Karnack Independent School District

December 4, 2006

Ms. Cozzetta Robinson
Superintendent, Karnack Independent School District

Dear Ms. Robinson:

The attached report reviews the management and performance of the Karnack Independent School District's (KISD's) educational, financial, and operational functions.

The report's recommendations will help KISD improve its overall performance as it provides services to students, staff, and community members. The report also highlights model practices and programs being provided by KISD.

The staff of the Legislative Budget Board appreciates the cooperation and assistance that your staff, SCRS, Inc., Trace Consulting, and EMB and Associates provided during the preparation of this report.

The report is available on the LBB website at http://www.lbb.state.tx.us.

Respectfully submitted,
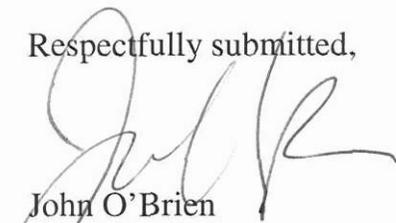
John O'Brien
Director
Legislative Budget Board

cc: Elaine Davis Jackson, Board President
Jim McCutchens, Vice-President
Gloria Roberts, Secretary
Martha H. Alford
Robert Broadnax
Ray Polk
Judy VanDeventer

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EXECUTIVE SUMMARY

The Karnack Independent School District (KISD) school review report noted eight commendable practices and made 35 recommendations for improvement. The following is an Executive Summary of the most significant accomplishments, findings, and recommendations that resulted from the review. A copy of the full report is available at www.lbb.state.tx.us.

SIGNIFICANT ACCOMPLISHMENTS

- KISD implemented a process to ensure improved financial performance for the district, including initiatives to increase its fund balance from a deficit of $91,040 in 2000–01 to a surplus of $569,496 in 2004–05. By initiating cost reductions, increasing the district's tax effort, implementing a structured budget process, and continuously monitoring the budget, KISD increased its fund balance and strengthened its financial position.

- KISD has a business procedures manual that is up-to-date, covers all areas of the district's business operations, contains business forms and instructions, and includes the student activity fund procedures. By having documented business procedures, KISD can provide a smooth transition for employees assigned to new jobs, use the manual as a training tool for employees new to the district, provide a consistent method for processing transactions, hold employees accountable, and communicate expectations for complying with the district's accounting policies and procedures.

- KISD keeps a comprehensive list of assets and performs annual physical inventories to help ensure accountability for district property. By keeping an up-to-date and accurate listing of assets owned by the district, KISD can ensure it has adequate insurance coverage, has complete information necessary to file a claim in the event of a loss, and provides an internal control mechanism to reduce the risk of loss.

SIGNIFICANT FINDINGS

- KISD does not have a process to develop and maintain the use of scope and sequence curriculum guides, resulting in teachers independently relying on the textbook and the Texas Essential Knowledge and Skills (TEKS) to plan instruction.

- KISD does not have a comprehensive program evaluation process resulting in an inability to determine effectiveness of program offerings.

- KISD does not have a comprehensive developmental guidance and counseling program to meet student needs at both district campuses.

- KISD does not ensure appropriate assignments of special education students to the least restrictive environment.

- KISD does not conduct multi-year strategic planning to include planning and evaluation of district instructional and non-instructional programs.

- KISD does not systematically pursue grant opportunities for the district.

- KISD does not effectively provide incentives for improving employee performance, attendance, and morale.

- KISD does not have an effective volunteer program that encourages parent and community participation to meet district needs.

- KISD does not participate in the federal provisions for reducing administrative costs and streamlining Food Service operations offered through Provision 2 of the National School Lunch and School Breakfast Programs.

- KISD does not regularly evaluate student satisfaction with school meals and adjust services to increase student participation rates.

- KISD lacks a formal bus replacement plan.

- KISD lacks a facilities planning process to address long-range goals for facility renovation, upgrades, new construction, or maintenance.

- KISD lacks a plan for replacing outdated computers and operating systems.

SIGNIFICANT RECOMMENDATIONS

- **Recommendation: Implement a curriculum development/adoption process providing written scope and sequence curriculum guides, whether the**

district develops it locally or purchases and modifies it according to district needs. KISD does not have a process to develop and maintain the use of scope and sequence curriculum guides, resulting in teachers independently relying on the textbook and the TEKS to plan instruction. KISD's current instructional planning and decisions regarding content, methodology, and scope and sequence is an individual teacher decision based on the textbook and the TEKS. Without written curriculum and scope and sequence guides, the direct relationship of specific learning objectives and student success on the Texas Assessment of Knowledge and Skills (TAKS) and college entrance exams in those objectives and skills cannot be a part of the superintendent's student performance report to the board. As a result, the district does not have this information to better inform strategies to improve student TAKS and college entrance exam test scores. With no scope and sequence curriculum guides, and with a teacher turnover rate of 38.2 percent for 2004–05, each new teacher begins the school year without the direction or support from an adopted curriculum. With the financial support and advocacy of the Board of Trustees, the superintendent as the chief instructional administrator should oversee the development/ adoption of curriculum guides with a scope and sequence. Curriculum guides with a scope and sequence will provide guidance to teachers in the delivery of instruction beyond what is found in textbooks and the TEKS. Locally adopted written scope and sequence documents provide direction for the written, taught, and tested curriculum along with curriculum-based assessments.

- **Recommendation: Implement a formal program evaluation process to ensure the effectiveness of each curriculum program offering in meeting the district's program goals and mission.** KISD does not have a comprehensive program evaluation process resulting in an inability to determine effectiveness of program offerings. The district has not performed program evaluations beyond federal or state compliance assessments requiring documented reports on expenditures of funds, eligible students served, staff training, and parent participation, which does not include evaluations of program effectiveness. Teachers in the KISD teach to the TEKS supported by programs for the Gifted and Talented (G/T) program, library resources services, and computer labs. KISD does not monitor the effectiveness of these and other programs

in a systematic manner that identifies the impact of programs to student achievement. According to KISD principals, program evaluation is an informal process led by the principals and superintendent. Without a formal review of programs, the district cannot make fully informed decisions impacting financial and student performance priorities based on the effectiveness, efficiency, and usefulness of programs. KISD should work with Education Service Centers (ESCs) and other professional sources such as Texas State Library and Archives Commission (TSLAC) as needed to implement program evaluations in specialized areas. A formal program evaluation function will help ensure that course objectives are met in the teaching and learning process, district resources are being budgeted and spent appropriately, and that the district can adjust the instructional programs regarding program continuation, modification, or additional offerings.

- **Recommendation: Develop and implement a comprehensive developmental guidance and counseling program with a guidance curriculum.** KISD does not have a comprehensive developmental guidance and counseling program to meet student needs at both district campuses. The district is not providing state-mandated, comprehensive developmental guidance and counseling services to all students in KISD. Elementary school students receive little direct service from the counselor because the counselor's time is allocated at 90 percent on the high school campus. Without a comprehensive guidance and counseling program, or critical procedures and functions of a guidance program implemented, the district's students fail to benefit from guidance, counseling programming, and information for improving opportunities for success. Under the direction of the superintendent, the counselor should develop a plan to transform the district's guidance program from a services-based model to a results-based comprehensive developmental guidance and counseling program for all students.

- **Recommendation: Develop a process to coordinate staff development training, supervise implementation, evaluate progress, and establish accountability standards for all teachers and staff to ensure that the least restrictive environment is provided to special education students.** KISD does not ensure appropriate assignments of special education students to the least restrictive environment.

The district serves the majority (over 78 percent) of students receiving special education services in the more restrictive resource room or self-contained setting for all or part of the instructional day. Limited collaboration exists between regular education and special education staff at the high school, although there is some collaborative activity at the elementary school. Without adequate district support for training, collaboration, and assistance between the regular and special education staff, the district does not ensure that students with disabilities are being served in the least restrictive environment. Under the direction of the superintendent, principals, should coordinate staff development training regarding special education student placements in the least restrictive environment, supervise appropriate implementation, evaluate progress, and establish accountability standards for all teachers and staff. By training staff for special education instruction with a focus on federal and state statutes and regulations, techniques, and the positive outcomes of collaborative and differentiated instructional strategies and classroom structures, KISD will help ensure special education students receive services in the least restrictive environment.

- **Recommendation: Implement a strategic planning process to develop a three- to five- year strategic plan that incorporates the district's District Improvement Plan (DIP) and Campus Improvement Plans (CIPs), links to the district budget, specifies performance targets for instructional and non-instructional programs, and establishes mechanisms for tracking and reporting progress.** KISD does not conduct multi-year strategic planning to include planning and evaluation of district instructional and non-instructional programs. During the process of rebuilding the district's general fund, KISD's educational programs and support functions were neglected. There have been no capital outlays to replace aging school buses, cafeteria equipment, or district facilities. The Food Service department operated at a deficit in 2003–04 and 2004–05. The district does not have long-range facilities or technology plans, methods for evaluating support functions, or criteria for determining bus replacements. Teacher salaries have remained well below the state average, extracurricular activities have been limited, student performance on mandated tests remain below state averages, and the district has not provided Career and Technology Education (CTE) programs for

its students at the high school. Without a written and agreed upon strategic plan, the district does not ensure a clear understanding of where the district is headed or where stakeholders have agreed they would like to go over the next three to five years. The superintendent should develop and get board approval for the strategic planning process. The superintendent should form a strategic planning committee with broad district and community representation to develop the district's long-terms goals and objectives. The strategic plan should align and incorporate various plans into one long-range plan which sets goals and broad direction for all district programs to include course and program offerings, student performance, community involvement, staff development, food services, transportation, facilities, and technology. By implementing a long-range strategic plan, the district will help ensure the optimum achievement of budgetary and programmatic goals.

- **Recommendation: Establish a grants application and management process that contracts with an experienced part-time grant writer to pursue grants as an alternative source of funding for district programs.** KISD does not systematically pursue grant opportunities for the district. The superintendent attempted to write grant applications for the district in the past. Theses efforts were unsuccessful because of limited district resources or staff to seek grant opportunities and focus on completing application packages. The lack of alternative funding sources prevents KISD from expanding its resources for educational programs. KISD should hire a professional grant writer or retired educator to research and write all grant applications on behalf of the district and pay a commission to the grant writer only when grants are awarded to the district. The superintendent or business manager should work cooperatively with the grant writer to coordinate efforts and to implement procedures to ensure proper allocation, distribution, expenditure, and accounting of funds received. By establishing a grants application and management process, the district will gain additional funds for programs to address student needs.

- **Recommendation: Implement a program to annually evaluate, monitor, and adjust monetary and non-monetary incentives for all district employees.** KISD does not effectively provide incentives for improving employee performance, attendance, and morale. The

superintendent stated the district has difficulty recruiting and retaining new teachers because of its rural location and low salary. KISD's average beginning teacher salary of $24,840 is below the average area school district salary of $28,269. KISD's average teacher salary of $34,257 is below the Region 7 average of $36,638 and state average of $41,009. The district's rate of teacher turnover increased from 18.7 percent in 2000–01 to 38.2 percent in 2004–05. The 2004–05 teacher turnover at KISD far exceeds the regional and state averages of 16.6 percent and 16.1 percent respectively and is above its peer districts. During group interviews with food service, transportation, and maintenance employees and supervisors, the staff indicated there is low morale and disappointment with wages, salaries, and a lack of competitive monetary compensation. By not effectively rewarding employees, the district does not help to ensure services are efficiently and economically provided. The district should implement an employee incentive program that includes increasing teacher salaries and rewards based on exemplary work performance. With performance-based pay increases and other incentives tied to attendance and performance, the district helps improve employee productivity, morale, and retention.

- **Recommendation: Develop an effective volunteer program and designate a community liaison to coordinate the program.** KISD does not have an effective volunteer program that encourages parent and community participation to meet district needs. School administrators and teachers reported poor parent and volunteer participation in school-sponsored activities. Members of a focus group said that a Parent Teacher Organization (PTO) survey had been administered during 2003–04 to solicit parent volunteers by particular area of interest; however, to their knowledge the survey was not used to increase volunteers nor was it used to contact parents. Without an effective volunteer program, volunteer involvement will tend to remain at the current low level. In addition, the district will be unable to effectively communicate its volunteer needs to parents and the community. The KISD superintendent should get board approval to begin the process of developing an effective volunteer program by appointing a teacher or faculty member as the designated community liaison with training and an annual stipend.

- **Recommendation: Analyze the costs and benefits of operating the district's Food Services department under the guidelines of special assistance Provision 2 provided by the National School Lunch and School Breakfast Programs.** KISD does not participate in the federal provisions for reducing administrative costs and streamlining Food Services operations offered through Provision 2 of the National School Lunch and School Breakfast Programs. Provision 2 allows districts with high percentages of its students identified as economically disadvantaged to provide free meals and snacks to all students regardless of income. The district is eligible for Provision 2, but has not applied for Provision 2 assistance and does not provide free meals to all students. By analyzing the costs involved in annually certifying students for free and reduced-price meals and tracking the types of meals served per day and comparing this to the cost and benefits the district would incur by providing all student meals free of charge, it can determine whether or not it should apply for Provision 2. Participation in Provision 2 would ensure that all district students have access to healthy meals on school days.

- **Recommendation: Evaluate customer satisfaction with the quality and taste of the schools' cafeteria food and develop strategies to increase student meal participation rates.** KISD does not regularly evaluate student satisfaction with school meals and adjust services to increase student participation rates. At the elementary school, 65 percent of students participate in the breakfast program and 97 percent eat lunches provided by the school. At the high school, only 36 percent of students participate in the school breakfast program and 73 percent participate in the lunch program. High school students expressed dissatisfaction with the taste, appearance, and temperature of the food and reported that they do not have adequate time to eat because they stand in long meal lines. The district's failure to track student satisfaction with meals and make adjustments, as appropriate, resulted in low meal participation rates. By implementing a process for feedback on food service and development of strategies to increase student meal participation rates, the district can reduce waste from uneaten meals and increase student meal participation rates.

- **Recommendation: Develop and implement a plan to replace KISD's aging bus fleet.** KISD lacks a formal

bus replacement plan. The district's practice has been to replace the entire fleet at the same time. The district replaced the entire fleet with seven new buses in 1993 and has not budgeted for future replacements. In 2004–05, KISD buses operated an average of 10,000 miles per year. Mileage on the buses ranges from 79,406 to 150,275 miles with five of the seven buses exceeding 100,000 miles each. KISD's failure to adequately plan and budget for bus replacement resulted in the entire fleet approaching the end of its useful life concurrently. Since the buses are the same age, the district should implement a plan to replace its aging bus fleet based on the mileage and condition of each bus. The district should also rotate buses running the various routes to ensure that buses wear similarly and accrue mileage more evenly. By implementing a bus replacement plan, the district helps ensure the safe and economical transportation of its students.

- **Recommendation: Develop a long-range facilities plan linked to the budget for basic maintenance, upgrades, renovations, new construction, and equipment replacement.** KISD lacks a facilities planning process to address long-range goals for facility renovation, upgrades, new construction, or maintenance. The schools were built during 1937 to 1940 and renovated or expanded during 1973 to 76. The district currently makes facility upgrade decisions to address immediate needs from year to year as a part of the budget process, leaving many needs unmet. For example, most district classrooms do not meet the minimum square footage as set by the Texas Education Agency and the building infrastructure does not support the district's technology needs. Since the defeat of the bond issue in February 2000, the district has not engaged in a formal development of a long-range facilities plan that would prioritize needs and tie planned renovations to the budget. The lack of a long-range planning process makes it difficult for the district to prioritize and address facility needs. The district should develop a long-range facilities plan linked to the budget for basic maintenance, upgrades, renovations, new construction, and equipment replacement. A long-range facilities plan linked to the budget will help the district prioritize to meet its facility needs within its budget.

- **Recommendation: Develop and implement a plan for replacing obsolete computers.** KISD lacks a

plan for replacing outdated computers and operating systems. The district does not have standards to guide the purchase of new computers or updating operating systems. Instead, the technology director purchases technology in response to requests from campus and administrative staff. Most of the district's older computers are in the classroom. Most classrooms have only one computer. Forty-seven percent of the instructional computers lack the processor speed and/or RAM memory to effectively run new software programs. This situation limits teachers and students from taking the fullest advantage of currently available technology-based learning tools and opportunities present on the Internet and multimedia software. By implementing a computer replacement plan and establishing minimum standards for computer hardware and software, the district will help ensure it has efficient and effective administrative and instructional computers.

GENERAL INFORMATION

- KISD is located in Harrison County approximately 14 miles northeast of Marshall, Texas on State Highway 43 near Caddo Lake.

- KISD's current student enrollment of 247 has seen a decrease of almost 32 percent (114 students) over the last five years. The district has a majority minority student population (68.4 percent African American, 28.3 percent Anglo, and 3.2 percent Hispanic) and a large population of economically disadvantaged students (91.1 percent).

- The superintendent, Ms. Cozzetta Robinson, worked for 27 years in KISD as a teacher and elementary school principal and served her fourth year as superintendent in 2005–06.

- KISD has 63.9 full-time equivalent staff, of which 26.4 are teachers.

- In 2004–05, KISD received an accountability rating of Academically Acceptable by the Texas Education Agency. All KISD schools met Adequate Yearly Progress for 2004–05.

- The district improved its rating in the Financial Integrity Rating System from Substandard in 2001–02 to Superior Achievement in 2003–04.

- KISD has an overall TAKS passing rate of 40 percent, which is 22 percent points less than the state average of 62 percent.

- The district is served by the Region VII Educational Service Center (Region 7).

- Lady Bird Johnson's childhood home, a two-story, white-brick house, is 2.5 miles southwest of Karnack on State Highway 43 (but not open to the public).

- The legislators in Karnack ISD's district are Senator Kevin Eltife and Representative Bryan Hughes.

SCHOOLS

- George Washington Carver Elementary School (pre-K–6)

- Karnack Junior/Senior High School (7–12)

FINANCIAL DATA

- Total actual 2004–05 expenditures: $2.67 million

- Fund balance: 35.2 percent or $766,005 of 2004–05 total budgeted expenditures

- 2004–05 Tax Rate: $1.50 ($1.50 Maintenance and Operations and $0.00 Interest and Sinking)

- Instructional Expenditure Ratio (General Revenue Funds): 55.5 percent

- Comptroller's Property Tax Division (CPTD) value 2005: $89,669,641 (total property wealth)

- Weighted Average Daily Attendance 2005 (WADA05): 445,585

- Wealth per WADA05 is $201,240 and rank is 257 (1=highest wealth and 1031=lowest)

The chapters that follow contain a summary of the district's accomplishments, findings, and numbered recommendations. Detailed explanations for accomplishments and recommendations follow the summary and include fiscal impacts.

At the end of the chapters, a page number reference identifies where additional general information for that chapter's topic is available. Each chapter concludes with a fiscal impact chart listing the chapter's recommendations and associated savings or costs for 2006–07 through 2010–11.

Following the chapters are the appendices that contain general information and the results from the district surveys conducted by the review team.

The table below summarizes the fiscal implications of all 35 recommendations contained in the report.

FISCAL IMPACT

	2006–07	2007–08	2008–09	2009–10	2010–11	TOTAL 5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
Gross Savings	$0	$104,756	$104,756	$104,756	$104,756	$419,024	$0
Gross Costs	($100)	($180,505)	($115,305)	($180,305)	($90,305)	($566,520)	($20,814)
Total	**($100)**	**($75,749)**	**($10,549)**	**($75,549)**	**$14,451**	**($147,496)**	**($20,814)**

CHAPTER 1

EDUCATIONAL SERVICE DELIVERY

KARNACK INDEPENDENT SCHOOL DISTRICT

CHAPTER 1. EDUCATIONAL SERVICE DELIVERY

This chapter covers educational service delivery, safety and security, and computer and technology issues in Karnack Independent School District (KISD).

Texas school districts are challenged with providing instructional services in the most cost-effective and productive manner possible. Effective and efficient programs and a well-designed instructional program determine how well a district meets the goal of educating children. Student performance on standardized tests, subject matter mastery, and fluctuating student enrollment affect the district's program offerings, new program development, and existing program modification, in addition to all other services provided by a district.

Texas parents want to know that their children are provided a safe environment while attending public school. School districts are challenged with providing a safe and secure environment for their students in the most effective and productive manner possible. The provision of an effective disciplinary plan communicating the district's expectations for student behavior to students, parents, and community is included in the areas of safety and security.

KISD is located in Harrison County approximately 14 miles northeast of Marshall, Texas, on State Highway 43 near Caddo Lake. The KISD facilities are located on two properties. The George Washington Carver Elementary School serves pre-kindergarten through sixth grade students. The Karnack Junior/Senior High School serves grades 7–12.

The district administrative offices are located on the elementary school site.

KISD provides educational services to 247 students, 135 students at the elementary school and 112 students at the high school during 2004–05. The district employs 26 teachers and 10 instructional aides. Each campus has a principal supervised by the superintendent. The superintendent serves as the district's chief administrative and instructional officer. The high school uses a half-time administrator/ teacher as an assistant principal. The district employs one counselor, one librarian, and one half-time nurse to serve both campuses. **Exhibit 1-1** shows the district's organization for educational service delivery in 2005–06.

KISD students were predominantly economically disadvantaged at the 91.1 percent level during 2004–05. For 2004–05, African American students composed the majority student population at 68.4 percent, with 28.3 percent Anglo and 3.2 percent Hispanic students. During 2005–06, KISD reported no English Language Learner (ELL) students. As a result, the state does not require the district to provide English as a Second Language (ESL) or Bilingual programs. The district is part of the Regional Education Service Center VII (Region 7), located in Kilgore, Texas. While the district's total student population declined from 316 in 2002–03 to 247 in 2004–05, the change in the ethnic distribution of the total population for this time period has been minimal as reflected in **Exhibit 1-2**.

EXHIBIT 1-1
KISD EDUCATIONAL SERVICE DELIVERY ORGANIZATION
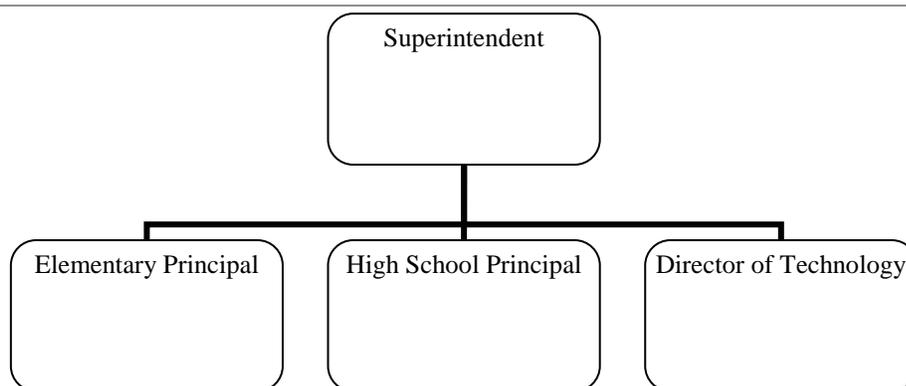
Source: KISD superintendent, December 2005.

EXHIBIT 1-2
PERCENT OF KISD STUDENT POPULATION
BY ETHNICITY AND TOTAL POPULATION
2002–03 THROUGH 2004–05

POPULATION	2002–03	2003–04	2004–05
African American	69.0%	64.6%	68.4%
Anglo	29.4%	33.2%	28.3%
Hispanic	1.6%	2.2%	3.2%
Total Students	**316**	**277**	**247**

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS), 2002–03 through 2004–05.

KISD received a Texas Education Agency (TEA) *Academically Acceptable* rating for 2004–05. Both campuses also received an *Academically Acceptable* rating for 2004–05 and 2003–04.

KISD and Region 7 sponsor a half day Head Start Program that served 17 students during 2004–05. KISD participates as a member of the Harrison County Special Education Cooperative (HCSEC) with Hallsville Independent School District serving as the fiscal agent. The cooperative provided special education services to 38 students in KISD during 2005–06. KISD maintains a shared services agreement (SSA) with the Harleton ISD for services provided through the federal Carl Perkins Grant Funds. Enrollment at the Texas State Technical College, Marshall Campus, regarding Career and Technology Education (CTE) is available for KISD students who wish to earn dual enrollment credit. KISD also entered into a memorandum of understanding with the Harrison County Juvenile Services for Juvenile Justice Alternative Education Program services through the Harrison County STAR Boot Camp Program. KISD contracts with the Waskom ISD for Discipline Alternative Education Program services.

FINDINGS

- KISD does not have a process to develop and maintain the use of scope and sequence curriculum guides, resulting in teachers independently relying on the textbook and the Texas Essential Knowledge and Skills (TEKS) to plan instruction.

- KISD lacks a process to ensure that staff development activities support or address student performance needs.

- KISD does not have a comprehensive program evaluation process resulting in an inability to determine effectiveness of program offerings.

- KISD lacks a plan to ensure adequate course and extracurricular program offerings for students in grades 7–12.

- KISD does not have a comprehensive developmental guidance and counseling program to meet student needs at both district campuses.

- KISD lacks an adequate pre-referral screening and effective exit process for special education services.

- KISD does not ensure appropriate assignments of special education students to the least restrictive environment.

- KISD lacks a plan to ensure effective parent participation in the admission, review, and dismissal (ARD) process for special education students.

- KISD does not tie expectations outlined in the code of conduct to a disciplinary plan to ensure that the discipline used is appropriate to the infraction, or that it achieves desired results.

- KISD lacks a staff technology development plan tied to strategic curriculum goals or needs.

RECOMMENDATIONS

- **Recommendation 1: Implement a curriculum development/adoption process providing written scope and sequence curriculum guides, whether the district develops it locally or purchases and modifies it according to district needs.** As the chief instructional administrator, the superintendent, with the financial support and advocacy of the Board of Trustees, should oversee the adoption/development of curriculum guides with a scope and sequence. Curriculum guides with a scope and sequence will provide guidance to teachers in instruction delivery beyond what teachers can find in textbooks and the TEKS. Locally adopted written scope and sequence documents provide direction for the written, taught, and tested curriculum, along with curriculum-based assessments.

- **Recommendation 2: Implement a process to ensure that staff development activities match student performance needs as part of the campus and district improvement process in planning professional development opportunities for staff.**

After development of campus improvement targets, KISD administrators and staff should plan the district staff development activities to support those targets. By directly aligning professional development activities for all staff to the campus and district improvement plan targets, staff will be better prepared to respond to the needs, abilities, and interest of diverse students.

- **Recommendation 3: Implement a formal program evaluation process to ensure the effectiveness of each curriculum program offering in meeting the district's program goals and mission.** KISD should work with Education Service Centers (ESCs) and other professional sources such as the Texas State Library and Archives Commission (TSLAC) as needed to implement program evaluations in specialized areas. The district should gather input regarding student participation, staff utilization, effect of the program on student achievement, cost information, and other related data to determine the degree to which each input influences student performance, staff effectiveness, and cost. The district should review both quantitative data, such as checklists, and qualitative data, such as anecdotal information, as part of the evaluation process. A formal program evaluation function will help ensure the teaching and learning process meets course objectives, district resources are being budgeted and spent appropriately, and that the district can make adjustments in instruction programs regarding program continuation, modification, or additional offerings.

- **Recommendation 4: Develop and implement a plan to expand curriculum offerings to Karnack Junior/ Senior High School students.** KISD students are limited in opportunities to extend their educational experiences due to current program offerings in the district. The district should expand curricular and extra-curricular offerings at the upper level and college readiness with opportunities beyond the current level through expanded SSAs with other school districts/ institutions, correspondence course offerings, distance learning, online courses, and other individual-based programs such as independent study.

- **Recommendation 5: Develop and implement a comprehensive developmental guidance and counseling program with a guidance curriculum.** The district should base this program on the American School Counselor Association (ASCA) National Model, TEA's *A Model Comprehensive, Developmental Guidance*

and Counseling Program for Texas Public Schools, and the *Ethical Standards for School Counselors* adopted by the ASCA Delegate Assembly in 1984 and revised in 2004. Under the superintendent's direction, the counselor should develop a plan to transform the district's guidance program from a services-based model to a results-based comprehensive developmental guidance and counseling program for all students. KISD should use the district counselor and other stakeholders to develop guidance curriculum, including a scope and sequence for all grades and addressing the needs of all students. The counselor should document time and efforts expended while implementing model counseling activities outlined by TEA and provide regular progress reports to the superintendent.

- **Recommendation 6: Develop an effective pre-referral screening and exit review process for special education services.** The superintendent should assemble a team of principals and key staff to develop an effective pre-referral and exit review process to provide teachers with strategies for working with struggling students and to guard against misidentification of students as learning disabled. As part of this pre-referral process, the classroom teacher should document each intervention with baseline and intervention results data to determine the intervention success or failure. An effective pre-referral process will increase teacher consultation and training in class-wide intervention strategies. Additionally, the team should develop strategies to ensure the staff is aware of exit processes for students who no longer need special education services.

- **Recommendation 7: Develop a process to coordinate staff development training, supervise implementation, evaluate progress, and establish accountability standards for all teachers and staff to ensure that the least restrictive environment is provided to special education students.** Under the superintendent's direction, principals should coordinate staff development training regarding placements of special education students in the least restrictive environment, supervise implementation, evaluate progress, and establish accountability standards for all teachers and staff. This training for special education instruction should focus on compliance with federal and state statutes and regulations, effective instruction techniques, and the benefits of collaborative and

differentiated instruction strategies and classroom structures.

- **Recommendation 8: Develop and implement a plan to increase parent participation in the ARD process.** In concert with staff, the diagnostician should develop a plan to increase the number of attempts to contact parents, vary the nature of the contacts, offer greater flexibility of time and date in scheduling meetings, and offer nontraditional settings for ARD meetings. The district should implement strategies to schedule ARD meetings to accommodate parents' schedules as much as possible. ARD meetings can take place in settings other than in the school building and outside the traditional school day. Parent involvement is often dependent on ARD meeting times, and before establishing meeting times, district staff should coordinate the meeting time with the convenience of the parent as a priority.

- **Recommendation 9: Develop and implement a long-range disciplinary plan for the district.** In addition to the student code of conduct already formulated, KISD's disciplinary plan should include a provision for maintenance and availability of consistent detailed data and analysis, using a disciplinary database clearly identifying disciplinary violations and consequences and allowing data manipulation to identify trends. The database should provide the ability to accurately record disciplinary issues and tie the action taken to district goals. KISD's disciplinary plan should include programs that promote pro-social behavior in students. By implementing a long-range disciplinary plan, the district will help to ensure the staff administers disciplinary action consistently according to the code of conduct and that disciplinary action achieves desired results in affecting student behavior.

- **Recommendation 10: Develop and implement a staff technology development plan.** The plan needs to define technology skills levels from minimum to advanced for KISD staff members, a method to assess staff technology skills, and a method to train staff if they do not meet district minimum technology standards. The district should use the State Board for Educator Certification (SBEC) standards to establish plan goals and data from the Texas Teacher and District STaR (School Technology and Readiness) Charts as a means of skills assessment and staff technology development planning. A district technology committee should identify training needs, prioritize needs according

to district strategic curriculum goals, and use the current technology agreement with Region 7 to deliver training. The technology director should identify staff members with strong technology skills to use as district technology training resources.

DETAILED FINDINGS

CURRICULUM GUIDE DEVELOPMENT (REC. 1)

KISD does not have a process to develop and maintain the use of scope and sequence curriculum guides, resulting in teachers independently relying on the textbook and the TEKS to plan instruction. As a result, instructional planning and decisions regarding content, methodology, and scope and sequence is an individual teacher decision based on the textbook and the TEKS. There is no evidence that the district has developed a curriculum scope and sequence guide document related to TEKS. Based on the review team's teacher survey (**Exhibit 1-3**), only 45.5 percent of teachers agree or strongly agree that the district provides curriculum guides for all grades and subjects. Even though over 54 percent of teachers agreed the district has appropriately aligned and coordinated curriculum guides, only 36.4 percent agreed that the district's curriculum guides clearly outline what to teach and how to teach it.

According to the superintendent, KISD has not provided up-to-date written curriculum guides since 1999. The superintendent said the district has not adopted curriculum guide documents with scope and sequence updates and/or revisions since that time due to personnel and budget constraints. The superintendent is responsible for coordinating curriculum development activities according to the district's board policy, BJA (LOCAL), which states in part, "The superintendent shall work with staff, board, and community in curriculum planning."

Elementary school teachers currently plan instruction based on TEKS objectives in six-week units, but their planning is not comprehensive in content, lesson design, materials, and assessment. Secondary teachers base their daily lessons on the textbook and TEKS-related objectives. These planning efforts are the extent to which elementary and secondary teachers make scope and sequence curriculum decisions regarding what to teach and when to teach objectives. Substitute teachers rely on lesson plans left by the absent regular classroom teacher, but KISD cannot assure continuity of curriculum delivery without comprehensive curriculum alignment. The principals are responsible for supervising the delivered curriculum. With this approach to instructional

EXHIBIT 1-3
SCHOOL REVIEW SURVEY FOR TEACHERS: CURRICULUM GUIDES
DECEMBER 2005

SURVEY QUESTION	STRONGLY AGREE	AGREE	NO OPINION/ NO RESPONSE	DISAGREE	STRONGLY DISAGREE
The district provides curriculum guides for all grades and subjects.	27.3%	18.2%	18.2%	36.4%	0.0%
The curriculum guides are appropriately aligned and coordinated.	9.1%	45.5%	27.3%	18.2%	0.0%
The district's curriculum guides clearly outline what to teach and how to teach it.	9.1%	27.3%	54.5%	9.1%	0.0%

NOTE: Percentages may not add to 100 percent due to rounding.
SOURCE: KISD, School Review Surveys, December 2005.

delivery, the district lacks a mechanism to ensure the occurrence of vertical alignment from grade to grade or horizontal coordination of curriculum within a grade.

KISD developed district and campus improvement plans (DIP and CIPs) without the use of curriculum guides which are keys to strategies for student improvement. The district cannot verify that KISD meets the TEKS in a consistent, systematic, and comprehensive approach unless the district uses a stated curriculum model as a basis for accountability. KISD student performance based on TEKS standards continues to be below the state average, which raises the question whether KISD effectively teaches the skills and objectives outlined in TEKS.

The superintendent and campus principals report student performance on the Texas Assessment of Knowledge and Skills (TAKS) to the Board of Trustees. Without vertically and horizontally aligned curriculum guides, the superintendent does not report comprehensive analysis information relating to the connection between curriculum and TAKS performance. KISD consistently scores below the TAKS state average.

Exhibit 1-4 shows KISD student performance based on summed scores for all grades tested on the TAKS for reading, mathematics, writing, science, social studies, and all tests in comparison to its peer districts, the region, and the state for the last three academic years. KISD scores are below the state and Region 7 average in all tested a reas and all years of the comparison, except for writing in 2003–04. While demonstrating increases in all areas from 2002–03 to 2004–05, KISD had the lowest or second lowest scores among its peer districts for all subjects and years shown in **Exhibit 1-4**, except for science in 2002–03 where it was second highest among its peers.

EXHIBIT 1-4
SUMMED TAKS SCORES FOR READING, MATHEMATICS, WRITING, SCIENCE, SOCIAL STUDIES, AND ALL TESTS
PERCENTAGE MEETING STANDARD-ENGLISH VERSION
KISD, PEER DISTRICTS, REGION, AND STATE
2002–03 THROUGH 2004–05

ENTITY	READING			MATHEMATICS			WRITING		
	2002–03*	2003–04	2004–05	2002–03*	2003–04	2004–05	2002–03*	2003–04	2004–05
KISD	**67%**	**61%**	**74%**	**47%**	**33%**	**53%**	**67%**	**90%**	**74%**
Laneville	69%	77%	79%	58%	58%	69%	62%	94%	90%
Paducah	76%	76%	72%	51%	46%	46%	86%	88%	85%
Menard	81%	90%	91%	67%	63%	77%	95%	99%	94%
Burkeville	66%	74%	83%	37%	43%	58%	77%	93%	89%
Region 7	**80%**	**81%**	**84%**	**70%**	**68%**	**74%**	**84%**	**89%**	**91%**
State	**79%**	**80%**	**83%**	**69%**	**67%**	**72%**	**83%**	**89%**	**90%**

EXHIBIT 1-4 (CONTINUED)
SUMMED TAKS SCORES FOR READING, MATHEMATICS, WRITING, SCIENCE, SOCIAL STUDIES, AND ALL TESTS
PERCENTAGE MEETING STANDARD-ENGLISH VERSION
KISD, PEER DISTRICTS, REGION, AND STATE
2002–03 THROUGH 2004–05

ENTITY	SCIENCE			SOCIAL STUDIES			ALL TESTS		
	2002–03*	2003–04	2004–05	2002–03*	2003–04	2004–05	2002–03*	2003–04	2004–05
KISD	**46%**	**34%**	**46%**	**79%**	**56%**	**73%**	**38%**	**28%**	**40%**
Laneville	33%	55%	69%	84%	75%	88%	41%	49%	54%
Paducah	35%	48%	63%	71%	84%	87%	43%	44%	40%
Menard	49%	63%	65%	83%	91%	90%	54%	59%	70%
Burkeville	40%	45%	56%	83%	77%	88%	29%	37%	49%
Region 7	**59%**	**60%**	**66%**	**85%**	**85%**	**88%**	**59%**	**59%**	**64%**
State	**60%**	**60%**	**66%**	**85%**	**85%**	**88%**	**58%**	**58%**	**62%**

*2002–03 data taken from 2003–04 AEIS report.
SOURCE: Texas Education Agency, AEIS, 2003–04; District, Region, and State Texas Assessment of Knowledge and Skills (TAKS) Scores, 2004–05.

Exhibit 1-5 shows how KISD students performed versus the state average for tested grades 3–11 in reading/English Language Arts (ELA), mathematics, science, social studies, and writing for 2003–04 and 2004–05. In 52 areas of comparison in all subjects and grades tested over the given academic years, KISD performed at or above the state in only 13 percent or seven areas of test administration. Third grade Reading/ELA scores are the only areas of the same subject tested that were above the state both years.

According to the state, performance scores for the Scholastic Aptitude Test (SAT) and the American College Test (ACT)

college entrance exams are deemed at/above criterion if at the 1,110 level on the SAT or 24 on the ACT. The 2004–05 AEIS reported no available SAT score data for KISD students in 2002–03 and 2003–04 because no KISD students participated in the SAT. **Exhibit 1-6** summarizes the district's ACT performance, with the 0 percent indicating that no students met the criterion at/above the 24 as defined by the state.

KISD students performed below the state and region mean score on the ACT in both 2002–03 and 2003–04. **Exhibit 1-7** summarizes the district's performance.

EXHIBIT 1-5
KISD AND STATE TAKS PASS RATES BY SUBJECT TESTED AND GRADE LEVEL
2003–04 AND 2004–05

GRADE LEVEL	READING/ELA*				MATHEMATICS				SCIENCE			
	KISD		STATE		KISD		STATE		KISD		STATE	
	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05
3	88%	92%	88%	89%	53%	75%	83%	82%	--	--	--	--
4	75%	69%	81%	80%	50%	62%	79%	82%	--	--	--	--
5	69%	75%	74%	75%	54%	88%	73%	80%	46%	38%	49%	55%
6	83%	80%	79%	86%	50%	60%	68%	73%	--	--	--	--
7	62%	75%	76%	81%	14%	25%	61%	65%	--	--	--	--
8	53%	80%	84%	84%	27%	37%	58%	62%	--	--	--	--
9	21%	67%	77%	83%	21%	44%	52%	58%	--	--	--	--
10	43%	27%	73%	68%	13%	30%	53%	59%	22%	30%	52%	55%
11	99%	76%	86%	88%	60%	57%	77%	81%	60%	52%	77%	81%

EXHIBIT 1-5 (CONTINUED)
KISD AND STATE TAKS PASS RATES BY SUBJECT TESTED AND GRADE LEVEL
2003–04 AND 2004–05

| GRADE LEVEL | SOCIAL STUDIES | | | | WRITING | | | |
| | KISD | | STATE | | KISD | | STATE | |
	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05	2003–04	2004–05
3	--	--	--	--	--	--	--	--
4	--	--	--	--	99%	85%	88%	91%
5	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--
7	--	--	--	--	86%	60%	89%	89%
8	47%	70%	82%	85%	--	--	--	--
9	--	--	--	--	--	--	--	--
10	52%	64%	81%	85%	--	--	--	--
11	99%	81%	95%	95%	--	--	--	--

*English Language Arts.
--Indicates subject areas not tested.
SOURCE: Texas Education Agency, AEIS, 2004–05.

EXHIBIT 1-6
PERCENT SCORING AT OR ABOVE CRITERIA ON ACT
KISD, REGION, AND STATE
2002–03 AND 2003–04

	STATE	REGION 7	DISTRICT
Class of 2003	27.2%	22.8%	0.0%
Class of 2004	27.0%	23.7%	0.0%

SOURCE: Texas Education Agency, AEIS, 2004–05.

EXHIBIT 1-7
MEAN ACT SCORE
KISD, REGION, AND STATE
2002–03 AND 2003–04

	STATE	REGION 7	DISTRICT
Class of 2003	19.9	19.7	16.3
Class of 2004	20.1	19.8	16.2

SOURCE: Texas Education Agency, AEIS, 2004–05.

Without written curriculum and scope and sequence guides, the direct relationship of specific learning objectives and student success on TAKS and college entrance exams in those objectives and skills cannot be a part of the superintendent's student performance report to the board. As a result, the district does not have this information to better inform strategies to improve student TAKS and college entrance exam test scores. With no scope and sequence and curriculum guides, and with a teacher turnover rate of 38.2 percent in 2004–05, each new teacher begins the school year without the direction or support of an adopted curriculum. KISD leaves teachers to their own initiative to develop lesson plans and ensure that students meet TEKS objectives. Vertical alignment of curriculum between grades and horizontal alignment within a grade does not occur with the district's approach to instruction delivery. In addition, substitute teachers use lesson plans that are not based on an available scope and sequence and curriculum guide, which limits the curriculum delivery continuity during a teacher's absence. Without a comprehensive curriculum, teachers new to the district, grade level, or content area have to independently spend time planning instructional delivery related to content, materials, learning objectives, and assessments. While planning of instruction is essential, not having comprehensive scope and sequence curriculum guides hinders the ability of teachers to focus on other instructional issues to support student needs in both acceleration of learning and remediation activities. Planning for acceleration and remediation is essential to student performance. Use of curriculum guides with a scope and sequence effects instruction delivery and what students learn throughout all grade levels and subject areas tested. A lack of adopted curriculum guides effects performance—not only on state accountability tests but on national test performance.

The State of Texas first required a comprehensive curriculum with the implementation of House Bill 246 in 1988. TEKS replaced this comprehensive curriculum found in the Texas Administrative Code (TAC), Title 19, Part II, Chapter 74, and Chapters 110–128. Several vendors, including most education service centers (ESCs), offer basic curriculum

documents in most of the required content areas or provide staff that can assist in the development process at the local district. The technology based-curriculum offered through Region 5 in Beaumont, Texas, is an example of basic curriculum documents and guides used by many school districts of varying sizes and considered a best practice. An alternative to a "ready to deliver" program for a district is to enter into a comprehensive curriculum development process. Independent consultants are available for contract purposes to guide this process. Each ESC employs staff members to work with districts in a consultative position as part of their basic service offerings to school districts. In a more comprehensive manner, the ESC will often provide personnel on a contract basis beyond the basic service. Other curriculum, both electronic and in written format, is available from independent vendors.

KISD should implement a curriculum development/adoption process providing written scope and sequence curriculum guides, whether the district develops it locally or purchases and modifies it according to the district needs. Adopting a written curriculum would enable the district to respond to the statute regarding curriculum development. To begin this process, KISD should focus on the four main curriculum areas: reading/language arts, mathematics, science, and social studies. After adopting the curriculum guides with a scope and sequence in these areas, the district can then initiate a process to provide guides for all subjects taught.

Scope and sequence curriculum guide documents will provide direction for curriculum-based assessments and instructional curriculum. The first step in the process of developing and/or adopting curriculum guides with a scope and sequence is for the superintendent to establish and coordinate a curriculum committee composed of a variety of stakeholders. Stakeholders should include teachers and administrators from across grade levels and content areas, along with parents, community members or representatives from the business community as appropriate. This committee should plan a process to evaluate and analyze the availability of curriculum and define what the local district efforts should be in the development and adoption process. After planning a process for developing and adopting guides, the committee should make recommendations to the superintendent concerning curriculum guide decisions for KISD.

With the financial support and advocacy of the Board of Trustees, the superintendent as the chief instructional administrator should oversee the adoption/development of curriculum guides with a scope and sequence. The fiscal

result to the district will vary depending on the approach taken. The estimated cost associated with the purchase of core subject areas from the Region 5 curriculum cooperative is an initial one-time cost of $7,000 in 2006–07 and an annual cost starting in 2007–08 of $3,500 for license fees.

PROFESSIONAL DEVELOPMENT ACTIVITIES (REC. 2)

KISD lacks a process to ensure that staff development activities support or address student performance needs. While staff development activities exist, these activities do not match nor tie directly to the goals, objectives, and targets of the improvement plans at the district or campus level. Neither the DIP nor the Campus Improvement Plans (CIPs) direct these decisions regarding staff development activities and do not currently identify specific staff development activities and needs.

The district requires annual staff development and participates through the Region 7 in cluster professional development activities for its staff. According to principals, staff members register for these activities based on Region 7's menu of offerings, and teachers decide which classes to attend. Region 7 offers additional staff development opportunities throughout the year, and district staff attends based on the decisions or recommendations of the principal and/or superintendent. **Exhibit 1-8** shows KISD staff development strategies for 2005–06. The training includes annual in-service cluster workshops and various off and on-site training by Region 7 staff. KISD also participates in ongoing staff development through the pre-K through 16 (pre-kindergarten through college) Educational Improvement Consortium sponsored by Texas A&M University-Texarkana (TAMU-T) and TARGET grant training in a consortium with Marshall and Waskom ISDs.

Exhibit 1-9 shows examples of staff development provided by Region 7. Staff members chose from this "menu" of offerings during the annual district staff development day held in August 2005, before the start of school.

Without identifying and targeting staff development activities to improve student achievement as part of the comprehensive improvement planning process, the district does not ensure activities implemented will close gaps in student performance. The current approach does not assure that staff is trained with the skills and knowledge to ensure improved student performance.

In high performing schools, districts directly relate staff development activities to the identified goals and objectives

EXHIBIT 1-8
KISD STAFF DEVELOPMENT
2005–06

ITEM	STRATEGY
1.	All teachers and staff will attend in-service meetings at the cluster workshops in Center, Texas on August 9, 2005 (Region 7 staff).
2.	All faculty and staff will attend training in "Using Technology in the Classroom" during Staff Development Days at the high school (Region 7 staff).
3.	Teacher will attend training involved with the TARGET grant.
4.	Grades 3–5 teachers will attend Reading/Writing workshops with Region 7 at the South Marshall Elementary School campus in Marshall, Texas.
5.	All mathematics teachers will receive TEKS/TAKS* implementation training by TAMU-T. **
6.	Faculty and staff are encouraged to attend workshops as needed for their own professional development (Region 7 calendar of events).

*Texas Essential Knowledge and Skills/Texas Assessment of Knowledge and Skills.
** Texas A&M University-Texarkana.
SOURCE: KISD elementary school principal, 2005.

EXHIBIT 1-9
REGION 7 CONTRACTED SERVICES FOR STAFF DEVELOPMENT
CLUSTER STAFF DEVELOPMENT DAY
AUGUST 2005

PROFESSIONAL DEVELOPMENT COURSE TITLES AVAILABLE		
Food Production Records	Application Processor Course	Coordinated Review Effort
Safety and Sanitation	Prescription for a Health Year	Classroom Strategies — A Primer in Positive Behavior Support
Science Safety Training	Integrating Algebra & Geometry In High School Curriculum	TEKS Assessment Generator (TAG): The Question for Your Answers
Effective Writing Instruction for Struggling Writers	Professional Development and Appraisal System (PDAS) New Teacher Orientation	Classroom Management for Fine Arts Educators
Substitute Teacher Training	Dynamic Indicators for Basic Early Literacy Skills	Comprehensive Needs Assessment
Accountability Update	Motivating the Unmotivated Learners	Strategies for Second Language Learners
Effective English as a Second Language Programs	Developing Strategic Readers	Modeling Multiplication and Division Concepts
FISH: Boosting Morale	Career and Technology Update	Creative Creations
Writing with Technology	Creating Interactive Lessons using PowerPoint	Using Assessment Data for Making Instructional Decisions
Straight Talk About Modifications and Accommodations	FACES, CLASS, State-Developed Alternative Assessment (SDAA) — Do All Roads Lead to Success?	TAKS, SDAA II, Locally Determined Alternative Assessments (LDAA)— How Do We Decide? SSI Requirements
TEKS-Based IEPs: Writing Measurable Annual Goals	Active Learning Mathematics in Pre-K Classroom	Creating a School Family Teacher Training
DMAC —State Assessment and Class Roster	Gifted/Talented (G/T): Overview of Performance Standards Project	Introduction to Adobe In-Design CS
Oh My! The Math TEKS are Changing	DMAC-Personnel Graduation Plan Training	Social Studies TEKS 6–8
Problem Solving in Six Big Steps	Web Logs and Wikipedias	Social Studies TEKS 9–10
Parental Involvement for Administrators	Social Studies TEKS-Exit	Texas Student Assessment Program

EXHIBIT 1-9 (CONTINUED)
REGION 7 CONTRACTED SERVICES FOR STAFF DEVELOPMENT
CLUSTER STAFF DEVELOPMENT DAY
AUGUST 2005

PROFESSIONAL DEVELOPMENT COURSE TITLES AVAILABLE		
The No Child Left Behind Act (NCLB) Overview and the State of Texas Transition	Graphing Calculator Tips	Understanding English Language Proficiency Levels
Developing Fluent Readers	Technology Application TEKS	FISH: Training of Trainers
Career and Technology Education Industry Standards	Electronic TAKS Preparation	TEKS-based Individualized Education Program (IEP), Writing Measurable Annual Goals
Raising Test Scores: How Libraries Can Help	PC PR for Teachers	Parental Involvement for Teachers
DMAC-TPRI/TEJAS LEE Training	Social Studies TEKS K–5	

Source: Regional Education Service Center VII (Region 7), 2005.

in the DIP and CIPs. Taylor ISD identifies staff development activities based on the DIP and/or CIPs. The district identifies campus and district goals and then plans staff development activities to achieve these goals for the school year. Organizations and agencies providing support in planning staff development activities to school districts include: Region 7 (staff works with districts to ensure alignment of goals and staff development occurs according to best practices), Texas Staff Development Council (www.tsdc.org/) which offers information concerning staff development, and the Texas Association of Supervision and Curriculum Development (www.txascd.org).

The district should implement a process to ensure that staff development activities match student performance needs as part of the campus and district improvement process in planning professional development opportunities for staff. Led by the principal, the campus leadership team should identify specific targets tied to student achievement and staff development needs and recommend cluster staff development activities in cooperation with Region 7. The district should consider specific and appropriate professional development in the recommendations tailored to KISD. The district should share identified staff development needs with Region 7 before Region 7 develops its menu of offerings. Region 7 develops its menu of offerings based on the needs of participating districts in each cluster staff development day. KISD should also participate in Region 7's Leadership Curriculum module designed to train campus leadership teams in all of the staff development planning activities and steps. Training is ongoing throughout the school year and before the end of the annual campus planning activities.

PROGRAM EVALUATION PROCESS (REC. 3)

KISD does not have a comprehensive program evaluation process resulting in an inability to determine effectiveness of program offerings. As part of the federal entitlement funds application process, the district completes a needs assessment for Title I programs. The district historically has not performed program evaluations beyond required federal or state compliance assessments. These compliance assessments involve evaluations that include documented reports on expenditures, eligible students served, staff training, and parent participation. The district does not directly evaluate program effectiveness in these compliance reports. Beyond these compliance assessments, a comprehensive or formal program evaluation process does not exist in the district.

Teachers in KISD teach the TEKS supported by programs for the Gifted and Talented (G/T) program, library resources services, and computer labs. KISD does not monitor the effectiveness of these and other programs in a systematic manner to identify the impacts of programs on student achievement. The district has not formalized a process to conduct evaluation and needs assessments of program effectiveness. The review team found no documented evidence that the district had a program review process in place to determine effectiveness, efficiency, fiscal impact, or usefulness of program offerings. The district lacks curriculum goals, strategies, timelines for instruction, and assessment strategies with assigned responsibility to implement these strategies. The KISD principals said program evaluation is an informal process led by the principals and superintendent.

The review team identified three separate examples of district programs related to the district's lack of a comprehensive program evaluation process. Those programs

include the G/T program, library services, and the district computer laboratory offerings.

The G/T program is delivered during a designated class period at the high school and at tutorials or designated physical education time at the elementary school. The district librarian and a high school teacher work with G/T students at the high school and the librarian works with the G/T students at the elementary school. KISD served 24 G/T students during 2004–05. The G/T students complete research projects that are integrated with other class assignments, the TEKS, and other research areas.

TSLAC criterion classifies libraries into four categories: Exemplary, Recognized, Acceptable, and Below Standards. TSLAC sets staffing standards based on schools' average daily attendance (ADA). **Exhibit 1-10** shows TSLAC standards for professional and nonprofessional library staff. As KISD falls in the 0–500 ADA range and employs one full-time librarian dividing time between both campuses, the district has a TSLAC Acceptable rating.

The School Library Programs: Standards and Guidelines for Texas defines an Acceptable collection as a balanced collection of 9,000 books, audiovisual software, and multimedia, or at least 20 items per student at the elementary level; at least 16 items per student at the middle school level; and at least 12

items per student at the high school level, whichever is greater. A Recognized collection is defined as a balanced collection of at least 10,800 books, audiovisual software, and multimedia or at least 22 items per student at the elementary level; at least 18 items per student at the middle school level; and at least 14 items per student at the high school level, whichever is greater. An Exemplary collection is a balanced collection with at least 12,000 books, audiovisual software, and multimedia, or at least 24 items per student at the elementary level; at least 20 items per student at the middle school level; and at least 16 items per student at the high school level, whichever is greater.

Both the elementary and high school campuses have a library facility with holdings that are considered Acceptable according to the School Library Programs: Standards and Guidelines for Texas. **Exhibit 1-11** provides a count of district holdings and **Exhibit 1-12** provides an activity summary for the district related to volumes checked out during 2004–05.

The district data in **Exhibit 1-11** and **1-12** indicates that the district students and teachers use the library and check out library resources. According to the review team student survey results, 42.4 percent of the student respondents disagree or strongly disagree with the statement, "The district

EXHIBIT 1-10
TEXAS STATE LIBRARY ARCHIVES COMMISSION
STAFFING LIBRARY STANDARDS
2004

	STANDARDS		
ADA* RANGE	**EXEMPLARY**	**RECOGNIZED**	**ACCEPTABLE**
Professional Staff	At least:	At least:	At least:
0–500	1.5 Certified Librarians	1.0 Certified Librarian	1.0 Certified Librarian
501–1,000	2.0 Certified Librarians	1.5 Certified Librarians	1.0 Certified Librarian
1,001–2,000	3.0 Certified Librarians	2.0 Certified Librarians	1.0 Certified Librarian
2,001 +	3.0 Certified Librarians + 1.0 Certified Librarian for each 700 students	2.0 Certified Librarians + 1.0 Certified Librarian for each 1,000 students	2.0 Certified Librarians
Paraprofessional Staff	At least:	At least:	At least:
0–500	1.5 Paraprofessionals	1.0 Paraprofessionals	0.5 Paraprofessionals
501–1,000	2.0 Paraprofessionals	1.5 Paraprofessionals	1.0 Paraprofessionals
1,001–2,000	3.0 Paraprofessionals	2.0 Paraprofessionals	1.5 Paraprofessionals
2,001 +	3.0 Paraprofessionals + 1.0 Paraprofessional for each 700 students	2.0 Paraprofessionals + 1.0 Paraprofessional for each 1,000 students	2.0 Paraprofessionals

*Average daily attendance.
SOURCE: Texas State Library and Archives Commission, School Library Programs: Standards and Guidelines for Texas, 2004.

EXHIBIT 1-11
KISD LIBRARY HOLDINGS
2004–05

CAMPUS	TITLES	COPIES	PATRONS
Carver Elementary	6,236	6,698	133
Karnack Junior/Senior High School	4,400	5,589	115
TOTAL	10,636	12,287	248

SOURCE: KISD Information System, 2006.

EXHIBIT 1-12
KISD LIBRARY CIRCULATION
2004–05

CAMPUS	CHECKOUTS
Carver Elementary	13,898
Karnack Junior/Senior High School	11,163
TOTAL	25,061

SOURCE: KISD Information System, 2006.

has effective special programs for the following: Library Service," while 81.8 percent of the teachers agree or strongly agree with that statement. Elementary staff indicated that classes are taken to the library weekly to check out books, and the library is available for students and classes for use at other times as needed. The review team did not find evidence that high school teachers use the library regularly. The review team also did not find an available schedule for library use at the high school. The librarian said that teachers often take library items to the classroom for use.

The high school maintains a computer lab that provides basic skills instruction in core subject areas using software provided by the curriculum vendor. The lab was originally implemented as a joint community and district project. Teachers schedule this lab, referred to as the "Plato Lab," for class use by secondary students through the principal's office to support the language arts and mathematics programs. Teachers at the high school use the Plato Lab to introduce and reinforce objectives to support the content area being taught. Lessons provide the opportunity for the students to work individually at their own rate, while concentrating on the objectives identified by the teacher. The principal indicated that students and teachers use the lab during the day, both before and after school. KISD also uses dedicated labs in technology classes and business information system program areas. The elementary school implemented a new computer lab in support of the core subject areas during fall 2005. Teachers use the lab for whole class learning activities, and lessons supplementing regular class instruction.

The district does not use a comprehensive program evaluation model to make decisions regarding program effectiveness and/or improvement regarding the G/T program, library services, and computer lab programs. Based on interviews with the staff responsible for the delivery of G/T services, and information provided in the student survey, the G/T instruction and class activities lack a primary focus. The performance review team found no evidence of a current project for 2005–06 at the time of the on-site visit. The district lacks a formal evaluation process to guide the improvement process to influence the effectiveness of the G/T program.

Based on information supplied by the district, while staff support exists at the elementary school for library services, the district cannot determine the effectiveness of the library/resources center in meeting the current needs of students without conducting a program evaluation.

As the district makes future technology decisions without a formal program evaluation process, the district cannot ensure effective computer software offerings and use in the newly initiated stand-alone lab at the elementary school and other existing labs. The district is unable to determine formally the effectiveness of both software adequacy and use along with the effect on student learning.

Without a formal programs review, the district cannot make fully informed decisions effecting financial and student performance priorities based on the programs' effectiveness, efficiency, and usefulness. If the district does not evaluate programs based on these issues, decisions regarding the use of resources, including material, personnel, and financial resources, cannot confidently be made. The district makes decisions regarding expenditures that can be eliminated, or that could be redirected, without the benefit of formal program evaluations. Program evaluation directly affects efforts to improve student performance and success. The result of the lack of program evaluation and its effects on student achievement can relate to high failure rates among high school student athletes, which effects student participation in extracurricular and other activities.

Kerrville ISD uses a comprehensive program evaluation model to conduct annual program evaluations. The model includes three phases: organization and design; information collection; and analysis and conclusion. Kerrville ISD makes program decisions regarding program viability and continuation by using program evaluation procedures consisting of reviewing the level of student participation in

programs and program offerings' comparative costs, identifying the direct or indirect effect on student achievement, and conducting student/faculty and other stakeholder needs assessments and evaluations. The district reviews the fiscal result to determine the efficiency and effectiveness of programs offered.

Irving ISD's comprehensive program evaluation process includes elements for special programs such as the observation checklist for technology program delivery that can be adapted to assess computer lab and technology use. Marble Falls ISD also has a technology use evaluation system based on use of both hardware and software, and the relationship to student performance.

TSLAC maintains a list of resources that can be used for library resource services program evaluation. ESCs also provide program evaluation resources and services.

The district should implement a formal program evaluation process to ensure the effectiveness of each curriculum program offering in meeting the district's program goals and mission. A formal program evaluation function will help ensure that course objectives are met in the teaching and learning process, district resources are budgeted and spent appropriately, and that the district can make adjustments in instruction programs regarding program continuation, modification, or additional offerings.

This formal program evaluation process should ensure that district and campus improvement planning considers not only compliance with all state program goals, but also focuses on achieving higher student performance in all curricular and extracurricular activities as a part of the annual District Education Improvement Committee (DEIC) efforts and development of the DIP and CIPs. The program evaluation process should analyze what programs are offered, the degree to which instruction and curriculum objectives within these programs are met, impediments to student success within the programs, areas for modification, and recommendations for improvement along with the fiscal impacts.

KISD should work with ESCs and other professional sources such as TSLAC as needed to implement program evaluations in specialized areas. The district should gather input information regarding student participation, staff use, effect of the program on student achievement, cost information, and other related data to determine the degree to which each input area influences student performance, staff effectiveness, and cost. The district should review both quantitative data,

such as checklists, and qualitative data, such as anecdotal information, as part of the evaluation process.

COURSE OFFERINGS (REC. 4)

KISD lacks a plan to ensure adequate course and extracurricular program offerings for students in grades 7–12. During the current 2005–06 academic year, the district did not teach honors, pre-advanced placement (pre-AP), AP, or dual credit courses as noted in the course offering guide (*Course Description Booklet, Karnack Junior/Senior High School Spring, 1996*) and the Recommended High School Graduation Plan. According to information provided by KISD, no students signed up for honors, AP courses, or dual credit classes when the courses were offered. Only 18.2 percent of the teachers surveyed by the review team said the district has an effective AP program. The district said it has limited program offerings because of a decline in student enrollment and student interest in these courses.

KISD also provides limited extracurricular program offerings for students in grades 7–12. The offerings are limited to athletic programs (football, basketball, track, and baseball), agriculture (welding), secondary art, Spanish I and II, and additional CTE courses through Texas State Technical College, Marshall. In previous years, the district offered band and other fine arts programs, but dropped those two years ago due to limited and decreasing student enrollment. Comparing KISD offerings with other districts, all other districts in Harrison County teach courses related to college preparation such as the AP and pre-AP courses and Spanish III and IV. KISD is the only district in the county not currently offering these courses, along with not sponsoring a band program. Other peer districts such as Menard ISD offer courses in food science and child development as part of their CTE programs. KISD had distance learning in foreign languages (Spanish) before 2004–05, but does not currently offer this option. The district hired a teacher with Spanish certification for 2004–05; therefore, KISD did not need a Spanish I or Spanish II distance learning class. No students are currently enrolled in correspondence courses.

Based on review team interviews with the assistant principal and other staff, the high school Campus Improvement Committee discussed multiple courses that could expand the extracurricular offerings within the district if it reinstated or expanded distance learning, or established SSAs. When the review team met with the DEIC, it identified foreign language, technology, and independent study courses as considered in a possible expansion of distance learning

opportunities. To date, the district has not expanded or established course offerings, shared services, or interlocal agreements that might provide additional opportunities for KISD students.

The review team survey showed that 36.4 percent of student survey respondents disagreed or strongly disagreed with the statement, "The district has effective special programs for the following: Advanced placement program." KISD students participate in advanced programs and dual credit less than other students in the State of Texas do. **Exhibit 1-13** shows the comparison of KISD students and the state.

EXHIBIT 1-13
PERCENT OF ADVANCED COURSE/DUAL ENROLLMENT PARTICIPATION
KISD AND STATE
2002–03 THROUGH 2003–04

ENTITY	2002–03	2003–04
KISD	13.5%	6.8%
State	19.7%	19.9%

SOURCE: Texas Education Agency, AEIS, 2004–05.

Because KISD students have not had the opportunity to participate in upper-level college preparation courses and score below Region 7 and the state on the ACT (see **Exhibit 1-7**), their college readiness is effected. KISD scores on the Texas Assessment of Academic Skills/Texas Academic Skills Program (TAAS/TASP) equivalency scores are consistently below the state average as shown in **Exhibit 1-14**. The TAAS/TASP equivalency shows the percent of 2003 and 2004 graduates who did well enough on the exit-level TAAS to have a 75 percent likelihood of passing the TASP test. The TASP test measures reading, writing, and mathematics skills, and was required of students entering Texas public institutions of higher education before 2004.

The district's limited course offerings not only effect student preparation for post secondary success, but also effect student preparation and success on college entrance tests. The

EXHIBIT 1-14
TAAS/TASP* EQUIVALENCY
KISD AND STATE
2002–03 THROUGH 2003–04

ENTITY	2002–03	2003–04
KISD	27.8%	60.0%
State	71.1%	77.3%

*Texas Assessment of Academic Skills/Texas Academic Skills Program.
SOURCE: Texas Education Agency, AEIS, 2004–05.

limitation on extracurricular program offerings also effects student interest and participation in school activities and learning opportunities. Without expanded academic and extracurricular activities, students with an interest in these offerings are forced to relocate, or transfer to other schools to participate and continue their academic pursuit, or not act on their interest for these subjects. Student transfers or relocations accelerate the decline in enrollment that, in itself, may lead to a reduction in further programs and in the ability of the district to maintain a comprehensive high school.

The Texas Association of Community Schools is an organization whose membership consists of representatives from small and rural schools. Within this membership are schools and school districts of varying wealth, diversity, and location in the state. School districts from every ESC area participate and share information, including best practices regarding curricular offerings, distance learning, and other structures for program delivery effecting academic course offerings. Region 7 provides resources to support KISD and other small school districts in expanding their course offerings.

KISD should develop and implement a plan to expand curriculum offerings to Karnack Junior/Senior High School students. The plan should expand curricular and extra-curricular offerings for the upper grade levels and student college readiness with opportunities beyond the current offerings through expanded SSAs with other school districts/institutions, correspondence course offerings, distance learning, online courses, and other individual-based programs such as independent study. The district should explore opportunities to schedule advanced mathematics and science courses in alternating years to improve student participation and staff availability. KISD should extend additional fine arts courses to include both art and music course options, such as band or choral music, along with foreign languages beyond Spanish I and II. KISD can use nearby districts in Harrison County such as Waskom ISD, Harleton ISD, and Beckville ISD, or other districts of similar size in Region 7, for models on course offerings, SSAs, and distance learning opportunities.

The district can offer distance learning through the ESCs as individualized programs if a certified teacher is not available. The fiscal impact of distance learning for limited course offerings is less than a full-time staff member. The district should also enter into SSAs with neighboring school districts to increase the number of course offerings for secondary students. SSAs allow the district to maintain state funding

for attendance while providing additional class opportunities. To limit cost, vacant staff positions may be redirected to ensure certified teachers are hired to provide instruction in the expanded courses. The fiscal impact will depend on the district's approach to implementation; therefore, no cost is assessed until those decisions have been made.

GUIDANCE AND COUNSELING PROGRAM (REC. 5)

KISD does not have a comprehensive developmental guidance and counseling program to meet student needs at both district campuses. The review team found no evidence of a district guidance program related to improving student success by focusing on academic achievement, prevention and intervention activities, advocacy, and social/personal and career development. The district lacks evidence that the developmental guidance and counseling core tenets are being implemented in the counselor's pre-K–12 services. These core tenets include:

- guidance curriculum;

- responsive services;

- individual planning; and

- system support.

The counselor said that he spends 90 percent of his time at the high school. The counselor is assigned to the cafeteria to perform cashier duties every day. The amount of time equals 14 percent of the counselor's total day. The counselor further said he was present on the elementary campus only when asked. Allocating the amount of time at the high school as indicated, the counselor is not providing state-mandated, comprehensive developmental guidance and counseling services to all students in KISD. The students at George Washington Carver Elementary School receive little direct service from the counselor under the current time allotments.

The counselor is a new employee to the district and lacks a Texas counseling certification. Though not certified, based on information provided by the counselor, he will become eligible for certification in the State of Louisiana at the end of 2005–06. If certification is granted, he can then apply to SBEC for a Texas standard counselor certificate beginning in 2006–07.

The counselor identified these as some of the duties he performs in the district along with the percentage of time allocation per duty as of September 2005. They include:

Responsive Services (40 percent)
- work with and counsel individual students; and

- work with/contact parents.

Guidance Curriculum (10 percent)
- the goal is to design, implement and measure a systematic approach;

- address areas of freedom of choice, responsibility, communication, goal setting and problem solving; and

- establish rapport with students.

System Support (25 percent)
- cafeteria duties of 1.5 hours per day;

- coordinated special education services: ARD meeting participation, Individualized Education Program (IEP) communication with staff, coordinates work with Speech Therapy; and

- provides staff with support materials for TAKS.

Individual Planning (25 percent)
- worked with individual students;

- tested new students;

- reviewed: previous report cards, TAKS progress, previous discipline documentation, ACT information; and

- coordinated visits by college and military recruiters.

The core tenets of a guidance program require the counselor to ensure the procedures for record keeping and needs assessment activities exist. The review team was unable to verify that the district has these procedures in place. One key area a counselor's focus includes student academic success, both in the classroom and as represented in other accountability measures. Rates such as the Texas Success Initiative (TSI) graduation rates, dropout rates, and college entrance examinations are also part of this focus. Scores on the TSI - Higher Education Readiness Component are shown in **Exhibit 1-15**. The district's performance indicates performance is mixed as KISD is below the state and region in ELA and mathematics in 2005; however, the district did out perform the state and region on ELA in 2004.

Exhibit 1-16 shows the 2004 graduation rates for KISD, peer districts, region, and state. With a 92.9 percent graduation rate, KISD exceeds the graduation rates for the region and state. In KISD, 92.3 percent of African American

EXHIBIT 1-15
TEXAS SUCCESS INITIATIVE — HIGHER EDUCATION READINESS COMPONENT

INDICATOR	YEAR	STATE	REGION 7	DISTRICT
English Language Arts	2005	39%	38%	**5%**
	2004	29%	27%	**40%**
Mathematics	2005	48%	47%	**14%**
	2004	43%	40%	**20%**

SOURCE: Texas Education Agency, AEIS, 2004–05.

EXHIBIT 1-16
KISD GRADUATION RATE COMPARED TO PEER DISTRICTS, REGION, AND STATE
CLASS OF 2004

DISTRICT	ALL STUDENTS	AFRICAN AMERICAN	HISPANIC	ANGLO	ECONOMICALLY DISADVANTAGED
Karnack	**92.9%**	**92.3%**	-	*	**88.9%**
Burkeville	91.2%	100.0%	-	86.4%	100.0%
Laneville	92.3%	92.3%	-	-	90.9%
Menard	100.0%	-	100.0%	100.0%	100.0%
Paducah	96.7%	100.0%	100.0%	94.1%	100.0%
Region 7	**87.6%**				
State Avg.	**84.6%**				

*Numbers less than five have not been cited due to the Family Educational Rights and Privacy Act (FERPA) 34CFR Part 99.1 and Texas Education Agency procedures OP 10-03.
-Indicates zero observations reported for this group.
SOURCE: Texas Education Agency, AEIS, 2004–05.

students graduated in 2004, as compared to 88.9 percent of economically disadvantaged students.

The annual dropout rate for KISD was 0.7 percent in 2002–03 and 2003–04, mirroring the region and surpassing the state average of 0.9 percent for both years. New to the district, the counselor did not know the number of students continuing on to higher education, the military, or entering the workforce.

Without a comprehensive guidance and counseling program, or critical procedures and functions of a guidance program implemented, the district's students fail to benefit from guidance, counseling programming, and information for improving opportunities for success.

Senate Bill 518 was adopted by the Texas Legislature in 2001 and became effective during 2002–03, resulting in a change in the Texas Education Code (TEC) 33.006. A comprehensive guidance program is required by TEC 33.006, which establishes the roles and responsibilities of counselors, the scope of a guidance program, and requires all school counselors to assume responsibilities for working with school faculty and staff, students, parents, and community to plan,

implement, and evaluate a developmental guidance and counseling program. Such a program requires:

- a guidance curriculum to help students develop their full educational potential;

- a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued education career, personal or social development at risk;

- an individual planning system to guide a students in managing their individual educational, career (including interests and career objectives), personal and social development; and

- system support to support the efforts of teachers, staff, parents and other members of the community in promoting the educational, career, personal and social development of students.

In addition, the counselor shall:
- participate in planning, implementing and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students:

a) who are at risk of dropping out of school, becoming substance abusers, participating in gang activity or committing suicide;

b) who need modified instructional strategies;

c) who are gifted and talented, with emphasis on identifying and serving gifted and talented students who are economically disadvantaged;

- consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;

- consult with school staff, parents and other community members to help them increase the effectiveness of student education and promote student success;

- coordinate people and resources in the school, home and community;

- with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans; and

- deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.

Small schools through well-designed counseling programs can provide opportunities for students to prepare adequately for post-secondary education. Alton Fields, president of the Texas Association of School Administrators, wrote,

> "Conventional wisdom would have us believe that the best schools are those large enough to provide a wide variety of options for students. However, in the digital age that is not necessarily true." Research in best practices shows that "there are definite advantages to educating students in small schools…This notion is supported by a TEA policy report on school size published in 2000."

Leander ISD has served as a model for the development of a comprehensive guidance program for districts of varying sized enrollments. For over two decades, Leander ISD has provided a written program for guidance and other staff members with specific activities and job responsibilities outlined with evaluation measures included.

TEA's model guide, *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K–12 Grade*, is available free of charge on the TEA website. The American School Counselor Association (ASCA) produced a model guide for

a comprehensive developmental and guidance-counseling program, *The ASCA National Model: A Framework for School Counseling Programs*. The ASCA model provides a framework that includes components for foundation principles, accountability, a management system, and a delivery system. ASCA also disseminated ethical standards for school counselors that many districts include in their programs.

KISD should develop and implement a comprehensive developmental guidance and counseling program with a guidance curriculum. The district should base this program on the American School Counselor Association (ASCA) National Model, TEA's *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools*, and the Ethical Standards for School Counselors adopted by the ASCA Delegate Assembly in 1984 and revised in 2004. Under the superintendent's direction, the counselor should develop a plan to transform the district's guidance program from a services-based model to a results-based comprehensive developmental guidance and counseling program for all students. KISD should use the district counselor and other stakeholders to develop guidance curriculum, including a scope and sequence for all grades and addressing the needs of all students. The counselor should document time and efforts expended while implementing model counseling activities outlined by TEA and provide regular progress reports to the superintendent.

PRE-REFERRAL SCREENING AND EXIT PROCEDURES FOR SPECIAL EDUCATION (REC. 6)

KISD lacks an adequate pre-referral screening and effective exit process for special education services. A prereferral process is included in the Karnack Teacher Handbook, but it does not outline efforts to promote an exit process.

HCSEC outlines a prereferral process in its handbook that participating members should follow. The review team was unable to verify district documentation of intervention strategies implemented by the teachers in the general education classroom before referring the student for special education evaluation. While the HCSEC outlines a prereferral process, the review team was unable to verify that the district complied with this process, or with the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA) provisions for pre-referral procedures. The team saw no evidence that a pre-referral team exists, or that the district has a process to implement and document scientifically based interventions by the general education teacher.

KISD exceeds the state average for percent of students in special education. The percentage of students being served in special education in KISD exceeds the state average by approximately 3.6 percentage points for 2004–05. **Exhibit 1-17** shows the percentage of KISD students identified for special education versus the state from 2002–03 through 2004–05.

EXHIBIT 1-17
SPECIAL EDUCATION POPULATION AS A PERCENT OF TOTAL POPULATION
KISD AND STATE
2002–03 THROUGH 2004–05

ENTITY	2002–03	2003–04	2004–05
KISD	17.1%	15.5%	15.0%
State	11.6%	11.6%	11.6%

SOURCE: Texas Education Agency, AEIS, 2002–03 through 2004–05.

KISD has not exited any students from special education during the past three years. The diagnostician stated that throughout her 20 plus year tenure with the district, she does not recall that the Special Education Program exited a student. The review team found no evidence of an exit review process that would facilitate a student moving out of special education.

KISD special education professional staffing includes:
- One elementary and one secondary school special education teacher (HCSEC pays 50 percent of these salaries); and

- HCSEC Staff:
  Occupational therapist;
  Educational diagnosticians; and
  Speech language pathologist.

The district's lack of adequate implementation of the prereferral and exit review process may be contributing to an over-identification of students with special needs.

IDEA aligns closely to NCLB to help ensure equity, accountability, and excellence in education for children with disabilities. IDEA is the federal law that assures students with disabilities receive free appropriate public education in the least restrictive environment.

IDEA states that all students are entitled to a general education first and that a prereferral process reduces the need to label children as disabled to address their learning needs. NCLB requires general educators to use interventions grounded in scientifically based research to help students who are not on track to meet the law's requirement that all students be at or above grade level in all core subjects by 2013–14. It requires the prereferral team process to review, establish, and document the scientifically-based interventions attempted by the teacher, school, and district. The team must document each intervention with baseline data and data points to determine the intervention success or failure.

TAC §89.1011 states that before a referral for special education services occurs, districts should consider making all support services, including tutoring and compensatory education, available to students having trouble in the regular classroom. Many school districts establish prereferral committees to work with teachers in developing plans or strategies to help the struggling student succeed in the general education setting. Bryan ISD has such a practice identified as the Teacher Assistance Program process. This process can be adapted to other districts and involves a checklist of activities that staff must follow before referral to special education. Also included are detailed information forms documenting staff efforts, (teachers, support personnel, administration, etc.) along with parents' efforts before consideration for placement in special education. The East Wharton County Special Education Cooperative has initiated a "Three Tier Process" that includes similar specific actions that must be taken before any referral, including any observation and review of optional support systems other than special education.

The district should develop an effective pre-referral screening and exit review process for special education services. The superintendent should assemble a team of principals and key staff to develop an effective pre-referral and exit review process to provide teachers with strategies for working with struggling students and to guard against misidentification of students as learning disabled. As part of this pre-referral process, the classroom teacher should document each intervention with baseline and intervention results data to determine the success or failure to the intervention. An effective pre-referral process will increase teacher consultation and training in class wide intervention strategies. As part of the ARD process, the team should develop strategies for working with students in the regular classroom and documenting their effectiveness before referring the student for special education services. Additionally, the team should develop strategies to ensure that staff is aware of exit processes for students who no longer need special education services.

LEAST RESTRICTIVE ENVIRONMENT (REC. 7)

KISD does not ensure appropriate assignments of special education students to the least restrictive environment. The district serves the majority (over 78 percent) of students receiving special education services in the more restrictive resource room or self-contained setting for all or part of the instructional day (**Exhibit 1-18**). The least restrictive requirement in IDEA mandates that students with disabilities must be educated with their nondisabled peers to the maximum extent appropriate. The district mainstreamed the remaining 17 percent of special education students into the general education classrooms.

Class size is an important consideration when reviewing opportunities for all students to participate in regular classroom programs and offerings along with a regular classroom teacher's ability to collaborate with special program staff. The average class size at George Washington Carver Elementary School is below the state average, as reflected in **Exhibit 1-19** comparing average class size to the state.

The average class size at the Karnack Junior/Senior High School is below the state average as reflected in **Exhibit 1-20** that compares average class size to the state.

Based on interviews with the principal, counselor, and diagnostician, the review team found that limited collaboration exists between regular education and special education staff at the high school, although there is some collaborative activity at the elementary school. Many of the high school teachers said they are uncomfortable working with students with disabilities. Interviews with district staff found that the elementary special education teacher, with only one year of experience, supports training and provides assistance to the regular education staff when called upon by the teachers.

Without adequate district support for training, collaboration, and assistance between the regular and special education staff, the district does not ensure that students with disabilities are being served in the least restrictive environment. Special education and related services are instructional services designed specifically to support students with disabilities

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EXHIBIT 1-18
INSTRUCTIONAL ARRANGEMENTS FOR KISD STUDENTS RECEIVING SPECIAL EDUCATION SERVICES 2005–06

STUDENTS	NO INSTRUCTIONAL SETTING	MAINSTREAM SETTING	RESOURCE ROOM LESS THAN 21% OF TIME	RESOURCE ROOM BETWEEN 21% AND 50% OF TIME	SELF CONTAINED SETTING MORE THAN 60% OF TIME	TOTAL
Number of Students	*	6	6	23	*	38
Percentage of Students	*	17%	17%	61%	*	100%

*Numbers less than five have not been cited due to FERPA, 34 CFR Part 99.1 and Texas Education Agency procedures OP 10-03.
Sᴏᴜʀᴄᴇ: Harrison County Special Education Cooperative, November 2006.

EXHIBIT 1-19
KISD G.W. CARVER ELEMENTARY SCHOOL
AVERAGE CLASS SIZE COMPARED TO THE STATE
2005–06

GRADE	KISD ELEMENTARY SCHOOL	STATE
Kindergarten	11.4	19.1
Grade 1	13.2	18.7
Grade 2	13.4	18.9
Grade 3	11.5	18.9
Grade 4	14.6	19.4
Grade 5	9.2	22.0
Grade 6	17.4	22.3

Sᴏᴜʀᴄᴇ: Texas Education Agency, AEIS, 2004–05.

EXHIBIT 1-20
KARNACK JUNIOR/SENIOR HIGH SCHOOL
AVERAGE CLASS SIZE COMPARED TO THE STATE
2004–05

SECONDARY CORE SUBJECT	KISD HIGH SCHOOL	STATE
English/Language Arts	9.6	20.5
Foreign Languages	8.3	21.8
Mathematics	10.8	20.6
Science	13.8	21.7
Social Studies	14.2	22.7

Source: Texas Education Agency, AEIS, 2004–05.

within the general curriculum. The intent is to enable all disabled students to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated with nondisabled peers to the maximum extent appropriate in the public school system. With over 78 percent of students receiving special education services placed in the more restrictive resource room or self-contained setting for all or part of the instruction day during fall 2005, disabled KISD students receive restricted education opportunities with limited access to the general curriculum and extracurricular activities. In addition, the district limits the ability of disabled KISD students to transition to post-secondary education or other work related opportunities.

Many districts subscribe to a child-centered, experiential, reflective, authentic, collaborative, developmental, and challenging coherent learning philosophy. Often, teachers' inability to offer decentralized, student-centered, individualized classroom instruction effects whether students are placed in the least restrictive classroom setting. If these key classroom structures and elements are in place (decentralized, student-centered, individualized classrooms), special education teachers will increasingly deliver their assistance in the regular classroom, rather than pulling children out into a classroom with only special education students. Hallsville ISD provides a model of special education integration into the regular education setting.

KISD should develop a process to coordinate staff development training, supervise implementation, evaluate progress, and establish accountability standards for all teachers and staff to ensure that the least restrictive environment is provided to special education students. Under the superintendent's direction, principals should coordinate staff development training regarding special education student placements in the least restrictive environment, supervise appropriate implementation, evaluate progress, and establish accountability standards for all teachers and staff. This special education instruction training should focus on federal and state statutes and regulations, techniques, and the positive outcomes of collaborative and differentiated instructional strategies and classroom structures.

PARENT PARTICIPATION IN ARD PROCESS (REC. 8)

KISD lacks a plan to ensure effective parent participation in the ARD process for special education students. The district's ARD process ensures that an assessment is conducted within 60 days of a completed and logged referral. The district conducts an ARD meeting within 30 days of the assessment.

The district sends an ARD meeting notice to parents one week before the meeting. In addition, the district contacts parents by phone before the ARD meeting as a reminder. The district diagnostician said that though parents are encouraged through district mail and phone contact, they attend less than 50 percent of the ARD meetings for the entire district. Parent attendance at ARD meetings at Karnack Junior/Senior High School is estimated to be less than 50 percent. The purpose of the ARD process is to ensure that the most comprehensive strategies are implemented in deriving the most effective education plan for a student with disabilities with decisions being made by an administrator, a general education teacher, a special education teacher, a diagnostician, and parents working cooperatively.

The district's ability for continued improvements in the delivery of special education services to individual students is compromised by the low parent involvement and participation in the ARD process. Failure of the parents to participate in the ARD process can limit the ability of the committee to include the parents as partners in the design and implementation of an effective program regarding the student's academic development.

An integral component of a district's special education services is promoting parent participation in their child's education. Parents must understand how an IEP is developed for their child. Parents need to know their rights and responsibilities in the process, and be provided with information to help them participate in the ARD committee meetings. Parents and children benefit from a cooperative support system characterized by a collaborative partnership between home and school. Baytown ISD assessment staff works with parents before scheduling the ARD meeting to determine a mutually acceptable meeting time. The district provides extra consideration to parents who have not attended a previous ARD, with additional efforts toward achieving parent contact and mutual convenience. The district makes every attempt possible to ensure that a parent can attend by providing flexibility in scheduling of the ARD.

KISD should develop and implement a plan to increase parent participation in the ARD process. KISD can look to members of HCSEC, specifically Hallsville ISD and Baytown ISD, for strategies to increase parent participation in the ARD process. In concert with staff, the diagnostician should develop a plan to increase the number of attempts to contact parents, vary the nature of the contacts, offer greater flexibility of time and date in scheduling meetings, and offer nontraditional settings for ARD meetings. The district

should implement strategies to schedule the ARD meetings to accommodate the parents' schedules as much as possible. ARD meetings can take place in settings other than in the school building and outside the traditional school day. Parental involvement is often dependent on the scheduling of ARD meetings and before establishing meeting times, district staff should coordinate the meeting time with the convenience of the parent as a priority.

DISCIPLINE MANAGEMENT (REC. 9)

KISD does not tie expectations outlined in the code of conduct to a disciplinary plan to ensure that discipline used is appropriate to the infraction, or that it achieves desired results.

KISD has a current student code of conduct adopted by the Board of Trustees and developed with the advice of the district-level committee (as defined by TEC 11.251) effective for 2005–06. By statute, the district-level committee meets on a regular basis as determined by the Board of Trustees. KISD's district-level committee meets at other times as determined by the superintendent. The code of conduct provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. The Parent/Student Handbook also includes a section on conduct addressing applicability of school rules, corporal punishment, social events, disruptions (as defined by law), and the use of electronic devices. KISD uses the Texas Association of School Boards model for its code of conduct to ensure that mandates have been met. Although a code of conduct is in place, the district does not formally assess and report if the expectations outlined by the code of conduct are being achieved. The KISD code of conduct lists infractions, along with discipline to be administered for each type of infraction, but it lacks an

effective process to assess and address the results of disciplinary actions and to identify trends.

KISD currently offers pro-social training through the Drug Abuse Resistance Education program, aka D.A.R.E., but the review team was unable to obtain program totals from KISD or to verify the effect of the program on discipline.

Exhibit 1-21 depicts school review survey responses from KISD teachers, administrative support staff, and parents on fair and equitable discipline for misconduct. When asked if students receive fair and equitable discipline for misconduct, over 18 percent of teachers, 31 percent of administrative and support staff, and 35 percent of parent respondents disagreed or strongly disagreed.

The superintendent is responsible for district discipline, and has delegated campus-level oversight to the two principals. As a result, discipline at the elementary and high school is largely based on the individual discipline philosophy of each principal. **Exhibit 1-22** shows the total number of discipline incidents submitted in fulfillment of PEIMS reporting requirements for KISD and peer districts. KISD data for 2004–05 indicates a 23.75 percent decrease in number of disciplinary incidents as compared to 2003–04. Most of the decrease in recorded incidents occurred at the elementary school. When the review team questioned the reason for the fluctuation, the superintendent and elementary principal attributed the difference to an oversight change at the elementary school due to a new principal and personal attitude toward disciplinary reporting.

Although KISD keeps a disciplinary log, the district does not maintain a disciplinary database to record vital information pertaining to discipline. Such a database would allow disciplinary data to be sorted by student and specific offense to identify disciplinary trends and measure program effectiveness. The absence of such a disciplinary database

EXHIBIT 1-21
SCHOOL REVIEW SURVEY:
FAIR AND EQUITABLE DISCIPLINE
DECEMBER 2005

"STUDENTS RECEIVE FAIR AND EQUITABLE DISCIPLINE FOR MISCONDUCT"					
RESPONDENT	STRONGLY AGREE	AGREE	NO OPINION/ NO RESPONSE	DISAGREE	STRONGLY DISAGREE
Teachers	36.4%	27.3%	18.2%	18.2%	0.0%
Administrative and Support Staff	21.1%	21.1%	26.3%	15.8%	15.8%
Parents	10.0%	45.0%	10.0%	20.0%	15.0%

NOTE: Percentages may not add to 100 percent due to rounding.
SOURCE: KISD, School Review Surveys, December 2005.

EXHIBIT 1-22
TOTALS FOR DISCIPLINARY INCIDENTS REPORTED FOR SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM ANNUAL EVALUATION
KISD AND PEER DISTRICTS
2002–03 THROUGH 2004–05

DISTRICT	2002–03	2003–04	2004–05
Karnack	**314**	**320**	**244**
Burkeville	242	155	178
Laneville	271	244	169
Menard	37	60	64
Paducah	39	6	30

SOURCE: Texas Education Agency, PEIMS 2002–03 through 2004–05.

indicates that the district does not maintain records clearly identifying disciplinary violations and consequences, outside of required PEIMS reporting.

By not having consistent, clear, and readily available disciplinary information tied to a disciplinary plan, the district does not obtain the detail and analysis necessary to determine the nature of the misconduct, consequences assigned, and the success level of specific efforts to mediate problem behavior and reduce potential reoccurrence of the behavior. Failure to record disciplinary issues accurately and tie the action taken to district goals in a comprehensive disciplinary plan, limits the district's ability to pinpoint problem areas and proceed with disciplinary planning addressing discipline concerns, as well as establishing related goals to improve student behavior. Lack of clear disciplinary data tied to goals confuses parents and students concerning the real consequences assessed for certain behaviors, and may lead them to believe the district does not administer uniform discipline.

KISD should develop and implement a long-range disciplinary plan for the district. In addition to the existing student code of conduct, KISD's disciplinary plan should include a provision for consistent detailed data and analysis maintenance and availability, using a disciplinary database clearly identifying disciplinary violations and consequences, and allowing data manipulation to identify trends. The database should provide the ability to accurately record disciplinary issues and tie the action taken to district goals. Clearly defined records and reports providing detail above that required by PEIMS will provide the district with the ability to identify problem areas and proceed with disciplinary planning establishing goals to improve student behavior. Records and reports should be detailed enough to identify

the specific behavior and the disciplinary action administered. Disciplinary information should be tracked by both the nature of the infraction and the particular student. The administration should review the reports annually to evaluate the nature of the infractions, consequences, and result of the action taken. The reports should also depict student behavior trends. The plan should be linked to Transportation to include discipline goals for buses. KISD's disciplinary plan should include programs that promote pro-social behavior in students. Plan implementation should also help to limit the effect that individual administrative changes may have on disciplinary reporting.

The KISD superintendent should begin the process by conducting research on effective disciplinary plans instituted in other districts. The superintendent should select a plan appropriate to the identified disciplinary needs in KISD and adapt it to the district, then inform the principals and other personnel of the decision, finally training them in the new discipline program. The principals are responsible for implementing the program on their campuses. A key component in the success of a discipline plan is tracking discipline problems after plan implementation. Principals should submit reports to the superintendent based on tracking data obtained from the disciplinary plan. Last, the superintendent should evaluate the new program's effectiveness and make adjustments accordingly to achieve district goals. By implementing a long-range disciplinary plan, the district will help to ensure disciplinary action is administered consistently according to the code of conduct, and that disciplinary action taken is effectively influencing student behavior.

STAFF TECHNOLOGY DEVELOPMENT (REC. 10)

KISD lacks a staff technology development plan tied to strategic curriculum goals or needs.

Region 7 provides 12 days of on-site instructional technology training to the district. In addition, the technology director provides training "as needed" in the district. The superintendent occasionally informs the principals of available technology training opportunities to pass on to the teachers.

KISD does not evaluate or assess the effect of training needs for the district, and does not use available tools such as the Texas STaR Charts to assess district technology needs and plan for staff technology development. Both the principal and technology director said that technology staff development is by teacher request, and is reactive rather than

proactive. The technology director provides individual lessons to teachers on how to use the email system as requested. Staff members seek training when they feel they need it. The district's training agreement with Region 7 provides on-site trainers for teachers as requested.

The current district technology plan notes that training is needed and specifies Region 7 as a source for training. KISD lacks a district plan evaluating and targeting districtwide training needs. Without a district evaluation of its technology needs, skills and integration, training cannot be target specific.

As a result, KISD technology training is not cohesive, or planned to meet specific district staff needs. The district's technology investment is not used to its fullest capability, and teaching and learning are not enriched by the technology integration. This is critical for KISD, given the limited amount of resources available to address student, teacher and staff needs.

Many school districts implement a technology staff development plan to meet their technology goals. Some districts develop these plans using available technology assessment tools, standards, and best practices. Districts begin with identifying the desired levels of staff technology competency. These target levels serve as a basis for developing a for technology staff development plan. The Texas Teacher STaR Chart (www.tea.state.tx.us/starchart) provides a framework for technology skill assessments and goal development. This chart assists teachers in self-assessing efforts in the four key areas of teaching and learning, educator preparation and development, administration and support services, and infrastructure for technology, to integrate technology across the curriculum effectively. The SBEC developed technology standards for teachers for districts to use in technology planning (**Exhibit 1-23**).

Whiteface Consolidated ISD developed three levels of competency for faculty and staff. Level One outlines basic technology skills, and sets a minimum standard for staff and faculty. Each additional level builds upon the foundation of skills set by Level One. Use of a tiered competency system also allows a nonthreatening method of evaluating staff technology skill levels. Many businesses today require at least minimal technology skills of employees. Basic computer skills improve the day-to-day operation of businesses, and can have the same effect on schools and their efficiency level. The ability of staff members to use the tools of business such as PDF documents, secure digital signatures, email, electronic

EXHIBIT 1-23
TECHNOLOGY APPLICATION STANDARDS FOR ALL TEACHERS
STATE BOARD FOR EDUCATOR CERTIFICATION

STANDARD	
1	All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.
2	All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
3	All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
4	All teachers communicate information in different formats and for diverse audiences.
5	All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

SOURCE: State Board for Educator Certification, May 2000.

templates, calendar upkeep, and other administrative software tools improves efficiency, reliability, and levels of communication within the district.

KISD should develop and implement a staff technology development plan. The plan needs to define technology skill levels from minimum to advanced for KISD staff, a method to assess staff technology skills, and a method to train staff if they do not meet district minimum standards. The district should use SBEC standards to set plan goals and data from the Texas Teacher and District STaR Charts as a means of skills assessment and staff technology development planning. A district technology committee should identify training needs, prioritize needs according to district strategic curriculum goals, and use the current technology agreement with Region 7 to deliver training. The technology director should identify staff members with strong technology skills to use as district technology training resources.

For background information on Educational Service Delivery, see page 87 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION		2006–07	2007–08	2008–09	2009–10	2010–11	5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 1: EDUCATIONAL SERVICE DELIVERY								
1.	Implement a curriculum development/adoption process providing written scope and sequence curriculum guides, whether the district develops it locally or purchases and modifies it according to district needs.	$0	($3,500)	($3,500)	($3,500)	($3,500)	($14,000)	($7,000)
2.	Implement a process to ensure that staff development activities match student performance needs as part of the campus and district improvement process in planning professional development opportunities for staff.	$0	$0	$0	$0	$0	$0	$0
3.	Implement a formal program evaluation process to ensure the effectiveness of each curriculum program offering in meeting the district's program goals and mission.	$0	$0	$0	$0	$0	$0	$0
4.	Develop and implement a plan to expand curriculum offerings to Karnack Junior/Senior High School students.	$0	$0	$0	$0	$0	$0	$0
5.	Develop and implement a comprehensive developmental guidance and counseling program with a guidance curriculum.	$0	$0	$0	$0	$0	$0	$0
6.	Develop an effective pre-referral screening and exit review process for special education services.	$0	$0	$0	$0	$0	$0	$0
7.	Develop a process to coordinate staff development training, supervise implementation, evaluate progress, and establish accountability standards for all teachers and staff to ensure that the least restrictive environment is provided to special education students.	$0	$0	$0	$0	$0	$0	$0
8.	Develop and implement a plan to increase parent participation in the ARD process.	$0	$0	$0	$0	$0	$0	$0

FISCAL IMPACT (CONTINUED)

RECOMMENDATION	2006–07	2007–08	2008–09	2009–10	2010–11	5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 1: EDUCATIONAL SERVICE DELIVERY							
9. Develop and implement a long-range disciplinary plan for the district.	$0	$0	$0	$0	$0	$0	$0
10. Develop and implement a staff technology development plan.	$0	$0	$0	$0	$0	$0	$0
TOTALS	**$0**	**($3,500)**	**($3,500)**	**($3,500)**	**($3,500)**	**($14,000)**	**($7,000)**

CHAPTER 2

OPERATIONS

KARNACK INDEPENDENT SCHOOL DISTRICT

CHAPTER 2. OPERATIONS

Karnack Independent School District's (KISD) support functions include food services, transportation, facilities, and technology. These functions are central to daily operations and must be well-managed for the district to achieve its educational and financial objectives.

High quality student services are essential to a school district's overall mission. The Food Services Department should provide appealing, nutritious, and cost-effective meals to all students. Student transportation should provide safe and timely transportation of students to and from school and school-related activities. A district must maintain its facilities adequately to ensure the safety of students and staff and create an environment conducive to learning. Technology facilitates student learning and administrative tasks.

KISD facilities are located on two properties: one serving the pre-kindergarten through grade 6 students and the district administrative offices and another serving the junior/senior high school, athletic fields, and the Transportation/Maintenance complex. The district prepares and serves student meals from cafeterias at each of the two campuses.

FINDINGS
- KISD does not participate in the federal provisions for reducing administrative costs and streamlining Food Services operations offered through Provision 2 of the National School Lunch and School Breakfast Programs.

- KISD does not regularly evaluate student satisfaction with school meals and adjust services to increase student participation rates.

- KISD does not monitor the Food Services Department's daily operating budget and determine the cost of meals served, which contributes to its deficit.

- KISD does not provide nutrition education to students, parents, and district staff as required by state law or recommended by federal regulations governing the National School Lunch and School Breakfast Programs.

- KISD does not have an adequate process for recruiting bus drivers and substitutes to ensure all routes run on time.

- KISD lacks a formal bus replacement plan.

- KISD does not document preventive maintenance and inspections on district buses and vehicles.

- KISD's schools have unsafe entrances due to traffic concerns.

- KISD does not adequately and consistently enforce student discipline on buses.

- KISD lacks a process to document and maintain emergency drill information and does not comply with guidelines as required by the State Fire Marshal's Office.

- KISD lacks a facilities planning process to address long-range goals for facility renovation, upgrades, new construction, or maintenance.

- KISD lacks a plan for replacing outdated computers and operating systems.

- KISD lacks policies on the use of the district email system.

- KISD has not established a secure disaster recovery plan.

RECOMMENDATIONS
- **Recommendation 11: Analyze the costs and benefits of operating the district's Food Services Department under the guidelines of special assistance Provision 2 provided by the National School Lunch and School Breakfast Programs.** The superintendent should work with the Central Office and the director of Food Services to determine whether the costs of providing free meals to all students under the guidelines of Provision 2 would be offset by the savings in administrative costs inherent in determining student eligibility for free and reduced-price meals annually and in the daily tracking of meals served by type for federal reimbursement. The educational benefits of providing free meals to students is reinforced by studies indicating that proper nutrition improves student behavior, school performance, and cognitive development.

- **Recommendation 12: Evaluate customer satisfaction with the quality and taste of the schools' cafeteria food and develop strategies to increase student meal participation rates.** The director of Food Services should develop and distribute a short survey to assess student, teacher, and staff satisfaction with the cafeteria service and to determine meal preferences. The director of Food Services and the cafeteria staff should adjust cafeteria services based on responses to the survey.

- **Recommendation 13: Provide the director of Food Services with monthly, detailed, and specific financial performance reports.** To help the district contain costs within the Food Services operation, the director of Food Services should be more involved in the process of monitoring and evaluating financial and performance measures each month. With the appropriate tools and working knowledge of the department's finances, the director will be better equipped to participate in budget planning and review.

- **Recommendation 14: Initiate nutrition education programs as required by state law and recommended by federal regulations.** KISD should work with Region 7 as it sets up a Coordinated Health Program for elementary school students. The KISD high school principal should coordinate with the Food Services Department to provide nutrition education in health or physical education classes. The district can distribute health-promotion materials, such as pamphlets and brochures, to teachers, parents, and students.

- **Recommendation 15: Develop and implement a process to recruit and retain bus drivers and substitutes.** The district should offer incentives to help attract new employees and retain existing drivers. The district should also consider targeting its bus driver recruitment efforts to individuals interested in part-time flexible hours such as retirees or parents in the community.

- **Recommendation 16: Develop and implement a plan to replace KISD's aging bus fleet.** Since the district's buses are the same age, it should prioritize replacing individual buses based on the mileage and condition of each bus. The district should also rotate the buses running the various routes to ensure that buses wear similarly and accrue mileage more evenly. The bus replacement plan should remain flexible and anticipate changes in student enrollment.

- **Recommendation 17: Develop and implement a log to document preventive maintenance and daily inspections of the district's bus fleet.** By documenting preventive maintenance and daily inspections, the district can ensure its aging fleet is monitored daily and that any needed repairs are addressed timely. Documented daily inspections will also create a useful operation history for each bus.

- **Recommendation 18: Create a safe entrance to the elementary school and separate the bus and parent pick-up and drop-off lanes at both the elementary and secondary schools to minimize the risk of injury.** The superintendent should work with the Texas Department of Transportation (TxDOT) to create a safe entrance to the elementary school. The district should also develop and implement a plan to separate the pick-up and drop-off lanes at both schools to minimize the risk of injury.

- **Recommendation 19: Develop and implement a process to enforce student discipline on school buses consistently.** The director of Transportation/Maintenance should develop procedures for bus discipline and ensure that all drivers receive training in discipline management. KISD should purchase and install security cameras on buses, which will help drivers to identify violators and properly apply disciplinary measures.

- **Recommendation 20: Conduct emergency drills and maintain appropriate documentation as prescribed by the State Fire Marshall's Office.** The district should maintain the documents in a readily available location for public inspection for the current year. To comply with state law, the district must maintain the required documentation for at least three years.

- **Recommendation 21: Develop a long-range facilities plan linked to the budget for basic maintenance, upgrades, renovations, new construction, and equipment replacement.** The plan should be aligned with and support the campus improvement plans (CIPs), the technology plan, and the district improvement plan (DIP). The Board of Trustees should hire a consultant to help assess the district's facility needs and to help develop the facility master plan.

- **Recommendation 22: Develop and implement a plan for replacing obsolete computers.** The director of technology should develop minimum standards for

hardware and software and recommend a replacement cycle for computers. The district should budget to begin replacing 74 inadequate instructional computers.

- **Recommendation 23: Develop a policy requiring employees to check email daily to facilitate more efficient and effective communication.** Districts requiring employees to check email daily can communicate faster and more accurately.

- **Recommendation 24: Develop a secure disaster recovery plan.** The district should use the guidelines established by the State Department of Information Resources to develop a disaster recovery plan. The district should store data at a district or district-approved facility that is safe and secure, and not in the same facility as the server.

DETAILED FINDINGS

PROVISION 2 ASSISTANCE (REC. 11)

KISD does not participate in the federal provisions for reducing administrative costs and streamlining Food Services operations offered through Provision 2 of the National School Lunch and School Breakfast Programs. Provision 2 allows schools with high percentages of students eligible for free and reduced meals to provide free meals to all students. During the first or base year of participation in Provision 2, districts determine student eligibility for free- and reduced-price lunch and track the number of meals in each category: free, reduced-price, and paid. Even though the district tracks the categories of meals served by type, it does not charge students for any of the meal served during the base year. In years two through four, United States Department of Agriculture (USDA) reimburses the districts based on the percentages of meals served in each category during the base year. If there are no significant changes in the income levels of the school population, Provision 2 may be renewed for an additional four years.

KISD participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), which enable it to receive federal reimbursement and donated commodities from the USDA based on the number and categories (free, reduced-price, and paid) of meals served. The district determines student eligibility for meal assistance by sending applications home with students to be completed by parents. To be eligible for free or reduced-price meals, the household income must fall below 130 percent of the federal poverty

level (free meals) or between 130 and 185 percent of the poverty level (reduced-price).

In 2005–06, 91.5 percent of the district's students were identified as economically disadvantaged and eligible for free or reduced-price meals and after-school snacks. In each school year since 1996–97, KISD identified more than 80 percent of its enrollment as economically disadvantaged rendering the district eligible for Provision 2 status. However, the district has not applied for Provision 2 assistance and does not provide free meals to all students. KISD continues to qualify students for free and reduced-price meals on an annual basis. They also count the meals served by type (free, reduced-price and paid) at the point-of-sale system on a daily basis to claim federal reimbursement. The district had not considered applying for Provision 2. **Exhibit 2-1** shows the basic federal reimbursement rates per meal categories for 2006–07.

EXHIBIT 2-1
SCHOOL MEALS
BASIC FEDERAL PER-MEAL REIMBURSEMENT RATES
2005–06

MEAL CATEGORY	RATE OF REIMBURSEMENT
Free Lunches	$2.40
Reduced Price Lunches	$2.00
Paid Lunches	$0.23
Free Breakfasts	$1.31
Reduced Price Breakfasts	$1.01
Paid Breakfasts	$0.24
Free After School Snacks	$0.65
Reduced-Price After School Snacks	$0.32
Paid After School Snacks	$0.06

SOURCE: Food Research and Action Center, Income Guidelines and Reimbursement Rates for the Federal Child Nutrition Programs.

Based on participation rates from September through November 2005, at the elementary school, the district served a monthly average of 38 paid, 101 reduced-price, and 1,521 free breakfasts; and 89 paid, 196 reduced-price, and 2,212 free lunches. At the junior/senior high school the average monthly meal participation rates were: 18 paid, 20 reduced-price and 715 free breakfasts and 117 paid, 98 reduced-price and 1,329 free lunches. **Exhibit 2-2** shows the meal participation rates by type for each campus.

For school districts that participate in the National School Lunch and School Breakfast Programs, Provision 2 has been

EXHIBIT 2-2
STUDENT MEAL PARTICIPATION COUNTS BY CAMPUS
SEPTEMBER, OCTOBER, NOVEMBER 2005

CAMPUS	PAID BREAKFAST	REDUCED-PRICE BREAKFAST	FREE BREAKFAST	PAID LUNCH	REDUCED-PRICE LUNCH	FREE LUNCH
ELEMENTARY SCHOOL						
September	38	106	1,516	82	204	2,289
October	43	97	1,526	96	202	2,233
November	33	101	1,521	90	183	2,114
AVERAGE	**38**	**101**	**1,521**	**89**	**196**	**2,212**
JUNIOR/SENIOR HIGH SCHOOL						
September	15	14	659	97	81	1,353
October	23	17	741	152	106	1,413
November	15	29	744	102	107	1,222
AVERAGE	**18**	**20**	**715**	**117**	**98**	**1,329**

SOURCE: KISD Food Services Department, Monthly reports from the Texas Education Agency for September, October, and November 2005.

an option since 1980. It is a four-year option that enables districts to provide free meals to all students, regardless of income, while reducing the administrative costs and paperwork associated with qualifying students for free and reduced-price meals. Districts participating in Provision 2 collect applications for free and reduced-price meals once every four years and are not required to track the different categories of meals served for three out of every four years. Provision 2 schools pay the difference between the federal reimbursement received and the actual cost of providing meals to all students free of charge. Participation in Provision 2 saves districts the cost associated with certifying students for free or reduced-price meal eligibility every year and the daily tracking of meals served by type. The savings typically offset the cost of providing meals to all students.

Because KISD does not participate in Provision 2, it must certify students for free or reduced-price meals annually and risks not serving potentially eligible students who fail to return the applications that are required to determine eligibility.

Many public school districts in Texas operate Food Services programs under the guidelines of Provision 2 assistance. To participate in Provision 2, these districts ensure they operate a system that:

- accurately determines the eligibility status of students;

- accurately counts meals, by type, at the point of service or approved alternative; and

- accurately reports and claims meals for reimbursement.

In addition, these districts have a current and approved free and reduced-price policy statement on file with Texas Education Agency (TEA). This provision requires the district to serve meals to all participating students free of charge for a period of four years. During the first year, the districts determine student eligibility and count meals by type. In the subsequent three years, the districts do not determine student eligibility and count only the number of reimbursable meals served each day. Federal reimbursement in these years is based on the percentages of free, reduced-price and paid meals established in year one. At the end of the 4-year period, these districts may be approved for a 4-year extension provided the income level of the district's population has remained stable in comparison to year one.

KISD should analyze the costs and benefits of operating the district's Food Services Department under the guidelines of special assistance Provision 2 provided by the National School Lunch and School Breakfast Programs. The superintendent should determine how much staff time and cost is annually spent on determining student eligibility for free and reduced-price meals, and on counting the number of meals served daily by type (free, reduced-price, and paid) to claim federal reimbursement. If the district determines it is in its best interest to participate in Provision 2, the superintendent should contact TEA to be considered for Provision 2 approval. Participation in the Provision 2 universal feeding program would allow KISD to provide breakfasts, lunches and after school snacks to all students free of charge. The educational benefits of providing free meals to students is reinforced by studies indicating that proper

nutrition improves a student's behavior, school performance and cognitive development.

Additional benefits to implementing the Provision 2 option include reducing labor costs associated with collecting, tracking, and recording student applications, meal categories, and payments. Employee hours previously spent on administration can be shifted to meal preparation and service. In addition, Provision 2 increases student participation in school meals and promotes the value of good nutrition to all students.

STUDENT PARTICIPATION IN MEAL PROGRAMS (REC. 12)

KISD does not regularly evaluate student satisfaction with school meals and make adjustments to increase student participation rates. The district does not have a process to track student, staff or parent satisfaction with the quality, taste, appearance or choice of menu items at the school cafeterias. New to the district in 2005–06, the director of Food Services stated that menus for the current year were planned by the previous director.

Based on meal participation rates in September, October and November 2005, 65 percent of students at the elementary school participate in the breakfast program and 97 percent participate in the lunch program. The meal participation rates drop significantly at the junior/senior high school, with 36 percent of the students participating in the school breakfast program and 73 percent in the lunch program. Of the meals served at the junior/senior high school, 95.02 percent were free breakfasts and 86.1 percent were free lunches.

In 2005–06, there are 111 students at the junior/senior high school and 84.3 percent or 94 students are eligible for free meals and 8 are eligible for reduced-price meals. Given a closed campus policy and that the majority of students are eligible for free or reduced-price meals, student participation in school meal programs at the junior/senior high school is low.

High school students expressed dissatisfaction with the taste, appearance, and temperature of the cafeteria food served. Surveys administered to grade 11 and 12 students indicated that 96.9 percent of students do not think the cafeteria food is appetizing in appearance or taste. Sixty-one percent of students surveyed indicated the food was not warm enough. In addition, 47 percent of students do not feel they have enough time to eat their meals, and 73.5 percent of students said they wait in food lines for longer than 10 minutes,

though the director of Food Services stated that students often line up for lunch several minutes before the lunch period begins. **Exhibit 2-3** shows a summary of parent, student, and teacher survey results regarding KISD's Food Services Department.

In December 2005, the director of Food Services requested students submit written suggestions for snacks, breakfast, and lunch menus. The request was turned into a classroom assignment for which students were given a grade for completing. The director of Food Services indicated that some of the items requested would be integrated into the meal plan, while some could not due to expense or lack of proper equipment needed to prepare some requested food items.

The district's failure to track student satisfaction with meals and make adjustments, as appropriate, has resulted in low meal participation rates. In a district with such a high number of students eligible for free- and reduced-price meals, many students may be going without adequate nutrition. Another result of low participation in meal programs is that KISD is not maximizing the federal reimbursement paid per meal served.

Many districts use a variety of programs to increase student participation in meal programs. Some school districts, for example Elgin ISD, surveys students to identify student tastes and gather suggestions for meals. Other school districts increase breakfast participation rates by offering breakfast bags students can pick up in the cafeteria and consume on their way to class. Water Valley ISD has set aside a few tables in its cafeteria designated for seniors so they have their own special place to eat meals.

The district should evaluate customer satisfaction with the quality and taste of the schools' cafeteria food and develop strategies to increase student meal participation rates. The director of Food Services should develop and distribute a short survey to assess student, teacher, and staff satisfaction with the cafeteria service and to determine meal preferences. The survey should ask for suggestions for improvement. The director of Food Services and the cafeteria staff should adjust the cafeteria service based on survey responses. The district should also explore other opportunities for increasing student participation, such as offering breakfast bags that students can grab in the cafeteria and consume on their way to class or during the first period announcements.

By increasing its meal participation rates, KISD can expect to increase its federal reimbursement for eligible meals. The

EXHIBIT 2-3
KISD FOOD SERVICES SURVEY RESPONSES
DECEMBER 2005

RESPONDENT	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The cafeteria's food looks and tastes good.					
Parents	10.0%	15.0%	20.0%	30.0%	25.0%
Students	0.0	3.0	0.0	12.1	84.8
Teachers	27.3	27.3	27.3	0.0	18.2
Food is served warm.					
Parents	20.0	25.0	20.0	25.0	10.0
Students	2.9	17.6	17.6	23.5	38.2
Teachers	27.3	45.5	18.2	0.0	9.1
Students have enough time to eat.					
Parents	10.0	35.0	15.0	30.0	10.0
Students	5.9	29.4	17.6	17.6	29.4
Students eat lunch at the appropriate time of day.					
Parents	15.0	70.0	10.0	0.0	5.0
Students	14.7	44.1	17.6	8.8	14.7
Teachers	54.5	45.5	0.0	0.0	0.0
Students wait in food lines no longer than 10 minutes.					
Parents	10.0	25.0	30.0	20.0	15.0
Students	11.8	11.8	2.9	29.4	44.1
Teachers	36.4	54.5	9.1	0.0	0.0
Discipline and order are maintained in the school cafeteria.					
Parents	20.0	35.0	15.0	15.0	15.0
Students	8.8	41.2	20.6	17.6	11.8
Teachers	45.5	54.5	0.0	0.0	0.0
Cafeteria staff is helpful and friendly.					
Parents	30.0	35.0	10.0	10.0	15.0
Students	5.9	47.1	26.5	2.9	17.6
Teachers	45.5	45.5	0.0	9.1	0.0
Cafeteria facilities are sanitary and neat.					
Parents	20.0	35.0	15.0	15.0	15.0
Students	5.9	20.6	26.5	11.8	35.3
Teachers	36.4	54.5	9.1	0.0	0.0

NOTE: Percentages may not add to 100 percent due to rounding error.
SOURCE: KISD, School Review Surveys, December 2005.

fiscal impact is based on the district's 2005–06 percentage of economically disadvantaged students (84.3 percent or 94 students) and the average percentage of free meals served in September, October, and November 2005 (95.02 percent breakfasts and 86.1 percent lunches). Given the high meal participation rates at the elementary school (65 percent breakfast and 97 percent lunch) and the high school having a closed campus, it is reasonable to assume that the high school can increase its breakfast participation rate from 36 to 60 percent and its lunch participation rate from 73 to 90 percent. If the district increases the total number of breakfasts served daily from an average of 40 (36 percent) to 67 (60 percent), one can assume that 64 will be free breakfasts (67 total meals x 95.02 percent), for an increase of 26 free

breakfasts [(64 – (40 x 95.02)]. Each of these breakfasts would be reimbursable at $1.31 per meal and yield an additional $34.06 in breakfast revenues daily (26 x $1.31). Increasing the number of total lunches served daily from an average of 81 (73 percent) to 100 (90 percent) would result in an average of 86 free lunches daily (100 x 86.1 percent), for an increase of 16 additional free lunches daily [86 – (81 x 86.1 percent)] each reimbursable at $2.40 yielding an additional $38.40 in lunch revenues daily (16 x 2.40). Assuming a profit margin of 32 percent provides a daily increase in Food Services revenues of $23.19 [($34.06 x 32 percent = $10.90 daily increase in breakfast) + ($38.40 x 32 percent = $12.29 daily increase in lunch)]. Based on a 180-day academic school year, KISD could realize an increase in annual profitability of approximately $4,174 ($23.19 x 180 days) beginning in 2007–08.

FOOD SERVICES BUDGET AND PERFORMANCE MONITORING (REC. 13)

KISD does not monitor the Food Services Department's daily operating budget and determine the cost of meals served, which contributes to the department's deficit.

Before the review team's onsite visit in November 2005, the district's Central Office did not provide the director of Food Services with a monthly accounting of the department's revenues and expenditures. The KISD business manager maintained the budget for the Food Services Department and informed the director when the department needed to reduce costs. In December 2005, the Central Office began providing the director of Food Services with monthly printouts that reflect current balances, expenditures, and revenues. However, the director does not maintain profit and loss statements, supply or labor costs, and does not track the cost of meals served.

The district tracks revenue information by campus through the point-of-sale (POS) system; however, expenditure information by campus is not available from the POS system

because it is not tied to an electronic inventory or payroll information for the department.

The POS system tracks campus performance each month and includes information such as:

- Average Daily Attendance (ADA);

- Average Daily Participation (ADP);

- Number of Days in Operation;

- Number of Type A meals (eligible for federal reimbursement) served for breakfast and lunch broken down by:
  - Regular price

  - Reduced price

  - Free

  - Total

- Meals Per Labor Hour (MPLH);

- Cash Collected; and

- Federal reimbursement amounts.

While these reports are valuable, they are not comprehensive and do not indicate profit or loss numbers for the department. The Central Office does not provide the director of Food Services with the monthly financial reports needed to understand budgeted versus actual costs, and to monitor and evaluate food service costs at each campus.

According to district financial audits, KISD's Food Services Department operated at a loss in 2003–04 and 2004–05, and its fund balance is declining **(Exhibit 2-4)**.

A key to operating profitably is controlling costs. Food Services directors have access to budget reports that keep them aware of accountability, income, reimbursements, expenses, and profit-loss information.

EXHIBIT 2-4
KISD FOOD SERVICES REVENUES AND EXPENDITURES
2001–02 THROUGH 2004–05

COMPONENT	2001–02	2002–03	2003–04	2004–05
Revenues	$162,730	$171,566	$152,757	$146,197
Expenditures	$155,508	$158,328	$153,195	$170,208
Surplus (Deficit)	$7,222	$13,238	($438)	($24,011)
End of Year Fund Balance	$27,570	$40,808	$40,370	$16,359

Source: KISD annual audit reports, 2001-02, 2002-03, and 2003-04; KISD un-audited report, 2004-05.

The KISD Central Office should provide the director of Food Services with monthly, detailed, and specific financial performance reports. With the appropriate tools and working knowledge of the department's finances, the director will be better equipped to participate in budget planning and review. To help the district contain Food Services costs, the director of Food Services should monitor and evaluate financial and performance measures each month.

NUTRITION EDUCATION PROGRAM (REC. 14)

KISD does not provide nutrition education to students, parents, and district staff as required by state law or recommended by federal regulations governing the National School Lunch and School Breakfast Programs.

The district does not comply with a 2001 state law (TEC §38.013 and §38.014) that requires elementary schools to provide coordinated health programs including health education, physical education, physical activity, nutrition services, and parental involvement. The coordinated health programs are designed to prevent obesity, cardiovascular disease and Type 2 diabetes in elementary students.

The district is also failing to meet federal recommendations that it provide nutrition education. In its April 2005 School Meals Initiative (SMI) review, KISD reported that it does not provide any type of nutrition education training for teachers and provides no nutrition education for students other than displaying posters in the cafeteria.

The SMI is an initiative established by the USDA that requires that all schools participating in the National School Lunch and School Breakfast Programs provide meals that meet the *Dietary Guidelines for Americans* and that school district meals meet nutrient standards for fat and caloric content. Schools are periodically reviewed for compliance with this rule. This same initiative encourages Food Services departments to participate directly in nutrition education programs as a way of promoting healthy eating habits.

The result of the district's failure to provide nutrition education is that students and families may make poor dietary choices because they lack information and strategies for preparing nutritious meals.

The USDA offers nutrition education through its Team Nutrition Program. It provides a framework for school nutrition staff, teachers, parents and other community members to work as a team in educating students on the role nutrition plays in overall health.

The Team Nutrition Program is a behavior-based plan for promoting nutritional health among school children and it offers a wide variety of resources and resource materials to help schools plan and carry out activities for students and families. Schools are invited to join as "Team Nutrition Schools" and as such can use the Team Nutrition Web page to share success stories and learn what other Team Nutrition Schools are doing. All program materials encourage students to make choices for a healthy lifestyle and include strategies for helping students enjoy nutritious meals and physical activity.

Elgin ISD promotes nutrition education through its Success through Acceptable Responsibility course. The course is integrated into the middle school curriculum and is designed to promote good nutrition as part of overall health and well-being.

Many other organizations, including the American Heart Association and the American Cancer Society offer printed materials, videos and lecture material to help teachers and encourage students to learn more about the health benefits of exercise and good nutrition.

KISD should initiate nutrition education programs as required by state law and recommended by federal regulations. Regional Education Service Centers can provide assistance and will be coordinating activities to prepare schools for compliance with the state law. KISD should work with Region 7 as it sets up a Coordinated Health Program for elementary school students. The KISD high school principal should coordinate with the Food Services Department to provide nutrition education in health or physical education classes. Pamphlets and brochures from the Team Nutrition Program can be used as health-promotion materials distributed to teachers, parents, and students.

BUS DRIVER POOL (REC. 15)

KISD does not have an adequate process for recruiting bus drivers and substitutes to ensure all routes are run on time.

The Transportation Department only has four dedicated bus drivers to run its five regular education routes each day. A fifth bus driver position has been vacant since the beginning of 2005–06. A coach from the junior/senior high school runs the morning route for the fifth bus and the director of Transportation/Maintenance runs the afternoon route to ensure all students are transported as required. The district's efforts to recruit for the vacant position by posting signs around the district's facilities, advertising in local newspapers,

and listing the position with the Texas Workforce Commission has yielded no qualified applicants.

Because there are only two licensed individuals in the driver substitute pool, any driver absence adversely affects the district's ability to provide adequate student transportation services. In the absence of enough drivers for afternoon routes, there were occasions in 2005–06 when students were delivered home 20-30 minutes later than normal due to the director of Transportation/Maintenance having to drive a double route of students.

In its November 2005 issue, *School Bus Fleet* magazine reported the results of a national survey identifying the hiring and retention of school bus drivers as the second largest challenge to transportation departments, second to rising fuel costs. KISD bus drivers attributed the difficulty with filling positions to low wages for driving bus routes, but according to the director of Transportation/Maintenance wages were increased in 2005–06 and are comparable with neighboring school districts. Drivers of regular routes earn a rate of $15.25 for each route driven, or a total of $30.50 per day. The driver for the special education route earns $15.75 for each route driven, or a total of $31.50 per day. For extracurricular routes, the district pays drivers a rate of $5.15 per hour including wait time.

The director of Transportation/Maintenance said the vacant position has been difficult to fill because it is a part-time job. Three of the driver positions in KISD also serve the district in other capacities: two are instructional aides and one is a maintenance technician, making the drivers full-time employees of the district. The vacant position is only a part-time offering with no employee benefits and no additional duties.

As a result of the driver shortage, the director of Transportation/Maintenance spends approximately one hour of each day trying to ensure a driver for every route and driving routes when necessary. To avoid paying overtime, the district pays bus driver wages to the junior/senior high school coach and the director of Transportation/Maintenance for completing the duties of the vacant position.

Many school districts offer incentives to help attract new employees and retain existing drivers. Incentives include such things as paying for a new driver's Commercial Driver's License (CDL), providing a sign-on bonus for new employees or offering a bonus to existing drivers who recruit new drivers. For example, an Arizona school district has implemented a school bus driver recruitment incentive program by offering

existing employees a cash incentive for referring a driver that is hired by the district. The existing employee receives a $100 recruitment incentive upon the referred bus driver's 30-day anniversary date. If the referred bus driver works continuously as a bus driver for one calendar year, the district employee receives an additional $200 recruitment incentive upon the one-year anniversary date. Other districts target advertisements to retired community members or parents of students to attract bus drivers.

KISD should develop and implement a process to recruit and retain bus drivers and substitutes. It should offer incentives to help recruit new drivers and retain existing drivers. To fill the current part-time vacant position so that it can run its five regular routes timely, KISD should assign part-time bus driving duties to a current district employee. The district should also consider targeting its bus driver recruitment efforts to individuals interested in part-time flexible hours such as retirees or parents in the community.

The fiscal impact of this recommendation is based on KISD adopting an incentive practice of paying an existing driver a $100 incentive upon recruiting a new driver that remains employed by the district for at least 30 days. The existing driver will be paid an additional $200 incentive upon the new driver's one-year anniversary date for a total of $300. Bus driver wages are currently paid to the substitutes filling in for the vacant position, so the fiscal impact does not include the cost of hiring a new driver.

BUS REPLACEMENT PLANNING (REC. 16)

KISD lacks a formal bus replacement plan. The district purchased seven new buses in 1993, has made no other bus purchase since that time, and has not budgeted for future replacement buses. All buses carry a maximum of 79 passengers and each originally cost the district $38,400.

In 2004–05, the district's buses operated an average of 10,000 miles per year. **Exhibit 2-5** shows the mileage reading for each of the buses at the end of 2004–05. The bus with the greatest mileage serves as a spare.

The maintenance technician/groundskeeper and the director of Transportation/Maintenance perform minor repairs and preventive maintenance. A local mechanic occasionally performs larger repairs and service on buses. The Transportation/Maintenance staff agreed aging buses are a problem for the district.

KISD's failure to adequately plan and budget for bus replacement has resulted in the entire fleet approaching the

EXHIBIT 2-5
KISD BUS FLEET MILEAGE
2004–05

BUS NUMBER	TOTAL MILEAGE
1	128,144
2	150,275
3	91,703
4	79,406
5	121,199
6	106,855
7	131,526

SOURCE: KISD, Transportation department bus mileage logs, 2004–05.

end of its useful life at the same time. The buses are 13 years old and have accumulated an average of 10,000 miles per year.

Districts that establish bus replacement plans based on an analysis of their fleet's age, mileage, condition, and capacity needs gain maximum use of their buses. Bus replacement plans also serve as a guide for districts to budget adequate funds for timely purchases of new buses.

The National Association of State Directors of Pupil Transportation recommends that school districts replace large buses every 12 to 15 year and small buses every 8 to 10 years as the operating costs tend to increase significantly beyond these timeframes. Buses that accrue more than the average of 15,000 miles per year should be replaced at 250,000 miles. Buses older than 12 to 15 years generally do not meet the most current safety standards.

District administrators should consider enrollment trends, annual bus mileage, and condition of bus routes when planning for bus replacement. For example, rural routes requiring travel over gravel or inadequately maintained roads can cause additional wear and tear on a district's fleet.

KISD should develop and implement a plan to replace its aging bus fleet. It should budget $65,000 in alternating years beginning in 2007–08 to purchase new buses until the fleet of seven buses is replaced. Since the buses are the same age, it should base its replacement decisions on the mileage and condition of each bus. The district should also rotate the buses running the various routes so that the buses wear similarly and accrue mileage more evenly. The bus replacement plan should remain flexible and anticipate changes in student enrollment.

KISD should be able to sell spare buses as it purchases new ones. The savings from the sale of the spare buses will vary according to the mileage and condition of the buses, so no fiscal savings are estimated.

BUS PREVENTIVE MAINTENANCE (REC. 17)

KISD does not document preventive maintenance and inspections on district buses and vehicles. The district's maintenance technician visually inspects buses and addresses bus driver concerns to ensure operability, but fails to document vehicle maintenance and pre- and post-trip bus inspections.

While the director of Transportation/Maintenance ensures annual bus inspections and oil changes are performed, tracks mileage and fuel usage, and maintains an electronic spreadsheet to track repair actions and costs for each vehicle, the department does not maintain daily inspection logs on each vehicle or require documentation of routine daily maintenance.

Many districts require bus drivers to complete daily checklists documenting the condition if each vehicle. Performing and documenting maintenance checks can help protect a district against liability in the event of unfortunate accidents. Also, tracking maintenance costs and repeat problems helps districts identify vehicles that have become too costly to maintain.

KISD should develop and implement a log to document preventive maintenance and daily inspections of the district's bus fleet. By documenting preventive maintenance and daily inspections, the district can ensure its aging fleet is monitored daily and that any needed repairs are addressed timely. The documented daily inspections will create a useful operational history for each bus.

TRAFFIC CONCERNS (REC. 18)

KISD's schools have unsafe entrances due to traffic concerns. The elementary school does not have a visible turn lane into the school, and at both the elementary and the secondary schools, the student pick-up and drop-off lanes are shared by buses and cars creating the potential for traffic accidents.

Both the elementary and secondary school campuses were constructed in the late 1930s adjacent to roads and highways designed for lower volume and higher speeds than currently are required in a school zone. Stop-and-go traffic and lines of vehicles backed up on the highway in front of the elementary school pose a safety hazard. The problem is made worse

because the elementary school does not have signage that is visible after dark or in the early morning and the highway lacks left- and right-turn lanes.

Another safety hazard is that school buses and parent vehicles share the student pick-up and drop-off lanes. At the elementary school, the loading and unloading area consists of a gravel drive that is directly adjacent to the sidewalk in front of the school with no physical barrier between the drive and sidewalk. At the secondary school, the student pick-up and drop-off lanes are on the street directly in front of the school and the street is open to all other traffic.

The failure to separate student pick-up and drop-off lanes for buses and parents places students, teachers, staff, and at risk of injury. The shared use of space also results in time delays and short-term congestion. The review team observed both the unmarked turn lane into the elementary school and the pick-up and drop-off of students at the elementary. While the pick-up and drop-off of students at the elementary school appeared orderly, both cars and buses were co-mingled in the same lane without a barrier to protect the students from a vehicle that might veer off course. After dark, the entrance into the elementary school is not visible.

On August 10, 2005, the President signed into law the Safe, Accountable, Flexible, and Efficient Transportation Equity Act: A Legacy for Users. Section(s): 1101(a) (17) provides for a federally funded Safe Routes to School Program. The amount of Texas' allocation has not been determined. TxDOT anticipates issuing a call for project proposals in late 2006 or early 2007. School districts would be able to submit proposals for addressing traffic concerns through their local governments.

KISD should create a safe entrance to elementary school and separate the bus and parent pick-up and drop-off lanes at both the elementary and secondary schools to minimize the risk of injury. It should mark the elementary school entrance so that it is visible day and night and work with TxDOT to create turn lanes off the highway. KISD also should construct separate lanes, or other barrier, to separate buses and parents in student pick-up and drop-off lanes at both campuses. The superintendent should work with TxDOT to plan and select an appropriate solution to the traffic concerns at the elementary and secondary schools. If funding is not available from TxDOT to construct a barrier to separate buses and parents in student pick-up and drop-off lanes, KISD may anticipate a fiscal impact of approximately $2,822 per campus for a total of $5,644. The estimate includes building a

concrete student crosswalk ($1,572), a bus lane barrier of 100 feet with concrete wheel stops to form a barrier ($750), and signage to mark the lanes ($500).

DISCIPLINE ON BUSES (REC. 19)

KISD does not adequately and consistently enforce student discipline on buses. Bus drivers lack the training and resources to effectively manage student behavior to and from school.

While vandalism is not identified as a problem in the school buildings, students are breaking bus windows and damaging seats. The KISD facilities, including bathrooms adjacent to the gymnasium, which are often indicative of vandalism, are in good condition. According to the junior/senior high school principal, vandalism is not a problem on campus. In contrast, bus drivers identified student misbehavior on bus routes as their primary concern. In particular, students do not remain in their seats while riding on buses. Due to lack of funding, the district does not provide aides to help maintain order on school buses. In addition, KISD buses are not equipped with cameras to record student behavior.

KISD bus routes consist of up to 60 students per bus route with children ranging in grade from pre-kindergarten through 12. The routes are rural and many of the roads are narrow, two-way, or not adequately maintained causing potentially dangerous driving conditions.

In response to a survey, 42 percent of the parents, 74 percent of the administrative and support staff, and 27 percent of the teachers disagreed with the statement, "Vandalism is not a problem in KISD" (**Exhibit 2-6**).

Because Karnack is a small community and bus drivers have worked in the district for many years, it is not unusual for a driver to contact a parent directly regarding a student's misbehavior on the bus instead of submitting an incident report to the school principal. Bus drivers indicated a variety of reasons for using this method of handling student issues. Drivers are concerned that if a student is suspended from school for misbehavior, KISD loses revenues due to the student's absence. Some drivers expressed concern that if a child receives a suspension from school, then the student may go without the only nutritious meal available for the day or left unsupervised at home.

The district does not have a procedures manual to clearly guide bus drivers in discipline management. A bus drivers who completes an incident form, takes it to the director of Transportation/Maintenance who submits the form to the student's school principal. The principal disciplines the

EXHIBIT 2-6
SCHOOL REVIEW SURVEY: VANDALISM
DECEMBER 2005

Vandalism is not a problem in KISD.					
RESPONDENT	STRONGLY AGREE	AGREE	NO OPINION/ NO RESPONSE	DISAGREE	STRONGLY DISAGREE
Teachers	9.1%	63.3%	0.0%	27.3%	0.0%
Administrative and Support Staff	5.3%	5.3%	15.8%	42.1%	31.6%
Parents	21.1%	21.1%	15.8%	21.1%	21.1%

NOTE: Percentages may not add to 100 percent due to rounding.
SOURCE: KISD, School Review Surveys, December 2005.

offending student and communicates the action to the Transportation/Maintenance department. The director of Transportation/Maintenance does not maintain copies of incident reports or outcomes. According to the drivers, many incidents are not recorded or reported.

The district could not provide documentation that drivers and administrators have consistent procedures for maintaining appropriate student behavior on buses. Local board policy FN "Student Rights and Responsibilities" references a Student Code of Conduct and local policy FFF "Student Welfare: Student Safety" that states that the superintendent and principals shall develop plans and procedures for acquainting students with safe conduct and behavior in a variety of conditions and circumstances including use of school transportation. The 2005–06 Student/Parent Handbook states that, "When riding in District vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct." The handbook states that students who misbehave on school buses may lose their bus-riding privileges.

The result of inconsistent discipline management on the buses is that students are destroying bus seats and breaking windows. In 2004–05, KISD spent about $582 to repair bus windows because of vandalism.

Many school districts equip buses with video cameras to help maintain appropriate student conduct. For example, Huntsville ISD (HISD) uses video cameras on all its buses to document incidents which can be reviewed by administration, the school board, and parents. The videotapes can be used to determine the level of consequence appropriate for the misconduct. HISD retains each videotape for five days. Rather than outfitting some of the buses with "dummy" cameras and some with actual cameras as some districts do, HISD opts to use actual cameras on all buses to ensure accuracy in disciplinary reporting. The current price of video technology ranges from $700 to $1,100 per bus for VHS

format. Although digital technology is available, the images are of poor quality and the equipment is not as reliable as VHS. HISD personnel install the cameras on-site.

Two of KISD's peer districts, Burkeville and Laneville ISDs, use video cameras on district buses for disciplinary monitoring.

KISD should develop and implement a process to enforce student discipline on school buses consistently. The Director of Transportation/Maintenance should develop procedures for bus discipline and ensure that all drivers receive training in discipline management. KISD should purchase and install security cameras on buses, which will help drivers to identify violators and properly apply disciplinary measures. The fiscal impact of purchasing and installing cameras on KISD buses is estimated at a one-time cost of $3,725 for purchasing five cameras (one for each of the regular bus routes). Each camera is $745 ($745 x 5 = $3,725). District personnel can install the cameras at no extra cost. The director of Transportation/ Maintenance can provide training on use of the cameras and disciplinary management to bus drivers with no significant fiscal impact. As a result of the camera installation and bus driver training, the district can expect to save approximately $582 a year beginning in 2007–08 in repair or replacement costs resulting from vandalism.

FIRE AND DISASTER DRILLS (REC. 20)

KISD lacks a process to document and maintain emergency drill information and does not comply with guidelines as required by the State Fire Marshal's Office.

KISD's 2005–06 *Student/Parent Handbook* states that, "from time to time, students, teachers and other District employees will participate in drills of emergency procedures," and the campus improvement plans states that fire and safety drills will be conducted monthly. The handbook also outlines expected student conduct during the various emergency drills. KISD's superintendent said that the required drills are

conducted monthly and that individual campuses are responsible for maintaining appropriate documentation, but the campuses did not provide adequate documentation of the drills. The review team requested copies of the 2004–05 and 2005–06 drill logs from the elementary and junior/senior high school principals. Only the elementary school responded; however, the information was neither readily available nor in the proper form. The junior/senior high school was unable to provide documentation of compliance with emergency drills.

The National Fire Protection Association (NFPA) standards which govern schools require that "Emergency egress and relocation drills shall be held with sufficient frequency to familiarize occupants with the drill procedure and establish conduct of the drill procedure." According to the State Fire Marshall's Office (SFMO), schools must conduct at least one emergency drill per month.

Effective March 8, 2004, the state requires schools to maintain their fire exit drill forms in the school or district office and make them available for local or state officials upon request. The district should maintain the forms for at least three years. The required reporting forms are available through the Texas Department of Insurance (TDI) website (www.tdi.state.tx.us) under the SFMO section. As an added requirement, the form requires documentation of the percentage of students participating in age appropriate fire safety education during the year and directs educators to the *Fire Safety for Texans* curriculum guide at the TDI website.

KISD has not instituted a process to document and maintain fire and disaster drills as prescribed by the State Fire Marshal's Office and as such is in violation of state guidelines.

The district should conduct emergency drills and maintain appropriate documentation as prescribed by the State Fire Marshall's Office. It should maintain the required documentation in a readily available location for public inspection for the current year. To comply with state law, the district must maintain the required documentation for at least three years.

LONG-RANGE PLAN FOR FACILITIES (REC. 21)

KISD lacks a facilities planning process to address long-range goals for facility renovation, upgrades, new construction or maintenance. The superintendent and other administrators said there had not been a long-range plan, facility analyses, or

needs assessment attempted since the defeat of a bond referendum in February 2000.

The main campus buildings were constructed as Works Progress Administration (WPA) projects from 1937–40. The district renovated or expanded its campus facilities during 1973–76. **Exhibit 2-7** shows a complete listing of KISD buildings and the date of original construction.

The administration and school board currently makes facility upgrade decisions from year to year as a part of the budget process. Within this process, the district conducted limited renovation and construction because of limited resources. For 2005–06, the district budgeted $69,000 from its fund balance for facility improvement projects including relocating the administrative offices to space in the elementary school and repairing restrooms in the junior/senior high school gymnasium. **Exhibit 2-8** shows the costs for the 2005–06 renovations.

In December 2005, the district completed renovations and moved its administrative offices from an old and small wood-frame house into a building adjacent to the elementary school that was originally used for kindergarten and primary grade students. This building, constructed in 1993, is no longer needed for student use due to decreased student enrollment that is in part a result from the closure of two major employers in the community. District enrollment decreased from 369 in 2000–01 to 247 in 2004–05.

Due to the age of the district's buildings and the need for extensive renovation, the buildings do not meet the modern education needs of the district. With the exception of the current renovation of the kindergarten building into administrative offices, each building requires renovation or upgrades in areas including technology infrastructure, space, HVAC upgrades/replacement, carpet/tile replacement, basic painting/refinishing, and window and door upgrades.

Building infrastructure from the early 1940s and mid-1970s does not support modern technology application and needs. KISD's current electrical infrastructure limits the use of technology and replacement of air conditioners to units rated for 110 voltage.

Another challenge is the small size of the classrooms. The main buildings at the elementary school and at the junior/senior high school fail to meet facility standards as defined by the TEA regarding minimum square footage. Most of the classrooms in the main buildings are 700 square feet or less, the minimum set by TEA for grades 3 through 5.

EXHIBIT 2-7
KARNACK ISD FACILITIES

BUILDING	SQUARE FOOTAGE	YEAR CONSTRUCTED
Junior/Senior High School Campus Area		
Main Building	19,226	1937–40
Junior/Senior High School Cafeteria/Library	13,500	1984
Junior High Building	7,560	1984
Field House	2,354	1983
Weight Room	1,000	1983
Band Hall	1,560	Unknown
Science Portable	2,328	1995
Portable	1,536	Unknown
Old Maintenance Building	2,345	1937
Computer Lab Portable	864	2000
Maintenance	528	Unknown
Bus Barn	105	Unknown
Elementary Campus Area		
Main Building	23,684	1939
Kindergarten Building (New Administration)	6,219	1993
Head Start	1,484	Unknown
In School Suspension	784	Unknown
Old Administration	1,314	Unknown
Old Administration Storage	288	Unknown

SOURCE: KISD, insurance appraisal, January 2005.

EXHIBIT 2-8
BUILDING IMPROVEMENTS
2005–06 ACADEMIC YEAR

IMPROVEMENTS AND REPAIRS	AMOUNT
Administration Building Renovations (Old Kindergarten Building)	$50,000
Rest Room Renovation(s)	12,000
Gym Repairs	3,242
Heating, Ventilation, and Air Conditioning (HVAC)	3,828
Total	**$69,070**

SOURCE: KISD, memo from superintendent's office, January 2006.

Exhibit 2-9 shows the TEA standards for elementary classrooms with 22 students and secondary classrooms with 25 students per classroom.

The campus administrative office areas are also inadequate at both the elementary and secondary schools. The office areas are small and the limited space serves both office and storage needs. Conference areas are inadequate to conduct meetings of more than five or six people. The district uses conference areas for parent conferences, special education meetings, small group counseling, and related meetings.

The elementary music area, located in a classroom off the stage in the gymnasium, is inadequate due to its location, lack of storage, and acoustics. Noise from the physical education classes in the gymnasium interfere with music instruction.

Storage area is a challenge at both schools with vacant classrooms and other areas throughout the buildings used for storage. For example, the stage in the gymnasium area at the elementary school is used for storage as are vacant rooms adjacent to the stage.

Since the defeat of the bond issue in February 2000, the district has not engaged in a formal development of a long-range facilities plan that would prioritize needs and tie planned renovations to the budget. Any upgrades and renovations since 2000 have been through available monies in the local budget process.

EXHIBIT 2-9
ROOM SIZE STANDARDS

TYPE OF CLASSROOM	REQUIREMENT
General Classroom	Classrooms for pre-kindergarten-Grade 1 shall have a minimum of 36 square feet per pupil or 800 feet per room
	Classrooms for the elementary school level for Grades 2 and up shall have a minimum of 30 square feet per pupil or 700 square feet per room
	Classrooms at the secondary school level shall have a minimum of 28 square feet per pupil or 700 square feet per room
Special Classroom	Computer laboratories shall have a minimum of 41 square feet per pupil or 900 square feet per room at the elementary level; and 36 square feet per pupil or 900 square feet per room at the secondary level
	Combination science laboratory/classroom shall have a minimum of 41 square feet per pupil or 900 square feet per room at the elementary level; and 50 square feet per pupil or 1,000 square feet per room at the middle school level; and 50 square feel per pupil or 1,200 square feet per room at the high school level

SOURCE: Chapter 61.1033, Texas Administrative Code, Subchapter CC, Commissioner's Rule.

The lack of a long-range planning process makes it difficult for the district to prioritize and address facility needs. Inadequate facilities interfere with the teaching and learning process as described by TEA and the standards recommended by the Council of Educational Facility Planners, International (CEFPI).

As part of *The Guide for School Facility Appraisals*, CEFPI includes an evaluation instrument for school facilities, *Appraisal Guide for School Facilities* that is considered the industry standard for evaluating the following areas:

- school site;

- structural and mechanical capacity;

- plant maintainability;

- school building safety and security;

- educational adequacy; and

- environment for education.

The CEFPI standards do not consider "maintaining" at the current level of adequacy an acceptable standard. Building maintenance and upkeep influence the degree to which students, staff, and the community are satisfied with the school, and project an image which can unduly influence the perception of school quality. Negative perceptions affect basic attitudes and responsiveness to learning. Maintenance and adequacy of facilities impacts the teaching/learning process if the facilities inhibit or impede curriculum program delivery.

Many school districts develop long-range facility plans to prioritize renovations and adequately maintain facilities. Some of these school districts develop a short (1 to 3 years),

mid (3 to 5 years), and long-range (5 to 10 year) facility plans along with mid- and long-range budget plans to support the facilities plan. The budget plans are generally for a minimum of five years. They also contract for a complete and thorough evaluation of current facilities; use a community led "confirmation process" by simulating the same evaluation conduced by the outside consultant; and make budget decisions regarding general maintenance as part of the long-range plan for upgrades and renovations. For example, the Trinity Independent School District in Walker County evaluated all facilities during the summer of 2002, developed a long range plan and successfully passed a bond referendum and upgraded its facilities during 2002–03.

The district should develop a long-range facilities plan linked to the budget for basic maintenance, upgrades, renovations, new construction, and equipment replacement. The plan should be aligned with and support the campus improvement plans (CIPs), the technology plan, and the district improvement plan (DIP). The Board of Trustees should hire a consultant to help assess the district's facility needs and to help develop the facility master plan.

A study of facility needs and a facility master plan can assist the district with both budget planning regarding the short and long range financial and tax implications and can also impact future instructional programming decisions. The fiscal impact is estimated at $4,000 based on two days for an onsite assessment of two buildings and 2 to 3 days of offsite preparation work by a facilities consultant. The facilities study should occur while school is in session for the consultant to observe the affect of current building conditions on direct instruction and student learning. The cost of the study is borne in one year, unless the district determines that

additional services are needed as part of public information in planning a future referendum.

REPLACING COMPUTERS (REC. 22)

KISD lacks a plan for replacing outdated computers and operating systems.

The district does not have standards to guide the purchase of new computers or updating operating systems. Instead, the technology director purchases technology in response to requests from campus and administrative staff. Campus staff makes their requests for technology through the principals, who then forwards requests to the business manager or technology director. The district does not have a method in place to ensure the technology director reviews all technology requests to confirm compatibility with the network since some technology requests go directly to the Central Office.

To effectively run new software programs, computers must operate with a minimum of 256 MB of random access memory (RAM) and Windows 2000. In KISD, 20 of the elementary school's 57 instructional computers operate with Windows 98 and have 128 MB of RAM or less. Fifty-four of the junior/senior high school's 91 instructional computers are operating with 128 MB and 4 of these computers use Windows 98. The result is 47 percent of the district's instructional computers lack the processor speed and/or RAM memory to be used adequately. Most of the district's older computers are in classrooms and most classrooms have only one computer. **Exhibits 2-10** and **2-11** show a list of instructional computers with the RAM and operating system noted.

EXHIBIT 2-10
KISD ELEMENTARY SCHOOL INSTRUCTIONAL COMPUTERS
DECEMBER 2005

ELEMENTARY SCHOOL

QUANTITY	DESCRIPTION	OPERATING SYSTEM	RAM
1	Pentium 2	Windows 98	32 MB
12	Pentium 2	Windows 98	64 MB
6	Pentium 2	Windows 98	128 MB
1	Pentium 4	Windows 98	128 MB
9	Pentium 4	Windows 2000 Pro	256 MB
26	Pentium 4	Windows XP Pro	256 MB
2	Pentium 4	Windows XP Pro	512 MB
57	TOTAL		

SOURCE: KISD, Technology Department, December 2005.

EXHIBIT 2-11
KISD JUNIOR/SENIOR HIGH SCHOOL INSTRUCTIONAL COMPUTERS
DECEMBER 2005

JUNIOR/SENIOR HIGH SCHOOL

QUANTITY	DESCRIPTION	OPERATING SYSTEM	RAM
4	Pentium 2	Windows 98	64 MB
31	Pentium 2	Windows 98 SE	128 MB
19	Pentium 2	Windows 2000	128 MB
5	Pentium 4	Windows 2000 Pro	256 MB
9	Pentium 4	Windows XP Pro	256 MB
23	Pentium 4	Windows XP Pro	512 MB
91	Total		

SOURCE: KISD, Technology Department, December 2005

KISD lacks formal standards to determine whether a computer is obsolete or in need of replacement. There is no catalog of the minimum standards for hardware, nor one particular operating system or version expected for all computers.

The result is the district has outdated computers and district classrooms are currently equipped with sub-standard software on inadequate computers. This situation limits the teachers and students from taking the fullest advantage of learning tools and opportunities present on the Internet and multimedia software.

Coupland Independent School District uses a district committee, supported by the superintendent, to choose how computers are replaced and distributed. The committee considers curriculum priorities as part of the decision process.

The district should develop and implement a plan for replacing obsolete computers. It should begin by budgeting $25,000 a year for 3 years beginning in 2007–08 to replace the 74 computers operating with 128 MB of RAM or less. KISD should purchase 25 instructional computers per year at a cost of approximately $1,000 each (including software) to replace its 74 oldest computers. In addition, the district should plan and budget for replacing its newer computers on a 6 year cycle to maintain functional technology. The director of technology should develop minimum standards for hardware and software and recommend a replacement cycle for computer equipment. The fiscal impact of this recommendation is estimated at an annual cost of $25,000 from 2007–08 through 2009–10.

EMAIL POLICIES (REC. 23)

KISD lacks policies on the use of the district email system.

The district does not have a policy that requires staff to read email daily, instead district administrators use both paper and emails to ensure communications are widely received. The lack of policies concerning email results in slow communication. This impacts the ability of the district to efficiently perform both business and curricular activities.

Due to the lack of a policy, the district does not use the email system to transfer data. For example, staff hand-deliver purchase orders to the business manager who then enters the information into a computer. District communications occur by both paper and electronic means, which creates duplicate work. The lack of a policy on email use contributes to limited use of the email system.

Schleicher County Independent School District relies on its email system as its primary method of communication and requires teachers to check email every class period of the day.

KISD should develop a policy requiring employees to check email daily to facilitate more efficient and effective communication. Districts that have policies requiring employees to check email daily can communicate faster and more accurately.

DISASTER PLAN (REC. 24)

KISD has not established a secure disaster recovery plan.

To save data from an unexpected disaster, Central Office administrators create a backup tape every day and store it in a safe in the same building. The technology director also creates a backup tape of some student data and takes the tape home daily for safekeeping. The district lacks a written policy that describes the schedule of backups or defines a safe location for backup data storage.

If a disaster occurred at the administration building, the server and backup data could both be destroyed. Backup data that is taken home for secure storage may be lost, stolen, or accidentally destroyed. Additionally, if the person taking the data home is absent from work it is unclear who would be responsible for securing and storing the backup data.

Schleicher County ISD uses a disaster recovery plan that was developed in accordance with the guidelines developed by the State of Texas Department of Information Resources. It is a comprehensive plan that includes risk assessment and

resumption capability, and establishes areas of responsibility, monitoring, and procedures for backing up data to off-site locations. **Exhibit 2-12** shows an excerpt from the Schleicher County ISD Risk Management Plan (based on guidelines provided by the State of Texas Department of Information Resources) referring to off-site backup policy.

EXHIBIT 2-12
SCHLEICHER COUNTY ISD RISK MANAGEMENT PLAN
JANUARY 2005
SOFTWARE CONSIDERATIONS

___ All original software (disks, CDs) and documentation secured

___ Offsite storage of all software inventory and license and support information

___ Backup files stored off-site regularly

___ Servers - Restricted access to operating and production software

___ Servers - Access to systems software limited and monitored

___ Servers - Security software and access codes validated

___ Servers - Passwords used to identify system administration users

___ Servers - Passwords changed every 6 months or more frequently as needed

___ Servers - Restart/recovery procedures for web services and application programs

___ Servers - Configuration change documentation and control

SOURCE: Schleicher County ISD, Technology Department, January 2006.

KISD should develop a secure disaster recovery plan. It should use the guidelines developed by the State of Texas Department of Information Resources to develop a plan. The director of Technology should establish policies and procedures for disaster recovery defining backup and the secure storage of data. The district should store backup data at a district or district-approved facility that is safe and secure, and not in the same facility as the district server.

FISCAL IMPACT

RECOMMENDATION	2006–07	2007–08	2008–09	2009–10	2010–11	5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 2: OPERATIONS							
11. Analyze the costs and benefits of operating the district's Food Services Department under the guidelines of special assistance Provision 2 provided by the National School Lunch and School Breakfast Programs.	$0	$0	$0	$0	$0	$0	$0
12. Evaluate customer satisfaction with the quality and taste of the schools' cafeteria food and develop strategies to increase student meal participation rates.	$0	$4,174	$4,174	$4,174	$4,174	$16,696	$0
13. Provide the director of Food Services with monthly, detailed, and specific financial performance reports.	$0	$0	$0	$0	$0	$0	$0
14. Initiate nutrition education programs as required by state law and recommended by federal regulations.	$0	$0	$0	$0	$0	$0	$0
15. Develop and implement a process to recruit and retain bus drivers and substitutes.	($100)	($200)	$0	$0	$0	($300)	$0
16. Develop and implement a plan to replace KISD's aging bus fleet.	$0	($65,000)	$0	($65,000)	$0	($130,000)	$0
17. Develop and implement a log to document preventive maintenance and daily inspections of the district's bus fleet.	$0	$0	$0	$0	$0	$0	$0
18. Create a safe entrance to the elementary school and separate the bus and parent pick-up and drop-off lanes at both the elementary and secondary schools to minimize the risk of injury.	$0	$0	$0	$0	$0	$0	($5,644)
19. Develop and implement a process to enforce student discipline on school buses consistently.	$0	$582	$582	$582	$582	$2,328	($3,725)
20. Conduct emergency drills and maintain appropriate documentation as prescribed by the State Fire Marshall's Office.	$0	$0	$0	$0	$0	$0	$0

FISCAL IMPACT (CONTINUED)

RECOMMENDATION	2006–07	2007–08	2008–09	2009–10	2010–11	5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
21. Develop a long-range facilities plan linked to the budget for basic maintenance, upgrades, renovations, new construction, and equipment replacement.	$0	$0	$0	$0	$0	$0	($4,000)
22. Develop and implement a plan for replacing obsolete computers.	$0	($25,000)	($25,000)	($25,000)	$0	($75,000)	$0
23. Develop a policy requiring employees to check email daily to facilitate more efficient and effective communication.	$0	$0	$0	$0	$0	$0	$0
24. Develop a secure disaster recovery plan.	$0	$0	$0	$0	$0	$0	$0
TOTAL	**($100)**	**($85,444)**	**($20,244)**	**($85,244)**	**$4,756**	**($186,276)**	**($13,369)**

CHAPTER 3

LEADERSHIP AND MANAGEMENT

KARNACK INDEPENDENT SCHOOL DISTRICT

CHAPTER 3. LEADERSHIP AND MANAGEMENT

This chapter covers the leadership, organization and management, human resource management, and community involvement in Karnack ISD (KISD).

Participation from all board members, the superintendent, district staff, and the community is essential for strong school governance. The Board of Trustees establishes the district's goals and policies to improve the district's performance in accordance with state laws. The superintendent implements the board's vision, recommends and analyzes staffing levels and business trends, and ensures the availability of resources to accomplish district goals. Staff supports board approved plans and policies and monitors progress toward stated goals to ensure successful operation of all district programs, services, and activities. With effective community and parent involvement programs, school districts gain confidence, support, and involvement of the local community.

ACCOMPLISHMENTS

- KISD has a strong board-superintendent relationship based on shared vision, respect, and open communication.

- KISD developed a process to help train substitutes by providing them with a comprehensive handbook created specifically for substitute teachers.

- KISD developed a process for using the district's low-income designation by Texas Education Agency (TEA) and availability of student loan forgiveness as a marketing tool for recruiting new college graduates for teacher positions.

- KISD implemented an effective process for administering its records management system.

FINDINGS

- KISD does not conduct multi-year strategic planning to include planning and evaluation of district instructional and non-instructional programs.

- KISD does not follow the board policies that govern how the District Improvement Plan (DIP) and Campus Improvement Plans (CIPs) should be developed.

- KISD does not systematically pursue grant opportunities for the district.

- KISD does not effectively provide incentives for improving employee performance, attendance, and morale.

- KISD does not have a process in place to ensure the employee handbook is annually updated and distributed to district employees.

- KISD does not have an effective volunteer program that encourages parent and community participation to meet district needs.

- KISD lacks effective district support from community and business leaders.

- KISD does not have effective strategies to enhance parents' and community member input in the areas of curriculum, budget, and facilities planning.

RECOMMENDATIONS

- **Recommendation 25: Implement a strategic planning process to develop a three- to five-year strategic plan that incorporates the district's DIP and CIPs, links to the district budget, specifies performance targets for instructional and non-instructional programs, and establishes mechanisms for tracking and reporting progress.** The superintendent should form a strategic planning committee with broad district and community representation to develop the district's long-terms goals and objectives. The strategic plan should align and incorporate various district plans into one long-range plan which sets goals for all district programs to include student performance, community involvement, staff development, food services, transportation, facilities, and technology.

- **Recommendation 26: Develop and implement a process to ensure board policy is followed in developing the annual DIP and CIPs with an annual assessment and progress report to the board.** The superintendent should assess the district and campus improvement planning compliance gaps with board policy. Based on these assessment results, the superintendent should develop and implement

a process to remedy the compliance gaps and provide an annual progress report to the board. The superintendent should explain roles and responsibilities to DEIC and CIC members to ensure the committees meet regularly and effectively perform duties. These duties include reviewing the district's performance objectives, conducting systematic assessments of the district's progress toward achieving those objectives, and suggesting program adjustments when required. The superintendent should also ensure board policy is followed regarding DIP and CIP planning committee member composition and terms.

- **Recommendation 27: Establish a grants application and management process that contracts with an experienced part-time grant writer to pursue grants as an alternative source of funding for district programs.** As a large percentage of KISD's students are economically disadvantaged or belong to an ethnic minority group, the district should seek additional federal, state, and private funding to support innovative programs, staff development, and research to assist these children with special needs. KISD should hire a professional grant writer or retired educator to research and write all grant applications on behalf of the district and pay a commission to the grant writer only when grants are awarded to the district. The superintendent or business manager should work cooperatively with the grant writer to coordinate efforts and to implement procedures to ensure proper allocation, distribution, expenditure, and accounting of funds received.

- **Recommendation 28: Implement a program to annually evaluate, monitor, and adjust monetary and non-monetary incentives for all district employees.** The program should include increasing teacher salaries and developing a program to reward exemplary work performance. Salaries should be increased to a level consistent and competitive with neighboring school districts. KISD should continually assess and budget for pay increases and incentives offered to employees. The district should consider a variety of incentives to include awards of recognition, employee of the month, and staff appreciation dinners in addition to monetary rewards. With performance-based pay increases and other incentives tied to attendance and performance, the district should expect employee productivity, morale, and retention to improve. Incentive programs should include awards for exemplary performance and

attendance in addition to providing a remedy for sub-standard performance and attendance.

- **Recommendation 29: Develop a process with a timeline to annually update and distribute the employee handbook to district employees.** The superintendent should complete the current-year draft employee handbook and distribute it to employees at the beginning of the next school year. Employees should indicate receipt of the handbook by signing a receipt acknowledgement form and returning the form to the district for filing in their employment record. As changes are made during the year in district policies, procedures, and programs that affect information in the employee handbook, the superintendent should provide timely updates to district employees.

- **Recommendation 30: Develop an effective volunteer program and designate a community liaison to coordinate the program.** The KISD superintendent should get board approval to begin the process by appointing a teacher or faculty member as the designated community liaison for the purpose of developing an effective volunteer program. The district should provide training and an annual stipend for the liaison. KISD should support community hospitality efforts and after hours activities held in district facilities.

- **Recommendation 31: Establish a community/ business outreach program to gain the support of community and business partnerships and enhance other district volunteer efforts.** The superintendent should begin the process by meeting with members of the Board of Trustees and district administrative team to brainstorm for ideas and review best practice models. In particular, the superintendent and board should include plans to incorporate activities that have worked for KISD and proved successful in smaller districts. The district should identify opportunities for partnering with local government, community leaders, and businesses to enhance the services the district provides to students. The superintendent and district administrative team should implement the most feasible strategies for implementing the community/business outreach program. The superintendent, with the assistance of the district's administrative team, should coordinate the program and contact those entities that the district would like to pursue partnerships. The superintendent should seek board approval to negotiate and commit to interlocal agreements as partnerships develop.

- **Recommendation 32: Formulate and implement strategies to gain input from parents and community members on substantive areas of the district.** The superintendent and Board of Trustees should survey the community to gather community input on important issues and assess public satisfaction with the superintendent and board accessibility and review and incorporate model practices. The superintendent should hold public forums on issues of concern to the community, significant events, or incidents in the district. The superintendent should conduct community meetings on major policy issues and address specific issues and concerns. The superintendent should document and report to the board and community about public satisfaction with opportunities for community input to the district.

DETAILED ACCOMPLISHMENTS

BOARD-SUPERINTENDENT RELATIONSHIP

KISD has a strong board-superintendent relationship based on shared vision, respect, and open communication.

Review team interviews with the superintendent and individual board members indicated a very positive, highly communicative, and effective partnership. Board members clearly understand their role in establishing policy and allowing the superintendent to carry out the day-to-day operations of the district.

The organization and management of the KISD school board requires cooperation among the superintendent, district staff, and the elected board. The board and superintendent are responsible for ensuring the district provides for student needs. The board sets goals and objectives for school district operations, determines the policies, and approves plans and budgets. The superintendent guides the planning process, provides administrative and instructional leadership, and manages the district's daily operations.

The district's team-based relationship between the board and the superintendent at KISD comes from open and effective communication. Board members stated they are very comfortable contacting the superintendent with questions, concerns, or issues they feel merit discussion. Board members also stated the superintendent consistently provides them with reliable and thorough information for use in the decision-making process. The board members said they receive their board packets for the monthly meetings far enough in advance to allow them to prepare for discussion

and action on agenda items. The superintendent provides board packets to all board members three days in advance of scheduled meetings. The packets include the minutes from previous meetings, a copy of the current meeting's public notice, and an agenda. There are also other documents to support the meeting's agenda, which include comparisons of monthly revenues and expenditures to budget for all activities, cash flow projections, cash receipts journal, district written checks, tax collection data, and other documents.

In addition to providing comprehensive information to board members regarding the district's operations, the superintendent maintains an open-door policy encouraging them to communicate openly with her with questions or concerns. Board members are welcome to telephone the superintendent or visit the school to discuss issues or concerns. This relationship is reciprocated as the superintendent is comfortable and at ease in addressing the board with issues that arise at the school.

KISD's board-superintendent relationship has proven essential to the district's survival. Facing a deficit of $91,000 at the end of 2001–02, the superintendent and board's superior working relationship allowed them to work cooperatively and focus on district survival. As a result, the district ended 2004–05 with a surplus of $569,496. The superintendent and board members claim the next direction the district must take is a focus on improving student performance on state mandated tests and improving curriculum for all students.

The relationship forged between the KISD superintendent and Board of Trustees has been established with respect for all parties and a common mission of providing high quality services to the students of the district.

HANDBOOK FOR SUBSTITUTE TEACHERS

KISD developed a process to help train substitutes by providing them with a comprehensive handbook created specifically for substitute teachers.

The superintendent or the campus principal provides the substitute teacher's handbook to a substitute once the applicant is approved for employment. The handbook includes an acknowledgement that substitutes must sign and return to indicate they have received the handbook and have read its contents. KISD's 2005–06 substitute teacher's handbook addresses issues such as hints on classroom management, emergency procedures, and general information to include requirements of teacher substitutes, job description,

duty hours, dress code, and employee standards of conduct. The handbook also indicates the district's policy for annual evaluations of substitute teachers completed by campus administrators.

The handbook includes information about pay rates and schedules. The rate of pay for substitute teachers is established and approved by the Board of Trustees. For 2005–06, certified and non-certified substitute teachers are paid at a rate of $40 per day. Substitutes on duty for more than four hours are paid for the full day and those required for duty for four hours or less are paid for one-half day.

Employee handbooks provide valuable information in an easily accessible format. The handbook's information regarding payroll processing procedures and policies, leave benefits, and sexual harassment prevention policies are vital knowledge for all employees. Well-informed employees with readily accessible information regarding employment matters, roles, and responsibilities are more prepared for success in the workplace.

Providing substitute teachers a comprehensive handbook clearly defines their role as an important part of the district's instructional program. The substitute teacher's handbook serves as a valuable reference for substitutes to help ensure their district employment is successful.

TEACHER RECRUITING

KISD developed a process for using the district's low-income designation by the Texas Education Agency and availability of student loan forgiveness as a marketing tool for recruiting new college graduates for teacher positions.

According to the superintendent, the district's low salaries and distance from a metropolitan area make it difficult to attract new certified teachers to KISD. The superintendent also stated new teachers are more likely to consider KISD if they have family in the area or grew up in the Karnack area. Otherwise, with more competitive salaries offered in neighboring school districts, new teachers tend to choose to work elsewhere.

To recruit new college graduates for teaching positions at KISD, the superintendent informs new graduates that their student debt may be forgiven by teaching for five years in a designated low-income school district such as KISD.

Each year TEA identifies a list of low-income schools. Teachers with student loans may qualify for loan forgiveness, deferment, or cancellation when they opt to serve five

consecutive years in a designated low-income school district such as KISD. Student loan forgiveness is applicable in an amount up to a total of $5,000 ($17,500 for secondary mathematics and science teachers and for elementary and secondary special education teachers).

Teacher recruitment is now a major concern to school districts throughout Texas. TEA's February 1999 *Texas Teacher Recruitment and Retention Study* says Texas is experiencing a growing teacher shortage. According to the report, rising student enrollments, decreasing student teacher enrollment, and a lack of state and local resources to maintain competitive salaries are causing the shortage.

Offering new college graduates the opportunity for student loan forgiveness or cancellation by teaching in a low-income district helps KISD overcome low beginning teacher salaries and fill vacant teacher positions.

RECORDS MANAGEMENT SYSTEM

KISD implemented an effective process for administering its records management system.

KISD maintains a current records control schedule defining retention and destruction timelines for all types of records and information. The district contracts with Records Consultants, Inc. (RCI) to assist with implementing and maintaining the district's comprehensive records retention plan. The records management consultant visits KISD annually to handle the disposition of appropriate records. Campus administrators, department directors, and the central administrative office staff work with the contractor to ensure all records are appropriately identified, stored, transported, and disposed according to the district's records control schedule. The district's business manager assesses the contractor's performance by ensuring established goals are met within set timelines.

KISD's formal records management plan establishes clearly stated procedures for handling all types of information, including information the district maintains for management purposes and records it is legally required to retain.

Excerpts from Section 201.002 of the Texas Local Government Records Act state the following:

- The efficient management of local government records is necessary to the effective and economic operation of local and state government;

- The preservation of local government records of permanent value is necessary to provide the people of

the state with resources concerning their history and to document their rights of citizenship and property;

- Convenient access to advice and assistance based on well-established and professionally recognized records management techniques and practices is necessary to promote the establishment of sound records management programs in local governments, and the state can provide the assistance impartially and uniformly; and

- The establishment of uniform standards and procedures for the maintenance, preservation, microfilming, or other disposition of local government records is necessary to fulfill these important public purposes.

The state rules associated with destruction, management and preservation of records require all local governments to establish a records management program and create a records control schedule.

The process of identifying, analyzing, and appraising a school district's records should include the identification of records that are considered essential or vital to the operations of the district. These records must be protected by adequate backup procedures. In the event of a disaster, the backup copies of the records should then be available to continue operations.

Records maintained at KISD are stored in fire-safe file cabinets in the administration building while retired records are stored at an offsite location. The district complies with requirements of the Texas Local Government Records Act and KISD board policy on records management.

DETAILED FINDINGS

STRATEGIC PLANNING (REC. 25)

KISD does not conduct multi-year strategic planning to include planning and evaluation of district instructional and non-instructional programs.

Facing a financial deficit of $91,040 in 2000–01, KISD in recent years focused its efforts toward financial survival and has successfully recovered to a surplus in 2004–05 of $569,496. However during the process of rebuilding the district's general fund, KISD's educational programs and support functions were neglected. There have been no capital outlays to replace aging school buses, cafeteria equipment, or district facilities. The Food Service department operated at a deficit in 2003–04 and 2004–05. The district lacks long-range facilities or technology plans, methods for evaluating

support functions, or criteria for determining bus replacements. In addition, teacher salaries remain well below the state average, extracurricular activities are limited, student performance on mandated tests remain below state averages, and the district does not provide Career and Technology Education (CTE) programs for its students at the high school.

There is consensus among board members, the superintendent, district staff, and members of the community about the need for improving student performance and providing better programs for students, but there is no formal process whereby the district identifies specific goals for the next three to five years, documents its plan to achieve objectives, and monitors performance. Without a written and agreed upon strategic plan, the district does not ensure a clear understanding of where the district is headed or where stakeholders have agreed they would like to go over the next three to five years.

A strategic plan incorporates various district plans such as the district's DIP and CIPs into one long-range plan spanning three to five years. The plan sets goals and broad direction for the district over a multi-year period and considers the entire educational system including the community. This plan includes specific performance targets that the district wishes to achieve within three to five years. Performance targets address both instructional and non-instructional areas. The plan development includes consideration of enrollment projections, high-level financial projections, facility planning, technology integration, and bus replacements. The plan is a living document including methods for evaluating the district's progress toward accomplishing its goals and adjusting the plan as deemed necessary.

Fort Bend ISD (FBISD) implemented a planning process to develop its five-year strategic plan by obtaining input from various stakeholder groups including students, staff, parents, and the community. The planning process developed a strategic plan with a mission and vision, belief statements, goals and objectives, detailed action plans, timelines, and responsibility assignments. FBISD then developed its budget based on priorities established in the strategic plan and began quarterly monitoring and reporting activities.

KISD should implement a strategic planning process to develop a three- to five-year strategic plan that incorporates the district's DIP and CIPs, links to the district budget, specifies performance targets for instructional and non-instructional programs, and establishes mechanisms for tracking and reporting progress. The superintendent should

form a strategic planning committee with broad district and community representation to develop the district's long-terms goals and objectives. The strategic plan should align and incorporate various district plans into one long-range plan which sets goals and broad direction for all district programs to include course and program offerings, student performance, community involvement, staff development, food services, transportation, facilities, and technology.

The superintendent should develop and get Board of Trustees' approval for the strategic planning process and then present the strategic planning process to district administrators, staff, and the community. The superintendent, key administrators, and the board should select members for a district strategic planning committee to begin the process of developing a three- to five-year strategic plan. The committee should develop the plan by seeking input from district stakeholders and present the completed plan to the board for approval. In the interim while the strategic plan is being developed, KISD should refer to its DIP and CIPs for guidance in achieving district goals.

DISTRICT AND CAMPUS IMPROVEMENT PLANNING (REC. 26)

KISD does not follow the board policies that govern how the District Improvement Plan (DIP) and Campus Improvement Plans (CIPs) should be developed. The district has a District Educational Improvement Committee (DEIC) and Campus Improvement Committees (CICs) in place as required by the Texas Education Code (TEC) but is not following the district's legal and local policies related to committee composition, meetings, training, and participation in the development of the DIP and CIPs. The existing plans are not comprehensive and do not address evaluation and improvement for items such as facilities and the district's support functions.

Section 11.253 (a) of the TEC requires school districts to "maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students." **Exhibits 3-1** through **3-3** present excerpts from those policies.

During the review team's onsite visit, interviews with members of the District Educational Improvement Committee (DEIC) revealed they had very little participation

EXHIBIT 3-1
KISD BOARD POLICY
PLANNING AND DECISION-MAKING PROCESS

TOPIC	REQUIREMENT	KISD BOARD POLICY
REQUIRED PLANS	The Board shall ensure that a District improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students.	BQ (LEGAL)
DISTRICT IMPROVEMENT PLAN	The District shall 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 in respect to the academic excellence indicators.	BQ (LEGAL)
CAMPUS-LEVEL PLAN	Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including student in special education programs under Education Code Chapter 29, Subchapter A, with respect to academic excellence indicators and any other appropriate performance measures for special needs populations.	BQ (LEGAL)
EVALUATION	At least every two years, the district shall evaluate the effectiveness of the district's decision-making and planning polices, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance.	BQ (LEGAL)
DISTRICT IMPROVEMENT PLANNING PROCESS	The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee.	BQ (LOCAL)

EXHIBIT 3-1 (CONTINUED)
KISD BOARD POLICY
PLANNING AND DECISION-MAKING PROCESS

TOPIC	REQUIREMENT	KISD BOARD POLICY
ADMINISTRATIVE PROCEDURES AND REPORTS	The Board shall ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the district's planning process; and include implementation guidelines, time frames, and necessary resources. The superintendent shall report periodically to the board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.	BQ (LOCAL)
EVALUATION	The board shall ensure that data is gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.	BQ (LOCAL)

SOURCE: KISD District Board Policies, 2006.

in developing the improvement plans and did not meet regularly to discuss district improvement matters. Members of the DEIC stated they had not been involved in the development of the DIP but the district presented the completed plan to them for approval. In addition, members of the DEIC stated they did not meet regarding the DIP and budgets that might support the plan. Board policy BQA (LOCAL) states that the superintendent, as chair of the committee, shall set the district-level committee's agenda, schedule at least five meetings per year, and meetings should be held outside of the regular school day (**Exhibit 3-2**).

KISD uses the services of Statewide Educational Consulting and Counseling Associates, Inc. (SECCA) for writing the district's annual DIP. KISD pays SECCA approximately $1,000 each month for the development of the district's DIP related to instruction and student learning, assistance with filing state compensatory and federal title funding applications, and for providing planning tools. While SECCA has some budget activity information to use in updating the DIP annually, the organization sends KISD a questionnaire every year to gather budget data. KISD also supplies SECCA with the district's educational performance measures that are used to update the DIP. SECCA does not assist KISD in developing the CIPs nor does it coordinate or participate in

EXHIBIT 3-2
KISD BOARD POLICY
PLANNING AND DECISION-MAKING PROCESS: DISTRICT-LEVEL

TOPIC	REQUIREMENT	KISD BOARD POLICY
PROCESS	The Board shall establish a procedure under which meetings are held regularly by the District-level planning and decision-making committee that includes representative professional staff, parents of students enrolled in the District, business representatives, and community members. The committee shall include a business representative, without regard to whether the representative resides in the District or whether the business the person represents is located in the District. The Board, or the Board's designee, shall periodically meet with the District-level committee to review the District-level committee's deliberations.	BQA (LEGAL)
CHAIRPERSON	The Superintendent shall be the Board's designee and shall serve as chairperson of the (district-level) committee.	BQA (LOCAL)
MEETINGS	The chairperson of the committee shall set its agenda, and shall schedule at least five meetings per year; additional meetings may be held at the call of the chairperson. All committee meetings shall be held outside of the regular school day.	BQA (LOCAL)
COMMUNITY MEMBERS	The committee shall include at least two parents of students currently enrolled in the district, at least two community members, at least two business people, and at least three or four representatives from each campus.	BQA (LOCAL)

SOURCE: KISD District Board Policies, 2006.

campus planning committee activities. **Exhibit 3-3** shows excerpts of the board policy for campus improvement planning.

KISD's DIP primarily addresses instructional issues and does not include issues for non-instructional programs. The format of the DIP states goals and objectives and identifies the strategies, activities, timelines, and resource/allocations necessary for meeting objectives. The CIPs have a similar

structure. None of the plans address the district's support functions or facilities. **Exhibit 3-4** shows the nine goals as identified in the 2003–04 DIP. The review team could not consistently refer to current year plans as the information in them appeared to be unchanged from previous years.

The 2004–05 CIP for the high school lists three goals and eight implementation reform methodologies with 55 broadly

EXHIBIT 3-3
KISD BOARD POLICY
PLANNING AND DECISION-MAKING PROCESS: CAMPUS-LEVEL

TOPIC	REQUIREMENT	KISD BOARD POLICY
PROCESS	The district shall maintain current policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students.	BQB (LEGAL)
CAMPUS-LEVEL COMMITTEE	A campus-level committee shall be established on each campus to assist the principal. The committee shall meet for the purpose of implementing planning processes and site-based decision making in accordance with board policy and administrative procedures and shall be chaired by the principal. The committee shall serve exclusively in an advisory role except that each committee shall approve staff development of a campus nature.	BQB (LOCAL)
COMPOSITION	The committee shall be composed of members who shall represent campus-based professional staff, parents, businesses, and the community. At least two-thirds of the district and campus professional staff shall be classroom teachers. The remaining one-third shall be professional non-teaching district- and campus-level staff. For purposes of this policy, district-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.	BQB (LOCAL)
TERMS	Representative shall serve staggered two-year terms and shall be limited to two consecutive terms on the committee. After the initial election or selection, representatives shall draw lots, within each representative category, to determine the length of initial terms.	BQB (LOCAL)
RESPONSIBILITIES	In accordance with the administrative procedures established under Education Code 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.	BQB (LEGAL)
CAMPUS IMPROVEMENT PLAN	Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations.	BQB (LEGAL)
COMMUNICATIONS	The principal or designee shall ensure that the campus-level committee obtains broad-based community, parent, and staff input, and provides information to those persons on a systematic basis. Methods of communication shall include, but not be limited to:	BQB (LOCAL)
	1. Periodic meetings to gather input and provide information on the work of the committee. Meetings shall be advertised in the district or campus publications and through the media.	
	2. Articles in district or campus publications regarding work of the committee.	
	3. Regular news releases to the media in the district regarding the work of the committee.	

SOURCE: KISD District Board Policies, 2006.

EXHIBIT 3-4
KISD GOALS AND OBJECTIVES
2003–04 DISTRICT IMPROVEMENT PLAN

GOAL #	GOAL AND OBJECTIVE(S)
1	Parents and Community Members will be full partners with educators in the education of Karnack ISD children.
	Objective 5/31/04:
	• There will be an overall, yearlong increase in Karnack ISD parents and community members participating in parental and community involvement activities.
2	Karnack ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.
	Objectives:
	• Refer to Non-TAKS and TAKS Needs Assessment Matrix.
	• Refer to 2003–04 Summative Evaluations.
3	Through enhanced dropout prevention efforts, all Karnack ISD students will remain in school until they obtain a high school diploma.
	Objective:
	• Karnack ISD will maintain the district's 2002 Dropout Rate of 0.0%.
4	Karnack ISD will recruit, develop and retain qualified and highly effective personnel.
	Objective:
	• Test.
5	Karnack ISD students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies.
	Objective:
	• See TAKS Matrix for Objectives for All Students and Student Groups.
6	Karnack ISD will maintain a safe and disciplined environment conducive to student learning.
	Objectives:
	• A decline of discipline referrals from 2002–03 to 2003–04.
	• A 25% decrease in incidents of school violence using the Principals' 2002–03 reports as baseline data.
7	Karnack ISD educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
	Objectives:
	• 100% of Karnack ISD faculty will be certified or trained in the area they are teaching— whichever is appropriate.
	• 100% of the instructional paraprofessionals are participating in Continuing Education efforts.
	• 100% of Teachers or Paraprofessionals not meeting federal NCLB mandates are operating progressively under a Deficiency Plan.
8	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration at Karnack ISD.
	Objective:
	• See TAKS Matrix for Objectives for All Students and All Student Groups.
	• NOTE: All campuses in the KISD are in compliance with CIPA – Children's Internet Protection Act.
9	Karnack ISD will maintain, or improve its student attendance rate so that all student groups will achieve an attendance rate of no less than 97% to enhance student performance (AEIS Goal).
	Objective:
	• Refer to the Attendance Needs Assessment Matrix.

SOURCE: KISD District Improvement Plan 2003–04, Attila Software generated report, 7/22/2005.

developed activities. **Exhibit 3-5** shows an example goal from the high school CIP.

The 2003–04 CIP for the elementary school lists five goals with 56 activities. **Exhibit 3-6** shows an example goal from the elementary school CIP.

The development of a DIP consists of establishing a DEIC to develop district goals and performance objectives based on a comprehensive needs assessment. Board policy BQA (LEGAL) requires a superintendent to regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

KISD board policy BQA (LEGAL) requires the district to establish campus-level planning and decision-making committees consisting of professional staff members from the school, parents, business representatives, and community members. The committees are to advise school administrators on school planning, goal setting, budgeting, and decision-making.

There are 12 members of the planning and decision-making committee at the high school (**Exhibit 3-7**). All 12 members have terms expiring simultaneously in August 2007. Board policy BQB (LOCAL) states committee members shall serve two-year staggered terms and shall be limited to two consecutive terms on the committee. However, the committee member terms are not staggered at the high school with all terms ending concurrently.

There are nine members of the planning and decision-making committee at the elementary school (**Exhibit 3-8**). Of the nine members, all have terms expiring simultaneously in May 2007 except for two members' terms ending in May 2008. The majority of terms are not staggered and most terms end concurrently.

According to the district's *Definitions, Purpose, and Expected Results of SBDM in KISD* regarding the composition of site-based decision making teams, the committee should have a minimum of 10 members. The committee should be composed of the following:

- principal,

- four teachers,

- three parents,

- two community representatives (neither a parent or district employee),

- two business representatives (neither a parent or district employee),

- one district-level representative, and

- one non-teaching certified professional staff (i.e. assistant principal, nurse).

The high school and elementary school committees do not follow board policy completely regarding committee composition. Although the high school committee has 12 members and meets the 10-member minimum, the

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EXHIBIT 3-5
KARNACK JUNIOR/SENIOR HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN GOAL

2004–05

Goal: All student groups taking the TAKS reading, writing, math, language arts, social studies and science test will meet or exceed the state standard of 80% passing by May, 2006 to achieve a campus rating of Recognized. All students will be encouraged to meet their full potential in all subject areas as outlined in the **TEKS**.

Reform Methodologies, Strategies, and Activities: Disaggregate TASS/TAKS data and identify students' strengths and weaknesses in reading, writing, and math.

Source: Karnack Junior/Senior High School, Principal's Office, December 2005.

FIGURE 3-6
GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN GOAL

2003–04

Goal: To reduce the number of At-Risk students. To provide a well-balanced Language Arts curriculum to all students. 100% passing TAKS.
Annual Objective: All students and student subgroups will pass reading TAKS at grade 3; 90% at grade 4, 5, and 6. All student groups taking TAKS writing will meet or exceed the state standard. 90% of all students and subgroups will pass TAKS.

Reform Methodologies, Strategies, and Activities: Disaggregate TAKS/AEIS data and identify students' strengths and weaknesses.

Source: G.W. Carver Elementary School, Principal's Office, December 2005.

EXHIBIT 3-7
KISD JUNIOR/SENIOR HIGH SCHOOL
PLANNING AND DECISION-MAKING COMMITTEE: CAMPUS IMPROVEMENT PLAN
2006–07 GRADES 7–12

MEMBER NAME	MEMBER POSITION	TERM ENDS
Kenneth Irvan	Teacher/Karnack Jr./Sr. High	8/2007
Karen Horn	Teacher/Karnack Jr./Sr. High	8/2007
Tommie Warren	Teacher/Karnack Jr./Sr. High (Assistant Principal)	8/2007
Gloria Jones	Teacher/Karnack Jr./Sr. High (Vocational)	8/2007
Kim Shadowens	Librarian Teacher/High School	8/2007
Joe Chisum	Principal/Karnack Jr./Sr. High	8/2007
Denise Henderson	Teacher/Karnack Jr./Sr. High	8/2007
Jim McCutchens	Community/Business	8/2007
Sheila Woodall	Community/Parent	8/2007
Susan Turner	Community/Non-Parent	8/2007
Betty Hewitt	Community/Parent	8/2007
Martha Lewis	Community/Parent	8/2007

SOURCE: KISD Superintendent, October 2006.

EXHIBIT 3-8
KISD GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL
PLANNING AND DECISION-MAKING COMMITTEE: CAMPUS IMPROVEMENT PLAN
2006–07 GRADES HEAD START TO 6

MEMBER NAME	MEMBER POSITION	TERM ENDS
Joyce Stewart	Principal	ongoing
Sharon Tartarilla	Teacher/Kindergarten	5/2007
LaRue Jenkins	Teacher/First	5/2007
Mona Davidson	Teacher/Third	5/2007
Dianne Hodge	Teacher/Fifth and Sixth	5/2007
Amanda Bramlett	Teacher/Special Education	5/2007
Kathryn Echols	Community/Non-Parent	5/2007
Marie Rankin	Community/Parent	5/2008
Machael Fyffe	Community/Business	5/2008

NOTE: The district provided an additional committee member name without supporting documentation.
SOURCE: KISD Superintendent, October 2006.

elementary school committee has only nine members and falls short by one. Having only one business member, the high school and elementary school committees do not meet the district's criteria of requiring two business representatives as members.

KISD documents provided to the review team indicate the committee should meet a minimum of quarterly and a maximum of monthly to discuss the following topics:

- Academic Excellence Indicator System (AEIS) and other assessment reports;

- Campus Improvement Plan (CIP);

- discipline and safety on campus;

- suggestions for increasing parent and community involvement;

- all parts of the academic, financial, and extracurricular program of interest to the committee;

- update on calendar of events;

- any other topic of interest to committee members;

- emphasis on the importance of committee members getting community input and disseminating the knowledge they gain from the meetings to the community; and

- the purpose of the committee and responsibility of its members.

The district provided agendas for committee meetings scheduled for September and October 2005 that did not include a listing of attendees and did not provide meeting minutes requested by the review team. The district could not provide evidence to indicate the DEIC meets regularly to develop goals and evaluate the district's progress toward established goals. Committee members stated they had met once regarding the impending review team visit but did not recall meeting at any other time in 2005–06.

The district appears to meet the statutory requirement for the DEIC but the committee does not serve an effective role in the district planning and decision-making process according to its members. District administrative staff appear to have the DEIC decision-making duties. The district's decision to contract for the development of the DIP and not the CIPs may discourage the DIP and CIP planning committee members' coordination of planning and participation in planning activities. While the campus improvement committees are in place, there is no evidence of the level of success, effectiveness, or activity of these committees. With all or the majority of the high school and elementary campus improvement committee member terms ending concurrently, the district may incur problems with the committees' continuity and effectiveness. By not having the DEIC and campus improvement committees effectively participate in their roles in district planning and decision-making, the district does not ensure that district and campus improvement needs are fully assessed or plans are adequately developed for instructional and non-instructional programs.

According to the TEA's *Financial Accountability System Resource Guide*, "The basic premise of site-based decision-making is that those who will actually implement the decisions make the most effective decisions. The belief is that the people involved at the campus level have a greater opportunity to identify problems, develop resolutions, and change strategy than people located off-campus. Site-based decision-making concepts also recognize that people at the campus level are more likely to internalize change and to support its implementation if they are involved in the decision-making than if they are not." Mandated by all Texas

school districts since 1992, "Site-based decision-making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement."

Robstown ISD (RISD) implemented a comprehensive process for developing and assessing its district and CIPs. In addition to establishing a district educational improvement council, RISD provided training in needs assessment to campus team leaders who then trained campus staff. Groups were formed in the areas of facilities, students, staff, and parents to assess improvement needs at individual campuses. At the campus level, team leaders and principals assigned initiatives for all needs identified for the upcoming school year. RISD's central and campus administrators conduct program evaluation, share results with staff, and conduct training for staff and team leaders regarding the establishment of campus goals and performance objectives.

The superintendent should develop and implement a process to ensure board policy is followed in developing the annual DIP and CIPs with an annual assessment and progress report to the board. The superintendent should assess the district and campus improvement planning compliance gaps with board policy. Based on these assessment results, the superintendent should develop and implement a process to remedy the compliance gaps and provide an annual progress report to the board. The superintendent should explain roles and responsibilities to DEIC and CIC members to ensure the committees meet regularly and effectively perform duties. These duties include reviewing the district's performance objectives, conducting systematic assessments of the district's progress toward achieving those objectives, and suggesting program adjustments when required. The superintendent should also ensure board policy is followed regarding DIP and CIP planning committee member composition and terms.

The board should ensure implementation of board policies BQ (LEGAL), BQ (LOCAL), BQA (LEGAL), BQA (LOCAL), BQB (LEGAL), and BQB (LOCAL), which identify procedures for developing the DIP and CIPs. The district should seek assistance of Region 7 or specialized consultants with experience in campus and district improvement planning processes and have a proven record of

success at similar districts as KISD to develop a systematic planning process.

The district's efforts should include orientation for district administrators and committee members of the DIP and CIPs to understand and implement a planning process to analyze student performance data for curriculum and teaching decisions and suggesting adjustments that lead to improved student performance. Teacher participation in the decision-making process regarding curriculum development and/or adoption will result in greater support and improved implementation effort.

Region 7 can provide examples of effective planning processes for similar sized schools and districts with student compositions unique to districts similar to KISD. The DEIC and superintendent should analyze baseline performance data and analyze beginning points and adjustment points in curriculum and teaching decisions. The superintendent should require teachers and administrators serving on the DIP and CIP planning committees to attend training regarding the Academic Excellence Indicator System (AEIS) as part of the regular district staff development program support. Participation and training will ensure that program decisions are data-driven and match district, campus, demographic, and individual student needs.

KISD should also provide orientation for DIP and CIP committee members on methods of assessing the district's improvement needs and develop subcommittees when necessary to assess non-instructional programs such as facilities, transportation, and food services. The district should develop a regular meeting schedule with processes for agenda development that include the membership of the committee in determining the focus of the DEIC according to state statute.

GRANT WRITING (REC. 27)

KISD does not systematically pursue grant opportunities for the district. The district does not employ a grant writer nor does it contract for grant writing services. The superintendent stated she attempted to write grant applications for the district in the past, but has yet to be successfully funded. She stated the district does not have enough resources or staff to seek grant opportunities and focus on completing application packages. The superintendent also stated there are several grants for which she would like the district to apply.

The lack of alternative funding sources prevents KISD from expanding its resources for educational programs. As a district with a high percentage of economically disadvantaged students, KISD is eligible for a wide variety of competitive and non-competitive grant opportunities. **Exhibit 3-9** shows a few examples of grants that KISD may be eligible to pursue.

Galveston ISD contracted with an outside individual since the beginning of 1998–99 to help prepare grant requests to TEA and the federal government. The cost of the services as of December 1999 was $18,000 and yielded $2,681,000 in new grant funds for the district.

Wimberley ISD (WISD) solicited both monetary and non-monetary grants from surrounding business communities, state and federal grant programs, and other sources. WISD contracted with a retired professional grant writer and captured nearly $700,000 in grant funds.

KISD should establish a grants application and management process that contracts with an experienced part-time grant writer to pursue grants as an alternative source of funding for district programs. As a large percentage of KISD's students are economically disadvantaged or belong to an ethnic minority group, the district should seek additional federal, state, and private funding to support innovative programs, staff development, and research to assist these children with special needs. KISD should hire a professional grant writer or retired educator to research and write all grant applications on behalf of the district and pay a commission to the grant writer only when grants are awarded to the district. The grant writer should research and apply for competitive state and federal grants, and grants from private foundations and businesses. The superintendent or business manager should work cooperatively with the grant writer to coordinate efforts and to implement procedures to ensure proper allocation, distribution, expenditure, and accounting of funds received.

The fiscal impact for this recommendation assumes the district can contract the services of a part-time grant writer for 500 hours per year at a rate of $50 per hour, or a total of $25,000 per year (500 hours X $50 per hour). The grant writer would not be an employee of the district and would not receive fringe benefits. From the wide variety of competitive and non-competitive grants available from federal, state, corporate, and foundation funding resources, the review team estimates the district should receive $125,000 per year from awarded grants and alternative funding based on the experience of other districts. The fiscal impact assumes the additional revenues would begin in 2007–08 to allow the

EXHIBIT 3-9
GRANT OPPORTUNITIES

GRANT	FUNDED BY	DESCRIPTION/PURPOSE	TOTAL AVAILABLE	AVERAGE AWARD
Parental Information and Resource Centers (PIRC)	U.S. Department of Education	To help implement successful and effective parental involvement policies, programs, and activities	$250,000–$950,000 annually	Amounts vary; 65 awards each year; can be awarded up to 5 years
G.R.E.A.T. Gang Resistance Education and Training	U.S. Department of Justice	Law-enforcement officer-instructed classroom curriculum intended to immunize against delinquency, youth violence, and gang membership	$2,500,000	Amounts vary
MetLife Foundation Bridge Builders Grant Program	MetLife Foundation/ National Association of Secondary School Principals	Public middle and high school levels schools serving large numbers of low-income students and/or underrepresented minorities to build better relationships among students and adults	25 awards of $5,000	$5,000
Meadows Foundation Educational Grants	The Meadows Foundation	Challenges middle and high school students to engage in community service	$25,889,900 Limited to Texas	$1,000–$2,500,000
High Schools That Work Enhanced Design Network	Texas Department of Education	Supports underperforming high schools to improve academic and career/technology instruction and overall student achievement	$800,000	$0–$30,000
Early Childhood Educator Professional Development Program	U.S. Department of Education	Improves knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty	$14,330,800	Varied
Improving Literacy Through School Libraries Program	U.S. Department of Education	To improve student reading skills and academic achievement by providing students up-to-date school library materials, library media centers, and well-trained library media specialists. Targets schools with at least 20 percent of population identified as low-income	$18,901,586 100 awards	$30,000–$300,000

Source: www.schoolgrants.com, www.schoolfundingcenter.com, www.govgrants.com.

district adequate time to locate and procure the services of a grant writer.

COMPENSATION AND INCENTIVES (REC. 28)

KISD does not effectively provide incentives for improving employee performance, attendance, and morale.

Salaries for teachers at KISD are not competitive with most of the neighboring districts. KISD's salary for beginning teachers is less than salaries offered by most area districts competing for the same teachers. In addition, the district's rate of teacher turnover increased from 18.7 percent in 2000–01 to 38.2 percent in 2004–05. The superintendent stated the district has difficulty recruiting and retaining new teachers because of its rural location and low salary.

Exhibit 3-10 compares the district's teacher salaries with those of its neighboring districts. As the exhibit shows, with the exception of Waskom ISD, KISD ranks lowest among the neighboring districts in every category for years of experience of teachers, but more particularly in its salaries paid to beginning teachers and those with one to five years of experience.

Exhibit 3-11 compares the district's teacher salaries with those of its peer districts. Even though KISD is second highest in beginner teacher compensation when compared to its peers, its compensation drops in comparison to its peers with increasing teachers' years of experience. With the exception of Laneville ISD, KISD pays its teachers with one to five years experience less than each of the peer districts.

EXHIBIT 3-10
AVERAGE TEACHER SALARIES BY YEARS OF EXPERIENCE
KISD AND AREA DISTRICTS
2004–05

DISTRICT	STUDENTS	BEGINNING SALARY	1 TO 5 YEARS	6 TO 10 YEARS	11 TO 20 YEARS	OVER 20 YEARS
Waskom	808	$24,640	$26,546	$32,123	$38,319	$41,845
Karnack	**247**	**$24,840**	**$25,990**	**$33,350**	**$38,592**	**$41,400**
Jefferson	1,390	$25,240	$27,674	$32,712	$39,096	$42,921
Gilmer	2,307	$28,043	$29,820	$34,100	$40,088	$45,869
Kilgore	3,665	$30,226	$29,132	$34,462	$40,423	$43,493
Longview	8,234	$30,352	$31,007	$34,522	$41,207	$46,421
Marshall	5,874	$31,113	$32,463	$34,446	$41,280	$47,224
Average for Area Districts*	**3,713**	**$28,269**	**$29,440**	**$33,728**	**$40,069**	**$44,629**

*KISD excluded.
SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS), 2004–05.

EXHIBIT 3-11
AVERAGE TEACHER SALARY COMPARISION
KISD AND PEER DISTRICTS
2004–05

DISTRICT	STUDENTS	BEGINNING	1 TO 5 YEARS	6 TO 10 YEARS	11 TO 20 YEARS	OVER 20 YEARS
Laneville	166	$24,240	$25,783	$34,947	$39,760	$41,793
Menard	356	$24,240	$27,618	$32,139	$38,380	$43,365
Paducah	243	$24,240	$28,110	$31,958	$41,447	$41,581
Karnack	**247**	**$24,840**	**$25,990**	**$33,350**	**$38,592**	**$41,400**
Burkeville	401	$28,753	$29,775	$35,224	$41,762	$43,793

SOURCE: Texas Education Agency, AEIS, 2004–05.

KISD's average teacher salary also is lower than the averages for Region 7 and the state. In 2004–05, the district's teachers received approximately $2,381 less than the regional average and $6,752 less than the statewide average. **Exhibit 3-12** compares the district's average salary for teachers with the Region 7 and state averages.

EXHIBIT 3-12
AVERAGE TEACHER SALARY COMPARISON
KISD, REGION 7, AND STATE
2004–05

ENTITY	AVERAGE TEACHER SALARY
KISD	**$34,257**
Region 7	$36,638
State	$41,009

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS), 2004–05.

Teacher turnover at KISD far exceeds the regional and state averages. **Exhibit 3-13** shows the district's teacher turnover rates compared to its peers, Region 7, and the state. KISD has the highest rate of teacher turnover compared to its peers and over twice the rate of both state and Region 7. The KISD

EXHIBIT 3-13
TEACHER TURNOVER RATES
KISD, PEER DISTRICTS, REGION 7, AND STATE
2004–05

DISTRICT	TEACHER TURNOVER RATE
Karnack	**38.2%**
Laneville	34.5%
Menard	18.2%
Paducah	17.2%
Region 7	**16.6%**
State	**16.1%**
Burkeville	13.6%

SOURCE: Texas Education Agency, AEIS 2004–05.

superintendent indicated teacher turnover is highest among new teachers and occurs more frequently at the high school campus.

Employee dedication to safety at KISD is evident as neither of the cafeterias or the transportation department had reported incidents of employee injury and there had been only one minor bus accident in the district's history. Cafeteria workers, custodians, and bus drivers attribute their job performance and good attendance to their concern for the welfare of students and the district as a whole. However, during group interviews with food service, transportation, and maintenance department employees and supervisors indicated low morale and disappointment with wages, salaries, and a lack of monetary reward. District support staff is not rewarded for superior performance, good attendance, workplace safety, or for acquiring certifications. Though staff is dedicated to attendance and safety and the welfare of district children, employee morale is low as the district does not provide awards for job performance and employees do not receive salary increases beyond those for service time.

By not effectively rewarding employees, the district does not help to ensure services are efficiently and economically provided. During the review team's onsite interview period, the superintendent and departmental directors indicated that absenteeism is not a frequent occurrence at KISD. However, with an existing shortage of bus drivers and licensed substitutes to run regular routes and with only two full-time cooks assigned to each cafeteria, any absenteeism in those departments results in the decline of services provided to students. High teacher turnover increases the district's cost of doing business due to having to recruit, hire, and retrain higher percentages of new teachers each year.

Bastrop ISD (BISD) adopted higher teacher salaries to address high teacher turnover. The principal explained the reason for the high turnover was because new teachers would come to BISD, work several years, and then leave for a district with higher pay. According to district officials, many of the new teachers live in nearby Austin, as Bastrop does not have many of the attractions as Austin, prompting many teachers to live there where they eventually take teaching jobs. As a result, BISD's board recognized the challenge and increased teacher salaries across the district.

To improve employee morale and effectiveness, Killeen ISD instituted an Employee of the Quarter awards program. Employees received recognition awards based on work performance, customer service, attitude, and team work.

Program rewards included such things as gift certificates, a posting on the campus marquees, and a recognition certificate. By instituting an employee awards program, Killeen ISD encouraged and rewarded excellent employee performance.

KISD should implement a program to annually evaluate, monitor, and adjust monetary and non-monetary incentives for all district employees. The program should include increasing teacher salaries and developing a program to reward exemplary work performance. Salaries should be increased to a level consistent and competitive with neighboring school districts. KISD should continually assess and budget for pay increases and incentives offered to employees. The district should consider a variety of incentives to include awards of recognition, employee of the month, and staff appreciation dinners in addition to monetary rewards. With performance-based pay increases and other incentives tied to attendance and performance, the district should expect employee productivity, morale, and retention to improve. Incentive programs should include awards for exemplary performance and attendance in addition to providing a remedy for sub-standard performance and attendance.

The fiscal impact estimates the costs to increase teacher salaries, but does not incorporate the costs for implementing non-monetary reward programs. The difference between KISD teacher salaries and the average of teacher salaries at KISD and neighboring school districts ranges from $378 to $3,450 depending on years of teaching experience. The fiscal impact assumes KISD implements teacher salary increases of $3,000 plus fringe benefits of 9.1884 percent per each of 26 teachers. The net effect of the $3,000 increment for 26 teachers equals a total increase in salaries of $78,000 ($3,000 X 26) plus benefits of $7,167 ($78,000 X 9.1884 percent for fringe benefits) for a total increase of $85,167 per year. The fiscal impact assumes 2007–08 as the effective date of this recommendation since the teacher contracts and salary schedules for 2006–07 have already been established and approved by the board.

EMPLOYEE HANDBOOK (REC. 29)
KISD does not have a process in place to ensure the employee handbook is annually updated and distributed to district employees.

KISD's employee handbook is in draft form, incomplete, and not distributed to district employees for 2005–06. Employees, except substitute employees, do not currently have an up-to-date and comprehensive handbook

summarizing such things as district policies, benefits, employee obligations, and procedures. However, the district does have a 2005–06 substitute teacher handbook provided to all substitutes. The superintendent is in the process of updating the current employee handbook by using the *Model Employee Handbook* produced by the Texas Association of School Boards (TASB) Human Resources Services as a template. However, as of February 2006, district employees had not received a current handbook for 2005–06. Employees must rely on information from older, outdated versions of the handbook or must request information as needed from district and campus administrators.

The lack of an updated handbook results in employees being less informed about current policies and procedures. Potentially negative consequences of KISD staff working without a comprehensive handbook to guide and inform them include inconsistent implementation of discipline procedures, staff violation of board policies, and a general misunderstanding of the district's expectations and procedures.

An employee handbook typically contains:

- district general information and overview;

- summary of employment policies;

- evaluation procedures;

- compensation and benefits descriptions;

- leave and absence policies;

- employee relations and communications;

- employee conduct and welfare;

- general procedures; and

- termination procedures.

The Grape Creek ISD (GCISD) provides a comprehensive employee handbook to all employees, which is updated annually. The handbook includes the district vision statement, goals and objectives, district organizational chart, school directories, and information regarding district policies and procedures.

KISD should develop a process with a timeline to annually update and distribute the employee handbook to district employees. The superintendent should complete the current-year draft employee handbook and distribute it to employees at the beginning of the next school year. Employees should indicate receipt of the handbook by signing a receipt acknowledgement form and returning the form to the district for filing in their employment record. As changes are made during the year in district policies, procedures, and programs that affect information in the employee handbook, the superintendent should provide timely updates to district employees.

VOLUNTEER PROGRAM (REC. 30)

KISD does not have an effective volunteer program that encourages parent and community participation to meet district needs.

Exhibit 3-14 depicts school review survey responses from KISD teachers, administrative support staff, and parents on the availability of volunteers. When asked to respond to the statement that the school has plenty of volunteers to help with student and school programs, over 45 percent of teacher, 52 percent of administrative and support staff, and 42 percent of parent respondents disagreed or strongly disagreed that the district had enough volunteers.

During on-site interviews conducted and follow-up questions by the review team, school administrators and teachers reported poor parent participation in school-sponsored activities. For example, the elementary school principal said

EXHIBIT 3-14
SCHOOL REVIEW SURVEY: KISD AVAILABILITY OF VOLUNTEERS
DECEMBER 2005

"SCHOOLS HAVE PLENTY OF VOLUNTEERS TO HELP STUDENT AND SCHOOL PROGRAMS"					
RESPONDENT	STRONGLY AGREE	AGREE	NO OPINION/NO RESPONSE	DISAGREE	STRONGLY DISAGREE
Teachers	0.0%	9.1%	45.5%	45.5%	0.0%
Administrative and Support Staff	10.5%	15.8%	21.1%	31.6%	21.1%
Parents	15.8%	26.3%	15.8%	21.1%	21.1%

NOTE: Percentages may not add to 100 percent due to rounding.
SOURCE: KISD, School Review Surveys, December 2005.

that she had tried to contact 43 parents by telephone to personally invite them to TAKS study nights held Monday, January 24 and Monday, January 31, 2005. The principal and secretary began to call parents on the preceding Thursday from 10:00 am throughout the rest of the school day.

The calls were a verbal reminder of the meeting (information letters had been sent home with students two weeks before and reminder notices were sent home at the beginning of the week prior to the meetings) and to extend a personal invitation to parents to attend. Initially, the secretary and principal called the parents' home telephone numbers and left messages when an answering machine was available. In addition, the secretary and principal also left messages with other members in the household (grandparents, uncles, etc.) when the telephone was answered and the parent was not available. In some instances, the secretary and principal called the places of employment to speak to parents about the study night. The principal reported that she personally placed several calls from her home telephone in the evenings. Only seven parents of eight students attended both study nights that were held. Response rate for the study night was 16.28 percent. There are no other comparable events held in KISD. The superintendent says that the poor response rate was analyzed by the Board of Trustees and the principals. The review team requested additional information pertaining to the analysis but KISD did not provide it.

Following the TAKS study nights, the elementary principal reported the numbers of parents in attendance to the superintendent. The principal also reported the poor turnout to the KISD Board of Trustees at their December 2005 meeting. The principal reports that, "the district, the Board of Trustees, and the principals analyzed the attendance." The review team was unable to verify that the district has implemented additional strategies to increase attendance at TAKS study night during 2005–06.

The review team conducted a parent/community focus group to further examine district support of community involvement. Members of the focus group said that a Parent

Teacher Organization (PTO) survey had been administered during 2003–04 to solicit parent volunteers by particular area of interest; however, to their knowledge the survey was not used to increase volunteers nor was it used to contact parents. In response to follow-up questions by the review team, KISD reports that the campus administration and the Title I coordinator administered the survey, collected, and compiled the results.

The site-based team and campus staff reviewed the results and implemented what they felt appropriate to better serve the parent group. A PTO officer verified that the results of the Title I survey were not used to increase PTO volunteers. The officer also stated that the PTO did not have a means to coordinate volunteer efforts to correspond to needs expressed by the district. The PTO is elementary school campus based and does not provide programs, activities, or volunteer efforts to support the high school. The PTO works with elementary teachers and staff to plan events to encourage parents to volunteer in events to include Muffins for Mom, Donuts for Dads, Jump Rope for Heart, and the Halloween Carnival.

On August 10, 2005, KISD sponsored a Back to School Family Barbecue from 6:00 pm to 8:00 pm. The purpose of the event was to give parents, children, faculty, and the community an opportunity to meet as one group prior to beginning the school year. Parents were able to meet their child's teacher to discuss plans and expectations for the coming year. The principal welcomed the group and spoke briefly on the issue of accountability. The district used the time to "model" what and how the uniform policy should be upheld. Over 100 people attended the barbecue and the district felt the event was successful. KISD attributes part of the success to food being served.

Exhibit 3-15 shows information from a recent survey on community involvement addressed to KISD parents and administered by the performance review team. When asked to respond to the statement that the district facilities are open for community use, the majority of parents either disagreed or had no comment.

EXHIBIT 3-15
SCHOOL REVIEW SURVEY: KISD FACILITIES OPEN FOR COMMUNITY USE
DECEMBER 2005

"DISTRICT FACILITIES ARE OPEN FOR COMMUNITY USE"					
RESPONDENT	STRONGLY AGREE	AGREE	NO OPINION/NO RESPONSE	DISAGREE	STRONGLY DISAGREE
Parents	15.8%	31.6%	5.3%	26.3%	21.1%

NOTE: Percentages may not add to 100 percent due to "no responses."
SOURCE: KISD, School Review Surveys, December 2005.

A KISD PTO officer said that parents are willing to help as long as they were not required to come to the school during the day. The officer said it is difficult for parents to leave work to attend events because many parents work outside the community. The officer said that parents cite transportation problems as a reason for non-attendance and not volunteering.

The result of KISD's not having an effective volunteer program is that volunteerism and parent and community involvement will tend to remain at the current low level. In addition, the district will be unable to effectively communicate its volunteer needs to parents and the community.

Many districts assign a teacher or faculty member as a designated parent and community liaison for an annual stipend. The liaison helps ensure that volunteer participation in school and districtwide activities are promoted, reviewed, and appropriately monitored to ensure maximum volunteer participation and optimum meeting of district needs.

Waco Independent School District (WISD) implements a parent and community involvement program that boosts involvement and offers opportunities for quality involvement at times that are convenient for parents and community members. Previously, WISD schools hoping to increase involvement were mostly limited to assisting parent-teacher associations as they sponsored after-school activities such as dances, student performances, and open houses at the school. The cornerstone of the new program is a curriculum endorsed by the Texas Association of School Boards (TASB) known as "Family Frameworks," which can be tailored to the particular needs of a district. The curriculum, first implemented by WISD in 2005–06 seeks to change the negative perceptions of parents about the district and provide quality opportunities for interaction and volunteerism. As an added benefit, WISD administrators noted that "nine weeks scores show that the kids are doing better."

KISD should develop an effective volunteer program and designate a community liaison to coordinate the program. The district should provide training and an annual stipend for the liaison. KISD should support community hospitality efforts and after hours activities held in district facilities.

The KISD superintendent should get board approval to begin the process by appointing a teacher or faculty member as the designated community liaison for the purpose of developing an effective volunteer program. The superintendent should ensure that the liaison is prepared for the task by selecting appropriate training for the liaison to attend. The

superintendent should obtain budgetary approval from the board to cover the costs of the liaison's training and annual stipend. The superintendent should inform the principals and other personnel of the decision and solicit their support and involvement in the program. The superintendent and principals should make district facilities available for parent involvement activities. The liaison should be responsible for development and advertisement of volunteer program activities to parents and members of the community. The liaison should maintain records and reports to the superintendent on a regular basis to provide an update of activities planned/held and to monitor the quality and effectiveness of the new volunteer program.

The fiscal impact of appointing a liaison to strengthen the parent-teacher organization includes a stipend of $1,500 annually and estimated fringe benefits of $138 ($1,500 X 9.1884 percent fringe benefit) for an annual total cost of $1,638 beginning in 2007–08. The one-time program training costs for the liaison are estimated to be $335 based upon TASB training costs. The one-time travel expenses associated with the training are estimated at $110 for 3 days for a total one-time cost of $445 ($335 training cost plus $110 travel cost). The district should not incur additional costs to keep facilities open after regularly scheduled hours by rescheduling custodians to lock the buildings after use.

COMMUNITY AND BUSINESS OUTREACH PROGRAM (REC. 31)

KISD lacks effective district support from community and business leaders.

KISD lacks a formal program to involve the community and businesses in support of the district beyond the required parent and community appointees on the district and campus improvement committees.

Through on-site interviews, follow-up questions with the high principal, and the community focus group, the only informal community involvement identified by the review team is by local churches. KISD connects to the churches through the high school principal in his capacity as a part-time church minister. For approximately five years, churches in a neighboring community provide support by offering an after-school care program for a portion of children riding the buses. The principal states that the program is open to all children in the district and that students recommend the program to other students or, at times, he recommends the program to students. When needed, the district contacts churches to request uniforms for students. Upon request

from religious groups, the district provides names of needy families for whom the churches supply food baskets during the holiday season. Sometimes the district solicits individual parents to combine their efforts to provide school supplies to students who cannot afford them.

By not establishing a formal program to gain additional support from the community and surrounding businesses, KISD will not ensure that community and business support for the district will increase from the current low level.

San Perlita ISD (SPISD), having fewer than 300 students in the district, successfully established relationships with local governments, business, and civic organizations that resulted in additional resources for its students. Board members, the superintendent, the counselor, and principals worked to develop and establish these supportive community and business relationships. For example, in March 1999, SPISD signed an interlocal agreement with the City of San Perlita for the development of a community park on school property. The city pledged up to $200,000 to build a playground and youth recreation center and renovate the running track. In addition to providing the land, the district agreed to maintain the playground facilities. In 2001, students received more than $12,000 in scholarships provided by state and local businesses and education foundations. Local businesses also support student-sponsored activities. For example, SPISD received $1,000 when a local retail store matched funds raised at a car wash. Currently, SPISD has opted to offer basic computer night classes to the community at no charge. The technology teacher teaches the classes and receives overtime for the hours spent teaching the classes. The SPISD library is also kept open two evenings a week for use by the community and students taking colleges courses. The librarian stays in the library during this time. Custodial schedules have been adjusted so that the custodians lock the buildings without the need for overtime following building usage by the community. SPISD also partners with the community for summer recreation programs that enable community and student use of swimming pools, gymnasiums, and the library.

KISD should establish a community/business outreach program to gain the support of community and business partnerships and enhance other district volunteer efforts. The superintendent should begin the process by meeting with members of the Board of Trustees and district administrative team to brainstorm for ideas and review best practice models. In particular, the superintendent and board should include plans to incorporate activities that have worked for KISD

and proved successful in smaller districts. The district should identify opportunities for partnering with local government, community leaders, and businesses to enhance the services the district provides to students. The superintendent and district administrative team should implement the most feasible strategies for implementing the community/business outreach program. The superintendent, with the assistance of the district's administrative team, should coordinate the program and contact those entities that the district would like to pursue partnerships. The superintendent should seek board approval to negotiate and commit to interlocal agreements as partnerships develop.

PARENT AND COMMUNITY INPUT (REC. 32)

KISD does not have effective strategies to enhance parents' and community member input in the areas of curriculum, budget, and facilities planning. KISD currently has few opportunities to encourage substantive parental or community input.

The review team conducted a parent/community focus group to examine district involvement in the community. Members of the focus group stated that parents and community members would like to have more input in the areas of curriculum, budget, and facilities planning. The focus group agreed that the district calendar was adequate and that they had little or no interest in having input on the calendar.

KISD's formal structures for parent and community input consist of the opportunity for public input as an agenda item at its Board of Trustees meetings. Other opportunities for input include mandatory parent and community appointments to the district and campus improvement committees.

By not having effective strategies to involve parents and community members with the opportunity for input in the areas of curriculum, budget, and facilities planning, these groups may feel further distanced from activities taking place in the district. Parents and community members may feel that the district does not value or have interest in their input. As a result, community members may assume an attitude of disinterest in the district or general hopelessness toward positively impacting their children's education.

By regularly sharing information and gathering input from the public, Killeen Independent School District creates a positive relationship with the community. The superintendent holds public forums on all major policy issues to inform and get public input. The superintendent also volunteers to meet

with community members and groups to address their issues of concern. In response, public feedback indicates satisfaction that the superintendent was accessible to meet with parents, business, and community groups to discuss and address their issues about the district.

KISD should formulate and implement strategies to gain input from parents and community members on substantive areas of the district. The superintendent and Board of Trustees should survey the community to gather community input on important issues and assess public satisfaction with the superintendent and board accessibility and review and incorporate model practices. The superintendent should hold

public forums on issues of concern to the community, significant events, or incidents in the district. The superintendent should conduct community meetings on major policy issues and address specific issues and concerns. The superintendent should document and report to the board and community about public satisfaction with opportunities for community input to the district.

For background information on Leadership and Management, see page 101 in the General Information section of the appendices.

FISCAL IMPACT

RECOMMENDATION	2006–07	2007–08	2008–09	2009–10	2010–11	5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 3: LEADERSHIP AND MANAGEMENT							
25. Implement a strategic planning process to develop a three- to five-year strategic plan that incorporates the district's DIP and CIPs, links to the district budget, specifies performance targets for instructional and non-instructional programs, and establishes mechanisms for tracking and reporting progress.	$0	$0	$0	$0	$0	$0	$0
26. Develop and implement a process to ensure board policy is followed in developing the annual DIP and CIPs with an annual assessment and progress report to the board.	$0	$0	$0	$0	$0	$0	$0
27. Establish a grants application and management process that contracts with an experienced part-time grant writer to pursue grants as an alternative source of funding for district programs.	$0	$100,000	$100,000	$100,000	$100,000	$400,000	$0
28. Implement a program to annually evaluate, monitor, and adjust monetary and non-monetary incentives for all district employees.	$0	($85,167)	($85,167)	($85,167)	($85,167)	($340,668)	$0

FISCAL IMPACT (CONTINUED)

RECOMMENDATION	2006–07	2007–08	2008–09	2009–10	2010–11	5-YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
29. Develop a process with a timeline to annually update and distribute the employee handbook to district employees.	$0	$0	$0	$0	$0	$0	$0
30. Develop an effective volunteer program and designate a community liaison to coordinate the program.	$0	($1,638)	($1,638)	($1,638)	($1,638)	($6,552)	($445)
31. Establish a community/ business outreach program to gain the support of community and business partnerships and enhance other district volunteer efforts.	$0	$0	$0	$0	$0	$0	$0
32. Formulate and implement strategies to gain input from parents and community members on substantive areas of the district.	$0	$0	$0	$0	$0	$0	$0
Totals	**$0**	**$13,195**	**$13,195**	**$13,195**	**$13,195**	**$52,780**	**($445)**

CHAPTER 4

FINANCIAL MANAGEMENT

KARNACK INDEPENDENT SCHOOL DISTRICT

CHAPTER 4. FINANCIAL MANAGEMENT

This chapter covers the financial management, asset and risk management, and purchasing functions in Karnack Independent School District (KISD).

Financial managers must ensure that a school district receives all available revenue from local, state, and federal government resources and that districts spend these resources in accordance with law, statute, regulation, and policy to accomplish the district's established priorities and goals. Asset management involves managing the district's cash resources and physical assets in a cost-effective and efficient manner. Risk management includes the identification, analysis, and reduction of risk to the district's assets and employees through insurance and safety programs. Purchasing involves providing the appropriate goods and services to support district goals at reasonable costs, while complying with state procurement laws.

The superintendent is responsible for financial management in KISD, supported by a business manager and accounts payable clerk. The business manger is responsible for the day-to-day financial operations, revenue projections, budget development, accounting, payroll, and cash flow projections. The accounts payable clerk is responsible for processing purchase orders and pay authorizations, processing substitute payrolls, and processing accounts payable checks.

KISD has made significant improvements in its financial condition since experiencing a deficit fund balance in 2000–01. The district's general fund balance has increased from a deficit of $91,040 in 2000–01 to a surplus of $569,496 in 2004–05. The district's general fund balance now exceeds the Texas Education Agency (TEA) optimum fund balance. The district has also improved its Financial Integrity Rating System rating from *Substandard Achievement* in 2001–02 to *Superior Achievement* in 2003–04.

KISD contracts with the Harrison Central Appraisal District (HCAD) for tax collection. The district adopted a maintenance and operation (M&O) tax rate of $1.50 per $100 property valuation for 2005–06. Taxable property values have increased 4.1 percent and the tax levy has increased 4.4 percent from 2000–01 through 2003–04. The district collected between 90.6 percent and 92.4 percent of the current levy during the same period. The district collected

between 95.9 percent and 97.5 percent of delinquent taxes. The district uses the Regional Service Center Computer Cooperative (RSCCC) accounting software supported by Regional Education Service Center VII (Region 7), which meets the needs of the district.

ACCOMPLISHMENTS

- KISD implemented a process to ensure improved district financial performance, including a number of initiatives to increase fund balance from a deficit of $91,040 in 2000–01 to a surplus of $569,496 in 2004–05.

- KISD has an up-to-date business procedures manual that covers all areas of its business operations, contains business forms and instructions, and includes the student activity fund procedures.

- KISD provides comprehensive financial information to the board monthly for their consideration and approval.

- KISD keeps a comprehensive list of assets and performs annual physical inventories to help ensure accountability for its property.

FINDINGS

- KISD did not determine the fiscal impact of all the options considered, such as eliminating high school grades and providing an appropriate educational program for its students, when faced with declining student enrollment and the resulting reduction in state funding.

- The district's purchasing process is manual, paper intensive, and unnecessarily consumes limited district resources.

- The principals and directors do not have access to the district's financial software and are unable to obtain current financial information independently to assist them in managing their budgets.

RECOMMENDATIONS

- **Recommendation 33: Determine the fiscal impact of all the educational delivery options considered, such as transferring grades to another district to reduce district costs and providing an appropriate educational program for its students.** To better

inform district decision making, the business manager should determine the impact on state funding of any consideration in changing educational delivery, such as a change in grade levels offered, and calculate the cost associated with another district educating these students. The business manager should calculate the projected cost reductions and compare them with the change in funding to ensure the district is aware of the fiscal impact of the decision. By considering the fiscal impact of all options, the district will be able to make informed decisions and avoid unintended consequences.

- **Recommendation 34: Implement a process to use the automated accounting software purchasing module to reduce costs and eliminate duplication of employee effort.** The business manager should contact Region 7 and request assistance in installing the necessary software to provide access to the purchasing module to each school and department. Once installed, the business manager should train personnel from each school and department to use the purchasing module and update the business procedures manual to include use of the purchasing module.

- **Recommendation 35: Provide the schools and departments with access to the financial accounting software system and provide training to assist them in managing their budgets.** The business manager should train the principals and directors on how to generate reports that assist them in managing their budgets. This will reduce the number of requests for information from the business manager and reduce the number of reports the business manager distributes.

DETAILED ACCOMPLISHMENTS

FINANCIAL PERFORMANCE

KISD implemented a process to ensure improved district financial performance, including a number of initiatives to increase fund balance from a deficit of $91,040 in 2000–01 to a surplus of $569,496 in 2004–05. These initiatives include a series of cost reductions that began in 2001–02, increasing the district's tax effort, implementing a structured budget process, and continuously monitoring the budget.

By the end of 2004–05, the district built a fund balance exceeding the TEA optimum fund balance by $174,189. **Exhibit 4-1** presents a summary of the district's financial performance from 2000–01 through 2004–05. The district increased its fund balance from a deficit of $91,040 in 2000–01 to a surplus of $569,496 in 2004–05. In 2004–05, the state reduced KISD's state funding by $574,241 because the district received overpayments in prior years and did not recognize the overpayments as deferred revenue. Instead of showing the results of these overpayments as a prior period adjustment in the financial statements, the district opted to account for the reduction in state revenue in the current district operations.

The district eliminated more than 13 full-time equivalent (FTE) positions or 17.1 percent of staff during this period, including teachers, administrators, and auxiliary staff, while experiencing a 33.1 percent reduction in enrollment. KISD eliminated positions as vacancies occurred by filling only positions considered essential by the superintendent and principals. **Exhibit 4-2** presents a summary of staff by class and student enrollment for 2000–01 through 2004–05.

EXHIBIT 4-1
KISD GENERAL FUND BALANCES
2000–01 THROUGH 2004–05

FINANCIAL ELEMENT	2000–01	2001–02	2002–03	2003–04	2004–05
Revenues	$2,550,834	$2,514,873	$2,734,017	$2,592,140	$1,772,861
Expenditures	(2,650,805)	(2,634,382)	(2,312,232)	(2,061,908)	(2,018,465)
Operating Surplus (Deficit)	(99,971)	(119,509)	421,785	530,232	(245,604)
Other Resources (Uses)	0	145,369	(102,299)	12,653	21,877
Surplus (Deficit)	(99,971)	25,860	319,486	542,885	(223,727)
Beginning Fund Balance	4,263	(91,040)	(65,181)	254,305	797,190
Adjustment	$4,668	0	0	0	(3,967)
Ending Fund Balance	**($91,040)**	**($65,180)**	**$254,305**	**$797,190**	**$569,496**

SOURCE: KISD, annual audited financial statements, 2000–01 through 2004–05.

EXHIBIT 4-2
KISD STAFF AND STUDENT ENROLLMENT
2000–01 THROUGH 2004–05

EMPLOYEE CLASS	2000–01	2001–02	2002–03	2003–04	2004–05
Teachers	37.20	33.22	30.00	26.18	26.38
Support Staff	4.00	3.00	6.41	4.80	6.12
Administrators	5.00	4.00	4.00	3.50	3.50
Educational Aides	8.63	6.63	10.00	9.00	9.97
Auxiliary Staff	22.81	18.35	16.81	9.00	18.39
Total Staff	**77.64**	**65.20**	**67.22**	**52.48**	**64.36**
Enrollment	**369**	**345**	**316**	**277**	**247**

Source: Texas Education Agency, Public Education Information Management System (PEIMS)
and Academic Excellence Indicator System (AEIS), December 2005.

In 2004–05, the district adopted the maximum M&O tax rate of $1.50 per $100 property valuation. The district does not have any outstanding bonded indebtedness and does not levy an Interest and Sinking tax. The district receives more local revenue as the tax rate increases and more state revenue as the district's Tier II tax effort increases. **Exhibit 4-3** presents the district's tax rate and Tier II tax effort for 2000–01 through 2005–06.

The district uses a structured budget process that includes a budget calendar outlining the steps and timeline in the budget development process. Estimated revenues limit the expenditure budget. The budget process includes justification for every position and budget requests made by the principals and directors. **Exhibit 4-4** presents the budget calendar for the development of KISD's 2005–06 budget.

The district also monitors expenditures throughout the year to ensure they support the priorities stated in the budget development process and are within the amount of funds budgeted. The business manager monitors state funding based on actual attendance using the six weeks' state funding

EXHIBIT 4-3
KISD TAX RATE AND TIER 2 TAX EFFORT
2000–01 THROUGH 2005–06

	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06
Tax Rate	$1.48634	$1.45649	$1.46283	$1.46283	$1.50000	$1.50000
Tax Effort	0.33224	0.51032	0.51032	0.52070	0.57918	0.62533

Source: KISD, annual audited financial statements, 2000–01 through 2004–05 and budget document 2005–06;
Texas Education Agency, summary of finance, 2000–01 through 2005–06.

EXHIBIT 4-4
KISD BUDGET ACTIVITY CALENDAR
2005–06

DATE	ACTIVITY
March 18, 2005	Superintendent distributes calendar for budget preparation to principals and directors.
April 29, 2005	Teachers/department heads submit budget needs to principal.
May 20, 2005	Principals/directors submit completed budget worksheets to superintendent.
May 20, 2005	Superintendent and administrators prepare first draft of budget.
June 9, 2005	Board reviews budget draft with justifications by principals and directors.
July 14, 2005	Superintendent conducts budget workshop for board to review/revise final draft of the budget.
August 6, 2005	Business manager advertises for public hearing on the tax rate and budget.
August 16, 2005	Board conducts public hearing and budget adoption.

Source: KISD, 2005–06 Budgetary Calendar, November 2005.

template provided by Regional Education Service Center XII (Region 12). The business manager compares the state revenue generated by the template to the amount budgeted. If the revenue based on actual average daily attendance (ADA) for each six weeks is less than the amount budgeted, the district knows it must reduce planned expenditures to eliminate the impact of reduced revenue.

By initiating cost reductions, increasing the district's tax effort, implementing a structured budget process, and continuously monitoring the budget, KISD has increased its fund balance and strengthened its financial position.

BUSINESS PROCEDURES MANUAL

KISD has an up-to-date business procedures manual that covers all areas of its business operations, contains business forms and instructions, and includes the student activity fund procedures.

The *KISD Campus Accounting and Procedure Manual* is updated annually by the business manager and superintendent. The manual contains a variety of information that is general in nature and specific to business operations in KISD. The manual contains the following sections:

- fund accounting overview;

- legal requirements for business operations;

- account coding overview;

- KISD account code structure for 2005–06;

- expense and travel reimbursement guidelines;

- attendance and time reporting;

- purchasing procedures;

- student activity funds and fundraising guidelines; and

- fixed asset guidelines and procedures.

Review team interviews of Central Office staff, school office staff, principals, and the superintendent revealed that the procedures outlined in the manual are the procedures used by the district with few exceptions. A review of transactions confirmed the procedures are followed.

The business procedures manual communicates policies and procedures to district employees, describes procedures as they are actually performed, and serves as a useful training tool for employees. The business manager reviews the procedures contained in the manual with new employees

with assigned business related responsibilities and provides a copy of the manual to the employee for a reference guide.

The Government Finance Officers Association recommended practice on documentation of accounting policies and procedures states, "A well-designed and properly maintained system of documenting accounting policies and procedures enhances both accountability and consistency. Procedures should be described as they are actually intended to be performed rather than in some idealized form. The resulting documentation also can serve as a useful training tool for staff."

By having documented business procedures, KISD is able to provide a smooth transition for employees assigned to new jobs, use the manual as a training tool for new district employees, provide a consistent method for processing transactions, hold employees accountable, and communicate expectations for complying with district accounting policies and procedures.

MONTHLY FINANCIAL REPORTS

KISD provides comprehensive financial information to the board monthly for their consideration and approval. The board receives a monthly package of financial information including:

- cash flow projections;

- tax collections report;

- check register;

- cash receipts journal;

- cash and investment balances; and

- detailed revenue and expenditure to budget comparison.

The cash flow projection is generated using the template developed by Region 12 and refined by Region 13. The district enters information regarding state and local funding, beginning cash and investment balances, and monthly expenditures into the template that generates a cash flow statement for that month and period.

Harrison Central Appraisal District (HCAD) generates the tax collections report. The district contracts with HCAD for tax collection services and the report includes taxes paid for the month, penalties paid for the month, interest paid for the month, tax collection fees charged for the month, beginning and ending outstanding taxes by year, and a monthly

comparison of current collections to tax collections for the past ten years.

The business manager generates the check register and cash receipts journal using the accounting software. The check register lists each check written to pay the monthly bills and lists the payee, amount, account charged, and purpose of the payment. The cash receipts journal lists all sources of cash received by the district for the month.

The cash and investments report shows the cash balances in KISD's depository bank and investments in the public funds investment pool. The investment report shows beginning balance, withdrawals, additions, and interest earned for the month, as applicable.

The revenue and expenditure report is generated using the district's financial accounting software. The report presents detailed information for the revenue received in each of the district's funds including budgeted revenue, revenue received in the month, revenue received for the year, budgeted revenue not yet received, and percent of budget received. The report also presents detailed expenditure information for all funds that includes expenditure budget, encumbrances, expenditures for the year, the month's expenditures, the budget remaining, and the percent of budget expended. This expenditure information is presented at the fund, function, detailed object, organization, and program levels.

The district's financial reporting meets the guidelines presented in the TEA Financial Accountability System Resource Guide (FASRG). The FASRG states that financial reporting should assist "in fulfilling government's duty to be publicly accountable and should enable users to assess that accountability, users in evaluating the operating results of the governmental entity for the year, and users in assessing the level of services that can be provided by the governmental entity and its ability to meet its obligations as they become due." In addition, financial reporting should provide information to determine if current year revenues are sufficient to pay current year obligations, demonstrate the district is operating within its legally adopted budget, and provide useful information to help determine if the district is providing services efficiently.

By providing comprehensive financial information that presents the district's complete financial position, the board is informed and able to make decisions based on the financial position of the district. The scope of the financial information presented provides the public with a transparent view of the district's financial operations.

FIXED ASSET PROCEDURES

KISD keeps a comprehensive list of assets and performs annual physical inventories to help ensure accountability for its property.

The district uses $5,000 as the threshold for capitalization of fixed assets and includes other assets in the inventory to provide a record of its property. The district uses $500 as the threshold for other assets to be included in the inventory, except for technology equipment that is included regardless of cost. **Exhibit 4-5** presents summary financial information for the district's fixed assets as of August 31, 2005.

KISD used a contractor to conduct a complete inventory of all the district's fixed assets and other assets. The contractor tagged all assets with bar coded tags, assigned location numbers to every room in all buildings in the district and placed a bar coded tag in each doorway, scanned all the assets into a database, and provided the district with a complete electronic inventory of all assets. The district can sort the assets by room number, building, type of asset, or value of asset to provide a list for specific purposes. KISD uses the inventory as a subsidiary ledger for accounting purposes.

EXHIBIT 4-5
KISD FIXED ASSETS
2004–05

CATEGORY	BEGINNING BALANCE SEPTEMBER 1, 2004	ADDITIONS	DELETIONS	FINAL BALANCE AUGUST 31, 2005
Land	$88,469	$0	$0	$88,469
Buildings	2,296,775	0	0	2,296,775
Capital Leases	53,697	0	0	53,697
Furniture and Equipment	521,564	0	0	521,564
Total	**$2,960,505**	**$0**	**$0**	**$2,960,505**

Source: KISD, annual audited financial statements, 2004–05.

The Central Office provides each school or department with a fixed asset addition worksheet when they purchase an item to be included in the inventory. The worksheet includes blanks for the purchaser to enter the building location, room number, description, manufacturer, model, serial number, fixed asset tag number, cost, purchase date, purchase order number, and funding code.

The Central Office also provides each school and department with fixed asset deletion forms, and fixed asset transfer forms for use during the year. These forms are submitted to the business manager to maintain the asset inventory accuracy. Each year, the district inventories all assets by comparing the assets in each room to the asset listing. The appropriate form must support any additions or deletions to a room's inventory.

The business manager provided the schools and departments with an asset packet for each room at their location. The packet contains a room's asset listing, a transfer sheet, the asset addition worksheet, and the asset deletion worksheet. The packet is in a clear plastic sheet protector that can be hung on the wall in the room. The district intends that accessibility to the information and forms will make it easier for teachers and others to keep track of the assets assigned to them.

KISD clearly outlines the fixed asset procedures in its business procedures manual. The business manager sends reminders to principals and mangers regarding the inventory procedures annually. Teachers, principals, and department managers conduct the inventory in April. The count sheet for each room is signed by the employee, forwarded to the principal or department manager for review, and transmitted to the business manager to update the inventory records.

By keeping an up-to-date and accurate listing of district assets, KISD is able to ensure it has adequate insurance coverage, has complete information necessary to file a claim in the event of a loss, and provides an internal control mechanism to reduce the risk of loss.

DETAILED FINDINGS

COST OF EDUCATION PROGRAM OPTIONS (REC. 33)

KISD did not determine the fiscal impact of all the options considered, such as eliminating high school grades and providing an appropriate educational program for its students, when faced with declining student enrollment and the resulting reduction in state funding. In 2000–01, the district had 369 enrolled students compared to 247 enrolled students in 2004–05, a 33.1 percent reduction. While the enrollment decline has been proportional at both the elementary and secondary grades, the greatest challenge has been for the district to provide an appropriate educational program for secondary students.

The district had several options to ensure that it provided an appropriate education program for students within the funds available. One option was to limit the grades the district continued to provide. In 2001–02, KISD considered eliminating the high school grades, transferring the grades 9–12 students to a nearby school district, and moving the grades 7 and 8 students to the elementary school site; however, the nearby district declined to discuss the students as transfer students. The superintendent said that since KISD did not fully discuss the topic with this district, KISD did not determine the financial effect of the proposed grade transfers, with the exception of how many teachers KISD would eliminate, which was about 13 teachers.

Since KISD dropped the option of eliminating the high school grades 9–12 from consideration, the district made a number of budget reductions to help ensure its financial viability. Some of these cuts have eliminated courses and programs such as band and choir for students in the secondary grades (7–12). KISD is able to provide small class sizes and the required curriculum, but offers few electives. The district reduced the number of secondary teachers in 2001–02 by more than four teachers after it ended the 2000–01 year with a general fund balance deficit. **Exhibit 4-6** presents the number of secondary teachers employed by KISD in FTEs,

EXHIBIT 4-6
KISD SECONDARY TEACHER AND STUDENT ENROLLMENT
2000–01 THROUGH 2004–05

	2000–01	2001–02	2002–03	2003–04	2004–05
Secondary Teachers*	17.8	13.4	14.0	12.2	13.4
Secondary Students	166	149	130	127	112
Student-to-Teacher Ratio	9.3	11.1	9.3	10.4	8.4

*Count excludes special education and other nonsecondary teachers.
SOURCE: Texas Education Agency, PEIMS, April 2006.

the number of students in secondary grades, and the student-to-teacher ratio from 2000–01 through 2004–05.

KISD has eliminated more than four elementary (pre-kindergarten through grade 6) teachers during the same period. The district has been able to maintain at least one teacher per grade. **Exhibit 4-7** presents the number of elementary teachers employed by the district in FTEs, the number of students in elementary grades, and the student-to-teacher ratio from 2000–01 through 2004–05. As a comparison, the student-to-teacher ratio for Region 7 is 13.7, and a ratio of 14.9 for the state. The peer district's student-to-teacher ratio ranged from 7.4 at Laneville ISD, to a ratio of 10.6 in Burkeville ISD.

If enrollment continues to decline, state funding will decrease and force KISD to make additional budget reductions or to consider again making changes in the grade levels the district serves.

By not determining the fiscal impact of all the options available when addressing problems caused by changing student enrollment, KISD may encounter unintended consequences of its decisions, such as becoming subject to wealth equalization provisions and losing state funding due to lower student enrollment. If the district eliminated services provided to grades 7–12 and continued to provide services for pre-kindergarten through grade 6 to reduce payroll costs and other costs associated with operating two campuses, KISD would become a wealthy district.

Wealthy districts are those subject to the equalized wealth provisions of the Texas Education Code where the property value per weighted average daily attendance (WADA) exceeds $305,000 for 2005–06, and are generally referred to as Chapter 41 school districts. WADA values may change frequently. Simply stated, Chapter 41 districts must either send funds back to the state or select one of several options to dilute their property value per WADA.

WADA is a value calculated by TEA and a measure of student need, recognizing that certain types of students require additional resources to meet their educational needs. To treat school districts fairly in funding, the state uses WADA to measure the extent to which students participate in special programs. TEA gives special weightings by type for special education students and gives other weights for students that participate in compensatory, bilingual, and gifted and talented education programs. The WADA calculation also includes property value, estimated tax value, and tax collection.

For example, **Exhibit 4-8** presents the review team's analysis of the financial results of reducing the student population by eliminating 112 students in the secondary grades for 2005–06 based on the state funding worksheet from Region 13. The review team used data from the 2004–05 TEA finance summary to generate the information, using 50 percent of the special education FTE students reported in 2004–05. KISD did not prepare this type of quantitative analysis when it considered options to change the district's education delivery significantly in 2001–02.

The reduction of 112 students causes the district's WADA to decrease by more than 204, from 445.585 to 241.499. This results in an increase in the property value per WADA to $371,304, making the district subject to the recapture provisions of Chapter 41. As a result, Chapter 41 provisions would require the district to pay $257,821 to equalize wealth. In addition, the district would lose $571,746 in state funding due to the lower enrollment. The total impact would be a loss of $829,567 to operate the district.

If the district decided to eliminate the secondary grades and close the high school, the savings from reductions in staff and operating costs would have to meet or exceed the loss in funding of $829,567 to provide the same programs and services for the remaining elementary students. Also, the district may have to pay tuition to any neighboring district for the students attending that district. If the 112 secondary

EXHIBIT 4-7
KISD ELEMENTARY TEACHER AND STUDENT ENROLLMENT
2000–01 THROUGH 2004–05

	2000–01	2001–02	2002–03	2003–04	2004–05
Elementary Teachers*	15.2	14.2	14.0	11.5	11.0
Elementary Students	203	196	186	150	135
Student-to-Teacher Ratio	13.4	13.8	13.3	13.0	12.3

*Count excludes special education and other nonelementary teachers.
SOURCE: Texas Education Agency, PEIMS, April 2006.

EXHIBIT 4-8
KISD REVENUE COMPARISON
2004–05 AND 2005–06

DESCRIPTION	2004–05	2005–06 ESTIMATED WITHOUT SECONDARY STUDENTS	DIFFERENCE
Property Value	$89,669,641	$89,669,641	$0
WADA*	445.585	241.499	(204.086)
Property Value per WADA	$201,240	$371,304	$170,064
Recapture	$0	($257,821)	($257,821)
State Funding	$646,422	$74,676	($571,746)
State Funding and Recapture	**$646,422**	**($183,145)**	**($829,567)**

*WADA is weighted average daily attendance.
SOURCE: Texas Education Agency, Summary of Finance, 2004–05; school review calculations, 2005–06.

students were sent to Marshall ISD (MISD), this cost would be $79,968 (112 students X $714 MISD tuition) based on the maximum tuition set by TEA for MISD for 2005–06. If the savings exceeded the loss in revenue and tuition costs, the district would be able to provide an enriched program for the elementary students.

Good business practices require school districts to evaluate the fiscal impact of proposals to change program offerings— loss of revenue, reduction of costs, and net impact to the entity. TEA's *Financial Accountability System Resource Guide, Update 12.0*, recommends that school districts' program planning should take into account impacts to income and expenditure forecasts. By doing this, districts are able to avoid unintended consequences of decisions.

The district should determine the fiscal impact of all the educational delivery options considered, such as transferring grades to another district to reduce district costs and providing an appropriate educational program for its students. By considering the fiscal impact of all options, the district will be able to make informed decisions and avoid unintended consequences. The business manager should determine the impact on state funding of any considered change in the grade levels the district serves and calculate the cost associated with another district educating the students. The business manager should calculate the projected cost reductions and compare them with the change in funding to ensure the district is aware of the fiscal impact of the decision. The business manager has access to all the information necessary to complete the what-if scenario since the templates and information are readily available.

PURCHASING PROCESS (REC. 34)

The district's purchasing process is manual, paper intensive, and unnecessarily consumes limited district resources. The district uses the Region 7 and Regional Education Service Center IV purchasing cooperatives, advertises for vendors for product purchases between $10,000 and $25,000 at the beginning of the year, requests quotes from vendors for purchases under $10,000, and requests bids for purchases over $25,000. The review team found no indication that the district does not comply with purchasing laws.

The district pays for goods and services using a manual purchase order (PO) process and a payment authorization (PA) process. Prenumbered POs are "checked out" or assigned to budget managers and mailed or faxed to the vendors during the course of the year. Prenumbered PAs are for internal use only by the campus principal, program director, and Central Office. The district uses PAs to document payment of expenditures already invoiced and to be paid. The PA process is also used in place of a PO when services and/or items are already received and invoiced, such as paying game officials, travel expenses, and entry fees. The district issued 341 purchase orders and used 810 payment authorizations during 2004–05.

KISD's purchasing process is outlined in the business procedures manual issued to schools and departments. Based on interviews and reviews of selected purchases, the process outlined in the manual is used by the district. For purchases made at the high school with a PO, the manual paper-based process is:

- Requestor submits a list to the secretary of items to be ordered from the vendor;

- The secretary records the requestor's name and order information on a PO register;

- The secretary types the information on the carbonless multi-page purchase order;

- The requestor signs the purchase order and submits to the principal;

- The principal codes the purchase order, approves the purchase order, and submits the purchase order to the Central Office;

- The school secretary makes a copy of the PO noting the date submitted to the Central Office for approval;

- The Central Office verifies the account code, ensures adequate funds are available, and submits to the superintendent for approval;

- The superintendent reviews and signs the purchase order and returns it to the Central Office;

- The Central Office encumbers the funds in the automated Regional Service Center Computer Cooperative (RSCCC) accounting system and faxes or mails the purchase order to the vendor, returning two copies of the purchase order to the school;

- The school secretary makes a copy of the approved PO for the requestor and files the original PO in the requestor's folder until the order is received;

- The school verifies receipt of the merchandise, attaches the packing slip to the receiving copy of the purchase order, and submits it to the Central Office for payment;

- The school secretary makes a copy of the packet for school files;

- The Central Office matches the receiving documentation to the invoice;

- The Central Office enters the information into the accounting system and authorizes the payment;

- The checks are printed monthly and submitted to the board for approval;

- The Central Office mails the checks to the vendor; and

- The Central Office returns a copy of the paid PO to the school.

The district pays Region 7 $3,555 annually for the automated RSCCC business software package including a purchasing module not used by the district Central Office to accommodate the PA and PO process in the district. The schools and departments do not have network access to the accounting software because of infrastructure limitations. The technology director said the district infrastructure was set up using three different networks. A T1 line connects the elementary to the high school and the routers were setup so that they did not communicate with all areas of the district. The three networks were consolidated into one network at the beginning of 2005–06. The technology director said the current connection using the T1 lines is not capable of transferring the information at a reasonable speed and plans are in progress to allow the RSCCC server to be used by both campuses.

The RSCCC purchasing module allows districts to use an automated computer-based process instead of a manual paper-based purchasing process. Users input purchase requisitions online. The purchasing module encumbers budgeted funds when the requisition is input, allows multiple levels of authorization before the transaction is printed, generates the purchase order in the district approved format, allows for online goods receipt, and transmits information to the accounts payable module necessary to generate a payment.

By not using the automated accounting software for purchasing transactions the district is paying for, the district wastes paper, incurs unnecessary printing costs, and consumes employee time in handling the PO or PA numerous times.

Many school districts use the automated purchasing modules included in their business software package. Some school districts, such as Laneville ISD (LISD), use the purchasing module for the schools and departments to input, approve, and distribute purchase orders. LISD also uses the purchasing module's receiving function to confirm receipt of goods.

The district should implement a process to use the automated accounting software purchasing module to reduce costs and eliminate duplication of employee effort. The business manager should contact Region 7 and request assistance in installing the necessary software to provide access to the purchasing module to each school and department. The installation process should include establishing security for new users and creating authorization and approval levels. Once installed, the business manager should update the business procedures manual to include use of the purchasing module for PAs and POs and train personnel from each school and department to use the purchasing module. By fully using the software the district is already paying for,

KISD will be able to reduce the amount of paper used, eliminate unnecessary printing costs, and conserve employee time by eliminating the handling of the PO or PA numerous times.

FINANCIAL INFORMATION (REC. 35)

The principals and directors do not have access to the district's financial software and are unable to obtain current financial information independently to assist them in managing their budgets. Although the business manager generates and distributes monthly financial reports to principals and directors, the principals and directors must ask the business manager to generate a current report to determine what funds they have available at any specific point in time. The high school principal calls the business manager and requests a report when he needs current financial information with which to make an informed decision.

The schools and departments have not had computer network access to the accounting software because of information technology infrastructure limitations. Although the network is available at all locations, the network operates using T1 lines that are limited in speed and capacity. The technology director said the current connection using the T1 lines is not capable of transferring the information at a reasonable speed and that plans are in progress to allow the RSCCC server to be used by both campuses.

The district uses the RSCCC business software package supported by Region 7. The software is capable of providing information to multiple users. Each system user is able to generate reports for their school or department, including a budget-to-actual expenditure report. The budget-to-actual reports include expenditures, encumbrances, and budget balances.

The lack of current financial information makes it difficult for the schools and departments to manage their budgets. For example, without current financial information, the budget managers do not know if adequate funds are available for a purchase without making a special request to the business manager for a current budget balance.

Many school districts have financial information available on-line to all budget managers in the district and have trained the budget managers to use the system. These school districts' budget managers make better decisions when they are able to access current financial information available at their school or department when needed. The school districts do not produce monthly reports centrally as the schools have on-line access to the information and are able to print reports if they need them. For example, Austwell-Tivoli ISD provides their principals with online access to the district's RSCCC business software package. Principals are able to run general ledger account code inquiries for their campuses. This capability allows them to see their account balances without having to request information from the business manager. Principals can also use the system to help them prepare next year's budget.

The district should provide the schools and departments with access to the financial accounting software system and provide training to assist them in managing their budgets. The business manager should train the principals and directors on how to generate reports and research expenditure accounts to provide them with accurate and timely financial information. This will reduce the number of requests for information from the business manager, allows the business manager to focus on other duties, and eliminates the need for the business manager to generate and distribute monthly financial reports to principals and directors.

FISCAL IMPACT

RECOMMENDATION	2006–07	2007–08	2008–09	2009–10	2010–11	5–YEAR (COSTS) SAVINGS	ONE TIME (COSTS) SAVINGS
CHAPTER 4: FINANCIAL MANAGEMENT							
33. Determine the fiscal impact of all the educational delivery options considered, such as transferring grades to another district to reduce district costs and providing an appropriate educational program for its students.	$0	$0	$0	$0	$0	$0	$0
34. Implement a process to use the automated accounting software purchasing module to reduce costs and eliminate duplication of employee effort.	$0	$0	$0	$0	$0	$0	$0
35. Provide the schools and departments with access to the financial accounting software system and provide training to assist them in managing their budgets.	$0	$0	$0	$0	$0	$0	$0
TOTALS	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

APPENDICES

KARNACK INDEPENDENT SCHOOL DISTRICT

GENERAL INFORMATION

CHAPTER 1
EDUCATIONAL SERVICE DELIVERY

ENROLLMENT

Exhibit A-1 shows the trend in enrollment for KISD as compared to the state. KISD enrollment declined by 33.1 percent from 2000–01 through 2004–05, while the state enrollment increased by 8.4 percent during the same period.

FEDERAL ENTITLEMENT PROGRAMS

The federal government allocates entitlement funds on a per pupil basis to eligible school districts. Districts use the funds to target supplemental education interventions for students who have difficulty with skill mastery and meeting performance expectations. The Texas Education Agency (TEA) established an application process to allocate these funds annually. In addition, to receive these funds a district must conduct needs assessments and program evaluations and submit this information to TEA as a requirement of the annual application process. The amount of KISD's federal entitlement is consistent with a district of its size. **Exhibit**

A-2 outlines the federal entitlement programs and funding allocations to KISD for 2004–05 and 2005–06.

The purposes of the federal title programs are listed below:
- Title I provides funds to ensure that all children have the opportunity to receive a high quality education and reach mastery on state academic standards and assessments. KISD used its Title I funds to support the compensatory education program districtwide.

- Title II provides funds to support and/or improve teacher quality and increase the number of highly qualified teachers and principals. Titles II focuses on research-based practices to prepare, train, and recruit high-quality teachers. These funds also support education enhancement through technology.

- Title IV provides funds to support safe and drug-free schools and communities.

- Title V supports activities related to promoting challenging academic achievement standards, improved student achievement, and overall education reform. Examples of programs include highly qualified

EXHIBIT A-1
STUDENT POPULATION PROFILE
KISD AND STATE STUDENT ENROLLMENT GROWTH
2000–01 THROUGH 2004–05

ENTITY	2000–01	2001–02	2002–03	2003–04	2004–05	PERCENTAGE CHANGE
KISD	369	345	316	277	247	(33.1%)
State	4,059,619	4,165,101	4,259,864	4,328,028	4,400,644	8.4%

SOURCE: Texas Education Agency, Public Education Information Management System (PEIMS), 2000–01 through 2004–05.

EXHIBIT A-2
FEDERAL ENTITLEMENT PROGRAM AMOUNTS FOR KISD
2004–05 THROUGH 2005–06

GRANT PROGRAM	2004–05*	2005–06**
Title I Part A — Improving Basic Programs	$313,745	$313,976
Title II Part A — Teacher and Principal Training and Recruiting	51,073	47,482
Title II Part D — Enhancing Education Through Technology	8,277	5,331
Title IV Part A — Safe and Drug-Free Schools and Communities	5,415	5,133
Title V Part A — Innovative Practices	1,609	964
TOTAL	**$380,119**	**$372,886**

*Audited amount.
**Budgeted amount.
SOURCE: Texas Education Agency Notice of Grant Award, September 2005.

teachers recruitment and retention, technology, school improvement programs, gifted and talented programs, other academic acceleration programs or intervention programs for at-risk students, and dropout prevention. In 2004–05, KISD spent the $1,609 in Title V, Part A funds to support the Gifted and Talented (G/T) program at the high school.

KISD administers federal reimbursements for Medicaid School Health and Related Services (SHARS) and Medicaid Administrative Claims as part of the shared services agreement with the Harrison County Special Education Cooperative (HCSEC). The total SHARS reimbursements received by HCSEC for all five participating cooperative member districts were $131,985 from September 2002 through June 2005. The reimbursement to KISD was $1,855 during 2004–05. **Exhibit A-3** reflects the HCSEC reimbursement to KISD for the previous three school years. HCSEC identified the reason for the 2004–05 SHARS reimbursement decrease as being due to the reduction in speech service rates of 75 percent, and the elimination of group counseling service claims. The fiscal agent maintains Medicaid receipts for SHARS reimbursement based on speech, occupational therapy, and counseling services. The participating districts do not receive funds for additional services.

EXHIBIT A-3
MEDICAID SCHOOL HEALTH AND RELATED SERVICES (SHARS) REIMBURSEMENT TO KISD FROM THE HARRISON COUNTY SPECIAL EDUCATION COOPERATIVE

YEAR	AMOUNT
2002–03	$4,984
2003–04	$6,694
2004–05*	$1,855

*Decrease due to reduction in speech therapy service rates and elimination of group counseling services.
SOURCE: Harrison County Co-op Memo, P. Wood, November 2005.

HEAD START AND PRE-KINDERGARTEN

KISD has offered a Head Start Program in partnership with the Regional Education Service Center VII (Region 7) in Kilgore, Texas since 1998–99. In the current partnership, Head Start students attend the George Washington Carver Elementary School all day. KISD serves these students in a half-day program through Head Start, and a half-day program in pre-kindergarten. The students remain in the same classroom with no teacher or instructional aide change. **Exhibit A-4** shows the enrollment for Head Start from 2002–03 through 2004–05.

EXHIBIT A-4
KISD HEAD START ENROLLMENT
2002–03 THROUGH 2004–05

YEAR	ENROLLMENT
2002–03	18
2003–04	20
2004–05	17

SOURCE: KISD superintendent, March 2006.

CAREER AND TECHNOLOGY EDUCATION (CTE) PROGRAMS

KISD maintains a shared services agreement with Harleton ISD for services provided through the federal Carl Perkins Grant funds. The allocation of these funds totals $6,797 for 2005–06. Enrollment at the Texas State Technical College, Marshall Campus, regarding Career and Technology Education (CTE) is available for students who wish to earn dual enrollment credit through an articulation agreement. This dual credit program currently has no enrolled students. **Exhibit A-5** shows the student enrollments in CTE and vocational related programs at the high school.

ENGLISH AS A SECOND LANGUAGE AND BILINGUAL EDUCATION

KISD reported no English Language Learner students during 2005–06, and is therefore not required to provide English as a Second Language (ESL) or Bilingual programs. Any eligible student with ESL needs enrolled at the elementary school receives these services for one hour a day, involving the students and the teacher in an individual pull-out setting outside of the regular classroom, using a language development computer assisted program with individually directed teacher instruction. During the current year, one student receives these pull-out services on a daily basis.

NURSE SERVICES

The district employs one half-time nurse to serve both campuses. The nurse position is budgeted but was vacant during the review team's on-site visit during the week of November 28, 2005. The district hired a nurse who began work in January 2006. The nurse splits time between the two campuses with three days a week at the elementary school and two days a week at the high school, and has a daily work schedule from 8:00 am until noon. The nurse serves on-call to each campus on an as needed basis. While working on one campus, the nurse may receive a call from the other campus requesting her assistance.

EXHIBIT A-5
KISD CTE ENROLLMENT BY COURSE
KARNACK JUNIOR/SENIOR HIGH SCHOOL
2005–06

COURSE	1ST SEMESTER TOTAL ENROLLMENT	2ND SEMESTER TOTAL ENROLLMENT
Senior Level		
Agricultural Science		
Agriculture Mechanics I	3	3
Agriculture Mechanics II	6	6
Agriculture 101	16	0
Agriculture 102	0	16
Total Agricultural Science	**25**	**25**
Business and Marketing		
Record Keeping	22	22
Business Computer Information Systems (BCIS)	25	30
Banking	28	0
Business Communication	0	28
Business Law	19	19
Total Business and Marketing	**94**	**99**
Grand Total Senior Level	**119**	**124**
Junior Level		
Career Investigations	13	12
Exploring Construction	9	8
Skills for Living	12	12
Exploring Computer Applications	15	15
Grand Total Junior Level	**49**	**47**

Source: Karnack Junior/Senior High School records, December 2005.

The nurse and all KISD staff are guided by the KISD Handbook distributed to all families and district staff. The handbook states the following:

MEDICINE AT SCHOOL

District employees are not allowed to give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, unless according to the following exceptions:

Authorized employees, in accordance with board policy FFAC, may administer
- Prescription medication provided by the parent, along with a written request, and in the original, properly labeled container.
- Medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication provided by the parent along with a written request, and in the original, properly labeled container.
- Herbal or dietary supplements provided by the parent if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

In certain emergency situations, the district will maintain and administer nonprescription medications to a student, but only:
- In accordance with the guidelines developed with the district's medical advisor.
- When the parent has previously provided written consent to emergency treatment on the district's form.

A student with asthma who has written authorization from his or her parent and physician or other licensed health-care provider may be permitted to possess and use prescribed asthma medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed asthma medication for use during the school day.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, the district can honor only official forms issued by the Texas Department of Health, Immunization Division. The immunizations required are: diphtheria, rubeola (measles), rubella, mumps, tetanus, Haemophilus, influenza type B, poliomyelitis, Hepatitis A, Hepatitis B, and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or an acceptable physician validated history of illness required by the Texas Department of Health. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant health risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. For further information, see policy FFAB and the Texas Department of Health website: http://www.tdh.state.tx.us/immunize/school_info.htm.

SCHOOL HEALTH ADVISORY COUNCIL

Information regarding the district's School Health Advisory Council, including the number of meetings scheduled or held during the year, and information regarding vending machines in district facilities and student access to the machines are available from the principal. See also board policies BDF and EHAA.

The provision of health services for public education students is required by statute: Texas Education Code (TEC) 38.001(e); 25 TAC 97.66, 97.69; Atty. Gen. Op. GA-178 (2004).

The Texas Department of State Health Services (TDSHS) requires students in kindergarten through twelfth grade to be fully immunized against diphtheria, rubella (measles), rubella, mumps, tetanus, and poliomyelitis. TDSHS regulations provide immunization schedules that may require the following additional vaccines: pertussis, hepatitis B, hepatitis A (for students attending schools in high incidence geographic areas as designated by TDSHS), and varicella (chickenpox) (see 25 TAC 97.63(2) (B) or the TDSHS website at http://www.tdh.state.tx.us/immunize/docs/school/6-14.pdf).

All students enrolled in the district must be screened for vision and hearing problems in pre-kindergarten; kindergarten; and first, third, fifth, and seventh grades before May 31 of each year (see 25 TAC 37.23(d), (f)). Students four years of age and older, who are enrolled in the district for the first time, must be screened for possible vision and hearing problems within 120 calendar days of enrollment. If the student is enrolled within 60 days of the date school closes for the summer, the student must be tested by December 31 of that year (see 25 TAC 37.23(e) (1)). Acanthuses nigricans screening shall be performed at the same time hearing and vision screening or spinal screening is performed (see Health and Safety Code 95.002(d), 95.003(a)).

Students in grades 6 and 9 shall be screened for abnormal spinal curvature before the end of the school year. The screening requirement for students entering grades 6 or 9 may be met if the student has been screened for spinal deformities during the previous year. Districts may implement a program that includes screening in grades 5 and 8 in lieu of grades 6 and 9 (see 25 TAC 37.148(a), (b)).

The district has adopted the following policies concerning the administration of medication to students by district employees:

- The district has received a written request to administer the medication from the parent, legal guardian, or other person having legal control of the student.

- When administering prescription medication, the medication is administered either from a container that appears to be the original container and to be properly labeled; or from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee.

- No employee shall give any student prescription medication, nonprescription medication, herbal

substances, anabolic steroids, or dietary supplements of any type, except as authorized by the superintendent or designee in accordance with board policy.

If KISD provides liability insurance for a licensed physician or registered nurse who supplies volunteer services to the district, the board may allow the physician or nurse to administer to any student nonprescription medication, or medication currently prescribed for the student by the student's personal physician.

The KISD nurse is charged with the responsibilities of dispensing medicines, immunizations, and screening. The campus secretary maintains a file regarding these functions, which is updated as needed by the nurse. When the nurse is not available, the campus secretary follows district procedures when dispensing medications.

DISTRICT GOALS FOR 2005–06

The 2005–06 KISD District Improvement Plan (DIP) is an 81-page document that includes nine stated goals. The district updates its goals annually. The DIP goals for 2005–06 include:

- parents and community members will be full partners with educators in the education of KISD children;

- KISD students will be encouraged and challenged to meet their full educational potential with a well-balanced and appropriate curriculum provided to all students;

- through enhanced dropout prevention efforts, all KISD students will remain in school until they obtain a high school diploma;

- KISD will recruit, develop, and retain qualified and highly effective personnel;

- KISD students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding mathematics, science, and social studies;

- KISD will maintain a safe and disciplined environment conducive to student learning;

- KISD educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning; and

- technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration at KISD.

INSTRUCTIONAL PROGRAMS

KISD offers three graduation plans: Minimum Program, Recommended Program, and Distinguished Achievement Program. All district students enroll in the Recommended Program or the Minimum Program. The state requires that districts automatically place all incoming ninth grade students in the Recommended Program unless the parents request otherwise.

Exhibit A-6 shows the number of students who graduated in the Recommended Program and the Minimum Program in 2003–04, 2004–05, and the expected number of graduates in each of the two programs for 2005–06.

EXHIBIT A-6
KARNACK HIGH SCHOOL GRADUATES IN THE RECOMMENDED AND MINIMUM PROGRAMS 2003–04 THROUGH 2005–06

PROGRAM	2003–04	2004–05	2005–06*
Recommended	15	5	18
Minimum	2	2	9
Total Graduates	**17**	**7**	**27**

*Currently enrolled and expected to graduate.
Source: KISD superintendent, March 2006.

The Karnack Junior/Senior High School Recommended Program offerings for grades 9–12 (four year plan) are included in **Exhibit A-7**. To graduate under the Recommended Program in four years, students need to earn 25 credits.

Exhibit A-8 shows the Karnack Junior/Senior High School First Semester Master Schedule for 2005–06. The high school has 13 full-time teachers who maintain one planning period and teach seven classes per day.

KISD offers athletics as an extracurricular student activity. State laws as well as the University Interscholastic League (UIL) govern participation eligibility in many of these activities. UIL is a statewide association overseeing interdistrict competition. The following requirements apply to all extracurricular activities:

- a student who receives at the end of a grading period a grade below 70 in any academic class, other than a class identified as honors or advanced by the State Board

EXHIBIT A-7
KISD RECOMMENDED HIGH SCHOOL GRADUATION PLAN
2005–06

RECOMMENDED	CREDITS	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	4.0	English I	English II	English III	English IV
Mathematics	3.0	Algebra I	Geometry	Algebra II	*
Science	3.0	Biology I	Introduction to Physics and Chemistry (IPC)	Chemistry or Physics	Chemistry or Physics
Social Studies	4.0	World Geography	World History	U.S. History	U.S. Government or Economics
Technology	1.0	BCIS I	BCIS II	*	*
Speech	0.5	*	Speech Communication	*	*
Physical Education	1.5	Physical Education I	Physical Education II	*	*
Health	0.5	*	Health Education	*	*
Fine Arts	1.0	*	*	*	*
Languages other than English	2.0	*	*	Spanish I	Spanish II
Electives	4.5	*	*	*	*

*Not Applicable
SOURCE: Karnack Junior/Senior High School, Counselor's Office, 2005.

of Education or the local Board of Trustees, may not participate in extracurricular activities for at least three weeks;

- a student with disabilities who fails to meet the standards in the IEP may not participate for at least three school weeks;

- an ineligible student may practice or rehearse;

- a student may use in a school year up to 10 absences not related to post-district competition, a maximum of five absences for post-district competition before state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions; and

- a student who misses a class because of participation in an activity without approval will receive an unexcused absence.

The Student/Parent Handbook further documents that sponsors of student clubs and performing groups may establish standards of behavior stricter than those for students in general.

SPECIAL EDUCATION

The Individuals with Disabilities Education Act (IDEA) is a federal law giving guidance and direction for providing special education services to students with disabilities. Originally passed in 1975 as the Education for all Handicapped Children Act, Congress reauthorized IDEA in 1997 and again in 2004. Many provisions of the IDEA amendments address and clarify procedures for improving education and related services to students with disabilities. **Exhibit A-9** summarizes six basic principles from IDEA.

IDEA defines special education as specially designed instruction to meet the needs of a student with disabilities (20 U.S.Code, Sec. 1401 (25)) at no cost to the child's parents. A student is eligible for special education and related services if the student has a disability identified by IDEA and, because of the disability, needs specially designed instruction. IDEA mandates a two-part standard for eligibility. To be determined eligible for special education services, students must meet both standards for eligibility, including:

- categorical element—the student must have a disability as identified by IDEA; and

- functional element—the disability may cause the student to need special education services.

EXHIBIT A-8
KARNACK JUNIOR/SENIOR HIGH SCHOOL
FIRST SEMESTER MASTER SCHEDULE
2005–06

TEACHER	1ST PERIOD	2ND PERIOD	3RD PERIOD	4TH PERIOD	LUNCH	5TH PERIOD	6TH PERIOD	7TH PERIOD	8TH PERIOD
Boykins	JH* Health	Conference (Conf)	Physical Education (PE)	Administrative	Duty	Duty	PE	JH Boys Athletics	HS** Boys Athletics
Crump	Resource Math	Resource Speech/Math	Conf	Resource English/Math	Lunch	Tutor HS	Resource English/ Math/ Science (SC)	Resource English/ Math/U.S. History	Resource English/ Math/Reading
Gray	World Geography	World Geography	Social Studies (SS) 7	Conf	Tutor JH	Lunch	SS 8	7/8 PE	HS Boys Athletics
Henderson	Pre Cal	Physics	Geom	Algebra 2	Lunch	Test Prep	Science 7	Chemistry	Conf
Horn	English 3	Conf	Remediation	English 7	Lunch	Tutor HS English (EN)	English 4	English 7	English 4
Jones	Business Communication/ Banking	Career Investigations	Business Law	Business Law	Lunch	Gifted/ Talented HS	Conf	Business Communication/ Banking	Career Investigation
Ossman	Speech	Conf	English 1	English 2	Tutor JH (EN)	Lunch	English 1	Office	English 8
Porter	Biology	Biology	Science 8	Conf	Tutor JH (SC)	Lunch	Ag. Mechanics 2	Ag. 101	Ag. 7
Irvan	World History	United States History	Spanish 2	Spanish 2	Lunch	Tutor HS (SS)	Spanish 1	Conf	Spanish 1
Warren	Administration	Administration	Government/ Economics	Government/ Economics	Roam	Roam	Adminis-tration	Art	Art
Washington	Conf	Math 7	Algebra 1	Math 8	Tutor JH (Math)	Lunch	Remedial	Math 8	Algebra 1
Wiggins	Computer 7	Record Keeping	Conf	BCIS 1	Lunch	Duty	Record Keeping	BCIS 1	Office
Johnson	Study Skills	Office	Office	JH Girls	Duty	Lunch	SH Girls	PE JH	Off Season

*JH (junior-high).
**HS (high school).
SOURCE: Karnack Junior/Senior High School, Counselor's Office, 2005.

EXHIBIT A-9
SIX PRINCIPLES GOVERNING THE EDUCATION OF
STUDENTS WITH DISABILITIES

Zero reject: A rule against excluding any student.

Nondiscriminatory evaluation: A rule requiring schools to evaluate students fairly to determine if they have a disability and, if so, what kind and how extensive.

Appropriate education: A rule requiring schools to provide individually tailored education for each student based in the evaluation and augmented by related services and supplementary aids and services.

Least restrictive environment: A rule requiring schools to educate students with disabilities with students without disabilities to the maximum extent appropriate for the students with disabilities.

Procedural due process: A rule providing safeguards for students against schools' actions, including a right to sue in court.

Parental and student participation: A rule requiring schools to collaborate with parents and adolescent students in designing and carrying out special education programs.

SOURCE: Exceptional Lives: Special Education in Today's Schools, 2004.

IDEA is the legal mandate driving inclusive education for disabled students throughout the United States. The law contains the definition of least restrictive environment, and has set the precedent for movement toward inclusive education. IDEA requires that:

> "…to the maximum extent appropriate, handicapped children, including those children in public and private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (IDEA, Sec. 1412 (5)(B))."

KISD practices inclusive education for students with disabilities. Disabled students participate in general education curriculum for the majority of the school day. Special education teachers provide individualized or small group instruction in the general education classroom, as well as in a pull-out program. Teachers provide accommodation for students with disabilities in the classroom.

The HCSEC provides technical assistance and support to KISD in the delivery of special education services in the following areas:

- professional development;
- curriculum design;
- promotion, retention, and placement;
- evaluation and assessment;
- attendance;
- student records;
- student discipline; and
- public complaints.

SCHOLASTIC APTITUDE TEST (SAT)/ AMERICAN COLLEGE TEST (ACT) PARTICIPATION

Exhibit A-10 shows the percentage of students in KISD and peer districts who participated in SAT/ACT testing. KISD had a higher SAT/ACT participation rate than state, region, and peers for 2002–03. KISD had a higher participation rate than the state and region's averages for 2003–04, but lower than two of the four peer districts.

EXHIBIT A-10
SAT/ACT PERCENT OF STUDENTS TESTED
KISD AND PEER DISTRICTS
2002–03 AND 2003–04

	PERCENT OF STUDENTS TAKING SAT/ACT EXAMS	
DISTRICT	2002–03	2003–04
Karnack	**100%**	**71.4%**
Burkeville	78.3%	77.3%
Laneville	Not Available	Not Available
Menard	65.5%	87.0%
Paducah	80.0%	60.0%
Region 7	**54.5%**	**56.6%**
State Average	**62.4%**	**61.9%**

SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS), 2003–04.

Exhibit A-11 shows the percentage of KISD students who scored at or above the criterion of a score of 1110 on the SAT or 24 on the ACT, in 2002–03 and 2003–04. In both years, the district performed significantly lower than the state and region's averages. While KISD may have a small student enrollment, this data shows that the majority of the high school students takes the SAT/ACT but do not meet the criterion of college placement examinations.

EXHIBIT A-11
PERCENTAGE OF STUDENTS SCORING AT OR ABOVE
CRITERION FOR THE SAT/ACT
KISD AND PEER DISTRICTS
2002–03 AND 2003–04

	PERCENTAGE OF STUDENTS AT OR ABOVE SAT/ACT CRITERION*	
DISTRICT	2002–03	2003–04
Karnack	**0.0%**	**0.0%**
Burkeville	0.0%	0.0%
Laneville	Not Available	Not Available
Menard	31.6%	10.0%
Paducah	30.0%	20.0%
Region 7	**22.8%**	**23.7%**
State Average	**27.2%**	**27.0%**

*Criterion: score at or above 1110 on the SAT or 24 on the ACT.
SOURCE: Texas Education Agency, AEIS, 2004–05.

SAFETY AND SECURITY ORGANIZATION

The superintendent and elementary and high school principals are responsible for enforcing safety and security policies, developing a crisis response plan, leading district

response to any actual crises, and providing safe and secure campuses.

SAFETY AND SECURITY POLICIES

KISD complies with the requirements of TEC Chapter 37 and has developed a student code of conduct. The district code of conduct is current for 2005–06. The district developed a Crisis Manual, outlining procedures in case of emergencies, such as bomb threats, hurricanes, and tornadoes.

PHYSICAL SECURITY

KISD uses a motion-sensitive security system to ensure that the elementary and high school campuses are safe. Both campuses have movement detector security systems that notify assigned administrators regarding intrusions.

In addition, the high school has security cameras mounted throughout the campus with video monitors located in the principal's office. The principal and other administrators may view campus wide activity and the district maintains the taped VHS record for one week. The director of Transportation/Maintenance reports that the district plans to install a video camera complementing perimeter security, with ability to view the transportation area. District safety and security is supported by a system providing a network of safety master, campus, and sub-master keys. KISD uses a roaming security officer contracted from the Harrison County Sheriff's Office, shared between the elementary and high school campuses one day a week. Total costs for contracted security services in 2004–05 were $5,100. The Harrison County Sheriff's Department provides several unannounced visits during the semester using drug detection dogs at no cost to KISD.

In after-hours campus inspections, the review team found all exterior doors and windows locked. Several security lights around the campuses provide a deterrent to vandalism.

CRISIS PROCEDURE MANUAL

KISD has an up-to-date crisis management manual. Originally developed in 2002–03, the Crisis Manual was prepared by KISD's School District Crisis Sub-Committee of the Districtwide Education Improvement Committee. The last manual update was in July 2004. Principals are responsible for reviewing the validity of the plan and updating the staff regarding new procedures.

This manual is a handbook that provides district personnel with procedures to follow in various kinds of emergencies,

important phone numbers, and accident reporting guidelines. The manual contains some of the following subsections:

- activation of the Crisis Management Team;
- alternate school locations;
- transportation and dismissal procedures;
- communications procedures;
- emergency procedures;
- principal, teacher, and custodian checklists;
- hold harmless agreement; and
- validation/update procedures.

STUDENT CODE OF CONDUCT

The district has student code of conduct. Texas law requires each school district to prepare a student code of conduct to provide students clear behavior standards. TEC, 37.001 requires the district's Board of Trustees to adopt a student code of conduct in consultation with the district-level committee. The student code of conduct must specify the circumstances in which the district may remove a student from a classroom, campus, or alternative program. It must also specify conditions authorizing or requiring an administrator to transfer a student to an alternative education program and the steps for student suspension. The student code of conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules.

KISD's code of conduct is presented as a portion of the Parent/Student Handbook and includes the following major sections:

- Standards for Student Conduct;
- General Conduct Violations;
- Discipline Management Techniques;
- Removal from the Regular Educational Setting;
- Suspension;
- Disciplinary Alternative Education Program (DAEP) Placement; and
- Expulsion.

The KISD superintendent said that the faculty and staff, the principals and assistant principals, along with community members and students, talk about discipline and what is or is

not working throughout the year. The superintendent discusses discipline and ways to improve it with the elementary and high school principals at each principal's weekly meeting. Discipline is also a topic at each district-level committee meeting. The district provides a copy of the code to the committee to read and provide feedback. KISD uses the Texas Association of School Boards (TASB) model student code of conduct as a guide to ensure the district meets state mandates. KISD checks district policy against the TASB model to ensure alignment. The process takes place at the end of every school year and extends throughout the summer. Following approval by the Board of Trustees, the district distributes the code of conduct to parents, students, and staff at the beginning of the school year. The district requests both students and parents sign a form acknowledging receipt of the handbook and stating that they understand that the handbook governs student behavior.

ALTERNATIVE EDUCATION PROGRAMS

KISD administers campus-based discipline through in-school suspension and behavioral adjustment classes. Both the elementary and high schools provide an on-campus discipline setting. The elementary has an in-school suspension classroom and the high school uses the behavioral adjustment classroom. Both settings remove students from the regular classroom setting and are staffed by a teacher aide. The elementary school had not assigned a student to its in-school suspension program for 2005–06 through December 2005. The high school had 67 students assigned to its in-school suspension program for the same period.

As described by the student code of conduct, the DAEP is provided through a separate contract with Waskon ISD (WISD). The WISD contract is for a fee of $20 a day per student placed in the DAEP. KISD spent $3,120 in 2002–03 and $1,900 in 2003–04 for DAEP placements. KISD records indicate there were no DAEP placements for 2004–05 or for 2005–06 through December 2005, but one student was placed in the DAEP in January 2006.

Harrison County Juvenile Services (HCJS) provides Juvenile Justice Alternative Education Program services for KISD through a Memorandum of Understanding with the district for student placements in HCJS' STAR Boot Camp Program. KISD pays $1,111 annually for up to three placements in the program. KISD had no such placements for 2003–04 or for 2005–06 through December 2005.

FIRE EXTINGUISHERS

KISD's director of Transportation/Maintenance said that all district fire extinguishers are inspected yearly. The review team verified that fire extinguishers had been inspected within the year, and noted that the extinguishers present in the campus cafeterias were recommended for Class B fires. Class B extinguishers are recommended for use on fires involving flammable liquids, such as grease, gasoline, and oil. All other extinguishers were Class A and will put out fires in ordinary combustibles, such as wood and paper.

KISD has an automatic restaurant style fire suppression system to protect against fires in the kitchens. When a fire starts, the detection network, consisting of fusible links or pneumatic tubing, automatically detects the fire or the manual pull station can be used. The system releases a low pH agent throughout the hood, duct, and onto the range. Either activation method will interrupt power to the appliances preceding system discharge. In addition, a chemical agent suppresses the fire and cools the fuel while securing the vapors with a smothering foam reaction. The fire suppression system over the kitchen ranges are inspected by a licensed plumber biannually.

COMPUTER SYSTEMS

Using E-rate funds, the district contracts with an area computer company for technical and hardware support of the district's wide-area-network (WAN). The district uses the Region 7 supported Regional Service Center Computer Cooperative accounting software.

CHAPTER 2
OPERATIONS

FOOD SERVICES

A director/cook, a part-time manager, and three full-time cooks staff the KISD Food Services Department. The director/cook and a full-time cook work at the junior/senior high school which serves students in grades 7 through 12. A part-time cafeteria manager and two full-time cooks staff the elementary school cafeteria serving students in grades pre-K through 6. Though absenteeism is not a problem for the Food Services Department, there is a sufficient pool of substitutes to assist in the event of employee absence.

KISD participates in the School Breakfast Program and the National School Lunch Program. Reimbursable meals must provide no more than 30 percent of calories from fat and less than 10 percent of calories from saturated fat. For each

eligible meal served, KISD receives cash subsidies and donated commodities from the United States Department of Agriculture.

In 2004–05, federal reimbursement dollars constituted the majority of the Food Service Department's revenue, comprising 83 percent of all revenues it received. The state of Texas contributed less than 1 percent while local resources such as students and district staff paying for meals and a la carte sales accounted for about 16 percent of the department's revenue. **Exhibit A-12** shows a summary of the district's food service revenues over a six-year period. Since 1999–2000, the department's revenues decreased 12.3 percent.

Exhibit A-13 shows a comparison of the KISD food service revenue with its peer districts. With $516 in food service revenue per student enrolled, KISD was second highest among its peers for 2002–03.

KISD operates a closed campus policy for lunch. Breakfast serving times for both the elementary school and the junior/senior high school are 7:20 AM to 7:50 AM. Lunch for elementary students is served between 11:00 AM and 11:45 AM. There are two lunch periods for junior/senior high school students from 11:26 AM to 11:56 AM and from 11:59 AM to 12:29 PM. **Exhibit A-14** shows KISD meal prices. Students may prepay for any number of meals.

The Food Service Department completed a School Meals Initiative (SMI) evaluation with Regional Education Service Center VII (Region 7) in April 2005. The SMI recommended that KISD reduce the calories and fat in its meals. The district submitted a corrective action plan and implemented the plan in 2005–06.

The City of Marshall Consumer Health Group last conducted a retail food establishment inspection in the district in March 2005 and awarded KISD a perfect report. The inspection included a review of temperatures for stored and cooked foods, hygienic practices, food handling, sanitization, equipment and utensils, and appropriate permits.

The district participates in a purchasing cooperative through Region 7 to buy goods at lower prices. Region 7 solicits bids on behalf of participating districts to comply with state bidding requirements and for identifying qualified vendors for commodities, goods, and services. This system provides quality food items and supplies in the right quantities, in a timely and cost-effective manner. The purchasing cooperative provides the district with procedures for procuring goods and cost savings through bulk purchasing and price/bid solicitation.

KISD has no warehouse for storage of bulk items, but each cafeteria has adequate pantry and freezer storage. The director of Food Services coordinates with Region 7 for the just-in-

EXHIBIT A-12
KISD FOOD SERVICE REVENUE
1999–2000 THROUGH 2004–05

REVENUE SOURCE	1999–2000	2000–01	2001–02	2002–03	2003–04	2004–05	PERCENTAGE DECREASE
Local	$23,822	$25,837	$30,063	$28,126	$29,030	$23,009	3.4%
State	$1,791	$1,900	$1,841	$1,690	$1,415	$1,171	34.6%
Federal	$141,091	$139,211	$127,431	$133,265	$122,312	$122,017	13.5%
Total	**$166,704**	**$166,948**	**$159,335**	**$163,081**	**$152,757**	**$146,197**	**12.3%**

SOURCE: Texas Education Agency, 1999–2000 to 2002–03; KISD audited financial reports 2003–04 and 2004–05.

EXHIBIT A-13
FOOD SERVICE REVENUE
KISD AND PEER DISTRICTS
2002–03

DISTRICT	LOCAL	STATE	FEDERAL	TOTAL	ENROLLMENT	REVENUE PER STUDENT
Laneville	$25,238	$1,021	$80,946	$107,205	206	$520
Karnack	**$28,126**	**$1,690**	**$133,265**	**$163,081**	**316**	**$516**
Burkeville	$57,204	$2,158	$166,631	$225,933	444	$509
Menard	$25,059	$1,714	$104,433	$131,206	384	$342
Paducah	$11,300	$1,107	$69,032	$81,439	281	$290

SOURCE: Texas Education Agency, PEIMS, 2002–03.

**EXHIBIT A-14
KISD MEAL PRICES
2005–06**

MEAL TYPE	PRICE
Student Reduced-Price Breakfast	$0.30
Student Paid Breakfast	$1.00
Adult Breakfast	$1.35
Student Reduced-Price Lunch	$0.40
Student Paid Lunch	$1.75
Adult Lunch	$2.50

SOURCE: KISD Food Service Department Item List, November 2005.

time delivery of items, eliminating the need to warehouse large quantities of food and supplies. In addition to purchasing items from a listing of pre-approved vendors, the Food Services director coordinates with a Region 7 representative and the district's Central Office to solicit the district's specifications for milk and bread items.

TRANSPORTATION

KISD provides transportation services to its students in accordance with the Texas Education Code which authorizes, but does not require, public school districts in Texas to provide transportation for students between home and school, from school to career and technology locations, and for extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires school districts to serve students with disabilities in the same way they serve students in the general population. IDEA requires school districts to provide transportation to students who must travel to receive special education services.

The director of Transportation/Maintenance, a maintenance technician/groundskeeper, four regular bus drivers, and one driver for the special education route staff the Transportation department. Two KISD teachers are licensed bus driver substitutes. The Transportation department operates a fleet of seven school buses, a trailer, and five other vehicles. For 2005–06, KISD operated five routes per day with buses transporting 37 to 60 students each.

In 2004–05, KISD's average annual mileage totaled 51,534 miles for regular program routes carrying 219 students and 29,124 miles for special education routes. For the same period, KISD's total transportation operating costs were $85,732 for the regular education program and $8,985 for the special education program.

The district did not transport any students in 2005–06 to a Career and Technology location, but did use buses for trips for athletic and extracurricular programs. KISD does provide transportation to students living within two miles of school on routes that are designated as hazardous. However, these routes do not accumulate additional miles driven as the hazardous areas occur within the normal daily routes. Drivers maintain a listing of each daily route that identifies turn-by-turn directions, distances, and stop locations.

For the regular education program, the state reimburses KISD for qualifying expenses based on linear density. Linear density is the ratio of the average number of students carried daily on regular education routes to the number of miles driven on those routes. The Texas Education Agency (TEA) uses this ratio to assign school districts to one of seven linear density groupings. KISD's 2004–05 linear density reimbursement of $0.88 per mile is based on the district's ratio for the preceding school year. **Exhibit A-15** shows a summary of the linear density groups and respective per-mile allotment.

**EXHIBIT A-15
LINEAR DENSITY GROUPS
MAY 2005**

LINEAR DENSITY GROUPING	ALLOTMENT PER MILE OF APPROVED ROUTE
2.40 or above	$1.43
1.65 to 2.40	$1.25
1.15 to 1.65	$1.11
0.90 to 1.15	$0.97
0.65 to 0.90	$0.88
0.40 to 0.65	$0.79
Up to 0.40	$0.68

SOURCE: Texas Education Agency, Handbook on School Transportation Allotments, revised May 2005.

For special education program miles, a district's assigned allotment rate is determined on the basis of its cost per mile in the preceding school year not to exceed a maximum rate of $1.08 per mile.

Annual ridership at KISD declined as enrollment dropped. The director of Transportation/Maintenance reviews bus routes annually or as ridership shifts. From these reviews, the director reduced the number of daily routes from 7 to 5. From 2000–01 to 2001–02, the district lost 75 students, or 23 percent, of its ridership. From 2003–04 to 2004–05, district ridership declined again by 29 students, or 12 percent,

of its average daily ridership. As shown in **Exhibit A-16**, the number of students using school buses for transportation at KISD and each of its peer districts declined.

The director of Transportation/Maintenance is responsible for reporting data for state reimbursement. Other than online input of final data, the process is entirely manual, but effective. Records are kept for expenses for each vehicle in the district fleet, and state reporting is completed timely.

The operation reports track all costs and mileage related to transportation and each district is required to report this data to TEA annually. **Exhibit A-17** shows a summary of KISD's operating costs for transportation from 2001–02 through 2004–05. While total miles driven by the district decreased by 9.5 percent since 2001–02, total costs increased by 6.4 percent.

The district procures goods and services for the department through purchasing cooperatives with Region 7 and Region 8. The cooperatives negotiate discounted prices for participating school districts on such items as bulk fuel, vehicle parts, tires, and other transportation related supplies. The cooperatives comply with competitive bidding rules and negotiate discounted pricing for participating school districts. The director of Transportation/Maintenance also prices bus

and vehicle supplies and services from local vendors. When the district can obtain necessary supplies and services for the transportation department at prices below those offered by the regional cooperative, the director of Transportation/Maintenance coordinates purchases with the Central Office.

FACILITIES

The KISD Transportation/Maintenance director is a full-time employee who supervises maintenance and transportation. KISD has three full-time custodians. One of the three custodians works at both the elementary and the junior/senior high school (from 10:00 AM to 2:00 PM at the junior/senior high school and from 2:00 PM to 6:00 PM at the elementary school. The elementary school custodian works from 10:00 AM to 6:00 PM and the junior/senior high school custodian works from 2:00 PM to 10:00 PM. The Food Services staff at each school is responsible for cleaning the cafeterias. There is one staff member assigned full-time to ground maintenance.

Exhibit A-18 shows the square footage the KISD custodial staff maintains.

The process for facility repairs is for staff to report the need to the principal or other supervisor who then forwards the information to the superintendent and/or business manager

EXHIBIT A-16
ANNUAL RIDERSHIP—REGULAR EDUCATION PROGRAM
KISD AND PEER DISTRICTS
2000–01 THROUGH 2004–05

DISTRICT	2000–01	2001–02	2002–03	2003–04	2004–05	PERCENTAGE INCREASE/ (DECREASE)
Karnack	**332**	**257**	**256**	**248**	**219**	**(34.0%)**
Paducah	33	25	25	22	22	(33.3%)
Menard	37	37	40	35	26	(29.7%)
Burkeville	370	348	388	409	303	(18.1%)
Laneville	159	164	127	130	140	(12.0%)

SOURCE: Texas Education Agency, Transportation Operation Reports 2000–01 through 2004–05.

EXHIBIT A-17
KISD TRANSPORTATION OPERATING COSTS
2001–02 TO 2004–05

ITEM	2001–02	2002–03	2003–04	2004–05	PERCENTAGE INCREASE/(DECREASE)
Regular Program Costs	$77,751	$85,082	$85,069	$85,732	10.3%
Special Program Costs	$11,219	$10,589	$7,971	$8,895	(20.7%)
Total Costs	**$88,970**	**$95,671**	**$94,040**	**$94,627**	**6.4%**
Regular Program Miles	60,323	63,099	50,164	51,534	(14.6%)
Special Program Miles	28,800	30,307	28,698	29,124	1.1%
Total Miles	**89,123**	**93,406**	**78,862**	**80,658**	**(9.5%)**

NOTE: Operating costs do not include expenses for capital outlay or debt service.
SOURCE: Texas Education Agency, Transportation Operation Reports, 2000–01 to 2004–05.

EXHIBIT A-18
KARNACK ISD FACILITIES AND CUSTODIAL SERVICES BY SQUARE FOOTAGE

BUILDING	SQUARE FEET	CUSTODIANS PER SQUARE FOOT
JUNIOR/SENIOR HIGH SCHOOL AREA		
Main Building	19,226	
Junior/Senior High School Library*	4,500	
Junior High Building**	5,065	
Science Portable	2,328	
Portable	1,536	
Computer Lab Portable	864	
TOTAL *square footage cleaned daily*	**33,519**	**1.5 custodians with 22,346 square feet average**
ELEMENTARY SCHOOL AREA		
Main Building	23,684	
Kindergarten Building (New Administration)	6,219	
Head Start	1,484	
TOTAL *square footage cleaned daily*	**33,519**	**1.5 custodians with 20,925 square feet average**

*Library and cafeteria building is 13,500 square feet. but the cafeteria is not cleaned by custodial staff.
**Junior High building is 7,560, but 1/3 of classroom square footage is not in use.
SOURCE: KISD, Insurance Appraisal, January 2005.

and Transportation/Maintenance director. Based on available resources, Central Office administrators decide how best to addresses the need. The district contracts with area professionals for repairs or work that is beyond the scope of the custodial/maintenance staffs regular duties.

In 2004, an appraisal company conducted a limited facility study for insurance purposes. This study did not include a comprehensive or in-depth study of facilities, needs, or recommendations, but provided updated appraisal information for insurance purposes.

In February 2000, the community rejected a bond referendum in the amount of $5,000,000, which addressed new facilities, facility renovation, and updating athletic facilities. The district addressed some of the upgrades in the 2000 bond referendum by using funds from the operating budget.

TECHNOLOGY

In 2004–05, KISD had 169 computers, including 148 instructional and 21 administrative computers. The district also has data projectors, document cameras for the classroom, a security camera, and a web portal for the district. The libraries are automated with an item checkout system for students, and the cafeteria has computers for point-of-sale transactions. **Exhibit A-19** shows an inventory of the district's current technology.

The district reports a ratio of two students to every computer, confirmed by the district enrollment numbers and computer inventory. The KISD Campus School Technology and Readiness Chart Summaries assess both the elementary and

EXHIBIT A-19
KISD TECHNOLOGY INVENTORY
DECEMBER 2005

DESCRIPTION	AMOUNT
Servers	9
Desktop Computers	142
Laptop Computers	27

SOURCE: KISD Technology Department, December 2005.

junior/senior high schools as being in the developing stage of technology.

KISD's Technology department is staffed by the Technology director who reports directly to the superintendent. The Technology director is a full-time employee responsible for technical support, network maintenance, website support, training, computer lab administration, the telephone system, and the disaster recovery plan. The Technology director also serves on the district technology committee and provides input for the district technology plan.

The district does not provide a help desk function, but the Technology director provides training when the staff requests it. The district also contracts with Region 7 to provide 12 days of on-site teacher training.

The current fixed assets budget for the Technology department is $15,000. **Exhibit A-20** shows the budget allocations for the department.

The Technology director retired in December 2005 and a new director was hired in January 2006.

EXHIBIT A-20
KISD TECHNOLOGY BUDGET
2005–06

CATEGORY	AMOUNT
Technology Allotment	$6,671
Professional Services	1,728
Technology Supplies	2,642
Travel	500
Technology Plan Training	3,600
TOTAL	**$15,141**

SOURCE: KISD Technology Department, December 2005.

The district installed T-1 lines connecting each of the campuses to the district wide-area network. All classrooms have at least one functional drop to the local area network, and Internet connectivity. The network system supports approximately 160 computers districtwide, multiple servers, a Domain Name System (DNS) server (Internet), a firewall, and network printers. The Technology director provides technical support. An area computer company provides contracted services for technology infrastructure installation and support.

The district uses a web-based email interface that ties into an email server hosted by the Region 7. The technology department has a single contract with an area computer company to provide service hours for network maintenance, hardware installation, and technical support.

CHAPTER 3
LEADERSHIP AND MANAGEMENT
DISTRICT ORGANIZATION

In 2005–06, KISD employed an equivalent of 53.7 full-time staff positions consisting of a superintendent, two principals, 22.7 teachers, nine educational aides, one counselor, one librarian, and 17 other support and auxiliary staff working in food service, transportation, facilities maintenance, and other departments. The district's organization structure is shown in **Exhibit A-21**.

EXHIBIT A-21
KISD ORGANIZATION STRUCTURE
FEBRUARY 2006
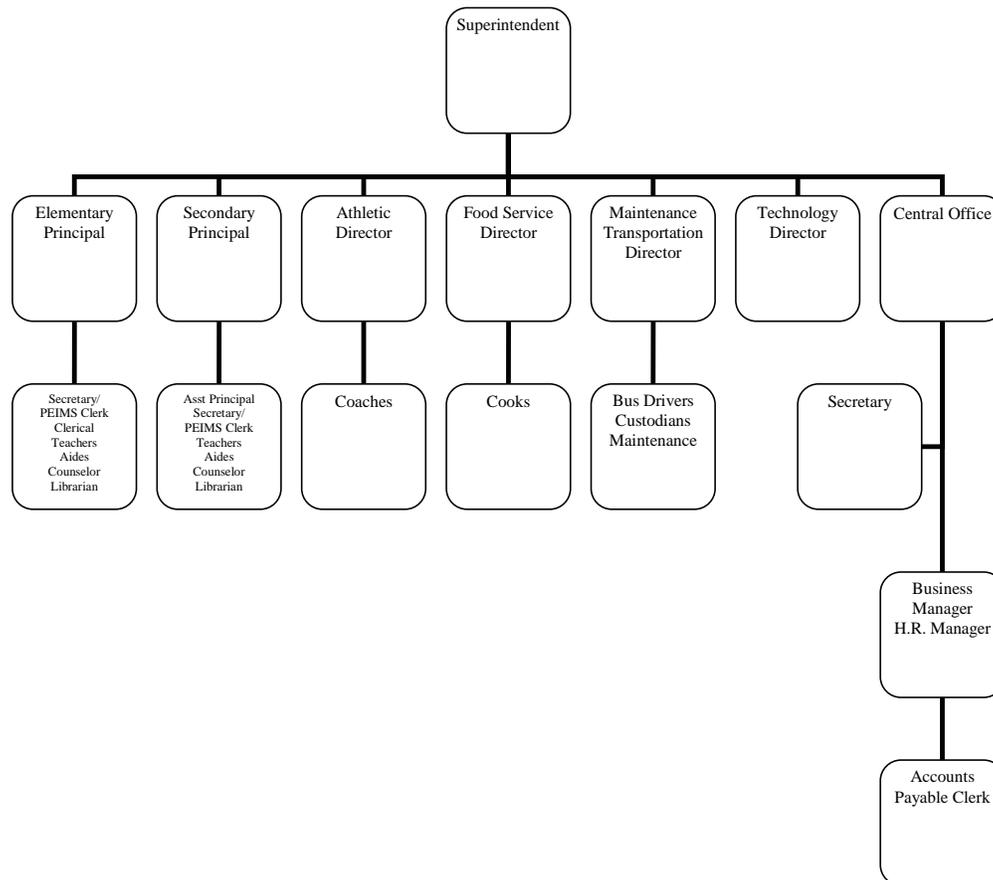
SOURCE: KISD Superintendent's Office, February 2006.

KISD SCHOOL BOARD

The KISD board consists of seven members elected at-large to three-year terms. Terms are staggered so most of the members do not change each year. **Exhibit A-22** lists the KISD board members, their respective position on the board, the year their term expires, and occupation.

BOARD MEETINGS

The board holds its meetings on the second Thursday of each month in the high school cafeteria. The board posts a written notice of regular and special meetings at the Karnack post office and the KISD administration building at least 72 hours before scheduled board meetings. The public is welcome to attend all regular meetings. Board policy BED (LOCAL) allows for 30 minutes of time for public comments to the board. Persons wishing to participate in regular meetings can sign up before the meeting begins and indicate what topic they wish to discuss. Based on a review of board meeting minutes, board meetings are orderly and conducted in accordance with appropriate rules.

BOARD POLICIES

KISD uses the Texas Association for School Boards (TASB) board policy service for the maintenance and updating of board-adopted policies. The district bases legal policies on the Texas Education Code (TEC) or other applicable laws, and local policies govern issues KISD has authority over. The district does not subscribe to the TASB online service, but adequately maintains a small number of policy books using a paper format.

DISTRICT MANAGEMENT

The superintendent dedicated 27 years of professional service to KISD as a teacher and elementary school principal and served her fourth year as superintendent in 2005–06. The superintendent's primary purpose is to act as the educational leader and the chief executive officer of the district, responsible for the effective execution of policies adopted by the district's board of trustees. The superintendent assumes administrative responsibility for the planning, operation, supervision and evaluation of education programs, services, and district facilities and for the annual appraisal of district staff.

The superintendent understands her role and responsibilities as educational and administrative leader. The board of trustees annually evaluates the superintendent's performance with input from all board members. In addition, all teachers, campus administrators, and district support staff receive annual evaluations.

RECRUITING AND HIRING PRACTICES

The KISD superintendent is responsible for oversight of all human resource management in the district. The board adopted policies to govern the district's hiring, evaluation, termination, grievance, and leave processes. The superintendent is responsible for ensuring the district implements these policies. The district posts vacancies at the Regional Education Service Center VII (Region 7), the Texas Workforce Commission, and advertises them in local newspapers.

The district uses a staff committee to interview potential candidates for vacant positions. School administrators interview candidates, and the superintendent checks references and conducts background checks before

EXHIBIT A-22
KISD BOARD MEMBERS
NOVEMBER 2005

BOARD MEMBER	BOARD POSITION	TERM EXPIRES	OCCUPATION
Jody Yancy	President	May 2006	Retired
Elaine Davis-Jackson	Vice-President	May 2007	Retail
Robert Broadnax	Secretary	May 2007	Retail
Martha Alford	Member	May 2007	Chiropractor
Gussie Mae Durham*	Member	May 2006	Receptionist
Gloria Roberts	Member	May 2008	Retired
Jim McCutchens**	Member	May 2006	Self-Employed

*Appointed October 2005.
**Appointed November 2005.
SOURCE: KISD superintendent and KISD secretary.

recommending the best candidate to the board for approval. Board members said the superintendent provides adequate information and supporting documentation for recommendations and the board generally supports the recommendations.

BENEFITS ADMINISTRATION

Employees receive two days of personal leave in addition to the five annual days provided by the state. The superintendent said the district is currently revising the employee handbook that describes the duties, responsibilities, and rights associated with holding a position at KISD. The district contributes $150 and Texas Education Agency contributes an additional $75 toward every employee's health insurance coverage provided by the Teacher Retirement System. All employees receive an explanation of the insurance plan provisions at open enrollments held at the beginning and end of each school year. KISD employees can also choose among dental,

disability, life, cancer, and annuity plans provided by the district's cafeteria plan.

DISTRICT STAFFING

KISD had the second lowest student-to-teacher ratio among its peers and lower than the region and state averages in 2005–06. **Exhibit A-23** shows the 2004–05 staffing patterns at KISD and the peer districts in full-time equivalents (FTEs).

Over the past five years, total staffing at KISD has decreased 17.7 percent while student enrollment has decreased 33.1 percent. **Exhibit A-24** shows KISD staffing and student enrollment from 2000–01 through 2004–05.

Exhibit A-25 displays the total number of full-time equivalent positions by classification at KISD for the last six years and the percentage change in those totals over the six-year period. As shown in **Exhibit A-25**, over the past six years KISD

EXHIBIT A-23
STAFFING PATTERNS IN FULL-TIME EQUIVALENTS
KISD AND PEER DISTRICTS
2004–05

EMPLOYEE CATEGORY	KARNACK	BURKEVILLE	LANEVILLE	MENARD	PADUCAH
Central Administrators	**1.5**	2.0	2.0	1.0	0.6
Campus Administrators	**2.0**	2.0	0.5	2.6	1.0
Professional Support	**5.6**	2.0	1.5	1.5	0.0
Teachers	**26.4**	38.0	22.5	35.9	25.5
Educational Aides	**10.0**	21.3	6.0	6.0	8.0
Auxiliary Staff	**18.4**	19.5	8.3	29.0	11.4
Total Staff	**63.9**	**84.8**	**40.8**	**76.0**	**46.5**
Students	**247**	401	166	356	243
Students per Total Staff	**3.9**	4.7	4.1	4.7	5.2
Students per Teacher	**9.4**	10.6	7.4	9.9	9.5

SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS) 2004–05.

EXHIBIT A-24
KISD STUDENT ENROLLMENT AND STAFFING
2000–01 THROUGH 2004–05

COMPONENT	2000–01	2001–02	2002–03	2003–04	2004–05	PERCENTAGE INCREASE/(DECREASE)
Enrollment	369	345	316	277	247	(33.1%)
Staff	77.6	65.2	67.2	52.5	63.9	(17.7%)
Student/Staff Ratio	4.8	5.3	4.7	5.3	3.9	(18.8%)
Teachers	37.2	33.2	30.0	26.2	26.4	(29.0%)
Student/Teacher Ratio	9.9	10.4	10.5	10.6	9.4	(5.1%)

SOURCE: Texas Education Agency, AEIS 2000–01 through 2004–05.

EXHIBIT A-25
KISD EMPLOYEES BY CLASSIFICATION
2000–01 THROUGH 2005–06

STAFF CLASSIFICATION	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	PERCENTAGE INCREASE/(DECREASE)
Teachers	37.2	33.2	30.0	26.2	26.4	22.7	(39.0%)
Professional Support	4.0	3.0	6.4	4.8	5.6	5.5	37.5%
Campus Administration	3.0	2.0	2.0	2.0	2.0	2.0	(33.3%)
Central Administration	2.0	2.0	2.0	1.5	1.5	1.8	(10.0%)
Educational Aides	8.6	6.6	10.0	9.0	10.0	9.0	4.7%
Auxiliary Staff	22.8	18.4	16.8	9.0	18.4	12.7	(44.3%)
Total Staff	**77.6**	**65.2**	**67.2**	**52.5**	**63.9**	**53.7**	**(30.8%)**

SOURCE: Texas Education Agency, AEIS 2000–01 through 2004–05, and Public Education Information System, 2005–06.

decreased its teaching staff by 39 percent and total staffing by 30.8 percent while its staffing for professional support has increased 37.5 percent. For 2005–06, KISD's professional support classification included one counselor and one librarian.

TEC Section 25.112 limits student-to-teacher ratios in grades K–4 to 22 to one. TEC Section 25.111 further requires school districts to employ a sufficient number of teachers to maintain an average student-to-teacher ratio of 20 to one.

The Southern Association of Colleges and Schools (SACS) accredits public schools from pre-kindergarten through university levels in 11 states including Texas. As part of its accreditation standards, SACS recommends minimum personnel requirements for schools based on enrollment as shown in **Exhibit A-26**.

The comparison of the SACS staffing standards and student to teacher ratios required by the TEC to KISD's actual staffing as presented indicates the district is adequately staffed for its 2005–06 enrollment of 248 students.

EXHIBIT A-26
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
MINIMUM PERSONNEL REQUIREMENTS FOR PUBLIC SCHOOLS
2005

ENROLLMENT	ADMINISTRATIVE HEAD	ADMINISTRATIVE OR SUPERVISORY ASSISTANTS	GUIDANCE PROFESSIONALS	LIBRARY OR MEDIA SPECIALISTS	SUPPORT STAFF FOR ADMINISTRATION, LIBRARY, OR TECHNOLOGY
1 to 249	1	0	0.5	0.5	1 0.5 (elem*)
250 to 499	1	0.5 0 (elem)	1 0.5 (elem)	1	2.5 0.5 (elem)
500 to 749	1	1 0.5 (elem)	1.5 1 (elem)	1	4 1.5 (elem)
750 to 999	1	1.5 1 (elem)	2 1.5 (elem)	1	4.5 2.5 (elem)
1000 to 1249	1	2 1.5 (elem)	2.5 2 (elem)	2 (secondary) 1 (middle/elem)	5 3 (elem)
1250 to1500	1	2.5 2 (elem)	3 2.5 (elem)	2 (secondary) 1 (middle/elem)	5.5 3 (elem)
1500 and up	1	One full-time equivalent staff member added where needed for each additional 250 students over 1,500			6 3 (elem)

*"elem" refers to elementary school.
SOURCE: Southern Association of Colleges and Schools (SACS), Council on Accreditation and School Improvement, Accreditation Standards 2005.

TEACHER EXPERIENCE, SALARY, AND TURNOVER

For 2004–05, KISD's average teacher salary of $34,257 is second lowest among its peers. The district's teacher turnover rate of 38.2 percent is the highest among all peer districts and more than double Region 7 and state averages. **Exhibit A-27** displays a comparison of teaching staff for KISD, peer districts, region, and state.

EXHIBIT A-27
TEACHER EXPERIENCE, AVERAGE SALARY AND TURNOVER RATE
KISD, PEER DISTRICTS, REGION, AND STATE
2004–05

SCHOOL DISTRICT	AVERAGE YEARS EXPERIENCE	AVERAGE TEACHER SALARY	TURNOVER RATE
Karnack	**13.7**	**$34,257**	**38.2%**
Laneville	9.3	$32,381	34.5%
Menard	15.9	$37,903	18.2%
Paducah	14.0	$35,585	17.2%
Burkeville	16.8	$39,070	13.6%
Region 7	**12.8**	**$36,635**	**16.6%**
State	**11.5**	**$41,011**	**16.1%**

SOURCE: Texas Education Agency, AEIS 2004–05.

COMMUNITY INVOLVEMENT ORGANIZATION

The KISD superintendent serves as community relations officer for the district. The elementary and high school principals assist the superintendent to help ensure parents and teachers are part of the whole school community. Community involvement is part of the job descriptions of both the superintendent and principals.

KISD's superintendent said that her role is to make sure parents will be full partners with educators in the education of their child by:

- offering training in school grade-level subjects and offerings to improve student achievement;

- ensuring that parents are part of the district and campus-level planning and decision-making committees and including their input into the process;

- providing written notice of a student's performance in each class once every three weeks;

- notifying parents about eligibility for and information about special education programs, bilingual education, compensatory education, services for the deaf, and services for children with visual impairments;

- providing notification when a student has violated the student code of conduct and attending hearings for removal from a classroom or campus or admitting to a School-Community Guidance Center; and

- providing notification of public hearings and campus accountability reports and receiving appropriate information about student performance at the campus level.

KISD's superintendent views the community involvement aspect of her job as an opportunity to build bridges with both district employees and the community, causing:

- children's self-esteem to improve;

- parent-child relationships to improve;

- the community to feel more connected to the school; and

- children to receive higher grades and test scores.

KISD's 2005–2006 Student/Parent Handbook contains a section providing suggestions for parent involvement in the district. The handbook encourages parents to "partner" with the district by placing a priority on education and working with their child on homework and special assignments daily, and attending scheduled conferences. The district directs parents to call the Central Office to express interest in volunteering. The handbook recommends that parents become involved in the following organizations and activities:

- campus parent organizations—Parent Teachers Associations, Title I committees, career and technology community partners;

- district-level or campus-level planning committees;

- School Health Advisory Council; and

- Board of Trustee meetings—to learn more about district operations.

RECORDS REQUESTS

The principal or superintendent is custodian of all records for currently enrolled students at the assigned school. Campus records are located at the appropriate campus. District records are located in the administration building. The principal or superintendent is the custodian of all records for students who withdrew or graduated.

Parents or eligible students may inspect records during regular school hours by calling the superintendent's office or

principal, whichever is appropriate. If this is inconvenient, the district will either provide a copy of the records or make other arrangements. Copies of records are available at the cost of 10 cents per page; however, if the student qualifies for free or reduced-price lunches and the parents are unable to view records during school hours, KISD provides one copy of the record at no charge upon written request of the parent.

PARENT INVOLVEMENT

George Washington Carver Elementary has a Parent Teacher Organization (PTO). The mission of the KISD PTO states that:

> The G.W. Carver Elementary PTO strives to help our teachers help our students learn. We encourage parent and community involvement. We also try to make school a safer, positive, and exciting place to learn.

KISD's PTO meets four times per year. PTO officers include a president, vice-president, secretary, and treasurer. Officers run for election each October. In addition, there is a parent assigned the responsibility for fundraising and publications. PTO participation activities for 2004–05 included:

- Teacher Wish List,
- Halloween Carnival,
- Turkey Giveaway,
- Thanksgiving Food Drive,
- Christmas Program/gifts,
- Valentine gifts,
- Easter Egg Hunt/gifts, and
- Field Day.

DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E.)

The Harrison County Sheriff's Department provides the D.A.R.E. program to KISD. The department offers the 10-week program, which includes 45 minutes of education once a week to sixth grade students. At the end of each session, students participate in a situation involving drugs and define, assess, respond, and evaluate their reactions. Each student participant wrote an essay detailing their experiences in the D.A.R.E. program during 2004–05, including lessons learned and how they would use the information in everyday life. The program includes some of the following topics:

- tobacco;
- marijuana;
- alcohol;
- peer pressure; and
- decision-making model practices.

TITLE I

KISD is a Title I district. Title I stands for Title I, Part A of the Elementary and Secondary Education Act of 1965, reauthorized by the No Child Left Behind Act of 2001. Title I districts implement programs funded by the federal government. School districts receive funds to help children who are behind in school. The amount of funds given to each community depends on the number of low-income families it has. The idea behind Title I is to help ensure all children understand, remember, and use what each school grade instruction has taught them. Title I programs are designed to help the children who need it most—those who are furthest behind in school. Each school community decides how it will spend its Title I money and which students are most in need of services.

Federal law requires Title I districts to develop and distribute a parental involvement policy. KISD parents acknowledge receipt of the district's policy by signature. The policy states that parents will:

- receive information about the Title I program;
- be given timely information about student performance standards and expectations (TAKS);
- be given timely information concerning campus/state assessment instruments;
- be offered opportunities to foster improved academic performance for their children;
- have parent representative involved in the development, review, and evaluation of the campus improvement plan;
- be offered involvement in the review/revision of the School/Parent Compact; and
- be asked to complete survey seeking evaluation of the Title I program.

KISD fulfills requirements for a Title I Advisory Committee and holds meetings of the committee four times a year. For 2004–05 and 2005–06 through December 2005, Title I sign-in sheets list 13 committee members and average

attendance for meetings was eight, or 62 percent, of the total members.

KISD fulfills Title I requirements relating to the provision of information pertaining to student performance by sponsoring a TAKS study night each semester for parents and students.

LONGVIEW WELLNESS CENTER

The Longview Wellness Center provides violence prevention lessons to KISD students in grades K–12. The review team requested the numbers of students served in the program, but KISD did not provide the data. The Get Real About Violence program (GRAV) uses trained, degreed facilitators who address topics such as bullying and teasing. Participation in GRAV is on a volunteer basis. The program features three major components:

- vulnerability to violence—shows students that they are affected by violence and encourages them to do something about it;

- contributions to violence—explains what is behind the violence; and

- alternatives to violence—teaches students how they can use skills and strategies not only to stay away from violence but to help their friends stay away from it.

HEAD START

The Head Start Program through Region 7 has a parent/community volunteer program. The number of children served was 18 for 2002–03, 20 for 2003–04, and 17 for 2004–05. Parents get the opportunity to become classroom volunteers during the monthly parent meeting. Head Start gives application forms to prospective volunteers to complete and Region 7 performs a criminal background check on each applicant. If the background check reveals any inappropriate behavior, the district excludes the potential volunteer from the list and a confidential letter is sent to the campus principal. Approved volunteers go through confidentiality training and volunteer orientation. Head Start volunteers assist the classroom teacher with student activities, classroom decoration, field trips, and special events.

For 2005–06, agendas and minutes of meetings show that Head Start holds parent meetings once a month from 4:00 to 6:00 pm. For 2005–06, monthly meeting sign-in sheets indicate an average attendance of about 41 percent of the parents. Various topics covered at each meeting include:
- community resources,

- health,

- mental health,

- child abuse,

- nutrition,

- parenting skills, and

- disabilities.

Head Start parents are surveyed once a year in July to determine specific information that will be presented on each of the topics. Designated parent coordinators receive the survey results and use the information for program planning during the next school year.

ELEMENTARY NEWSLETTER

The George Washington Carver Elementary School publishes a quarterly newsletter, *Smoke Signals*, and distributes it to all elementary parents by sending it home with students. The newsletter is computer generated and contains general information, honor roll, district news, Board of Trustee meetings, upcoming events, and PTO news.

CHAPTER 4
FINANCIAL MANAGEMENT

ORGANIZATION

Financial management includes the financial management, asset and risk management, and purchasing functions of KISD. The superintendent is responsible for financial management in KISD and is supported by a business manager and accounts payable clerk. The business manger is responsible for the day-to-day financial operations, revenue projections, budget development, accounting, payroll, and cash flow projections. The accounts payable clerk is responsible for processing purchase orders and pay authorizations, processing substitute payrolls, and processing accounts payable checks. Both the business manager and the Central Office accounts payable clerk work 226 days. **Exhibit A-28** presents the organization of the KISD Central Office.

ACCOUNTING AND PAYROLL

The review team examined a sample of accounts payable and payroll files and determined that the files contain appropriate documentation. The district issues payroll and accounts payable checks monthly. For payments required before the monthly cycle, the district issues manual checks to avoid late penalties and takes advantage of payment discounts.

EXHIBIT A-28
KISD FINANCIAL MANAGEMENT ORGANIZATION

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┌─────────────────────────────────────────┐
│              Superintendent              │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│             Business Manager             │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│          Accounts Payable Clerk          │
└─────────────────────────────────────────┘
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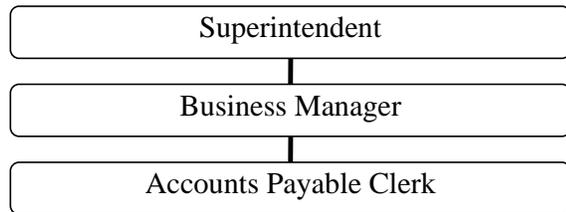
SOURCE: KISD superintendent, KISD Organizational Chart, December 2005.

EXTERNAL AUDIT

The Texas Education Code Section 44.008 requires school districts to undergo an annual external audit performed by a certified public accountant. The scope of the external audit is financial in nature and designed to provide reasonable assurance that the financial statements fairly present the district's financial condition. The same firm conducted the annual financial audit for 2001–02 through 2004–05. The audits cover the period between September 1 of the previous calendar year and August 31 of the next year. All of the audit reports stated that the financial statements were a fair representation of the district's financial condition, and did not report any material weaknesses in internal controls. The district last changed auditors for 2001–02. The last internal control findings were in 2001–02 before the business manager was hired.

CASH MANAGEMENT, OPERATIONS, POLICIES, AND PROCEDURES

KISD complies with the Public Funds Investment Act and depository contract law. The district bid its depository agreement in April 2005 for the 2005–07 biennium. The district received two bids and selected the bank that offered services at no cost to the district. The agreement does not require the district to maintain a compensating balance. The district's bank reconciliations are completed timely and include all accounts at the depository bank. The number of accounts appears appropriate for a district of this size. The district carries an employee crime policy that covers all employees that handle cash and investments. The district had investments of $887,216 in a local government investment pool and $130,318 in the depository bank as of August 31, 2005.

INSURANCE COVERAGE

KISD carries appropriate types of insurance coverage through the Texas Association of Public Schools. The annual premium for property, crime, general liability, educator's liability, and auto is $26,081. The district secured a complete appraisal of all district buildings in January 2005, which assigned a total replacement cost for all buildings of $6,278,900. The district is self-insured for workers' compensation and purchases insurance for unemployment and student accidents. **Exhibit A-29** presents details on KISD's insurance coverage.

PURCHASING

KISD uses the Texas Association of School Boards policy service for both legal and local policies. The district's business procedures manual provides direction on day-to-day procedures for purchasing. The district participates in a number of purchasing cooperatives including Region 7 and Region 4 to obtain the benefits and efficiencies of large-scale purchasing and lower prices. The cooperatives solicit bids on behalf of participating districts to comply with state bidding requirements and identify qualified vendors for commodities,

EXHIBIT A-29
KISD INSURANCE COVERAGE
2005–06

COVERAGE	LIMIT	DEDUCTIBLE	PREMIUM
Buildings and Contents Windstorm and Hail	$7,454,674	$1,000 $5,000	$14,298
Computer Systems	$1,000,000	$1,000/2,500	Included
Employee Dishonesty	$100,000/$50,000	$1,000	$579
Automobile Damage	Actual Value	Scheduled	$920
General Liability	$1,000,000	$500	$1,155
Educators' Legal Liability	$1,000,000	$2,500	$2,000
Automobile Liability	$100/300/100	$500	$7,129
Total Premium			**$26,081**

SOURCE: KISD, Texas Association of Public Schools coverage document, December 2005.

goods, and services. This system provides quality items and supplies in the right quantities, in a timely and cost-effective manner. The purchasing cooperatives provide the district with systematic procedures for procuring goods, as well as economic benefits through bulk purchasing and price/bid solicitation. KISD does not operate a warehouse and uses just-in-time deliveries for supplies and materials.

TEXTBOOKS

KISD's textbook custodian is also the assistant principal at the high school. The district maintains a comprehensive list of textbooks by classroom and by storage area. The principals, superintendent, and textbook custodian all reported receiving the new adoptions.

PARENT SURVEY

N = 20

Note: Totals may not add up to 100% due to rounding.

1.	GENDER (OPTIONAL)	MALE	FEMALE
		35.0%	65.0%

2.	ETHNICITY (OPTIONAL)	AFRICAN AMERICAN	ANGLO	ASIAN	HISPANIC	OTHER
		84.2%	10.5%	0.0%	0.0%	5.3%

3.	HOW LONG HAVE YOU LIVED IN KARNACK ISD?	0–5 YEARS	6–10 YEARS	11 YEARS OR MORE
		35.3%	17.6%	47.1%

4. WHAT GRADE LEVEL(S) DOES YOUR CHILD(REN) ATTEND?

PRE-KINDERGARTEN	KINDERGARTEN	FIRST GRADE
5.6%	5.6%	5.6%
SECOND GRADE	**THIRD GRADE**	**FOURTH GRADE**
8.3%	11.1%	2.8%
FIFTH GRADE	**SIXTH GRADE**	**SEVENTH GRADE**
2.8%	5.6%	19.4%
EIGHTH GRADE	**NINTH GRADE**	**TENTH GRADE**
5.6%	8.3%	5.6%
ELEVENTH GRADE	**TWELFTH GRADE**	
8.3%	5.6%	

A.   DISTRICT ORGANIZATION AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The school board allows sufficient time for public input at meetings.	21.1%	36.8%	31.6%	5.3%	5.3%
2. School board members listen to the opinions and desires of others.	15.0%	45.0%	25.0%	10.0%	5.0%
3. The superintendent is a respected and effective instructional leader.	55.0%	25.0%	10.0%	0.0%	10.0%
4. The superintendent is a respected and effective business manager.	55.0%	20.0%	15.0%	5.0%	5.0%

B.   EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
5. The district provides a high quality of services.	10.0%	50.0%	15.0%	20.0%	5.0%
6. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	26.3%	57.9%	15.8%	0.0%	0.0%
7. The needs of the college-bound student are being met.	0.0%	42.1%	42.1%	10.5%	5.3%
8. The needs of the work-bound student are being met.	0.0%	36.8%	47.4%	15.8%	0.0%
9. The district has effective educational programs for the following:					
a) Reading	26.3%	52.6%	5.3%	10.5%	5.3%
b) Writing	26.3%	63.2%	0.0%	5.3%	5.3%
c) Mathematics	26.3%	52.6%	0.0%	15.8%	5.3%
d) Science	21.1%	68.4%	0.0%	5.3%	5.3%
e) English or Language Arts	21.1%	68.4%	0.0%	5.3%	5.3%
f) Computer Instruction	36.8%	47.4%	10.5%	5.3%	0.0%
g) Social Studies (history or geography)	26.3%	57.9%	5.3%	5.3%	5.3%
h) Fine Arts	31.6%	47.4%	5.3%	15.8%	0.0%
i) Physical Education	31.6%	36.8%	5.3%	21.1%	5.3%
j) Business Education	29.4%	41.2%	17.6%	5.9%	5.9%
k) Vocational (Career and Technology) Education	15.8%	42.1%	26.3%	10.5%	5.3%
l) Foreign Language	21.1%	36.8%	26.3%	10.5%	5.3%
10. The district has effective special programs for the following:					
a) Library Service	26.3%	63.2%	5.3%	5.3%	0.0%
b) Honors/Gifted and Talented Education	15.8%	47.4%	26.3%	5.3%	5.3%
c) Special Education	21.1%	52.6%	10.5%	5.3%	10.5%
d) Head Start and Even Start programs	26.3%	57.9%	10.5%	0.0%	5.3%
e) Dyslexia program	11.1%	27.8%	38.9%	5.6%	16.7%
f) Student mentoring program	21.1%	31.6%	21.1%	15.8%	10.5%
g) Advanced placement program	21.1%	31.6%	31.6%	5.3%	10.5%
h) Literacy program	21.1%	42.1%	26.3%	5.3%	5.3%
i) Programs for students at risk of dropping out of school	5.3%	36.8%	31.6%	10.5%	15.8%
j) Summer school programs	10.5%	26.3%	26.3%	21.1%	15.8%
k) Alternative education programs	15.8%	36.8%	26.3%	10.5%	10.5%
l) "English as a second language" program	10.5%	36.8%	26.3%	15.8%	10.5%
m) Career counseling program	10.5%	36.8%	31.6%	21.1%	0.0%
n) College counseling program	5.3%	36.8%	31.6%	21.1%	5.3%
o) Counseling the parents of students	26.3%	36.8%	5.3%	21.1%	10.5%
p) Drop out prevention program	5.3%	21.1%	31.6%	26.3%	15.8%
11. Parents are immediately notified if a child is absent from school.	21.1%	36.8%	10.5%	21.1%	10.5%

B. **_EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT (CONTINUED)_**

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
12. Teacher turnover is low.	5.3%	21.1%	47.4%	21.1%	5.3%
13. Highly qualified teachers fill job openings.	10.5%	15.8%	36.8%	26.3%	10.5%
14. A substitute teacher rarely teaches my child.	10.0%	50.0%	20.0%	10.0%	10.0%
15. Teachers are knowledgeable in the subject areas they teach.	15.8%	73.7%	5.3%	0.0%	5.3%
16. All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	25.0%	50.0%	10.0%	10.0%	5.0%
17. Students have access, when needed, to a school nurse.	26.3%	10.5%	0.0%	31.6%	31.6%
18. Classrooms are seldom left unattended.	5.0%	55.0%	20.0%	15.0%	5.0%
19. The district provides a high quality education.	10.5%	52.6%	0.0%	31.6%	5.3%
20. The district has a high quality of teachers.	5.6%	61.1%	11.1%	16.7%	5.6%

C. **_COMMUNITY INVOLVEMENT_**

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
21. The district regularly communicates with parents.	21.1%	36.8%	5.3%	26.3%	10.5%
22. District facilities are open for community use.	15.8%	31.6%	5.3%	26.3%	21.1%
23. Schools have plenty of volunteers to help students and school programs.	15.8%	26.3%	15.8%	21.1%	21.1%

D. **_FACILITIES USE AND MANAGEMENT_**

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
24. Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	21.1%	26.3%	15.8%	15.8%	21.1%
25. Schools are clean.	21.1%	42.1%	21.1%	10.5%	5.3%
26. Buildings are properly maintained in a timely manner.	15.8%	31.6%	21.1%	21.1%	10.5%
27. Repairs are made in a timely manner.	15.0%	35.0%	25.0%	15.0%	10.0%
28. The district uses very few portable buildings.	25.0%	50.0%	15.0%	5.0%	5.0%
29. Emergency maintenance is handled expeditiously.	21.1%	36.8%	21.1%	10.5%	10.5%

E. **_ASSET AND RISK MANAGEMENT_**

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
30. My property tax bill is reasonable for the educational services delivered.	10.0%	25.0%	35.0%	20.0%	10.0%
31. Board members and administrators do a good job explaining the use of tax dollars.	15.0%	15.0%	35.0%	15.0%	20.0%

F.   FINANCIAL MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
32. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	5.3%	26.3%	63.2%	5.3%	0.0%
33. Campus administrators are well trained in fiscal management techniques.	10.0%	35.0%	50.0%	5.0%	0.0%
34. The district's financial reports are easy to understand and read.	0.0%	5.6%	66.7%	27.8%	0.0%
35. Financial reports are made available to community members when asked.	5.3%	5.3%	68.4%	10.5%	10.5%

G.   PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
36. Students are issued textbooks in a timely manner.	15.8%	63.2%	10.5%	0.0%	10.5%
37. Textbooks are in good shape.	5.3%	52.6%	15.8%	10.5%	15.8%
38. The school library meets student needs for books and other resources.	10.5%	47.4%	15.8%	10.5%	15.8%

H.   FOOD SERVICES

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
39. My child regularly purchases his/her meal from the cafeteria.	21.1%	26.3%	15.8%	15.8%	21.1%
40. The school breakfast program is available to all children.	35.0%	50.0%	5.0%	5.0%	5.0%
41. The cafeteria's food looks and tastes good.	10.0%	15.0%	20.0%	30.0%	25.0%
42. Food is served warm.	20.0%	25.0%	20.0%	25.0%	10.0%
43. Students have enough time to eat.	10.0%	35.0%	15.0%	30.0%	10.0%
44. Students eat lunch at the appropriate time of day.	15.0%	70.0%	10.0%	0.0%	5.0%
45. Students wait in food lines no longer than 10 minutes.	10.0%	25.0%	30.0%	20.0%	15.0%
46. Discipline and order are maintained in the school cafeteria.	20.0%	35.0%	15.0%	15.0%	15.0%
47. Cafeteria staff is helpful and friendly.	30.0%	35.0%	10.0%	10.0%	15.0%
48. Cafeteria facilities are sanitary and neat.	20.0%	35.0%	15.0%	15.0%	15.0%

I.   TRANSPORTATION

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
49. My child regularly rides the bus.	57.9%	31.6%	0.0%	5.3%	5.3%
50. The bus driver maintains discipline on the bus.	31.6%	47.4%	10.5%	10.5%	0.0%
51. The length of the student's bus ride is reasonable.	26.3%	57.9%	5.3%	10.5%	0.0%
52. The drop-off zone at the school is safe.	36.8%	52.6%	5.3%	5.3%	0.0%
53. The bus stop near my house is safe.	42.1%	52.6%	0.0%	5.3%	0.0%

I.   TRANSPORTATION (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
54. The bus stop is within walking distance from our home.	27.8%	50.0%	5.6%	5.6%	11.1%
55. Buses arrive and depart on time.	31.6%	52.6%	0.0%	15.8%	0.0%
56. Buses arrive early enough for students to eat breakfast at school.	47.4%	42.1%	5.3%	5.3%	0.0%
57. Buses seldom break down.	31.6%	31.6%	15.8%	15.8%	5.3%
58. Buses are clean.	21.1%	21.1%	21.1%	26.3%	10.5%
59. Bus drivers allow students to sit down before taking off.	47.4%	31.6%	5.3%	15.8%	0.0%
60. The district has a simple method to request buses for special events.	26.3%	21.1%	52.6%	0.0%	0.0%

J.   SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
61. Students feel safe and secure at school.	22.2%	33.3%	22.2%	11.1%	11.1%
62. School disturbances are infrequent.	15.8%	36.8%	10.5%	15.8%	21.1%
63. Gangs are not a problem in this district.	40.0%	35.0%	10.0%	10.0%	5.0%
64. Drugs are not a problem in this district.	26.3%	31.6%	10.5%	26.3%	5.3%
65. Vandalism is not a problem in this district.	21.1%	21.1%	15.8%	21.1%	21.1%
66. Security personnel have a good working relationship with principals and teachers.	10.5%	47.4%	26.3%	10.5%	5.3%
67. Security personnel are respected and liked by the students they serve.	5.3%	36.8%	36.8%	15.8%	5.3%
68. A good working arrangement exists between the local law enforcement and the district.	21.1%	42.1%	31.6%	0.0%	5.3%
69. Students receive fair and equitable discipline for misconduct.	10.0%	45.0%	10.0%	20.0%	15.0%
70. Safety hazards do not exist on school grounds.	10.5%	21.1%	36.8%	31.6%	0.0%

K.   COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
71. Teachers know how to teach computer science and other technology-related courses.	30.0%	35.0%	25.0%	5.0%	5.0%
72. Computers are new enough to be useful to teach students.	25.0%	50.0%	20.0%	5.0%	0.0%
73. The district meets student needs in computer fundamentals.	25.0%	50.0%	15.0%	10.0%	0.0%
74. The district meets student needs in advanced computer skills.	25.0%	45.0%	20.0%	10.0%	0.0%
75. Students have easy access to the internet.	30.0%	35.0%	20.0%	10.0%	5.0%

TEACHER SURVEY

N = 11

Note: Totals may not add to 100% due to rounding.

1.	GENDER (OPTIONAL)	MALE	FEMALE
		36.4%	63.6%

2.	ETHNICITY (OPTIONAL)	AFRICAN AMERICAN	ANGLO	ASIAN	HISPANIC	OTHER
		55.6%	33.3%	0.0%	0.0%	11.1%

3.	HOW LONG HAVE YOU BEEN EMPLOYED BY KARNACK ISD?	1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	20+ YEARS
		45.5%	18.2%	18.2%	0.0%	18.2%

4. WHAT GRADE(S) DO YOU TEACH THIS YEAR (CIRCLE ALL THAT APPLY)?

PRE-KINDERGARTEN	KINDERGARTEN	FIRST	SECOND	THIRD
5.3%	2.6%	2.6%	5.3%	2.6%
FOURTH	**FIFTH**	**SIXTH**	**SEVENTH**	**EIGHTH**
5.3%	5.3%	5.3%	13.2%	10.5%
NINTH	**TENTH**	**ELEVENTH**	**TWELFTH**	
10.5%	10.5%	10.5%	10.5%	

A. DISTRICT ORGANIZATION AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The school board allows sufficient time for public input at meetings.	18.2%	36.4%	45.5%	0.0%	0.0%
2. School board members listen to the opinions and desires of others.	27.3%	63.6%	9.1%	0.0%	0.0%
3. School board members work well with the superintendent.	36.4%	27.3%	36.4%	0.0%	0.0%
4. The school board has a good image in the community.	36.4%	36.4%	18.2%	9.1%	0.0%
5. The superintendent is a respected and effective instructional leader.	27.3%	54.5%	9.1%	9.1%	0.0%
6. The superintendent is a respected and effective business manager.	27.3%	54.5%	18.2%	0.0%	0.0%
7. Central administration is efficient.	27.3%	54.5%	18.2%	0.0%	0.0%
8. Central administration supports the educational process.	36.4%	54.5%	9.1%	0.0%	0.0%
9. The morale of central administration staff is good.	40.0%	50.0%	10.0%	0.0%	0.0%

B.   EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
10. Education is the main priority in our school district.	63.6%	36.4%	0.0%	0.0%	0.0%
11. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	27.3%	72.7%	0.0%	0.0%	0.0%
12. The needs of the college-bound student are being met.	9.1%	54.5%	36.4%	0.0%	0.0%
13. The needs of the work-bound student are being met.	10.0%	50.0%	40.0%	0.0%	0.0%
14. The district provides curriculum guides for all grades and subjects.	27.3%	18.2%	18.2%	36.4%	0.0%
15. The curriculum guides are appropriately aligned and coordinated.	9.1%	45.5%	27.3%	18.2%	0.0%
16. The district's curriculum guides clearly outline what to teach and how to teach it.	9.1%	27.3%	54.5%	9.1%	0.0%
17. The district has effective educational programs for the following:					
a) Reading	18.2%	63.6%	18.2%	0.0%	0.0%
b) Writing	18.2%	45.5%	27.3%	9.1%	0.0%
c) Mathematics	18.2%	54.5%	18.2%	9.1%	0.0%
d) Science	9.1%	45.5%	27.3%	18.2%	0.0%
e) English or Language Arts	18.2%	54.5%	27.3%	0.0%	0.0%
f) Computer Instruction	18.2%	54.5%	9.1%	18.2%	0.0%
g) Social Studies (history or geography)	18.2%	27.3%	36.4%	18.2%	0.0%
h) Fine Arts	18.2%	27.3%	27.3%	27.3%	0.0%
i) Physical Education	18.2%	54.5%	18.2%	0.0%	9.1%
j) Business Education	9.1%	36.4%	54.5%	0.0%	0.0%
k) Vocational (Career and Technology) Education	9.1%	27.3%	63.6%	0.0%	0.0%
l) Foreign Language	10.0%	10.0%	70.0%	10.0%	0.0%
18. The district has effective special programs for the following:					
a) Library Service	18.2%	63.6%	9.1%	0.0%	9.1%
b) Honors/Gifted and Talented Education	9.1%	45.5%	36.4%	9.1%	0.0%
c) Special Education	27.3%	54.5%	18.2%	0.0%	0.0%
d) Head Start and Even Start programs	36.4%	45.5%	18.2%	0.0%	0.0%
e) Dyslexia program	0.0%	45.5%	36.4%	18.2%	0.0%
f) Student mentoring program	0.0%	36.4%	45.5%	18.2%	0.0%
g) Advanced placement program	0.0%	18.2%	72.7%	9.1%	0.0%
h) Literacy program	10.0%	20.0%	50.0%	20.0%	0.0%
i) Programs for students at risk of of dropping out of school	9.1%	18.2%	45.5%	27.3%	0.0%
j) Summer school programs	0.0%	0.0%	54.5%	36.4%	9.1%
k) Alternative education programs	0.0%	18.2%	72.7%	0.0%	9.1%
l) "English as a second language" program	0.0%	0.0%	63.6%	36.4%	0.0%

B.   EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
m) Career counseling program	0.0%	54.5%	45.5%	0.0%	0.0%
n) College counseling program	9.1%	45.5%	45.5%	0.0%	0.0%
o) Counseling the parents of students	0.0%	18.2%	72.7%	9.1%	0.0%
p) Drop out prevention program	0.0%	18.2%	72.7%	9.1%	0.0%
19. Parents are immediately notified if a child is absent from school.	18.2%	27.3%	36.4%	18.2%	0.0%
20. Teacher turnover is low.	10.0%	40.0%	10.0%	30.0%	10.0%
21. Highly qualified teachers fill job openings.	36.4%	27.3%	27.3%	9.1%	0.0%
22. Teacher openings are filled quickly.	18.2%	72.7%	0.0%	0.0%	9.1%
23. Teachers are rewarded for superior performance.	9.1%	18.2%	45.5%	18.2%	9.1%
24. Teachers are counseled about less than satisfactory performance.	9.1%	63.6%	27.3%	0.0%	0.0%
25. Teachers are knowledgeable in the subject areas they teach.	36.4%	63.6%	0.0%	0.0%	0.0%
26. All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	45.5%	54.5%	0.0%	0.0%	0.0%
27. The student-to-teacher ratio is reasonable.	72.7%	27.3%	0.0%	0.0%	0.0%
28. Classrooms are seldom left unattended.	54.5%	45.5%	0.0%	0.0%	0.0%

C.   PERSONNEL

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
29. District salaries are competitive with similar positions in the job market.	0.0%	27.3%	27.3%	27.3%	18.2%
30. The district has a good and timely program for orienting new employees.	18.2%	63.6%	9.1%	9.1%	0.0%
31. Temporary workers are rarely used.	18.2%	36.4%	18.2%	27.3%	0.0%
32. The district successfully projects future staffing needs.	9.1%	45.5%	18.2%	27.3%	0.0%
33. The district has an effective employee recruitment program.	9.1%	36.4%	18.2%	18.2%	18.2%
34. The district operates an effective staff development program.	27.3%	54.5%	0.0%	18.2%	0.0%
35. District employees receive annual personnel evaluations.	63.6%	36.4%	0.0%	0.0%	0.0%
36. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0.0%	18.2%	27.3%	36.4%	18.2%
37. Employees who perform below the standard of expectation are counseled appropriately and timely.	27.3%	27.3%	36.4%	9.1%	0.0%
38. The district has a fair and timely grievance process.	18.2%	27.3%	45.5%	9.1%	0.0%
39. The district's health insurance package meets my needs.	9.1%	54.5%	27.3%	9.1%	0.0%

D.   COMMUNITY INVOLVEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
40. The district regularly communicates with parents.	45.5%	45.5%	0.0%	9.1%	0.0%
41. The local television and radio stations regularly report school news and menus.	9.1%	45.5%	18.2%	27.3%	0.0%
42. Schools have plenty of volunteers to help student and school programs.	0.0%	9.1%	45.5%	45.5%	0.0%
43. District facilities are open for community use.	18.2%	36.4%	45.5%	0.0%	0.0%

E.   FACILITIES USE AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
44. The district plans facilities far enough in the future to support enrollment growth.	9.1%	0.0%	63.6%	27.3%	0.0%
45. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	9.1%	27.3%	54.5%	9.1%	0.0%
46. The architect and construction managers are selected objectively and impersonally.	0.0%	18.2%	72.7%	9.1%	0.0%
47. The quality of new construction is excellent.	0.0%	0.0%	70.0%	20.0%	10.0%
48. Schools are clean.	27.3%	45.5%	0.0%	18.2%	9.1%
49. Buildings are properly maintained in a timely manner.	27.3%	54.5%	0.0%	9.1%	9.1%
50. Repairs are made in a timely manner.	18.2%	63.6%	0.0%	18.2%	0.0%
51. Emergency maintenance is handled promptly.	36.4%	45.5%	18.2%	0.0%	0.0%

F.   FINANCIAL MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
52. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	18.2%	45.5%	36.4%	0.0%	0.0%
53. Campus administrators are well trained in fiscal management techniques.	18.2%	45.5%	36.4%	0.0%	0.0%
54. Financial resources are allocated fairly and equitably at my school.	36.4%	36.4%	18.2%	9.1%	0.0%

G.   PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
55. Purchasing gets me what I need when I need it.	45.5%	36.4%	0.0%	18.2%	0.0%
56. Purchasing acquires the highest quality materials and equipment at the lowest cost.	40.0%	50.0%	10.0%	0.0%	0.0%
57. Purchasing processes are not cumbersome for the requestor.	20.0%	60.0%	20.0%	0.0%	0.0%
58. Vendors are selected competitively.	20.0%	60.0%	20.0%	0.0%	0.0%

G.   PURCHASING AND WAREHOUSING (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
59. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	27.3%	63.6%	0.0%	9.1%	0.0%
60. Students are issued textbooks in a timely manner.	45.5%	45.5%	9.1%	0.0%	0.0%
61. Textbooks are in good shape.	27.3%	63.6%	9.1%	0.0%	0.0%
62. The school library meets the student needs for books and other resources.	18.2%	72.7%	0.0%	9.1%	0.0%

H.   FOOD SERVICES

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
63. The cafeteria's food looks and tastes good.	27.3%	27.3%	27.3%	0.0%	18.2%
64. Food is served warm.	27.3%	45.5%	18.2%	0.0%	9.1%
65. Students eat lunch at the appropriate time of day.	54.5%	45.5%	0.0%	0.0%	0.0%
66. Students wait in food lines no longer than 10 minutes.	36.4%	54.5%	9.1%	0.0%	0.0%
67. Discipline and order are maintained in the school cafeteria.	45.5%	54.5%	0.0%	0.0%	0.0%
68. Cafeteria staff is helpful and friendly.	45.5%	45.5%	0.0%	9.1%	0.0%
69. Cafeteria facilities are sanitary and neat.	36.4%	54.5%	9.1%	0.0%	0.0%

I.   SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
70. School disturbances are infrequent.	30.0%	60.0%	10.0%	0.0%	0.0%
71. Gangs are not a problem in this district.	72.7%	18.2%	0.0%	9.1%	0.0%
72. Drugs are not a problem in this district.	18.2%	54.5%	18.2%	9.1%	0.0%
73. Vandalism is not a problem in this district.	9.1%	63.6%	0.0%	27.3%	0.0%
74. Security personnel have a good working relationship with principals and teachers.	36.4%	27.3%	36.4%	0.0%	0.0%
75. Security personnel are respected and liked by the students they serve.	36.4%	9.1%	54.5%	0.0%	0.0%
76. A good working arrangement exists between local law enforcement and the district.	45.5%	27.3%	18.2%	9.1%	0.0%
77. Students receive fair and equitable discipline for misconduct.	36.4%	27.3%	18.2%	18.2%	0.0%
78. Safety hazards do not exist on school grounds.	9.1%	63.6%	0.0%	27.3%	0.0%

J.   COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
79. Students regularly use computers.	54.5%	45.5%	0.0%	0.0%	0.0%
80. Students have regular access to computer equipment and software in the classroom.	54.5%	45.5%	0.0%	0.0%	0.0%
81. Teachers know how to use computers in the classroom.	45.5%	45.5%	0.0%	9.1%	0.0%
82. Computers are new enough to be useful for student instruction.	54.5%	45.5%	0.0%	0.0%	0.0%
83. The district meets student needs in classes in computer fundamentals.	36.4%	45.5%	9.1%	9.1%	0.0%
84. The district meets student needs in classes in advanced computer skills.	27.3%	36.4%	27.3%	9.1%	0.0%
85. Teachers and students have easy access to the Internet.	54.5%	36.4%	0.0%	9.1%	0.0%

DISTRICT ADMINISTRATION AND SUPPORT STAFF SURVEY

N = 19

Note: Totals may not add to 100% due to rounding.

1.	GENDER (OPTIONAL)	MALE	FEMALE		
		5.9%	94.1%		

2.	ETHNICITY (OPTIONAL)	AFRICAN AMERICAN	ANGLO	HISPANIC	ASIAN	OTHER
		56.3%	37.5%	0.0%	0.0%	6.3%

3.	HOW LONG HAVE YOU BEEN EMPLOYED BY KARNACK ISD?	1–5 YEARS	6–10 YEARS	11–15 YEARS	16–20 YEARS	20+ YEARS
		68.4%	15.8%	10.5%	0.0%	5.3%

4.	ARE YOU A(N):	A. ADMINISTRATOR	B. CLERICAL STAFF	C. SUPPORT STAFF
		33.3%	22.2%	44.4%

5.	HOW LONG HAVE YOU BEEN EMPLOYED IN THIS CAPACITY BY KARNACK ISD?	1–5 YEARS	6–10 YEARS	11–15 YEARS	16–20 YEARS	20+ YEARS
		78.9%	10.5%	5.3%	5.3%	0.0%

A. DISTRICT ORGANIZATION AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The school board allows sufficient time for public input at meetings.	15.8%	42.1%	21.1%	10.5%	10.5%
2. School board members listen to the opinions and desires of others.	15.8%	52.6%	15.8%	10.5%	5.3%
3. The superintendent is a respected and effective instructional leader.	36.8%	31.6%	21.1%	0.0%	10.5%
4. The superintendent is a respected and effective business manager.	31.6%	42.1%	10.5%	5.3%	10.5%
5. Central administration is efficient.	36.8%	42.1%	5.3%	5.3%	10.5%
6. Central administration supports the educational process.	36.8%	31.6%	21.1%	5.3%	5.3%
7. The morale of central administration staff is good.	31.6%	47.4%	5.3%	5.3%	10.5%

B.   *EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT*

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
8. Education is the main priority in our school district.	44.4%	33.3%	16.7%	0.0%	5.6%
9. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	26.3%	42.1%	15.8%	10.5%	5.3%
10. The needs of the college-bound student are being met.	15.8%	26.3%	21.1%	26.3%	10.5%
11. The needs of the work-bound student are being met.	15.8%	15.8%	31.6%	21.1%	15.8%
12. The district has effective educational programs for the following:					
a) Reading	27.8%	38.9%	11.1%	16.7%	5.6%
b) Writing	27.8%	38.9%	11.1%	16.7%	5.6%
c) Mathematics	26.3%	47.4%	10.5%	10.5%	5.3%
d) Science	21.1%	36.8%	10.5%	21.1%	10.5%
e) English or Language Arts	31.6%	42.1%	10.5%	10.5%	5.3%
f) Computer Instruction	21.1%	52.6%	10.5%	10.5%	5.3%
g) Social Studies (history or geography)	21.1%	47.4%	15.8%	10.5%	5.3%
h) Fine Arts	21.1%	36.8%	15.8%	10.5%	15.8%
i) Physical Education	21.1%	42.1%	10.5%	15.8%	10.5%
j) Business Education	15.8%	47.4%	21.1%	5.3%	10.5%
k) Vocational (Career and Technology) Education	15.8%	26.3%	31.6%	15.8%	10.5%
l) Foreign Language	10.5%	26.3%	31.6%	21.1%	10.5%
13. The district has effective special programs for the following:					
a) Library Service	5.3%	63.2%	10.5%	15.8%	5.3%
b) Honors/Gifted and Talented Education	5.3%	52.6%	21.1%	15.8%	5.3%
c) Special Education	5.3%	52.6%	15.8%	10.5%	15.8%
d) Head Start and Even Start programs	26.3%	57.9%	10.5%	5.3%	0.0%
e) Dyslexia program	5.3%	26.3%	47.4%	5.3%	15.8%
f) Student mentoring program	5.3%	15.8%	36.8%	21.1%	21.1%
g) Advanced placement program	5.3%	5.3%	47.4%	21.1%	21.1%
h) Literacy program	5.3%	15.8%	47.4%	15.8%	15.8%
i) Programs for students at risk of dropping out of school	5.3%	26.3%	21.1%	31.6%	15.8%
j) Summer school programs	5.3%	5.3%	26.3%	42.1%	21.1%
k) Alternative education programs	5.6%	16.7%	50.0%	11.1%	16.7%
l) "English as a second language" program	5.3%	10.5%	42.1%	15.8%	26.3%
m) Career counseling program	5.6%	38.9%	38.9%	5.6%	11.1%
n) College counseling program	5.3%	42.1%	31.6%	10.5%	10.5%
o) Counseling the parents of students	5.3%	21.1%	36.8%	26.3%	10.5%
p) Drop out prevention program	5.3%	10.5%	42.1%	21.1%	21.1%
14. Parents are immediately notified if a child is absent from school.	10.5%	47.4%	15.8%	15.8%	10.5%
15. Teacher turnover is low.	0.0%	26.3%	42.1%	15.8%	15.8%
16. Highly qualified teachers fill job openings.	10.5%	26.3%	26.3%	21.1%	15.8%

B. EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASUREMENT (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
17. Teacher openings are filled quickly.	5.3%	36.8%	15.8%	26.3%	15.8%
18. Teachers are rewarded for superior performance.	10.5%	0.0%	42.1%	31.6%	15.8%
19. Teachers are counseled about less than satisfactory performance.	10.5%	31.6%	42.1%	10.5%	5.3%
20. All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	21.1%	63.2%	10.5%	0.0%	5.3%
21. The student-to-teacher ratio is reasonable.	21.1%	57.9%	15.8%	0.0%	5.3%
22. Students have access, when needed, to a school nurse.	0.0%	5.3%	15.8%	47.4%	31.6%
23. Classrooms are seldom left unattended.	21.1%	36.8%	26.3%	5.3%	10.5%

C. PERSONNEL

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
24. District salaries are competitive with similar positions in the job market.	10.5%	10.5%	15.8%	31.6%	31.6%
25. The district has a good and timely program for orienting new employees.	5.3%	47.4%	31.6%	0.0%	15.8%
26. Temporary workers are rarely used.	10.5%	57.9%	15.8%	5.3%	10.5%
27. The district successfully projects future staffing needs.	5.3%	15.8%	36.8%	21.1%	21.1%
28. The district has an effective employee recruitment program.	5.3%	5.3%	42.1%	26.3%	21.1%
29. The district operates an effective staff development program.	5.3%	47.4%	21.1%	10.5%	15.8%
30. District employees receive annual personnel evaluations.	26.3%	52.6%	10.5%	0.0%	10.5%
31. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	5.3%	10.5%	31.6%	31.6%	21.1%
32. Employees who perform below the standard of expectation are counseled appropriately and timely.	10.5%	36.8%	31.6%	10.5%	10.5%
33. The district has a fair and timely grievance process.	5.3%	36.8%	36.8%	5.3%	15.8%
34. The district's health insurance package meets my needs.	15.8%	42.1%	15.8%	10.5%	15.8%

D. COMMUNITY INVOLVEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
35. The district regularly communicates with parents.	15.8%	47.4%	21.1%	5.3%	10.5%
36. The local television and radio stations regularly report school news and menus.	10.5%	31.6%	15.8%	26.3%	15.8%
37. Schools have plenty of volunteers to help student and school programs.	10.5%	15.8%	21.1%	31.6%	21.1%
38. District facilities are open for community use.	5.3%	10.5%	57.9%	10.5%	15.8%

E.   FACILITIES USE AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
39. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	5.3%	26.3%	21.1%	31.6%	15.8%
40. The architect and construction managers are selected objectively and impersonally.	5.3%	10.5%	63.2%	0.0%	21.1%
41. Schools are clean.	21.1%	47.4%	10.5%	10.5%	10.5%
42. Buildings are properly maintained in a timely manner.	5.3%	31.6%	21.1%	21.1%	21.1%
43. Repairs are made in a timely manner.	5.3%	31.6%	10.5%	21.1%	31.6%
44. Emergency maintenance is handled promptly.	5.3%	26.3%	21.1%	31.6%	15.8%

F.   FINANCIAL MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
45. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	15.8%	57.9%	10.5%	5.3%	10.5%
46. Campus administrators are well trained in fiscal management techniques.	15.8%	36.8%	31.6%	5.3%	10.5%
47. The district's financial reports are easy to understand and read.	5.6%	55.6%	27.8%	0.0%	11.1%
48. Financial reports are made available to community members when asked.	10.5%	26.3%	42.1%	0.0%	21.1%

G.   PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
49. Purchasing gets me what I need when I need it.	21.1%	36.8%	15.8%	15.8%	10.5%
50. Purchasing acquires the highest quality materials and equipment at the lowest cost.	21.1%	42.1%	26.3%	0.0%	10.5%
51. Purchasing processes are not cumbersome for the requestor.	16.7%	44.4%	27.8%	0.0%	11.1%
52. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	15.8%	26.3%	26.3%	15.8%	15.8%
53. Students are issued textbooks in a timely manner.	26.3%	42.1%	15.8%	5.3%	10.5%
54. Textbooks are in good shape.	21.1%	47.4%	26.3%	0.0%	5.3%
55. The school library meets student needs for books and other resources for students.	5.3%	57.9%	10.5%	10.5%	15.8%

H.   SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
56. Gangs are not a problem in this district.	31.6%	36.8%	15.8%	5.3%	10.5%
57. Drugs are not a problem in this district.	10.5%	26.3%	21.1%	21.1%	21.1%
58. Vandalism is not a problem in this district.	5.3%	5.3%	15.8%	42.1%	31.6%

H. SAFETY AND SECURITY (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
59. Security personnel have a good working relationship with principals and teachers.	10.5%	36.8%	26.3%	21.1%	5.3%
60. Security personnel are respected and liked by the students they serve.	5.3%	15.8%	52.6%	15.8%	10.5%
61. A good working arrangement exists between local law enforcement and the district.	15.8%	42.1%	26.3%	5.3%	10.5%
62. Students receive fair and equitable discipline for misconduct.	21.1%	21.1%	26.3%	15.8%	15.8%

I. COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
63. Students regularly use computers.	31.6%	63.2%	0.0%	0.0%	5.3%
64. Students have regular access to computer equipment and software in the classroom.	31.6%	57.9%	0.0%	5.3%	5.3%
65. Teachers know how to use computers in the classroom.	15.8%	52.6%	15.8%	10.5%	5.3%
66. Computers are new enough to be useful for student instruction.	26.3%	63.2%	0.0%	0.0%	10.5%
67. The district meets student's needs in computer fundamentals.	26.3%	52.6%	10.5%	0.0%	10.5%
68. The district meets student's needs in advanced computer skills.	15.8%	42.1%	21.1%	10.5%	10.5%
69. Teachers and students have easy access to the Internet.	31.6%	42.1%	10.5%	0.0%	15.8%

STUDENT SURVEY

N = 34

Note: Totals may not add to 100% due to rounding.

1.	GENDER (OPTIONAL)	MALE	FEMALE
		50.0%	50.0%

2.	ETHNICITY (OPTIONAL)	AFRICAN AMERICAN	ANGLO	HISPANIC	ASIAN	OTHER
		75.0%	9.4%	3.1%	0.0%	12.5%

3.	CLASSIFICATION	JUNIOR	SENIOR
		29.4%	70.6%

A. EDUCATION SERVICE DELIVERY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The needs of the college-bound student are being met.	5.9%	55.9%	17.6%	14.7%	5.9%
2. The needs of the work-bound student are being met.	9.4%	40.6%	25.0%	18.8%	6.3%
3. The district has effective educational programs for the following:					
a) Reading	32.4%	55.9%	2.9%	2.9%	5.9%
b) Writing	26.5%	61.8%	5.9%	2.9%	2.9%
c) Mathematics	29.4%	58.8%	5.9%	5.9%	0.0%
d) Science	26.5%	58.8%	5.9%	8.8%	0.0%
e) English or Language Arts	24.2%	60.6%	6.1%	6.1%	3.0%
f) Computer Instruction					
g) Social Studies (history or geography)	14.7%	58.8%	11.8%	11.8%	2.9%
h) Fine Arts	12.1%	45.5%	21.2%	15.2%	6.1%
i) Physical Education	29.4%	50.0%	11.8%	8.8%	0.0%
j) Business Education	35.3%	52.9%	5.9%	2.9%	2.9%
k) Vocational (Career and Technology) Education	14.7%	44.1%	23.5%	8.8%	8.8%
l) Foreign Language	9.4%	50.0%	25.0%	6.3%	9.4%
4. The district has effective special programs for the following:					
a) Library Service	6.1%	39.4%	12.1%	33.3%	9.1%
b) Honors/Gifted and Talented Education	11.8%	64.7%	14.7%	8.8%	0.0%
c) Special Education	15.2%	48.5%	21.2%	6.1%	9.1%
d) Student mentoring program	9.1%	33.3%	18.2%	21.2%	18.2%

A.   EDUCATION SERVICE DELIVERY (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
e) Advanced placement program	3.0%	30.3%	30.3%	21.2%	15.2%
f) Career counseling program	17.6%	23.5%	17.6%	23.5%	17.6%
g) College counseling program	11.8%	26.5%	23.5%	23.5%	14.7%
5. Students have access, when needed, to a school nurse.	11.8%	23.5%	11.8%	26.5%	26.5%
6. Classrooms are seldom left unattended.	5.9%	41.2%	23.5%	14.7%	14.7%
7. The district provides a high quality education.	8.8%	47.1%	17.6%	23.5%	2.9%
8. The district has high quality teachers.	14.7%	47.1%	17.6%	14.7%	5.9%

B.   FACILITIES USE AND MANAGEMENT

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
9. Schools are clean.	0.0%	41.2%	29.4%	11.8%	17.6%
10. Buildings are properly maintained in a timely manner.	2.9%	29.4%	29.4%	29.4%	8.8%
11. Repairs are made in a timely manner.	2.9%	26.5%	38.2%	20.6%	11.8%
12. Emergency maintenance is handled timely.	5.9%	47.1%	26.5%	11.8%	8.8%

C.   PURCHASING AND WAREHOUSING

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
13. There are enough textbooks in all my classes.	11.8%	44.1%	5.9%	23.5%	14.7%
14. Students are issued textbooks in a timely manner.	14.7%	70.6%	8.8%	0.0%	5.9%
15. Textbooks are in good shape.	8.8%	52.9%	17.6%	8.8%	11.8%
16. The school library meets student needs for books and other resources.	18.2%	39.4%	18.2%	9.1%	15.2%

D.   FOOD SERVICES

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
17. The school breakfast program is available to all children.	14.7%	50.0%	2.9%	14.7%	17.6%
18. The cafeteria's food looks and tastes good.	0.0%	3.0%	0.0%	12.1%	84.8%
19. Food is served warm.	2.9%	17.6%	17.6%	23.5%	38.2%
20. Students have enough time to eat.	5.9%	29.4%	17.6%	17.6%	29.4%
21. Students eat lunch at the appropriate time of day.	14.7%	44.1%	17.6%	8.8%	14.7%
22. Students wait in food lines no longer than 10 minutes.	11.8%	11.8%	2.9%	29.4%	44.1%
23. Discipline and order are maintained in the school cafeteria.	8.8%	41.2%	20.6%	17.6%	11.8%

D. FOOD SERVICES (CONTINUED)

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
24. Cafeteria staff is helpful and friendly.	5.9%	47.1%	26.5%	2.9%	17.6%
25. Cafeteria facilities are sanitary and neat.	5.9%	20.6%	26.5%	11.8%	35.3%

E. TRANSPORTATION

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
26. I regularly ride the bus.	20.6%	52.9%	5.9%	5.9%	14.7%
27. The bus driver maintains discipline on the bus.	5.9%	50.0%	26.5%	11.8%	5.9%
28. The length of my bus ride is reasonable.	9.1%	45.5%	30.3%	3.0%	12.1%
29. The drop-off zone at the school is safe.	11.8%	61.8%	23.5%	0.0%	2.9%
30. The bus stop near my house is safe.	23.5%	58.8%	11.8%	0.0%	5.9%
31. The bus stop is within walking distance from our home.	20.6%	55.9%	17.6%	2.9%	2.9%
32. Buses arrive and leave on time.	2.9%	29.4%	44.1%	5.9%	17.6%
33. Buses arrive early enough for students to eat breakfast at school.	23.5%	50.0%	23.5%	0.0%	2.9%
34. Buses seldom break down.	2.9%	38.2%	29.4%	14.7%	14.7%
35. Buses are clean.	5.9%	29.4%	41.2%	14.7%	8.8%
36. Bus drivers allow students to sit down before taking off.	9.1%	51.5%	21.2%	12.1%	6.1%

F. SAFETY AND SECURITY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
37. I feel safe and secure at school.	15.2%	66.7%	9.1%	9.1%	0.0%
38. School disturbances are infrequent.	9.4%	37.5%	21.9%	15.6%	15.6%
39. Gangs are not a problem in this district.	44.1%	38.2%	11.8%	2.9%	2.9%
40. Drugs are not a problem in this district.	20.6%	52.9%	17.6%	5.9%	2.9%
41. Vandalism is not a problem in this district.	8.8%	38.2%	17.6%	23.5%	11.8%
42. Security personnel have a good working relationship with principals and teachers.	6.3%	50.0%	31.3%	9.4%	3.1%
43. Security personnel are respected and liked by the students they serve.	6.1%	42.4%	36.4%	9.1%	6.1%
44. A good working arrangement exists between the local law enforcement and the district.	8.8%	47.1%	38.2%	5.9%	0.0%
45. Students receive fair and equitable discipline for misconduct.	0.0%	44.1%	26.5%	14.7%	14.7%
46. Safety hazards do not exist on school grounds.	11.8%	29.4%	26.5%	23.5%	8.8%

G.   COMPUTERS AND TECHNOLOGY

SURVEY QUESTIONS	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
47. Students have regular access to computer equipment and software in the classroom.	11.8%	41.2%	14.7%	26.5%	5.9%
48. Teachers know how to use computers in the classroom.	26.5%	47.1%	17.6%	8.8%	0.0%
49. Computers are new enough to be useful for student instruction.	8.8%	32.4%	23.5%	20.6%	14.7%
50. The district offers enough classes in computer fundamentals.	14.7%	38.2%	20.6%	11.8%	14.7%
51. The district meets student needs in advanced computer skills.	11.8%	29.4%	35.3%	11.8%	11.8%
52. Teachers and students have easy access to the Internet.	17.6%	50.0%	14.7%	8.8%	8.8%