction as much as possible to match different learning styles.

Commit to long-term restructuring, with block scheduling as one component of overall school improvement plans. Some researchers suggest it takes a minimum of three years for the transition to extended class periods to result in measurable performance benefits.

Regularly evaluate the program to determine its effects on various educational performance indicators, especially those related to student learning.

Source: Block Scheduling in Texas Public High Schools. Policy Research, Report Number 13, TEA, September 1999.

Recommendation 13:

Assess the need to continue an accelerated block schedule and make the necessary modifications, or return to a traditional schedule.

The district should assess the strengths and weaknesses of the current scheduling by measuring the extent to which successful key implementation conditions are in place. Once evaluated, the district should either return to a traditional schedule or make the necessary commitment to ensure a successful block schedule is implemented.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Instruction and Human Resources to create a committee of principals, program coordinators and teachers to evaluate KISD's block schedule.	April 2001
2.	The committee requests public input on the accelerated block schedule. Public opinion is considered in addition to other aspects of the block schedule.	May 2001
3.	The committee prepares a report that addresses each strength and weakness of the block schedule in place in KISD and the extent to which successful key implementation conditions are in place.	June 2001
4.	The committee presents its report to the assistant superintendent for Instruction and Human Resources.	July 2001
5.	The assistant superintendent recommends to the superintendent the scheduling arrangement that should be used at King High School and prepares a detailed plan for its implementation.	August 2001

FISCAL IMPACT

The recommendation can be accomplished with existing resources.

C. DROPOUT PREVENTION/ALTERNATIVE EDUCATION PROGRAMS

Ensuring all students receive a quality education and graduate from high school should be the primary goal of all schools. Accurately tracking students who leave school is critical to the district's achieving this goal. TEA requires districts to report information on students who leave school. That information is used to determine a district's dropout rate. Districts must use the guidelines in the TEA Leaver Codes and Definitions to report information on students who withdraw from school. School districts must also develop a comprehensive dropout prevention plan that addresses how schools will work to prevent students from dropping out of school.

KISD's efforts to reduce the dropout rate include alternative education programs for students that are either at risk of dropping out of school or for students who may benefit from an alternative instructional setting. The *Brahma's Reach Academic Goals* (BRAG) program for in-coming ninth graders offers tutoring, accelerated instruction and a counseling program that aims to identify and assist students having difficulties in school. Other dropout prevention approaches include: tutoring, summer school remediation, Effective Schools Concept, DARE, Communities in Schools, Junior Achievement, Cadets, reading labs, Texas Scholars, the High School Equivalency Program, and University of Texas Testing and Correspondence courses.

FINDING

KISD received a *Ninth Grade Success Initiative* grant from TEA to help reduce the number of students who are retained in grade nine or who drop out in that year. While the program is designed for students in grade 9, eighth grade students who are anticipated to be promoted to grade 9 and are considered at-risk academically may also be served. Criteria for students participating include:

- Being in jeopardy of not earning sufficient credits to advance to grade 10;
- Failing to pass one or more parts of the TAAS in grade 8;
- Being retained in one or more grades between grades 6 and 8;
- Failing one or more courses in a reporting period in grade 9;
- Earning a grade below a 75 in any class in a reporting period in grade 9;
- Having excessive absences in grade 9.

KISD identified 261 grade 9 students who were eligible for the ninth grade project. The district targeted 100 incoming ninth graders for the BRAG initiative and served 65 students. Along with several instructional

components and a strong parental involvement, the BRAG program includes a summer BRAG program, a BRAG Calculator Enrichment Camp, a Monday BRAG night and a ninth Grade BRAG Lab.

Of the 65 students served, 55 earned enough credits to advance to grade 10. Only one student did not receive credit in English I, and nine students did not receive credit in Algebra I. The high school assistant principal and the counselor told the TSPR team the program allowed the school to provide summer school and other services to at-risk students not available before the grant.

Because the program was recently implemented, formal evaluation results are not available. In June 2000, however, two Education Service Center Region 2 consultants interviewed two BRAG program teachers. An informal discussion was also held with program coordinators. The evaluators reported:

No major planning or management deficiencies were identified...The staff is highly dedicated, engaged, and excited about the potential for this program to make a real difference in the lives of the targeted students. Program managers appear to have established an excellent management framework, clear lines of communication with all participants, and specific expectations of the students. Planned additions to the program should enhance the effectiveness of the instruction and curriculum...and increase one-on-one contact with the students.

COMMENDATION

KISD has targeted extra support services for incoming at-risk, ninth grade students through the Brahma's Reach Academic Goals (BRAG) program.

FINDING

KISD has two successful alternative education programs (AEP), The Night High School and the K.E.Y.S. Academy. Both serve students who require a different educational setting from the traditional high school. Flexible programs such as AEPs can benefit the following: students at risk of dropping out of school; students who will not graduate from high school within a four-year plan; students who have a family and must work; students who report "not fitting in" with the regular school or students who have other personal barriers. AEP programs are often confused with Discipline Alternative Education Programs (DAEP). A DAEP program serves students who have committed offenses described in Chapter 37 of the Texas Education Code. Enrollment in an AEP is usually voluntary and students who attend do not attend as a result of a disciplinary offense.

The Night High School is one of only 15 similar facilities in the state. It uses the DAEP facilities (the LASER School) after hours. The school serves as a dropout prevention/recovery school, and accepts students who are 17 years of age or older who have dropped out of King High school, or high schools in the surrounding school districts. Some students who are under 17 may attend, but they must have a court order to be accepted. The school's mission is to "provide educational services and counseling to those students who, for whatever reason, have been unsuccessful in their regular school program and/or have dropped out."

Students must apply to the school. Instruction is primarily computer driven, and students proceed at their own pace to complete the high school requirements. Each student who is enrolled for 12 weeks or longer must earn at least two and one-half credits per semester. Students must attend school 90 percent of the time or they will not receive credit. In 1999-2000, the school served 39 students and 36 students in 1998-99.

Like the Night School, students must also apply for acceptance to K.E.Y.S.. Students are accepted in descending grade level order. That is, students in grade 12 are accepted first, followed by grade 11, tenth and finally ninth graders. This system allows older students to graduate sooner. The K.E.Y.S. Academy's curriculum and instruction is somewhat structured, but follows a non-traditional approach. Like the Night School, instruction is primarily computer driven, but there is teacher instruction as well. The K.E.Y.S. Academy features a childcare center and offers parenting and essential living skills classes. Students who attend K.E.Y.S. receive a diploma from King High School. The Academy's enrollment increased from 75 students in 1998-99 to 105 in 1999-2000. **Exhibit 2-24** shows the services that are available at K.E.Y.S. Academy.

**Exhibit 2-24
Services Available at K.E.Y.S. Academy**

Instruction	Selected Special Programs and Grants	Services
Self-paced Computer-based Individualized Flexible Schedules Open entry-open exit Small classes 9 week plans parenting classes Career and Technology	English as a Second Language State Compensatory Education Special Education/Life Skills Technology Career and Technology Pregnancy, Education and Parenting Program Temporary Assistance to Needy Families	Child Care Day Care on site Transportation Counseling Career Guidance Regular High School Diploma

classes	Workforce Investment Act Program Learn and Serve School to Career Safe Riders Program TANF GED CENSUS 2000 Alice ISD and KISD Adult Ed. Co-op Goodwill Industries of South Texas and KISD Program	
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Source: KISD K.E.Y.S. Academy.

COMMENDATION

Through the Night School and the K.E.Y.S. Academy, KISD provides alternative educational services to students at risk of dropping out of school, students who have dropped out of school or students who require an alternative education delivery system to become academically successful.

FINDING

KISD has a higher dropout rate than its peer districts and the state average (**Exhibit 2-25**). The dropout rate in KISD has increased over the last three years, while the peer districts and the state average have declined or remained the same.

**Exhibit 2-25
Annual Dropout Rates
KISD and Peer Districts
1996-97 through 1998-1999**

District	1996-97	1997-98	1998-99
KISD	0.8%	1.3%	2.2%
Alice	2.0%	1.6%	1.3%
Gregory-Portland	0.9%	1.0%	0.5%
Flour Bluff	0.9%	0.7%	0.5%
Calallen	0.9%	0.6%	0.5%
Tuloso-Midway	1.2%	0.5	0.4%

State Average	1.6%	1.6%	1.6%
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Source: 1996-1999 TEA, AEIS Reports.

The number of students per grade in KISD is provided in **Exhibit 2-26**. There are a larger number of students enrolled in grade nine than other grades because more students fail to obtain the credits needed to advance to the next grade level at this grade level. This general pattern is common among most Texas school districts.

Exhibit 2-26
KISD Number of Students by Grade Level
1999-2000

Grade Level	Number of Students	Percent
Early Childhood Education	20	0.4%
Pre-Kindergarten	280	5.8%
Kindergarten	280	5.8%
Grade 1	369	7.7%
Grade 2	372	7.7%
Grade 3	324	6.7%
Grade 4	339	7.0%
Grade 5	304	6.3%
Grade 6	339	7.0%
Grade 7	342	7.1%
Grade 8	339	7.0%
Grade 9	493	10.2%
Grade 10	378	7.8%
Grade 11	330	6.8%
Grade 12	310	6.4%
Total	4,819	

Source: 1999-2000 TEA, AEIS Reports.

Students who do not complete enough credits to be promoted to grade 10 remain identified as ninth graders. KISD ranks fifth (10.2 percent) among the peer districts in the highest percentage of students in grade nine. Only Flour Bluff had a higher percentage of ninth graders (10.5 percent)
Exhibit 2-27.

Exhibit 2-27
Percentage of Ninth Grade Students
KISD and Peer Districts
1999 - 2000

District	Percent of students In Grade 9
Gregory-Portland	9.2%
Alice	9.5%
Tuloso-Midway	9.7%
Calallen	9.9%
KISD	10.2%
Flour Bluff	10.5%
State Average	9.0%

Source: 1999-2000 TEA, AEIS Reports.

Included in **Exhibit 2-28** are the graduation and continuing rates for the classes of 1997, 1998 and 1999. While the graduation rate measures the percentage of grade 12 students who actually receive a diploma, the completion rate for a particular graduating class indicates the rate at which students in the ninth grade four years previous, graduated, completed a GED, or were continuing students. TEA student level records are analyzed to determine this rate.

With the exception of Flour Bluff, the graduation rate for KISD is lower than the peer districts. Flour Bluff has a greater percentage of students receiving a GED than any of the other districts. KISD has the highest percentage of continuing students. These continuing students are enrolled in grade 12, but do not receive a diploma. These students continue to enroll to earn sufficient credits or to continue to attempt to pass the TAAS exit level exam.

Exhibit 2-28
Graduation and Completion Rates

**KISD and Peer Districts
Class of 1998 and Class of 1999**

District	Class of 1998			Class of 1999		
	Graduated	Continuing	Received GED	Graduated	Continuing	Received GED
Tuloso-Midway	87.1%	6.0%	2.0%	92.0%	1.9%	2.8%
Gregory-Portland	90.3%	1.4%	3.2%	90.7%	3.8%	2.8%
Calallen	90.0%	2.8%	1.9%	89.4%	5.0%	1.4%
Alice	80.6%	5.9%	4.0%	79.3%	10.5%	2.3%
Flour Bluff	70.3%	11.8%	6.6%	76.9%	9.6%	7.2%
Kingsville	79.5%	14.7%	1.3%	75.6%	13.1%	2.2%
State Average	78.7%	8.2%	4.3%	79.5%	8.0%	4.0%

Source: 1998-1999 TEA, AEIS Reports.

The district does not have a comprehensive dropout prevention plan. A review of the district's prevention plan shows how the district plans to serve students who do not meet TAAS requirements, however, the plan does not specifically address dropout prevention efforts. The dropout prevention plan provided to the TSPR reviewers is a copy of the overall district improvement plan. While the district has several prevention programs in place, the district does not have a document that comprehensively and strategically delineates the district's plan, goals and objectives. For instance, while the district has an alternative education program and a night school for students who need alternative instructional arrangements, these programs are not mentioned in the prevention plan.

Effective dropout prevention plans address all of the elements and programs that a district provides for students at risk of dropping out of school. With this approach, a district can more effectively assess the areas of weakness and develop strategies to improve its prevention efforts.

Accurately tracking students who leave school is critical to a district achieving its dropout prevention goals. A dropout prevention plan also should identify the district's method for counting dropouts to ensure the dropouts are accurately reported.

An effective approach to developing a dropout prevention plan is to create a community dropout prevention task force and to ensure that local community agencies are involved in the district's prevention efforts.

Recommendation 14:

Prepare a comprehensive dropout prevention plan that includes all of the district's programs and efforts.

A dropout prevention plan should document all of the district's current initiatives to help students graduate from school. In addition, the plan should include how the district will provide services for students that are at risk of failure or who have been retained. The plan should address how the district will increase attendance, reduce truancy, recover students who have already dropped out and academically support students in need of additional instructional assistance or tutoring. The development process should include input from local community agencies, like law enforcement and social service agencies. One way of doing that would be to form a community task force.

A community task force should include representatives from area law enforcement agencies, health, social and human services agencies, businesses, military and other government agencies, parents, and school personnel.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assigns the director of Instructional Services or her coordinator as the dropout prevention coordinator.	April 2001
2.	The dropout prevention coordinator identifies, invites and puts together the dropout task force.	May 2001
3.	The coordinator selects district staff to help compile a comprehensive list of services and initiatives of the district's dropout prevention efforts.	May - July 2001
4.	The task force reviews KISD dropout prevention initiatives and those planned for 2001-2002. The task force develops a five-year plan, delineating goals and objectives, and assigns responsibility for each. .	August - September 2001
5.	The task force develops specific recommendations with cost estimates for a sustained community-wide effort to increase the number of KISD students who graduate from high school.	September 2001

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

D. GIFTED AND TALENTED EDUCATION PROGRAM

Advanced students need a challenging environment that not only provides instruction in specific areas of interest but also encourages continued participation in courses that are valuable to their future educational success. Texas state law requires all school districts to identify and provide services for gifted/talented students. In 1990, the State Board of Education (SBOE) adopted the *Texas State Plan for the Education of Gifted/Talented Students*. This plan is a guide for meeting the law's requirements. In 1996, the State Board of Education updated the plan to incorporate Texas Education Code Section 29.123 requirements. The updated plan forms the basis for program accountability for state-mandated services for gifted/talented students.

The KISD gifted and talented program is called *Challenge*. Its program description includes the following statement, "The Challenge program for gifted students in grades kindergarten through twelve services approximately ten percent of the student population. It is a program of enrichment rather than acceleration and stresses the development of higher level thinking skills and advanced products. A differentiated curriculum is the focus of the instructions."

The Advanced Placement (AP) program is KISD's primary vehicle for providing accelerated instruction for King High School's gifted and talented students, though these classes are open to all secondary school students. AP programs provide college-level instruction and preparation as well as the opportunity to earn college credit.

FINDING

In 1999-2000, KISD had the lowest percentage of students completing advanced courses compared to its peer districts and the state (**Exhibit 2-29**). Reports produced by the College Board, the entity that manages the SAT, indicate that one of the best predictors of success on the SAT and in college is the percentage of advanced courses completed by students. The concept behind the Advanced Placement (AP) program is to provide college-level courses to high school students to ease the transition to college.

Exhibit 2-29
Advanced Course Completion and
Advanced Placement Examinations
KISD and Peer Districts
1999-2000

District	Percent of	Percent of	Percent of	Percent of AP
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	Students completing Advanced Courses	AP Students Tested	all AP Scores Exceeding Criterion	Examinees with Scores Exceeding Criterion
Gregory-Portland	20.2%	19.5%	62.1%	63.3%
Calallen	17.0%	21.3%	70.4%	72.6%
Flour Bluff	14.3%	16.6%	42.5%	46.2%
Tuloso-Midway	13.0%	16.3%	27.2%	43.3%
Alice	11.8%	10.6%	30.3%	27.6%
Kingsville	11.7%	2.9%	66.7%	76.5%
State Average	17.5%	12.7%	53.9%	57.9%

Source: 1999-2000 TEA, AEIS Reports.

KISD had only 2.9 percent of students taking AP examinations. This percentage is significantly lower than the percentage of students that took these exams in the peer districts and the state **Exhibit 2-29**.

The director of Instructional Services said that KISD recognizes the need to improve and strengthen the AP program and to encourage more students to take the advanced courses. In November 2000, KISD organized subject matter vertical AP teams in math/science/English/social studies. The director of Educational Services said these teams will reduce fragmentation and align the AP curriculum. KISD counselors are presenting the AP program to parents and encouraging students to take more rigorous courses and, according to the director of Educational Services, "funds will be provided for students who cannot afford to take AP exams." **Exhibit 2-30** is the district's list of other strategies that are being discussed

Exhibit 2-30
Strategies Identified to Improve AP program
December 2000

Strategies
Continue development of vertical teams
Allocate funds for new resources

Provide staff development and on-site training
Develop timeline
Develop Scope and Sequence for Pre-AP/AP program
Review weighted credits
Reward students for success on AP exam
Use BRAG lab for SAT/ACT computer program
Offer PRE-SAT in grade 8 during the day at Memorial Middle School
Send teachers for SAT/ACT training
Use NovaNet lab program for SAT/ACT development

Source: 1999-2000 KISD Department of Instructional Services.

In December 2000, the district applied for a Pre-AP Coastal Bend School-to-Career Partnership grant. This grant requests funds to develop a plan, set goals and activities and define an evaluation process to be used as a model for developing a Pre-AP science program at Memorial Middle School. The district is committed to implementing the project even if it is not awarded the grant. The district will also fund a program to develop Pre-AP programs in mathematics, English and Social Studies.

Several school districts have taken innovative steps to increase the number of students that take the AP examinations. In Austin ISD, Kealing Junior High School has a seventh and eighth grade Pre-AP program. The purpose of this program is to provide rigorous courses to prepare junior high school students to take AP courses in high school.

In another district, Ysleta ISD, school principals select AP and pre-AP faculty members. They must have completed AP training and continue to obtain 30 hours of instruction for gifted/talented students. The district also initiated a program that provides rebates or advance payment of testing fees depending on student examination scores. In an effort to provide more challenging curricular options, the district purchased college-level textbooks for English and Spanish AP courses with additional areas scheduled for purchase during the next two years.

Between 1996 and 1997, the number of Ysleta ISD AP placement examinations increased by 71.2 percent, from 416 to 712. The total number of students passing AP examinations also increased from 173 to 233.

Recommendation 15:

Fund and implement strategies that will increase the number of students completing advanced courses and taking Advanced Placement exams.

The district should ensure that the District Improvement Plan and individual Campus Improvement plans include specific steps and timelines for improving the AP program. KISD has expressed an interest in providing financial assistance to students and in developing a pre-AP program. The director of Instructional Services said the district will support students that want to take Advanced Placement examinations. District staff should research other schools across the state that have implemented strategies that have increased the number of students completing advanced courses and taking Advanced Placement exams.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Instruction Services reviews successful pre-AP and AP programs across the state and makes presentations to the superintendent, to the associate superintendent for Instruction and Human Resources and to the vertical AP planning teams.	April 2001
2.	The director of Instruction Services prepares a plan for an AP/pre-AP program that includes testing fee rebates and advanced faculty training in the District Improvement Plan and in the Campus Improvement Plan.	July 2001
3.	The director of Instruction Services and school counselors, with input from the vertical AP planning teams, identify eligible program participants.	August 2001
4.	The superintendent gives the directive for program implementation throughout district.	July 2001

FISCAL IMPACT

The fiscal impact assumes that the district will provide financial assistance to students to take the Advanced Placement examinations. Each AP exam costs \$77. Based on KISD's 1999-2000 enrollment for grades 11 and 12 in King High School (282 + 267 = 549), 16 students (2.9 percent) took at least one AP exam. Because the number of students taking an AP exam is low, a target should be set to double the number of students taking AP exams. This would result in 32 students taking one AP exam (5.8 percent). The total cost to provide this service for students would be \$2,464 (\$77 X 32).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
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Fund and implement strategies that will increase the number of students completing advanced courses and taking Advanced Placement exams.	(\$2,464)	(\$2,464)	(\$2,464)	(\$2,464)	(\$2,464)
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FINDING

The Gifted and Talented program in KISD is fragmented, lacking a differentiated curriculum for many courses and dedicated administrative oversight. The district does not have a full-time position assigned specifically for gifted and talented education. The director of instructional Services serves as the district's gifted and talented coordinator but the format in which gifted/talented services are delivered to students is a school decision. **Exhibit 2-31** shows that compared to the peer districts, KISD had the highest percentage of students identified as gifted and the highest percentage of teachers with gifted/talented certification.

Exhibit 2-31
Number and Percent of Gifted/Talented Students and Teachers
KISD versus Peer Districts
1999-2000

District	G/T Student Enrollment		G/T Teachers		Expenditures for G/T	
	Number	Percent	Number*	Percent	Amount Per Student	Percent
Kingsville	633	13.1%	16.4	4.8%	\$816	3.4%
Alice	637	11.2%	4.0	1.0%	\$1,701	6.1%
Gregory-Portland	448	10.0%	3.8	1.3%	\$666	2.2%
Calallen	454	10.0%	7.1	2.3%	\$1,081	3.5%
Flour Bluff	457	9.1%	12.9	3.9%	\$831	2.3%
Tuloso-Midway	84	2.8%	1.2	0.6%	\$559	0.5%
State Average		8.4%		2.2%	\$727	1.9%

Source: 1999-2000 TEA, AEIS Reports.

** Expressed in Full Time Equivalents.*

The primary schools (K-1) have a waiver from the state to identify gifted and talented students, but in interviews, principals said that all of the teachers at these schools have received gifted and talented certification. The district has policies and procedures that explain how students are identified, and these are available in the Challenge Handbook to parents upon request and at every campus. Parent surveys, however, show that not all parents are informed about the gifted and talented program, the process for identification, or the services provided.

One parent said, "The district has nothing in black and white informing parents what the criteria is for children to make it into the gifted and talented program....the district does not share information about the program with parents." This parent said that though the district does have an appeal process when a student is not identified as gifted, the process is so flawed that "...if they end up getting their child in the program, the child is so far behind that they end up waiting until the next year to start."

Several teachers and district administrators said there are no specific efforts to identify gifted bilingual education students. Although the director of Instructional Services coordinates the district's gifted program, the district does not have adequate staff to fulfill its responsibility. The district central office, for instance, does not periodically review or update the program curriculum guides.

Teachers said the KISD's central office does not provide specific training or assistance for AP teachers. The director of Instructional Services said that while the district has made training available since 1999, it is researching ways to provide more staff development and on-site training for teachers.

State law requires teachers of gifted/talented students to receive 30 hours of instruction in teaching gifted/talented students and continue to receive instruction to maintain the certification. All district teachers are encouraged to receive training. The director of Instructional Services said, "all of the gifted and talented teachers in the district have taken the required 30 hours of gifted and talented teacher training. These teachers are required to attend six hours of gifted and talented staff development every year. Administrators and counselors must attend six hours of training." Although training may improve a teacher's instructional methods, it does not ensure that properly trained teachers will be teaching gifted students. KISD does not have a district-level accountability system in place for assessing the quality of the gifted/talented program.

Providing effective services to gifted and talented students that are in the regular classroom is a difficult task. Teachers must serve the regular class, the bilingual/ESL students, the students receiving special education

services, the at-risk students and the gifted and talented students. To be effective, districts need to research and identify successful practices, develop and plan appropriate services and then provide the necessary training and support for the classroom teacher.

Districts across the state that have successfully implemented the recommendations in the State Plan for gifted and talented education use creative and innovative programs, and they allocate the necessary staff to implement the State Plan's recommendations effectively.

Many districts and one of the peer districts have created an office of Advanced Academic Studies. This office, in addition to coordinating the district's gifted and talented program, also coordinates other programs not exclusively offered to gifted and talented students, but are related to overall advanced academic studies. These programs include: the State Board of Education recommended high school program, the development and coordination of advanced courses like physics and trigonometry, the SAT/ACT testing program, and advanced placement courses and examinations, ULI academic competitions, and the International baccalaureate Program.

Recommendation 16:

Fully implement the *Texas State Plan for the Education of Gifted/Talented Students*.

Full implementation of the *Texas State Plan for the Education of Gifted/Talented Students* will result in a cohesive program that effectively addresses the concerns expressed by both parents and teachers. This recommendation can be accomplished in a number of ways. One alternative is to allocate one full-time position to coordinate gifted and talented education as well as other advanced academic programs available to all students. The following implementation strategies and fiscal impact are based on that alternative.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent creates a full-time Advanced Academics coordinator position.	May 2001
2.	The assistant superintendent for Instruction and Human Resources hires an Advanced Academics coordinator.	June 2001
3.	The assistant superintendent for Instruction and Human Resources directs the Advanced Academics coordinator to review the districts' Challenge program.	July 2001

4.	The Advanced Academics coordinator determines the extent to which each school in the district is implementing the recommendations in the <i>Texas State Plan for the Education of Gifted and Talented Students</i> (State Plan)	July - August 2001
5.	The Advanced Academics coordinator contacts other school districts with exemplary, cost-effective, gifted and talented programs.	May - August 2002
6.	The district's Advanced Academics coordinator develops a three-to-five year plan for achieving exemplary status as outlined in the State Plan and secures staff and board approval.	Ongoing
7.	The Advanced Academics coordinator develops measures to ensure that every school follows the State Plan.	August 2002
8.	The Advanced Academics coordinator uses the State Plan to develop an accountability system for the KISD gifted and talented program.	August 2003

FISCAL IMPACT

This recommendation would have an annual cost of \$53,944. The cost of hiring an advanced academics coordinator is based on a salary of \$50,201 for 212 days plus benefits.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Fully implement the <i>Texas State Plan for Education of the Gifted/Talented Students</i> .	(\$53,944)	(\$53,944)	(\$53,944)	(\$53,944)	(\$53,944)

FINDING

The percentage of Hispanic students identified as gifted and talented is higher in the elementary schools than in the middle and high school and out of 586 gifted and talented students, only six are enrolled in bilingual/ESL or are LEP students not receiving Bilingual/ESL instruction. Thirty-six gifted and talented students are identified as at risk.

KISD student enrollment is 76.4 percent Hispanic. **Exhibit 2-32** shows that in the elementary schools, the percentage of gifted and talented students identified as Hispanic students is 82 percent. This percentage is greater than the percentage of Hispanic students in the district. However, in the middle and intermediate schools, the percentage of Hispanic students identified declines to 67 percent. At King High School (grades 9 -

12) the percentage of gifted and talented students identified as Hispanic declined to 40 percent. The percentage of identified gifted and talented Hispanic students decreased by almost half, from 82 percent at the elementary grades to 40 percent at the high school. At the same time, the percentage of Anglo students that were identified as gifted and talented increased from 15 percent in the elementary schools to 36 percent in high school.

Exhibit 2-32
KISD Gifted and Talented Identification
Elementary, Middle, and High School
1999-2000

Grade Level	Number of G/T Students	Number Hispanic	Percent Hispanic	Number Anglo	Percent Anglo	Number Bilingual/ESL/LEP	Number At-Risk
9-12	295	117	40%	105	36%	0	14
5-8	224	151	67%	65	29%	0	17
2-4	68	56	82%	10	15%	6	5
Total	587	384	65%	180	31%	6	36

Source: KISD Gifted and Talented Enrollment.

These findings suggest that fewer Hispanic students are taking fewer advanced courses and taking fewer advanced placement examinations.

All schools should provide gifted and talented education to language minority students who meet eligibility requirements. Region 1 Education Service Center and three participating school districts, Edcouch-Elsa Independent School District, La Feria Independent School District and La Villa Independent School District, propose to establish and operate a model GT/Bilingual program for all gifted and talented students. Through a restructuring process, teachers, counselors, administrators, and parents will collaborate to review, evaluate and use traditional and non-traditional assessment and identification processes among potentially gifted and talented students. The three participating school districts will work with nationally recognized researchers and educators to develop and restructure the gifted education curricula and accompanying materials. This model will also provide an interactive technology component for parents and will be available in printed and electronic forms for review via the Internet.

Recommendation 17:

Ensure all gifted and talented students are identified and served.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Instructional Services develops materials in the appropriate language to inform parents about the district's gifted and talented program advanced courses.	June 2001
2.	The director of Instructional Services contacts Region 1 and other districts that are implementing gifted and talented programs for students enrolled in Bilingual/ESL education.	August 2001 - Ongoing
3.	The director of Instructional Services, middle and high school counselors and gifted and talented teachers conduct information sessions for parents and students.	September 2001 - Ongoing
4.	The director of Instructional Services examines identification procedures that may be inappropriately biased against particular student groups.	September 2001
5.	The director of Instructional Services implements revised identification procedures as appropriate.	September 2001 - Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

E. COMPENSATORY PROGRAMS

In addition to the regular classroom instruction program, KISD provides special support for students at risk of dropping out and students who are not performing at grade level.

The federal government provides funds for students who are not meeting performance standards. These Title I funds are sent to schools, via TEA, based on the number of economically disadvantaged students (typically, students eligible for free/reduced priced lunch or breakfast). The students served, however, are selected based on educational need, not economic status. The amended law allows a school to be designated as a Title I, Part A school wide program if 50 percent or more of students at the school or in the attendance zone are low income. In KISD, all schools except McRoberts Elementary, Memorial Middle, King High School, LASER and K.E.Y.S. Academy are designated as Title I, Part A school-wide programs.

In Texas, state-funded compensatory programs began in 1975 with the passage of House Bill 1126. In 1997, Section 42.152 of the Texas Education Code was amended to include reporting and auditing systems covering the appropriate use of compensatory education allotment funds. Senate Bill 1873 requires state compensatory funds, like federal Title I funds, to be supplemental in nature. State compensatory fund rules allow a great deal of flexibility for identifying students and creating successful programs.

Funds are distributed on the basis of the number of economically disadvantaged students, but students served do not need to be economically disadvantaged. The students served by the state compensatory program are designated as *at risk*. The following are all identification criteria listed in TEA's *Financial Accountability System Resource Guide* for identifying at-risk students. These definitions do not imply that state compensatory education programs are restricted to the exclusive benefit of these students.

Grades 7 - 12

- Was not advanced from one grade level to the next for two or more school years;
- Has mathematics or reading skills that are two or more years below grade level;
- Did not maintain an average equivalent to 70 in two or more courses;
- Is not maintaining an average equivalent to 70 in two or more courses;

- Is not expected to graduate within four years of the date the student begins ninth grade;
- Did not perform satisfactorily on an assessment instrument (TAAS) or
- Is pregnant or a parent.

Pre-K - Grade 6

- Did not perform satisfactorily on a readiness test or an assessment instrument at the beginning of the school year;
- Did not perform satisfactorily on an assessment instrument (TAAS);
- Is a student of limited English proficiency;
- Is sexually, physically or psychologically abused or
- Engages in conduct described by Section 51.03, Texas Family Code.

In addition to these two state and federal programs, several other state and federal funds are available for special instructional support.

FINDING

In 1998-99, McRoberts and Harrel Elementary schools were two of 84 Commended Title One Schools throughout the State of Texas. In April 2000, the Association of Compensatory Educators of Texas also recognized these two schools as Exemplary. Both of these campuses have implemented a variety of innovative programs, such as Academics 2000 and Early Literacy. Both also have used available state compensatory funds to increase student performance.

COMMENDATION

KISD achieved state recognition for using compensatory funds to increase student performance to exemplary levels.

FINDING

Examination of the district and campus improvement plans shows insufficient detail to account for compensatory funds expenditures. The district's improvement plan does not specify if compensatory-funded resources are used to supplement, rather than supplant, the regular education program. Texas Education Code (TEC), Section 11.252 states that a district improvement plan must include a needs assessment and a detailed, measurable plan for improvement. TEC, Section 11.252 states that a district improvement plan must include:

"A comprehensive needs assessment; measurable district performance objectives; strategies for improvement of student performance; resources needed to implement identified strategies; staff responsible for ensuring the accomplishment of each strategy; timelines for ongoing monitoring of the implementation of each improvement strategy; and formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance."

A review of the district improvement plan, dated September 1, 2000 includes objectives that do not have specific performance or outcome targets. The outcome statements often lack timelines, strict monitoring criteria and measurable performance objectives.

Texas Administrative Code (TAC) 19 TAC Chapter 109, Subchapter (b), requires districts to follow specific guidelines on reporting procedures and allocating compensatory education funds. The rules state that:

"Each district shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or schools. Each district shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. Districts must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situations, under criteria established in TEC Section 29.091."

KISD does not comply with the requirements of 19 TAC 109, subchapter (b). A review of the district and a sample of campus improvement plans show these documents lack the detail required in state law and rule. For example, one campus improvement plan, under the fiscal column associated with steps identified with goals, lists the source as "Regular Budget" or "State Comp," with no specific amounts identified. General performance criteria associated with goals were generally acceptable for some schools, but attributing performance could not be differentiated between the regular budget and the supplemental budget. As provided, it is difficult to ascertain if expenditures (which were often not included) were supplemental in nature.

Recommendation 18:

Develop campus improvement plans that comply with state mandates for compensatory funds.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Instruction and Human Resources and school principals to develop a campus improvement plan that meets state mandates for compensatory funds.	April 2001
2.	The assistant superintendent for Instruction and Human Resources provides principals the requirements in state law describing campus improvement plans.	April 2001
3.	The assistant superintendent for Instruction and Human Resources and the director of Instructional Services review each campus improvement plan to ensure requirements are met.	August 2001
4.	The superintendent reviews the district improvement plan to ensure that requirements are met.	August 2001
5.	The director of Finance develops procedures to report the amount and use of supplemental funds received by every school.	August 2001

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

FINDING

KISD does not allocate regular and state compensatory funding equitably between the two primary schools. The total budgeted instructional operating expenditure for regular instruction was \$11,727,683 (\$2,435 per student) in 1999-2000 according to the 1999-2000 AEIS report. An additional \$1.35 million of federal Title I regular funding was budgeted in 1999-2000.

Schools where more than 50 percent of the students are identified as economically disadvantaged may use Title I funds for schoolwide programs. Six schools in KISD (Harrel, Harvey, Lamar, Kleberg, Perez, and Gillett) are designated as schoolwide programs, while McRoberts Elementary and Memorial Middle selectively target students for instruction in reading and mathematics. About 1,500 KISD students received services supported by Title I in 1999-2000.

According to the TEA *Financial Accountability System Resource Guide*, "The fact that a campus is a Title I, Part A, schoolwide campus has no impact on the State Compensatory Education supplemental requirements." In addition, the resource guide contains the following paragraph:

"Districts are prohibited from using FSP (foundation school program) compensatory education resource allocations for students in at-risk situations to supplant resource allocation for the regular education

program. Where regular education program allocations at certain campuses within a district are deficient compared to other campuses serving similar grade levels, the allocation of compensatory education budgetary resources to those campuses may be interpreted to have supplanted or replaced necessary regular education services. Thus, where this is the case, the costs charged to the State compensatory education program were not supplementary to the regular education program."

According to the TEA Compensatory Education Module 9.2.3.1:

"State compensatory education programs are intended for the primary benefit of students in at-risk situations, as defined in Texas Education Code Section 29.081. This does not imply that state compensatory education programs are restricted to the exclusive benefit of these students."

In KISD, funds are allocated to campuses based on the number of at-risk students on each campus. TEA allocated state compensatory funds to districts based on the number of economically disadvantaged student. The TEA Compensatory Education Module 9.2.4 states, "Funding allocated for state compensatory education programs and/or services is based on the number of educationally disadvantaged students in the district." Districts, in turn, may use these funds to assist at-risk students.

The TEA Compensatory Education Module 9.2.4.1 states, "State compensatory education is defined in the Texas Education Code, 42.152(c), as programs and services designed to improve and enhance the regular education program for students in at-risk situations." Section 9.2.5 states, "Districts and campuses, in addressing the needs of students in at-risk situations, are required to use student performance data from the state assessment instrument and achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code."

Exhibit 2-33
Regular, State Compensatory, and Title I Funds
1999-2000

School	School Enrollment	Total Per Pupil Expenditure*	Regular Instruction		State Compensatory		Federal Title I	
			Total	Per Pupil	Total	Per Pupil	Total	Per Pupil
Harrel	217	\$3,396	\$569,052	\$2,622	\$71,443	\$329	\$96,467	\$445
Harvey	278	\$3,139	\$692,035	\$2,489	\$61,540	\$221	\$119,370	\$429

Source: TEA, AEIS Report 1999-2000 and KISD budget document (1999-2000.)

**Total per pupil expenditures included Regular, State, and Federal funds. It does not include school-specific grants.*

Exhibit 2-33 shows expenditures for regular instruction, compensatory (state funded) and Title I (federal supplemental) funds. This information is reported for the three primary (PK-1) schools. Total per pupil expenditures including regular, state compensatory and Title I and not including school-specific grants are \$3,139 per pupil at Harvey and \$3,396 at Harrel. There is a difference of about \$100 per student in state compensatory funds between Harrel and Harvey, both of which have an almost equal percentage of at-risk students (33 percent at Harrel and 35 percent at Harvey) and economically disadvantaged students (77.9 percent and 74.8 percent respectively).

Examination of per pupil expenditures at the elementaries (grades 2 to 4) does not reveal the differences seen at the primary schools. However, the total Title I expenditures reported at the school level is only 70 percent (\$934,464) out of a total Title I part A budget of \$1,348,820. While the 1999-2000 AEIS reports a budgeted amount of approximately \$1.2 million for compensatory programs, a 1999-2000 TEA financial report includes a compensatory block grant of almost \$2 million.

Recommendation 19:

Equitably distribute compensatory funds among campuses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources determines the educational need of each school, based on the percentage of at-risk students and demonstrated student performance.	May 2001
2.	The superintendent directs the director of Finance to equitably allocate regular, state compensatory and federal funding to each school based on demonstrated educational need within state and federal guidelines.	August 2001
3.	The superintendent distributes federal Title I funds to ensure the greatest possible amount directly supports instruction.	August 2001
4.	The superintendent directs the director of Finance to account for all	August

compensatory funds in accordance with state law.	2001
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FISCAL IMPACT

This recommendation can be accomplished with existing resources.

F. SPECIAL EDUCATION PROGRAM

The federal Individuals with Disabilities Education Act (IDEA) requires districts to provide appropriate public education for all children with disabilities regardless of the severity of the handicap. It says the education is to be provided in the least restrictive environment and that students with disabilities are to be included in state and district assessment programs. This law, which is designed to protect children and parents in the educational decision-making process, requires districts to develop an individualized education plan (IEP) for each child. The IEP should include the input of regular education teachers and be clearly aligned with those of children in general classrooms.

To serve the multiple needs of all students with disabilities and to comply with IDEA's requirements, an effective special education program should implement the following practices (derived from Public Law 101-15, the 1997 amendments to the Individuals with Disabilities Education Act).

1. *Pre-referral intervention in regular education.* When a student experiences an academic problem in the regular education program, an intervention can and should occur to solve the problems. If steps taken to solve the problem by the regular education teacher don't produce results, the problem should be referred to special education staff.
2. *Referral to special education for evaluation.* Referring a student to special education means writing an official request supported by documentation. The referral information must include an explanation of steps that have been taken in regular education to solve the student's problem before the referral.
3. *Comprehensive nondiscriminatory evaluation.* Once a student has been referred, the district must provide a comprehensive nondiscriminatory evaluation, commonly referred to as an assessment, within a prescribed amount of time.
4. *Initial placement through an Admission, Review, and Dismissal (ARD) committee.* After the evaluation is complete, a meeting is held to discuss the results of the evaluation, decide if the student qualifies for special education services in one of 12 federal special education categories, and, if so, write a plan for the student's education.
5. *Provision of educational services and supports according to a written Individualized Education Plan.* The individualized education plan (IEP) developed by the ARD committee includes information about the classes, subject areas, developmental areas and/or life skills courses in which the student will be instructed, how much time will be spent in regular education and related needs like speech therapy or counseling.

6. *Annual program review.* Each year after a student's initial qualification and placement, an ARD committee conducts a review to ensure the student's program is appropriate.
7. *Three-year re-evaluation.* Every three years, the student undergoes a comprehensive individual assessment. Another ARD committee meeting is held to discuss the results of the re-evaluation and determine if the student still qualifies for special education services in the same category.
8. *Dismissal from the special education program.* If and when a student no longer meets the eligibility criteria, the student is dismissed from special education. The ARD committee must make this decision.

Exhibit 2-34 shows an organization chart of KISD's Special Education department.



Source: 1999-2000 KISD Department of Special Education.

The division of Special Education at KISD employs 27 individuals. Through the Laguna Madre Special Education Co-Operative, students enrolled in KISD, Kenedy County Wide, and Ricardo ISDs are provided special education services. KISD serves as the fiscal agent for this co-operative, and is responsible for serving all identified students. Students served range in age from three to 22. A full continuum of services inclusive of the following instructional arrangements is available for students with disabilities.

Mainstream. To ensure the least restrictive environment appropriate for each student, district personnel first consider providing services in regular education with supplementary aids. Students with disabilities who spend all of their classroom hours in a regular classroom are called "mainstreamed."

Resource.- These students have a combination of regular classes and resource classes. The majority of Students identified for the program are served through this instructional setting.

Vocational Adjustment class (VAC).- This setting provides educational and vocational services to eligible secondary students. Students are instructed in job readiness skills.

Self-Contained classes. If a student's disability is so severe that satisfactory education cannot take place in a regular classroom, the student will be served in a separate "self-contained" classroom. These classes are available at Lamar and Kleberg Elementary schools, Gillett Intermediate School, Memorial Junior High School, H.M. King High School, and at the K.E.Y.S. Academy.

Behavior Management Units.- (BIP) Special education students who are disruptive in the regular classroom are sent to the BIP, a separate classroom that serves as an in-school alternative placement classroom primarily for emotionally disturbed students. BIP units are available at Gillett Intermediate, Memorial Middle and King High Schools.

Adaptive Physical Education. These classes provide specialized physical education curriculum for students who are unable to benefit from the regular physical education program.

Homebound.- This program provides at-home services for students at all grade levels that cannot attend school because of illness, injury or expulsion.

In each of these settings, appropriate curriculum modifications and services are provided to all students. ARD committees composed of parents and professional staff, determine program eligibility and participation, educational plans and placement in and dismissal from the special education program. IEPs are developed for each student with a disability.

TEA conducted a District Effectiveness and Compliance (DEC) visit in 1997. The DEC review team found that KISD maintains appropriate and effective student/teacher ratios. The TEA report also recognized the

district's efforts for implementing strong inclusion programs for students with special needs.

The TEA review team noted that the district did not comply with state/federal requirements governing the documentation of services in the IEP related to transition services. Since the TEA review, KISD has modified both the IEP and the Individual Transition Plan (ITP) and now complies with this federal requirement.

Exhibit 2-35
Number and Percent of Special Education Students and Teachers
KISD vs. Peer Districts
1998-2000

District	Special Education Student Enrollment				Special Education Teachers (FTEs)			
	1998-99		1999-00		1998-99		1999-00	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Flour Bluff	708	14.0%	699	13.9%	41.1	12.0%	43.0	13.1%
Kingsville	535	10.7%	644	13.4%	27.8	8.3%	30.6	9.0%
Gregory-Portland	515	11.6%	556	12.5%	16.9	6.2%	17.4	6.2%
Calallen	514	11.1%	539	11.9%	24.2	8.0%	27.0	9.0%
Tuloso-Midway	344	11.2%	339	11.2%	19	8.8%	17.8	8.2%
Alice	640	11.0%	635	11.1%	28	7.1%	29.7	7.5%
Region 2	14,688	13.3%	15,019	13.7%	683	9.2%	727.5	9.7%
State	76,712	12.1%	482,427	12.1%	24,744	9.5%	25,784	9.6%

Source: 1998-2000 TEA, AEIS Reports.

Exhibit 2-35 shows KISD and peer district special education program enrollment information for 1998-99 and 1999-2000. Overall, the number and percentages of students receiving special education services and the number of special education teachers reported in the AEIS reports for KISD are similar to its peer districts. KISD has the lowest percentage of students enrolled in special education (10.7 percent), though KISD serves students with special needs from two additional districts, Kenedy County Wide and Ricardo. **Exhibit 2-36** shows the number of special education

students by ethnicity served in the Laguna Madre Co-Operative. Eighty students are included from the two districts that KISD serves.

Exhibit 2-36
Ethnicity of KISD, Ricardo, and Kenedy County Wide CSD
Students Enrolled Special Education
Number of Students
1999-2000

	Total	African American	Hispanic	Anglo
Special Education - Kenedy - Wide	10	0	9	1
Special Education - Ricardo	70	0	59	11
Special Education - <i>KISD.</i>		46	505	109

Source: TEA, Students with disabilities receiving Special Education Services through Public Law 105-17, FY 1999-2000.

Exhibit 2-37 presents the number of students enrolled in the Laguna Madre Co-Operative by disability. In all three schools, as in the state, the majority of students in special education are in the learning disabled category.

Exhibit 2-37
KISD, Ricardo, and Kenedy County Wide CSD Students Enrolled
Special Education
Number of Students by Disability
1999-2000

Disability	Kingsville	Kenedy-Wide	Ricardo	Total by Disability
Orthopedic Impairment	23	1	5	29
Other Health Impairment	41	1	4	46
Hearing Impairment	1	0	0	1
Visual Impairment	2	0	1	3
Deaf/Blind	0	0	0	0
Mental Retardation	38	1	0	39
Emotionally disturbed	27	0	2	29

Learning Disabled	415	5	42	464
Speech Impairment	102	2	14	118
Medically Fragile	7	0	0	7
Autism	4	0	0	4
Traumatic Brain Injury	0	0	0	0
Total Ages 3 - 21	660	10	70	

Source: TEA, Students with disabilities receiving Special Educational Services through Public Law 105-17, FY 1999-2000.

Exhibit 2-38 presents KISD and peer district special education expenditure figures. Expenditures per student for the peer districts range from more than \$3,000 to \$1,668. KISD ranks fifth in expenditures per student (\$2,242). The director of Special Education said that the district receives approximately \$120,000 annually in revenues from Kenedy County-Wide and Ricardo school districts. The director said that the district does not incur additional payroll costs in furnishing services to these two small districts. Some travel costs for the professional staff assigned to the smaller districts are incurred. The director also said that by using KISD resources, the two districts served have obtained more resources for their contribution dollar than they would if required to hire their own staff/consultants.

Exhibit 2-38
KISD Budgeted Expenditures for Special Education
KISD vs. Peer Districts
1999-2000

District	Number of Students Enrolled	Budgeted Special Education Expenditures	Percent of Budgeted Expenditure	Per Student Expenditure
Calallen	539	\$1,689,141	12.1%	\$3,134
Flour Bluff	699	\$2,108,763	13.0%	\$3,017
Alice	635	\$1,882,980	10.6%	\$2,965
Tuloso-Midway	339	\$915,512	10.0%	\$2,701
Kingsville	644	\$1,443,541	9.4%	\$2,242

Gregory-Portland	556	\$1,030,023	7.7%	\$1,853
Region 2	15,019	\$39,401,151	10.9%	\$2,623
State	482,427	\$1,624,099,643	12.4%	\$3,367

Source: 1999-2000 TEA, AEIS Reports.

FINDING

KISD does not have an effective pre-referral intervention process in place. The director of Special Education, and the associate superintendent for Instruction and Human Resources said that the pre-referral process in KISD is the responsibility of the General Education Department, and that the Department of Special Education should not be involved unless a student qualifies for services. The program's *ABC Guide for Special Education Personnel* states, "Referral to special education is a general education, program responsibility, not yours!...Our responsibility begins only when the referral is received in the special education office..."

The district has developed a pre-referral form but the form is usually not included in a student's folder, and there is little coordination between regular and special education teachers. KISD's pre-referral process does not identify a designated coordinator at each school. Though many teachers and schools provide services for students who are experiencing difficulties, these are not necessarily coordinated or reported using the pre-referral inventory.

If a student receives additional services, like one-to-one instruction, tutoring, or other assistance from the classroom teacher, counselor or another school staff member, and improvement is not observed, a special education referral may be warranted. In KISD, however, because coordination is lacking and strong pre-referral practices are not in place, teachers may duplicate services that have already been provided to the student in previous years (like tutoring), when, in fact, a special education intervention may be appropriate. As a result, students may be identified for special education services too late to receive full benefits of the services.

Teachers said that they do not consistently have access to information regarding the remedial efforts that were provided to students in earlier years, something critical in a pre-referral system where all efforts are documented. One teacher stated, "Kingsville needs a strong pre-referral program. Many referrals to special education could be avoided if there was a program to work with the teacher on pre-referral interventions." Regular classroom teachers need to have access to special education specialists to

make appropriate decisions for students that may be having difficulties. Effective pre-referral practices can minimize the number of referrals to special education.

In addition KISD's pre-referral services are not subject to review or to an accountability or assessment system. Specifically, no answers are apparent to the following questions: Are pre-referral teams used? How often? Are they effective? Do they help ensure student needs are identified and filled early in the child's education?

Several districts in Texas have implemented successful pre-referral systems. In Fort Worth ISD, the Special Education Department has established a series of pre-referral steps for teachers to take before referring a child for special education testing. When a teacher suspects a problem, support staff such as the counselor, psychologist or instructional specialist work with the teacher to develop strategies that meet that particular child's needs. If, after a period of time those strategies appear to have been ineffective, a meeting is held that includes an administrator, the teacher and support staff and the child's parent. Additional strategies are determined as well as a time to review their effectiveness. If this second set of strategies is ineffective, an ARD committee is convened. In 1997-98, before the district implemented its pre-referral intervention practices, over 2,600 referrals to special education were made. After eligibility testing, only 60 percent of those students actually qualified for special education services. In 1998-99, the number of referrals decreased by 35 percent and 70 percent of those referred qualified for services. By 1999-2000 the referrals were 30 percent of what they had been in 1997-98 and 40 percent of those referred qualified. Through coordinated intervention, staff was able to provide assistance to students experiencing difficulties and to better identify students with special needs.

In 1997, Corpus Christi ISD implemented a pre-referral pilot program in eight schools that emphasizes early intervention. The program is showing positive results with both regular and at-risk students.

Mount Pleasant ISD (MPISD) has made significant strides to document and track any student who is experiencing difficulties in the classroom, whether the problem is reading or behavioral problems. MPISD'S process should be examined for possible adaptation in KISD.

MPISD established the Campus Intervention Team (CIT), designed to "...provide strategies for intervention when a need begins to arise for any student." Each CIT is made up of one Maximum Achievement Learning Lab (MALL) teacher, the school counselor, the student's classroom teacher and the principal. Once a teacher fills out a pre-referral form on any students with difficulties, the committee conducts a meeting to discuss

the student's needs. A goal of this process, is to identify, document and implement intervention strategies, always considering the least restrictive alternatives first. According to principals and teachers in MPISD, in 75 to 80 percent of cases, school modifications accomplish needed results with the least restrictive environment for the student.

Recommendation 20:

Establish campus intervention teams at each school to develop and monitor pre-referral practices.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Each school principal designates a Campus Intervention Team coordinator and determines who will serve on the team.	August 2001
2.	The director of Special Education arranges for staff development for all CIT members.	September 2001
3.	Campus principals conduct monthly meetings with the CIT to discuss the effectiveness of the team and to provide continuous feedback.	September 2001
4.	The principal informs parents about CIT procedures.	October 2001
5.	The director of Special Education periodically evaluates the CITs to ensure they are actively involved in pre-referral activities and are making appropriate decisions.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Communication between the Department of Special Education and school-level special education teachers is weak. The Department of Special Education provides an *ABC Guide for Special Education Personnel* and staff development for teachers. The guide identifies the diagnosticians as the direct liaison between the teacher and the special education office. Teachers also are provided an update to federal and state regulations governing special education.

Though information is provided to teachers, they feel there is little coordination and communication. Two teachers said that in the last two years, they have met only once with the director of Special Education. The director of Special Education said that she does not conduct weekly or

monthly meetings with special education teachers. Teachers also said that there is no coordination among schools.

One teacher said, "I'm a teacher in a special education department and at the time of this writing my director has never met me, visited my classroom or helped in any way. I feel the students in her program are not receiving the best they could because her interests lie in other areas." One principal said, "The special education director is seldom in the schools...for about three years, she never entered or visited schools or the self contained units.

Coordinating special education services requires a director to maintain an active role in coordinating many services. Special education involves diagnosticians, counselors, regular teachers, special education teachers, parents and even school bus aides to ensure that all students are properly served. To coordinate programs and personnel successfully, several school districts have developed strong communication devices.

In Flour Bluff ISD, for instance, the director of Special Education meets with special education teachers each month. She meets separately with elementary, middle and high school teachers. In addition, the director said she holds open meetings at every school and invites both regular and special education teachers, counselors, and the school principal to attend. These meetings are usually held for staff to discuss problems and to coordinate services for individual students.

Recommendation 21:

Improve communications and coordination to ensure special education teachers have appropriate support from the Department of Special Education.

The director of Special Education should develop ways to communicate more effectively with special education teachers. These ways can include a monthly or bi-monthly newsletter for special education personnel, monthly meetings with special education teachers, and assigning special education coordinators on each campus to serve as liaisons between the department and the school. This system will allow the director to routinely identify areas of need and to more efficiently coordinate the district's services for special education students.

1.	The director of Special Education studies the feasibility of writing a newsletter for special education personnel.	May 2001
2.	The director of Special Education establishes a special education liaison on every campus.	June 2001

3.	The director of Special Education conducts monthly meetings with campus liaisons.	Ongoing
4.	Campus special education liaisons meet regularly with special education teachers to ensure that needs are being met and pertinent issues discussed.	Ongoing
5.	The director of Special Education conducts bi-monthly meetings with school principals.	Ongoing
6.	The director of Special Education hosts monthly Parent Night, or early morning breakfast with parents to ensure open communication.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The rate at which KISD special education students are exempted from taking the TAAS is significantly higher than those reported by the peer districts, Region 2 and the state (**Exhibit 2-39**.) Based on ARD committee recommendations, special education students may be exempted from taking the TAAS. In KISD, the ARD committee reviews each student's assessment, TAAS history, current working level and grades to decide if a student takes the TAAS or is exempt. A review of the number of students identified by disability in **Exhibit 2-37** shows the number of Kingsville students with severe disabilities is proportionate to its peer districts and the state.

Exhibit 2-39
Special Education ARD TAAS Exemption Rates
KISD and Peer Districts, 1998-2000

District	ARD Exemption Rate 1997-98	ARD Exemption Rate 1998-99	ARD Exemption Rate 1999-00
Kingsville	8.4%	11.5%	13.3%
Flour Bluff	2.4%	7.3%	7.5%
Alice	3.7%	7.0%	5.0%
Calallen	2.1%	4.4%	4.7%
Tuloso-Midway	2.4%	5.3%	4.7%

Gregory-Portland	2.3%	5.0%	4.3%
Region 2	4.2%	7.1%	7.2%
State	5.2%	6.9%	7.1%

Source: TEA 1998-2000 AEIS Reports.

Exhibit 2-40 shows the percentage of students exempted by school as reported in the AEIS reports. The grade 5-6 school, Gillett Intermediate, had an 18.1 percent exemption rate. At Kleberg Elementary, 17.1 percent of special education students were exempted from taking the TAAS, and at McRoberts, 15 percent were exempted. All of the schools had significantly higher exemption rates than the high school. Lamar, Harrel and Harvey do not exempt special education students because the TAAS is not administered in grades PK - 1. Because the district is the provider of all services for the Laguna Madre Special Education Cooperative these numbers include students from Kenedy-Wide and Ricardo school districts. This, however, does not explain the higher rates of exemption in KISD compared to the peer districts and the state.

Exhibit 2-40
Percent of Special Education Students
Exempted from taking the TAAS
By School
1999-2000

School	ARD TAAS Exemption Rate*
Kleberg Elementary	17.1%
McRoberts Elementary	15.0%
Perez Elementary	10.7%
Gillett Intermediate	18.1%
Memorial Middle School	12.6%
Kingsville High School	4.9%

Source: TEA 1999-2000 AEIS Reports.

*Note: Percentages include students form Laguna Madre Cooperative.

Recommendation 22:

Review the district's TAAS exemption procedures to ensure that every possible special education student is included in the state testing system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Special Education obtains a list of all students who have been exempted and determines reasons for exemptions.	June 2001
2.	The director meets with special education teachers and other staff involved in the ARD committee to review exemption practices.	August 2001
3.	The director of Special Education identifies the specific reasons for the high exemption rates in the elementary schools and reports these to ARD committees, teachers and principals.	September 2001

FISCAL IMPACT

This recommendation can be accomplished using existing resources.

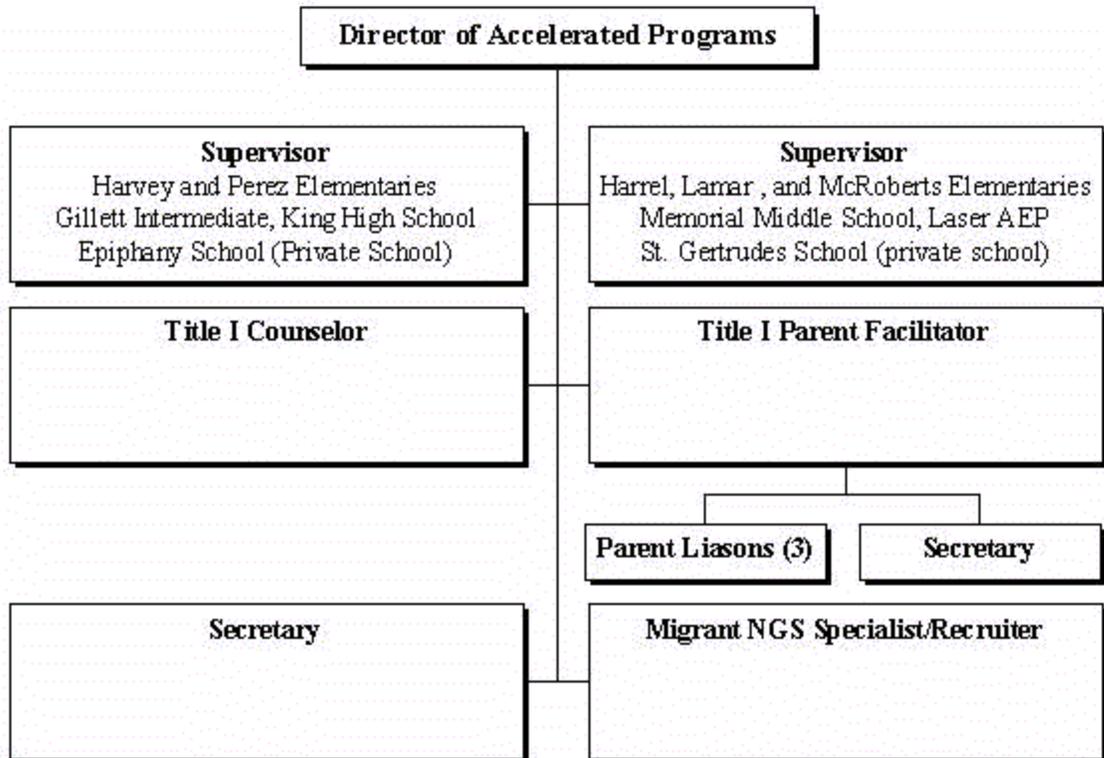
G. BILINGUAL/ESL EDUCATION PROGRAM

Educating students with limited English language proficiency is an important task for Texas public schools. The *Policy Research Report* notes that "Of the 666,961 students added to the Texas public education system between 1987-88 and 1997-98, over 60 percent were students receiving bilingual education/English as a second language services." The *Report* notes that the number of Hispanic students increased by 45 percent in the last decade, more than double the growth rate of the total student population. The State Board of Education's *Long-Range Plan for Public Education 1996-2000* states "...enrollment in the state's bilingual education program is projected to increase by 50 percent over the next five years."

Texas Education Code Chapter 29 requires all school districts with an enrollment of 20 Limited English Proficient (LEP) students in the same grade level to offer a bilingual/ESL (English as a Second Language) or an alternative language program. The law specifies that bilingual education must be provided in pre-kindergarten through the elementary grades and that bilingual education, instruction in ESL or other transitional language instruction approved by TEA is provided in post-elementary grades through grade 8. For students in grades 9 through 12, only instruction in ESL is required. A LEP student is defined as one whose primary language is other than English and whose English language proficiency limits the student's participation in an English-language academic environment.

KISD's Department of Accelerated Instruction is responsible for Bilingual/ESL, Title I, State Compensatory and optional extended-year programs, Title VI programs and Migrant education. The department consists of eleven employees, one director, two supervisors, two secretaries, one Title I counselor, one Title I Parent Facilitator, three parent liaisons, and one migrant education specialist.

**Exhibit 2-41
KISD Department of Accelerated Programs**



1999-2000 KISD Department of Accelerated Programs.

KISD's Office of Accelerated Programs is responsible for delivering bilingual education to LEP students. Bilingual education is provided for grades pre-K through 6, and ESL is provided in grades 7 through 12. As stated in its program description, the bilingual/ESL program's purpose is to 1) identify LEP students, 2) provide bilingual/ESL programs, 3) assure that LEP students are afforded a full opportunity to master the essential knowledge and skills, and 4) assess achievement of students to ensure accountability for LEP students and the schools that serve them. In KISD LEP student progress is measured using four primary assessment instruments: IDEA for grades pre-K-1, and the Woodcock-Muñoz, Terra Nova, and TAAS for grades 2-12.

Exhibit 2-42 presents the per student expenditures for students enrolled in bilingual or ESL education. For the 1999-2000 school year, KISD had the second largest bilingual/ESL enrollment of its peer group. District per-student expenditure for the peer districts ranged from \$16 to \$9,848. KISD's per student expenditure for Bilingual/ESL for the 1999-2000 school year was \$165, the third lowest among its peers, and well below the average per student expenditure for Region 2. This figure represents approximately 0.4 percent of the overall budgeted expenditures, the third

lowest allocation compared to the district's peers. The KISD director of Accelerated Programs said that teacher salaries are not included in the KISD figures.

**Exhibit 2-42
Bilingual/ESL Per Student Expenditure
KISD and Peer Districts, 1999-2000**

District	Students Enrolled in Bil/ESL	Percent of Total Enrollment	Total Budgeted Expenditures	Percent of Budgeted Expenditure	Per Student Expenditure
Kingsville	373	7.7%	\$61,590	0.4%	\$165
Alice	241	4.2%	\$458,020	2.6%	\$1,900
Tuloso-Midway	109	3.6%	\$22,449	0.2%	\$206
Flour Bluff	78	1.6%	\$30,990	0.2%	\$397
Gregory-Portland	60	1.3%	\$590,887	4.4%	\$9,848
Calallen	40	0.9%	\$620	0.0%	\$16
Region 2	5,643	5.2%	\$3,273,003	0.9%	\$580
State	498,222	12.5%	\$517,973,651	3.9%	\$1,040

Source: TEA 1999-2000 AEIS Reports.

FINDING

In all KISD schools Language Proficiency Assessment Committees (LPAC) have authority over the identification, instructional placement and classification of LEP students. The LPAC membership is composed of at least four people, including a school administrator, a bilingual-certified teacher, a teacher involved in teaching English language skills to LEP students and a parent of an LEP student who is not employed by the district. Other professional staff may be included in the LPAC if the principal deems it necessary. LPAC committees are convened for every LEP student and documentation of the proceedings is included in every student folder.

Commendation

KISD uses the LPAC review process to assess student performance and program placement.

FINDING

KISD's Office of Accelerated Programs manages the district's migrant education program. The program primarily serves as a referral service and provides an array of needed services and supplies to migrant students and their families. The program provides clothing, dentistry, optometry and physician services and school supplies. In addition, the program offers students the opportunity to enroll and receive credit for long-distance and correspondence courses offered by the University of Texas.

The Parent Training Center offers workshops, conferences, weekly classes, and English classes for parents and family members. At the district's summer school program, clothing and supplies also are provided for eligible students. Through the *Building Bridges* program, the district provides a home-based instruction program for three-year old children of migrant parents. The migrant program provides after-school tutoring for students in grades 3-12 who need additional help.

At the 2000-01 Texas Annual Migrant Education Conference, two KISD campuses received awards. Gillett Intermediate received an Exceptional Campus Award, and Kleberg Elementary received the Acknowledged Campus Award. Determination of awards is based on the subset of migrant students who were enrolled at the time of the October 1999 Public Education Information Management System (PEIMS) Snapshot and who remained with the district to take the TAAS in Spring 2000. Only 48 campuses statewide received an Exceptional Campus Award.

COMMENDATION

The migrant education program at KISD provides outstanding service to migrant students.

FINDING

KISD's bilingual/ESL services are fragmented and thinly spread out across all KISD schools. KISD provides bilingual education in all primary and elementary schools and in Gillett Intermediate, and ESL at Memorial Middle and King High Schools. **Exhibit 2-43** shows enrollment by school as well as the number of students whose parents opted them out of the program. The director of Accelerated Programs said that the district provides bilingual education primarily to LEP Hispanic students. Most LEP students in KISD are native Spanish speakers, though a handful of students speak Chinese and Russian. According to a KISD Department of

Accelerated Instruction booklet, KISD's bilingual/ESL program's purpose and intent is to:

- Identify limited English proficient (LEP) students;
- Provide Bilingual Education and ESL programs;
- Assure LEP students are afforded a full opportunity to master the Texas Essential Knowledge and Skills (TEKS);
- Assess achievement of students to ensure accountability for LEP students and the schools that serve them.

Exhibit 2-43
Bilingual/ESL Student Enrollment and Teachers by School
KISD 1999-2000

Campus	Number of Students Enrolled in Bilingual/ESL	Number of LEP Students*	Number of Parental Denials	Number of Teachers
Harrel (Grades PK-1)	37	37	0	5
Harvey (Grades PK-1)	52	62	10	6
Lamar (Grades PK-1)	162	165	3	10
Kleberg (Grades 2-4)	41	62	21	7
McRoberts (Grades 2-4)	23	27	4	4
Perez (Grades 2-4)	13	21	8	3
Gillett Intermediate (Grades 5-6)	12	16	4	2
Memorial Junior High (Grades 7-8)	9	10	1	1
King High School (Grades 9-12)	13	13	0	1
Total	362	413	51	39

Source: KISD Department of Accelerated Programs. Enrollment figures as of May 2000.

**LEP student counts as of September 2000.*

For each grade level, LEP students are assigned to a regular classroom, and taught by a teacher certified or endorsed in bilingual/ESL education. In the primary, elementary and intermediate grades, each teacher has an average of four to seven LEP students. In the middle and high schools, a separate ESL class is offered for LEP students.

Elementary school bilingual teachers said students are primarily taught using ESL techniques, focusing more on the acquisition of English, rather than on Spanish instruction. This practice is evident since the AEIS report for KISD shows the district did not administer the TAAS Spanish version to any LEP student. Teachers said they do not have time to devote individual instruction to LEP students, though some classroom aides are provided for LEP students.

Though most teachers only have a small number of LEP students in their classroom, bilingual and ESL teachers in elementary school receive a \$1,000 stipend per year. In 2000-01 the stipend will be extended to the teachers at the middle school and high school. Approximately \$37,000 is allocated for bilingual/ESL teacher stipends. All of the peer districts do not provide stipends for bilingual/ESL teachers. Some provide stipends for the school bilingual or ESL coordinator, but not for every teacher. Some KISD teachers felt it was unfair that bilingual/ESL teachers receive a stipend, even though most of them have only a handful of students in their class.

Some school districts with a relatively low enrollment of LEP students consolidate the bilingual/ESL program by providing services for LEP students at a few selected schools. This approach allows program coordinators and teachers to consolidate district resources and materials, and provide a stronger, more effective bilingual program at the elementary schools. This approach allows students to be assigned to bilingual classrooms, where a greater number of students will benefit from native language instruction and from ESL instructional methods. This approach also allows schools to implement innovative and pilot teaching programs at one school and have these programs benefit a greater number of students.

Recommendation 23:

Consolidate Bilingual/ESL services in selected schools.

Develop a plan to provide bilingual/ESL education at a selected number of schools, instead of providing bilingual/ESL instruction at all campuses. This will consolidate services to a select number of schools. This consolidation will allow the program to focus more attention on the instructional needs of LEP students.

The program should provide both self-contained classrooms for students who still need instruction in their native language and ESL transitional classrooms for students that are able to receive some instruction in English, but still need an ESL program to enhance their English skills. Increasing the LEP student ratio for each bilingual/ESL teacher will enable the district to continue to provide stipends, but reduce the number of teachers provided a stipend. In 2000-01, there are 340 students in grades pre-K - 6, and 37 teachers receiving a stipend.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Accelerated Programs assesses the district's Bilingual/ESL needs with input from teachers, staff, and parents.	June 2001
2.	The director of Accelerated Programs works with staff to develop or modify the Bilingual/ESL program.	August 2001
3.	The superintendent and the director of Accelerated Programs select the schools that will provide a Bilingual/ESL program.	August 2001
4.	The director of Accelerated Programs ensures teachers are trained to implement the new or modified program.	September 2001
5.	The director of Accelerated Programs evaluates the program annually and makes necessary modifications.	January 2002

FISCAL IMPACT

This recommendation would not reduce the member of teachers nor the number of students receiving Bilingual/ESL services. This recommendation would reassign students so that small groups of students (3-5) would not be served in isolation. By improving service delivery efficiency, the district would save a minimum of \$12,000 (12 x \$1,000 per stipend) by reducing the number of teachers receiving stipends.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Consolidate Bilingual/ESL services in selected schools.	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000

H. CAREER AND TECHNOLOGY EDUCATION PROGRAM

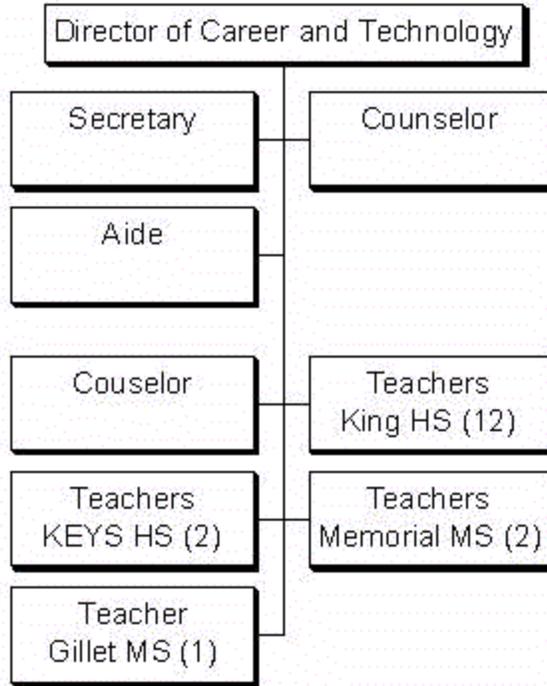
All students, whether they continue their education after high school or not, eventually go into the workplace. Section 29.181 of the Texas Education Code requires school districts to provide a curriculum that affords each student the opportunity to "master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner; and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level."

The Texas Administrative Code (TAC) chapter 74 subchapter A requires school districts to offer career technology education courses selected from three of eight career and technology areas: agricultural science and technology, business, health science technology, home economics, technology/industrial technology, marketing, trade and industrial and career orientation.

KISD's Career and Technology Education (CTE) program is housed primarily at H.M. King High School. CTE courses are also offered at K.E.Y.S. Academy, Gillett Intermediate School and Memorial Middle School. For 2001-01, the department includes, one director and 17 teachers. **Exhibit 2-44** show the organization chart for the career and Technology department.

Exhibit 2-44 Career and Technology

2000-01



Source: 2000-2001. KISD Department of Career and Technology.

Exhibit 2-45 presents KISD, peer district and state CTE enrollment and expenditure information. KISD has the lowest student enrollment and the lowest percentage of students enrolled in the CTE. KISD, however, employs the same number of teachers as Calallen, a district that served more than twice the number of students. Budgeted program expenditures are similar to the peer districts, as is the percentage of budgeted expenditures allocated for the CTE program. The director of Career and Technology said that the number reported to AEIS only represents the fall semester of 1999. District records indicate that 1,350 students were enrolled in Career and Technology courses during 1999-2000. The director said that these numbers will be verified and will be corrected in the next PEIMS data submission.

**Exhibit 2-45
Student Enrollment and
Budgeted Expenditures in School to Career
KISD versus Peer Districts
1999-2000**

District	Number	Student/	Student Enrollment		Budgeted CTE Expenditures	
			Number	Percent	Expenditure	Percent of

	of Teachers*	Teacher Ratio				instructional budget
Alice	20.1	61.9	1,245	21.8%	\$797,937	4.5%
Flour Bluff	16.5	71.4	1,178	23.5%	\$532,921	3.3%
Calallen	12.3	86.3	1,062	23.5%	\$597,032	4.3%
Gregory-Portland	12.8	76.0	973	21.8%	\$565,970	4.2%
Tuloso-Midway	10.5	58.2	611	20.1%	\$447,187	4.9%
Kingsville	13.0	57.8	752	15.6%	\$472,069	3.1%
State	11,445	64.8	741,806	18.6%	\$537,799,816	4.1%

Source: 1999-2000 TEA, AEIS Reports.

* Expressed in Full-Time Equivalents (FTEs).

FINDING

KISD offers a variety of programs that provide opportunities for training, internships and employment. Through a partnership with the United States Naval Air Base, King High School offers the only aircraft maintenance internship program in the country. This aircraft maintenance course was designed by McDonnell Douglas and H.M. King High School staff to include job specific training for entry-level employment in the aircraft industry. The high school has a hanger and an airplane for students to work on. The director of Career and Technology said that the base hires students after completing six-weeks of an on-site internship. Students may also attend a junior college and obtain college credit for some high school courses. KISD's Career Clusters course selections are displayed in **Exhibit 2-46**.

Exhibit 2-46 **KISD School to Career Program Offerings by Career Clusters** **1998-99**

Agricultural Science and Technology Cluster
Course Offerings Introduction to World Agricultural Science and Technology Wildlife and Recreational Management Applied Agricultural Science and Technology

<p>Animal Science Exploring Aquaculture Energy and Environmental Technology Agribusiness Management and Marketing Food Technology Equine Science</p>
Law Enforcement
<p>Course Offerings Technical Introduction to Criminal Justice Emergency Communication</p>
Trade and Industrial Education
<p>Course Offerings Transportation Automotive Technician Aircraft Mechanics Automotive Collision Repair and Refinishing Technology</p>
Marketing Education
<p>Course Offerings Retailing Marketing Entrepreneurship Fashion Marketing Travel and Tourism International Marketing</p>
Health and Science Technology
<p>Course Offerings Health Care Science Technology Health Science Technology Scientific Research and Design Anatomy Physiology of Human Systems Medical Microbiology Medical Terminology</p>
Industrial Technology
<p>Course Offerings Technology Systems Construction Systems Engineering Graphics Architectural Graphics (CAD)</p>
Home Economics

<p>Course Offerings Personal and Family Development Interior Design Nutrition and Food Service Preparation for Parenting Individual and Family Life</p>
<p>Business/Office Education</p>
<p>Course Offerings Accounting Business Law Business Computer Information Systems Word Processing Applications Business Computer Programming Banking and Financial Systems</p>

Source: KISD 1999-2000 Department of Career and Technology.

King High School offers a Health Science Technology program that provides instruction leading to careers in the medical and health professions. Through a partnership with Kingsville area medical establishments, students enrolled in the Health Science Technology courses obtain training and job experience in all health professions. Students spend 10 hours per week on site on a rotation basis.

Through the Tech Prep program, KISD students can receive college credit at Bee County or Del Mar College for courses taken at King and K.E.Y.S. high schools. Program areas include: business/office education, criminal justice technology, drafting technology, childcare guidance, law enforcement and automotive technology.

Sponsored by the Kingsville Chamber of Commerce and KISD, the *Texas Scholars* program recognizes high school graduates who have completed a specific curriculum that provides a high level of skills and preparation for the job market and advanced education opportunities. Students are recognized in award ceremonies, in the local newspaper and in a special directory for area employers

KISD received a grant from the Coastal Bend School-To-Career Partnership. For 1999-2000, KISD received \$93,604. Of this amount, \$60,000 was awarded for the Career and Technology program, \$11,840 for the K.E.Y.S. Academy and \$21,764 for the LASER School. In 1998-99 KISD received \$43,746 from the School-To-Career Partnership.

COMMENDATION

KISD's career and technology program offers a variety of training, internship and employment opportunities for KISD students.

FINDING

The career guidance centers at King High School and at the K.E.Y.S. Academy are resource centers where students can get information on colleges, careers, financial aid and scholarships and the military. The King High School center has a computer lab with 10 computers. The goal is to "build up to 20 computers so that teachers can bring their entire class and there will be a computer available for each student." **Exhibit 2-47** displays the services provided by the guidance center. The K.E.Y.S. Academy also has a guidance center that has eight computers and provides similar services.

While at the computer lab, students can work on lessons such as career planning portfolios, interest inventories, career searches and college searches. Students are able to take ACT and SAT practice tests to help them prepare for these tests.

**Exhibit 2-47
KISD Career Guidance Center
Services Offered
1999-2000**

Computerized college scholarship and financial aid information Computerized career inventories and career searches Practice exams for ACT and SAT Self-scoring interest inventories Career days Guest speakers Rotary Club Career Day College Fair College catalogs College recruiters College entrance exam packets Military recruiters Career reference information Texas Scholars Information Portfolios for career planning Career and Technology Handbook Lending library; career information, college and technical school previews, videos Field trips are also arranged to the Texas State Technical College, Coastal Bend College, and NAS Kingsville

Source: KISD 1999-2000 Department of Career and Technology.

COMMENDATION

KISD's Career Guidance Centers at H.M. King High School and K.E.Y.S. Academy provide extensive information to students about colleges, career interests inventories, scholarships, financial aid, preparation for college and the military.

FINDING

The director of Career and Technology said the CTE program's greatest area of weakness is the availability of courses that prepare students for 21st Century employment. Specifically, courses involving Internet applications, like Web design and Web commerce, telecommunications and multimedia are not easily available in the CTE program. The district added an advanced business course-Business Image Management and Multimedia-during the fall 2000 semester, and two courses are scheduled for spring 2001. In addition to these courses, a Cisco networking technology course will be added in spring 2001 through concurrent enrollment in Coastal Bend College. The Cisco course allows students to become Cisco Certified Network Associates. With this certification, students obtain the knowledge and skills to install and maintain Cisco related networking equipment in a Local Area Network or Wide Area Network environment.

Overall, private sector salaries are higher than those offered for a teaching position. Teachers who have highly sought-after skills are difficult to keep. The director of Career and Technology said that the program had employed a Microsoft Certified System Engineer (MCSE), but this person left for the private sector. KISD experiences problems competing with the private sector for qualified employees in this area.

While it is difficult to attract qualified teachers with high technology experience, some school districts across Texas are modifying their career and technology programs to include opportunities for students to gain training and opportunities for employment in high technology.

Recommendation 24:

Develop a plan to establish a stronger technology program.

District administrators should work together to establish technology-related Career and Technology offerings including such things as additional system networking, Internet applications and programming, Web design and multimedia computer applications.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Career and Technology reviews all CAT course offerings and identifies areas that should be strengthened.	June 2001
2.	The director of Career and Technology studies other career and technology programs in Texas schools that provide courses and career opportunities in the areas of need.	June - September 2001
3.	The director of Career and Technology develops a list of potential means of community involvement from area businesses and universities.	October 2001
4.	The director of Career and Technology recommends modifications to course offerings and develops a plan to include new courses.	November 2001
5.	The director of Career and Technology and the director of Finance determine the impact of recommendations on district resources.	January 2002
6.	The director of Career and Technology presents recommendation to superintendent and to school board for review and approval.	February 2002
7.	The director of Career and Technology implements plan.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

I. HEALTH AND WELLNESS SERVICES

KISD's department of Health and Wellness Services provides a variety of health related services to KISD students. The district employs two registered nurses (RN), eight licensed vocational nurses (LVN) and one secretary. One of the RNs is a floating position. The other nine nurses are assigned to schools.

Exhibit 2-48
School Enrollment Nurse Allocation
1999-2000

Campus	Grade Levels	1999-2000 Enrollment	Number of Nurses
Kingsville High School	9 - 12	1,341	1
K.E.Y.S. Academy	9 - 12	105	0
Night School	9 - 12	39	0
Memorial Middle School	7 - 8	659	1
Gillett Intermediate	5 - 6	641	1
LASER Expulsion/Suspension	5 - 12	47	0
Kleberg Elementary	2 - 4	356	1
McRoberts Elementary	2 - 4	300	1
Perez Elementary	2 - 4	379	1
Harrel Elementary	EE - 1	217	1
Harvey Elementary	EE - 1	278	1
Lamar Elementary	EE - 1	454	1
<i>District Registered Nurse (Floating plus administrative position)</i>			2
Total		4,819*	11

Source: TEA Accountability Reports 1999-2000; KISD Health and Wellness Services Department.

** This total includes 3 homebound students not listed.*

The delivery of quality school nursing services is affected by the nurse/student ratio. It is the position of the National Association of School

Nurses that the maximum ratio of nurse to students should be no more than 750 students in the general school population. With two RNs and eight LVNs, the nurse to student ratio in KISD is 1: 535. **Exhibit 2-48** shows that for King High School, Memorial Middle School and Gillett Intermediate, the nurse to student ratio is significantly higher than it is for the elementary schools.

FINDING

The Health and Wellness Services in KISD provides a comprehensive program to all KISD students. **Exhibit 2-49** shows the type of services provided to students and the number of students, parent or staff that were served or contacted. In addition to these services, the Charge Nurse prepares monthly and yearly statistical reports and teaches a human sexuality class to grade seven students.

Exhibit 2-49
School Health Services Provided
1999-2000

Type of Service	Number of Contacts made
Physical Assessment	14,419
Health Counseling	8,913
Minor Illness	10,394
Emergency	129
Medical Administration	25,287
Staff Clinic Visits	1,095
Student Clinic Visits	48,049
Special Education Referrals	311
Vision Testing	2,801
Hearing Testing	2,735
Vision Referrals	203
Hearing Referrals	16
Parent Contacts	5,095
Teacher/Principals Conferences	1,891
Conferences with MD-THD	194

Scalp and Skin	2,900
Home Visits	226
Nurse's Meetings	78
Scoliosis Screenings	683
Referrals to Child Protective Services	27

Source: KISD, Health and Wellness Services, School Nursing Summary Tally Sheet, 1999-2000.

In 1999, the KISD coordinated services with the Texas Department of Health (TDH) and implemented an immunization project for KISD schools. The immunization project lasted from August 1999 to March 2000 and served 2,624 students with a total of 3,169 immunization doses administered.

The statewide children's insurance program, TexCare Partnership, provides health insurance for Texas uninsured children. KISD nurses provide information about the program and distribute application forms to all students. The Head Nurse and the LVNs actively seek to enroll students by sending update letters to the parents of students who qualify for this insurance program.

The head nurse conducts monthly meetings with all school nurses. These meetings allow nurses to share concerns and to improve coordination among all district schools. Health and Wellness-related calendars are provided for all district staff and students and the Health and Wellness Services Department has arranged with a licensed physician to volunteer as a medical advisor.

TSPR's survey results show that 70 percent of parents said that students have access, when needed to a school nurse. Only sixteen percent said that students did not have access to a school nurse when needed.

In addition to providing health services for KISD students, the Health and Wellness Services Department organizes fitness events for KISD staff. The goal of this program, *Sports/Stress Relievers* is to encourage district staff to become more physically fit and to improve working relations and school morale.

The Texas Department of Health provides recognition and financial support to schools districts that are striving to improve the long-term health practices of Texas children. In spring 2000, the Texas Department of Health awarded KISD's school health program, "*Sports/Stress Relievers*

from Health and Wellness Services," the annual Awards for Excellence in Texas School Health. A cash prize of \$1,000 was included with the award.

COMMENDATION

KISD does an outstanding job providing health services to KISD students and staff.

Chapter 3

PERSONNEL MANAGEMENT

This chapter examines Kingsville Independent School District (KISD) personnel management functions in five sections:

- A. Organization and Management
- B. Recruiting and Staffing
- C. Employment and Retention of Personnel
- D. Salaries and Employee Compensation
- E. Training and Staff Development

Personnel management is a critical function of a school district. Successful management of personnel includes effective and efficient recruiting, hiring, classification and compensation, benefit administration, training and development and performance evaluation. Compliance with equal employment opportunity statutes and other applicable federal and state laws, and establishing fair and workable policies, procedures and training are essential if a school district is to recruit and retain the highest quality staff.

A. ORGANIZATION AND MANAGEMENT

Responsibilities for managing personnel within KISD involve different departments, depending on the function, throughout the district. **Exhibit 3-1** describes the management functions and responsibilities by department in KISD.

Exhibit 3-1
KISD Human Resources Responsibilities by Department
2000-01

Responsibility	Department
Recruiting staff	Personnel
Hiring staff	Personnel, board, superintendent, all departments
Background checks	Personnel (criminal history), each department performs its own employment reference checks
Verification of TB test	Personnel
Teacher Certification verification	Personnel
Salary determinations	Personnel, superintendent, board, supervisors
Employee contracts	Personnel, board, superintendent
Salary adjustment calculations	Personnel, superintendent, supervisors
Compensation and classification	Personnel, superintendent, assistant superintendents
Records maintenance and retrieval	Personnel
Attendance monitoring (employees)	All departments, Personnel
Benefits administration	Finance, Personnel
Employee safety	Coordinator of Educational Services
Payroll management	Finance, Personnel
Employee grievances and complaints (In order of appeal)	<ol style="list-style-type: none"> 1. Supervisor 2. Superintendent or assistant superintendent for Instruction and Human Resources or director of Personnel 3. Board

New teacher orientation	Instructional Services, School Based Programs, assistant superintendent for Instruction and Human Resources, Personnel, assistant superintendent for Support Services, Finance
Substitute orientation	Personnel
Transportation staff orientation	Transportation
Training/staff development	Instructional Services, Special Education, Career/Technology, School Based Programs
Termination	All departments, Personnel, board, superintendent, assistant superintendents
Planning for staffing levels	Superintendent, assistant superintendent for Instruction and Human Resources, Personnel, principals

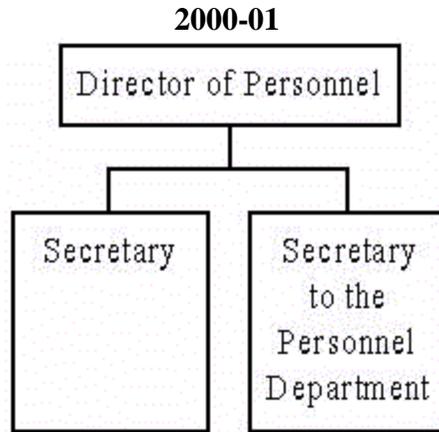
Source: KISD Personnel Department.

KISD's Personnel Department is responsible for carrying out personnel management policies and procedures for the recruitment, employment, salary administration and retention of the 762 district employees. The assistant superintendent oversees responsibilities for personnel for Instruction and Human Resources. The Personnel Department has a director and two administrative staff who are responsible for recruitment, hiring, workforce planning, employee records and contracts. In addition to hiring staff, the Personnel Department is also responsible for processing personnel actions including changes in certification, terminations, classification, resignations and transfers.

The Instructional Services Department shares professional training responsibilities with the department directors of Accelerated Programs, Special Education and Career and Technology. The Finance Department, managed by the assistant superintendent for Support Services, is responsible for employee benefits administration.

The organizational structure of the Personnel Department is shown in **Exhibit 3-2**.

**Exhibit 3-2
Personnel Department Organization**



Source: KISD Personnel Department.

Exhibit 3-3 summarizes KISD's 1999-2000 budget and shows that 76 percent of the district's budget is devoted to payroll costs.

**Exhibit 3-3
KISD Budgeted District Expenditures by Category
1999-2000**

Expenditure Category	Budgeted Amount	Percent of Total
Payroll Costs	\$25,644,015	76%
Contracted Services	\$2,335,682	7%
Supplies & Materials	\$2,102,655	6%
Capital Expenses	\$541,332	2%
Debt Service	\$986,485	3%
Other Expenses	\$2,122,133	6%
Total	\$33,732,302	100%

Source: KISD Finance Department.

The Personnel Department's operating budget for 2000-01 is \$116,547, of which \$95,471 or nearly 82 percent is budgeted for salaries within the department (**Exhibit 3-4**).

**Exhibit 3-4
Budget for KISD Personnel Department
1998-99 through 2000-01**

Expenditure Categories	1998-99	1999-2000	2000-01
Salaries	\$100,619	\$92,490	\$95,471
Contracted Services	\$480	\$804	\$900
Supplies & Materials	\$5,028	\$3,849	\$6,176
Other Operating Expenses	\$11,763	\$16,573	\$14,000
Capital Outlay	\$1,900	\$1,350	0
Total	\$119,790	\$115,066	\$116,547

Source: KISD Personnel Department.

Exhibit 3-5 shows the total number of full time equivalent (FTE) positions at KISD.

Exhibit 3-5
Number of FTE Employees and Students at KISD
1996-97 through 1999-2000

Staff	1996-97		1997-98		1998-99		1999-2000	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>Teachers</i>	361.0	47.7%	365.1	48.1%	334.9	46.0%	339.0	47.4%
<i>Professional Support</i>	53.5	7.1%	55.7	7.3%	49.9	6.9%	50.3	7.0%
<i>Campus Administrators</i>	20.0	2.6%	21.0	2.8%	16.3	2.2%	19.3	2.7%
<i>Central Administration</i>	8.9	1.2%	8.0	1.1%	7.8	1.1%	7.0	1.0%
Professional Staff	443.4	58.5%	449.8	59.3%	409.0	56.2%	415.6	58.1%
Educational Aides	100.3	13.2%	106.5	14.0%	101.1	13.9%	105.8	14.8%
Auxiliary Staff	213.9	28.2%	202.8	26.7%	217.4	29.9%	193.7	27.1%
Total Staff	757.6	100%	759.0	100%	727.5	100%	715.1	100%
Student Enrollment	5,136	100%	5,057	100%	4,996	100%	4,819	100%

Source: TEA, AEIS 1997 through 2000.
 * KISD Personnel Department.

Exhibit 3-6 shows the ethnicity of students, teachers, and the total staff for KISD, 2000-01.

**Exhibit 3-6
 Ethnicity of KISD Students, Teachers and Total Staff
 2000-01**

Ethnicity	Students		Teachers		Total Staff	
	Number	Percent	Number	Percent	Number	Percent
African American	224	4.7%	6	1.8%	13	1.7%
Hispanic	3,696	77.8%	224	65.7%	592	77.7%
Anglo	784	16.5%	111	32.5%	157	20.60%
Asian/Pacific Islander	38	.8%	0	0%	0	0%
Native American	11	.2%	0	0%	0	0%
Totals	4,753	100%	341	100%	762	100%

Source: KISD Personnel Department, October 1, 2000.

Exhibit 3-7 displays the ratio of Personnel staff to total district employees for 1997 through 2000. The staffing level of KISD's Personnel Department compared to overall staff is one employee to 238 staff. The general standard in industry calls for one human resources staff member for every 200-300 employees. The district's personnel staffing is within this standard.

**Exhibit 3-7
 Ratio of KISD Personnel Department Employees to Total Staff
 1996-97 through 1999-2000**

	1996-97	1997-98	1998-99	1999-2000
Number of Students Enrolled	5,136	5,057	4,996	4,819
Number of Total FTEs	757.6	759.0	727.4	715.1
Ratio of Students to FTEs	6.8:1	6.9:1	6.9:1	6.7:1

Number of FTEs in Personnel Department *	3	3	3	3
Ratio of Personnel Department employees to total staff	1:252	1:253	1:242	1:238

Source: TEA, AEIS 1997 through 2000.

**KISD Personnel Department.*

The director of Personnel has been with the district for a total of 15 years in several capacities. He has been director of the Personnel Department for less than two years. The two secretaries in the department function as administrative assistants to the director and have assigned responsibilities. Staff is cross-trained to perform other functions and help each other during absences or vacancies.

FINDING

The Personnel Department does not have a procedure manual with sufficient detail to guide staff on personnel operations. While the district's policy book and the employee handbook provide general information regarding personnel functions, they do not provide the level of detail needed to understand the process and procedures to be followed for personnel operations. There are no written standard operating procedures for personnel activities, such as recruiting, posting of vacant positions, reassignment and transfer of staff, and quality control processes such as maintaining personnel files other than those included in the district policy book and the employee handbook.

Recruiting policy and procedures are not mentioned in the employee handbook. There are no written procedures for effective interviewing steps, legal aspects of interviewing, travel arrangements, notification of a vacancy policy, use of a personnel requisition form, internal and external posting policy, use of electronic resources such as Texas Education Network UNITE, the Texas Association of School Business Officials (TASBO) Job Central, the Texas Association of School Administrators (TASA) Job Bulletin, Project Connect, how to conduct reference checks, recruiting calendar and examples of good interview questions.

The employee handbook states that announcements of job vacancies by position and location are distributed on a regular basis and posted at the administration building. There are no guidelines however, for posting procedures, how distribution will be accomplished, a flow chart of the posting process, or forms used for posting. The district also posts position vacancies and employment applications on the district's Web site.

The reassignment and transfer policy is stated in the employee handbook, but there are no written guidelines for when transfers can be requested, who is eligible and what information needs to be included in the transfer request.

Personnel files are kept for all employees and the access policy for personnel records is stated in the employee handbook. However, the Personnel Department does not have written procedures for records management including file security, filing equipment, file contents and filing procedures.

United ISD, for example, has developed and implemented procedures for all personnel functions and has placed these procedures in a comprehensive manual. The manual describes in detail services performed by the department, timeline for processing personnel transactions, procedures for hiring, records management requirements for personnel files, requirements for teacher certification, benefits and leave plans for employees, training programs for substitutes, guidelines for staffing and schedules for salaries.

Ft. Bend ISD has a comprehensive human resources procedures handbook that includes step-by-step instructions for each human resources procedure, including recruitment, application procedures, posting of positions, procedures after application deadline on posted positions, job offers, transfers and reassignments, job allocations, resignations, progressive discipline, leave, contract calendars, stipends, salary schedule, appraisal information, payroll, computer screens, records retention, substitutes and personnel policy.

Spring ISD has a personnel procedures handbook and a handbook for interviewing, hiring and assigning staff.

Recommendation 25:

Develop a personnel procedures manual.

The Personnel Department should have a procedures manual that includes step-by-step descriptions of each process and procedure used to deliver services, including applications, posting of positions, recruitment, adding or reassigning staff, evaluations, transfers, payroll and records retention. Copies of all forms as well as examples of computer screens used in the process should be included in the manual. The manual should be updated on a regular schedule, and the director of Personnel should review the procedures with staff so that improvements are made as part of the overall quality control system within the department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Instruction and Human Resources and the director of Personnel to develop comprehensive procedures for Personnel consistent with board policy.	April 2001
2.	The assistant superintendent for Instruction and Human Resources and the director of Personnel coordinate with department heads to document procedures.	May - July 2001
3.	The superintendent approves procedures.	August 2001
4.	The director of Personnel disseminates the procedures in manual form to Personnel staff and department heads.	September 2001
5.	The assistant superintendent for Instruction and Human Resources and the director of Personnel update procedures as needed.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD does not have a scheduled review and update policy for employee job descriptions or scheduled position audits to determine if job descriptions match job duties. In a selected review of district job descriptions, several job descriptions were missing revision dates, while others have information on reporting assignments crossed out and corrections were handwritten, with no indication of the date or source of the change. While the director of Personnel and his staff review job descriptions and make revisions as deemed necessary, there is no standard established that requires review of descriptions on a regular basis. Job descriptions are kept in a notebook categorized in sections including administrative/professional, clerical/technical and manual trades.

Job descriptions do not always match job responsibilities. For example, the job description for the assistant superintendent for Instruction and Human Resources does not include supervision of the director of Personnel, nor did this job description contain a revision date for other changes handwritten on the job description.

Comprehensive job descriptions for school districts include the following information:

- Job title;
- Role and purpose;
- Qualifications;
- Major responsibilities;
- Essential job functions;
- Equipment used on the job;
- Working conditions;
- Mental and physical demands;
- Environmental factors; and
- Dated approval.

Recommendation 26:

Update all job descriptions and establish a schedule for routine update.

An alphabetical master list of jobs should be created. The job description form should be revised to assure that job descriptions are comprehensive and accurate.

Personnel should distribute job descriptions to user divisions for scheduled update. Because many district job descriptions need updating, Personnel should begin by having all employees and their supervisors review their job descriptions for accuracy and completeness.

All department directors should be instructed to revise current job descriptions or complete a new job description when there is a change of duties or work assignments. Confirmation interviews need to be conducted with all KISD employees to ensure accurate portrayal of data.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources and the director of Personnel revise the job description format to include all required elements and create a master index of jobs.	June - July 2001
2.	The superintendent approves the format and directs the assistant superintendent for Instruction and Human Resources to distribute job descriptions to user divisions for update.	August 2001
3.	Each employee reviews and proposes revisions to the job description as appropriate, in concert with his or her immediate supervisor.	August - September 2001
4.	The assistant superintendent for Instruction and Human Resources meets with supervisors as needed for clarification	October - January 2002

	or issue resolution.	
5.	The superintendent reviews key documents with appropriate staff members and approves the revised package of job descriptions.	February 2002
6.	The director of Personnel disseminates approved job descriptions to all employees.	March 2002
7.	The director of Personnel and staff update job descriptions annually and conduct position audits every three years.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

B. RECRUITING AND STAFFING

Workforce planning for KISD is critical to the success of the district and its students. The ability to recruit and hire qualified staff is a constant challenge. The district has over 760 full-time and part-time employees and a payroll of \$25.6 million. KISD's Personnel Department is responsible for recruitment of all vacancies throughout the district.

According to the Texas Education Code, all teachers and principals must be employed under a probationary contract, a continuing contract or a term contract. All new full-time, professional district staff employed in positions requiring certification receive probationary contracts of one to three years. The probationary period is one year for those who have been employed in public schools for at least five of the eight years preceding employment with the district. For those with less experience, the probationary period is two years, with an optional third year if the district is uncertain whether a term or continuing contract should be given. Once the probationary period has been successfully completed, teachers and other professional staff are then placed on continuing contracts.

Staff employed under continuing contracts can continue in their positions until they resign or retire; are released from employment at the end of the school year as part of a necessary reduction in personnel; are discharged for "good cause;" are discharged for a reason stated in the teacher's contract; or are returned to probationary status. "Good cause" means that the professional staff person has failed to meet accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in Texas.

Exhibit 3-8 shows the number of teachers in KISD since 1996-1997.

Exhibit 3-8
KISD Teacher Staffing
1996-97 through 2000-01

Years	Teachers	# Increase from Previous Year	Percent Change
1996-97	361.0	n/a	n/a
1997-98	365.1	4.1	1.1%
1998-99	334.9	-30.2	-8.3%
1999-2000	339.0	4.1	1.2%
2000-01*	341.0	2.0	.6%

Source: TEA, AEIS 1997 through 2000.

** KISD Personnel Department as of October 2000.*

The assistant superintendent for Instruction and Human Resources and the director of Personnel are responsible for recruiting. For 2000-01, there were 82 vacancies. Eight positions were eliminated due to decreases in student populations and the district was able to fill the remaining positions with the exception of two special education instructors.

FINDING

The district offers access to employment applications on its Web site, and provides an electronic link to the Education Service Center's Region 2 Job Bank. Job seekers can download applications for administrative, teacher, and other positions from the Kingsville Web site. The Web page for Personnel also lists telephone and fax numbers for the department, and other contact information. Additionally, criminal history records release forms are also included on the Web page.

COMMENDATION

KISD uses its Web site to expand access to employment applications and job postings.

FINDING

The district does not have a recruiting plan and does not track the number of applicants interviewed, the number of applications received and the total number hired for each recruitment effort. The district collaborates with Texas A&M University-Kingsville to assist in recruiting efforts, including participation in job fairs, meeting with Texas A&M University-Kingsville staff and working closely with the university's placement center to recruit quality personnel. However, the district does not monitor how many applications they receive and the number of staff hired as a result of the university's assistance. Without a recruiting plan, the district is unable to define its goals for recruiting and develop strategies to meet those goals.

On the surveys conducted by TSPR (**Exhibit 3-9**), over 38 percent of district administrators and support staff, 56 percent of teachers and 75 percent of principals surveyed stated they did not believe the district has an effective employee recruitment program.

Exhibit 3-9
KISD Staff Responses to Survey Questions
February 2000

"The district has an effective employee recruitment program."	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
District Administrators & Support Staff	6.1%	4.1%	28.6%	22.4%	28.6%	10.2%
Teachers	1.5%	.8%	15.4%	26.2%	40.0%	16.2%

Source: TSPR survey data.

Employees indicated in focus groups and in responses to TSPR surveys that they are not informed about recruiting efforts and are not involved in achieving qualified recruits for vacancies. Without a published recruitment plan and goals, district employees are not aware of the needs of the district or of the efforts made to attract qualified applicants.

Other school districts in Texas have initiated several innovative approaches to recruiting, including targeted recruiting in critical teaching fields, allowing pre-hire authority for director level staff and installing a toll-free number to provide no-expense-to-applicant service. Some examples of best practices on recruiting goals and strategies found in other school districts are shown in **Exhibit 3-10**.

Exhibit 3-10
Examples of Successful Recruiting Goals and Strategies

District	Goal	Strategies
Bastrop Midland Comal	Select universities that have adequate candidates who meet the needs of the district.	Focused on the following recruitment areas: Total available candidates/minority candidates; Available candidates in critical teaching fields; Success of employees hired from that campus; and Conducted job fair booth activities the past two years.
Fort Bend	Provide additional certified staff.	Board of Trustees approved participation in Regional Service Center Alternative Certification Program and Mexico Bilingual/Spanish Program.

Killeen	Allow current certified employees to add a critical area-teaching field to their certificate.	Approved financial support to aid current professional teaching staff for training and test fees for the addition of critical teaching fields.
Fort Bend	Allow directors to make university on-site job offers.	Board of Trustees approved pre-hire authority for the director of Personnel.
Austin	Allow school administrators to see a large number of candidates.	Conducted a spring teacher job fair for teacher applicants to meet one-on-one with school administrators.
Fort Bend	Increase the applicant pool at a time of year when vacancies are anticipated.	Conducted a January and July classified job fair in the areas of anticipated need.
Austin	Broaden the geographic area of job opening knowledge.	Posted job openings on the district job line and on the Internet.
Fort Bend	Provide applicants outside of the local area with direct access to district staff.	Initiated a toll-free number to provide a no-expense-to-applicant service.

Source: Bastrop, Midland, Comal, Fort Bend, Killeen and Austin ISDs.

Recommendation 27:

Develop a recruiting plan that includes goals and strategies for staff recruitment and track the outcomes.

KISD should establish a process to track its recruiting efforts and outcomes. For example, the district could maintain a database that lists the recruitment effort source, number of applicants received as a result of the recruitment effort, and the number of employees hired as a result of these contacts. This would allow the district to focus its recruiting efforts on the areas that produce the greatest number of new employees and discontinue recruiting efforts that are not successful.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, assistant superintendents and the director of Personnel define recruiting goals and recommended strategies for the district based upon anticipated hiring needs.	April 2001
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2.	The director of Personnel and his staff write the recruitment plan based on recruiting goals and strategies and share with department directors and supervisors for review.	May - July 2001
3.	The director of Personnel incorporates changes and forwards the plan to the superintendent to present to the board for approval.	August 2001
4.	The assistant superintendent for Instruction and Human Resources and the director of Personnel implement the plan.	September 2001
5.	The Director of Personnel tracks the results of recruiting efforts and outcomes.	Ongoing

FISCAL IMPACT

This plan can be implemented with existing resources.

FINDING

New teachers said in focus groups conducted by TSPR that they do not know if they will receive a job offer from KISD until a few weeks or even a few days before the school year begins. The district competes with several other small school districts in the area for the most qualified candidates, and may lose candidates to other districts who can guarantee employment before KISD.

The director of Personnel first screens applicants for certification who are then referred to campus administrators. The district's hiring policy allows principals to interview and select candidates that have been screened by Personnel and part of an advance hire pool established during the prime recruiting period in early spring.

Other school districts, such as Spring ISD, start their hiring process in early spring and complete their employment contracts and new teacher hires by July 15, before the start of the school year. The board approves the salary and benefit schedule in the spring as apposed to waiting until the end of the fiscal year. The district determines the number of teachers needed in advance of the school year by conducting demographic studies and by assessing how many current teachers will not be returning for the next year; this reduces the risk of potential over-hiring.

One of the reasons for KISD's delayed hiring process is the lack of final salary and benefit information required for processing teacher contracts.

Many school districts plan their salary and benefit structure in advance to eliminate potential delays in their hiring processes, and then make offers contingent upon budget approval by the board.

Recommendation 28:

Develop hiring and budgeting procedures so that qualified teachers can be given contracts with sufficient lead-time before the new semester.

KISD can resolve this problem by preparing salary schedules in advance of the spring and early summer recruitment effort. Finalizing benefit packages at least two months in advance of the fall semester provides sufficient time for inclusion of benefit information in contracts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, assistant superintendents and the director of Personnel propose salary and benefits for new teachers and prepare a board action item.	April 2001
2.	The director of Personnel and his staff work with legal counsel on contract language, including salary and benefits, and share this information with department directors and principals.	May 2001
3.	The superintendent presents the proposed salary schedule to the board for approval.	June 2001
4.	The director of Personnel provide contracts to prospective employees in a timely manner.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

C. EMPLOYMENT AND RETENTION OF PERSONNEL

KISD has a total of 762 staff in 2000-01. A comparison of part-time and full-time staffing from 1997-98 through 2000-01 is shown in **Exhibit 3-11**.

Exhibit 3-11
KISD Employees by Classification Compared to Total Staff
1997-98 through 2000-01

Classification	1997-98		1998-99		1999-2000		2000-2001	
	Number	Percent of Total Staff	Number	Percent of Total Staff	Number	Percent of Total Staff	Number	Percent of Total Staff
Teachers/Librarians	383	48.1%	363	46.9%	352	45.7%	341	44.8%
Professional Others	9	1.1%	6	0.8%	5	0.6%	7	0.9%
Instructional Facilitators & Diagnosticians	11	1.4%	11	1.4%	11	1.4%	11	1.4%
Directors, Supervisors, Coordinators	13	1.6%	13	1.7%	14	1.8%	14	1.8%
Principals	11	1.4%	11	1.4%	11	1.4%	11	1.4%
Assistant Principals	7	0.9%	7	0.9%	7	0.9%	7	0.9%
Counselors	17	2.1%	17	2.2%	20	2.6%	20	2.6%
Assistant Superintendents	1	0.1%	1	0.1%	1	0.1%	2	0.3%
Superintendent	1	0.1%	1	0.1%	1	0.1%	1	0.1%
Nurses/RNs	2	0.3%	2	0.3%	2	0.3%	1	0.1%
Nurses/LVNs	6	0.8%	8	1.0%	8	1.0%	9	1.2%
Records Manager	1	0.1%	1	0.1%	1	0.1%	1	0.1%
Aides and Secretaries	176	22.1%	185	23.9%	182	23.6%	189	24.8%
Maintenance	26	3.3%	28	3.6%	32	4.2%	26	3.4%
Custodial Staff	52	6.5%	44	5.7%	47	6.1%	45	5.9%
Security Guards	3	0.4%	3	0.4%	3	0.4%	3	0.4%

Cafeteria Managers and Staff	63	7.9%	60	7.8%	59	7.7%	60	7.9%
Bus Drivers	15	1.9%	13	1.7%	15	1.9%	14	1.8%
Total Part-time and Full-time Staff	797	100.0%	774	100.0%	771	100.0%	762	100.0%
Decrease in Staff from Previous Year	-	-	23	-	3	-	9	-
Total Students	5,057		4,996		4,819		4,753	
Decrease in Students from Previous Year	-	-	61	-	177	-	66	-

Source: KISD Personnel Department, October 2000.

KISD has experienced a declining student enrollment for the past four years, from 5,057 in 1997-98 to its present enrollment of 4,753, a net decline of 304 students.

FINDING

Despite declining enrollment, KISD has not reduced positions in equal proportions. The district does not use a staffing allocation model as a baseline for assigning positions other than teachers. Rather, the district uses its annual budget process to determine staffing needs. With fewer teachers and students, the district should require fewer support positions.

As shown in **Exhibit 3-12**, the number of employees in the district has declined over the past four years, from 757.6 FTEs in 1997-98 to 715.1 FTEs in 1999-2000, a net decrease of 42.5 positions. The number of teachers declined by 6.1 percent from 1997-98 to 1999-2000, in direct proportion to the student decline of 6.2 percent. The number of educational aides, however, increased by 5.5 during that same period. The district has not been consistent in reducing staff to reflect student population decline.

Exhibit 3-12 KISD Staff FTEs 1996-97 through 1999-2000

Staff Category	1996-97	1997-98	1998-99	1999-2000	Percent Change
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Teachers	361.0	365.1	334.9	339.0	-6.1%
Professional Support	53.5	55.7	49.9	50.3	-6.0%
Campus Administrators	20.0	21.0	16.3	19.3	-3.5%
Central Administration	8.9	8.0	7.8	7.0	-21.3%
Educational Aides	100.3	106.5	101.1	105.8	5.5%
Auxiliary Staff	213.9	202.8	217.4	193.7	-9.4%
Total Staff	757.6	759.1	727.4	715.1	-5.6%
Student Enrollment	5,136	5,057	4,996	4,819	-6.2%

Source: TEA, AEIS 1997 through 2000.

KISD should establish consistent staffing guidelines for all categories of employees to enable the district to reduce staff positions when student population declines.

Recommendation 29:

Develop staffing guidelines for all employee categories.

By using staffing formulas that have some flexibility for the special needs of certain campuses, KISD could ensure that all areas of district operations are treated with equity.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources reviews existing staffing levels for all staff categories and determines baseline needs for administration category and individual schools.	April 2001
2.	The assistant superintendent for Instruction and Human Resources and the principals of each school develop minimum staffing allocations for schools and administration and consider enrollment and the unique needs of each school.	May 2001
3.	The superintendent approves staffing allocation guidelines for schools and administration, freezes hiring for any overstaffed positions and makes appropriate transfers of personnel pending full implementation in the coming school year.	June 2001
4.	The superintendent implements staffing guidelines.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The teacher turnover rate for the district has been steadily increasing over the past four years. The teacher turnover rate for KISD in 1999-2000 was 15.8 percent, higher than the state average and higher than three of its peer districts (**Exhibit 3-13**). Employee turnover is a measure of workforce stability, job satisfaction and the adequacy of programs and initiatives designed to retain qualified personnel.

Exhibit 3-13
KISD and Peer District Teacher Turnover Rate
1996-97 through 1999-2000

District	1996-97	1997-98	1998-99	1999-2000
Alice	11.5%	13.3%	14.5%	16.7%
Calallen	15.3%	13.5%	12.2%	13.8%
Flour Bluff	7.9%	9.6%	11.3	13.3%
Gregory-Portland	13.1%	11.5%	19.1%	11.7%
Tuloso-Midway	15.8%	15.7%	17.3%	16.8%
State Averages	12.6%	13.3%	15.5%	15.0%
Kingsville	10.7%	12.4%	14.6%	15.8%

Source: TEA, AEIS 1997 through 2000.

According to input received during focus groups, public input sessions and one-on-one interviews, a number of factors are contributing to the problem of turnover in the district. Some comments include the following:

- The morale is bad. Everybody works on their own. Nobody likes to work together;
- The district does not have a vision that will enhance performance and suffers from high administrative turnover;
- I would like to see a principal stay longer than one or two years;

While some of the comments received concern lack of benefits and low pay, many of the comments indicated that other less tangible factors, such as teamwork and recognition, are contributing to high turnover rates for teachers. High turnover rates cause disruption in the classroom and on the

campus. Other schools have addressed high turnover rates for teachers, particularly new teachers, in various ways. Some effective practices used by school districts include assigning a mentor, creating team-building opportunities, providing employee recognition opportunities, developing new teacher support groups and minimizing paperwork for teachers.

The district has taken some positive steps towards improving employee morale and decreasing turnover. KISD assigns mentors through the Texas Best Program in coordination with Education Service Center Region 2. The district also initiated an employee recognition banquet in the spring of 1999.

The district does not track separation reasons for exiting employees, so it is unable to determine specific reasons why employees are leaving the district. The district does conduct a formal exit interview for all employees leaving the district. Although one of the exit forms completed by exiting staff asks the reason for leaving, most staff merely state "personal" on the exit forms.

Many school districts that conduct exit interviews include documentation of the reason for separation, including:

- Moving from district;
- Returning to school;
- Dissatisfied with type of work;
- Health reasons;
- Family obligations; and
- Promotion/higher pay.

The trend for staff leaving can be tracked over time by having specific categories for separation reasons. This would help the district determine why employees are leaving and help the district design strategies that promote employee retention.

Recommendation 30:

Track employees and prepare a plan to address the reasons for leaving.

The Personnel Department should include as part of its exit interview process the identification of all sources of job dissatisfaction. After developing the exit interview process, the yearly turnover rate by reason for separation should be analyzed for all categories of employees. Turnover information should be shared with the board and staff so that strategies to reduce turnover can be developed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources and the director of Personnel modify the formal exit interview process to include the reasons for separation.	April 2001
2.	The assistant superintendent for Instruction and Human Resources implements the exit interview process and the Personnel Department tracks reasons for leaving for each employee.	Ongoing
3.	The assistant superintendent for Instruction and Human Resources monitors the exit interview process.	Ongoing
4.	The assistant superintendent for Instruction and Human Resources shares the exit interview information with the board and staff so that strategies to reduce turnover can be developed.	Annually

FISCAL IMPACT

This recommendation can be implemented with existing resources.

D. SALARIES AND EMPLOYEE COMPENSATION

The district maintains four salary schedules. The teacher salary schedule (**Exhibit 3-14**) includes teachers, librarians and speech therapists. Like most school districts, employees are compensated based on the number of days worked within the pay ranges by job grade. Staff included in this salary schedule is paid for 187 days to 227 days, depending upon job functions. Job steps for teachers, librarians and speech therapists are determined by years of experience, from zero to a maximum of 28 steps.

**Exhibit 3-14
KISD Teacher, Librarian and Speech Therapist Salary Schedule
2000-01**

Years of Experience	Annual Salary (187 days)	Annual Salary (227 days)	Daily Rate
Beginning	\$27,339	\$33,187	\$146
1 Year	\$27,879	\$33,841	\$149
5 Years	\$30,532	\$37,062	\$163
10 Years	\$33,865	\$41,110	\$181
20 Years	\$41,335	\$50,168	\$221
28 Years	\$44,601	\$54,142	\$239

Source: KISD Personnel Department.

The administrative/professional salary schedule includes technicians, program supervisors, assistant principals, principals, and assistant superintendents. Examples of the classification of staff are included in each job grade (**Exhibit 3-15**). The daily rate is calculated in three ranges, minimum, midpoint and maximum for each job grade. New employees are usually hired at the minimum level, but they can negotiate a higher pay classification based on experience up to the midpoint range. The board reviews salary compensation annually. Staff included in this salary schedule is paid for 187 days to 227 days, depending upon job functions.

**Exhibit 3-15
KISD Administrative/Professional Salary Schedule
2000-01**

Job Grade and Types of Staff Included	Minimum Daily Rate	Midpoint Daily Rate	Maximum Daily Rate

JG 1: Computer Technician, Media Specialist, Accounting Supervisor	\$134	\$181	\$228
JG 2: Athletic Trainer, Nurse, Counselor, Reading Facilitator, Diagnostician	\$169	\$212	\$254
JG 3: Charge Nurse, Head Football Coach, Director of Transportation, Director of Music	\$184	\$224	\$264
JG 4: Assistant Principal, Director of Instructional Service	\$194	\$237	\$279
JG 5: Director of Accelerated Programs, Director of Special Education	\$208	\$251	\$293
JG 6: Elementary School Principal, Director of Food Services	\$220	\$265	\$310
JG 7: Director of Finance, Intermediate School Principal	\$232	\$280	\$328
JG 8: High School Principal	\$246	\$296	\$346
JG 9: Assistant Superintendent	\$260	\$313	\$366

Source: KISD Personnel Department.

The salary classification of clerical/technical staff (**Exhibit 3-16**) includes teacher aides, clerks and secretaries, and certain specialists such as warehouse managers, transition specialists and LVNs. Staff included in this salary schedule are paid for 187 days to 227 days, depending upon job functions.

Exhibit 3-16
KISD Clerical/Technical Salary Schedule
2000-01

Job Grade and Types of Staff Included	Minimum Daily Rate	Midpoint Daily Rate	Maximum Daily Rate
JG 1: Teacher Aide, Special Education Aide, Receptionist	\$57	\$70	\$82
JG 2: Attendance Aide, Office Clerk, Career Guidance Aide	\$62	\$76	\$89
JG 3: Choir Assistant, Counselor Clerk, Parental Involvement Secretary, Office	\$67	\$82	\$97

Clerk			
JG 4: Food Service Clerk, Library Aide, Transition Specialist	\$73	\$89	\$105
JG 5: High School Campus Bookkeeper, Warehouse Manager, Registrar, Personnel Office Secretary	\$79	\$96	\$114
JG 6: High School Data Clerk, Director of Maintenance Secretary, Operations Secretary	\$86	\$105	\$123
JG 7: Payroll Clerk, Assistant Superintendent Secretary	\$93	\$114	\$134
JG 8: Superintendent Secretary	\$101	\$123	\$145

Source: KISD Personnel Department.

The salary classification of manual trades (**Exhibit 3-17**) includes custodians, craftsmen, bus drivers, carpenters, repairmen, electricians and food service staff. The number of days compensated for staff in this salary classification ranges from 182 to 243, depending upon job function.

Exhibit 3-17
KISD Manual Trades Salary Schedule
2000-01

Job Grade and Types of Staff Included	Minimum Daily Rate	Midpoint Daily Rate	Maximum Daily Rate
JG 1: Bus Aide, Cafeteria Specialist I, Custodian	\$49	\$59	\$69
JG 2: Bus Driver/Custodian, Warehouse Driver, Cafeteria Specialist II	\$54	\$64	\$75
JG 3: Bus Driver, Carpenter Helper, Plumber Helper, Cafeteria Specialist III	\$58	\$70	\$82
JG 4: Carpenter, Plant Operator, Plumber Journeyman	\$64	\$77	\$89
JG 5: Food Service Manager II, Mechanic, Printer	\$69	\$83	\$98
JG 6: Lead Carpenter, Lead Electrician	\$76	\$91	\$106
JG 7: Custodial Supervisor. Maintenance	\$83	\$99	\$116

Foreman			
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Source: KISD Personnel Department.

Exhibit 3-18 compares the five-year trend of average KISD salaries for teachers, professional support staff, school administrators, central administrators, educational aides and auxiliary staff.

Exhibit 3-18
Kingsville ISD Average Salary Trends
1995-96 through 1999-2000

Classification	1995-96	1996-97	1997-98	1998-99	1999-2000	Percent Increase
Teachers	\$31,272	\$31,704	\$33,542	\$33,900	\$36,604	17.1%
Prof. Support	\$33,823	\$34,230	\$40,057	\$35,647	\$37,736	11.6%
Campus Admin.	\$49,305	\$51,285	\$49,039	\$51,298	\$52,903	7.3%
Central Admin.	\$53,313	\$53,140	\$60,801	\$56,278	\$62,556	17.3%

Source: TEA, AEIS 1996 through 2000.

Teacher average salaries increased 17.1 percent from 1995-96 to 1999-2000. All teachers received a \$3,000 pay raise in 1999-2000 mandated and supplemented by the state.

FINDING

The Personnel Department participates in the Texas Association of School Personnel Administrators (TASPA) annual salary surveys and uses these surveys to determine the competitiveness of KISD's employee pay.

Exhibit 3-19 compares KISD's average actual teacher salaries at various levels with its peer districts. Kingsville ISD pays less than all of its peers except Alice ISD for beginning teacher salaries, slightly above the average for teachers with one to five years of experience, and slightly less than the average of all of its peers except Alice ISD and Tuloso ISD for teachers with more than 20 years of experience.

Exhibit 3-19
KISD Teacher Salaries versus Peer Districts
1999-2000

Variable	Beginning	1-5 Years	6-10 Years	11-20 Years	Over 20 Years
Alice	\$24,914	\$27,120	\$32,132	\$39,576	\$42,538
Calallen	\$29,110	\$29,173	\$34,043	\$41,100	\$43,882
Flour Bluff	\$27,557	\$29,043	\$33,544	\$39,911	\$44,917
Gregory-Portland	\$27,632	\$28,732	\$33,035	\$39,866	\$44,195
Tuloso-Midway	\$27,309	\$29,259	\$32,957	\$40,268	\$42,755
Peer Average	\$27,304	\$28,665	\$33,142	\$40,144	\$43,657
Kingsville	\$26,861	\$28,763	\$33,218	\$38,525	\$43,540

Source: TEA, AEIS 1999-2000.

Exhibit 3-20 compares KISD's average actual salaries for all teachers, professional support, school administration and central administration with those of peer districts. Average actual salaries for KISD professional support and central administration are less compared with peer districts. Average salaries for KISD teachers and campus administration are higher than peer districts.

Exhibit 3-20
Average Actual Salaries, KISD versus Peer Districts
1999-2000

District	Teachers	Professional Support	Campus Administration	Central Administration
Alice	\$34,572	\$41,977	\$50,354	\$63,782
Calallen	\$37,354	\$45,127	\$54,922	\$77,780
Flour Bluff	\$37,573	\$42,759	\$53,753	\$69,630
Gregory-Portland	\$36,644	\$42,412	\$53,948	\$72,366
Tuloso-Midway	\$36,334	\$43,509	\$51,398	\$69,621
Peer Average	\$36,495	\$43,157	\$52,875	\$70,636
Kingsville	\$36,604	\$37,736	\$52,903	\$62,556

Source: TEA, AEIS 1999-2000.

KISD uses the TASPAs surveys, published survey data and peer district data to determine whether it is competitive within the marketplace. The district strives to maintain competitiveness within its limited resources, particularly for teacher salaries.

COMMENDATION

KISD participates in TASPAs surveys to benchmark employee compensation and maintain market competitiveness.

FINDING

The district has had difficulty hiring and retaining qualified substitute teachers. **Exhibit 3-21** compares KISD's substitute compensation to its peers.

**Exhibit 3-21
Substitute Teacher Compensation, KISD versus Peer Districts
1999-2000**

District	Non-degreed Substitute Rate per Day	Degreed Substitute Rate per Day	Additional Longevity Rate per Day
Alice	\$50	\$50	None
Calallen	\$43	\$53	\$5 after 10 days
Flour Bluff	\$45	\$55	\$10 after 15 days
Gregory-Portland	\$45	\$55	\$10 after 16 days
Tuloso-Midway	\$54.00	\$62.00 Bachelors \$72.00 Masters	None
Peer Average	\$47	\$55	\$4/day
Kingsville	\$45	\$55	\$5/day after 6 days

Source TEA, AEIS 1999-2000.

The compensation that KISD pays for substitute teachers is comparable to its peers. KISD raised its substitute teachers' compensation rate two years ago. The Personnel Department maintains a list of 200 substitute teachers, but continually finds itself unable to fill classroom vacancies. The district has not been able to determine specific reasons why filling vacancies with substitute teachers is problematic.

Tuloso-Midway ISD uses a temporary employment agency to provide substitute teachers, and is pleased with the results. The district is able to retain quality substitute teachers as the temporary agency provides benefits to its temporary staff. The agency is dependable and reliable, and the district has benefited from the convenience of using the service. The agency has assumed the tasks of recruiting, screening, and hiring substitute teachers for the district, reducing the district's personnel management workload.

Tuloso-Midway ISD has found the service results in slightly higher costs per substitute teacher. However, it realizes a savings in staff time required previously to find, manage, and retain substitute teachers. The district stated the total cost is comparable to what the district was paying for substitute teachers and personnel management combined.

Recommendation 31:

Define the needs of substitute teachers and consider alternatives for managing the substitute teacher program.

The district should conduct a survey of its current substitute teachers and principals to determine what attracts the substitutes to the district, and what areas of the program are in need of improvement. The district should also examine its recruitment efforts and work with Texas A&M University-Kingsville to ensure that the university has ongoing job postings for substitutes in the district. The district should also consider alternatives for managing the substitute teacher program, such as outsourcing as Tuloso-Midway has done.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Instruction and Human Resources and the director of Personnel to conduct a survey of current substitute teachers and principals.	March - May 2001
2.	The director of Personnel reviews the survey results, develops recommendations for improvements to the substitute teacher program and shares the recommendations with the assistant superintendent for Instruction and Human Resources.	July 2001
3.	The assistant superintendent for Instruction and Human Resources and the director of Personnel examine substitute teacher recruiting efforts and work with Texas A&M University Kingsville to improve the recruiting process.	August 2001
4.	The assistant superintendent for Instruction and Human	October -

	Resources and the director of Personnel consider alternatives for managing substitute teacher program, and make recommendations to the board for consideration.	December 2001
5.	The assistant superintendent for Instruction and Human Resources and the director of Personnel make recommendations to the superintendent and board.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

E. TRAINING AND STAFF DEVELOPMENT

The purpose of training and staff development is to accomplish specific goals, which include improving the quality and/or quantity of the work produced; lowering costs of maintenance or waste; lowering the number of complaints or misunderstandings relative to policy and procedure; or reducing turnover and increasing employee job satisfaction. There are three major elements in successfully implementing training programs. These are:

- Assessment of training needs;
- Providing training; and
- Evaluation of training programs on the targeted employee groups.

KISD offers staff development and training to meet the needs of the employees of the district. The goal is to develop a comprehensive continuous plan that defines, aligns and monitors the inputs, processes and outputs of training, so that all staff members optimize their effectiveness in supporting student achievement and development.

The director of Instructional Services and her assistant are responsible for coordination of staff development and training. The Instructional Services Department shares professional training responsibilities with the department directors of Accelerated Programs, Special Education and Career and Technology. Staff development is predominately school based, and is related to achieving school performance objectives. It is developed and approved by district and school level advisory committees.

FINDING

The Education Service Center Region 2 conducts the majority of the district's professional education training. Each year, Region 2 publishes a catalog of course offerings for the year - more than 200 in 2000-01. These courses are offered at multiple times at Region 2 in Corpus Christi. Most courses are targeted at educators, but there are a significant number of technology courses that are aimed at all school personnel.

All training provided through Region 2 is tracked through a database. Employees may request a transcript of completed coursework to meet TEA certification renewal guidelines. In addition, employees may register online through the Region 2 Web site.

In 1999-2000, over 425 KISD employees participated in training sessions, attending an average of two training programs each. Categories of training programs attended by KISD staff include:

- "At risk;"
- Classroom management;
- Drug education;
- Early childhood;
- General education;
- Gifted/talented;
- Language arts, social studies, science;
- Leadership;
- Mathematics;
- Reading/language arts;
- Social studies;
- Special education;
- TAAS;
- Technology; and
- TEKS.

In addition, the Region 2 sponsors meetings on an on-going basis for special interest groups to share ideas and best practices. These include meetings for technology staff, Curriculum directors, gifted/talented staff, special education staff, Bilingual/ESL directors and Migrant directors.

COMMENDATION

KISD takes full advantage of the comprehensive selection of training offered by Region 2.

FINDING

Staff development is predominately organized, planned, scheduled and budgeted by the department of Instructional Services Department. There is direct communication with campus administrators to ensure needs are met. Surveys are sent to staff regarding staff development needs at the end of the school year. Each program also conducts on-going surveys regarding staff training needs. The department staff also meets with each grade level staff, and provides specific training to staff each year, based upon survey results. In 1999-2000, the department provided training to gifted and talented administrators and counselors, new teacher orientation, leadership and team building training as well as other training programs.

Instructional Services also coordinates campus directed staff development. Specialized in-house training has been developed for individual campuses by principals, such as Nova Net training for LASER & Night High School, K.E.Y.S. Academy and H.M. King High School personnel.

Evaluation forms are completed at the end of each formal staff development session, and reviewed by the department of Instructional Services for continuous staff development improvement.

COMMENDATION

KISD centrally coordinates staff development activities and functions, including the identification and facilitating of staff development needs.

Chapter 4

COMMUNITY INVOLVEMENT

This chapter discusses Kingsville Independent School District's (KISD's) relations with the community, parents and business leaders and its internal and external communication efforts in the following sections:

- A. Community and Business Involvement
- B. Communications/Public Relations
- C. Parental Involvement

The Kingsville community includes students, parents, non-parent residents, taxpayers, businesses, other public institutions and special interest groups. Providing accurate, timely information to the community is an important function of school districts.

The method, frequency and content a school district uses to perform this function determine how many residents view the district. Effective communication builds trust and support of the district and its programs. It also helps citizens to draw conclusions and take action based on facts instead of gossip.

Districts vary widely in how they keep the community informed of district activities. Newsletters, town hall meetings, cable television programs, web sites, school calendars, brochures and inserts in news media are some of the ways districts communicate with parents and other citizens. Some school districts have entire departments dedicated to this function, while smaller districts rely on a handful of people who perform a variety of community relation functions. The board of trustees may play an important role in community involvement.

BACKGROUND

KISD relies on a variety of people to provide the community information about the school district. Board members, the superintendent, the assistant superintendent for Instruction and Human Resources and principals spend time on this function. The district does not make a single position responsible for public information/communication. KISD does employ a Parent Involvement facilitator who is responsible for the Parent Involvement Center. Her responsibilities are focused on parents eligible for Title I assistance, but also include districtwide duties for recruiting and screening school volunteers.

Volunteer programs and parental involvement are primarily funded by federal, Title I and state Compensatory Education funds. Funds are not

budgeted separately for volunteer activities and are included in the assistant superintendent for Instruction and Human Resources budget and the Title I budget.

A. COMMUNITY AND BUSINESS INVOLVEMENT

KISD has a variety of community and business partnerships, which are described in **Exhibit 4-1**.

Exhibit 4-1
KISD Community and Business Partnerships
1999-2000

Location	Program Name	Description
Kleberg Elementary School, Memorial Middle School	Communities in Schools	Program sponsored by non-profit organization to connect students with available scholarship programs and assistance not directly associated or located in KISD. Program also provides counseling and volunteer tutoring and mentoring services.
Memorial Middle School	Junior Achievement	Program sponsored by community business leaders to develop character and awareness of the business environment.
King High School, Memorial Middle School	Booster Clubs	Associations of parent and community members that support band or athletics teams by attending events and fundraising.
Memorial Middle School	Student Monitoring program	Precinct 4 officers and juvenile probation officers assist in monitoring student behavior.
All elementary schools and the intermediate school	Parent Teacher Association	Association of parents and teachers that support individual schools including fundraising.
All elementary schools and the intermediate school	DARE and Crime Stoppers	Kleburg County Sheriff's Department and Kingsville Police Department staff provide drug and crime awareness program.
McRoberts Elementary School, Memorial Middle School	Weather Department Knowledge is Power	Naval Air Station Kingsville volunteers provide a program that emphasizes respect, responsibility and career awareness for students.
All elementary schools and the	VIPS Program	Volunteer program for parents and community members to actively

intermediate school		participate in educating students.
Gillett Intermediate School, Harvey Elementary School, Lamar Elementary School	Adopt A School Program	Businesses such as McDonald's adopt the selected school programs such as Saturday Scholars.
Harrel Elementary School	Early Childhood Center	Center established at Harrel in collaboration with Texas A&M University-Kingsville.
Harrel Elementary School	Families Reading and Writing Together Program	One of 10 projects from Texas presented at four state School Board Conferences. Aimed at helping Hispanic and at-risk students achieve success.
All elementary schools	After School programs	After school program and transportation linked to The Boys and Girls Club.
All elementary schools	Book It Program	Pizza Hut personnel provide gift certificates and medals to encourage recreational reading at home.
All schools	Red Ribbon Week	Schools work with Kingsville Police Department and Kleberg County Sheriff's Office to increase drug awareness and emphasize safe school environment.
Lamar Elementary School	National Hat Day	Longtime community resident shares knowledge about local history and customs.
All elementary schools	Storytelling	Parents, Texas A&M-Kingsville students and other community volunteers tell stories that follow subject units in English and Spanish.
McRoberts Elementary School, Kleberg Elementary, Perez Elementary Gillett Intermediate	Jump Rope for Heart	Program sponsored by American Heart Association to encourage donations and fitness.
McRoberts Elementary	Spelling Bee	Spelling bee sponsored by the <i>Corpus Christi Caller</i> paper.
All elementary	Project Sunshine	Tutoring program sponsored by the

schools	Brownvilla	South Texas Development Council.
McRoberts Elementary	Tutoring	AmeriCorp provides tutors to develop individual plan to help improve reading skills.
LASER, all elementary schools	Gardening Program	Kleberg County Extension Office-sponsored gardening programs.
K.E.Y.S. Academy	Ground Hog Day	Students visit a community employer and shadow a staff member all day. This program is sponsored by KISD and community businesses to provide awareness of job opportunities.

Source: KISD Administrators and individual School Improvement Plans.

FINDING

Community support in Kingsville for its schools is growing as shown by the fact that voters recently approved the first bond referendum for KISD since 1976. In May 2000 over 69 percent of those who voted approved a \$30 million bond package, contingent upon receipt of state funding, to renovate district facilities and improve technology.

Community members also demonstrated support by serving an 85-member citizen committee that toured facilities, developed an assessment of facility needs and encouraged support throughout the community. The KISD formed the committee by making appointments, allowing everyone who contacted the district to be on the committee and advertising in the local newspaper to encourage additional residents to participate. Members viewed facilities that had not been renovated since the schools were built, in many cases 35 years ago or more. Separate teams developed recommendations concerning facilities, technology and bond financing.

The committee represented a major effort by the district to include residents in an important decision-making process. The superintendent, members of the board, key staff members and community leaders used this committee to develop a consensus regarding schools and the need for renovations and technology improvements. Frequent meetings with open discussions, facility tours and community leadership of the process were key ingredients in the success of the effort. This bond election indicates the continuing efforts of community and business leaders to help KISD become an excellent school district.

Business leaders told the review team that residents who "hadn't been in the same room for years" were able to work together on behalf of the

schools due to increased trust regarding the board and the superintendent. The attitude of the community and the school district shifted from an acceptance of a static situation to a vision of KISD as the district of choice for the area. While implementation of the bond referendum has been delayed due to the lack of contingent state funding, KISD intends to reach out again to the community for a smaller, locally funded bond.

COMMENDATION

KISD, working with a citizen's committee, effectively organized community support for the passage of its first bond referendum since 1976.

FINDING

KISD provides numerous opportunities for community and parent participation in schools, but the lack of central planning, evaluation and coordination of the community involvement programs decreases their effectiveness. Strategic program planning and delivery is particularly important in schools with multiple programs that target the same students to avoid duplication of efforts and to use resources efficiently.

The parent and community involvement goals for each school are set out in the individual school Campus Improvement Plans. These goals generally are not quantitative, and there are no benchmarks to measure the level of participation or impact on student achievement. These goals are not included in the District Improvement Plan.

No current inventory exists of the community programs in the district, so it is unknown how many target similar students or perform similar tasks. There is no evaluation of the programs to measure effectiveness or identify best practices that could then be replicated districtwide. For example, the Communities in Schools program focuses on students who are in need or at risk, and the Title I counselors and staff in the Parent Involvement Center focus on those same students. There are also multiple mentoring and tutoring programs in various elementary schools, and the Parental Involvement facilitator meets on a regular basis with other agencies such as Communities In Schools and Community Education.

Several of the involvement programs such as Junior Achievement and the Boys and Girls Clubs offer career exploration programs. Each organization develops its programs independent of what others offer. Lack of coordination among these organizations creates potential duplication of services and does not allow for efficient use of resources.

Recommendation 32:

Maximize coordination by inventorying all community involvement programs and improving communication.

This process should be developed with input from the following: program staff; funding sources such as KISD's director of Finance, Sheriff's Department and Chamber of Commerce; principals; and teachers. The process should inventory programs at each school and create a set of procedures to manage them. Staff then should be trained on the new procedures.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources with assistance from staff prepares an inventory of community involvement programs by school and establishes a team to develop the communication process.	May 2001
2.	The assistant superintendent for Instruction and Human Resources or her designee convenes meetings with program staff, funding sources, principals and teachers.	September 2001
3.	The assistant superintendent for Instruction and Human Resources and staff develop a community involvement process and a set of procedures, and submit them to the superintendent for approval.	November 2001
4.	The superintendent approves the procedures.	December 2001
5.	The assistant superintendent for Instruction and Human Resources implements the procedures.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD has not used alternative funding resources such as foundations to address unmet needs. Community leaders interviewed by the review team expressed an interest in establishing an educational foundation for KISD that would address needs not met through available funding and to expand community involvement from individuals, businesses and civic organizations.

School districts and individual schools use foundations, both non-profit and tax exempt, to help meet public educational needs and to promote positive community relations. For example, the Northside Education

Foundation in San Antonio aims "to foster community involvement in innovative educational programs by generating and disbursing funds and other resources to provide enrichment for Northside students." Northside distributed \$161,275 through 206 grants in 1999. These grants included 193 Innovative Teaching Grants of up to \$1,000 each for teachers and 27 Business Career High School scholarships for students.

Pasadena ISD benefits from the Pasadena Chamber Education Foundation. The foundation, founded in 1998 and operated by the Pasadena Chamber of Commerce, provided \$23,000 in grants to Pasadena ISD teachers for innovative instructional programs in 1998-99.

Spring ISD has a district Education Foundation governed by a board of directors and composed of business leaders, parents and other interested parties. The district uses the foundation to raise funds for innovative academic projects. Examples of projects the Foundation has funded include a summer reading program at a school library, additional bilingual education books, freshman orientation for high school students and the use of substitute teachers to allow business teachers to spend time in the field to keep in touch with developments in the business world.

Spring ISD generated revenue in the amount of \$50,000 through projects such as golf tournaments, home tours and community carnivals.

Recommendation 33:

Establish a KISD education foundation to address special needs that would not otherwise be possible with operating funds.

Interested community leaders with the assistance of the KISD board and superintendent should research effective district and school foundations such as the Travis Foundation, the Northside Education Foundation and the Pasadena Chamber Education Foundation. Information regarding the Spring ISD foundation is available on the Comptroller's AIMS database, a database of best practices from TSPR studies of Texas school districts.

The KISD School Board should approve creation of the foundation and appoint the first board members. School board members may serve on the foundation board but should not constitute a majority. Through interviews with KISD district and school administrators and staff, the foundation board should identify existing needs. The foundation board should develop a plan based on that input.

The plan should identify potential sources of funds, set fund targets, address tactics to increase awareness of the foundation among district

employees and community members, and describe ways in which funds will be distributed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board and superintendent identify community leaders to participate in the development of an education foundation.	March 2001
2.	The superintendent appoints KISD staff to assist community leaders in the development of an education foundation.	March 2001
3.	The community leaders, with assistance from KISD staff, research effective school district foundations and develop a mission and governance structure.	April 2001
4.	The KISD school board approves the foundation and appoints the first board members.	June 2001
5.	The foundation board, with assistance from KISD legal support, organizes and establishes itself legally.	July 2001
6.	The foundation board obtains input from KISD district, school administrators and staff on current unmet needs.	September 2001
7.	The foundation board develops a comprehensive plan for the foundation.	November 2001
8.	The foundation board with assistance from KISD begins implementation of the plan.	January 2002
9.	The foundation prepares an annual report to the KISD school board.	January 2003 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

B. COMMUNICATIONS/PUBLIC RELATIONS

There are two components to district communications: internal and external. Internal communication refers to communication with district employees. External communication addresses communication with the community.

KISD disseminates information through newsletters, press releases, brochures and by posting limited information on its Web site to both internal and external stakeholders. There is no one position or department charged with this function. **Exhibit 4-2** describes KISD's current external and internal communications.

Exhibit 4-2
KISD External and Internal Publications
2000-01

Internal/External Publications	Description	Issued By	Target or Focus
District Calendar of Events	Centrally prepared annual calendar of events, grading periods and school holidays.	Individual schools	Parents and Community
Monthly Calendar	Monthly calendar of events at the Parent Involvement Center and across the district.	Parent Involvement Center	Title I Parents
High School articles in the <i>Kingsville Record</i>	Articles used to describe school activities.	Teachers	Community and Parents
Monthly articles of parent activities published in the <i>Kingsville Record</i>	Pictures of and articles about parents from the Parent Involvement Center.	Parent Involvement Center	Community and Parents not using the Center
Annual Report	State required report of district performance by individual school.	Superintendent	Parents and Community
High School Newsletter	Student prepared	Students	Students and

	newspaper issued monthly.		Parents
K.E.Y.S. newspaper	Newspaper sent out every nine weeks regarding school events and students.	Students	Students and Parents
Food Service Monthly Menu	Monthly menus of food offered for breakfast and lunch.	Food Services Department	Students and Parents
Finance Calendar	Due dates for payroll, accounts payable and purchase orders.	Finance Department	Principals, Directors, and Management Team
Announcement	Parent Involvement Center activities posted on the cable access station.	Parent Involvement Center	Parents

Source: KISD Administration and Campus Improvement Plans for 2000-01.

FINDING

Communication between KISD and parents and the community is limited and varies greatly from school to school. The district communicates primarily through the Annual Report, limited to the minimum required by law, frequent articles in the local newspaper, *The Kingsville Record*, and individual school newsletters and principal communications. The superintendent and the assistant superintendent for Instruction and Human Resources handle communications as well as numerous other responsibilities. There are no formal goals, no requirements and no formal evaluation of results.

Middle school parents said there had been no orientation for new students and no newsletters or other information for parents of these new students.

Tyler ISD Title I PALS (Parents Assisting with the Learning of Students) program is a "mobile resource" that sets up in various locations so that parents may check out educational materials, books and family games. In the district's Home Computer Program, parents can attend a workshop to learn how to use a computer. Once they complete the workshop, they are permitted to check out a computer for a six-week period. TISD also provides transportation to parents for school meetings.

Recommendation 34:

Expand communication with parents and community to include nontraditional approaches.

The district should develop innovative ways to communicate with students, parents and the community. Communication efforts should be evaluated to determine the intended audience and success in reaching that audience. Creative approaches should be implemented that target specific groups as shown in **Exhibit 4-3**.

**Exhibit 4-3
Targeted Communication Approaches
1999-2000**

Audience	Approach**	Performance Measurement	Estimated Cost to Implement***
Parents with Internet Access*	1. Post specific and timely information such as school events, scholarship opportunities, KISD successes and the annual performance report on Web site.	Number of times site is accessed monthly Number of e-mails received monthly	None. Use high school computer classes to maintain Web site.
	2. Provide opportunities to comment or make suggestions using e-mail.	e-mail comments or suggestions	
	3. Provide student forms that can be downloaded from the KISD Web site.		
Parents without Internet Access	1. Mail a newsletter from individual school to each home containing school-specific information and general KISD information.	100 percent of students each quarter	\$4,000 5,000 students times 4 times bulk rate of \$.20
	2. Provide specific information similar	None	

		to web information on cable television.		
Title I Parents	1.	Provide transportation to parents to school events such as plays, special lunches and teacher conferences.	Percentage of Title I parents attending before transportation opportunity compared with percentage after transportation provided on quarterly basis	\$10,000 Title I parents, 3,181, times 1 event per year times 10 miles times .31 per mile rounded
Residents	1.	Annual back-to-school newspaper mailed to each household and placed in local newspaper.	Annual basis	\$3,000 Estimated 15,000 households times 20¢
Senior Citizens	1.	Invite senior citizens to individual school events in their neighborhood. Offer free or reduced admittance.	Track admittances.	None
	2.	Invite senior citizens to lunch in cafeteria each month on discounted basis.	Track discounts.	\$2,200 9 schools times 12 months times 20 seniors times \$1 discount rounded
Community Opinion Shapers	1.	Mail superintendent letter on quarterly basis. Use mailing to solicit feedback.	Track feedback and use free annual renewal to determine interest.	\$400 annually 100 community leaders times 4 times \$1
District Employees	1.	Provide monthly newsletter covering topics of interest to employees such as insurance updates and personal news like job changes or marriages.	Monthly	None
	2.	Place fliers covering	As needed	None

		timely information in employee pay statements.		
			Total Estimated Costs	\$19,600

Source: TSPR Review Team.

**University of Texas study of computer usage in August 2000 estimated that 45 percent of rural and/or minority residents have access to computers.*

***Approaches may reach more than one audience.*

****Costs are limited to postage and mileage reimbursement for volunteers who provide transportation and meal discounts.*

KISD is a small school district with a limited budget and significant number of disadvantaged students. It is vitally important that the district spends its limited resources wisely and seizes the opportunity to include effective communications in every contact.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for instruction and Human Resources assigns a Parental Involvement facilitator to coordinate and recruits community volunteers to perform the staff work.	May 2001
2.	The Parental Involvement facilitator develops schedule and goals and assigns responsibilities to volunteer staff and KISD staff.	May 2001
3.	The superintendent approves schedules, goals and responsibilities.	May 2001
4.	The principals build schedules and goals into individual campus improvement plans as appropriate.	June 2001
5.	The Parental Involvement Facilitator implements new communications approaches.	August 2001

FISCAL IMPACT

As shown in **Exhibit 4-3**, this recommendation will cost \$19,600 for postage and transportation costs.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Expand communication with parents and community to include nontraditional approaches.	(\$19,600)	(\$19,600)	(\$19,600)	(\$19,600)	(\$19,600)

FINDING

The KISD Media Center, which is the department that provides copying and printing for the district, does not fully recover its costs from users within the district. Printing charges are charged back to the requesting school or department according to a price list. The district's 2000-01 budget projects an operating loss of \$96,500 that is based on a similar loss for 1999-2000. These losses indicate that the printing charges to the schools are unrealistically low or that the costs associated with the print shop are too high. Board members and senior managers stated they felt the same services could be obtained from outside vendors at a lower cost; however, a detailed cost analysis has not been performed. They also recognized a need to purchase new equipment to replace obsolete equipment in the media center. A preliminary analysis performed by the senior managers indicated that vendor prices could in fact be lower. In interviews with the review team, however, some board members indicated the board would be unwilling to close the media center due to the long time service provided by the center employees.

Recommendation 35:

Evaluate the costs and benefits of retaining the media center or outsource the function.

KISD should continue to operate the print shop under the current system through December 2001, but should take steps to cut costs. Steps to cut costs for the media center include reducing the number of employees from three to two. In January 1999, the assistant superintendent for Instruction and Human Resources and the director of Finance should formally evaluate the costs and benefits of operating the media center. The district should not continue to subsidize the print shop beyond May 2002.

Should the district decide to contract for printing services, it should attempt to assign existing media center personnel to other vacant positions within the district or help them find other employment opportunities. For

example, KISD might require the new printing contractor to employ them as a term of the contract.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance performs a complete audit of all costs associated with the print shop.	June 2001
2.	The assistant superintendent for Instruction and Human Resources surveys schools to identify the value of the print shop to its customers and determine the actual level of usage.	June 2001
3.	The director of Finance determines the cost of printing school materials in the private sector.	June 2001
4.	The director of Finance compares in-house printing costs with the cost of printing in the private sector, and works with print shop staff to determine how costs could be reduced.	August 2001
5.	If the district cannot reduce the costs of the print shop, the director of Finance develops a plan for outsourcing printing services.	May 2002

FISCAL IMPACT

KISD should set a goal of eliminating the operating loss of \$96,500 per year whether the district retains the media center as an in-house department or outsources the functions. Savings are conservatively estimated as 50 percent of the operating loss. The savings are prorated for the first year due to the timing of the decision regarding outsourcing.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Evaluate the costs and benefits of retaining the media center or outsource the function.	\$24,125	\$48,250	\$48,250	\$48,250	\$48,250

C. PARENTAL INVOLVEMENT

FINDING

Although KISD has a limited number of volunteers, especially at the elementary level, the district needs more at all levels. There is no districtwide approach to finding volunteers or measuring the success of individual school efforts. The Parental Involvement facilitator is responsible for recruiting school volunteers. This is the first year that the facilitator has been in this position. She is making substantive efforts to work with principals in each school including attending all open houses and developing programs at the Parent Involvement Center focused on selected elementary schools.

KISD has recruited a core of four or five dependable volunteers at several elementary schools. These volunteers work frequently in the schools, some on a daily basis. A number of them continue to work in the schools even though their children have left that school. Elementary principals told the review team that they "promote the students, but retain the parents." High School booster club parents are also very active in supporting students in various extracurricular activities such as band and football. For example, the band was invited to march in the Cotton Bowl parade in Dallas for the first time this past year. The band boosters, working with the administration, raised over \$56,000 to support the student trip.

As supportive as these efforts are, volunteers are not equitably distributed across all KISD schools. Many schools do not have enough. Results from a February TSPR survey of KISD employees and parents showed concern about the lack of parental involvement. Interviews with board members, principals and teachers echoed this concern, especially at the secondary level. Two elementary schools have used their state compensatory education funds to provide parent liaisons. Two other schools have pilot Communities in Schools projects. While principals are very positive about these efforts, no analysis has been performed to determine the effect of these programs on parental involvement or student performance.

Exhibit 4-4 shows that when surveyed as to whether the schools have plenty of volunteers to help students, a significant number of KISD employees and parents responded that their schools did not.

Exhibit 4-4
KISD Survey - Community Involvement
1999-2000

Schools have plenty of volunteers to help	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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student and school program.					
District administrative and support staff	0.0%	30.6%	28.6%	24.5%	10.2%
Teachers	0.8%	13.1%	14.6%	45.4%	23.1%
Parents	2.6%	25.5%	27.1%	36.5%	7.8%

Source: KISD Surveys, February 2000.

Note: May not add to 100 due to "no responses."

Recommendation 36:

Aggressively recruit school volunteers across the district.

The Parental Involvement facilitator should prepare a list of volunteers by school. This list should identify schools with low volunteer involvement and determine the reasons for low involvement. The list should also determine the level of volunteer resources in each school. Schools with parent liaisons should be analyzed to determine if they have more parent involvement and if the increased involvement is reflected in improved performance. The facilitator should analyze the impact of Communities in Schools on the two pilot schools to determine if that program enhances student performance.

Campus Improvement Plans should be modified to include strategies and goals that prioritize volunteer recruitment and staff training in community involvement. The Parental Involvement facilitator should train the staff and school administrators of schools with low volunteer involvement in volunteer recruitment and help them develop volunteer recruitment and retention plans.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Parental Involvement facilitator reviews availability of volunteers by school and develops an inventory.	October 2001
2.	The facilitator identifies schools with low volunteer involvement and reviews their volunteer recruitment and use strategies.	November 2001
3.	The facilitator trains staff and administrators at these schools in recruiting and using volunteers.	November-December 2001

4.	The principal at each school with low volunteer involvement includes parental and community involvement goals, performance measures which include baseline measures and strategies in their Campus Improvement Plans.	January 2002
5.	The principal at each school with low volunteer involvement implements plans.	March 2002
6.	The principal at each school with low volunteer involvement conferences with the Parental Involvement facilitator semi-annually to develop new strategies.	May 2002 Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Parent Involvement Center has a limited schedule and hours of operation and is focused primarily on Title I parents which limits its impact on student achievement. The program identifies and contacts all Title I parents in the district but does not establish goals regarding participation in its program. The center has four full-time staff: the Parental Involvement facilitator, two aides and a secretary. In September 2000, the center offered English lessons three days a week for one and a half hours in the morning and a parenting class two days a week for two hours in the morning. During September 2000, approximately 15 to 18 parents were served each day. Classes are not offered in the evening. During September and October 2000, the center attempted to contact by phone an average of 348 parents, or seven percent of the 2000-01 student population. During September 2000, 414 parents, or nine percent of the student population, attended events at the center, primarily open houses, and 116 parents, or two percent, attended events or classes in October 2000.

Night classes are offered through KISD Community Education located at the K.E.Y.S. Academy. Classes include ESL, GED, adult basic education and English. The Parent Involvement Center provides other services such as babysitting, a bilingual resource center library, an interpreter and computer training for parents.

Recommendation 37:

Conduct a consumer survey to identify parent interests and needs and adjust the Parent Involvement Center's schedule, hours of operation and focus to reach more parents.

The Parent Involvement Center should adjust its hours to include two to three evenings a week and modify its focus to attract a larger number of parents by offering classes aimed at all age groups. It should offer classes at various locations such as local churches or community centers to attract parents who may not be aware of the services. It should offer classes through the Community Education program to provide a greater variety of classes tailored to individual needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Parental Involvement facilitator surveys Title I parents and students to identify needs and interest.	August 2001
2.	The assistant superintendent for Instruction and Human Resources, working with the director of Instructional Services and the Parental Involvement facilitator, determines best service delivery approach to meet those needs and interests.	December 2001
3.	The Parental Involvement facilitator modifies program and funding request to meet needs and interests.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 5

FACILITIES USE AND MANAGEMENT

This chapter examines Kingsville Independent School District (KISD) facilities operations in four sections:

- A. Facilities Planning
- B. Maintenance
- C. Custodial Operations
- D. Energy Management

A comprehensive facility, maintenance and energy management program coordinates all the district's physical resources. The program must effectively integrate facilities planning with all other aspects of school planning. The most effective and efficient plant operations and maintenance programs involve facilities managers in strategic planning, design and construction. In addition, effective facilities departments operate under clearly defined policies and procedures.

Facilities use and management managers ensure that district facilities are designed and built in a way that enhances the educational process. This includes providing a clean school and working environment; ensuring that facilities comply with state, local and federal regulations; and minimizing the district's utility and maintenance costs.

Efficient facilities operations help districts keep pace with changing enrollment and needs of instructional programs and are essential to building public trust and confidence in district management.

BACKGROUND

KISD covers 10 square miles primarily within the City of Kingsville. The district maintains 15 facilities within the district, with more than 890,000 square feet of space. KISD has 19 portable classroom buildings (14 double and five single). The district calculates a portable classroom capacity of 22 students for elementary schools and 25 for secondary schools. Three portable classrooms are not currently being used as classrooms, one double portable at Lamar that is being readied an one single portable at the high school which is used for driver's education purposes. **Exhibit 5-1** lists facilities and student capacity.

Exhibit 5-1
KISD Facilities
School Year 1999-2000

				Number of Classrooms		Capacity	
Facility	Year Built	Square Footage	Number of Students	Permanent****	Portable	Per Classroom	Per Facility
Harrel Elementary	1969	36,150	217	16	0	22	352
Harvey Elementary	1943	30,244	278	20	2	22	484
Kleberg Elementary	1990	43,760	356	22	2	22	528
Lamar Elementary	1955	30,184	454	19	0	22	418
McRoberts Elementary	1958	24,212	300	20	6	22	572
Perez Elementary	1969	35,848	379	17	4	22	462
Gillett Intermediate	1954	75,315	641	30	12	25	1,050
Memorial Middle	1980	99,086	659	40	4	25	1,100
King High School	1962	304,889	1,341	78	0	25	1,950
K.E.Y.S. Academy	1954	32,432	105	28	0	25	616
LASER Alternative	1909	66,872	89**	3	0	25	66
Flato Building	1924	28,284	n/a	n/a	n/a	n/a	n/a
MoPac Complex	1959	21,008	n/a	n/a	n/a	n/a	n/a
Administration Building	1943	38,122	n/a	n/a	n/a	n/a	n/a
Portables		24,984	n/a	n/a	3	n/a	n/a
Total	891,390	4,819	293	33	n/a	7,598	

Source: KISD Maintenance Services Department Report January 2001 and 1999-2000 AEIS enrollment data.

* LASER enrollment includes night school students.

**Includes three homebound students.

***Computer labs (1 per school) and special education rooms (as identified by principals) were deducted from number of permanent rooms to determine available classrooms.

KISD voters passed a bond issue in May 2000 for \$30 million as a part of a \$46 million plan for major maintenance and new construction (**Exhibit 5-2**). The \$30 million bond issue was based on the amount that the district could afford to finance with the help of a state grant. A citizens committee was formed to identify KISD facilities needs. The committee conducted a needs assessment and prepared the bond package. The board made some appointments and allowed anyone who contacted the district to be included in the committee. Additionally, KISD advertised in the local newspaper to encourage residents to participate on the committee. The committee identified the facility needs, including computers.

The proposed bond issue passed by more than a 2-to-1 margin. The issuance of the proposed bonds, however, was contingent upon receipt of state matching funds. After the bond election, KISD was notified that it did not meet the criteria for state matching funds, and therefore, the bonds could not be issued. In October 2000, the KISD board and district staff began community meetings to prepare for a new bond election.

Exhibit 5-2
Committee Identified Facilities Needs
September 1999

School	Type of Needs				Total
	Renovation/ Repair	Maintenance	New Construction	Other Capital Improvements	
King High School	\$13,965,000	\$1,528,000	\$3,937,000	\$2,135,000	\$21,565,000
Gillett	3,099,000	86,000	3,675,000	4,608,000	\$11,468,000
Memorial	1,544,000	75,000	770,000	331,000	\$2,720,000
Lamar	535,000	46,000	446,000	1,244,000	\$2,271,000

Harvey	844,000	40,000	471,000	397,000	\$1,752,000
McRoberts	665,000	37,000	577,000	522,000	\$1,801,000
Harrel	584,000	22,000	565,000	181,000	\$1,352,000
Perez	674,000	57,000	838,000	156,000	\$1,725,000
Kleberg	500,000	20,000	0	107,000	\$627,000
K.E.Y.S	906,000	20,500	0	70,500	\$997,000
LASER	0	0	0	0	0
Admin Bldg	0	0	0	0	0
Total Cost	\$23,316,000	\$1,931,500	\$11,279,000	\$9,751,500	\$46,278,000

Source: KISD Facilities Needs Committee, Facilities Subcommittee Report.

A. FACILITIES PLANNING

A school district's long-range comprehensive master plan provides a basis for planning educational facilities to meet changing community needs. It incorporates district policies, information and statistical data. The master plan becomes the district's policy statement for allocating resources and may present facility improvement alternatives.

Effective school facilities master planning as defined in TSPR studies, incorporates the following elements:

Facility Capacity: Each school's capacity should be established by setting standards that govern student-to-teacher ratios and the required square feet of classroom space per student. These standards should also deal with the minimum size of core facilities such as gymnasiums, cafeterias and libraries.

Facility Inventory: An accurate and current facility inventory is an essential tool for managing school facilities use. Each school inventory should identify the use and size of every room. This enables planners to accurately judge each school's capacity. Modifications should be noted in the inventory so it can be kept up to date.

Enrollment Projections: Effective planning requires accurate enrollment projections. These projections should be made for at least five years into the future. Accurate projections require planners to examine neighborhood demographics and track new construction activity in the district. Many school planners work in coordination with county and city planners to track growth patterns.

Attendance Zones: While the use of portable classrooms can temporarily alleviate overcrowding due to fluctuating enrollments, they can become detrimental to the educational program if they are overused as a way to handle core facilities overloading. Therefore, an effective enrollment management plan calls for attendance zones adjustments whenever they prove necessary. While such adjustments often prove unpopular with parents and students, they are necessary if all students are to have equal access to school facilities.

Capital Improvement Master Plan: Effective planning requires the district to anticipate future needs, and balance them against resources. A capital master plan charts future improvements to school facilities and identifies funding sources. The planning process, which should involve the community at large, should identify district goals and objectives and prioritize projects based on those goals and objectives.

TEA has developed a facilities planning process model to assist districts in organizing and planning for facility growth (**Exhibit 5-3**). A planning process allows a variety of planning issues to be identified and addressed in the development of a master plan.

Exhibit 5-3
TEA Recommended Facilities Planning Process

Program Element	Mission	Responsibilities	Deliverable
Planning	Needs Assessment	Identify current and future needs	Demographics, enrollment projections, facilities survey, boundary, funding, education program, market, staff capability, transportation analysis
	Scope	Outline required building areas, develop schedules and costs	Programming, cost estimating, scheduling, cost analysis
	Strategy	Identify structure	Facilities project list, master schedule, budget plan, organization plan, marketing plan
	Public Approval	Implement public relations campaign	Public and media relations
Approach	Management Plan	Detail roles, responsibilities, and procedures	Program management plan and systems
	Program Strategy	Review and refine details	Detailed delivery strategy
	Program Guidelines	Provide educational, design and construction standards	Educational specifications, design guidelines, CAD standards

Source: TEA Facility Standards.

Another key element of a facility master plan deals with the issue of facility maintenance needs. The district identified some of the critical elements of a plan during preparation for the 2000 bond election. Currently, the Maintenance Department addresses only the most

immediate and critical maintenance and repair projects on an *ad hoc* basis. Funds and staff used to accomplish these projects come from the district's operating funds. Facility repair and renovation projects have been paid out of local funds as resources became available.

FINDING

With the arrival of the new director of Maintenance, the district began a study of the facilities of the district and the ability of the Maintenance Department to adequately address the needs of the older facilities. This assessment was led by the director and included physical inspections, interviews with principals, a budget analysis and an evaluation of personnel. The result of this assessment was a report delivered to the board on January 23, 2001. It included the results of the analysis and a vision for the future of KISD and its facilities. The development of this report is a necessary first step for the district as it addresses the long standing facilities problems.

COMMENDATION

The Maintenance Services Department Report presented to the board in January, 2001 represents a valuable step in addressing planning and the facilities needs of KISD.

FINDING

KISD does not have a long-range facilities master plan that sets priorities for capital improvement projects, determines a funding approach or ties the approach to future enrollments. The district has not conducted a demographic study since 1992 and does not develop multi-year enrollment projections. Planning does not take into account the gradually declining enrollments at all levels and at most school locations. In the absence of such a plan, only the most immediate and urgent projects are addressed on an *ad hoc* basis. The results of this lack of planning can be seen in many of KISD's school facilities. Maintenance projects are pursued without long-range planning or prioritization, and the funds and staff used to accomplish them generally come from the general Maintenance Department budget. Many important maintenance needs are not being met.

Other facilities used by the district such as the administrations building and the Flato Building, which is used for the Parenting Center and to house central staff, have not been included in the planning efforts.

Two facility plans were previously developed. The KISD *Facility Master Plan 1992-97* that contained a needs assessment by building was prepared in 1992 and contained enrollment projections which have not been

updated. The KISD *1998 Facility Master Plan* is an abbreviated update to the earlier plan. These plans included a description for each project, grouped by location, stating the general description of the need, the estimated costs, and construction or repair tasks needed.

Until recently the district's annual planning process consisted of discussions between the director of Maintenance and school principals. The needs identified during these discussions typically consisted of immediate program or safety needs; the talks rarely addressed long-range planning issues. The new director of Maintenance has begun an annual planning process of soliciting written input from school principals. Potential projects are then reviewed by the assistant superintendent for Instruction and Human Resources for programmatic integrity and with the assistant superintendent for Support Services for compliance with district budget and planning objectives. The new director indicated that he is preparing a maintenance plan to address short-term needs. The report, originally scheduled for October was issued as of the end of December 2000 and presented to the board on January 23, 2001. The new director is also planning to implement a district capital improvement plan. The district has also begun to contact firms regarding a demographic study to redraw school boundaries and restructure campus grade levels.

District officials stated that long-term facilities planning has been a low priority because of slightly declining enrollments over the past several years and the district's inability until recently to obtain community approval for a bond program. During times of declining enrollment planning becomes even more critical for school districts, due to decreasing resources to fund programs. Additionally, efficiency gained through planning helps build credibility in the community.

Recommendation 38:

Update the facilities master plan.

KISD should update the facilities master plan to document its facilities needs including maintenance and new construction. A facilities master plan identifies each major repair or renovation needed at each school. The plan considers external factors such as community needs, as well as internal factors such as financing alternatives. It establishes a priority for each project, establishes a timeframe for the work, and estimates the cost of each project.

The plan should specifically address the number and location of facilities needed in the future based on multi-year enrollment projections. The continued use of other facilities such as the Flato building to house staff and special programs should be addressed in the master plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board formally establishes a facility planning committee and nominates citizens from across the community to participate in preparing a long-range facilities master plan.	March 2001
2.	The superintendent contacts board nominees to serve on the committee.	March 2001
3.	The director of Maintenance and the director of Finance schedule the initial meeting and provide support to the committee and the superintendent.	April 2001
4.	The committee establishes a meeting schedule, reviews the needs assessment documents and conducts a tour of the facilities.	May - July 2001
5.	The committee prepares a priority list of facilities needs and holds meetings at the school district to gather feedback from parents and residents.	July - August 2001
6.	The committee includes the community input in its recommendations and combines the priorities into a recommended master plan.	September 2001
7.	The director of Maintenance and the director of Finance provide cost estimates for each recommended item and recommend a schedule for implementing the plan based on the district's projected financial capabilities.	October 2001
8.	The superintendent reviews the plan and recommends approval to the board.	October 2001
9.	The board reviews and approves the plan and directs the superintendent to include year one items in the budget preparation process.	November 2001
10.	The director of Maintenance updates the plan, reviews the cost estimates and presents updated information to the superintendent.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD's elementary schools are operating under capacity, which is resulting in increased costs and inefficient assignment of campus staff. The district faces three significant challenges in its commitment to provide

appropriate educational facilities for its students. First, KISD's enrollment has been declining for the last ten years resulting in underutilized facilities. Secondly, the current elementary schools were built many years ago as small schools. These schools are smaller than elementary schools in peer districts and more costly to operate. Third, KISD schools have not been properly maintained over a period of years. This lack of maintenance has created a significant need for renovation to existing structures.

As shown in **Exhibit 5-4** school enrollments have declined 11 percent over the last ten years. Administrators expect this decline to continue for the foreseeable future. School districts with declining enrollments do not have growth pressures and additional resources to encourage the building of new schools or significant expansion of existing schools.

Exhibit 5-4
KISD Enrollment from 1990 through 2000

School	Enrollments											Percent Change
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	
King	1,626	1,540	1,427	1,371	1,389	1,389	1,314	1,346	1,327	1,357	1,341	-18%
K.E.Y.S	0	0	0	80	95	109	109	115	117	75	105	-4%
LASER	0	0	0	0	0	0	17	40	44	34	47	n/a
Colston Elementary	345	324	311	330	318	0	0	0	0	0	0	n/a
Night School	0	0	0	0	0	0	0	45	50	36	39	n/a
Gillett	536	533	553	570	548	779	747	694	662	698	641	20%
Memorial	601	566	564	563	598	729	754	726	717	700	659	10%
Harvey	329	450	382	395	423	410	371	326	338	305	278	-16%
Harrel	422	426	403	405	372	278	271	300	267	273	217	-49%
Kleberg	518	502	327	354	380	346	316	324	385	368	356	-31%
Lamar	406	398	461	456	462	322	445	464	464	472	454	12%
McRoberts	321	326	315	336	337	370	342	318	299	297	300	-7%
Perez	316	318	307	305	293	406	445	431	379	369	379	20%
Homebound	0	0	1	12	5	8	5	7	8	12	3	n/a
Total	5,420	5,383	5,051	5,177	5,220	5,146	5,136	5,136	5,057	4,996	4,819	-11%

Source: TEA, AEIS 1990 through 2000.

KISD facilities have limited additional capacity. **Exhibit 5-5** compares the total classroom capacity, 1999-2000 enrollment and classroom use rates.

Exhibit 5-5
KISD Elementary Schools Capacity and Use Rates
School Year 1999-2000

School	Number of permanent classrooms	Permanent classroom capacity	Portable classroom capacity	Total classrooms capacity	Current student enrollment	Permanent classroom use rate	Total classroom use rate
Harrel	16	352	0	352	217	62%	62%
Harvey	20	440	44	484	278	63%	57%
Kleberg	22	484	44	528	356	74%	67%
Lamar	19	418	0	418	454	109%	109%
McRoberts	20	440	132	572	300	68%	52%
Perez	17	374	88	462	379	101%	82%
Total	114	2,508	308	2,816	1,984	79%	70%

Source: KISD Master Plans, director of Maintenance and 1999-2000 AEIS enrollment data.

Note: KISD calculates capacity for elementary classrooms at 22 students per classroom and 25 students per classroom for middle school and High School classrooms. Special Purpose rooms were deducted to determine the number of available classrooms. These include one computer lab per school and special education rooms as designated by the school principal.

KISD's elementary schools have smaller enrollments than all of its peer districts except for Alice ISD. **Exhibit 5-6** describes the configuration and average enrollments of elementary schools in each of the peer districts with KISD. While KISD schools are smaller than their peers the schools are staffed as if they were much larger schools with campus dedicated staff such as a full-time counselor, and nurse.

Exhibit 5-6
Average Elementary Enrollment in KISD and Peers 1999-2000

District	Number of Elementary Schools	Average Enrollment	Grades Taught
Tuloso-Midway	2	708	EE-2 and 3-5
Flour Bluff	3	638	EE-KG, 1-2,3-4
Calallen	4	467	EE-5 and KG-5
Gregory-Portland	4	436	PK-4, EE-4 and KG-4
Alice	7	317	EE-4 and KG-4
Peer Average	4	513	
Kingsville	6	330	PK-1, EE-1 and 2-4

Source: AEIS Reports for 1999-2000.

KISD elementary schools as currently configured could accommodate more students. In 1999-2000 KISD had capacity for 2,816 elementary students and an enrollment of 1,984 elementary students (**Exhibit 5-7**).

Exhibit 5-7
KISD Enrollment versus Capacity
1999-2000 School Year

Campus	Capacity	1999-2000 Enrollment
Harrel	352	217
Harvey	484	278
Kleberg	528	356
Lamar	418	454
McRoberts	572	300
Perez	462	379
Total	2,816	1,984

Source: KISD Master Plan for number of permanent classrooms, director of Maintenance for number and location of portables, and AEIS 1999-2000 data.

Note: KISD calculates capacity for classrooms at 22 students per classroom.

Many of the KISD facilities are over 40 years old, as shown in **Exhibit 5-8**, many are equipped with original equipment and do not meet current needs, especially technology requirements.

Exhibit 5-8
Age of KISD Schools

Facility	Year Built	Age
Harrel	1969	31
Harvey	1943	57
Kleberg	1990	10
Lamar	1955	45
McRoberts	1958	42
Perez	1969	31
Gillett	1954	46
Memorial	1980	20
King	1962	38
K.E.Y.S.	1954	46
LASER	1909	91

Source: KISD Maintenance Services department Report, January 2001.

Recommendation 39:

Close two elementary schools and reinvest the savings into renovation and expansion of remaining four elementary schools.

By closing two elementary schools the savings in operating costs and the costs of renovation of these facilities can be reinvested in the remaining schools. The district should select two schools to be closed, based on attendance patterns, educational suitability and operational costs. A complete analysis will allow KISD to decide which facilities have the greatest long-term value as educational facilities. The district should also seek public input from the community through forums, surveys, or other appropriate methods.

This recommendation was also put forth by the *Kingsville Record* in its editorial on October 11, 2000 which states: "It would be much more efficient to close some of the elementary schools, saving the money of operating those facilities, and reinvesting that money in the remaining elementary schools, the middle and junior high schools, and H.M. King High School."

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board formally decides to analyze elementary school use, both current and projected over the next five years.	April 2001
2.	The superintendent develops an analysis of current facilities, costs to renovate and projected enrollments as well as development of possible school locations and configurations.	July 2001
3.	The board holds public meetings to discuss these issues and receive views and information from the community.	September and October 2001
4.	The board makes a determination of the most appropriate location and size of elementary schools after considering all information.	November 2001
5.	The superintendent incorporates this information into the district long-range facilities plan and develops a schedule for closing schools and relocating students.	November 2001
6.	The director of Maintenance insures that renovations are made to the remaining schools on a priority basis.	November 2001 - July 2003
7.	Once schools are renovated a detailed schedule is developed by the superintendent covering school closing and student reassignment. Principals provide information to parents and determine individual placement needs.	March 2003
8.	Students are reassigned for the forthcoming school year.	May 2003

FISCAL IMPACT

Although it is recommended that the district close and sell two elementary schools, the funds from a sale have not been included in the fiscal impact estimate. Estimates are based on savings from maintenance, custodial and food services operations as well as the budgeted utilities and the salary savings associated with the elimination of a day custodian, a cafeteria manager, and the administrative staff including a principal, secretary, counselor, nurse and librarian at each school.

While the enrollments at the remaining four schools will increase, the current administrative and support staff at the remaining facilities should be sufficient. **Exhibit 5-9** shows the anticipated savings. All salaries have been estimated at the entry-level for each position plus benefits. Utilities savings are based on the smallest utility budget for 2000-01.

Exhibit 5-9
Average KISD Elementary School Staffing Costs for Administration
2000-01 School Year

Position	Salaries with benefits
Principal	\$49,077
Secretary	\$16,158
Counselor	\$33,750
Librarian	\$28,227
Nurse	\$15,178
Cafeteria manager	\$11,396
Custodial worker	\$12,344
Utilities	\$31,000
Total savings Per year	\$197,130

Source: KISD salary schedules for 2000-01 and district budget for 2000-01.

Note: All positions are estimated at the entry level for that position and utilities were based on the smallest school budget.

The total \$197,130 in expenses is multiplied by two schools to total \$394,260 savings per year. The recommendation anticipates that renovation work on the remaining schools would be required before the additional students can be transferred; therefore, savings would not be realized until the 2003-04 school year.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Close two elementary schools and reinvest the	\$0	\$0	\$394,260	\$394,260	\$394,260

savings into renovation and expansion of remaining four schools.					
--	--	--	--	--	--

FINDING

KISD does not have a formal Capital Improvement Plan. A typical capital improvements plan differs from a facilities master plan in that it contains a detailed description for each capital project, the priority of the need, a description of the work to be performed, and the estimated costs. In the creation of the needs assessment for the May, 2000 bond election, KISD prepared a list of projects to be funded by the bond proceeds. The project listings provided a title identifying the individual projects and the estimated costs, but did not include a presentation of the needs or a detail description of the work to be performed.

Funding needs are difficult to assess without a detail description of the work to be performed in each project. Projects were not prioritized according to greatest need and the funding plan did not address the gap between the total \$46 million in projected needs identified by the citizens committee and the \$30 million in funding the district had sought through bonds and a state grant.

The new director of Maintenance is in the process of developing an annual capital improvement program for district facilities. This program will address some of the most pressing needs identified in the bond program facility assessment as far as budgetary considerations will allow.

Recommendation 40:

Prepare a Capital Improvements Plan with a detailed description of each capital project.

A project timetable and the funding source are also typically identified for each project.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Maintenance revises the list of needs prepared for May 2000 bond election and adds a description of the goals accomplished and magnitude of the each need.	March 2001
2.	The director prepares a description of each need and a project description.	April 2001
3.	The director identifies the tasks to be performed in each project	June - July

	and estimates the cost of each project task.	2001
4.	The board, with the help of the volunteer committee establishes priorities for specific needs and each project.	August 2001
5.	The assistant superintendent for Support Services and the director of Finance identify the funding source for each project.	September 2001
6.	The assistant superintendent for Support Services prepares a timeline for each project and summarizes the work performed to date into a report and request for approval.	October 2001
7.	The board reviews and approves the plan.	November 2001
8.	The superintendent uses the plan in the preparation of annual budgets and future bond election programs.	Ongoing

FISCAL IMPACT

The recommendation could be completed with volunteer committees and current staff.

B. MAINTENANCE

KISD's Maintenance Department has 30.5 FTE employees (**Exhibit 5-10**).

Exhibit 5-10
KISD Maintenance Staffing
2000-01

Position/Function	Number of Staff
Director	1
Energy Manager/Records Management	1
Secretary	2
Mail & Deliveries	1
Total Administrative Staff	5
Maintenance/Operations Foreman	1
Carpenter	3
Carpenter Helper*	5
Electrician	1
Electrician Helper*	2
Heating, ventilating and air conditioning (HVAC)	1
HVAC Helper*	1
HVAC Preventative Maintenance	1
Plumber	1
Plumber Helper*	1
Total Maintenance Staff	17
Grounds Keeper	6
Grounds Keeper (Athletic Fields)*	2
Day Grounds Keeper	0.5
Total Grounds Keeping Staff	8.5
Total	30.5

Source: KISD director of Maintenance.

* Helper positions also serve as substitute bus drivers.

Maintenance Department expenditures for 1998-99 through 1999-2000, and the budget for 2000-01 are included in **Exhibit 5-11**. The budget increased by seven percent during that time.

Exhibit 5-11
KISD Maintenance Budget
1998-99 through 2000-01

Operating Expense	1998-99 Actual	1999-2000 Actual	2000-01 Budget
Payroll	\$568,900	\$627,563	\$671,441
Professional Services	7,092	8,304	4,500
Services and Repairs	295,285	248,018	232,300
Utilities	821,864	810,664	959,400
Supplies	294,826	289,002	258,501
Travel	4,516	4,786	2,400
Vehicles	17,412	15,333	9,000
Other	0	2,618	3,200
Total	\$2,009,895	\$2,006,228	\$2,140,742

Source: KISD director of Maintenance, KISD 1999-2000 Actual Expenditures and KISD 2000-01 Budget.

Before August 2000, one director managed the maintenance and transportation functions. With the increased focus on maintenance, the Board reorganized the support services area in August 2000. A director of Maintenance manages the maintenance services and a half-time director of Transportation manages the transportation services.

KISD maintains more than 890,000 square feet of space at 15 facilities. The 16 maintenance employees, excluding the administrative staff and grounds crew, are each responsible for an average of 55,712 square feet. The staff handles the district's routine repair needs as well as major equipment repairs and the replacement of equipment no longer covered by warranty.

In a survey of teachers, facilities maintenance was rated unfavorably (**Exhibit 5-12**). With the exception of emergency maintenance, over half of the respondents rated maintenance unfavorably.

Exhibit 5-12
Evaluation of Facilities Maintenance by KISD Principals and Teachers

Survey Statement	Teachers' Response (130 Respondents)		
	Strongly Agree or Agree	Strongly Disagree or Disagree	No Response or No Opinion
Schools are clean.	37.8%	51.6%	10.7%
Buildings are properly maintained in a timely manner.	23.0%	64.6%	12.3%
Repairs are made in a timely manner.	15.3%	72.3%	12.3%
Emergency maintenance is handled promptly.	40.0%	41.5%	18.4%

Source: TSPR survey February 2000.

Note: Total amounts may not add to 100 percent due to rounding.

FINDING

The ability of the KISD Maintenance Department to address the needs of the district's facilities is limited by the level of staffing, including the number of staff designated as helpers and the use of helpers as substitute bus drivers. While the district is adequately staffed according to the Association of Physical Plant Administrators (APPA) standards, the KISD director of Maintenance does not consider nine of the sixteen maintenance workers to be journeyman level. Of these nine, at least two are paid at journeyman level or above, according to KISD salary records. Also, all nine of the maintenance staff work as substitute bus drivers. The director estimated that two to three are used every day to fill vacant bus driver positions.

The APPA developed a set of staffing standards for craft positions using the experience of its members, based on a district's gross square footage.

KISD Maintenance Department staffing is compared to these standards in Exhibit 5-13.

Exhibit 5-13
KISD Maintenance Department Craftspeople Compared to APPA
Standard
1999-2000

Craft	Journeyman	Helper	APPA Standard	Recommended Staffing	Variance Above (+)/Below (-) Standard
General maintenance	0	0	1:500,000 gross square feet (GSF)	2.0	-2.0
HVAC mechanic	2.0	1.0	1:450,000 GSF	2.0	+1.0
Plumber	1.0	1.0	1:390,000 GSF	2.0	0
Electrician	1.0	2.0	1:380,000 GSF	2.0	+1.0
Carpenter	3.0	5.0	1:200,000 GSF	4.0	+4.0
Painter	0	0	1:200,000 GSF	4.0	-4.0
Total	7.0	9.0		16.0	0

Source: KISD Maintenance Services Department Report, January 2001.

Note: All helper positions are also substitute bus drivers.

Exhibit 5-14 shows a comparison of current hourly pay for maintenance workers in KISD to peer districts. Of the responding districts, KISD pays the second lowest for entry-level helpers and the second highest for entry-level lead craftsman.

Exhibit 5-14
Maintenance Hourly Pay Comparison
To Peer Districts
2000-01

District	Helper	Journeyman	Lead
Alice	\$5.47	\$6.68	\$9.51
Flour Bluff	7.86	n/a	8.65
Tuloso-Midway	8.04	n/a	9.25
Kingsville	7.30	7.97	9.47

Source: KISD 2000-01 salary schedule and peer district survey.

While the district appears to have adequate staff according to national standards and to provide reasonable salaries compared to its peers, the Maintenance Department's ability to address the needs of the outdated facilities may be limited by its staffing.

Recommendation 41:

Increase the capability of Maintenance Department staffing by providing training to upgrade helper positions to journeyman levels and eliminate substitute bus driver responsibilities.

Helper positions should be given the training necessary to function as journeyman level craftsman and then held accountable for performance. An assessment should be conducted to identify the helpers who have the willingness and commitment to undergo the training and then meet the district's expectations as journeymen craftsman. KISD should pay for part or all of the training as an investment in its work force. Training should be provided based on a written contract between the district and the helper, which includes payback provisions if training is not completed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Maintenance identifies the helpers who would benefit from training and be able to provide the greatest support to KISD's Maintenance Department.	April 2001
2.	The director develops a training plan for each identified helper with clear goals and expectations.	May 2001
3.	Training begins.	September 2001
4.	The director monitors training progress.	January 2001 and Ongoing

FISCAL IMPACT

Fiscal impact is based on an estimated tuition of \$24 per semester hour at Coastal Bend Community College times 8 semester hours (4 per semester or 8 per year) = \$192 tuition per person. Estimated fees, books and supplies are \$400 per person for a total of \$592. Figures have been rounded off to \$600 due to any college fees and reflect totals calculated for one year. Total costs for eight employees at \$600 a year is \$4,800.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Increase the ability of Maintenance Department staffing by providing training to upgrade helper positions to journeyman levels and eliminate substitute bus driver responsibilities.	(\$4,800)	(\$4,800)	(\$4,800)	\$0	\$0

FINDING

Priorities for routine maintenance at KISD are not defined. The director of Maintenance said that principals determine if the work needed is an emergency, and the principal is instructed to call the work order in to the department. On all other work orders, the work is usually assigned the next day. Teachers and principals however, indicated that non-emergency work orders are rarely filled on a timely basis. Work orders are entered into an online work order system that was installed in the late 1980's. The system is currently used to submit work requests for scheduling and to communicate the status of the work order to the requesting facility. The system also serves as the database for department reports, categorize projects and define priorities. **Exhibit 5-15** lists the work orders processed during 1997-2000.

**Exhibit 5-15
KISD Work Orders Status
1997 through 2000**

Year	Received	Completed	Incomplete
1996-1997	1,563	1,528	35
1997-1998	1,982	1,823	159
1998-1999	1,823	1,388	435
1999-2000	2,823	2,151	672

Source: KISD Maintenance Department.

Recommendation 42:

Improve the work order management process by developing work order priorities with a list of typical maintenance work for each priority level.

The list should include an estimate of the timeframe and costs within which the work order will be addressed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Maintenance identifies types of projects for each work order system priority level.	April 2001
2.	The director distributes the information to the schools and central office departments.	May 2001
3.	The director conducts follow-up visits to each school to ensure each principal understands the system, priority levels and associated completion time frames.	May 2001
4.	The director initiates a feedback system to all work order originators.	July 2001

FISCAL IMPACT

This recommendation can be implemented with existing systems and resources.

C. CUSTODIAL OPERATIONS

Custodial duties are handled easier, safer and more effectively when coordinated to perform the work when children are not in classrooms. There are many custodial tasks that need to be performed on a regular basis, including:

- Regulating the heating and air conditioning equipment;
- Unlocking doors, opening windows for ventilation and turning on lights;
- Setting up rooms for special activities;
- Cleaning restroom facilities, replacing all commodities and making sure dispensers work properly;
- Cleaning classrooms, teachers' lounges and other areas;
- Performing special tasks within the classrooms based on teacher requests;
- Moving furniture;
- Disposing of trash; and
- Locking doors and gates, closing windows and turning off lights.

Duties of a weekly, monthly or quarterly nature should also be defined and scheduled. Tasks that may be included in this classification are:

- Lubricating equipment;
- Cleaning interior walls;
- Indoor painting;
- Waxing floors and cleaning carpeting;
- Washing windows and blinds and arranging for the cleaning of draperies; and
- Resurfacing floors and refinishing furniture.

KISD provides custodial services to all of its facilities. The 2000-01 budget is \$851,650. The costs include labor and supplies. KISD provides a daytime custodian at each elementary school, determines the work schedule at each facility, provides training and necessary equipment and purchases all supplies.

Custodial expenditures from 1998-99 through 1999-2000, and the budget for the 2000-01 school year are included in **Exhibit 5-16**. Since 1998-99, the district's custodial budget has increased 17.5 percent.

Exhibit 5-16
KISD Custodial Budget
1998-99 through 2000-01

Operating	1998-99	1999-2000	2000-01	Percent
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Expense	Actual	Actual	Budget	Change
Payroll	\$723,727	\$823,544	\$842,650	
Equipment, materials and supplies	\$780	\$5,366	\$9,000	
Total	\$724,507	\$828,910	\$851,650	17.5%

Source: KISD director of Maintenance.

The Association of School Business Officials (ASBO), using widely accepted and national industry standards, developed cleaning guidelines or standards for schools that a district can tailor to its needs depending on the type of facility, facility use and the types of surfaces to be cleaned (**Exhibit 5-17**).

Exhibit 5-17
Examples of Recommended Custodial Work Standards
Established by the Association for School Business Officials

Space	Service	Unit Measure	Work Rate Time
Classrooms (average size)	Routine clean	850 sq. ft.	24 minutes
Offices - resilient floor	Routine clean	1,000 sq. ft.	24 minutes
Offices - carpet	Routine clean	1,000 sq. ft.	24 minutes
Floors	Dust mop	1,000 sq. ft.	12 minutes
	Damp mop	1,000 sq. ft.	20 minutes
	Spray buff - daily	1,000 sq. ft.	20 minutes
	Spray buff - weekly	1,000 sq. ft.	40 minutes
	Spray buff - monthly	1,000 sq. ft.	120 minutes
	Light furniture scrub	1,000 sq. ft.	240 minutes
	Medium furniture scrub	1,000 sq. ft.	300 minutes
	Heavy furniture scrub	1,000 sq. ft.	400 minutes
Bathrooms	Three or fewer commodes, urinals and wash basins	Each	4.5 minutes

	More than three	Each	3 minutes
Stairs	Damp mop	1 flight	12 minutes
	Wet mop	1 flight	35 minutes
	Wet mop	1 flight	35 minutes
	Hand scrub	1 flight	48 minutes
	Dust handrails	1 flight	2 minutes
	Dust treads	1 flight	6 minutes
Walls	Wash	1,000 sq. ft.	210 minutes
	Wash heavy soil	1,000 sq. ft.	290 minutes
Blinds	Dust	Each	15 minutes
	Damp dust	Each	30 minutes
	Wash	200 sq. ft.	340 minutes
Windows - single pane	Wash	1,000 sq. ft.	240 minutes
Windows - multi-pane	Wash	1,000 sq. ft.	320 minutes
Light fixtures - fluorescent	Dust	4 ft.	5 minutes
Light fixtures - egg crate	Wash	4 ft.	40 minutes
Light fixtures - open	Wash	4 ft.	20 minutes
Light fixtures - incandescent	Dust	Each	5 minutes
Light fixtures - incandescent	Wash	Each	15 minutes

Source: Custodial Methods and Procedures Manual, Association of School Business Officials (ASBO).

Applying the ASBO standard of one custodian per 20,000 square feet, **Exhibit 5-18** shows the variance between current KISD custodial staffing and recommended staffing according to the standards.

Exhibit 5-18
KISD Custodians by Campus Compared to ASBO Standard
1999-2000

Facility	Square Footage	Full-time Equivalent Custodians		Variance Above (+) or Below (-) Standard
		Current	Recommended	
East Cluster Schools: K.E.Y.S. Gillett Harvey Perez	98,524	6	5	+1
Central Cluster Schools: Kleberg Lamar LASER	140,816	7	7	0
Bus Barn West Cluster Schools: Harrel McRoberts Flato	92,246	6.5	5	+1.5
King	304,889	12	15	-3
Memorial	99,086	6	5	+1
Gillett	75,315	6	4	+2
Administration Building	38,122	2.5	2	+0.5
Portables	24,984	0**	1	-1
Total	873,982	46	44	2

Source: KISD Maintenance Services Department Report, January 2001 and ASBO Standards.

**Does not include MoPac Center except for the bus barn.*

***Portables cleaned by staff at individual schools.*

FINDING

Although KISD has adequate staffing according to ASBO standards, teachers, parents and students all indicated a significant degree of dissatisfaction with the cleanliness of their schools. The KISD survey results (**Exhibit 5-19**) reflects these concerns with custodial services.

Exhibit 5-19
Management Review of the Kingsville Independent School District
Survey Results

STATEMENT "Schools are clean."	CATEGORY					
	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Students	3.4%	2.2%	18.4%	17.7%	29.1%	29.1%
Teachers	3.8%	1.5%	36.2%	6.9%	33.1%	18.1%
Staff	6.1%	6.1%	26.5%	16.3%	28.6%	16.3%
Parents	2.1%	4.2%	50.0%	11.5%	21.9%	14.6%

Source: TSPR Survey. Totals may not add to 100 percent due to rounding.

Survey comments include:

"The condition of the portables is shameful! They are like the ghetto in the maintenance. We have been rat infested for several months before they did anything about it." (From Teachers Survey)

"The school buildings are filthy and poorly maintained due to poor management and lack of work ethic of the workers." (From Parent Survey)

"The school is very dirty." (From Student Survey)

The review team observed that the hallways appear dirty, particularly the floors and baseboards at the high school and the junior high school.

Recommendation 43:

Prepare a Custodial Plan to improve building conditions.

The plan should have two parts. Part one of the plan should include an assessment of each building and a program to improve the condition of each facility by focusing on major deficiencies in a short period of time. Some of these needs can be addressed during the school year but others may require attention during the summer months when school is not in session.

Part two of the plan should develop written procedures for each facility describing the tasks, allocated time, required equipment and supplies and staffing needs. The plan should include a cleaning program to maintain the facility conditions. Principals should be asked to evaluate the conditions of their facilities on a monthly basis and custodians should be held accountable for the results by the director of Maintenance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Maintenance prepares an assessment of the condition of each facility.	March 2001
2.	The director of Maintenance prepares a schedule to remedy the major custodial problems. Including deficiencies and proposed remedies.	April 2001
3.	The director of Maintenance prepares a custodial program to maintain the facility conditions, including work tasks, equipment and supplies requirements, staff requirements and work schedules.	June 2001
4.	The custodial crews clean each building during the summer months.	June-August 2001
5.	The director of Maintenance reports on the condition of the facilities to the assistant superintendent for Support Services.	August 2001
6.	Principals comment about conditions and service to director of Maintenance monthly. These comments are used in custodial staff annual evaluations. The director of Maintenance observes the facility conditions monthly during the school year and maintains the records of each review. The monthly reports should be presented to the superintendent.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

D. ENERGY MANAGEMENT

During the 1990-91 school year, KISD began an energy conservation program. The program first began by training an energy manager. The energy manager began implementing the program. The program first started by making all district employees aware of some very easy methods of conserving energy. These methods included turning off lights when not in use, turning the air conditioners or heaters off when not in use and generally turning all apparatus that use electricity or gas off when not in use. By constantly monitoring all buildings, the electrical and gas consumption slowly but surely began to drop. The water usage was addressed and certain hours for watering were established. Leaky faucets were repaired and in due time water consumption also declined.

The next step in the Energy Program was to begin a retrofit program to enhance the savings. Incandescent lighting was first addressed. The normal 100 and 200-watt lamps were replaced by compact fluorescent lighting. Timers were set to turn on outside lighting only when necessary. Custodians began a program where lights were on only in the areas where they were actually working instead of having the whole campus lit. This procedure began to show an improvement in the cost of lighting.

On January 30, 1995, KISD contracted with Honeywell, Inc. to provide the following services for a ten-year period:

- Mechanical replacement and retrofit;
- Lighting retrofit;
- Energy Management System;
- Mechanical maintenance;
- Building management support services; and
- Temperature control maintenance and monitoring.

Maintenance services are for a fixed price for the first five years. The last five years of the contract, the prices may be increased by the Service Consumer Price Index, but not to exceed 4.5 percent annually.

The contract included replacement of the chillers at the high school, adjusting the air conditioning system at the middle school, replacing the individual classroom air conditioners at the intermediate school with units that were more efficient and retrofitting the lighting systems throughout the school district with T-8 lamps and electronic ballasts. The high school and the middle school were set up with an energy management system controlled by the energy manager. The intermediate school was put on programmable thermostats.

KISD has changed all the individual air conditioning units one school at a time. Every school now has a more efficient air conditioning unit outside the class, making the classroom quieter. Every unit in the school district now has a programmable thermostat and policy is set as to the temperature settings for heating and cooling. A monitoring system is in place and the energy manager checks all schools.

Exhibit 5-20 describes KISD's energy costs for the years 1996 through 2000.

**Exhibit 5-20
KISD Energy Program Costs
1996 through 2000**

Program Component	Total Costs	Annual Cost
Energy Conservation Services	\$3,503,900	\$497,728
Mechanical Maintenance Program, Building Management Support Services Program, Temperature Control Maintenance and Monitoring		\$102,340

Source: KISD Maintenance Department.

FINDING

The KISD energy manager has determined that the utility bills are 28 percent less than 1990 when the program began and that the district has had a utility cost saving of \$2.8 million. According the KISD energy manger, KISD is presently paying approximately \$59,000 per year less in utility bills than in 1990 when the program began.

The Honeywell contract estimates that the program will recover \$6.08 million in total savings. Calculated as \$193,989 per year in energy savings. Operational costs (cooling and heating) avoided are \$406,079. While the district has not yet achieved the total savings estimated by Honeywell, they have achieved significant savings.

COMMENDATION

KISD energy management program has allowed the district to upgrade it HVAC systems and achieve cost avoidance savings.

FINDING

KISD has pursued the state program that could reduce the cost of energy to the district by four to five percent. In 1999-2000 the district spent more than \$810,000 on utilities and KISD has budgeted more than \$960,000 on utility bills for the 2000-01 school year.

The State Power Program, an energy program offered by the General Land Office (GLO) beginning September 1, 1999, can save participating districts four to five percent on their utility bills if their current utility provider is also a participant in the state program. During the 1999 Legislature, Senate Bill 7 authorized the Commissioner of the GLO, under Chapter 35 of the Texas Utilities Code, to negotiate and execute contracts for the conversion of royalties taken in kind to other forms of energy including electricity for sale to public retail customers, which include public school districts, state institutions of higher education, agencies of the state and political subdivisions of the state.

Districts must contact the GLO at (512) 936-1941 to receive an application and more information on the program. They can also be accessed through their website at <http://www.glo.state.tx.us/spp>.

Districts would not be charged to participate in the program. They would be able to keep their present provider and keep the same services they currently use.

The KISD Energy manager stated that the district has been in contact with the GLO and that all necessary documents have been filed. The district is currently waiting for the GLO to respond.

COMMENDATION

By aggressively pursuing cost reductions provided through the State Power Program, KISD will realize a four to five percent reduction in energy costs.

Chapter 6

ASSET AND RISK MANAGEMENT

This chapter discusses the asset and risk management functions within the Kingsville Independent School District (KISD) in the following sections:

- A. Cash Management
- B. Risk Management
- C. Fixed Asset Management

Texas school districts have a responsibility to protect their publicly financed assets provided to educate society's children. Cash, employees and fixed assets are among a school district's most valuable assets. The goal of asset and risk management is to protect these assets from physical and financial losses resulting from unforeseen events.

Effective asset and risk management involves investing idle cash to achieve the best rates of return after board policy, principal preservation and liquidity considerations are met; providing affordable health and workers' compensation insurance to employees; safeguarding property from loss through damage, theft and unexpected events; and managing debt through timely principal and interest payments while reducing interest costs.

BACKGROUND

The assistant superintendent for Support Services, the assistant superintendent for Instruction and Human Resources, the coordinator for Educational Services and the director of Finance are responsible for the district's asset and risk management function. This includes overseeing cash management and investing, maintaining fixed assets records and administering the self-funded health benefit plan.

The district's cash management activities and investment policies are designed to ensure the safety of idle funds; the availability of operating, capital and debt service funds when needed; and a competitive return on investments. Emphasis is placed on safety of principal and liquidity and policies must address investment diversification, yield, maturity and the quality and capability of investment management personnel. The Board of Trustees reviews and approves the district's investment policies and procedures.

The district's investment policies and procedures must comply with the requirements of Chapter 2256. Public Funds Investment of the Government Code also known as the Public Funds Investment Act.

Sections 2256.009 through 2256.019 of the Public Funds Investment Act provide a list of authorized investments that may be purchased as shown in **Exhibit 6-1**.

Exhibit 6-1
Investments Authorized by the Public Funds Investment Act

Code Section	Description of Investment
<p>2256.009 Authorized Investments: Obligations of, or Guaranteed by Governmental Entities</p>	<ul style="list-style-type: none"> • Obligations of the United States or its agencies and instrumentalities; • Direct obligations of this state or its agencies and instrumentalities; • Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States; • Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state or the United States or their respective agencies and instrumentalities; • Obligations of states, agencies, counties, cities and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent; • Bonds issued, assumed, or guaranteed by the State of Israel.
<p>2256.010 Authorized Investments: Certificates of Deposit and Share Certificates</p>	<p>A certificate of deposit is an authorized investment if the certificate is issued by a state or national bank, savings bank or state or federal credit union domiciled in this state and is:</p> <ol style="list-style-type: none"> 1. Guaranteed or insured by the Federal Deposit Insurance Corporation or its successor or the National Credit Union Share Insurance Fund or its successor; 2. Secured by obligations that are described by Section 2256.009(a), including mortgage backed securities directly issued by a federal agency or instrumentality that have market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities of the nature described by Section 2256.009(b); or 3. Secured in any other manner and amount provided by law for deposits of the investing entity.

<p>2256.011 Authorized Investments: Repurchase Agreements</p>	<p>A fully collateralized repurchase agreement is an authorized investment if:</p> <ol style="list-style-type: none"> 1. It has a defined termination date; 2. It is secured by obligations described by Section 2256.009(a)(1); 3. It requires the securities being purchased by the entity to be pledged to the entity, held in the entity's name and deposited at the time the investment is made with the entity or with a third-party selected and approved by the entity; and 4. It is placed through a primary government securities dealer, as defined by the Federal Reserve, or a financial institution doing business in this state.
<p>2256.012 Authorized Investments: Banker's Acceptances</p>	<p>A banker's acceptance is an authorized investment if it:</p> <ol style="list-style-type: none"> 1. Has a stated maturity of 270 days or fewer from the date of its issuance; 2. Will be, in accordance with its terms, liquidated in full at maturity; 3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and 4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or an equivalent rating by at least one nationally recognized credit rating agency.
<p>2256.013 Authorized Investments: Commercial Paper</p>	<p>Commercial paper is an authorized investment if it:</p> <ol style="list-style-type: none"> 1. Has a stated maturity of 270 days or fewer from the date of issuance; 2. Is rated not less than A-1 or P-1 or an equivalent rating by at least: 3. Two nationally recognized credit rating agencies; or 4. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States or any state.
<p>2256.014</p>	<ul style="list-style-type: none"> • A no-load money market mutual fund is authorized if

<p>Authorized Investments: Mutual Funds</p>	<p>it:</p> <ol style="list-style-type: none"> 1. Is registered with and regulated by the Securities and Exchange Commission (SEC); 2. Provides the investing entity with a prospectus and other information required by the SEC Act of 1934 of the Investment Company Act of 1940; 3. Has a dollar-weighted average stated maturity of 90 days or fewer; and 4. Includes in its investment objectives the maintenance of a stable net asset value of \$1 for each share. <ul style="list-style-type: none"> • A no-load money mutual fund is authorized if it: <ol style="list-style-type: none"> 1. Is registered with the SEC; 2. Has an average weighted maturity of less than two years; 3. Is invested exclusively in obligations approved by this subchapter; 4. Is continually rated as to investment quality by at least one nationally recognized investment rating firm of not less than AAA or its equivalent; and 5. Conforms to the requirements set forth in section 2256.016(b) and (c) relating to the eligibility of investment pools to receive and invest funds of investing entities.
<p>2256.015 Authorized Investment: Guaranteed Investment Contracts</p>	<p>A guaranteed investment contract is an authorized investment for bond proceeds if it:</p> <ol style="list-style-type: none"> 1. Has a defined termination date; 2. Is secured by obligations described by Section 2256.009(a)(1) excluding those obligations described by Section 2256.009(b) in an amount at least equal to the amount of bond proceeds invested under the contract; 3. Is pledged to the entity and deposited with the entity or with a third party selected and approved by the entity; and 4. The governing body of the entity has specifically authorized guaranteed investment contracts as an eligible investment in the order, ordinance, or resolution authorizing the issuance of the bonds.

2256.016 Authorized Investments: Investment Pools	An entity may invest its funds and funds under its control through an eligible investment pool if the governing body of the entity by rule, order, ordinance or resolution, as appropriate, authorizes investment in the particular pool. An investment pool shall invest the funds it receives from entities in authorized investments permitted by this subchapter.
2256.017 Existing Investments	An entity is not required to liquidate investments that were authorized investments at the time of purchase.
2256.019 Rating of Certain Investment Pools	A public funds investment pool must be continuously rated no lower than AAA, AAA-m, or an equivalent rating by at least one nationally recognized rating service or no lower than investment grade by at least one nationally recognized rating service with a weighted average maturity no greater than 90 days.

Source: Excerpted from Government Code Chapter 2256 Subchapter A. Authorized Investments for Governmental Entities.

The district's investment policy allows five investment types authorized by the Public Funds Investment Act: 1) Obligations of the United States or Texas or its agencies and instrumentalities and political subdivisions including collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States as permitted by Government Code 2256.009; 2) Certificates of deposit as permitted by Government Code 2256.010; 3) Public funds investment pools as permitted by Government Code 2256.016-2256.019; 4) Interest-bearing accounts in the district's depository bank; and 5) Fully collateralized repurchase agreements as permitted by Government Code 2256.

Public funds investment pools were created to offer governmental entities, such as school districts, a safe and highly liquid investment opportunity to earn interest on available cash balances. Participation in the pools allows districts to earn interest based on rates that are recalculated daily in response to the prevailing market rates. This is particularly advantageous during periods of rising interest rates because districts automatically receive the higher rates without having to execute any trades. However, during periods of declining interest rates, participation in the pools will result in lower interest earnings since the lower rates are automatically recalculated as well. During periods of declining interest rates, a sound investment strategy reduces the portfolio's position in short-term investment and increases the position in investments with longer terms with stated rates of return to lock-in the higher rates for a longer period of

time. This is known as extending the maturity of the portfolio to maintain earnings.

As shown in **Exhibit 6-2**, from September 1997 through August 1999, Treasury bill rates, also known as short-term interest rates, generally declined. In September 1999, rates began to rise again.

Exhibit 6-2
History of One-Year Treasury Bill Rates
September 1997 - March 2000

Month/Year	Interest Rate
Sep 1997	5.30%
Oct 1997	5.20%
Nov 1997	5.14%
Dec 1997	5.18%
Jan 1998	5.07%
Feb 1998	4.97%
Mar 1998	5.13%
Apr 1998	5.12%
May 1998	5.15%
Jun 1998	5.13%
Jul 1998	5.10%
Aug 1998	5.00%
Sep 1998	4.51%
Oct 1998	4.06%
Nov 1998	4.40%
Dec 1998	4.31%
Jan 1999	4.34%
Feb 1999	4.37%
Mar 1999	4.67%
Apr 1999	4.50%
May 1999	4.63%
Jun 1999	4.89%

Jul 1999	4.71%
Aug 1999	4.95%
Sep 1999	5.00%
Oct 1999	5.12%
Nov 1999	5.17%
Dec 1999	5.35%
Jan 2000	5.65%
Feb 2000	5.91%
Mar 2000	5.84%

*Source: Federal Reserve Board Web site
www.federalreserve.gov/releases.*

Treasury bill rates are set by the Federal Reserve Board (FRB) and are used as the basis for deriving the interest rates paid on most investments, including investment pools. Therefore, as the Treasury bill rates decline, the interest rates paid by the investment pools decline.

As shown in **Exhibit 6-3**, in fiscal 1999, the peer districts relied heavily on public funds investment pools despite the fact that rates were declining. Four districts were 100 percent invested in pools. Tuloso-Midway had 42.9 percent invested in the pools with the remaining balance of \$8,612,345 (57.1 percent) invested in a no-load money market mutual fund that functions similarly to the pools. KISD, however, had the lowest participation in the pools at 29.4 percent. The remaining \$5,104,680 (70.6 percent) balance of the KISD portfolio was invested in U.S. government obligations with stated interest rates of return and specified maturities of five to six months.

Exhibit 6-3
Percentage of District Funds
Invested in Public Funds Investment Pools (PFIP)
August 31, 1999

District	Amount in PFIP	Total Portfolio	Percent
Alice	\$5,953,451	\$5,953,451	100%
Calallen	\$4,375,065	\$4,375,065	100%
Flour Bluff	\$14,351,111	\$14,351,111	100%

Gregory-Portland	\$4,363,465	\$4,363,465	100%
Kingsville	\$2,120,954	\$7,225,634	29.4%
Tuloso-Midway	\$6,473,031	\$15,085,376	42.9%

Source: KISD and peer districts audited financial statements for fiscal year 1999.

As interest rates began to trend higher after September 1999, KISD's investment officers began to shorten the maturity of the portfolio: reducing the portfolio's position in long-term investments and increasing the position in the pools. In May 2000, KISD's investment portfolio consisted of \$7,797,155 (76.6 percent) in the public funds investment pools, TexPool and Lone Star and \$2,384,000 (23.6 percent) in direct investments in U.S. agency obligations.

The State of Texas uses countywide appraisal districts to determine the appraised and taxable values of properties within each taxing jurisdiction. The Kleberg Central Appraisal District (KCAD) performs these services for the district. The district entered into an inter-local agreement with the Kleberg County Tax Assessor-Collector for the collection of its property taxes.

KISD's health benefits plan is a self-funded policy administered by Health Administrative Services, Inc. in Houston, Texas. The district contracts with the Texas Association of School Boards (TASB) for the administration of its workers' compensation and unemployment insurance programs. The assistant superintendent for Support Services and the director of Finance are responsible for administering the financial aspects of the district's insurance plans. The district's coordinator of Educational Services/risk manager is responsible for handling workers' compensation claims and safety issues in district facilities.

A. CASH MANAGEMENT

Effective cash and investment management involves establishing sound banking relationships, developing accurate cash projections, managing cash receipts, controlling cash disbursements and investing funds in safe investment vehicles. Wells Fargo bank is the financial institution used by Kingsville ISD. The district's depository bank contract requires that the bank provide pledged securities for all balances that exceed the \$100,000 FDIC insurance coverage. The district renewed the two-year contract in June 1999 for an additional two-year period ending August 31, 2001.

FINDING

The district actively manages and maintains nine bank accounts: four for general operating purposes and five for school activity funds. The Finance Department maintains the operating accounts. School and student activity accounts are maintained at the school level. The district maintains signature authorization cards for each account. Checks written against the operating accounts require the signatures of two board members. The checks are signed electronically: the director of Finance, assistant superintendent for Support Services and the assistant superintendent for Instruction and Human Resources are authorized to execute check preparation within the financial system.

The accounting supervisor in the Finance Department is responsible for reconciling the operating bank accounts. However, the director of Finance temporarily reconciled the operating bank accounts after the accounting supervisor resigned in July 2000. A new accounting supervisor was hired effective October 10, 2000 and assumed the bank reconciliation duties.

All of the district's nine bank accounts are interest bearing. In addition, the district's depository bank contract allows for the monthly service charges incurred on the district's accounts to be offset by compensating balances. This is a common feature in depository contracts that allow governmental entities to avoid paying for service charges when compensating balances exceed the total of monthly service charges incurred. **Exhibit 6-4** lists the nine bank accounts that are used for general operating purposes and activity funds.

Exhibit 6-4
KISD Bank Accounts

Account Name	Interest Bearing	Monthly Charges Offset by Compensating Balances
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Master Account	Yes	Yes
Payroll Account	Yes	Yes
General Disbursement Account	Yes	Yes
CED	Yes	Yes
H.M. King High School	Yes	Yes
Memorial Middle School	Yes	Yes
Gillett Intermediate School	Yes	Yes
McRoberts Elementary School	Yes	Yes
K.E.Y.S. Alternative High School	Yes	Yes

Source: Assistant superintendent for Support Services.

The KISD board has designated the director of Finance and the assistant superintendent for Support Services as the district's investment officers. As required by the district's investment policy, the superintendent notified the depository bank in writing that only these individuals are authorized to execute investment transactions for the district. The director of Finance, a Certified Public Accountant (CPA), has day-to-day responsibility for managing the cash and investment management functions at Kingsville ISD. The assistant superintendent for Support Services assumes these duties in her absence. Investment transactions are executed via wire transfers. The director of Finance or the assistant superintendent for Support Services initiate and approve wire and electronic funds transfer (EFT) transactions. The internal controls require that the depository bank perform a call back to verify authorization for each transaction prior to execution.

COMMENDATION

KISD aggressively manages its depository contract and takes advantage of services offered by the bank in managing its cash.

FINDING

The district has a board-approved investment policy in accordance with the Public Funds Investment Act and administrators work within that policy to ensure that investments earn a market rate of interest. The district has invested 77 percent of its available cash balances in the Texpool and Lone Star public funds investment pools with the remaining 23 percent directly invested in U.S. government obligations through an account with Southwest Securities. The district's participation in the investment pools

has allowed it to take advantage of rising interest rates, since the rates are recalculated daily. **Exhibit 6-5** describes the types of investment instruments in the district's portfolio. **Exhibit 6-6** shows the trend in rate of return on the investment pool balances.

Exhibit 6-5
Description of KISD Investments
At May 31, 2000

Type of Investment	Description
Public Funds Investment Pools	Public investment funds that provide a governmental entity with the opportunity to pool idle cash with other governmental entities in order to achieve liquidity and safety of principal. Participating entities own a pro rata share of the underlying assets of the fund. The district's investment policy requires the board to authorize the investment in a particular pool by resolution.
U.S. Government Obligations	Obligations issued by U.S. government agencies such as the Federal National Mortgage Association (Fannie Mae) and the Federal Home Loan Mortgage Corporation (Freddie Mac).

Source: Glossary of Investment Terms and the KISD Investment Policy dated 11/05/1999.

Exhibit 6-6
Trend in Investment Pool Rates of Return
March through May 2000

Investment Pool	March	April	May
TexPool	5.9141%	6.0731%	6.2340%
Lone Star	5.7800%	5.9400%	6.2000%

Source: KISD's May 31, 2000 Quarterly Investment Report.

The district's investment policy requires that a quarterly investment report be prepared and submitted to the board. The director of Finance submits the report to the assistant superintendent for Support Services. Both the director of Finance and the assistant superintendent for Support Services sign the report, then the assistant superintendent for Support Services submits the report to the superintendent, who presents the report to the board. As of May 2000, the market value of the district's portfolio was

\$10.2 million. **Exhibit 6-7** provides a summary of the portfolio at May 31, 2000.

Exhibit 6-7
KISD Investment Portfolio Summary
At May 31, 2000

Type of Investment	Amount Invested (Market Value)	Percent of Total Portfolio	Rate of Return at May 31, 2000
Investment Pool- TexPool	\$4,958,596	49%	6.234%
Investment Pool- Lone Star	\$2,838,559	28%	6.200%
U.S. Government Obligation- Fannie Mae Discount Note	\$792,000	7%	5.957%
U.S. Government Obligation- Fannie Mae Discount Note	\$798,000	8%	5.817%
U.S. Government Obligation- Fannie Mae Discount Note	\$794,000	8%	6.033%
Totals	\$10,182,115	100%	

Source: KISD Quarterly Investment Report for the quarter ended May 31, 2000.

In fiscal 1999 when short-term interest rates were declining, the director of Finance, the district's investment officer, locked-in higher long-term interest rates by purchasing Fannie Mae Discount Notes. And, as interest rates began a rising trend in September 1999, the district's investment officers increased the percentage of the portfolio invested in investment pools to take advantage of the daily recalculation of rising rates.

COMMENDATION

KISD's investment officers made timely adjustments in investment strategy to take advantage of changing interest rates trends.

FINDING

The KISD May 31, 2000 quarterly investment report did not fully comply with one provision of the district's investment policy adopted in November 1999. The board-approved investment policy, in accordance with Sections

2256.023(5) and (7) of the Public Funds Investment Act, requires that the quarterly report "state the account or fund or pooled group fund in the district for which each individual investment was acquired." The report for the period ending May 31, 2000 did not identify the type of funds used to purchase the Fannie Mae discount notes. Providing this information in the quarterly investment report ensures that the superintendent and the board are aware of the portfolio's activity and the results of the district's investment officers' efforts to achieve maximum interest earnings while protecting the safety of the district's principal investment.

It is important for the investment report to distinguish between the different types of funds involved with each investment so the board is aware of and can verify compliance with the provisions of the Public Funds Investment Act such as the provisions outlined in Section 2256.015 regarding the investment of bonds proceeds.

Recommendation 44:

Revise the quarterly investment report to report the type of funds used to purchase investments as stipulated in board-approved investment policy and the Public Funds Investment Act.

The director of Finance should revise the format of the quarterly investment report related to separately invested assets to include the type of funds invested as stipulated in the Public Funds Investment Act and the district's board-approved investment policy.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services instructs the director of Finance to revise the quarterly investment report to include the source of funds used to purchase the investments.	April 2001
2.	The assistant superintendent for Support Services reviews the new format to ensure that it complies with all provisions of the district's board-approved investment policy and the Public Funds Investment Act.	April 2001
3.	The assistant superintendent for Support Services presents the revised format to the superintendent for review and approval.	April 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district's investment policy requires the superintendent to notify the bank following personnel changes or changes in approved institutions. But the policy does not stipulate a timeframe within which the notification should take place. Timely notification of changes reduces the risk of unauthorized persons executing transactions within the district's investment portfolio. For example, unless the bank is notified, the former director of Finance would still be authorized to execute an investment transaction with district funds. At the time of the review, the superintendent had not provided an updated notification to the depository bank regarding the changes in the district's investment officers and the institutions used to transact district investments.

The district's investment policy states that the "superintendent will provide the depository bank with an approved list of financial institutions and pools with which the investment officer(s) may conduct business" and instruct the depository bank that only those institutions appearing on the approved list may be used. Neither the original depository contract nor the renewal resolution included a list of approved institutions or pools. The superintendent provided notice of the district's investment officers, the director of Finance and the assistant superintendent for Support Services and named the authorized investment institutions, TexPool and Lone Star public investment pools, in a letter dated January 13, 1998. However, since that time, there has been a turnover in the director of Finance position and the district now maintains an investment account with Southwest Securities that is not shown as an authorized institution on the approved list provided to the bank.

Recommendation 45:

Amend the district's investment policy to provide specific direction and a timetable to be followed by the superintendent in the event of changes to the district's authorized investment officers and the institutions used to transact district investments.

Modify the district's investment policy to require the superintendent to provide the depository bank with an updated notification letter the next available business day when the following occurs: when an investment officer is terminated or hired; when the board approves changes in the district's authorized investment officers; and when the board changes the list of approved financial institutions and investment pools that the investment officers may use.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent submits written notification to the depository bank indicating the new director of Finance and	March 2001
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	adding Southwest Securities to the list of approved institutions.	
2.	The superintendent prepares an amendment to the district's investment policy requiring that the depository bank be notified the next available business day following any changes in authorized district investment officers or in approved institutions to be used by the investment officers.	March 2001
3.	The superintendent presents the proposed amendments to the board for review and approval.	Next available board meeting

FISCAL IMPACT

This recommendation could be implemented with existing resources.

B. RISK MANAGEMENT

An effective and successful risk management program ensures that a school district's property is adequately protected against significant losses and controls insurance premium costs. This is accomplished by identifying risks and developing programs, policies and procedures to mitigate the impact of a significant loss of district assets.

The coordinator of Educational Services serves as the district's risk manager under the supervision of the assistant superintendent for Instruction and Human Resources. Since many of the support functions that involve maintaining and accounting for the district's assets such as finance, purchasing, fixed assets, transportation and maintenance are supervised by the Support Services assistant superintendent, close coordination between the Support Services and Instruction and Human Resources assistant superintendents is essential. Personnel involved in the risk management function are listed in **Exhibit 6-8**.

Exhibit 6-8
Personnel with Risk Management Responsibilities
2001

Office/Department	Personnel	Risk Management Duties
Assistant Superintendent for Support Services	Assistant Superintendent for Support Services	Develops and analyzes requests for proposals, negotiates and manages all insurance contracts for property, health benefits, workers' compensation and unemployment insurance.
Assistant Superintendent for Instruction and Human Resources	Assistant Superintendent for Instruction and Human Resources	Supervises the coordinator of Educational Services/Risk manager.
Risk Manager's Office	Coordinator of Educational Services	Handles the processing of workers' compensation claims.
	Secretary to Coordinator of Educational Services	Provides administrative support to the Risk manager.
Human Resources Offices	Director of Personnel	Responsible for coordinating the annual open enrollment process and maintenance of employee records.

	Secretary to Director of Personnel	Provides administrative support to the director of Personnel by maintaining employee records, processing open enrollment forms, distributing insurance plan information and responding to employee inquiries and requests.
	Secretary - Personnel	Provides administrative support to the director of Personnel by maintaining employee records, processing open enrollment forms, distributing insurance plan information and responding to employee inquiries and requests.
Finance Department	Payroll Clerk	Responsible for maintaining payroll records, which includes verifying the accurate calculation of benefit deductions according to employee open enrollment selections and preparing and issuing benefit deduction checks for worker's compensation and for unemployment insurance to third-party administrators and vendors.

Source: Interviews with KISD administrators and review of associated job descriptions and organization charts.

The district is self-insured for health-care benefits. Self-insured means the district assumes the risk of loss and pays all claims rather than paying an insurance company to assume the risk. Health-care costs are accounted for with an internal service fund. The fund accounts for employee contributions, employer contributions and the primary costs of insurance that include premiums, claims costs, administration fees and consultant fees. **Exhibit 6-10** shows the district cost per month from the year 1997 through 2001.

The premiums were paid in full for employee coverage until 1999-2000. That year employees paid \$20 per month toward the total premium and the district paid the balance of \$176. In 2000-2001, the district offered four insurance plan options to employees: Plans I, II, III and the In-Hospital Benefits (IHB) Plan. The district pays \$176 per month toward the total premium for each employee regardless of the plan selected. For employees who chose Plan I, the employee portion of the premium was reduced by 20

percent, from \$20 to \$16 per month. Plans II and III included lower deductibles, higher co-insurance percentages and lower out-of-pocket costs for services obtained in-network and out-of-network, however, the employee portion of the premiums were higher. Plans I, II and III all charged extra for spousal, dependent child, dental, short-term, long-term and life insurance coverage. Vision also was covered, but included only the annual eye examination.

The IHB Plan was available only to employees who declined the district's plan for coverage provided under a different plan. The \$176 contribution for these employees is deposited into the insurance fund to cover the costs of the limited coverage provided. Dependent coverage is not available under the IHB plan. **Exhibit 6-9** provides a summary of the benefit levels available through the district's health benefits plans and the associated premium costs to the employee and the district.

Exhibit 6-9
KISD Employee Insurance Options
Fiscal 2001 Summary of Benefits

Plan Description	Coverage Provided	Employee Cost Per Month	District Cost Per Month
Plan I	Lifetime maximum - \$1,000,000 Plan year deductible - \$1,000 Co-insurance percentage - 80%/50% Out of pocket in-network - \$3,750 Out of pocket out-of-network - \$5,750 Office visit co-pay - None Drug co-pay - \$5 generic only Wellness benefit - None Accident benefit - None	Employee - \$16 Children - \$149 Spouse - \$196 Family - \$330	Employee - \$176 Children - \$0 Spouse - \$0 Family - \$0
Plan II	Lifetime maximum - \$1,000,000 Plan year deductible - \$500 Co-insurance percentage - 90%/70% Out of pocket in-network - \$1,500 Out of pocket out-of-network - \$1,500 Office visit co-pay - \$20 Drug co-pay - \$15 Wellness benefit - \$150 Accident benefit - \$500	Employee - \$94 Children - \$294 Spouse - \$365 Family - \$542	Employee - \$176 Children - \$0 Spouse - \$0 Family - \$0
Plan III	Lifetime maximum - \$1,000,000 Plan year deductible - \$200 Co-insurance percentage - 90%/80%	Employee - \$133 Children -	Employee - \$176 Children -

	Out of pocket in-network - \$1,000 Out of pocket out-of-network - \$1,000 Office visit co-pay - \$20 Drug co-pay - \$15 Wellness benefit - \$150 Accident benefit - \$500	\$366 Spouse - \$449 Family - \$683	\$0 Spouse - \$0 Family - \$0
IHB Plan (Available only to employees covered by non-district plans.)	Daily Benefit - \$75 Maximum Days - 365 Life Insurance - \$25,000	Employee - \$0 Children - N/A Spouse - N/A Family - N/A	Employee - \$176 Children - N/A Spouse - N/A Family - N/A

Source: KISD Summary of Health Benefits for Health Benefit Plan September 1, 2000 through August 31, 2001.

**Exhibit 6-10
KISD District-Paid Premiums
1997- 2001**

Fiscal Year	District Cost Per Month
1997	\$111
1998	\$111
1999	\$126
2000	\$176
2001	\$176

Source: KISD Self-Funded Health Plan Review of Funding Levels.

The assistant superintendent for Instruction and Human Resources and the coordinator for Educational Services/risk manager stated that the district's health-benefits costs have increased over the past two years because of an increased incidence of long-term pre-existing conditions among the district's employees. In 1999, the district sent request for proposals (RFPs) to 19 insurance carriers for medical stop-loss coverage and six insurance carriers for health-benefits coverage to determine if the district could lower its health benefits costs. Only three carriers responded to the stop loss RFP and no bids were submitted on the health benefits RFP. The

assistant superintendent for Support Services contacted the carriers to determine why no one bid on the health benefits RFP; the primary reason given was the high level of claims by the district's employees.

While the district's self-insurance costs increased 35.5 percent from 1997 to 1998, its costs rose only 3.5 percent from 1998 to 1999. As a result, the district was able to pass along a 20 percent decrease in the employee's contribution to the total premium for all plans from \$20 to \$16 in 2001. **Exhibit 6-11** shows the increase from 1997 through 1999.

**Exhibit 6-11
KISD Self-Insurance Costs
1997- 99**

Year	Cost Per Year	Percent Increase
1997	\$1,796,038	N/A
1998	\$2,433,357	35.5%
1999	\$2,517,766	3.5%

Source: KISD Audited Financial Statements FY1997 through FY1999.

The coordinator of Educational Services/risk manager handles all workers' compensation claims. A third-party administrator, the Texas Association of Schools Boards (TASB) Risk Management Fund, manages the district's workers' compensation fund and the unemployment compensation program. The current contracts have one-year terms with two automatic one-year renewals. The risk management fund contract will cost the district \$99,389 for 2001 and expires September 1, 2001. The unemployment compensation contract expires October 1, 2001 and will cost the district \$19,600 in 2001. The presence of pre-existing conditions has affected the workers' compensation claims. The coordinator of Educational Services/risk manager stated that most of the district's workers' compensation claims have resulted in low dollar claim payments with little time lost from work. However, one 1998 case cost the district \$85,000 in total claims because pre-existing medical conditions resulted in a complicated and prolonged recovery.

The district contracts with an insurance carrier for property, liability, automobile liability and school crime coverage. **Exhibit 6-12** summarizes the insurance coverage. The policy includes \$62.6 million in blanket coverage at replacement cost valuation for building and contents such as musical instruments, audio/visual equipment, electronic data processing (EDP) equipment, money securities and also contains an endorsement that provides an additional \$1 million for newly acquired or constructed

buildings. A blanket policy allows the district to obtain coverage for a specific amount without having to affix a specific amount of coverage for any particular property covered by the policy in case of disaster. The policy does, however, contain separate limits in case of theft for the various types of property covered such as musical instruments, EDP equipment and audio/visual equipment. It is this feature that makes it vitally important that the district provide an accurate estimate of the property covered by the policy. In 2001, the blanket coverage limit for buildings and contents was increased by 28 percent to \$62.6 million. However, the theft limits for musical instruments and EDP equipment were unchanged at \$377,917 and \$2.0 million, respectively.

Exhibit 6-12
Summary of Kingsville ISD Insurance Coverage
Policy Period 2000-01

Asset Category	Coverage Provided	Deductible	Limit	KISD Value	Percent of Value Covered	Premium
Buildings & Contents	Blanket - replacement cost (disaster)	\$5,000	\$62,609,498	\$28,963,314	216%	\$47,881
Musical Instruments	Replacement cost (theft)	\$250	\$377,917	\$425,517	89%	Included in Property
EDP Equipment	Replacement cost (theft)	\$1,000	\$1,981,208	\$3,814,575	52%	Included in Property
Audio/Visual Equipment	Replacement cost (theft)	\$500	\$545,227	\$206,698	264%	Included in Property

Source: KISD Insurance Policy, policy period 01/31/2000 to 01/31/2002.

FINDING

District employees expressed a high degree of dissatisfaction in the employee and public forums regarding the premiums they pay for health benefits. In addition, survey results show that 89 percent of teachers, 65 percent of district administration and 100 percent of principals disagreed that the health insurance met their needs. The district paid 100 percent of the full premium for employee coverage until 1999-2000 when the district began asking employees to pay a portion of the total premium.

The greatest employee dissatisfaction related to dependent coverage costs. One employee gave the example of a co-worker's premiums that approached \$700 per month to cover dependents.

Exhibit 6-13 shows the district employees' dependent coverage premium costs from 1994 through 2001 and shows that the district was able to hold employee-paid dependent coverage costs steady from 1994 through 1998.

Exhibit 6-13
KISD Employee-Paid Monthly Dependent Care Premiums
Fiscal 1994 - 2001

Fiscal Year	Spouse	Children	Family
FY1994	\$135	\$105	\$213
FY1995	\$135	\$105	\$213
FY1996	\$135	\$105	\$213
FY1997	\$135	\$105	\$213
FY1998	\$135	\$105	\$213
FY1999	\$149	\$116	\$236
FY2000-Plan I	\$246	\$187	\$413
FY2000-Plan II	\$457	\$368	\$678
FY2000-Plan III	\$563	\$459	\$855
FY2001-Plan I	\$196	\$149	\$330
FY2001-Plan II	\$365	\$294	\$542
FY2001-Plan III	\$449	\$366	\$683

Source: KISD Summary of Benefits for FY2001 and Self-Funded Health Plan Review of Funding Levels.

While **Exhibit 6-13** shows that the district was able to hold employee-paid dependent coverage costs steady for five years from 1994 through 1998, dependent coverage costs have risen each year since 1999. **Exhibit 6-14** provides a trend analysis of the year-to-year increases in the dependent care costs under the district's health care plan from 1998 to 2001.

Exhibit 6-14
Trend Analysis of Monthly Dependent Care Premiums
1998 - 2001

Dependent Category	FY98	FY99	Percent Change	FY2000 Plan I	Percent Change	FY2001 Plan I	Percent Change
Spouse	\$135	\$149	10.4%	\$246	65.1%	\$196	(20.1%)
Children	\$105	\$116	10.5%	\$187	61.2%	\$149	20.3%
Family	\$213	\$236	10.8%	\$413	75%	\$330	(20.1%)

Source: KISD Summary of Benefits for FY2001 and Self-Funded Health Plan Review of Funding Levels.

Recommendation 46:

Establish a benefits committee to review health insurance benefits and make recommendations regarding plan offerings for each fiscal year.

This committee should be chaired by the assistant superintendent for Support Services and include a cross-section of employees.

While the premium costs are determined by actuarial analysis and the district's history of actual claims, the district does have flexibility in the number and type of plans that can be offered to employees through its self-funded program. The committee should explore all options, including the possibility of pooling with other entities, in order to provide the best coverage possible for district employees. Inviting employee input regarding the plan options will help decision-makers develop plan offerings that better address employee needs. Direct participation by a cross-section of employees will also ensure that decision-makers are aware of employee concerns regarding plan offerings and costs. The benefits committee should be a permanent committee, holding periodic workshops and forums with employees during the year, obtaining and analyzing data from the third-party administrator regarding actuarial and claims history and presenting its final recommendations to the superintendent and the board during the annual budget process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent issues a memorandum to all district employees inviting volunteers from professional, paraprofessional, manual trades and clerical staff to participate on a district-wide benefits committee to review the district's health benefit plan.	April 2001
2.	The superintendent appoints the assistant superintendent for Support Services as chair of the benefits committee, approves the volunteer members ensuring that all sectors of employees are represented and	April 2001

	announces the committee members to the district.	
3.	The superintendent identifies and allocates financial and administrative resources to support the committee's efforts.	April 2001
4.	The benefits committee develops an employee survey to identify issues and holds workshops and forums to discuss the results of the survey and to solicit additional input regarding how to prioritize issues.	April 2001
5.	The committee develops recommendations based on the survey and workshop/forum results and develops a formal presentation for the superintendent.	May 2001
6.	The superintendent provides the committee recommendations to the third-party administrator in conjunction with the annual review of the health benefits plan and holds joint meetings with the administrator and the committee to ensure all recommendations and associated fiscal restraints are considered.	May 2001
7.	The superintendent issues a memorandum to all district employees outlining the recommendations from the committee and the third-party administrator and the costs associated with each option and the recommended benefits plan(s) for the next fiscal year.	June 2001
8.	The superintendent develops the budget for health benefits and submits to the board for consideration in the annual budget process.	July 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The property insurance policy-limits for certain assets do not reconcile to the physical inventory amounts. The insurance policy theft limits for musical instruments, EDP equipment and audio/visual equipment do not reflect the district's actual inventory amounts (**Exhibit 6-15**).

Exhibit 6-15
Property Insurance Coverage
Policy Period Ending January 31, 2001

Coverage Category	Coverage Limits	KISD/Asset Valuation	Inventory Value Coverage Over/Under
Musical Instruments	\$377,917	\$425,517	(\$47,600)

Audio/Visual Equipment	\$545,227	\$206,698	\$338,529
EDP Equipment	\$1,981,208	\$3,814,575	(\$1,833,367)
Totals	\$2,904,352	\$4,446,790	(\$1,542,438)

Source: KISD Insurance Policy Premium Summary for the policy period ending January 31, 2001.

The blanket policy provides for replacement costs when losses are due to disaster, but the theft limits for musical instruments and EDP equipment are insufficient to cover the assets shown on the district's fixed assets inventory listing and the coverage for audio/visual equipment is too high. The costs for the coverage of these items are included in the \$47,881 base policy premium for property coverage for the policy period ending January 31, 2001.

The district solicits bids for property insurance annually, analyzes the responses and awards the contract in November or December with policy dates effective in January. However, there is no regular reporting of changes (additions or deletions) in district assets to the assistant superintendent for Support Services, who is responsible for negotiating and managing the district's property insurance coverage for fixed assets. **Exhibit 6-16** provides a three-year history of changes in the district's fixed assets as reported in the audited annual financial statements.

Exhibit 6-16
KISD Changes in Fixed Assets
1997 - 1999

Fiscal Year	Beg. Bal. 9/01	Additions	Deletions	End. Bal. 8/31
1997	\$41,481,764	\$1,411,930	-	\$42,893,694
1998	42,893,695	\$1,131,722	\$5,200,860	\$38,824,557
1999	\$38,759,580	\$1,453,785	\$414,849	\$39,798,516

Source: KISD audited financial statements for fiscal years 1997 through 1999.

This situation can result in the district sustaining uninsured losses in the event of a large claim due to catastrophic loss or the district may be paying higher premiums for unnecessary theft coverage on audio/visual equipment.

Recommendation 47:

Annually review the detailed reconciliation of district assets and any fixed asset purchases approved in the district's annual budget process prior to negotiating for property insurance coverage.

The district should require the assistant superintendent for Support Services to review the detailed reconciliation of district assets and any fixed asset purchases approved in the district's annual budget process prior to negotiating future property insurance coverage. A review of this type will ensure that the district is fully covered without paying for unnecessary coverage. The district's insurance policy expires in January of each year, so this review should also be included as part of the annual budget process so that any planned purchases of new assets in the budget year can be included in the limits negotiated for coverage. The assistant superintendent for Support Services should perform a quarterly review and report any significant adjustments to the superintendent and the board. However, additional coverage should be obtained immediately for any significant asset additions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services directs the director of Finance to compare the reconciled fixed assets listing to the district property insurance policy limits for each coverage category.	March 2001
2.	The assistant superintendent for Support Services notifies the insurance carrier of all adjustments in coverage needed to bring limits into line with the district's valuations, obtains a preliminary cost estimate and identifies funding.	April 2001
3.	The assistant superintendent for Support Services submits a report to the superintendent reflecting the changes in property insurance policy costs, if any, for approval.	April 2001
4.	The assistant superintendent for Support Services develops policies and procedures that require quarterly reviews of the fixed assets listing to identify any necessary adjustments to the district's property insurance coverage during the year and a review of all fixed assets purchases approved as part of the annual budget process.	April 2001
5.	The assistant superintendent for Support Services instructs the director of Finance to submit a copy of the district's reconciled fixed assets listing and a schedule of all fixed assets purchases approved in department budget requests in August of each year.	April 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

C. FIXED ASSET MANAGEMENT

The director of Finance, who supervises the fixed assets clerk and the receiving clerk and is responsible for accounting for fixed assets, reports to the assistant superintendent for Support Services. All fixed assets purchased by the district are delivered to the receiving area within the Finance Department in the administration building. The receiving clerk affixes blue sequentially numbered metal tags to fixed assets upon receipt and before delivery to the appropriate school. The asset tags are not bar-coded. All items valued at or above \$5,000 are tagged and reported in the fixed assets account group. Certain items valued below the \$5,000 threshold that are subject to theft, such as computer components, audio/visual equipment and library books, are also tagged and posted to the fixed assets account group.

Paper labels are affixed to items below the \$5,000 threshold such as desks, chairs and tables to identify them as KISD property. These labels are not numbered or bar-coded. Items such as pagers and cell phones assigned to district personnel are not tagged because they do not meet the \$5,000 threshold. However, the district maintains a list of cell phones and pagers that includes the name of the person the equipment is assigned to and their department, the phone or pager number and the account number for airtime charges. Each person assigned a pager or cell phone is responsible for the equipment.

The fixed assets clerk posts the assets to the general fixed assets account group in the financial system and conducts an annual physical inventory of district assets. Assets transferred from one location to another must be recorded on a district transfer form and submitted to the fixed assets clerk for entry onto the system. The fixed asset clerk reviews the asset listing annually to identify and delete obsolete items.

The Finance Department performs an annual physical inventory of each school. The fixed asset database within the district's financial system includes the fixed asset tag number, location code, a brief item description and the item's assigned value. The annual physical inventory results are reported to the principals and others responsible for fixed assets. Currently, fixed assets listings are produced at the school level only and each principal is required to review and sign the inventory listing attesting to the accuracy of the inventory for the entire school. The director of Finance plans to expand procedures to include two inventories. One inventory is to be performed at the beginning of each school year that will provide a current listing of assets assigned to each teacher's classroom or office and a second inventory to be performed at the end of the school year to confirm that all assets are accounted for.

The fixed assets clerk prepares a fixed asset report that is presented to the board monthly. This report details the beginning balance, additions, deletions and the ending balance for the month reported. As of the July 2000 report, a balance of \$36.7 million was reported in the fixed asset account group. The fixed assets clerk stated that this amount had been reconciled with the physical inventory results.

FINDING

The district's fixed asset account group that currently contains assets that do not meet the \$5,000 threshold including computer components, library books and audio/visual equipment is being revamped to comply with Statement 34 of the Government Accounting Standards Board (GASB 34). Presently, school districts are not required to depreciate assets. However, the implementation of GASB 34 which requires fixed assets be reported in the financial statements' net of depreciation, means that the district will have to maintain age and useful life information for its depreciable assets; [those assets determined to be fixed assets by the district and reported in its fixed assets account group]. To segregate inventory items from fixed asset items, all items that cost less than \$5,000 will be tagged with numbers prefaced by the letter "C" to categorize them as items to be tracked as inventory. All items that cost more than \$5,000 will be set up as fixed assets and accumulated depreciation charges will be calculated for previous years. The depreciation charges for previous years will not be posted to the accounting system; they will be calculated strictly for reporting purposes as required for GASB 34 implementation. By completing this process in fiscal 2001, the district will be in a position to calculate depreciation in a timely fashion for the fiscal 2001 annual report as required by GASB 34 and for the budget planning process for fiscal 2002. The existing Finance Department staff is implementing this project.

COMMENDATION

The district is using the expertise of its existing Finance Department staff to implement the GASB 34 fixed assets depreciation requirements allowing the district to avoid the expense of hiring outside accounting or consulting professionals.

Chapter 7

FINANCIAL MANAGEMENT

This chapter discusses financial management within the Kingsville Independent School District (KISD) in the following sections:

- A. Organization, Management and Staffing
- B. Districtwide Planning and Budgeting
- C. Accounting/Internal Control and Payroll
- D. Internal and External Auditing
- E. Tax Collection
- F. Bond Issuance and Indebtedness

Effective financial management ensures a school district receives all available revenue from state and federal government resources; maintains a track record of sound financial decisions and adequate and equitable budget allocations. It also issues timely, accurate and informative reports on the district's financial position; maintains adequate internal controls; employs a skilled well-trained staff; and maintains a consistent record of unqualified opinions by its external auditors.

BACKGROUND

The KISD Finance Department is responsible for financial reporting, accounts payable and receivable, payroll, bank reconciliations, investments and fixed assets. The director of Finance supervises 11 employees and reports to the assistant superintendent for Support Services. The director is a Certified Public Accountant (CPA) and recently hired a degreed accountant to serve as accounting supervisor. The district contracts with an accounting firm based in Corpus Christi for external auditing services.

The district contracts with the Kleberg County Tax Assessor-Collector for the collection of ad valorem taxes. Tax receipt checks are forwarded to the district on a daily basis. The district pays an annual flat fee of 95 cents per account.

The district's annual budget process begins in January and ends in August of each year, when the director of Finance provides analytical support to the superintendent as well as to the assistant superintendents of Support Services and Instruction and Human Resources. Several steps within the budget calendar allow input from principals and program directors. The community is invited to provide input on the budget during the public hearing held before the board votes on the proposed budget. The director of Finance is also responsible for producing the final budget document.

KISD adopted a policy of bond debt-free funding of capital outlays after the last of the district's outstanding bond debt was repaid in fiscal 1993. When needs were identified during the budget process, the district budgeted a reduction in the fund balance of the general fund to cover those expenditures. Reductions in a district's fund balance are usually a sign that a district's revenues are decreasing, or that expenditures are exceeding its revenues. However, the reductions in KISD's fund balance were based upon conscious decisions to manage the fund balance as the primary source of capital outlay funding. Although the district has avoided bond debt, it has incurred debt through lease purchase agreements and capital leases funding major purchases, such as buses.

Exhibit 7-1 provides a comparison of KISD's annual tax rates to those of the peer districts. The KISD total tax rate has been maintained at levels comparable to the rates of the peer district's combined maintenance and debt service rates. With the exception of 1999, KISD's tax rate was at the middle or low end of the scale.

Exhibit 7-1
Comparison of District Total Tax Rates*
1994 - 2000

District	1994	1995	1996	1997	1998	1999	2000
Alice	1.4600	1.4700	1.4700	1.4700	1.4700	1.4700	1.5700
Calallen	1.4800	1.4900	1.5220	1.5700	1.5700	1.5700	1.4870
Flour Bluff	1.3970	1.3970	1.3791	1.4395	1.4395	1.4967	1.4840
Gregory-Portland	1.4000	1.4000	1.4100	1.3800	1.3800	1.3800	1.3920
Kingsville	1.3403	1.3886	1.4120	1.4650	1.4650	1.5000	1.4880
Tuloso-Midway	1.5920	1.5621	1.5621	1.5049	1.4999	1.4590	1.6420

Source: District audited fiscal 1999 annual financial statements and fiscal 2000 rates reported in AEIS.

**Peer district tax rates represent the combined maintenance and debt service rates.*

The KISD tax rates represent the maintenance rate only.

KISD's total actual revenues have shown steady increases from fiscal 1997 to fiscal 1999 as indicated in **Exhibit 7-2**. However, while the district's

overall revenue increased 11 percent, the district increased its federal program revenues by 29 percent from 1997 to 1999 due to increased grant application efforts.

**Exhibit 7-2
KISD Total Actual Revenues
1997 - 1999**

Revenue Source	1997	1998	1999	Percent Increase 1997 to 1999
Local and Intermediate Sources	\$8,505,283	\$8,260,799	\$9,644,582	13%
State Program Revenues	\$17,236,554	\$18,884,330	\$18,521,849	7%
Federal Program Revenues	\$2,881,270	\$3,152,332	\$3,715,945	29%
Total	\$28,623,107	\$30,297,461	\$31,882,376	11%

Source: KISD 1997 through 1999 audited financial statements.

In comparison to the peer districts, KISD experienced the smallest percentage growth in total expenditures from 1997 to 1999, as shown in **Exhibit 7-3**. This was due to higher capital outlay expenditures and debt service payments by peer districts. **Exhibit 7-4** shows the peer district capital outlay and debt service expenditures comparisons.

**Exhibit 7-3
Actual Expenditures for KISD and Peer Districts
1997 - 1999**

District	1997	1998	1999	Percent Increase 1997 to 1999
Kingsville	\$30,610,147	\$32,288,350	\$32,498,146	6%
Gregory-Portland	\$22,037,795	\$20,218,573	\$23,992,242	9%
Alice	\$33,504,152	\$40,351,364	\$38,154,468	14%
Calallen	\$25,330,752	\$29,897,151	\$28,955,240	14%
Tuloso-Midway	\$20,660,398	\$22,227,041	\$25,251,701	22%
Flour Bluff	\$28,410,727	\$30,108,476	\$37,211,776	31%

Source: District 1997 through 1999 audited financial statements.

Exhibit 7-4
Capital Outlay and Debt Service Expenditures for KISD and Peer
Districts
1997 - 1999

Year	1997 Debt Service	1997 Capital Outlay	1998 Debt Service	1998 Capital Outlay	1999 Debt Service	1999 Capital Outlay
Alice	\$615,735	\$1,924,453	\$617,650	\$7,311,073	\$619,880	\$3,822,979
Calallen	\$2,814,398	\$83,182	\$2,259,966	\$3,846,566	\$1,707,909	\$1,429,293
Flour-Bluff	\$1,108,320	\$1,135,925	\$1,174,557	\$1,455,318	\$1,766,652	\$7,345,755
Gregory-Portland	\$991,696	\$2,389,327	\$996,632	\$677,911	\$958,978	\$1,978,887
Kingsville*	\$795,283	\$755,092	\$728,102	\$255,758	\$866,867	\$0
Tuloso-Midway	\$3,210,023	\$0	\$1,803,107	\$2,520,763	\$1,561,167	\$5,546,900

Source: District fiscal 1997 through 1999 audited financial statements.

*KISD debt service expenditures represent capital lease agreements not bonded debt.

KISD total budgeted expenditures increased \$1,416,674 or 5.1 percent during the three-year period ending August 31, 2000 as shown in **Exhibit 7-5**. While the allocation of funds among functions remained relatively stable, 58 percent of the overall dollar increases occurred in three areas: instruction which had an increase of \$393,566, support services-student increased by \$255,419 and central administration increased by \$213,024.

Exhibit 7-5
KISD Total Budgeted Expenditures by Function
1998 - 2000

Function	Fiscal 1997-98	Percent of Total	Fiscal 1998-99	Percent of Total	Fiscal 1999-00	Percent of Total	Increase (Decrease)1998 to 2000	Percent Increase (Decrease) 1998 to 2000
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Instruction	\$15,013,770	54.3%	\$14,339,101	53.1%	\$15,407,336	53.0%	\$393,566	2.6%
Instructional-Related Services	\$766,577	2.8%	\$794,843	2.9%	\$840,909	2.9%	\$74,332	9.7%
Instructional Leadership	\$328,424	1.2%	\$340,807	1.3%	\$389,889	1.3%	\$61,465	18.7%
School Leadership	\$1,660,797	6.0%	\$1,697,911	6.3%	\$1,765,437	6.1%	\$104,640	6.3%
Support Services-Student	\$1,039,925	3.8%	\$1,068,067	4.0%	\$1,295,344	4.5%	\$255,419	24.6%
Student Transportation	\$348,674	1.3 %	\$363,223	1.3%	\$390,614	1.3%	\$41,940	12.0%
Food Services	\$1,596,010	5.8%	\$1,580,980	5.8%	\$1,668,578	5.7%	\$72,568	4.5%
Cocurricular/ Extracurricular Activities	\$921,011	3.3%	\$968,347	3.6%	\$1,040,210	3.6%	\$119,199	12.9%
Central Administration	\$1,234,489	4.5%	\$1,414,143	5.2%	\$1,447,513	5.0%	\$213,024	17.3%
Plant Maintenance and Operations	\$3,064,213	11.1%	\$3,098,036	11.5%	\$3,194,183	11.0%	\$129,970	4.2%
Security and Monitoring Services	\$45,340	0.2%	\$53,982	0.2%	\$62,427	0.2%	\$17,087	37.7%
Data Processing Services	\$237,116	0.9%	\$217,951	0.8%	\$232,081	0.8%	(\$5,035)	(2.1%)
Other*	\$1,397,481	5.1%	\$1,091,010	4.0%	\$1,335,980	4.6%	(\$61,501)	(4.4%)
Totals	\$27,653,827	100.0%	\$27,028,401	100.0%	\$29,070,501	100.0%	\$1,416,674	5.1%

Source: Texas Education Agency, AEIS Reports for fiscal years 1998 through 2000.

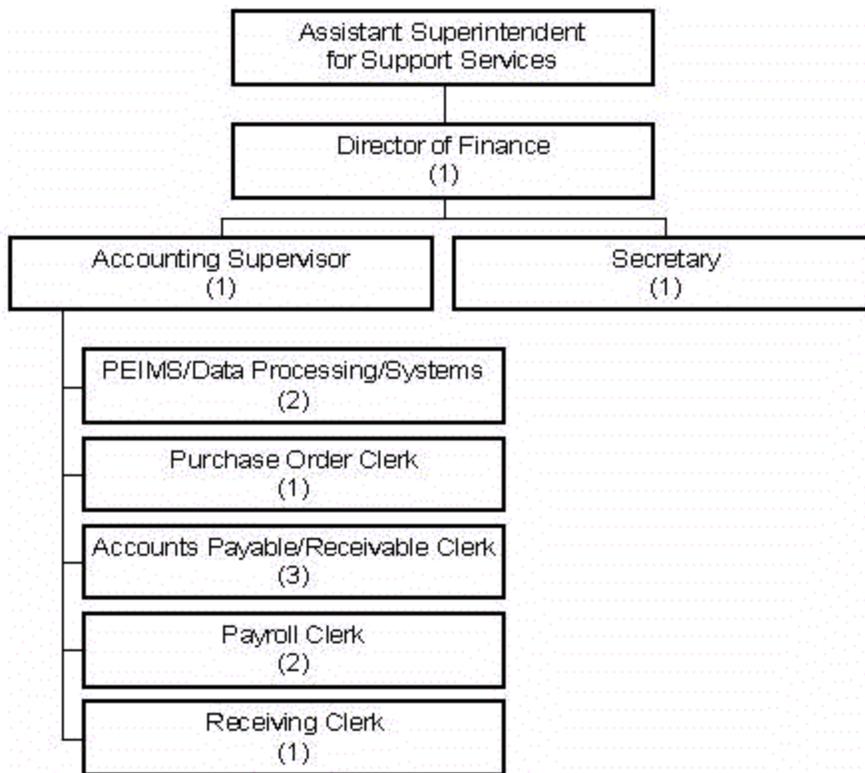
*Includes any operational expenditures not listed above and all non-

operational expenditures such as debt service, capital outlay and community and parental involvement services.

A. ORGANIZATION, MANAGEMENT AND STAFFING

The Finance Department is a division under the supervision of the assistant superintendent for Support Services. The department consists of 12 full-time positions. **Exhibit 7-6** displays the organization chart for the Finance department. The director of Finance supervises the district's accounting, payroll, accounts payable, investments, fixed assets and grants reporting. There has been turnover at the director, accounting supervisor and one of the accounts payable/receivable positions during the year. However, the department was fully staffed on October 10, 2000.

Exhibit 7-6
KISD Financial Management Organization
2001



Source: KISD assistant superintendent for Support Services.

The district uses an automated financial system that is networked to all schools and has e-mail capabilities.

The director of Finance is revising the policies and procedures that set job descriptions for most of the positions in the department since many of the descriptions were written in 1996. Financial system updates will also be reflected on the department's computer system, helping staff better

understand the procedures. In addition, many staff members are cross-trained to allow them to perform the duties of other employees.

The district does not maintain a formal internal audit function, but the director of Finance is a CPA with extensive audit experience. To compensate for the lack of a formal internal audit function, the director of Finance has implemented the use of internal control checklists for use by Finance Department staff in performing their job duties to ensure that procedures are performed correctly and in the proper sequence. In addition, the director of Finance has implemented periodic spot checks of school and student activity bank account functions.

FINDING

The Finance Department has fallen behind in the preparation of bank reconciliations. The accounting supervisor is responsible for this function with the director of Finance serving as backup. The Finance Department has procedures for preparing bank reconciliation but none of the staff have been designated as backup. The accounting supervisor position was vacant from July 2000 through October 10, 2000 and there was no other accountant on staff to assume the duties. Therefore, the director of Finance prepared the reconciliations in the interim as time and workload allowed. As a result, bank reconciliation preparations fell behind schedule.

As of September 15, 2000, the director of Finance had completed the May 2000 reconciliations. However, the reconciliation was not signed or dated by the director of Finance and there was no evidence of supervisory review. As of October 12, 2000, the August 31, 2000 bank reconciliations were in progress but not yet completed. Failure to complete bank reconciliations within 30 days of the receipt of bank statements could make errors difficult to detect.

Recommendation 48:

Cross-train accounting staff and designate a staff backup to reconcile bank statements each month within 30 days of the receipt without exception.

All bank reconciliations should be reviewed for accuracy and initialed and dated by the person who prepared it and by their supervisor. The district should be prepared to use temporary workers to reconcile statements in the event of future vacancies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance instructs the accounting supervisor to	March
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	identify a staff person to serve as backup for bank reconciliations.	2001
2.	The accounting supervisor cross-trains the staff person and jointly reconciles all bank statements.	March 2001
3.	The accounting supervisor updates the procedures for bank reconciliations that ensures that reconciliations are reviewed for accuracy and initialed and dated by the preparer's supervisor.	April 2001
4.	The director of Finance monitors the reconciliations to ensure they are completed on a timely manner.	April 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

B. DISTRICTWIDE PLANNING AND BUDGETING

An organization's financial planning and monitoring, as well as its budget development and management establish the foundation for all financial management operations. Effective budget processes typically include formal input from all interested functional units, appropriate guidance from administrators, desired goals, objectives and outcomes from strategic planning processes, and detailed management and reporting functions throughout the budget cycle.

KISD's budget calendar starts in January and ends with final budget adoption in August. Preliminary meetings are held with principals and directors, and their personnel have three to four weeks to prepare and submit budget requests. The director of Finance collects and distributes the majority of the data and requests used throughout the budget process, and provides analytical support to the assistant superintendents, the superintendent and the board. The district does not maintain a dedicated budget department and prepares single-year budgets. The district's financial system has a budget module that is integrated with financial accounting and purchasing modules. The district produces a summary level proposed budget for board approval in August; formal printed copies containing detailed appropriations are produced later.

The district has not issued bonded debt since the 1970s. The district adopted a policy of funding capital expenditures from current revenues and its accumulated fund balance. This policy requires the district to intentionally budget decreases in their accumulated fund balance to meet scheduled capital outlays. The district has been able to fund major expenses under this policy while maintaining its fund balance as a percentage of total expenditures at or above the 20 percent level since 1989 with the exception of 1998 and 1999. **Exhibit 7-7** provides a history of the district's management and use of its fund balance. This issue is addressed in other sections of this report.

Exhibit 7-7
KISD Management and Use of the Budgeted Fund Balance
1989 - 1999

Fiscal Year	Increase (Decrease) in Fund Balance	Ending Fund Balance*	Fund Balance as a Percent of Total Expenditures
1989	(\$1,590,182)	\$4,693,763	23.06%
1990	\$311,063	\$4,904,768	23.62%
1991	(\$198,130)	\$4,706,644	22.48%

1992	\$891,101	\$5,597,745	24.01%
1993	\$1,457,748	\$7,055,493	29.54%
1994	\$335,612	\$7,641,831	29.67%
1995	(\$747,187)	\$6,894,644	26.78%
1996	\$485,437	\$7,380,081	23.05%
1997	(\$830,506)	\$6,549,575	21.40%
1998	(\$194,785)	\$6,354,790	19.68%
1999	\$29	\$6,354,819	19.55%

Source: Fiscal 1998 Unaudited Schedule of 10 Year Trend of Revenues, Expenditures and Fund Balance, Fiscal 1999 Audited Financial Statements.

**The increase and decrease in fund includes adjustments not reflected in the ending fund balance.*

The assistant superintendent for Support Services and the director of Finance stated that the \$29.6 million in revenues and \$30.6 million in appropriations adopted by the board in the 2001 budget do not include non-local funds, which are received through local, state and federal grant programs. This was the first time the district used this 1996 provision within Texas Education Agency (TEA) guidelines. The assistant superintendent for Support Services stated that even though non-local funds were not included in the adopted budget, the board was provided detailed information regarding programs that will be partially or fully funded by these funds and this information was included in the board's budget considerations. The board will continue to approve the appropriations budgets and any necessary budget amendments for non-local funds as they are received throughout the year. The director of Finance stated that using this provision allows the district to avoid the need to process budget amendments on those occasions when a granting agency dictates an appropriations budget for the non-local funds that does not correspond with the appropriations budgets adopted by the district.

FINDING

The district's budget calendar does not provide for evaluation of the prior year program activities or any resulting accomplishments. Time is also not provided to receive input from the board or the community in the early

phases of the budget planning cycle. While the budget calendar allows for a presentation to the board of the proposed budget calendar and review of the budget procedures at a public meeting open to the public, this takes place without any prior meetings, forums or surveys with the board or the community to review the results of prior year initiatives or to determine if these groups have any new initiatives or programs that they would like to place into consideration. The district's budget calendar does allow for several budget workshops with the board during the period of June through August after the preliminary budget has been developed. **Exhibit 7-8** presents a summary of the district's budget calendar.

**Exhibit 7-8
Summary of KISD Budget Calendar
1999-2000 Budget Year**

Date	Description of Activity
January 5 - February 19	Collection of budget information and packet preparations.
February 19	Meeting with principals and director to: <ol style="list-style-type: none"> 1. Disseminate the budget packets 2. Review the budget packet and process 3. Disseminate local budget allocations 4. Disseminate bilingual, technology and Gifted/Talented (GT) budget allocations
February 26	Director of School Based Programs submits all state comp allocation and budget packets to principals.
March 2	Budget process presented to the board.
March 15	Directors submit all federal special population allocation and budget packets to principals.
March 15 - March 16	Accounting Code Workshop - 9:00 a.m.-11:30 a.m.
March 26	Department budget requests due to director of Finance.
March 31	All school budget requests for local budgets, state comp, bilingual, technology, federal special populations, GT, special education, career and technology due to director of Finance.
April 1	Director of Finance submits all school budgets for local budgets, career and technology and special education to assistant superintendent for Instruction and Human

	Resources.
April 1	Director of Finance submits all school budgets for state comp, bilingual and federal special populations to program directors.
April 6 - April 14	Funding/coordination meeting held by assistant superintendent for Instruction and Human Resources and program directors.
April 16	Assistant superintendent for Instruction and Human Resources and program directors submit all school budget requests for local budgets, state comp, bilingual, technology, federal special populations, GT, special education and career and technology to the director of Finance.
April 16 - May 28	Director of Finance reviews all budgets and assists principals and directors in making corrections.
April 20	Director of Finance submits all supplemental budget requests to the management team.
May 31	Director of Finance submits school, department and state special population budgets to the management team.
July 16	All finalized federal special population budgets, including food service, copies of applications, budgets and Notification of Grant Awards (NOGA's) submitted to the director of Finance.
June - August	Board workshops
August	Budget approval

Source: KISD budget calendar for the fiscal 1999-2000 budget process.

Smithville ISD uses an exemplary practice for soliciting input during development of the annual operating budget. District officials recognize budget planning as an integral part of overall program planning, and the importance of having the budget effectively reflect and provide funding to implement the district's programs and activities. The consideration of general educational goals, specific program goals and alternatives for achieving program goals are all part of the Smithville ISD planning process. The district's planning process also includes the use of ad hoc committees of citizen representatives and district personnel appointed by the board to provide a wider expression of community opinion on the financial aspects of school programs.

The board defines the precise scope of the committee's charge and designates the period of time the committee members shall serve. The

district budget calendar includes timelines for designated committees, individuals and groups to present their budget proposals as part of the budget process. After the proposed budget is presented to the board and prior to the public hearing and adoption, it is made available upon request to the public and the superintendent or a designee is available to answer questions regarding the proposed budget.

Recommendation 49:

Revise the budget calendar to include early formal input from the board and the community in establishing goals and spending priorities.

The superintendent should revise the budget calendar to include an analysis and evaluation of the district's progress in meeting its established goals from the prior budget, and should add workshops and forums with the board and the community to develop goals and spending priorities for the new budget year. Districtwide goals and spending priorities should be established early in the budget process so that principals, directors and administrators will have time to incorporate them in their budget requests.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board and superintendent meet to agree upon a revised budget calendar that includes analysis of prior year accomplishments, board goal setting and ample opportunity for public involvement.	August 2001
2.	The board, superintendent and assistant superintendents evaluate the district's progress in meeting its established goals from the prior budget year.	October - December 2001
3.	The board and superintendent establish a timetable and hold workshops and forums to review progress and obtain community input.	December 2001
4.	The board and superintendent establish goals and spending priorities for the new budget cycle.	January 2002
5.	The superintendent, assistant superintendents and the board use the established goals, spending priorities and community input to make budget decisions.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's published budget is organized by function not by organization code. This presentation requires a search through the entire document to determine the total appropriations budget for a school, department or office.

With the advent of site-based decision-making and campus accountability, it has become necessary for school districts to provide financial information at all levels of the decision making process. Information should be readily available to directors and principals responsible for particular organizations as well as other users of budget information such as the board, parents, and top management.

The district's current computer system has the capability to sort the budget by organization code. In addition, KISD uses TEA required organization codes to identify detailed budget and expenditure information so the information is already available. But by not making the information available by organization to the campuses and departments, the district is not taking advantage of a fundamental accountability tool.

Recommendation 50:

Revise the district's published budget document format, organizing the appropriations budgets by organization code to facilitate the district's planning process and improve the ability to determine total costs by program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services instructs the director of Finance to prepare a sample budget document sorted by organization code for review and approval using the current sorting capabilities within the district's financial system.	March 2001
2.	The director of Finance develops the budget report in the requested format and submits it to the assistant superintendent for Support Services.	March 2001
3.	The assistant superintendent for Support Services presents the revised format to the superintendent for review and approval. The superintendent presents the revised budget format to the board for review and approval.	April 2001
4.	The superintendent presents the revised budget format to the board for review and approval.	April 2001
5.	The director of Finance begins using the revised budget document format.	May 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

C. ACCOUNTING/INTERNAL CONTROL AND PAYROLL

The Finance department prepares all district accounts payable and payroll checks. Checks are prepared using the district's financial computer system and require two board member signatures. The signatures are affixed electronically and the director of Finance, and the assistant superintendents for Support Services and Instruction and Human Resources have authority to initiate the check preparation program. The board is presented with a detailed list of all checks for approval during the regular board meetings before checks are released. The district prepares two payrolls for a total of 762 employees: a monthly payroll for teachers, professionals and administrators and a semi-monthly payroll for regular classified staff. Direct deposit is available to district employees and approximately 37 percent of the employees were using the option in 2000. To save the district money, the director of Finance actively encourages professional employees to use direct deposit.

The district's financial system provides audit reports for general ledger, expenditure, revenue and project transactions. The director of Finance reviews these reports periodically. The director of Finance determines the security access authorizations for system users and a report can be generated that lists each user and their associated access levels. The department's two data processing personnel have system administrator authority but do not have access to financial data files that would allow them to enter or alter financial records. Such access granted to systems personnel would constitute a serious weakness in the district's internal control structure.

FINDING

Each school has access to their budget line items through the district's financial computer system . Access is limited to their particular line items. The director of Finance determines the authority levels within the financial system and the Finance Department's data processing staff implements the security levels. Principals are issued a copy of their approved budget at the beginning of the year. Since they have the capability of generating their budget to actual reports from the system, the Finance Department does not have to generate and issue monthly reports, which is a time savings for staff. Schools are also able to initiate purchase requisitions and electronically transfer the requests to the Finance Department for review and approval.

COMMENDATION

The district has improved communication of budget information to principals by granting them access to their budgeted line items through the financial system.

FINDING

The district's financial system notifies the person attempting to execute a requisition when insufficient funds are available to complete the transaction. The individual then has the option of preparing a budget transfer form to move money from within their function or a budget amendment needed to move money between programs. The director of Finance approves all budget transfer and amendment forms. The board must also approve budget amendments for transfers between funds or functions. Any requests to transfer funds require a detailed explanation from the originating school. Few budget amendments receive approval each year. **Exhibit 7-9** provides a summary of approved budget amendments from 1998-2000.

**Exhibit 7-9
KISD Approved Budget Amendments
1998 - 2000**

Fiscal Year	Number of Budget Amendments Approved	Function 11 Budget at 09/01	Function 11 Budget at 08/31	Variance Increase/ (Decrease)
1998	16	\$17,172,030	\$17,311,428	\$139,398
1999	19	\$16,475,083	\$17,326,264	\$851,181
2000	19	\$17,882,581	\$18,595,651	\$713,070

Source: KISD budget amendment reports for fiscal 1998 through fiscal 2000.

COMMENDATION

The district has improved budget and purchasing accountability at the school level through automated budget availability checks and by limiting budget amendments.

FINDING

While the Finance Department has many excellent checklists and operating procedures, it does not have a formal detailed policies and procedures manual that has been approved by the superintendent. The

procedures outline detailed steps employees should follow to perform certain repetitive tasks such as bank reconciliations, month-end reporting, quarter-end reporting, year-end reporting and payroll processing. However, none of the policies and procedures checklists are dated to assure that they accurately reflect the current procedures.

The director of Finance is in the process of implementing new procedures. There are two new employees in the department other than the director and the district's financial system was recently upgraded. All of these represent material changes in the department's operations that should trigger a review of the department's established policies and procedures.

Recommendation 51:

Create, adopt and implement a formal policies and procedures manual that reflects the department's operating environment.

The director of Finance should create a formal policies and procedures manual that not only reflect the changes implemented but also future plans for the department. The manual should be dated and presented to the assistant superintendent for Support Services and the superintendent for review and approval. The manual should be reviewed quarterly or more frequently as operational changes occur. All revisions should be dated and approved by the assistant superintendent for Support Services and the superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services instructs the director of Finance to create a formal written policies and procedures manual for the Finance Department.	May 2001
2.	The director of Finance prepares a detailed policies and procedures manual and submits it to the assistant superintendent for Support Services for review and approval.	May - June 2001
3.	The assistant superintendent and the director of Finance present these procedures to the superintendent for review and approval.	July 2001
4.	The Finance department begins operating under the new procedures.	July 2001
5.	The director of Finance performs quarterly review of the manual and presents any proposed revisions to the assistant superintendent for Support Services and the	September 2001 and ongoing on a quarterly basis

superintendent for review and approval.	
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district's payroll function is labor intensive. Two payroll clerks in the Finance Department are responsible for processing the semi-monthly and monthly payroll checks and the associated reporting and posting entries associated with accounting for payroll expenditures for the district's total of 762 employees. The direct annual costs associated with the clerks are \$44,368 in salary plus \$5,664 in benefits for a total of \$50,032. This does not include indirect supervision costs, costs to maintain the payroll module or operating supplies such as check stock and direct deposit voucher stock.

An analysis of the workload measures provided for these positions revealed that each clerk was processing an average of approximately 27 transactions per day in fiscal 2000. **Exhibit 7-10** provides a three-year history of the average daily number of transactions processed by the payroll clerks per workload measure based upon 227 business days per year.

Exhibit 7-10
Average Daily Workload of Finance Department Staff
1998 - 2000

	1998	1999	2000
Payroll Checks & Direct Deposit Vouchers Issued	9,059	11,242	12,379
Number of Staff (Full-time equivalents)	2	2	2
Number of annual business days	227	227	227
Average Daily workload *	19.9	24.7	27.2

Source: The assistant superintendent for Support Services and KISD organization chart.

**Calculated as the number of checks/vouchers issued divided by number of staff divided by number of business days.*

Some districts have reduced the internal workload by contracting for payroll services. Companies not only prepare payroll checks, but they also will prepare and file tax forms, prepare W2's, and customize management reports so that ledger entries can be easily entered.

Recommendation 52:

Outsource the payroll processing function.

Outsourcing the payroll processing function will allow the district to eliminate one full-time payroll clerk position and associated benefit and operating costs. One clerk would be retained to enter time sheets into the system, but this would not be a full-time job so some time would be free to assist with other critical functions. These costs savings would be offset by the costs to contract with the vendor.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the assistant superintendent for Support Services prepare a request of proposal for payroll processing services.	August 2001
2.	The superintendent and the assistant superintendent for Support Services review the submitted proposals and make a recommendation.	October 2001
3.	The superintendent presents the recommended proposal to the board for approval.	October 2001
4.	The contract process is initiated and completed; reductions-in-force notifications issued; and the district works with the vendor to transition to the new system.	November 2001

FISCAL IMPACT

An informal, non-binding cost estimate of approximately \$11,900 annually plus one-time set up charges of \$982 was obtained from an independent firm that provides payroll processing services. Services included in the proposal are monthly and semi-monthly paycheck processing and direct deposit, electronic filing of federal tax forms, W-2 preparation and 20 management reporting options. The vendor provides the transaction detail needed by the district to post the appropriate entries onto the general ledger. This estimate assumes the reduction in force is effective December 2001, therefore, only three-quarters of salary savings and contract cost are included.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Set up fee	(\$982)				
Eliminate one full-time payroll clerk position.	\$18,762	\$25,016	\$25,016	\$25,016	\$25,016
Cost of contract with payroll processing vendor.	(\$11,900)	(\$11,900)	(\$11,900)	(\$11,900)	(\$11,900)
Net Savings	\$5,880	\$13,116	\$13,116	\$13,116	\$13,116

D. INTERNAL AND EXTERNAL AUDITING

The Finance Department is responsible for managing the district's finances including financial reporting, accounts payable and payroll disbursements, investments and accounting for fixed assets. The department is also responsible for developing, implementing and monitoring internal control procedures for all financial processes.

The district contracts with a public accounting firm for external audit services. The district seeks proposals for external audit services through the request for proposal (RFP) process. The district changed audit firms in June 2000 to avoid any conflict of interest for the new director of Finance who previously served as the district's external auditor. The new contract was accepted on June 14, 2000 and costs \$13,000. The selected firm has a staff of Certified Public Accountants (CPAs) and extensive experience auditing school districts. The district has received an unqualified opinion on its financial statements from 1997 through 1999.

FINDING

The director of Finance and the accounting supervisor job descriptions do not include any responsibilities for internal controls, and the district does not maintain a dedicated internal audit function. The director of Finance is a CPA with 24 years of audit experience and was the district's external auditor prior to accepting the current position. The accounting supervisor is a degreed accountant. Since being hired in May 2000, the director of Finance has implemented several internal audit reviews, such as periodic unannounced spot checks of school and student activity bank account functions. The director has also developed revenue handling procedures and strengthened the fixed asset tracking procedures. The director plans to add a second inventory reconciliation with asset accountability at the classroom level instead of the school level.

TEA's *Financial Accountability Resource Guide* section 4.6.3.3, *Control Activities*, states that "in a small school district, control activities will be less formal than in larger school districts" but the development and implementation of a strong system of internal controls reduces the probability that processing errors will go undetected and provides a proactive approach to protecting the district's funds and assets against loss or misappropriation.

Recommendation 53:

Expand the job duties of the department staff to include internal control reviews.

The director of Finance should increase efforts to improve the district's internal control structure by expanding the job duties of department staff to include periodic internal control reviews. The director should also prepare formal, detailed procedures and checklists for all Finance Department staff to be followed during internal control reviews. To strengthen internal controls districtwide, the director should prepare a self-assessment checklist and provide it to other departments and schools so they can evaluate their processes and implement corrective measures on an ongoing basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance revises the job descriptions of all department personnel to include the performance of periodic internal control reviews as part of their respective job duties in payroll, accounts payable, financial reporting, fixed assets and data processing.	April 2001
2.	The director of Finance prepares detailed procedures and checklists for all staff in the department to be followed in their performance of internal control reviews.	May 2001
3.	The director of Finance prepares a self-assessment checklist for use by schools and other departments in evaluating and implementing corrective measures.	June 2001
4.	The director of Finance and the accounting supervisor conduct training workshops for school staff in the use of the self-assessment checklists in their areas of responsibility.	July 2001 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

E. TAX COLLECTION

State law requires the district tax rate be set after the board adopts the district budget. Property taxes are levied by October 1 in conformity with Subtitle E, Texas Property Tax Code. Taxes are due upon receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year they were imposed. On January 1 a tax lien attaches to property to secure the payment of all taxes, penalties and interest ultimately imposed. The Central Appraisal District (CAD) of Kleberg County establishes appraised values. Taxes are levied by the district's board based upon the appraised values received from the CAD. The district contracts with the Kleberg County Tax Assessor-Collector to perform billing and collection of tax levies.

FINDING

When the district's tax collector resigned in June 1999, the district entered into a contract with the Kleberg County Tax Assessor Collector to provide ad valorem tax collection services. As a result, the district was able to reduce annual internal costs by \$87,545 including the salaries of three full-time positions, the tax collector and two tax clerks, plus associated operating costs. The contract with the county costs \$9,377 annually, making the net savings to KISD \$78,168. As presented in **Exhibit 7-11**, outsourcing this function to Kleberg County has not significantly affected the collection rate for the district's ad valorem taxes.

Exhibit 7-11
KISD Collection Rates
1997 - 2000

Fiscal Year	Total Levy	Total Collections	Collection Rate
1997	\$6,502,113	\$6,217,808	95.6%
1998	\$6,416,745	\$6,125,785	95.5%
1999	\$6,646,898	\$6,307,205	94.9%
2000	\$6,833,569	\$6,456,834	94.5%

Source: KISD audited financial statements for fiscal 1997 through 1999, FY2000 Annual Tax Report prepared by the assistant superintendent for Support Services.

COMMENDATION

The district reduced its annual tax collection costs by \$78,168 by contracting with the Kleberg County Tax Assessor Collector and has maintained its high collection rate.

F. BOND ISSUANCE AND INDEBTEDNESS

The district has no bonded debt. The last issuance was in the 1970s, and was fully repaid in 1993. Since that time, the district has funded all expenditures through current revenues and lease-purchase debt. The district pursued a strategy of building its fund balance in anticipation of major outlays. The district has been able to maintain its ending fund balance as a percentage of total expenditures above the 20 percent level from 1989 through 1997. In 1998 it dropped to 19.7 percent, and fell to 19.6 percent in 1999.

Exhibit 7-12 Comparison of Bond Indebtedness to Peer Districts 1997 - 2000

District	1997 O/S Debt	1998 O/S Debt	1999 O/S Debt
Kingsville	\$0	\$0	\$0
Alice	\$6,125,000	\$5,835,000	\$5,525,000
Gregory-Portland	\$7,465,000	\$7,020,000	\$6,550,000
Flour Bluff	\$3,730,000	\$11,355,000	\$10,355,000
Calallen	\$6,930,130	\$11,842,706	\$11,627,415
Tuloso-Midway	\$15,134,998	\$14,189,997	\$21,494,102

Source: Audited financial statements for fiscal 1997 through 1999.

FINDING

The district, working with a volunteer citizens group, has determined that the district needs to implement several major construction, rehabilitation and repair projects (**Exhibit 7-13**) with total projected costs that far exceed the district's ability to complete needed projects using current funds and its fund balance reserves.

Exhibit 7-13 Committee Identified Facilities Needs September 1999

School	Renovation/Repair	Maintenance	New Construction	Other Capital Improvements	Total
King High School	\$13,965,000	\$1,528,000	\$3,937,000	\$2,135,000	\$21,565,000

Gillett Intermediate School	\$3,099,000	\$86,000	\$3,675,000	\$4,608,000	\$11,468,000
Memorial Middle School	\$1,544,000	\$75,000	\$770,000	\$331,000	\$2,720,000
Lamar Elementary School	\$535,000	\$46,000	\$446,000	\$1,244,000	\$2,271,000
Harvey Elementary School	\$844,000	\$40,000	\$471,000	\$397,000	\$1,752,000
McRoberts Elementary School	\$665,000	\$37,000	\$577,000	\$522,000	\$1,801,000
Harrel Elementary School	\$584,000	\$22,000	\$565,000	\$181,000	\$1,352,000
Perez Elementary School	\$674,000	\$57,000	\$838,000	\$156,000	\$1,725,000
Kleberg Elementary School	\$500,000	\$20,000	\$0	\$107,000	\$627,000
K.E.Y.S. Academy	\$906,000	\$20,500	\$0	\$70,500	\$997,000
LASER Expulsion /Suspension	\$0	\$0	\$0	\$0	\$0
Admin Bldg	\$0	\$0	\$0	\$0	\$0
Total Cost	\$23,316,000	\$1,931,500	\$11,279,000	\$9,751,500	\$46,278,000

Source: KISD Facilities Needs Committee, Facilities Subcommittee Report, September 2000.

The district worked with its financial advisors and developed a \$30 million bond proposal for various facilities, infrastructure and technology projects, which was approved by 69 percent of the voters in May 2000. However, the proposal was contingent upon the district funding \$14.8

million of the issue through local property taxes and the balance provided by the state in matching funds. KISD did not receive the matching funds because the district's tax base exceeded the limit used by the state in determining which districts will receive matching funds. As a result, the bond proposal was tabled.

The Texas Education Agency is accepting and reviewing applications for the Qualified Zone Academy Bond (QZAB) program. QZAB is a federally funded program created by the federal Taxpayer Relief Act of 1997, providing federal tax credits to lenders who purchase bonds from issuing school districts. The tax credits allow the authorized district to obtain interest-free funding; the district does not pay interest, only the amount borrowed.

Using the example provided in **Exhibit 7-14**, if the district obtained approval for \$8 million, it would repay only \$8 million over 12 years and would not have the pay the \$2.9 million in interest.

Exhibit 7-14
Estimated Amortization Schedule for \$8 Million QZAB Allocation
1999 - 2000

Issue Year	Principal Payments	Interest Rate*	Annual Interest	Tax Credit Granted By QZAB To Bondholders
1	\$666,666	5.631%	\$450,480	\$450,480
2	\$666,666	5.631%	\$412,940	\$412,940
3	\$666,666	5.631%	\$375,400	\$375,400
4	\$666,666	5.631%	\$337,860	\$337,860
5	\$666,666	5.631%	\$300,320	\$300,320
6	\$666,666	5.631%	\$262,780	\$262,780
7	\$666,666	5.631%	\$225,240	\$225,240
8	\$666,666	5.631%	\$187,700	\$187,700
9	\$666,666	5.631%	\$150,160	\$150,160
10	\$666,666	5.631%	\$112,620	\$112,620
11	\$666,666	5.631%	\$75,080	\$75,080
12	\$666,674	5.631%	\$37,540	\$37,540
Totals	\$8,000,000		\$2,928,120	\$2,928,120

Source: Calculated based upon maximum allocation and maturity available through the QZAB program administered by the TEA.

**Rate for 20-year bonds estimated from an average of the 10-year bond and 30-year bond rates of 5.582 percent and 5.679 percent, respectively, as reported for October 23, 2000 on the SmartMoney.com Web site.*

From 1998 through 2000, the state of Texas received QZAB allocations for \$32.8 million, \$34.8 million and \$32.5 million, respectively.

In 1999, Congress and the President extended the program through 2001 to support an additional \$400 million in school improvements. There is an \$8 million limit per QZAB application and the debt must be repaid within 12 years. A district is entitled to only one application per calendar year. Any funding not allocated by December 31 of each year is rolled over into the next year for new applications. As of November 13, 2000, \$19.2 million of the 2000 allocation was available.

To apply for QZAB, the district superintendent must complete the application and include a written assurance from a business "partner" designating a contribution of 10 percent to the total project to create a new academic program at the qualified school. The 10 percent contribution may include cash, property, equipment, professional services or volunteer services. The school may partner with a single private entity or with several entities to reach the 10 percent threshold. The bond proceeds must benefit an individual school located within a federally designated Empowerment Zone, a federally designated Enterprise Community or any other school with at least 35 percent of its student population eligible for the federal free and reduced-price lunch program.

The application may be made for a bond, a personal property lease purchase agreement or a time warrant (loan). Bonds must be authorized and issued under the authority of Texas Education Code Chapter 45 subchapter A. A lease purchase must be qualified under Local Government Code section 271.005 pertaining to personal property. A time warrant must meet the requirements under Texas Education Code section 45.103. QZAB-approved funds must be used for renovating or repairing a classroom facility or purchasing equipment such as computers and networking hardware used to enhance an academic program.

To achieve QZAB designation, a district must meet the program's proof of eligibility, provide an assurance of a private business contribution and submit the district's program intent. The application must be filed and the

designation must be approved prior to the district issuing its QZAB debt. The application process takes approximately 30 days from the date of submission to the TEA to final approval. Upon receipt of QZAB designation, the district will have 180 days to issue the bonds. The QZAB designation will lapse if the bonds are not issued within the allocated time.

Recommendation 54:

Apply for the \$8 million maximum funding available through the federal QZAB program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent obtains information from the Texas Education Agency regarding the QZAB program and begins the application process.	March 2001
2.	The superintendent works with the assistant superintendent for Support Services to identify rehabilitation and repair projects at the high school that will be presented for funding through QZAB bonds.	March 2001
3.	The superintendent presents the QZAB application and proposal to the board for approval.	April 2001
4.	The superintendent submits the QZAB application to the TEA.	April 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources. If the district is granted QZAB designation, it will obtain interest-free financing on the bonds issued for the projects included in its application. Assuming that the district applies for and receives the maximum allocation of \$8 million and issues \$8 million in a single 12-year bond issue yielding 5.631 percent annually, the district could save \$2.9 million over the life of the bond issue.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Apply for the \$8 million maximum funding available through the federal QZAB program.	\$450,480	\$412,940	\$375,400	\$337,860	\$300,320

Chapter 8

PURCHASING AND CONTRACT MANAGEMENT

This chapter discusses the purchasing and contract management functions within the Kingsville Independent School District (KISD) in the following sections:

- A. Purchasing Operations
- B. Warehousing Operations
- C. Textbook Operations

An effective purchasing system ensures that a school district is able to provide quality materials, supplies and equipment in a timely manner, at the best price and in accordance with all applicable purchasing and bid requirements and the Texas Education Code (Education Code).

An efficient warehouse operation should ensure that all purchases and deliveries to schools and units are complete and timely; inventory levels are sufficient to meet requests for supplies from individual schools and units; property and equipment are accounted for properly and controlled; and surplus or obsolete property is disposed of properly and removed from district records.

BACKGROUND

In 1995, the Texas Education Code (Education Code) was revised to include changes in state purchasing regulations. The changes allow districts to obtain goods and services through a variety of competitive purchasing practices. All school district contracts valued at \$25,000 or more in the aggregate for each 12-month period must be competitively bid using any of the following methods: solicited through competitive sealed proposals, solicited from requests for proposals, purchased from the state catalog, procured through an interlocal contract or procured through a design/build contract such as a turnkey contract. Procurements for produce, vehicle fuel and professional services such as accountants, architects, engineers and consultants are exempted from the competitive bidding process. The purchasing methods authorized by the Education Code are summarized in **Exhibit 8-1**.

Exhibit 8-1
Competitive Purchasing Methods

Purchasing Method	Description
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Competitive bidding	Requires that bids be evaluated and awarded based solely upon bid specifications, terms and conditions and bid prices.
Competitive sealed proposals	Requires the same terms and conditions as competitive bidding but allows changes in the nature of a proposal and prices after proposals are opened.
Request for proposals	Furnishes a mechanism for the competitive sealed proposal process that generates the receipt of competitive sealed proposals and contains several key elements including newspaper advertisement, notice to proposers, standard terms and conditions, special terms and conditions, scope of work, acknowledgement form and response sheet, felony conviction notice and contract clause.
Catalog purchases	Provides an alternative to other procurement methods for the acquisition of computer equipment, software and services only.
Interlocal contract	Provides a mechanism for agreements with other local governments, the state or a state agency to perform governmental functions and services.
Design/build contracts	Outlines a method of project delivery in which the school district contracts with a single entity to take responsibility for both the design and construction of a project.
Job order contracts	Provides for the use of job order contracts for minor construction, repair, rehabilitation or alteration of a facility.
Construction management contracts	Outlines the use of a contract to construct, rehabilitate, alter or repair facilities using a construction manager.

Source: Texas Education Code Chapter 44 Subchapter B. Purchases; Contracts.

The Education Code also allows school district trustees to purchase items that are available from only one source, "sole-source" purchases, if the item being purchased is:

- An item for which competition is precluded because of the existence of a patent, copyright, secret process or monopoly;
- A film, manuscript or book;
- A utility service including electricity, gas or water;
- A captive replacement part or component for equipment, i.e. parts that are specific to a particular piece of equipment and are not available from more than one vendor.

A centralized purchasing system concentrates the authority, responsibility and control of purchasing activities in one administrative department. In a decentralized purchasing system, these activities are delegated to or shared with users in the operating departments. A centralized purchasing function, as recommended by the Texas Education Agency (TEA), may be more feasible and economical for school districts. A primary efficiency resulting from centralized purchasing is the ability to consolidate smaller purchases into fewer, large-volume purchases that may allow the district to take advantage of volume discounts.

KISD maintains a decentralized purchasing system through which it delegates purchasing duties to various administrators, directors and school principals. There is no department or function budget for purchasing. Therefore, there is no allocation of salaries and operating costs outside of the regular department for persons involved in the purchasing process. The assistant superintendent for Support Services serves as the district's purchasing agent and is responsible for developing Requests for Proposals (RFPs); reviewing and evaluating all proposals submitted; and seeking outside legal assistance to review the contracts for all major procurements. The other positions that handle purchasing related functions report to the assistant superintendent for Support Services. The director of Finance supervises the receiving and tagging of fixed assets, the processing of checks to vendors through the accounts payable system and the recording of fixed asset balances in the district's accounting system. The director of Food Services supervises the warehouse staff and operations during the school year. The mail clerk delivers fixed assets from the Finance Department receiving area and textbooks from the storeroom to the schools. **Exhibit 8-2** displays the reporting relationship of district personnel involved in purchasing.

Exhibit 8-2
KISD Administrative Personnel with Purchasing Job Duties

Job Title	FTEs	Duties	Supervisor
Assistant superintendent for Support Services	1	Develops RFPs, evaluates proposals and reviews contracts.	Superintendent
Coordinator for Educational Services	1	Responsible for the requisition, numbering and annual inventory of textbooks.	Assistant superintendent for Instruction and Human Resources
Director of Finance	1	Approves purchase orders, supervises accounts payable.	Assistant superintendent for

		fixed accounting, receiving and purchase order functions, trains school staff in purchasing procedures.	Support Services
Purchase Order Clerk	1	Reviews, updates and tracks requisitions, distributes approved vendor lists, prepares emergency purchase orders.	Director of Finance
Accounts Payable Clerk	3	Matches vendor invoices to purchase orders, processes invoices for payment, performs data entry for check preparation.	Director of Finance
Receiving Clerk	1	Receives supplies and equipment, investigates shipping discrepancies, tags all fixed assets, monitors old purchase orders.	Director of Finance
Warehouse Supervisor	1	Supervises three warehouse drivers, initiates requisitions for commodity inventory, accepts delivery of goods, investigates shipping discrepancies, assigns staff to deliver requests from schools.	Director of Food Services
Warehouse Driver Warehouse Driver/Clerk	21	Accepts delivery of goods, organizes delivered inventory, delivers goods to schools as assigned.	Warehouse Supervisor
Mail Clerk	1	Delivers goods from Finance Department receiving and textbooks from the storeroom as assigned.	Director of Maintenance

Source: Interviews with KISD personnel, review of organization charts and job descriptions.

Principals are authorized to initiate purchase requisitions for their schools. Requisitions are entered by the school secretary and approved by the principal. The requisition is forwarded electronically to the purchase order clerk in the Finance Department for review. The director of Finance approves purchase orders. **Exhibit 8-3** displays the annual purchase order volume from 1998 through 2000.

Exhibit 8-3
Annual Purchase Order Volume
1998 - 2000

Fiscal Year	Volume
1998	5,409
1999	5,280
2000	5,366
Average	5,352

Source: KISD assistant superintendent for Support Services.

KISD purchase orders totaled \$3 million in fiscal 2000. Fifty-seven percent, or \$1.7 million, of that total were made through cooperative agreements with the state and the Education Service Center Region 2. Goods not offered in the cooperative catalogs are processed using the district's approved vendor list, available electronically to schools through the financial system budget module. To request approval, a vendor must submit a written application. Purchases of goods from vendors that are not on the district's list are not approved for payment.

The purchasing process is highly automated. Schools have access to the budget module and can initiate requisitions and generate budget status reports as needed. The district maintains a small warehouse for commodity items such as copy paper, supplies and food items. These items are purchased in bulk by the warehouse supervisor and stored in the warehouse until delivered to schools. Four employees in the KISD Central Warehouse Department share delivery duties-the warehouse supervisor and three warehouse drivers. The warehouse drivers are assigned to the warehouse full-time during the school year and assist with light maintenance duties during the summer under the supervision of the director of Maintenance. As the mail clerk travels throughout the district picking up and delivering mail, he delivers goods from the Finance Department receiving area and delivers textbooks from the storeroom. The mail clerk also assists the coordinator of Educational Services in manually numbering textbooks and setting up tables for board and staff meetings and training sessions.

The receiving clerk tags all fixed assets upon receipt with sequentially numbered blue metal tags. Commodities delivered to the warehouse are not fixed assets and, therefore, are not tagged. The only other items that are not received by the receiving clerk are textbooks. The coordinator of Educational Services handles the requisition of textbooks. Textbooks are

held in a storeroom in the administration building until the mail clerk delivers them to the schools.

A. PURCHASING OPERATIONS

The district has a board-approved purchasing policy in accordance with Education Code requirements. The policy is dated August 2, 1999, and was adopted by the board on October 19, 1999. A summary of the policy is provided in **Exhibit 8-4**.

**Exhibit 8-4
Excerpts from KISD Purchasing Policy**

Purchasing Activity	Description	Responsibility
Purchasing Authority	Board delegates purchasing authority to the superintendent or his designee.	Assistant superintendent for Support Services
Method of Purchasing	If competitive bidding is chosen as the purchasing method, the superintendent or his designee shall prepare bid specifications. If competitive sealed proposals are chosen as the purchasing method, the superintendent or his designee shall prepare the request for proposals and/or specifications for items to be purchased.	Assistant superintendent for Support Services
Responsibility for Debts	The board shall assume responsibility for debts incurred in the name of the district so long as those debts are for purchases made in accordance with adopted board policy. Persons making unauthorized purchases shall assume full responsibility for all such debts.	Board, assistant superintendent for Support Services, director of Finance, purchase order clerk, user departments
Purchase Commitments	All purchase commitments shall be made by the superintendent or his designee on a properly drawn and issued purchase order.	User departments, purchase order clerk, fixed assets clerks
Purchases of \$25,000 or more	When the district seeks to purchase personal property valued at least \$10,000 but less than \$25,000 in the aggregate for a 12-month period, the district may either purchase those items in accordance with Education Code 44.031(a) and (b) or follow the vendor list procedures.	User departments, director of Finance, purchase order clerk

Vendor List	The district shall create a vendor list consisting of each vendor that responds to the published notice and any additional vendors the district elects to include.	Assistant superintendent for Support Services, director of Finance
Professional Services	The purchasing requirements of Education Code 44.031 do not apply to a contract for professional services rendered including the services of an architect, attorney or fiscal agent. The district may contract for professional services rendered by a financial consultant or a technology consultant in the manner provided by section 2254.003, Government Code. Competitive bids shall not be solicited for professional services of any licensed or registered certified public accountant.	Board, assistant superintendent for Support Services
Impermissible Practices	A trustee, employee or agent shall not, with criminal negligence, make or authorize separate, sequential or component purchases to avoid the purchasing requirements. "Component purchases" means purchases of the component parts of an item that in normal purchasing practices would be made in one purchase. "Separate purchases" means purchases made separately of items that in normal purchasing practices would be made in one purchase. "Sequential purchases" means purchases over a period of time of an item that in normal purchasing practices would be made in one purchase. Violation of this provision is a Class B misdemeanor and an offense involving moral turpitude, conviction of which shall result in removal from office or dismissal from employment. A trustee who is convicted of a violation of this provision is considered to have committed official misconduct, and for four years after the date of final conviction. the removed nerson is	Assistant superintendent for Support Services, director of Finance, purchase order clerk

	ineligible to be appointed or elected to public office in Texas.	
Competitive Bidding	If the district receives two or more bids from responsible bidders that are identical in nature and amount as the lowest and best bids, it shall select only one bidder from the identical bids. If only one of the bidders submitting identical bids is a resident of the district, that bidder shall be selected. If two or more such bidders are residents of the district, one shall be selected by the casting of lots. In all other cases, one of the identical bids shall be selected by the casting of lots. The board shall prescribe the manner of casting lots and shall be present when the lots are cast. All qualified bidders or their representatives may be present at the casting of lots.	Board, assistant superintendent for Support Services
Interlocal Agreements	To increase efficiency and effectiveness, the district may contract or agree with other local governments and with state agencies, including the General Services Commission (GSC), to perform some of its purchasing functions. If the district purchases goods and services by agreement with another local government or with the state or state agency it satisfies the requirement to seek competitive bids for the purchase of goods and services.	Assistant superintendent for Support Services
Cooperative Purchasing Program	The district may participate in a cooperative purchasing program with another local government or a local cooperative organization. If the district participates in a cooperative purchasing program, it satisfies any law requiring it to seek competitive bids.	Assistant superintendent for Support Services
Commitment of Current Revenue	A contract for the acquisition, including lease, of real or personal property is a commitment of the district's current revenue only, provided the contract contains either or both of the following	Assistant superintendent for Support Services, outside legal counsel

	<p>provisions:</p> <ol style="list-style-type: none"> 1. Retains to the board the continuing right to terminate the contract at the expiration of each budget period during the term of the contract. 2. Is conditioned on a best efforts attempt by the board to obtain and appropriate funds for payment of the contract. 	
Bus Purchase or Lease	Each contract proposed for the purchase or lease of one or more school buses, including a lease with an option to purchase, shall be submitted to competitive bidding when the contract is valued at \$20,000 or more.	Assistant superintendent for Support Services, director of Finance, purchase order clerk, user department
Criminal History	Before entering into a contract with the district, a person or business must give notice to the district if the person or an owner or operator of the business has been convicted of a felony. The district may terminate a contract with a person or business if the district determines that the person or business failed to give such notice or misrepresented the conduct resulting in the conviction. The district must compensate the person for services performed before the contract terminated.	Board, assistant superintendent for Support Services

Source: KISD Purchasing Policy adopted by the board October 19, 1999.

FINDING

Fifty-seven percent, or approximately \$1.7 million, of the district's fiscal 2000 purchases were made through cooperative agreements with the state and the Education Service Center Region 2. Orders made through the cooperatives are clearly marked on the purchase order form to ensure proper coding in the financial system. The cooperatives provide the district with catalogs of the goods offered. Copies of the catalogs are distributed to the schools.

Purchases made through cooperative agreements satisfy the competitive bid provisions of the Education Code and, therefore, eliminate the need for district personnel to perform these activities. In addition, participation in cooperatives allows the district to take advantage of pricing discounts that would not be available to it otherwise.

COMMENDATION

The district contains its administrative purchasing costs and takes advantage of price discounts that it could not obtain on its own by executing 57 percent of its purchases through cooperative agreements.

FINDING

The district has developed a purchasing procedures manual, but it does not include the district's board-approved purchasing policy document or include a timetable for the steps involved in the purchasing process.

In September 2000, the director of Finance developed a purchasing procedures manual, and in October 2000, he conducted a detailed two-day training session to all district staff involved in the purchasing process. The procedures manual and training materials included copies of the price/quotation sheets; instructions for completing, entering and approving requisitions; screen prints from the purchasing module; copies of completed sample purchase orders; travel expense forms; and a list of bid categories and the items included within each category. Copies of the manual were provided to each campus and all department directors.

Procedures typically establish rules for the purchasing cycle: initiating, reviewing and approving requisitions; receiving goods; and processing invoices. A purchasing manual provides detailed guidance to district staff at all levels and helps train staff in the district's established policies. The manual also can be used to acquaint vendors with the district's established policies and procedures. The manual also should include a description of the purchasing process and a timetable for each step in the process.

The Smithville ISD manual includes the district's adopted purchasing policies, cites the appropriate section of the Government Code, contains detailed procedures for every major step in the purchasing process and is available to employees and vendors via its Web site. The official manual is available for review in the superintendent's office.

Recommendation 55:

Update the purchasing procedures manual to include the district's board-approved purchasing policy and timetables for the steps involved in the purchasing process.

The director of Finance should update the purchasing procedures manual to include the district's approved purchasing policy document, detailed timetable for the various procedures related to initiating and approving requisitions, budget transfers and instructions for generating budget status reports so managers can plan and monitor their expenditures.

Once approved by the superintendent and the board, a copy of the updated policies and procedures manual should be distributed to each school. Since schools are networked for e-mail via the financial system, the manual should be distributed electronically to reduce printing costs. A detailed policies and procedures manual will ensure that all staff involved in the purchasing process are aware of and understand the district's purchasing policies and that all adhere to the same procedures, reducing errors and misunderstandings about the process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services instructs the director of Finance to update the purchasing procedures manual to incorporate the district's approved purchasing policy document.	May 2001
2.	The director of Finance downloads a copy of the Smithville ISD purchasing procedures manual from the district's Web site at www.smithville.isd.tenet.edu and works with the assistant superintendent for Support Services to develop a detailed purchasing policies and procedures manual tailored to KISD's needs.	May - June 2001
3.	The assistant superintendent for Support Services submits the draft policies and procedures manual to the superintendent for review and approval.	July 2001
4.	The superintendent presents the manual to the board for review and approval.	July 2001
5.	The assistant superintendent for Support Services distributes the approved manual to district personnel via e-mail.	August 2001
6.	The district begins operating under the approved procedures.	August 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district does not review proposed expenditures during the budget process in order to identify expected purchases so that plans can be made to comply with appropriate purchasing laws. As **Exhibit 8-5** shows, the director of Finance is heavily involved in the district's annual budget process and provides financial and analytical support to the budget management team. The director of Finance, however, does not provide an analysis of expenditures.

**Exhibit 8-5
Summary of KISD Budget Calendar
1999-2000 Budget Year**

Date	Description of Activity
January 5 - February 19	Collection of budget information and packet preparations.
February 19	Meeting with principals and director to: <ol style="list-style-type: none"> 1. Disseminate the budget packets 2. Review the budget packet and process 3. Disseminate local budget allocations 4. Disseminate bilingual, technology and Gifted/Talented (GT) budget allocations
February 26	Director of School Based Programs submits all state compensatory allocation and budget packets to principals.
March 2	Budget process presented to the board.
March 15	Directors submit all federal special population allocation and budget packets to principals.
March 15 - March 16	Accounting Code Workshop - 9:00 a.m. - 11:30 a.m.
March 26	Department budget requests due to director of Finance.
March 31	All school budget requests for local budgets, state compensatory allocation, and funds for bilingual, technology, federal special populations, GT, special education and career & technology due to director of Finance.
April 1	Director of Finance submits all school budgets for local budgets, career & technology and special education to assistant superintendent for Instruction and Human Resources.

April 1	Director of Finance submits all school budgets for state compensatory, bilingual and federal special populations to program directors.
April 6 - April 14	Funding/coordination meeting held by assistant superintendent for Instruction and Human Resources and program directors.
April 16	Assistant superintendent for Instruction and Human Resources and program directors submit all school budget requests for local budgets, state compensatory, bilingual, technology, federal special populations, GT, special education and career & technology to the director of Finance.
April 16 - May 28	Director of Finance reviews all budgets and assists principals and directors in making corrections.
April 20	Director of Finance submits all supplemental budget requests to the management team.
May 31	Director of Finance submits school, department and state special population budgets to the management team.
July 16	All finalized federal special population budgets, including food service, copies of applications, budgets and Notification of Grant Awards (NOGA's) submitted to the director of Finance.
June - August	Board workshops.
August	Approval of the budget.

Source: KISD budget calendar for fiscal 1999-2000 budget process.

The district's financial system does not produce an error or warning message when a purchase order is processed for a commodity that would exceed the \$25,000 per item threshold. It also does not prevent additional purchases once the threshold is met. The district's system would have to undergo an upgrade to implement this capability. The director of Finance stated that on one occasion, the Maintenance Department entered a requisition that exceeded the \$25,000 limit for the line item but the requisition was not processed due to the spreadsheet tracking procedures performed by the purchase order clerk.

To compensate for the lack of internal controls within the purchasing module of the district's financial system, the purchase order clerk uses a spreadsheet to track the district's aggregate expenditure levels as purchase requisitions are presented to the Finance Department. If expenditures for a line item reach \$9,500, the clerk notifies the requesting department that three bids must be obtained. If expenditures approach the \$25,000

threshold, the clerk notifies the assistant superintendent for Support Services and the director of Finance that the issuance of an RFP is required for future purchases. While the district's tracking system has worked well, these procedures are reactive and result in delays when the purchase order clerk must hold a requisition until three bids are obtained or the RFP process is completed.

Recommendation 56:

Revise the budget calendar to include steps to review proposed expenditures in aggregate so that the appropriate purchasing procedures can be initiated.

Incorporating a procurement review and planning process for future purchases into the district's annual budget cycle can help alleviate backlogs in the process. This practice also can facilitate sound purchasing decisions, such as identifying opportunities to coordinate and consolidate purchases, in accordance with purchasing laws.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services instructs the director of Finance to analyze proposed expenditures in aggregate as presented in the annual budget requests.	April 2001
2.	The director of Finance submits a report to the management team that identifies proposed aggregate expenditures that will likely exceed the \$10,000 threshold and those that will likely exceed \$25,000 in aggregate.	May 2001
3.	The budget management team instructs the assistant superintendent for Support Services to review the report and determine items available through cooperative agreements, those that will require three bids and those that will require an RFP.	June - August 2001
4.	The assistant superintendent for Support Services prepares a report to the management team identifying items that will require three bids and those that require an RFP based on the approved budget.	August 2001
5.	The assistant superintendent for Support Services begins the RFP process and distributes a memorandum to the schools and the purchase order clerk informing them of expenditures that require three bids.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

B. WAREHOUSING OPERATIONS

The warehouse supervisor is responsible for the day-to-day operations of the warehouse and reports to the director of Food Services during the school year when the warehouse is operational. The warehouse operates with four positions: the warehouse supervisor and three warehouse drivers. The warehouse employees are full-time and work 240 days (48 weeks) annually. The assistant superintendent for Support Services stated that the warehouse drivers are dedicated full-time to the warehouse during the school year and assist the Maintenance Department crews during the summer under the supervision of the director of Maintenance. Salary expenditures for the warehouse staff are budgeted in the Central Warehouse and Maintenance departments based on the amount of time dedicated to each function. The central warehouse expenditures are funded through the general fund and the food services fund as shown in **Exhibit 8-6**.

Exhibit 8-6
Budgeted Allocation of Warehouse Staff Salaries
Fiscal 2000-01

Position	Total Salary	Central Warehouse Allocation (General Fund)	Percent	Central Warehouse Allocation (Food Services Fund)	Percent	Maintenance Department Allocation (General Fund)	Percent
Warehouse Supervisor	\$18,711	\$5,613	30%	\$13,098	70%	\$0	0%
Warehouse Driver	\$13,045	\$1,044	8%	\$9,783	75%	\$2,218	17%
Warehouse Driver	\$13,472	\$1,078	8%	\$10,104	75%	\$2,290	17%
Warehouse Driver/Clerk	\$13,472	\$1,078	8%	\$10,104	75%	\$2,290	17%
Totals	\$58,700	\$8,813	15%	\$43,089	73.4%	\$6,798	11.6%

Source: KISD FY 2001 Employee Budget Detail report provided by the director of Finance.

The warehouse is used to store commodity goods and food items. United States Department of Agriculture (USDA) commodities are received twice

a month; all other goods are received twice a week. Warehouse staff delivers commodities to storerooms located at each school. Frozen and refrigerated food products are delivered to the district's three school cafeterias immediately upon receipt. Warehouse staff also delivers cooked food from the cafeterias to the satellite schools.

Deliveries of commodity items are initiated by requisitions from school principals and Food Service managers using the Issue From Stock program in the Unix system or the Requisition program in the FASTPAC system. When a need is identified, the school principal initiates a requisition that is forwarded electronically to the central warehouse. Warehouse staff reviews the requisition, selects the items from the stock and schedules delivery. A warehouse driver is assigned to make delivery. If a requested item is not available, the requesting school is notified, and the warehouse orders the item.

The non-food items stored at the warehouse are low-value commodities with high usage such as copier/computer paper, classroom supplies and restroom supplies. These items do not require special storage or environmental conditions to prevent spoilage other than a clean, dry space that can be secured.

The warehouse drivers use three delivery trucks to transport goods from the warehouse to the district's 12 schools and the administration building. Custodial and janitorial supply deliveries are made twice a week.

FINDING

KISD does not generate warehouse workload reports about the number of requisitions processed through the warehouse using the UNIX, FASTPAC and ACT 1000 systems. The assistant superintendent for Support Services stated that the ACT 1000 system has the capability to report the number of orders processed and the length of time taken to complete orders that is not being used.

Some school districts use automated work order systems to compile and analyze workload data such as the number of work orders placed per school, the time lapsed between the receipt of a work order and delivery of goods and the quantity of items per work order. Through this analysis, districts can identify inefficiencies, develop and implement corrective measures, reduce warehouse management costs and improve service to schools.

Recommendation 57:

Evaluate the efficiency and effectiveness of the warehouse function by using the management reporting capabilities of the ACT 1000, FASTPAC and Unix systems.

The reports should be generated by the director of Food Services and the warehouse supervisor and submitted to the assistant superintendent for Support Services at least quarterly and should be used in developing the annual budget request for the warehouse function. Improved efficiency may allow the warehouse supervisor to reduce the number of restock requisitions issued by principals and Food Service managers; allow the warehouse supervisor to consolidate orders of like items to reduce the number of purchase orders processed and the frequency of deliveries to the warehouse; reduce the number of delivery trips made from the warehouse to schools; and reassign warehouse drivers to assist the Maintenance Department during the school year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services works with the director of Food Services and the warehouse supervisor to develop management reports using the requisition data captured in the ACT 1000, FASTPAC and UNIX systems.	March 2001
2.	The assistant superintendent for Support Services establishes a schedule for the director of Food Services and the warehouse supervisor to submit the quarterly management reports.	March 2001
3.	The assistant superintendent for Support Services uses the management report analysis of the fiscal 2001 data to evaluate and adjust the fiscal 2002 budget request for the warehouse function.	April 2001
4.	The assistant superintendent for Support Services provides a supplemental budget request to the director of Finance reflecting any adjustments made to the warehouse function budget as a result of the management report analysis.	April 2001

FISCAL IMPACT

This recommendation can be implemented within existing resources.

C. TEXTBOOK OPERATIONS

The coordinator of Educational Services and two clerks handle the textbook function under the supervision of the assistant superintendent for Instruction and Human Resources. Each April, one of the clerks places the district's order for the next year using the Texas Education Agency's (TEA's) EMAT Online textbook requisition system. Districts are entitled to 110 percent of their pupil enrollment for the grade or subject when ordering pupil editions.

KISD's textbook order is based on March enrollment levels. If textbook shortages occur, supplemental orders are placed for additional textbooks as principals make requests. The extra textbooks are housed in a storeroom in the administration building and delivered to schools by the mail clerk as requested.

The district's annual book orders usually arrive between June and August. The coordinator of Educational Services and the mail clerk receive the textbooks and hand-stamp each book with an identification number. Textbooks are not tagged or tracked through the district's general fixed asset inventory; so the Finance Department receiving clerk has no duties regarding textbooks. The receiving clerk receives library books, assigns a fixed tag number and tracks them on the fixed asset inventory listing.

Each textbook ordered through the TEA is the property of the state and the board is the legal custodian of the textbooks. Any lost or damaged books must be reported and replaced. The district is authorized to request payment from parents and students responsible for lost or damaged books; however, the district may not withhold grade reports or transcripts to induce parents or students to pay. If the district receives payment for a lost or damaged book, it must use the funds to order replacement books from the textbook depository. If the district is unable to recover replacement costs, the district is responsible for purchasing the replacements.

The district performs an annual inventory of textbooks as required by the Texas Education Code (TEC), and prepares a report that shows a summary of charges for lost textbooks for each school. The coordinator of Educational Services stated that the district tries to hold students and parents accountable for lost or damaged books by requesting payment of the replacement cost of the textbook from parents.

Section 31.102 of the TEC authorizes the district board to distribute textbooks to students in the manner it determines to be the most effective and economical. The coordinator of Educational Services stated that not all students are allowed to take textbooks home, but parents may request to check out books to use at home. Students that have lost or damaged a

textbook are provided a textbook for classroom use, but are not allowed to check out books for home use.

High school students check out textbooks. Students at Memorial Middle School and Gillett Intermediate do not take books home because class sets were adopted when student lockers were removed and the new reading series does not encourage taking the reader home. Instead, students are provided individual sheets for homework from the practice books.

Survey results and comments from focus groups indicate a high degree of dissatisfaction with the condition and availability of textbooks. Comments made in the teacher forum include "not having enough teacher editions" and "not having enough books for use in the classroom." The results of the student survey show that 46.9 percent disagreed that there were enough textbooks in classes and 62.9 percent disagree that textbooks are in good shape. Comments from students include "books are dirty," "need to get new books," "school should have better books," "not able to take books home" and "books are old." Comments from parents included "district does not have enough books for home use," teachers do not "inform parents that they can check out books for their children" and "books are in poor condition."

FINDING

The district does not follow TEA and TEC guidelines in reporting maximum enrollment when placing its annual textbook orders. Section 66.107(c)(1) of the TEC states that "enrollments shall be reported based on the maximum number of students enrolled in the district...during the previous year and/or registered to attend the district during the next school year." According to the coordinator of Educational Services, KISD bases its textbook order on March enrollment levels, which historically are lower than actual enrollment the following August. This results in the coordinator of Educational Services having to submit supplemental orders to obtain sufficient books and teacher editions.

TEA's Public Education Information Management System (PEIMS) enrollment data is automatically pre-populated for each district on the TEA's EMAT Online textbook management system. The TEA "assumes that the enrollments reported by a school district at the time an order for instructional materials is placed are accurate;" however, TEA guidelines allow districts to "update their enrollments with accurate information whenever an order is submitted." Therefore, it is the district's responsibility to ensure that the enrollment data used is correct when it places its annual order and any supplemental orders.

Recommendation 58:

Report maximum student enrollment data to the TEA when placing annual and supplemental textbook orders.

The coordinator of Educational Services should adjust the enrollment data provided to the TEA for annual textbook orders to reflect maximum enrollment levels to ensure that a textbook is available for every student.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources directs the coordinator of Educational Services to determine the maximum enrollment for the previous school year and to review enrollment trends for the past three years to analyze variances with the goal of developing a method of projecting fall enrollment.	April 2001
2.	The coordinator of Educational Services prepares a detailed report that documents the necessary adjustments to the enrollment data that should be used for the next annual textbook order and submits it to the assistant superintendent for Instruction and Human Resources for review and approval.	April 2001
3.	The coordinator of Educational Services updates the district's enrollment data on the TEA's EMAT Online textbook management system and places the district's annual textbook order.	April 2001

FISCAL IMPACT

This recommendation can be implemented within existing resources.

FINDING

While an inventory of textbooks is conducted at the end of each year, and each principal is required to sign the inventory worksheet verifying its accuracy, the inventory worksheets do not identify missing books by their stamped identification number. Additionally, the inventories have been found to be inaccurate, and teachers are not held responsible for lost book charges. Principals must pay to replace lost or damaged books out of their school budgets if replacement costs are not recovered from the student or parent.

A clerk in the coordinator of Educational Services' office distributes inventory sheets to principals that list the title and number of textbooks assigned to each school. Each principal then is responsible for conducting an inventory of the books on hand and entering the number of books counted onto the inventory sheet. Variances are calculated and multiplied by the replacement cost of the books to determine the amount of lost book charges. The report of outstanding book charges represents the cumulative

total of all charges to date less any amounts for books recovered or payments received from parents or students.

Exhibit 8-7 provides the adjusted outstanding cumulative charges by school as reported for fiscal years 1999 and 2000. As shown, outstanding charges decreased by \$4,303 (7 percent) but the district still has an outstanding liability of \$57,623.

**Exhibit 8-7
KISD Outstanding Book Charges
Fiscal 1999-2000**

School	Outstanding Book Charges 1999	Outstanding Book Charges 2000	Increase/ (Decrease)
H.M. King High	\$19,440.63	\$29,898.99	\$10,458.36
Memorial Middle	\$36,080.02	\$20,116.87	(\$15,963.15)
K.E.Y.S. Academy	\$1,314.63	\$1,754.62	\$439.99
Gillett Intermediate	\$1,064.75	\$3,639.22	\$2,574.47
LASER/Night School	\$990.63	\$1,636.88	\$646.25
McRoberts Elementary	\$1,180.70	\$396.29	(\$784.41)
Kleberg Elementary	\$1,331.10	\$87.81	(\$1,243.29)
Perez Elementary	\$189.04	\$92.38	(\$96.66)
Lamar Elementary	\$129.87	\$0.00	(\$129.87)
Harvey Elementary	\$183.69	\$0.00	(\$183.69)
Harrel Elementary	\$20.82	\$0.00	(\$20.82)
Total	\$61,925.88	\$57,623.06	(\$4,302.82)

Source: KISD Summary of Textbook Charges per School report for fiscal 1999 as of 1/2000 and fiscal 2000 as of 6/19/00 updated through 8/19/00.

The largest discrepancies are found at King High School and Memorial Middle School. The coordinator of Educational Services has been sending staff to these schools to perform a recount of the textbook inventory. Staff found that the inventories were inaccurate. Many of the books listed as charges were found in classrooms or school book rooms and associated charges are being deducted from the outstanding lost book charges balance.

The district is responsible for all lost book charges. The coordinator of Educational Services stated that in 1995 the district paid all outstanding charges. Since then, the district has paid for replacement books as needed. The district eventually will have to pay the replacement costs for all missing books.

Recommendation 59:

Conduct a detailed physical inventory of all district textbooks and reconcile the results to the inventory listing compiled by the coordinator of Educational Services.

Maintaining an accurate inventory of all textbooks is a critical part of a good textbook management system. It is also important to maintain a record of all textbooks by the identification number stamped in each book so that individual books can be tracked. Maintaining an accurate inventory will ensure that the district does not pay to replace books that are not missing.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources directs the coordinator of Educational Services to conduct a detailed physical inventory of all district textbooks and reconcile the results to the inventory listing.	April 2001
2.	The coordinator of Educational Services supervises the physical inventory and reconciliation process and provides a copy of the completed inventory to the principal of each school.	April - May 2001
3.	The coordinator of Educational Services uses the reconciled inventory to revise the outstanding book charges report and determine which books must be replaced for the following school year, then submits a detailed report to the assistant superintendent for Instruction and Human Resources for review and approval.	May 2001
4.	The assistant superintendent for Instruction and Human Resources identifies funding to pay the replacement charges and presents a report to the superintendent for review and approval.	June 2001

FISCAL IMPACT

The fiscal impact of this recommendation can be accomplished with existing resources.

FINDING

The district's policies and procedures to limit the loss of textbooks are not standardized for each school. Principals use a variety of textbook management strategies with varying degrees of success. Some schools do not allow students to take books home, others allow books to be checked out for home use at a parent's request. Still others have adopted instructional series that discourage taking books home. The coordinator of Educational Services said that when books are reported lost or missing, efforts are made to hold parents accountable; however, the district continues to have a high number of missing books at King High School and Memorial Middle School (**Exhibit 8-8**). Recent recounts conducted by the coordinator of Educational Services' staff have revealed inaccuracies in the annual inventories conducted at the school level. To improve controls over textbooks, the district has implemented new procedures to include a standardized textbook check form. The forms are issued to principals, who conduct book checks every nine weeks and submit the completed forms to the coordinator of Educational Services.

Exhibit 8-8
KISD Outstanding Book Charges
1999-2000

School	Outstanding Book Charges	1999-2000 Enrollment	Book Charges Per Student
H.M. King High	\$29,898.99	1,341	\$22.30
Memorial Middle	\$20,116.87	659	\$30.53
K.E.Y.S. Academy	\$1,754.62	105	\$16.71
Gillett Intermediate	\$3,639.22	641	\$5.68
LASER/Night School	\$1,636.88	96	\$17.05
McRoberts Elementary	\$396.29	300	\$1.32
Kleberg Elementary	\$87.81	356	\$0.25
Perez Elementary	\$92.38	379	\$0.24
Lamar Elementary	\$0.00	454	\$0.00
Harvey Elementary	\$0.00	278	\$0.00
Harrel Elementary	\$0.00	217	\$0.00
Total	\$57,623.06		

Source: KISD Summary of Textbook Charges per School report as of 6/19/00 updated through 8/19/00 and TEA AEIS 1999-2000.

Section 31.104(c) of the TEC provides that each textbook must be identified as the property of the state and have an identifying number, and that each teacher must keep a record of the book issued to each student. However, Section 31.104(a) of the TEC gives districts a great deal of discretion in managing the inventory of textbooks.

Recommendation 60:

Adopt a formal policy to hold principals, teachers, parents and students accountable for missing or damaged textbooks.

The district should adopt and implement a formal districtwide policy to hold parents and students accountable for missing or damaged textbooks. The success of this policy will depend on the district's ability to obtain an accurate physical inventory of all textbooks and to accurately track the movement of textbooks. The policy should include the use of at least two standard forms: one for schools to record and track each textbook by its identification number and the student to whom it is assigned and a second to use when textbooks are returned at the end of the school year or when a student transfers out of the district. Teachers should be required to sign and date the completed forms and forward them to the principal. Teachers and principals should be held responsible for any textbooks assigned to their classroom or school that have not been assigned to a student.

During the enrollment process each school year, a notification letter should be issued to all parents that explains their responsibility for the loss of or damage to the books assigned to their children, how replacement charges are calculated and the procedures to be followed in paying the replacement charges to the district. Parents should be provided a copy of the notification letter when a book is reported as missing or damaged and at the time they notify the district that their child is transferring out of the district.

The Texas General Services Commission has several Qualified Information Services Vendors (QISV) that offer automated inventory systems designed specifically for textbook management. They incorporate bar coding technology for textbook identification, labeling and tracking. Systems can be customized to district needs. For example, an inventory database system can include bar code labeling equipment that electronically transfers data to the inventory database and bar code readers that are portable or that attach to a computer. These automated systems provide efficiency and effectiveness for documentation and tracking of textbooks and facilitate a district's ability to hold students, parents, teachers and principals accountable for the textbooks assigned to them.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and Human Resources and the coordinator of Educational Services develop a formal policy to hold parents and students accountable for missing or damaged textbooks that provides written notification to parents during enrollment, during transfer out of the district or when a textbook is lost or damaged.	June 2001
2.	The assistant superintendent for Instruction and Human Resources presents the policy to the superintendent for review and approval.	June 2001
3.	The superintendent presents the policy to the board for review and approval.	July 2001
4.	The coordinator of Educational Services provides principals with a copy of the reconciled textbook inventory and the new policy to be distributed to parents during enrollment.	July 2001
5.	The coordinator of Educational Services updates the reconciled inventory to reflect new textbook purchases received and assigned to schools and presents the new inventory to principals.	August 2001
6.	Principals review the new textbook assignments, verify the accuracy of the revised inventory and return a signed/dated copy of the inventory to the coordinator of Educational Service.	August 2001
7.	The coordinator of Educational Services investigates purchasing an automated textbook inventory system to improve accuracy and efficiency and presents a recommendation to the assistant superintendent for Instruction and Human Resources for review, approval and funding.	September 2001
8.	The assistant superintendent for Instruction and Human Resources presents the recommendation to the superintendent for review and approval.	October 2001
9.	The coordinator of Educational Services purchases and implements the textbook management system.	November 2001 - January 2002

FISCAL IMPACT

The fiscal impact for this recommendation depends on the district's decision whether to use a manual system or purchase an automated textbook management system. If the district chooses a manual system, the recommendation can be implemented within existing resources. If the district chooses an automated system, the fiscal impact will depend upon

the system purchased and any optional equipment selected. The Web site of the General Services Commission lists textbook systems priced between \$275 and \$1,613 each.

If the district recovered 25 percent of the cost of missing books (\$57,623.06), savings to the district would be \$14,406 annually. Savings were calculated using a 25 percent recovery of the cost of lost books less the median cost of an automated textbook management system for each of the district's 10 campuses and central administration building for the first year (\$14,406-(\$944 x 11)). Subsequent years' savings include software maintenance costs for each site (\$200 per site x 11 sites).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Purchase textbook management systems for each campus.	(\$10,384)	\$0	\$0	\$0	\$0
Annual software maintenance.	\$0	(\$2,200)	(\$2,200)	(\$2,200)	(\$2,200)
Recover 25 percent of the cost of missing books.	\$14,406	\$14,406	\$14,406	\$14,406	\$14,406
Total Net Savings/(Costs)	\$4,022	\$12,206	\$12,206	\$12,206	\$12,206

Chapter 9

FOOD SERVICES

This chapter examines Kingsville Independent School District (KISD) food service operations in three sections:

- A. Organization and Management
- B. Meal Participation
- C. Financial Management

School food service operations are responsible for providing students and staff appealing and nutritious breakfasts and lunches at a reasonable cost in an environment that is safe, clean and accessible. Each of these responsibilities must be accomplished in compliance with applicable federal and state regulations as well as local board policy.

BACKGROUND

Food service operations at KISD are organized under the Food Services Department. The department operates three kitchens and serves meals at 11 schools.

KISD's Food Services Department has a fund balance of \$252,018 for the 1999-2000 school year, as shown in **Exhibit 9-1**. The district does not charge overhead to the fund.

Exhibit 9-1
KISD Food Services Revenue and Expenditures
1997-98 through 1999-00

Revenue Source	1997-98	1998-99	1999-2000	Percent Change for 1998-2000
Local	\$507,843	\$508,703	\$518,869	2.17
State	19,921	19,304	18,958	(4.83)
Federal	1,064,656	1,097,535	1,210,450	13.69
Total	1,592,420	1,625,542	1,748,277	9.79
Expenditure Category				
Payroll	718,495	718,745	760,111	5.79
Contracted Services	30,072	22,804	73,305	143.76

Food and Supplies	778,864	721,764	903,834	16.05
Other Operating Expenditures	7,921	5,049	7,504	(5.26)
Capital Outlay	25,422	16,006	27,800	9.35
Total	1,560,774	1,484,368	1,772,554	13.57
Net Profit	31,646	141,174	(24,277)	
Fund Balance (Beginning)	103,821	135,467	276,641	
Fund Balance (Ending)	\$135,467	\$276,641	\$252,364	

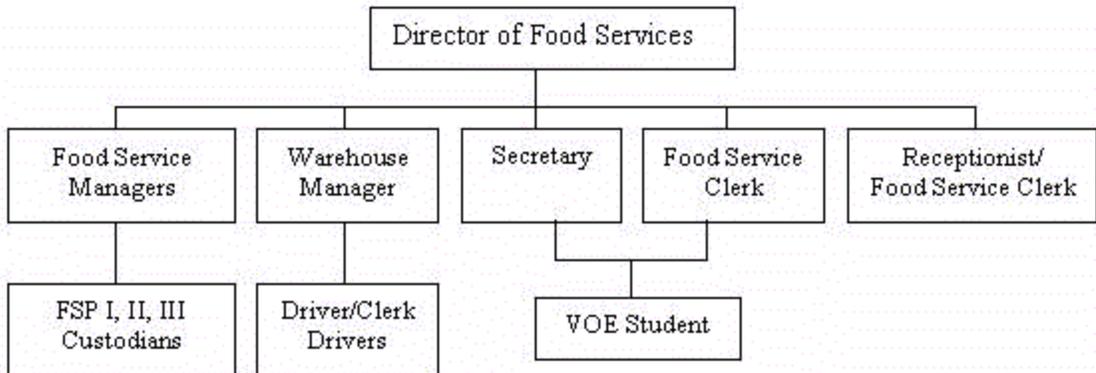
Source: KISD Food Services Department.

A. ORGANIZATION AND MANAGEMENT

KISD's Food Services Department is headed by a director who reports to the assistant superintendent for Support Services. The director supervises three department employees located in the administration building, four located in the warehouse and 55 cafeteria and custodial staff located at nine schools. There are three school kitchens, H.M. King High School, Memorial Middle School and Gillett Intermediate School. H.M. King High School prepares, delivers and serves meals to Perez and Lamar Elementary Schools. Memorial Middle School prepares and delivers meals to LASER (Life and Academic Skills Education Reinforcement), Harrel and McRoberts Elementary Schools, and two private schools. Gillett Intermediate School prepares, delivers and serves meals for Harvey and Kleberg Elementary Schools.

Each school's food services manager reports to the director of Food Services. **Exhibit 9-2** illustrates the department's organizational structure.

**Exhibit 9-2
Food Services Department Organization**



Source: KISD Food Services Department.

The three cafeteria managers supervise 52 food services workers at nine schools as shown in

Exhibit 9-3.

**Exhibit 9-3
KISD Food Services Campus Staffing
2000-01**

School Number	School	Full-time Employees (5 Hours or More)	Part-time Employees
001	H.M. King High School	15	0

041	Gillett Intermediate School	6	4
042	Memorial Middle School	7	3
105	Harvey Elementary School	2	1
106	Kleberg Elementary School	2	1
107	Lamar Elementary School	2	1
108	McRoberts Elementary School	2	1
109	Harrel Elementary School	1	1
110	Perez Elementary School	2	1
	Total	39	13

Source: KISD Food Services Department.

FINDING

KISD's Food Services Department serves fewer meals per labor hour (MPLH) than recommended in *Controlling Costs in the Food Service Industry* in all three of its kitchens. KISD has three kitchens that prepare and deliver meals to other schools in addition to serving their own students. To calculate the meals per labor hour, the food services staff of preparing kitchens was combined with the staff of the kitchens that received and served the meals. Also, the meals served by the receiving cafeterias were added to the meals served by the preparing kitchen. Combining staff and meals into three preparing/serving units provides a better measure of meals per labor hour because the labor cost for all the meals served by a unit is allocated to all the meals served. For example, King High School prepares and serves meals for Perez Elementary and Lamar Elementary. These three schools are combined into one preparing/serving unit for meals per labor hour calculations. Gillett is combined with Harvey Elementary and Kleberg Elementary as well as K.E.Y.S. Academy. Memorial is combined with LASER, Harrel Elementary and McRoberts Elementary.

Exhibit 9-4 illustrates KISD's MPLH for each preparing/serving unit compared to the industry standard, which is 20 meals per labor hour for campuses that serve the quantity of meals served by KISD.

Exhibit 9-4 KISD Meals per Labor Hour October 2000

Schools	Total	Total	KISD	Industrv	MPLH
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	Meals Served	Hours Worked	Reported MPLH	Rec. MPLH	Variance +/-
King, Perez, Lamar	42,340	2,595	16.32	20	(3.38)
Gillett, Harvey Kleberg, KEYS,	29,320	1,950	15.04	20	(4.96)
Memorial, LASER, Harrel, McRoberts and private schools	30,780	1,990	15.47	20	(4.53)
Contracted Schools	2,000	NA	NA	NA	NA
Total	104,440	6,535	15.98	20	(4.02)

Source: All data from KISD Food Services Department, except recommended MPLH from Controlling Costs in the Food Service Industry.

MPLH is a standard performance measure of efficiency for school districts, hospitals, restaurants and other food services operations. MPLH is the number of meal equivalents served in a given period divided by the total hours worked during that period. Meal equivalents are lunches plus an equivalent number of breakfast and a la carte sales. KISD uses the following conversion rates for meal equivalents:

- Breakfast Meal Equivalents: Total meals served divided by two
Breakfast a la carte income divided by two
- Lunch Meal Equivalents: Lunch a la carte income at King High School and Memorial High School is divided by \$1.50.
All other schools lunch a la carte income is divided by \$1.25.

TSPR used the guidelines provided in **Exhibit 9-5** to evaluate KISD's staffing structure.

Exhibit 9-5
Recommended Meals Per Labor Hour (MPLH)
April 2000

Number of Equivalents	Meals Per Labor Hour (MPLH)	
	Conventional System	Convenience System
	MPLH	MPLH
Up to 100	8	9

101 - 150	9	10
151 - 200	10-11	12
210 - 250	12	14
251 - 300	13	15
301 - 400	14	16
401 - 500	14	18
501 - 600	15	18
601 - 700	16	19
701 - 800	17	20
801 - 1,000	18	21
1,001 up	20	23+

Source: Cost Control for School Food Service, 2nd Edition.

In the above chart, meal equivalents include breakfast and a la carte sales. Three breakfasts equate to one lunch. A la carte sales of \$3 equate to one meal equivalent. The conventional system includes the preparation of food from raw vegetables on the premises and also uses some bakery bread, prepared pizza and includes the washing of dishes. In contrast, the convenience system used by KISD maximizes the amount of processed food and disposable wares. However, TSPR used the conventional system to evaluate food service productivity since it is a more conservative approach.

If the MPLH rate is higher than the recommended rate, either the number of meals served is low or the number of hours worked is high. The number of hours worked is a function of two variables: the number of staff employed and the hours per worker. Both variables are controllable.

To achieve recommended MPLH, a school food service operation would have to reduce the number of staff or the hours worked by each employee. **Exhibit 9-6** shows the number of hours worked at each school compared to the standard hours worked that should have been necessary for the number of meals served.

Exhibit 9-6
KISD Food Services Department MPLH Comparison
October 2000

	Meals	Hours	Allowable	Hours	Equivalent
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Schools	Served	Worked	Hours at Standard 20 MPLH	Above Standard	FTEs at 7 1/2 Hours
King, Perez, Lamar	42,340	2,595	2,117	478	3.2
Gillett, KEYS, Lamar	29,320	1,950	1,466	484	3.2
Memorial, LASER, Harrel, McRoberts	30,780	1,990	1,539	451	3.0
Total	102,440	6,535	5,122	1,413	9.4

Source: All data from KISD Food Services Department except allowable hours standards from Controlling Costs in the Food Service Industry.

Recommendation 61:

Reduce staffing levels to achieve the recommended MPLH level of productivity.

The turnover rate for permanent, long-term cafeteria workers is 12 per year. The Food Services Department should develop standard MPLH for each school based on the factors affecting productivity such as staffing levels, kitchen design, pre-processed foods used, type of menu, type of equipment, training and skill level of employees, degree of automation and the number of personal breaks.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services and cafeteria managers develop specific MPLH standards for each school and freezes hiring until productivity levels are achieved.	March 2001
2.	The director of Food Services requires cafeteria managers to develop a plan to increase productivity.	April 2001
3.	Managers implement the plans for improving productivity.	August 2001
4.	The director of Food Services and cafeteria managers evaluate the productivity of each school according to the MPLH standards.	October 2001
5.	The director of Food Services and cafeteria managers and the director of Personnel Services develop a plan to reduce	October 2001

	labor costs at schools that exceed the MPLH standards.	
6.	The director of Food Services evaluates the productivity each month.	November 2001 and ongoing

FISCAL IMPACT

Using October 2000 as an example, and assuming a reduction of 9 FTE's, reducing staffing levels to recommended standards would reduce labor costs by \$74,186 annually, based on a Cafeteria Specialist I salary of \$6.14 an hour. (Nine workers times 7.5 hours a day times 179 days results in \$74,186 a year).

The district could choose to reach the recommended standards by reducing hours worked of some or all cafeteria workers, or could choose to use the current turnover rate of 12 per year for permanent, long-term cafeteria workers to reduce staffing levels through attrition.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce staffing levels to achieve the recommended MPLH level of productivity.	\$74,186	\$74,186	\$74,186	\$74,186	\$74,186

FINDING

Absences occur frequently due to illness or personal business. When absences occur, the respective kitchens operate short-handed because the district is not able to maintain a sufficient pool of substitute workers. If the shortages are severe, longer serving lines and times affect food service to students. In extreme cases, longer serving times mean some students do not have time to finish meals during the allotted lunch periods, which run from 30 minutes to 45 minutes.

The district maintains a substitute pool, but substitutes are difficult to recruit and even more difficult to retain due to low wages, few benefits and no guaranteed number of hours. Some schools experience high absenteeism as shown in **Exhibit 9-7**.

**Exhibit 9-7
KISD Food Services Department Staff Absenteeism
1998-99 School Year**

Number	School	Hours Absent	Number of Employees	Hours Per Employee
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001	H.M. King High School	481.50	15	32.1
041	Gillett Intermediate School	290.75	10	29.1
042	Memorial Middle School	284.00	10	28.0
105	Harvey Elementary School	180.00	3	60.0
106	Kleberg Elementary School	58.13	3	19.4
107	Lamar Elementary School	48.75	3	16.3
108	McRoberts Elementary School	204.75	3	68.3
109	Harrel Elementary School	185.00	2	92.5
110	Perez Elementary School	60.00	3	20.0
	Total	1,792.88	52	34.48

Source: KISD Food Services Department.

Comal ISD faced similar absenteeism and initiated several actions to alleviate the problem, including incentives for attendance and counseling for those who abuse the policies. In addition, Comal ISD developed a report to track absenteeism on a weekly basis.

Killeen ISD has also instituted an Employee of the Quarter Awards Program to encourage attendance. In Killeen ISD, one elementary school employee and one secondary school employee receive a recognition reward based on criteria including attendance, work performance, customer services, attitude and teamwork. Specific awards consist of a certificate of appreciation, employee pin, a sign to be posted on school marquees and a gift certificate. The awards are presented during the fifth week of each nine-week school period. A committee of nine cafeteria managers, the Food Services director and each manager make the decision.

Killeen ISD also has an attendance policy that requires employees to notify their manager by 1:30 p.m. the day before an expected absence. This policy also states that excessive absences or tardiness may result in termination of employment.

Recommendation 62:

Identify kitchens with high absentee rates and implement corrective action plans including disciplinary action and incentive programs to encourage attendance.

A weekly tracking system is needed to identify schools with excessive absences so that corrective action plans can be developed and implemented. In addition, employees who abuse leave should be counseled and disciplined if necessary.

Incentive programs to promote and encourage attendance should be developed, including monetary incentives and personal recognition strategies. Also, KISD could hire a few floater positions to help out when campuses are understaffed due to absenteeism. However, this option would cost the district additional salary and benefits expenses. Full-time floater employees would receive benefits that substitutes do not.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services, cafeteria managers and the Personnel Department develop incentives to recognize and reward attendance and policies to address abuse of leave.	March 2001
2.	The director of Food Services and the Personnel Department prepare and distribute policies to affected staff regarding leave policy.	April 2001

FISCAL IMPACT

The fiscal impact of this recommendation depends upon the level of monetary and recognition awards. KISD's Food Services Department feels is appropriate. Providing a bonus pool to cafeteria managers with the lowest absenteeism for distribution to their staff would not be expensive. For example, Food Services could award a \$1,000 bonus pool to the school cafeteria manager area with the lowest absentee rate. This would cost the district \$1,000 a year. In addition, recognition to employees in the form of plaques and certificates is estimated at \$20 a plaque or certificate. For example, if Food Services provided annual awards to at least half of the 55 cafeteria staff, or 27 staff members, the annual cost would be \$540 (\$20 times 27). The total annual cost would be \$1,540.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Identify kitchens with high absentee rates and implement corrective action plans including disciplinary action and incentive programs to encourage attendance.	(\$1,540)	(\$1,540)	(\$1,540)	(\$1,540)	(\$1,540)

FINDING

KISD is unable to attract and maintain a sufficient substitute labor pool. A recent policy change regarding substitutes has significantly affected the district's ability to hire substitutes. The district no longer fills vacant positions from its list of substitutes. Rather, all vacant positions are advertised and all applicants are given equal consideration. Consequently, serving as a substitute provides no advantage in securing a permanent, full-time position.

The local Workforce Development Board is an untapped resource for KISD in the search for substitute cafeteria workers. The Workforce Development Board has the resources to train potential workers and remove obstacles preventing persons from obtaining and holding employment. Those resources include job training, employment counseling, transportation programs, childcare programs and financial assistance, in some cases.

Recommendation 63:

Reinstitute the policy of filling vacant positions from the substitute worker pool, and develop alternative sources of substitute workers.

The district was able to hire substitutes with less difficulty when the possibility of becoming a permanent full-time worker was offered as an incentive. The district could also increase its list of available substitutes by working in coordination with the Texas Workforce Commission and the local Workforce Development Board to provide a pool of substitute cafeteria workers for KISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services and the director of Personnel draft hiring policies that favor substitute workers when filling vacant positions.	April 2001
2.	The director of Food Services and director of Personnel submit the draft policies to the superintendent for review and comment.	May 2001
3.	The superintendent submits the draft policies to the board for approval.	June 2001
4.	Approved policies are distributed to all food service workers and posted inconspicuously in schools and administrative offices.	August 2001
5.	The director of Food Services and director of Personnel contact the local Workforce Development Board regarding employment of workforce clients for food service operations.	August 2001
6.	The director of Food Services, the director of Personnel and the	September

	Workforce Board develop potential worker requirements for education, training and job experience.	2001
7.	The director of Food Services contacts the Workforce Development Board when a vacancy exists.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD does not assist or encourage cafeteria workers to obtain food service operations certifications. Certifications from level one through six are available to cafeteria workers through the American Food Service Association. If KISD cafeteria workers are interested in pursuing these classes, they must pay for any classes and materials needed. KISD pays travel and registration fees. The district does not reward workers who obtain advance certification. Consequently, few cafeteria workers have completed certification classes and none belong to a food service association. However, the district does pay for travel for employees to attend training.

Gregory-Portland ISD reimburses workers upon successful completion of courses, has implemented official recognition and provides potential pay increases.

Killeen ISD has instituted a program for professional training and development that includes a training curriculum developed by the Texas School Food Services Association and by Central Texas College. Killeen ISD pays the cost of tuition and employee salary costs when applicable. The employee pays a nominal certification fee, but is eligible to receive a stipend upon certification or proof of completion.

Recommendation 64:

Develop and implement a plan to recognize food service workers who complete certification classes.

The district should pay for courses as well as travel. Employees who receive certification should receive additional recognition including monetary recognition such as stipends and gift certificates and non-monetary recognition such as employee of the quarter awards and pins. This program should be linked with an incentive program to reduce absenteeism to form a comprehensive incentive program to increase Food Services Department productivity and employee morale.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services, cafeteria managers and the Personnel Services Department develop incentives for recognizing managers who complete certification training.	March 2001
2.	The director of Food Services plans and hosts an employee appreciation luncheon, breakfast or dinner to recognize employees.	May 2001
3.	The director of Food Services meets annually with cafeteria managers and workers to evaluate the effectiveness of the incentive program and to plan ongoing incentives.	On going

FISCAL IMPACT

The fiscal impact of this recommendation would depend upon how many cafeteria workers complete the certification programs each year. The maximum annual cost for this program is \$5,500 (\$100 stipends for 55 cafeteria workers) plus a minimal cost for plaques and certificates. Travel costs are estimated at \$11,000 (\$200 per employee). The total maximum annual cost of this program would be \$16,500. This amount is included for each of the next five years since six certification levels are potentially available. These amounts should decrease after year six.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop and implement a plan to recognize workers who complete certification classes	(\$16,500)	(\$16,500)	(\$16,500)	(\$16,500)	(\$16,500)

FINDING

The Food Services Department does not solicit feedback from students regarding food service operations, quality, variety or price of menu items served at the schools. The suggestion boxes are not visible in school cafeterias. The cafeteria manager stated that the boxes had not been used in 2000-01.

In a survey of principals and assistant principals, students, district administrators, teachers and parents about food service operations, respondents said that food quality and taste, time in serving line and time allowed to eat meals needed the most improvement (**Exhibit 9-8**).

Exhibit 9-8
TSPR Food Services Survey Results
September 2000

Survey Question	Strongly Agree/Agree	No Opinion	Disagree/Strongly Disagree	Did not answer
<i>The cafeteria's food looks and tastes good.</i>				
Teachers	27.7%	9.2%	59.2%	3.9%
Parents	21.3%	27.6%	47.9%	3.2%
Students	11.2%	16.7%	69.2%	2.9%
<i>Students have enough time to eat.</i>				
Parents	35.4%	14.6%	46.9%	3.1%
Students	14.3%	6.8%	78.7%	.2%
<i>Food is served warm.</i>				
Teachers	51.5%	11.5%	35.4%	1.6%
Parents	38.1%	29.2%	29.7%	3%
Students	30.1%	18.2%	49%	2.7%

Source: TSPR Survey, September 2000.

Interviews with cafeteria staff revealed that the cafeteria workers were not aware of the problems or perceived problems among their customers.

On the positive side, survey results also indicated that the cafeterias' facilities are sanitary and neat, cafeteria staff is helpful and friendly, and discipline and order are maintained in the school cafeterias. In addition, students, faculty and administrators agree that food delivered to satellite cafeterias is served hot and fresh.

KISD does sponsor a Texas School Lunch Week on all campuses where parents are invited to eat a school lunch with their child.

Recommendation 65:

Solicit annual input from students, parents and district employees about food quality, quantity, price, variety, nutrition and any other

areas of food operations, and implement corrective action where needed.

Comment boxes could be located in each cafeteria. A special request for comments should be made during the Texas School Lunch Week in an attempt to obtain meaningful comments from parents. Also, students and faculty should be given short questionnaires to take home or to the classroom so they can give their suggestions or comments about food and meal service.

Based on the results of surveys and suggestions, the Food Services director and cafeteria managers should develop and implement corrective actions and conduct follow up surveys to determine if the actions taken were proper and adequate.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services directs the cafeteria managers to provide suggestion boxes in a conspicuous location in each cafeteria. A special attempt should be made to request comments during the Texas School Lunch Week held each March.	May 2001
2.	The director of Food Services and cafeteria managers develop survey questionnaires for students, parents, teachers and administrators.	May 2001
3.	The director of Food Services coordinates with the central office for distribution of annual food service surveys.	August 2001
4.	Food Services administrative staff compiles results of suggestion boxes monthly and review survey results in the spring and fall.	September 2001
5.	The director of Food Services and cafeteria managers develop and implement corrective actions.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

B. MEAL PARTICIAPTON

KISD has more than 4,400 students enrolled in its 11 schools. Meal participation rates vary from 27.7 percent to 95.2 percent among the schools, as shown in **Exhibit 9-9**.

Exhibit 9-9
KISD Overall Lunch Participation Rates
October 4, 2000

Campus	Enrollment	Participation	Percent Participation
H.M. King High	1,270	438	34.5%
Gillett Intermediate	638	567	88.9%
Memorial Middle	653	420	64.3%
Harvey Elementary	296	245	82.8%
Kleberg Elementary	326	304	93.3%
Lamar Elementary	421	327	77.7%
McRoberts Elementary	281	256	91.1%
Harrel Elementary	227	215	94.7%
Perez Elementary	347	306	88.2%
K.E.Y.S. Academy	101	28	27.7%
LASER	21	20	95.2%
Total	4,581	3,126	68.2%

Source: KISD Food Services Department.

KISD participates in the National School Lunch and Breakfast Programs and the Donated Commodities Program. Students who live in households where the household income is less than 130 percent of the federal poverty level are eligible to receive a free meal. Students are eligible to receive a reduced-price meal if the household income is less than 185 percent of the federal poverty level. KISD is reimbursed for student lunch and breakfast costs as shown in **Exhibit 9-10**.

Exhibit 9-10
National School Lunch and Breakfast Program Reimbursement Rates
1999-2000

Category	Lunch	Breakfast
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Full price	\$0.19	\$0.21
Reduced price	\$1.58	\$0.79
Free	\$1.98	\$1.09

Source: TEA Memo July 9, 1999.

The KISD Food Services Department developed the following procedures for securing applications for the National School Lunch and Breakfast program:

1. Mail media releases to the local publication company and local cable company;
2. Obtain direct certification from the Department of Human Services;
3. Distribute letters and applications to parents of all children enrolled at the beginning of the school year on the first day of school;
4. Mail letters and application forms to parents of all students who are in the 5th grade and higher; and
5. Mail letters and applications to parents of students who were enrolled in the previous school year and have not submitted a new application. The deadline for this mail out is 30 calendar days before the start of school.

Free and reduced-price lunch participation for KISD high schools, middle schools and elementary schools is shown in **Exhibit 9-11**.

Exhibit 9-11
Percent of Eligible Students
Participating in the Free and Reduced-Price Lunch Programs
For November
1996-97 and 1999-2000

School	Percent of Free and Reduced Students Participating				
	Reduced		Free		Overall
	1996-97	1999-2000	1996-97	1999-2000	1999-2000
H.M. King	42%	40%	50%	61%	58%
Gillett	90%	92%	93%	91%	92%
Memorial	74%	71%	73%	82%	80%
Harvey	72%	85%	81%	85%	85%

Kleberg	85%	90%	93%	89%	89%
Lamar	48%	57%	73%	68%	66%
McRoberts	85%	87%	90%	94%	93%
Harrel	82%	80%	83%	82%	82%
Perez	89%	87%	91%	94%	93%
K.E.Y.S.	75%	40%	28%	23%	25%
LASER	100%	100%	81%	82%	84%

Source: KISD Food Services Department.

Overall participation by high school, middle school and elementary school is shown in **Exhibit 9-12**. **Exhibit 9-13** provides expected participation rates for lunch by grade.

**Exhibit 9-12
Lunch Participation Rates
By Grade Level
November 2000**

Grade Level	Participation Rate
Elementary	87%
Middle	76%
High School	35%

Source: KISD Food Services Department.

**Exhibit 9-13
Expected Lunch Participation Rates
By Grade Level**

Grade Level	Participation Rate
Elementary	70%
Middle	60%
High School	50%

Source: School Food Services Management, 4th Ed.

FINDING

Forty-two percent of the students who are eligible for free and reduced-price lunches at H.M. King High School and 34 percent of the students at Lamar Elementary School are not benefiting from the program.

The district is losing federal and local revenue because of low meal participation rates. In addition, since students are substituting non-nutritious food from vending machines for cafeteria meals, students are not receiving necessary nutrition.

In *Controlling Costs in the Food Service Industry, 1998* several factors are cited that influence students regarding food at school. These factors are as follows, ranked by importance:

- Menu;
- Price;
- Quality of food;
- Image of the food service program held by students, especially by high school students;
- Value parents place on nutrition, and their perception of how nutritious the meals are at school;
- Ages of students;
- Sex of students;
- Location, urban or city; and
- Attitudes of the food service employees.

As noted above, menu is the single most important variable in participation rates. The director of Food Services must always consider competition. In closed schools, the competition is limited but still exists from lunches brought from home, vending machines or not eating at all.

Price is not a deterrent to student breakfast and lunch participation at KISD, especially since most students are eligible for the free and reduced-price breakfast and lunch programs. Students who are not eligible for free and reduced meal prices pay only 75 cents for breakfast and from \$1.15 to \$1.25 for lunch depending on grade level.

Students, faculty and administrators often cite quality of food as a reason for not eating in cafeterias. The majority of teachers and administrators surveyed responded that they do not think the cafeteria food looks or tastes good. More than 69 percent of the students surveyed disagreed with the statement that the cafeteria food looks and tastes good. More than 76 percent of the students surveyed think that they do not have enough time to eat.

Image of the food service program held by students, especially by high school students, is often cited by cafeteria managers and principals as the

main reason participation is low in the high schools. Cafeteria managers and principals stated that as students progress from elementary to high school, it becomes less "cool" to eat in the cafeteria.

Parent perception of school food services is an important factor in the level of student participation. Fewer than 25 percent of parents surveyed agreed that cafeteria food looks and tastes good. Since parents don't often eat in cafeterias, this perception likely came from children's comments.

KISD students have access to vending machines in the schools. Most vending machines are located near cafeterias and other locations where students congregate during lunchtime.

To increase participation and serve all students in less time, the cafeteria manager needs to know what the customer wants. Preferences can be determined through surveys, listening, questioning and staying in touch with the customer. The student needs to know that Food Services is delivering a quality, nutritious lunch at the best price. A good price can be proven to the customer with a poster comparing the prices of key items on the menu with prices charged at popular fast-food restaurants.

KISD Food Services does not conduct surveys of students and staff to determine areas of needed improvement. To keep the customer's interest and maintain the goals of increasing participation and customer satisfaction, the food service should design products to provide surprises, give more than is expected, purchase quality food, train all employees to be salespersons and act as if the Food Services were their own business.

Recommendation 66:

Develop and implement additional strategies to increase lunch meal participation rates.

KISD already has closed campuses and a staggered lunch serving schedule, but there are other opportunities for increasing participation. For example, the district can identify schools with higher-than-average participation rates and replicate the best practices of those schools at others. Before selecting a marketing approach, Food Services personnel should examine the factors associated with nonparticipation. For example, to increase participation of students concerned with losing weight, a salad bar might be opened and promoted with a sign saying, "Make it your way" or "You decide how many calories you eat."

The marketing approach should be planned and implemented in large segments or all at one time, not gradually. The gradual approach does not receive attention. Students will not see the marketing approach as anything

new. The theme and image to be marketed should be enhanced by the presentation of food, the type of service offered, the appearance of the serving and dining areas, the uniforms the employees wear and the attitudes the employees display.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services and cafeteria managers survey students and develop strategies to increase meal participation rates.	May 2001
2.	The director of Food Services identifies schools with high participation rates and shares the practices of those schools with others.	Ongoing

FISCAL IMPACT

If KISD could increase participation by 3 percent, and assuming a profit rate of 48 percent based on 1999-2000 profit levels, the district would take in more than \$23,200 additional revenue annually.

1999-2000 Food Services Revenue	\$1,748,277
Subtract commodities	- 137,175
Revenues from food sales and federal programs	1,611,102
Three percent increase	48,333
Profit margin (48 percent of \$48,333)	\$23,200

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop and implement additional strategies to increase lunch meal participation rates.	\$23,200	\$23,200	\$23,200	\$23,200	\$23,200

FINDING

Breakfast participation at KISD is extremely low at KISD middle and high schools. At the high school, only 93 of 1,270 students eat breakfast at school as shown in **Exhibit 9-14**. These are mostly students who are bused in. Other students do not arrive in time to eat breakfast. Districtwide participation is only 29 percent of the average daily attendance.

**Exhibit 9-14
Breakfast Participation by Campus
October 2000**

School	ADA	Breakfast	Breakfast Meals	Total
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		Meals Paid	From Free and Reduced-Price Programs	Breakfast Participation
H.M. King High School	1,270	16	77	7%
Gillett Intermediate School	638	19	181	31%
Memorial Middle School	653	19	81	15%
Harvey Elementary School	296	24	134	53%
Kleberg Elementary School	326	10	113	38%
Lamar Elementary School	421	35	182	52%
McRoberts Elementary School	281	9	121	46%
Harrel Elementary School	227	12	111	54%
Perez Elementary School	347	14	131	42%
Total	4,459	158	1,131	29%

Source: KISD Food Services Department.

Aldine ISD has implemented an innovative breakfast express program at two high schools. In the breakfast express program, breakfast bags are prepared daily from items selected from eight to 10 breakfast foods such as breakfast tacos, pigs-in-a-blanket, eggs and sausage. Students can pick up the express bags after the first block period and eat breakfast during the first minutes of the next block period, which is reserved for announcements and administrative tasks. The Food Services director feels that this program has significantly increased breakfast participation in these two schools.

Tuloso Midway ISD offers breakfast programs at all schools. Breakfast items at Tuloso Midway include pizza and freshly baked items. Tuloso Midway provides free breakfast during TAAS testing.

Flour Bluff ISD also has a breakfast program at all schools. Several breakfast choices are offered at the elementary schools and an a la carte breakfast menu is offered at the high schools.

Cypress-Fairbanks ISD uses a grab-and-go approach to provide students breakfast service in a short time. Cypress-Fairbanks students have just 10 minutes from the time they arrive at school until classes begin. Pre-packaged breakfast bags are available to students as soon as they arrive.

Mount Pleasant ISD offers a second breakfast program during the activity period at Mount Pleasant High School. This program added revenue of \$1,371 a month during the first year of operation. Reimbursable food items such as juice, milk, baked items and cereal are sold to students and teachers.

Students who did not eat at the first breakfast serving can eat at this second serving. Some students eat twice. According to a telephone interview with the Mt. Pleasant Food Services director, this program has increased meal participation and revenues since its implementation.

Recommendation 67:

Develop strategies to increase overall breakfast participation at H.M. King High School.

Students at King High School could be provided breakfast during the first 30 minutes of the school day since this time is usually used for administrative tasks by teachers or during the second block period as at Aldine ISD.

Also, high school breakfast programs could be modeled after existing programs at elementary and middle schools already providing breakfast to students. In addition, grab-and-go breakfasts could be provided to students who have little time to eat before class.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services and cafeteria managers meet with school principals and teachers to develop strategies to increase overall breakfast participation.	May 2001
2.	The Personnel Department amends the work hours of cafeteria staff to accommodate additional time needed to implement new breakfast program options.	July 2001
3.	The principals distribute notices to parents and students regarding the new breakfast program options.	August 2001

4.	The principals announce the new breakfast program options to all students and encourage participation.	August 2001
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FISCAL IMPACT

The fiscal impact is based on the assumption that breakfast participation can be increased by 3 percent with a profit rate of 48 percent based on 1999-2000 profit levels. A 3-percent increase in breakfast revenue would generate \$5,191 gross revenue annually. (3 percent times 75 cents per breakfast meal times 1,289 meals a day times 179 days). The net revenue would be \$2,492 since the profit margin for each meal is about 48 percent of sales. However, increased breakfast revenue might be diminished if lunch sales are increased. Parents and students often have limited funds for purchasing school meals.

Recommendation	2000-01	2001-02	2002-03	2003-04	2004-05
Develop strategies to increase overall breakfast participation at H. M. King High School.	\$2,492	\$2,492	\$2,492	\$2,492	\$2,492

FINDING

Kingsville ISD does offer nutrition education to students as a regular part of the curriculum, however, students' awareness of the benefits and importance of nutrition is still low. Cafeteria managers commented that many students' lunches are purchased from school vending machines. KISD does provide nutritional instruction and information in health classes, but these classes are not provided to all students every year. Only students enrolled in these classes would be exposed to this information.

KISD recognizes the positive impact of nutritious food on student performance and well-being. But just having nutritious food on the menu does not mean that students are deriving the benefits. Students prefer to eat less nutritious foods such as French fries, hot dogs, hamburgers, pizza and macaroni and cheese instead of nutritious foods such as fruit, vegetables, poultry and fish. KISD Food Services is combating this problem by including fruit and milk on each student's serving tray.

The National School Lunch Act mandates that school meals "safeguard the health and well-being of the nation's children." Participating schools must serve lunches that are consistent with the applicable recommendations of the most recent Dietary Guidelines for Americans, including: eat a variety of foods; choose a diet with plenty of grain products, vegetables and fruits; choose a diet moderate in sugars and salts; and choose a diet with 30 percent or less of the calories from fat and less

than 10 percent of calories from saturated fat. In addition, school lunches must provide, on average over each school week, at least 1/3 of the daily Recommended Dietary Allowances for protein, iron, calcium, and vitamins A and C. Schools must comply with specific component and quantity requirements by offering five food items from four food components. These components are: meat/meat alternate, vegetables and/or fruits, grains/breads, and milk. Minimum portion sizes are established by ages and grade groups.

Tuloso Midway ISD uses nine mascots to give presentations to classes on the value of good nutrition. Flour Bluff ISD provides nutrition information to students when requested by teachers and regularly meets with students to develop a Student Planned Menu.

Austin ISD implemented an innovative and comprehensive nutrition program. Austin ISD works closely with the American Heart Association, the University of Texas Extension Center and the Associated Milk Producers to inform teachers and parents of the latest research. Austin ISD provides information to students and encourages them to improve their diets. The district also sends information to cafeteria managers and principals about the positive effects of good nutrition and emphasizes the need for a quality, affordable breakfast program. Austin ISD participates in an elementary school-based intervention program designed to discourage smoking, and promote increased physical activity and food that is low in sodium and saturated fat.

The U.S. Department of Agriculture offers nutrition education through its Team Nutrition Program. Team Nutrition helps schools focus attention on the important role nutritious school meals, nutrition education and a health-promoting school environment play in helping students learn to enjoy healthy eating and physical activity. It provides the framework for team efforts by school nutrition staff, teachers, parents and other community members. All program material encourages students to make food and physical activity choices for a healthy lifestyle. They focus on the following:

- Eat a variety of foods;
- Eat more fruits, vegetables and grains;
- Eat lower fat foods more often; and
- Be physically active.

Team Nutrition Members receive a resource kit of materials to help plan and carry out activities for students and families. Members also have the opportunity to use the Team Nutrition Web page where schools can share success stories and learn what other Team Nutrition Schools are doing.

Recommendation 68:

Develop and implement a comprehensive nutrition program for KISD students.

A comprehensive program would include education on the benefits of good nutrition. Pamphlets and brochures could be distributed to students and displayed in cafeterias.

KISD should seek local affiliation with agencies such as the American Heart Association and other agencies promoting health and nutrition. KISD could team with these agencies to provide education and programs similar to programs at Austin ISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services works with principals and cafeteria managers to develop educational material to be distributed to students, parents and staff.	May 2001
2.	The director of Food Services and principals schedule and conduct annual nutritional awareness programs at each school at the beginning of each school year.	June 2001
3.	The director of Food Services and the registered dietician seek private industry and not-for-profit teaming partners to develop instructional programs and literature.	July 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

C. FINANCIAL MANAGEMENT

KISD's Food Services Department has an annual operating budget of more than \$1.7 million for 2000-01. Revenue to support KISD food service operations comes from three main sources as listed in **Exhibit 9-15**.

Exhibit 9-15
KISD Food Services Department
Budgeted Revenue, 2000-01

Revenue Source	Total
Local, intermediate, and out of state	\$540,076
State program revenues	18,958
Federal program revenues	1,187,705
Total Revenues	\$1,746,739

Source: KISD Food Services Department.

KISD increased food prices for the 2000-01 school year. It was the first price increase since 1992-93. **Exhibit 9-16** compares the new price list with the previous prices.

Exhibit 9-16
KISD Food Services Department
Meal Prices 2000-01

Item	1999-2000	2000-01
Breakfast		
Full Price-Student	60 cents	75 cents
Reduced Price	30 cents	30 cents
Adult	\$1.00	A la carte prices
Visitor child	\$1.00	\$1.10
Visitor Adult	\$1.50	\$1.60
Lunch		
Grades Pre K-4		
Student	\$1.15	\$1.25
Reduced Price	40 cents	40 cents

Adult	\$1.75	A la carte prices
Grades 5-12		
Student	\$1.25	\$1.25
Reduced Price	40 cents	40 cents
Adult	\$1.75	A la carte prices
Visitor Child	\$1.50	\$1.60
Visitor Adult	\$2.00	\$2.10

Source: KISD Food Services Department.

Food Services' budget for 2000-01 is more than \$1.7 million as shown in **Exhibit 9-17**.

Exhibit 9-17
KISD Food Services Budget
1997-98 through 2000-01

	1997-98	1998-99	1999-2000	2000-01	Percent Increase
Payroll Costs	\$737,427	\$725,985	\$718,723	\$780,164	6%
Professional and Contracted Services	48,490	26,600	36,700	96,070	98%
Food and Operating Supplies	828,940	818,325	815,760	861,860	4%
Other Operating Costs	10,570	10,220	11,377	15,076	43%
Capital Outlay	12,657	21,600	42,500	45,689	261%
Total	\$1,638,084	\$1,602,730	\$1,625,060	\$1,798,859	9.8%

Source: KISD Food Services Department.

Budgeted non-capital expenditures from 1997-98 through 2000-01 increased 7.9 percent. Increases in the Food Services budget have been paid from Food Services revenue and fund balances.

FINDING

The cafeteria managers do not receive information regarding revenues, expenditures, participation or performance measures such as participation rates and meals per labor hour. Such performance measures would enable the managers to evaluate their operations and make changes necessary to improve service and profitability.

The Food Services Department uses the FASTPAC point of sales (POS) software system used in all cafeterias. This system provides immediate information regarding student participation in each cafeteria in a manner that ensures confidentiality for students participating in the free and reduced-price meal programs. The FASTPAC POS system also provides financial information such as sales by menu item, sales by school, volume of cash sales and prepaid sales, and sales to students versus sales to adults. This system is critical to the efficient operations of the Food Services Department. It serves as a management tool for assessing the financial operations of each cafeteria, and determining which menu items are popular and which are not.

FASTPAC is linked to the district's accounting system for financial reporting and analysis. The director of Food Services is able to produce financial and performance reports using the combination of the two. This information is critical to the Food Services director as well as the cafeteria managers for evaluating performance for efficiency and profitability. Overall, the Food Services Department reports a profit from food service operations annually. However, individual cafeteria managers are not held accountable for the financial operations of food service operations at their school. Schools can compile revenue information through the POS system, but expenditure information is not available for each school because the POS is not linked with inventory, payroll and the purchase order system.

Reports used by the Food Services Department to monitor school performance include:

- Accountability report: prepared monthly by school and reports income and reimbursement;
- Income report: prepared monthly by the district and reports income by school and department;
- Reimbursement report: prepared monthly by the district and reports the reimbursement by school and department;
- Labor report: prepared monthly and reports the number of meals served by school, including a la carte sales;
- Year-to-date profit and loss for the department;
- Year-to-date income and expenditure by school by fund, function and object; and
- Year-to-date income and expenditure by school by fund and object.

These reports provide fragmented financial performance information but do not provide a true profit and loss for each school. Districts must take action to replicate good performances and improve those that are performing poorly but without school specific information, individual school deficiencies are not conspicuous. Timely, accurate, useful financial reports are critical to the continued profitability of the KISD Food Services' operation, especially if the district wishes to avoid another meal price increase.

The key to operating profitability in the tight food service market is controlling costs. To control costs, managers need to know what their supplies and services cost, what those costs should be, and how to take corrective action if the prices are higher or lower than they should be.

Recommendation 69:

Compile and distribute accurate, detailed and useful school-specific financial and performance reports to cafeteria managers on a quarterly basis.

Controlling Costs in the Food Service Industry, 1998 recommends schools distribute five financial and operating reports to cafeteria managers to enable them to monitor, evaluate and take corrective action when appropriate. These five reports are:

1. Budget: Spells out management's ideals, goals and objectives in financial terms.
2. Profit and loss statement: An accumulative report that indicates how the operation has been doing financially over a period of time.
3. Balance sheet: Provides a snapshot of how the operation is doing at a point in time. It tells the operations value and describes the assets (facilities and equipment) of the operation.
4. Cash flow statement: Shows the cash flow for a period of time.
5. Performance ratios and trends, including:
 6. Food cost as percentage of sales;
 7. Labor cost as percentage of sales;
 8. Break-even point;
 9. Inventory turnover;
 10. Participation rates;
 11. Average daily labor costs; and
 12. Average daily food costs.

Cafeteria managers should be held accountable for the financial operations of their respective schools. Cafeteria managers and staff should use the reports to monitor, evaluate and take corrective action as needed to address deficiencies and should share best practices.

The POS system should be enhanced to include cost of goods sold and information such as inventory and purchases.

Annual performance goals should be set for each school cafeteria.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services meets with the director of Finance to develop detailed budgets and financial reports for each school.	May 2001
2.	The director of Food Services and the director of Finance meet with cafeteria managers to explain the budgets and financial reports that will be provided and to solicit feedback regarding other useful managerial reports.	August 2001
3.	The director of Food Services and cafeteria managers hold quarterly meetings to review performance and discuss needed corrective actions and to share best practices.	August 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources if KISD data processing specialists can be used.

FINDING

The Food Services Department fund balance is too small to meet all of the equipment replacement needs of the department, however, it is sufficient enough to replace critical equipment and make necessary enhancements to older equipment. Much of the food preparation equipment is more than 20 years old and needs repair or replacement. For example, the dishwasher at King High School would not heat above 180 degrees and could not be used to wash trays. Disposable trays were used until a booster heater could be installed. One refrigerator needs repair because it is not airtight. The high school cafeteria manager said he has been trying for several years to buy a steamer to shorten the preparation time for vegetables, as well as automated food preparation equipment such as a meat slicer and vegetable processors. The Food Services Department must compete with instructional departments for general operating funds.

Exhibit 9-18 shows the age of food service equipment by school.

**Exhibit 9-18
KISD Food Services
Cafeteria Equipment Listing
1999-2000**

Campus	Description	Age	Replacement Cost
King High	Convention Ovens (2)	36	\$11,000
	Dish machine (1)	20	12,000
	Refrigerators (5)	36	17,500
	Steam Tables (2)	36	5,000
	Cold table (1)	36	5,000
	Beverage Table (2)	36	Not Available
	Holding Cabinet (2)	20	4,800
	Braisers (4)	20	Not Available
K.E.Y.S. Academy	Steam Table (1)	30	Not Available
	Cold Table (1)	30	5,000
	Refrigerator (1)	30	2,000
Gillett Intermediate	Convection Ovens (2)	17	11,000
	Refrigerators (1)	17	3,500
	Warming cabinet (1)	17	2,870
	Transport Carts (1)	20	1,900
	Mixer (1)	20	Not Available
	Braisers (2)	20	Not Available
	VCM 40 (1)	20	Not Available
	Milk Coolers (1)	17	Not Available
Memorial Middle School	Convection Ovens (2)	18	11,000
	Dish machine (1)	18	12,000
	Refrigerator (1)	18	3,500
	Warming Cabinet (1)	18	2,870
	Braisers (3)	20	Not Available
	Hot Plate Stove (1)	18	Not Available
	Milk Cooler (1)	18	1,875
Harvey Elementary School	Steam Table (1)	20	7,000
	Refrigerator (1)	20	3,500
Lamar Elementary School	Steam Table (1)	20	7,000

	Refrigerator (1)	20	1,600
McRoberts Elementary School	Refrigerator (1)	20	2,000
	Steam Table (1)	20	7,000
Harrel Elementary School	Steam Table (1)	20	7,000
	Refrigerator (1)	20	1,600
Perez Elementary School	Milk Cooler (1)	20	1,875
	Steam Table (1)	20	7,000

Source: KISD Food Services Department.

Although values of some items were not available, the director of Food Services estimates that \$200,000 is needed to replace equipment in poor condition and to make needed enhancements.

Recommendation 70:

Use part of the available Food Services fund balance to replace critical equipment and make necessary enhancements.

The KISD Food Services Department has a fund balance of more than \$250,000. These funds could be used to replace critical equipment immediately. Once these needs are met, equipment replace costs should be factored into the annual budgeting process for the whole district. A replacement schedule should be developed that ensures cafeterias operate safely and efficiently without posing a financial hardship on the district or requiring an increase in school lunch prices.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Food Services and the director of Maintenance determine facility and equipment needs for all food service operations and prepares a replacement proposal.	April 2001
2.	The superintendent reviews the proposal and approves with any modifications.	April 2001
3.	The superintendent, director of Food Services and the director of Finance present the replacement plan to the board for approval.	May 2001
4.	The Food Services director and the assistant superintendent for Support Services prepare bid specifications for inclusion in a Request For Proposals.	May 2001
5.	Bids are solicited and evaluated.	June 2001

6.	Equipment is purchased and installed.	January 2002
7.	The director of Finance meets annually with the director of Maintenance and the director of Food Services to budget for equipment replacement.	Ongoing

FISCAL IMPACT

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Use part of the available Food Services fund balance to replace critical equipment and make necessary enhancements.	\$0	(\$200,000)	\$0	\$0	\$0

Chapter 10

TRANSPORTATION

This chapter examines Kingsville Independent School District's (KISD's) transportation operations in two sections:

- A. Bus Routing and Scheduling
- B. Fleet Maintenance and Management

The aim of an effective transportation service delivery system must be to deliver safe, timely and efficient transportation to all district students. Transportation safety and timeliness are of paramount importance.

BACKGROUND

Transportation services demand sound management due to large capital investments in bus fleets and annual expenditures required for maintenance and operation. Although numerous state regulations govern transportation services, districts have the flexibility of establishing procedures that can enhance operations such as setting bell schedules, designing efficient routes and establishing sound maintenance procedures.

The Texas Education Code authorizes but does not require Texas school districts to provide transportation for students between home and school, from school to career and technology training locations, and for extracurricular activities. The federal Individual with Disabilities Education Act (IDEA) requires districts to treat students with disabilities the same way it treats students in the general population. In addition, IDEA requires districts to provide transportation to students who must travel to receive special education services.

Texas school districts are eligible to receive state funding for transporting regular and special education students based on funding rules set by the Texas Legislature. The Texas Education Code states that districts are eligible to receive state funding for transporting regular and special students between home and school, and career and technology students to and from vocational training locations. The regular education allotment is limited to students who live two or more miles from their school or face hazardous walking conditions, such as crossing a four-lane or wider roadway without a traffic signal or crossing guard. The Texas Education Agency (TEA) sets funding rules in accordance with Education Code requirements and state appropriations. Local funds must pay for any transportation costs the state does not cover.

For regular home-to-school transportation, TEA reimburses districts for qualifying expenses according to a formula specified by the Education Code. The formula is based on linear density-the ratio of the average number of regular education students transported daily to number of miles traveled daily with students on board. TEA uses this ratio to assign each district to one of seven groups. Each group is eligible to receive a different maximum per-mile reimbursement. TEA evaluates these group assignments every two years by recalculating linear densities with data from the first of the previous two school years. **Exhibit 10-1** depicts KISD's and peer districts' linear density.

**Exhibit 10-1
Comparison of KISD and Peer District
Linear Density Schedule 1998-99**

School District	Annual Riders	Annual Miles	Linear Density	State Allotment Per Mile
Calallen	261,900	136,476	1.919	\$1.25
Flour Bluff	323,460	182,520	1.772	\$1.25
Tuloso-Midway	222,480	128,880	1.726	\$1.25
Kingsville	130,500	81,828	1.595	\$1.11
Gregory-Portland	86,220	56,498	1.526	\$1.11
Alice	134,100	120,879	1.109	\$0.88
Peer Average	205,632	125,051	1.610	\$1.15

Source: TEA 1998-99 Annual Transportation Report.

During 1998-99, KISD received a reimbursement of \$1.11 per mile for regular education transportation based on KISD's linear density rating of 1.595. KISD tied with Gregory-Portland for the second lowest reimbursement rate compared to all peer districts. Alice ISD had the lowest reimbursement of \$0.88 per mile and three districts had the highest reimbursement rate at \$1.25 per mile: Calallen, Flour Bluff and Tuloso-Midway.

KISD had the third lowest density of the peer group. Only Alice ISD's density of 1.109 and Gregory-Portland's density of 1.526 were lower.

All special education transportation, except certain field trips, is eligible for state reimbursement of \$1.08 per mile. For 1998-99, KISD's transportation costs reported to TEA were \$2.023 per mile for regular transportation and \$2.273 per mile for special transportation. KISD had

35,290 miles of reimbursable special transportation mileage for 1998-99. In 1998-99, TEA provided KISD with \$138,004 in regular and special transportation funding based upon state regulations.

The department provides service for regular and special program students that are not reimbursed by the state. KISD's current annual mileage totals 292,232. Of the total, 172,232 miles are for regular transportation, 104,900 miles are for field trips and 15,100 miles are reported as "other" trips such as driver training and maintenance.

KISD's Transportation Department serves an area approximately 10 square miles. The department includes 21 employees, a fleet of 22 buses and 34 other vehicles operated by other departments for functions such as facility maintenance and warehouse delivery. The department provides bus service to all K-6 students who request it regardless of distance from school or the presence of hazardous routes. KISD records show that daily ridership is 995 students out of a total enrollment of 4,189. Junior high ridership is 129 students and high school ridership is 146 students. KISD's Transportation Department uses a staggered time route schedule.

Field trips not covered by state funding are charged to the school or program requesting the service. Costs are determined by factoring the driver's hourly rate plus 60 cents per mile.

KISD operates buses from one transportation facility located near the middle of the district. The Transportation Department's 2001 budget is \$ 397,380 or 1.4 percent of KISD's overall general revenue budget of \$ 28.5 million. The department's total costs increased 17 percent from 1997-98 through 1998-99 (**Exhibit 10-2**). The largest expenditure increases occurred in purchased and contracted services (126 percent), other operating expenses (42 percent) and debt service (32 percent), which includes bus leases. The increase in contracted services was due to the leasing of buses after a 1998 bus barn fire that destroyed 10 buses.

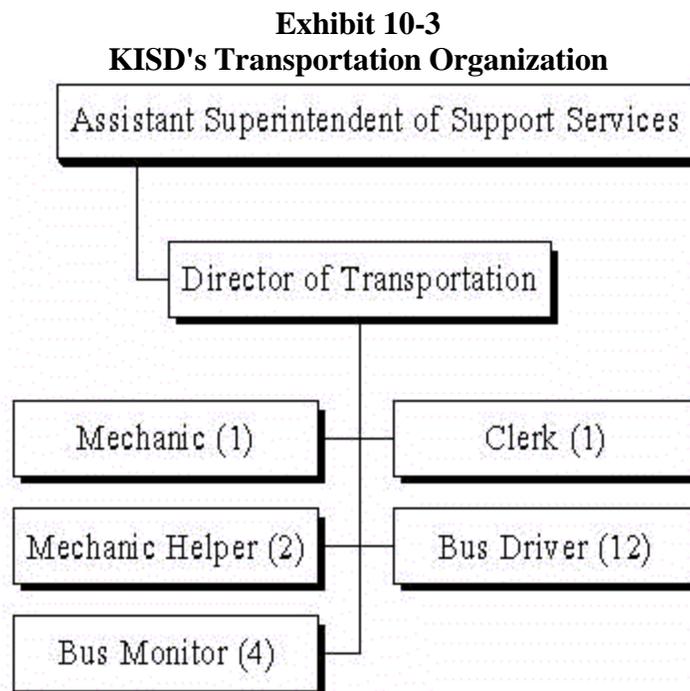
Exhibit 10-2
KISD Transportation Department Expenditure Analysis
1997-98 through 1998-99

Budget Expenditures	1997-98	1998-99	Percent Change
Salaries and Benefits	\$240,965	\$245,291	1.8%
Purchased and Contracted Services*	\$36,956	\$83,613	126.3%
Supplies and Materials	\$60,181	\$60,450	0.5%
Other Operating Expenses	\$17,750	\$25,200	42%

Debt Service	\$90,500	\$119,495	32%
Capital Outlay	\$69,500	\$69,500	0%
Totals	\$515,852	\$603,549	17%

Source: TEA School Transportation Operational Costs 1998-99.
 *\$26,411.64 was spent buying used buses to replaced ones destroyed by 1998 bus barn fire.

Organizationally, the Transportation Department is part of KISD's Department of Administration and is headed by the director of Transportation, who reports directly to the assistant superintendent for Support Services. The department's staff of 21 employees is shown below (Exhibit 10-3).



Source: KISD director of Transportation.

The staff includes one clerk, three maintenance employees, 12 drivers and four bus monitors, all supervised by a part-time director of Transportation. Bus monitors are responsible for aiding special education students on and off the bus and maintaining order during rides. Some monitors are placed on pre-kindergarten routes to assist the younger students.

Previously, the assistant superintendent of Support Services managed the Transportation Department and Facilities Maintenance Department. In August 2000, the KISD Board of Trustees separated the two functions and appointed a full-time director of Maintenance and a part-time director of Transportation due to increased workloads in maintenance and custodial services.

Several employees have cross-functional responsibilities including two mechanic helpers who serve as substitute drivers; a driver who performs custodial duties; a bus monitor who serves as a maintenance helper and a bus monitor who serves as a teacher's aide. **Exhibit 10-4** shows the department organization by job title, number of positions, monthly hours worked and positions with cross-functional responsibilities.

Exhibit 10-4
KISD Transportation Department Organization

Job Title	Number of Positions	Monthly Hours Per Position	Total Monthly Hours
Director of Transportation	1	80	80
Clerk	1	140	140
Mechanic	1	160	160
Mechanic Helper/Substitute Driver	2	160	320
Driver	5	100	500
Driver/Maintenance Helper	4	160	640
Driver/Custodian	3	160	480
Bus Monitor	2	100	200
Bus Monitor/Maintenance Helper	1	160	160
Bus Monitor/Teacher Aide	1	160	160
Totals	21		2,840

Source: KISD director of Transportation.

According to transportation records, KISD runs 12 buses daily, using 28 regular routes and 3 special routes to serve its ridership. As shown in **Exhibit 10-5**, KISD has the highest annual route mileage per bus (7,170 miles) and the second lowest daily ridership per bus (34), compared to its peer districts.

Exhibit 10-5
KISD Bus Fleet Peer Comparison
1998-1999

School District	Total Daily Ridership	Annual Route Mileage	Number of Buses	Daily Ridership per Bus	Annual Route Mileage Per Bus in Fleet
Flour Bluff	2,069	245,072	45	46	5,446
Alice	1,086	246,405	40	27	6,160
Calallen	2,081	265,356	39	53	6,804
Tuloso-Midway	1,379	162,045	28	49	5,787
Gregory-Portland	704	113,355	21	34	5,398
Peer Average	1,464	206,447	35	42	5,919
Kingsville	815	172,070	24*	34	7,170

Source: Enrollment from Texas Education Agency, AEIS and PEIMS 1999-2000. Bus data from Texas Education Agency, School Transportation Operation Report, 1998-99.

* KISD reduced its fleet by two in December 2000.

A. BUS ROUTING AND SCHEDULING

The director of Transportation oversees bus routing and scheduling. KISD offers transportation to all elementary and intermediate school students regardless of location, and to middle and high school students who live more than two miles from their school and request transportation.

Transportation is also provided to middle and high school students who live within two miles from their school for routes considered hazardous under TEA guidelines.

KISD provides training to its drivers. The training sessions are held before the beginning of each school year. The training sessions in August 2000 included distribution and review of transportation manuals, safe driving tips and CPR training. Employees earn 4.5 hours of driver training credit and 3 hours of CPR training credit.

FINDING

KISD operates on a staggered bell basis. **Exhibit 10-6** shows each school with morning and afternoon start times. This schedule allows for multiple trips on most routes with the buses able to serve one school and still have sufficient time to return to another school.

Exhibit 10-6
Approximate Bus Route Start Times

School	Morning Start Time	Afternoon Start Time	Afternoon Start Time Kindergarten
High School	6:50 AM	3:05 PM	N/A
Junior High	7:55 AM	3:45 PM	N/A
Middle School	6:50 AM	2:55 PM	N/A
East Cluster	7:30 AM	3:35 PM	2:30 PM
Center Cluster	7:20 AM	2:30 PM	2:30 PM
West Cluster	7:35 AM	3:30 PM	2:30 PM

Source: KISD Department of Transportation, November 2000.

COMMENDATION

KISD uses a staggered bell schedule to optimize the number of trips made by each bus each day.

FINDING

KISD designs its bus routes manually. The department's routing data consist of bus logs with stops, turns and distances. This type of planning limits the efficiency of the routes and can result in bus overcrowding or underutilization. **Exhibit 10-7** shows ridership by bus, run, capacity and actual utilization.

Exhibit 10-7
Ridership by Bus, Run and Capacity
2000-01

School Bus Number	Run Number	Transport (Special or Regular)	Bus Capacity	Number of Students	Percent of Capacity Used Per Run*
Bus #12	Run 1/5	Regular	71	25	35.2%
Bus #12	Run 2	Regular	71	43	60.6%
Bus #12	Run 3/7	Regular	71	13	18.3%
Bus #15	Run 1/5	Regular	71	30	42.3%
Bus #15	Run 2	Regular	71	47	66.2%
Bus #15	Run 3/7	Regular	71	11	15.5%
Bus #16	Run 1/5	Regular	71	29	40.8%
Bus #16	Run 1/5	Regular	71	32	45.1%
Bus #16	Run 2	Regular	71	36	50.7%
Bus #16	Run 3/7	Regular	71	20	28.2%
Bus #28	Run 1/5	Regular	72	37	51.4%
Bus #28	Run 2	Regular	72	53	73.6%
Bus #28	Run 3/7	Regular	72	34	47.2%
Bus #29	Run 1/6	Regular	72	37	51.4%
Bus #29	Run 2/5	Regular	72	34	47.2%
Bus #29	Run 2	Regular	72	54	75.0%
Bus #30	Run 1/5	Regular	72	40	55.6%
Bus #30	Run 2	Regular	72	57	79.2%
Bus #30	Run 3/7	Regular	72	19	26.4%
Bus #31	Run 1/5	Regular	72	12	16.7%

Bus #31	Run 2	Regular	72	62	86.1%
Bus #31	Run 3/7	Regular	72	32	44.4%
Bus #32	Run 1/5	Regular	72	43	59.7%
Bus #32	Run 2/6	Regular	72	34	47.2%
Bus #32	Run 3	Regular	72	19	26.4%
Bus #33	Run 1/6	Regular	72	18	25.0%
Bus #33	Run 2/5	Regular	72	47	65.3%
Bus #33	Run 3	Regular	72	24	33.3%
Bus #34		Special	47	25	53.2%
Bus #11		Special	71	20	28.2%
Bus #14		Special	71	8	11.3%
Total KISD Ridership			2,195	995	45.4%
Average Ridership				32.10	

Source: KISD Department of Transportation, September 2000.

**Percent of Capacity Used Per Run is calculated as bus capacity divided by number of students.*

Using software that automates route design, a district can design bus routes and schedules more efficiently and more cost effectively than with manual methods. Route optimization is especially critical in stop location selection, run building and route coupling.

Stop location optimization allows districts to define a hazard, estimate maximum walking distance for students and for maximum students at a stop and determine forbidden or undesirable locations for stops. Automated systems identify and select the minimum number of stops at the best locations to satisfy these stop location requirements. Interactive graphics can allow districts to anticipate problems, evaluate solutions and make appropriate revisions and/or corrections.

Run building optimization allows districts to automatically build multiple bus runs to a specific school or cluster of schools. An automated system can maximize vehicle capacity while minimizing time and distance

traveled. Computer plots can help in evaluating and modifying the results as needed.

Route coupling optimization allows districts to combine a specified group of bus runs into bus schedules with the objective of minimizing fleet requirements, travel distance and wait time.

Recommendation 71:

Purchase automated bus routing software to design a more efficient and cost effective route scheduling system.

KISD should purchase a computer software bus routing and scheduling system. Using the route scheduling software to better meet bus capacity would increase the district's linear density from a fifth group to a sixth group rating and entitle the district to \$1.25 per mile, an increase of .14 per mile. The software can also be used to increase the number of buses scheduled for multiple runs each day. Transportation staff will require training to implement and use a computer-based route scheduling software system.

KISD could also contact the other school districts in Kleberg County or the surrounding areas to see if they might want to contract with KISD to furnish bus route services for a fee. Alternatively, KISD could contact other school districts to see if they would provide bus route services to KISD through an interlocal agreement.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation contacts all routing software vendors to obtain detailed product information.	March 2001
2.	The director of Transportation develops software routing bid specifications and submits specifications to the assistant superintendent for Support Services.	April 2001
3.	The assistant superintendent for Support Services solicits bids for bus routing software and submits an estimated budget for the upcoming fiscal year.	May 2001
4.	The director of Transportation and the assistant superintendent for Support Services evaluate bids.	June 2001
5.	The assistant superintendent for Support Services presents a recommendation for award to the superintendent and board for approval.	July 2001
6.	The assistant superintendent for Support Services issues a	September

	purchase order for the bus routing software.	2001
7.	The director of Transportation schedules training for the new software.	September 2001
8.	The director of Transportation implements the bus routing software.	October 2001

FISCAL IMPACT

Bus routing software varies in cost based on the number of system features. The cost of a routing software package ranges from \$500 for a basic system to more than \$25,000 for a complete routing and transportation management system. By optimizing its bus routes using this system, KISD could increase its linear density from the current 1.595 to at least 1.65, and increase its state allotment from \$1.11 per mile to \$1.25 per mile. Based on KISD's reported mileage of 172,232, KISD's allotment for regular transportation would be \$191,178 (172,232 miles x \$1.11 per mile). If the state reimbursement increased to \$1.25 per mile, KISD's allotment would be \$215,290 (172,232 miles x \$1.25 per mile), an increase of \$24,112. In addition to creating more efficient routes, the software may also help determine the consolidation of routes, thus reducing the number of buses needed daily.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Purchase automated bus routing software.	(\$15,000)	\$0	\$0	\$0	\$0
Annual software maintenance.	\$0	(\$500)	(\$500)	(\$500)	(\$500)
Use automated system to develop routes that are more efficient, increase linear density and generate additional state reimbursement.	\$24,112	\$24,112	\$24,112	\$24,112	\$24,112
Net Savings/(Costs)	\$9,112	\$23,612	\$23,612	\$23,612	\$23,612

B. FLEET MAINTENANCE AND MANAGEMENT

KISD operates and maintains a fleet of 22 buses at its transportation facility. Eleven buses, or 50 percent, are less than five years old. The director of Transportation said that the district maintains a 15-year replacement plan for buses.

The Maintenance Department performs preventive maintenance and minor repairs and has its own fueling station at the transportation facility.

Exhibit 10-8 shows the bus fleet inventory by age.

Exhibit 10-8
KISD Bus Fleet By Age
October 2000

Number of Buses		
Vehicle Age	Regular	Special
Less than 5 years	9	2
5 to 10 years	5	1
Older than 10 years	2	5
Total	16	8

Source: KISD director of Transportation.

FINDING

KISD does not have a formal, phased capital replacement plan for its buses. The board policy, until recently, replaced its buses every fifteen years. District decisions to replace buses were not based on an analysis of the age and condition of the fleet, but on the bus model year. The bus procurement pattern, however, has been uneven as shown in **Exhibit 10-9**.

Exhibit 10-9
KISD Transportation Bus Inventory by Model Year
October 2000

Number of Buses		
School Bus Model Year	Regular	Special
1978	0	1
1980	1	0

1982	1	2
1986	0	1
1988	1*	1
1992	4	0
1994	1	1
1997	3	1
1998	6	0
2000	0	1
Total	16	8
Average Age**	9.7	9.3

Source: KISD director of Transportation.

**Bus used for spare parts, not a functioning bus and not included in total.*

***Average age computed using 2000 minus the model year to derive age of each individual bus.*

KISD also does not base its replacement policy on an analysis of bus ridership to determine the number and size of vehicles needed to meet daily operations. Consequently, KISD has larger buses than it needs for daily operations. The district has a fleet of 22 buses, but only uses 12 buses for its 31 daily routes and an average of 5.2 vehicles daily for extracurricular trips. The fleet consists of either 71- or 72-passenger capacity buses, with the exception of one 47-passenger capacity special transport bus. Each route averages 34 students and only eight of its 31 routes have 60 percent or more ridership.

School buses typically have a useful life cycle between 10 and 15 years. TEA recommends a 10-year procurement cycle; however, districts with good maintenance programs can extend bus life for 10, 12 or even 15 years before they need replacement. The average age of KISD's fleet is 9.7 years for regular education buses and 9.3 years for special education buses. The primary reason for the relatively newer fleet is due to a fire in 1998 that destroyed ten buses.

Districts that establish replacement plans based on an analysis of the fleet's age and condition, as well as the district's capacity needs, gain maximum use from their buses. Replacement plans also allow districts to set

procurement amounts for budgeting purposes and to plan the timing of debt or other types of financing.

KISD plans to purchase two new buses in 2000-01 as stated in an October 12, 2000 memorandum from the director of Transportation to the assistant superintendent for Support Services. It is unclear why the district needs more buses, and with only five buses more than 15 years old, it appears that the district could retire some buses without replacing them and still have an adequate fleet for daily operations.

Recommendation 72:

Develop a school bus replacement plan based on new criteria.

The plan should be based on an analysis of the age and condition of each bus, and appropriate capacity, rather than on a 15-year cycle. This manner of phasing out would allow buses to be retired on a planned basis. With this type of plan, KISD could develop a program to ensure that buses wear evenly. This can be achieved in a variety of ways. Some districts develop mileage targets for regular and special education buses as a tool to assign buses so that mileage can be accumulated evenly among buses. Others rotate buses, using mileage targets to identify which route combinations most evenly accrue mileage.

The plan will also allow for purchasing buses with the appropriate capacity and begin the process of replacing the 72-passenger buses that now make up a large part of KISD's fleet, with smaller capacity (55-passenger) buses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation inventories KISD's bus fleet according to age, mileage and condition.	March 2001
2.	The director of Transportation prepares a cost-benefit analysis of the number and type of buses needed to provide student transportation incorporating ridership and routing information into the analysis.	March 2001
3.	The director of Transportation recommends a multi-year bus replacement policy, projects the number of buses to be replaced in the next five years and develops corresponding cost and savings estimates.	April 2001
4.	The director of Transportation presents the plan to the superintendent and board for review and approval.	May 2001
5.	The superintendent reviews the cost-benefit analysis of the	June 2001

	number and type of buses needed and makes recommendations to the board for its approval.	
6.	The director of Finance incorporates budget estimates into the budget for the next fiscal year.	July 2001
7.	The board adopts the budget.	August 2001
8.	The director of Transportation implements the multi-year bus replacement plan and adjusts the fleet with respect to the number and sizes of buses through replacements and dispositions.	September 2001

FISCAL IMPACT

A replacement plan should equalize the amount of capital funds required for school buses in the annual budget. Given the current age of the bus fleet, less than ten years, the district could eliminate the purchase of two buses during 2001-02. The estimated savings is based on the average purchase price of regular program buses (\$52,000).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop a school bus replacement plan based on new criteria.	\$104,000	\$0	\$0	\$0	\$0

FINDING

KISD's ratio of vehicles to mechanics is below transportation industry standards. The district has a total fleet of 56 vehicles (22 buses and 34 support vehicles) that are maintained by three mechanics. The ratio of vehicles to mechanics is 19 to one. Common practice in the transportation industry calls for a ratio of 20 to 30 vehicles per mechanic, depending upon the age of the fleet, the level of maintenance equipment available and the mechanic's expertise.

The new transportation facilities have two bus bays: one for maintenance and one for washing KISD vehicles. The transportation shop has limited equipment to maintain the fleet and no analytical equipment for diagnostics. The transportation shop is not equipped to make major repairs, so KISD sends major fleet repairs to local vendors.

Recommendation 73:

Increase the ratio of vehicles per mechanic to the industry standard.

To meet industry standards, KISD should reduce the maintenance staff to two employees: a mechanic and one mechanic's helper. With the reduction of one mechanic's helper position, the vehicle to mechanic ratio would increase from 19 to one to 29 to one, and KISD would be within the industry standard of 20 to 30 vehicles per mechanic. Given the existing staff, equipment and facilities, KISD should continue to use local vendors to provide major fleet repair services. KISD facilities should be used for preventive maintenance and minor repairs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Support Services instructs the director of Transportation to develop a proposal to identify opportunities for streamlining and reduction-in-force.	April 2001
2.	The assistant superintendent for Support Services and director of Transportation discuss the best options for the department and prepare any proposed adjustments to the department's budget submission package.	May 2001
3.	The assistant superintendent for Support Services and director of Transportation present the proposal to the board during the district's scheduled budget workshops.	June - August 2001
4.	The director of Transportation obtains approval of the proposal in the department's annual budget. The director of Transportation holds meetings with department staff about the approved budget request and begins the process of notifying employees affected by reduction-in-force procedures.	August 2001
5.	Reductions-in-force become effective November 1, 2001. The department begins operating under the new procedures.	November 2001

FISCAL IMPACT

Eliminating one mechanic helper position would result in annual salary savings of approximately \$19,543 (entry level salary of \$16,883 plus benefits of \$2,660). In the first year, the savings are prorated since implementation cannot begin until November 1, 2001 due to the district's reduction-in-force policies.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Increase the ratio of vehicles per mechanic to the industry standard.	\$16,287	\$19,544	\$19,544	\$19,544	\$19,544

FINDING

The Transportation Department does not have written preventive maintenance policies and procedures to assist department staff with tracking and planning maintenance activities. On November 20, 2000, the director of Transportation issued a new policy that required inspection of all gas-operated vehicles every 3,000 miles and all diesel-operated vehicles every 5,000 miles. Although the department has vehicle maintenance information such as manufacturer's recommended maintenance, it is not integrated into a plan for scheduling maintenance and tracking when the maintenance is performed.

Due to the lack of maintenance policies and procedures, shop personnel do not have a basis for scheduling preventive maintenance. Consequently, buses may go beyond bus manufacturer's recommended maintenance cycles, which may shorten a bus' useful life.

Recommendation 74:

Develop preventive maintenance policies and procedures to assist Transportation Department staff with tracking and planning maintenance activities.

Preventive maintenance policies should identify the procedures for department staff to follow in order to: track and schedule preventive maintenance; maintain records of work orders; track parts inventories, vendor history, warranties, fuel use and inventory cost per mile; maintain personnel records; and generate management reports.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation prepares written preventive maintenance policies including schedules for each type of vehicle.	March 2001
2.	The superintendent reviews the analysis and makes recommendations to the board for its approval.	May 2001
3.	The director of Transportation implements the new policies and schedules.	June 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 11

SCHOOL SAFETY AND SECURITY

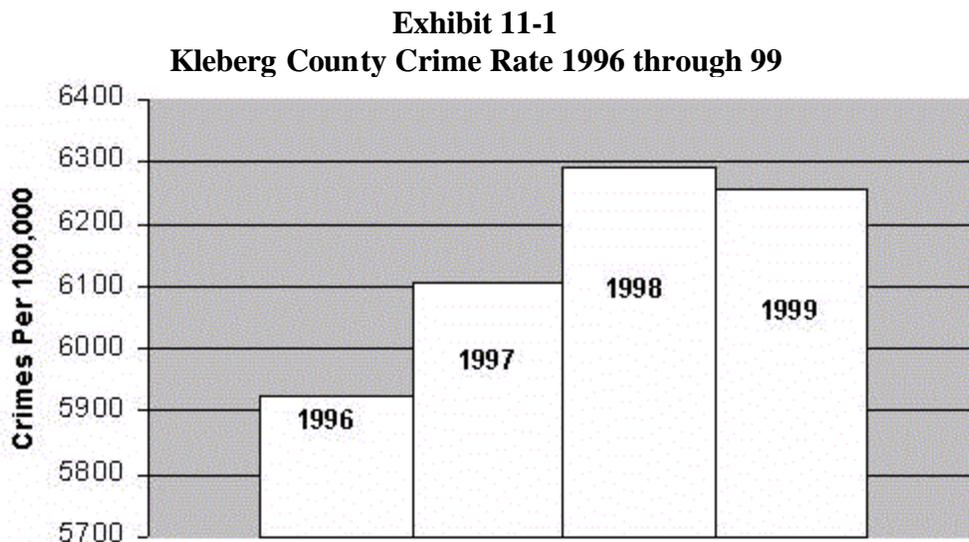
This chapter reviews the safety and security of the Kingsville Independent School District (KISD) in two parts:

- A. Security
- B. Student Discipline Management

Providing a safe school requires a comprehensive program that includes prevention, early detection, appropriate intervention and consequences for both internal and external threats to a safe and secure school.

BACKGROUND

KISD is a community located in Kleberg County. Its proximity to the larger city of Corpus Christi, a military base and a university creates threats and opportunities for safe schools. As seen in **Exhibit 11-1** below, community crime has increased since 1996.



Source: Texas Department of Public Safety Uniform Crime Reports 1996 through 99.

Because most schools provide a safe learning environment on a daily basis, many educators and communities do not view comprehensive school safety planning as a critical component of quality education. Tragically, since 1997, several violent incidents have required communities to focus on safe schools as an educational priority. The violent events of the 1997-98 school year that occurred in the U.S. marked

a nationwide wake-up call to communities large and small, rural and suburban that school violence is not reserved for the inner city school.

The Texas Education Agency has echoed this belief in its *Academics 2000* report stating that drug use and violence represent a significant barrier to achieving full educational potential. The Texas Legislature is assisting the safe school effort by legislating a number of safety and accountability standards for Texas schools (**Exhibit 11-2**).

Exhibit 11-2
Major School Safety Initiatives of the Texas Legislature
1993 through 1999

Legislation	Summary
1993 Legislature	
House Bill 23	Requires information sharing between law enforcement and schools on student arrests for serious offenses; requires school principals to notify law enforcement if criminal activity occurs or is suspected of occurring on school property.
Senate Resolution 879	Encourages collaboration between the Texas Education Agency and Department of Public Safety in the recording of criminal incidents in the schools.
House Bills 633 and 634	Outlines the commissioning and jurisdiction of peace officers for school districts.
House Bill 2332	Authorizes the State Board of Education to establish special-purpose schools or districts for students whose needs are not met through regular schools.
Senate Bill 16	Defines drug-free zones for schools.
Senate Bill 213	Creates the safe schools checklist.
Senate Bill 155	Creates the Texas commission on Children and Youth.
1995 Legislature	
Senate Bill 1	Revamps the Education Code and laws on safety and security in schools, including the requirement for districts to establish alternative education programs and, in counties with populations above 125,000, to establish juvenile justice alternative education programs.
1997 Legislature	

Senate Bill 133	Rewrites the safe schools provision of the Education Code.
1999 Legislature	
Senate Bill 260	Allows the expulsion of a student who assaults a school district employee.
Senate Bill 1580	Creates the Texas Violent Gang Task Force.
Senate Bill 1724	Requires each school district to annually report, beginning with 1999-2000, the number, rate and type of violent and criminal incidents occurring at each school, and allows them the option of including a violence prevention and intervention component in their annual school improvement plans.
Senate Bill 1784	Allows school districts to use private or public community-based dropout recovery education programs to provide alternative education programs.
House Bill 152	Makes placing graffiti on school property a state jail felony.
House Bill 1749	Encourages school districts and juvenile probation departments to share information on juvenile offenders.

Source: Texas School Performance Review, 1999.

No plan or initiative can guarantee a safe and secure school.

Comprehensive planning can reduce the risk of threat and increase the potential for successful return to normal operations. The Center for the Study and Prevention of Violence states the three components of safe school planning are identifying where you are as a community and a district, determining where you want to be and developing a plan of action to close the gap. Based on numerous school performance reviews, TSPR published its own guide to effective school safety, "Keeping Texas Children Safe in School," that includes establishing clear expectations for students, parents, teachers and administrators; addressing warning signs before they turn into trouble; looking for and recognizing trouble before it starts; having individuals in the right place at the right time to intervene with the appropriate plan of action; and ensuring discipline management inside and outside the classroom with no room for double standards.

Criminal activity outside school walls, such as dangerous routes to school, damage to or loss of school property or student accessibility to illegal drugs can create safety and security risks at schools. Children exposed to criminal activity through victimization or poor behavioral models often bring these issues inside the classroom. Because of these external

influences, justice and education agencies have teamed up to develop a model for school safety that extends beyond the standard perceptions of "lock your doors and trim your bushes."

The model emphasizes community-based planning with a safety planning team composed of parents, business leaders, teachers, support staff and administrators reflecting diverse ethnic and economic backgrounds. The safety planning team considers and develops the following plan components: crisis management plans that instruct the district staff on how to prepare for a crisis from first warning through after-crisis counseling; prevention strategies that also include early intervention; and consequences for inappropriate actions that are consistently and fairly applied.

A. SECURITY

The U.S. Department of Justice report *Security Concepts and Operational Issues* observes that security operations often require a balance between effectiveness, affordability and acceptability. Frequently, schools do not have the funding for an aggressive and complete security program. Many effective measures are just too expensive. Schools can provide effective security operations without applying every security approach at every school. Effective security operations are designed based on a determination of who or what needs to be protected, who or what it is protected from and the general constraints of the particular school's facilities.

FINDING

The district has developed external partnerships to provide additional security resources for no cost at some of their schools. For example, the Sheriff funds two officers to teach drug and peer pressure resistance at the middle and intermediate school as well as address safety issues that arise while they are at school. The Kingsville Police Department (KPD) also funds two officers for student instruction.

Further KPD increases patrols around schools during arrival and dismissal times. KPD responds to calls for police assistance through its patrol division, which carries school facility plans and other crisis information in their vehicles. The city and county agencies have made this commitment of staff to reduce community crime.

COMMENDATION

KISD participates in several cost effective shared services ventures that provide security to district schools.

FINDING

KISD has developed a comprehensive crisis management plan that has resulted in active partnerships with various law enforcement and emergency management agencies. Annual crisis drills are developed for different incident types. Agencies from around the county who might potentially be involved in the particular crisis scenario are invited to participate in KISD drills. For example, a crisis scenario might be designed around a train derailment carrying hazardous materials. The drill would require school and city evacuation procedures practice. It might include agency participants such as the Immigration and Naturalization Service as an actual derailment might include undocumented workers riding in some of the train cars.

After drills are complete, agencies review results for continual improvement. Preparation and planning has resulted in effective use of the plan during actual incidents. For example, during one bomb threat incident, information changed from bombs to snipers and KISD was able to secure air coverage of evacuating students within a short time. KISD was also able to react and adapt by notifying transportation to strategically place the evacuation buses to provide cover for students.

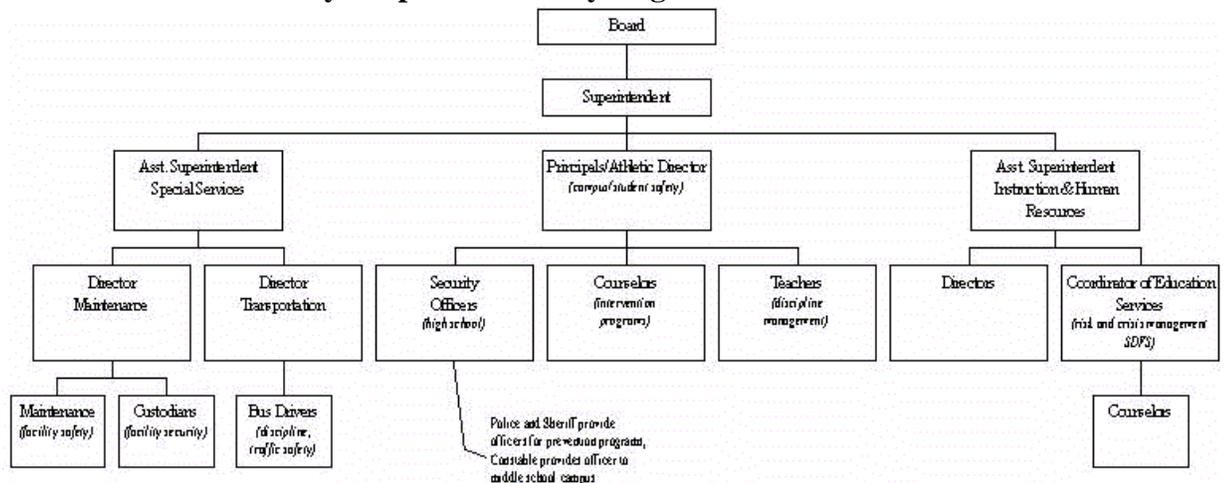
COMMENDATION

The KISD shared emergency procedures and drill development provides the responsible local agencies with additional opportunities for successful community crisis management while providing the district with increased resources for campus-based crises.

FINDING

KISD does not centrally coordinate security within the district. Instead, security responsibilities are distributed throughout the district organization under the assistant superintendent of Support Services, school principals, the assistant superintendent for Instruction and Human Resources and the coordinator of Education Services. **(Exhibit 11-3)** Employees at all levels have roles in safeguarding district and student property, providing safe transportation, managing discipline, developing policies and procedures and executing the district crisis management plan. No single position is in charge of safety and security operations for KISD schools.

**Exhibit 11-3
KISD Safety Responsibilities by Organization**



Source: KISD organization chart and staff interviews.

The district does not focus on identified safety goals in making decisions that impact the safety coordinator position. This has resulted in a safety position with no authority or responsibility for implementing districtwide safety initiatives. District staff stated that district employees without specific safety experience are trained in safety management after safety duties are assigned to the employee. District job and organization descriptions indicate that the responsibility for safety has been a duty of the director of Personnel, coordinator of risk management and safe schools, and most recently the coordinator of Educational Services.

Organization charts provided by KISD showed the coordinator of Educational Services responsible for workers' compensation, coordinating risk management training and facilities issues with schools and maintenance, capturing and reporting Safe and Drug Free Schools (SDFS) information and tracking textbooks. When the position became vacant in the summer of 2000, it was filled internally through transfer of an existing employee. The transfer decision was made to correct a personnel problem that arose when principals were reassigned to new schools. The principal movements created a reporting and supervision issue when two family members were assigned to the same school. One of the family members was transferred to the safety position. As with previous employees, the new coordinator will be provided with training in the areas of safety and risk management.

The new coordinator is an experienced counselor. The safety position was upgraded to include supervision of counselors and librarians as a reflection of the skills brought to the safety position by the transfer. The position was re-titled from Risk Management and Safe and Drug Free Schools coordinator, to coordinator of Education Services. The new title reflects the increase in scope from safety and security issues to a broader range of responsibilities. While some of the new duties support safety goals, the decision to expand the position was not based on an analysis of the district's safety and security functions and the most effective personnel structure to achieve districtwide safety goals. The continuing use of "coordinator" in the position title also supports a philosophy that the position functions as a facilitator and not an implementer of district safety initiatives.

A newly drafted job description for the educational services coordinator lists the major safety responsibilities as *liaison* to external agencies, *coordinator* of records and training, *provider of* Safe and Drug Free School *information* and *manager of* state SDFS *funds*. The position reports directly to the assistant superintendent for Instruction and Human Resources. All other direct report positions at this level are directors, including a part time director of Transportation.

The coordinator position has little authority to enact and direct the safety function. The coordinator of Educational Services stated that she scheduled a meeting with counselors at a particular school. The school principal complained that the coordinator did not obtain permission before calling a meeting with school staff. This position also functions as risk manager but is not responsible for tracking high-risk assets such as computers, televisions or videotape machines. The position is, however, responsible for tracking textbooks.

When both responsibility and authority for successful implementation of organization wide initiatives is not consistently assigned, individual departments focus on their own needs without considering districtwide efficiencies. Staff and technology cannot be easily redeployed in response to changing needs. Related or overlapping safety functions may be inefficiently placed in several operating chains. Districtwide priorities for programs or resources may become secondary to the priorities of each individual operating unit.

Recommendation 75:

Review the safety and security functions throughout the district, defining the Educational Services coordinator's duties and role according to the district's goals for safe schools.

The current safety and security duties within the district should be closely examined and properly aligned for effectiveness. This review should include the functions and programs necessary to safety and security and determine the appropriate level of authority needed to implement districtwide initiatives.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director of Personnel to review district position descriptions for realignment of safety functions.	April 2001
2.	The director of Personnel redrafts position description to reinforce authority of educational services position to coordinate and implement district wide safety and security initiatives.	June 2001
3.	The superintendent reviews and approves position description and classification.	July 2001
4.	The superintendent places revised job description and classification on board agenda for public comment and vote.	August 2001
5.	The superintendent or designee notifies all necessary positions of any changes to their area as a result of the new structure.	August 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD's mission and beliefs present a vision for district safety that is not consistent with the expectations of administrative staff. In surveys with KISD principals, many indicated a goal of 100 percent safety for their staff and students, however the district mission and parameters related to safety focus only on student behavior. The district's objectives for safety have no specific safety attainment goal. As seen in **Exhibit 11-4** the single safety related objective is to improve student behavior without specifying to what extent the district wants to improve.

Exhibit 11-4 KISD Philosophy and Goals

Source	Statement
Vision	<p>KISD will be recognized as "one of the best" school districts in Texas as exemplified by:</p> <ul style="list-style-type: none">• High standards and high student achievement in academic and extracurricular activities;• Well-maintained and well equipped facilities that support all district programs;• A high level of pride, commitment and involvement by parents and community in our schools;• Being the strong and clear school district of choice for families in our area; and• Superior quality in Kingsville ISD employees, instruction and KISD leadership.
Parameters	<ul style="list-style-type: none">• Kingsville Independent School District will require and enforce clear, open and accurate communication at all levels.• Students and staff shall attend school without fear of weapons, drugs, harassment and intimidation.• We will not tolerate ineffective employees at any level.• Prejudicial and biased communications will not be tolerated.
Objectives	<ul style="list-style-type: none">• To improve student behavior in the classroom.• Upon graduation, 100 percent of KISD students will be prepared for gainful employment an/or enrollment in a post-secondary program.

	<ul style="list-style-type: none"> • By the year 2000, all students who have completed grade eight will be proficient in the use of database, spread sheet, word processing and communications media. • By the year 2000, Kingsville Independent School District TAAS results will meet or exceed the state's averages for all grade levels tested.
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Source: KISD website at www.kvisd.esc2.net/admin/ph_goals.htm .

The district has a separate mission statement relating to safety. It does not appear in all district mission literature, but is located in the crisis management manual. This statement acknowledges the district's responsibility in addressing student and staff safety, and makes three points that the board refers to as "significant".

- Measures have been taken to see that the health and safety of students and staff are safeguarded;
- A minimal interruption to the educational process occurs; and
- Students are helped to understand the concept of confidence and are instructed to respond sensibly to any emergency scenario that may arise.

The district has an additional document called the Statement of Beliefs. It is located on the district Web site and a copy is hanging in the school board meeting room. The statement is shown in **Exhibit 11-5**. District staff stated that the Statement of Beliefs was not in order of priority. Every statement included is of equal importance.

**Exhibit 11-5
KISD Statement of Beliefs**

We believe that:	
1.	All individuals have worth and deserve to be treated dignity and respect.
2.	Change is inevitable for continuous improvement.
3.	Education is the combined responsibility of the student, school personnel, parents and community.
4.	Discipline is an essential part of the learning process.
5.	Individuals are responsible for their actions.
6.	Goals with high expectations are essential for achievement.
7.	Excellence is achieved by personal commitment and practice.

8.	A positive self-image promotes personal growth.
9.	Cultural diversity is a strength to be valued and respected.
10.	It is necessary to understand and to utilize current technology to compete in a global society.
11.	Open, accurate and timely communication at all levels is vital for an organization to succeed.
12.	A safe school environment is essential.
13.	The family, as the basic unit of society, is where children begin to develop the foundation for their value system.
14.	Excellence in education is achievable and is worth the investment.
15.	Teamwork and high morale enhance the learning environment.
16.	Extracurricular activities contribute to a balanced education.
17.	The proper care of the environment is essential for survival.

Source: KISD Web site at www.kvisd.esc2.net/admin/ph_goals.htm.

Interviews with administrators revealed a desire to have safety at 100 percent and some frustration at the inability to take actions they think are necessary for a safe school. The district's vision, objectives and related funding evidence a concern for safety, but not a high-ranking priority for safety. The board follows the Safe and Drug Free Schools (SDFS) mandates, has hired hall monitors for the high school and purchases radios, cell phones and video cameras for school buses. On the other hand, the district has not budgeted for upgrading facilities' wiring to ensure school administrators can quickly communicate safety information to classroom staff, or properly use the fire alarms. The result is a mixed message to staff on the importance of reaching safety goals or following safety procedures.

Recommendation 76:

Clearly communicate the district's safety priority ranking to the staff responsible for daily operations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board solicits input from staff on the priority that safety should have in operational and budgetary decisions.	April 2001
2.	The board meets to discuss the level of importance to place on safety in budgetary and operational decision-making.	May 2001

3. The board adopts and communicates any changes.	May 2001
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FISCAL IMPACT

This recommendation can be implemented within existing resources.

FINDING

The planning and budget process for routine safety initiatives is fragmented. KISD has no integrated, long-range planning process for meeting basic safety and security needs. Site Based Decision-Making (SBDM) committees develop improvement plans that focus on individual school issues. Each school develops its own budget but lacks budgetary control over the support departments, such as facilities and transportation, that are essential to a safe school. Support departments develop their own budget and initiatives, which are not always coordinated with school initiatives. Expenditures are not tied to an identified "safety" budget for purposes of tracking and analysis. Costs for safety programs and technology are not easily identified, and performance measures are generally not captured.

While school and department level plans are valuable, without a coordinated safety plan, important issues remain unresolved through lack of prioritization and funding. The 1998 Facilities Master Plan identified several deficiencies that remain uncorrected. For example, intercoms and telephones used to communicate between classrooms and the administrative office do not work properly. The LASER school has a non-working emergency alert system. Crisis drills are communicated to students and teachers at this school by the principal knocking on classroom doors, yelling "FIRE". The verbal alert procedure has continued to be the emergency alert system despite recognition of the problem in the 1998 Facilities Master Plan.

At the same time, some schools cannot implement a master key control policy. Overtime keys have been issued and not collected. In order to implement a master key policy, some schools will need large numbers of locks re-keyed. The cost of re-keying is developed in the maintenance budget and school requests for re-keying have been denied because of cost.

While these basic safety issues have not been addressed, walk through metal detectors have been purchased for the secondary schools. The middle school, high school and LASER alternative school received one detector, although schools use more than one entrance. Additional

personnel have not been budgeted to monitor the detectors. At the time of purchase, there were no specific plans for deployment of this technology.

Budget and expenditures that tie to a strategic safety plan would identify critical safety issues and establish funding priorities. School administrators and directors would receive guidance and ranking in areas of resource conflict, allowing for the development of adequate interim solutions.

Recommendation 77:

Develop a districtwide strategic plan for safety issues that integrates all individual safety plans and ties to budget development procedures.

This process should include parents and business leaders and a feedback procedure to ensure the community stays informed of district initiatives.

Align school safety goals with both district goals and support department goals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Education Services assigns members to the Safety Advisory Team to include parents, business leaders and a representative from local law enforcement.	March 2001
2.	With assistance from Safety Advisory Team, the coordinator of Educational Services drafts a strategic plan for safety issues that are tied to the budget.	April 2001
3.	The coordinator of Education Services presents the plan to the assistant superintendent of Human Resources for input.	May 2001
4.	The coordinator of Education Services implements any changes to the plan.	August 2001
5.	The coordinator of Educational Services disseminates procedure to principals, parents and business leaders.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

All safety or security procedures are not routinely monitored to ensure districtwide safety policies are followed. KISD has several districtwide manuals that cover both policies and procedures for safety and security

issues. The board has adopted a policy and procedure manual provided through the Texas Association of School Boards (TASB) covering such concerns as discipline management, search and seizure and school access. The district has a crisis management manual covering a wide spectrum of incidents ranging from weather to bomb threats. The district also provides a Code of Conduct for student behavior.

At the department level, individual schools and departments develop formal written procedures or use customs and practices as informal policies or procedures specific to their area of responsibility. The director of Food Services develops cash handling procedures for Food Service workers. Principals develop cash handling procedures for school staff. The director of Transportation develops discipline management alternatives for bus drivers. Principals develop discipline management alternatives for school staff. Each school designs their own evacuation procedures. Some schools require uniform student dress, while others do not.

Although the district management team must approve school variations to the district Code of Conduct, little administrative oversight is provided on most school or department level procedures to ensure consistency or effectiveness. Custom and practice that is not disapproved by the policy-making authority can be construed as an adopted policy. Schools and the district's administration perform post-crisis reviews of critical events and drills to identify areas for improvement, but an after the event review does not substitute for an upfront review.

Recommendation 78:

Establish an annual review of school or department level safety and security related procedures for consistency and appropriateness.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assigns the Safety Advisory Team to review all of the districts' security related policies and procedures.	March 2001
2.	The team drafts a review procedure that identifies all safety and security related policies and procedures, systematically corrects or approves variations and provides feedback to ensure consistent application.	May 2001
3.	The team conducts the review and submits its written recommendations to the superintendent for review.	August 2001
4.	The superintendent works with the various campuses and responsible individuals to resolve issues.	September 2001
5.	Campus and district staff implement the revised plans.	October

		2001
6.	The superintendent monitors consistent implementation of plans during annual review cycle.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

While KISD annually evaluates the Safe and Drug Free Schools program and submits data to TEA, it is unclear how the campus and district improvement plans are linked to the process. The district provides prevention programs in drug awareness, gang intervention and dispute resolution. Younger students receive programs on "stranger danger" and child abuse. Older students participate in leadership conferences. Teachers and counselors attend programs at the Education Service Center Region 2 on issues related to Safe and Drug Free Schools. All new employees receive basic safety training, also through Region 2.

Some Campus Improvement Plans identify program or training attendance as a safe school strategy. The strategies are general, such as "training for parents" with no goals for the number of parents participating, increasing the percentage of participation or obtaining participation from parents of high risk or disciplinary students, to name a few. One identification resource is the U.S. Department of Education (USDE) resiliency pilot project in Texas schools. The USDE compiles risk/resiliency profiles to track factors that increase the risk of unhealthy behavior by students, and the programs that address those factors.

Recommendation 79:

Regularly evaluate the effectiveness of all safety and security programs.

Establish performance measures and establish a system to track the measures over time. When programs are not having the desired outcome, adjustments should be made to ensure success. Good programs should be replicated and expanded, while programs that consistently fail to produce results should be discontinued.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Educational Services designates a counselor and	May
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	a principal to work with the safety advisory team in developing program measures.	2001
2.	The coordinator of Educational Services researches and provides team with information on available tools such as internet sites on developing performance measures.	May 2001
3.	The Safety Advisory Team drafts procedures for types of information to be captured and designs the forms necessary to capture the data needed to measure performance.	June 2001
4.	The coordinator of Educational Services disseminates the forms and instructions for use.	August 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD lacks specific safety accountability measures for all levels of staff. The KISD organizational structure and position descriptions suggest administrators are responsible for safety. KISD performance appraisals contain broad language. No one is held responsible for the success of safety and security programs. The outcomes of initiatives are not measured. It is only asked that programs be monitored, communicated or fairly administrated.

Performance should be evaluated against measurable outcomes such as "reduction in number of students suspended" or "percent decrease in job related injuries at school," or "percent of Campus Improvement Plan strategies successfully completed." For those goals that are statistically or numerically difficult to measure, performance should be evaluated based on external reviews or surveys as well as administrative review.

Recommendation 80:

Include measurements for accomplishing safety goals in staff performance appraisals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Superintendent or designee reviews Campus Improvement Plans (CIP) to determine how to best measure performance of plan goals.	April 2001
2.	Site Based Decision-Making Team (SBDM) review CIP where	September

	necessary to include measurable goals.	2001
3.	Superintendent or his designee updates the performance appraisals to reflect new expectations for safety and security for positions with safety or security responsibilities.	January 2002
4.	Superintendent or designee notifies all necessary positions of any changes to their appraisals as a result of the new process.	March 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD has focused most of its security activities in the secondary grades, although there are security risks at elementary schools that are not being addressed. A number of security programs are in use at the secondary and intermediate schools. KISD efficiently contracts with a security company to perform periodic, unannounced drug sweeps with a trained detection dog. When schools were experiencing vandalism and bomb threats through utilization of the restroom facilities, some schools increased safety by controlling access to restrooms and restroom products that were being used in the commission of these crimes. Some schools use hall passes to distinguish between authorized and unauthorized students. Newer single structure schools have security gates that lockdown the classroom wings. **Exhibit 11-6** outlines the primary security measures in place in the district.

Exhibit 11-6
Sample Security Measures on Secondary Schools
1999-2000

Security Method	High School	Middle School	Intermediate School	Security Purpose
Identify Visitors	Yes	Yes	Yes	Intruder Alert
Identify Staff	No	No	No	Intruder Alert
Identify Students	Yes, wallet ID card	Yes, by uniforms	Yes, by uniforms	Intruder Alert, Minimize Gang Association
Master Key	Yes	Yes, by policy. No. by	Yes, by policy. No, by practice	Asset Security

Control		practice.		
District Security Personnel	Yes, 3 campus monitors	Yes, Constable Resource Officer	No, D.A.R.E Officers only	Truancy, Incident Management, Trespassers
Single Point of Entry	Doors locked after student arrival	Three doors open during school day	No, open architecture gives no control	Intruder Alert
Lockers	Yes	No	Lockers in gym area	Weapons, Drugs
Clear Back-packs	No	Yes	No	Weapons, Drugs
Security Scanners	Yes, one walkthrough, one handheld	Yes, one walkthrough, one handheld	Yes, one walkthrough, one handheld	Weapons, Contraband

Source: Field interviews with KISD principals and administrators.

Due to facility design, the external risk of an intruder is greater at some elementary and intermediate schools. The district has schools that are multiple building, open courtyard configurations. Some are located near public parks that draw adult visitors who sit and watch the children. At some schools, vehicles can drive within a few feet of school children. Fencing does not enclose the entire school area or direct traffic flow to the office for sign-in.

When asked about the most critical safety need at their school, principals routinely answered security personnel and perimeter fencing. One parent commented that the existing fencing looks like a prison fence with barbed wire at the top. On the other hand, one principal related that his school had a mischief-related fire several years past, before fencing was installed at the back of the school. He credits the fencing for a reduction in after-hours mischief crimes. A more common problem relating to school access is ensuring appropriate contact and release of students to non-custodial parents.

Each school has a different configuration and different risks. Effective security solutions are designed with specific goals in mind. Is the barrier intended to keep strangers off school grounds? Is the barrier intended to keep students on school grounds? Is the barrier necessary to guide visitors toward the office? The Kingsville Police Department is a good resource for administrators and parents in determining the security goals for a

school's location. Fencing is an option. Less secure, but potentially less expensive, would be a perimeter hedge of thorny bushes to discourage random access and encourage foot traffic towards the office. The right solution for the level of desired perimeter security should be specific to the school and its environment.

Recommendation 81:

Develop campus appropriate plans to prevent entry to the campus by unauthorized individuals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Safety Advisory Team works with SBDM teams from each school to determine the most appropriate method of preventing unauthorized access including possible perimeter barriers.	April 2001
2.	The Safety Advisory Team meets with facilities department to map location of possible perimeter barrier.	May 2001
3.	The director of Maintenance develops cost projections based on location and linear footage calculations.	June 2001
4.	The Safety Advisory Team works with Facilities Department to develop an implementation schedule based on safety priorities.	July 2001
5.	The coordinator of Education Services contacts support department responsible for implementation and provides project priorities.	July 2001
6.	The Facilities Department coordinates installation with necessary support departments.	August 2001

FISCAL IMPACT

Planning can be accomplished with existing resources. Implementation of each plan is to be determined after district officials and parents decide on the solution that best meets the desired level of security balanced with educational environment.

FINDING

The visitor identification policy is not consistently followed. Students and teachers are supposed to enforce the policy by stopping unidentified visitors and directing them to the office. This policy was tested in several schools. In most schools tested, staff and students were very friendly, politely greeting, but not challenging a stranger without a visitor's badge. One school correctly closed and marked multiple entrance points with signs directing visitors to the office. However, knocking on the door and

motioning a student to open it gained easy entrance. Of the four schools visited, only one school challenged unidentified presence as required by policy, politely offering an escort to the office.

Recommendation 82:

Provide training to students and teachers on proper enforcement of visitor identification policy.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Educational Services and the director of Instructional Services trains all principals and teachers on KISD's visitor identification policy.	August 2001
2.	Principals or designee provide policy and procedures at assembly for all students.	September 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

B. STUDENT DISCIPLINE MANAGEMENT

The U.S. Department of Education's publication *Early Warning, Timely Response*, defines a well functioning school as one that fosters "learning, safety and socially appropriate behaviors." They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional and academic development."

Texas schools are required to provide standards for conduct and discipline through the adoption of a student code of conduct. KISD has a student code of conduct that is provided to students and parents annually. The code is accompanied by an acknowledgement that the rules were read and understood. The board also has a discipline management plan that provides guidelines and appeals processes for levels of disciplinary action. Policies for removal to the Disciplinary Alternative Education Program (DAEP) place decision-making with the superintendent or his designee. KISD has designated principals for this purpose.

KISD's disciplinary alternative school is called the Life and Academic Skills Education Reinforcement School, or LASER. It has been in operation since 1994. LASER was originally designed for 16 students, but has since been expanded. LASER operates both a day and a night program with three teachers and a semester capacity target of 50 students per program. The night program is not a disciplinary placement, but is designed for students who do not succeed in a traditional classroom setting.

LASER students are generally assigned for the semester. Because of its population size, the county does not provide a Juvenile Justice Alternative Education Program (JJAEP) for students who have engaged in criminal conduct resulting in expulsion. The district provides for these students in the LASER program.

KISD policy requires that once the maximum number of students has been reached, a school must "trade-out" disciplinary referrals. For example, if a school needed to refer a "persistent discipline" student, he or she would be traded for another "persistent discipline" student in the LASER program.

In 1997-98, the Intermediate and Middle school began trading-out referrals in week 35 of school. In 1998-99, the Middle and Intermediate schools began trading students in week 27. In 2000, the exchange began in week 14. These figures indicate either a growing discipline problem, or

growing referral pattern. **Exhibits 11-7** and **11-8** lists the disciplinary referrals to LASER for the years 1997 through 2000.

Exhibit 11-7
Disciplinary Referrals to LASER
1997 through 2000

By Workload	1997		1998		1999		2000	
Overview	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Number enrolled on last day of semester	50	49	53	50	38	39	39	36
Number carried over to next semester	8	2	43	38	12	14	20	36
Attendance percentage	82.5	74.1	77.54	72.17	87.45	74.05	92.37	86.71
Highest number enrolled	51	51	53	53	47	47	49	50
Total number of students served	67	76	70	73	91	60	91	60

Source: 1997 through 2000 LASER School Reports: Annual Performance to the Board of Education. Does not include Special Education referrals.

Exhibit 11-8
Disciplinary Referrals to LASER
1997 through 2000

By Violation	1997	1998		1999		2000	
Suspensions	Fall and Spring	Fall	Spring	Fall	Spring	Fall	Spring
Persistent misbehavior	7	3 HS 1	4 HS 2	17	30	2	5
Physical Assault	1	2	5 HS 1	2	6	1	5
Threatening a staff member	1	3	1 HS 1	3	3		2

Foul/Obscene Language	10	17 HS 8	26 HS 12	14	13	8	11	
Refusal to Obey	35	30 HS 13	18 HS 5	18	33	12	22	
Rude/Offensive Behavior	9			5	6	3	5	
Sexual Harassment	1			2	1			
Leaving School	2	5 HS 3	6 HS 2	2				
Under the influence		1						
Illegal weapon		1						
Possession of a Controlled Substance		1 HS 1						
Paging Device			1 HS 1					
Fireworks			2					
Food Fight			2 HS 2					
Class disruption	3			6			2	
Expulsions								
Possession		1						
Persistent misbehavior	3	7	6	13 HS 3	9	10	8	10
Physical Assault		4						
Threatening a staff member		1						
Off-school felony		1						

Source: 1997 through 2000 LASER School Reports: Annual Performance to the Board of Education. Does not include Special Education referrals.

FINDING

Repeating LASER students are increasing. In the first three years, only seven students repeated placement. LASER now has students who have

returned every semester for four years. A typical repeating student is referred in the fall, return to the home school for three or four days in the spring, and returns to LASER for "persistent misbehavior." KISD has two options for students who do not want to continue in the traditional classroom setting: Kingsville Educating Youth for Success (K.E.Y.S.) Academy and the night high school held at the LASER facility. KISD has not addressed the issue of the perpetual LASER student who does not elect to attend a non-disciplinary alternative education school.

LASER students receive additional social services that do not continue when the student returns to his or her home school. LASER students receive counseling for anger management, gang resistance and drug and alcohol problems that are not part of the standard home school curriculum. LASER students work on self-paced computer programs that provide a concentrated math and language arts curriculum. This method of instruction has removed the need for the home school to send class work with the student, but further removes the student from home school activities. There are no programs to reintegrate the disciplinary student into the regular classroom.

Returning to the home school places the student into classrooms with subjects that have not been covered in LASER and students who have already formed friendships. Returning students are placed with the original source of conflict.

Recommendation 83:

Develop a reintegration program that provides a continuity of social services and counseling at the home school.

Numerous programs provide models for behavioral intervention that can provide a foundation for development of a program specific to the needs of KISD at-risk students. Loyola University School of Education has developed a Peer Culture Development for-credit class that assists at-risk youth in reporting and resolving problems. The Texas Education Agency has recently approved a program called Reconnecting Youth for grades nine through twelve, which provides social support and skills training and personal growth classes.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Educational Services meets with teachers, counselors, probation officers and other service providers to identify reintegration issues.	April 2001
2.	Working with school counselors and teachers. the coordinator of	May 2001

	Educational Services develops a program for reintegration to include continuance of social services, counseling and performance measures to determine program success.	
3.	The coordinator of Educational Services determines if program procedures or protocols require policy changes to be effective.	June 2001
4.	High School principal pilots the program to determine if adjustments need to be made.	September 2001
5.	The coordinator of Educational Services provides training or materials to school staff for full implementation.	January 2002
6.	Principals maintain necessary data to determine success of program.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

While the district has a code of conduct, surveys and parent comments indicate that discipline varies widely among administrators. The Athletic director is alleged to discipline based on the type of athletic event. Some principals are viewed as too lenient, others as too harsh. Information on student misbehavior and consequences is kept manually or in computer programs that are not configured to produce management reports.

The district does not maintain the information in a single computer database. Disciplinary reports from elementary schools are handwritten and sent in document form to the Educational Services coordinator. Disciplinary reports to the Texas Education Agency are filled out by hand on agency forms. Suspension information is computerized, but is kept by student, by time slot, then by date, making the report for the middle and high school 324 pages for 1999 through 2000. The printout does not include any explanation for the suspension. The information cannot easily be analyzed or reported. KISD has made a number of changes in the principal assignments. Without analysis, KISD cannot know if discipline problems are specific to an age group, a particular administrator, a core group of students or an unfounded perception by concerned parents.

In order to be effective, discipline must be consistent. Administrators need discretion to assure that consequences are appropriate to the disciplinary circumstances. However, there should not be wide disparities between consequences for similar fact situations.

Recommendation 84:

Maintain disciplinary information in a database by use of electronic reporting forms that capture all data necessary for good analysis of disciplinary treatments. Reporting processes can be developed that will allow administrators to transfer the information electronically. While e-mail or networked databases are more effective methods, giving schools an electronic copy of the forms used to report disciplinary information would decrease potential errors in data transmission. Even without a sophisticated software solution, clipping information from an electronic form to build a management report is more accurate and less time consuming than transcription of handwritten information.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator of Educational Services and the Safety Advisory Team develops list of information to be captured.	March 2001
2.	The SBDM team reviews list for comments and additions.	April 2001
3.	The coordinator of Educational Services uses information for a template to be developed and works with the technology staff to develop a reporting template and procedures for use with district database software.	May 2001
4.	The coordinator of Educational Services provides template and procedures to schools, transportation, athletics or other departments having disciplinary responsibilities.	August 2001
5.	The administrators begin monthly reporting.	September 2001
6.	The coordinator of Educational Services produces a periodic management report.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 12

COMPUTERS AND TECHNOLOGY

This chapter examines the computers and technology services provided by the Kingsville Independent School District (KISD) in the following three subsections:

- A. Organization, Staffing and Budgeting
- B. Policies, Procedures, Planning and Support
- C. Infrastructure, Software, Hardware and Operations

The responsibilities of technology services operations in Texas public school districts vary. Some offices support administrative workers only, while others, like KISD's, are responsible for supporting both administration and instruction. To achieve its technology-related goals, a school district must have an organizational structure that encourages using and supporting new technologies. A well managed administrative technology and information services department is guided by a clearly defined mission plan, which is based on appropriate goals and organization; clearly assigned responsibilities; well defined procedures for developing new applications; and a customer service orientation to meet and anticipate user needs.

BACKGROUND

An instructional technology support department must be familiar with school operations and the technologies used for instructional purposes including technology-oriented instructional material, networks used for instructional purposes and technology-related training, particularly training that seeks to integrate new technologies into the curriculum. The instructional services department is included in the instructional technology planning process to ensure that new initiatives support the learning process.

Important elements of technology services include network support services, which support the district's information technology infrastructure, including a Wide Area Network (WAN) connecting district facilities; Local Area Networks (LANs) in schools and administrative offices; and, in some cases, the telephone system. The technology staff typically support administrative and student information systems, including application purchases and development, database administration, software maintenance and computer operations. Instructional technology helps integrate technology into the curriculum.

Adequate planning is critical to the success of any venture. Planning for the use of new technologies is particularly important to education because of the following factors:

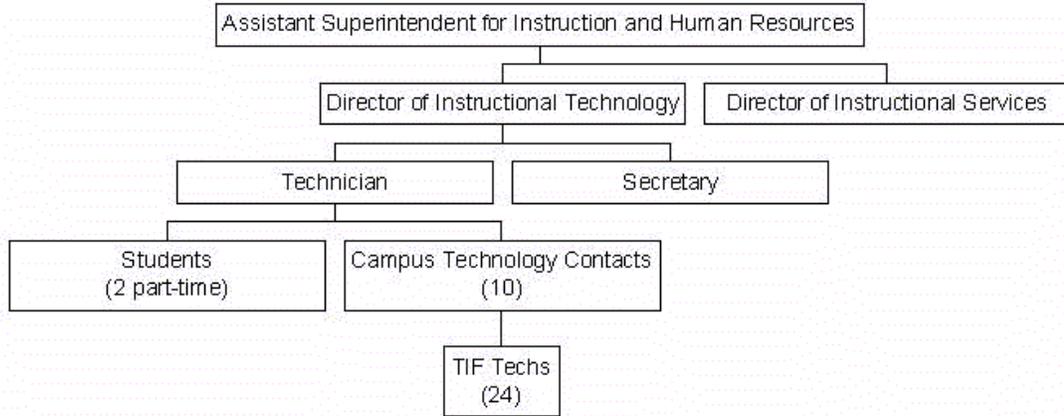
- **Equity** Despite the best intentions, the level of technological resources available to each school in a district can vary unacceptably. Unfortunately, poorly-planned introductions of new technology can serve to further widen the gap between the "haves" and "have nots." Careful planning at the district level can ensure that all schools receive adequate support;
- **Rapid Change** The pace of technological change continues to accelerate. If planning for the implementation of new technology does not cover an adequate span of time (three to five years), the district risks failing to take full advantage of this rapid change;
- **Funding** Funding can be the greatest barrier to the effective use of technology in the classroom. Unless planning addresses whether and how projects will be funded, limited funding can have a greater impact than it should; and
- **Credibility** The public is anxious to see that its tax dollars are spent effectively. Thorough planning demonstrates that proposed strategies have been well thought out, acquisitions of technological resources have been carefully considered and that every aspect of the implementation is cost-effective.

To implement information technology effectively in administrative offices or schools, a district must have:

- An extensive computer network connecting modern computers;
- Comprehensive administrative and instructional software and up-to-date operating systems;
- Effective, ongoing training and adequate technical support;
- A professional staff capable of implementing and administering a technology-rich environment; and
- A means to provide the community access to school information through technology.

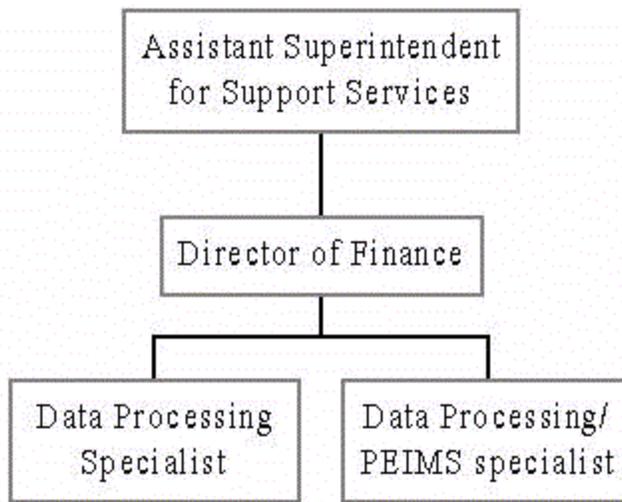
Technology support services at KISD are divided into two areas: instructional technology (**Exhibit 12-1**) and administrative technology (**Exhibit 12-2**). The administrative technology staff reports to the director of Finance. The instructional technology staff report to the director of Instructional Technology. The director of Instructional Technology is a new position created and filled in July 2000. Prior to this time, the director of Instructional Services was responsible for the instructional technology function, including writing and applying for technology grants.

Exhibit 12-1
KISD Instructional Technology Organization
2000-01



Source: KISD director of Instructional Technology.

Exhibit 12-2
KISD Administrative Technology Organization
2000-01



Source: KISD director of Finance.

The district uses an integrated software package to meet their financial, purchasing, payroll/human resources, warehouse and student administration/PEIMS computing needs. All schools are wired internally with a local area network (LAN) and are connected to a central server in the administration building via a wide area network (WAN), allowing purchase requisitions to be entered remotely at the campuses. The Finance Department also uses various PC-based packages such as TEXPOOL and Norwest Bankties PC Services for their banking and investment functions.

The Maintenance Department uses ACT1000, a maintenance and work order system to track facilities and repairs.

The district applies for and receives several types of state and federal grants related to technology including the Telecommunications Infrastructure Fund (TIF) grant, the Technology Integration in Education (TIE) grant, the Library TIF grant and a federal E-Rate discount. The TIF grant helps schools develop ways to integrate the Internet into school curriculum and instruction. In order to receive this grant, schools are required to submit an approved technology plan, create a technology task force, provide 10% in matching funds, purchase items from the TIF suggested configuration list, participate in the TIF Tech training program and build a homepage.

The TIE grant provides for state of the art links to LANs and WANs so that improved instructional and technological resources will be available to teachers and students. The federal E-Rate discount provides 20 to 90 percent of the cost of purchasing telecommunications services, Internet access and internal connections. The level of discount is based upon the percentage of students eligible for participation in the federal free and reduced price school lunch program. **Exhibit 12-3** lists the grant amounts obtained for 1999-2000.

Exhibit 12-3
Technology Grants Received by KISD for 1999-2000

Type of Grant	Grant Amount
Technology Integration in Education	\$24,430
TIF grant Awarded to Memorial King Gillett	 \$53,330 \$53,330 \$53,330
E-Rate	\$165,398
Total	\$349,818

Source: KISD director of Instructional Services.

A. ORGANIZATION, STAFFING AND BUDGETING

To achieve its technology-related goals, a school district must have an organizational structure that creates an environment for using and supporting new technologies.

A well-managed administrative technology and information services department is guided by a clearly defined plan based on appropriate goals and organization. The plan provides staff with clear assignments of responsibility for each application, well-defined development procedures for new applications and promotes a customer-service orientation that continually seeks to meet and anticipate user needs.

FINDING

KISD employs Campus TIF Techs to enhance technology projects funded by TIF grants. **Exhibit 12-4** describes the primary responsibilities of each KISD technology position.

Exhibit 12-4
KISD Technology Position Responsibilities

Title	Responsibilities
Director of Finance	Oversees administrative technology activities and is responsible for Public Education Information Management Systems (PEIMS) data.
Data Processing Specialist	Co-manages KISD's data processing system; facilitates and jointly supports the accurate and timely submission of PEIMS data; provides technical support for the administrative mainframe equipment and users; works with software companies to maintain software programs; monitors and reports communication problems with equipment, T-1 lines or building wiring; implements new software and trains KISD staff; repairs hardware or coordinates with vendors as necessary; and prepares requisitions for supplies, equipment and materials.
Data Processing/PEIMS Specialist	Co-manages KISD's data processing system; facilitates and jointly supports the accurate and timely submission of PEIMS data; provides technical support for the administrative mainframe equipment and users; works with software companies to maintain software programs; monitors and reports communication problems with equipment, T-1 lines or building wiring; implements new software and trains KISD staff; repairs hardware or

	coordinates with vendors as necessary; and prepares requisitions for supplies, equipment and materials.
Director of Instructional Technology	Assists schools and administrative departments to develop and implement plans to address instructional technology needs, including hardware and software evaluation, and demographic data and budgetary information management; develops and implements the district's software and hardware standards; implements the districtwide networking and technology plan; implements a disaster recovery plan; oversees installation, maintenance and repair of all instructional hardware and software; maintains the district Web site; assists in the search, development and implementation of instructional technology grants.
Technology Technician	Installs, repairs and maintains hardware and software to meet the instructional and administrative needs of the school district, including in-campus cabling; repairs hardware or coordinates with vendors as necessary; provides direction to faculty and staff in the effective use of hardware, software, networks and resolving user problems; prepares purchase orders for supplies, equipment and materials.
Secretary to Director of Instructional Technology	Takes phone calls from faculty and staff needing technical assistance and provides answers if possible or directs the call to a technician.
Campus Technology Contacts	Act as first line of defense for resolving technical issues; mentor six teachers each a year to achieve the competency levels documented in the technology plan.
Campus TIF Techs	Facilitate the implementation and support of the TIF grants. This includes attending required TIF training in the following areas: basic technology skills, curriculum and instruction, technical, and policy and leadership. The training enables the TIF Techs to facilitate the incorporation of technology in the campuses and aid in troubleshooting technology-related problems. All Campus TIF Techs are teacher volunteers. The TIF grant received by the district requires the designation of the TIF techs.
Student Part-time Technicians	Assist technology technician as directed.

Source: Job descriptions and interviews with KISD administrative and instructional technology staff.

The administrative data processing specialists are cross-trained to support hardware, software and PEIMS. One specialist focuses on supporting software and PEIMS one year, while the other specialist focuses on hardware. Each year they switch their primary focus, but continue to cross-train in the other area. To assure technical support is available at all times, the specialists are not allowed to take planned time off at the same time.

Instructional Technology uses campus technology contacts (teachers with technical skills who receive an annual stipend of \$1,000) that are trained by the instructional technician on an ongoing basis through individual instruction and e-mailed technology tips. Only one campus, LASER (a small alternative school) does not have a campus technology contact. The principal at the LASER school handles all technology issues with the help of the technology technician. These contacts are responsible for initial resolution of technical issues and for mentoring/training six teachers each school year to achieve the teacher technology competency levels documented in the technology plan. Each year, the campus technology contact mentors an additional six teachers and continues to mentor the original six.

COMMENDATION

KISD effectively uses campus technology contacts supported by Telecommunications Infrastructure Fund technicians to maintain and improve technology skills at the staff level.

B. POLICIES, PROCEDURES, PLANNING AND SUPPORT

The Texas Education Code, Section 11.252, 3 (D), requires that each school district improvement plan include provisions for the integration of technology into instructional and administrative programs. Some districts compile these plans, in compliance with the law, with few of the elements required to guide a district's efforts to use and improve its technology effectively. For example, technology plans normally contain goals and strategies for instructional technology but contain little about the effective use of technology to automate or streamline administrative functions. TSPR regularly observes that improved automation and integration of administrative functions can streamline operations and eliminate excessive paper shuffling that drains district resources from the classroom.

The best plans contain clear goals, objectives, and action plans for technology projects, assign individual responsibility for implementation steps and identify milestone dates for completion.

FINDING

KISD has a technology plan, but it lacks plans for administrative technology and is not linked to the technology budget. A technology task force was created by the Department of Instructional Services in 1997 and consists of three parents, two students, five teachers, two librarians, five principals or assistant principals, the director of OIRSP - TAMUK (Office of Sponsored Research at Texas A&M University of Kingsville), a representative from the Kleberg County Extension and four school administration representatives. The purpose of the task force, which was created to meet a requirement of the Telecommunications Infrastructure Fund (TIF) board, is to facilitate local planning and decision making, increase local knowledge of technology and encourage communication among different stakeholders.

The Department of Instructional Services, with the technology task force, prepared an instructional technology plan that was published in February 2000. At that time, the director of Instructional Services was responsible for implementing the plan. In July 2000, a new position, the director of Instructional Technology, was created that is now responsible for the instructional technology plan. The plan was created to address a requirement in the TIF grant application.

The plan includes an executive summary, a vision statement, a mission statement, goals, objectives, activities, a time line consisting of three phases-- one in each school year beginning in 2000-01, and continuing in 2001-02, and 2002-03, a spending plan for each phase, a summary of equipment to be purchased, a discussion of funding sources and an

evaluation plan- consisting of indicators, benchmarks, measures and methods to enable the KISD to measure progress toward goals.

District PCs are of many different types and configurations, such as IBM and Apple, with varying speeds, RAM and hard disk space. Software packages used and supported include Microsoft Office Suite, WordPerfect, Accelerated Reader, Nova Net and Lotus 123. The instructional technology plan does not include goals or spending plans to replace current equipment to bring it up to current standards. In addition the Administrative Technology Department does not have a technology plan.

Exhibit 12-5 outlines the goals and objectives of the KISD instructional technology plan.

Exhibit 12-5
Goals, Objectives and Activities of the KISD Instructional Technology Plan
February 2000

Goal	Objective	
1 - Technology will be an integral, seamlessly integrated part of all learning environments in which it is appropriate.	1.1	Teachers will utilize technology in educationally appropriate ways, on a regular basis to deliver and enhance learning.
	1.2	The District will ensure that all students acquire basic technology skills.
	1.3	Technology use in the District will move beyond the teaching of basic skills to activities and projects that promote the higher level thinking skills of analysis and synthesis.
2 - The District will continue to build on and expand the current staff development model for technology training on all campuses for all teachers.	2.1	The District will utilize a variety of training sessions to involve the maximum number of teachers possible in the greatest amount of technology staff development.
	2.2	The District will utilize teleconferencing services to expand staff development offerings beyond what are locally available.
	2.3	The District will disseminate

		information concerning the availability and cost of quality online technology training that focuses on integrating technology into the daily delivery of learning.
3 - The District will expand the current network infrastructure and purchase additional equipment mandated by the curriculum so that all students, teachers and administrators will have ready access to the tools of technology.	3.1	The District will upgrade the current WAN backbone.
	3.2	The District will enhance the current LAN infrastructure to support video conferencing.
	3.3	The District will increase the number of connected computers in all classrooms. The District will purchase peripheral equipment needed to make computers a viable teaching tool in all classrooms.

Source: KISD Instructional Technology Plan, February 2000.

Exhibit 12-6 shows the phased spending plan included in the instructional technology plan.

**Exhibit 12-6
KISD Instructional Technology Spending Plan by Phase**

Phase	Budget
Phase 1 (2001 school year)	\$772,333
Phase 2 (2002 school year)	\$1,320,833
Phase 3 (2003 school year)	\$1,383,834
Total Budget	\$3,477,000

Source: KISD Instructional Technology Plan, February 2000.

Exhibit 12-7 shows the technology expenditures for 1996-2000.

Exhibit 12-7
Budgeted Technology Expenditures by School Year

Technology Area	1996	1997	1998	1999	2000
Data Services	\$129,963	\$153,898	\$237,116	\$217,951	\$232,081
Career & Technology	\$436,055	\$421,104	\$481,429	\$400,629	\$472,069
Total	\$566,018	\$575,002	\$718,545	\$618,580	\$704,150

Source: Texas Education Agency, PEIMS 1996-2000.

The district assumed that Phase 1 of the technology plan would be partially funded by a bond issue that failed in May. The district does not budget grant awards, which are used to fund most of the technology expenditures, so the district was unable to provide budgeted technology expenditures for 2000-01 to compare against the spending plan.

The technology plan is not detailed enough to facilitate the implementation of the plan, or the measurement of progress against the plan. For example, Objectives 2.3 and 3.2 from **Exhibit 12-5** above do not have documented activities in the technology plan. The plan does not include technology staffing or an organization chart with roles and responsibilities, a work plan with tasks and deadlines for attaining plan goals, a technology needs assessment, assumptions, a statement of existing conditions, a staff development and student training plan, minimum specifications for hardware or software standards.

The technology plan's documented activities are vague and are not easily measured. For example, Activity 1.2.2 that supports Objective 1.2 (**Exhibit 12-5**) states, "All teachers will comply with all TEKS (Texas Essential Knowledge and Skills) requirements in all grade levels on all campuses regarding basic technology skills."

The Administrative Technology Department does not have a technology plan. Currently, Administrative Technology is supporting district business systems in critical functions no longer supported by the original hardware and software vendors. For example, the food service server (a 10-year old VAX machine) is not supported by the hardware vendor, and the software vendor no longer supports the software, FASTPAC. The alpha server hardware that supports the finance and student administration software is under a five-year Citicorp lease (two years remaining) and is no longer supported by Digital, the equipment maker. Maintenance is performed in-house or by a third party vendor, which is not the original maker of the hardware or software. If these systems suddenly stop functioning and

cannot be repaired in-house or by a third party vendor, this could cause a loss of productivity and data.

Recommendation 85:

Develop a districtwide technology plan that includes instructional and administrative technology needs and tie the plan to the annual budget.

The technology plan should reflect current and expected future funding. The technology task force should review the plan and update as necessary when district technology needs change, or if there were significant changes in funding that would cause achievement of the plan goals to be delayed or enable the district to achieve more goals in a shorter period of time. At a minimum, the technology task force should report progress in achieving the plan's goals on a quarterly basis.

In the technology plan, document activities for each goal and objective. The activities in the plan should be supported by detailed tasks in a work plan and have deadlines and assignments attached to each task. For example, Activity 1.2.2 discussed above that states, "All teachers will comply with all TEKS requirements in all grade levels on all schools regarding basic technology skills," should be supported with tasks that list the name of each teacher, training required, when training will be received and when a test will be administered to measure basic technology skills.

The plan should also include technology staffing, an organizational chart with roles and responsibilities, a needs assessment, assumptions, statement of existing conditions, staff development and student training goals and activities, minimum hardware specifications and software standards, and a replacement plan for current hardware/PCs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology task force works with the instructional and administrative technology staff and representatives from schools and administration to identify goals and tasks for the technology plan.	April 2001
2.	The technology task force works with the instructional and administrative technology staff and representatives from schools and administration to identify cost, source of funds, person responsible for and deadline for each task.	May 2001
3.	The technology task force updates the technology plan.	July 2001
4.	The technology task force presents the updated technology plan to the KISD board of directors for approval.	July 2001

5.	The technology task force tracks detailed tasks and monitors achievement of goals and objectives.	August 2001
6.	The technology task force presents the first quarterly progress report to the superintendent and the board.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD has no formal policy and procedures for computer file and data backups, and there is no written comprehensive disaster recovery plan. For hardware protection, uninterrupted power supplies are used, and the KISD has flood and fire insurance. Teachers are responsible for the backup of their own data. Classroom personal computers (PCs) are not connected to a file server, so there is no central backup of local data. If a school has a server, the instructional technician will back up the data once every two months. Teachers do keep grades recorded manually in their grade books.

The alpha server that maintains accounting and student administrative data is backed up daily. The most recent backup is stored in a vault in the administration building and the next recent backup is stored in a bank safety deposit box. Examples of backed up data include financial information, PEIMS, attendance and grades.

KISD procedures for backing up computer files and data do not include a:

- Disaster recovery team;
- Contact list name to notify staff after a disaster;
- List of critical business functions;
- Required staffing level needed immediately after a disaster has occurred; and
- List of office equipment needs.

Each administrator must be prepared to answer the following questions related to disaster recovery:

- Do we know our areas of exposure?
- Does our staff understand how to recover from a disaster?
- Do we have a contingency plan?
- Do we have a business resumption plan?
- Do we have strategies for a quick recovery?
- Do we have on-going maintenance to ensure an accurate, up-to-date recovery program?

Exhibit 12-8 lists some of the key elements of an effective disaster recovery plan.

**Exhibit 12-8
Key Elements of a Disaster Recovery Plan**

Step	Details
Build the disaster recovery team.	<ul style="list-style-type: none"> • Identify a disaster recovery team that includes key policy makers, building management, end-users, key outside contractors and technical staff.
Obtain and/or approximate key information.	<ul style="list-style-type: none"> • Develop an exhaustive list of critical activities performed within the District. • Develop an estimate of the minimum space and equipment necessary for restoring essential operations. • Develop a timeframe for starting initial operations after a security incident. • Develop a list of key personnel and their responsibilities.
Perform and/or delegate key duties.	<ul style="list-style-type: none"> • Develop an inventory of all computer technology assets, including data, software, hardware, documentation and supplies. • Set up a reciprocal agreement with comparable organizations to share each other's equipment or lease backup equipment to allow the District to operate critical functions in the event of a disaster. • Make plans to procure hardware, software and other equipment as necessary to ensure that critical operations are resumed as soon as possible. • Establish procedures for obtaining off-site backup records. • Locate support resources that might be needed, such as equipment repair, trucking and cleaning companies. • Arrange with vendors to provide priority delivery for emergency orders. • Identify data recovery specialists and establish emergency agreements.
Specify details within the plan.	<ul style="list-style-type: none"> • Identify individual roles and responsibilities by name and job title so that everyone knows exactly what needs to be done.

	<ul style="list-style-type: none"> • Define actions to be taken in advance of an occurrence or undesirable event. • Define actions to be taken at the onset of an undesirable event to limit damage, loss and compromised data integrity. • Identify actions to be taken to restore critical functions. • Define actions to be taken to re-establish normal operations.
Test the plan.	<ul style="list-style-type: none"> • Test the plan frequently and completely. • Analyze the results to improve the plan and identify further needs.
Deal with damage appropriately.	<ul style="list-style-type: none"> • If a disaster actually occurs, document all costs and videotape the damage. • Be prepared to overcome downtime on your own; insurance settlements can take time to resolve.
Give consideration to other significant issues.	<ul style="list-style-type: none"> • Do not make a plan unnecessarily complicated. • Make one individual responsible for maintaining the plan, but have it structured so that others are authorized and prepared to implement if it is needed. • Update the plan regularly and whenever changes are made to your system.

Source: National Center for Education Statistics, "Safeguarding Your Technology." (Modified by TSPR).

Recommendation 86:

Develop a comprehensive disaster recovery plan and test it.

Back up critical data that cannot be easily or readily recreated that would adversely affect daily operations on a daily basis and store off-site.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The district establishes a Disaster Recovery Team, composed of department representatives from Finance Payroll Purchasing	April 2001
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	Student Accounting, Administrative Technology and Instructional Technology and appoints a team leader.	
2.	The Disaster Recovery Team develops the Disaster Recovery Plan.	April 2001
3.	The Disaster Recovery Team leader presents the plan to the superintendent and board for approval.	June 2001
4.	The Disaster Recovery Team leader communicates the plan to the appropriate personnel.	July 2001
5.	The Disaster Recovery Team runs a scheduled test of the plan.	August 2001
6.	The Disaster Recovery Team leader reports the results to the superintendent and board.	September 2001
7.	The Disaster Recovery Team plans and monitors ongoing plan review and testing, updating the plan as necessary.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

C. INFRASTRUCTURE, SOFTWARE, HARDWARE AND OPERATIONS

Technology infrastructure is the underlying system of cabling, telephone lines, hubs, switches, routers and other devices that connect the various parts of an organization through a Wide Area Network (WAN). This infrastructure allows users to access people and information throughout their organization and beyond, facilitating their ability to perform their job.

A WAN provides its users with electronic mail and Internet access, and connects Local Area Networks (LAN) throughout the district. A LAN typically connects all the users within a single building. By connecting local area networks to a WAN, LAN users gain access to others in the district as well as to the electronic world beyond. A district that has networked its system in this way has established the infrastructure needed to take full advantage of present and future telecommunications capabilities.

While the infrastructure provides the connections that permit communications, and hardware provides the capability to retrieve, process and disseminate information, it is system software that makes these tools truly powerful resources. System software and its maintenance requires close attention in order to serve the organization effectively

FINDING

KISD leases hardware and software through an expensive, soon to expire lease and pays for reports it does not need. All schools are wired with a local area network (LAN) providing a minimum of four network drops in each classroom. All schools in the district are also connected to the districtwide area network (WAN) and are able to access the Internet and other networked resources, such as purchase requisitions and student administration data maintained on a server in the administration building.

On October 7, 1997, the district purchased a turnkey, single vendor, solution to replace their student and financial management software, hardware, network and peripherals for \$622,319 through a five-year financing lease with Citicorp. **Exhibit 12-9** shows the details of the leased agreement and costs. Part of the leased purchase includes a maintenance agreement with the provider for the same period. The maintenance period starts September 1 and continues through August 31 of each year. This school year, 2000-01, is the fourth year in the maintenance period. The district has yet to develop plans for replacing their current software or hardware.

Exhibit 12-9
Software, Equipment and Services Financed by Citicorp

Item	Financed Cost
Hardware	\$82,780
Communications equipment	131,071
Operating system	7,195
Software	217,321
Software modifications	69,003
Training/installation of hardware and software	90,660
Three year up-front purchased maintenance agreements for part of the hardware and software	24,289
Total amount financed	\$622,319

Source: KISD internal memo to the Superintendent of Schools dated August 17, 1997 detailing the items financed by Citicorp, and the Citicorp lease agreement dated October 7, 1997.

The KISD is paying \$133,271 in annual maintenance fees to maintain hardware and software for the student and financial management system. **Exhibit 12-10** outlines the KISD annual maintenance fees paid by type for the 2000-01 maintenance period.

Exhibit 12-10
KISD Annual Software Maintenance Fees Paid by Type

Type of Maintenance Provided	Detailed Description	Annual Cost 2000-01
Hardware maintenance	Includes printers, modems, routers, tape system/cabinet, terminal, monitor, hard drives, dsu/csu, VMS software support, UNIX system software, UNIX support, and other peripheral items.	\$51,883
Application Software	Includes the following modules: <ul style="list-style-type: none"> • Human Resources 	\$40,516

	<ul style="list-style-type: none"> • Financial Accounting • Warehouse Inventory • Fixed Assets • Salary Projections • Business PEIMS • IQ Report Writer • Registration • Discipline • Scheduling • Interim Progress Reporting • Report Cards • Student Transcripts • Daily Attendance • Class Attendance • Longitudinal Testing Database • Medical Records • Student PEIMS • Locker Assignment • Graphical Student Management • PNS Interface 	
Custom Software - Finance	Includes maintenance for 21 reports, 4 interfaces, and 7 process or screen modifications.	\$22,113
Custom Software - Student System	Includes maintenance for 16 modifications.	\$18,759
	TOTAL ANNUAL MAINTENCE FEES	\$133,271

Source: KISD software maintenance invoices for the period September 1, 2000 through August 31, 2001.

Exhibit 12-11 compares the maintenance fees paid by Kingsville ISD as a percentage of the original software costs to those paid by Harlingen Independent School District (HISD). Harlingen implemented software from the same vendor on the same platform (Dec Alpha-4100 with a UNIX operating system) in February 1999. Corpus Christi Independent School District (CCISD) also implemented the same software on the same platform in the 1997-1998 time period, but did not provide cost data for comparison.

Exhibit 12-11
Software Maintenance Fees as a Percentage of Original Cost

Module	KISD Original Software Cost	KISD Annual Maintenance Fees 2000-01	KISD Percentage of Maintenance Fees to Cost*	HISD Percentage of Maintenance Fees to Cost
Human Resources	\$7,500	\$2,065	28%	11%
Financial Accounting	\$5,700	\$2,346	41%	11%
Warehouse Inventory	\$3,900	\$1,345	34%	N/A
Fixed Assets	\$2,100	\$1,189	57%	11%
Salary Projections	\$1,200	\$768	64%	10%
Business PEIMS	\$3,900	\$1,824	47%	9%
IQ Report Writer	\$22,050	\$3,402	15%	N/A
Registration	\$4,200	\$1,738	41%	10%
Discipline	\$1,650	\$1,332	81%	15%
Scheduling	\$4,200	\$1,332	32%	10%
Interim Progress Reporting	\$1,650	\$780	47%	15%
Report Cards	\$2,700	\$1,332	49%	10%
Student Transcripts	\$3,900	\$1,477	38%	11%
Daily Attendance	\$3,000	\$1,332	44%	10%
Class Attendance	\$3,600	\$1,332	37%	11%
Longitudinal Testing Database	\$3,300	\$1,326	40%	18%
Medical Records	\$1,650	\$900	55%	18%
Student PEIMS	\$4,500	\$1,593	35%	9%
Locker Assignment	\$1,800	\$450	25%	18%
Graphical Student Management System	\$27,711	\$8,313	30%	18%
PNS interface	\$2,400	\$450	19%	N/A

Source: KISD software maintenance invoices for the period September 1, 2000 through August 31, 2001, and Harlingen I.S.D. director of Research

and Evaluation/Computer Services.
 *Rounded to the nearest whole percent.

Exhibit 12-12 calculates the cost for each annual maintenance hour based on the hour limitation for each module in the contract.

**Exhibit 12-12
 KISD Cost for each Software Maintenance Hour by Module**

Module	Annual Maintenance 2000-01	Support Hours per year	Cost per Hour*
Human Resources	\$2,065	30	\$69
Financial Accounting	\$2,346	20	\$117
Warehouse Inventory	\$1,345	15	\$90
Fixed Assets	\$1,189	10	\$119
Salary Projections	\$768	10	\$77
Business PEIMS	\$1,824	15	\$122
IQ Report Writer	\$3,402	N/A	N/A
Registration	\$1,738	24	\$72
Discipline	\$1,332	10	\$133
Scheduling	\$1,332	16	\$83
Interim Progress Reporting	\$780	10	\$78
Report Cards	\$1,332	20	\$67
Student Transcripts	\$1,477	12	\$123
Daily Attendance	\$1,332	12	\$111
Class Attendance	\$1,332	16	\$83
Longitudinal Testing Database	\$1,326	10	\$133
Medical Records	\$900	10	\$90
Student PEIMS	\$1,593	15	\$106
Locker Assignment	\$450	10	\$45
Graphical Student Management System	\$8,313	40	\$208
PNS interface	\$450	N/A	N/A

Total	\$36,626		
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Source: KISD software maintenance invoices for the period September 1, 2000 through August 31, 2001 and vendor software maintenance agreement.

**Cost per hour is rounded to the nearest whole dollar.*

KISD annual software maintenance fees as a percentage of original software cost range from 15 to 81 percent, with twenty of the modules exceeding 25 percent. In contrast, Harlingen ISD's annual software maintenance fees as a percentage of original software cost range from 9 to 18 percent. The number of support hours allowed each year for each module is limited by the KISD software maintenance agreement. The hourly rate for maintenance ranges from \$45 to \$208 per hour.

KISD's Software License Agreement with the software vendor contains no language regarding terms for the purchase of source code during the maintenance period or after the term of the contract. Harlingen ISD paid \$25,000 to purchase the source code for their software, while Corpus Christi ISD did not.

KISD pays maintenance on reports it does not use or does not need. **Exhibit 12-13** provides the details of the software maintenance costs of custom reports for 2000-01.

Exhibit 12-13
KISD Annual Maintenance Costs from Custom Reports

Report Number	Report Name	Annual Maintenance Cost
B9870	Expenditure & Encumbrance Compared to Budget Board Rpt.	\$396
B9871	Revenue Compared to Budget Board Report	\$396
B9874	Pre-Check Register	\$396
B9875	Monthly Check Register	\$396
B9876	Expenditure Budget Worksheet	\$264
B9877	Revenue Budget Worksheet	\$264

B9878	Total Appropriations by Function & Object Fund	\$924
B9880	Est. Revenues by Fund and Object	\$792
B9881	Total Est. Revenues by Fund	\$792
B9882	Total Appropriations by Fund/Object/Function	\$1,056
B9883	Total Est. Revenues by Object	\$792
B9884	AP Check Layout Modifications	\$528
B9885	Payroll Check Layout Modifications	\$528
B9886	Salary Verification Letters	\$264
B9887	PRSN Budget Deduction Acct. Summary	\$264
B9888	PRSN Employee Budget Detail Report	\$264
D0102	PO Layout Modifications	\$528
D01VW	Sort Monthly Check Register by Check Date	\$150
D02C7	Expenditure Summary Reports	\$375
D02C8	Revenue Summary Reports	\$375
D03U0	Modifications to Salary Report	\$300
	Total	\$10,044

Source: KISD software maintenance invoices for the period September 1, 2000 through August 31, 2001.

Recommendation 87:

Analyze the current financial and student administration system software and hardware maintenance agreement components and take action to minimize maintenance costs.

Perform a needs assessment to determine if and when to replace current hardware and software.

Specifically, the district should replace the financial custom reports in the maintenance agreement with reports developed by an ad hoc report writer. The district should also evaluate the custom software modifications for finance and student systems for current applicability and remove unnecessary items from the maintenance agreement.

Assemble a project team to perform a needs assessment for all software and hardware covered by the current agreement. The district should

consider hiring an outside consulting firm that specializes in assisting governmental organizations in hardware and software procurement. The consulting firm could assist the district in developing the needs assessment, and Request for Proposal, evaluating proposal responses and negotiating the final maintenance agreement. Any new software or hardware maintenance agreements should be carefully negotiated to obtain terms favorable to the KISD, such as minimizing annual maintenance fees as a percentage of cost, providing a maximum on annual maintenance fee increases, not limiting annual support hours by contract and securing access to the source code whether through purchase or escrow.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Finance assigns responsibility for the completion of ad hoc reports to replace each custom report under maintenance agreement.	April 2001
2.	The director of Finance assigns responsibility for the evaluation of custom software modifications for current applicability.	April 2001
3.	The users of each report test the new reports for accuracy and ability to meet reporting needs.	June 2001
4.	The director of Finance assesses the evaluation of custom software modifications and prepares a list of modifications no longer needed.	June 2001
5.	The Finance Department begins using the newly developed reports.	July 2001
6.	The director of Finance notifies the software vendor to remove the unnecessary custom finance reports and custom software modifications from the maintenance agreement.	July 2001
7.	The director of Finance organizes a needs assessment team and oversees the review of current district software and hardware needs.	July 2001
8.	The director of Finance presents a recommendation to the school board based on the results of the needs assessment and takes appropriate action to implement the recommendation.	September 2001

FISCAL IMPACT

Removing the custom reports for finance from the maintenance agreement will result in annual savings of \$10,044. If any custom modifications can be removed from the maintenance agreement, additional annual savings will result.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Analyze maintenance agreement components and take action to minimize maintenance costs.	\$10,044	\$10,044	\$10,044	\$10,044	\$10,044

Appendix A

PUBLIC FORUM COMMENTS

As part of Kingsville Independent School District performance review, public forums were held in two schools. Public forums were held at King High School and Memorial Middle School. The public forums were held over two nights. Members of the public were invited to record any comments they have regarding the KISD education system. Community members and school staff who participated in the public forums gave their comments about the 12 areas under review. These comments illustrated community perceptions of KISD and do not reflect the findings or opinions of the Comptroller or review team. The following is a summary of comments received by focus area.

District Organization and Management

- The district's management team works closely with administration, teachers and all other staff members to ensure an effective organization.
- The district is making strides towards becoming an exemplary district and making Kingsville "the district of choice."
- The district had an unsuccessful attempt for a bond for facilities, but it is planning for other ways to improve the current facilities.
- The separation of the transportation/maintenance departments should produce positive improvements.
- We presently have more chiefs than Indians. New positions are created monthly. We don't know how to cross train or enhance our present administration system, so we just hire someone new.
- We really need to start terminating principals and others who don't do their job.
- We have wasted so much money on tryouts, that's what takes away from the children.
- Administration team needs to support all employees not just principals.
- What can be done to clean out at our administrative level?
- What rights do taxpayers have? How do we find out what they are?
- The main thing about the District is our dress code. Letting us wear what we want to wear is our freedom to let us wear whatever.

Educational Service Delivery

- I feel educational strategies should be researched and implemented for students who are gifted. If students and others can absorb and comprehend more why shouldn't they be further challenged?

- According to some of the teachers many classrooms have "groupings" of students in different skill levels. Can teachers effectively focus on either a "GT" child or an "at risk" child simultaneously?
- It was an ordeal getting the school to put some students into challenge classes because they came from private school and did not have TAAS scores. We should not have to battle to get them in the gifted program.
- How is the Gifted and Talented program structured?
- What criteria does a student have to satisfy to qualify for the program? TAAS only?
- Does the school have a GT curriculum in place?
- Some districts group their students according to academic ability, seemingly to give the faculty the ability to focus and challenge on that effective level. Can KISD implement this type of program?
- Can a "pull out" program be implemented to allow stimulation in a strong area?
- Planning for the current school year does not appear to have been an area of focus at the end of the previous school year or during the summer months. Textbooks were not available, nor did the children or parents know what supplies were necessary.
- Please encourage the district to begin preparation for secondary education early on.
- Area of concern is money allotted locally.
- Special Education needs more influence. Too many children are in the classroom. More attention is needed. It seems like it is just a babysitting service.
- No limit to the number of special students per class.
- Need more teachers so special ed. classes could be smaller. Children deserve more.
- Parental involvement is very low. Parents are not sought out. Notes are sent to title I parents but not special Ed.
- Never have books we need. Books are not available at real low levels. Teachers have to spend own money for books.
- We do not have teacher kids for level I teach. ****
- Teachers of special education are not receiving proper support.
- Money for bus barn but not enough money for books.
- Teachers are afraid to speak out because they are afraid they will lose their jobs.
- No one takes ownership of special education.
- There is too much TAAS preparation going on. That's all I ever hear about is preparation for TAAS. If teachers are allowed to teach the material, the kids will learn it and do well.
- Stop teaching down. If you challenge kids, they will rise to the challenge. If you expect less and less from them, they'll respond to that too.

- Test all children equally. Give them a test that is not racially or culturally biased.
- Teach material that is not racially or culturally biased.
- Go back to grammar drills and spelling tests. Whatever happened to making sentences out of spelling words to understand the context?
- Make sure teachers know what they are teaching. There were several incidents in which my child brought home spelling lists that contained misspelled words.
- Explain concepts more than just one way. All kids learn differently.
- Phonics, I think, has done more harm than good to our kids. Too many kids nowadays spell words incorrectly and I think this is largely due to the phonics method of teaching.
- Challenge classes are supposed to challenge, not just double the homework.
- I know it isn't easy to teach kids who don't want to learn. We need teachers who are genuinely interested in teaching and not just there to collect a paycheck. There are too many instances of "teacher burnout" that affects kids negatively.
- Less TAAS preparation. Let's get back to basics. Quit teaching to the TAAS test.
- Hire quality teachers at decent pay and benefits.
- Respect teachers' opinions that have the good of the children in mind.
- If you get complaints about a certain teacher, investigate those claims.
- Tenure shouldn't make someone completely untouchable.
- We don't have the textbooks that we need in special education. There are no teacher editions of kits for the special education teachers.
- No special education coordinated teacher meetings. Last year we did not meet. We met maybe three years ago, because they updated some forms. We find out from the diagnostician of office mail about issues.
- We get \$50 for materials. I have to buy my own ink for the classroom printer.
- They need more money in ESD.
- The district is not paying attention to the needs of the special education program.
- Classes are too large 17, 21, etc. There is no limit on the number of kids you can have in resource class.
- The education in the kid needs to be more advanced. Because a lot of things have changed and we need to know about it. In grade levels 5 and under, all they are teaching is the TAAS. We need to learn more than that.

- The school district should let the kids be more responsible. The teachers should not remind the kids to do things over and over again.
- At the high school, staff, worry about and care about the seniors, juniors and the sophomores way way more than freshman. For instance I wanted to take computers but couldn't because they told me the seats were reserved for the seniors.
- There are inconsistencies in the challenge curriculum from teacher to teacher.
- Extremely wide range of ability and aptitude in the challenge classes - one parent was told by a teacher that one of his challenge kids was reading at the 3rd grade level.
- Challenge curriculum does not include all criteria as outlined by the state.
- Parents must check out textbooks if a student is to have a set at home. Some parents do this, others don't and as a result, very little meaningful homework is assigned. I don't understand this especially in challenge classes.
- Students are not given an overall plan for the semester and as such, I can't hold my child accountable for what is expected.
- All of the students need more opportunities to interact positively. Some kids are totally restrained from any interaction at all due to excessive discipline problems.
- The KISD mission statement stresses facilitating students' achieving maximum potential. This is not happening. Rote memorization and only limited inquiry-based problem solving seem to be the standard. My sense is the teachers are doing the best they can but their hands are tied many times by adjusting to this revolving door of administrators. Also, they are pressured and burdened by the demands of TAAS testing and limited resources.
- Many of the teachers assigned to teach "challenge" classes have not earned it - Challenge classes are taught by a mix of teachers, which is OK but many need a lot of professional development.
- Does the district fund summer enrichment?
- Hardly any electives.
- I think we need better schoolbooks to further our education.
- Books at the high school need to be upgraded for our benefit. Also, I think that the school needs better and more electives.
- Why don't students have textbooks that they can take home? Although the district has books that can be checked out, they run out early and never get any more.
- It is ridiculous that we have to un-enroll our children if they are going to be out more than three days and then re-enroll them when we come back (from vacation).
- Beginning band students are pushed in to learning an instrument that they can afford instead of what they want to play. For

example, if the district has many trombones and no flutes, a student who can pay for an instrument would be pushed to play the flute so the available trombones can be given to students who cannot afford to pay or rent an instrument.

Facilities Use and Management

- Micro-management in the schools.
- Facilities are poor, either none or poor air conditioning.
- Buildings are broken and old for the taxes we pay. Beyond repair.
- Why are our facilities so run down? I do not believe it is just because we have limited funds.
- I see new schools all across Texas in towns with less population and lower economies. Why not here?
- Why is the maintenance department so behind in repairs?
- Why do we not have a qualified individual on staff writing grant requests for capital improvements?
- Why do the parents have to supply soap for the bathrooms?
- Why can't the kids have lockers?
- I'm curious about funds that should be budgeted for maintenance and improvements. Forgive my lack of knowledge regarding the recent bond election but I am wondering where is the money (tax payer's money) being spent if it's not being spent on maintenance and improvements.
- I don't understand why we must wait until everything is broken to fix it. I also wonder about why there is so many administrators that I'm sure are paid well. Not to say that they are not deserving of well-paid jobs, however, it must be based on performance. I'm not aware of any changes that have occurred for the improvement of our school district.
- My main concern with facilities is as initially commented - where is the money we should have for maintenance and capital improvements.
- Much could be implemented to promote a positive attitude toward learning. The atmosphere around schools could be greatly enhanced with more attention on the appearance of the interior and exterior the schools.
- I'm a student at the high school and I think we need new facilities and books.
- I think we need a new school if not a better one. Some of the rooms and equipment in the rooms are in poor condition.
- I believe we need more money to make a new school due to the fact that it's very old.
- I think that we need a new school or upgrade the one we have. In my classes, the A/C Also, I think we need to get new books. Half of our books are like from the 80's.

- We need a better 2nd gym and a better weight room. It's always too hot in there. Air-condition it.
- In the Theatre Arts classroom, we need an air conditioner in good condition, and books.
- If possible we should just get a new school or at least add to this one.
- More money so we can fix up the auditorium. Because it has holes in the roof and fills up to 4-5 feet of water and mildew. Please fix it.
- We need a better 2nd gym and also it needs to be air-conditioned. We also need a nicer weight room too.
- Don't get to have lockers for students.
- Why can't we take books home? We pay for them.
- Kids at the middle school are not allowed to use the bathroom between classes and are limited to visits during classes. Isn't this a health violation?
- The middle school needs a major face-lift! Most of the classrooms are barren; the science labs are frighteningly void of any posters or inspiring visuals- Help!
- Kingsville ISD buildings are old and falling down. If every school district in this area except Kingsville has new buildings why can't we? We should hire a competent grant writer to assist us in getting state/federal funds.
- The buildings are so run down but we keep trying to renovate them when it would be cheaper to build new buildings.
- The principals at some schools have removed soap and toilet tissue from student bathrooms. Children have to ask the teachers for supplies before they go to the bathroom. This is very embarrassing especially for young girls.
- Give the students their lockers back. This district punishes all students for the actions of a few. That is not democracy. Isn't that what we're trying to teach here?

Personnel

- The district implements an effective personnel department with sound hiring practices.
- Teachers in my child's team are enthusiastic, supportive and receptive to suggestions.
- There seems to be a lot of friends and family hired in administration and people who have job titles without the qualifications for the position. What can be done about this?
- Why can't the public find out what administrators are paid?
- Why are there so many administrators?
- Administration- I feel there are too many. I have made a goal to begin attending School Board meetings to learn what our

administrators are suppose to be doing and learn what they are actually doing. I don't understand why there are so many asst. supt. And asst. principals.

- Teachers- some are great; others have no motivation left in them.
- I feel there should be accountability a certain level of review independent of school principals.
- There are times that parents will not confront teachers because they feel their child will be targeted and not be treated fairly.
- I have had pleasant experiences with teachers in the KISD system. I have however seen and talked to some teachers that are not as polished and excited as the GT teachers.
- The personnel at the Middle School seem to be very competent and experienced in the teaching arena.
- Greater focus on engaging parents and students in an initially positive manner may create a more harmonious environment for everyone involved.
- Some teachers have shown a tendency to direct frustrations caused by parents demanding accountability toward their students. Perhaps training in this area should be addressed.
- Make sure the teachers have a degree from college.
- Strong, consistent leadership is lacking within the administrative staff at the secondary level.
- The turnover of Principals and Assistant Principals is far too great.
- Check into advancement in the district.
- Check into turnover rates.
- Attitude - seems apathetic.
- Background checks - are they being done?
- The faculty is making a cooperative effort overall.
- There is a lack of meetings by the committees for site base decision-making.
- The administration is making a reasonable effort, but there is a definite lack of communication between administration and faculty.
- Scheduling of classes at the high school is done without adequate input from department heads.
- Teacher input needs to become a bigger part of decision-making.
- The lack of effort in the above areas is not a reflection of just our current administration. This has been an ongoing problem with administrators at the high school.
- In thirteen years, we have seen continual change but no real progress.
- Probably the biggest problem is that there is no real communication between teachers and administrators. Last year the SBDM never met until spring. This year it has not formed yet. The only venue the teachers ever had was a CCC committee (Campus Communication Council). It has not even met for over a year.

- Administrators with a clear vision leading toward progress need to be hired. Once they are hired, they must be supported by the school board and motivated by incentives to remain in the KISD.
- Teachers have been ignored for so long that there is now a terrible apathy and sense of futility. The lack of participation in this forum is an expected consequence of this. Also, because of this, more and more teachers are either retiring or just leaving. This is now a problem because it seems it has become harder to find good applicants of these open positions.
- Hiring committee not always consistent.

Community Involvement

- Very hard to get parental support in anything. It reflects in the children and their education.
- Our school system should build a mentoring program with the Navy base and college. We would all be better for this.
- The district has a well-coordinated parental involvement program.
- The school districts are not as much involved in the community. Really, I think the churches and the Boys and Girls clubs of America are doing the best jobs.
- If more people in the community were more active with their children's teachers and school activities, we'd have fewer problems with children falling behind. Teachers can only do so much. The older kids get, the less parents are involved. Perhaps mandatory parent/teacher conferences help, but we also have to remember that some parents can't take time off of work or maybe just don't care.
- I'd like to see more parents interested in curriculum planning. Perhaps a question and answer forum. Parents are usually afraid to speak up for fear of being shot down. It happened to me. I lost support of parents who were afraid to stand up to the status quo. A few parents were supportive, but we need to feel comfortable enough to voice our opinions without fear of repercussions against our children.
- Community and business involvement with Kingsville seems to be one of the greatest liabilities that KISD is faced with.
- There is now a push by some to involve Texas A&M Kingsville in partnership with KISD. Greater efforts should be placed on this idea along with encouraging more involvement by business leaders - i.e. bankers, real estate companies, utility companies and large franchise stores such as HEB and WalMart.
- The district needs to support the CIS (communities in school) program. This program provides support to many young people in this district. The mentoring/tutoring provides a great deal of support from the area community. These are the opportunities that the community would like to be involved with. By not supporting (CIS) this greatly takes away the community involvement.
- Severe lack of communication at some schools between the school, students and parents. At some schools there is nothing in place - no newsletter, no student handbook- zero! As a result of this, there is no sense of ownership or commitment or spirit.
- KISD fails to see the potential to use our schools as a way to promote economic development! If they would strive to really improve things, people would settle here, rather than driving further south or staying north. If they would welcome community involvement rather than defend against it, maybe we could turn things around.

- As I read the mission and vision statement of KISD, it is my perception that we are miles and miles away from realizing any of those items. Kingsville must broaden its scope and quit acting like a small town. We must embrace the changes we need to make and pull together, but the obstacle course to get there is significant. I think it's going to take some one-on-one solicitation for help from parents and community leaders. KISD must make the time to do this or nothing will change!
- This forum was very poorly advertised (at least in the paper)- why? What is our community so afraid of? Help!
- Sometimes people are asked to sign a document that they didn't work on.

Asset and Risk Management

- The district offers many avenues to implement and maintains a quality risk management program.

Financial Management

- Does the Navy pay the school an allotment for the kids living in Navy housing but attending our schools? Military people tell me that we should be receiving funds.
- Should we also be receiving funds from the Federal Government for the people living in government housing (HUD) and have children attending our schools?
- Why do the taxpayers in Kingsville have to pay and support our schools to provide facilities etc. for people living in government housing?
- The district utilizes many tools to provide the necessary financial management.
- Financial in dire straights - dipping into surplus funds.
- How is money doled out to programs, especially GT program? GT are just in the AP classes - (these are two different programs). ****
- Since there are so many public housing units in this district that don't pay property taxes, the residents who do pay taxes pay more than their share. Why doesn't the federal/state government subsidize the district when public housing is so predominant in an area?

Purchasing and Contract Management

- The district provides a sequential manner in which items are purchased for campuses and departments.
- We need more art supplies, which means the art room needs a bigger budget.

- Why does the district award construction contracts to companies that cannot show proof of insurance such as workers compensation and general liability?

Food Service

- How does the school make money off of the free and reduced lunch program?
- Free lunch program- I hear of a lot of children that are on the "Free Lunch" program that should not qualify. Does anyone verify the accuracy of the information provided on the free lunch program application?
- My son is in the last lunch shift at his school. The food is cold and they run out of the main course. I still pay for a complete lunch, however, he only receives a portion.
- Why can't we receive a statement showing the balance remaining on our child's lunch card and the charges? It is a computerized system, so why can't they provide information to us. When I inquire as to why his lunch money did not last for the number of days I prepaid for, I am told that he must have bought seconds.
- The district makes my life easier in the morning because I don't have to pack a lunch. My daughter loves the food provided (especially the enchiladas).
- Offer more lower fat alternatives - salads, baked potatoes. Have the meals prepared with lower fat ingredients. Offer pasta and salad. Kids have more sophisticated palates these days. A high fat pork patty with peas is not appealing to most people anymore.
- There should be more choices for teachers encouraging them to eat at school and eat healthy. Also there should be unlimited supplies of free tea and coffee.
- The cafeteria personnel should never refuse a child lunch. It is also embarrassing for your child to be told in front of others or denied lunch.
- The food isn't really that good to pay the amount we're paying. The cafeteria's too small.
- Nutrition/too much sugars. 5, 6 year olds are given choice on foods - too much for child to choose.
- Cards issued at certain times, if child is not there - child was told they don't eat.

Transportation

- Is there a way to change the 2-mile rule for Jr. High and High School to 1 mile? Two miles in a town this size is a large percentage of students who are prevented from using the bus transportation and the children are still at an age, particularly in

Junior High when they need supervision and should not be left to wander the streets.

- The district offers busing to all children grades K-6 which is outstanding! (That is not a requirement, but it is what is best for the KISD children).
- The only thing I have an issue with is that at times the buses appear to be driving too fast. Also, my children have often said that the bus's air conditioners are always broken.
- The bus transportation-I think it costs too much.

Safety and Security

- Where are security monitors (3) that the taxpayers paid for last year (\$7500.00). They are not on campus.
- Buildings are not being evacuated for bomb threats.
- There is no security or safety! It is a joke! Employees should wear nametags so they can easily be identified.
- The schools are so old, that most of the telephones in the elementary schools are only in the office.
- The district realizes that an environment that nourishes learning must first be safe and secure.
- I want to be sure that my child is safe in school. How many other schizophrenic children does my child attend school with? Teachers need to watch for signs of abnormal behavior, obsession with death, dying and killing, adoration of negative role models.
- I really hate to worry about my children when they are at school. In this day and age I really have to take every threat seriously. I also feel that the teachers should take all threats very seriously because if it's important to my children and especially when they feel that they are being hurt. I FULLY expect every adult to take it seriously. Some of the children that get suspended have problems at home. They are on medications and are serious discipline problems in the classroom. I don't think that these kids that are clearly distractions should be in the same class with my children or any other children. There should always be a self-contained unit for them where they can get the attention they need. Something more should be done for these problem children.

Computers and Technology

- The district has an email address for all administrators and teachers. The vision that technology is the wave of the future is visible! Almost all classrooms have at least one computer or more.
- More advanced technology classes and operating system training.
- I would like to see a web page for every school, with teachers posting assignments, lesson plans, special projects and due dates,

perhaps even chatting for students about books, lectures, understanding homework, etc. Teachers, a volunteer, or groups of volunteers could be watchdogs to make sure the chat rooms stay focused. Students and parents can log in and find out missed assignments or current assignments and it would keep parents informed of what their children are learning. It will also keep students and teachers honest and hold them accountable for academics. Maybe even make going on-line part of an assignment, giving those who don't have Internet access a classroom lab like they have at TAMUK. Make more computers available at the library for this sort of thing.

- The "Digital Divide" is very apparent within KISD, as students do not seem to be required to produce computer generated reports and assignments like students from other districts might be.
- Hopefully more resources can be channeled toward children who have limited access to computers and other advances in technology.
- There is more up to date technology at Keys and Laser campus than there are for our full time schools. I feel as though the students at the Keys and Laser campuses are being rewarded for what I consider to be less than good behavior standards by having all the newest equipment on their campus.
- Not even an updated system. We should have a warehouse to order from instead of waiting weeks for supplies.
- We need to have all of our computers upgraded to Microsoft Office 2000 in all computer labs. We also need Internet in every computer lab.
- Very archaic computer system.

Appendix B

ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

- A. Overview
- B. Tables (Survey Results)
- C. Verbatim Comments

Demographics

The Texas School Performance Review (TSPR) selected a random sample of 165. Forty-nine of the 165 returned completed questionnaires. Of the 81 percent who responded to the survey, 39 percent were support staff, 24 percent were clerical staff and 18 percent were administrators (18 percent did not identify their positions). A little more than half of the respondents (51 percent) were female and 39 percent were male. Seventy-one percent were Hispanic, 18 percent were Anglo, and one person classified himself or herself as other.

Length of employment of administrative and support staff with the Kingsville Independent School District (KISD) varied slightly. More than 25 percent have been with KISD for 1-5 years, 14 percent have been with KISD for 6-10 years as well as for 11-15 years and for 16-20 years. Twenty percent has been there for 20 or more years.

The survey questionnaire comprised two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about nine of the 12 areas under review. The nine areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Safety and Security
- Computers and Technology

The comment section asked employees their opinions on the overall educational performance of the district in general. Responses for the multiple-choice questions are summarized below.

District Organization and Management

District administrative and support staff were asked for their opinions of the school board, superintendent, and central administration. Overall, respondents were supportive of central administration and the board. Fifty-three percent agreed that the school board allows sufficient time for public input at meetings (18 percent had no opinion). Fifty-five percent indicated that the board listened to the opinions and desires of others (20 percent had no opinion). Almost seventy percent agreed that central administration supports the education process although 8 percent disagreed. Almost 60 percent of district administrative and support staff agreed that the central administration was efficient and 22 percent disagreed. Forty-seven percent of the respondents thought that the morale of central administration staff is good, 24 percent disagreed, and 22 percent had no opinion. Over 60 percent agreed that the superintendent is a respected and effective instructional leader and business manager and only a small percentage (4 to 8 percent) expressed a critical view.

Educational Service Delivery and Performance Measurement

Seventy-six percent of district administrative and support staff agreed that education is KISD's main priority. Nearly 60 percent agreed that teachers are given opportunities to suggest effective programs and materials. Fifty-three percent of respondents agreed that KISD had been successful in meeting the needs of college-bound students (22 percent had no opinion) and 63 percent thought that KISD (20 percent had no opinion) met the needs of work-bound students.

Regarding the effectiveness of KISD's educational programs, 63 to 75 percent agreed that KISD's programs in Vocations, Physical Education, Math, Writing, Reading, Science, Computer Instruction and Language Arts are effective. Also over 50 percent thought programs in Foreign Language (55 percent), Fine Arts (55 percent) and Business Education (57 percent), are effective (about 20 percent had no opinion as to the effectiveness of these three programs).

Programs rated most effective were Library Service, Honors, Special Education, Head Start and Even Start, Dropout Prevention, Advanced Placement, Literacy, programs for at risk students, Summer School, Alternative Education, English as a Second Language, and Career Counseling, all of which had 50 or 51 to 63 percent agreement. The Dyslexia program, Student Mentoring program, Parent Counseling and the College Counseling program had 40 to 47 percent agreement while 22 to 33 percent had no opinion.

Forty-five percent agreed that teacher turnover in the district is low while 26 percent disagreed. Thirty-nine percent felt that teacher openings are filled quickly with an equal percentage (39 percent) agreeing that highly

qualified teachers fill the job openings (around 30 percent had no opinion to these questions). Thirty-four percent agreed that teachers are counseled about less than satisfactory performance, 20 percent disagreed and almost 40 percent had no opinion. In addition, 28 percent agreed that teachers were rewarded for superior performance, 30 percent disagreed and 35 percent had no opinion. The majority of the staff (57 percent) were in agreement with the allocation of resources to schools. Only 24 percent of the respondents disagreed that all schools had equal access to educational materials and resources. Forty-two percent of the respondents agreed that KISD's student-to-teacher ratio was reasonable (28 percent disagreed), 65 percent agreed that parents are immediately notified if their child is absent, and 67 percent agreed that students have access to a school nurse when needed.

Personnel

Forty-four percent of respondents thought that the district salaries are not competitive (20 percent disagreed and almost 30 percent had no opinion). In addition, 40 percent disagreed that the district rewards for competence and experience and spells out qualifications such as seniority and skill levels needed for promotion (26 percent agreed and 26 percent had no opinion). Sixty-five percent thought that the district's health insurance package did not meet their needs (18 percent disagreed). Finally, 78 percent of district administrative and support staff agreed that employees receive annual personnel evaluations and 49 percent thought that the district has a good program for orienting new employees.

Community Involvement

District administrative and support staff agreed that the district communicates regularly with parents (53 percent), however, 30 percent thought that local radio and television stations regularly report school news while 34 percent disagreed and 28 percent had no opinion. Thirty-seven percent agreed that facilities are open for community use (28 percent disagreed and 27 percent had no opinion). Only 30 percent of the respondents agreed while 34 percent disagreed that schools have plenty of volunteers to help student and school programs. About 28 percent expressed no opinion on this issue.

Facilities Use and Management

Fifty-seven percent of district administrative and support staff agreed that emergency maintenance is handled promptly and 45 percent agreed that the schools are clean (41 percent disagreed about the cleanliness of the schools). Forty-five percent agreed that community, staff, faculty and board provide input into facility planning (26 percent disagreed). One

third of the respondents thought that the buildings are properly maintained (44 percent disagreed) and repairs are made in a timely manner (53 percent disagreed). Thirty-eight percent agreed that the process of selecting architects and construction managers was objective and impersonal but an equal number had no opinion.

Financial Management

An equal percentage of district administrative and support staff thought that the district's financial reports are easy to understand and read and they were made available to community members when asked (45 percent agree with 30 to 38 percent having no opinion). Forty-seven percent of respondents agreed that site-based budgeting is used effectively to extend teacher and principal involvement (18 percent disagreed and 29 percent had no opinion). A little more than half thought that campus administrators are well trained in fiscal management (26 percent had no opinion).

Purchasing and Warehousing

Between 37 to 51 percent of respondents agreed with KISD's purchasing processes and practices: 37 percent agreed that purchasing processes are not cumbersome; 39 percent agreed that they can purchase what they need when they need it; 49 percent agreed that the district purchased the highest-quality materials and equipment at the lowest cost; and 51 percent agreed that teachers and administrators get an easy-to-use standard list of supplies and equipment (20-30 percent had no opinion on these questions).

A larger percent of respondents agreed with the district's processes for the purchasing and distribution of textbooks. Fifty-three percent agreed that textbooks are distributed to students in a timely manner (24 percent had no opinion). Fifty-one percent agreed that the textbooks are in good shape (24 percent had no opinion) and 65 percent agreed that school libraries are well stocked and meet student needs.

Safety and Security

More than 55 percent of district administrative and support staff thought that drugs were a problem in the district (18 percent disagreed and 20 percent had no opinion). Forty-seven percent feel vandalism is a problem in the district (27 percent disagreed and 20 percent had no opinion) and 45 percent do not think that gangs were a problem (32 percent disagreed). Fifty-five percent to 73 percent of respondents agreed that security personnel have good relationships with the principals and teachers (55 percent agreed), that security personnel are respected and well liked by the students (57 percent agreed) and that a good working arrangement

exists between local law enforcement and the district (73 percent). Respondents had a mixed opinion on the application of disciplinary policies: about one-half (49 percent) of the respondents agreed that students receive fair and equitable discipline for misconduct, 28 percent disagreed, and 16 percent had no opinion.

Computers and Technology

District administrative and support staff generally agreed with statements regarding students and teachers access to and use of computers. Nearly 70 percent of the respondents agreed that students regularly use computers (8 percent disagreed, 14 percent had no opinion). Forty-nine percent agreed that students have regular access to computers in the classroom (22 percent disagreed, 20 percent had no opinion). Over 57 percent also agreed that computers are new enough to be useful for student instruction (16 percent disagreed and 20 percent had no opinion). About one-half of the respondents agreed that teachers knew how to use computers in the classroom (14 percent disagreed and 29 percent had no opinion); 47 percent agreed that the district meet students' needs in computer fundamentals (22 percent disagreed and 24 percent had no opinion); and 45 percent feel that teachers and students have easy access to the Internet (24 percent disagreed, 24 percent had no opinion). Nearly 41 percent agreed while 24 percent disagreed that the district meet students' needs in advanced skills (28 percent had no opinion).

Exhibit B-1
Management Review of the Kingsville Independent School District
District Administrative and Support Staff Survey Results
(n= 49)

Demographic Data

		No Response	Male	Female			
1.	Gender (Optional)	10.2%	38.8%	51.0%			
		No Response	Anglo	African-American	Hispanic	Asian	Other
2.	Ethnicity (Optional)	8.2%	18.4%	0.0%	71.4%	0.0%	2.0%
		No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
3.	How long have you been employed by Kingsville ISD?	10.2%	26.5%	14.3%	14.3%	14.3%	20.4%
		No Response	Administrator	Clerical Staffer	Support Staffer		
4.	Are you a(n):	18.4%	18.4%	24.5%	38.8%		
		No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
5.	How long have you been employed in this capacity by Kingsville ISD?	10.2%	30.6%	20.4%	8.2%	14.3%	16.3%

A. District Organization & Management

		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input	10.2%	18.4%	34.7%	18.4%	18.4%	0.0%

	at meetings.						
2.	School board members listen to the opinions and desires of others.	10.2%	16.3%	38.8%	20.4%	10.2%	4.1%
3.	The superintendent is a respected and effective instructional leader.	6.1%	40.8%	26.5%	22.4%	4.1%	0.0%
4.	The superintendent is a respected and effective business manager.	6.1%	34.7%	26.5%	24.5%	6.1%	2.0%
5.	Central administration is efficient.	6.1%	16.3%	42.9%	12.2%	20.4%	2.0%
6.	Central administration supports the educational process.	8.2%	28.6%	40.8%	14.3%	6.1%	2.0%
7.	The morale of central administration staff is good.	6.1%	14.3%	32.7%	22.4%	20.4%	4.1%

B. Educational Service Delivery and Performance Measurement

		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	Education is the main priority in our school district.	6.1%	36.7%	38.8%	8.2%	8.2%	2.0%
9.	Teachers are given an	6.1%	22.4%	36.7%	16.3%	16.3%	2.0%

	opportunity to suggest programs and materials that they believe are most effective.						
10.	The needs of the college-bound student are being met.	6.1%	14.3%	38.8%	22.4%	10.2%	8.2%
11.	The needs of the work-bound student are being met.	6.1%	10.2%	53.1%	20.4%	10.2%	0.0%
12.	The district has effective educational programs for the following:						
	a) Reading	6.1%	16.3%	51.0%	18.4%	8.2%	0.0%
	b) Writing	8.2%	12.2%	53.1%	18.4%	8.2%	0.0%
	c) Mathematics	8.2%	14.3%	49.0%	18.4%	10.2%	0.0%
	d) Science	6.1%	4.1%	65.3%	16.3%	4.1%	4.1%
	e) English or Language Arts	6.1%	2.0%	73.5%	16.3%	2.0%	0.0%
	f) Computer Instruction	6.1%	6.1%	65.3%	4.1%	18.4%	0.0%
	g) Social Studies (history or geography)	8.2%	4.1%	63.3%	14.3%	8.2%	2.0%
	h) Fine Arts	6.1%	6.1%	49.0%	20.4%	14.3%	4.1%
	i) Physical Education	8.2%	10.2%	53.1%	20.4%	8.2%	0.0%
	j) Business Education	6.1%	8.2%	49.0%	22.4%	14.3%	0.0%

	k) Vocational (Career and Technology) Education	6.1%	14.3%	49.0%	12.2%	18.4%	0.0%
	l) Foreign Language	8.2%	4.1%	51.0%	22.4%	12.2%	2.0%
13.	The district has effective special programs for the following:						
	a) Library Service	6.1%	2.0%	55.1%	24.5%	10.2%	2.0%
	b) Honors/Gifted and Talented Education	6.1%	8.2%	51.0%	24.5%	8.2%	2.0%
	c) Special Education	8.2%	10.2%	49.0%	16.3%	10.2%	6.1%
	d) Head Start and Even Start programs	6.1%	4.1%	49.0%	30.6%	8.2%	2.0%
	e) Dyslexia program	8.2%	2.0%	38.8%	32.7%	10.2%	8.2%
	f) Student mentoring program	6.1%	4.1%	40.8%	32.7%	12.2%	4.1%
	g) Advanced placement program	6.1%	4.1%	49.0%	30.6%	8.2%	2.0%
	h) Literacy program	6.1%	2.0%	49.0%	34.7%	4.1%	4.1%
	i) Programs for students at risk of dropping out of school	6.1%	14.3%	44.9%	16.3%	10.2%	8.2%
	j) Summer school programs	8.2%	14.3%	44.9%	14.3%	12.2%	6.1%

	k) Alternative education programs	6.1%	18.4%	44.9%	18.4%	6.1%	6.1%
	l) "English as a second language" program	6.1%	4.1%	51.0%	24.5%	12.2%	2.0%
	m) Career counseling program	6.1%	6.1%	51.0%	22.4%	12.2%	2.0%
	n) College counseling program	6.1%	12.2%	34.7%	24.5%	18.4%	4.1%
	o) Counseling the parents of students	6.1%	8.2%	36.7%	22.4%	20.4%	6.1%
	p) Drop out prevention program	6.1%	6.1%	46.9%	20.4%	12.2%	8.2%
14.	Parents are immediately notified if a child is absent from school.	6.1%	10.2%	55.1%	10.2%	12.2%	6.1%
15.	Teacher turnover is low.	6.1%	4.1%	40.8%	22.4%	22.4%	4.1%
16.	Highly qualified teachers fill job openings.	6.1%	4.1%	34.7%	28.6%	20.4%	6.1%
17.	Teacher openings are filled quickly.	6.1%	6.1%	32.7%	30.6%	18.4%	6.1%
18.	Teachers are rewarded for superior performance.	6.1%	2.0%	26.5%	34.7%	20.4%	10.2%
19.	Teachers are counseled	6.1%	2.0%	32.7%	38.8%	16.3%	4.1%

	about less than satisfactory performance.						
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	6.1%	14.3%	42.9%	12.2%	10.2%	14.3%
21.	The student-to-teacher ratio is reasonable.	6.1%	12.2%	30.6%	22.4%	16.3%	12.2%
22.	Students have access, when needed, to a school nurse.	6.1%	22.4%	44.9%	16.3%	6.1%	4.1%
23.	Classrooms are seldom left unattended.	6.1%	4.1%	38.8%	30.6%	10.2%	10.2%

C. Personnel

		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	6.1%	6.1%	14.3%	28.6%	24.5%	20.4%
25.	The district has a good and timely program for orienting new employees.	6.1%	4.1%	44.9%	18.4%	16.3%	10.2%
26.	Temporary	6.1%	2.0%	44.9%	24.5%	12.2%	10.2%

	workers are rarely used.						
27.	The district successfully projects future staffing needs.	6.1%	4.1%	34.7%	24.5%	22.4%	8.2%
28.	The district has an effective employee recruitment program.	6.1%	4.1%	28.6%	22.4%	28.6%	10.2%
29.	The district operates an effective staff development program.	6.1%	4.1%	42.9%	18.4%	20.4%	8.2%
30.	District employees receive annual personnel evaluations.	6.1%	18.4%	59.2%	10.2%	2.0%	4.1%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	6.1%	2.0%	24.5%	26.5%	22.4%	18.4%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	6.1%	4.1%	32.7%	26.5%	26.5%	4.1%
33.	The district	6.1%	12.2%	40.8%	20.4%	12.2%	8.2%

	has a fair and timely grievance process.						
34.	The district's health insurance package meets my needs.	6.1%	4.1%	14.3%	10.2%	12.2%	53.1%

D. Community Involvement

		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	6.1%	6.1%	46.9%	16.3%	20.4%	4.1%
36.	The local television and radio stations regularly report school news and menus.	6.1%	2.0%	28.6%	28.6%	24.5%	10.2%
37.	Schools have plenty of volunteers to help student and school programs.	6.1%	0.0%	30.6%	28.6%	24.5%	10.2%
38.	District facilities are open for community use.	8.2%	8.2%	28.6%	26.5%	22.4%	6.1%

E. Facilities Use and Management

	No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	6.1%	12.2%	32.7%	22.4%	16.3%	10.2%
40.	The architect and construction managers are selected objectively and impersonally.	6.1%	12.2%	26.5%	38.8%	2.0%	14.3%
41.	Schools are clean.	6.1%	12.2%	32.7%	8.2%	30.6%	10.2%
42.	Buildings are properly maintained in a timely manner.	6.1%	6.1%	26.5%	16.3%	28.6%	16.3%
43.	Repairs are made in a timely manner.	6.1%	2.0%	30.6%	8.2%	30.6%	22.4%
44.	Emergency maintenance is handled promptly.	6.1%	8.2%	49.0%	12.2%	16.3%	8.2%

F. Financial Management

		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and	6.1%	12.2%	34.7%	28.6%	12.2%	6.1%

	teachers.						
46.	Campus administrators are well trained in fiscal management techniques.	6.1%	10.2%	40.8%	26.5%	12.2%	4.1%
47.	The district's financial reports are easy to understand and read.	6.1%	16.3%	28.6%	30.6%	10.2%	8.2%
48.	Financial reports are made available to community members when asked.	6.1%	12.2%	32.7%	38.8%	4.1%	6.1%

G. Purchasing and Warehousing

		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	6.1%	8.2%	30.6%	28.6%	22.4%	4.1%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	8.2%	10.2%	38.8%	20.4%	20.4%	2.0%
51.	Purchasing processes are not cumbersome for the requestor.	6.1%	2.0%	34.7%	30.6%	22.4%	4.1%

52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	6.1%	10.2%	40.8%	26.5%	10.2%	6.1%
53.	Students are issued textbooks in a timely manner.	6.1%	8.2%	44.9%	24.5%	8.2%	8.2%
54.	Textbooks are in good shape.	6.1%	6.1%	44.9%	24.5%	12.2%	6.1%
55.	The school library meets student needs for books and other resources for students.	8.2%	12.2%	53.1%	16.3%	6.1%	4.1%

H. Safety and Security

		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	6.1%	6.1%	38.8%	16.3%	26.5%	6.1%
57.	Drugs are not a problem in this district.	6.1%	2.0%	16.3%	20.4%	44.9%	10.2%
58.	Vandalism is not a problem in this district.	6.1%	2.0%	24.5%	20.4%	38.8%	8.2%
59.	Security personnel have a good working relationship with principals and teachers.	6.1%	10.2%	44.9%	18.4%	12.2%	8.2%

60.	Security personnel are respected and liked by the students they serve.	6.1%	10.2%	46.9%	20.4%	12.2%	4.1%
61.	A good working arrangement exists between the local law enforcement and the district.	6.1%	24.5%	49.0%	14.3%	4.1%	2.0%
62.	Students receive fair and equitable discipline for misconduct.	6.1%	12.2%	36.7%	16.3%	22.4%	6.1%

I. Computers and Technology

		No Response	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	8.2%	8.2%	61.2%	14.3%	6.1%	2.0%
64.	Students have regular access to computer equipment and software in the classroom.	8.2%	8.2%	40.8%	20.4%	20.4%	2.0%
65.	Teachers know how to use computers in the classroom.	6.1%	2.0%	49.0%	28.6%	6.1%	8.2%
66.	Computers are new enough to be useful for student	6.1%	8.2%	49.0%	20.4%	8.2%	8.2%

	instruction.						
67.	The district meets students needs in computer fundamentals.	6.1%	8.2%	38.8%	24.5%	12.2%	10.2%
68.	The district meets students needs in advanced computer skills.	6.1%	8.2%	32.7%	28.6%	16.3%	8.2%
69.	Teachers and students have easy access to the Internet.	6.1%	6.1%	38.8%	24.5%	18.4%	6.1%

Verbatim: Administrative Staff

- Children are taken care of in KISD. The district provides a great opportunity for those who seek an education and will be rewarded with extra curriculum activities program.
- The one thing I disagree on is our Health insurance. It doesn't meet my needs because we pay \$59 every pay check on the 15th & 30th of every month. Food service and customers don't make that much money like teachers and the other staff, but we have to pay just like them, to me that is not fair. We just work six hours a day.
- We have one of the finest bands in the state and it is very poorly funded compared to other districts our size. Gifted and Talented program needs quality instructors.
- As an employee of K.I.S.D. I believe that most of our buildings are in need of roof repairs, windows, structural foundation, and sidewalks are in need of drainage. As most of the population knows, our schools are 30 to 40 years old; our newest facility is about 18 to 20 years old. KISD does not have a football stadium so they have to rent out. Is there any way state/federal money can be funneled to our district.
- It's not right for employees to pay for their health insurance, when they don't make enough money, and have children that they can't afford to buy insurance for. They are supposed to be covered for their insurance.
- If politics were not an issue and the needs of ALL students were met KISD would be great. However, the education of students, the needs of teachers, and insurance providers all come after the administration's needs.
- When politics take over, everyone comes short in education. If we are in business to educate children, then we should not be denied the abilities to do so. And education should not suffer because of political reasons.
- It has been a pleasure to serve in an administrative position with KISD. There is always room for improvement, but I feel that KISD is taking the important steps to achieving school/district success. We have hired new personnel that emphasize "Children First." I look forward to what the future brings for the students of this district.
- Budget constraints and pay affect morale and the upkeep of buildings. The upper echelon rarely comes out to see what is going on in the district. The support personnel do the best they can with what we can afford. Pay is too low to maintain families and thus, many "moonlight" to make ends meet. The money is being distributed at "the top" not to where the work is really being

accomplished. Let's pay decent wages where it is deserved and maybe the turnover and disgruntled employees syndrome will stop.

- Personnel needs to update all employees of their rules and regulations (sick leave, comp. time, etc.) on a yearly basis. They also need to promote employees from a clerk position to a secretary I, II, III. Administrative Sec. or Assistant Sec. along with pay to match other districts.
- Very poor administration and educational needs met after children leave 6th grade. Teachers at 7 & 8th grade levels are some of the poorest educators in our district, there are a few exceptions. Planning periods are used for personal business - Jobs and pay grade changes are available for family members and friends of principal. Teachers at the high school level are not handling block-scheduling teaching. Our high school principal, who was on his one-year probation, was terminated. Why? He visited classrooms, made teachers accountable and responsible to be at work on time, and dress professionally. We have had six principals at the high school in 7 years. Don't you think we have problems? The High school this year will be recognized for their TAAS scores, yet they got rid of their principal. He was the finest, when it came to principals.
- We are voting on a \$30 million dollar bond because our schools are in desperate need of repair. However, we need to close one of our 2nd, 3rd, 4th grade schools (McRoberts) because of age. But because of politics, we can't. This is also true of our Pre K-1 schools.
- There are those of us who simply do not have enough money to meet the needs of their departments.
- The above items are not one-time happenings, but occur often throughout the year.
- It would be nice to have some objectivity from the outside, without being fearful of losing your job.
- Maybe, you could visit our district. However, you would see things perfect, because that's what administrators would want you to see.
- School districts need to have "shoppers" like department stores so that the anonymous could truly evaluate the situation. Then and only then will persons know what KISD deals with on a regular basis.
- The educational performance is good but could be better. Attitude and morale sometimes pose a problem. Educators get a boost in salary, while the support staff and clerical personnel do not. The support staff and clerical employees hold the mold the district sets. They are the last to be supported for the amount of work they do. Morale is the biggest problem in my opinion.
- At high school level - better counseling staff is needed to prepare our students for higher education.

- In regards to the District Administrative and Support Staff Survey, there are several issues that I would like to bring to your attention. These issues concern the Kingsville ISD (KISD) and they are as follows:
- The teachers and support staff get a 1-2 percent raise while the individuals in administrative positions get an 8-10 percent raise.
- The training of work bound students such as: Metal work, woodworking, print shops, etc. is not being done. We do not have any decent classes for these students. Also, this school district is not well equipped enough with computers in the classrooms to assist in educating the students. The majority of the schools in the KISD are not wired correctly to allow the students to utilize the computers.
- I have observed quite a few teachers that really should not be teaching because they have difficulty in controlling and receiving respect from their students.
- As for the salaries being competitive, there are quite a few teachers and support personnel that are willing to drive anywhere from 10-50 miles one-way in the hopes of obtaining a better paying position and possibly work environment. I have been employed with the KISD for 7 years and have never been to an orientation. I also have had only 2 evaluations in this time. I feel that KISD does not reward the employees for their loyalty or good work. By rewarding their employees, KISD might possibly be able to maintain these skilled workers in positions like maintenance, bus drivers and skilled work positions.
- In regards to the health insurance, I do not feel that the present policy meets the needs of the employees. The school district chose to use only 1 insurance company out of the 3 companies that answered their bids. Due to this, quite a few employees had to drop out of the program.
- The KISD had a Maintenance Director that knows absolutely nothing about construction or maintaining the buildings or buses.
- Five years ago the district did a major re-lighting project. It seems that the electrician for the school district is always working on these lights. This individual stated that the light ballasts and lamps are imported. At the present time, we have only 1 electrician and 1 helper. Unfortunately, the helper is always driving a bus; therefore, we have to wait sometimes to get the lights fixed.
- We have the worst insurance coverage plus the monthly payment is outrageous for family and single members. Also the support staff (non-contracted) have absolutely no rights. Once you have been terminated, there is no support for us from administration. The contracted personnel have all the say so and the non-contracted have no voice.

- School district is making progress, test scores are up - facilities needs are being looked at for a bond issue - relationship with community has improved greatly over the past three years.
- I can't stand the food service. They sell everything in quantities - 3 potatoes (french fries) for \$.25. That's crazy!! P.S. We need a break or breaks during the workday.
- I don't think that the district is being fair to its employees. For example, our health plan doesn't cover much. It's really upsetting when one has a job and can't afford to get sick. Almost everyone had to provide for their own health plan.
- We need new junior high schools. We need new books. We need clean classrooms. And we need a good health insurance - free for teachers and staff.
- I feel that KISD is the lowest paid job there is. All other districts are paid more than us. That is sad in so many ways. The morale is very bad. Everybody works on their own. Nobody likes to work together. There are not enough workers. We are undermanned bad. I feel that the whole system needs to change starting with the top person. We need new schools, not to repair them all the time. I feel kids will be proud of a new school.
- Special needs programs (Special Ed & Self contained units) are more than often overlooked and quite simply forgotten. As I noted earlier - a SCU was forgotten about for 20 minutes during a bomb threat evacuation. These children are just as major a part of the school district as all of the other students but I don't see management helping out much. Most all of the work tasks offered cost over \$100 each and we are only given \$200 a year from the school district and \$0 from Spec. Ed.

Appendix C

PRINCIPAL SURVEY RESULTS

- A. Overview
- B. Tables (Survey Results)
- C. Verbatim Comments

Demographics

Kingsville Independent School District has nine principals and seven assistant principals/facilitators. TSPR mailed questionnaires to all sixteen principals and assistant principals. Individuals completed and returned the questionnaires.

The survey questionnaire was comprised of two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions on 11 of the 12 areas under review. The 11 areas covered in the survey were:

- District Organization and Management;
- Educational Service Delivery and Performance Measurement;
- Personnel;
- Community Involvement;
- Facilities Use and Management;
- Financial Management;
- Purchasing and Warehousing;
- Food Services;
- Transportation;
- Safety and Security; and
- Computers and Technology.

The comment section asked employees their opinions on the overall educational performance of the district in general. Responses for the multiple-choice questions are summarized below.

A. District Organization and Management

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%
3.	School board members understand their role as policymakers and stay out of the day-to-day management of the district.	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%
4.	The superintendent is a respected and effective instructional leader.	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%
5.	The superintendent is a respected and effective business manager.	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%
6.	Central administration is efficient.	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%

7.	Central administration supports the educational process.	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%
8.	The morale of central administration staff is good.	25.0%	25.0%	50.0%	0.0%	0.0%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
9.	Education is the main priority in our school district.	50.0%	25.0%	0.0%	25.0%	0.0%	0.0%
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	50.0%	0.0%	0.0%	25.0%	0.0%	25.0%
11.	The needs of the college-bound student are being met.	0.0%	75.0%	25.0%	0.0%	0.0%	0.0%
12.	The needs of the work-bound student are being met.	0.0%	75.0%	0.0%	25.0%	0.0%	0.0%
13.	The district provides curriculum guides for all grades and subjects.	0.0%	25.0%	0.0%	25.0%	50.0%	0.0%

14.	The curriculum guides are appropriately aligned and coordinated.	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
15.	The district's curriculum guides clearly outline what to teach and how to teach it.	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%
16.	The district has effective educational programs for the following:						
	a) Reading	0.0%	75.0%	0.0%	25.0%	0.0%	0.0%
	b) Writing	0.0%	75.0%	0.0%	25.0%	0.0%	0.0%
	c) Mathematics	0.0%	75.0%	0.0%	25.0%	0.0%	0.0%
	d) Science	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
	e) English or Language Arts	0.0%	75.0%	0.0%	25.0%	0.0%	0.0%
	f) Computer Instruction	50.0%	25.0%	0.0%	25.0%	0.0%	0.0%
	g) Social Studies (history or geography)	0.0%	75.0%	25.0%	0.0%	0.0%	0.0%
	h) Fine Arts	0.0%	75.0%	25.0%	0.0%	0.0%	0.0%
	i) Physical Education	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	j) Business Education	0.0%	25.0%	25.0%	50.0%	0.0%	0.0%
	k) Vocational (Career and	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%

	Technology) Education						
	l) Foreign Language	0.0%	75.0%	0.0%	25.0%	0.0%	0.0%
17.	The district has effective special programs for the following:						
	a) Library Service	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%
	b) Honors/Gifted and Talented Education	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
	c) Special Education	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%
	d) Head Start and Even Start programs	0.0%	50.0%	25.0%	25.0%	0.0%	0.0%
	e) Dyslexia program	25.0%	25.0%	25.0%	0.0%	25.0%	0.0%
	f) Student mentoring program	25.0%	0.0%	25.0%	0.0%	50.0%	0.0%
	g) Advanced placement program	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%
	h) Literacy program	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%
	i) Programs for students at risk of dropping out of school	25.0%	25.0%	0.0%	50.0%	0.0%	0.0%
	j) Summer school programs	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%

	k) Alternative education programs	25.0%	50.0%	0.0%	0.0%	25.0%	0.0%
	l) "English as a second language" program	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%
	m) Career counseling program	0.0%	75.0%	25.0%	0.0%	0.0%	0.0%
	n) College counseling program	0.0%	0.0%	50.0%	25.0%	0.0%	25.0%
	o) Counseling the parents of students	0.0%	0.0%	50.0%	25.0%	0.0%	25.0%
	p) Drop out prevention program	25.0%	0.0%	0.0%	50.0%	0.0%	25.0%
18.	Parents are immediately notified if a child is absent from school.	25.0%	25.0%	0.0%	50.0%	0.0%	0.0%
19.	Teacher turnover is low.	0.0%	25.0%	25.0%	50.0%	0.0%	0.0%
20.	Highly qualified teachers fill job openings.	0.0%	50.0%	25.0%	25.0%	0.0%	0.0%
21.	Teachers are rewarded for superior performance.	0.0%	25.0%	25.0%	25.0%	25.0%	0.0%
22.	Teachers are counseled about less than satisfactory	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%

	performance.						
23.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
24.	Students have access, when needed, to a school nurse.	50.0%	25.0%	0.0%	0.0%	25.0%	0.0%
25.	Classrooms are seldom left unattended.	75.0%	0.0%	0.0%	25.0%	0.0%	0.0%

C. Personnel

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
26.	District salaries are competitive with similar positions in the job market.	0.0%	25.0%	0.0%	25.0%	50.0%	0.0%
27.	The district has a good and timely program for orienting new employees.	25.0%	25.0%	0.0%	50.0%	0.0%	0.0%
28.	Temporary workers are rarely used.	25.0%	0.0%	25.0%	50.0%	0.0%	0.0%
29.	The district	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%

	successfully projects future staffing needs.						
30.	The district has an effective employee recruitment program.	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%
31.	The district operates an effective staff development program.	0.0%	50.0%	0.0%	25.0%	25.0%	0.0%
32.	District employees receive annual personnel evaluations.	25.0%	50.0%	0.0%	25.0%	0.0%	0.0%
33.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%
34.	Employees who perform below the standard of expectation are counseled appropriately and timely.	50.0%	25.0%	0.0%	25.0%	0.0%	0.0%
35.	The district has a fair and timely grievance process.	25.0%	50.0%	0.0%	0.0%	25.0%	0.0%

36.	The district's health insurance package meets my needs.	0.0%	0.0%	0.0%	25.0%	75.0%	0.0%
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D. Community Involvement

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
37.	The district regularly communicates with parents.	0.0%	75.0%	0.0%	25.0%	0.0%	0.0%
38.	Schools have plenty of volunteers to help student and school programs.	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
39.	District facilities are open for community use.	0.0%	50.0%	0.0%	25.0%	25.0%	0.0%

E. Facilities Use and Management

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	50.0%	25.0%	0.0%	25.0%	0.0%	0.0%
41.	Schools are clean.	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
42.	Buildings are	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%

	properly maintained in a timely manner.						
43.	Repairs are made in a timely manner.	0.0%	25.0%	0.0%	50.0%	25.0%	0.0%
44.	Emergency maintenance is handled promptly.	0.0%	75.0%	25.0%	0.0%	0.0%	0.0%

F. Financial Management

Survey Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
45. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	25.0%	25.0%	25.0%	25.0%	0.0%	0.0%
46. Campus administrators are well trained in fiscal management techniques.	25.0%	0.0%	0.0%	75.0%	0.0%	0.0%
47. Financial resources are allocated fairly and equitably at my school.	50.0%	25.0%	25.0%	0.0%	0.0%	0.0%

G. Purchasing and Warehousing

Survey Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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48.	Purchasing gets me what I need when I need it.	0.0%	50.0%	0.0%	25.0%	25.0%	0.0%
49.	Purchasing acquires high quality materials and equipment at the lowest cost.	0.0%	75.0%	0.0%	25.0%	0.0%	0.0%
50.	Purchasing processes are not cumbersome for the requestor.	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%
51.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
52.	Students are issued textbooks in a timely manner.	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%
53.	Textbooks are in good shape.	0.0%	50.0%	25.0%	25.0%	0.0%	0.0%
54.	The school library meets student needs for books and other resources.	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%

H. Food Services

Survey Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
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55.	The cafeteria's food looks and tastes good.	25.0%	25.0%	0.0%	25.0%	25.0%	0.0%
56.	Food is served warm.	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%
57.	Students have enough time to eat.	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%
58.	Students eat lunch at the appropriate time of day.	25.0%	50.0%	25.0%	0.0%	0.0%	0.0%
59.	Students wait in food lines no longer than 10 minutes.	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%
60.	Discipline and order are maintained in the school cafeteria.	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%
61.	Cafeteria staff is helpful and friendly.	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%
62.	Cafeteria facilities are sanitary and neat.	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%

I. Transportation

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	The drop-off zone at the school is safe.	25.0%	25.0%	25.0%	25.0%	0.0%	0.0%
64.	The district has a simple	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%

	method to request buses for special events.						
65.	Buses arrive and leave on time.	50.0%	0.0%	25.0%	25.0%	0.0%	0.0%
66.	Adding or modifying a route for a student is easy to accomplish.	0.0%	25.0%	0.0%	50.0%	25.0%	0.0%

J. Safety and Security

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
67.	Students feel safe and secure at school.	25.0%	50.0%	0.0%	0.0%	0.0%	25.0%
68.	School disturbances are infrequent.	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%
69.	Gangs are not a problem in this district.	0.0%	25.0%	0.0%	50.0%	25.0%	0.0%
70.	Drugs are not a problem in this district.	0.0%	25.0%	0.0%	50.0%	25.0%	0.0%
71.	Vandalism is not a problem in this district.	0.0%	25.0%	0.0%	75.0%	0.0%	0.0%
72.	Security personnel have a good working relationship with principals and teachers.	25.0%	0.0%	25.0%	50.0%	0.0%	0.0%

73.	Security personnel are respected and liked by the students they serve.	25.0%	0.0%	25.0%	50.0%	0.0%	0.0%
74.	A good working arrangement exists between the local law enforcement and the district.	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%
75.	Students receive fair and equitable discipline for misconduct.	50.0%	25.0%	0.0%	25.0%	0.0%	0.0%
76.	Safety hazards do not exist on school grounds.	25.0%	50.0%	0.0%	0.0%	25.0%	0.0%

K. Computers and Technology

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
77.	Students regularly use computers.	0.0%	25.0%	0.0%	25.0%	0.0%	50.0%
78.	Students have regular access to computer equipment and software in the classroom.	25.0%	0.0%	0.0%	50.0%	25.0%	0.0%
79.	Computers are new enough to be useful for student instruction.	50.0%	25.0%	0.0%	0.0%	25.0%	0.0%

80.	The district meets student needs in computer fundamentals.	50.0%	25.0%	0.0%	0.0%	25.0%	0.0%
81.	The district meets student needs in advanced computer skills.	50.0%	25.0%	0.0%	25.0%	0.0%	0.0%
82.	Teachers know how to use computers in the classroom.	25.0%	25.0%	0.0%	50.0%	0.0%	0.0%
83.	Teachers and students have easy access to the Internet.	25.0%	25.0%	0.0%	50.0%	0.0%	0.0%

VERBATIM

- KISD is doing all it can to meet its many needs with the limited resources we have as a poor school district. If our community supports our upcoming bond election, we will be well on our way to meeting many of our students' and district's needs. We are a Recognized district and have two schools that have achieved exemplary status. Despite our need for financial resources, we have done a tremendous job of meeting our number one priority, that of educating our students.

Appendix D

TEACHER SURVEY RESULTS

- A. Overview
- B. Tables (Survey Results)
- C. Verbatim Comments

Demographics

The Kingsville Independent School District (KISD) has approximately 340 teachers. One hundred and thirty teachers completed and returned the questionnaires. Sixty-four percent of the teachers who responded to the survey were female and 22 percent were male. Others did not indicate gender. About thirty-five percent of the respondents were Hispanic, twenty-eight percent were Anglo, one person classified him/herself as African American, and 2 percent classified themselves as "other." The percentage of respondents may not add to 100 percent because many did not respond to an individual question.

Teachers' length of employment with the district varied greatly. Twenty-four (24) percent of the teachers have worked in the district for 1 to 5 years, 28 percent have been KISD employees for 6 to 10 years, and 42 percent have worked at KISD more than 10 years. Specifically, 11 percent have worked at KISD for 11-15 years, 10 percent for 16-20 years, and 21 percent for 20 or more years. Teachers who responded to the survey represented all grades and school levels. The survey questionnaire comprised two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about 10 of the 12 areas under review. The 10 areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Safety and Security
- Computers and Technology

The comment section asked employees their opinions on the overall educational performance of the district. Responses for the multiple-choice questions are summarized below.

District Organization and Management

Teachers were asked for their opinions of the school board, superintendent, and central administration. Teachers tended to agree that the school board allowed time for public input at meetings (55 percent agreed, 22 percent disagreed) and listened to the opinions and desires of others (52 percent agreed, 28 percent disagreed). About 45 percent of the teachers thought that the board had a good image in the community; 37 percent thought that the board did not have a good image.

About 53 percent of the teachers did not think that central administration was efficient (35 percent did). Fifty-two percent of the teachers thought that central administration supported the educational process (32 percent did not). Thirty-eight percent thought that the morale of central administration staff was good (14 percent did not and 43 percent had no opinion). Teachers felt that school members worked well with the superintendent (50 percent agreed, 19 percent disagreed, 29 percent had no opinion) and that the superintendent is a respected and effective instructional leader (74 percent agreed) and business manager (66 percent agreed, 14 percent disagreed).

Educational Service Delivery and Performance Measurement

Teachers had mixed reviews of the district's performance in this area. More than one-half of the teachers agreed that education is the main priority at KISD (52 percent) and teachers are given opportunities to suggest programs (50 percent); however, about 40 percent disagreed with these statements.

Fifty percent agreed that the district provides curriculum guides for all grades and subjects (37 percent did not). In addition, 50 percent of the teachers thought that the curriculum guides were not appropriately aligned and coordinated (34 percent disagreed). Teachers were also divided as to whether the guides clearly outline what to teach and how to teach it: 28 percent agreed and 54 percent disagreed.

While 41 percent of teachers felt that the needs of college-bound students were being met, there was almost an equal percentage (39 percent) who disagreed. Forty-four percent of teachers agreed that the needs of work-bound students were being met while 29 percent disagreed.

Fifty-five to 73 percent of teachers thought that the district has effective programs in most areas. The strongest support was for Physical Education, Language Arts and Reading, which had 73 percent, 72 percent and 68 percent of teachers agreeing respectively. Forty-eight percent of the teachers agreed that Business Education was effective, while 16 percent disagreed and 33 percent had no opinion. Similarly, 47 percent of the teachers agreed that Vocational Education was effective but 24 percent

disagreed and 26 percent had no opinion. Fifty-five percent of teachers regarded the Computer Instruction program as effective while 30 percent considered it ineffective.

Overall, teachers' views of the effectiveness of KISD's special programs varied. Alternative Education was considered effective by the highest percent of teachers (69 percent) as well as Library Service (62 percent); the Honors/Gifted and the Advanced Placement programs (both at 60 percent agreement). Programs seen as effective by the smallest percent of teachers included Dyslexia (19 percent), Student Mentoring program (23 percent), Parent Counseling (28 percent), and the Literacy program (28 percent). However, one-third to over 40 percent of the teachers were not familiar with these programs.

Most teachers (68 percent) thought that they and their peers did a good job, agreeing that teachers are knowledgeable in the subject areas they teach and that teachers seldom leave classrooms unattended (75 percent). At the same time, most teachers were critical of the way the district deals with teachers. Seventy-six percent of the teachers did not think that the district rewards teachers for superior performance (only 8 percent did) and 54 percent disagreed that teacher turnover in the district is low. Forty-six percent agreed that teacher openings are filled quickly (46 disagreed). An equal percentage of 37 percent agreed and disagreed that highly qualified teachers fill vacant positions. One third of the teachers agreed that teachers are being counseled about less than satisfactory performance (33 percent disagreed and 34 percent had no opinion).

Fifty-three percent of the teachers did not think that schools have equal access to educational materials (compared with 37 percent who did). Forty-eight percent felt that the student-to-teacher ratio was reasonable and 46 percent disagreed.

Personnel Management

Teachers were very critical of KISD's personnel policies. Nearly 89 percent were dissatisfied with the district's health insurance package while 3 percent were satisfied. Sixty-nine percent of the teachers did not think that the district rewards competence and experience and spells out qualifications for promotion.

Seventy-six percent of the teachers did not think that district salaries are competitive. Fifty percent were critical of the district's ability to project future staffing needs. More than 50 percent of the teachers did not think that the district has an effective employee recruitment program (16 percent thought it did and 26 percent had no opinion). Nearly one-half of the

teachers did not think that the district's staff development program was effective; 37 percent did.

Over 50 percent of teachers felt that the district's orientation program for new employees was a good one (26 percent disagreed) and the district's grievance process was good and timely (14 percent disagreed, 29 percent no opinion). Teachers were also divided in their opinion of counseling of employees with low performance: 31 percent thought the counseling process was appropriate and timely, 31 percent disagreed, and 31 percent had no opinion.

Community Involvement

Teachers' view of KISD's community involvement efforts varied. They agreed that the district communicates regularly with the parents (63 percent agreed and 19 percent disagreed) and the district facilities are open to the community (40 percent agreed, 28 percent disagreed and 29 percent had no opinion).

However, forty-nine percent thought that local radio and television stations did not report school news (30 percent agree and 20 percent had no opinion). About 69 percent of the teachers did not think that the schools have plenty of volunteers to help student and school programs.

Facilities Use and Management

Fifty percent of the teachers did not think that the district plans facilities far enough in the future to support enrollment growth (22 percent disagreed). Seventy-three percent did not think that repairs are done in a timely manner. More than 65 percent did not think that buildings are properly maintained in a timely manner while 22 percent did. In addition, 51 percent of teachers disagreed that schools are clean (37 percent agreed) and 42 percent disagreed that emergency maintenance is handled properly (40 percent agreed). More than 50 percent of the teachers were not knowledgeable of the quality of new construction and nearly 60 percent could not offer an opinion about the selection process of the architects and construction managers.

Financial Management

Teachers were almost equally split on financial management issues. Thirty-nine percent agreed and 35 percent disagreed that site-based budgeting is used effectively to extend the involvement of principals and teachers. Thirty-nine percent of the teachers agreed and 23 percent disagreed that campus administrators are well trained in fiscal management techniques (36 percent had no opinion). However, 46 percent

disagreed and 33 percent agreed that financial resources are fairly distributed in their schools.

Purchasing and Warehousing

Forty-two to nearly 60 percent of the teachers were critical of some of the district's purchasing practices. They did not think that the district purchases the highest quality materials and equipment at the lowest cost; that the purchasing processes are easy to follow (not cumbersome), and that teachers can get from Purchasing what they need when they need it. More than 50 percent felt that textbooks are issued to students in a timely manner (65 percent) and are in good shape (59 percent), and that libraries are well stocked (61 percent).

Forty-two percent of the teachers agreed that the district provides teachers with an easy-to-use standard list of supplies and equipment (41 percent disagreed). Forty-three percent of teachers thought that vendors are selected competitively while 37 percent of the teachers were not familiar with the process of vendor selection.

Food Services

Eighty-four percent of the teachers agreed that cafeteria facilities are sanitary and neat and 69 percent agreed that cafeteria staff is friendly and helpful (20 percent disagreed). More than 75 percent agreed that discipline and order are maintained in the cafeteria and that students eat lunch at the appropriate time of day. Sixty percent of teachers thought the length of time students have to wait in line was no longer than 10 minutes, 23 percent disagreed and 17 percent had no opinion.

Teachers were also split in regard to the look, taste and warmth of cafeteria food: 59 percent disagreed that the food looked and tasted good (28 percent agreed) and 52 percent agreed that the food is served warm (35 percent disagreed).

Safety and Security

More than 60 percent thought that drugs, and vandalism are a problem in the district. Teachers are evenly split on gangs being a problem in the district; forty percent agreed while 41 percent disagreed. Forty-one percent also thought that safety hazards did not exist on school grounds (38 percent disagreed). Sixty-one percent of the teachers thought that schools have infrequent disturbances (29 percent disagreed). About 50 to 80 percent of the teachers responded favorably regarding security personnel and relationship with local law enforcement; however, 33 to 43 percent had no opinion on these issues. Forty-seven percent of teachers feel that

students receive fair and equitable discipline for misconduct while 42 percent disagreed.

Computers and Technology

Teachers provided a mixed view of the use of computers and technology in the classroom. Teachers were divided as to whether students regularly use computers in the classroom (55 percent were positive; 35 percent were negative) and whether students have regular access to computers in the classroom (41 percent responded in the affirmative and 50 percent in the negative).

Similarly, 52 percent of the teachers agreed that teachers know how to use computers in instruction while 32 percent disagreed. The highest percent of teachers (61 percent) agreed that computers are new enough to be useful in instruction. Forty-nine percent of the teachers indicated that teachers and students have easy access to the Internet. A little more than 50 percent of teachers agreed that the district meets student needs in classes in computer fundamentals (33 percent disagreed). More teachers disagreed than agreed that the district meets student needs in advanced computer skills (29 percent agreed; 41 percent disagreed; 28 percent had no opinion).

Exhibit D-1
Management Review of the Kingsville Independent School District
Teacher Survey Results
(Written/Self-Administered)
(n=130)

Demographic Data

		No Response	Male	Female				
1.	Gender (Optional)	13.8%	22.3%	63.8%				
		No Response	Anglo	African-American	Hispanic	Asian	Other	
2.	Ethnicity (Optional)	33.8%	27.7%	0.8%	35.4%	0.0%	2.3%	
		No Response	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	
3.	How long have you been employed by Kingsville ISD?	6.9%	23.8%	27.7%	10.8%	10.0%	20.8%	
		PK	K	1	2	3	4	5
4.	What grade(s) do you teach this year?	2.3%	6.2%	10.0%	6.2%	8.5%	6.9%	16.9%
		6	7	8	9	10	11	12
		10.0%	13.8%	10.0%	30.0%	34.6%	33.8%	32.3%

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	6.9%	48.5%	20.0%	16.9%	4.6%	3.1%
2.	School board members listen to the opinions and desires of	9.2%	43.1%	16.2%	23.1%	5.4%	3.1%

	others.						
3.	School board members work well with the superintendent.	6.9%	43.1%	29.2%	14.6%	3.8%	2.3%
4.	The school board has a good image in the community.	4.6%	40.0%	16.2%	29.2%	7.7%	2.3%
5.	The superintendent is a respected and effective instructional leader.	20.0%	53.8%	10.8%	10.0%	2.3%	3.1%
6.	The superintendent is a respected and effective business manager.	21.5%	45.4%	16.2%	10.8%	3.1%	3.1%
7.	Central administration is efficient.	5.4%	30.0%	8.5%	37.7%	14.6%	3.8%
8.	Central administration supports the educational process.	6.9%	45.4%	11.5%	21.5%	11.5%	3.1%
9.	The morale of central administration staff is good.	3.1%	35.4%	43.8%	9.2%	5.4%	3.1%

B. Educational Service Delivery and Performance Measurement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response	
10.	Education is	11.5%	41.5%	5.4%	33.1%	6.9%	1.5%

	the main priority in our school district.						
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	2.3%	47.7%	8.5%	30.0%	9.2%	2.3%
12.	The needs of the college-bound student are being met.	3.1%	38.5%	17.7%	26.2%	13.1%	1.5%
13.	The needs of the work-bound student are being met.	3.1%	41.5%	25.4%	23.8%	4.6%	1.5%
14.	The district provides curriculum guides for all grades and subjects.	1.5%	49.2%	8.5%	21.5%	16.2%	3.1%
15.	The curriculum guides are appropriately aligned and coordinated.	0.0%	33.8%	13.8%	30.8%	19.2%	2.3%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	0.0%	28.5%	15.4%	33.1%	21.5%	1.5%
17.	The district has effective educational programs for						

	the following:						
	a) Reading	6.9%	61.5%	7.7%	19.2%	3.1%	1.5%
	b) Writing	7.7%	54.6%	10.0%	22.3%	3.1%	2.3%
	c) Mathematics	5.4%	59.2%	9.2%	20.0%	4.6%	1.5%
	d) Science	3.8%	54.6%	14.6%	20.0%	5.4%	1.5%
	e) English or Language Arts	4.6%	66.9%	9.2%	15.4%	2.3%	1.5%
	f) Computer Instruction	0.8%	53.8%	13.1%	21.5%	9.2%	1.5%
	g) Social Studies (history or geography)	1.5%	55.4%	20.0%	16.2%	3.1%	3.8%
	h) Fine Arts	2.3%	62.3%	14.6%	16.2%	3.1%	1.5%
	i) Physical Education	9.2%	63.8%	15.4%	8.5%	1.5%	1.5%
	j) Business Education	1.5%	46.9%	33.1%	13.8%	2.3%	2.3%
	k) Vocational (Career and Technology) Education	2.3%	45.4%	26.2%	20.8%	3.1%	2.3%
	l) Foreign Language	2.3%	53.1%	23.1%	14.6%	3.8%	3.1%
18.	The district has effective special programs for the following:						
	a) Library Service	6.9%	54.6%	16.2%	16.2%	5.4%	0.8%
	b) Honors/Gifted and Talented Education	6.9%	53.1%	10.8%	21.5%	6.9%	0.8%
	c) Special	10.8%	46.9%	15.4%	16.9%	8.5%	1.5%

	Education						
	d) Head Start and Even Start programs	6.9%	44.6%	38.5%	4.6%	3.1%	2.3%
	e) Dyslexia program	3.8%	15.4%	40.8%	30.0%	8.5%	1.5%
	f) Student mentoring program	0.8%	21.5%	33.1%	33.8%	8.5%	2.3%
	g) Advanced placement program	5.4%	55.4%	21.5%	12.3%	3.8%	1.5%
	h) Literacy program	3.1%	25.4%	44.6%	22.3%	2.3%	2.3%
	i) Programs for students at risk of dropping out of school	8.5%	49.2%	16.2%	20.0%	5.4%	0.8%
	j) Summer school programs	5.4%	45.4%	13.8%	22.3%	12.3%	0.8%
	k) Alternative education programs	12.3%	56.9%	16.9%	8.5%	3.8%	1.5%
	l) "English as a second language" program	0.8%	53.1%	23.1%	20.0%	2.3%	0.8%
	m) Career counseling program	2.3%	42.3%	24.6%	22.3%	6.9%	1.5%
	n) College counseling program	1.5%	32.3%	27.7%	25.4%	10.8%	2.3%
	o) Counseling the parents of students	1.5%	26.2%	20.0%	36.9%	12.3%	3.1%
	p) Drop out prevention	4.6%	34.6%	30.8%	20.8%	6.9%	2.3%

	program						
19.	Parents are immediately notified if a child is absent from school.	8.5%	44.6%	12.3%	29.2%	4.6%	0.8%
20.	Teacher turnover is low.	3.8%	32.3%	9.2%	44.6%	9.2%	0.8%
21.	Highly qualified teachers fill job openings.	3.1%	33.8%	15.4%	38.5%	7.7%	1.5%
22.	Teacher openings are filled quickly.	3.1%	43.1%	6.9%	35.4%	10.8%	0.8%
23.	Teachers are rewarded for superior performance.	0.8%	6.9%	14.6%	41.5%	35.4%	0.8%
24.	Teachers are counseled about less than satisfactory performance.	1.5%	30.8%	33.8%	24.6%	8.5%	0.8%
25.	Teachers are knowledgeable in the subject areas they teach.	6.9%	61.5%	15.4%	13.8%	1.5%	0.8%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	0.0%	36.9%	9.2%	36.9%	16.2%	0.8%
27.	The student-to-	1.5%	46.2%	6.2%	33.8%	11.5%	0.8%

	teacher ratio is reasonable.						
28.	Classrooms are seldom left unattended.	13.1%	62.3%	11.5%	8.5%	3.8%	0.8%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
29.	District salaries are competitive with similar positions in the job market.	0.8%	15.4%	6.9%	46.2%	30.0%	0.8%
30.	The district has a good and timely program for orienting new employees.	5.4%	53.1%	13.8%	21.5%	5.4%	0.8%
31.	Temporary workers are rarely used.	0.8%	26.9%	22.3%	38.5%	10.0%	1.5%
32.	The district successfully projects future staffing needs.	0.0%	27.7%	21.5%	34.6%	14.6%	1.5%
33.	The district has an effective employee recruitment program.	0.8%	15.4%	26.2%	40.0%	16.2%	1.5%
34.	The district operates an effective staff development program.	2.3%	35.4%	14.6%	33.1%	13.8%	0.8%
35.	District	21.5%	73.1%	2.3%	0.0%	0.8%	2.3%

	employees receive annual personnel evaluations.						
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0.8%	10.8%	16.9%	52.3%	16.9%	2.3%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0.0%	31.5%	30.8%	30.0%	5.4%	2.3%
38.	The district has a fair and timely grievance process.	1.5%	51.5%	29.2%	11.5%	3.1%	3.1%
39.	The district's health insurance package meets my needs.	0.8%	2.3%	4.6%	15.4%	73.8%	3.1%

D. Community Involvement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
40. The district regularly communicates with parents.	3.8%	59.2%	14.6%	16.2%	2.3%	3.8%

41.	The local television and radio stations regularly report school news and menus.	2.3%	27.7%	19.2%	37.7%	10.8%	2.3%
42.	Schools have plenty of volunteers to help student and school programs.	0.8%	13.1%	14.6%	45.4%	23.1%	3.1%
43.	District facilities are open for community use.	1.5%	37.7%	29.2%	21.5%	6.2%	3.8%

E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
44.	The district plans facilities far enough in the future to support enrollment growth.	1.5%	20.8%	23.8%	38.5%	12.3%	3.1%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	6.2%	40.8%	21.5%	20.8%	7.7%	3.1%
46.	The architect and construction managers are	2.3%	20.0%	58.5%	10.8%	4.6%	3.8%

	selected objectively and impersonally.						
47.	The quality of new construction is excellent.	0.8%	10.0%	54.6%	23.1%	6.9%	4.6%
48.	Schools are clean.	1.5%	36.2%	6.9%	33.1%	18.5%	3.8%
49.	Buildings are properly maintained in a timely manner.	1.5%	21.5%	8.5%	35.4%	29.2%	3.8%
50.	Repairs are made in a timely manner.	1.5%	13.8%	8.5%	41.5%	30.8%	3.8%
51.	Emergency maintenance is handled promptly.	4.6%	35.4%	14.6%	27.7%	13.8%	3.8%

F. Financial Management

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response	
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	1.5%	38.5%	21.5%	23.1%	12.3%	3.1%
53.	Campus administrators are well trained in	3.8%	35.4%	36.2%	14.6%	7.7%	2.3%

	fiscal management techniques.						
54.	Financial resources are allocated fairly and equitably at my school.	4.6%	27.7%	17.7%	33.1%	13.1%	3.8%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
55.	Purchasing gets me what I need when I need it.	2.3%	29.2%	9.2%	39.2%	17.7%	2.3%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	2.3%	30.0%	22.3%	28.5%	13.8%	3.1%
57.	Purchasing processes are not cumbersome for the requestor.	1.5%	27.7%	11.5%	37.7%	19.2%	2.3%
58.	Vendors are selected competitively.	2.3%	40.8%	36.9%	10.0%	7.7%	2.3%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	1.5%	40.0%	13.8%	26.9%	15.4%	2.3%

60.	Students are issued textbooks in a timely manner.	6.9%	57.7%	10.0%	15.4%	7.7%	2.3%
61.	Textbooks are in good shape.	3.8%	55.4%	14.6%	19.2%	4.6%	2.3%
62.	The school library meets the student needs for books and other resources.	6.9%	53.8%	10.0%	17.7%	10.0%	1.5%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
63.	The cafeteria's food looks and tastes good.	3.1%	24.6%	9.2%	39.2%	20.0%	3.8%
64.	Food is served warm.	3.8%	47.7%	11.5%	26.2%	9.2%	1.5%
65.	Students eat lunch at the appropriate time of day.	3.1%	79.2%	6.2%	6.2%	3.1%	2.3%
66.	Students wait in food lines no longer than 10 minutes.	3.1%	56.9%	15.4%	16.9%	6.2%	1.5%
67.	Discipline and order are maintained in the school cafeteria.	10.8%	67.7%	5.4%	11.5%	3.1%	1.5%
68.	Cafeteria staff is	11.5%	57.7%	9.2%	16.2%	3.8%	1.5%

	helpful and friendly.						
69.	Cafeteria facilities are sanitary and neat.	13.8%	69.2%	8.5%	4.6%	2.3%	1.5%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
70.	School disturbances are infrequent.	6.2%	55.4%	6.9%	23.1%	6.2%	2.3%
71.	Gangs are not a problem in this district.	3.8%	36.2%	16.2%	37.7%	3.1%	3.1%
72.	Drugs are not a problem in this district.	1.5%	15.4%	17.7%	51.5%	10.8%	3.1%
73.	Vandalism is not a problem in this district.	3.1%	19.2%	13.1%	52.3%	10.0%	2.3%
74.	Security personnel have a good working relationship with principals and teachers.	3.1%	50.0%	33.8%	9.2%	0.8%	3.1%
75.	Security personnel are respected and liked by the students they serve.	0.8%	38.5%	43.1%	13.1%	1.5%	3.1%
76.	A good working arrangement exists between	9.2%	73.1%	10.0%	3.8%	1.5%	2.3%

	the local law enforcement and the district.						
77.	Students receive fair and equitable discipline for misconduct.	4.6%	42.3%	9.2%	32.3%	9.2%	2.3%
78.	Safety hazards do not exist on school grounds.	3.1%	38.5%	16.2%	30.0%	8.5%	3.8%

J. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
79.	Students regularly use computers.	13.1%	42.3%	6.9%	28.5%	6.9%	2.3%
80.	Students have regular access to computer equipment and software in the classroom.	10.0%	31.5%	5.4%	33.1%	16.9%	3.1%
81.	Teachers know how to use computers in the classroom.	9.2%	43.1%	13.1%	23.8%	8.5%	2.3%
82.	Computers are new enough to be useful for student instruction.	10.0%	51.5%	5.4%	20.8%	9.2%	3.1%
83.	The district meets student needs in classes in	6.2%	45.4%	13.1%	23.8%	9.2%	2.3%

	computer fundamentals.						
84.	The district meets student needs in classes in advanced computer skills.	4.6%	23.8%	27.7%	30.0%	11.5%	2.3%
85.	Teachers and students have easy access to the Internet.	10.0%	39.2%	10.8%	23.8%	13.1%	3.1%

Verbatim: Teachers

- I feel that sports and activities are more important to the community and students than academics, but I also feel that this is the case in just about every school.
- The educational performance of students in schools has increased strongly over the past three years due to strong teachers at the appropriate TAAS Testing grade level.
- Kingsville ISD is a district, which is still operating under the 1950s and 1960s concept. Students are unable to compete on a level playing field. An update of the schools' instructional facilities is needed if its students are to compete for jobs and advance education beyond high school in the new millennium.
- The administrative staff spends much money and time on retreats in an effort to become better team players.
- I feel the school board is not always equitable in decision making as it relates to the entire school.
- The physical education department also needs more money to buy equipment. At the school where I work, we only get \$775.00 a year to upgrade our equipment, while other departments get twice as much.
- There are some areas in which the school needs to improve, but it is doing an adequate job with our children's education.
- Intermediate teachers, do not have access to the Internet in our classrooms. However, we do have it in the library only. Also, some teachers do not have any computers in the classroom. We need computers and staff development in this area as well. Some teachers have computers and do not know how to operate them.
- Monies should be allotted where it's most needed, besides athletic. We need to build new classrooms not gyms, baseball fields, etc. We need to upgrade quality of technology in the special education classes, including self-contained units.
- Some teachers buy out principals, do less work, and get more credit. Teachers are the backbone of public education; therefore, administrators should consider our feedback before making curricular decisions. We know what works best for our students. Our motto is Children First. Does this matter belong to teachers only. If not, then ask the administration what have they done for the children. They need to share the wealth with one's students!
- Principals are given too much authority and power. They play favoritism. They often treat special education teachers unfairly in comparison to general education teachers. Special education is a program, which is treated very unfair. These classrooms have no class limit and are often overloaded ending up with more students than a general class.

- Special education has become a dumping ground because of pressure placed on teachers due to TAAS. Special education teachers deserve to be paid a competitive stipend due to the demand and the challenge. At this time, our district does not have one special education application available.
- Our education performance in the KISD is fair but could use changes in certain areas such as improving: 1) technology 2) training teachers in curriculum writing and keeping guidelines up to date and 3) updating classrooms with furniture, etc.
- Too many students are not staying within their clusters. This is causing a high student enrollment in certain schools. I feel that everything should be equal to benefit the students. Parents are using false addresses in order for their children to attend a different campus. I feel everyone needs to stay in their cluster. This is why we have clusters? Another concern is that students are being threatened that food will be denied to them if their lunch money is not paid.
- Many teachers only give busy work. Teachers do not modify for learning disabled students. Classes are too large. Discipline among teachers is inconsistent. We need very small reading classes (5 to 7 students) for our students in 9-12 that read on K-3 grade level. They get lost in classes of 10 - 15. The students must learn curriculum. Kingsville does not schedule but one reading improvement class and it is too large for students that are not readers to learn.
- Our schools are in need of renovations, but honestly, our salaries aren't enough to handle any more taxes.
- This year many of the teachers had to seek insurance outside of the district - Thank goodness we are a healthy family, and we qualify easily with another group.
- Principals in this district find it easy to move teachers from grade level and classrooms without any consideration for the teachers. The reasons are at the end totally unjustifiable.
- School board and administrators realize that many of the employees won't leave the district because of deep family roots. Therefore, they know we have to accept whatever is offered.
- Could be better!
- Site-based decisions are not being made. The committee never meets.
- More attention needs to be given to special education - not enough money for supplies for teachers - Special education is the stepchild of education in KISD. Budget is not student - oriented (priority); it is central administration guided. They take care of themselves first and then possibly then the schools.
- Computer labs are in desperate need of upgrading. Personnel doesn't get paid for overtime and is not given comp time. Teachers

spend too much of their money to buy supplies when the school should be paying for it. Teachers are underpaid. Teachers should all have a lab top computer. District should pay tuition for any teacher wanting to take computer classes.

- All teachers should be computer literate. Therefore, the district should pay for anyone wanting to get training.
- Most students and teachers complain about the cafeteria food. They waste a lot of food because it is thrown away.
- Computers are bought - training is rarely offered!
- Special education programs are ineffective - especially at the high school level - more vocational and on-the-job training is needed! Students' needs are not being met. The district is too administration top heavy!!!
- Buildings are awful!!! Employees benefits are awful!! It takes forever to get supplies. Funds are very limited. You spend a lot of your own money. Special education classes need a set ration -- too many students to teach!!
- Overall it is good, however, technological facilities are needed by all means. The distribution of technology (computers, software,) is biased. Seems that Science and English classes absorb most of the allotted money, and less is given to arts and electives.
- Kingsville ISD is way behind in technology for students.
- There is also a need for curriculum alignment throughout the district; not all students in the same grade level are being taught the same material. At a point in time, during the year when they transfer to another school in the district, it can be difficult.
- Cafeteria food needs improving; not enough substitutes to cover teacher absentees.
- Teachers do a good job with what they are provided. A first-year teacher would have a difficult job without a well-aligned curriculum. Schools do have mentors that help first year teachers.
- District Central Office does not perform as a supportive entity to schools in the district. Central office personnel appear to view themselves as separate rather than part of the KISD team.
- The district does not have a vision that will enhance performance and suffers from high administrative turnover. Many programs, curricular plans, surveys, audits, etc., are engaged in, but few are implemented or used for improvement.
- Facilities are not available to meet the needs of the severe behavior problems many students present.
- Health insurance for our district is a nightmare.
- I thank the good Lord that I enjoy teaching to the extent that I do. If this love of teaching were not there, I would have jumped ship long ago!
- All students in elementary grades should have frequent exposure to computers.

- All classrooms, including special education classrooms, should have access to the Internet; no excuse about it; too expensive. These classrooms should have access in the room. Principals should be more observant of safety in the school grounds, and the district should respond in timely manner to requests of: cracks in sidewalks, large ground holes in student and teacher parking areas, etc. with prompt attention to requests from special education classrooms.
- I enjoy working for KISD. The students are wonderful! There have been six principals at the high school in the last ten years. All my principals have been excellent educators! I would like to see a principal stay longer than one or two years! When we get a new principal, a different set of rules are placed on students. I have no problems with that because I will do what my boss wants! It is difficult on the students though!
- Just like any other district, KISD has its problems or concerns. Though, I do learn of improvements starting to take place.
- Personnel - a portion of the principal's evaluation should come from teacher feedback.
- Some principals overstep their boundaries of power and authority.
- Too many at-risk students in one class.
- Our district has many good points. Some areas that need attention include a need for a vertically aligned monthly program K-8th. Old building like main (built in 1954) need much more improvement. Health insurance is woefully inadequate.
- Kingsville needs better maintenance and cleaner schools and school yards.
- The only concern I have is - I am a teacher in a special program and at the time of this writing my director has never met me, visited my classroom or has helped me in any way! Very poor - in my opinion!
- The district and my principal and assistant principal have been very helpful to me!
- We tend to gear our academics to the below average student. More and more we pump time into students who are at-risk or learning disabled because the law requires this of districts. Schools are dumbing down curriculum. We are experiencing exactly what people have been complaining about for the last 10 years. Thirty years ago when we graduated from high school, we went in and took our college entrance exams once, did not prepare ahead of time, and never knew of anyone who took a test more than once. We didn't worry about being accepted to a university.
- The learning disabled child has so many rights that their bad behavior interferes with class instruction and takes away from the good old average student. Our campus has superior administrators, but they have to spend all their time disciplining kids, dealing with

irate parents, attending a million A.R.D.S, and pulling several hours of cafeteria duty.

- Texas is all caught up in TAAS, the test is very confusing, and I feel that a norm reference is better. I want us to raise our standards.
- We hear about TAAS from the minute we step into our school for the new year. Social studies, science, and the fine arts have to set aside their curriculum to supervise TAAS math and reading. We resent that.
- Morale is down too because the health care package offered was horrible. Even with our \$3,000 raise, our money went for health care.
- The condition of the portables is shameful! They are like the ghetto with its maintenance.
- There seems to be a lot of politics in KISD, which makes the morale low. As a high school teacher, I see it daily. I wish I had the answers.
- The 90 minute block schedule in our case, doesn't seem to be of any benefit after several years. There are actually less choices, particularly for the high achievers.
- The reason so many employees feel no loyalty to the district is that the district began charging \$118 a month for insurance this year. Not only did it go from free to \$118 when the state gave teachers a raise, but the district waited until the employees had honored their contracts and had come back in the fall before they told everyone how much the insurance would be. Obviously, had they made it public earlier, many employees would have taken jobs elsewhere.
- Technology have had new computers for past three years but no power to plug them in! Students have to use older computers due to expected and approved rewires plan in budget, but several campuses are still waiting for services but no progress was ever accomplished. Administration and the superintendent were aware of the problem but ignored the request and concerns.
- KISD left teachers and all KISD employees without proper insurance for 99-00 and administration said it was not their problem - teachers forced to leave district - morale is low - staff has served KISD with loyalty of many years and we were all left unprotected. The educational performance has been improving but due to these lack of responsibilities by KISD administrators - staff is re-evaluating their participation in after hours - events.
- Qualified teachers are leaving for better benefits and incentives offered by other districts - our educational performance is at risk, which in turn will affect all of us!
- Two grievances: 1) Lack of support for High School administrator. We have had several principals the last eight years, this yields little continuity of administration. School Board often gets involved in issues that are set out of their reach and responsibilities. 2)

facilities are poorly maintained. Buy new - never maintain - repair as cheaply as possible, seems to be the difficult philosophy.

- Children who are taught middle-class values at home will do well with KISD. Those who are not will not do well no matter what.
- KISD has many outstanding qualities to be proud of.
- While the district shouts Children First, their actions belie that they are at all about the needs of students. In our high school we entered into an experiment with block scheduling. One of the foundations behind this concept was that students would have plenty of electives to take up the 32 credits provided in four years. We have added no new courses, and they continue to cut back on teaching staff. As many as 35 students in a high school class is not uncommon. We have underclassmen with no electives to take.
- The district is highly political. Administrative staffing decisions are made on political bases, not SBDM recommendations. Morale is horrible. Teachers are not respected by administrators, even though without the efforts of teachers, secretaries, aides, and custodians, our children would go uneducated.
- On paper all the bases are covered, but in practice no one but teachers consider the effect of decisions on students.
- A sad situation.
- Some of the facilities in the Kingsville ISD are very old buildings. KISD has tried to make the most of it, without raising taxes - bond issue, etc. Lack of communication between school personnel. School Board listens to the high school staff and not if the administration has followed proper procedure, thus failing to support the administration (A.K.A. - regulations).
- SBDM needs to meet at least once a month. I feel that we are top-heavy at the Administration building (Administrators and secretaries). We need more administrators in the schools where the students are. We also need to advertise for our openings instead of just reassigning people.
- I feel that the Arts program, especially Band, do not receive an equal amount of money per student as does the Athletic program, especially the football program.
- My concern is the low pay for data professionals and the lack of training. Our school could not function without their help, but many are ill prepared for the jobs they do. Better pay might increase the quality.
- Food services and better and more well-balanced meals are needed.
- Everyone in KISD is upset with the health insurance program because teachers and staff now have to pay their own insurance starting in the fall of 1999. Before that, the district paid for spouse/family. Many employees were forced to drop KISD health insurance because the cost was too high, and get insurance on their own whenever they could find it.

- Even though Texas teachers received a \$3,000 raise, by the time KISD employees paid for the cost of health insurance increases in other insurance (dental, disability, etc.) and increases in income tax, most employees really had no more money than before when they received their paycheck, and some even less. The \$3,000 raise did not give us any more spending money for our families! It was eaten up by insurance and taxes. Raises given by the district itself were very small.
- KISD has done well on the TAAS. The teachers are dedicated to helping students learn, come and visit our classrooms!
- Ordering materials is a very complicated process held up by red tape about approved vendors, and sole source vendors for specialized materials.
- Even with what appears to be huge negativism, I am happy to be with KISD. Anywhere you go, there is often (always) room for improvement.
- Special education is a sore point! A new special education teacher commented in March that she had never met the special education supervisor! There has never been proper training, etc.,
- Concerning computers - we were scheduled for three 45-minute classes to learn about the Internet. The sessions were canceled; the extent of the training. They just take it for granted that we know how to use the Internet. In the district, we have one supervisor that is spread so thin and wears so many hats, making that person totally ineffective in many areas.
- While many systems in this school system work easily for me, I do not see that case happening for others. Much time and energy is spent forming committees for various input, but often, the suggestions of the committee voice are not used. It seems a pre-approved solution is already in place in most committee work.
- On my campus, we were recently out voted by an administrative decision to spend \$14,000.00 of the campus budget for a reading program while there was no needs assessments and we have been very vocal in our disagreements.
- Kingsville is addressing many problems with a bond issue and has a low tax base. The personnel in charge are so detached from the classroom (mainly central administration) that they make teaching very difficult.
- Our health plan is a big disappointment. It is costing us a fortune! Can we unite with the state employees to get better insurance packages?
- Portable buildings are used and the teachers are unhappy with them.
- The elementary principals are too lenient with the students.
- The educational performance is KISD is solid and getting increasing stronger.

- What is low is teachers' morale.
- Our raise turned out to be our contribution in getting medical insurance. Disgusting!
- KISD tends to give more money, supplies, computers, etc., to English, Math and Science depts.
- Our school has vents that have never been replaced or cleaned. It needs a good remodeling job everywhere. We have been rat infested for several months before they did anything about it. Rats walked inside our light fixtures. Some rooms are very cold and some are very hot even though our air conditioning system was replaced two years ago. We are trying to pass a bond issue to remodel but I am afraid most of the money is going to be spent on other things besides the classroom.
- 75 percent of our teachers do NOT attend computer workshops offered on campus. Attendance needs to be made mandatory.
- The administration at one of the schools is not following the PAPA self-evaluations' guidelines in the time to turn in the four parts of it. The forms state two weeks before the final meeting, but the teachers turn it in the day of the final meeting with the administrator.
- Too much instructional time is spent on TAAS objectives instead of grade level or course objectives. Mastery is not required.
- On purchases, we have been told that we're on my own if we don't use a recommended vendor.
- Board administration actions do not support our Children First motto.
- Teacher's morale is low.
- This district has a problem with timeliness.
- This community seems to accept mediocrity in our schools.
- The high school is run down and ill kept. Money is spent on administrators but not students and teachers. The minute the teachers were given a raise by the state, the district started charging over a hundred dollars a month for insurance that had been free in all past years. There have been seven head principals in the last 10 years. This is a system on the way down.
- TAAS scores are primary focus. A good test taken is not necessarily well educated. The attitude is if it's not tested, don't teach it.
- Site-based committee has met one time in 98-99 year, not at all 99-00 years.
- Students are not issued textbooks. Class sets are used by all. This precludes homework from textbooks. Parents are permitted but not encouraged to check out copy for home.
- Look into the insurance plan and the increase in rates. It seems criminal to me. I don't know if the increase was justified, but it was steep. Insurance for some went from \$215.00 a month for a spouse

and child to about \$680.00 a month. It is ridiculous. It's more than a house payment. They said it was due to chronic illnesses in the district. I think someone was stealing from the account.

- More teachers' input would improve the quality of education for students. More communication and cooperation between teachers and administrators is needed. Discipline needs to be clearer and stronger to students. Vision for the future that includes updating equipment and technology on a 3 to 5 year cycle.
- SBDMS are not working in an effective manner. Most decisions are administrative not decided by the CIP.
- Subs are not adequately prepared or trained. Often they do not show.
- Small town minus small town politics and games are preventing this school district from being great. Teachers teaching for success on the TAAS is costing more children success in college.
- Health Insurance, buildings, and equipment can be improved.
- Some administrators and some teachers need to be trained in social, people skills. People do not know how to get along. G/T teachers need to be rotated, and looked at more closely, some cannot write a complete sentence. Community leaders, otherwise known as grade level leaders should not be pulled out during instruction and be paid an extra stipend. Information is often distorted by these community leaders.
- I would like to speak on behalf of many educators in the Kingsville district regarding the educational performance of Kingsville ISD:
 - There are many positive effects to the school district's having the opportunity to implement their own decisions regarding the educational goals for that district.
 - The negative effects of the state not being involved in the decision making process is that without some supervision, the district goes unchecked and when districts go unchecked, this is where the educational performance breaks down.
- Corpus Christi is a excellent sample of an unchecked district. Due to the lack of supervision by the state and T.E.A. Kingsville ISD has many obstacles which stand in the way of students receiving a proper and unbiased education.
- Here are a few of the obstacles that may need to be addressed:
 - One, the district has an overwhelming amount of nepotism when hiring, promoting and firing employees. African Americans and Anglo-Americans seem to be left out of this process.
 - The district lacks motivation to entice teachers with incentives or perks to obtain employment with the district or stay employed with the district.

- Teachers are inadequately educated and prepare to teach Special Education students. The mainstream process of Special Education students has become regressive instead of progressive.
 - We would appreciate that these concerns and obstacles are taken seriously. The state had the right to disregard these concerns.
- Kingsville has similar problems and as educators we would like the state to address these issues.
- Too many students are being referred for special education testing. Special education teachers are not being hired. For example, 7th grade - 54 special education students for one special education teacher as of now.
- Kingsville needs a strong pre-referral program. Many referrals to special education could be avoided if there was a program to work with the teachers on pre-referral interventions. Many teachers feel pressured because of the expectations of the student performance on the TAAS. This also affects the teachers at the lower elementary levels that do not administer the TAAS. They feel that those students that they have taught and now have taken the TAAS need to do an excellent job on the test because this (student's performance) is a reflection on their teaching.
- There is a great need for repair and new construction. This bond will cover mainly repairs on old buildings. As usual, we hope that special education staff including itinerant staff, will have a place at each campus to be able to do an adequate job. Itinerant special education staff always seem to be needing to find a spot to test, do therapy, counsel or whatever the job entails.

Appendix E

STUDENT SURVEY RESULTS

- A. Overview
- B. Tables (Survey Results)
- C. Verbatim Comments

Demographics

The Texas School Performance Review (TSPR) student sample consisted of junior and senior high school students. TSPR obtained responses from 412 students: 53 percent were juniors, and 44 percent were seniors; more than 2 percent did not identify their grade. Forty-seven percent of the students were female and 47 percent male. Sixty-two percent of the students were Hispanic, 19 percent were Anglo, almost 4 percent were African American, 2 percent Asian American, and 7 percent classified themselves as "other."

The survey questionnaire was comprised of two sections: a multiple-choice section and a comment section. The multiple-choice section asked students their opinions about seven of the 12 functional areas under review. The seven areas covered in the survey were:

- Educational Service Delivery and Performance Measurement
- Facilities Use and Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security
- Computers and Technology

The comment section asked students their opinions on the overall educational performance of the district in general. Responses to the multiple-choice questions are summarized below.

Educational Service Delivery and Performance Measurement

Overall, students expressed a positive view of the education services that KISD provides. The programs considered effective by the largest percent of students (more than 60 percent) were Science, Language Arts, Reading, Foreign Language, Writing, Mathematics and Computer Instruction. In addition, over 55 percent of students thought that Fine Arts and Physical Education were effective while almost 30 percent had no opinion. About 48 to 54 percent of the students agreed that KISD provides effective Vocational Education and Business Education programs. However, over

30 percent of the students indicated that they were not familiar with these programs.

Twenty-five to forty percent of the students were not familiar with special programs and did not express an opinion about their effectiveness. Most of those who were familiar with the programs had a favorable view about their effectiveness. Fifty-two percent of students agreed that the Library Service was effective (27 percent disagreed). Special education offered by KISD was regarded as effective by 45 percent of the students. The Honors/Gifted and Talented was regarded as effective by the largest percent of students (60 percent) followed by the Advanced Placement program (57 percent). Although, students thought that the Career Counseling and College Counseling programs were effective (52 percent and 44 percent respectively), nearly 30 percent had no opinion.

Less than half of the students agreed that KISD has high-quality teachers (26 percent agreed, 40 percent disagreed), that it provides high-quality education (31 percent agreed, 38 percent disagreed), that teachers did not leave classrooms unattended (45 percent agreed, 25 disagreed), and that KISD's educational services meet the needs of college-bound students (42 percent agreed and 21 percent disagreed). About 30 percent of the students had no opinion about these issues. Forty-seven percent of the students thought that the district also meets the needs of work-bound students (34 percent had no opinion).

Facilities Use and Management

Most students thought that repairs were not made in a timely manner (63 percent), schools were not clean (58 percent) and buildings are not properly maintained in a timely manner (49 percent agreed and 26 percent disagreed). Thirty-four percent of students agreed that emergency maintenance is handled timely (31 percent had no opinion).

Purchasing and Warehousing

Students had mixed views concerning the availability of textbooks and library books. Forty-seven percent of students disagreed that there are enough textbooks in their class (39 percent agreed). Students thought that textbooks are issued in a timely manner (57 percent agreed and 19 percent disagreed), and that the library resources meet students' needs (53 percent agreed and 22 percent disagreed). Students exhibited the lowest level of agreement with regard to the status of textbooks. Only 17 percent agreed while 63 percent disagreed that the textbooks students get are in good shape.

Food Services

Students were critical of KISD's food service. More than half of the students (69 percent) did not think that the food at school cafeterias looks and tastes good (17 percent had no opinion) or that they have enough time to eat (76 percent). More than 60 percent also indicated that they have to wait in line longer than 10 minutes. Students were roughly split in their opinions regarding the food being served warm (30 percent agreed, 49 percent disagreed, 18 percent had no opinion) and that discipline and order are being maintained in the cafeteria (54 percent agreed, 18 percent disagreed, 26 percent had no opinion). Fifty-three percent of the students agreed that the breakfast program is available to all and 48 percent thought that lunch is served at the appropriate time of day (29 percent disagreed). They also agreed that cafeteria staff are friendly (56 percent), and that cafeteria facilities are sanitary (37 percent agreed, 32 percent disagreed, and 28 percent had no opinion).

Transportation

Questions regarding transportation services were answered by about 30 percent of the students. Only 11 percent of students indicated that they regularly ride the school bus. Most of the students who use school transportation appeared to be pleased with the services provided with three exceptions. They thought that buses are not clean (19 percent agreed and 14 percent disagreed), buses break down (17 percent agreed, 12 disagreed) and buses don't arrive and leave on time (16 percent agreed and 12 percent disagreed).

Safety and Security

Most students (48 percent) feel safe at school (29 percent do not and 21 percent have no opinion) because the school atmosphere is peaceful: nearly 44 percent indicated that schools disturbances are infrequent (27 percent disagree and 27 had no opinion). Although, more than 50 percent of the students thought that drugs and vandalism are a problem, 58 percent agreed that gangs are not a problem (25 percent no opinion). Thirty-eight percent also thought that school grounds have safety hazards (37 percent had no opinion). Forty-five percent of the respondents thought that students did not receive fair and equitable disciplinary treatment for misconduct (27 percent disagreed, 25 percent had no opinion). Twenty-eight to 38 percent of the students were appreciative of campus security personnel and the local law enforcement, while 30 to 46 percent expressed no opinion.

Computers and Technology

Students expressed mixed opinions about computer and technology use at school. Thirty-five percent of the students agreed that they have regular

access to computers in the classroom (46 percent disagreed) and 41 percent thought that teachers know how to use computers for instruction (27 percent disagreed). Forty-five percent agreed that teachers and students have easy access to the Internet (30 percent disagreed). Students also agreed (53 percent) that computers are new enough to be useful for student instruction (23 percent disagreed and 21 percent had no opinion). Over one-third of the students also agreed that enough classes are offered in computer fundamentals (30 percent disagreed, 29 percent had no opinion) and in advanced computer skills (28 percent disagreed and 32 percent had no opinion).

Exhibit E-1
Management Review of the Kingsville Independent School District
Student Survey Results
Student Survey Results
(Written/Self-Administered)
(n=412)

Demographic Data

		Male	Female	No Response			
1.	Gender (Optional)	47.3%	46.6%	6.1%			
		Anglo	African American	Hispanic	Asian	Other	No Response
2.	Ethnicity (Optional)	18.9%	3.9%	62.1%	2.2%	6.8%	6.1%
			Junior	Senior	No Response		
3.	What is your classification?	53.4%	43.7%	2.9%			

A. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The needs of the college-bound student are being met.	5.8%	36.4%	34.0%	17.0%	3.9%	2.9%
2.	The needs of the work-bound student are being met.	5.6	40.5	34.2	12.6	3.6	3.4
3.	The district has effective educational programs for the following:						
	a) Reading	10.7	55.3	18.4	10.9	2.2	2.4
	b) Writing	10.7	52.9	17.7	12.9	3.2	2.7
	c) Mathematics	15.0	45.6	16.7	14.8	5.8	1.9

	d) Science	14.8	52.4	19.7	9.0	1.7	2.4
	e) English or Language Arts	18.4	49.5	18.2	8.7	1.9	3.2
	f) Computer Instruction	12.6	48.5	23.8	9.7	2.9	2.4
	g) Social Studies (history or geography)	12.6	51.5	20.1	10.7	2.4	2.7
	h) Fine Arts	11.4	44.4	27.7	10.7	3.4	2.4
	i) Physical Education	16.3	41.7	26.0	9.0	4.4	2.7
	j) Business Education	9.0	38.6	36.7	10.4	3.2	2.2
	k) Vocational (Career and Technology) Education	11.4	42.7	32.0	7.0	3.6	3.2
	l) Foreign Language	15.5	49.3	18.2	10.9	3.9	2.2
4.	The district has effective special programs for the following:						
	a) Library Service	11.2	40.5	27.2	14.3	4.6	2.2
	b) Honors/Gifted and Talented Education	18.7	40.8	25.2	10.2	2.9	2.2
	c) Special Education	12.9	32.0	40.5	7.8	3.4	3.4
	d) Student mentoring program	7.3	22.1	42.5	17.7	7.3	3.2
	e) Advanced placement program	16.0	41.3	28.4	8.7	2.4	3.2

	f) Career counseling program	14.6	36.9	29.9	13.8	2.7	2.2
	g) College counseling program	10.9	32.8	31.8	16.5	5.6	2.4
5.	Students have access, when needed, to a school nurse.	11.7	36.4	16.3	22.3	10.9	2.4
6.	Classrooms are seldom left unattended.	8.5	36.9	27.2	18.2	6.8	2.4
7.	The district provides a high quality education.	4.4	26.7	28.9	20.6	16.7	2.7
8.	The district has a high quality of teachers.	5.6	20.1	31.1	24.8	15.3	3.2

B. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
9.	Schools are clean.	2.2%	18.4%	17.7%	29.1%	29.1%	3.4%
10.	Buildings are properly maintained in a timely manner.	1.9	24.5	20.4	28.4	21.1	3.6
11.	Repairs are made in a timely manner.	1.7	10.9	19.4	33.5	29.9	4.6
12.	Emergency maintenance is handled timely.	4.1	30.3	31.3	15.5	14.8	3.9

C. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
13.	There are enough textbooks in all my classes.	6.8%	31.6%	11.4%	29.4%	17.5%	3.4%
14.	Students are issued textbooks in a timely manner.	8.3	49.5	18.9	13.1	6.3	3.9
15.	Textbooks are in good shape.	2.4	15.5	15.3	35.0	27.9	3.9
16.	The school library meets student needs for books and other resources.	11.4	42.2	19.4	13.8	8.5	4.6

D. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
17.	The school breakfast program is available to all children.	10.7%	42.2%	27.4%	9.7%	7.3%	2.7%
18.	The cafeteria's food looks and tastes good.	2.2	9.0	16.7	23.3	45.9	2.9
19.	Food is served warm.	3.4	26.7	18.2	27.2	21.8	2.7
20.	Students have	2.9	11.4	6.8	23.5	53.2	2.2

	enough time to eat.						
21.	Students eat lunch at the appropriate time of day.	7.8	40.3	20.6	12.1	17.0	2.2
22.	Students wait in food lines no longer than 10 minutes.	5.3	15.3	12.1	29.1	35.4	2.7
23.	Discipline and order are maintained in the school cafeteria.	5.8	47.6	26.0	11.7	6.3	2.7
24.	Cafeteria staff is helpful and friendly.	18.4	37.9	19.9	12.4	9.0	2.4
25.	Cafeteria facilities are sanitary and neat.	6.6	30.3	28.2	18.0	14.1	2.9

E. Transportation

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
26.	I regularly ride the bus.	3.6%	7.3%	35.0%	14.1%	37.4%	2.7%
27.	The bus driver maintains discipline on the bus.	2.9	11.2	69.9	7.5	4.4	4.1
28.	The length of my bus ride is reasonable.	2.4	13.8	69.4	4.6	5.3	4.4
29.	The drop-off	4.9	13.3	68.7	5.6	3.6	3.9

	zone at the school is safe.						
30.	The bus stop near my house is safe.	4.6	13.6	66.7	6.8	4.1	4.1
31.	The bus stop is within walking distance from our home.	5.6	13.6	68.0	4.9	3.4	4.6
32.	Buses arrive and leave on time.	2.7	9.2	67.5	10.0	6.1	4.6
33.	Buses arrive early enough for students to eat breakfast at school.	3.6	11.2	67.5	8.3	5.1	4.4
34.	Buses seldom break down.	3.4	9.0	66.7	11.7	4.9	4.4
35.	Buses are clean.	2.7	10.9	63.1	10.7	8.0	4.6
36.	Bus drivers allow students to sit down before taking off.	3.4	11.7	66.0	7.3	5.8	5.8

F. Safety and Security

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
37.	I feel safe and secure at school.	7.8%	40.0%	20.9%	17.7%	11.4%	2.2%
38.	School disturbances are infrequent.	6.8	36.7	27.4	19.4	7.5	2.2
39.	Ganors are not	22.3	35.4	24.0	8.7	7.0	2.4

	a problem in this district.						
40.	Drugs are not a problem in this district.	7.5	13.8	22.6	26.7	27.2	2.2
41.	Vandalism is not a problem in this district.	5.3	20.9	22.1	31.8	17.7	2.2
42.	Security personnel have a good working relationship with principals and teachers.	7.8	30.1	39.8	12.4	6.8	3.2
43.	Security personnel are respected and liked by the students they serve.	5.3	23.5	30.8	18.4	19.4	2.4
44.	A good working arrangement exists between the local law enforcement and the district.	4.6	30.1	46.4	10.0	6.6	2.4
45.	Students receive fair and equitable discipline for misconduct.	4.9	21.8	25.0	19.4	26.0	2.9
46.	Safety hazards do not exist on school grounds.	3.9	17.5	37.1	21.8	16.3	3.4

G. Computers and Technology

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
47.	Students have regular access to computer equipment and software in the classroom.	9.5%	26.2%	15.5%	25.7%	20.4%	2.7%
48.	Teachers know how to use computers in the classroom.	8.3	33.3	28.9	16.0	10.9	2.7
49.	Computers are new enough to be useful for student instruction.	10.9	42.0	20.6	15.5	8.3	2.7
50.	The district offers enough classes in computer fundamentals.	6.1	32.3	29.1	20.6	9.0	2.9
51.	The district meets student needs in advanced computer skills.	6.8	28.4	32.8	17.5	11.4	3.2
52.	Teachers and students have easy access to the Internet.	10.4	35.2	19.7	16.5	14.3	3.9

Verbatim Students

- Need better food.
- The halls are dirty. Books and classrooms are dirty. Some classrooms are very cold and some are very hot. Math teachers need to explain more.
- Lunch costs too much and they serve a little bit of food on a tray. Lunch is too short and we have to wait a long time in line. Dress code is dumb because of what we have to use. Our auditorium is ugly because it floods when it rains.
- I like Kingsville ISD, but this school is ridiculous at times. I know you might not have anything to do with our dress code but that is the biggest problem. If teachers were as concerned with our education as much as if our shirts are tucked in then I wouldn't be writing this to you - someone who probably can't help. Other than this, Kingsville High is just another school.
- Dress code is too formal. I don't even tuck my shirt in at church, and teachers pay more attention to a person's shirt not being tucked in than they do on the studies.
- Our school is falling apart. The staff doesn't know how to work with the kids. The education is lower than most of the country and they focus on the way we look and dress instead of what we're learning (which isn't much).
- The skills we really need are not being taught. Time is wasted on elements that will benefit little, or not at all, in our futures. Our school doesn't make passing sound as important as it is. Students are bored even in the hardest classes. The motivation for the students is nonexistent. The focus of the administrators is the way we look, not what we need to learn. Our school needs major improvements, and technical upgrades.
- I feel the dress code is too formal to affect school. We should dress like we do when we go out.
- This school is never clean and the principals never let us say our comments. We have no rights in this school. Hardly wear something we feel comfortable.
- This school has the worst rules I've ever seen and the stupidest, The Rules at school need to be changed and students should have the right to wear hats to school.
- While taking this survey, an electrical disturbance just occurred. I also strongly suggest to the head of the food department, that an immediate change be done to our school lunches. People grow tired of eating the same food for 13 years. This really wouldn't be a problem, except for the fact that food prices continue to rise and the quality of the food continues to fall. I urge all kids employees to come and eat a school lunch and see if they enjoy the quality of

the food, especially the soy bean pork chop patty, or the \$2.75 we pay for without lettuce on the salad bar.

- They shouldn't be so strict with the dress code. Students should be allowed to dress comfortably. I feel better without my shirt tucked in. Teachers need to teach in a way that the students understand.
- I feel our discipline program is too over-exaggerated and especially our dress code. It's ridiculous. We are a public school and I feel we should have more rights. If I wanted to be told how to dress, I would've gone to a private school!
- Dress code is too strict. Teachers and office people care way too much about how we are dressed. I think they should be more set on education instead of our dress code.
- The teachers and staff care more about the way we're dressed than other students. If a student goes to work and doesn't meet the work's dress code, let it be their problem. If they aren't old enough to know how to dress at a workplace, then they are not mature enough to work. I just think that teachers and staff need to stop enforcing such a strict dress code.
- Theater arts need books, new books and a lot plus they really, really need costumes. Drill team, they need someone to fix the air conditioning. It spills water. The food, there is hair and mold.
- I feel that our school is okay to a certain point.
- Our school is unfair to some students. The cafeteria food is very ugly. I wait until I get home to eat because it makes me sick when I eat. Some of the teachers are respectful and nice; some are rude. Our school needs to be repaired and we need everything replaced. Sorry to say but our school is not a place of my satisfaction.
- I think it's good that this year's freshmen get the opportunity to choose to take pre-AP classes. Back when I was a freshman, we weren't allowed this opportunity. I think the discipline is so unfair because some people are always getting away with stuff just because they're in school activities or their status in school. Also, if the school discipline plan is for everyone to follow then like a Brahma stick to the plan and discipline those who don't follow because certain people are always getting away with stuff.
- If nothing is more important than education then KISD should spend more money on teachers and improvement on our school. Actually, we just experienced an electrical disturbance on our fortified education facility. That can't be too good. But improvements are needed. Discipline for little stupid things, weird food, rising prices on lunch, and teachers with attitude. Take what you want from me and my peers' surveys. I don't think you'll change anything anyway.
- The bathrooms are somewhat old and the toilets overflow easily.
- I moved to this district in the sixth grade. I have never taken a gifted and talented test; I always made B's and C's. When I came to

KISD, I was making straight A's. This didn't make any sense. It's not possible. My parents and I soon realized the standards in KISD were not set as high. After a long process and many trips to the counselor's office, I was finally allowed into the GT program. To my surprise, there was little change. No homework was given and the material was very easy. I think KISD standards should be raised. We, the students, deserve better. We have an excellent athletic program and music program. But how about our academic program? It's really sad how the really important one can be at the bottom.

- The KISD district needs more teachers, especially in the high school. I as a high school student am taking AP classes, and this which is supposed to be an advantage, seems to be a disadvantage. AP classes are only offered certain periods and this does not allow me to take other classes that would benefit me; this is because there is not enough teachers. This is not only a problem for myself but for others too.
- KISD needs more teachers instead of coaches. We need to build a new school because repairs of our building now are beyond repair. The bathrooms are always trashy and when you flush the toilet it overflows. The lunchroom food is unsatisfactory with mold on the cheese. We should have an open campus for only seniors.
- The school is very dirty. Especially the bathrooms, some of the toilets don't even flush or they overflow. The dress code is ridiculous because we come to school to learn not to impress the teachers or staff by following dress code.
- Administrative hypocrisy about the dress code. Bad maintenance of the decrepit school building. As a white male, my minority rights are being infringed on.
- This school is real dirty. It always stinks in the halls. The bathrooms are unsanitary. The toilets always overflow when you flush. We need a new school. Also, our janitors don't do anything. I have to tuck in my shirt and the janitors don't, that's unfair. The lunch food isn't good, there is mold on the cheese and the lines are too long. We should have open campus, so we don't get sick from the food.
- Our school needs a lot of improvements. The school stinks in the hall a lot. The bathrooms are very unsanitary. The teachers and janitors are unfair; they don't have to tuck in their shirts, but we have to. The food is bad, so we should have OPEN CAMPUS lunch. Action needs to be taken soon, because there are many unhappy people.
- I believe that this school does not prepare students for college or the outside world. All this school is worried about is dress code. That is the least of your worries. Also, many vocational classrooms are too hot. The room does not have adequate air conditioner. The

children are extremely hot and sweaty. If we wanted to sweat, we'd join athletics. Another point is school lunches. Some of us kids have to pay for our own lunch. Those kids might have jobs for extra income. Personally, I do not have the money to pay \$3.00 for lunch everyday. I understand that prices went up for you, but why do you have to punish us? And the teachers pay the same price as before. I'm sorry, but this is a poor school. Teachers do not deserve an employee discount. One last thing, this schools infested with roaches and other insects.

- What we need is a new school. Some parts of the school are falling apart and we need a stadium at our school though I'm fixing to graduate. The upcoming kids should have a stadium at our school.
- Well, I feel that the Special Ed class should have a room for seniors that might need help after their classes.
- I think we need more time to eat lunch.
- Our school is outdated. Our auditorium floods. Theater Arts has to pay to use the air conditioning in the auditorium. The teachers are more concerned with dress code rather than academics.
- The rules are not set up for the student's comfort.
- I think it's kind of dumb that some teachers really don't care of teaching the class and worry about the dress code.
- I feel that the educational performance is great in Kingsville and I have learned a lot here.
- Dress code is dumb. We need to clean the restrooms. More restrooms. Longer lunch. Afraid to come to school because of gangs.
- I think cafeteria food should be made better. Some schools have a McDonalds or Pizza Hut line. So the food should be made better.
- We need to have an open campus school lunch and make our school a little bigger.
- A bigger school for the future students.
- I think that food is pretty nasty. A couple of weeks back the food prices got raised up for no reason. I think we should have open campus just like other high schools. Plus, we do not have enough time to eat all our food. Everybody is rushing in order to finish their food. We stand in line for about 20 minutes waiting to get our food.
- Too much money for food.
- More teachers need to be found who are qualified for their positions. Lunch periods need to be extended, you spend almost 20 minutes in line and only 10 minutes to eat. Our school food is not worthy of its price either. It hate to be mean, but the food is horrible.
- Lunch quality is still the same when prices have increased.
- Dress code is dumb; and sometimes when students feel dumb about the way they look because of the dress code it makes them

not want to be in school. Teachers are always on our backs about tucking in our shirts and wearing belts. If administrators had to follow the same dress code as students they would soon change their minds.

- I think that the cafeteria should maintain their levels. Raising food prices when the food is not even healthy is pitiful. I personally don't feel that is safe. Some of the food is old and disgusting.
- You need to get better foods. Also discipline everybody fairly. Some principals don't. I know a couple of discipline actions that weren't fair. Especially the principals sons and daughters.
- One or two cafeteria ladies need to go to manners school. I strongly recommend you change the prices of our lunch. A baked potato and a salad is \$2.25 without a drink. Last year it was \$1.75 with a drink. Please change our prices!
- Better food at lower prices. Better classroom. So we can learn better.
- The food is slightly decent. They could work a little, rolls, mashed potatoes, burgers are ok. Well they could improve the ID cards my fiends don't have.
- I strongly feel that we need a lot of improvements in this school. Our teachers need to take more time explaining and teaching us our material. Our cafeteria food, in my opinion, needs the most improvement. The computers are usually out of order or always messing up. Anything you can do to approve our school will be very much appreciated. Thank you.
- We need a new school. This school is about a 100 years old. It's ugly and we need a new one.
- We need more money put into this school and better learning system, as well as teachers. And cleaner environment.
- I feel that this is a good school but sometimes they emphasize more on smaller things such as dress code, then more important things like if the students are getting the individual attention and education they need. I'm a senior, so I really don't have to worry. I'm concerned about the other students though.
- The educational performance is o.k. and I don't really have any opinion about it.
- The lunch prices need to stop going up!!! Not everyone has a lot of money to eat lunch.
- KISD has an extremely weak science and history program. There may be one good teacher in each department but the others in the same department are at the lower end of my scale or rating teachers.
- I feel that the students at school have absolutely no rights what so ever. Even if they are constitutional rights the administration attempts to enforce no individuality. The students have no freedom of speech and are automatically guilty until proven beyond a

reasonable doubt to be innocent. Certain rules are enforced to take in control of any situation away for fear that we might actually think for a change and contradict the people in power.

- Liberians are rude unhelpful and talk and tell all about the students records to other students. Computer teachers too busy criticizing and making fun of all mistakes then teaching.
- It's falling apart. Need a new one.
- I loved all my teachers. I wouldn't ask for anyone different.
- The school needs to be bigger and have more equipment, etc. Needs a lot of fixing and new teachers!
- We need to build a new school.
- I feel that some teachers are allowed to get away with a lot more than they should.
- I feel that our school needs to fix the food problem because sometimes its cold and smells rotten. They need to give more time and then they raised the prices that's stupid. Then sometimes their hair in the food I mean what is that thought we were going to have a great food system.
- We need a new school A.S.A.P.
- I've been to many school in my life time. I've never seen a school in such poor conditions as this. Recently we got little necessities such as T.P. rolls and paper dispensers in our restrooms. It's just not enough. Our school is over crowded and under funded, and there is no reason for this at all. We have plenty of industries such as N.A.S. Kingsville, King Ranch, T.A.M.N.K. and even Super Wal-Mart. All we're asking for is what we need to be comfortable and healthy in our school.
- The educational performance at school in no way compares to what were going to have to face in the future in college. Teachers spend to much time on dress code and not enough in academics skills. We need new books, better food, new computers with more advance computer programs. In the handbook of the 2000-2001 school year on page 22 we have no rights so does this really matter.
- The teachers have done an excellent job of performing their duties. Teaching the students what they will need in the future.
- Needed a better principal soon.
- Needs better food and new equipment in classrooms.
- Food is horrible, get new stuff.
- We need longer lunches and open campus. That's it. Thank you.
- FOOD IS TOO EXPENSIVE, so lower your prices.
- Lunch food cost too much for cheap food!!
- I just think that the school needs to be better equipped. I just think that the food should be better.
- Cafeteria food is too expensive and is not that good. But that's all we got to eat so we have to buy it.

- Not enough showers. Title IX is not in effect. Not enough outlets. Equality for sports - SOCCER!
- The school needs new equipment in the auto collision course and the other classes, because all the tools are outdated.
- I think we need better computer access in every class, and some of the teachers need to be more friendly and stop being so rude.
- I think we, the students should be at least comfortable with having cold water and new food to eat instead of old ones.
- It's not good. Our classes are too small for all the kids we have. Even when you're in the halls you can't move because it's so crowded. Make the school bigger. Plus more classes on technology like plumbing, carpentry.
- Repairs to the building are desperately needed. Lines for food takes too long normally 20 minutes, leaving just 10 minutes to eat. Our school needs an advanced computer course and needs more help for those on the advanced program that need 4 extra measures to graduate. We are offered no help by counselors or admin.
- Need some of the classrooms outside to be cooler and the school needs food to go down on the price cause there are some kids that cannot afford the price now. Thank you
- Dress code: I see no need for not allowing baggy pants. Time a student can have a weapon that is hidden, but I can think of several ways to bring harm upon a student without bringing a weapon to school. The only reason that baggy pants are a distraction is because teachers make it one. If they didn't stop class to tell you to go to the office because of your pants then there wouldn't be a distraction. Teachers cause the distraction by pointing it out when its not necessary to do so. I see no point in a dress code. I was also wondering why students don't get listened to by principals. No matter if a student gets written up then they get SAC. I demand that students be heard out.
- Girls athletics doesn't have enough showers or time to shower. Also the outlets in the girls locker room don't work or go out very often. Title IX not in effect.
- I feel that teachers pick out favorites and are being really rude. I think that pants are not a problem in school cause we come to learn not to dress for the staff. We should come comfortable how we like to dress.
- I think that the school needs to be more presentable in its appearance. We need greener grass and a cleaner school. Every school in this district looks so much better than us. I hope someday the problem will get fixed.
- I feel that this school should have better books. The school should also make lunch longer and classes should be shorter, we should have at least 40 minutes. I also feel that some teachers in campus are very rude. I feel that the school should consider what teachers

they hire to look at their attitude toward students as well as teaching degree

- I enjoy attending school but there are some things that need to be worked on. The teachers that I have had since I was a freshman have been mostly honors teachers and they were excellent teachers but there are a couple of Math and English teachers that aren't willing to have a relationship with their students. Other things need some work in this School. This school is pretty good school and we could have much worse. But my one major complaint is that the temperature is outrageously cold.
- I think that in some aspect, education is better. However, there are still some things that could be worked on. Maintenance is fairly poor and some areas of this high school need repairs. The vocational building leaks every time there is a hard rain. Only recently the building where the Theater Arts Class is, got its second air-conditioner fixed. Overall, though, education is great.
- I believe that the maintenance of the school could be greatly improve. There are a lot of problems within the campus itself. The quality of food needs to be improved greatly. We the students have been eating the same thing for the past ten years. A little change in taste and nutrition would be nice and it would improve the way we function at school. Also, I believe that the qualification of teachers should be harder, some classes I have taken I haven't learned what I need for the next years class and in college. Mathematics after all the quality of learning we receive reflects on who taught us and we will be teaching and governing in the future.
- Although the AP teachers are wonderful, many of the teachers who teach regular classes are not that great. Teachers should teach and not just hand out work sheets. Many teachers don't want to teach students that are willing to learn so they don't and the students end up lacking many basic skills.
- I feel dress code is going to far. Most teachers care now about the students look and not their education. School should be about learning and not conformity. If I add up all the time I have been in the office, for some singled out dress code violation that has not been disciplining to me or my fellow students, it would add up to a couple of weeks. All this time takes out of my education. There should be a survey on if the students are distracted by over sized pants. If the school is worried about safety I am sure that all students wearing over size pants would let you search the individual everyday you would think there is a shotgun or pipe hidden inside the over sized pants. In my opinion on this issue the school has taken away time from high school learning.
- I think there is too much time spent on football. Although me myself enjoy football I don't agree with us having to cut our class/learning time in half just so they could leave early. That

interferes with our learning time. I don't think we need to be released early let them miss their class time.

- There are not enough good computers in this school. This school needs serious repairs or we need a new school.
- I strongly feel that we need teachers in our district who are qualified in a specific field of study, and who can improve our education rather than hurt it. Our cafeteria food, in my opinion, is below the nutrition standard. Our computers within the school are constantly breaking down. The servers to the labs are often down, preventing us from accessing any files. Teachers and staff make it difficult to access the Internet because they're too scared of corruption. Anything you can do to help solve these problems will be appreciated. Thanks.
- The food in the cafeteria needs to taste better and the janitors need to put toilet paper and paper towels in the girls restroom.
- I feel that the educational performance of Kingsville ISD is terrible. I am a senior here and don't feel prepared for college. That is not a good feeling when I will be graduating in a matter of months. I wish I would have been better prepared. Now I have to go off to college and PAY for classes I could have taken in high school. The education system in this district NEEDS IMPROVEMENT, LOTS OF IT.
- The grievance that is most on our minds is that regarding school lunch. The food is neither tasty, nor extremely healthful. Could we have open campus for lunch on bring in a franchise such as McDonald's burger?
- This school is filthy and really needs to be cleaned up. We have asked for it to be cleaned for a long time.
- I think the prices of cafeteria food are to expensive. I dislike having too ask my father for money to buy lunch. Last year a bake potato with a drink was \$1.75, this year the price is \$2.75. I strongly suggest the prices for lunch be lowered.
- We should have open lunch it would be better since the prices were raised for cafeteria food, we're paying just as much for low quality food as we would for fast food.
- I believe we should have open lunch because we might as well go and order fast food since it takes as long to get food at school as fast food restaurant. And to top it all off we pay about the same prices at a fast food restaurant and get better quality.
- Need better food. not to focus to much on dress code. Worry about students education instead.
- I feel that the school is not kept in good condition. The cafeteria food is disgusting. It does not have a good taste, and half the time we've been waiting so long in lines that the food is cold and the lunch people do not care. Whenever we need to use the computers, our teachers do not let us go to the computer lab, or they don't let

us use the computers in the classroom. Please help us with all of our issues so that students can get all of the proper education they need!

- I don't like that we can't wear what we feel like and I don't like the food in the cafeteria. Most teachers don't let the kids use the computers in the classroom.
- At the end of my high school years, I just wish to be educated enough to at least get through college or just life for that matter. I feel I've been robbed of a proper education.
- The educational performance is alright. It should be better. Some teachers are discriminating to some students. This really bugs me but many teachers are friendly and smile at almost everyone. The program for special education is doing well I think education could be improved a bit if there were more teachers especially ones that are QUALIFIED! That's it.
- Some teachers do not deserve to be teaching yet they get all the credit while the real teachers don't get anything. Some of the teachers are racist and arrogant. Students would like teachers more if they weren't so uptight and put activities to their lessons of course that goes with the lesson.
- I strongly feel that all extra curricular activities, such as sports, should all be given the same conveniences and luxuries.
- Don't worry so much on dress code and stupid rules and let everyone worry about education. Clean the school its nasty same goes for the food they recently raised the prices and the food is still the worst I've had.
- I feel that students should not be limited on what they wear to school. Appropriate clothing is necessary, yes, but not to the point to where we are practically wearing different uniforms. Also I feel that teachers should not keep favorites from trouble with misconduct of the school, a fair role should be out for everybody.
- In VB14 the theater arts classroom is really hot there is only 1 window unit and it doesn't cool very well it is really stuffy in there we need another air condition, it is way to hot in there
- We the students do not have enough time to eat our lunch some lines are long and we have to wait for sometimes 5 to 10 minutes. and that's if the computers are not down and we have to wait longer because they have to write our names down and check our trays to see if we have all the food we are suppose to and we have only 30 minutes to do all of this.
- At the high school during the time between class, not all of the restrooms are unlocked. This causes a great problem for students. They lose valuable class time going to a bathroom on the other end of the school during class. This is very simple and needs to be corrected ASAP.

- The issue with Kingsville ISD is not financial but educational. I recently transferred here and my education has come to a halt and regressed! Seniors have not been taught basic grammar. For example, my senior English class reviewed pronouns, prepositions, and verb tense for four weeks because it was foreign information. Teachers are given an hour and a half to teach, but most only use 30-45 minutes. Teachers are familiar enough with their subjects to present it but not to help students understand it. I am privileged to have received 11 years of a solid education. I am sorry that my last year will not add to those 11. KISD does not adequately prepare students for college.
- Having only four or five really great teachers throughout my entire high school career has left me tremendously dissatisfied with the quality of teachers here at KISD. More often than not, teachers do not understand required curriculums and therefore do not teach or do not teach accurately. The college-bound student does not receive appropriate preparation unless he is fortunate to take AP or Honors courses in which a qualified and intelligent individual is instructing. Please bring the regular teachers up to code! Thank you.
- I believe that the school can get more educational type teachers and less teachers who don't teach.
- Elementary, Intermediate and Middle School had a great educational program. As I moved on to High School, I noticed a lot of slacking off by the teachers I had. My favorite subject is English and I am not getting the satisfaction an English major needs. Concentrate on school and learning, not dress code!
- As a student in this high school, I do not feel as though I am academically challenged enough as I should be. The classes in my opinion need to be updated and teachers need to be more open about giving more assignments which will challenge the academic skills in which students have.
- The bathrooms at the high school are also a huge problem. The soap doesn't even smell like soap and it feels disgusting to walk into a stall.
- Janitors need to do a better job at cleaning our school. Cafeteria food needs to have better quality. They've raised the price on food, but the quality isn't much better.
- It would be a lot easier to learn if students were treated equally and the administration would quit hounding us about things that shouldn't even be an issue.
- The educational performance would be a lot better if students were allowed to express who they are. Students work better when they are not worried about what they are wearing. We don't mind the school dress code. But we don't like the fact that our shirts have to be tucked in. It is hard for girls to find a shirt to be tucked in. More

students will be more willing to work and there are teachers who tell one student something and the other student nothing. So teachers if they don't like the student then they tell them something. But if they like the student then they get away with a lot. If you want us to follow the school dress code then I think teachers should set an example by following the school dress code. Students would see the example and see that it is not bad. Maybe you should try it.

- I think there should be more teachers who do step-by-step processes instead of just expecting us to know it. And the lunch prices are ludicrous! For example, the salad and potato bars were a lot cheaper last year than this year. How do you expect teenage students to pay almost \$3.00 for lunch! Where does the money go? Because they are sure not doing anything to the school!
- I feel they need to fix the lunches. Also, I think they should allow us to dress however as long as we are not revealing anything. I also think we should leave school for lunch because there is not enough time to eat and some students do not eat their fattening food.
- I think they should serve healthier food, and get more books for classes. I think we should also have more time to eat and off campus lunch.
- Education wise, this school is a good school. But I feel that too much authoritative configuration is taken on the dress code. If my shirt is binding my arms or my waist, I am uncomfortable and it makes it hard to learn. I do agree with a good amount of the dress code but tucking in shirts (taking extensive measures to ensure that our shirts are tucked in) should not be a major concern, but it seems to be. Administrators could spend their time a lot more wisely and the fact is most of the teachers and a great amount of parents agree. I think this issue should put more student opinions into consideration as well as teacher and parent opinions. It would make this place more comfortable to be in. Thank you.
- I believe dress code has become the main concern of our district these past twelve years. I strongly suggest they focus more upon the education of our youth rather than the appearance. Individuality is not a crime.
- Kingsville ISD needs money for better food services and restrooms. Also, for a Senior class trip that one can afford.
- I feel that we are strongly in need of a new school building even though that I'm a senior. I had to cope with the fact that this school's lights blink off and sometimes the walls are moldy. Some walls have holes in them and are cracked. There is a lot of other little things, too. Also, I'd like to bring it to your immediate attention that recently the school has raised the price for lunch and is now charging for packets of ketchup and mustard (5 cents each after three.) As a result of this, many students, including me, have

begun to bring sack lunches rather than eat food that was left over from yesterday or the day before but heated up in an oven or microwave. I feel that if they raise the price then the quality should go up as well. But that is just the beginning of the school food scandal.

- We need new showers.
- A great learning environment for kids. It is a bit cold in the high school. You might want to work on that. Dress code can be a little more lenient, too. I don't think there is or will ever be problem if we wear a thong sandal or spaghetti straps shirts or even if we have our cartilage in our ear pierced. There is not harm coming from any of these restrictions. I believe that the staff and community should hear the voices of the students too and not just their own.
- Kingsville ISD seems to confront district problems only half way. As far as education performance, I feel that we are barely meeting the standards. The few teachers that are wonderful in their arena of teaching don't have the resources to keep it at a constant performance level. Other teachers care as little or even less than some students about learning. KISD could use improvement educationally.
- We need a web mastering class.
- First of all, we haven't had that many fights in school. Secondly, the teachers that I have make us grade our own work and they should be doing that. Third of all, the food that they serve in the cafeteria isn't even good.
- Teachers should be much nicer. We should have the right to wear whatever we want to wear. Attendance personnel should be much nicer to students. Students with baggy pants should not be allowed.
- I feel the attendance personnel should be much nicer toward students. Another would be the food we've been eating for about 13 years. Since Pre-K, I've been eating the same thing. Nothing ever changes on the menu. I think I speak for everyone when I say that we should be served something different in the cafeteria.
- Dress code is really ridiculous. Why should people have to feel uncomfortable when the school staff complains about us not being able to learn? Other schools have no problem in having to worry about their kids learning because knowledge is more important than clothing.
- People should worry about our education rather than if students have their shirts tucked in or a belt on. The high school needs better teachers. Some don't even care about teaching us. The good thing is I feel safe about coming to school.
- I believe that KISD is a better district than others. Although, I think this school can improve.
- I am new to this school so I tend to see things like they are. I think this school has very good teachers. I like the block scheduling.

However, I do not like the stupid rules at this school. This school has more irrelevant rules than any other school I've been to. I think the tardy rules are way too strict.

- I feel the quality of education is much lower than that of other districts. It's sad to know that people transfer from other schools to come here and be able to pass. The staffing only has a few dedicated people and I feel the students feel they have no rights. They feel disrespected and I can see why. Thank you!
- I feel that the dress code needs a change. The way a certain person will get in trouble for wearing certain shoes and another who is wearing the same shoes won't is wrong. I don't think shoes should be a problem. The dress code really needs to be looked at.
- I feel I could have learned more, if the teachers weren't so racist in class. Some of the teachers just don't like certain kids in class. They ignore them like they're not even there. Some teachers wouldn't let kids go to the restroom when they had to go. Some teachers would make the students feel like they didn't know anything. Some of the teachers would cut the students down in class. Some of the teachers would let kids smoke during class. Teachers would only teach it once and that was it, they wouldn't go over it again. Some of the teachers need to be taught more, before they become a teacher. Teachers wouldn't even know the lesson themselves. Teachers would give us a lot of work during class, then they would give us a lot of homework too. Some teachers don't even let you make up tests that you failed.
- And about the food in the cafeteria its cold and not even enough to get full, and some of it tastes raw, not even cooked right, and some tastes rotten. And the price for a school lunch is ridiculous, \$1.35. a 12oz can is 65 cents and a 20 oz \$1.00. Plus, we eat the same food every week. The same meal just on different days. I wish I would have went to a different school for my education. I didn't even learn a lot and the teachers made the work hard. By not teaching right
- None of the teachers care if we pass unless you play sports. The response for help that I see from teachers is a lot different than what football players get. The only reason this school district even cares if we come to school is so they can get money, money that our school don't even use on us. Come on man, our school is falling apart right in front of our eyes.
- And as for bathrooms, 1 bathroom cannot serve all the students, open other bathrooms.
- The problem with this school is that there is no real teacher student relationship.
- We need to stop making the price of food so high.ex.\$2.00-\$3.00
- Our food is ridiculous. They raised prices for same amount of food. Food is nasty!

- I think the high is a great school. But, why should we pay more money for our lunch if the quality isn't better. I think if we're to have to pay more I think our food quality should be better. If the food quality doesn't get better and the prices still rise I will have the student body strike. You choose what you want.
- The school needs to fix up what needs to be fixed.
- The time we have to get to and from classes is unbelievable, many students are tardy daily because this campus is too big and has too many students in the halls to make it from one end to outside portables in time.
- Need more advancements in English and Computers.
- Classes on computer classes would be nice. I built my first computer when I was 12 and I thought it would be interesting if there was a class for students with advanced computer knowledge that pertained mainly to the hardware aspect of computers.
- There is a lot of room for improvement here.
- If I may suggest; make the students respect their elders. I see too many students arguing with teachers which waste time learning time. I also see too many drug deals going on in school. I suggest you strongly enforce respect as much as you enforce dress code. A lot of students complain about dress code and argue with security guards about how come they have to tuck in shirts. Just make them do it without asking questions.
- Everything is fine with me about the district except the dress code on baggy pants. I feel like they're not big enough for teachers to say anything.
- I strongly believe that our cafeteria food needs to be more warm and that the food just needs more up to date.
- School is dirty and poor.
- Our school is poor. We have no money for repairs. The school has a large infested. The lunches are horrible!!! And the prices are unbearable. We have no money for new books. Some teachers are less educated than some students. Our security, well I don't know why they are here. They don't do their jobs cause if they did my car wouldn't have gotten vandalized. The school is extremely dirty, and it makes my asthma and allergy act up. Because the janitors do not even clean right.
- I think the dress code is retarded. We're here to learn, not obsess over untucked shirts. And I sometimes find hair in the food.
- This school doesn't prepare students for college. Only the AP teachers even have anything to do with college preparation. In this school we have rats and roaches. There is no insulation so in the summer the a/c is turned down really low. **THIS SCHOOL IS POOR.** I think if the school would build its own football stadium, we could make more money. In 3-5 years it would pay itself. The rest would be pure profit.

- Discipline is not so savior as it needs to be. It should not make a difference who they or their parents are. It should make no difference which extra curricular activity they are in.
- I think that we shouldn't be treated like little kids. I believe we should be treated like adults. We have to put up with a bunch of hassles from the security people and the staff when we supposedly do something wrong
- We have no experience for the real world. We don't know how to act. Then when we get out in the world we mess up and embarrass ourselves.
- I believe that they need better teachers in the Math area. and they should pay my chemistry teacher more money because she is the best and probably one of the few who does care about the education system.
- I think that instead of hiring the first person that walks through the door they should take their time and pick good qualified teachers, capable of actually teaching students.
- The educational performance is good, but other things are not. Like dress code, why do we need one as long as we're learning. Wouldn't you agree if you were still a kid. I've been in a in school suspension just for not wearing a belt. I was taken away from actually learning and understanding a lesson which helped me fail.
- Most of the time in some classes its good but most classes its not.
- The educational performance is ridiculous. Here the school system is to easy and way behind. The school should at least have a better grading system. My point of view from other schools, this school is too strict. The dress code is ridiculous. The teachers are too busy worrying about the dress code and not about the education the students should be receiving. The lunches as well are too short. There are too many people in the lunches and not enough time to get to eat. The lunches should be extended for at least another 20 minutes.
- I feel that some of the dress code has become too picky and at times pointless.
- You really need to fix the food and lower prices on sodas. Also you need to fix the building. There are rodents. Stop auditing us and fix the schools.
- I think we need more electives dealing with what peoples fields of studies are going to be in college.
- I believe that this school needs to be a lot cleaner in restrooms and stocked with toilet paper. Some teachers need to also give respect to students.
- The district concentrates so much on dress code that it disrupts the flow of the school. Classes that need to be offered include, but are not limited to: Computer Science, Web and Design and computer maintenance/repair. In addition to the dress code disrupting the

flow of the classroom, prevents the student being disciplined from receiving in-class instruction; In-class instruction is valuable because the teacher will bring up important points that the student may miss.

- Longer lunch! better food - cheaper. BUFFET. Longer time between classes.

Appendix F

PARENT SURVEY RESULTS

- A. Overview
- B. Tables (Survey Results)
- C. Verbatim Comments

Demographics

The Texas School Performance Review (TSPR) parent sample consisted of parents of students in Kingsville Independent School District (KISD). Out of the 1,250 questionnaires mailed out, TSPR obtained responses from 192 parents: 67 percent were female and 23 percent were male. About 54 percent of the respondents were Hispanic, 31 percent were Anglo, three people classified themselves as African American and three people classified themselves as Asian. The majority of the parents have lived in Kingsville for eleven years or more (70 percent), 10 percent have lived there for 6-10 years and 14 percent for 0-5 years. Parents of children in all grade levels were represented.

The survey questionnaire was comprised of two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about 11 of the 12 areas under review. The 11 areas covered in the survey were:

- District Organization & Management
- Educational Service Delivery and Performance Measurement
- Community Involvement
- Facilities Use and Management
- Asset and Risk Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security
- Computers and Technology

The comment section asked parents their opinions on the overall educational performance of the district. Responses for the multiple-choice questions are summarized below.

District Organization and Management

Parents were asked for their opinions of the school board and the superintendent. Although parents did agree that the school board allowed

time for public input at meetings (35 percent agreed, 23 percent disagreed) and listened to the opinions and desires of others (38 percent agreed, 32 percent disagreed, 28 to 40 percent had no opinion). Parents agreed that the superintendent is a respected and effective instructional leader (50 percent agreed, 18 percent disagreed and 31 percent had no opinion) and business manager (43 percent agreed, 18 percent disagreed and 38 percent had no opinion).

Educational Service Delivery and Performance Measurement

Over 40 percent of parents agreed that the district did not provide a high quality of services and that the needs of college-bound students are not being met while over 35 percent disagreed. Forty-five percent of parents thought that the needs of the work-bound student are being met (29 percent disagreed). A third of the parents agreed that teachers are given an opportunity to suggest programs and material that they believe are most effective (29 percent disagreed and 37 percent had no opinion).

Fifty-five to 70 percent of parents thought that the district has effective programs in almost all areas. The strongest support was for Language Arts, Physical Education, Science and Mathematics, which had 70 percent, 70 percent, 67 percent and 65 percent of parents agreeing, respectively. Forty-eight percent of the parents agreed that Business Education was effective, while 18 percent disagreed and 31 percent had no opinion.

Overall, parents' views of the effectiveness of KISD's special programs varied. The Honors/Gifted program was considered effective by the highest number of parents (59 percent) followed by the Alternative education program (56 percent) and the Special Education program (50 percent agreed, 32 percent had no opinion). Of the remaining programs, which include Dyslexia, Student Mentoring, Literacy, Drop Out prevention, Counseling the parents of students, College counseling, Career counseling, "English as a second Language," Summer School, Programs for students at risk of dropping out of school, Advanced Placement, and Library Service, 20 to 48 percent of parents thought they were effective. One-third to over one-half of the parents were not familiar with most of the special programs.

Most parents (53 percent, 26 percent disagreed) thought that teachers did a good job, agreeing that teachers are knowledgeable in the subject areas they teach. However, 40 percent of parents thought that the district did not have high quality teachers (36 percent disagreed). Thirty-four percent agreed that teacher turnover is low (35 percent have no opinion) and 48 percent thought that the district did not fill job openings with highly qualified teachers (30 percent disagreed). In addition, 32 percent of respondents thought that substitutes rarely teach their children while 41

percent disagreed. Forty-four percent agreed all schools have equal access to educational materials while 36 percent disagreed. Forty percent of parents agreed that classrooms are seldom left unattended (over 30 percent had no opinion). Forty-two percent of parents agreed that the district did not provide a high quality education (40 percent disagreed).

Community Involvement

Parents' view of KISD's community involvement efforts was split. Forty-four percent of parents agreed that the district did not communicate regularly with parents (40 percent disagreed). Thirty-five percent of the parents felt that facilities are not open for community use (32 percent disagreed and 31 percent had no opinion). About 44 percent of the parents did not think that the schools have plenty of volunteers to help student and school programs (28 percent disagreed and 27 percent had no opinion).

Facilities Use and Management

Fifty-four percent of the parents agreed the schools are clean. Forty-four percent did not think that repairs are made in a timely manner (29 percent disagreed 26 percent had no opinion). Forty-two percent of parents thought that the buildings are properly maintained in a timely manner (42 percent disagreed). Forty percent of parents thought that emergency maintenance is handled properly (34 percent had no opinion). In addition, 44 percent of parents thought that the district uses very few portable buildings (34 percent disagreed). Finally, 38 percent of parents did not think that citizens, students, faculty, staff and the board provided input into facility planning (33 percent had no opinion).

Asset and Risk Management

Parents had varied opinions on asset and risk management issues. Forty percent of parents agreed that their property tax bill is reasonable for the educational services delivered (36 percent disagreed and 23 percent had no opinion). A larger percentage of parents (51 percent) did not think that the board members and administrators do a good job explaining the use of tax dollars (24 percent disagreed and 25 percent had no opinion).

Financial Management

Forty-seven to almost 55 percent of parents were not familiar with the district's financial management. Twenty-two percent to 31 percent of parents did not think that financial reports are made available to the community when asked, that site-based budgeting is used effectively, that campus administrators are well trained and that the district's financial reports are easy to understand.

Purchasing and Warehousing

Fifty percent of parents agreed that the school library meets student needs (27 percent disagreed), textbooks are in good shape (31 percent disagreed) and students are issued textbooks in a timely manner (19 disagreed).

Food Services

Parents had mixed views of KISD's Food Services. Sixty-six percent of the parents' children purchase his/her meal from the cafeteria and a slightly smaller percentage (64 percent) thought that the school breakfast program is available to all children. In addition, 59 percent of parents agreed that students eat lunch at the appropriate time of day. However, 48 percent feel that the cafeteria's food does not look or taste good (21 percent disagreed and 28 percent had no opinion) and 30 percent feel that the food is not served warm (38 percent disagree and 29 percent had no opinion). Forty-seven percent of the parents thought that students did not have enough time to eat (35 percent disagreed). Forty-eight percent agreed that cafeteria facilities are sanitary and neat and 47 percent agreed that cafeteria staff is friendly and helpful (one-third had no opinion to both questions). More than 56 percent agreed that discipline and order are maintained in the cafeteria while 27 percent were not familiar with the issue.

Transportation

More than 50 percent of the parents had no opinions with regards to transportation issues. Forty-five percent of parents thought that their bus stop was safe and it was within walking distance. Forty-five percent of parents stated that their child does not regularly ride the bus.

Safety and Security

Forty-six percent of parents agreed that students feel safe and secure at school (42 percent disagreed). Sixty-two percent agreed that drugs are a problem in this district. In addition, 57 percent of parents thought vandalism is a problem in KISD. An equal percentage of parents (45 percent) agreed that disturbances at school are frequent (42 percent disagreed) and gangs are a problem in the district (37 percent disagreed). Over 40 percent of parents were not familiar with the security personnel to form an opinion. However, 59 percent agreed that there is a good working arrangement between the local law enforcement and the district (30 percent had no opinion). Forty-four percent of parent thought that students did not receive fair and equitable discipline for misconduct (36 percent disagreed) and 37 percent agreed that there are safety hazards on school grounds (31 percent had no opinion).

Computers and Technology

Parents provided a mixed view of the use of computers and technology in the classroom. Forty-six percent of the parents agreed that teachers know how to teach computer science and other technology-related courses (28 percent had no opinion). In addition, 52 percent of parents thought that the computers are new enough to be useful to teach students (28 percent disagreed) and 38 percent agreed that students have easy access to the Internet (33 percent disagreed). Forty-five percent of parents thought that the district meets students' needs in computer fundamentals (37 disagreed) while 42 percent thought that the district did not meet students' needs in advanced computer skills (30 percent disagreed).

Exhibit F-1
Kingsville Independent School District
Parent Survey Results
(n=192)

Demographic Data

		No Response	Male	Female					
1.	Gender (Optional)	9.4%	23.4%	67.2%					
		No Response	Anglo	African-American	Hispanic	Asian	Other		
2.	Ethnicity (Optional)	12.0%	31.2%	1.6%	53.6%	1.6%	0.0%		
			No Response	1-5 years	6-10 years	11-15 years			
3.	How long have you been employed by Kingsville ISD?		5.7%	14.1%	10.4%	69.8%			
			PK	K	1	2	3	4	5
4.	What grade level(s) does your child(ren) attend?		4.2%	4.7%	4.7%	5.7%	6.8%	9.4%	9.4%
			6	7	8	9	10	11	12
			9.9%	12.0%	13.5%	36.5%	29.7%	24.0%	28.6%

A. District Organization and Management

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
1.	The school board allows sufficient time for public input at meetings.	5.2%	29.7%	40.6%	17.2%	6.3%	1.0%
2.	School board members listen to the opinions and desires of others.	5.2%	33.3%	28.6%	23.4%	8.3%	1.0%
3.	The superintendent	15.1%	34.9%	31.2%	12.5%	5.7%	0.5%

	is a respected and effective instructional leader.						
4.	The superintendent is a respected and effective business manager.	14.6%	28.6%	38.0%	10.9%	6.8%	1.0%

B. Educational Service Delivery and Performance Measurement

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
5.	The district provides a high quality of services.	4.2%	35.4%	13.5%	37.5%	6.8%	2.6%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	2.6%	29.7%	37.0%	22.4%	7.3%	1.0%
7.	The needs of the college-bound student are being met.	2.6%	33.3%	19.3%	31.8%	12.0%	1.0%
8.	The needs of the work-bound student are being met.	2.1%	43.2%	24.0%	21.9%	7.3%	1.6%
9.	The district has effective educational programs for the following:						

	a) Reading	8.9%	56.8%	7.3%	22.4%	3.6%	1.0%
	b) Writing	8.3%	55.7%	6.8%	25.0%	3.6%	0.5%
	c) Mathematics	8.3%	56.8%	6.8%	20.8%	5.7%	1.6%
	d) Science	8.3%	58.3%	8.3%	19.3%	5.2%	0.5%
	e) English or Language Arts	9.4%	60.9%	8.9%	16.7%	3.1%	1.0%
	f) Computer Instruction	7.8%	50.5%	10.9%	22.9%	7.3%	0.5%
	g) Social Studies (history or geography)	7.3%	54.7%	10.4%	20.8%	5.7%	1.0%
	h) Fine Arts	8.9%	49.0%	12.5%	22.9%	6.3%	0.5%
	i) Physical Education	10.4%	59.4%	14.1%	12.5%	3.1%	0.5%
	j) Business Education	6.3%	42.2%	31.2%	13.5%	4.2%	2.6%
	k) Vocational (Career and Technology) Education	6.8%	49.5%	26.0%	9.9%	5.7%	2.1%
	l) Foreign Language	7.3%	48.4%	19.8%	14.1%	7.3%	3.1%
10.	The district has effective special programs for the following:						
	a) Library Service	7.3%	40.6%	32.8%	11.5%	4.2%	3.6%
	b) Honors/Gifted and Talented Education	8.3%	50.5%	15.6%	14.6%	8.3%	2.6%
	c) Special Education	8.3%	41.7%	31.8%	10.4%	5.7%	2.1%

d) Head Start and Even Start programs	9.9%	45.3%	35.9%	3.1%	3.6%	2.1%
e) Dyslexia program	2.1%	18.2%	53.6%	15.6%	8.3%	2.1%
f) Student mentoring program	1.6%	28.1%	39.6%	20.8%	8.3%	1.6%
g) Advanced placement program	5.2%	40.6%	30.2%	15.6%	6.3%	2.1%
h) Literacy program	3.6%	29.7%	41.7%	16.7%	5.7%	2.6%
i) Programs for students at risk of dropping out of school	7.8%	35.9%	29.2%	14.6%	10.4	2.1%
j) Summer school programs	6.8%	38.0%	22.4%	17.7%	13.0%	2.1%
k) Alternative education programs	8.9%	46.9%	28.1%	5.2%	8.3%	2.6%
l) "English as a second language" program	1.6%	35.4%	41.7%	12.5%	6.3%	2.6%
m) Career counseling program	4.7%	37.5%	22.4%	21.9%	11.5%	2.1%
n) College counseling program	3.6%	33.3%	23.4%	24.5%	12.5%	2.6%
o) Counseling the parents of students	3.1%	27.6%	24.5%	29.7%	13.0%	2.1%
p) Drop out prevention program	3.1%	26.0%	34.9%	19.3%	13.5%	3.1%

11.	Parents are immediately notified if a child is absent from school.	11.5%	35.4%	15.6%	21.9%	13.5%	2.1%
12.	Teacher turnover is low.	4.2%	29.7%	35.4%	19.8%	8.3%	2.6%
13.	Highly qualified teachers fill job openings.	4.7%	25.0%	20.8%	32.8%	15.1%	1.6%
14.	A substitute teacher rarely teaches my child.	5.7%	26.0%	24.5%	28.6%	12.5%	2.6%
15.	Teachers are knowledgeable in the subject areas they teach.	4.2%	49.0%	19.3%	18.2%	7.8%	1.6%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	6.8%	37.5%	18.2%	25.5%	10.4%	1.6%
17.	Students have access, when needed, to a school nurse.	8.3%	62.0%	11.5%	13.0%	3.1%	2.1%
18.	Classrooms are seldom left unattended.	3.6%	36.5%	34.4%	17.7%	5.2%	2.6%
19.	The district provides a high quality	5.2	34.9%	15.6%	33.3%	8.9%	2.1%

	education.						
20.	The district has a high quality of teachers.	4.2%	31.8%	20.3%	28.1%	12.0%	3.6%

C. Community Involvement

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
21.	The district regularly communicates with parents.	2.1%	37.5%	15.6%	32.3%	11.5%	1.0%
22.	District facilities are open for community use.	2.1%	29.7%	31.2%	26.0%	9.4%	1.6%
23.	Schools have plenty of volunteers to help student and school programs.	2.6%	25.5%	27.1%	36.5%	7.8%	0.5%

D. Facilities Use and Management

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
24.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	2.6%	22.9%	33.3%	28.6%	9.9%	2.6%
25.	Schools are clean.	4.2%	50.0%	11.5%	21.9%	10.4%	2.1%
26.	Buildings are	3.1%	39.1%	15.1%	28.1%	13.5%	1.0%

	properly maintained in a timely manner.						
27.	Repairs are made in a timely manner.	2.6%	26.0%	25.5%	29.7%	14.6%	1.6%
28.	The district uses very few portable buildings.	4.2%	40.1%	20.8%	26.6%	7.3%	1.0%
29.	Emergency maintenance is handled promptly.	6.3%	33.3%	34.4%	16.1%	8.3%	1.6%

E. Asset and Risk Management

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
30.	My property tax bill is reasonable for the educational services delivered.	3.1%	37.0%	22.9%	25.0%	11.5%	0.5%
31.	Board members and administrators do a good job explaining the use of tax dollars.	0.5%	23.4%	24.5%	35.4%	15.6%	0.5%

F. Financial Management

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
32.	Site-based	0.5%	17.7%	53.1%	18.2%	7.8%	2.6%

	budgeting is used effectively to extend the involvement of principals and teachers.						
33.	Campus administrators are well trained in fiscal management techniques.	1.0%	21.4%	48.4%	19.3%	7.8%	2.1%
34.	The district's financial reports are easy to understand and read.	2.6%	16.7%	47.4%	22.4%	8.3%	2.6%
35.	Financial reports are made available to community members when asked.	2.1%	18.2%	54.2%	12.5%	9.4%	3.6%

G. Purchasing and Warehousing

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
36.	Students are issued textbooks in a timely manner.	5.7%	58.9%	13.5%	10.9%	8.3%	2.6%
37.	Textbooks are in good shape.	2.6%	49.0%	15.6%	23.4%	7.8%	1.6%
38.	The school library meets student needs	5.7%	43.8%	21.9%	21.4%	5.7%	1.6%

	for books and other resources for students.						
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H. Food Services

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
39.	My child regularly purchases his/her meal from the cafeteria.	19.3%	46.4%	10.4%	13.0%	8.9%	2.1%
40.	The school breakfast program is available to all children.	16.1%	48.4%	21.9%	8.3%	2.6%	2.6%
41.	The cafeteria's food looks and tastes good.	3.6%	17.7%	27.6%	33.3%	14.6%	3.1%
42.	Food is served warm.	4.2%	33.9%	29.2%	19.3%	10.4%	3.1%
43.	Students have enough time to eat.	2.6%	32.8%	14.6%	26.6%	20.3%	3.1%
44.	Students eat lunch at the appropriate time of day.	4.7%	54.7%	12.5%	19.8%	6.3%	2.1%
45.	Students wait in food lines no longer than 10 minutes.	2.1%	26.6%	31.2%	26.0%	12.0%	2.1%
46.	Discipline and order are	6.3%	50.5%	26.6%	12.5%	3.1%	1.0%

	maintained in the school cafeteria.						
47.	Cafeteria staff is helpful and friendly.	7.8%	39.1%	33.9%	14.1%	4.2%	1.0%
48.	Cafeteria facilities are sanitary and neat.	4.2%	43.8%	32.3%	13.0%	5.2%	1.6%

I. Transportation

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
49.	My child regularly rides the bus.	10.9%	19.3%	21.9%	20.3%	25.0%	2.6%
50.	The bus driver maintains discipline on the bus.	5.7%	23.4%	53.6%	8.9%	4.2%	4.2%
51.	The length of the student's bus ride is reasonable.	5.7%	32.8%	50.5%	6.8%	1.0%	3.1%
52.	The drop-off zone at the school is safe.	7.8%	34.4%	45.3%	5.2%	4.2%	3.1%
53.	The bus stop near my house is safe.	9.4%	35.9%	42.2%	4.7%	4.7%	3.1%
54.	The bus stop is within walking distance from our house.	9.9%	34.9%	43.8%	3.6%	3.6%	4.2%
55.	Buses arrive	6.3%	30.7%	48.4%	6.8%	3.6%	4.2%

	and depart on time.						
56.	Buses arrive early enough for students to eat breakfast at school.	6.3%	22.9%	53.6%	7.3%	5.2%	4.7%
57.	Buses seldom break down.	5.2%	19.3%	54.2%	12.5%	5.2%	3.6%
58.	Buses are clean.	5.2%	22.4%	56.8%	9.9%	2.1%	3.6%
59.	Bus drivers allow students to sit down before taking off.	6.3%	25.0%	51.0%	10.9%	3.1%	3.6%
60.	The district has a simple method to request buses for special events.	7.3%	23.4%	56.8%	6.3%	2.6%	3.6%

J. Safety and Security

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
61.	Students feel safe and secure at school.	4.7%	41.7%	10.4%	31.8%	10.4%	1.0%
62.	School disturbances are infrequent.	3.6%	38.0%	12.0%	33.3%	12.0%	1.0%
63.	Gangs are not a problem in this district.	7.8%	29.2%	17.2%	34.9%	9.9%	1.0%
64.	Drugs are not a problem in	4.7%	17.7%	14.1%	46.4%	16.1%	1.0%

	this district.						
65.	Vandalism is not a problem in this district.	4.7%	19.8%	17.7%	41.1%	15.6%	1.0%
66.	Security personnel have a good working relationship with principals and teachers.	2.6%	41.7%	42.7%	8.3%	2.1%	2.6%
67.	Security personnel are respected and liked by the students they serve.	2.6%	30.7%	42.7%	16.1%	4.2%	3.6%
68.	A good working arrangement exists between the local law enforcement and the district.	7.3%	52.1%	30.2%	5.7%	1.0%	3.6%
69.	Students receive fair and equitable discipline for misconduct.	4.2%	32.3	16.1	28.1	16.1	3.1%
70.	Safety hazards do not exist on school grounds.	2.6%	25.0	30.7	26.6	10.4	4.7%

K. Computers and Technology

Survey Question		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	No Response
71.	Teachers	3.1%	42.7%	28.1%	16.1%	6.8%	3.1%

	know how to teach computer science and other technology-related courses.						
72.	Computers are new enough to be useful to teach students.	5.2%	46.4%	17.2%	20.3%	7.8%	3.1%
73.	The district meets students needs in computer fundamentals.	4.2%	40.6%	15.1%	26.0%	10.9%	3.1%
74.	The district meets students needs in advanced computer skills.	3.6%	26.0%	25.0%	27.1%	15.1%	3.1%
75.	Students have easy access to the Internet.	5.7%	32.3%	24.5%	22.4%	10.9%	4.2%

Verbatim: Parents

I feel that the school board members have no idea on how to deal with parents and that we still have freedom of speech in this country! We also should have the right to be notified ahead of time on school board meetings and have the liberty to speak at these meetings and not be pushed aside because they do not agree with what we the parents have to say. Its our school district too! We should have the right to speak out on what they are doing wrong.

I feel free to share my educational thoughts. I agree the teachers at Kingsville school all are very nice teachers I myself like all teachers in Kingsville School; They're are all wonderful with the kids. And also they have a real nice principal, he is very great with kids.

I graduated from this district in 1979. Since then the school maintenance has really gone down. Most of our schools need a face lift. But, as far as educating our children, I believe they are doing a great job. If I'm not mistaken, every school in the district received new computers for the classrooms this past year. And students have access to the Internet but it's not easy, they have procedures. Last year they had a lot of bomb threats, but after further discussion with my daughter she says they felt safer this year. Every school in this district needs remodeling, they are hard to maintain them.

A lot of these questions I can't answer because I personally don't know. I have a daughter getting ready to join the Jr. High School and she's scared of the kids (gang related) she's heard about. I would like to see more fine arts & stronger programs offered like in some Houston schools. The children up there have more programs offered because they have higher qualified teachers in certain areas of education & more parent-teacher involvement. I've seen our zero tolerance policy abused too many times. Our school board needs to support our superintendent more in certain matters.

Low expectations academically. Lack of information to parents. Lack of enforcement against inappropriate language and behavior.

I disagree with a lot of things because of my child and his needs are not being met and also his placement is not what I want. I also feel that buying of contracts from former teachers and administrators in this district was uncalled for and we could have used those monies in other and better things for the children.

I do not believe our teaching staff from middle school to high school is competent enough. My daughter has trouble in math, she has had trouble in English and she has taken Spanish for 4 years and still can't speak it.

Memorial Middle School needs to be investigated by TEA about their TAAS scores and who was exempt and why. My child's scores were not scored by Austin but the principal had a score at the school. Why? How is this possible?

I would like to see more funding for our a.m. band. For example, more staff, equipment and instruments. Our band is well known thorough out the state of Texas. We as a community need to continue to establish this positive recognition. Therefore, with more funding it will enhance our band program even better.

Special Ed. teachers need to teach their handicapped children that can learn to read and write. To be able to teach them to at least be able to recognize their ABCs and numbers. There are other things in life besides self grooming. Reading and writing is just as important as learning to survive. Teach this children that can and want to learn. We're a school not a daycare.

More accountability of admin & support needed

Improve maintenance & housekeeping. Prosecute trouble makers.

School board should use more means of communicating to the public. (Not just through *Kingsville Record* - local newspaper) Like through radio, tv or flyers. The events or other activities should be published so we as parents can contribute our time - getting more involved.

Block scheduling has greatly affected the pacing, depth of instruction, and retention of subject matter. Students do not have ample time for exploration, repetition, or analysis.

Emphasis falls on low achievers. Gifted/talented population's innate curiosity and motivation is allowed to die due to lack of maturity of those characteristics. Students who are especially left behind are the men in the middle- not G/T, not at-risk. Block scheduling has ruined AP courses' fall tests in May- too long a gap. Check KISD passing rate for verification.

Some schools are better than others. I think that every teacher should be able to speak English and it needs to be the #1 language. There is too much Tex-mex being talked in the school and that hinders their education when going to a high level. And when it gets to test taking.

Child doesn't really have time to eat lunch and not enough food for the child. Child comes home hungry. Sometime parents don't have money to buy school clothes.

I feel the KISD is trying to do good. I know of few students that have become doctors, lawyers and okay professionals. My parents told me that it's not the school that makes the person smart; it's the fundamentals that the school teaches that puts that spirit into the student to want to learn. KISD is doing a good job to do this.

All areas of the curriculum should be taught by qualified and certified teachers in that area. Art/music should be put back in K and 1. Maybe TAAS scores would improve and not so many retakes would have to be done. Teaching to pass the TAAS is not preparing our students for real life situations. Where are the basics? Students need computer science using cross-platforms emphasizing not only business, vocational technology, art graphic design, and multimedia.

The block scheduling at the high school level is not meeting the needs of the college bound students. I feel that it is not working because the students are being taught too much information too fast, thus not providing them the opportunity to develop the skills needed to further their education. This schedule allows the students to earn eight credits per year, which means that the average student can complete the necessary credits for graduation in just three years, and most students are still taking the four years to graduate. This also means that the students are wasting a whole year, because they are just taking noncredit classes like office worker or etc. instead of classes that are actually preparing them for college. I believe that all academic classes should be taught all year long rather than just on a semester basis.

The education my son received from the school is not good enough; I have to teach him at home. He is not allowed to ask questions.

Need a better college counseling program; need more emphasis on everyone being computer literate; boost up your track program; little participation, coaches not supporting kids. Good alternative school program; basically good qualified teachers; some coaches; wrong assignment.

Children do not ride the bus.

Our opinions are based mainly on our experiences with them in high school, our friends who have children attending grade school, and our knowledge of the administration and school board. Theatre Arts is definitely suffering at this school.

The school districts still have their discriminatory areas, which need to be addressed, too. Not only on the basis of race, color or religion, but also on the level of economic structure. This at times deters some of the students to lose hope for an education, if no body cares because of their financial structure.

I think that KISD is a very good school for my kids.

I feel that the teachers in the Kingsville ISD should get a drug test every 6 months to determine if they qualify for being drug free. Especially in the High School area, some teachers in the attendance area are extremely rude. I feel my tax dollars are not in good hands when the employees perform that way. After all ,we pay their salary?

Some things do not apply to us, or I know nothing about. I know drugs and gangs are a major problem even among scholars and athletics students. I have personally talked to a counselor concerning this matter -- I was never called back or acknowledged, more like ignored. I also know computers play an important role in the teaching today -- not enough computer techs to maintain the district's needs.

My child has dyslexia and sometimes his teachers are not notified of this. Even though his paperwork and role taking is suppose to be less, teachers pile up the paperwork. He is not given extra time to complete work and in computers was expected to keep up with the rest of the class and embarrassed when he couldn't.

Thanks for sending me this survey. Because I am a single parent and work all the time. I didn't- have much time to go and see about my kids but I know the teachers did a great job and the rest of ISD of Kingsville.

I feel that KISD could have the potential to be an excellent school district. I think the district puts too much emphasis on making money for the district and school officials instead of the needs of the children. Spend more money in the classrooms rather than the KISD offices.

The staff and teachers seem to have a good basic education. Their programs seem to be lacking in getting their knowledge across to these students. A lot of children seem to drop out or graduate with little skills to work or go to college.

I apologize for this late response, but I am grateful for this opportunity to share my concerns. They are: lack of professionalism of some teachers. I know of teachers calling parents who work within KISD to tell them of their child's TAAS outcome scores. Weak math programs at middle and high school level. High school English class (freshman) too crowded. (34

students) Texans (some of them) making comments about kids from private schools, and out of district schools.

Our high school does not prepare a student for a college education. The district/teachers have let the students dictate the pace instead of demanding the best from our students. The kids are capable of doing much more, they just need teachers and parents to expect and demand more.

Our country being advanced in technology and computers makes me think about our kids running our country in the future. One keeps reading and hearing that our school, students are so behind in math and others are that third world country are doing better than us. If this is the case, then why is this happening? I would not be able to tell you which teacher is good at their job and which is not. In other states, schools are producing well, advanced students. Where do we rank? I feel some of our teachers are not really preparing our kids for what waits them in the working world. I have asked my kids if they have talked to their counselors to help them to prepare for college and they tell me people are hard to get a hold of. I have called them on the phone and have the same problem. I feel these people cater to the top 10% of students and the ones that keep getting into trouble. They have not time for the rest of the 90%.

I gave my child what I think is a simple written test requiring a little reasoning. Yet my child was unable to answer them. Our schools should cater to making all our students 100% of the top 10.

I don't like the dress code, there are a lot of single mothers that don't have the money. Some schools tell you to wear one color of shirts. They should make the teachers wear one color of dresses and coats.

The children are not treated equitably. Some are punished for the same infractions, others are not. No one really cares for their education. Most administrators and some teachers are only there for a pay check. Expectations are low, absenteeism is high, consequences are few. The superintendent thinks only of himself and how good he looks in the opinion polls, he cares nothing for student safety or education.

No lockers in Jr. high, the students must carry all their books in their backpack. Buses do not run if residence is within 2 miles of school, however there are no sidewalks.

Too much emphasis is placed on athletics and not enough on academics. Our students need to be prepared for college and our high school does a poor job of preparing our students for that next Step. Students rarely have homework and have developed poor study habits that the college students tend to fail in their first few semesters. Schools are in short supply of

books, so students aren't issued their own; hence, don't have to bring home for completion. Students are also given too many changes and need to be more accountable and responsible.

Too many relatives working for KISD but do not admit it so they can be hired. Doesn't improve because they do not want to offend relatives.

Teachers work hard to meet the needs of their students. Morale is low because school administrators delegate their responsibilities eg., dress code to the teachers. Discipline lacks due to lack of parental involvement.

Central office administration place themselves above the facility members. There is no interaction among teachers and central administrators. Director of Finance appears to make all final decisions on gut instinct rather than involving teachers to help with practical decisions that would benefit our children.

Immediate change is needed in these areas:

- more help for teachers.
- more staff to assist teachers (teacher aide) class ratio
- custodians to be held accountable for clean schools
- cafeteria food, quality and hot meals
- more computers and advance job placement
- allow more parent input to bond with district
- audit budget processes for unauthorized, unnecessary spending
- better buses, maintenance/personnel

Students should have easier access to the school counselor. Also counselor should have more contact with parents to discuss students' needs so be able to see problems faster and encourage students more.

Have programs available for tutoring for students during summer for those classes the students are having problems in.

I feel that the KISD should mandate a policy of all students should wear uniforms from elem. to high school. It would cut down distraction and competition between students. All students should be treated equally! Over all, the KISD is a good school district.

Maybe it is too old fashioned to even consider in our modern enlighten society but here's my main complaint.

Lack of standards! Today's techniques of teaching allow students to retake tests time and time again in order to pass them. We must set standards, the student must meet the standards or get a failing grade.

Lack of authority to maintain discipline. The poor teachers are expected to maintain order but are not allowed to punish those who create disorder. I understand that our friendly lawyers have made parents law suit happy and this is a big impediment to proper discipline enforcement.

It is a mystery to me how the students are expected to learn and at the same time no home work is assigned or expected to be assigned. Rumors have it that the reason for no such assignments is that the kids won't do it any way. Hog wash!! That's when they should get zeros for their lack of effort.

KISD is a good district. It tries to meet the needs of all students. On some questions I had no opinion because I didn't know the answer. Education at the secondary level works to meet the education of students. KISD has a night high school, an alternative discipline campus and a regular school of choice alternative high school. I know many students who would not have graduated if they have not attended the regular alternative school.

KISD has an okay educational rating. I wish the GT program in grades 1-8 would truly enrich students without students feeling they are being given extra work because they are ahead of their classmates.

Educators must realize there will be diversification in a class-do not assume that because a child doesn't fit your idea-means they are incapable of performing. Why question a child's intelligence, reason for being in an honor class and integrity when you don't know the child?

KISD schools are in need of repairs (upgrades) and maintenance. Hopefully the work will be done.

Educational excellence stretches across the board. Everyone is responsible in their community for educating the whole child.

AP students and non-accelerated students need to have full year exposure to courses to be beneficial educationally.

Science labs need to be in elementary schools so children won't fear science as they get older. Hands on lab would be great.

I believe that there must be more restrictions or at least, as many, on the staff as on the kids. There are too many verbally abusive teachers who never get the discipline they inflict on the students. And if a dress code is required, it should also apply for the staff. I feel too many teachers don't take enough time to truly explain the lessons, instead they expect the kids to have the knowledge, without the teacher wasting too much of their precious time. I also strongly believe that the food is bad at least 3 days of

the week. My teens don't eat until they return home, because of the ugly food. You'd be shocked to know some of the things that the kids find in the tray. I also believe that some principals are as shameless as their staff and should be replaced. And I only wonder who monitors ten staff that monitors my kids? Do they ever get drug screening. I know quite a few teachers who wouldn't have the position they have if they were screened.

Overall, I feel that the teachers have the experience needed to teach their subject. I have only come across one teacher who was not qualified to teach the upper level course he was assigned to teach. The kids in the class knew more about the subject than he did. Apparently, he was the best qualified because he took a course, in this particular subject, in college.

Property tax too high. Physical facilities are in bad shape. Administrative salaries are excessive.

When I went to school years ago if children fought each other on school grounds, teachers, not security guards, would intervene and stop the fighting. Today, when kids fight on school grounds teachers look the other way, that is wrong!

Kingsville has a good education system now, but it will suffer if the principals from the upper level schools are not changed. We have had great leaders that leave us within two years because Kingsville is such a political town.

Gifted and Talented programs are geared more to quantity instead of quality work. Many times my children were up to late hours finishing their homework from all classes. They want out of the program. Some bus drivers let bullies run the bus. Children were told where to sit and face the front (like soldiers) or they'd get their hair pulled or hit. I've complained and it stops for a while then starts up again. Children are not allowed to use phones, to let parents know that on extra-curricular activity (for example) has been canceled or changed and have them picked up from school. At the high school, if an emergency comes up at home, and a child needs to be picked up from school, if he/she doesn't have a note that morning, a hard time is given to the parent about this. Many times we can not predict the future, but problems do arise.

Students are not getting the math skills necessary to meet college standards. Too many college freshman are either dropping or failing math. They are not prepared enough in this academics area.

We desperately need quality teachers at the high school level. I strongly believe that our coaching staff is here for the stipend.

The schools need better educational tools and equipment for the students and teachers.

Too many administrative changes made from year to year. Third principal at high school level in same number of years. Superintendent has been changed at least 4 times in 8 years. Much money spent on at risk low income, but our gifted and talented and bright students are falling through the cracks. STOP catering to bilingual education and get back to the education of all students.

We live in a poor school district and students suffer. Also, there is too much emphasis on sports. Coaches are teaching subjects that they are not certified in.

Kingsville ISD needs a lot of improvement. Within the past 10 years I have witnessed a low teacher morale and this doesn't help the education needs of the students. I can't believe that the district hired a consulting firm for this type of survey. I hope this survey helps the purpose!

We all know that education is an investment and KISD should begin to realize that modern technology is a plus in any program; computer needs should be met for students at any cost and other programs that help to prepare children for the future should be offered, like some type of vocational training at the elementary and Jr. high levels; i.e., office help, etc.

The superintendent and school board members DO NOT respond to correspondence from parents in a timely manner. (15 days SHOULD BE the NORM). I am completely DISAGREEMENT with school board policies in reference to attendance. Students that go see the doctor an/or medical/dental attention/appointments SHOULD NOT be counted absent (excused) when going to dr/dentist. THIS SHOULD BE EXCUSED and NOT counted absent. WHEN and HOW is a student supposed to go see DR/Dentist if not during the day? The policy in Kingsville ISD is unacceptable. I am totally dissatisfied with the procedure here. How can we as parents continue to instill attendance (perfect) if the school board DOES NOT work with parents on this issue?

The only time I hear anything from their schools is when something is needed like, a bill from cafeteria or fund raiser. They do not offer courses my child is wanting to take. I am very upset with this. My attempt at responding to the superintendent has been ignored.

Structurally, most campuses (elementary as well as high school) have inadequate access roads and parking. Certain high school policies making it impossible for parents to reach students during course of day are strict

and nonsense to deal with. Certain administrators are not available for reference or personal level communication regarding student issues. Over all, school system not meeting the needs of the individual.

The thing I don't think it's fair that all students can't ride the bus. Parents work and it's hard without bus transportation for some. We end up going late to work. And a possible chance of getting fired.

Alternate education program is filled with felons, questioning the commitment of the justice system and/or low enforcement to the district.

The biggest problem we have had is that my son is in Special Ed. because of his disabilities. The only thing we have had to deal with is the misunderstanding and insensitiveness of educators and other staff. I hope in the future, other families don't have to go through crisis like we did. It has been very, very difficult for us.

School instruction shuts down 2 weeks before summer vacation. Too much classroom time spent on non-instructional activities.

G/Talented classes are not rigorous or challenging.

My children are not being prepared to compete in a competitive university outside South Texas.

Even though H.S. offers honors classes, many are taught during same period so that it is not possible to enroll in more than 1 per semester.

Board does not follow its own discipline policies. The board frequently becomes involved in school issues that should be left to the administration. Teachers often do not feel supported by the board. The board also tends to look at issues along racial lines. I frequently have the feeling that I am functioning in the 1950s. The board seems to have trouble giving up its anger and racial division. The potential is there to do really good things. Teachers are not replaced in a timely manner.

If the students parents do not check out school books the students receive NO homework or a very limited amount. Coaches play the 'best' players all game time, while other players get limited or no time on the court. During the 6 week grading periods, parents should be informed at the end of the 3rd week if the student is not passing the class - instead of the 5th week - when catch-up time is all most impossible.

Kingsville ISD cares only for the children the staff likes; there is a lot of favoritism in this town within the school.

I will move ASAP so I don't to pay school taxes to KISD any longer. I am very dissatisfied with KISD as a whole. I am embarrassed to claim to have been a graduate from there myself. Too much emphasis on low-income families and not enough for top students. Athletic program a big joke. Coaches very over paid and under educated.

Band program is very strong and should be maintained. High school relies too heavily on substitute teachers; our daughter had a substitute for a whole 9-week marking period. Sometimes, teachers at high school teach outside their area of expertise. High school MUST find and KEEP a good principal for more than one year. High school has had 5 different principals in last 6 years. School board undercuts principals when principals are following established rules. High school drama program needs more attention. Our perception is that more emphasis is placed on athletics than academics. U.I.L. academic participation should be emphasized more.. District should continue its efforts to remove the most disruptive, trouble-making students from regular classrooms to alternative programs.

Not enough good teachers. Teachers that care about the individual students' needs. Especially in high school, my daughter has skipped her lunch meals because the food is too processed instead of freshly cooked.

Taxes are high - We need to remodel the high school - more improvement or build a new one. Our future children need better environment. Thank you.

KISD has continually fallen below the mark on TAAS scores despite the efforts of some very dedicated educators. Our community is politically divided and it shows in our schools and our children. Over 1/2 of the children born in our county are born into poverty; there is a lot of work to be done here. It is very difficult to attract good teachers to our community. Our superintendent and his upper staff deserve a medal and lots of state support for their continuous efforts to make things better in KISD. I'm thankful my child is an honor student and has been afforded the opportunity to be with the BETTER teachers in our district.

BE alert/aware on high-risk students early in school year and let staff know, and focus on programs to help those high risk students. GREAT JOB TO ADMIN/STAFF!!!

I enjoyed filling out this survey with the input of my children. We've read the questions and discussed each question and answered to the best of our abilities. Thank you for your survey. I feel that I would appreciate a survey on a yearly basis. After all it is for our children and to also get the parents more aware of our district No, parents are not notified if and when

the child is absent. Where as, I always notify the school as to when my child will and to be absent, etc., dr. appt., illness. Either by phone, notice or doctor's notice. I feel that substitute teachers are just as qualified as their regular teachers. -The only way to use the Internet at their school is during the use of the library.

Our school district is easily 11 years behind the times. We use current text books, but we have some classrooms with no computers. Our high school was built in 1965. We're currently voting for a \$30 million dollar bond issue to upgrade our schools. Bu we really need a modern high school.

The educational performance is good but, I know of a child getting hurt and the teachers didn't know how or who hurt the child. The child was hurt pretty badly and was needed to be taken to the hospital.

More training is needed on human values, especially at the administrative level. Too many of them on personal agendas not willing to cooperate with peers and subordinators.

The alternative school is a joke. No teaching is done there, only self-paced student computerized lessons. We need teachers to teach, not computers to do it all.

College bound students have the opportunity to receive an excellent education and can compete at the national level in all areas. Work bound students have less of an opportunity because too many students in those classes don't care about their education. The school and teachers are doing the best that they can. The school has some outstanding extracurricular programs, swimming, band and journalism.

The school buildings are filthy and poorly maintained due to poor management and lack of work ethic of the workers, mostly lack of work ethic of workers. The buses need to be maintained better. The school needs a better budgeting system. Needs are not being met. There are too many people in management. Some of those jobs could go.

We are disappointed with the level of educational excellence our children receive. There are wonderful teachers here, especially at the high school. At our child's middle school, the level of challenge & follow through is minimal. It seems little is expected and little is offered by the students. I worry our child won't be adequately prepared for high school. And, the atmosphere at the middle school is so rigid and rule-oriented. Also, there is no soap, toilet paper nor paper towels in the middle school bathrooms. Each class room has a 'caddy' which has these supplies. Therefore, students don't have access to such necessities if they try to go to the bathroom between classes. Teachers don't want them to go during class,

and only one student at a time has access to the caddy. This is an intrusive unreasonable and unsanitary remedy to a problem the I know is troubling to our middle school administrators. I know they are trying to minimize vandalism in the bathrooms. But the focus on stricter and stricter measures where everyone is subjected to such measures, is troubling. It is an environment which does not encourage enthusiasm and motivation.

Our older child attended the middle school in another community in Texas and was exposed to a very challenging, wonderful curriculum. Exceptions were extremely high. We are very disappointed in what has not occurred in the GT program at the middle school. Our child has had nothing special, nothing extra creative, challenging, or novel, in the GT class this year. ABSOLUTELY NOTHING. We had more creative opportunities in a previous elementary school than we have seen here.

I hate to be this negative. I appreciate our teachers & administrators. I know they care. But we have been struck by the overall level of low expectation by the teachers of the students. So few parents attend meetings, open houses, etc. that it's appalling.

I have spoken to the middle school about my concerns about their bathroom rules. They were perfectly nice when I spoke to them and listened to my concerns. They reassured me that the systems is working. It doesn't. I also spoke to a school board member and a school district nurse. They weren't aware of the problem and seemed to feel there is nothing they can do.

I want a school district that focuses on educational excellence, not rigid rules. I know safety is an absolute must. I would never advocate compromising student's security. But we must value critical thinking, creative performance, outstanding teachers, and stimulating curriculum. We must make education priority.

Much of this assessment varies by grade level. The middle school experience is much worse than high school.

I believe that the schools need more protection from law enforcement. Because of all the incidents that have been occurring in all the schools in different states. And, because of the bomb threats that our school have had. I believe that other parents like me would like to be at work knowing that our kids are safe in school, the same way as they would be at home.

I don't like when the district lets the elementary and middle schools out for a half day when they need school buses to take the football team to games 2 -3 hours away.

Students walk for almost a mile. Through the highest crime area of the city, where there are no side walks, must cross on one of the heavy traffic streets with no cross walks. There are three buses that each have only 3 - 5 students each on them. Yet the board will not let them pick them up. This is an ongoing battle. The school board has a closed mind to parents' concerns on all issues.

Students are not being taught in school. They are being drilled - to pass the TAAS test. I have heard this from students, teachers and other parents.

I feel uniforms should be enforced and even in High school - too many students and their parents try to compete with each other - not good for students.

The high school is in need of many improvements. The auditorium is a mess. There is definite need for another gym. One entry, one exit for a 4-A school is a safety hazard. There is need for a back exit. I would hate to be a student here if there were a real emergency.

As in many schools, there are some excellent teachers but there are a few that aren't doing their jobs.

I think the district has a lot of good teachers, but they have to take a lot of garbage from some principals that need to retire or be replaced. Some of the schools have computers for all of their students where others have 3 or 4 per 20 or more students. This school district needs a lot of improvement.

KISD can not seem to find a qualified high school principal that can lead with respect or that can relate to the student body. This disrupts the educational performance of the high school. The high school can not keep qualified teachers because of the above fact. Please HELP our school district and school board.

You should look at the 2-mile bus ride empty bus, walking children add it up yourself. Use the buses to the fullest. Also football and band should not get full attention at the high school, other subjects and clubs should be seen as important!!

Some teachers need to sit down and think why they chose to be teachers. What kind of different they could bring in the children of tomorrow. Because some of them really forgot.

Dealing with discipline problems at the middle school is a problem. The principal and assistant principals send students to in-school suspension but the back up for in-school suspension teacher is not there. Students who misbehave there do not fear other consequences. The numbers are high

and causing stress and health problems to teachers. Those being suspended are held there and they are intolerable and making it hard on the others. They are already suspended but spends the rest of the day there so they don't care.

Not enough information shared with residents in Kingsville. The schools including the high school have bad air in the building. My child has to breath all that bad mold and mildew coming out of the air conditioning system. The auditorium is bad. The minute I step into the building I start to get sick and my allergy act up. My child has allergies and has to breath all this bad air all day long.

The Special Ed. department is the one lacking. The students in this program are taught just enough to get by. They are not learning what they should be. The Special Ed children are being moved from one grade to the other because of age. This is not right because the children are not learning anything.