

February 19, 2003

The Honorable Rick Perry, Governor  
The Honorable David Dewhurst, Lieutenant Governor  
The Honorable Thomas R. Craddick, Speaker of the House  
Commissioner Felipe T. Alanis, Ph.D.

Fellow Texans:

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

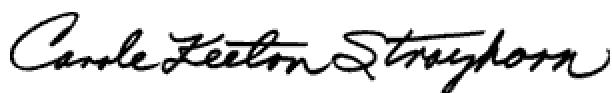
In August 2001, I released the results of my review of the district's operations. This review offered 28 recommendations that could save KCISD taxpayers more than \$599,000 by 2005-06. Cumulative net savings from all recommendations (savings less recommended investments) were projected to reach more than \$590,000 by 2005-06. The review also noted a number of KCISD's exemplary programs and model services provided by district administrators, teachers, and staff.

After a little more than one year, we returned to check on how well the district's leadership put these proposals into practice. Over the last year, KCISD has implemented, or is in the process of implementing, 24 of the proposals, or 86 percent. The district has invested a net of \$1,000 to date and although significant savings are anticipated, the district conservatively said the precise amount could not be estimated at this time.

This report is available on my Web site at  
[www.window.state.tx.us/tspr/karnescitypr/](http://www.window.state.tx.us/tspr/karnescitypr/).

Thanks for all that you do for Texas.

Sincerely,



Carole Keeton Strayhorn

Texas Comptroller

c: Senate Committee on Education  
House Committee on Public Education  
The Honorable Gabi Canales, State Representative, District 35  
The Honorable Judith Zaffirini, Ph. D., State Senator, District 21

# **EXECUTIVE SUMMARY**

## **Executive Summary Overview**

### **Summary of Costs and Savings by Recommendation (Exhibit 5)**

In March 2001, Texas Comptroller Carole Keeton Rylander began a review of the Karnes City Independent School District (KCISD) as part of a four-district Texas School Performance Review (TSPR) project that also included reviews of the neighboring Kenedy, Falls City and Runge school districts. These four districts are located near one another in Karnes County. Based upon more than six months of work, this report identifies KCISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 28 recommendations could result in net savings of more than \$550,737 over the next five years.

### **Improving the Texas School Performance Review**

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

Recognizing that only 51 cents of every education dollar is spent on instruction, Comptroller Rylander's approach is designed to give local school officials in Karnes City and in other Texas communities the ability to move more of every education dollar directly into the classroom.

Comptroller Rylander also has ordered TSPR staff to share best practices and exemplary programs quickly and systematically with all the state's school districts and with anyone else who requests such information.

Comptroller Rylander has directed TSPR to serve as a clearinghouse of the best ideas in Texas public education.

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

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

- Develop strategies to ensure the district's processes and programs are continuously assessed and improved;
- Challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- Put goods and services to the "Yellow Pages Test": government should do no job if a business in the Yellow Pages can do that job better and at a lower cost.

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

*For more information, contact TSPR by calling (512)475-3676, or see the Legislative Budget Board's Website at [www.lbb.state.tx.us](http://www.lbb.state.tx.us).*

### **TSPR in Karnes City ISD**

IBM, Corporation, an international consulting, software and manufacturing conglomerate was awarded a contract worth \$250,000 to assist TSPR with these four reviews. The team interviewed district employees, school board members, parents, business leaders and community members and held a public forum at Karnes City High School. The review team conducted additional focus group sessions with teachers, business leaders, site-based-decision-making committees, students and parent volunteer groups. The Comptroller's office also received letters, e-mails and phone calls from a wide array of parents, teachers and members of the community.

To ensure that all stakeholders had an opportunity to give input, TSPR also sent out survey to teachers, parents, administrative and support staff as well as student. A total of 163 respondents answered surveys, including 44 campus and central administrators and support staff, 49 teachers, 54 parents and 16 students completed the surveys. Details from the surveys and comments from the public forums and focus group sessions appear in **Appendices A through F**.

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

KCISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student

demographics. The selected peer districts were Ballinger, Colorado, Corrigan-Camden, DeKalb, Floydada and Freer Independent School Districts.

**Exhibit 1** details the demographic characteristics of KCISD, its peer school districts, Region 3 and the state.

**Exhibit 1**  
**Demographic Characteristics of KCISD**  
**and Peer School Districts**  
**2000-01**

<b>District</b>	<b>Student Enrollment</b>	<b>Racial/Ethnic Percentage</b>				
		<b>Hispanic</b>	<b>African-American</b>	<b>Anglo</b>	<b>Other</b>	<b>Economically Disadvantaged</b>
Ballinger	1,117	36.2%	2.1%	61.5%	0.2%	53.0%
Colorado	1,125	44.6%	5.5%	49.6%	0.3%	52.4%
Corrigan-Camden	1,175	29.7%	24.0%	45.9%	0.4%	65.9%
DeKalb	987	4.2%	29.3%	66.4%	0.2%	51.3%
Floydada	1,118	66.8%	4.7%	28.5%	N/A	64.3%
Freer	1,006	79.9%	0.3%	19.7%	0.1%	54.7%
<b>Karnes City</b>	<b>980</b>	<b>55.9%</b>	<b>4.7%</b>	<b>38.3%</b>	<b>1.1%</b>	<b>57.3%</b>
<b>Region 3</b>	<b>55,852</b>	<b>42.5%</b>	<b>11.0%</b>	<b>45.1%</b>	<b>1.4%</b>	<b>50.0%</b>
<b>State</b>	<b>4,071,433</b>	<b>40.5%</b>	<b>14.4%</b>	<b>42.1%</b>	<b>3.0%</b>	<b>49.2%</b>

*Source: TEA, Public Education Information Management System (PEIMS), 2000-01.*

During its more than six-month review, TSPR developed recommendations to improve operations and save taxpayers more than \$577,000 by 2005-06. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach \$550,737 by 2005.

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. Many TSPR recommendations would not have a direct financial impact but would improve the district's overall operations.

## **Acknowledgments**

The Comptroller's office and IBM, Corporation wish to express their appreciation to the KCISD Board of Trustees, Superintendent Earl Luce, district employees, students, parents and community residents who helped during the review.

### **Karnes City ISD**

In March 2001, TSPR began its performance review of KCISD. Karnes City is situated 55 miles south of San Antonio. KCISD, the largest of the four districts in the County, served 980 students in 2000-01 in one elementary school, one junior high school and high school. The board, community and the superintendent of seven years, Mr. Earl Luce, have a good working relationship.

Students in KCISD are 38.3 percent Anglo, 55.9 percent Hispanic, 4.7 percent African American, 0.7 percent Asian Pacific Islander and 0.4 percent Native American in 2000-01. Economically disadvantaged students make up 57.3 percent of the district's student population, higher than the state average of 49 percent.

The district's budget of \$6.3 million for 2000-01, was second highest of the school districts in Karnes County. The district completed construction of a new administration building in May 2001.

KCISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The selected peer districts were Ballinger, Colorado, Corrigan-Camden, DeKalb, Floydada and Freer ISDs.

For 2000-01, KCISD has the second lowest property tax rate of its peers and the third highest taxable property value per pupil (**Exhibit 2**).

**Exhibit 2**  
**KCISD Adopted Tax Rate and Taxable Property Value**  
**Compared to Peer Districts and State**  
**2000-01**

<b>District</b>	<b>Adopted Tax Rate</b>	<b>Taxable Property Value/Pupil</b>
Floydada	1.2253	\$120,006
<b>Karnes City</b>	<b>1.3054</b>	<b>\$149,040</b>
Freer	1.4000	\$201,462

DeKalb	1.4900	\$96,752
Ballinger	1.5000	\$121,722
Colorado	1.5000	\$190,057
Corrigan-Camden	1.5200	\$145,048
<b>State</b>	<b>1.4742</b>	<b>\$215,121</b>

*Source: TEA, PEIMS 2000-01.*

On August 16, 2001, the Texas Education Agency released the TAAS results for the 2000-01 school year. KCISD received an overall Recognized rating for the second time, the same as the 1999-2000 rating. According to these latest reports, the district has two Recognized schools, Karnes City High School and Karnes City Junior High, and one Academically Acceptable school, Roger E. Sides Elementary. Because this information came late in the review process, and because information regarding the cumulative test results will not be available until November 2001, AEIS data presented throughout the rest of this report reflect 1999-2000 information.

Since 1995-96, student performance has increased by 23 percentage points, from 61.5 percent to 84.5 percent in 1999-2000.

KCISD's 1999-2000 Texas Assessment of Academic Skills (TAAS) test overall passing rate was 84.5 percent compared to the state average of 79.9 percent and the regional average of 84.1 percent. The district received its first accountability rating of Recognized in 1999-2000. It was rated Academically Acceptable from 1994-95 through 1998-99. Both the high school and elementary school also received a rating of Recognized in 1999-2000. The percent of KCISD students passing all TAAS tests, however, was third lowest among its peer districts but above the state average in reading, writing and mathematics (**Exhibit 3**).

**Exhibit 3**  
**Percent of KCISD, Region 3 and State**  
**Students Passing TAAS, All Levels**  
**1999-2000**

Entity	Reading	Writing	Math	All Tests
Corrigan-Camden	91.8%	86.7%	96.7%	82.0%
Colorado	89.8%	92.9%	90.6%	84.0%
<b>Karnes City</b>	<b>89.6%</b>	<b>89.2%</b>	<b>92.3%</b>	<b>84.5%</b>

DeKalb	93.8%	96.9%	92.5%	86.6%
Freer	93.4%	98.4%	93.5%	90.5%
Ballinger	96.0%	95.9%	96.8%	92.6%
Floydada	95.2%	93.5%	96.8%	93.8%
<b>Region 3</b>	<b>90.3%</b>	<b>90.5%</b>	<b>91.2%</b>	<b>84.1%</b>
<b>State</b>	<b>87.4%</b>	<b>88.2%</b>	<b>87.4%</b>	<b>79.9%</b>

*Source: TEA, AEIS, 1999-2000.*

While KCISD is a secure district, maintaining an outstanding relationship with the community, there are challenges remaining for the district in the coming years including:

- preparing students and teachers for the more rigorous student performance system;
- instituting a strong system of financial controls; and
- improving the efficiency of support operations.

### **Key Findings and Recommendations**

#### ***Prepare for more Rigorous Student Performance System***

- **Set goals for improving the performance of economically disadvantaged students.** While KCISD was a Recognized district in 1999-2000, economically disadvantaged students are not performing as well as their counterparts. The Campus Improvement Plans (CIPs) in all three campuses indicate broad objectives for all students to meet or exceed desired performance outcomes in the core subjects by spring 2001 and on through 2003. They do not, however, give specific strategies on how to narrow the performance gap between all students and those economically disadvantaged, particularly for grade 8, where the performance gap is the greatest. By setting specific goals for improving performance of economically disadvantaged students on TAAS and creating a plan for instructional delivery to meet these goals the district will ensure that all children are achieving at the highest possible levels.
- **Coordinate a K-12 curriculum development process.** While all three schools in KCISD are working collaboratively, the district does not have a consistent curriculum guide development process at all grade levels for all subjects. A high-quality educational program starts with high-quality curriculum development. For students to be successful with the state's more rigorous standards,

districts must have a coordinated approach in developing its curriculum so that a clear focus for the entire school system ensures consistency in instructional delivery.

- **Test all children and use the test results to strengthen the district's curriculum and instruction.** KCISD exempts more Special Education students from the TAAS test than the region, state and peer districts, and that number has increased in recent years. TAAS and alternative test results will provide important data to support the development of appropriate instruction for special education students and to improve student performance.

#### *Institute a Strong System of Financial Controls*

- **Improve the accuracy of data submissions.** The district has submitted inaccurate data to TEA as a result of a manual tracking system that could not be adequately monitored by a part time Public Education Information Management System (PEIMS) clerk. This is problematic because a great deal of district funding is dependent on the data submitted to TEA. The district should begin by elevating the part-time PEIMS clerk to a full-time position so that all data report submissions can be closely monitored. Further, the district should explore using automated systems, particularly in Food Services, to streamline tracking and reporting operations.
- **Diversify the district's investment portfolio.** The district maintains all bank accounts and investments with a single entity, the Karnes County National Bank. While the business manager enjoys a good relationship with the bank and receives 6-month Certificate of Deposit (CD) rates on 90-day CDs, the district could earn an additional \$12,000 per year if it invested funds with an investment pool and would diversify and further safeguard its financial investments.
- **Eliminate in-house tax collections.** While the district is the only district in Karnes County that collects its own taxes and maintains an average 98-percent collection rate, the Karnes County Tax Collector and Assessor could perform this function for a savings of over \$71,000 annually.
- **Implement a fixed-asset management system.** As early as 1998, the Business office staff has raised concerns over fixed asset control weaknesses in the district. Consequently, the district's external auditor has used estimates in the financial reports of the district. The district should implement a policy requiring an annual

inventory and a reconciliation of its fixed assets and should adopt a fixed-asset management system to track new and existing property.

### *Improve the Efficiency of Support Operations*

- **Increase meal participation rates.** KCISD's Food Services Department operates at a loss. The district supplemented more than an average of \$30,000 annually from 1997 through 2000 because the department's operational expenditures were greater than its revenues. Targeting a 4-percent increase in meal participation per year over the next five years will help the district reduce its losses and match revenues and expenditures. Developing strategies to improve participation, including the use of surveys, improving food and service quality and
- **Use industry standards to determine appropriate staffing levels.** The district does not use Meals Per Labor Hour (MPLH) to analyze staffing levels in the Food Services Department. The district's staffing patterns are producing four to eight MPLH, which is significantly below the 15 to 17 recommended industry MPLH standards. Reducing staff to industry standard levels will reduce operating losses by more than \$16,000 annually.
- **Maximize state funding for transportation.** KCISD transports all children in the district without regard to the distance that the child lives from school and had not designated any routes as hazardous during the review. However, the state does not reimburse districts for students living within two miles of the school unless hazardous walking conditions exist between the student's home and the school. At TSPR's recommendation, the board and administration reviewed this practice and proactively approved all routes within a two-mile radius of the school as hazardous, which will result in additional state revenues of approximately \$3,700 annually.

### **Exemplary Programs and Practices**

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

- **Board members exceed annual training requirements.** KCISD board members exceed and prioritize State Board of Education (SBOE) suggested in-service training. in the areas of

communication, education service delivery, legislation and legal issues to foster professional development and enhance their service to the district. Individual board members attend from seven to 27 hours of professional development over the eight recommended by the SBOE including training in communication, education legislation and legal issues.

- **KCISD staff and community members collaborate to achieve district goals.** Business and community members, parents, teachers, administrators and the superintendent jointly create the district improvement plan and serve as the district site-based decision-making committee. This collaboration at the district and campus level ensures that the needs of students, administrators, staff and community members are addressed and reflected in the district and campus annual goals.
- **KCISD aggressively recruits teachers.** KCISD posts job vacancies at campus and district locations, in local and surrounding community newspapers, at the Regional Education Service Centers III and XX on the district's interactive website. Additionally, the district lists teaching opportunities through the job banks at Texas A&M University - Kingsville and Corpus Christi, the University of Texas at San Antonio, Southwest University and the University of Houston at Victoria and receives lists of new education graduates from the University of Houston at Victoria and the University of Texas at San Antonio.
- **The superintendent actively participates in community organizations.** The superintendent's personal involvement in a wide array of business and community organizations disseminates information about district activities and encourages community involvement in school functions.
- **KCISD's significant cooperation between counselors and teachers help students.** The district's three counselors and regular and special education teachers work collaboratively to serve the district's 980 students, meeting during teachers' conference periods to obtain updates on specific children's' problems. In addition, the counselors conduct home visits and encourage communication between teachers and parents, as well as directing guidance services for students.
- **Teachers are provided a variety of instructional software resources to enrich the curriculum design and address various student needs.** KCISD's technology coordinator has obtained more than \$490,000 in grants since 1997-98 from multiple funding sources, which has provided teachers with the instructional

resources to enrich their curriculum design and cater to various students' learning styles and requirements at each grade level through both network and workstation-based instructional software.

### **Savings and Investment Requirements**

Many of TSPR's recommendations would result in savings and increased revenue that could be used to improve classroom instruction. The savings identified in this report are conservative and should be considered minimums. Proposed investments of additional funds usually are related to increased efficiencies or savings or improved productivity and effectiveness.

TSPR recommended 28 ways to save KCISD more than \$ 577,000 in gross savings over a five-year period. Reinvestment opportunities will cost the district \$12,500 during the same period. Full implementation of all recommendations in this report could produce net savings of \$564,508 by 2005-06.

#### **Exhibit 4 Summary of Net Savings TSPR Review of Karnes City Independent School District**

<b>Year</b>	<b>Total</b>
2001-02 Initial Annual Net Savings	\$84,393
2002-03 Additional Annual Net Savings	\$118,586
2003-04 Additional Annual Net Savings	\$118,586
2004-05 Additional Annual Net Savings	\$118,586
Additional Annual Net Savings	\$118,586
One Time Net (Costs)/Savings	(\$8,000)
<b>TOTAL SAVINGS PROJECTED FOR 2001-2006</b>	<b>\$550,737</b>

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines and the estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

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

# EXECUTIVE SUMMARY

**Exhibit 5**  
**Summary of Cost and Savings by Recommendation**

	<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>Total 5-Year (Costs) or Savings</b>	<b>One Time (Costs) or Savings</b>
<b>Chapter 1 District Organization and Management</b>								
1.	Increase efforts to attract and retain minority teachers. p. 24	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2.	Elevate the part-time PEIMS clerk position to full-time and develop standard procedures for all reporting personnel for data collection and submission. p. 25	(\$7,862)	(\$7,862)	(\$7,862)	(\$7,862)	(\$7,862)	(\$39,310)	\$0
	<b>Totals-Chapter 1</b>	<b>(\$7,862)</b>	<b>(\$7,862)</b>	<b>(\$7,862)</b>	<b>(\$7,862)</b>	<b>(\$7,862)</b>	<b>(\$39,310)</b>	<b>\$0</b>
<b>Chapter 2 Financial Management</b>								
3.	Diversify the investment portfolio to maximize investment revenue. p. 37	\$9,049	\$12,065	\$12,065	\$12,065	\$12,065	\$57,309	\$0
4.	Arrange for overnight sweep investments to maximize investment earning potential	\$4,721	\$6,294	\$6,294	\$6,294	\$6,294	\$29,897	\$0

	on idle checking account funds. p. 39							
5.	Implement a direct deposit plan for district employees. p. 40	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6.	Develop a plan to transition the district to the state's new health insurance plan. p. 45	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7.	Obtain a cash bond for all persons who are responsible for handling cash. p. 46	(\$300)	(\$300)	(\$300)	(\$300)	(\$300)	(\$1,500)	\$0
8.	Develop and maintain a comprehensive fixed assets management system to ensure that district fixed assets are properly identified, monitored and safeguarded. p. 48	\$0	\$0	\$0	\$0	\$0	\$0	(\$8,000)
9.	Adopt a policy on the issuance of Tax and Revenue Anticipation Notes and issue TRAN's in each year the district qualifies under IRS Code. p. 49	\$0	\$13,161	\$13,161	\$13,161	\$13,161	\$52,644	\$0
10.	Contract with the Karnes County Tax Assessor Collector for tax	\$59,562	\$71,474	\$71,474	\$71,474	\$71,474	\$345,458	\$0

	collection services and eliminate the in-house function. p. 53							
11.	Develop a formal procedures manual for the business office that details day-to-day operations. p. 58	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12.	Develop an implementation strategy for GASB Statement No. 34 to meet annual external financial reporting guidelines and TEA's regulatory reporting requirements. p. 59	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13.	Provide formal training for the textbook coordinator and develop a detailed textbook coordinator's manual. p. 61	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14.	Form a committee of superintendents, Region 3 representatives and representatives from the Texas Education Agency to explore the opportunities for shared financial services. p. 65	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	<b>Totals-Chapter 2</b>	\$73,032	\$102,694	\$102,694	\$102,694	\$102,694	\$483,808	(\$8,000)
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### Chapter 3 Education Service Delivery

15.	Set specific goals for improving performance of economically disadvantaged students on TAAS and create a plan for instructional delivery to meet these goals. p. 76	\$0	\$0	\$0	\$0	\$0	\$0	\$0
16.	Coordinate a K-12 curriculum development process to ensure that all courses taught have a curriculum guide. p. 79	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17.	Test all children and use the test results to strengthen the district's curriculum and instruction. p. 82	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18.	Implement student identification procedures that correspond with the Texas Association of Gifted and Talented (TAGT) guidelines. p. 85	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19.	Establish procedures to support district technology management and operations. p. 101	\$0	\$0	\$0	\$0	\$0	\$0	\$0

20.	Develop a disaster recovery plan that is applicable to the district's size and environment and test it on a scheduled basis. p. 103	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.	Limit campus access by locking all but the main entrance during school hours and enforcing guest registration. p. 105	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.	Develop and implement an aggressive policy and set of procedures relating to the security of keys. p. 105	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Totals-Chapter 3</b>		<b>\$0</b>						

#### **Chapter 4 Operations**

23.	Verify all data collection and reports with the business manager or Public Education Information Management System (PEIMS) clerk and explore the use of a Point of Sale (POS) system to streamline Food Services Department operations. p. 114	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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24.	Adopt an MPLH standard and staff accordingly. p. 115	\$16,834	\$16,834	\$16,834	\$16,834	\$16,834	\$84,170	\$0
25.	Develop strategies to achieve an annual 4 percent increase in meal participation in each of the next five years by enlisting the support of staff, students and parents and using industry best practices. p. 117	\$6,797	\$11,328	\$11,328	\$11,328	\$11,328	\$52,109	\$0
26.	Establish procedures to regularly test and maintain safe food temperatures and plan to replace warming carts. p. 119	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27.	Implement a bus safety program that includes two bus evacuation drills a year. p. 126	\$0	\$0	\$0	\$0	\$0	\$0	\$0
28.	Review all routes within the two-mile limit to determine whether they are hazardous and designate those that are as "hazardous." p. 128	\$3,754	\$3,754	\$3,754	\$3,754	\$3,754	\$18,770	\$0
<b>Totals-Chapter 4</b>		<b>\$27,385</b>	<b>\$31,916</b>	<b>\$31,916</b>	<b>\$31,916</b>	<b>\$31,916</b>	<b>\$155,049</b>	<b>\$0</b>

	<b>TOTAL SAVINGS</b>	\$92,555	\$126,748	\$126,748	\$126,748	\$126,748	\$599,547	\$0
	<b>TOTAL COSTS</b>	(\$8,162)	(\$8,162)	(\$8,162)	(\$8,162)	(\$8,162)	(\$40,810)	(\$8,000)
	<b>NET SAVINGS (COSTS)</b>	\$84,393	\$118,586	\$118,586	\$118,586	\$118,586	\$558,737	(\$8,000)

<b>5 Year Gross Savings</b>	<b>\$599,547</b>
<b>5 Year Gross Costs</b>	<b>(\$48,810)</b>
<b>Grand Total</b>	<b>\$550,737</b>

# **Chapter 1**

## **DISTRICT ORGANIZATION AND MANAGEMENT**

This chapter reviews the Karnes City Independent School District's (KCISD's) organization and management in four sections:

- A. Board and Governance
- B. Planning and Evaluation
- C. Personnel
- D. Community Involvement

An elected Board of Trustees governs each Texas school district through the establishment of formal policies. The board also hires a district superintendent to interpret these policies and create procedural guides so that the district's other employees can tend to their daily operations.

### **BACKGROUND**

Karnes City, incorporated in 1891, is located in the northern part of Karnes County. It adjoins Wilson County in the north, Atascosa County in the west, Gonzales and DeWitt Counties in the east and Bee County in the south. Karnes City is 55 miles south of San Antonio on Highway 181 and 94 miles north of Corpus Christi.

The first school in the area was located in Helena, more than 130 years ago. The first school in Karnes City was located on Main Street in a two-story wooden building. According to an article written by its first teacher, the late Miss Maggie Skiles, there were 15 boys and girls enrolled in the school. The building was used for school during the week, dances on Saturday night and Sunday school and church on Sunday.

In 1894, the Karnes City Independent School District (KCISD) came into existence by virtue of a petition of 20 qualified voters, as required by Texas law. The first district was known as the Karnes City School Corporation and included Karnes City and some adjacent territory. The present district comprises 361 square miles.

In 2000-01, KCISD served 980 students. The student body is 56 percent Hispanic, 38 percent Anglo, 5 percent African American and 1 percent other ethnic groups. The district is the 479th largest district, out of 1,034 in Texas, based on student enrollment.

KCISD selected six Texas school districts to serve as their peers for the comparative purposes of this review: Ballinger, Colorado, Corrigan-Camden, Dekalb, Floydada and Freer. The Texas Education Agency

(TEA) provided information on the state mandated student achievement test scores, the Texas Assessment of Academic Skills (TAAS), as well as district demographic, staffing and financial information.

# Chapter 1

## DISTRICT ORGANIZATION AND MANAGEMENT

### A. BOARD AND GOVERNANCE

Texas school boards derive their legal status from the Texas Constitution and Texas Legislature, and must function in accordance with applicable state and federal statutes, regulations and court decisions. Under Chapter 11, subchapter D of the Texas Education Code (TEC), each board has specific statutory powers and duties, including:

- Govern and oversee the management of the public schools of the district;
- Adopt such rules, regulations and bylaws as the board may deem proper;
- Approve a district-developed plan for site-based decision making and provide for its implementation;
- Levy and collect taxes;
- Issue bonds;
- Select tax officials, as appropriate to the district's need;
- Prepare, adopt and file a budget for the next succeeding fiscal year and file a report of disbursements and receipts for the preceding fiscal year;
- Have district fiscal accounts audited at the district's expense by a Texas certified public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year;
- Publish an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward these objectives;
- Receive bequests and donations or other money coming legally into its hands in the name of the district;
- Select a depository for district funds;
- Order elections, canvass the returns, declare results and issue certificates of election as required by law;
- Dispose of property no longer necessary for the operation of the school district;
- Acquire and hold real and personal property in the name of the district; and
- Hold all powers and duties not specifically delegated by statute to TEA or the State Board of Education (SBOE).

The KCISD board consists of seven members, each elected for a three-year term (**Exhibit 1-1**).

**Exhibit 1-1**  
**KCISD Board of Trustees**  
**January 2001**

<b>Board Member</b>	<b>Board Position</b>	<b>Term Expires</b>	<b>Occupation</b>
Robert Ebrom, Jr.	President	May 2002	Law Enforcement
Rosendo Martinez, Jr.	Vice President	May 2003	Budget Analyst
Elaine Opiela	Secretary	May 2003	Retired Teacher
Trina Gamez	Member	May 2002	Social Service
Julie Braun	Member	May 2003	Teacher
Terry Johnson	Member	May 2002	Chemical Plant Worker
Dennis Mika	Member	May 2002	Lab Technologist

*Source: KCISD Superintendent's Office, March 2001.*

The KCISD board does not use standing committees, but works on all issues as a committee of the whole. Board meetings are held in the superintendent's office on the second Monday of each month at 7:30 p.m.

The board uses the services of a single law firm, Walsh-Anderson, to provide legal services and assist them in their decision making. **Exhibit 1-2** compares legal fees among the peer districts chosen by KCISD.

**Exhibit 1-2**  
**KCISD and Peer District Legal Expenses**  
**1999-2000 and 2000-01**

<b>District</b>	<b>1999-2000</b>	<b>2000-01*</b>
<b>Karnes City ISD</b>	<b>\$16,517</b>	<b>\$17,822 **</b>
DeKalb ISD	\$31,203	\$238
Floydada ISD	\$3,500	\$12,560
Freer ISD	N/A	N/A
Ballinger ISD	\$11,460	\$4,390
Colorado ISD	\$9,081	\$3,489
Corrigan-Camden ISD	\$4,623	\$1,124

*Source: KCISD and peer district business offices.*

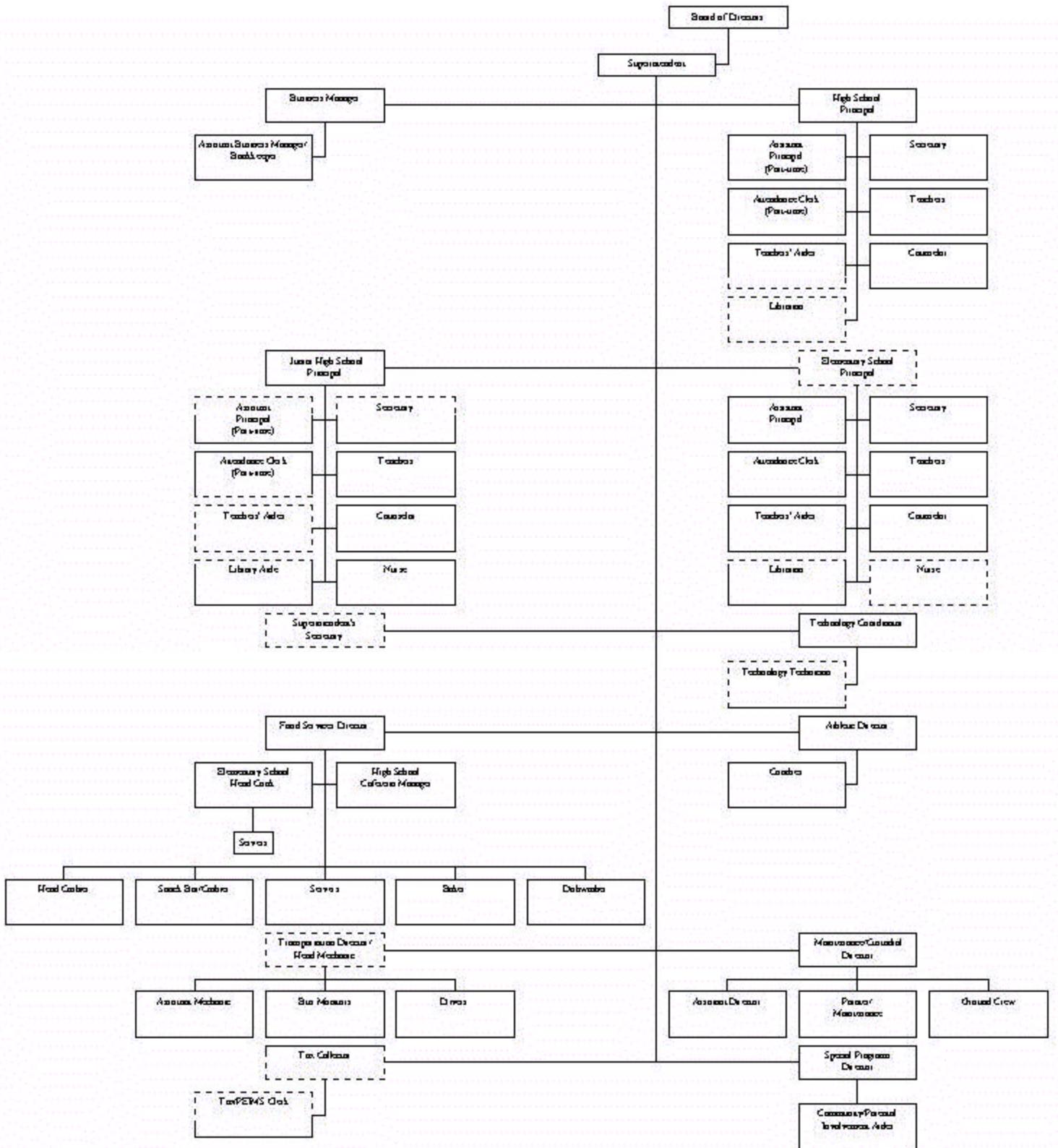
*Note: N/A denotes no response from the district.*

*\*2000-01 peer district totals computed through April 2001.*

*\*\*KCISD total computed through May 2001.*

According to the KCISD organizational chart, 12 employees report directly to the KCISD superintendent (**Exhibit 1-3**).

**Exhibit 1-3**  
**KCISD District Organization Chart**



Source: KCISD, June 2001.

## FINDING

KCISD's board has made professional training a priority. The board members have more than met the State Board of Education (SBOE) requirements that are set in rule for hours of in-service training (**Exhibit 1-4**). State law (TEC 7.102 (c) 7) grants the SBOE authority to provide and require training for school district boards. According to the Texas Administrative Code (title 19, part II, section 61.1), the SBOE requires that new board members attend a minimum of 16 hours of in-service training for the first year. Experienced board members should receive five in-service training hours annually plus attend a facilitated team building exercise and a legislative update session to maintain their understanding of Texas education requirements.

### **Exhibit 1-4 Overview of Annual Continuing Education Requirements for School Board Members**

Type of Continuing Education	First Year Board Member	Experienced Board Member
Local district orientation	Required within 60 days of election or appointment; No specified length	Not required
Orientation to the Texas Education Code	3 hours	Not required
Update to the Texas Education Code	Incorporated into Orientation to the Texas Education Code	After legislative session: of sufficient length to address major changes
Team-building session/Assessment of continuing education needs of the board-superintendent team	No requirement; 3 hour general suggestion	No requirement; 3 hour general suggestion
Additional continuing education, based on assessed need and framework for school board development	At least 10 hours	At least 5 hours
<b>Total Minimum Number of Hours</b>	<b>16 hours, plus local district orientation</b>	<b>5 hours, plus team building and update</b>

*Source: Texas Administrative Code, Title 19, Part II, Section 61.1.*

In the last two years, KCISD board members have received considerably more training than the SBOE required minimums (**Exhibit 1-5**).

**Exhibit 1-5**  
**KCISD Trustee Earned Training Hours**

<b>Board Member</b>	<b>September 2000 to May 2001</b>	<b>July 1999 to August 2000</b>
Robert Ebrom, Jr.	27	35
Rosendo Martinez, Jr.	30	26
Elaine Opiela	35	29
Trina Gamez	24	28
Julie Braun	15	9
Terry Johnson	27	26
Dennis Mika	26	28

*Source: KCISD Superintendent's Office.*

### **COMMENDATION**

**KCISD board members exceed recommended annual training requirements, bolstering the professional skills needed to govern the district effectively.**

# **Chapter 1**

## **DISTRICT ORGANIZATION AND MANAGEMENT**

### **B. PLANNING AND EVALUATION**

KCISD uses a board policy manual to manage the district's finances and facilities. Additionally, the district hired an architectural firm in July 1996 to draft a facilities master plan addressing KCISD's future building additions and renovations. The district plans to update the master plan during

2001-02. KCISD also has a District Improvement Plan (DIP) and Campus Improvement Plans (CIP) intended to help the district achieve specific goals in instruction, student performance, staffing and administration.

Planning is critical to effective management, allowing school districts to define goals and objectives, establish priorities, select appropriate implementation strategies and determine critical measures of performance.

Section 11.252 of the Texas Education Code provides the requirements for district planning and decision making. Each school district must have a District Improvement Plan that is developed, evaluated and revised annually. The plan must include:

- A comprehensive needs assessment addressing student performance on the state's Academic Excellence Indicator System (AEIS);
- Measurable district performance objectives for all appropriate AEIS performance measures for all student populations;
- Strategies for the improvement of student performance;
- Resources needed to implement these strategies;
- A list of staff members responsible for accomplishing each strategy;
- Timelines for monitoring implementation of strategies aimed at student performance improvement; and
- Evaluation criteria for determining whether the strategies are effective and improving student performance.

Section 11.253 of the Texas Education Code includes a similar requirement for campus-level planning and site-based decision making. Each school campus must have a CIP that is developed, evaluated and revised annually. The plan must:

- Assess the academic achievement for each student using the state's AEIS;

- Set campus performance objectives based on the state's AEIS;
- Identify how campus goals will be met for each student;
- Determine the resources needed to implement the plan;
- Identify the staff needed to implement the plan;
- Set timelines for the achievement of campus goals;
- Periodically measure progress towards goals;
- Include goals for the prevention and intervention of violence on campus; and
- Provide programs to encourage parental involvement.

School districts with effective planning systems divide the process into a series of key components that provide the information needed to develop, update or implement plan priorities. These components include annual district priorities, campus improvement plans, regular program evaluation cycles, work plans, ongoing evaluations of the personnel implementing the plan, a budget tied to the plan's priorities and a management information system.

## **FINDING**

In KCISD, district improvement planning and site-based decision making are closely aligned. Business and community members, parents, teachers, school administrators and the superintendent prepare the DIP and serve as the district site-based decision making committee (SBDM). Annual priorities adopted by the board outline what the district will do in that year to achieve the district's goals and objectives. The district and campus plans set priorities and clear measurable objectives, assign responsibility for implementation at each level and define a mechanism by which progress toward goals can be measured. CIPs developed by a SBDM committee on each campus composed of teachers, parents and administrators identify what the elementary, junior high and high schools will do each year to further district and school objectives. Personnel involved in these committees make sure that specific areas of concern are addressed at the campus and district levels and that both campus and district plans reflect these issues.

## **COMMENDATION**

**KCISD administrators and staff work together well to develop and achieve district and campus goals.**

## **FINDING**

KCISD campus administrators and SBDM committee members are jointly involved in hiring staff for their campuses. Principals participate regularly in the SBDM committees. When a teaching position opens, the principal

meets with the committee to review potential applicants. Once the applications are reviewed, applicants meeting district approval are asked to interview. The principal makes sure experienced teachers and counselors are involved in the interview process. When the interviews are complete, the committee meets with the principal and together they reach a consensus on which applicant will be recommended to the superintendent for employment. The principals make the recommendation and the board approves all contracted personnel decisions. The superintendent hires non-contract employees, such as food service and maintenance personnel, directly.

## **COMMENDATION**

**Campus administrators, soliciting input from teachers and counselors, cooperate with the superintendent and board in recommending qualified candidates for teaching positions.**

# Chapter 1

## DISTRICT ORGANIZATION AND MANAGEMENT

### C. PERSONNEL

The superintendent is responsible for personnel matters and oversight of all daily operations. He supervises the business manager, three campus principals, a secretary, technology coordinator, food service director, athletics director, transportation manager and maintenance director. The business manager is responsible for payroll, bookkeeping and purchasing.

TEA categorizes school district staff into three groups for its AEIS reports: professional staff, including teachers, professional support staff, campus administrators and central administrators; educational aides; and auxiliary staff, such as the transportation, maintenance and food service employees.

KCISD employs a total of 173 personnel. **Exhibit 1-6** lists the number of full-time equivalent (FTE) positions employed by the district from 1996-97 through 2000-01.

**Exhibit 1-6**  
**KCISD Staff FTEs**  
**1996-97 through 2000-01**

Staff Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change 1996-2001
Teachers	85	87	86	84	84	(1%)
Professional Support	5	5	5	9	9	80%
Campus administration	3	4	4	4	5	67%
Central administration	2	3	2	2	2	*
Educational aides	24	23	25	24	27	13%
Auxiliary staff	47	47	47	44	46	(2%)
<b>Total staff</b>	<b>166</b>	<b>169</b>	<b>169</b>	<b>166</b>	<b>173</b>	<b>4%</b>

*Source: TEA, AEIS 1996-97 through 2000-01.*

*\*Percent change is not calculated for figures less than five.*

**Exhibit 1-7** compares the percent of each type of staff represented in KCISD's workforce in 2000-01 with the ratios in its peer districts. Compared to its peers, KCISD employs the lowest percent of teachers, the second-lowest percent of auxiliary staff and the third-lowest percent of educational aides. KCISD was tied with Colorado ISD in employing the highest percent of campus administrators. When compared to the peer districts, KCISD has the second-highest percent of professional support personnel.

**Exhibit 1-7**  
**KCISD and Peer District Staff Profiles**  
**2000-01**

District	Teachers	Professional Support	Campus Administrators	Educational Aides	Auxiliary Staff
Ballenger	97.0%	9.8%	3.0%	30.6%	60.2%
<b>Karnes City</b>	<b>83.6%</b>	<b>8.9%</b>	<b>5.0%</b>	<b>26.7%</b>	<b>46.0%</b>
Colorado	99.3%	8.2%	5.0%	29.5%	51.1%
Freer	84.0%	6.0%	3.0%	16.0%	55.7%
Corrigan-Camden	94.0%	6.0%	4.1%	32.2%	58.7%
Floydada	94.2%	5.8%	4.5%	32.0%	54.9%
DeKalb	87.0%	5.0%	4.0%	12.0%	14.0%

*Source: TEA, PEIMS 2000-01.*

**Exhibit 1-8** examines KCISD's teacher FTEs by years of experience since 1996-97.

**Exhibit 1-8**  
**KCISD Teachers FTEs by Years of Experience**  
**1996-97 through 2000-01**

Years of Experience	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change
Beginning Teachers	1	1	6	6	4	*

1-5 years	25	23	26	20	19	(24%)
6-10 years	11	20	13	13	17	55%
11-20 years	34	28	26	30	25	(26%)
More than 20 years	14	15	15	15	18	29%

*Source: TEA, PEIMS 1995-96 through 2000-01.*

*\*Percent change is not calculated for figures less than five.*

**Exhibit 1-9** shows that payroll accounts for \$5 million of the district's \$6.3 million budget.

**Exhibit 1-9**  
**KCISD Expenditures by Object**  
**Actual 1999-2000 through Budgeted 2000-01**

Object	Total Expenditures	
	1999-2000 Actual	2000-01 Budgeted
Payroll Costs	\$4,930,873	\$5,028,172
Other operating expenses	\$869,849	\$985,201
Debt service	\$0	\$0
Capital outlay	\$331,674	\$308,703
<b>Totals</b>	<b>\$6,132,396</b>	<b>\$6,322,076</b>

*Source: TEA, AEIS, 1999-2000 and PEIMS, 2000-01.*

## FINDING

KCISD uses a variety of methods to recruit new teachers and post job vacancies. According to its principals, the district places advertisements in local, county and surrounding area newspapers, at Regional Education Service Center III (Region 3) and on the Internet. Job vacancies also are posted with the university job banks at Texas A&M University-Kingsville, Texas A&M University-Corpus Christi, the University of Texas at San Antonio, Southwest Texas State University, the University of Houston at Victoria and the Regional Education Service Center XX (Region 20) that serves San Antonio. Finally, vacancies are also posted in district buildings and announced by the principals at regular staff meetings.

The Internet site KCISD uses, the Texas Association of School Administrators (<http://www.tasanet.org>), is a valuable tool because the site is interactive. Interested job applicants can obtain further information through the site.

The University of Houston at Victoria and the University of Texas at San Antonio also provide KCISD with lists of new education graduates.

## **COMMENDATION**

### **KCISD uses a variety of avenues to recruit teaching staff.**

## **FINDING**

KCISD is concerned with teacher retention and the success of first-year and transfer teachers. All newly hired teachers are subject to a probationary period, whether they are new to the district or new to teaching. Once an applicant signs a contract, they must also attend an orientation to review KCISD procedures.

First year teachers receive two year probationary contracts and are assigned a mentor -- an experienced teacher -- for the duration of their probation. The district provides these mentors to help new employees quickly learn the school's organizational culture. Mentors also attempt to provide new teachers with an immediate sense of camaraderie and answer questions about the campus, district policies, the curriculum or education in general.

The KCISD junior high principal serves on Region 3's Texas Beginning Educator Support System (TxBESS) advisory board and participated in planning for improvements in the program for 2001-02. TxBESS is a project of the State Board for Educator Certification (SBEC) and is designed to develop support systems for beginning teachers in their first and second years on the job. During the spring of 2000 and during the 2000-01 school year, regional partnerships piloted the TxBESS program.

Two first-year teachers, two mentors and two observers from the KCISD junior high participated in the TxBESS program in 2000-01. The teachers will continue to participate in TxBESS in 2001-02 to continue to receive professional support and to provide suggestions for program improvements. KCISD also will have one teacher participating in TxBESS in 2001-02 as a first-year teacher.

## **COMMENDATION**

**In addition to assigning mentors and requiring probationary teaching periods to all new teachers, KCISD offers additional support programs to ensure their success.**

## FINDING

KCISD lacks a strategic plan to improve its recruitment and retention of minority teachers. A strategic plan additionally addresses concerns of teacher ethnic composition that reflects the ethnic composition of the student population.

KCISD's share of Hispanic students, 56 percent, is more than double its share of Hispanic teachers, 20 percent, and hiring of Hispanic teachers has not increased significantly since 1996. In 2001, KCISD employed 15 Hispanic teachers, three more than in 1999 and four more than in 1998.

Since 1996, the district's population of African-American students has increased slightly. The superintendent reports that no African-American candidates have applied for teaching positions with the district over the last five years.

**Exhibit 1-10** illustrates the ethnic distribution of the KCISD student body over five years 1996-97 and 2000-01.

**Exhibit 1-10**  
**KCISD Student Ethnic Distribution**  
**As a Percent of Total Student Enrollment**  
**1997-98 through 2000-01**

Ethnic Group	1996-97	1997-98	1998-99	1999-2000	2000-01
African American	3%	4%	4%	5%	5%
Hispanic	57%	56%	57%	56%	56%
Anglo	40%	40%	39%	38%	38%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	1%
Native American	N/A	N/A	N/A	N/A	N/A

*Source: TEA, AEIS 1997-2000 and PEIMS 2000-01.*

*Note: Less than 1 percent is not reported.*

**Exhibit 1-11** illustrates the ethnic distribution of KCISD's teaching staff.

**Exhibit 1-11**  
**KCISD Teaching Staff Ethnic Distribution**  
**1997-98 through 2000-01**

Ethnic Group	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change
African American	*	*	*	*	*	N/A
Hispanic	12	11	12	14	15	25%
Anglo	73	76	74	70	69	(5%)
Asian/Pacific Islander	*	*	*	*	*	N/A
Native American	*	*	*	*	*	N/A
<b>Total Staff</b>	<b>98</b>	<b>101</b>	<b>100</b>	<b>84</b>	<b>84</b>	<b>(14%)</b>

*Source: TEA, AEIS 1996-97 through 2000-01 and PEIMS 2000-01.*

*\*Denotes a number less than five.*

A teaching staff that reflects the ethnic diversity of the student population provides students with a range of minority adult role models. A diverse staff also provides the district with a greater range of cultural and ethnic ideas for curriculum enrichment and ideas for minority recruitment and retention.

**Recommendation 1:**

**Increase efforts to attract and retain minority teachers.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent coordinates a team, including representatives from the elementary, junior and high schools, to review the district's current practices for recruitment of minority applicants.	September 2001
2.	The team submits strategies to the superintendent for review.	November 2001
3.	The superintendent presents proposed minority recruitment and retention strategies to the board.	December 2001
4.	The board approves the strategies.	January 2002

5.	The superintendent uses the strategies as job openings occur.	January 2002 and Ongoing
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## FISCAL IMPACT

This recommendation can be implemented with existing resources.

## FINDING

KCISD's PEIMS and Child Nutrition Program data submitted to TEA included incorrect information. An error regarding the reporting average daily attendance was discovered during this review and the superintendent immediately contacted TEA in June 2001 to effect a correction. An additional error was discovered in the submission of the 1999-2000 number of graduates completing the state's required graduation program. The number was listed as zero and additionally published in the district's DIP without detection. In fact, 35 students completed this program and seven completed the more advanced program. This error cannot be corrected because the date for data corrections with TEA has expired.

KCISD employs a part-time PEIMS clerk whose primary function is that of a tax collection assistant. The superintendent said that other part-time personnel, whether secretaries at the junior high or high school or an educational aide at the elementary school, have some responsibility for initial PEIMS data collection and submission to the district office. The business manager also has partial oversight over some of the data submitted to TEA.

There are three major PEIMS submissions to TEA during the year. The first submission is reported during the Fall of each year and includes student records, teacher and administrator responsibility records and the district's budget for the current year. The second submission occurs in January of each year and includes actual district expenditures for the prior fiscal year. The final submission occurs in June of each year and includes information on the Average Daily Attendance (ADA) and other student and academic information for the just completed year.

Generally, the PEIMS process involves capturing and checking the data for accuracy prior to releasing it to TEA. District reporting personnel often physically sign-off on submissions to higher district authority as a means of checking data submissions for accuracy. Several people checking data for accuracy are more likely to catch errors involving simple mathematics, transpositions or irregularities of some sort. Many school districts dedicate a full time employee to data submission and have procedures in place as a

means of checks and balances to safeguard against erroneous figures in reports to TEA.

Correct data submission for the PEIMS database is essential not only for funding purposes, but for the state's accountability system as well. The state weights rating decisions by TAAS scores of students, attendance rates and correct data submissions. KCISD has identified pursuit of an exemplary accountability rating as one of the district goals.

**Recommendation 2:**

**Elevate the part-time PEIMS clerk position to full-time and develop standard procedures for all reporting personnel for data collection and submission.**

The business manager should jointly work with the full time PEIMS clerk to routinely and systematically check all data submitted from the various district departments prior to submission to TEA or the proper state or federal authorities.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent creates a full time PEIMS clerk position and presents it to the board for approval.	September 2001
2.	The superintendent creates a committee including the business manager and all PEIMS reporting personnel to identify any weakness in the current PEIMS data collection, sign-off and reporting system.	September 2001
3.	The board approves the full time PEIMS clerk position and the superintendent alerts the appropriate personnel of the change.	October 2001
4.	The business manager and the PEIMS committee develop specific procedures to follow during every aspect of data collection, sign-off and submission to the appropriate district personnel and to TEA.	November 2001
5.	The committee submits the procedures to the superintendent for review.	December 2001
6.	The superintendent reviews and approves the procedures.	January 2002
7.	The procedures are immediately implemented with the business manager and full time PEIMS clerk as final district representatives checking data submissions.	January 2002

## **FISCAL IMPACT**

This fiscal impact is based upon elevating the part-time PEIMS clerk to full time status. The part-time tax collection assistant receives \$7,021 in salary plus \$841 in benefits. This amount should be used to fund the transfer of this position's duties to that of a full time PEIMS clerk.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Elevate the part-time PEIMS clerk position to full time and develop standard procedures for all reporting personnel for data collection and submission.	(\$7,862)	(\$7,862)	(\$7,862)	(\$7,862)	(\$7,862)

# **Chapter 1**

## **DISTRICT ORGANIZATION AND MANAGEMENT**

### **D. COMMUNITY INVOLVEMENT**

Community involvement is an important part of any high-quality educational system. Such involvement allows parents, taxpayers, business and civic leaders, churches, public officials, and others with a stake in public education to understand the challenges facing the district and to become involved in activities that support student learning. An effective school district not only communicates its goals and accomplishments to the public, but also solicits input from the community to establish and update those goals.

Many of these activities have high visibility in the community and are often coordinated through a district liaison, the Community and Parental Involvement aide, who directly reports to the superintendent. The Community and Parental Involvement aide assists the superintendent by providing accurate and timely information to the public and helping to build positive relationships with community members. Accurate information allows parents, business and community members to draw conclusions and make informed decisions based on fact rather than rumor and gossip.

As part of this review, community input was solicited through a public forum, focus group sessions and interviews about various aspects of the district's management and operations. Surveys were distributed to parents, teachers, students, administrators and support staff. The results of these surveys and the public forum comments are printed in the appendices of this report.

### **FINDING**

KCISD's superintendent, Mr. Earl Luce, who received the Superintendent of the Year award for Region 3 in September 2000, has championed community involvement in the district through a personal involvement in a number of community organizations, including:

- Equity Center - board member
- Karnes County Economic Development - board member
- Karnes County Federal Teachers Credit Union - board member
- Karnes City Rotary Club - president, 2000-2001
- Tri-County Water Development Board - board member
- Goliad Special Education Coop - board member
- Karnes County Academy - board member

- Karnes County INTER-HEALTH Council - member
- Karnes City Community United Fund - member

The superintendent disseminates information about district activities and solicits help. A brief description of some of these organizations and the benefits resulting from the superintendent's active participation include:

### **Equity Center**

The Equity Center is dedicated to achieving equitable access to state funding for districts below the state average in per-pupil funding. It has been instrumental in locating extra funding for school district facilities construction and repair, providing help in financial planning for district budgets and programs and ensuring true equity among Texas' school districts. The superintendent's participation ensures representation for KCISD and neighboring districts in Region 3.

### **Karnes County Economic Development Board**

This board promotes the growth of industry, jobs and training opportunities in Karnes County. Information about events in these areas helps the district with long-range planning.

### **Karnes County Federal Teachers Credit Union, Board of Directors**

The superintendent's participation on this board provides district employees with up-to-date information on rates, policies and services provided, as well as a forum to voice their concerns and opinions.

### **Karnes City Rotary Club**

Membership in the Karnes City Rotary Club helps the superintendent partner with Karnes City business leaders to provide services to the local community and KCISD schools. The superintendent's participation in citywide projects gives the community an opportunity to see his organizational and managerial skills and his social commitment to the people of Karnes City.

### **Tri-County Water Development Committee**

School districts use a large amount of water. The superintendent represents the interests of both KCISD and Karnes County on this committee. Knowing the status of available water resources helps the district in short- and long-range planning. For example, early knowledge of a water shortage can help the district prioritize and develop plans for critical need areas.

### **Karnes County Academy**

This program, begun as a dropout prevention program for Karnes County students, has expanded to include five other districts. The superintendent credits the program with a KCISD dropout rate of less than 1 percent for the last four years. His service on the academy's board of directors provides useful information for Karnes City's at-risk students and their families.

### **Karnes City Community United Fund**

The superintendent's participation in this organization encourages the participation of KCISD staff and families in a United Fund Program that provides services to the community and county.

### **COMMENDATION**

**The superintendent's active participation in community organizations creates opportunities to trade educational, social, economic and commercial information regarding KCISD with local, state and national entities.**

# **Chapter 2**

## **FINANCIAL MANAGEMENT**

This chapter of the report addresses the finances of the Karnes City Independent School District (KCISD) in the following sections:

- A. Cash and Investment Management
- B. Risk Management
- C. Fixed Assets
- D. Bond Issuance and Indebtedness
- E. Tax Collection
- F. Organization and Management
- G. Textbooks
- H. Shared Service Opportunities

A successful financial management program ensures that a school district receives all available state and federal revenue, consistently makes sound financial decisions, creates adequate and equitable budget allocations, maintains accurate internal and external audit records, uses internal control mechanisms and employs a skilled, well-trained staff.

# **Chapter 2**

## **FINANCIAL MANAGEMENT**

### **A. CASH AND INVESTMENT MANAGEMENT**

The KCISD board designates the superintendent as the investment officer for the district. As the chief financial agent for the district, the superintendent, working in conjunction with the business manager, has the day-to-day responsibility for managing the district's cash investments and reports to the board. The business manager and assistant business manager perform bank reconciliations each month. As of April 2001, all bank accounts have been reconciled.

The business manager is also responsible for processing accounts receivable and accounts payable. Deposits are prepared by the business manager and assistant business manager and taken to the bank on a daily basis.

The district has a depository agreement with Karnes County National Bank. Texas school districts bid and issue depository contracts for a two-year period; however, districts are permitted to renew their depository contract for an additional two-year term if the district considers the service satisfactory. KCISD's original agreement was for two years and was signed on July 1, 1997 and ended on August 31, 1999. The board approved a motion extending that agreement for an additional two years. The present agreement will end on August 31, 2001 and, according to the superintendent, a new bid for services has already been released. Under the terms of the agreement, the bank holds district funds and is the investment portfolio manager.

The district generates funds from local, state and federal sources with state revenue representing the primary source of KCISD's income. During 1999-2000, funds generated from property taxes were 29 percent of cash receipts; revenues from state sources were 64 percent; and revenue from federal and other sources were 7 percent. KCISD property tax collections peak in December and most state revenues are received in October.

The district maintains six bank accounts for normal operations and three accounts for investments at Karnes County National Bank. Campus and student activity fund checking accounts are deposited into a separate account. These funds support campus-based activities such as booster clubs and student government and are maintained at the campus level.

The district has all of its deposits protected by bond pledges from Karnes County National Bank. **Exhibit 2-1** summarizes funds held in checking accounts as of May 2001 and describes each account's purpose.

**Exhibit 2-1**  
**KCISD Bank Accounts**  
**As of May 2001**

<b>Financial Institution</b>	<b>Account Name</b>	<b>May 2001 Balance</b>	<b>Purpose of Account</b>
Karnes County National Bank	General Operating	\$77,356	Controlled disbursement account
Karnes County National Bank	Payroll	\$0	Controlled disbursement account
Karnes County National Bank	Debt Service Fund	\$68,590	Controlled disbursement account
Karnes County National Bank	General Operating-MM	\$42,254	Controlled disbursement account
Karnes County National Bank	Lunch Room	\$2,664	Controlled disbursement account
Karnes County National Bank	Student Activity	\$92,654	School and campus activity
<b>Total</b>		<b>\$283,518</b>	

*Source: KCISD Business Office.*

The superintendent and business manager share the duties of investment manager. A variety of investment vehicles should be used to achieve investment goals of safety, liquidity and maturity sufficient to meet anticipated cash requirements. The primary objectives of the district's investment policy, last updated in November 1999, are shown in **Exhibit 2-2**.

**Exhibit 2-2**  
**KCISD Board Investment Policy Primary Objectives**

<b>SUITABILITY</b>	Only investments authorized by law and described further in Policy CA (Legal), shall the board permit district funds to be invested.
<b>SAFETY</b>	The main goal of the investment program is to ensure safety, as

	well as to maximize financial returns within current conditions and within policy.
MATURITY	Assets of the district shall be invested in instruments whose maturities do not exceed one year from the time of purchase, subject to exceptions as stated in policy.
LIQUIDITY	The district's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements, projected on a weekly, monthly and annual basis.
DIVERSITY	The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling and financial institutions to reduce risk of loss resulting from over concentration of assets in a specific class of investments, specific maturity or specific issuer.
YIELD	Monitoring shall be done at least quarterly as required by law, and more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

*Source: KCISD Policy Book.*

**Exhibit 2-3** provides a definition and description of the types of investment instruments in the district's portfolio.

### **Exhibit 2-3 KCISD Investment Policy**

Type of Investment	Investment Definition	Policy Description
Direct Obligations of the U.S. government	Direct obligations are financial guarantees by the United States government, its agencies or instrumentalities such as treasury bills (T-Bills). Also included are direct obligations of the state of Texas, its agencies or instrumentalities such as municipal bonds. Obligations of states, agencies, counties, cities and other political subdivisions of any state are authorized as long as a nationally recognized investment rating firm such as	Direct obligations of the U.S. government, its agencies with no stated maximum maturity from the date of purchase. The total portfolio may contain an unlimited percentage of this type security. No pro rata balance guideline exists in policy. (Pro rata is a term used to describe an allocation method whereby interest, profits or ownership is allocated in proportion to the balance of each fund divided

	<p>Moody's Investor Service or Standard &amp; Poor's Index (S&amp;P's) rates the investment not less than "A" or its equivalent. A rating represents the formal evaluation of a security's credit quality and ability to honor financial commitments. An "A rating" indicates that the security issuer has a strong capacity to meet financial obligations.</p>	by the balance of the total portfolio.)
Other U.S. Obligations	Other United States obligations or financial guarantees include collateralized mortgage obligations (CMOs), which are derivative mortgage-backed securities, created from pools of home mortgage loans.	Other obligations, the principal and interest on which are guaranteed or insured by, or backed by the full faith and credit of the United States. The total portfolio may contain an unlimited percentage of this type of security.
Type of Investment	Investment Definition	Policy Description
Certificates of Deposit	<p>A certificate of deposit (CD) is a time deposit issued by a bank that pays interest periodically or at specific maturity date, as evidenced by a certificate. The bank issues a certificate that indicates a specific dollar amount has been deposited with that bank for a fixed period of time at a predetermined interest rate. Large denomination CDs are typically negotiable; i.e., they can be sold or exchanged. There is normally a penalty for early withdrawal of a CD (time deposit).</p>	Fully collateralized, non-negotiable certificates of deposit issued by a bank doing business in Texas. The total portfolio may contain an unlimited percentage of this type of security.
Bankers' Acceptances	<p>A bankers acceptance is a money market instrument that is used to finance import or export transactions. Bankers acceptances are essentially checks. They represent a bank's</p>	Prime domestic bankers; acceptances with a maximum maturity not to exceed 270 days. The total portfolio may contain an unlimited percentage of this type of

	<p>promise and ability to pay the face or principal amount on the bankers acceptance on the stipulated maturity date.</p> <p>Maturities for bankers acceptances are generally less than three months. Bankers acceptances are authorized investments under the Public Funds Investment Act. Any bankers acceptance purchased by a public entity must have a stated maturity of 270 days or less, be eligible for collateral for borrowing from a Federal Reserve Bank, be liquidated in full at maturity in accordance with its terms, must be accepted by a bank organized and existing under federal or state law, and the short term obligations of the bank must be rated not less than A1/P1 or an equivalent rating by at least one nationally recognized credit rating agency. Similar to a Treasury bill, a bankers acceptance typically does not have a coupon, is issued at a discount and matures at par (face value).</p>	<p>security.</p>
Commercial Paper	<p>Commercial paper is defined as unsecured short-term obligations with maturities ranging from one to 270 days issued by banks, corporations and other borrowers. This type of investment is usually issued at a discount and carries a zero coupon. The accounting process for commercial paper is identical to the accounting process for a Treasury bill. Under Texas state law, to qualify as an authorized investment, commercial paper must have a stated maturity of</p>	<p>Commercial paper that is rated, at time of purchase, not less than A1/P1 by at least two nationally recognized credit rating agencies, and with a maximum maturity not to exceed 270 days. The total portfolio may contain an unlimited percentage of this type of security.</p>

	270 days or less and must carry a minimum credit rating of A1/P1 as assigned by at least two national credit rating agencies or as assigned by one nationally recognized credit rating agency while being fully secured by a letter of credit issued by a bank organized under federal or state law.	
Type of Investment	Investment Definition	Policy Description
Repurchase Agreements (Repos)	A repurchase agreement is the purchase of a security with an agreement to repurchase that security at a specific price and date. Repurchase agreements may be used to earn income on idle cash at or near the federal funds market rate. A holder of securities sells them to an investor with a repurchase agreement. The buyer is in effect lending the seller money for the period of the agreement. The terms of the repurchase agreement are structured to compensate the buyer. Dealers often use repurchase agreements to finance their positions. The exception occurs when the Fed is said to be doing repurchase agreements, in this instance it is lending money; i.e., increasing bank reserves. Fully collateralized repurchase agreements can be an authorized investment under the Public Funds Investment Act if the repurchase agreement meets the requirements specified in section 2256.011 of the Texas Government Code.	Agreement between two parties whereby one sells the other a security at a specified price with a commitment to repurchase it at a later date for another specified price. These agreements have a defined termination date. Most repurchase agreements are overnight transactions.
Constant	A constant dollar fund or pool is	As described in Sec. 2256.016

Dollar Government Investment Pools	a type of money market fund that offers safety of principal and liquidity. The fund maintains a stated objective of a \$1 dollar share value for all participants, which means that the dollar value of the original deposit is expected to be maintained through conservative management practices. Securities and Exchange Commission-registered money market funds maintain a limited 90-day weighted average maturity. AAA-rated money market funds usually require a 60-day weighted average maturity.	through 2256.019 of the Public Funds Investment Act.
No Load Mutual Funds	A no load fund is a mutual fund that is offered by an investment company that does not include a sales charge (or "load") in the purchase of shares in the fund. A no load money market mutual fund and a no load mutual fund can be authorized investments under the Public Funds Investment Act if they meet the requirements of 2256.014 of the Texas Government Code.	As described in Sec. 2256.014, use of this instrument shall be limited to a "sweep account" in conjunction with the district's checking account(s) with its depository bank. The dollar-weighted average stated maturity must be 90 days or less.

*Source: KCISD Policy Book and TSPR Banks to Bonds: A Practical Path to Sound School District Investing.*

## FINDING

KCISD effectively manages their business and financial operations by fostering a collaborative relationship between the board and administration, following district financial policies and tracking monetary transactions through specialized software. As a result, the district received a 100 percent "Superior Achievement" financial management rating for 1998 - 1999 according to TEA's Financial Accountability Rating System (FARS). In June 2001, the Texas Education Code (TEC) Chapter 39 Section 201 was amended requiring the development and implementation of a school financial accountability rating system. The Commissioner of

Education consulted with the comptroller of Public Accounts in the development of TEA's FARS, primarily designed to assess the quality of financial management in Texas public schools. To achieve a "Superior Achievement" rating, a district must receive a score between 92 and 100 percent based upon 22 indicators assessing general business management categories including:

- Financial allocations;
- Tax Collections;
- Financial strength;
- Operating cost management;
- Administrative cost management;
- Personnel management;
- Debt management;
- Facility acquisition and construction management;
- Cash management;
- Budgetary planning;
- Overall business management;
- Compliance with rules and regulations; and
- Data quality.

The business manager and superintendent report the district's finances to the board at monthly meetings both verbally and through the use of printed computer reports detailing program revenues and expenditures. This collaborative relationship between the board and administration is the foundation of the process whereby the district's finances are managed. The business manager uses several specialized computer programs and software applications to input and sort financial data and create financial reports outlining district revenues and expenditures. The superintendent and business manager also adhere to district policy in all aspects of their control over KCISD's finances.

## **COMMENDATION**

**KCISD effectively manages the district's business operations as recognized by their "Superior Achievement" rating from TEA's Financial Accountability Rating System due to collaborative board and administrative relationships, adherence to district financial management policy and tracking of expenditures and revenues.**

## **FINDING**

KCISD limits its investment diversification issuer and type to certificates of deposits and money markets managed by its depository, Karnes County National Bank. An issuer is the entity that originates the debt and guarantees the final payment. The concept behind issuer diversification is

to minimize credit risk, the risk that an issuer will default. The risk of Karnes County National Bank defaulting is generally low; however it would be a major catastrophe if it defaulted since all of KCISD's portfolio is invested there.

When a portfolio is diversified by type, it has a balance of various types of investments. For smaller portfolios like KCISD's, general accounting practices suggest that it is not prudent to include a large number of investment types. However, the idea behind investment diversification by type is to increase your chances for increased investment returns. Put some investments in investment categories that do well when interest rates rise, while keeping some in investments that do well when interest rates fall. This diversification of the portfolio protects the district's assets.

As of July 2001, the district possessed funds with a book value of approximately \$1.7 million in CD's and money market investments. **Exhibit 2-4** summarizes the KCISD portfolio for July 2001.

**Exhibit 2-4**  
**Investment Portfolio as of July 10, 2001**

Type of Investment	Book Value at March, 2001	Interest Rate
CD's	\$1,600,000	4.55%
Money Market	\$116,992	2.75%
<b>Total Investments</b>	<b>\$1,716,992</b>	

*Source: KCISD Business Manager.*

The business manager maintains a good relationship with the depository bank and is currently receiving six month CD interest rates for 90 day CD accounts consisting of deposits over \$100,000. The business manager said that he also periodically reviews TexPool rates and other investment opportunities to measure KCISD's interest earnings. Fluctuations in the economy or changes in the Federal Reserve interest rates, however, may prevent the bank from offering special rates to the district in the future. Additionally, any catastrophic financial event affecting Karnes County National Bank would be devastating for the district.

**Recommendation 3:**

**Diversify the investment portfolio to maximize investment revenue.**

The district could realize additional interest income by diversifying its investments to include publicly funded investment pools, such as TexPool, which are used by many Texas school districts.

## IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and business manager explore available diversification investment opportunities and develop investment strategies for district use.	September 2001
2.	The superintendent and business manager present diversification strategies to the board for approval.	October 2001
3.	The board approves diversification strategies for investments.	November 2001
4.	The superintendent and business manager implement investment diversification strategies.	December 2001 and Ongoing

## FISCAL IMPACT

District savings are calculated upon the difference between estimated earnings using TexPool's average interest rate of 5.13 percent and average district earnings from current CD and money market investments. All calculations are based upon average interest rates from January through June 2001

and all annual savings assume the same TexPool interest rate. ( $\$88,082 - \$76,017 = \$12,065$  annual savings.) Savings for 2001-02 are calculated upon nine months ( $\$12,065 \times .75 = \$9,049$ ).

Balance currently invested in CDs	\$1,600,000
Average interest earned at 4.55 percent	72,800
Balance currently invested in Money Market	116,992
Average interest earned at 2.75 percent	3,217
Total CD and Money Market interest earned	\$ 76,017
Total CD and Money Market balance for investment	\$1,716,992
Average interest earned at 5.13 percent in TexPool	88,082

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Diversify the investment portfolio to maximize the investment revenue.	\$9,049	\$12,065	\$12,065	\$12,065	\$12,065

## FINDING

KCISD is not maximizing its investment earning potential on the idle cash in the district's operating checking accounts. Texas school districts frequently make arrangements, as part of their depository contracts, for placing idle depository bank account balances in overnight sweep investment vehicles.

**Exhibit 2-5** shows KCISD's current checking account interest rate and available balances for investment. The district's estimated monthly payroll is \$17,308. Some school districts subtract estimated payroll from excess investment funds.

**Exhibit 2-5**  
**KCISD Checking Account Balances**  
**And Interest Rates with**  
**Karnes County National Bank**  
**May, 2001**

Account Description	May 2001 Balance	Interest Rate
Student Activity Account	\$92,654	2.53%
General Operating Account	\$77,356	2.53%
Debt Service Account	\$68,590	2.53%
General Operating - MM Account	\$42,254	2.53%
Lunch Room Account	\$2,664	2.53%
Payroll Account	\$0	2.53%
<b>Total Balance</b>	<b>\$283,518</b>	

*Source: KCISD Business Office.*

Typically, a school district's earnings would be slightly higher if it used zero balance sweep accounts rather than compensating balances for these checking accounts. Zero balance accounts sweep all unused cash balances into overnight investments to maximize interest earnings. The district earns interest on compensating balances maintained with Karnes County National Bank. The yield on overnight investments is generally better than the earnings the district receives on compensating balances.

**Recommendation 4:**

**Arrange for overnight sweep investments to maximize investment earning potential on idle checking account funds.**

## IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager contacts Karnes County National Bank and negotiates for zero balance accounts to use in overnight sweep investments.	September 2001
2.	The business manager presents overnight sweep information to the superintendent for approval.	October 2001
3.	The superintendent and business manager present overnight sweep information to the board for approval.	October 2001
4.	The board approves overnight sweeps.	November 2001
5.	The business manager implements and monitors overnight sweeps.	December 2001 and Ongoing

## FISCAL IMPACT

If all funds on deposit as of May 2001 were invested overnight at a rate of 4.75 percent instead of the 2.53 percent rate on the May 2001 bank deposits, the district could realize an additional \$6,294 per year. The 90-day government Treasury Bill (T-Bill) rate as of May 2001(4.75 percent) is used for the estimated overnight interest rate. The first year savings reflect the investment of idle bank balances in higher yielding investment vehicles effective December 2001, or three-fourths of the annual rate ( $\$6,294 \times .75 = \$4,721$ ). This fiscal impact assumes the same T-Bill rate for each year.

Balance available for investment	\$283,518
Estimated annual interest earnings at 4.75 percent	13,467
Estimated checking account interest earnings at 2.53 percent	7,173
Estimated additional interest earnings	\$ 6,294
$(\$13,467 - \$7,173 = \$6,294)$	

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Arrange for overnight sweep investments to maximize investment earning potential on idle checking account funds.	\$4,721	\$6,294	\$6,294	\$6,294	\$6,294

## FINDING

KCISD does not offer direct deposit to its employees. Although documentation was unavailable, the business manager reported investigating the feasibility of this option in the spring and fall of 1999. He said that results of a survey indicated that approximately 65 percent of the

district's employees were interested in direct deposit participation. The district did not implement any change in payroll dissemination at that time.

Direct deposit makes payroll more efficient for the district and more convenient for the employee. Direct deposit benefits employees by saving time, eliminating trips to the bank and allowing for deposits even when the employee is on vacation or sick; in addition, direct deposit eliminates the potential of paycheck fraud.

Karnes County National Bank is capable and willing to assist KCISD in providing direct deposit to its employees at no cost to the district. In interviews with Karnes County Bank officials, it was learned that the bank is capable of providing direct deposit services for any employee who banks with Karnes County National Bank. For employees that do not bank with Karnes County National Bank, the bank will use Frost National Bank, an institutional which is on-line with the United States Federal Reserve and is a correspondent bank with Karnes County National Bank, to transmit employees' deposit to their respective banking institution.

Processing direct deposits entails providing the Karnes County National Bank with a listing of employee names, bank account routing numbers, and bank account numbers. Both of these numbers are found on the bottom of an employee's check or savings deposit slip. Once the listing is prepared it does not need to be changed unless an employee changes banks or account numbers. The direct deposit listing is then forwarded to Karnes County National Bank, with the net pay amount, three to five days before each pay date. The banks handle all transfers and deposits. After all direct deposits are completed, Karnes County School District will see a withdrawal for the amount of the direct deposit, from the district's bank statement.

#### **Recommendation 5:**

##### **Implement a direct deposit plan for district employees.**

The process to initiate direct deposit is relatively simple. The district gives an automated payroll report, which the business manager already generates, to the bank. This report must include the employees, banking institutions used and bank account numbers. Each month, all payroll functions beyond this initial point can be handled electronically.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1. The business manager contacts Karnes County National Bank to arrange for payroll direct deposits.	September 2001
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2.	The business manager develops and circulates enrollment information to employees describing the benefits of direct deposit.	October 2001
3.	The business manager generates a payroll report with participating employees and gives it to Karnes County National Bank for processing.	November 2001
4.	The business manager implements direct deposit for participating employees.	December 2001

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

# Chapter 2

## FINANCIAL MANAGEMENT

### B. RISK MANAGEMENT

KCISD's insurance program consists of property and casualty insurance, group health care, employee benefit plans and workers' compensation insurance. **Exhibit 2-6** shows the district's insurance coverage from TASB.

**Exhibit 2-6**  
**KCISD Property Casualty Coverage as of August 31, 2000**  
**Carried with Texas Association of School Boards**

Type Coverage	Policy Limits	Deductible Amount	Policy Period	Premium Costs
Building and contents	\$15,556,692	\$1,000	8-18-2000 to 8-18-2001	\$13,995
General Liability	\$1,000,000	\$1,000	8-18-2000 to 8-18-2001	\$600
Professional Legal Liability	\$1,000,000	\$250	8-18-2000 to 8-18-2001	\$600
Employee Benefits	\$1,000,000	\$1,000	8-18-2000 to 8-18-2001	\$600
Band Instruments	\$125,000	\$250	8-18-2000 to 8-18-2001	\$188
Auto Fleet	\$100,000 - \$300,000	\$250	8-18-2000 to 8-18-2001	\$3,708
Student Accident	\$5,000,000	\$25,000	8-18-2000 to 8-18-2001	\$6,750

*Source: KCISD Administration Office.*

### *Employee Benefits*

KCISD's Benefits office resides in the superintendent's office under the supervision of the business manager. The business manager helps the superintendent evaluate employee benefit plans, monitor costs and perform the day-to-day activities of the benefits administration listed below:

- Assist employees who walk in with benefit questions;
- Process benefit enrollment, change and cancellation forms;
- Conduct benefits orientation for new employees;
- Process retired employee benefits such as retiree life insurance;
- Coordinate employee benefit deductions;
- Act as liaison among employees, providers, and insurance companies;
- Review and edit payroll reports to prepare payment to insurance companies;
- Process special insurance benefits for employees on Family Medical Leave Act;
- Process Teacher Retirement System of Texas forms;
- Meet with insurance companies to review open enrollment materials; and
- Provide COBRA administration.

The district has two health insurance policies with Humana Insurance Company, a Preferred Provider Plan (PPO) and a standard indemnity plan.

The district contributes \$139 for each employee towards the purchase of health and life insurance. Employees contribute the balance of the monthly fee if they choose to purchase a policy. The current cost for family coverage for the PPO is \$575, with the employee share of \$436. An individual policy for a district employee is \$248. If an employee does not choose health insurance, the employee is allotted \$72 to purchase other insurance coverage from the district's cafeteria plan. The cafeteria plan encompasses the optional types of insurance that an employee may elect to purchase. Some of these insurance services include prescription and dependent care coverage.

**Exhibit 2-7** explains the various types of health care plans.

### **Exhibit 2-7** **Types of Health Care Plans**

**Preferred Provider Organization (PPO):** A third-party payer contracts with a group of medical care providers that agree to furnish services at negotiated discounted fees in return for prompt payment and a certain volume of patients.

**Point of Service (POS):** A hybrid HMO/PPO plan where members may use non-HMO providers at the point of service.

**Indemnity:** A non-managed health plan where employees are not required to use a specific network of providers.

**Health Maintenance Organizations (HMO):** Members pay fixed, periodic fees directly to the HMO and receive health care services as often as needed. A

primary care physician usually directs all medical care.

Exclusive Provider Organization (EPO): A plan that provides benefits only if care is rendered by providers within a network. Provides benefits similar to those of an HMO but is generally self-insured and not subject to state laws governing HMO's.

*Source: Houston Area Health Care Coalition's (HCC) Employee Benefits and HCC's 1999 Healthcare Trend and Cost Survey.*

**Exhibit 2-8** summarizes the features of KCISD's group health plan.

**Exhibit 2-8**  
**KCISD Summary of Health Benefits**

Humana Insurance Company		
	In-Network	Out-of-Network
Calendar Year Deductible		
Individual	\$0	\$200
Family	\$0	\$600
Annual Out-of-Pocket Maximum		
Individual	\$1,000	\$2,000
Family	\$3,000	\$4,000
Coinurance	Yes	No
Precertification	Yes	Yes
Lifetime Maximum	Unlimited	Unlimited
Pre-existing Condition Limitation	Yes	Yes
Physician Services		
Office Visits	\$20 copay, then 100%	70%
Primary Care	\$20 copay, then 100%	70%
Specialist	\$20 copay, then 100%	70%
Preventative Care	\$20 copay	70%
Maternity	\$20 copay, then 100%	70%
Mental Health	80%	50%
Specialists and Consultants	\$20 copay, then 100%	50%

**Exhibit 2-8 (continued)**  
**KCISD Summary of Health Benefits**

<b>Humana Insurance Company</b>		
	<b>In-Network</b>	<b>Out-of-Network</b>
Hospital Services		
Inpatient	100% after deductible	\$500 copay, then 70%
Outpatient	100% after deductible	\$500 copay, then 70%
Emergency Room	\$50 copay, then 100%	\$500 copay, then 70%
Mental Health	80%	60%
Substance Abuse	\$20 per visit, then 100%	\$35 per visit, then 100%
Diagnostic X-Ray and Lab	100% after deductible	70%
Rehabilitation and Physical Therapy	80%	60%
TMJ Services Office Visits	None	None
Home Health Care	80% after deductible	60% after deductible
Family Planning	80%	60%
Infertility Services	None	None
Prescription Drugs	\$10 generic formulary, \$20 brand formulary, \$35 non-formulary, maintenance prescriptions, 2 times the applicable copay.	\$10 generic formulary, \$20 brand formulary, \$35 non-formulary, maintenance prescriptions, 2 times the applicable copay

*Source: KCISD Business Office.*

**Exhibit 2-9** summarizes the KCISD employee funded life insurance program.

**Exhibit 2-9**  
**Summary of Optional KCISD Life Insurance Coverage**  
**As of March 2001**

Coverage	Rate	Volume	Monthly Premium	Rate Guarantee
Basic Life	Variable	Up to \$150,000	Up to \$45	Yes

*Source: KCISD Business Office.*

**Exhibit 2-10** summarizes the KCISD unemployment compensation program. The KCISD unemployment compensation program administrator is currently the Texas Association of School Boards.

**Exhibit 2-10**  
**Summary of KCISD Unemployment Compensation Coverage**  
**As of March 2001**

Coverage Period	Calendar Year Wages	2000-01 Rate	2000-01 Contribution
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10-01-00 to 10-01-01	\$4,249,099.12	.000280	\$1,189.74
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*Source: KCISD Business Office.*

**Exhibit 2-11** summarizes the KCISD dental insurance program. Great American Reserve Insurance Company administers the KCISD dental program.

**Exhibit 2-11**  
**Summary of KCISD Dental Insurance Coverage**

Category	Type A Preventative and Diagnostic Expenses	Type B Basic Restorative and Corrective Expenses	Type C Major Restorative and Corrective Expenses
Employee	\$24.94	\$24.94	\$24.94
Employee + family	\$61.24	\$61.24	\$61.24

*Source: KCISD Business Office.*

## FINDING

During 2001, the Texas Legislature established a statewide school employee health insurance plan for teachers and other employees of school districts. Coverage for smaller district employees, like those working for KCISD, will begin in the fall of 2002. Coverage will be expanded to larger districts as early as 2003. The Texas Teacher Retirement System (TRS) will be administering the plan and, as written, KCISD and other districts with 500 employees or less, or more than 80 percent of the school districts in Texas, are required to participate in the plan. Districts with between 501-1,000 employees may join the plan within three years or continue with their local insurance plan. These districts must inform TRS of their desire to participate by September 1, 2001. Districts with more than 1,000 employees may join within three years, or no later than 2005, as determined by TRS.

There are some special provisions to the plan that deal with risk pools and self-insurance programs.

Risk pools: If a risk pool of more than 500 employees was in existence on January 1, 2001, the districts within the pool may elect not to participate

as a single entity in accordance with the above rules regarding number of employees.

**Self-Insured:** Districts with under 500 employees that were individually self-insured on or before January 1, 2001, and have continued a self-insured program since, may elect not to participate in the state pool.

All full-time employees and those part-time employees who are members of TRS are automatically covered by the basic state plan, which is considered catastrophic coverage. To receive higher levels of coverage will require that the employee and the district pay the additional premiums. To assist with these additional premiums, the state will send each district \$75 per month, per employee and will give each employee an additional \$1,000 to pay for additional employee coverage, dependent coverage, compensation or any combination of the above. Part-time employees who are not TRS members may participate if they pay the full cost.

Districts are expected to make a minimum contribution of \$150 per employee, per month, assuming that most districts are contributing at least this amount toward employee health coverage today. If they are not, like KCISD, over the next six years the state will help them pay that local district share, but this state money will stop at the end of the six-year period. If a district is not contributing anything today and is at the tax cap of \$1.50, the state will continue to pay the district's \$150 per month, per employee, even after the end of the six year period.

All of the details of the plan have not been thoroughly defined in legislation and will be subject to contract negotiations with health insurance providers as well as rules and guidelines set by TRS. TRS expects to have more details during the summer of 2001, so that districts with between 501-1,000 employees can make a decision regarding participation before the September 1, 2001 deadline for declaring their intent to participate. Consequently, within the next year more than 80 percent of the districts in the state will be examining the options and making plans to transition to the new plan.

Because the Legislature was concerned about the affect that the termination or bidding of insurance contracts during this final year of coverage would have on a district's ability to obtain competitive bids for health insurance, the state has exempted these smaller school districts from the competitive bid requirements for health insurance coverage for the coming year. KCISD, therefore, is exempt from the bidding process for 2001-02. This provision does not impact districts with more than 1,000 employees.

In October 2000, KCISD signed a contract with Humana Insurance Company to provide health insurance for all employees. However, due to the new health insurance legislation, KCISD is not required to bid for insurance services prior to the expiration of their contract with Humana in October of 2001.

**Recommendation 6:**

**Develop a plan to transition the district to the state's new health insurance plan.**

In preparation for implementation of the new insurance requirements, KCISD should create a committee to study the requirements and develop an implementation plan for the district's inclusion in the new state health insurance pool.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent appoints a committee comprising of at least one representative of each district department (transportation, maintenance, food service, teaching, etc.) to study the new state health insurance legislation and provide input into the district's future decisions about the insurance.	September 2001
2.	The committee creates an information sheet to present pertinent health insurance details to district employees and a transition plan for the district.	October 2001
3.	The committee submits the information sheet and transition plan to the superintendent for approval.	December 2001
4.	The superintendent approves and submits to the board for approval.	January 2002
5.	The board approves the transition plan.	February 2002
6.	The superintendent and business manager contact TEA and make definitive plans to enroll the district in the state's new insurance plan.	March 2002
7.	The superintendent disseminates and explains the insurance information sheet and the health insurance transition plan to all district employees.	April 2002
8.	The district implements transition requirements for the first year of participation in the state's health insurance plan.	May 2002

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## FINDING

The district does not bond all employees responsible for deposits, cash collection and athletic event cash collection and deposits. KCISD has not added public official bonding for the business manager, assistant business manager, athletic director, student activity advisors or high school principal.

The business manager and assistant business manager handle incoming cash for deposit in district accounts. After a football game or other revenue producing athletic event, the cash receipts are transported to Karnes County National Bank by the high school principal. The following day, the group or event sponsors count the collected money. The Karnes City Police department transports the high school principal to the bank after football games to deposit money from the event.

### **Recommendation 7:**

#### **Obtain a cash bond for all persons who are responsible for handling cash.**

Employees who handle cash are personally responsible for physical transactions involving the transfer of those funds. Cash bonds protect those persons from liability, as well as protecting the interests of the district.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The business manager notifies the Karnes Insurance Company to add a cash policy bond for the business manager, assistant business manager, athletic director, student activity advisors and the high school principal.	September 2001
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## **FISCAL IMPACT**

The cost per bond is estimated at \$50 per employee, per year for a \$20,000 bond. Six employees times \$50 per bond equals \$300.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Obtain a cash bond for all persons who are responsible for handling cash.	(\$300)	(\$300)	(\$300)	(\$300)	(\$300)

# Chapter 2

## FINANCIAL MANAGEMENT

### C. FIXED ASSETS

#### FINDING

The district conducted a fixed asset appraisal during 2000-01 but 100 percent reconciliation was not completed. The district does not have a policy requiring district personnel to conduct an inventory. The superintendent has acknowledged the need for a complete fixed asset appraisal.

As early as 1998, the Business office staff has raised concerns over fixed asset control weaknesses in the district. The district's external auditor has used estimates in the financial reports of the district.

The Texas Education Agency defines fixed assets as purchased or donated items that are tangible in nature, have a useful life longer than one year, have a unit value of \$5,000 or more and may be reasonably identified and controlled through a physical inventory system. The Texas Education Agency's *Financial Accountability System Resource Guide* requires assets costing \$5,000 or more to be recorded in the fixed asset group of accounts. Items costing less than \$5,000 are recorded as an operating expense of the appropriate fund under TEA guidelines.

The Texas Comptroller of Public Accounts has developed best practices to help local governments set up an effective and efficient fixed assets management system. These best practices provide a comprehensive solution to deficient fixed assets management systems. **Exhibit 2-12** summarizes these best practices.

#### **Exhibit 2-12** **Best Practices for an Effective Fixed Assets Management System**

Preliminary Steps	<ul style="list-style-type: none"><li>• Identify individuals in the district who will have key fixed-asset responsibilities and establish the nature of such responsibilities.</li><li>• Devise policies and procedures governing capitalization thresholds, inventory, accounting, employee accountability, transfers, disposals,</li><li>• Determine surplus and obsolescence, and asset sale and disposition.</li><li>• Determine district fixed-asset information needs and constraints.</li></ul>
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	<ul style="list-style-type: none"> <li>Determine the hardware and software necessary to effectively manage the system.</li> </ul>
Creating the Fixed-Asset Management System	<ul style="list-style-type: none"> <li>Adopt a proposal setting up the fixed-asset system including adoption of formal policies and procedures</li> <li>Create positions and job descriptions for those with fixed-asset responsibilities.</li> <li>Determine the design of the fixed-asset inventory database and</li> <li>Develop standard forms to match the format of computerized records.</li> <li>Provide training as necessary.</li> <li>Identify specific assets below the capitalization threshold that should be tracked for information purposes and safeguarding.</li> <li>Budget the amount necessary to operate the fixed-assets management system adequately.</li> </ul>
Implementing the Fixed-Asset Management System	<ul style="list-style-type: none"> <li>Inform all departments of the requirements, policies, and procedures of the fixed-assets system.</li> <li>Ensure that assets to be tracked on the system have been identified and tagged.</li> <li>Enter information into the fixed-assets database.</li> <li>Assign appropriate values to the assets in the database.</li> <li>Establish location codes and custodial responsibility for fixed assets.</li> </ul>
Maintaining the Fixed-Asset Management System	<ul style="list-style-type: none"> <li>Enter all inventory information into the automated fixed-asset system as fixed assets are received.</li> <li>Assign tag numbers, location codes, and responsibility to assets as they are received.</li> <li>Monitor the movement of all fixed assets using appropriate forms approved by designated district personnel.</li> <li>Conduct periodic inventories and determine the condition of all assets.</li> <li>Generate appropriate reports noting any change in status of assets including changes in condition, location, and deletions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reconcile the physical inventory to the accounting records, account for discrepancies, and adjust inventory records.</li> <li>• Use information from the system to support insurance coverage, budget requests, and asset replacements and upgrades.</li> </ul>
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*Source: "Getting a Fix on Fixed Assets," City and County Financial Management, May 1999 Vol. 15 Issue 2.*

#### **Recommendation 8:**

#### **Develop and maintain a comprehensive fixed assets management system to ensure that district fixed assets are properly identified, monitored and safeguarded.**

The process must begin by conducting a complete districtwide inventory of fixed assets to ensure that KCISD has a comprehensive starting database. The district's fixed asset system, however, should be managed more effectively to ensure accountability for assets purchased with local and federal resources. Moreover, the system must provide an accurate value of assets for internal and external reporting. Finally, assets must be physically labeled and protected against theft, deterioration or other loss. The district should be provided with an excess of identification labels to be affixed to new purchases and the necessary software and training for continued maintenance and additions to the system.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The business manager advertises for proposals for a fixed asset appraisal.	September 2001
2.	The board approves the fixed asset appraisal contract.	October 2001
3.	The winning firm conducts fixed asset appraisal including complete inventory, physical identification of assets using tags and provision of software, training and extra tags for future use by the district.	November 2001

#### **FISCAL IMPACT**

The cost to the district is estimated at 160 hours x \$50 per hour for contracted services.

<b>Recommendation</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Develop and maintain a comprehensive fixed assets management system to ensure that district fixed assets are properly identified, monitored, and safeguarded.	(\$8,000)	\$0	\$0	\$0	\$0

# **Chapter 2**

## **FINANCIAL MANAGEMENT**

### **D. BOND ISSUANCE AND INDEBTEDNESS**

#### **FINDING**

The district does not take advantage of Tax and Revenue Anticipation Notes (TRAN's). School districts are able to borrow money on the anticipated revenue they will receive in the upcoming year based on the maximum anticipated cash flow deficit calculated in accordance with the United States Treasury regulations. The district issues bonds at low, tax-exempt rates for a period of one fiscal year. The district can then invest this money at higher interest rates than the borrowing rates and receive substantial earnings.

KCISD is permitted under Texas Education Code 45.108, Section 26.012(7) of the Tax Code and under the United States Internal Revenue Code to issue Tax and Revenue Anticipation Notes for the purpose of revenue enhancement. Districts may issue TRAN's equal to the maximum deficit in any given month during a fiscal year, plus five percent of the prior years' working capital expenditures, not to exceed \$10 million per year. A district may not issue tax-exempt securities if the amount will exceed \$10 million per calendar year.

TRAN's are not complicated bond issues. TRAN calculations are automated in spreadsheet tools and most cases permit the issuer to complete a pre-written bid package in less than a few hours. Legal counsel is required for filing the TRAN with the Internal Revenue Service.

#### **Recommendation 9:**

**Adopt a policy on the issuance of Tax and Revenue Anticipation Notes and issue TRAN's in each year the district qualifies under IRS Code.**

The Kenedy ISD business manager and bookkeeper are willing to coordinate the TRAN process with KCISD to increase revenue generation, reduce legal fees and share administrative responsibilities.

The KISD business manager can obtain the necessary financial information and cash flow statement from the business manager of KCISD. Then, the KISD business manager can complete the paperwork and arrange for the bond sale and investments for KCISD as part of a cooperative agreement. This type of inter-district cooperation benefits KISD by obtaining better rates through a larger TRAN bond sale and

investment. KCISD benefits by receiving better interest earnings and does not need to complete the paperwork, as this would be KISD's responsibility. KCISD would be responsible for a pro-rated share of legal expenses in order to file the TRAN with the Internal Revenue Service.

## IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The KCISD business manager determines cumulative cash flow deficit to assess TRAN eligibility for KCISD.	September 2001
2.	The KCISD business manager contacts the KISD business manager with the KCISD figures for TRAN eligibility to determine joint TRAN status.	September 2001
3.	The KISD business manager determines bond sale date.	October 2001
4.	The KISD business manager completes the request for proposals and sends the request for proposals along with the cash flow calculations to banks and financial institutions for both KISD and KCISD.	October 2001
5.	The KISD business manager, in consultation with the KCISD business manager, determines the lowest net interest cost.	November 2001
6.	The KISD business manager, in consultation with the KCISD Business manager, determines the highest interest rate to be earned.	November 2001
7.	The KISD business manager notifies the KISD school board, and the KCISD superintendent of the lowest net interest cost and highest interest rate to be earned by bidder.	November 2001
8.	The KISD and KCISD school boards approve borrowing bids and investment strategy.	December 2001
9.	The KISD business manager invests TRAN proceeds for both districts.	January 2002
10.	The bond counsel files legal documents.	January 2002

## FISCAL IMPACT

Using estimated KCISD cash flow projections for fiscal 2001, the cumulative cash flow deficit is \$670,036, plus 5 percent of the prior year's working capital expenditures \$341,330. Added together KCISD's maximum TRAN borrowing would be \$1,011,136. **Exhibit 2-13** details the interest earnings potential of a TRAN in KCISD. Note that earnings

would be realized one year from the issuance date; therefore, no savings can be claimed for the first year of implementation.

**Exhibit 2-13**  
**TRAN Estimated Interest Earnings**

Description	Amount
Maximum TRAN borrowing permitted in 2000	\$1,011,136
Estimated Bond Rate from District Sale of TRAN	3.75%
Interest Payable One Year from TRAN Sale Date	\$37,918
Estimated Investment Earnings from TRAN Proceeds	5.25%
Interest Earnings Payable One Year from TRAN Sale Date	\$53,085
Legal Fees for Filing TRAN with Government Agencies	\$2,000
TRAN Net Interest Earnings for KCISD	\$13,167

*Source: KCISD Cash Flows Summary, United States Internal Revenue Service*

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Adopt a policy on the issuance of Tax and Revenue Anticipation Notes and issue TRAN's in each year the district qualifies under IRS Code.	\$0	\$13,167	\$13,167	\$13,167	\$13,167

# Chapter 2

## FINANCIAL MANAGEMENT

### E. TAX COLLECTIONS

KCISD's board sets the district's tax rate and performs in-house tax collections. State law requires the tax rate to be set after the board adopts the district budget. KCISD's budget must be prepared by August 20 and adopted no later than August 31. The appraisal district usually has initial value estimates available in May. However, because certified property tax rolls are not available until the end of July, the district must forecast its property tax revenue for budget purposes. These projections must be monitored throughout the process to ensure that they are as accurate as possible before they are finalized.

Truth in taxation laws require school districts to calculate their effective tax rate, rollback rate and proposed rate after receiving their certified property values from the appraisal district. The effective rate is the rate needed to generate the same amount of revenue as the previous year, based upon the current value of properties taxed the previous year. The effective rate allows taxpayers to understand the relationship between last year's tax revenue and current-year property values.

Tax rates consist of a maintenance and operations component (M&O) and a debt service component. The M&O component is used to pay the general operating expenses of the district. The debt service component is used to pay principal and interest on the district's debt obligations. The rollback rate is the effective rate plus eight cents (as established by law). The proposed rate is the rate needed to raise the amount of money the district estimates it needs for the coming year. The proposed rate becomes the adopted rate if it is not contested by voters and is approved by the Board of Trustees. Voters may contest the proposed rate (if it exceeds the rollback rate) by petitioning for an election to roll back the adopted rate.

**Exhibit 2-14** highlights the breakdown of budgeted revenues for KCISD and the peer districts.

**Exhibit 2-14**  
**KCISD and Peer Districts**  
**Sources of Budgeted Revenue**  
**2000-01**

Entity	Local Property Tax	Other Local And Intermediate	State	Federal
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Ballinger	\$2,037,800	\$481,880	\$5,556,390	\$202,465
Colorado	\$3,190,487	\$416,871	\$4,314,868	\$232,024
Corrigan-Camden	\$2,543,312	\$754,500	\$4,970,429	\$359,500
DeKalb	\$1,118,711	\$135,000	\$4,894,494	\$267,500
Floydada	\$1,821,771	\$116,700	\$5,261,842	\$727,000
Freer	\$2,642,228	\$200,000	\$4,132,596	\$178,000
<b>Karnes City</b>	<b>\$1,927,938</b>	<b>\$215,075</b>	<b>\$4,400,938</b>	<b>\$194,600</b>

*Source: TEA, PEIMS 2000-01*

The local property tax rate increased 7.5 percent from 1997-98 to 2000-01, while enrollment decreased 8.2 percent. Local property values stayed approximately the same over the same period. **Exhibit 2-15** outlines the maintenance and operations tax rates, interest and sinking fund tax rates, total tax rates, total property values, total students, and the dollar value per student. Local revenues are primarily generated through the local property tax system. Districts adopt two tax rates each year, a maintenance and operations tax rate (M&O) and a debt service or interest and sinking fund tax rate (I&S) if the district has bonded indebtedness. M&O taxes are subject to a statutory maximum of \$1.50 per \$100 of taxable value. KCISD's 2000-01 tax rate is \$1.306, consisting of \$1.277 M&O and \$0.029 I&S.

**Exhibit 2-15**  
**KCISD Tax Rates**  
**1997-98 through 2000-01**

Description	1997-98	1998-99	1999-2000	2000-01	Percent Change 1997-98 to 2000-01
Maintenance and operations tax rate	\$1.187	\$1.196	\$1.283	\$1.277	7.5%
Interest and sinking fund tax rate	\$0.000	\$0.029	\$0.000	\$0.029	-

Total tax rate	\$1.187	\$1.225	\$1.283	\$1.306	10.0%
Total Property Value (000's)	\$145,802,910	\$156,122,027	\$146,126,642	\$146,059,289	0.1%
<b>Total Students</b>	<b>1,068</b>	<b>1,014</b>	<b>1,002</b>	<b>980</b>	<b>(8.2%)</b>
Value per student	\$136,520	\$153,966	\$145,835	\$149,040	9.1%

*Source: TEA, AEIS 1997-2000, PEIMS 2000-01.*

## FINDING

KCISD is not maximizing its available resources by spending more than necessary on in-house tax collections. The district has a 2000-01 tax office budget of \$104,829 which includes salaries of \$25,321 and benefits of \$1,611. This funds the office and two staff, including a tax collector with a \$18,300 salary and a part-time tax collector assistant with a \$7,021 salary. These employees are responsible for collecting an annual average of \$1.8 million. **Exhibit 2-16** shows the taxes assessed and the percent collected.

**Exhibit 2-16**  
**Taxes Assessed and Percent Collected**  
**1998-99 Through 2000-01**

Year	Taxes Assessed	Percent Collected
1998-99	\$1,713,512	97.9%
1999-2000	\$1,771,000	98.9%
2000-01	\$1,842,209	91.6%*

*Source: KCISD Comparison of Revenue to Budget Board Report, 1999-2000 and 2000-01;*

*KCISD Budget Worksheet, 1998-99.*

*\*Percent realized as of March 6, 2001.*

The three other Karnes County districts contract for tax collection services offered by the Karnes County Tax Assessor Collector (KCTAC) at a rate of 1 percent of the collected taxes. The county collects an average of 95 percent for the other three districts. Karnes County collects its own taxes including those for Rural Fire and Road and Bridge Special, as well as those for Karnes County Hospital, Escondido Watershed, Eclecto Watershed and Hondo Watershed districts and the cities of Kenedy, Falls City and Karnes City. Entities contracting with KCTAC do not incur duplication of costs since the county already performs tax collections en masse. Further, state law prescribes that a school district may not be charged more than the actual costs associated with this function.

The KCTAC has bid on tax collection services on behalf of KCISD in August 1997. Their bid at the time was 1 percent of collected taxes but was rejected by the board. The KCTAC also offers a service to taxpayers whereby they can pay one half of taxes owed by December of the collection year and then pay the remaining balance, without penalty, by June 30 of the following year. The district currently does not offer this service to its taxpayers.

KCISD also pays an annual \$130 fee for assessment services by the Karnes County Appraisal District.

**Recommendation 10:**

**Contract with the Karnes County Tax Assessor Collector for tax collection services and eliminate the in-house function.**

Contracting with the Karnes County Tax Assessor Collector precludes the need for KCISD to continue funding an additional department and staff for tax collection. Transitional functions and continued business interactions with the KCTAC are expected.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The KCISD business manager contacts the Karnes County Tax Assessor Collector to obtain a proposal to collect taxes and presents the information to the superintendent.	August 2001
2.	The superintendent analyzes the proposal including the elimination of the district's in-house tax collection department and staff.	August 2001
3.	The superintendent presents the analysis to the board for consideration and approval.	September 2001
4.	The board approves the proposal to outsource tax collections to	September

	the Karnes County Tax Assessor Collector.	2001
5.	The superintendent gives a reduction in force notice to the KCISD tax collection staff and negotiates a contract with the Karnes County Tax Assessor Collector.	October 2001
6.	The Karnes County Tax Assessor Collector begins tax collections for KCISD.	October 2001

### FISCAL IMPACT

By contracting with the Karnes County Tax Assessor Collector, the cost to KCISD is approximately \$17,501 based on a 95 percent collection rate ( $\$1,842,209 \times .95$  percent average collection rate  $\times .01$ ). By eliminating the tax office function, the savings will be \$88,975 (\$104,829 tax office budget - \$130 fee for Karnes County Appraisal District assessment services - \$15,724 ( $\$104,829 \times .15$ )). Approximately 15 percent of the tax office budget should be retained by the district for administrative tasks associated with working with the Karnes County Tax Assessor Collector's office.

The total annual net savings would be \$71,474. The 2001-02 effect will be \$59,562 ( $\$71,474 \times 10/12$ ).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Contract with the Karnes County Tax Assessor Collector for tax collection services and eliminate the in-house function.	\$59,562	\$71,474	\$71,474	\$71,474	\$71,474

# Chapter 2

## FINANCIAL MANAGEMENT

### F. ORGANIZATION AND MANAGEMENT

Financial management in school districts involves effective planning, budgeting, managing and maximizing resources. A district's ability to perform these tasks affects its relationships with its employees, vendors, funding agencies and the local community. Financial management is most effective when a district allocates and spends its resources using a system of established priorities; when internal controls are in place and operate as intended; when financial information is provided in a timely way and in useful formats; and when staff resources and technology are leveraged to achieve the best results.

School districts must maintain and operate effective financial management systems in a highly regulated environment. They must meet financial management requirements established by federal and state laws, rules and regulations. TEA's Financial Accountability System Resource Guide (FASRG) outlines accounting and reporting requirements for Texas school districts. Internally developed policies and procedures, Generally Accepted Accounting Principles, and Governmental Accounting Standards Board (GASB) guidelines also affect school districts' financial management activities.

KCISD's expenditure budget for 2000-01 is approximately \$6.5 million, while budgeted revenues were also slightly more than \$6.5 million and are generated from local, state, federal and other sources such as investment income. **Exhibit 2-17** presents a comparison of KCISD's 2000-01 budgeted expenditures by function compared to state averages.

**Exhibit 2-17**  
**KCISD and State Budgeted Expenditures by Function**  
**as a Percent of Total Expenditures**  
**2000-01**

Function (Code)	KCISD 2000-01	Percent of Total	State 2000-01	Percent of Total
Instruction (11, 95)	\$3,668,180	55.0%	\$13,871,475,883	51.3%
Instruction related services (12,13)	\$209,646	3.1%	\$711,993,126	2.6%
Instructional leadership (21)	\$22,611	0.3%	\$327,217,968	1.2%

School leadership (23)	\$411,449	6.2%	\$1,413,048,962	5.2%
Support services-student (31,32,33)	\$232,437	3.5%	\$1,080,558,025	4.0%
Student transportation (34)	\$221,073	3.3%	\$676,770,906	2.5%
Food services (35)	\$312,716	4.7%	\$1,315,831,789	4.9%
Co-curricular/extracurricular Activities (36)	\$233,273	3.5%	\$601,620,200	2.2%
Central administration (41,92)	\$366,922	5.5%	\$946,025,510	3.5%
Plant maintenance and operations (51)	\$573,032	8.6%	\$2,598,036,618	9.6%
Security and monitoring services (52)	\$0	0.0%	\$153,117,054	0.6%
Data processing services (53)	\$9,950	0.1%	\$298,526,325	1.1%
Other*	\$403,407	6.1%	\$3,061,791,569	11.3%
<b>Total Budgeted Expenditures</b>	<b>\$6,664,696</b>	<b>100%</b>	<b>\$27,056,013,935</b>	<b>100%</b>

*Source: TEA, PEIMS 2000-01.*

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

**Exhibit 2-18** shows how KCISD's budgeted funds were distributed in 2000-01 compared to peer districts and the state average for the instruction category. The chart ranks the districts and state average based on the percent of expenditures on instruction. KCISD ranks in the middle of the group for spending on instruction.

**Exhibit 2-18**  
**KCISD, Peer Group and State Budgeted Expenditures for Instruction Function**  
**as a Percent of Total Expenditures**  
**2000-01**

Entity	Total Instruction Expenditures	Total Budgeted Expenditures	Percent Spent on Instruction
Freer	\$4,315,010	\$7,260,462	59.4%

Ballinger	\$4,649,562	\$7,967,374	58.4%
Dekalb	\$3,765,240	\$6,626,463	56.8%
Floydada	\$4,041,734	\$7,245,152	55.8%
<b>Karnes City</b>	<b>\$3,668,180</b>	<b>\$6,664,696</b>	<b>55.0%</b>
Colorado	\$4,649,261	\$8,641,376	53.8%
Corrigan-Camden	\$4,130,018	\$8,513,378	48.5%
<b>State</b>	<b>\$13,871,475,883</b>	<b>\$27,056,013,935</b>	<b>51.3%</b>

*Source: TEA, PEIMS 2000-01.*

District expenditures per student increased 21.5 percent from 1997-98 to 2000-01 (**Exhibit 2-19**). Instruction and instructional leadership spending increased 14.4 percent, or \$473 per student, and school leadership increased 40.4 percent.

**Exhibit 2-19**  
**KCISD Expenditures Per Student**  
**1997-98 through 2000-01**

Expenditure Category	1997-98	1998-99	1999-2000	2000-01	Percent Change 1997-98 to 2000-01
Instruction and Instructional leadership	\$3,293	\$3,400	\$3,596	\$3,766	14.4%
School leadership	\$299	\$331	\$352	\$420	40.4%
Central administration	\$306	\$355	\$356	\$374	22.4%
Other operating	\$1,482	\$1,654	\$1,704	\$1,829	23.4%
<b>Total operations</b>	<b>\$5,380</b>	<b>\$5,740</b>	<b>\$6,008</b>	<b>\$6,389</b>	<b>18.8%</b>
<b>Total non-operations</b>	<b>\$217</b>	<b>\$325</b>	<b>\$328</b>	<b>\$412</b>	<b>89.9%</b>
<b>Total per student</b>	<b>\$5,597</b>	<b>\$6,065</b>	<b>\$6,336</b>	<b>\$6,801</b>	<b>21.5%</b>

*Source: TEA, AEIS, 1997-2000 and PEIMS 2000-01.*

**Exhibit 2-20** presents a four year summary of district revenues.

**Exhibit 2-20**  
**KCISD Budgeted Revenues by Source**  
**1997-98 through 2000-2001**

Revenue Source	1997-98 Revenues	Percent of all Revenues	1998-99 Revenues	Percent of all Revenues	1999-2000 Revenues	Percent of all Revenues	2000-01 Revenues	Percent of all Revenues	Percent Change 1997-98 to 2000-01
Local	\$1,667,587	27.6%	\$1,922,707	31.0%	\$1,884,459	29.4%	\$1,927,938	28.6%	15.6%
State	\$3,985,702	65.9%	\$3,879,763	62.6%	\$4,128,213	64.4%	\$4,400,938	65.3%	10.4%
Federal	\$213,812	3.5%	\$213,600	3.4%	\$225,283	3.5%	\$194,600	2.9%	9.0%
Other local and Intermediate	\$181,600	3.0%	\$184,000	3.0%	\$172,300	2.7%	\$215,075	3.2%	18.4%
<b>Total</b>	<b>\$6,048,701</b>	<b>100%</b>	<b>\$6,200,070</b>	<b>100%</b>	<b>\$6,410,255</b>	<b>100%</b>	<b>\$6,738,551</b>	<b>100%</b>	<b>11.4%</b>

*Source: TEA, AEIS 1997-2000 and PEIMS 2000-01.*

As illustrated in **Exhibit 2-20**, total revenues for the district increased from \$6,048,701 to \$6,738,551, or 11.4 percent between 1997-98 and 2000-2001. During this same period, local revenues grew from \$1,667,587 to \$1,927,938, or 15.6 percent and state revenues grew from \$3,985,702 to \$4,400,938, or 10.4 percent.

**Exhibit 2-21** outlines budgeted revenues generated per student during 1999-2000 for KCISD and peer districts.

**Exhibit 2-21**  
**KCISD and Peer Districts Budgeted 2000-01 Revenues per Student**

District	2000-01 Revenues per Student
Ballinger	\$7,411
Colorado	\$7,248
Corrigan-Camden	\$7,343
Dekalb	\$6,500
Floydada	\$6,684
Freer	\$7,110

<b>Karnes City</b>	<b>\$6,87</b>
<b>Peer Average</b>	<b>\$7,025</b>

*Source: TEA, PEIMS 2000-01.*

Nearly 24.3 percent of KCISD's property value is for business, compared to 59.3 percent average for other districts in Region 3 and 40.8 percent for the state. KCISD also has less residential property value than the state and regional averages. **Exhibit 2-22** presents a summary of property values by category.

**Exhibit 2-22**  
**KCISD, Region 3, State**  
**and Peer District Property Values**  
**by Category as a Percent of Total Property Value**  
**1999-2000**

<b>Entity</b>	<b>Business</b>	<b>Residential</b>	<b>Land</b>	<b>Oil and Gas</b>	<b>Other</b>
Ballinger	46.5%	29.7%	20.2%	3.4%	0.2%
Colorado	60.0%	19.7%	15.2%	4.6%	0.6%
Corrigan-Camden	44.6%	20.3%	31.7%	1.9%	1.5%
Dekalb	19.9%	37.0%	41.0%	0.0%	2.0%
Floydada	27.7%	23.8%	48.3%	N/A	0.2%
Freer	30.8%	13.2%	10.3%	45.0%	0.8%
<b>Karnes City</b>	<b>24.3%</b>	<b>17.7%</b>	<b>27.7%</b>	<b>29.3%</b>	<b>1.0%</b>
<b>Region 3</b>	<b>59.3%</b>	<b>21.7%</b>	<b>12.0%</b>	<b>6.5%</b>	<b>0.5%</b>
<b>State</b>	<b>40.8%</b>	<b>46.7%</b>	<b>7.4%</b>	<b>4.6%</b>	<b>0.5%</b>

*Source: TEA, AEIS 1999-2000.*

## **FINDING**

The district does not have a formal procedures manual that documents and governs all fiscal operations by functional area: accounts payable, accounts receivable, payroll, fixed assets, purchasing and cash management. District staff stated that they follow the Texas Education Agency (TEA) *Financial Accountability System Resource Guide*.

In the absence of a procedural manual, administrative office employees may have difficulty functioning outside of their area of responsibility

which is particularly problematic during times of prolonged illness or employee turnover. However KCISD have contracted with Region 3 to come in should KCISD need assistance with procedures while the employee responsible is missing. Written procedures assist district personnel in following a process from beginning to end and provide direction on the correct methods for processing specific transaction. The written procedures an excellent training tool for new employees.

**Recommendation 11:**

**Develop a formal procedures manual for the business office that details day-to-day operations.**

Due to limited personnel, the loss of one employee could severely impact the district's ability to function for a period of time if the district lacks documented procedures.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent creates a team of staff members to draft a procedures manual. The team delegates sections of the draft procedures manual. For example, the business manager could draft the budgeting procedures.	October 2001
2.	The team meets to review and edit the procedure drafts.	December 2001
3.	The superintendent reviews and approves procedures and presents procedures to the board.	January 2002
4.	The board approves the procedures manual draft.	February 2002
5.	Once the board approves procedures, the team compiles the procedures into the new KCISD administrative procedures manual.	March 2002

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

KCISD is in the process of establishing a plan to address recently issued financial reporting guidelines that are required to be implemented in 2001-2002. In June 1999, the Governmental Accounting Standards Board (GASB) issued the most comprehensive governmental accounting rule ever developed. GASB Statement of Financial Accounting Standards No.

34 will significantly change the way Texas school districts and other state and local governments report their finances to the public.

GASB is the private sector organization formed in 1984 that sets financial accounting and reporting standards for state and local governments. Its seven members are drawn from the board's diverse constituency, including preparers and auditors of state and local government financial statements, users of those statements and members of the academic community.

The new reporting system will affect a broad spectrum of the public. Reports prepared under the new standard will help to determine whether the school district's financial health is improving or deteriorating. The reports will provide vital information to a company planning to relocate to a particular county or region of the state. Reports prepared under the new standard will help trustees better understand the long- and short-term implications of policy decisions. Investors will better understand the financial health of school districts participating in the financial markets. The new standard will help taxpayers better assess the fiscal soundness of district management's actions.

District management stated that to comply with the new financial requirements staff time will have to be reallocated and the district will incur increased financial auditing fees. **Exhibit 2-23** details the workshops regarding GASB 34 attended by the business manager and additional KCISD administrative staff. The superintendent and business manager plan to attend additional workshops in the summer of 2001. **Exhibit 2-24** outlines the pertinent implementation dates and corresponding events as stated in GASB 34.

**Exhibit 2-23**  
**Workshops Attended for GASB 34**

Date	Name of Workshop	Attendee (s)
March 1, 2001	TASBO GASB 34 workshop	Business Manager
May 11, 2001	CASBO GASB 34 training	Business Manager
May 22, 2001	Region 3 ESC TETN GASB 34	Business Manager & Assistant

*Source: KCISD Business Manager, May 2001.*

**Exhibit 2-24**  
**KCISD GASB Statement #34 Implementation Timeline**

	<b>Event</b>	<b>Dates</b>
1.	Training and implementation of issues	Jan. 2001-Aug. 2001
2.	Inventory of Capital Assets	Oct. 2000-Aug. 2001
3.	Review of Funds	June 2001-Aug. 2001
4.	Establish local policy for Capitalization threshold, and other policy changes	June 2001-Aug. 2001
5.	Establish depreciation methods and classes	June 2001-Aug. 2001
6.	Calculation of Depreciation	June 2001-Aug. 2001
7.	Allocation of Depreciation	July 2001-Jan. 2002
8.	Preparation of new model Financial Statements	Sept. 2002-Nov. 2002
9.	Publication of GASB 34 Statements	Dec. 2002

*Source: KCISD Business Manager May 2001.*

#### **Recommendation 12:**

**Develop an implementation strategy for GASB Statement No. 34 to meet annual external financial reporting guidelines and TEA's regulatory reporting requirements.**

Assistance is available from various organizations in dealing with the GASB 34 financial reporting change. Practice guidelines from TEA during the implementation period and assistance from industry associations, such as the Texas Association of School Business Officials, are also available to help KCISD implement the new standard.

#### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent and the business manager develop a plan with Region 3 representatives and their financial auditor for implementing the new financial reporting standard.	October 2001
2.	The superintendent and the business manager develop information for a presentation to the board concerning the new	October 2001

	standard and explain significant implementation issues.	
3.	The business manager implements necessary procedures to satisfy new reporting and data maintenance requirements necessary to satisfy the new standard.	November 2001

### **FISCAL IMPACT**

The recommendation could be implemented with existing resources.

# **Chapter 2**

## **FINANCIAL MANAGEMENT**

### **G. TEXTBOOKS**

TEA is responsible for selecting and purchasing most of the textbooks used in Texas school districts. Each year, TEA provides districts a list of recommended textbooks, buys textbooks from publishers and lends them to districts. A district's established textbook adoption committee then selects the textbooks the district will order, following TEA guidelines. The decision to purchase is made at the local level and TEA does not monitor the use of the textbooks.

The number of books allowed per subject and grade level is based upon student enrollment information submitted to TEA through the Public Education Information Management System (PEIMS). Annual orders for instructional materials are based on the maximum number of students enrolled in the district during the previous school year and/or registered to attend district schools during the next school year.

Annual textbook orders are due by April 1 of each year. Supplemental orders are submitted after the annual order and throughout the year. Districts are given the opportunity to report exceptions to the PEIMS data if the district officials report the data are incorrect. Each district is responsible for returning these borrowed textbooks to TEA. If textbooks are lost during the school year, the district either recovers its cost from the student, the student's parent or guardian or the district compensates the state for the loss. All these textbook duties are handled by an employee designated as the textbook coordinator.

### **FINDING**

KCISD has it's third textbook coordinator in three years. The 2000-01 textbook coordinator, the junior high school librarian assumed the duties in 2000 and did not receive formal training. The coordinator prior to the 2000-01 coordinator left a notebook of handwritten instructions for various aspects of job performance; however, they do not adequately cover the textbook coordinator's responsibilities.

#### **Recommendation 13:**

**Provide formal training for the textbook coordinator and develop a detailed textbook coordinator's manual.**

In Kenedy ISD, a neighboring Karnes County district, the assistant superintendent has developed a textbook manual that details procedures covering the responsibilities of the textbook coordinator. The district should contact the assistant superintendent to review textbook procedures with the KCISD textbook coordinator.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The textbook coordinator sets up a time to meet with the previous coordinator to obtain information about the existing notebook and the roles and responsibilities of a textbook coordinator.	September 2001
2.	The textbook coordinator contacts a neighboring district to review their textbook procedures as additional background information for KCISD.	September 2001
3.	The textbook coordinator contacts TEA and Region 3 to obtain training schedule.	October 2001
4.	Textbook coordinator attends training and incorporates on the job and classroom information into a formal, written procedural manual for KCISD.	November 2002 and Ongoing
5.	The textbook coordinator submits the procedural manual to superintendent for review.	March 2002
6.	The superintendent approves the textbook coordinator's procedural manual.	April 2002

### **FISCAL IMPACT**

The recommendation can be implemented with existing resources.

# Chapter 2

## FINANCIAL MANAGEMENT

### H. SHARED SERVICE OPPORTUNITIES

The position of the school district business manager has evolved into a profession that is separate and distinct from that of the superintendent or principal. As a result, superintendents and principals in small school districts, who have been involved in school district operations, are finding it increasingly difficult to keep up with the rapidly changing requirements.

In addition, small school districts are unable to match the salaries of large school districts for highly trained and experienced business office personnel. Thus, these districts have more problems adjusting to changes in school finance and budgeting laws and in maintaining efficient business operations.

There are increasing reports of mistakes made by small district personnel that cause the district extreme hardships. A simple PEIMS reporting mistake can impact a district's funding for a number of years.

All school districts are required to perform an array of business services. In some manner the business services listed in **Exhibit 2-25** must be performed by all school districts.

**Exhibit 2-25**  
**Business Services Performed in Most School Districts**

• Accounting	• Preparation of Financial Report
• Purchasing	• Investment of School District Funds
• Invoice Processing	• Cash Flow Analysis
• Bank Reconciliations	• Food Service Accounting
• Fixed Asset Management	• PEIMS Reporting
• Purchasing	• Board Reporting

<ul style="list-style-type: none"> <li>• Payroll Processing and Benefits Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• State Aid Calculations</li> </ul>
<ul style="list-style-type: none"> <li>• Grant Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Student Enrollment Projections</li> </ul>
<ul style="list-style-type: none"> <li>• Budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Student Activity Fund Accounting</li> </ul>
<ul style="list-style-type: none"> <li>• Personnel Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Long Range Budgeting</li> </ul>
<ul style="list-style-type: none"> <li>• Managing and Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Tax Assessing/Collecting</li> </ul>

*Source: TSPR.*

How well districts are able to accomplish these complicated tasks depends on the knowledge and expertise of the personnel that districts are having increasing difficulty hiring.

## FINDING

Each of the four districts in Karnes County are uniquely challenged to provide the wide array of business services required of school districts in Texas.

In KCISD the superintendent has ultimate responsibility for many of the financial aspects of the district's operations. Supporting the superintendent are the business manager and assistant, technology director, PEIMS coordinator, tax collector and assistant, grants director, principals, secretaries and the maintenance director who procures surplus property from purchase requests.

As shown in **Exhibit 26**, KCISD is using a number of approaches to accomplish the financial and business related tasks of the district.

### **Exhibit 26** **Business and Financial Tasks in KCISD**

Task	Performed by Region 3	Performed In-House by the Position Shown	Contracted Service with Entity	Not Performed in KCISD

			<b>Shown</b>	
Accounting		Business Manager		
Invoice Processing		Superintendent's Secretary and Business Manager		
Bank Reconciliations		Business Manager and Assistant Business Manager		
Fixed Asset Management		Maintenance Director		
Purchasing		Superintendent's Secretary and Business Manager		
Payroll Processing and Benefits Reporting		Business Manager		
Grant Reporting		Grants Director and Technology Director		
Budgeting		Department Directors and Business Manager		
Personnel Reporting		Superintendent		
Managing and Supervision		Superintendent		
Preparation of Financial Reports		Business Manager		
Investment of School District Funds		Superintendent and Business Manager	Karnes County National Bank	
Cash Flow Analysis		Business Manager		

Food Service Accounting		Food Service Director		
PEIMS Reporting		PEIMS Clerk and Authorized Personnel		
Board Reporting		Superintendent and Business Manager		
State Aid Calculations		Business Manager		
Student Enrollment Projections		Superintendent and Business Manager		
Student Activity Fund Accounting		Assistant Business Manager and Campus Staff		
Long Range Budgeting		Superintendent and Business Manager		
Tax Assessing/Collecting		Tax Collection Director		

*Source: KCISD superintendent and business manager.*

In June 1999, Regional Education Service Center XI (Region 10) in Fort Worth submitted a proposal to TEA for "Improving Texas School District Financial Management." One component of the proposal was the development of a model business support services cooperative to help smaller school districts and charter school to perform any and all business functions. As part of this effort, Region 10 researched the use of cooperative financial services in and outside of Texas.

After reviewing and analyzing the various models from various states, Region 10 found six workable models for providing business services in small school districts and charter schools in Texas, which are summarized below:

#### **Model 1 - Business Services Provided by School Districts or Charter Schools**

- School districts or charters maintain their own business services departments
- The Regional Education Service Center (RESC) in the area performs business services as needed using RESC staff, retirees or other contracted groups or individuals.

### **Model II - Business Services Provided by Each RESC**

- School Districts or Charter Schools contract with the RESC to perform all business services.
- Business services provided by the RESC are full time, part time, interim, or "as needed."
- RESC staff, qualified retirees, or the use of an incubator to directly train school district employees performs business services.

### **Model III-Business Services Provided on a Multi-Regional Basis**

- School Districts or Charter Schools contract with the RESC to perform business services.
- This model assumes that four "Mega-RESC's" will be appropriately staffed to fully perform all business services.
- Each multi-regional RESC will provide services to four other RESCs. These smaller RESCs may also provide some business services or may provide interface services for school districts or charter schools in their regions.
- Business services provided by the RESC are full time, part time, interim or "as needed."
- The RESC staff, qualified retirees, or the use of an incubator to directly train school district employees performs business services.
- This model tracks the original Multi-Regional Processing Centers that provided data processing services in the early 70s.

### **Model IV-Business Services Provided by Shared Personnel**

- School districts or charter schools co-op business services between and/or among each other.
- These districts or school approve an inter-local governmental agreement, which specifies the responsibilities of the cooperative and the responsibilities of each of the school districts with the cooperative.
- The RESC can provide technical assistance to the cooperative including development of the agreement, housing and incubator, hosting and assisting with the cooperative board meeting.
- A fiscal agent would be appointed (this could be one of the member school districts or the RESC), and the cooperatives employees would become employees of the fiscal agent.

- The incubator could be provided by the RESC or by the cooperative

### **Model V-Business Services Provided by Shared Personnel (Minimum Enrollment Required by the State)**

- School Districts or Charter Schools co-op business services between and/or among each other in order to reach the minimum enrollment required by the state.
- The RESC could provide technical assistance, incubator training, or perform fiscal agent duties.
- This model is the same as Model IV; however, it requires a certain minimum aggregate enrollment for the participating school districts or charter schools.

### **Model VI-Privatized Business Services**

- School districts or charter schools purchase business services from a private company.
- The RESC could provide technical assistance and/or incubator services in order to train school district employees.

Clearly the scenarios can be "mixed and matched" in any combination or format desirable to school districts, charter schools and services centers. The use of these models, in conjunction with business services provided by RESCs throughout the state, could be a viable option for school districts and charter schools to procure professional business services in a cost-efficient manner.

#### **Recommendation 14:**

**Form a committee of superintendents, Region 3 representatives and representatives from the Texas Education Agency to explore the opportunities for shared financial services.**

While this recommendation is directed toward districts in Karnes County, other neighboring districts that could benefit from a shared services arrangement should also be invited to participate. Further, districts may find that they will benefit from some combination of scenarios and may wish to break off to work in smaller groups of two or three districts, rather than in a larger cooperative. All of these options should be thoroughly explored to ensure that the best interests of the districts are fully understood and protected.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent contacts Region 3 to set up a superintendent meeting with any interested districts in the Region, RESC staff and staff from TEA.	September 2001
2.	The superintendent attends the meeting and discusses a plan to fully explore the various options for cooperative financial services within the Region.	October 2001
3.	The committee researches all of the options, with each superintendent regularly providing information and input about their respective district's operations, needs and board concerns.	November 2001 - March 2002
4.	The superintendent shares the various options with the board for final consideration and review.	April 2002
5.	The board reviews the options and determines the best course of action for the district in the coming year, approving any needed budget or staffing adjustments for the coming year.	May - June 2002
6.	The superintendent works with fellow superintendents and regional staff to implement the plan.	Summer 2002
7.	The district implements the new approach and closely monitors the districts participation to ensure the success of the plan.	August 2002 and Ongoing

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

# Chapter 3

## EDUCATIONAL SERVICE DELIVERY

This chapter examines the educational service delivery and performance measures of Karnes City Independent School District (KCISD) in the following areas:

- A. Student Performance
- B. Curriculum and Instruction
- C. Special Programs
- D. Computers and Technology
- E. Safety and Security

To meet the needs of all students in KCISD, the district must have effective programs and instruction delivered by capable teachers, adequate resources and a knowledgeable and supportive administration. Planning and budgeting functions must be related, and the district must have a cost-effective delivery system that is accountable for student achievement.

### BACKGROUND

In 2000-01, KCISD is composed of three campuses with a total enrollment of 980 students. Karnes City senior high school serves 288 students in grades 9-12; Karnes City junior high school serves 232 students in grades 6, 7 and 8; and Roger E. Sides elementary school serves 452 students in Pre-Kindergarten through grade 5. Karnes County Academy, a local alternative education institution available to students who have dropped out of school, are academically at-risk, or are pregnant teens or teenage mothers, served 8 students of KCISD in 2000-01.

**Exhibit 3-1** shows the change in total student enrollment in KCISD, the peer districts, Regional Education Service Center III (Region 3) and the state between 1997-98 and 2000-01. While student enrollment in Texas as a whole increased by 5 percent from 1997-98 through 2000-01 Region 3 and the majority of KCISD's peer districts, except Corrigan-Camden, recorded a decrease in enrollment. Specifically, KCISD reported a decrease of 8 percent in student enrollment over this period.

**Exhibit 3-1**  
**KCISD, Peer Districts, Region 3 and State Enrollment**  
**1997-98 through 2000-01**

District	1997-98	1998-99	1999-2000	2000-01	Percent Change
----------	---------	---------	-----------	---------	----------------

Ballinger	1,261	1,214	1,191	1,117	(11%)
Colorado	1,178	1,184	1,128	1,125	(4%)
Corrigan-Camden	1,170	1,182	1,181	1,175	0%
DeKalb	1,060	1,029	1,009	987	(7%)
Floydada	1,188	1,143	1,111	1,118	(6%)
Freer	1,050	1,074	1,058	1,006	(4%)
<b>Karnes City</b>	<b>1,068</b>	<b>1,014</b>	<b>1,002</b>	<b>980</b>	<b>(8%)</b>
<b>Region 3</b>	<b>57,730</b>	<b>57,361</b>	<b>56,590</b>	<b>55,852</b>	<b>(3%)</b>
<b>State</b>	<b>3,891,877</b>	<b>3,945,367</b>	<b>3,991,783</b>	<b>4,071,433</b>	<b>5%</b>

*Source: Texas Education Agency (TEA), Academic Excellence Indicator System, (AEIS) 1997-98 through 1999-2000 and Public Education Information Management System, (PEIMS) 2000-01.*

**Exhibit 3-2** shows the percent of ethnic, Limited English Proficient (LEP) and economically disadvantaged students in KCISD, the peer districts, Region 3 and the state. KCISD has a lower percent of Anglo and African-American students and a higher percent of Hispanic students than both the state and Region 3. KCISD has nearly the same percent of LEP and other ethnic students as Region 3, but less than the state. When compared to the peers, KCISD ranked fifth in the percent of Anglo students; third in Hispanic students; fourth in African American students; and third in LEP students. The district ranks third highest in the percent of economically disadvantaged students.

**Exhibit 3-2**  
**Percent of Ethnic, LEP and Economically Disadvantaged Students**  
**KCISD, Peer Districts, Region 3 and State**  
**2000-01**

District	Percent Anglo	Percent Hispanic	Percent African American	Percent Other	Percent LEP Students	Percent Economically Disadvantaged Students
Ballinger	61.5%	36.2%	2.1%	0.2%	3.0%	53.0%
Colorado	49.6%	44.6%	5.5%	0.3%	3.1%	52.4%
Corrigan-	45.9%	29.7%	24.0%	0.4%	11.4%	65.9%

Camden						
DeKalb	66.4%	4.2%	29.3%	0.2%	2.1%	51.3%
Floydada	28.5%	66.8%	4.7%	0.0%	12.0%	64.3%
Freer	19.7%	79.9%	0.3%	0.1%	3.2%	54.7%
<b>Karnes City</b>	<b>38.3%</b>	<b>55.9%</b>	<b>4.7%</b>	<b>1.1%</b>	<b>4.8%</b>	<b>57.3%</b>
<b>Region 3</b>	<b>45.1%</b>	<b>42.5%</b>	<b>11.0%</b>	<b>1.4%</b>	<b>5.0%</b>	<b>50.0%</b>
<b>State</b>	<b>42.1%</b>	<b>40.5%</b>	<b>14.4%</b>	<b>3.0%</b>	<b>14.0%</b>	<b>49.2%</b>

*Source: TEA, PEIMS 2000-01. Numbers may not add to 100 due to rounding.*

**Exhibit 3-3** shows that Karnes City has a higher attendance rate than both the state and Region 3 and has the third highest rate of attendance when compared to its peer districts. All ethnic subsets except for African-American students have a higher rate of attendance than the state and Region 3. In addition, KCISD and all its subsets have a lower dropout rate than the state and Region 3.

**Exhibit 3-3**  
**Percent Attendance and Dropout by Ethnicity and Economically Disadvantaged Students**  
**KCISD, Peer Districts, Region 3 and the State**  
**1999-2000**

District	Attendance				Dropout			
	Percent of all Students	Percent of Hispanic Students	Percent of Anglo Students	Percent of Economically Disadvantaged Students	Percent of all Students	Percent of Hispanic Students	Percent of Anglo Students	Percent of Economically Disadvantaged Students
Ballinger	95.6%	94.6%	96.2%	95.1%	1.4%	1.8%	1.3%	0.4%
Colorado	95.6%	95.3%	95.8%	95.2%	1.6%	3.8%	0.0%	2.5%
Corrigan-Camden	96.3%	97.1%	96.0%	96.4%	0.4%	0.0%	0.7%	0.0%
DeKalb	96.5%	96.7%	96.4%	96.0%	0.4%	0.0%	0.6%	0.4%
Floydada	95.7%	94.8%	97.2%	94.8%	2.8%	4.8%	0.0%	3.4%
Freer	95.2%	95.1%	95.8%	94.7%	0.8%	0.8%	0.9%	1.2%

<b>Karnes City</b>	<b>96.0%</b>	<b>95.2%</b>	<b>97.1%</b>	<b>95.1%</b>	<b>0.4%</b>	<b>0.4%</b>	<b>0.5%</b>	<b>0.4%</b>
<b>Region 3</b>	<b>95.5%</b>	<b>94.5%</b>	<b>96.4%</b>	<b>95.0%</b>	<b>1.2%</b>	<b>2.1%</b>	<b>0.5%</b>	<b>1.4%</b>
<b>State</b>	<b>95.4%</b>	<b>95.0%</b>	<b>95.8%</b>	<b>95.1%</b>	<b>1.6%</b>	<b>2.3%</b>	<b>0.8%</b>	<b>1.5%</b>

*Source: TEA, AEIS 1999-2000.*

**Exhibit 3-4** shows the 2000-01 student to teacher ratios in KCISD, peer districts, Region 3 and the state. KCISD's ratio is exactly mid-range when compared to its peers with three districts having a slightly higher ratio and three districts having a slightly lower ratio. KCISD and all the peers have a lower student to teacher ratio than Region 3 and the state.

**Exhibit 3-4**  
**Student to Teacher Ratio in KCISD, Region 3, State and Peer**  
**Districts**  
**2000-01**

<b>District</b>	<b>Student-Teacher Ratio</b>
Corrigan-Camden	12.5:1
Freer	12.0:1
Floydada	11.9:1
<b>Karnes City</b>	<b>11.7:1</b>
Ballinger	11.5:1
Colorado	11.3:1
DeKalb	11.3:1
<b>Region</b>	<b>13.4:1</b>
<b>State</b>	<b>14.9:1</b>

*Source: TEA, PEIMS 2000-01.*

**Exhibit 3-5** shows that KCISD dedicates 55 percent of its budget to classroom instruction as compared to the state average of 51.3 percent. When compared to its peer districts, KCISD ranked third lowest in the amount spent on classroom instruction; however, all but one of the peer districts and KCISD spend more of their total expenditures on classroom instruction than the state.

**Exhibit 3-5**  
**KCISD, Peer District and State Classroom Instruction Expenditures**  
**As a Percent of Total Expenditures**  
**2000-01**

District	Total Expenditures	Classroom Instruction Expenditures	Classroom Instruction Expenditures as a Percent of Total Expenditures
Freer	\$7,260,462	\$4,315,010	59.4%
Ballinger	\$7,967,374	\$4,649,562	58.4%
DeKalb	\$6,626,463	\$3,765,240	56.8%
Floydada	\$7,245,152	\$4,041,734	55.8%
<b>Karnes City</b>	<b>\$6,664,696</b>	<b>\$3,668,180</b>	<b>55.0%</b>
Colorado	\$8,641,376	\$4,649,261	53.8%
Corrigan-Camden	\$8,513,378	\$4,130,018	48.5%
<b>State*</b>	<b>\$27,056,013,935</b>	<b>\$13,871,475,883</b>	<b>51.3%</b>

*Source: TEA, PEIMS 2000-01.*

*\* includes only function 11.*

**Exhibit 3-6** compares per pupil expenditures made by KCISD. Compared to its peers, the district has the third lowest per pupil expenditure in the 2000-01 budget.

**Exhibit 3-6**  
**KCISD and Peer District Per Pupil Expenditures**  
**1996-97 through 2000-01**

District	1996-97	1997-98	1998-99	1999-2000	2000-01*
Colorado	\$8,599	\$8,323	\$8,039	\$7,762	\$7,681
Corrigan-Camden	\$6,534	\$6,896	\$6,502	\$6,955	\$7,245
Freer	\$6,455	\$6,707	\$6,108	\$6,473	\$7,217
Ballinger	\$5,774	\$6,092	\$6,323	\$7,115	\$7,133
<b>Karnes City</b>	<b>\$5,558</b>	<b>\$5,597</b>	<b>\$6,065</b>	<b>\$6,336</b>	<b>\$6,801</b>

DeKalb	\$5,837	\$5,892	\$6,202	\$6,528	\$6,714
Floydada	\$4,994	\$5,478	\$5,779	\$6,456	\$6,480

*Source: TEA, AEIS 1996-2000 and PEIMS 2000-01.*

*\*Budgeted.*

**Exhibit 3-7** compares the percent budgeted by KCISD and its peers for bilingual education. KCISD budgeted second lowest among its peers for its bilingual education program.

**Exhibit 3-7**  
**KCISD Student Enrollment, Teachers and Bilingual/ESL Program**  
**Budgeted Expenditures**  
**2000-01**

District	Number of Bilingual/ESL Students	Number of Bilingual/ESL Teachers	Bilingual/ESL Budgeted Expenditures
Corrigan-Camden	110	0.3	\$140,660
Colorado	28	2.6	\$80,000
Ballinger	26	1.2	\$50,880
Floydada	131	3.9	\$34,103
<b>Karnes City</b>	<b>31</b>	<b>9.4</b>	<b>\$17,260</b>
DeKalb	21	1.0	\$5,400
Freer	16	0.1	\$750
<b>Region 3</b>	<b>2,324</b>	<b>73.2</b>	<b>3,290,790</b>
<b>State</b>	<b>510,688</b>	<b>275,103</b>	<b>\$590,335,700</b>

*Source: TEA, PEIMS 2000-01.*

# Chapter 3

## EDUCATIONAL SERVICE DELIVERY

### A. STUDENT PERFORMANCE

Since 1993, Texas has annually rated and accredited districts and individual schools based on specific performance measures including the reading, writing and mathematics portions of the TAAS, dropout rates, attendance rates and data quality. This accountability rating system includes *Exemplary*, *Recognized*, *Academically Acceptable*, *Academically Unacceptable* and *Unacceptable Data Quality* as the rating categories. In 1999, TEA added two new rating categories: *Unacceptable: Data Quality* (a district rating) and *Acceptable: Data Issues* (a school-level rating).

KCISD received a *Recognized* rating in 1999-2000. In addition, Karnes City senior high school and Roger E. Sides elementary received a *Recognized* rating, while Karnes City junior high school received an *Academically Acceptable* rating. To receive a *Recognized* rating, 80 percent of all students and each student group must pass the TAAS reading, writing and mathematics tests. Also, the district must have a minimum attendance rate of 94 percent and a dropout rate that cannot exceed 3.5 percent. To receive an *Acceptable* rating, 45 percent of all students and student groups must pass the reading, writing and mathematics portions of the TAAS. Additionally, student attendance must be at least 94 percent and the dropout rate cannot exceed 6 percent.

**Exhibit 3-8** shows that the percent of KCISD students who passed all TAAS tests (84.5 percent) exceeds the percents for both the state (79.9 percent) and Region 3 (84.1 percent). KCISD ranks fifth compared with its peer districts in overall TAAS scores for all tests taken in 1999-2000.

**Exhibit 3-8**  
**TAAS Passing Rates**  
**KCISD, Peer Districts, Region 3 and State**  
**1999-2000\***

District	1999-2000
Ballinger	92.6
Colorado	84.0
Corrigan-Camden	82.0
DeKalb	86.6
Floydada	93.8

Freer	90.5
<b>Karnes City</b>	<b>84.5</b>
<b>Region 3</b>	<b>84.1</b>
<b>State</b>	<b>79.9</b>

*Source: TEA, AEIS, 1999-2000.*

*\*Indicates latest available data from TEA.*

In addition, KCISD had more students enrolled in advanced placement courses than the peer districts, the state and Region 3 during four of the five years from 1995-96 through 1999-2000 as shown in **Exhibit 3-9**.

**Exhibit 3-9**  
**Advanced Placement Course Enrollment**  
**KCISD, Peer Districts, Region 3 and State**  
**1995-96 to 1999-2000\*\***

District	1995-96	1996-97	1997-98	1998-99	1999-2000**
Freer	20.2	21.3	24.8	22.5	25.8
Floydada	18.0	16.3	17.3	13.5	23.1
<b>Karnes City</b>	<b>35.4</b>	<b>27.3</b>	<b>41.2</b>	<b>28.2</b>	<b>16.4</b>
DeKalb	21.1	22.4	19.9	22.4	5.1
Ballinger	17.5	20.5	22.0	11.8	*
Colorado	19.4	23.9	15.7	15.9	*
Corrigan-Camden	14.0	15.2	15.7	14.4	*
<b>State</b>	<b>14.7</b>	<b>16.1</b>	<b>16.4</b>	<b>16.5</b>	<b>12.7</b>
<b>Region 3</b>	<b>17.3</b>	<b>19.6</b>	<b>18.9</b>	<b>17.5</b>	<b>7.6</b>

*Source: TEA, AEIS, 1994-95 through 1999-2000.*

*\*Denotes a number less than five.*

*\*\*Indicates latest available data from TEA.*

**Exhibit 3-10** compares student TAAS performance in reading, mathematics and writing for 1998-99 and 1999-2000 for all KCISD students. Overall, KCISD's student scores for 1999-2000 improved in both reading and math and declined in writing compared to the previous year.

**Exhibit 3-10**  
**Demographics for Percent of Students Passing TAAS, All Grade**  
**Levels**  
**KCISD, Region 3 and State**  
**1998-99 to 1999-2000\***

<b>Subject</b>	<b>1998-99 Percent Passed</b>			<b>1999-2000 Percent Passed</b>		
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>
Hispanic Students	80.0%	87.4%	86.7%	85.2%	89.2%	84.5%
Anglo Students	94.0%	96.0%	94.8%	96.0%	97.9%	94.6%
African American Students	68.8%	100%	66.7%	77.8%	70.6%	N/A
Economically Disadvantaged Students	77.4%	86.7%	83.3%	82.6%	86.8%	80.2%
All Students	85.7%	91.6%	89.6%	89.6%	92.3%	89.2%
<b>Region 3 (All Students)</b>	<b>88.7%</b>	<b>89.1%</b>	<b>90.2%</b>	<b>90.3%</b>	<b>91.2%</b>	<b>90.5%</b>
<b>State (All Students)</b>	<b>86.5%</b>	<b>85.7%</b>	<b>88.2%</b>	<b>87.4%</b>	<b>87.4%</b>	<b>88.2%</b>

*Source: TEA, AEIS 1987-98 to 1999-2000.*

*\*Most recent available data from TEA.*

## FINDING

According to KCISD's TAAS scores, economically disadvantaged students are not performing as well as other students on this performance measure. KCISD divides its TAAS scores into different student subsets, such as economically disadvantaged, ethnicity, gender and grade-level, to identify differences in performance. More than fifty percent (57.3 percent) of the students in the district are economically disadvantaged and may benefit from additional efforts to ensure that they achieve the state's academic performance standards.

**Exhibit 3-11** shows the performance gap between all students and economically disadvantaged students by grade. In 1998-99, in grades 7 and 10, the gap was 20 percent and 11.4 percent respectively in 1998-99. From 1998-99 to 1999-2000, the gap in grade 8 significantly increased from 10.8 percent to 24.9 percent. This is due to the fact that, as 7th

graders, the 1999-2000 8th graders had a 20 percent performance gap. This group displayed a 4.9 percent increase.

**Exhibit 3-11**  
**KCISD Percent Difference in TAAS All Tests Pass Rates**  
**Between All Students and**  
**Economically Disadvantaged Students**  
**1998-99 through 1999-2000\***

Grade	1998-99 Percent Passed			1999-2000 Percent Passed*		
	All Students	Economically Disadvantaged	Gap	All Students	Economically Disadvantaged	Gap
3	74.0%	66.0%	8.0%	96.4%	94.4%	4.0%
4	72.6%	64.9%	7.7%	82.4%	73.2%	9.2%
5	89.9%	82.6%	7.3%	87.9%	82.9%	5.0%
6	73.6%	65.9%	7.7%	85.9%	73.7%	12.2%
7	78.8%	58.8%	20.0%	72.9%	61.8%	11.1%
8	73.3%	62.5%	10.8%	59.4%	34.5%	24.9%
10	93.2%	81.8%	11.4%	91.8%	78.6%	13.3%

*Source: TEA, AEIS, 1998-99 through 1999-2000.*

*\*Most recent available data from TEA.*

In 1999-2000, the gap between the scores of all students and those of economically disadvantaged students narrowed in most of the grade levels from the 1998-99 gap. For instance, when comparing the scores of all students and economically disadvantaged students from 1998-99 to 1999-2000, the gap decreased from 8 percent to 4 percent in grade 3. However, in grade 8, the gap increased from 10.8 percent in 1998-99 to 24.9 percent in 1999-2000.

The Campus Improvement Plans (CIPs) in all three of KCISD's campuses indicate broad objectives for all students to meet or exceed desired performance outcomes in the core subjects by Spring 2001 and through 2003. They do not, however, give specific strategies on how to narrow the performance gap between all students and those considered economically disadvantaged, particularly for grade 8, where the performance gap is the greatest.

Statewide, a variety of school districts have developed target strategies to improve student test scores. In Hamilton ISD, increased offerings of advanced placement (AP) courses and increased student enrollment in extra and co-curricular activities, as well as strategies to improve student attendance, have resulted in improved TAAS performance. Comal ISD has used several strategies to improve student performance, including allocating a majority of its federal funding to remedial reading and benchmark testing to determine what a student or group of students has or has not mastered. Socorro ISD formed cooperative partnerships to improve its grant funding possibilities in order to receive additional funds to enhance student achievement.

**Recommendation 15:**

**Set specific goals and create an instructional delivery plan to improve TAAS performance of economically disadvantaged students.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The principals and site-based decision making committees review TAAS scores for economically disadvantaged students, set new goals for improving performance and devise a plan for instructional delivery to meet these goals.	October 2001
2.	The principals present the new goals and instructional delivery plan to the superintendent.	November 2001
3.	The superintendent approves the new goals and instructional delivery plan.	December 2001
4.	The superintendent directs the site-based decision making committees to include the new goals in their district and campus improvement plans.	January 2002
5.	The superintendent meets with district staff to inform them of the new goals to improve performance.	January 2002
6.	The superintendent works with staff to implement the instructional delivery plan.	February 2002

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

# **Chapter 3**

## **EDUCATIONAL SERVICE DELIVERY**

### **B. CURRICULUM AND INSTRUCTION**

Public education should provide student with opportunities to develop their knowledge and skills so that they can become self-sufficient, responsible citizens. The curriculum of any educational institution should identify the knowledge, skills and competencies expected to be attained by students and serve as a guide for classwork. Curriculum also includes long- and short-term goals, descriptions of specific instructional strategies, suggestions for instructional materials including books and supplementary items and assessments used to measure student's progress toward content mastery. The curriculum, instruction and evaluation processes all should be closely linked. Basically, curriculum is a description of what to teach and how to teach it.

### **FINDING**

While all three schools in KCISD are working collaboratively, the district does not have a consistent curriculum guide development process at all grade levels for all subjects. In 1997, the district began to review curriculum when the basis for curriculum changed from Essential Elements to the Texas Essential Knowledge and Skills (TEKS) standards. The high school principal told the review team that some guides have been revised to meet TEKS standards, some are in the process of being revised, and others have not been completed because the district is still developing some curriculum areas. Teachers at the high school level are working both individually and with department members to improve curriculum. Teachers work on a schedule of their own selection, working on curriculum as time allows and administrators are available for guidance.

Instruction at the junior high school is TEKS-based and the junior high school principal has instituted a process whereby the principal reviews the curriculum for each content area and collects information about the textbooks, software, graphics resources, statements of objectives and a scope and sequence chart used in the course. Teachers also indicate whether they have attached a description and outline of the course and if they use a curriculum guide (other than TEKS). In addition, Karnes City junior high uses the Shurley method curriculum for Language Arts and the Sharon Wells Mathematics Curriculum through grade 6. In June 2000, the junior high also purchased other materials such as "A Graphic Approach to Writing" and the "PICing Your Way Through the Writing Process" to supplement and enhance its writing instruction.

The elementary principal in grades K-5 reported that reading, science and mathematics curricula have been reviewed recently for scope and sequence, objectives, teaching and learning activities and assessment instruments. In the summer of 2001, the reading and writing curriculum will be developed into a document that will have a systematic approach. The elementary school principal plans to continue the review of curriculum until all content areas have been updated.

Additionally, in June 2000, elementary, junior high and high school teachers and administrators planned together for Science and Mathematics instruction through the Texas Rural Systemic Initiative (TRSI). As a result of the planning, the junior high will implement pre-advanced placement classes for Language Arts and Mathematics in grade 8 this coming school year (2001-02). This is a collaborative endeavor between the high school and junior high school to align junior high instruction with the high school's advanced placement program. KCISD also plans to add pre-advanced placement courses in History and Science in grade 8 during school year 2002-03. Programs in grade 7 are in the planning stages for 2003-04.

**Exhibit 3-11** shows the status of curriculum revision at the high school level.

**Exhibit 3-11**  
**Karnes City Senior High School Curriculum Development Schedule**  
**2000-01**

<b>Completed and Updated Curriculum</b>	<b>In Process of Being Updated to TEKS</b>	<b>Curriculum Guides in Beginning Stages</b>
English I, II, III, IV	English I Pre-AP	Reading Improvement
English II Pre-AP	Speech Communication	Pre-AP US History Studies since Reconstruction
English AP Language and Composition	Desktop Publishing (Yearbook)	Pre-AP World History Studies
English AP Literature and Composition	Desktop Publishing (Newspaper)	Accounting
Debate I, II, III	Spanish I	Record Keeping
Spanish II, III	Geometry, Geometry Pre-AP	Introduction to Business
Algebra I, I Pre-AP	Algebra II, Algebra II Pre-AP	Business Computer Programming

Biology I, Biology I Pre-AP	Mathematical Model with Applications	Diversified Agriculture
AP Biology, Chemistry I	Pre-calculus, Calculus AP	Personal and Family Development
Chemistry I Pre-AP	Integrated Physics and Chemistry	Independent Study in Family and Consumer Science Education
U. S. Government	Integrated Physics and Chemistry-Pre-AP	Career Studies
AP U. S. Government	Physics I	Individual Sports Physical Education
Economics with Emphasis on Free Enterprise System	US History Since Reconstruction	Team Sports Physical Education
Automotive Technician I	World History Studies	Band I-IV
Automotive Technician II	Pre-AP World Geography Studies	TAAS Acceleration
Applied Agricultural Science and Technology	Business Computer Information Systems I	
Wildlife and Recreation	Introduction to Transportation Service Careers	
Animal Science	Introduction to World Agricultural Science and Technology	
Agricultural Science (3)	Agricultural Structures Technology	
Food Technology	Agricultural Science	
Agriculture Fabrication Technology	Nutrition and Food Science	
Diversified Career Preparation	Food Science and Technology	
Girls' Athletics I	Interior Design	
	Housing	
	Individual and Family Life	

	Family Health Needs	
	Preparation for Parenting	
	Child Development	
	Family and Career Management	
	Consumer and Family Economics	
	Apparel	
	Textile and Apparel Design	
	Foundations of Physical Fitness	
	Boys' Athletics	
	Health Education	
	Theater I, Theater II	
	Vocational Adjustment Class	

*Source: KCISD senior high school principal.*

While there are varying efforts at the elementary, junior and high school levels to address the curriculum needs of the students, a unified approach or process linking the subject matter and information taught at each grade level and transitioning from the elementary to the junior high and the high school is missing for all subjects. This matching of curriculum and transitioning of instruction from one grade to the next is considered vertical alignment. Many Texas school districts use a team approach to ensure vertical alignment. Representatives from the same discipline areas and from each grade level coordinate their efforts so students are presented with information that progressively builds upon previously learned material. It is common for some schools, grade levels or teachers within a particular subject area to focus more attention on curriculum development and alignment.

Districts, however, must have a coordinated approach in developing their curriculum so that a clear focus for the entire school system ensures consistency in instructional delivery. Common standards for what is to be written, taught and evaluated are also established. Such standards ensure the district's curriculum provides a systematic basis for decision making across all areas of instructional delivery.

**Recommendation 16:**

**Coordinate a K-12 curriculum development process.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent appoints a committee composed of the principals and lead teachers at each school to outline a coordinated K-12 curriculum development process.	September 2001
2.	The committee presents the process to the superintendent for review.	November 2001
3.	The superintendent approves the process and presents it to the board for approval.	December 2001
4.	The board approves the curriculum process.	December 2001
5.	The administrative team presents the process to faculty and ensures continual implementation.	January 2002 and Ongoing

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

# Chapter 3

## EDUCATIONAL SERVICE DELIVERY

### C. SPECIAL PROGRAMS

#### *Special Education and Bilingual Education*

The Individuals with Disabilities Education Act (IDEA), which the U.S. Congress re-authorized in 1997, mandates a free and appropriate public education for all children with disabilities. Accommodations must be made to provide equal learning opportunities to students in special education classes and those with dyslexia, attention deficit disorder and/or hyperactivity.

IDEA was passed to protect the rights of parents and children in educational decision - making. The law requires schools to develop an individual education plan (IEP) for every child who is served in a special education program. The law also requires that students are served in the least restrictive environment and their educational program closely aligned to those of children not in special education. The inclusion of students with disabilities in state and district assessment programs is another legal requirement.

An effective special education program includes:

- Pre-referral intervention in regular education;
- Referral to special education for evaluation;
- Comprehensive, nondiscriminatory evaluation;
- Initial placement through an Admission, Review and Dismissal (ARD) committee meeting;
- Provision of educational services and support according to a written Individual Education Plan;
- Annual program review;
- Three year re-evaluation; and
- Provisions for dismissal from the special education program.

KCISD is a member of the Goliad Cooperative for Special Education. Supervisory, diagnostic, speech therapy and related services are provided by the cooperative. A district diagnostician functions as a spokesperson and coordinator for the special education program. Principals request service directly from the special education cooperative.

**Exhibit 3-12** shows the number and percent of students and teachers in the special education program and the amount and percent of the total budget for special education services. KCISD has the fourth highest number of

students enrolled in special education when compared to peer districts. KCISD also has the second highest number of special education teachers. In addition, KCISD has the third highest percent of budget dedicated to special education when compared to its peer districts.

**Exhibit 3-12**  
**Budgeted Amount for Special Education**  
**KCISD, Peer Districts, Region 3 and State**  
**2000-01**

District	Number of Special Education Students	Percent of Total Student Enrollment	Number of Special Education Teachers	Percent of Total Number of Teachers	Special Ed Budgeted Expenditures	Percent of Total Budgeted Expenditures
Ballinger	124	11.1%	9.5	9.8%	\$62,705	5.8%
Colorado	154	13.7%	8.6	8.7%	\$504,268	5.8%
Corrigan-Camden	212	18.0%	9.6	10.2%	\$762,481	9.0%
DeKalb	180	18.2%	6.7	7.7%	\$335,950	5.1%
Floydada	129	11.5%	6.8	7.2%	\$23,500	4.5%
Freer	105	10.4%	11.7	13.9%	\$309,363	4.3%
<b>Karnes City</b>	<b>153</b>	<b>15.6%</b>	<b>10.0</b>	<b>12.0%</b>	<b>\$466,297</b>	<b>7.0%</b>
<b>Region 3</b>	<b>7,437</b>	<b>13.3%</b>	<b>407.9</b>	<b>9.8%</b>	<b>\$24,848,062</b>	
<b>State</b>	<b>492,045</b>	<b>12.1%</b>	<b>27,410.2</b>	<b>10.0%</b>	<b>\$1,734,634,496</b>	<b>6.4%</b>

*Source: TEA, PEIMS 2000-01.*

*\*Note: Data unavailable*

## FINDING

The number of KCISD special education students exempt from the TAAS has increased between 1998-99 and 1999-2000 despite the 1999 legislation requiring the inclusion of TAAS results for special education students in district accountability ratings. Special Education students exempted in the past are now required by law to take the TAAS or an alternative assessment. The KCISD superintendent noted that their higher number of students in the special education program contributes to the fact that more students are exempt from the TAAS; however, the district has

not specifically addressed the issue of the increase in TAAS exemptions through the ARD process. **Exhibit 3-13** presents the demographic TAAS exemption information for KCISD's special education and LEP students. The percent in each of the special education categories increased between 1998-99 and 1999-2000. The percent of LEP students exempt from the TAAS through the ARD process has decreased or remained constant at zero during this same time period.

**Exhibit 3-13**  
**KCISD Percent of TAAS ARD**  
**and LEP Exemptions by**  
**Demographic Subgroup**  
**1998-99 to 1999-2000\***

Category	African American		Hispanic		Anglo		Economically Disadvantaged	
ARD Exempted	1998-99	1999-2000	1998-99	1999-2000	1998-99	1999-2000	1998-99	1999-2000
	15.0%	21.7%	10.5%	16.2%	1.9%	4.6%	11.9%	19.0%
LEP Exempted	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.3%	0.0%

*Source: TEA, AEIS 1998-99 through 1999-2000.*

*\*Most recent available data from TEA.*

In 1998-99, the Houston ISD superintendent made the decision to test all children, regardless of their exemption status. This bold move on the part of the Houston ISD superintendent may have appeared to be a setback for the district since their overall TAAS scores lowered; however, the district now has a more realistic picture of all students' performance.

**Recommendation 17:**

**Test all children and use the test results to strengthen the district's curriculum and instruction.**

TAAS and alternative test results will provide important data to support the development of appropriate instruction for special education students and to improve student performance.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent directs the director of Special Programs to compile and analyze the exemption and TAAS or alternative test data from previous years.	September 2001
2.	The director of Special Programs submits the compilation and analysis to the superintendent for review.	October 2001
3.	The superintendent reviews and presents to the board for review and discussion.	November 2001
4.	The board and superintendent agree to test all students and appropriately reduce or eliminate TAAS Admission, Review and Dismissal (ARD) and LEP students.	December 2001
5.	The director of Special Programs analyzes the data and prepares adjusted curriculum for distribution to instructional personnel of special education students.	December 2001
6.	The director of Special Programs provides the adjusted curriculum and materials to principals for distribution to instructional personnel for use with students.	January 2002 and Ongoing
7.	Teachers use the revised curriculum and materials and test all students previously exempted.	January 2002 and Ongoing

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

### ***Gifted and Talented Education***

KCISD defines gifted and talented students as "those students who, by virtue of outstanding mental abilities, are capable of high performance and demonstrate above-average achievement or potential in general intellectual ability and specific subject matter aptitude."

The emphasis of this program is to provide a learning environment and activities that foster the development of higher-level thinking skills, creative thinking skills, problem-solving skills and oral as well as written communication skills.

At the high school level, KCISD offers a Gifted and Talented program as Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses in the four core areas of mathematics, English, science and social studies.

At the junior high school, Gifted and Talented students are provided a language arts class and the opportunity to work on special class projects. Elementary students have a pullout program that consists of a 45-minute

class period at each grade level. In addition, the Gifted and Talented teacher also visits elementary classrooms to provide enrichment activities. Kindergarten students are served in the classroom.

KCISD has the highest number of students identified as eligible for the gifted and talented program and the greatest number of teachers employed as gifted and talented teachers compared to its peers. KCISD also budgets more than the peer districts and the state for the gifted and talented program.

**Exhibit 3-14** compares student enrollment, number and percent of teachers and the amount budgeted for gifted and talented education in KCISD, peer districts and the state.

**Exhibit 3-14**  
**Gifted and Talented Program Demographics and Budgeted Expenditures**  
**As Compared to Total District Figures**  
**KCISD, Peer Districts and State**  
**2000-01**

District	Number of Gifted and Talented Students	Percent of Total Student Enrollment	Number of Gifted and Talented Teachers	Percent of Total Number of Teachers	Gifted and Talented Budgeted Expenditures	Percent of Total Gifted and Talented Budgeted Expenditures
Ballinger	97	8.7%	*	1.0%	\$147,255	1.8%
Colorado	126	11.2%	*	3.1%	\$114,480	1.3%
Corrigan-Camden	89	7.6%	*	0.1%	\$116,913	1.4%
DeKalb	95	9.6%	*	0.0%	\$16,856	0.3%
Floydada	56	5.0%	*	0.5%	\$17,811	0.2%
Freer	40	4.0%	*	0.0%	\$38,096	0.5%
<b>Karnes City</b>	<b>166</b>	<b>16.9%</b>	*	<b>4.8%</b>	<b>\$195,859</b>	<b>2.9%</b>
<b>State</b>	<b>342,855</b>	<b>8.4%</b>	<b>6,089.5</b>	<b>2.2%</b>	<b>\$114,480</b>	<b>1.3%</b>

*Source: TEA, PEIMS 2000-01.*

*\*Denotes a number less than five not printed for privacy reasons.*

**Exhibit 3-15** shows the number of students enrolled in the gifted and talented program and the percent of the total student population represented over a five-year period. KCISD's number of gifted and talented students has decreased by 0.1 percent, while the actual student enrollment in the district has increased by 1 percent.

**Exhibit 3-15**  
**KCISD Gifted and Talented Students**  
**1996-97 through 2000-01**

Category	1996-97	1997-98	1998-99	1999-2000	2000-01
Number of Gifted and Talented Students	168	169	176	169	166
Percent of total student population	15.3%	15.8%	17.4%	16.9%	16.9%

*Source: TEA, AEIS 1996-97 through 1999-2000 and PEIMS 2000-01.*

**Exhibit 3-16** shows the expenditures for students in the gifted and talented program between 1996-97 and 2000-01. There has been a 14 percent increase in the amount of money budgeted for gifted and talented programs in KCISD.

**Exhibit 3-16**  
**KCISD's Operating Expenditures**  
**for the Gifted and Talented Program**  
**1996-97 through 2000-01**

Category	1996-97	1997-98	1998-99	1999-2000	2000-01
Budgeted Operating Expenditures for Gifted and Talented Program	\$73,290	\$123,713	\$169,649	\$175,783	\$195,859
Percent of Budgeted Instructional Operating Expenditures	2.2%	3.6%	4.8%	4.9%	5.3%

*Source: TEA, AEIS 1996-97 through 1999-2000 and PEIMS 2000-01.*

## FINDING

KCISD's process for identifying gifted and talented students does not follow the guidelines for identification according to the Texas State Plan for the Education of Gifted/Talented Students. KISD teachers, counselors, librarians, administrators, parents and students may nominate a student for participation in the program. However, students are not properly screened by a committee once nominated. Although a majority of KCISD teachers are trained in gifted and talented instruction, not all are trained in specific identification methodology.

The State Board of Education (SBOE) has developed a state plan for the education of gifted and talented students, available in English and Spanish that outlines "acceptable," recognized, and "exemplary" practices to follow. The state plan for the education of gifted students suggests a methodology for identifying gifted students.

A recognized practice for student identification suggests that students be screened for services at least once a year at the elementary level and once a semester at the secondary level in specific academic areas and general intelligence using a minimum of three criteria that include both qualitative and quantitative measures.

In addition, a selection committee of at least three local district and campus educators who have received training in the nature and needs of gifted and talented students reviews information gathered during the assessment process and recommends placement for students whose data reflect that program placement is the most appropriate educational setting.

Many Texas school districts conduct in-service training for teachers and administrators about the gifted and talented identification process for students using the recommendations from TAGT. Mount Pleasant ISD conducts informational meetings with school principals regarding the gifted and talented identification process and those administrators disseminate the information to their staff. TAGT maintains an in-depth website, [www.txgifted.org](http://www.txgifted.org), easily accessible to teachers and administrators.

**Recommendation 18:**

**Implement student identification procedures that correspond with the Texas Association of Gifted and Talented (TAGT) guidelines.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent forms a committee of Gifted and Talented (G/T) teachers to review the Texas Association of Gifted and Talented (TAGT) identification procedures and those used by	October 2001
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	model districts.	
2.	The committee drafts procedures that correspond with guidelines for Texas State Plan for the Education of Gifted/Talented Students.	November 2001
3.	The committee presents the recommended procedures to the superintendent for approval.	December 2001
4.	The superintendent approves the procedures and instructs the principals for the elementary, junior and high schools to inform all teachers of the G/T identification procedures	December 2001
5.	The principals monitor G/T program identification.	January 2002 and Ongoing

## FISCAL IMPACT

This recommendation can be implemented with existing resources.

### ***At-Risk Compensatory Education***

In addition to regular classroom programs, other instructional programs provide special support for students at risk of dropping out and students who are not performing on grade level.

Accelerated or compensatory education, as defined in Section 42.152 (c) of the Texas Education Code, is a program designed to improve the regular education program for students in at-risk situations. The purpose is to raise their achievement levels and reduce the dropout rate. To determine the appropriate accelerated or compensatory program, districts must use student performance data from the state assessment instruments and any other achievement tests administered by the district.

Based on this needs assessment, district and campus staff design the appropriate strategies and include them in the campus and/or district improvement plan. By law, the improvement plan must include the comprehensive needs assessment, measurable performance objectives, identified strategies for student improvement, identified resources and staff, specified timelines for monitoring each strategy and evaluation criteria. Each district is responsible for evaluating the effectiveness of the locally designed program.

The criteria used to identify students in at-risk situations are defined in Section 29.081 of the Texas Education Code (TEC). The definition includes each student in grades 7-12 under 21 years of age and who has not advanced from one grade level to the next for two or more school years; has mathematics or reading skills that are two or more years below

grade level; has not maintained an average equivalent of 70 on a scale of 100 in two or more courses during a semester or is not maintaining such an average in two or more courses in the current semester and is not expected to graduate within four years of the date the student began ninth grade; has not performed satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39 of the TEC; or is pregnant or a parent.

The definition also includes each student in pre-Kindergarten through grade 6 who did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year; did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39 of the TEC; is a student of limited English proficiency (LEP), as defined by the TEC Section 29.052; is sexually, physically or psychologically abused; or engages in conduct described by Section 51.03(a) of the Family Code.

Students in any grade are identified as students in at-risk situations if they are not disabled and reside in a residential placement facility in a district in which the student's parent or legal guardian does not reside. These residential facilities include a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster family group home.

The purpose of the compensatory education program is to improve and enhance the regular education program by increasing the achievement of students and reducing the dropout rate of students identified to be at risk. Funding allocated under state compensatory education is based on the number of economically disadvantaged students in the district and must supplement, not replace, regular program funds. The number of economically disadvantaged students is determined by averaging the best six months' student enrollment in the National School Lunch Program of free or reduced-priced lunches for the preceding school year.

**Exhibit 3-17** indicates the operating amount budgeted for instruction in compensatory education in KCISD and shows that, with the exception of Floydada ISD, KCISD ranks fourth among its peers in the percent of budget dedicated to compensatory education.

**Exhibit 3-17**  
**KCISD, Peer Districts and State Compensatory Education**  
**Number and Percent of Teachers and Budgeted Instructional Costs**  
**As Compared to Total Figures**  
**2000-01**

District	Total Compensation	Percent of
----------	--------------------	------------

	<b>Education Budgeted Expenditures</b>	<b>Total Budget</b>
Corrigan	\$293,033	3.4%
DeKalb	\$252,782	3.8%
Floydada	\$459,661	6.3%
<b>Karnes City</b>	<b>\$449,940</b>	<b>6.8%</b>
Ballinger	\$619,299	7.8%
Freer	\$696,299	9.6%
Colorado	\$856,432	9.9%
<b>State</b>	<b>\$1,306,243,551</b>	<b>4.8%</b>

*Source: TEA, PEIMS 2000-01.*

**Exhibit 3-18** shows the number of counselors and students on each campus in KCISD.

#### *Counseling and Guidance Services*

#### **FINDING**

KCISD's counselors and teachers work collaboratively to serve the district's students through scheduling and constant communication. The elementary counselor estimates that a lot of time is spent developing healthy positive relationships with parents of the children. The counselor often meets with teachers during their conference periods in hopes of updating the teacher on specific problems that children face. In addition, he conducts home visits and encourages communication between teachers and parents, monitors discipline, supervises lunchroom behavior, does the intake for the gifted and talented program, tests for English proficiency and directs guidance services for students.

The middle school and high school counselors also have multiple functions. The high school provides individualized academic, personal and career counseling.

**Exhibit 3-18** shows the number of counselors and students on each campus in KCISD.

#### **Exhibit 3-18** **Number of Students and Number**

**of Counselors in KCISD  
2000-01**

Campus	Number of Students	Number of Counselors
Elementary School	455	1
Junior High School	248	1
Senior High School	276	1

*Source: KCISD Counselors.*

**COMMENDATION**

**KCISD exhibits significant cooperation between counselors and teachers through scheduling and constant communication to promote individual student success.**

# Chapter 3

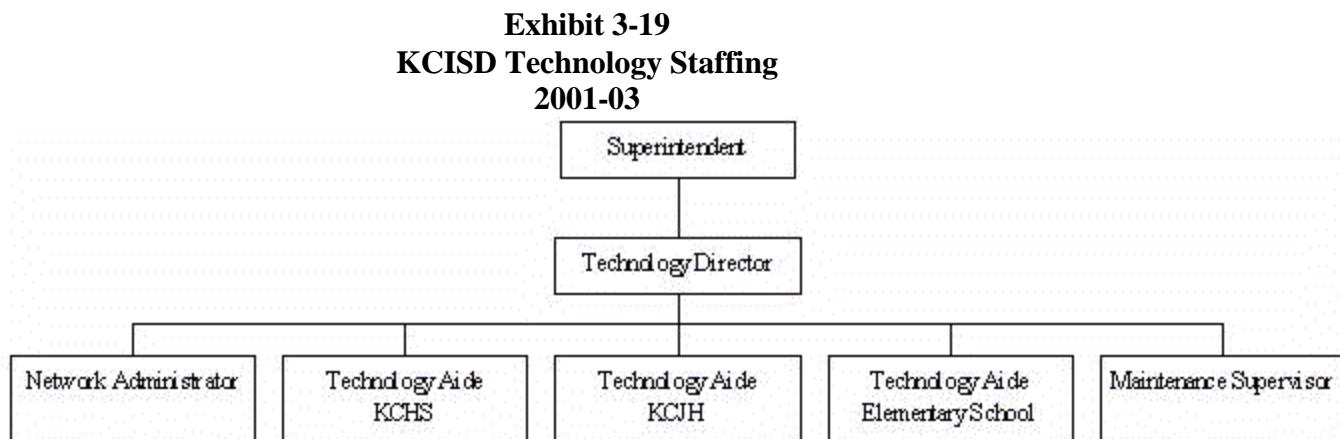
## EDUCATIONAL SERVICE DELIVERY

### D. COMPUTERS AND TECHNOLOGY

Regardless of structure or size, a school district must be structured to ensure that the entire district's instructional and administrative requirements for the planning, implementation, integration and support of existing and new technologies can be achieved.

KCISD has an established organization to manage and support the district's technology resources.

**Exhibit 3-19** provides an overview of the district technology organization as described in the KCISD Technology Plan.



*Source: KCISD Technology Plan.*

A description of the technology staff's responsibilities is outlined in **Exhibit 3-20**.

**Exhibit 3-20**  
**KCISD Technology Staff Responsibilities**  
**2000-01**

Technology Resource	Responsibilities
Technology Director	<ul style="list-style-type: none"><li>• Technology planning, budgeting and leadership</li><li>• Grant/E-rate proposal and application development</li><li>• Technology specifications and procurement</li><li>• Application training</li><li>• Internet administration</li></ul>

	<ul style="list-style-type: none"> <li>• Computer maintenance and troubleshooting backup</li> </ul>
Network Administrator	<ul style="list-style-type: none"> <li>• Network management, troubleshooting and support</li> <li>• Server management</li> <li>• IP address management</li> <li>• Technology installation</li> <li>• Application support</li> <li>• Internet administration backup</li> </ul>
Technology Aides	<ul style="list-style-type: none"> <li>• Assisting teachers with technology and curriculum integration</li> <li>• Management and operation of computer labs</li> <li>• Promote use of technology across the curriculum</li> </ul>
Maintenance Supervisor	<ul style="list-style-type: none"> <li>• Infrastructure maintenance and support</li> <li>• Infrastructure installation and repair management</li> </ul>

*Source: KCISD Technology Plan.*

KCISD uses a number of technology service providers to supplement their current technology support resources. **Exhibit 3-21** provides a list of technology service providers and a description of the services provided to the district.

**Exhibit 3-21**  
**KCISD Technology Service Providers**

Technology Service Provider	Service Description
Internet Products	Hardware and support contract for the Intergate Server, switches and internet filtering
University of Texas - Health Science Center in San Antonio	Internet services through TheNet
Southwestern Bell	T-1 line to support internet connectivity
Jostens, Inc.	Jostens Computer Lab Support Contract
Scholastic	Reading Counts application support contract (Elementary Reading)

Accelerated Reader	Accelerated Reader application support contract
Region 3	Technology training and support

*Source: KCISD Technology Director.*

## FINDING

KCISD has obtained grants in excess from multiple funding sources including E-rate, TIE, TIF and state technology allocations (from the Texas Education Agency) that have contributed to the design and development of the district network infrastructure. With primary responsibility for grant proposals and E-rate applications, the Technology director has worked with KCISD staff, neighboring districts and Region 3 to obtain this funding. From 1998 through 2001, KCISD has been awarded more than \$490,000 in additional funding. **Exhibit 3-22** highlights some of the grant and E-rate funding awarded to KCISD and the technology and services acquired.

### **Exhibit 3-22 KCISD Grant and E-rate Funding Summary**

<b>Funding Source</b>	<b>Amount</b>	<b>Technology and Services Acquired</b>
Academics 2000	\$45,000	<ul style="list-style-type: none"> <li>• Jostens software and training (30 teachers)</li> <li>• National Conference of Texas - Conference Fees</li> <li>• Open Court Phonics Program and training</li> </ul>
TIF	\$80,000	<ul style="list-style-type: none"> <li>• 40 computers and 3 laser printers</li> <li>• Fiber backbone to connect school LANs</li> <li>• 10 months ISP services, T-1 line costs and staff development</li> </ul>
Region 3 TIE	\$50,000	<ul style="list-style-type: none"> <li>• 3 Follet Library Management Servers</li> <li>• 3 NT servers, network hub</li> <li>• 6 student workstations</li> <li>• Texas Library Connection membership</li> </ul>
TIE: Net3 Consortium	\$84,000	<ul style="list-style-type: none"> <li>• Hardware, line fees, software, training</li> <li>• Travel and salary reimbursement for</li> </ul>

		Technology director
TIF Board (PS8)	\$100,000	<ul style="list-style-type: none"> <li>Two mobile wireless labs and workstations</li> </ul>
E-rate	\$50,720	<ul style="list-style-type: none"> <li>Discounted telephone and T-1 service</li> <li>Network equipment and installation</li> </ul>
E-rate Year 2	\$34,054	<ul style="list-style-type: none"> <li>Discounted telephone and T-1 service</li> <li>Network equipment and installation</li> </ul>
E-rate Year 3	\$22,770	<ul style="list-style-type: none"> <li>Discounted telephone and T-1 service</li> </ul>

*Source: KCISD Technology Plan.*

The KCISD network includes the following:

- LANs using fast ethernet (100 mps) supporting R.E. Sides Elementary, Karnes City Junior High and Karnes City High School;
- 100 (mb) multi-channel fiber-optic backbone and Cisco switches connecting each of the school LANs and computer labs to the district's Wide Area Network (WAN);
- NT and Macintosh servers;
- Intel and Macintosh workstations serving both instructional and administrative needs;
- Internet connectivity to computer labs and classrooms via a T-1 line to the University of Texas - Health Science Center in San Antonio;
- Dial-in Service to the KCISD network for faculty, staff and board members through a QuickStream Pro server;
- District web server running WebStar 3.0 on a Power Macintosh 7500; and
- Intergate server providing integrated DNS, e-mail and Web server capabilities.

While the infrastructure provides the connections that permit communications and includes the hardware for retrieval, processing and disseminating information, software applications make these tools truly powerful resources.

The district uses the Regional Education Service Center Computer Cooperative (RSCCC) administrative applications to support student, financial and PEIMS processing which are delivered to KCISD through Region 3. Additional software used to support administrative objectives is provided in **Exhibit 3-23**.

**Exhibit 3-23**  
**KCISD Administrative Software**

<b>Function/Technology Area</b>	<b>Software</b>
Financial Management	RSCCC - Business Application
Student Management	STMRPC - Student demographic Software File Maker Pro - Desegregates TAAS data
PEIMS Processing	RSCCC - Business Software STMRPC - Student demographics software
Library Management	Follet Catalog and Circulation
Productivity Administrative Tools Internet Access	Microsoft Office PDAS-Teacher Evaluation Application TTAS and TSR - Teacher Self-Appraisal software TEKStar - Teacher Lesson Plans GradeKeeper (Junior High School) Outlook Express Internet Explorer Netscape
Server Software	Webstar - Web site software Appleshare IP Windows NT Server Novell Retrospect Remote - automated backup software

*Source: KCISD Technology Director.*

KCISD has provided teachers with the instructional resources to enrich their curriculum design and cater to various students' learning styles and requirements at each grade level. This is accomplished through both network and workstation based instructional software. **Exhibit 3-24** provides an example of the instructional software resources available to KCISD teachers and students.

**Exhibit 3-24**  
**KCISD Instructional Software**

Campus	Software
Elementary Campus	Josten's Lab - Compass Learning (math, reading, writing) Heartbeeps - TAAS (math, reading, writing tutorial) Reading Counts Type! - Typing Tutorial 56 subject specific software titles
Gifted and Talented - Elementary	Print Artist Print Shop Deluxe ClarisWorks Chronicle of the 20 <sup>th</sup> Century Nile Passage to Egypt Jumpstart
Special Education - Elementary	CLASS - Individual Education Plans Locu Tour - Multimedia cognitive rehabilitation Print Artist Super Heroes Math Micrograms- math and language arts
Junior High School	Accelerated Reader Skills Bank II Heartbeeps - TAAS preparation tutorial QuizMaker Star Reading Claris Works HyperStudio Career Finder Math for the Real World SiteCentral - Web page editor 27 subject specific software titles
High School - Business Education Lab	Microsoft Office 2000 (Powerpoint, Word, Excel) Keyboarding software Internet Explorer and Netscape
High School Writing Lab	Claris Works and Appleworks Internet Explorer and Netscape HyperStudio (multimedia authoring tool) Green Globs Math TextHelp (reads text aloud) PageMaker (for journalism) Claris Home Page (Web page editor) Reference CDs such as Grolier's and Encarta

	Resource CDs for multimedia projects
High School Library	Microsoft Office 2000 Internet Explorer Netscape On-line databases through the Texas Library Connection

*Source: KCISD Technology Director.*

## COMMENDATION

**KCISD provides teachers with a variety of instructional software resources to enrich the curriculum design and address various student needs.**

## FINDING

KCISD has designed a support organization conducive to the effective use, management and deployment of technology in support of district instructional and administrative needs. Through the leadership provided by the technology director, KCISD has constructed an organization with the skills, vision and passion for both technology and instruction. KCISD has assembled a team of technology staff with complementing and common skills allowing the Technology Department to establish natural "backup" personnel arrangements for many of their critical and technical functions. For example, the Technology director and network administrator serve as backups for each other in the area of Internet administration, computer maintenance and help desk support.

KCISD has a Technology director with extensive teaching and technology experience. This powerful combination of skills is ideal for:

- delivering technology-related training and encouraging teachers to adopt technology as an instructional tool;
- developing a technology vision and plan that promotes the integration of technology and curriculum; and
- identifying creative approaches to use technology to enhance the education experience for students and teachers.

The district's recent hiring of a network administrator has allowed for ample backup of critical technical functions. With the majority of Macintosh-related support provided by the Technology director, the network administrator's skills and experience supporting the Intel and NT environments strengthens the district's support capabilities. The network

administrator's desire for teaching will allow KCISD to develop computer maintenance and support-related curriculum for interested students.

The district technology aides have extended their roles beyond computer lab management. KCISD technology aides provide training, troubleshooting and support for lab-related resources and assist teachers in technology and curriculum integration. One of the KCISD technology aides is a TIF Tech team member and is participating in a TIE grant.

The maintenance function in school districts is typically limited to district facilities management and repair and rarely includes technology support responsibilities. At KCISD, technology has been adopted as part of the school district facilities; this is evidenced by the fact that the maintenance supervisor is a member of the district's technology committee and manages infrastructure installation as part of his responsibilities.

The current Technology director has decided to return to the classroom to be a teacher and will create a vacancy in the Technology Department. The district is in the final stages of selecting a replacement from some very qualified candidates with both education- and technology-related experience. Very little impact on the current organization is expected since the current director will continue to provide technology leadership as a teacher within KCISD and the candidates for the vacancy are highly qualified.

## **COMMENDATION**

**KCISD's technology support team provides the leadership and comprehensive technical skills to ensure the effective integration of technology within the teaching and learning environment.**

## **FINDING**

KCISD has internally conducted numerous technology workshops for district teachers and staff, and has offered a \$15 per hour stipend as an incentive for teacher participation. Additionally, KCISD publishes and maintains a workshop catalog and calendar both on the district website and in printed form to encourage total staff training and to promote KCISD as a technology leader. Like other districts, KCISD takes advantage of the training opportunities provided through Region 3 as well as those in support of federal grants. Currently the district has two technology teams established in conjunction with the Net 3 TIE and the TIF Tech (TIF PS8) grants. Through collaboration with other participating districts, these teams are enhancing their staff development and technology training skills to become staff development leaders.

Although the training offered through grants and the service center is beneficial, the workshops conducted by district staff provide a more comfortable and convenient environment for district teachers and staff. **Exhibit 3-25** provides an example of the workshops offered to KCISD staff during the year.

**Exhibit 3-25**  
**Summary of KCISD Technology Workshops**

Workshop Title	Workshop Description
Introduction to HyperStudio	Integration of Internet resources into multimedia presentations and curriculum
E-mail Basics	Basic e-mail operations and use including sending attachments, creating address books, sending and deleting e-mail messages.
Professional Resources on the Web	Introduction of Internet resources for use in curriculum design. Includes Web sites ideal for educational projects, contests, grants and scholarships.
Introduction to Web Weaving	Introduction to Web page development.
Web Weaving: Graphic Element	Instruction in using a scanner and digital camera to incorporate graphics and photos into created Web pages.
Integrating the Internet	More advanced Internet operation including streaming video, chat, two-way video, whiteboards and sound formats. Instruction on downloading movies, sounds, graphics and photos.
Intermediate HyperStudio	Extends the introduction course by instructing teachers in incorporating sounds from the Internet, computer-generated voices, animation and movies into a presentation.
Multimedia in the Classroom	Instruction on incorporating multimedia projects into the classroom.

*Source: KCISD Web Site.*

In addition to the technology integration workshops above, the district continuously delivers technology related workshops for district personnel. **Exhibit 3-26** provides an overview of those workshops conducted from April 2000 through April 2001.

**Exhibit 3-26**  
**KCISD Technology Workshops Delivered**

Date	Workshop Description
April 16-30, 2000	Technology integration workshops.
August 7, 2000	TEKS Alignment with MarcoPolo Internet Content.
August 9, 2000	Technology Update for faculty and staff.
October 4, 2000 October 19, 2000 November 6, 2000 November 27, 2000 December 4, 2000 January 5, 2001 January 22, 2001 February 21, 2001 February 26, 2001 March 9, 2001 March 26, 2001	Net3 workshop, TIE grant district support team.
October 11, 2000	Two-hour after-school workshop, Clarisworks newsletters.
September 22, 2000	TEKstar workshop for Elementary faculty.

*Source: KCISD Technology Director.*

KCISD prioritizes training and increased technical skills for all Technology department personnel.

**Exhibit 3-27** provides an overview of workshops attended and training received during 2000-01.

### **Exhibit 3-27** **KCISD Technology Workshops Delivered**

Technology Position	Workshop/Training Description
Technology Director	<ul style="list-style-type: none"> <li>• All Net3 workshops</li> <li>• Region 3 TIE grant training</li> <li>• Webnet conference, San Antonio - Presenter</li> <li>• Region 6 Technology Conference - Presenter</li> <li>• Region 20 Final Cut Pro Workshop</li> <li>• Texas Computer Educators Conference</li> <li>• MacWorld, San Francisco</li> <li>• Center for Distance Learning Conference, Austin</li> <li>• Intergate Internet Server Training</li> </ul>

Network Administrator	<ul style="list-style-type: none"> <li>• All Net3 workshops</li> <li>• On-line NT Server Administration Course</li> <li>• Self-Paced Macintosh Repair Course</li> <li>• Macintosh Troubleshooting, Austin</li> <li>• Network Troubleshooting, Houston</li> </ul>
High School Technology Aide	<ul style="list-style-type: none"> <li>• All Net3 workshops</li> <li>• Gale Resources Workshop - An Overview for Librarians as Curriculum Leaders</li> <li>• Workshop - Electric Library On-line Database</li> <li>• Workshop - Internet/Intranet Network Fundamentals</li> <li>• Workshop - TIFTech foundations</li> <li>• Workshop - PowerPoint with Pizzazz!</li> <li>• TIFTech Technical Workshop</li> </ul>
Junior High Technology Aide	<ul style="list-style-type: none"> <li>• All Net3 workshops</li> <li>• Gale Resources Workshop - An Overview for Librarians as Curriculum Leaders</li> <li>• Workshop - Electric Library On-line Database</li> <li>• Workshop - Internet/Intranet Network Fundamentals</li> <li>• Workshop - The Education and Career Opportunity System</li> <li>• Workshop - PowerPoint with Pizzazz!</li> <li>• TCEA Conference and iMovie workshop</li> <li>• TIFTech Technical Workshop</li> </ul>
Elementary Technology Aide	<ul style="list-style-type: none"> <li>• TCEA Conference</li> <li>• Facilitated numerous workshops for Elementary school staff</li> </ul>

*Source: KCISD Technology Director.*

## COMMENDATION

**KCISD places a high priority to continuous staff development and training for teachers and technology support staff.**

## FINDING

Technical support significantly influences how effectively technology is used in the classroom and throughout the district. Teachers, even those who are experienced computer users, may encounter technology-related difficulties that interrupt their planning or classroom activities. Unless they receive quick responses to their questions, their effectiveness can be diminished.

Technical support is delivered at three levels within KCISD. The technology aides located at each school handle level-one calls, typically basic computer troubleshooting or training related requests. More complicated requests, such as network or hardware related-problems, are reviewed by the technical aides and forwarded to the network administrator or technology director as a Level-two call. Calls requiring contracted or vendor services, considered Level-three calls, are forwarded to the appropriate service provider or vendor.

Through assistance from Region 3, KCISD has developed a Web-based help desk system using FileMaker Pro. The system allows for improved handling of help desk requests, troubleshooting and maintenance requests by faculty and staff. The system is being tested with a number of district users and is modified based on user comments and feedback. The tool will reside on the district's Web site and allow users to report service requests or work orders online. The tool will analyze the types of problems reported, so technical staff can develop a proactive approach to user support.

As indicated within the KCISD Technology Plan, the district is considering the procurement and implementation of network diagnostic software that will assist staff to proactively manage the network and to monitor network optimization to prevent bottlenecks and disruption of network service. These tools will provide continuous monitoring of the network and remote management of network nodes and devices.

Currently the district is using a basic database program to manage technology assets. To improve the management and accuracy of the district's asset inventory, KCISD is incorporating the use of Personal Digital Assistants (PDA) to collect basic asset information and integrate service requests and repair history as part of the asset record.

## **COMMENDATION**

**KCISD has implemented strategies and tools for effective management of district technology resources and support of district users.**

## **FINDING**

KCISD has an established Technology Planning Committee responsible for developing the district technology plan and providing leadership and support of technology initiatives. Chaired by the superintendent, the committee's membership includes staff from the Technology Department, school principals, teachers, librarians and technology aides. To comply with requirements of the TIF grant, KCISD also has a TIF Technology Task Force that works in conjunction with the Technology Committee and is responsible for developing projects and securing technology funding in support of the KCISD technology programs.

For many districts similar in size to KCISD, technology plans are established to support grant proposals and E-rate funding applications. KCISD's technology plan is comprehensive and reflects specific goals, objectives and action plans for the next three years (2001-03).

**Exhibit 3-28** presents the KCISD Technology Plan Table of Contents.

**Exhibit 3-28**  
**KCISD Technology Plan 2001-03**

<b>Table of Contents</b>
<ul style="list-style-type: none"><li>• Introduction</li><li>• Philosophy</li><li>• Mission Statement</li><li>• Vision Statement</li><li>• Abstract</li><li>• Goals</li><li>• Current Status of Technology</li><li>• Assessment of Services Needed</li><li>• Technology Planning Committee</li><li>• Needs Assessment Surveys</li><li>• Action Plans</li><li>• Budget Strategies</li><li>• Appendices</li><li>• Karnes City Acceptable Use Policy</li><li>• Faculty/Staff Request for Dial-In Account</li><li>• Technology Support Services and Responsibilities</li><li>• Technology Workshop Descriptors</li><li>• Faculty/Staff Survey Results</li><li>• Network Diagram</li></ul>

*Source: KCISD Technology Plan, March 2001.*

In addition to describing the current technology environment, the plan outlines the district's needs in support of established goals and objectives. For each goal and objective listed, the plan lists a series of actions, staff assignments, target dates, material/resources needed, estimated cost and evaluation criteria.

**Exhibit 3-29** provides an example of the detail provided in the KCISD Technology Plan.

**Exhibit 3-29**  
**KCISD Technology Components and Funding**

Action	Assignment	Target Dates	Materials/Resources Required	Estimate Cost	Evaluation
Offer at least 3 technology courses: Computer Science I and II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering and Technology Applications Independent Study.	• Principal	Aug 2002	• PPC/Win labs • Qualified personnel	\$80,000	Student achievement in courses offered.
Write curriculum for courses described above.	• Tech. Teacher(s) • Principal	Aug 2002	• 2 days of in-service time • Copies of TEKS • Curriculum documents • Mac/Win labs	\$200	Curriculum documents Student achievement
Establish and maintain a database based on inventory with current status and trouble tickets [?] on all district technology	• Tech. Director • Tech Aides • Network Admin.	Jan 2001	PALM PDAs for 5 staff members with Jfile Pro database installed	\$990	Surveys showing decrease in down time of equipment, increased integration of technology.

Establish and maintain a Web-based interactive database for help desk requests from faculty and staff	<ul style="list-style-type: none"> <li>• Tech. Director</li> <li>• Network Admin.</li> </ul>	Jan 2001	FileMaker Pro Server, Internet connectivity and In-service training	\$1,200	Records of FileMaker Pro Server showing timely resolution of problems on all campuses.
Establish an inventory of computers to include laptops available for checkout by teachers and students.	<ul style="list-style-type: none"> <li>• Tech. Director</li> <li>• Network Admin</li> </ul>	Aug 2001	Legacy equipment, parts, software licenses, donated equipment.	\$5,000	User Surveys

*Source: KCISD Technology Plan 2001-03.*

The budget strategies section of the technology plan provides a recap of the technology budget and funding sources targeted for technology needs.

## COMMENDATION

**KCISD's technology plan exceeds the requirements for grant and E-rate funding by presenting the technology initiatives and corresponding detail required for effective district technology integration and support.**

## FINDING

KCISD does not have written procedures documenting the district's specific technology operations and management functions. The district does have an Acceptable Use Policy for Internet Access and currently uses procedures that the rest of the district uses for purchasing; however, there is no manual or set of written procedures that address and outlines the day-to-day functions of the technology department. It is a good business practice to have documented procedures to maintain the same level of performance.

Number nine on the Comptroller's list of *Top 10 Ways to Improve Public Schools* is to, "Adopt policies and procedures -- who knows who will be doing this job tomorrow." This suggests that districts develop procedures using a step-by-step approach to document daily activities associated with department functions and to show employees how to carry out board and department policy.

Developing and implementing well-written and organized procedures:

- protects the institutional knowledge of an organization, so that when experienced employees implements and assures compliance with board policies and documents the intent of those policies;
- provides the basis for training new employees;
- allows new employees to have the benefit of the previous employees' years of experience; and
- offers a tool for evaluating employees based on their adherence to procedures.

**Recommendation 19:**

**Establish procedures to support district technology management and operations.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent instructs the District Technology Committee to create written documentation outlining all functional procedures of the Technology Department.	October 2001
2.	The Technology director contacts Region 3 and other districts to investigate existing written procedures for use as models for written documentation for KCISD.	October 2001
3.	The Technology director assigns writing assignments to members of the committee and technology department.	November 2001
4.	The District Technology Committee meets to review the draft procedures.	December 2001
5.	The procedures are presented to the superintendent for review and approval.	January 2002
6.	The superintendent presents the technology procedures to the board for review and approval.	February 2002
7.	The technology procedures are distributed and implemented.	February 2002

**FISCAL IMPACT**

This recommendation can be implemented with existing resources.

**FINDING**

Although the Karnes City Technology Department uses a backup strategy for district files, it does not store backups off-site and does not have an established disaster recovery plan. Regardless of district size, a disaster recovery plan is critical for any organization and should provide the information necessary to ensure all critical business operations can continue in the event of an emergency.

**Exhibit 3-30** summarizes the essential elements of a disaster recovery plan. KCISD should use those planning elements that are most appropriate for the district's size and technical environment.

**Exhibit 3-30**  
**Key Elements of a Disaster Recovery Plan**

Step	Details
Build the disaster recovery team.	<ul style="list-style-type: none"><li>Identify a disaster recovery team that includes key policy makers, building management, end-users, key outside contractors and technical staff.</li></ul>
Obtain and/or approximate key information	<ul style="list-style-type: none"><li>Develop an exhaustive list of critical activities performed within the district.</li><li>Develop an estimate of the minimum space and equipment necessary for restoring essential operations.</li><li>Develop a timeframe for starting initial operations after a security incident.</li><li>Develop a list of key personnel and their responsibilities.</li></ul>
Perform and/or delegate key duties.	<ul style="list-style-type: none"><li>Develop an inventory of all computer technology assets, including data, software, hardware, documentation and supplies.</li><li>Set up a reciprocal agreement with comparable organizations to share each other's equipment or lease backup equipment to allow the district to operate critical functions in the event of a disaster.</li><li>Make plans to procure hardware, software and other equipment as necessary to ensure that critical operations are resumed as soon as possible.</li><li>Establish procedures for obtaining off-site backup records.</li><li>Locate support resources that might be needed, such as equipment repair, trucking and cleaning companies.</li></ul>

	<ul style="list-style-type: none"> <li>• Arrange with vendors to provide priority delivery for emergency orders.</li> <li>• Identify data recovery specialists and establish emergency agreements</li> </ul>
Specify details within the plan.	<ul style="list-style-type: none"> <li>• Identify individual roles and responsibilities by name and job title so that everyone knows exactly what needs to be done.</li> <li>• Define actions to be taken in advance of a disaster.</li> <li>• Define actions to be taken at the onset of a disaster to limit damage, loss and compromised data integrity.</li> <li>• Identify actions to be taken to restore critical functions</li> <li>• Define actions to be taken to re-establish normal operations.</li> </ul>
Test the plan.	<ul style="list-style-type: none"> <li>• Test the plan frequently and completely.</li> <li>• Analyze the results to improve the plan and identify further needs.</li> </ul>
Deal with damage appropriately.	<ul style="list-style-type: none"> <li>• If a disaster occurs, document all costs and videotape the damage.</li> <li>• Be prepared to overcome downtime on your own; insurance settlements can take time to resolve.</li> </ul>
Give consideration to other significant issues.	<ul style="list-style-type: none"> <li>• Do not make a plan unnecessarily complicated.</li> <li>• Make one individual responsible for maintaining the plan, but have it structured so that others are authorized and prepared to implement if it is needed.</li> <li>• Update the plan regularly and whenever changes are made to your system</li> </ul>

*Source: National Center for Education Statistics, "Safeguarding Your Technology" (Modified by IBM).*

#### **Recommendation 20:**

**Develop a disaster recovery plan that is applicable to the district's size and environment and test it.**

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The District Technology Planning Committee, develops an outline for a disaster recovery plan and assigns writing responsibilities.	October 2001
2.	The District Technology Planning Committee reviews and finalizes the disaster recovery plan.	November 2001
3.	The Technology Committee presents the plan to the superintendent and board for approval.	April 2002
4.	The Technology director communicates the plan to the appropriate personnel.	April 2002
5.	The Technology director runs a scheduled test of the plan.	May 2002
6.	The Technology director reports the results to the superintendent and board.	June 2002

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

# Chapter 3

## EDUCATIONAL SERVICE DELIVERY

### E. SAFETY AND SECURITY

This section examines KCISD's safety and security program. Historically, school safety meant surrounding schools with fences and creating alternative education programs. Now, however, school districts address safety and disciplinary issues involving drugs, gun violence, vandalism and assaults on faculty. As recent national events have shown, any school district is susceptible to school violence. For these reasons, a safety program including awareness, prevention, intervention and recognition of possible security and safety risks is essential.

KCISD school employees personally know most of the students and their families. This benefits the district because communication between administrators, teachers, students and parents can be immediate when students display disruptive behaviors.

**Exhibit 3-31** summarizes KCISD' violence data for 1999-2000.

**Exhibit 3-31**  
**Violence Data**  
**1999-2000**

Category Description	Number of Incidents
Disruptive behavior	33
Criminal Mischief	16
Possessed, sold, used or under the influence of an alcoholic beverage	7
Possessed, sold, used marijuana or other controlled substance	2
Possessed, purchased, used or accepted a cigarette or tobacco product	2
Assault against someone other than a school district employee or volunteer	1
Serious or persistent misconduct violating the student code of conduct while placed in Alternative Education program	1

*Source: TEA, AEIS 1999-2000.*

## **FINDING**

KCISD High School keeps all doors with access to the campus open during school hours. TSPR observed that several individuals were able to enter the buildings during school hours without being challenged by staff or going to the office to pre-register. Members of the review team walked through the premises during class changes and observed that no teachers were present in the hallways at the high school. In the junior high, teachers stand at their doors during class changes to monitor the hallways. District management stated that doors are unlocked, in part, because of student traffic flow.

All three campuses require visitors to pre-register with the office before walking around the premises. Signs are posted at entrances stating the mandatory check-in procedure. Visitors are provided with a nametag when they sign a registry in the office. The nametag allows staff and faculty to identify unauthorized people on campus. According to the high school principal, personnel are on duty monitoring hallways, school grounds and parking lots before school, during lunch and after school.

### **Recommendation 21:**

**Limit campus access by locking all but the main entrance during school hours and enforcing guest registration.**

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent directs principals to keep all but the main doors locked during school hours.	October 2001
2.	The director of Maintenance secures the doors.	November 2001
3.	The principals instruct staff to enforce visitor registration and monitor activity wherever doors are unlocked.	November 2001

## **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

## **FINDING**

KCISD does not have an adequate key policy or set of procedures specifically addressing the identification and tracking of keys. KCISD has been in the process of re-keying the district's locks through Best Locking Systems since 1999. While the district is re-keying their locks according to priorities issued from the maintenance director, no formal schedule is in

place to document the re-keying process. Interviews revealed that no one knows the number of master keys in the district, and keys are not clearly identified and tracked.

Implementing a tracking system for keys is essential to the security of the district. Missing keys are not easily identified due to the lack of a tracking system. KCISD principals said that they know who has a key in their schools; however, a formal tracking system would provide this information to any district administrator and would make retrieval of keys easy when employee turnover occurs.

Many school districts physically label keys and have employees sign a document when keys are issued and retrieved. Additionally, periodic physical key counts are conducted to identify lost, stolen, misplaced and storage of extra keys. In the event that a key is missing, re-keying is scheduled to ensure the safety of students and staff should a key be found by an unauthorized user. KCISD administration indicated future plans to code keys with numbers and letters using a manual tracking system.

**Recommendation 22:**

**Develop and implement an aggressive policy and set of procedures relating to the security of keys.**

A policy should be developed to ensure an accurate accounting of all district keys including labeling, location, distribution, collection and master key dissemination. The policy should also include a formal schedule for the re-keying process indicating the location of the locks to be replaced and the projected re-keying date. The district should also aggressively implement the plan to manually code keys using numbers and letters. This could be accomplished by marking keys with permanent ink and assigning keys to personnel on a computer spread sheet such as Excel.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The superintendent instructs the maintenance director to conduct a complete inventory of keys with full cooperation from all principals and departments with personnel that have been issued keys.	October 2001
2.	The superintendent and maintenance director write a key policy that addresses a lock replacement schedule and the implementation of procedures regarding the security of keys.	November 2001
3.	The superintendent presents the policy to the board for approval.	December 2001

4.	The superintendent together with the principals and department directors write a set of procedures addressing a lock replacement schedule, key distribution and collection, storage and labeling.	December 2001
5.	The superintendent instructs each department director and principal to stringently implement the policy and procedures regarding the security of keys for the district.	December 2001

### **FISCAL IMPACT**

This recommendation can be implemented with existing resources.

# **Chapter 4**

## **DISTRICT OPERATIONS**

This chapter addresses three sections of district operations in the Karnes City Independent School District (KCISD):

- A. Food Services
- B. Transportation
- C. Facilities

These functions are central to the district's daily operations, and must be managed efficiently and cost-effectively for the district to successfully achieve its educational objectives. The ongoing challenge for small school districts is to meet these challenges with limited resources.

# Chapter 4

## DISTRICT OPERATIONS

### A. FOOD SERVICES

A successful school food service operation provides nutritionally balanced meals on schedule and cost-effectively, while maintaining a safe, sanitary kitchen and cafeteria and following federal and state regulations. Food services must also comply with local board policy.

KCISD participates in programs that the U.S. Department of Agriculture (USDA) funds including the National School Lunch Program (NSLP), School Breakfast Program and Donated Commodities Program. Like all school food services in Texas, KCISD must comply with USDA and U.S. Department of Education regulations, Texas Education Agency (TEA) regulations and state and local health codes. The main goal of the school lunch program, as defined under the NSLP, is to provide proper nutrition to all students so they can learn and succeed in the classroom.

KCISD's food service operation is funded from meal sales, federal reimbursements for all qualified students eating school meals and a la carte sales.

The Texas School Food Service Association (TSFSA) uses 10 standards to evaluate school food services. TSFSA says effective programs should:

- Identify and meet current and future needs through organization, planning, direction and control;
- Maintain financial accountability through established procedures;
- Meet nutritional needs of students and promote the development of sound nutritional practices;
- Ensure that procurement practices meet established standards;
- Provide appetizing, nutritional meals through effective management;
- Maintain a safe, sanitary environment;
- Encourage student participation in food service programs;
- Provide an environment that enhances employee productivity, growth, development and morale;
- Promote a positive image to the public; and
- Measure success in fulfilling regulatory requirements.

KCISD uses TEA's approved "offer-versus-serve" method, where students must be *offered* a minimum of five required food items in required amounts, but are required to *select* a minimum of only three items. The NSLP permits approved snacks to be sold in the cafeterias, in addition to

breakfast and lunch. KCISD operates a snack bar line in the junior and high school cafeteria and also has snack and soda vending machines available to students throughout the day. The elementary cafeteria does not have a separate snack bar, but does offer a variety of chips for sale.

The National School Lunch Act (NSLA) mandates that school meals "safeguard the health and well-being of the nation's children." Participating schools must serve lunches that are consistent with the most recent NSLA dietary guidelines for Americans which include: eating a variety of foods; choosing a diet with plenty of grain products, vegetables and fruits; choosing a diet moderate in sugars and salt; and choosing a diet with 30 percent or less of calories from fat and less than 10 percent of calories from saturated fat. Lunches must also provide, on average over each school week, at least one-third of the federal government's daily Recommended Dietary Allowances for protein, iron, calcium and vitamins A and C.

Under the NSLA's approved Traditional Food-Based Menu Planning Approach, schools must offer five food items from four food components. The components, known as the Type-A meal, are meat or meat alternate, vegetables and/or fruits, grains/breads and milk. Minimum portions are set by age and grade. For a district to be reimbursed for free and reduced-price meals, each meal must qualify as a Type A meal. For example, Type A breakfasts must offer meat, fruit, bread and milk in specified amounts. Type A lunches must offer one meat, two fruits or vegetables, bread and milk in specified amounts. **Exhibit 4-1** shows KCISD's Type A meal prices for 2000-01.

**Exhibit 4-1  
KCISD Meal Prices  
2000-01**

Meal	Price
Breakfast elementary (regular)	\$0.75
Breakfast elementary (reduced-price)	\$0.30
Breakfast secondary (regular)	\$0.75
Breakfast secondary (reduced-price)	\$0.30
Lunch elementary (regular)	\$1.25
Lunch elementary (reduced-price)	\$.40
Lunch secondary (regular)	\$1.25
Lunch secondary (reduced-price)	\$.40

Lunch adult	\$2.00
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*Source: KCISD Food Services director.*

At the beginning of each school year, KCISD gives each student an application form for free and reduced-price meals. Parents complete and return the form to the school. Eligible students then receive free or reduced-price meals according to federal guidelines. KCISD is reimbursed by the federal government for each free and reduced-price breakfast or lunch served to eligible students. **Exhibit 4-2** represents the federal reimbursement rates for each eligible breakfast and lunch served.

**Exhibit 4-2  
KCISD Federal Reimbursement Rates,  
Breakfast and Lunch  
2000-01**

Category	Breakfast	Lunch
Regular price	\$0.21	\$0.19
Reduced-price	\$0.82	\$1.62
Free	\$1.12	\$2.02
Severe Need	\$0.21	Plus \$0.02 in districts with 60 percent or more free and reduced-price lunches served during the 1998-99 school year.

*Source: TEA, Notice of Reimbursement Rates for 2000-01, July 10, 2000.*

Severe Need breakfast funding is available to schools that have served 40 percent or more of their lunches free or at reduced-prices for two previous, consecutive years and that have breakfast costs higher than regular breakfast reimbursement rates. Interviews revealed KCISD participates in the Severe Need program for breakfast. KCISD Food Services reported that 62 percent of high school students, 67 percent of junior high students and 66 percent of elementary students qualified for the Severe Need program in 2000-01.

In relation to its peer districts, KCISD Food Services has had the second lowest budgeted expenditures every year since 1997-98. In 1999-2000, KCISD Food Services spent \$9,912 less than the previous year and had its lowest total budgeted expenditure in the last four years. Despite lower budgeted amounts, the superintendent reports that the Food Services Department has been operating at a deficit since 1997-98. He noted that

declining student enrollment has resulted in lower participation rates in the lunch and breakfast programs. **Exhibit 4-3** compares KCISD Food Services' budgeted operating expenditures to peer districts' budgeted expenditures.

**Exhibit 4-3**  
**KCISD and Peer Districts' Food Service**  
**Budgeted Expenditures**  
**1997-98 through 2000-01**

District	1997-98	1998-99	1999-2000	2000-01
Freer	\$254,389	\$300,208	\$270,286	\$250,378
<b>Karnes City</b>	<b>\$301,572</b>	<b>\$301,931</b>	<b>\$292,019</b>	<b>\$312,716</b>
DeKalb	\$348,500	\$354,000	\$311,000	\$323,000
Ballinger	\$328,248	\$348,409	\$370,143	\$373,270
Floydada	\$449,125	\$382,250	\$395,700	\$395,700
Colorado	\$391,450	\$400,238	\$424,874	\$398,267
Corrigan-Camden	\$530,831	\$554,575	\$562,403	\$603,948

*Source: TEA, AEIS 1997-98 through 1999-2000 and PEIMS, 2000-01.*

**Exhibit 4-4** shows KCISD's and peer districts' food services expenditures per student from 1997-98 to 2000-01.

**Exhibit 4-4**  
**KCISD and Peer Districts' Food Services Expenditures per Student**  
**1997-98 through 2000-01**

District	1997-98	1998-99	1999-2000	2000-01
Freer	\$242	\$279	\$255	\$249
<b>Karnes City</b>	<b>\$282</b>	<b>\$297</b>	<b>\$291</b>	<b>\$319</b>
DeKalb	\$328	\$344	\$308	\$327
Ballinger	\$260	\$286	\$310	\$334
Colorado	\$332	\$338	\$376	\$354
DeKalb	\$328	\$344	\$308	\$327
Floydada	\$378	\$334	\$356	\$355
Corrigan-Camden	\$453	\$469	\$476	\$514

*Source: TEA, PEIMS 1997-98 through 2000-01.*

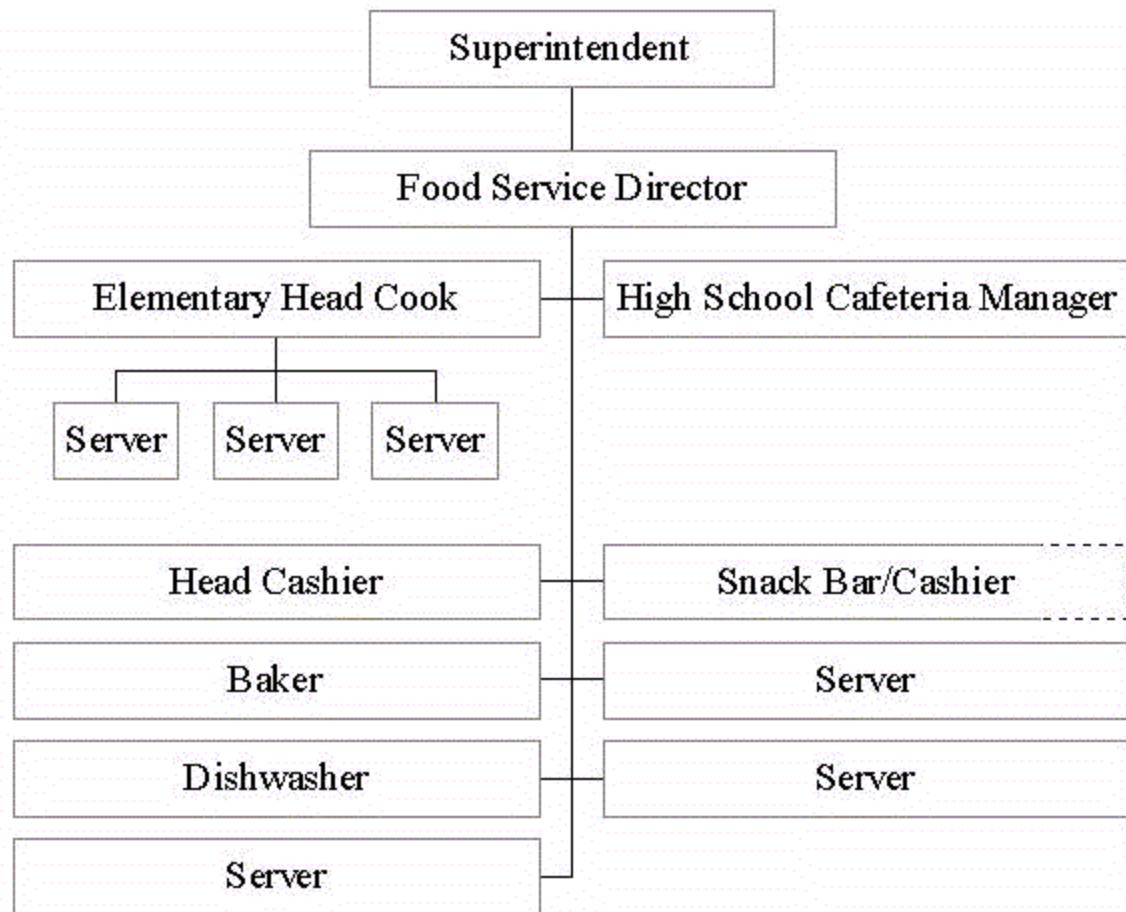
Texas adopted the Food and Drug Administration (FDA) Food Code of 1999 in July 1999. The code sets forth food safety guidelines based on the most up-to-date information and is endorsed by USDA's Food Safety and Inspection Service and the Centers for Disease Control and Prevention. It is a model that state regulatory agencies can use to develop or update their own food safety rules. The code is used as a reference by more than 3,000 state and local regulatory agencies that oversee food safety in restaurants, grocery stores, nursing homes and other institutional and retail settings.

The most recent Texas Department of Health (TDH) review of KCISD kitchens for compliance with TDH health standards was completed in 1998-99. The KCISD middle and high school cafeteria scored 78, and the elementary school cafeteria scored 90. TDH did not review KCISD kitchens and cafeterias in 1999-2000 or 2000-01, although they reviewed the shops, computer lab, gym and other areas in 1999-2000. The superintendent said he made attempts to contact the TDH to request a cafeteria inspection.

The cafeteria director reports directly to the superintendent and is responsible for 12 people, seven of whom she supervises daily at the high school cafeteria. The elementary school head cook is responsible for operations at that school during breakfast and lunch while managing four employees. The head cook additionally coordinates the arrival of food for the elementary school lunch periods and supervises four other workers while serving on the line. Some servers at both the elementary and high schools are also employed as custodial staff. All meals are prepared at the high school cafeteria where both junior high and high school students eat. Meals for the elementary school are shuttled to that cafeteria each morning.

**Exhibit 4-7** shows the organization of the Food Services Department.

**Exhibit 4-7**  
**Food Services Department Organization**



*Source: KCISD Cafeteria.*

## FINDING

KCISD manually calculates meal participation rates and financial transactions and has incorrectly reported data to TEA. Daily counts of regular, free and reduced-price meals served are completed using pencil and paper in the regular lunch lines at both cafeterias. A simple cash box is used to collect money in regular food lines and at the snack bars, and all daily mathematical calculations from these lines are performed using pencil, paper and a calculator. Food Services deposits are also hand-calculated and given to the business manager each week for entry into KCISD's financial database.

Accurate data is crucial to the district and to the Food Services Department since the number of students participating in the free and reduced-price meal program is used to calculate the number of economically disadvantaged students. KCISD Food Services Department

personnel reported inaccurate average daily attendance figures to TEA in spring of 2000. The Public Education Information Management System (PEIMS) clerk, business manager or the Food Services director did not identify the problem until spring of 2001 when it was discovered during the course of this review. These average daily attendance figures affect reimbursement rates for the district. Water Valley ISD bought a point-of-sale (POS) system that streamlined the district's efforts on reporting requirements, reduced labor hours and provided detailed reports on operating expenses.

POS systems automatically and accurately track students' receipt of free, reduced- and full-price meals and have also been shown to increase student meal participation. They provide confidentiality, so students eligible for free and reduced-price meals are not differentiated. Some systems use a magnetized card imprinted with a student identification number; students simply swipe the card through a reader. Other systems use a personalized identification number (PIN) that students enter in an electronic keypad as they pass through the cafeteria line. Killeen ISD identifies free and reduced-price meal students using a coding system for meal tickets. No other indicator differentiates a free or reduced-price meal student from a full-price meal student.

POS systems can also provide convenient prepayment options, reduced processing time (about two seconds) to sell a meal, clear and accessible audit trails and lower labor costs through the use of automated reports provided by the system. A variety of reports can be generated including daily, weekly and monthly employee productivity reports.

The superintendent and business manager both said they are interested in pursuing information about a POS or other type of automated system that may help reduce errors made in manual processing.

#### **Recommendation 23:**

**Verify all data collection and reports with the business manager or Public Education Information Management System (PEIMS) clerk and explore use of a POS system to streamline Food Services Department operations.**

The district should explore the advantages of a POS system to track, monitor and report student participation in lunch and breakfast programs to maximize federal reimbursement. A POS system would also improve planning and management. The district should examine the types of POS systems available and the variety of software and option packages included with each. Gathering this information will allow KCISD to make an informed decision when budgeting for a new system.

## IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the Food Services director to send data collection and report information to the business manager or PEIMS clerk for verification.	September 2001 and Ongoing
2.	The business manager and Food Services director request information from a variety of POS vendors for review.	September 2001
3.	The business manager and Food Services director make recommendations for equipment to the superintendent.	January 2002
4.	The superintendent reviews recommendations and either authorizes a requisition to look for surplus equipment or maintains information for submission to the board for a request for proposals for a new system when appropriations are available.	February 2002

## FISCAL IMPACT

This recommendation will have no fiscal impact until the district makes an informed decision about an electronic POS system and budgets funds to buy a new system.

## FINDING

KCISD has not analyzed food service staffing levels. The Food Services Department averages between four and eight Meals Per Labor Hour (MPLH). *Managing Child Nutrition Programs: Leadership for Excellence* by Josephine Martin and Martha Conklin, an industry standard, explains that MPLH are calculated by dividing the average number of full meals and meal equivalents by the number of employee hours worked. A meal equivalent is two reimbursable breakfasts. The industry standard of MPLH for a cafeteria like KCISD's, which is making some homemade meals and performing dishwashing activities, is between 15 and 17 MPLH. KCISD serves an average of 9,305 meals a month for elementary, junior high and high school students and employs 13 food service workers, for a total of 94.4 employee hours a day. KCISD's staffing patterns are producing nine to 11 MPLH below industry-recommended standards. The number of staff, student participation and total meals served all affect MPLH. (MPLH = total number of meals served ÷ total labor hours.)

**Exhibit 4-5** highlights KCISD's breakfast and lunch participation rates and averages for August 2000 through May 2001. It shows KCISD's average lunch participation rate is 60 percent, and the average breakfast participation rate is 19 percent. Breakfast participation rates are traditionally lower than lunch participation rates.

**Exhibit 4-5**  
**Average Monthly Participation in Breakfast and Lunch**  
**August 2000 through May 2001**

Month	Daily Attendance	Average Daily Lunch Participation	Daily Participation Rate	Average Daily Breakfast Participation	Daily Participation Rate	Reimbursable Meals Served a Day*
August	980	572	58%	168	17%	656.0
September	979	593	61%	179	18%	682.5
October	981	596	61%	184	19%	688.0
November	964	589	61%	199	21%	688.5
December	984	562	57%	190	19%	657.0
January	986	591	60%	182	19%	682.0
February	981	584	60%	209	21%	688.5
March	975	589	60%	212	22%	695.0
April	972	593	61%	183	19%	684.5
May	968	532	55%	178	18%	621.0
<b>Annual Averages</b>	<b>977</b>	<b>582</b>	<b>60%</b>	<b>184</b>	<b>19%</b>	<b>674</b>

*Source: KCISD, Reimbursement Claim Worksheets for School Lunch and Breakfast Programs 2000-01.*

*\*Includes total lunches served plus breakfasts divided by two.*

MPLH calculations help food services like KCISD's address profits, operating costs, budgeting, meal participation rates and staff allocations. Increasing the department's MPLH will not only address the superintendent's concerns about Food Services' operating deficit but will also encourage the Food Services director to be accountable for helping to reduce the department's operating costs.

**Recommendation 24:**

**Adopt a Meals Per Labor Hour (MPLH) standard and staff accordingly.**

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The Food Services director reviews the staffing levels recommends elimination of two server positions to the superintendent.	September 2001
2.	The superintendent approves and notifies appropriate personnel	September 2001
3.	The Food Services director generates Meals Per Labor Hour (MPLH) reports each month and distributes the reports to the business manager and superintendent for review.	October 2001
4.	The Food Services director and business manager develop a plan to contain costs using MPLH reports and submit to the superintendent for review.	November 2001
5.	The superintendent reviews and approves the plan.	December 2001

## FISCAL IMPACT

A district cook/server position earning \$6.15 per hour for six and a half hours per day, 188 days per year has an annual salary of \$8,093 + 4 percent for benefits for a total of \$8,417 (\$8,093 +\$324) per position. Eliminating two serving positions will save the district an estimated \$16,834 in salary and benefits (\$8,417 x 2).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Adopt a Meals Per Labor Hour (MPLH) standard and staff accordingly.	\$16,834	\$16,834	\$16,834	\$16,834	\$16,834

## FINDING

Despite an average participation rate relative to peer districts, student participation in the National School Lunch Program is low and contributes to the Food Services Department's operational loss. The KCISD Food Services Department cost the district \$41,096 to operate in 1998-99 and \$27,939 in 1999-2000 because expenditures were greater than profits in those years. Given the fact that the elementary, junior and high schools are "closed," or require students to stay on campus during mealtimes, a participation rate of approximately 80 percent is reasonable. Many school districts in Texas, including Corrigan-Camden ISD, maintain an average participation rate between 70 and 80 percent.

**Exhibit 4-6** compares KCISD's daily breakfast and lunch participation rates to rates in its peer districts, from 1998-99 through 2000-01. Overall,

KCISD ranks in the middle for lunch participation rates, at third in 2000-01 and fourth in 1998-99 and 1999-2000. The district's breakfast participation rates, when compared to its peers ranks fifth in 1998-99, sixth in 1999-2000 and fifth in 2000-01. Corrigan-Camden ISD has an average daily participation rate that is almost double that of KCISD and all of its peers and from 8 to 12 percent higher lunch participation rates when compared to KCISD and all of its peers from 1998-99 through 2000-01.

**Exhibit 4-6**  
**Percent of Average Daily Participation,**  
**KCISD and Peer Districts,**  
**1998-99 through 2000-01**

District	1998-99		1999-2000		2000-01	
	Percent Average Daily Lunch Participation	Percent Average Daily Breakfast Participation	Percent Average Daily Lunch Participation	Percent Average Daily Breakfast Participation	Percent Average Daily Lunch Participation	Percent Average Daily Breakfast Participation
Ballinger	56.5%	14.2%	57.9%	14.4%	47.3%	12.1%
Colorado	59.3%	19.0%	55.4%	16.9%	54.2%	16.7%
DeKalb	68.2%	32.4%	65.8%	29.2%	59.0%	27.2%
Freer	54.6%	15.1%	55.0%	19.0%	59.0%	20.7%
<b>Karnes City</b>	<b>62.1%</b>	<b>17.6%</b>	<b>57.2%</b>	<b>16.2%</b>	<b>59.7%</b>	<b>19.4%</b>
Floydada	67.6%	22.5%	59.7%	19.0%	68.8%	22.5%
Corrigan- Camden	76.1%	44.2%	78.2%	46.3%	81.8%	48.2%

*Source: TEA, Child Nutrition Programs 1998-99 through 2000-01.*

Several school districts have approached the challenge of increasing Food Services Department profits, meal participation and MPLH in a variety of ways for both breakfast and lunch. Flour Bluff ISD has an elementary breakfast program with several menu choices and has an a la carte menu for high school. Cypress-Fairbanks ISD uses a grab-and-go approach to provide fast breakfast service to the students who have only 10 minutes from their arrival at school until classes begin. Mount Pleasant ISD offers a second breakfast program during the high school activity period, which produced new revenue of \$1,371 a month in its first year of operation at the high school. Reimbursable food items such as juice, milk, baked items and

cereal are sold to students and teachers. Students who miss the first breakfast can eat at the second, and some students eat twice.

Corpus Christi ISD uses marketing strategies including Texas School Lunch Week, Fix-A-Day for Better Health, Texas School Breakfast Week, and Team Nutrition School. Surveys of students, parents, and teachers as well as student advisory committees and special events such as barbecues, picnics and sack lunches are other innovative strategies used by Texas school districts to increase meal participation. Any special event increasing meal participation will equate to increased profits for the district and an increase in the number of students receiving adequate nutrition as specified by the National School Breakfast and Lunch Programs.

**Recommendation 25:**

**Develop strategies to achieve an annual 4 percent increase in meal participation in each of the next five years by enlisting the support of staff, students and parents and using industry best practices.**

Increasing meal participation throughout the district would increase Food Services Department revenues and improve MPLH ratios. The district should adopt a target participation rate of 80 percent. However, an increase of 20 percent is difficult to accomplish in one year. Therefore, the district

should work to increase meal participation by 4 percent a year over the next five years and reduce

their operating deficit. To accomplish this goal, the district should:

- **Improve food quality.** Food quality should be evaluated by appearance, texture or consistency, flavor and temperature of the food when served. Food Services Department staff should use established standards to implement formal evaluation methods and ensure that acceptable food items are served at the elementary and the junior high and high school cafeterias. The age of students will be a factor in establishing quality standards. For example, the amount of chili powder added to a meat topping for tacos may vary between the elementary students and the high school students. Food Services Department staff should adjust recipes and preparation techniques to improve the acceptability of foods when needed. Standardized recipes should be adjusted according to students' likes discovered, in one way, through surveys.

- **Improve service quality.** The quality of service provided to students by cafeteria personnel should be evaluated and training should be provided to enhance customer services.
- **Solicit student feedback in menu planning.** Surveys, focus groups or student advisory councils could serve as mechanisms to solicit student feedback to better tailor menus to student tastes and preferences. Students should be involved in tasting and evaluating food products produced and served during school meal times. Simple scorecards can be developed to rate menu items based on appearance, texture, consistency, flavor, seasoning and temperature. Students will be more likely to purchase school lunches if they are offered menus and individual choices that appeal to them.
- **Implement marketing and promotional strategies geared toward increasing participation.** This may include promotional campaigns and point of purchase materials similar to those used by fast food restaurant chains.

## IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent creates a committee of Food Services Department staff to investigate districts implementing best practices in food service to develop strategies for increased meal participation. This includes improved food quality and service, incorporation of student feedback in menu planning and marketing or promotional strategies for the elementary and the junior high and high school cafeterias.	September 2001
2.	The Food Services Department director presents the strategies to the superintendent for approval.	October 2001
3.	The superintendent approves strategies and directs the Food Services Department director to begin implementation.	November 2001
4.	The Food Services Department director begins implementation strategies to increase meal participation and ensures that elementary and junior high and high school cafeteria staff are trained to implement program enhancements or additions.	November 2001

## FISCAL IMPACT

Initial savings of a 4-percent increase in revenues would equal \$6,797 when using total revenues of \$283,205 from 1999-2000 multiplied by the 6 months of implementation for 2001-02 ( $\$283,205 \times .04 \times 6/10$ ). A 4

percent savings of \$11,328 for each additional year assume the same total revenue rate of \$283,205.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Develop strategies to achieve an annual 4-percent increase in meal participation in each of the next five years by enlisting the support of staff, students and parents and using industry best practices.	\$6,797	\$11,328	\$11,328	\$11,328	\$11,328

## FINDING

Food Services employees do not regularly conduct food temperature tests before and after food is placed in warming carts for delivery to the elementary school. The carts are old, and when tested on five separate occasions during this review, they did not reach the minimum temperature required to safely keep food hot in the warmers. Teachers and students say the food is not always hot, and on some occasions they have eaten pizza that is still cold in the center.

The superintendent said he has periodically instructed Food Services personnel verbally on the importance of conducting food temperature tests. No written documentation, procedures or visible signs explaining the importance of a food temperature test or outlining how to do one were available.

Classical food poisoning is rare in the United States because of good food handling and storage procedures. However, food poisoning occurs sporadically at school cafeterias, picnics and large social functions where handling techniques are not optimal and food may be left unrefrigerated too long. Maintaining appropriate temperatures destroys salmonella, a bacteria that causes food poisoning, and other bacteria and germs that may be harmful to children. Conducting regular food temperature tests could avert any such problems. Regularly conducting food temperature tests on all cafeteria food ensures that food is maintained at a safe level and allows cafeteria and maintenance personnel to make needed adjustments.

### **Recommendation 26:**

**Establish procedures to regularly test and maintain safe food temperatures and plan to replace warming carts.**

Conducting food temperature tests would prompt Food Services personnel to either adjust the cart temperature controls or the food temperature before and/or after transport to the elementary school. Maintenance or repairs could be performed immediately if maintenance personnel are contacted when temperature fluctuations in the carts occur. The maintenance director can also try to obtain donated carts, and the superintendent can plan for the replacement of carts in the future.

### **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The Food Services director contacts Region 3, TEA and the Texas Department of Health to obtain documentation on best practices in proper food temperature maintenance and prepares procedures for food temperature testing.	September 2001
2.	The Food Services director submits a request to the maintenance department to perform a thorough maintenance check on existing food warming carts.	September 2001
3.	The Food Services director prepares procedures for food temperature testing and maintenance.	September 2001
4.	The Food Services director submits the procedures to the superintendent for approval.	October 2001
5.	The superintendent reviews and approves the procedures and requires the Food Services director to document the fact that all food service employees are correctly trained in testing and keeping food at safe temperatures.	October 2001
6.	The Food Services director implements the procedures and trains all employees.	October 2001
7.	The Food Services director submits a request to the maintenance director to watch for food warming carts that may be obtained through donation.	November 2001
8.	The superintendent plans to replace food warming carts in the future if it does not receive any carts through donation.	May 2002

### **FISCAL IMPACT**

KCISD can implement this recommendation with existing resources.

# Chapter 4

## DISTRICT OPERATIONS

### B. TRANSPORTATION

The main goal of every school district's transportation department is to transport all students to and from school and approved extracurricular functions in a timely, safe and efficient manner.

The Texas Education Code (TEC) authorizes, but does not require, each district to provide transportation between home and school, from school to career and technology training locations, for co-curricular activities and for extracurricular activities. The federal Individuals with Disabilities Education Act (IDEA) requires a school district to provide transportation for students with disabilities if the district also provides transportation for the general student population, or if disabled students require transportation to receive special education services.

The state reimburses Texas school districts for transporting regular, special education and career and technology program students. A school district may receive state funds to transport regular and special education program students between home and school, and career and technology students to and from vocational training. The state does not fund extracurricular transportation, such as trips to after school and weekend events. Local funds must pay for transportation costs not covered by the state.

The Legislature sets state funding rules and TEA administers funding. For regular education students, the state reimburses districts based on linear density, which is the ratio of the average number of regular education students transported daily to the number of miles traveled daily for those students. TEA has defined seven linear density groups, and allocates per-mile reimbursements to school districts based on their density groupings. KCISD is in category two with a linear density of .427 and receives \$.79 reimbursement per mile. **Exhibit 4-8** shows the seven linear density categories defined by TEA.

**Exhibit 4-8**  
**Categories of State Linear Density Reimbursement for Regular Bus Routes**

Category	Linear Density Range	Reimbursement per Mile
1	.000-.399	\$0.68

2	.400-.649	\$0.79
3	.650-.899	\$0.88
4	.900-1.149	\$0.97
5	1.150-1.649	\$1.11
6	1.650-2.399	\$1.25
7	2.400-9.999	\$1.43

*Source: TEA, Handbook on School Transportation Allotments.*

Reimbursable miles are the miles driven on routes with students on board. Deadhead miles, or miles driven by a bus with no students on board, and maintenance miles, also driven with no students, are not reimbursable. TEA evaluates these group assignments every two years by recalculating linear densities.

School districts are reimbursed for transporting regular education students living two or more miles from the schools they attend, but not for students who live within two miles of the school unless hazardous walking conditions exist between the student's home and school. For example, if a student must cross a major highway without a crossing signal, a hazardous condition exists, and the cost to transport that student would be reimbursed by the state. Districts must use local funds to cover any costs that do not qualify for state reimbursement.

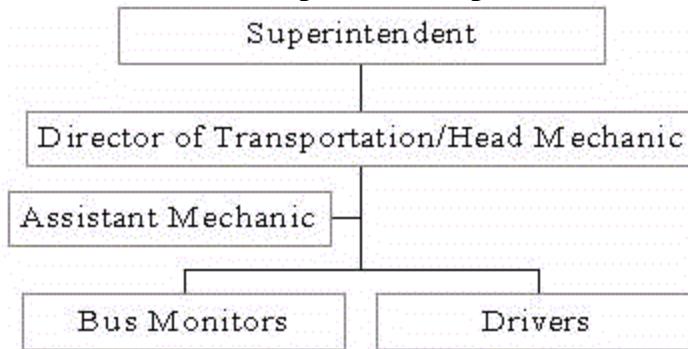
All special education transportation, except for certain field trips, is eligible for state reimbursement and is capped at \$1.08 per mile. KCISD does not transport any special education students, though; neighboring Kenedy ISD transports these children as part of the Karnes County consortium for special education transportation.

The state reimburses career and technology education transportation costs based on the previous year's actual cost per mile for that type of transportation.

Like most of KCISD, the Transportation Department has not experienced many changes over the years. It operates nine routes with 12 daily runs, covering 500 miles daily. Annually, KCISD buses transport 38,520 students and cover 90,108 miles. Of the 12 daily bus runs; eight are regular education, three are in-town routes and one is an alternative education route transporting children to the alternative education center outside of the district.

**Exhibit 4-9** shows the Transportation Department's organization.

**Exhibit 4-9**  
**2000-01**  
**KCISD Transportation Department**



*Source: KCISD Transportation Department.*

**Exhibit 4-10** compares KCISD's transportation staff to peer districts' transportation staff.

**Exhibit 4-10**  
**KCISD and Peer Districts, Comparison of Staffing**  
**2000-01**

District	Professional	Clerical/Technical	Auxiliary
Karnes City	None	1 director, 1 assistant	11 drivers (2 substitutes), 3 monitors
DeKalb	None	None	3 drivers
Floydada	None	1 director, 1 assistant	13 drivers, 1 mechanic
Freer	None	1 director	9 drivers, 1 mechanic
Ballinger	None	1 coordinator	7 drivers, 2 mechanics
Colorado	None	1 director, 1 assistant	15 drivers, 2 mechanics
Corrigan-Camden	None	1 director, 1 secretary	14 drivers, 1 mechanic

*Source: Telephone/email survey with KCISD and peer districts.*

To receive state funding, all Texas school districts must submit two reports to TEA by July of each year. The first report, the *School Transportation Operations Report*, is designed to establish a cost-per-mile to be used for reimbursement in the fiscal year following the report.

**Exhibit 4-11** shows that since 1996-97, KCISD's operations costs in transportation have risen 15 percent, while total route mileage has decreased 7 percent. In 1996-97, three buses were purchased as shown in the row labeled "Capital Outlay."

**Exhibit 4-11**  
**KCISD Summary of School Transportation Operations Reports**  
**1996-97 through 1999-2000**

	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>Percent Change</b>
<b>Operations Cost</b>					
Salaries and benefits	\$129,276	\$138,473	\$140,314	\$163,480	26%
Purchased and contracted services	\$10,520	\$2,651	\$3,659	\$2,632	(75%)
Supplies and materials	\$39,891	\$42,931	\$40,766	\$44,905	13%
Other operating expenses	\$4,000	\$4,277	\$3,886	\$2,130	(47%)
Debt service	\$0	\$0	\$0	\$0	0%
Capital outlay	\$71,995	\$29,900	\$47,824	\$80,942	12%
<b>Total Operations Costs</b>	<b>\$255,682</b>	<b>\$218,232</b>	<b>\$236,449</b>	<b>\$294,089</b>	<b>15%</b>
<b>Mileage Summary</b>					
Route mileage	109,860	90,317	93,212	105,053	(4%)
Extra/co-curricular Mileage	23,390	23,636	\$21,733	18,622	(20%)
Non-school organizations mileage	0	0	0	0	0%
Other mileage	50	300	200	325	550%
<b>Total Annual Mileage</b>	<b>133,300</b>	<b>114,253</b>	<b>115,145</b>	<b>124,000</b>	<b>(7%)</b>
<b>Cost per Mile-Regular</b>	<b>\$1.918</b>	<b>\$1.910</b>	<b>\$2.053</b>	<b>\$2.372</b>	<b>24%</b>
<b>Cost per Mile-Special</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0%</b>

*Source: TEA, School Transportation Route Services Status Report 1996-97 through 1999-2000.*

**Exhibit 4-12** compares KCISD's total operating costs for transportation to peer districts' costs.

**Exhibit 4-12**  
**KCISD and Peer Districts, Comparison of Operating Costs**  
**1996-97 through 1999-2000**

District	1996-97	1997-98	1998-99	1999-2000
<b>Karnes City</b>	<b>\$255,682</b>	<b>\$218,232</b>	<b>\$236,449</b>	<b>\$294,089</b>
DeKalb	\$8,200	\$8,200	\$17,700	\$17,500
Floydada	\$162,003	\$319,522	\$273,381	\$282,680
Freer	\$235,728	\$241,626	\$213,530	\$191,046
Ballinger	\$146,741	\$142,028	\$160,195	\$152,791
Colorado	\$223,749	\$277,416	\$298,608	\$279,984
Corrigan-Camden	\$244,200	\$249,800	\$249,950	\$259,650

*Source: TEA, School Transportation Operations Reports, 1999-2000.*

**Exhibit 4-13** compares the mileage data for KCISD with peer districts' mileage data.

**Exhibit 4-13**  
**KCISD and Peer Districts, Comparison of Mileage Data**  
**1999-2000**

District	Route Mileage (incl. Deadhead)	Extra/Co-Curricular Mileage	Non-School Organizations Mileage	Other Mileage	Total Annual Mileage	Cost per mile (Regular)
<b>Karnes City</b>	<b>105,053</b>	<b>18,622</b>	<b>0</b>	<b>325</b>	<b>124,000</b>	<b>\$2.37</b>
DeKalb	8,255	1,210	0	0	9,465	\$2.95
Floydada	162,066	16,125	0	1,125	179,316	\$2.58
Freer	118,788	10,022	0	985	129,795	\$2.46
Ballinger	97,355	10,021	0	555	107,931	\$2.70
Colorado	155,785	17,122	0	2,145	175,052	\$2.38
Corrigan-Camden	136,568	24,208	0	3,850	164,626	\$2.61

*Source: TEA, School Transportation Operations Reports, 1999-2000.*

Other information obtained from the *School Transportation Operations Report* from peer districts shows that KCISD has the fifth highest route miles, but the lowest cost per mile.

The second state report, the *School Transportation Route Services Report*, includes information on ridership and mileage for regular, special and career and technology programs. It also includes a calculation of "linear density" for the home-to-school transportation of regular students, which is the basis for transportation funding.

To establish route mileage and daily ridership figures, TEA requires districts to gather mileage and ridership data on the first Wednesday of each month.

**Exhibit 4-14** shows route data for KCISD for five years, beginning with 1995-96.

**Exhibit 4-14**  
**Summary of KCISD Route Services Reports**  
**1995-96 through 1999-2000**

<b>Regular Program</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>
Annual standard ridership	47,700	36,900	41,940	35,100	38,520
Annual standard mileage	105,480	102,000	97,200	107,568	90,108
Linear density	.452	.362	.431	.326	.427
Allotment per mile	\$0.680	\$0.680	\$0.79	\$0.79	\$0.79
Annual mileage (including hazardous)	105,480	104,250	99,900	114,624	99,378
Total daily ridership	265	209	242	204	225
Hazardous annual mileage	0	0	0	0	0
Hazardous daily ridership	0	0	0	0	0
<b>Special Program</b>					
Total daily ridership	0	1	0	0	0
Total annual mileage	0	426	0	0	0
<b>Career and Technology Program</b>					
Total daily ridership	0	0	0	0	0

Total annual mileage	0	0	0	0	0
<b>Allotments</b>					
Regular program	\$0.680	\$0.680	\$0.79	\$0.79	\$0.79
Special program	\$1.080	\$1.080	\$0.00	\$1.08	\$1.08
Career and technology program	\$1.339	\$1.84	\$1.92	\$1.91	\$2.05
Private program	\$0.25	\$0.25	\$0.25	\$0.25	\$0.25
<b>Total Allotment</b>	<b>\$71,726</b>	<b>\$71,350</b>	<b>\$78,921</b>	<b>\$90,553</b>	<b>\$78,509</b>

*Source: TEA, School Transportation Route Service Reports, 1995-96 through 1999-2000.*

**Exhibit 4-15** compares the linear density and state allotments for KCISD and its peer districts in 1999-2000. KCISD has the lowest linear density compared to its peer districts and receives 46 percent of its operating costs from the state allotment.

**Exhibit 4-15**  
**KCISD and Peer Districts, Comparison of Linear Density and State Allotment**  
**1999-2000**

School District	Linear Density (Riders per Mile)	Allotment per Mile	Total State Allotment	Percent of Operating Costs
Karnes City	<b>0.627</b>	<b>\$0.79</b>	<b>\$78,509</b>	<b>46%</b>
DeKalb	0.715	\$0.88	\$6,985	40%
Floydada	0.890	\$0.88	\$144,166	51%
Freer	1.120	\$0.97	\$91,702	48%
Ballinger	0.881	\$0.88	\$79,451	52%
Colorado	1.085	\$0.97	\$137,192	49%
Corrigan-Camden	0.992	\$0.97	\$129,825	50%

*Source: TEA, School Transportation Operations Reports, 1999-2000.*

KCISD also has the second highest cost per rider when compared to its peer districts, as shown in **Exhibit 4-16**.

**Exhibit 4-16**  
**KCISD and Peer Districts, Comparison of Cost per Rider**  
**1999-2000**

District	Total Annual Operating Costs	Annual Ridership	Cost Per Rider Per Day
Karnes City	\$294,089	38,520	\$7.63
DeKalb	\$17,500	3,251	\$5.38
Floydada	\$282,680	43,855	\$6.44
Freer	\$191,046	36,752	\$5.19
Ballinger	\$152,791	24,880	\$6.14
Colorado	\$279,984	37,449	\$7.47
Corrigan-Camden	\$259,650	44,336	\$5.85

*Source: TEA, School Transportation Operations Reports, 1999-2000.*

**Exhibit 4-17** compares the ages of KCISD buses to the ages of school buses in peer districts.

**Exhibit 4-17**  
**KCISD and Peer Districts, Comparison of Bus Ages**  
**1999-2000**

District	Age			Total Number of Buses	Percent Greater Than 10 Years
	1-5 Years	5-10 Years	10 Years or Greater		
Karnes City	5	3	9	17	53%
DeKalb	0	2	1	3	33%
Floydada	6	11	7	24	29%
Freer	4	8	4	16	25%
Ballinger	3	6	5	14	36%
Colorado	7	9	6	22	27%
Corrigan-	3	11	7	21	33%

Camden					
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*Source: TEA, School Transportation Operations Reports, 1999-2000.*

## FINDING

The district does not conduct bus evacuation drills for students, although the Texas Department of Public Safety (DPS) recommends them to ensure student safety in the event of an accident. KCISD does not have a bus safety program, which includes printed information on student transportation safety in the emergency procedures manual and a schedule and maintenance log of bus evacuation drills and safety training.

The Texas Education Code, Chapter 34, section 002, discusses safety standards in student transportation. Each school district must meet or exceed the safety standards for school buses. DPS, TEA, General Services Commission and the National Highway Traffic Safety Administration all publish guidelines for school bus safety programs that include evacuation plans and drills.

Spring ISD's "best practice" strategy for providing proper safety planning, training and protection for students and staff is to combine the functions of maintaining emergency procedures, scheduling practice drills and investigating injury accidents in one office.

### **Recommendation 27:**

**Implement a bus safety program that includes two bus evacuation drills a year.**

KCISD should add information on student transportation safety to its emergency procedures manual. The manual contains information on events such as severe weather and accidents with hazardous materials. Also, KCISD should schedule routine evacuation drills, maintain logs of the drills and of safety training and do a comprehensive inspection of each school bus each month. Bus evacuation drills can be completed on school property before school, once a semester.

The National Highway Traffic Safety Administration and the Texas Department of Transportation (through the "Kids Only" program) provide information on developing a student transportation safety program.

## **IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The director of Transportation develops a school bus student	October
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	safety program that includes two bus evacuation drills a year.	2001
2.	The director of Transportation submits the safety program to the superintendent for approval.	November 2001
3.	The superintendent approves the proposed safety program.	December 2001
4.	The director of Transportation disseminates the safety information to bus drivers and begins program.	January 2002

## FISCAL IMPACT

KCISD can implement this recommendation using existing resources.

## FINDING

KCISD transports all children in the district without regard to the distance that the child lives from school and has not designated any routes as hazardous. However, the state does not reimburse districts for students living within two miles of the school unless hazardous walking conditions exist between the student's home and the school. For example, if a student must cross a major highway without a crossing signal, a hazardous condition exists. KCISD students living within two miles of the district schools must cross a major highway without the benefit of a crossing signal. School districts may apply to TEA for, and on approval of the state education commissioner, subsequently receive additional reimbursement funds of up to 10 percent of their regular transportation allotment for busing students under hazardous walking conditions who live less than two miles from school.

A school district must use local funds to cover any costs that exceed the amount the state reimburses the district. KCISD buses drove 4,752 miles to transport students that live within two miles of the school in 1999-2000. The actual level of reimbursement funding calculated by the state for hazardous routes is figured by determining the number of hazardous miles and multiplying that figure by the district's linear density rate. This number cannot exceed 10 percent of the regular transportation allotment for busing students under regular conditions.

As of March 2001, no KCISD routes used to transport students that live within two miles of the school had been reviewed by the board for hazardous route designation. However, in May 2001, as a result of discussions with the superintendent and the Transportation director, the board approved all routes within a two-mile radius of the school as hazardous. Many Texas school districts have found that by reassessing

their hazardous transportation routes they can maximize reimbursements from the state.

**Recommendation 28:**

**Review all routes within the two -mile limit to determine whether they are hazardous and designate those that are as "hazardous."**

As part of the overall effort to reduce budget expenditures, the district has proactively adopted TSPR's recommendation and will begin observing designated hazardous transportation routes within two miles of the schools for the 2001-02 school year.

**IMPLEMENTATION STRATEGIES AND TIMELINE**

1.	The director of Transportation reviews all routes to determine which are hazardous.	September 2001
2.	The director of Transportation notifies the business manager of the designated hazardous routes.	October 2001
3.	The business manager submits hazardous route designation proposals to the board for review.	October 2001
4.	The board approves and the business manager reports hazardous routes to TEA.	November 2001

**FISCAL IMPACT**

The district could realize an additional \$3,754 in transportation funds by designating the 4,752 miles driven on routes within the two mile radius of the schools as hazardous and claiming \$.79 per mile according to KCISD's linear density rate. (4,752 x \$.79) This amount is less than \$7,850 which is 10 percent of the district's total state allotment of \$78,509 and is therefore within the state's recommended maximum allowance (\$78,509 x .10 = \$7,850).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Review all routes within the two-mile limit to determine whether they are hazardous and designate those that are as "hazardous."	\$3,754	\$3,754	\$3,754	\$3,754	\$3,754

# Chapter 4

## DISTRICT OPERATIONS

### C. FACILITIES

A comprehensive facilities, maintenance and energy program coordinates all physical resources in the district. The program must integrate facilities planning with all aspects of the educational plan. Effective and efficient plant operations and maintenance programs include facilities management in strategic planning. Also, all facilities departments should operate under clearly defined policies and procedures.

Facilities must be designed and built in a way to enhance the educational program. School plants must be constructed with children in mind and be a clean, safe haven for occupants. They should be built to meet present state and federal laws and also to allow flexibility in meeting educational needs.

KCISD owns and operates three school plants. The buildings are well-maintained, even though some were constructed as early as 1936. The walls are clean or freshly painted, and a feeling of pride in the facilities is evident from the quality of upkeep and maintenance.

**Exhibit 4-18** shows enrollment growth for the district from 1994-95 to 2000-2001, while **Exhibit 4-19** shows the district's projected enrollment.

**Exhibit 4-18**  
**Enrollment in KCISD**  
**1994-95 through 2000-01**

School Year	Enrollment	Percent Change
1994-95	1,071	N/A
1995-96	1,086	.014
1996-97	1,069	(.016)
1997-98	1,046	(.021)
1998-99	996	(.047)
1999-2000	979	(.017)
2000-01	975	(.004)

*Source: KCISD, Office of the Superintendent.*

**Exhibit 4-19**  
**Enrollment Projections**  
**2001-02 through 2005-06**

Year	Projected Enrollment
2001-02	956
2002-03	973
2003-04	945
2004-05	988
2005-06	946

*Source: KCISD, Office of the Superintendent.*

**Exhibit 4-20** details the district by age of facilities, square feet, student capacity and the use of permanent and portable classrooms.

**Exhibit 4-20**  
**KCISD School Facilities**  
**2000-01**

Facility	Year Built	Square Feet	Number of Students	Permanent Classrooms	Portable Classrooms
High school, main	1958	66,400	276	21	
High school library	1967	12,200		6	
High school auto shop		3,200		1	
ISS building		560			2
Vocational agriculture building		1,250			
Junior high school	1982	38,000	246	19	
Junior high wood shop	1982	2,300		1	
Sides elementary school	1988	28,700	453	31	

Kindergarten learning center		3,800		4	
Head Start		3,400		3	
Elementary library		6,900			
Elementary cafeteria/kitchen	1966	5,520			
Elementary computer room		725			1
Elementary gymnasium	1936	10,650			
Central maintenance	1938	1,800			
Central maintenance storage		924			
Bus maintenance		2,700			
Bus storage		5,200			
Administrative building	2001	2,643			
<b>Total</b>		<b>196,872</b>	<b>975</b>	<b>76</b>	<b>3</b>

*Source: KCISD, Office of the Superintendent.*

The district does not have information on the buildings' rated capacity, so rated capacity cannot be compared to the present enrollment.

**Exhibit 4-21** shows how the district obtains extra classroom space by using portable classrooms. This minimal use of portable classrooms is unusual for the area. Many districts add classrooms by buying portable space, which can be educationally detrimental because it excludes students from the main flow of activities and isolates them from their classmates.

#### **Exhibit 4-21** **Portable Classroom Use**

<b>Building</b>	<b>Portable Classrooms</b>	<b>Additional Square Feet</b>
ISS Building	2	560

Elementary Computer Room	1	725
<b>Total</b>	<b>3</b>	<b>1285</b>

*Source: KCISD, Office of the Superintendent.*

## FINDING

KCISD commissioned LaMarr Womack and Associates Architects to develop a facilities master plan. The plan was delivered in July 1996. It reviewed KCISD's existing structures and included options for the demolition, renovation or addition of facilities.

In 1998 KCISD began a building project to address the need for four more classrooms at the high school, a new technology laboratory and roofing to protect the district's capital investment.

**Exhibit 4-22** shows how the district is using outside funds (bond funds) to improve facilities.

### **Exhibit 4-22** **KCISD Bond Funds Authorized in 1998, Payable to August 13, 2013**

Project	Amount	Total Cost
High school: four classrooms, technology lab and re-roofing	\$1,000,000	\$1,440,187.09

*Source: KCISD, Office of the Superintendent.*

The LaMarr Womack study encompassed the facilities planning process suggested by TEA in **Exhibit 4-23**, thus eliminating much of the local conflict associated with renovating or adding school facilities.

### **Exhibit 4-23** **TEA Recommended Facilities Planning Process**

Program Element	Mission	Responsibilities	Deliverables
Planning	Needs assessment	Identify current and future needs	Demographics, enrollment projections, facilities survey, boundary, funding, education program, market, staff capability, transportation analysis

	Scope	Outline required building areas, develop schedules and costs	Programming, cost estimating, scheduling, cost analysis
	Strategy	Identify structures	Facilities project list, master schedule Budget plan, organization plan, marketing plan
	Public approval	Implement public relations campaign	Public and media relations
Approach	Management plan	Detail roles, responsibilities, and procedures	Program management plan and systems
	Program strategy	Review and refine details	Detailed delivery strategy
	Program guidelines		Educational specifications, design guidelines, CAD standards

*Source: TEA.*

## COMMENDATION

**KCISD has developed a systematic, long-range facilities master plan by combining architectural plans with board and staff input to proactively address the future education and administrative needs of district students and staff.**

## FINDING

KCISD's custodial staff efficiently cleans and maintains school facilities within recommended industry standards for staffing. The district's well-maintained facilities demonstrate that the quality of service offered by the maintenance and custodial workers to the children of the district is high.

Applying the standard of one custodian per 20,000 gross square feet adopted by Association of School Business Officials (ASBO), **Exhibit 4-24** shows the variance between custodial staffing and the recommended total is less than one employee.

**Exhibit 4-24**  
**KCISD Custodians by School Compared to ASBO Standard**  
**2000-01**

Facility	Square Feet	Full-Time Equivalent Custodians		Variance Above (+) or Below (-) Standard
		Current	Recommended	
High school	83,610	4	4.2	-0.2
Junior high school	40,300	3	2.0	+1.0
Elementary school	59,695	3	3.0	0.0
<b>Total</b>	<b>183,605</b>	<b>10</b>	<b>9.2</b>	<b>+.8</b>

*Source: KCISD, Office of the Superintendent.*

Ten custodial employees work using staggered scheduling times to maintain the 196,872 square feet of KCISD buildings, 183,605 square feet actually used by students.

The use of staggered schedules minimizes the number of maintenance and custodial staff needed by the district. Some staff members are available during the traditional school hours to respond to daily and emergency needs. Additional staff are scheduled to work at varied times throughout the afternoon, night and early morning hours to maintain each campus when the students and staff are gone. Repairs and maintenance that may be hazardous to students and staff are accomplished under safe conditions.

## COMMENDATION

**KCISD maintains a safe, clean environment to maximize student learning through the use of a staggered employee schedule and accomplished using industry staffing standards.**

# Appendix A

## DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

### A. Demographic Data/Survey Questions

#### B. Verbatim

#### *Demographic Data*

**TOTAL RESPONSES AS OF May 4, 2001: 41**

1.	Gender (Optional)	Male	Female				
		34%	66%				
2.	Ethnicity Optional	Anglo	African American	Hispanic	Asian	Other	
		64%	0%	36%	0%	0%	
3.	How long have you been employed by Karnes City ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	
		39%	19%	15%	15%	12%	
4.	Are you a(n):						
	a. administrator	10%	b. clerical staffer	22%	c. support staffer	68%	
5.	How long have you been employed in this capacity by Karnes City ISD?						
	1-5 years	43%	6-10 years	17%	11-15 years	12%	
	16-20 years	15%	20+ years	13%	No Answer	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.	32%	19%	6%	35%	8%
2.	School board members listen to the opinions and desires of others.	16%	26%	5%	46%	7%
3.	The superintendent is a	26%	17%	4%	45%	8%

	respected and effective instructional leader.					
4.	The superintendent is a respected and effective business manager.	21%	15%	6%	50%	8%
5.	Central administration is efficient.	25%	22%	4%	42%	8%
6.	Central administration supports the educational process.	31%	16%	1%	42%	11%
7.	The morale of central administration staff is good.	25%	20%	8%	43%	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.	22%	19%	4%	48%	6%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	13%	30%	2%	41%	14%
10.	The needs of the college-bound student are being met.	20%	24%	4%	44%	8%
11.	The needs of the work-bound student are being met.	18%	26%	9%	31%	16%
12.	The district has effective educational programs for the following:					
	a) Reading	21%	23%	4%	43%	9%
	b) Writing	17%	26%	11%	40%	7%
	c) Mathematics	21%	24%	14%	36%	6%

	d) Science	29%	22%	13%	24%	11%
	e) English or Language Arts	19%	22%	13%	40%	6%
	f) Computer Instruction	16%	27%	13%	38%	6%
	g) Social Studies (history or geography)	24%	21%	16%	22%	18%
	h) Fine Arts	18%	27%	19%	30%	6%
	i) Physical Education	26%	22%	15%	26%	11%
	j) Business Education	16%	26%	11%	38%	9%
	k) Vocational (Career and Technology) Education	12%	31%	11%	41%	5%
	l) Foreign Language	18%	23%	14%	33%	13%
13.	The district has effective special programs for the following:					
	a) Library Service	14%	30%	16%	36%	5%
	b) Honors/Gifted and Talented Education	18%	28%	4%	42%	7%
	c) Special Education	29%	28%	3%	31%	10%
	d) Head Start and Even Start programs	30%	26%	3%	31%	10%
	e) Dyslexia program	16%	30%	11%	35%	8%
	f) Student mentoring program	19%	29%	13%	27%	12%
	g) Advanced placement program	25%	29%	9%	35%	3%
	h) Literacy program	19%	25%	8%	40%	8%
	i) Programs for students at risk of dropping out of school	34%	29%	16%	14%	7%
	j) Summer school programs	27%	31%	9%	30%	3%
	k) Alternative education programs	22%	27%	13%	33%	6%

	l) "English as a second language" program	28%	33%	17%	17%	4%
	m) Career counseling program	28%	33%	15%	20%	4%
	n) College counseling program	33%	32%	15%	17%	4%
	o) Counseling the parents of students	36%	30%	14%	14%	6%
	p) Drop out prevention program	31%	29%	13%	22%	5%
14.	Parents are immediately notified if a child is absent from school.	27%	19%	9%	39%	7%
15.	Teacher turnover is low.	31%	19%	12%	32%	6%
16.	Highly qualified teachers fill job openings.	20%	27%	15%	33%	6%
17.	Teacher openings are filled quickly.	33%	26%	16%	21%	5%
18.	Teachers are rewarded for superior performance.	29%	19%	12%	33%	6%
19.	Teachers are counseled about less than satisfactory performance.	18%	21%	12%	48%	2%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	40%	18%	15%	24%	2%
21.	The student-to-teacher ratio is reasonable.	28%	23%	15%	29%	4%
22.	Students have access, when needed, to a school nurse.	37%	24%	11%	21%	7%
23.	Classrooms are seldom	42%	16%	9%	29%	5%

	left unattended.				
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### C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	33%	24%	12%	26%	5%
25.	The district has a good and timely program for orienting new employees.	38%	19%	11%	27%	5%
26.	Temporary workers are rarely used.	38%	27%	15%	19%	2%
27.	The district successfully projects future staffing needs.	31%	19%	12%	32%	5%
28.	The district has an effective employee recruitment program.	28%	14%	8%	45%	5%
29.	The district operates an effective staff development program.	29%	19%	9%	41%	4%
30.	District employees receive annual personnel evaluations.	35%	15%	9%	35%	7%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	40%	17%	11%	14%	19%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	30%	19%	10%	37%	4%

33.	The district has a fair and timely grievance process.	36%	16%	9%	35%	4%
34.	The district's health insurance package meets my needs.	41%	19%	7%	22%	11%

#### D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	44%	16%	10%	22%	8%
36.	The local television and radio stations regularly report school news and menus.	33%	18%	8%	36%	4%
37.	Schools have plenty of volunteers to help student and school programs.	30%	22%	10%	33%	6%
38.	District facilities are open for community use.	36%	25%	10%	10%	19%

#### 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.	36%	18%	10%	32%	4%
40.	The architect and construction managers are selected objectively and impersonally.	34%	13%	9%	35%	8%
41.	Schools are clean.	25%	24%	12%	34%	5%

42.	Buildings are properly maintained in a timely manner.	24%	26%	8%	36%	7%
43.	Repairs are made in a timely manner.	24%	26%	9%	32%	10%
44.	Emergency maintenance is handled promptly.	21%	29%	13%	30%	7%

## 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.	24%	15%	4%	41%	16%
46.	Campus administrators are well trained in fiscal management techniques.	22%	16%	8%	47%	7%
47.	The district's financial reports are easy to understand and read.	24%	32%	8%	30%	6%
48.	Financial reports are made available to community members when asked.	26%	14%	10%	45%	5%

## 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.	24%	21%	11%	40%	4%
50.	Purchasing acquires the highest quality materials and equipment at the	28%	13%	6%	44%	9%

	lowest cost.					
51.	Purchasing processes are not cumbersome for the requestor.	25%	15%	8%	46%	7%
52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	33%	18%	10%	34%	5%
53.	Students are issued textbooks in a timely manner.	26%	21%	13%	34%	5%
54.	Textbooks are in good shape.	24%	19%	11%	39%	8%
55.	The school library meets student needs for books and other resources for students.	25%	26%	11%	28%	10%

## H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	21%	16%	10%	49%	4%
57.	Drugs are not a problem in this district.	25%	43%	7%	23%	3%
58.	Vandalism is not a problem in this district.	33%	20%	7%	38%	3%
59.	Security personnel have a good working relationship with principals and teachers.	11%	29%	11%	46%	3%
60.	Security personnel are respected and liked by the students they serve.	25%	26%	13%	33%	3%
61.	A good working arrangement exists between local law	26%	24%	10%	31%	9%

	enforcement and the district.					
62.	Students receive fair and equitable discipline for misconduct.	20%	27%	12%	38%	4%

## I. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	30%	31%	10%	17%	12%
64.	Students have regular access to computer equipment and software in the classroom.	24%	28%	13%	25%	10%
65.	Teachers know how to use computers in the classroom.	21%	29%	10%	35%	5%
66.	Computers are new enough to be useful for student instruction.	23%	20%	5%	43%	10%
67.	The district meets students needs in computer fundamentals.	34%	20%	8%	20%	19%
68.	The district meets students needs in advanced computer skills.	35%	21%	10%	19%	16%
69.	Teachers and students have easy access to the Internet.	31%	20%	14%	27%	7%

# **Appendix A**

## **DISTRICT ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS**

### **A. Demographic Data/Survey Questions**

### **B. Verbatim**

#### **VERBATIM**

- Re B-12h, Fine Arts: We have an excellent band program. My rating this category low does not reflect on this program; I just believe that our district should also offer art, chorus or other fine arts courses in addition to band. I believe we overemphasize football and are overstaffed with coaches. Our A.D teaches no classes; prior to the early 90's all A.D.s also taught. Except for these two concerns, I think this is an excellent school district where administrative staff and faculty are all sincerely interested in providing a quality education for our students.
- We need communication from top to bottom - Superintendent to Community. That means Superintendent, Principal, Teachers, Parents and Community. We need to work together. What has happened prayers are out and now problems are taking over. Start with a small prayer and working together will make the differences we need. Kids need support and we can make them learn and have confidence in themselves again. Paper work takes time from all areas in district's improvements. Why not make things easy and not take all our time. Kids need our time.
- I am very proud of our school. We were rated an exemplary school several years in a row. The teachers and students work hard to achieve these high ratings.
- The employees of Karnes City ISD are well rounded and get along quite well. More like one big family. Everyone is eager to help one another at each campus and work well as a team. We are fortunate to be able to work in a well-rounded working environment.
- The educational performance is hindered here because the pay is low for teachers, the discipline isn't fair for everyone, and the punishment doesn't fit the crime. The teachers aren't backed up - when the teacher follows the behavior plans. There needs to be more support for teachers so that they can do their jobs effectively.
- The educational performance of Karnes City ISD is very good but needs a little work.
- We could use more computers in our classrooms. Although we have a computer lab for older students and at least one computer in each classroom. Our students would be better able to learn how to use the computers since not all of our at risk students have access to computers at home. This could be a problem in the future.

- Overall good in elementary to junior high. Teachers have different attitudes at high school and it's represented by students' performances.
- Need more money to keep up with the latest and best materials to help with classroom classes. Also need better equipment and tools to do upkeep of school buildings and grounds.
- Since I am in transportation I cannot answer many of the questions. However, I do believe that Karnes ISD has a group of dedicated teachers who do the best they can with what they have. I think KISD has the same problem that many small school districts have as far as salaries go - they just can't compete with other larger school districts or similar positions in the job market. As far as question 34 is concerned, I know that I cannot afford the health insurance package and most teachers are struggling. Please help with this.
- Karnes City ISD seems to be a good school. There are many times when things have been reported and nothing is ever done. Our rooms are not cleaned well. Discipline is not consistent and sometimes it takes months to have things fixed. Overall the education of students seems to be met, but the teachers need to be taken care of also.
- My only comment for the educational as a paraprofessional is more pay for us.
- I think the school does great with students that want to learn to perform in the subject that they are interested in.

# Appendix B

## PARENT SURVEY RESULTS

A. Demographic Data/Survey Questions

B. Verbatim

### *Demographic Data*

**TOTAL RESPONSES AS OF May 4, 2001: 54**

1.	Gender (Optional)	Male	Female			
		31%	69%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
		59%	5%	36%	0%	0%
3.	How long have you live in Karnes City ISD?		0-5 years	6-10 years	11 years or more years	
			17%	18%	65%	
4.	<b>What grades level(s) does you child(ren) attend (circle all that apply)?</b>					
	Pre-Kindergarten	Kindergarten	First	Second	Third	
	0%	11%	9%	14%	12%	
	Fourth	Fifth	Sixth	Seventh	Eighth	
	8%	9%	12%	19%	16%	
	Ninth	Tenth	Eleventh	Twelfth		
	6%	11%	12%	16%		

### **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.	28%	33%	4%	29%	6%
2.	School board members listen to the opinions and desires of others.	14%	44%	7%	28%	6%

3.	The superintendent is a respected and effective instructional leader.	22%	35%	5%	32%	5%
4.	The superintendent is a respected and effective business manager.	18%	43%	4%	30%	6%

## 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.	22%	38%	2%	32%	6%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	27%	31%	6%	28%	8%
7.	The needs of the college-bound student are being met.	22%	33%	1%	41%	3%
8.	The needs of the work-bound student are being met.	20%	33%	7%	34%	6%
9.	The district has effective educational programs for the following:					
	a) Reading	17%	41%	1%	37%	4%
	b) Writing	18%	43%	6%	26%	7%
	c) Mathematics	15%	45%	5%	30%	5%
	d) Science	18%	43%	2%	31%	5%
	e) English or Language Arts	26%	39%	6%	21%	8%
	f) Computer Instruction	17%	39%	5%	35%	4%
	g) Social Studies (history or geography)	14%	46%	7%	30%	3%
	h) Fine Arts	21%	46%	18%	3%	12%

	i) Physical Education	16%	41%	8%	32%	3%
	j) Business Education	23%	42%	11%	16%	9%
	k) Vocational (Career and Technology) Education	14%	49%	10%	20%	7%
	l) Foreign Language	10%	47%	5%	34%	4%
10.	The district has effective special programs for the following:					
	a) Library Service	12%	43%	2%	40%	3%
	b) Honors/Gifted and Talented Education	16%	43%	4%	32%	5%
	c) Special Education	25%	41%	6%	20%	8%
	d) Head Start and Even Start programs	26%	38%	6%	22%	8%
	e) Dyslexia program	14%	45%	2%	34%	4%
	f) Student mentoring program	17%	46%	5%	26%	7%
	g) Advanced placement program	11%	44%	10%	33%	2%
	h) Literacy program	16%	44%	15%	21%	4%
	i) Programs for students at risk of dropping out of school	18%	49%	2%	25%	5%
	j) Summer school programs	7%	48%	18%	26%	2%
	k) Alternative education programs	18%	47%	1%	30%	4%
	l) "English as a second language" program	11%	54%	12%	20%	3%
	m) Career counseling program	8%	51%	6%	31%	4%
	n) College counseling program	22%	40%	5%	26%	7%
	o) Counseling the	15%	45%	7%	29%	4%

	parents of students					
	p) Drop out prevention program	12%	50%	5%	30%	3%
11.	Parents are immediately notified if a child is absent from school.	13%	39%	8%	34%	5%
12.	Teacher turnover is low.	15%	37%	6%	37%	5%
13.	Highly qualified teachers fill job openings.	6%	45%	7%	37%	5%
14.	A substitute teacher rarely teaches my child.	8%	45%	5%	37%	5%
15.	Teachers are knowledgeable in the subject areas they teach.	9%	40%	4%	44%	4%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	5%	36%	12%	46%	1%
17.	Students have access, when needed, to a school nurse.	7%	37%	1%	53%	2%
18.	Classrooms are seldom left unattended.	11%	43%	2%	36%	8%
19.	The district provides a high quality education.	14%	44%	1%	31%	10%
20.	The district has a high quality of teachers.	15%	35%	2%	29%	18%

### C. Community Involvement

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21. The district regularly communicates with parents.	2%	47%	8%	38%	4%

22.	District facilities are open for community use.	4%	40%	7%	45%	4%
23.	Schools have plenty of volunteers to help students and school programs.	7%	48%	11%	23%	11%

#### **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.	6%	39%	8%	42%	5%
25.	Schools are clean.	4%	31%	9%	44%	12%
26.	Buildings are properly maintained in a timely manner.	9%	37%	15%	37%	2%
27.	Repairs are made in a timely manner.	11%	36%	8%	39%	6%
28.	The district uses very few portable buildings.	8%	42%	30%	5%	15%
29.	Emergency maintenance is handled expeditiously.	3%	38%	11%	39%	9%

#### **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.	7%	35%	4%	52%	3%
31.	Board members and administrators do a good job explaining the	2%	43%	24%	20%	11%

	use of tax dollars.				
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## 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.	7%	42%	17%	26%	9%
33.	Campus administrators are well trained in fiscal management techniques.	4%	39%	6%	47%	4%
34.	The district's financial reports are easy to understand and read.	4%	44%	10%	37%	5%
35.	Financial reports are made available to community members when asked.	17%	54%	20%	-5%	13%

## G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36.	Students are issued textbooks in a timely manner.	17%	36%	15%	29%	3%
37.	Textbooks are in good shape.	8%	36%	11%	38%	7%
38.	The school library meets student needs for books and other resources.	9%	44%	2%	42%	3%

## H. Food Services

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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		<b>Agree</b>		<b>Opinion</b>		<b>Disagree</b>
39.	My child regularly purchases his/her meal from the cafeteria.	11%	48%	8%	27%	6%
40.	The school breakfast program is available to all children.	16%	47%	7%	23%	7%
41.	The cafeteria's food looks and tastes good.	14%	52%	12%	14%	8%
42.	Food is served warm.	10%	37%	19%	22%	12%
43.	Students have enough time to eat.	6%	35%	7%	47%	5%
44.	Students eat lunch at the appropriate time of day.	4%	31%	5%	57%	4%
45.	Students wait in food lines no longer than 10 minutes.	10%	32%	4%	50%	5%
46.	Discipline and order are maintained in the school cafeteria.	5%	39%	4%	49%	3%
47.	Cafeteria staff is helpful and friendly.	11%	29%	6%	48%	5%
48.	Cafeteria facilities are sanitary and neat.	7%	31%	12%	46%	3%

## I. Transportation

<b>Survey Questions</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
49.	My child regularly rides the bus.	10%	34%	13%	41%	3%
50.	The bus driver maintains discipline on the bus.	6%	39%	4%	49%	3%
51.	The length of the student's bus ride is	10%	36%	8%	40%	6%

	reasonable.					
52.	The drop-off zone at the school is safe.	10%	49%	16%	16%	9%
53.	The bus stop near my house is safe.	2%	37%	4%	55%	2%
54.	The bus stop is within walking distance from our home.	1%	32%	6%	59%	3%
55.	Buses arrive and depart on time.	9%	38%	12%	39%	2%
56.	Buses arrive early enough for students to eat breakfast at school.	7%	46%	12%	34%	2%
57.	Buses seldom break down.	6%	46%	11%	35%	1%
58.	Buses are clean.	10%	47%	11%	25%	7%
59.	Bus drivers allow students to sit down before taking off.	7%	45%	8%	38%	2%
60.	The district has a simple method to request buses for special events.	17%	53%	10%	13%	8%

#### J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	17%	49%	9%	21%	5%
62.	School disturbances are infrequent.	6%	45%	13%	35%	2%
63.	Gangs are not a problem in this district.	15%	43%	13%	20%	8%
64.	Drugs are not a problem in this district.	15%	51%	38%	-24%	19%
65.	Vandalism is not a	23%	43%	17%	4%	12%

	problem in this district.					
66.	Security personnel have a good working relationship with principals and teachers.	24%	41%	11%	19%	5%
67.	Security personnel are respected and liked by the students they serve.	12%	33%	12%	40%	3%
68.	A good working arrangement exists between the local law enforcement and the district.	8%	38%	8%	43%	3%
69.	Students receive fair and equitable discipline for misconduct.	15%	45%	10%	22%	9%
70.	Safety hazards do not exist on school grounds.	12%	36%	7%	37%	7%

## 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.	8%	32%	18%	39%	3%
72.	Computers are new enough to be useful to teach students.	7%	34%	9%	49%	2%
73.	The district meets student needs in computer fundamentals.	7%	31%	10%	46%	6%
74.	The district meets student needs in advanced computer skills.	17%	33%	16%	23%	12%
75.	Students have easy	14%	38%	16%	22%	11%

<input type="checkbox"/>	access to the internet.					
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# **Appendix B**

## **PARENT SURVEY RESULTS**

- A. Demographic Data/Survey Questions
- B. Verbatim

### **VERBATIM**

- I have not lived in Karnes County very long. My son is attending Karnes City ISD for the first time this school year (2000-01). His grades are excellent. His teacher is very attentive to him and his special needs. He is ADHD. We are from Austin where the school district was not supportive in his special needs and his academics. I like Roger E. Sides and will send my other son to the same school for pre-K.
- I am very happy with the educational system at KCISD. I have a freshman son at UT-Austin and he maintains a 3.5 GPA and was well prepared for college by attending KCISD. We have administrators and teachers that care and the gang and drug problem is below average compared to other districts.
- Karnes City ISD tries very hard to meet the needs of all its students.
- My child is in Kindergarten. This is my first child in the school system so I am not familiar with every aspect of the school. So far it seems to meet fairly high standards all around.
- School employees are discouraged from discussing educational related problems with school board and community members by the superintendent. AP courses are being offered but students are not being taught the necessary curriculum in order to pass College Board tests. The one exception is being language arts. This school needs an adequate college-counseling program. Several teachers are teaching in areas where they have no certification. Numerous teachers are not using the methodologies mandated by the TEKS.
- I strongly disagree with the school cafeteria food. They always serve the food cold. For breakfast they serve cold leftovers. Maybe once a month they should serve the food a little warm. Thank you.
- Overall, in comparison to other rural schools we can't complain. However, more computers would be great, teaching TAAS less and adding science and social studies content would be even greater. The counselor's job is paramount but assessments of their job or performance needs to be reviewed. School bus safety is important, need to pay higher wages to the bus personnel and need to hire qualified and educated staff.
- The principal and counselor need to get more involved with the student on getting a college education. The counselor should help

and encourage the students in finding grant and scholarship money. The counselor at Karnes City is out of her office more than in it.

- Too much preference is given to athletic programs and the desires of the Athletic Director when hiring. Too many positions are being filled by coaches creating the turnover increase and poor quality teachers.
- The Roger E. Sides principal does not have the credentials to be principal. Being a teacher/counselor is one thing, yet to run an institution to properly function in another thing. My biggest most negative feeling I have about this district is the lack of trying to fulfill the principal's position. The principal is not qualified for my tax dollars spent without a doubt.
- The district is just wonderful. If we had this type of guidance throughout all districts there will be no need for security on campuses. The students are very pleased with the staff.
- I believe our school and teachers are helpful to our children.
- I am pleased with the quality of the school district.
- Karnes City is a good district. I'm glad my child attends this school. The equipment is kept clean and up to date in order to accommodate necessary learning.
- I think our teachers work very hard to provide the best education for our children. Our teachers are a great asset.
- More computer classes offered. ROTC program offered. When there is bad weather, flooding from rain or ice on our highways the students that live 15 to 20 miles from school receive an excused absence.
- I feel strongly that our teachers in general provide a good education. I also feel strongly that our administrators provide excellent support for teachers and students. Sometimes they have to make unpopular decisions, however, I feel they always have the best interest of our school in mind. They also remain professional in tough circumstances.
- There should not be as much pressure on the students and not so much homework.
- We have recently moved here so I was not able to answer most of the questions, but what I have seen of the school, I have been impressed with the curriculum and the books. Also, I feel like the bus service is excellent. Thank you.
- Karnes City ISD serves our children very well. My only problem has been junior high band where the class is so large; discipline is hard to enforce. This year band class has been terrible to my child and our family and I attribute it to poor scheduling of class because if the class is large, why not schedule a separate seventh and eighth grade class where all students participate, instead of being sent to detention as part of discipline when the directors have no control.

- My beef is the fact that some teachers, of which I know a couple, cannot control their classroom. Therefore the best of the students that are listening and doing as they are told suffer the consequences as the children who need discipline. The same holds true for the higher grade levels. Some teachers at the higher grade levels intimidate the kids and this gives them a lack of confidence.
- Yo lucia les digo que los maestros tienen mucho interés en darles educación a los alumnos pero hacen falta libros, computadoras, y un poco arreglar los aulas andan más o menos bien muy rara vez se descomponen pero necesitan un poco de arreglo. Yo sinceramente no sé qué más decirleso que yo veo es todo por el momento y perdón por no poder explicarme bien espero me entiendan atentamente. (SIC and Spanish Translation) - I would like to say that the teachers have much interest in teaching the students, but they need books, computers and regulate a little less, and more or less. It is very rare that there are disruptions, but there needs to be a little more order. I sincerely don't know what to say and this all for now. Forgive my explanation, but I expect to understand.
- Educational performances are fairly good. There are several teachers in various grades that shouldn't be teaching. They may carry a degree but can't teach the subjects or lessons. In general most are a-okay.
- Low SAT and ACT scores, especially math. Security for teachers and students not taken seriously. Athletics is the MAJOR consideration for all school funding. Athletic department does not encourage academics or academic performance of students or athletes. School doesn't offer same academic incentives as others in counties.
- I believe the district tries its best. However, there are too many teachers who really do not try, they are only there for the paycheck. I do not believe they are underpaid. This is the case in all of the districts I encounter on my job. There is way too much emphasis placed on teaching TAAS. If they concentrated on a well-rounded education, TAAS would take care of itself. Last, but not least, my children are very active in athletics and we enjoy them very much. However, I see it here as well as other districts that the athletic budgets are way too high. Put some of these funds back into the academic part of school. That should be the priority anyway.

# Appendix C

## PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

### *Demographic Data*

**TOTAL RESPONSES AS OF May 4, 2001: 3**

1.	Gender (Optional)	Male	Female				
		66%	34%				
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
		66%	0%	34%	0%	0%	
3.	How long have you been employed by Karnes City ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years	No Response
		66%	0%	0%	0%	%	%
4.	<b>What grades are taught in your school?</b>						
	Pre-Kindergarten	Kindergarten	First	Second	Third		
	66%	66%	66%	66%	66%		
	Fourth	Fifth	Sixth	Seventh	Eighth		
	66%	66%	34%	34%	34%		
	Ninth	Tenth	Eleventh	Twelfth			
	0%	0%	0%	0%			

### **A. District Organization & Management**

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	66%	34%	0%	0%	0%
2.	School board members listen to the opinions and desires of others.	66%	34%	0%	0%	0%
3.	School board members	66%	0%	34%	0%	0%

	understand their role as policymakers and stay out of the day-to-day management of the district.					
4.	The superintendent is a respected and effective instructional leader.	34%	66%	0%	0%	0%
5.	The superintendent is a respected and effective business manager.	66%	34%	0%	0%	0%
6.	Central administration is efficient.	34%	66%	0%	0%	0%
7.	Central administration supports the educational process.	34%	66%	0%	0%	0%
8.	The morale of central administration staff is good.	100%	0%	0%	0%	0%

## B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Education is the main priority in our school district.	66%	34%	0%	0%	0%
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	100%	0%	0%	0%	0%
11.	The needs of the college-bound student are being met.	0%	34%	66%	0%	0%
12.	The needs of the work-bound student are being met.	0%	34%	66%	0%	0%
13.	The district provides curriculum guides for all	0%	34%	33%	33%	0%

	grades and subjects.					
14.	The curriculum guides are appropriately aligned and coordinated.	0%	34%	33%	33%	0%
15.	The district's curriculum guides clearly outline what to teach and how to teach it.	0%	34%	33%	33%	0%
16.	The district has effective educational programs for the following:					
	a) Reading	0%	100%	0%	0%	0%
	b) Writing	0%	100%	0%	0%	0%
	c) Mathematics	0%	100%	0%	0%	0%
	d) Science	0%	100%	0%	0%	0%
	e) English or Language Arts	0%	100%	0%	0%	0%
	f) Computer Instruction	34%	66%	0%	0%	0%
	g) Social Studies (history or geography)	0%	66%	0%	34%	0%
	h) Fine Arts	0%	66%	34%	0%	0%
	i) Physical Education	0%	100%	0%	0%	0%
	j) Business Education	0%	34%	66%	0%	0%
	k) Vocational (Career and Technology) Education	0%	100%	0%	0%	0%
	l) Foreign Language	0%	66%	34%	0%	0%
17.	The district has effective special programs for the following:					
	a) Library Service	34%	66%	0%	0%	0%
	b) Honors/Gifted and Talented Education	34%	66%	0%	0%	0%
	c) Special Education	66%	34%	0%	0%	0%
	d) Head Start and Even	0%	66%	34%	0%	0%

	Start programs					
	e) Dyslexia program	34%	66%	0%	0%	0%
	f) Student mentoring program	0%	34%	66%	0%	0%
	g) Advanced placement program	0%	34%	66%	0%	0%
	h) Literacy program	0%	66%	34%	0%	0%
	i) Programs for students at risk of dropping out of school	66%	34%	0%	0%	0%
	j) Summer school programs	34%	66%	0%	0%	0%
	k) Alternative education programs	0%	66%	34%	0%	0%
	l) "English as a second language" program	34%	66%	0%	0%	0%
	m) Career counseling program	100%	0%	0%	0%	0%
	n) College counseling program	0%	0%	100%	0%	0%
	o) Counseling the parents of students	0%	100%	0%	0%	0%
	p) Drop out prevention program	0%	66%	34%	0%	0%
18.	Parents are immediately notified if a child is absent from school.	0%	100%	0%	0%	0%
19.	Teacher turnover is low.	0%	66%	34%	0%	0%
20.	Highly qualified teachers fill job openings.	0%	100%	0%	0%	0%
21.	Teachers are rewarded for superior performance.	34%	66%	0%	0%	0%
22.	Teachers are counseled about less than satisfactory	34%	66%	0%	0%	0%

	performance.					
23.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	34%	66%	0%	0%	0%
24.	Students have access, when needed, to a school nurse.	66%	34%	0%	0%	0%
25.	Classrooms are seldom left unattended.	0%	100%	0%	0%	0%

### C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	District salaries are competitive with similar positions in the job market.	0%	0%	66%	34%	0%
27.	The district has a good and timely program for orienting new employees.	0%	100%	0%	0%	0%
28.	Temporary workers are rarely used.	0%	66%	0%	34%	0%
29.	The district successfully projects future staffing needs.	0%	100%	0%	0%	0%
30.	The district has an effective employee recruitment program.	0%	0%	66%	34%	0%
31.	The district operates an effective staff development program.	34%	66%	0%	0%	0%
32.	District employees receive annual personnel evaluations.	66%	34%	0%	0%	0%

33.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0%	0%	100%	0%	0%
34.	Employees who perform below the standard of expectation are counseled appropriately and timely.	34%	33%	33%	0%	0%
35.	The district has a fair and timely grievance process.	66%	34%	0%	0%	0%
36.	The district's health insurance package meets my needs.	0%	66%	0%	34%	0%

#### D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	The district regularly communicates with parents.	0%	100%	0%	0%	0%
38.	Schools have plenty of volunteers to help student and school programs.	0%	34%	0%	66%	0%
39.	District facilities are open for community use.	0%	100%	0%	0%	0%

#### E. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	Parents, citizens, students, faculty, staff and the board provide	0%	34%	66%	0%	0%

	input into facility planning.					
41.	Schools are clean.	34%	33%	33%	0%	0%
42.	Buildings are properly maintained in a timely manner.	34%	33%	33%	0%	0%
43.	Repairs are made in a timely manner.	0%	100%	0%	0%	0%
44.	Emergency maintenance is handled promptly.	34%	66%	0%	0%	0%

## 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.	66%	34%	0%	0%	0%
46.	Campus administrators are well trained in fiscal management techniques.	34%	66%	0%	0%	0%
47.	Financial resources are allocated fairly and equitably at my school.	34%	66%	0%	0%	0%

## G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
48.	Purchasing gets me what I need when I need it.	0%	100%	0%	0%	0%
49.	Purchasing acquires high quality materials and equipment at the lowest cost.	34%	66%	0%	0%	0%

50.	Purchasing processes are not cumbersome for the requestor.	34%	66%	0%	0%	0%
51.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	34%	33%	33%	0%	0%
52.	Students are issued textbooks in a timely manner.	66%	34%	0%	0%	0%
53.	Textbooks are in good shape.	34%	66%	0%	0%	0%
54.	The school library meets student needs for books and other resources.	34%	66%	0%	0%	0%

## H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	The cafeteria's food looks and tastes good.	0%	66%	34%	0%	0%
56.	Food is served warm.	0%	34%	0%	66%	0%
57.	Students have enough time to eat.	0%	100%	0%	0%	0%
58.	Students eat lunch at the appropriate time of day.	0%	66%	34%	0%	0%
59.	Students wait in food lines no longer than 10 minutes.	33%	33%	34%	0%	0%
60.	Discipline and order are maintained in the school cafeteria.	66%	34%	0%	0%	0%
61.	Cafeteria staff is helpful and friendly.	0%	34%	0%	66%	0%
62.	Cafeteria facilities are	34%	66%	0%	0%	0%

	sanitary and neat.				
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## I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The drop-off zone at the school is safe.	0%	66%	34%	0%	0%
64.	The district has a simple method to request buses for special events.	34%	66%	0%	0%	0%
65.	Buses arrive and leave on time.	0%	100%	0%	0%	0%
66.	Adding or modifying a route for a student is easy to accomplish.	0%	66%	34%	0%	0%

## J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
67.	Students feel safe and secure at school.	34%	66%	0%	0%	0%
68.	School disturbances are infrequent.	0%	66%	0%	34%	0%
69.	Gangs are not a problem in this district.	0%	66%	34%	0%	0%
70.	Drugs are not a problem in this district.	0%	66%	0%	34%	0%
71.	Vandalism is not a problem in this district.	0%	66%	0%	34%	0%
72.	Security personnel have a good working relationship with principals and teachers.	0%	34%	66%	0%	0%
73.	Security personnel are respected and liked by	0%	0%	100%	0%	0%

	the students they serve.					
74.	A good working arrangement exists between local law enforcement and the district.	0%	100%	0%	0%	0%
75.	Students receive fair and equitable discipline for misconduct.	34%	66%	0%	0%	0%
76.	Safety hazards do not exist on school grounds.	0%	100%	0%	0%	0%

## K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77.	Students regularly use computers.	66%	34%	0%	0%	0%
78.	Students have regular access to computer equipment and software in the classroom.	34%	66%	0%	0%	0%
79.	Computers are new enough to be useful for student instruction.	66%	34%	0%	0%	0%
80.	Computers are new enough to be useful for student instruction. The district meets student needs in computer fundamentals.	66%	34%	0%	0%	0%
81.	The district meets student needs in advanced computer skills.	0%	66%	34%	0%	0%
82.	Teachers know how to use computers in the classroom.	0%	100%	0%	0%	0%
83.	Teachers and students	34%	66%	0%	0%	0%

	have easy access to the Internet.					
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## VERBATIM

- Our goal is to reach recognized status this year at the junior high. While we feel good about our students' progress in reading last school year, we are working to increase learning in all disciplines. I am aware of many of our strengths and weaknesses. I do not like a checklist without qualifying answers.

# Appendix D

## STUDENT SURVEY RESULTS

- A. Demographic Data/Survey Questions
- B. Verbatim

### *Demographic Data*

**TOTAL RESPONSES AS OF May 4, 2001 = 16**

1.	Gender (Optional)	Male	Female					
		50%	50%					
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other		
		44%	0%	56%	0%	0%		
3.	What is your classification?	Junior	Senior					
		50%	50%					

### **A. Educational Service Delivery and Performance Measurement**

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. The needs of the college-bound student are being met.	18%	32%	5%	23%	22%
2. The needs of the work-bound student are being met.	9%	42%	4%	27%	17%
3. The district has effective educational programs for the following:					
a) Reading	15%	31%	3%	32%	18%
b) Writing	29%	47%	14%	9%	2%
c) Mathematics	17%	48%	18%	12%	5%
d) Science	20%	59%	12%	8%	2%
e) English or Language Arts	23%	47%	14%	9%	8%

	f) Computer Instruction	22%	44%	14%	11%	9%
	g) Social Studies (history or geography)	15%	46%	21%	11%	7%
	h) Fine Arts	17%	41%	22%	14%	5%
	i) Physical Education	10%	45%	19%	20%	6%
	j) Business Education	13%	43%	15%	18%	11%
	k) Vocational (Career and Technology) Education	15%	33%	17%	30%	4%
	l) Foreign Language	9%	25%	22%	28%	16%
4.	The district has effective special programs for the following:					
	a) Library Service	12%	30%	5%	32%	21%
	b) Honors/Gifted and Talented Education	3%	39%	15%	27%	16%
	c) Special Education	6%	32%	18%	29%	15%
	d) Student mentoring program	4%	36%	27%	26%	8%
	e) Advanced placement program	6%	43%	19%	29%	3%
	f) Career counseling program	15%	42%	24%	11%	8%
	g) College counseling program	17%	43%	15%	17%	7%
5.	Students have access, when needed, to a school nurse.	14%	41%	3%	18%	23%
6.	Classrooms are seldom left unattended.	17%	28%	0%	26%	28%
7.	The district provides a high quality education.	14%	36%	7%	31%	12%
8.	The district has high quality teachers.	13%	29%	3%	38%	17%

## B. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	8%	39%	2%	27%	25%
10.	Buildings are properly maintained in a timely manner.	11%	45%	3%	25%	16%
11.	Repairs are made in a timely manner.	12%	38%	3%	22%	25%
12.	Emergency maintenance is handled timely.	10%	42%	9%	22%	18%

## C. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.	12%	40%	12%	16%	19%
14.	Students are issued textbooks in a timely manner.	17%	33%	11%	10%	29%
15.	Textbooks are in good shape.	11%	32%	11%	36%	10%
16.	The school library meets student needs for books and other resources.	9%	44%	11%	20%	15%

## D. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	13%	27%	13%	15%	31%
18.	The cafeteria's food	10%	33%	17%	29%	12%

	looks and tastes good.					
19.	Food is served warm.	15%	35%	13%	13%	24%
20.	Students have enough time to eat.	9%	33%	10%	28%	20%
21.	Students eat lunch at the appropriate time of day.	7%	57%	10%	16%	10%
22.	Students wait in food lines no longer than 10 minutes.	10%	31%	12%	24%	23%
23.	Discipline and order are maintained in the school cafeteria.	8%	41%	13%	28%	10%
24.	Cafeteria staff is helpful and friendly.	10%	60%	3%	10%	16%
25.	Cafeteria facilities are sanitary and neat.	16%	48%	2%	5%	28%

## E. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	17%	44%	3%	8%	28%
27.	The bus driver maintains discipline on the bus.	9%	49%	9%	16%	17%
28.	The length of my bus ride is reasonable.	11%	43%	11%	12%	23%
29.	The drop-off zone at the school is safe.	7%	39%	7%	36%	11%
30.	The bus stop near my house is safe.	11%	40%	7%	25%	18%
31.	The bus stop is within walking distance from our home.	12%	45%	14%	9%	20%
32.	Buses arrive and leave on time.	4%	55%	8%	26%	7%

33.	Buses arrive early enough for students to eat breakfast at school.	11%	41%	11%	19%	18%
34.	Buses seldom break down.	7%	46%	15%	20%	12%
35.	Buses are clean.	5%	55%	13%	17%	10%
36.	Bus drivers allow students to sit down before taking off.	8%	54%	13%	15%	10%

## F. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	10%	43%	13%	21%	15%
38.	School disturbances are infrequent.	8%	39%	11%	28%	14%
39.	Gangs are not a problem in this district.	8%	38%	8%	34%	13%
40.	Drugs are not a problem in this district.	10%	33%	10%	32%	15%
41.	Vandalism is not a problem in this district.	4%	47%	13%	26%	11%
42.	Security personnel have a good working relationship with principals and teachers.	5%	39%	14%	28%	15%
43.	Security personnel are respected and liked by the students they serve.	6%	28%	11%	40%	15%
44.	A good working arrangement exists between the local law enforcement and the district.	3%	27%	10%	55%	5%
45.	Students receive fair and equitable discipline	5%	24%	13%	51%	7%

	for misconduct.					
46.	Safety hazards do not exist on school grounds.	7%	36%	13%	34%	10%

### 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.	9%	38%	9%	29%	14%
48.	Teachers know how to use computers in the classroom.	10%	27%	8%	43%	12%
49.	Computers are new enough to be useful for student instruction.	2%	33%	11%	48%	7%
50.	The district offers enough classes in computer fundamentals.	3%	35%	9%	45%	8%
51.	The district meets student needs in advanced computer skills.	5%	36%	13%	40%	7%
52.	Teachers and students have easy access to the Internet.	4%	30%	10%	45%	10%

# **Appendix D**

## **STUDENT SURVEY RESULTS**

- A. Demographic Data/Survey Questions
- B. Verbatim

### **VERBATIM**

- The food service is the worst. Food is greasy and cold. Some don't wear hairnets. Personnel are rude. Food fights - no one is disciplined. I don't eat because people throw food at me. Teachers are rude. Some, but not all. We are not allowed to bring drinks outside cafeteria, not even to parking lot. No security. My vehicle has been vandalized four times this year. This school is ridiculous. I hate it here. Something must be done fast.
- The discipline for the Hispanics and whites are not the same
- The education is good but Internet access to receive more education is not as good as it could be. Computers that aren't slow are also a much needed item at our school.
- On question number 45 I disagree with the fairness of punishment. The punishment is not equitable either. Students' punishments vary to the student when caught going off campus without permission.

# Appendix E

## TEACHER SURVEY RESULTS

- A. Demographic Data/Survey Questions
- B. Verbatim

### *Demographic Data*

**TOTAL RESPONSES AS OF May 4, 2001 = 49**

1.	Gender (Optional)	Male	Female			
		29%	71%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
		73%	0%	27%	0%	0%
3.	How long have you been employed by Karnes City ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
		30%	26%	10%	18%	16%
4.	What grades do you teach this year?					
	Pre-Kindergarten	Kindergarten	First	Second	Third	
	0%	4%	6%	8%	10%	
	Fourth	Fifth	Sixth	Seventh	Eighth	
	12%	13%	11%	9%	9%	
	Ninth	Tenth	Eleventh	Twelfth		
	7%	5%	11%	4%		

### A. District Organization & Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	20%	32%	8%	22%	18%
2.	School board members listen to the opinions and desires of others.	10%	40%	9%	25%	15%

3.	School board members work well with the superintendent.	16%	34%	7%	28%	16%
4.	The school board has a good image in the community.	13%	34%	8%	28%	17%
5.	The superintendent is a respected and effective instructional leader.	15%	38%	5%	23%	18%
6.	The superintendent is a respected and effective business manager.	19%	30%	4%	24%	24%
7.	Central administration is efficient.	15%	37%	8%	29%	10%
8.	Central administration supports the educational process.	14%	33%	8%	30%	15%
9.	The morale of central administration staff is good.	5%	56%	2%	17%	19%

## 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.	12%	43%	5%	26%	14%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	13%	37%	7%	23%	21%
12.	The needs of the college-bound student are being met.	10%	38%	14%	23%	15%
13.	The needs of the work-bound student are being met.	13%	36%	16%	21%	15%

14.	The district provides curriculum guides for all grades and subjects.	18%	27%	17%	14%	24%
15.	The curriculum guides are appropriately aligned and coordinated.	12%	35%	16%	28%	10%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	10%	39%	17%	22%	12%
17.	The district has effective educational programs for the following:					
	a) Reading	11%	32%	24%	23%	10%
	b) Writing	16%	27%	21%	14%	22%
	c) Mathematics	10%	34%	17%	21%	18%
	d) Science	7%	46%	14%	23%	10%
	e) English or Language Arts	7%	46%	15%	14%	18%
	f) Computer Instruction	8%	40%	17%	26%	9%
	g) Social Studies (history or geography)	11%	47%	6%	21%	14%
	h) Fine Arts	18%	40%	6%	14%	23%
	i) Physical Education	18%	37%	6%	15%	23%
	j) Business Education	10%	42%	12%	21%	15%
	k) Vocational (Career and Technology) Education	12%	35%	16%	16%	21%
	l) Foreign Language	11%	41%	14%	26%	8%
18.	The district has effective special programs for the following:					
	a) Library Service	16%	38%	18%	12%	16%
	b) Honors/Gifted and Talented Education	10%	45%	19%	20%	6%

	c) Special Education	13%	39%	14%	20%	14%
	d) Head Start and Even Start programs	12%	40%	25%	14%	9%
	e) Dyslexia program	10%	45%	19%	17%	9%
	f) Student mentoring program	13%	45%	18%	15%	9%
	g) Advanced placement program	15%	40%	16%	16%	12%
	h) Literacy program	13%	40%	16%	20%	11%
	i) Programs for students at risk of dropping out of school	12%	35%	14%	27%	13%
	j) Summer school programs	14%	32%	16%	25%	13%
	k) Alternative education programs	7%	39%	19%	24%	11%
	l) "English as a second language" program	10%	37%	19%	21%	12%
	m) Career counseling program	10%	33%	15%	29%	13%
	n) College counseling program	6%	34%	19%	37%	4%
	o) Counseling the parents of students	12%	34%	16%	32%	6%
	p) Drop out prevention program	10%	37%	17%	25%	11%
19.	Parents are immediately notified if a child is absent from school.	13%	39%	12%	20%	16%
20.	Teacher turnover is low.	15%	32%	11%	25%	18%
21.	Highly qualified teachers fill job openings.	8%	45%	11%	28%	8%
22.	Teacher openings are filled quickly.	10%	28%	15%	39%	8%
23.	Teachers are rewarded	11%	40%	12%	27%	10%

	for superior performance.					
24.	Teachers are counseled about less than satisfactory performance.	19%	37%	9%	25%	10%
25.	Teachers are knowledgeable in the subject areas they teach.	23%	48%	9%	11%	9%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	8%	56%	7%	26%	3%
27.	The student-to-teacher ratio is reasonable.	10%	50%	9%	25%	6%
28.	Classrooms are seldom left unattended.	11%	56%	11%	6%	17%

### C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar positions in the job market.	7%	60%	1%	25%	7%
30.	The district has a good and timely program for orienting new employees.	9%	51%	7%	29%	3%
31.	Temporary workers are rarely used.	10%	48%	17%	14%	11%
32.	The district successfully projects future staffing needs.	11%	49%	15%	16%	8%
33.	The district has an effective employee recruitment program.	8%	32%	8%	28%	24%

34.	The district operates an effective staff development program.	7%	36%	11%	23%	22%
35.	District employees receive annual personnel evaluations.	12%	54%	17%	2%	16%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	12%	36%	14%	20%	18%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	9%	48%	11%	24%	8%
38.	The district has a fair and timely grievance process.	15%	38%	8%	25%	14%
39.	The district's health insurance package meets my needs.	8%	5%	9%	46%	32%

#### **D. Community Involvement**

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	12%	52%	9%	18%	8%
41.	The local television and radio stations regularly report school news and menus.	8%	16%	14%	45%	18%
42.	Schools have plenty of volunteers to help student and school programs.	8%	45%	13%	21%	14%

43.	District facilities are open for community use.	13%	41%	9%	31%	6%
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## 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.	6%	53%	7%	29%	5%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	8%	48%	7%	32%	5%
46.	The architect and construction managers are selected objectively and impersonally.	7%	48%	8%	30%	7%
47.	The quality of new construction is excellent.	9%	39%	7%	31%	15%
48.	Schools are clean.	7%	41%	11%	31%	10%
49.	Buildings are properly maintained in a timely manner.	9%	44%	13%	25%	8%
50.	Repairs are made in a timely manner.	11%	43%	9%	28%	9%
51.	Emergency maintenance is handled promptly.	18%	30%	11%	26%	15%

## F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52.	Site-based budgeting is used effectively to	8%	43%	15%	15%	20%

	extend the involvement of principals and teachers.					
53.	Campus administrators are well trained in fiscal management techniques.	10%	41%	8%	34%	6%
54.	Financial resources are allocated fairly and equitably at my school.	6%	54%	7%	27%	6%

### 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.	9%	40%	10%	26%	15%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	4%	43%	13%	27%	14%
57.	Purchasing processes are not cumbersome for the requestor.	7%	35%	13%	23%	22%
58.	Vendors are selected competitively.	8%	45%	12%	19%	17%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	6%	52%	11%	26%	6%
60.	Students are issued textbooks in a timely manner.	10%	49%	11%	10%	20%
61.	Textbooks are in good shape.	9%	48%	12%	15%	16%
62.	The school library meets the student needs for books and other	6%	51%	13%	23%	6%

	resources.					
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## H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food looks and tastes good.	8%	20%	10%	28%	33%
64.	Food is served warm.	11%	6%	26%	18%	39%
65.	Students eat lunch at the appropriate time of day.	13%	46%	15%	8%	19%
66.	Students wait in food lines no longer than 10 minutes.	12%	40%	14%	21%	12%
67.	Discipline and order are maintained in the school cafeteria.	20%	57%	7%	13%	3%
68.	Cafeteria staff is helpful and friendly.	9%	51%	4%	14%	21%
69.	Cafeteria facilities are sanitary and neat.	12%	67%	5%	7%	9%

## I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	15%	61%	4%	12%	7%
71.	Gangs are not a problem in this district.	17%	57%	10%	13%	3%
72.	Drugs are not a problem in this district.	21%	6%	12%	43%	18%
73.	Vandalism is not a problem in this district.	25%	48%	5%	15%	6%
74.	Security personnel have a good working relationship with	8%	63%	9%	8%	12%

	principals and teachers.					
75.	Security personnel are respected and liked by the students they serve.	11%	61%	9%	7%	12%
76.	A good working arrangement exists between local law enforcement and the district.	29%	24%	10%	25%	12%
77.	Students receive fair and equitable discipline for misconduct.	29%	40%	11%	12%	8%
78.	Safety hazards do not exist on school grounds.	28%	34%	9%	14%	15%

### J. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	20%	34%	9%	33%	4%
80.	Teachers know how to use computers in the classroom.	13%	36%	10%	32%	9%
81.	Computers are new enough to be useful for student instruction.	12%	31%	12%	34%	11%
82.	The district meets student needs in classes in computer fundamentals.	14%	33%	9%	29%	15%
83.	The district meets student needs in classes in advanced computer skills.	26%	24%	11%	30%	9%
84.	Teachers and students have easy access to the Internet.	16%	42%	12%	20%	10%

# **Appendix E**

## **TEACHER SURVEY RESULTS**

A. Demographic Data/Survey Questions

B. Verbatim

### **VERBATIM**

- In many instances, the problem area stems from student attitudes and home life. It is difficult to overcome the "you can't make me" syndrome. We have a great school for our size and economic base but the kids lose out. We spend way too much on sports and coaching staff and the classrooms suffer because coaches don't teach all periods leaving classroom size very unbalanced. Sixth and Seventh periods are huge compared to others. Site base is a joke - what is discussed and recommended rarely happens unless it was what the superintendent wanted anyway.
- KCISD is an outstanding school district. I am proud to be a part of it.
- I have worked in three different districts and Karnes City is far superior. Superintendent is a good leader in the district. He supports and promotes education, staff loyalty and ensures that every program is supplied with necessities. I have only one complaint about principals helping teachers who are borderline or new educators. I feel two different teachers (1999-2000) and (2000-2002) could have been saved if principal would have stepped in and individually counseled teachers better. I have personally no problems with anyone but would have liked to see these people treated better.
- It seems that there are quite a few uneducated parents in the community who either do not get involved in their children's education and make excuses for their children. We need to have parents and students realize the importance of an education and need to get positive support and involvement from all our parents.
- Why are we spending the taxpayers money on this when TEA already evaluates these things regularly. This money could be better used giving teachers a well-deserved raise in pay.
- The majority of teachers put the students first. We have a dedicated, hard-working staff.
- We work together as a team for the betterment of our students and community. TAAS scores are great.
- I feel our school is a great one. When I did not live in this district but worked here I transferred here. I had a hardship transfer due to being the sole parent but also felt the safe environment was a plus.
- Education is the main priority for the majority of the district, but because of our size there are gaps which effect portions greatly.

There are teachers who expect little from their students and, therefore, they learn very little. It is upsetting to me that these teachers are not reprimanded and monitored to ensure that every student receives the best education they can. I believe every person can learn, every person will learn and every teacher will teach and help ALL students.

- These questions do not apply to all classes, all of the time.
- Our district provides a safe and pleasant environment for our students. On our elementary campus morale is good and expectations of our students is high. Teachers genuinely care for their students. Supplies are always given to teachers upon request as well as other education materials.
- I feel proud to work at Karnes City High School. With few exceptions, the teachers are at the leading edge in their field to prepare students for the future. However, I believe that too much emphasis is placed on "preparation for college" and athletic competitions, wherein reality our goal should be to prepare students to be successful, productive, contributing citizens who are gainfully employed. (Many students who prepare for college have no clue what kind of job/career they will have.)
- I feel that KCISD does everything possible to meet the needs of our students. Education and instruction are our top priorities at the elementary school. As a teacher I feel the pressure to do well on the TAAS test is overwhelming. Of course I understand where it comes from because of the pressure from the state agencies and public. However, a teacher should be able to teach interesting lessons on science, art, music, etc. and not just teach the TAAS test.
- I feel the discipline system needs to be consistent and strictly enforced. Adequate documentation needs to be kept on teachers not doing their jobs by principals and not pushed off solely for the parents to do. Teachers in our district need to be professional acting at school and in the community. Teachers need to spend less time gossiping with students and encourage more "time on task" so instructional time is used to its maximum benefit.
- Teachers do not have the knowledge to teach many computer skills. The lab technician would be very useful if she asserted her knowledge to the students during their once a month (maybe twice a month if you are lucky) trip to the computer lab. The computer lab tech has so much vital information and needs to pass it on to the students. Students need more hands-on training with computers.
- We have a good school. In many respects it is far above average. I do, however, feel that the financial management is biased to favor some departments more than others. Some facilities are neglected and others receive more than their share.

- The janitorial staff is very ineffective. Consequently, the building is not cleaned thoroughly. The grounds around the high school and junior high suffer from the lack of care, especially in the summer months.
- Pay is way below other districts. Need better health insurance.
- Overall I would give it a B.
- Karnes City ISD does a great job for the students of Karnes City.
- This does not apply to educational performance but it does with finance. I think the wasted food is TERRIBLE. It is sinful that the cafeteria staff is told by the state to dispose of food (i.e. dumping a whole tray of food in the trash). There are students who would like another helping and there are teachers who wouldn't mind spending 24 cents for a serving of something rather than being told they would have to pay \$2.00 for a serving of one item of extra left-over bread. I work hard for my money and do not like to see food (money) being thrown away. KCISD has a great staff working together.
- I feel KCISD provides all kids, including my own, a great education for their future.

# Appendix F

## PUBLIC FORUM AND FOCUS GROUP COMMENTS

### A. DISTRICT ORGANIZATION AND MANAGEMENT

- There are a lot of political issues to be addressed in this ISD.  
Overall, they do an average job; however, I feel a lot of people are afraid of speaking their true feelings as negative repercussions do in fact have a way of finding themselves in your personal life and home! It's a small community, and people are people and there does exist bias and discrimination. Not so much racial, but political and it kills a lot of spirit and hope for rural community advancement and the educational programs our children deserve.
- Why do we insist on throwing in a racial issue?
- I feel it is pre-planned but it's not a racial plan. It's that you lived here and who you know.
- Site Base is a waste of time if they make any decisions at all. The only ones that hold up are those proposed by superintendent!
- This is true.
- Great school district!
- Site Based/Decision Making Committees are pre-planned who will be on the committee. Unorganized.
- Great AP programs!
- Outstanding UIL program!
- Great school district.
- Super superintendent!
- Superintendent very understanding with his staff!
- Great academic reputation!

### B. EDUCATIONAL SERVICE DELIVERY

- Special Education program is excellent!
- Curriculum Vertical alignment has improved some!
- Need to improve SAT and ACT scores.
- Special Ed at elementary excellent!
- Always do great on TAAS!
- Teachers need to have a more positive attitude and give students respect! Much more. Some have no attitude for teaching, just a paycheck \$.
- Student performance is outstanding!
- Need to make sure we get the best qualified teachers. Great teachers leave due to overload and not replaced with as qualified teachers.
- GT at Junior High needs improvement!

- Wonderful achievements!
- Great GT programs at elementary and junior high.
- Too much emphasis on the TAAS. We need to teach the children!!
- Too much focusing on TAAS.
- Students need to be "prepared" for future/life, not taught "how to test." Knowing how to find info is more important.
- Just because Special Ed students pass the TAAS does not mean they are not still "at risk." State then cuts \$. Good performance should not be punished dollar wise.
- New yearbook instructor is a big improvement!
- Need calculators for science and math departments (AP programs)(AP calculus).
- Had to scrounge for money for science fair/convention.
- We are doing paper experiments.
- Need probes for calculators for science.
- Teachers need help on motivating high school students that just don't care because they don't plan on going to college.
- The classes are too long.
- Classes are too short!
- Need more vocational classes not just geared toward males!
- Teachers need to get paid more \$ to come in during summer to update curriculums and plan lessons for the new year!!!!
- Our teachers would be better teachers if your state policies would simply let them be teachers! And there are good teachers here! So let them teach! And secondly, whatever happened to the notion of our US Constitution being taught to our kids! Sure would like to see that come back too; after all, this still is the United States, isn't it? (Oh and yes, TAAS has got to go - our kids are better than that!)
- UIL and academics need to have more emphasis.
- Too many teachers spend their time complaining about athletics, when they need to worry about the children. What they do not realize is that coaches provide things that these children can use throughout their lives.
- Academics should be #1 but if you bring in Athletics, it should be fair, equal between the boys and girls.

## C. COMMUNITY INVOLVEMENT

- Need more suggestions on keeping and involving more parents!
- Night class with children and parents.
- Need more parental involvement in high school.
- Schools and businesses work well together!
- Parent involvement programs at elementary are strong.
- Ways to improve parent involvement at high school!
- Class project within community projects needs to be encouraged!

- Parents need to be more involved with the high school!!
- Project Graduation has been very successful.
- Wonderful parental involvement program, hard workers!!
- Parental involvement program, hard workers at elementary but not junior high or high school!!!
- Elementary parent involvement is very strong. Junior High should try to have one.
- Allow us to be too concerned in our child's education.
- Need more business involvement.
- Communication can be better and give the parent a little bit more information and time. Keep parent involvement all the time, not just when school needs workers or food donated!
- Need input from parents on how they would want to be involved.
- Planning, working one on one with teachers/students, allowed to observe a classroom, and not be talked about.
- I could write a book on this; however, I'll just say that the "state programs" under the "guise" of providing involvement curriculum in their laws and policies, actually force the parents out - as we parents are bombarded by doing their paperwork! And that is not what I call being involved and/or a solution to this gap. This really sucks! I think most parents want to be involved in the educational part especially; however if it's not paperwork, it's selling or buying God knows that!
- School employees gossip too too much!
- School board members need to make parent feel welcome and listen to parents who love this school and want this to be the best school their child would attend.
- Parent involvement is very weak - invisible - at the junior high. We need more programs.

#### **D. PERSONNEL MANAGEMENT**

- Staff allocations strongly support student development.
- Greater effort needs to be made to keep qualified teachers (and staff) at our school.
- We need office staff to do Xeroxing, compiling, etc. to cut down on the "free" extra (after 4:00 p.m.) labor that teachers put in.
- You have to be in the "In Group" to be hired!
- Plain and simple, it stinks! If you're not in the "clique" or if you have a price and are selected to be "paid off" to harass and individuals selected by corporations, organizations and/or whomever wants to get Child Protection Service into your life, then your chances of getting "on board" are pretty much out of the question! Again, politics.
- Who cares what race you are if you can do the job to teach our children and carry out the good morals and respect.

- Failure to hire more Hispanics to high level positions and other minority groups.
- (Blacks) African Americans need good role models to look up to in our community.
- I agree.
- This is hard to do if they are not available.
- Too much emphasis is put on race! Faculty, students, as well as community, need to be educated to work together.

## **E. FACILITIES USE AND MANAGEMENT**

- OK!
- Heating and cooling doesn't work well in all rooms.
- Doorknobs and locks need to be refurbished for better security.
- We have great facilities!
- High school teachers need a phone that they could use in private or without the Xerox machine noise.
- Facilities are clean and neat!
- Some areas need to be cleaner; please don't leave it up to one person!
- Clean building! No graffiti!!!
- Facilities are always neat and clean!
- Moses Rules!
- Great facilities, elementary and junior high!
- Buildings are always clean and well maintained.
- Vents need cleaning more often - black stuff gets on desks!!
- Please, clean windows.
- Need windows in new wing.
- Different colors are needed.
- Chalkboards need to be rid of and dry erase boards need to come in.
- Junior high and high school needs complete makeover.
- Junior high staff needs to do a better job.

## **F. ASSET AND RISK MANAGEMENT**

- Health insurance on a state level needs reform, therefore, giving districts a savings.
- TOTAL POLITICS! Too big to fight on a local level!
- Employees should not be forced to take insurance when the spouse's policy is far superior and more affordable.
- There's never enough money in Public Education but KCISD manages their funds well.
- Keep banking locally, which supports community. That in turn supports school.

## **G. FINANCIAL MANAGEMENT**

- Good staff in the School Tax area who I mean always are polite and friendly and much more important, have not forgotten that we are people who are financially struggling to make ends meet. Otherwise, I think all these areas are in great need of refinement and/or overhaul as "financial greed" on all levels, from the state level on down, seems to be the main topic for discussion and/or want! Sure is sad!
- Athletics seems to have an unlimited budget and receives priority over other programs or projects.
- True.
- I agree.
- I strongly disagree.
- Me too!
- Financial Management is sound and accurate!
- Good structure in place to manage finances.
- Great business manager!
- Fair - may need some work done in this area to comply with teachers' needs in times of personal crisis!
- Business manager doing good job.
- Yes.
- More money is spent on boys sports, boys coaches. It's time girls get the same treatment.
- Yes.

## **H. PURCHASING**

- Provides students with excellent resources considering that we are a small school and losing students.
- Purchase requisitions in larger quantities would save money and teacher ordering time.
- I am usually able to purchase materials/supplies from wherever I need to - even if a company is not on our bid list.
- Again, a lot of one-sided if you know this guy, corporation, etc. type of thing. Politics, politics, politics. So far as the Storage and Warehousing, I'm not familiar with the facilities involved.
- My children seem to have what they need as far as books and lab supplies.
- Every child should have their own textbook and be able to study with it at home when needing to.

## **I. FOOD SERVICE**

- My daughter is in Kindergarten and she is terrified to ask for fruit with her meals because the 'Food Police' force her to eat what is

on her plate. I have taught my daughter to respect food and not waste, as there are many children going hungry. In her particular lunchroom, there are certain individuals who, being overweight themselves, must have been threatened at the table! For their sakes, I am sorry they were under such conditions; however, they have no business forcing little kids to eat their greasy hamburgers and not allowing them the opportunity to eat more healthy foods, i.e., fruit! I'd really like them to understand I'd much rather have my child eating fruit than grease and, furthermore, I think we are still abiding by the US Constitution and ask you to get these "Food Police" off our kids' backs without the fear of being punished for wanting healthy foods!

- Adults pay more. When food runs out, and we ask for compensation, they don't listen. We just don't get it.
- Sometimes the kids are going to class tardy because there isn't enough time to eat. The lines are too long.
- Very good.
- I love the snack bar!!
- Needs improving - we do snack bar (different food choices).
- Salad bar at elementary would be great.
- Junior High runs out of food before everyone eats.
- Food lines are too long and some students don't get time to eat (especially burrito day)!
- I never go hungry. I love the snack bar!
- Elementary food is great when they don't run out of food.
- The snack bar is the greatest!
- Great selection at snack bar.
- Great snack bar, but would like a salad bar at high school!
- Be nice to children.
- We need a salad bar at high school and junior high.
- Would like a longer lunch break!!
- Has improved - more variety provided to both students and staff now!
- Elementary food service could use a salad bar. The staff doesn't have a big choice of food products.
- Needs wider variety.
- Elementary menu needs more variety - same old, same old.
- Food service provider needs to be more positive when dealing with the children they serve. Smile.
- Can we get the salad bar back? Not enough veggies. Too much starch on same day's meal plan.
- Great manager! Way to go!!

#### **J. COMPUTERS AND TECHNOLOGY**

- Need more computers and staff and who doesn't! Please help the rural communities get their fair share! Thanks.
- Color printers and Xerox machine needs to be made available for students and project work!
- College students are well prepared to use word processing through IBM program!
- Wish we could use tech projects for community involvement.
- Good use of funds.
- Need more printers.
- It's like an office - excellent.
- KCISD is one of the most advanced small schools I have seen with technology.
- Computers are upgraded more often than at many schools.
- Need a qualified computer lab teacher.
- Amen.
- Need computers in both junior high coaches offices.
- Need new computer lab teacher.
- Good software programs. Need to upgrade a few printers because they are too slow.
- All students should have more time working on computers; not every family can afford an upgraded computer and Internet.
- On the elementary level, I feel they are great! Upgrading in the high school level needs improvement.
- Elementary lab computer teacher needs to be educated in this field.
- Computer lab needs to be open till 5:00 p.m. so kids can do work!
- Need more computers and access to computers needs to be more available. Maybe lab could stay open before and after school 1 hour at high school so kids can use to their benefit, for example, projects, yearbook, work, etc.
- Special Ed students/classes lack computers. I would like to see these students with more access in Special Ed classroom.
- Teachers need to quit depending on aides to do their jobs.
- Students at all school levels need more computers and computer time.
- Need to invest some in putting TV/VCRs in each classroom - mounted to walls.

## K. TRANSPORTATION

- For the most part well run! And, wonderful bus drivers, very caring, etc. What I don't understand is if we consider our children our most precious assets, and the future, and we pass Unconstitutional laws to force the owners of other vehicles to wear seat belts, then why are we not forcing the manufacturers of our buses to come equipped with seat belts! And furthermore, get rid of all this surveillance equipment! This is Unconstitutional and an

evasion of privacy! We have big brother watching too much anyway! Lastly, provide better buses! These poor bus drivers having to restart dying out buses on heavily traveled roads! This is a hazard for everyone! Give them buses that always work! Please.

- Larger buses (they are crowded).
- Need more bus drivers.
- Caring, concerned personnel with well maintained buses.
- Great bus drivers.
- They never take the time to clean the buses.
- Yes they do, students need to "care" more about others property and not litter intentionally.
- I agree.
- Would like to see bus drivers carrying cell phones with them when on out-of-town trips for emergency purposes!
- Nice bus drivers but we need more - there's a shortage.
- Wonderful bus drivers.
- Need buses with air conditioning.
- Need better monitors.
- Should not need monitors!
- We can only do so much.
- Use cameras instead; you got proof.
- Bus maintenance equipment could be updated. Personnel could use a bus wash area so that it's easier for them.
- What about seat belts for school buses - especially the small children.
- Take a strong stand with the discipline problem and back the bus drivers!

## **L. SAFETY AND SECURITY**

- All students are important!! All are big fish and all need to grow.
- Discipline is always difficult.
- Must begin at home.
- The Boot Camp and AEP programs are effective.
- I agree.
- Punishments need to be consistent. A lot of students get different punishments for the same offense.
- I agree.
- Big issue this year.
- This area needs to be reviewed.
- It depends who the child is.
- Junior High principal needs to be stronger and take a stand; listen to parents' concerns and the students!
- We need more security.
- I disagree.
- Need more effective discipline policy.

- A plan needs to be developed before it is needed.
- Need to focus attention in right areas!
- I feel principals and supers always have a very tough job when it comes to discipline. Looking in from the outside we do not always see the whole picture. I feel my children are safe and treated fairly.
- Teachers should be able to issue D. Halls to be administered other than in the classroom.
- Teachers need to have better control in classrooms!
- Yes, but they need to do it with respect!
- No way.
- Corporal punishment needs to be mandatory. Kids today are too soft.
- No way.
- Teachers need to teach class instead of being on the computer most of the day.
- Yes!
- All students should be treated equal!
- I think we have as a nation become obsessed with this issue! I don't think it's so much a school issue as it is a national crisis to reform the moral conscience of our entire society. Children are a product of their overall environment and Hollywood has done their very best to corrupt our children and make sure they become the monsters they themselves seem to be. And we allow this hate mongering in our courts to go on and condemn our children even to the point of sentencing them as adults! What an outrage! I'm sure most of society would be "still in jail" if we were sentenced so harshly! Again, this is a Constitutional Issue for our children's rights and that's where more attention should be placed! I believe we can all "Police" ourselves given the tools to do it - beginning with morale, understanding, compassion, etc. Let's end it here!
- In school suspension (motivation center) and Saturday school needs to be more effective.
- They need to continue learning and not write lines.
- Teachers should be in charge of their class, not their pets!