

LETTER OF TRANSMITTAL

September 17, 1999

The Honorable George W. Bush
The Honorable Rick Perry
The Honorable James E. "Pete" Laney
Members of the Texas Legislature
Commissioner Jim Nelson, Ed.D.

Ladies and Gentlemen:

I am pleased to present our performance review of the Killeen Independent School District (KISD).

This review, requested by KISD's superintendent and Board of Trustees, is intended to help KISD hold the line on costs, streamline operations, and improve services to ensure that every possible tax dollar is spent in the classroom teaching the district's children. To aid in this task, the Comptroller's office contracted with McConnell, Jones, Lanier & Murphy LLP, a Houston-based consulting firm.

We have made a number of recommendations to improve KISD's efficiency, but we also found a number of "best practices" in district operations. This report highlights model programs and services provided by KISD's administrators, teachers, and staff. This report outlines 122 detailed recommendations that could save KISD nearly \$16.7 million over the next five years, while reinvesting more than \$3.1 million to improve educational services and other operations. Net savings are estimated to reach more than \$13.5 million--savings that KISD can redirect to the classroom.

We are grateful for the cooperation of KISD's administrators and employees, and we commend them and the community for their dedication to improving the educational opportunities offered to the children in KISD.

Sincerely,

A handwritten signature in black ink that reads "Carole Keeton Rylander". The signature is written in a cursive, flowing style.

Carole Keeton Rylander
Comptroller of Public Accounts

EXECUTIVE SUMMARY

In April 1999, the Comptroller's office began a performance review of the Killeen Independent School District (KISD) at the request of the superintendent and Board of Trustees. After nearly six months of work, this

report identifies exemplary programs in KISD and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 122 recommendations could result in net savings of more than \$13.5 million over the next five years - savings that can be redirected to the classroom.

Improving the Texas School Performance Review

Comptroller Carole Keeton Rylander, who took office in January 1999, consulted school district officials, parents, and teachers from across Texas and carefully examined past reviews and progress reports in an effort to make the Texas School Performance Review (TSPR) more valuable, even vital, to the state's more than 1,000 school districts. With the perspective of a former teacher and a former school board president, the Comptroller has vowed to steer TSPR to increased accountability to local school districts and the communities they represent.

Comptroller Rylander began by establishing new criteria for selecting school districts for future reviews. The agency will give priority to districts that are judged poor performing academically or financially, and to hands-on reviews that will benefit the greatest number of students. *These are the school districts and children that need help the most.*

Recognizing that only about 52 cents of every education dollar is spent on instruction, Comptroller Rylander emphasizes an approach that will give local school officials in Killeen and in other Texas communities the ability to move every possible dollar to the classroom. In addition, no longer will TSPR reports bury school districts' best practices and exemplary programs. Instead, Comptroller Rylander has ordered best practices and exemplary programs to be shared quickly and systematically among all the state's school districts and with anyone who requests such information. There is no reason for a district that has solved a problem to keep the solution to itself. Comptroller Rylander has directed TSPR to serve as an active clearinghouse of the best and brightest 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 that the district's processes and programs are continuously assessed and improved;
- understand the link between the district's functional areas and determine ways to provide a seamless system of services;
- 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 there is a business in the Yellow Pages that 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 our schools or the school reviews are welcome at any time. The Comptroller believes that public schools deserve all the attention and assistance they can possibly get.

For more information, contact TSPR by calling toll-free at 1-800-531-5441, extension 5-0332, or see the Comptroller's website at www.window.state.tx.us.

TSPR in Killeen

As in previous reviews, TSPR went to Killeen in response to a local call for assistance. Beginning in May 1998, the assistant superintendent for Business Services requested a review on behalf of the superintendent and the KISD Board of Trustees. Persistent calls and requests from the district and community leaders continued until the request was finally accepted during the fall of 1998. An initial request for proposal for consulting services produced no bidders. In January 1999, the Comptroller held a proposer conference to encourage companies to bid on this and other TSPR projects and added an additional \$25,000 to the cost of the Killeen project, bringing the total contract to \$200,000.

McConnell, Jones, Lanier & Murphy, a Houston-based consulting firm, was selected and, together with the TSPR team, interviewed district employees, school board members, students, parents, business leaders, and community members. TSPR also held community meetings in three KISD middle schools. Participants were invited to write their observations on major topics of concern or to be interviewed by the review team. To obtain

additional comments, the review team conducted focus group sessions with parents, teachers, principals, business leaders, and representatives from community organizations. The team also collected comments from letters to the Comptroller and calls to the Comptroller's toll-free hotline.

TSPR sent written surveys to district administrators and support staff, principals, teachers, and students. TSPR received completed responses from 41 administrators and support staff; 92 principals and assistant principals; 251 teachers, and 506 students. Public forums and focus group sessions were held to gather the perceptions and opinions of the Killeen community. Details from the surveys and public forums appear in **Appendices A through F**.

TSPR 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). For the review, KISD selected peer districts for comparative purposes based on similarities in size, location, student enrollment, and property values. The selected peers were Copperas Cove, Temple, Irving, Lubbock, Spring Branch, and Pasadena Independent School Districts (ISDs). TSPR compared KISD to district averages in TEA's Region 12 Education Service Center (Region 12), to which KISD belongs, and the state as a whole (**Exhibit 1**).

Exhibit 1
Demographic Characteristics of KISD
and Peer School Districts
1997-98

District	Student Enrollment	5 Year Change in Enrollment	Racial/Ethnic Percentage				
			% African American	% Hispanic	% Anglo	% Other	% Economically Disadvantaged
Pasadena	40,895	4.1 %	5.3	56.3	34.6	3.8	53.7
Spring Branch	30,880	12.7 %	6.3	45.8	40.1	7.8	49.8
Lubbock	30,111	(2.5 %)	14.3	40.8	43.5	1.3	54.4
Killeen	28,725	16.8 %	38.0	16.6	40.6	4.8	51.0
Irving	27,173	9.3 %	13.8	38.3	41.1	6.9	49.5
Temple	8,690	4.0 %	27.4	21.0	50.0	1.6	49.7
Copperas	7,318	10.0 %	25.5	10.2	59.7	4.6	35.7

Cove							
Region 12	132,990	11.3 %	23.0	18.0	57.0	2.0	47.7
State	3,891,877	10.7 %	14.4	37.9	45.0	2.7	48.5

Source: 1997-98 Academic Excellence Indicator System (AEIS).
 *Snapshot 1997-98, Texas Education Agency.

Acknowledgments

The Comptroller and McConnell, Jones, Lanier & Murphy wish to express appreciation to the KISD Board of Trustees, Superintendent Dr. Charles Patterson, his secretary, Diana Kaye, and the district employees, students, and community residents who helped during the review. Special thanks are due to Tal Anderson, who acted as KISD's liaison by arranging for office space, equipment, and meeting rooms and otherwise accommodating the review team's needs.

Killeen ISD

KISD served 28,539 students during 1998-99, less than a 1-percent decrease from the 1997-98 enrollment of 28,725. KISD has two high schools, two ninth grade centers, eight middle schools, 25 elementary schools, and two alternative schools.

With the exception of the slight decline in 1998-99, the district's student enrollment has grown at a rate of 2 to 3 percent each school year and 25 percent since 1990. KISD's property value per student is 60 percent lower than the state average, mainly due to the fact that Fort Hood does not pay property taxes. KISD received \$2.2 million in Impact Aid during fiscal 1998 from the federal government to make up for the financial losses caused by the military presence.

Forty-one percent of KISD students are Anglo, 17 percent are Hispanic, 38 percent are African-American, and 5 percent are classified as Other. Fifty-one percent of its students were economically disadvantaged in 1997-98. While student performance is slightly below the state and Region 12 averages, the district has had no low-performing school in the last four years and the district has made improvements as measured by the Texas Assessment of Academic Skills (TAAS). In 1994-95, 2.7 percent of KISD schools were rated exemplary or recognized, compared to 20.2 percent of schools statewide. In 1998-99, 42.5 percent of KISD schools and 43.4 percent of schools statewide were rated exemplary or recognized.

During 1997-98, the district employed a staff of 3,861 full-time employees, with teachers making up 1,845 (or 48 percent) of the KISD total staff. The district's 1998-99 operating budget is \$164.9 million. Twenty-one percent of KISD's revenues are generated locally, 56 percent come from the state, and 23 percent come from federal sources, which includes 5 percent from Impact Aid.

In all, TSPR found KISD to be an open and receptive school district with some notable successes and some unique challenges. The district has met the challenge of an ever-changing and diverse population of students by working closely with the leadership at Fort Hood and setting national standards of excellence in dealing with family relocations, and families in crisis. However, strategic planning, either short or long term, is missing. While the district has pockets of planning activities ongoing throughout the district, there is no districtwide plan that establishes a focus or vision. This theme is apparent throughout the report that cites a need for a state-mandated District Improvement Plan to guide instructional improvements, a long-range strategic plan to provide overall focus and direction, and a comprehensive facility master plan to assess and plan for the district's facility needs today and in the future.

Transportation is one area of the district found to be in need of immediate attention. With overtime reaching \$500 per day because of driver shortages and countless other problems that are draining precious dollars away from the classroom, the Comptroller's "Yellow Pages" test has confirmed that KISD should immediately outsource the operation. Clearly, there are companies that can do this job better and at a lower cost.

During its six-month review of the district, TSPR developed 122 recommendations to improve operations and save taxpayers nearly \$16.7 million in gross savings by 2003-04. Cumulative net savings from all recommendations (savings less recommended investments) are projected to reach more than \$13.5 million by 2003-04.

A detailed list of costs and savings by recommendation appears in **Exhibit 3**. It should be understood that many TSPR recommendations would not have a direct financial impact but would nonetheless result in improvements in the overall operation of the district.

Exemplary Programs and Practices

TSPR identified numerous "best practices" in KISD. Through commendations in each chapter, the report highlights model programs, operations, and services provided by KISD administrators, teachers, and staff members. Other school districts throughout Texas are encouraged to

examine the exemplary programs and services to see if they could be adapted to meet local needs. The TSPR commendations include:

- Area assistant superintendents for Education Services conduct performance appraisals of principals at least twice each year. This regular interaction with the principals not only is intended to hold them accountable, but also provides regular opportunities for feedback and communication.
- KISD uses a system called SYSTAT, a commercial statistical software program modified by the Education Productivity Council at the University of Texas at Austin, to analyze TAAS data and provide various performance reports to schools. School-based personnel say the program helps them to focus on both student and grade level strengths and weaknesses and to modify the instructional programs as needed.
- By opening its facilities for community use, KISD promotes positive community relations with local government agencies, youth support organizations, and Killeen community members. The district allows the YMCA, the City of Killeen's Parks and Recreation Department, and various civic, fraternal, religious, and support groups to use school facilities.
- KISD works closely with Fort Hood to foster strong communication and to administer a wide range of educational support programs that benefit all students in the district. The district leads a national coalition to improve educational services to military families. KISD's superintendent pushed to create the Military Child Education Coalition, a national group that addresses relocation and educational issues that affect military dependents. The coalition includes U.S. military installations and affected public school systems as well as the schools operated by the Department of Defense.
- The district's automated substitute caller system tracks employee absences and automatically calls individuals from a database of qualified substitutes. Teachers dial a central number, enter specific codes identifying the teacher, work category, work location, and absentee code, which determines substitute need. The computer then calls the appropriate substitute, who responds with appropriate codes (available or unavailable to work). If the initial substitute is unavailable, the computer continues to call substitutes until one is found. Because the process is automated, many staff hours are saved by the district.

- The district has actively managed its debt obligations and has significantly reduced its future debt service requirements. By issuing a refunding bond to refinance existing 1992 series bonded indebtedness at a lower interest rate, the district reduced its total debt service payments over the next 15 years by nearly \$500,000 annually.
- Every year, since 1989-90, KISD has received a certificate of achievement from the Association of School Business Officials and the Government Finance Officers' Association for its annual financial report.
- KISD reviews its purchasing policies and procedures regularly, with an eye toward continual improvement. For example, in April 1999, the Purchasing director reviewed the internal processes and eliminated some of the paperwork required to order controlled items stocked in the warehouse. Schools can now request the items online.
- The KISD ATM network is a "state of the art" communications network, which provides integrated voice, data, and video to all district locations across a single fiber optic cable. Sprint built the fiber optic cable network in exchange for a seven-year contract for leasing equipment to access the service. KISD pays a flat annual rate regardless of the number of sites added to the network. KISD is the only district among its peers using this technology.
- KISD has developed an exemplary management in-service training program for its food service workers, covering a wide variety of topics. In addition, employees are encouraged to complete the Texas School Food Services Association and Central Texas College professional development courses. Once certified, the district will pay the employees a stipend. Additionally, KISD has instituted an employee award program based on attendance, work performance, customer service, attitude, and teamwork. All of these efforts instill a sense of pride in food service workers and shows them their work is valued.
- All KISD employees, visitors, ninth grade and high school students are required to wear identification badges, and plans are under way to require all middle school students to wear badges. This effort has heightened security awareness throughout the district. KISD also contracts for random dog searches of student lockers, common areas, and parking lots at middle schools, ninth grade centers, and high schools. The detection program has contributed to lowering

the number of alcohol, tobacco, drugs, and weapons possession violations throughout the district from 1997-98 to 1998-99.

Chapter by Chapter: Key Findings and Recommendations

District Organization and Management: The district has not held a comprehensive strategic planning session since 1991, nor has the district formed a District Education Improvement Committee (DEIC) as required by the Education Code or developed a District Improvement Plan. KISD has campus-level improvement committees and plans, but these school efforts are not linked to the overall educational goals of the district through a district improvement plan. Both district management and instructional activities could be improved through more comprehensive planning activities.

Site-based decision-making (SBDM): KISD central administrators, school administrators, teachers, and SBDM committee members appear to have differing views of their roles and responsibilities in the decision-making process. If SBDM is to work most effectively, the district must first decide each person's role and responsibility in the process and document that in policy. Then training must be provided to the various stakeholders in the SBDM process.

Campus Staffing: Based on staffing standards for middle schools, the district has too many assistant principals and secretarial/clerical positions in its eight middle schools. By revising campus staffing guidelines for middle schools to reflect differences in enrollment among middle schools, the district can redirect budget resources to the classroom and save more than \$573,000 a year beginning in 2000-01.

Transportation: KISD's transportation function does not rate favorably against key transportation services success factors. Operation costs have increased by 24 percent over the last five years, while student riders have decreased by 45 percent. Nineteen percent of all driver and monitor positions are vacant, which means supervisors, mechanics, and administrative staff who are qualified must drive school buses on a daily basis; the turnover rate for the department is 31 percent; and overtime averages \$500 per day. TSPR recommends immediate outsourcing to remedy these problems and has made a laundry list of recommendations to be considered by potential vendors. Annual savings are estimated at \$500,000 beginning in 2000-2001.

Educational Service Delivery: Fewer percentages of students in KISD are taking the Scholastic Aptitude Test (SAT) than in all but one of its peer districts and SAT scores were 20-30 points lower than the Region 12 and state averages. KISD students had the second lowest average SAT score

and the third lowest average ACT score of the peer districts. To address this problem, KISD must begin to develop and formally document a comprehensive strategy to help students succeed.

Community Involvement: Since 1958, the district has received more than \$1.1 million in donations from individuals and families. A number of Texas school districts have created independent, nonprofit, tax-exempt education foundations to secure and maintain such donations and has distributed the funds to teachers and schools based upon a grant process. Establishing such a foundation in KISD could promote even more donations and provide supplemental funds for classroom instruction.

Personnel Management: KISD has a high absenteeism rate among teachers, compared to peer districts. More than 11 percent of KISD's teaching staff is absent each day. KISD's absentee rate is 45 percent higher than the peer district average of 7.7 percent. Consequently, KISD pays nearly \$2 million annually for substitute teachers. By analyzing the reason for absences and creating an incentive program to reward good attendance, the district could save more than \$290,000 annually in substitute teacher costs.

Facilities Use and Management: KISD is implementing a \$65 million bond program to construct and renovate schools, yet the district does not have a complete facilities master plan. Slower enrollment growth coupled with the existing capacity of KISD facilities make it practical for KISD to establish a districtwide planning committee and develop a complete master plan. The plan should include guidelines for building use rates; individual condition surveys of all facilities; a list of deferred maintenance projects; detailed project management plans; and educational specifications for specialized classrooms. By doing so, it may be possible for KISD to avoid building at least one of the planned elementary schools; a possible cost avoidance of as much as \$5.9 million.

Custodial Staffing: KISD's 218 full-time custodians each maintain an average of 17,464 square feet; below the commercial industry average of 19,000 square feet per custodian. By developing and applying a multi-factored custodial staffing allocation formula that considers square footage, the number of permanent and portable classrooms and age of the facility, the district could eliminate 23 custodial positions through attrition and save more than \$400,000 annually.

Energy Management: While KISD energy costs averaged 84 cents per square foot in 1997-98, at least 12 district facilities have energy costs that exceed \$1 per square foot, which is the industry standard. By conducting an energy audit and retrofitting some equipment with energy saving

devices, the district could save more than \$121,000 per year in energy costs.

Financial Management: Much of KISD's budget is controlled at the central office level. In the interest of advancing site-based decision-making, KISD should decentralize its budget, and give each campus more say in how its resources are spent.

The KISD board approves budget transfers from one fund or function to another every three to four months, in some instances after the transferred funds have already been spent. This is clearly against TEA guidelines and circumvents the board's ability to control the budget; a practice that should be immediately discontinued.

Internal Audit: The district does not have an internal auditor and has, consequently, had to bring in outside assistance to perform routine reviews. TSPR believes that KISD could benefit from hiring its own internal auditor. For example, activity fund balances, which are funds maintained by the campuses for campus-level fundraising activities, are in need of more regular review; a routine activity for an internal auditor. Some years ago, the State Auditor's Office recommended an internal audit function for all districts with enrollments greater than 5,000 students.

Asset and Risk Management: KISD's employee health care costs are high. During KISD's most recent health insurance procurement process, alternative health plan options that might have lowered the overall cost to the district were not fully explored. Health care experts told TSPR that significant savings could be achieved by exploring these alternatives. If even a 5-percent reduction could be obtained, KISD would realize annual savings of \$250,000.

Fixed Asset Management: KISD has not conducted a full inventory since 1988 but has begun a physical inventory of fixed assets at a number of schools. The district should adopt a policy requiring an annual inventory of its fixed assets.

Purchasing: Eighty-eight percent of KISD's purchases-over 13,000 items annually- cost less than \$1,000. An alternative way to track purchases without handling 13,000 pieces of paper is to use a procurement card, which will allow teachers and campus administrators to quickly and efficiently get the items they need and allow the district to eliminate one purchasing clerk position at a savings of nearly \$24,000 annually.

Warehousing: KISD maintains a \$1.5 million warehouse inventory. While the warehouse supervisor has eliminated approximately \$40,000 worth of obsolete inventory, KISD records show another 8,479 items stored in the

warehouse that have not been requested since 1995. Items on the inventory list include such items as a turkey breast, spiral macaroni and a 1979 Ford radiator. Not only could the district receive minimal revenue from the sale of some of the unused inventory, but the time and resources required to inventory and maintain the stock would be greatly reduced.

Computers and Technology: KISD is in the process of adopting a computer software package that is not used by any other school district in Texas or the surrounding four-state region. Users expressed discontent with the system and felt their needs had not been considered in the decision to obtain this package. Before the contract is finalized, KISD should perform a comprehensive needs analysis of its customers' requirements, develop a formal request for proposal, and publish a competitive bid for software to meet the district's needs.

Food Services: The management and organization of Food Services is sound, and the department has a healthy fund balance. However, food quality and nutritional value are questionable, and participation in both breakfast and lunch meal programs is low. By designing and implementing pilot programs throughout the district that encourage students to eat, student meal participation could be increased by 10 percent, bringing in additional revenues of nearly \$98,000 annually.

KISD is not claiming reimbursement for breakfast meals served to its severe need campuses (all but six campuses in KISD qualify as severe need campuses as determined by specific USDA criteria.). By claiming reimbursement at all severe need campuses, KISD will receive an additional \$0.20 for each breakfast served, or nearly \$77,000 each year in additional federal funds beginning in 2000-01.

Safety and Security: Parents and staff in KISD are rightfully concerned about the safety of the students. In accordance with S.B. 1724, passed during the 1999 Legislative session, TSPR recommends that KISD provide information about student discipline and crime-related incidents to the board and community and that campus improvement plans include violence intervention and prevention measures. Together, the district, parents and the community at large can make our schools safer places for teachers to teach and children to learn.

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 opportunities identified in this report are conservative and should be considered minimums. Proposed investments of additional funds usually

are related to increased efficiencies or savings or the enhancement of productivity and effectiveness.

Full implementation of the recommendations in this report could produce net savings of more than \$975,000 in the first year (**Exhibit 2**). KISD could achieve total net savings of more than \$13.5 million by 2003-04 if all of TSPR's recommendations are implemented.

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

Year	Total
1999-00 Initial Annual Net Savings	\$976,450
2000-01 Additional Annual Net Savings	\$3,075,066
2001-02 Additional Annual Net Savings	\$3,450,574
2002-03 Additional Annual Net Savings	\$3,477,064
2003-04 Additional Annual Net Savings	\$3,509,384
One Time Net (Costs)	(\$942,885)
TOTAL SAVINGS PROJECTED FOR 1999-2004	\$13,545,653

A detailed list of costs and savings by recommendation appears in **Exhibit 3**. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines, and estimates of fiscal impacts follow each recommendation in this report. The implementation section associated with each recommendation highlights the series of actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two, and some over several years.

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

Exhibit 3
Summary of Costs and Savings by Recommendation

		Annual (Costs) or Savings/Revenue						
	Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04	Total 5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management								
1	Amend board policy to delegate the hiring of professional personnel to the superintendent, with board approval required only for principals and deputy and assistant superintendents. p.21	\$0	\$0	\$0	\$0	\$0	\$0	
2	Eliminate overlapping agenda items between standing committees and develop a priority agenda for standing	\$0	\$0	\$0	\$0	\$0	\$0	

	committee meetings, complete with discussion guidelines to ensure the entire agenda is covered before the regular board meeting. p.24							
3	Reduce the number of board meetings to one regular board meeting per month and one meeting per month for each standing committee. p.26	\$0	\$0	\$0	\$0	\$0	\$0	
4	Provide additional training for board members designed to address their respective training needs. p.27	\$0	\$0	\$0	\$0	\$0	\$0	
5	Develop a concise, summary-level, user-friendly executive reporting format to present financial, management, student discipline, and program-related information to the board. p.29	\$0	\$0	\$0	\$0	\$0	\$0	
6	Develop a comprehensive strategic plan, complete with	\$0	\$0	\$0	\$0	\$0	\$0	(\$7,000)

	community participation, that merges the district's disparate planning efforts and reflects the district's vision, long-term goals, and objectives. p.33							
7	Prepare a formal agenda with input from all members of the superintendent's council, and reduce the amount of time spent in council meetings. p.37	\$0	\$0	\$0	\$0	\$0	\$0	
8	Develop a model for decision-making at the superintendent's council level, complete with specific guidelines for reviewing and assessing information to ensure decisions are made more timely. p.39	\$0	\$0	\$0	\$0	\$0	\$0	
9	Add principals' representation from elementary, middle, and high schools, to the superintendent's council on a rotating basis and develop formal communication protocols from the	\$0	\$0	\$0	\$0	\$0	\$0	

	superintendent's council to school administrators. p.40							
10	Require assistant superintendents to reallocate their time to ensure they visit each school at least once each month. p.42	\$0	\$0	\$0	\$0	\$0	\$0	
11	Revise campus staffing guidelines for middle schools to reflect differences in enrollment between middle schools. p.46	\$0	\$573,640	\$573,640	\$573,640	\$573,640	\$2,294,560	
12	Immediately form a District Education Improvement Committee (DEIC) as required by the Education Code and develop a District Improvement Plan. p.49	\$0	\$0	\$0	\$0	\$0	\$0	(\$10,000)
13	Authorize principals to make administrative and operational decisions for their schools and hold them accountable for such decisions during the performance evaluation process. p.51	\$0	\$0	\$0	\$0	\$0	\$0	

14	Clearly define KISD's site-based decision-making policy and provide districtwide SBDM training for central administrators, school administrators, teachers, and SBDM committee members. p.52	\$0	\$0	\$0	\$0	\$0	\$0	
15	Ensure that there are no violations of the district's legal nepotism policy and develop a local nepotism policy prohibiting employees from supervising their relatives in a district reporting relationship. p.54	\$0	\$0	\$0	\$0	\$0	\$0	
16	Implement a local board policy requiring board members with substantial business interests in entities potentially doing business with the district to file annual affidavits disclosing the interest. p.56	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals-Chapter 1	\$0	\$573,640	\$573,640	\$573,640	\$573,640	\$2,294,560	(\$17,000)
Chapter 2 Educational Service Delivery								

17	Change the reporting line of the executive director for Curriculum and Instruction from the assistant superintendents for Education Services to the superintendent and add the position to those that make up the superintendent's council. p.70	\$0	\$0	\$0	\$0	\$0	\$0	
18	Realign responsibilities assigned to the district instructional specialists and create the offices of coordinator for Library/Media Services and coordinator for Guidance and Health Services. p.73	(\$25,265)	(\$151,592)	(\$151,592)	(\$151,592)	(\$151,592)	(\$631,633)	(\$20,000)
19	Review and amend the district's policy manual with particular attention to developing and adopting policies for direct curriculum management. p.77	(\$2,490)	\$0	\$0	(\$2,490)	\$0	(\$4,980)	
20	Revise and develop functional curriculum guides	\$0	(\$13,600)	(\$13,600)	(\$13,600)	(\$13,600)	(\$54,400)	

	to provide direction for all instruction. p.80							
21	Develop and formally document strategies to help students improve SAT and ACT scores. p.82	\$0	\$0	\$0	\$0	\$0	\$0	
22	Resume the annual survey on the district's gifted and talented program and use the results to improve the program. p.86	\$0	\$0	\$0	\$0	\$0	\$0	
23	Develop and adopt a Five-Year Plan for Gifted and Talented Education. p.86	\$0	\$0	\$0	\$0	\$0	\$0	
24	Provide programs of intense remediation for special education students who have not performed well on the TAAS. p.97	(\$3,600)	(\$3,600)	(\$3,600)	(\$3,600)	(\$3,600)	(\$18,000)	
25	Incorporate into an overall district strategic plan a five-year CATE plan that includes rationale for program offerings, timelines, costs, and assigned responsibilities. p.112	\$0	\$0	\$0	\$0	\$0	\$0	
26	Include all	\$0	\$0	\$0	\$0	\$0	\$0	

	training delivered at the campus and district level and in external workshops on the professional development transcript. p.118							
	Totals-Chapter 2	(\$31,355)	(\$168,792)	(\$168,792)	(\$171,282)	(\$168,792)	(\$709,013)	(\$20,000)
Chapter 3- Community Involvement								
27	Create a district education foundation to enhance classroom instruction through supplemental grant awards. p.127	\$0	\$0	\$0	\$0	\$0	\$0	
28	Identify communication alternatives that are easily accessible and capable of reaching a large number of community members. p.131	\$0	\$0	\$0	\$0	\$0	\$0	
29	Contact neighboring school districts and the local college to identify cost-effective ways to broadcast board meetings and instructional programs. p.132	\$0	(\$22,500)	(\$22,500)	(\$22,500)	(\$22,500)	(\$90,000)	
30	Develop general	\$0	\$0	\$0	\$0	\$0	\$0	

	job fairs that have proven successful in the past and reformulate recruiting plans and strategies. p.165							
36	Develop relationships with students who are beginning their teaching education to generate interest in KISD as a site for student teaching and employment. p.166	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$50,000)	
37	Make employment applications available on the district's website. p.167	\$0	\$0	\$0	\$0	\$0	\$0	
38	Create a recruiting video with testimonials from a cross section of teachers. p.168	\$0	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$8,000)	(\$15,000)
39	Improve standards and methods of measuring the benefits of professional development by seeking input from district staff participating in training. p.171	\$0	\$0	\$0	\$0	\$0	\$0	
40	Create or subsidize basic professional	\$0	(\$69,000)	(\$69,000)	(\$69,000)	(\$69,000)	(\$276,000)	

	development for all categories of auxiliary employees and add or sponsor new courses for specific areas of auxiliary employees each year. p.172							
41	Refine the Human Resources draft procedures manual to include cross-references, revision dates and information on auxiliary employment, and leaves and absences. p.175	\$0	\$0	\$0	\$0	\$0	\$0	
42	Reorganize the KISD employee handbook. p.177	\$0	\$0	\$0	\$0	\$0	\$0	
43	Establish a system for updating every job description every three years. p.178	\$0	\$0	\$0	\$0	\$0	\$0	
44	Remove the cap for years of experience for non-certified personnel and institute competitive pay for non-certified administrative personnel. p.180	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals-Chapter 4	\$161,166	\$266,162	\$295,992	\$325,822	\$355,652	\$1,404,794	(\$15,000)
Chapter 5 Facilities Use and Management								

	suggested industry standards. p.210							
50	Develop a staffing model for custodial work assignments that requires 75 percent of custodians to work at night and 25 percent to work during the day. p.211	\$0	\$0	\$0	\$0	\$0	\$0	
51	Develop specific strategies to lower all facilities energy costs below \$1 per square foot. p.219	\$0	\$121,247	\$121,247	\$121,247	\$121,247	\$484,988	
52	Put major facilities support services to the "yellow pages" test to determine if KISD can outsource all or part of these functions to reduce cost and improve service for the district. p.222	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals-Chapter 5	\$400,844	\$522,091	\$522,091	\$522,091	\$522,091	\$2,489,208	\$0
Chapter 6 Asset and Risk Management								
53	Consolidate KISD's bank accounts from 20 to 10. p.234	\$640	\$960	\$960	\$960	\$960	\$4,480	
54	Train the assistant bookkeeper to maintain and	\$0	\$0	\$0	\$0	\$0	\$0	

	update an automated weekly cash flow worksheet. p.236							
55	Implement lower cost health care alternatives as a way to contain health insurance costs. p.244	\$0	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000	
56	Reduce the costs of liability and property insurance by considering lowering coverage limits, eliminating certain coverages, or self-insuring certain risks to obtain the best coverage for the lowest cost. p.248	\$13,667	\$20,500	\$20,500	\$20,500	\$20,500	\$95,667	
57	Conduct annual inventories of the fixed assets and reconcile the fixed asset property book to the district's financial records. p.251	\$0	\$0	\$0	\$0	\$0	\$0	
58	Revise the district's Property Services Handbook and Purchasing Manual to include consistent policies and procedures for controlled items. p.252	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals-Chapter 6	\$14,307	\$271,460	\$271,460	\$271,460	\$271,460	\$1,100,147	\$0
Chapter 7 Financial Management								

59	Decentralize the budget process by assigning funds to broader categories, and allow campuses greater flexibility and control over how resources are allocated to specific categories. p.266	\$0	\$0	\$0	\$0	\$0	\$0	
60	Submit budget amendments to the board for approval each month and require amendment approval before expenditures are made. p.268	\$0	\$0	\$0	\$0	\$0	\$0	
61	Require budget and accounting clerks to work towards certification as a Texas School Business Specialist and provide incentives, including rewards after completion. p.269	(\$170)	(\$1,140)	(\$1,910)	(\$2,760)	(\$2,760)	(\$8,020)	
62	Produce a budget document that serves as a communications device, policy document, and financial plan. p.272	\$0	\$0	\$0	\$0	\$0	\$0	
63	Establish a policy to issue a Request	\$0	\$0	\$0	\$0	\$0	\$0	

	for Proposal for auditing services every five years. p.275							
64	Establish an Internal Audit function that reports directly to the board's finance committee. p.277	(\$37,152)	(\$49,628)	(\$49,628)	(\$49,628)	(\$49,628)	(\$235,664)	
65	Update accounts payable and payroll accounting procedure manuals. p.280	\$0	\$0	\$0	\$0	\$0	\$0	
66	Implement an automated timekeeping system and create an electronic interface between the payroll and substitute caller systems. p.284	\$0	\$3,588	\$3,588	\$3,588	\$3,588	\$14,352	(\$233,775)
67	Audit each campus' activity fund at least once every two years. p.288	(\$3,500)	(\$3,500)	(\$3,500)	(\$3,500)	(\$3,500)	(\$17,500)	
68	Develop corrective measures for consistent non-compliance with activity fund policies and procedures. p.290	\$0	\$0	\$0	\$0	\$0	\$0	
69	Require all schools to use a standardized computer software to account for	\$0	\$0	\$0	\$0	\$0	\$0	(\$840)

	activity funds. p.291							
70	Establish a delinquent tax collection policy. p.294	\$0	\$140,346	\$280,692	\$280,692	\$280,692	\$982,422	
	Totals-Chapter 7	(\$40,822)	\$89,666	\$229,242	\$228,392	\$228,392	\$734,870	(\$234,615)
Chapter 8 Purchasing and Warehousing Services								
71	Actively seek out and participate in purchasing cooperatives that help reduce the cost of goods and services. p.303	\$201,582	\$302,278	\$302,278	\$302,278	\$302,278	\$1,410,694	
72	Develop a detailed list of purchasing system requirements so the district can ensure the new purchasing software meets the district's purchasing needs. p.304	\$0	\$0	\$0	\$0	\$0	\$0	
73	Implement procurement cards for purchases at local vendors. p.306	\$0	\$0	\$23,987	\$23,987	\$23,987	\$71,961	
74	Increase the threshold for processing additional paperwork on a controlled item purchased for more than \$1,000. p.308	\$0	\$0	\$0	\$0	\$0	\$0	

75	Obtain formal bids on purchases valued at \$25,000 or more and written quotes for items that are valued at \$10,000-\$25,000. p.309	\$0	\$0	\$0	\$0	\$0	\$0	
76	Transfer the management, oversight, and budget responsibilities for delivery positions from Transportation to Warehouse Services. p.312	\$0	\$0	\$0	\$0	\$0	\$0	
77	Eliminate four delivery driver positions and reassign delivery responsibilities to existing warehouse staff. p.313	\$55,107	\$73,476	\$73,476	\$73,476	\$73,476	\$349,011	
78	Reduce inventory levels of slow-moving and obsolete stock and develop a process to monitor and purge obsolete inventory items. p.315	\$0	\$0	\$0	\$0	\$0	\$0	\$1,218
79	Follow the steps identified in the Property Management Services Handbook to issue, receive, and monitor district and campus	\$0	\$0	\$0	\$0	\$0	\$0	

	textbook inventories. p.316							
80	Develop procedures to track textbooks as they are moved in and out of inventory and between campuses. p.318	\$6,270	\$9,405	\$9,405	\$9,405	\$9,405	\$43,890	
	Totals Chapter 8	\$262,959	\$385,159	\$409,146	\$409,146	\$409,146	\$1,875,556	\$1,218
Chapter 9 Computers and Technology								
81	Halt the DMS for Administration initiative including the hiring of the three recently approved positions to support this initiative and conduct a comprehensive software selection process. p.336	\$0	\$0	\$0	\$0	\$0	\$0	
82	Develop a comprehensive, districtwide disaster recovery plan. p.339	\$0	\$0	\$0	\$0	\$0	\$0	
83	Expand the district's use of the Internet to provide useful information to schools, teachers, administrators, parents, and the community. p.344	\$0	\$0	\$0	\$0	\$0	\$0	
84	Establish a help desk to help	\$0	\$0	\$0	\$0	\$0	\$0	

	define and prioritize information requests and projects as they are received by Computer Services. p.346							
85	Establish a formal mentoring (and periodic rotation) process for campus technologists. p.347	\$0	\$0	\$0	\$0	\$0	\$0	
86	Determine training requirements and develop a training plan for all Technology Services staff. p.349	\$0	\$0	\$0	\$0	\$0	\$0	
87	Develop strategies to establish and maintain a close working relationship between Instructional Technology and the Curriculum and Instruction Department. p.350	\$0	\$0	\$0	\$0	\$0	\$0	
88	Expand the Instructional Technology staff's educational offerings for users. p.351	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals Chapter 9	\$0						
Chapter 10 Transportation								

89	Immediately complete the feasibility study for outsourcing Transportation Services and outsource the function. p.364	\$0	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000	
90	Reorganize Transportation Services into sections for operations, routing and scheduling, fleet maintenance, and safety and training. p.372	\$39,181	\$41,794	\$41,794	\$41,794	\$41,794	\$206,357	
91	Initiate an aggressive driver recruitment program that offers incentives for new drivers. p.377	\$0	\$71,553	\$71,553	\$71,553	\$71,553	\$286,212	
92	Develop key indicators and monitor performance of regular and special education transportation. p.379	\$0	\$0	\$0	\$0	\$0	\$0	
93	Recruit and hire a training specialist for Transportation Services. p.381	\$0	\$0	\$0	\$0	\$0	\$0	
94	Develop a comprehensive training curriculum for drivers to include behind-the-wheel	\$0	(\$13,420)	(\$13,420)	(\$13,420)	(\$13,420)	(\$53,680)	

	training, student discipline management, and safety. p.383							
95	Develop a comprehensive training program for school bus monitors. p.384	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$10,000)	
96	Work with school administrators to emphasize the importance of responding to student referrals and use a database to document incidents on school buses and analyze trends to identify recurring problems and develop appropriate action plans. p.386	\$0	\$0	\$0	\$0	\$0	\$0	
97	Develop a guideline limiting the length of trips for special needs students to one hour each way. p.389	\$0	\$0	\$0	\$0	\$0	\$0	
98	Use Edulog to plan and analyze regular and special needs routes to reduce the number of routes. p.390	\$0	\$105,793	\$105,793	\$105,793	\$105,793	\$423,172	(\$2,810)
99	Limit the number of peak-period field trips a day and encourage	\$0	\$0	\$0	\$0	\$0	\$0	

	sponsors to schedule field trips during off-peak periods. Integrate the process for scheduling vans with scheduling other field trips. p.392							
100	Increase the cost per mile for field trips to recover the capital cost to purchase over-the-road coaches designated as travel buses and vans for field trips. p.395	\$0	\$0	\$0	\$0	\$0	\$0	
101	Charge a premium for field trips scheduled less than seven days in advance. p.396	\$0	\$0	\$0	\$0	\$0	\$0	
102	Institute a regular preventive maintenance program for school buses. p.400	\$0	\$0	\$0	\$0	\$0	\$0	
103	Develop and adopt a 15-year bus procurement and replacement program and reduce the spare bus ratio. p.402	\$0	(\$176,000)	(\$176,000)	(\$176,000)	(\$176,000)	(\$704,000)	\$21,000
104	Make the VMIS system available to mechanics and produce regular management	\$0	\$0	\$0	\$0	\$0	\$0	(\$4,278)

	reports and cost analyses. p.403							
105	Use the VMIS to monitor district vehicles and coordinate with other departments to ensure maintenance is performed on time and to track maintenance costs for general service vehicles. p.404	\$0	\$0	\$0	\$0	\$0	\$0	
106	Erect a modular building to house upholstery repairs and store tires. p.405	\$0	\$0	\$0	\$0	\$0	\$0	(\$21,400)
107	Establish a cooperative bus driver and mechanic training program with Fort Hood and Central Texas College. p.407	\$0	\$0	\$0	\$0	\$0	\$0	
	Totals-Chapter 10	\$37,181	\$527,720	\$527,720	\$527,720	\$527,720	\$2,148,061	(\$7,488)
Chapter 11 Food Service								
108	Design and implement pilot programs to increase student participation in breakfast and lunch meals. p.417	\$32,633	\$97,901	\$97,901	\$97,901	\$97,901	\$424,237	
109	Improve food quality and presentation.	\$0	\$0	\$0	\$0	\$0	\$0	

	p.419							
110	Restructure the KISD Food Services Department. p.421	\$0	\$747	\$747	\$747	\$747	\$2,988	
111	Freeze staffing levels at currently approved positions, evaluate individual productivity, and increase meals per labor hour. p.425	\$0	\$0	\$0	\$0	\$0	\$0	
112	Claim reimbursement for breakfast meals served to eligible free and reduced-price students at severe need campuses. p.431	\$42,700	\$76,860	\$76,860	\$76,860	\$76,860	\$350,140	
113	Decrease food costs to reflect industry and private vendor standards. p.433	\$96,837	\$290,511	\$290,511	\$290,511	\$290,511	\$1,258,881	
114	Develop a plan to work with campus principals and student organizations to improve campus cafeteria designs at high schools. p.435	\$0	\$53,811	\$53,811	\$53,811	\$53,811	\$215,244	(\$650,000)
	Totals-Chapter 11	\$172,170	\$519,830	\$519,830	\$519,830	\$519,830	\$2,251,490	(\$650,000)
Chapter 12 Safety and Security								
115	Submit detailed monthly reports	\$0	\$0	\$0	\$0	\$0	\$0	

	on discipline management actions and related referrals to the board. p.447							
116	Require all teachers and principals to attend training in discipline management and conflict resolution training. p.448	\$0	\$0	\$0	\$0	\$0	\$0	
117	Develop cooperative agreements with local social services providers to improve services for students enrolled in KISD's alternative programs. p.449	\$0	\$0	\$0	\$0	\$0	\$0	
118	Distribute and discuss incident reports with parents, teachers, and school administrators, and develop additional prevention and intervention plans to help change student behavior. p.452	\$0	\$0	\$0	\$0	\$0	\$0	
119	Monitor, track, and report the progress of students from the Middle Level Learning Center and Killeen	\$0	\$0	\$0	\$0	\$0	\$0	

	Alternative Center while they attend alternative school and when they return to their home schools. p.453							
120	Establish an Absent Student Assistance program, with the assistance of the Bell County Constable's Department, to improve student attendance. p.455	\$0	\$86,760	\$268,875	\$268,875	\$268,875	\$893,385	
121	Increase the number of police officers serving middle schools through cooperative sharing agreements with local police departments as part of an overall safety and security prevention and intervention strategy. p.461	\$0	\$23,870	\$23,870	\$23,870	\$23,870	\$95,480	
122	Change the director for Safety's title to director for Security and designate the director for Risk Management Services as KISD's districtwide safety coordinator. p.465	\$0	\$0	\$0	\$0	\$0	\$0	

Totals-Chapter 12	\$0	\$110,630	\$292,745	\$292,745	\$292,745	\$292,745	\$988,865	\$0
TOTAL SAVINGS	\$1,060,627	\$3,593,046	\$3,969,324	\$3,999,154	\$4,028,984	\$4,028,984	\$16,651,135	\$22,218
TOTAL COSTS	(\$84,177)	(\$517,980)	(\$518,750)	(\$522,090)	(\$519,600)	(\$519,600)	(\$2,162,597)	(\$965,103)
NET SAVINGS (COSTS)	\$976,450	\$3,075,066	\$3,450,574	\$3,477,064	\$3,509,384	\$3,509,384	\$14,488,538	(\$942,885)

** An additional \$5.9 million would be saved by not building one elementary school.*

5 Year Gross Savings	\$16,673,353
5 Year Gross Costs	(\$3,127,700)
Grand Total	\$13,545,653

Chapter 1. DISTRICT ORGANIZATION AND MANAGEMENT

This chapter reviews the organization and management of the Killeen Independent School District (KISD) in five sections:

- A. Governance
- B. Planning
- C. District Management
- D. School Management and Site-Based Decision-Making
- E. Policies and Procedures

A. GOVERNANCE

KISD's Board of Trustees consists of seven members elected at-large, serving alternating three-year terms. School board elections are held every year during May. At each election, either two or three board members are elected, depending on the number required to complete the board.

Because Fort Hood has a major economic impact in the Killeen community in general and KISD in particular, the school board has a non-voting representative from the military base. The Fort Hood Base Commander assigns a colonel from its Directorate of Community Activities to represent the military base on the school board.

The current board is listed in **Exhibit 1-1**.

Exhibit 1-1
KISD Board of Trustees
1998-99

Name	Title	Term Expires	Length of Service as of 8/99	Occupation
John D. Hoover	President	2001	10 years	Credit Union Executive
Barbara B. Menking	Vice President	2002	6 years	Retired KISD Employee
Lt. General (Ret.) Pete Taylor	Secretary	2000	4 years	Bank Executive

William P. Kliewer	Member	2002	4 months	Owner, Insurance Agency
Brenda Coley	Member	2001	2 years	Health Care Executive
Joe M. Maines	Member	2001	1 year	Retired Principal
Dr. Scott E. Isdale	Member	2000	2 years	Chiropractor
Col. Terry Wikstrom	Fort Hood Advisor	(A)	2 years	U. S. Army

Source: KISD Superintendent's Office, May 1999
(A) Fort Hood Advisor's term is indefinite.

Board meetings are held on the second and fourth Tuesday of each month. Regular meetings are held at 6:00 p.m. in the boardroom of the central administration building located at 200 North W. S. Young Drive. The public is welcome to attend all meetings and citizens wishing to address the board must appear at the board meeting on the second Tuesday of each month and complete a public forum sign-up sheet. On the second Tuesday of each month, the board sets aside an agenda item for the public to address the board, and citizens are allowed three minutes to comment on topics such as board policies, curriculum, and facilities. The board, however, can take no action at that time.

The superintendent develops the agenda for board meetings. Agenda items come from a variety of sources, however, including suggestions by board members, the superintendent, or items presented by members of the superintendent's council, which includes the superintendent, deputy superintendent for Administrative Services and Human Resource Development (HRD), the assistant superintendent for Business Services, and two assistant superintendents for Education Services Area 1 and Area 2. (Area 1 includes Killeen High School and related middle and elementary schools, and Area 2 includes Ellison High School and related middle and elementary schools.) The superintendent's council is KISD's executive management team and responsible for implementing board policy governing the day-to-day administration and operations of the district.

Beginning two weeks before the regularly scheduled semi-monthly board meetings, the superintendent and members of the superintendent's council organize the agenda. The board agenda is finalized the week before the regular board meeting and supporting materials for board review are delivered to each board member on the Friday afternoon before the regular board meeting held on Tuesday. Board members have an opportunity to

review the agenda material over the weekend, and if they have questions, they are encouraged to call either the superintendent or the appropriate deputy or assistant superintendent for clarification before the regular board meeting.

The superintendent's secretary is the board clerk and prepares the official minutes of open sessions. The board secretary, along with other board members, reviews the official minutes of all meetings for accuracy and completeness before approval. Minutes of executive sessions are not recorded. If disciplinary hearings are held in executive session, however, the session is recorded on audio tape. The board clerk prepares a certified agenda listing topics discussed in closed session and seals the agenda and audio tape (if any) in an envelope and places the envelope in the superintendent's safe.

FINDING

Communication between the superintendent and board members is good. Each week, the superintendent prepares and distributes to each board member a "Board Newsletter" containing information about various matters affecting the district. A majority of board members said the newsletter is useful and keeps them informed about district issues and activities.

COMMENDATION

KISD effectively encourages open communication between board members and the superintendent with a weekly "Board Newsletter" about district issues and events.

FINDING

Generally, board members appear to understand their roles and responsibilities. A majority of board members said that the board, as a whole, understands its role as a policy-making body. However, some board members and principals said the board has a tendency to micromanage. In 1996, the KISD board adopted a policy that governs the selection and employment of certain professional personnel. These positions are assistant superintendents, principals, coordinators of alternative campuses, athletic directors, high school campus athletics coordinators, and high school head band directors. For these positions, the superintendent identifies one candidate to present to the board. At its discretion, the KISD board may choose to interview the applicant and then offer a contract, or request that the superintendent identify another candidate. This process continues until the board approves an applicant. Moreover, the board also approves the hiring of teachers and other

professional staff, which it can delegate to the superintendent under the provisions of the Education Code.

Section 11.163 of the Education Code outlines employment policy for Texas school districts. Under Section 11.163(a), the Board of Trustees of each independent school district must adopt a policy providing for the employment and duties of district personnel. The employment policy must provide that:

1. *the superintendent has sole authority to make recommendations to the board regarding the selection of all personnel other than the superintendent, except that the board may delegate final authority for those decisions to the superintendent; and*
2. *each principal must approve each teacher or staff appointment to the principal's campus as provided by Section 11.202 (relating to the role of principals).*

Section 11.163(b) of the Education Code states that the Board of Trustees may accept or reject the superintendent's recommendation on the selection of district personnel. If the board rejects the superintendent's recommendation, the superintendent shall make alternative recommendations until the board accepts a recommendation.

Based on the provisions of Section 11.163 of the Education Code, the board does not participate in the selection and hiring process, but has final approval authority for all recommendations from the superintendent on the selection of district personnel unless it chooses to delegate that authority to the superintendent. When, for example, the board interviews final candidates for athletic director or coordinator or high school band director, it is participating in the selection and hiring process as well as serving as the final approval authority for the superintendent's recommendations. As a result, it is participating in the day-to-day administration of the district, which is commonly described as micromanagement.

Texas school boards delegate the responsibility for the selection and hiring of personnel to the superintendent in a variety of ways. For example, the Ysleta ISD school board in El Paso, Texas delegated the responsibility for the selection, hiring, and termination of personnel to the superintendent by including a clause in the superintendent's contract granting such authority.

Recommendation 1:

Amend board policy to delegate the hiring of professional personnel to the superintendent, with board approval required only for principals and deputy and assistant superintendents.

This proposed policy change will allow district administrators to fill teacher and administrative positions efficiently without potential delays. This change also will give the superintendent and principals the flexibility to address the staffing needs of schools and central administration without awaiting board approval.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the deputy superintendent for Administrative Services and Human Resource Development to develop a policy delegating the hiring of all personnel to the superintendent, with board approval required for principals and deputy and assistant superintendents.	January 2000
2.	The deputy superintendent drafts and presents the policy to the board's Policy and Curriculum Committee.	February 2000
3.	The Policy and Curriculum Committee reviews the policy and provides comments or revisions if necessary.	March 2000
4.	The Policy and Curriculum Committee approves the policy and recommends approval to the full board.	March 2000
5.	The board approves the policy.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD has three standing committees: (1) Policy and Curriculum; (2) Finance; and (3) Land and Buildings. These committees cover, respectively, the instructional, administrative, and operational functions of the district. The superintendent, deputy superintendent, and the three assistant superintendents sit on each standing committee, along with either two or three board members. The standing committees review board agenda items in detail with board members and the superintendent's council prior to regular board meetings, thereby allowing board members the opportunity to ask questions about specific agenda items before formal board meetings.

Although KISD has implemented a workable standing committee structure, committee meetings tend to get protracted with discussions of agenda items that the superintendent believes are important to the board. For example, TSPR attended the Land and Buildings Committee meeting on April 27, 1999 at 4:00 p.m. and observed that eight of 11 agenda items

were not covered in committee because of lengthy discussions about transitioning to four high schools and technology acquisition. Moreover, both these topics were previously discussed in the Finance Committee meeting on April 23, 1999, also attended by TSPR, at which only three of eight agenda items were discussed.

The items listed in both committee agendas were items that are routinely brought to the board for either discussion or action. For example, the Finance Committee agenda included items discussing the 1999-2000 budget and Y2K compliant mailing machines, while the Land and Buildings Committee agenda included items discussing future land sites, timelines for all projects, and current real property actions. TSPR observed that six items were on both agendas, resulting in overlapping discussions on three items that prevented both committees from covering all agenda items during their respective meetings.

Exhibit 1-2 shows a comparison of overlapping agenda items discussed in both the Land and Buildings and Finance standing committees.

**Exhibit 1-2
Comparison of Agenda Items for Land and Buildings
and Finance Standing Committees**

Agenda Item	Land and Buildings	Finance
High school transition	X	X
High school staffing, 2000-2001	X	X
Additional personnel	X	X
Capital improvement projects: immediate and long-range needs and bond projects	X	X
Capital outlay projects	X	X
FY 1999-2000 budget	X	X
Housing Authority request		X
Y2K compliant mailing machine		X
Presentation of information regarding contracted services	X	
Marlboro School property	X	
Future land sites	X	
Current real property actions	X	

Timelines for all projects	X	
General discussion	X	X
Suggested agenda items by committee members	X	X
Set next meeting date	X	X

Source: Finance Committee agenda (4/23/99) and Land and Buildings Committee agenda (4/27/99).

Some agenda items such as high school staffing may be appropriately discussed in multiple committees (for example, Policy and Curriculum and Finance committees). However, discussion of agenda items within multiple standing committees for the purpose of building a consensus of the board may be inappropriate. An example is discussing high school staffing issues in the Land and Buildings Committee. This discussion occurs even after the specific agenda item has been reviewed, examined, and discussed in considerable detail with the senior administrative team.

Standing committees are designed to divide responsibility for a district's administrative and operations functions among separate committees. The full board relies on these separate committees to make recommendations about board actions that must be taken on specific issues delegated to the committees. For example, the Finance Committee typically reviews the budget in considerable detail and recommends approval or disapproval to the board while the Land and Buildings Committee reviews real estate and construction projects and recommends approval or disapproval to the board. When agenda items within the responsibility of the committees overlap, it prevents the committees from thoroughly reviewing, examining, and discussing critical agenda items within the scope of authority delegated to them by the full board. As a result, full board meetings are prolonged as individual board members discuss items in regular board meetings that should have been discussed in standing committee meetings.

Recommendation 2:

Eliminate overlapping agenda items between standing committees and develop a priority agenda for standing committee meetings, complete with discussion guidelines to ensure the entire agenda is covered before the regular board meeting.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, board president, and chairpersons of each standing committee review agenda items specific to each committee.	December 1999
2.	The superintendent, board president, and committee chairpersons determine items that should be covered by each committee.	December 1999
3.	The board amends its policy to identify the types of agenda items covered by each committee.	January 2000
4.	The superintendent, in conjunction with committee chairpersons, develops discussion guidelines for standing committees.	February 2000
5.	The superintendent and committee chairpersons develop priority agendas for each standing committee.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD's board meets twice each month, requiring agenda material to be prepared by the superintendent's council by the Friday before each Tuesday board meeting. Moreover, the superintendent's council also must prepare for the three standing committee meetings before each board meeting. The superintendent and central administrators who make up the superintendent's council said preparing for two board meetings and six committee meetings each month places an administrative burden on them at least two weeks out of each month.

TSPR reviewed minutes from regular board meetings held during the period beginning September 3, 1998 and ending March 23, 1999 to determine the average length of regular board meetings held each month. **Exhibit 1-3** summarizes the length of regular board meetings for the period reviewed.

**Exhibit 1-3
Average Length of Regular Board Meetings
September 3, 1998 Through March 23, 1999**

Regular Meeting Date	Call to Order	Adjournment	Duration (Hours:Minutes)
September 3, 1998	6:10 p.m.	6:28 p.m.	:18

September 22, 1998	6:10 p.m.	9:17 p.m.	3:07
October 8, 1998	6:01 p.m.	6:18 p.m.	:17
October 15, 1998	6:03 p.m.	9:20 p.m.	3:17
October 27, 1998	6:03 p.m.	6:57 p.m.	:54
November 9, 1998	6:08 p.m.	6:58 p.m.	:50
November 23, 1998	6:05 p.m.	7:35 p.m.	1:30
December 15, 1998	6:05 p.m.	8:37 p.m.	2:32
January 12, 1999	6:10 p.m.	8:21 p.m.	2:11
January 26, 1999	6:09 p.m.	9:13 p.m.	3:04
February 9, 1999	6:10 p.m.	10:41 p.m.	4:31
February 25, 1999	6:10 p.m.	8:11 p.m.	2:01
March 9, 1999	6:08 p.m.	7:58 p.m.	1:50
March 23, 1999	6:06 p.m.	9:02 p.m.	2:56
Average Duration			2:06

Source: Minutes of KISD board meetings from September 3, 1998 - March 23, 1999

KISD's regular board meetings average approximately two hours in length, with at least four of the meetings during the period reviewed lasting less than one hour and two meetings lasting less than two hours. Based on previous TSPR reviews, school board meetings typically are three to four hours or more in length, with most districts operating without efficient standing committee structures.

Members of the superintendent's council estimate that they spend an average of 28 percent of their time preparing for or attending standing committee meetings and regular board meetings. **Exhibit 1-4** presents estimates of the amount of time each member of the superintendent's council spends preparing for semi-monthly standing committee and regular board meetings.

Exhibit 1-4
Superintendent's Council
Estimated Time Spent Preparing for Board Meetings

Council Member	Percent of Time
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Deputy Superintendent	30%
Assistant Superintendent for Education Services (Area 1)	18%
Assistant Superintendent for Education Services (Area 2)	50%
Assistant Superintendent for Business Services	15%
Average	28%

Source: Interviews with members of superintendent's council

Given the average length of board meetings and the district's standing committee structure, two regular board meetings per month are excessive. The Houston Independent School District is more than seven times the size of KISD and regular school board meetings are held once each month.

Recommendation 3:

Reduce the number of board meetings to one regular board meeting per month and one meeting per month for each standing committee.

Coupled with eliminating overlapping agenda items for standing committees, reducing the number of standing committee and regular board meetings to one time for each standing committee and one regular board meeting will enable the superintendent's council members to spend more time administering KISD. The length of regular board meetings will not appreciably increase given the efficiencies gained through effectively managing the standing committee process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent drafts a board policy revision reducing the number of regular board meetings and standing committee meetings to one regular meeting per month and one meeting per month for each standing committee.	November 1999
2.	The board approves the revision to local policy.	December 1999
3.	The board begins to meet once each month for its regular meetings and standing committee meetings.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Generally, board members appear to take advantage of continuing education opportunities, with most indicating they had received more than the minimum. The Texas Administrative Code, Subchapter A, Section 61.1 requires new board members to attend a minimum of 16 hours of continuing education plus local district orientation. Experienced board members are required to attend a minimum of 11 hours of continuing education each year, at least three hours of which must be in a team-building session facilitated by the Education Service Center or another registered provider. Based on TSPR's review of continuing education hours earned by board members over the past three years, training for the past two reporting periods (May 1998-May 1999 and May 1997-May 1998), board members either equaled or exceeded the continuing education requirements. **Exhibit 1-5** summarizes continuing education hours earned by board members for the past two reporting periods.

Exhibit 1-5
Summary of Continuing Education Earned by Board Members
Reporting Years Ended May 1998 and 1999

Board Member	1998 Credit Hours	1998 Credit Hours Required (C)	1999 Credit Hours	1999 Credit Hours Required (C)
Hoover	18.50	11.00	19.50	11.00
Shine (B)	13.00	11.00	8.00	11.00
Wagner (A)	28.00	11.00	-	-
Menking	25.75	11.00	13.75	11.00
Taylor	10.00	11.00	9.00	11.00
Coley	10.75	11.00	12.50	11.00
Isdale	45.25	16.00	11.25	11.00
Maines (A)	-	-	31.00	16.00
Average	21.60	-	15.00	

Source: Report on Board Member Training, May 1998 and May 1999.

A. Joe Maines replaced Dr. Edward Wagner in the May 1998 board elections.

B. Jean Shine did not seek re-election in May 1999 and was replaced by

William P. Kliewer.

C. Credit hours required by Texas Administrative Code, Section 61.1.

Exhibit 1-5 shows that most board members earned slightly more than the minimum continuing education hours required by law for the reporting period ended May 1998. Two board members earned less than the minimum credit hours required by law for the 1999 reporting period, and two earned less than the minimum for the 1998 reporting period. All board members, however, earned the minimum three hours of continuing education in team-building training required by law.

Even though a majority of board members attended slightly more than the minimum continuing education training required, some board members said they needed additional training in student discipline-related issues, finance and budgeting, understanding instructional and business technology, and site-based decision-making to be more effective in their respective roles.

Recommendation 4:

Provide additional training for board members designed to address their respective training needs.

Each year, the superintendent and board president should canvass individual board members to obtain input about the types of continuing education training they need to improve their effectiveness. This training should be over and above the minimum requirements and must be tailored to address the board's specific training requests.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board president requests input from individual board members about specific continuing education training they wish to attend.	November 1999
2.	The board president directs the superintendent to summarize board members' training requests and collect information related to specific workshops or seminars.	December 1999 - January 2000
3.	Each quarter, the superintendent informs the board president of specific training opportunities for board members as they become available.	February 2000 and each quarter thereafter
4.	The board president sends quarterly memoranda to each board member listing training opportunities.	February 2000 and each quarter thereafter
5.	Board members attend training sessions based on topics	February 2000 and

of interest to them.	each quarter thereafter
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FISCAL IMPACT

KISD included \$13,545 for board member travel in its 1997-98 budget and \$12,500 in its 1998-99 budget, with at least \$12,500 to be allocated in its 1999-2000 budget. As a result, this recommendation could be implemented with existing resources.

FINDING

Agenda packets prepared for the board by the superintendent's council do not contain concise, summary-level information about KISD's management and operations to allow board members to make informed decisions. For example, TSPR reviewed the agenda packet for the April 27, 1999 board meeting, noting the absence of budget vs. actual data, revenue and expenditure data, departmental performance data, and education program performance data. The packets did contain the items listed below.

- Eighteen pages detailing 925 checks written since the previous board meeting;
- Bid Selection Report from the Purchasing Department showing bid numbers, vendors, and items selected for each bid on the consent agenda requiring board action;
- Proposed staffing for the Technology Services Department; and
- Update 60 to KISD's Localized Board Policy Manual requiring board approval.

Additionally, the April 27, 1999 agenda packet contained no information items on the agenda. TSPR reviewed agenda items dating from November 13, 1997 through April 13, 1999 and noted that the actual agenda packet contained only items that required board action.

Some board members told TSPR that agenda packets did not contain enough summary-level trend data and did not include comparative information on budgeted-to-actual data. However, budgeted-to-actual data are provided to the board quarterly in the board's monthly newsletter. Other board members said that some information in the agenda packets was not necessary for them to review, such as the detail check listing. Still others wanted to see more data related to education program performance and student discipline.

Recommendation 5:

Develop a concise, summary-level, user friendly executive reporting format to present financial, management, student discipline, and program-related information to the board.

The board must work with the superintendent and his council to develop an executive-level reporting format that provides board members pertinent summary data to enable them to make informed decisions. The format should take into account the information needs of specific board members and include comparative summary-level reports prepared by the superintendent's council. **Exhibit 1-6** presents examples of summary-level executive management reports that will be helpful to the board.

**Exhibit 1-6
Examples of Summary-Level Executive Management Reports**

Report Title	Sample Contents
Budget Control	<ul style="list-style-type: none"> • Summary of departmental budgets by function, with columns for prior year actual amounts, adopted budget, revised budget, projected balance at year-end, and associated variances. • Departmental performance measures, including the status of performance measures for the month. • Summary section highlighting operational or administrative issues affecting performance goals.
Financial Management	<ul style="list-style-type: none"> • Revenue and expenditure data showing columns for current and prior year actual amounts for similar periods. • Notes explaining significant variances of interest to board members. • Bar graphs and pie charts depicting comparative revenue and expenditure information. • Administrative cost ratios, cost per student, transportation costs per mile, food and labor cost per meal, etc., compared to prior years. • Monthly reconciliation of fund balance, including specific items increasing or decreasing fund balance. • Summary of monthly grant activity, including number and dollar value of grants submitted or awarded, and the ratio of grants awarded to

	<p>grants submitted-all compared to prior years.</p> <ul style="list-style-type: none"> • Notes explaining significant variances.
Education Program Performance/Student Discipline	<ul style="list-style-type: none"> • Comparative data related to performance such as annual graduation rates, dropout rates, and TAAS test scores by school. • Comparative funding of specific education programs between fiscal years (Compensatory Education, Gifted and Talented, Vocational Education). • Actual vs. planned performance, with accompanying notes explaining significant variances between planned and actual performance. • Monthly disciplinary incidents by campus compared to the same month the previous year. • Monthly hearings and related disposition by campus compared to the same month in the previous year. • Monthly referrals to alternative education settings by campus compared to the same month in the previous year.

Source: TSPR

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board identifies critical management information desired by board members and designates the type, format, and content of executive management reports.	January 2000
2.	The superintendent, in conjunction with the superintendent's council, develops draft executive-level reports for review and comment by the board.	January - February 2000
3.	The board suggests the appropriate revisions and the superintendent's council finalizes the reporting formats.	March - April 2000
4.	The superintendent submits executive-level management reports to the board each month.	May 2000 and each month thereafter

FISCAL IMPACT

This recommendation could be implemented with existing resources.

B. PLANNING

Planning is essential to effective school district management. Proper planning establishes a mission and identifies goals and objectives, sets priorities, identifies ways to complete the mission, and determines performance measures and benchmarks to achieve goals and objectives. In its purest sense, planning anticipates the effect of decisions, indicates possible financial consequences of alternatives, focuses on educational programs and methods of support, and links student achievement to the cost of education.

The superintendent is primarily responsible for KISD's planning effort. The board, superintendent, and members of the superintendent's council establish district goals at annual board retreats. Annual goals are prioritized, communicated to district personnel by the superintendent, and included in the agenda packet for each board meeting.

FINDING

KISD last conducted a formal strategic planning process in 1991, at which time a consultant was hired to help the district develop a five-year strategic plan. Twelve action teams were created to develop 12 primary strategies to implement over a five-year period. Each action team included district representatives, community members, principals, teachers, and parents. The process resulted in a strategic planning document for 1991-1996 containing 12 strategies and generally incomplete and inconsistent implementation initiatives (for example, action plans for each strategy included action steps, but no specific timetables or position accountability). Since 1996, KISD has not had a comprehensive, coordinated strategic planning effort. However, the board and superintendent's council establishes specific short-term goals each year.

The superintendent acknowledges that KISD does not have a long-term strategic plan and has not engaged in a comprehensive strategic planning process since 1991. The superintendent told TSPR, however, that personnel in KISD engage in continuous planning activities. **Exhibit 1-7** summarizes the disparate planning activities under way in the district.

Exhibit 1-7 KISD Planning Initiatives

Planning Initiative	Description of Activities
Annual Development of District Goals	Each year, the superintendent and members of KISD's leadership team engage in collaborative planning sessions that are related to establishing district goals. Much of the

	<p>discussion occurs at one or both of the all-day board retreats held each year in February or March and July. Board members and administration "brainstorm" issues, concerns, and dreams. Following the identification of many issues, the board narrows the list to a smaller number of goals, usually from four to six. The goals are specific and measurable so that the evaluation and reporting process for monitoring progress toward each goal is strengthened. Additionally, some of the previous goals are moved forward as "continuing goals." These then become the annual district goals and are distributed widely and contained in many of the district's publications.</p>
<p>Use of Strategic Planning Document Developed in 1991</p>	<p>In 1991, Dr. Bill Cook of the Cambridge Institute led a group of 25 KISD educators, parents, students, and members of the community in developing a strategic plan. As a result of this effort, 12 strategies were identified. The plan was revisited in 1994-95, and the publication "KISD Strategic Planning Revisited" is on file in the district office. This document resulted in establishing a significant budget allocation each year for "strategic planning." Many activities and programs resulted from the 12 strategies. Many activities and programs contained in Strategy IX-Technology have been implemented as a direct result of this planning document. Other strategies from this plan in addition to Strategy IX that have played a major role in district improvement efforts are those related to Strategy IV-Obtaining Additional Revenue; Strategy V-Student Achievement; Strategy VI-Professional Development; Strategy VII-Recruiting and Retaining Staff; Strategy VIII-Community Resources; and Strategy XI-Facilities Improvement.</p>
<p>Planning Efforts from Findings in the Two Gallup Workplace Audits</p>	<p>In recent years, the district, under the leadership of personnel in the Human Resources Development Department, has conducted two Gallup Workplace Audits. The input obtained from employees during the audits resulted in major planning efforts at both the campus and district levels.</p>
<p>Planning for Improving Student Achievement</p>	<p>Under the leadership of personnel in the Education Services Department, focused planning for improving student achievement occurs between Education Services personnel and campus principals. The extensive and effective uses of data resulting from these planning efforts have resulted in some significant gains in student achievement at the campuses. KISD believes these planning efforts have</p>

	played an important role in its academic accomplishments.
Planning for Bond Elections	<p>KISD has held three successful bond elections in the previous 12 years. In all three elections, committees composed of community members worked with the board and administration to plan for facilities improvements and for the bond election. The planning efforts described above represent some of the district's commitments to district improvement. In recent years, additional planning efforts have been undertaken that are related to specific educational program areas. The areas listed below represent some of KISD's major planning commitments.</p> <ul style="list-style-type: none"> • High School Transition: Moving to Four High Schools • Y2K Contingency Plan • Evaluation of High School Block Scheduling • Relationship with Fort Hood (Fort Hood 2000) • Employee Recruiting

Source: Report on Planning in KISD prepared by the superintendent and submitted to TSPR, June 1999

Although a variety of planning initiatives are under way throughout the district, KISD has not assembled the efforts into one comprehensive, long-term strategic plan that links each initiative to the overall mission and goals of the district. Moreover, the district has not included the community in all of the planning initiatives.

In a search for best practices, TSPR found that Dallas ISD (DISD) in 1998 embarked upon a bold strategic planning effort to develop a comprehensive five-year strategic plan (*Vision 2003: District Five-Year Plan*) that serves as the basis for decision-making and budgeting. DISD's school board directed the strategic planning process, which was a collaborative effort with the district's stakeholders including district administrators, parents, students, community members, and business leaders. The board also commissioned a districtwide survey in 1998 to gather information essential to developing the plan from DISD teachers, parents, and students in grades 7-12.

The district formed discussion groups with stakeholders and held extensive discussions throughout the Dallas community to review the mission, goals, and initiatives in place when *Vision 2003* planning began. Based on these discussions, the DISD stakeholders agreed that clear and

logical connections must exist between the district's mission statement, goals, and initiatives to make the strategic plan a reality.

Moreover, the planning groups reduced their discussions to measurable "goal categories" and specific goals in each broad category. They then assigned initiatives representing the means by which the goals will be reached and challenged the district to complement its work with an implementation plan. As a result, each initiative in the plan is divided into process objectives with timelines for completion and the person(s) responsible.

Budget decisions were linked to the expected time frames for implementing each initiative. As annual budget decisions are made, critical needs outlined in the plan are aligned with resource allocations. The board also implemented a comprehensive evaluation plan to ensure that *Vision 2003* was a "living" plan that would allow for change as experience may dictate. Therefore, each year the board examines the status of each of the goals and initiatives and determines the priorities for the coming year based on the current educational and economic environments.

Recommendation 6:

Develop a comprehensive strategic plan, complete with community participation, that merges the district's disparate planning efforts and reflects the district's vision, long-term goals, and objectives.

KISD should revisit its strategic planning process and undertake a comprehensive strategic planning initiative that includes the board, superintendent, administration, principals, teachers, students, and community. Beginning with a board strategic planning retreat, complete with a facilitator, this initiative should be a collaborative effort designed to develop agreement on the district's vision, long-term goals, objectives, implementation initiatives, timelines, and responsibility assignments. Moreover, performance measures should be defined to measure the district's accomplishment of objectives, and priorities should be established and linked to the district's budget.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent forms a strategic planning oversight committee consisting of administrators, board members, principals, teachers, parents, members of site-based committees, community leaders, and business leaders.	January 2000
2.	The superintendent designates an assistant superintendent to chair the committee.	January 2000

3.	The superintendent and board president schedule a strategic planning retreat with a facilitator to lead an "envisioning" session to establish a shared vision for the district.	March 2000
4.	The board directs the superintendent to develop a strategic plan for the district from goals and objectives agreed upon in the envisioning session.	April 2000
5.	The superintendent presents the goals and objectives from the envisioning retreat to the chair of the strategic planning oversight committee.	April 2000
6.	The assistant superintendent chairing the committee creates functional work teams to address the goals and objectives defined by the board and superintendent.	May 2000
7.	The work teams develop action plans, timelines, and performance measures for the strategic plan.	June-December 2000
8.	The strategic planning oversight committee prepares an initial draft of the strategic plan.	January - April 2001
9.	The strategic planning oversight committee presents the initial draft of the strategic plan to the board for review and comments.	May 2001
10.	The work teams revise the initial draft to include the board's comments and present the strategic plan to the community for public input.	May - July 2001
11.	The strategic planning oversight committee includes substantive comments received from the community into the draft and finalizes the strategic plan.	July - August 2001
12.	The board approves the strategic plan.	September 2001
13.	The superintendent and board monitor and update the strategic plan.	September 2002 and each year thereafter

FISCAL IMPACT

A facilitator for the strategic planning process will cost the district approximately \$1,000 per day. The facilitator will spend approximately two days leading the envisioning session and another five days summarizing the input received during the session, for a total of seven days or \$7,000.

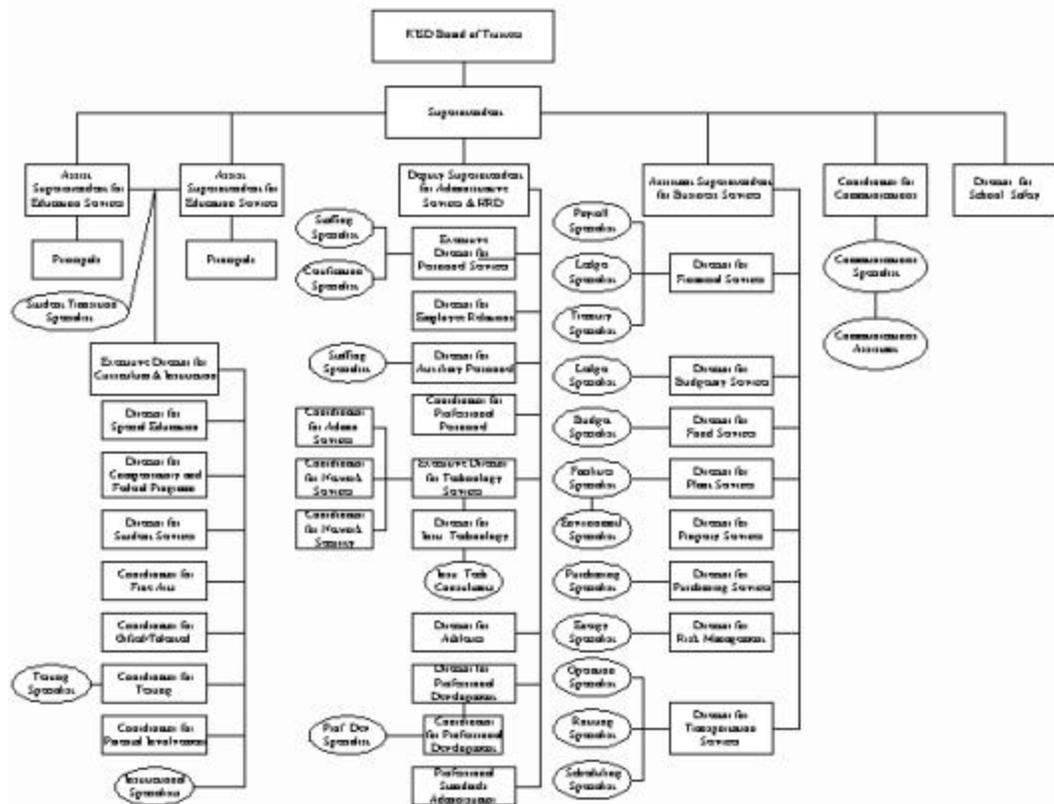
Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Develop a comprehensive strategic plan.	(\$7,000)	\$0	\$0	\$0	\$0

C. DISTRICT MANAGEMENT

Dr. Charles Patterson has served as KISD superintendent for the past 11 years and is the chief executive officer of the district. As noted earlier, the superintendent's council is the district's management team responsible for day-to-day operations and administration.

Exhibit 1-8 presents KISD's organization chart.

Exhibit 1-8
KISD Organization Chart
1998-1999 School Year



Source: Superintendent's Office

FINDING

Each Tuesday morning the superintendent's council meets to discuss new issues affecting district administration and management as well as the status of pending issues.

Superintendent's council meetings are often long. Participants told TSPR that superintendent's council meetings can last for as little as five hours

per week to as long as seven to ten hours per week. **Exhibit 1-9** shows how much time each member of the council estimated they spent in superintendent's council meetings resulting in an inefficient use of administrators' time.

Exhibit 1-9
Estimated Time Spent in Superintendent's Council Meetings

Council Member	Average Hours per Week in Council Meetings	Average Hours per Month in Council Meetings	Percentage of Time in Council Meetings (A)
Deputy Superintendent	5.0	20.0	7%
Assistant Superintendent for Education Services, Area 1	6.0	24.0	20%
Assistant Superintendent for Education Services, Area 2	6.0	24.0	12%
Assistant Superintendent for Business Services	6.0	24.0	12%
Average	5.75	23.0	13%

*Source: Interviews with members of superintendent's council.
(A) Percentages represent estimates given to TSPR by council members in individual interviews.*

Exhibit 1-9 shows that members of the superintendent's council estimate that they spend an average of almost six hours per week in council meetings, an average of approximately 13 percent of their time. The estimated percentage of time spent in council meetings is based on the total number of hours each member estimated that they worked in an average week. TSPR compared the frequency and length of time the KISD's executive staff participated in council meetings to the length of time executive staff participated in council or cabinet meetings in peer districts. **Exhibit 1-10** presents the frequency and length of time top-level administrators in peer districts spend in administrative council or cabinet meetings with their respective superintendents.

Exhibit 1-10
Peer District Comparisons
Length of Time Spent in Council or Cabinet Meetings

District	Frequency of Council or Cabinet Meetings	Average Length Of Meetings	Average Hours Per Month
Copperas Cove	Weekly	3.0 Hours	12.0 Hours
Irving	Twice Monthly	2.5 Hours	5.0 Hours
Lubbock	Weekly	3.0 Hours	12.0 Hours
Pasadena	Weekly	2.5 Hours	10.0 Hours
Spring Branch	Twice Monthly	3.0 Hours	6.0 Hours
Temple	Twice Monthly	1.5 Hours	3.0 Hours
Average Without Killeen		2.6 Hours	8.0 Hours
Killeen	Weekly	5.8 Hours	23.0 Hours

Source: Telephone survey of peer districts listed, June 1999.

Exhibit 1-10 shows that the time KISD's executive staff spends in individual council meetings is twice the peer district average. Because KISD holds weekly council meetings and three of the peer districts compared hold cabinet meetings twice monthly, KISD executive administrators spend almost three times the peer district average in monthly council meetings. Consequently, less time is available for other tasks. Principals complain that assistant superintendents for Education Services seldom visit their campuses and decisions affecting school management are often delayed by lengthy deliberation in superintendent's council meetings.

Additionally, council members said they would like to have more input into developing the agenda for superintendent's council meetings. The superintendent does not prepare and distribute the agenda for superintendent's council meetings in advance, resulting in little advance input from participants. Considerable time is devoted to building consensus, rather than bringing closure to various issues. Moreover, participants said the meetings seldom result in specific assignments that are necessary to bring closure to specific issues. The superintendent told TSPR he has considered developing a more formal agenda and issuing more discrete tasks.

The absence of a carefully planned agenda, complete with advance input from council members, contributes to the length of the meetings and the overall concern that superintendent's council meetings are not productive.

Recommendation 7:

Prepare a formal agenda with input from all members of the superintendent's council, and reduce the amount of time spent in council meetings.

The superintendent should either reduce the amount of time spent in superintendent's council meetings to an average of three hours per week, or reduce the frequency of council meetings to two four-hour meetings per month. This change would free administrators to focus on planning and management activities necessary to carry out their areas of responsibility efficiently.

Each meeting should have a planned, formal agenda that is distributed to council members before the meeting to obtain their input. Adopting a formal agenda with input from all council members coupled with sound "agenda management" and issuing action items for follow-up will make the superintendent's council meetings more productive.

During the review, Dr. Charles Patterson told TSPR that he was considering similar changes to improve the council's deliberations. The superintendent and his council have since implemented some of these improvements (as shown below).

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent obtains feedback from council members about the frequency and length of council meetings.	Implemented
2.	Members of the superintendent's council agree on a revised meeting schedule that reduces the amount of time spent in council meetings.	Implemented
3.	The superintendent formally reduces the length of time or frequency (or both) of council meetings.	Implemented
4.	The superintendent establishes procedures for preparing the agenda in advance and soliciting feedback from council members.	December 1999
5.	The superintendent begins preparing agenda for council meetings in advance and obtaining input from council members.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Central administrators and principals told TSPR that it is difficult to get timely decisions made within the district because of the deliberate manner in which the superintendent's council makes decisions. Even the superintendent told TSPR that he has a deliberate management style that is sometimes interpreted by his subordinates as indecisive because he thoroughly researches, studies, and reviews issues before making decisions. For example, during the focus groups, principals told TSPR of instances in which decisions about appointments were made so late in the summer that the principals had little time to prepare for the opening day of school. The following anecdotal comments obtained from focus groups and interviews with principals support the perception that decisions are not made timely by the superintendent's council:

- "The length of time it takes the superintendent's council to make decisions is excessive."
- "Decisions affecting principals should be made sooner. Sometimes decisions affecting principals are made at the last minute."
- "If a decision affecting schools must go to superintendent's council, it is generally made slowly."

The superintendent's cabinet in Pasadena ISD implemented a model decision-making process to ensure that decisions are made in a timely manner. School-based initiatives requiring cabinet approval are brought to the cabinet by one of three associate superintendents for Campus Development. The associate superintendent presenting the initiative requiring a cabinet decision provides background information on the request and outlines the associated benefits or challenges associated with the request. The cabinet thoroughly discusses the pros and cons and makes a decision during the cabinet meeting in which the initiative is brought for approval. The associate superintendent is then required to immediately communicate the cabinet's approval to the appropriate school administrator. If a decision is not made, the superintendent goes through a decision-making model that asks the following questions of the associate superintendent and cabinet members:

- Is additional information required to make a timely decision?
- Do we need further consultation with the school administrator responsible for the initiative?
- Have we provided the school administrator relevant information on the initiative to enable the cabinet to make a timely decision?
- How soon is the school administrator expecting a decision from the cabinet?

Once these questions are answered, the superintendent assigns specific tasks, with due dates, to cabinet members who have responsibility for areas in which additional information may be required so that all relevant information is gathered to make the appropriate decision. The superintendent then assigns the associate superintendent primary responsibility for communicating the status of the anticipated decision related to the school initiative in writing to the appropriate school administrator. With this approach, school administrators either have decisions made immediately by the cabinet or are kept abreast of the status of cabinet decisions when decisions are not made because additional information or further study is required.

Recommendation 8:

Develop a model for decision-making at the superintendent's council level, complete with specific guidelines for reviewing and assessing information to ensure decisions are made more timely.

A decision-making model forces the superintendent's council to systematically review, challenge, and evaluate each initiative or request requiring approval so that decisions can be made in a timely manner. The model must be flexible enough to allow additional review and evaluation within a predetermined time frame (if necessary) to ensure that the council does not delay decisions any longer than necessary. This can be accomplished by establishing priorities to address unresolved decisions in subsequent meetings before considering new issues requiring council decisions.

Moreover, the council should implement a standard communication protocol for relaying the status of decisions to the originating school or department. For example, a standard communication protocol would involve formal procedures governing which council member will communicate decisions on specific issues, how the decisions will be communicated, to whom the decisions will be communicated, and when the decisions will be communicated.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent appoints an assistant superintendent from the council to contact Pasadena ISD to review how timely decisions are made in that district.	November 1999
2.	The superintendent and members of the superintendent's council list what they consider to be critical elements of a decision-making model for KISD.	November 1999
3.	The superintendent prepares an initial draft of a decision-	November -

	making model for the council.	December 1999
4.	Members of the council review the decision-making model and revise as necessary.	December 1999
5.	The superintendent's council begins using the decision-making model to make timely decisions.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Principals told TSPR that critical decisions that affect school administration and operations are made by the superintendent's council without direct input from school administrators. Some told TSPR that although the two assistant superintendents for Education Services hold meetings with principals twice each month, issues affecting schools are not sufficiently addressed by the superintendent's council. Moreover, some principals said school-based issues were not receiving the appropriate level of attention from the superintendent's council. The following anecdotal comments obtained from focus groups and interviews with principals show the principals' frustration with the lack of input in the superintendent's council:

- "Principals are not involved in decision-making at the superintendent's council level. We get district initiatives, but the council does not address school-level concerns."
- "Superintendent's council members do not encourage principals to provide input to them."
- "As principals, we would like to participate in setting the agenda for KISD."
- "We need a more flexible management environment that encourages feedback."

Principals also told TSPR that districtwide communication requires considerable improvement because "top-down" directives from the central office are not consistent. Most complained that they did not get feedback from the superintendent's council and central administration about the current status of projects or school based initiatives in a consistent, timely manner. During focus groups and interviews, principals provided the following comments related to poor district-wide communication:

- "Principals get little to no advance notice of meetings required by the central office-we get notices at the last minute."

- "Up-front communication from the superintendent's council needs to be improved. Don't pull the rug from under my feet after I have gotten teachers involved based on what I thought central administration expected from my school-level committee."
- "Communication is a problem. We do not get consistent feedback about the current status of campus-based initiatives that are presented to central administration."

Recommendation 9:

Add principals' representation from elementary, middle, and high school to the superintendent's council on a rotating basis and develop formal communication protocols from the superintendent's council to school administrators.

Assigning elementary, middle school, and high school principals to the superintendent's council on a rotating basis will enable administrators closest to the students to have direct input to the superintendent's council. This will enable principals to participate in the decision-making process.

Formal communication protocols will ensure directives are communicated to principals in a clear, concise, and timely manner. A formal communication protocol would include, for example, procedures governing which council member will communicate specific decisions, how the decisions will be communicated, to whom, and when.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent issues a directive to add principal representation to the superintendent's council.	January 2000
2.	The superintendent's council develops a process for soliciting principal representation on a rotating basis.	February 2000
3.	The superintendent's council completes the solicitation process.	March 2000
4.	Principals attend superintendent's council meetings.	April 2000
5.	The superintendent's council, with input from the newly assigned principals, develops formal communication protocols between the council and school administrators.	April 2000
6.	Principals solicit feedback from their peers, and the superintendent's council improves communication with principals.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Because of meetings and central office demands, area assistant superintendents seldom have an opportunity to visit schools within their area. Principals told TSPR that although monthly meetings are held with principals in Area 1 and Area 2, the assistant superintendents for Education Services seldom visit their campuses. **Exhibit 1-11** presents a matrix of how the assistant superintendents for Education Services Area 1 and Area 2 estimate their time is spent.

Exhibit 1-11
Assistant Superintendents for Area 1 and Area 2
Estimates of Managerial Time Allocation

Activity	Percent of Time Spent	
	Area 1	Area 2
Planning	5%	14%
Board and standing committee meetings	18%	50%
Superintendent's council meetings	20%	12%
Meetings within area of responsibility (including campus visits)	16%	10%
Addressing parents' complaints	15%	14%
One-on-one meetings with principals	20%	0%
Departmental meetings	6%	0%
Total	100%	100%

Source: Interviews with assistant superintendents for Education Services, May 1999

Exhibit 1-11 shows that both area superintendents spend less than 20 percent of their time visiting schools for which they are responsible. The reason is primarily because they must attend superintendent's council meetings, board meetings, and address parents' complaints.

Principals told TSPR that the assistant superintendents for Education Services rarely visited their campuses for anything other than to conduct performance evaluations two or three times each school year. Most

principals told TSPR they wanted the area assistant superintendents to make more frequent visits to their schools to review their programs and provide direct support with implementing their educational programs. Both assistant superintendents for Education Services expressed a desire to spend more time visiting schools and supporting principals for which they have direct responsibility.

Recommendation 10:

Require assistant superintendents to reallocate their time to ensure they visit each school at least once each month.

The superintendent should require the assistant superintendents to spend a minimum of 50 percent of their time visiting schools. At a minimum, the assistant superintendents should visit each school within their area of responsibility ten times each year, at least once each month.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent reduces the amount of time the assistant superintendents for Education Services spend in council meetings and board meetings.	November 1999
2.	The superintendent drafts a district policy requiring all parental complaints be directed to Student Services.	December 1999
3.	The board approves the policy.	January 2000
4.	The superintendent directs the assistant superintendents for Education Services to visit each school within their respective areas at least once each month.	February 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD uses formal campus staffing guidelines to allocate administrative and professional support staff to elementary schools, middle schools, ninth grade centers, and high schools. Campus staffing guidelines for elementary schools and ninth grade centers consider student enrollment when allocating administrative and professional staff to schools, while high schools and middle schools use standard administrative staffing guidelines that apply to all middle and high schools regardless of enrollment. **Exhibits 1-12** and **1-13** summarize selected positions included

in KISD's campus staffing guidelines for elementary schools and ninth grade centers.

Exhibit 1-12
KISD Campus Staffing Guidelines
Selected Administrative Positions for Elementary Schools

Enrollment	Principal	Assistant Principal	Counselor	Instruct. Specialists	Librarian	Technologist	Clerical
0 - 499	1.0	.5	.5	.5	.5	.5	2.5
500 - 649	1.0	1.0	.5	.5	.5	.5	2.5
650 - 799	1.0	1.0	1.0	1.0	1.0	1.0	2.5
800+	1.0	1.0	1.0	1.0	1.0	1.0	3.0

Source: KISD Campus Staffing Guidelines for Elementary Schools

Exhibit 1-13
KISD Campus Staffing Guidelines
Selected Administrative Positions for Ninth Grade Centers

Enrollment	Principal	Assistant Principal	Counselor	Instruct. Specialists	Librarian	Technologist	Clerical
0 - 999	1.0	2.0	2.0	.5	1.0	1.0	7.0
1000+	1.0	2.0	2.0	.5	1.0	1.0	7.5

Source: KISD Campus Staffing Guidelines for Ninth Grade Centers

KISD's campus staffing guidelines for middle schools and high schools do not take into consideration the enrollment of each middle or high school when allocating administrative staff. The district uses standard administrative staffing guidelines that apply to all middle and high schools, regardless of enrollment. As a result, some middle schools have more administrative staff than is needed based on actual enrollment.

Exhibit 1-14 summarizes selected positions included in KISD's campus staffing guidelines for middle schools.

Exhibit 1-14
KISD Campus Staffing Guidelines
Selected Administrative Positions for Middle Schools

Administrative Classification	Full-Time Equivalent Positions (FTEs)
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Principal	1.0 FTE per campus
Assistant Principal	2.0 FTE per campus
Counselor	2.0 FTE per campus
Instructional Specialist	1.0 FTE per campus
Librarian	1.0 FTE per campus
Technologist	1.0 FTE per campus
Secretary/Clerk	5.0 FTE per campus

Source: KISD Campus Staffing Guidelines for Middle Schools

The Southern Association of Colleges and Schools (SACS) recommends *minimum* personnel requirements for middle schools, based on enrollment, in its *Policies, Principles, and Standards for Middle Schools Accredited by the Commission on Elementary and Middle Schools* for the 1997-98 school year. The minimum standards for middle schools are outlined in Standard F:21 and presented in **Exhibit 1-15**.

Exhibit 1-15
SACS Minimum Personnel Requirements for Middle Schools
SACS Standard Reference F:21

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

Source: SACS Policies, Principals, and Standards for Middle Schools Accredited by the Commission on Elementary and Middle Schools, 1997-98 School Year, Standard F:21

Exhibit 1-16 presents KISD's middle school enrollment and related administrative staffing based on existing campus staffing guidelines.

Exhibit 1-16
KISD Middle School Enrollment and Related Administrative Staffing

School	1998-99 Enroll.	Principal	Asst. Principal	Counselor	Instr. Spec.	Librarian	Technologist	Clerical
Manor	519	1.0	2.0	2.0	1.0	1.0	1.0	5.0
Liberty Hill	651	1.0	2.0	2.0	1.0	1.0	1.0	5.0
Fairway	732	1.0	2.0	2.0	1.0	1.0	1.0	5.0
Palo Alto	785	1.0	2.0	2.0	1.0	1.0	1.0	5.0
Nolan	789	1.0	2.0	2.0	1.0	1.0	1.0	5.0
Eastern Hills	836	1.0	2.0	2.0	1.0	1.0	1.0	5.0
Smith	879	1.0	2.0	2.0	1.0	1.0	1.0	5.0
Rancier	917	1.0	2.0	2.0	1.0	1.0	1.0	5.0

Source: KISD 1998-99 Enrollment, 10/30/98 and Campus Staffing Guidelines

Based on minimum personnel requirements for middle schools recommended by SACS, KISD has too many assistant principal and secretarial/clerical positions in its middle schools. **Exhibit 1-17** presents a comparison of SACS minimum personnel requirements to assistant principal and secretarial/clerical positions in middle schools.

Exhibit 1-17
Comparison of Assistant Principal and Secretarial/Clerical Positions in KISD Middle Schools

Middle School	Enroll.	Assistant Principals			Secretary/Clerical		
		KISD	SACS	Difference	KISD	SACS	Difference
Manor	519	2.0	1.0	1.0	5.0	1.0	4.0
Liberty Hill	651	2.0	1.0	1.0	5.0	1.0	4.0

Fairway	732	2.0	1.0	1.0	5.0	1.0	4.0
Palo Alto	785	2.0	1.0	1.0	5.0	1.5	3.5
Nolan	789	2.0	1.0	1.0	5.0	1.5	3.5
Eastern Hills	836	2.0	1.0	1.0	5.0	1.5	3.5
Smith	879	2.0	1.0	1.0	5.0	1.5	3.5
Rancier	917	2.0	1.0	1.0	5.0	1.5	3.5
Totals	6,108	16.0	8.0	8.0	40.0	10.5	29.5

Source: TSPR.

Exhibit 1-17 shows that KISD's campus administrative staffing for assistant principals and secretary/clerical positions, when compared to SACS minimum standards, is twice the standard for assistant principals and almost four times the standard for secretary/clerical positions. While SACS standards are minimum standards, they represent objective standards for administrative staffing levels that are reasonable to administer middle schools with varying enrollments. As a result, the standards provide guidance in establishing the appropriate administrative staffing to ensure that maximum budget resources are allocated to instruction.

High schools, on the other hand, have the appropriate administrative staffing levels given the respective enrollments despite not taking into consideration student enrollment. **Exhibit 1-18** summarizes selected positions included in KISD's campus staffing guidelines for high schools.

Exhibit 1-18
KISD Campus Staffing Guidelines
Selected Administrative Positions for High Schools

Administrative Classification	Full-Time Equivalent Positions (FTEs)
Principal	1.0 FTE per campus
Assistant Principal	4.0 FTE per campus
Counselor	4.0 FTE per campus
Curriculum Director	1.0 FTE per campus
Coordinator for Student Activities	1.0 FTE per campus
Librarian	2.0 FTE per campus

Technologist	2.0 FTE per campus
Secretary/Clerks	12.0 FTE per campus

Source: KISD Campus Staffing Guidelines for High Schools

SACS Standards for Secondary Schools, Reference 4.10.1 recommends that high schools with more than 1,250 students have a minimum of 1.5 FTEs for assistant principals, 2.5 FTEs for counselors, 2.0 FTEs for librarians, and 4.0 FTEs for clerical. However, for each additional 250 students above 1,250, SACS recommends adding one staff FTE. Moreover, SACS recommends adding one clerical person for each additional 400 students over 1,250.

When applying this standard to Ellison High School with a 1998-99 enrollment of 2,378 students, KISD's staffing formula allows 12.0 FTE for administrative positions (not including the principal, librarians, and technologists), while the SACS standard allows 9.0 FTE. As a result, KISD's high school staffing guidelines are reasonably close to the standard.

Recommendation 11:

Revise campus staffing guidelines for middle schools to reflect differences in enrollment among middle schools.

Revising campus staffing guidelines for middle schools to reflect differences in enrollment among middle schools will allow KISD to allocate more budget resources to the classroom. Since KISD allocates an instructional specialist to each middle school, one of the assistant principal positions should be eliminated in each middle school, a total of eight assistant principals. Moreover, a total of 16 secretary/clerical positions should be eliminated, two at each middle school.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Administrative Services and HRD reviews the campus staffing guidelines for middle schools and compares to SACS standards for individual school needs.	November 1999 - January 2000
2.	The deputy superintendent for Administrative Services and HRD, in conjunction with the assistant superintendents for Areas 1 and 2, develops revised campus staffing guidelines for middle schools that consider enrollment and unique needs of each middle school.	January - February 2000

3.	The superintendent approves revised campus staffing guidelines for middle schools.	March 2000
4.	The superintendent implements revised campus staffing guidelines for middle schools in 2000-2001.	September 2000

FISCAL IMPACT

If KISD allocated one assistant principal to middle schools with enrollment of less than 1,000 students, eight assistant principal positions could be eliminated. Moreover, after eliminating 16 secretarial/clerical positions, the district could allocate two secretary/clerical positions to the three middle schools with enrollments of less than 750 students and three secretary/clerical positions to the five middle schools with enrollments greater than 750 students.

The average middle school assistant principal with 12 years experience has a salary of \$43,131, plus \$2,228 in benefits for a total of \$45,359 per position. The average secretarial/clerical salary for a secretary III is \$10,945, plus \$2,228 in benefits for a total of \$13,173 per position. The annual savings from eliminating the assistant principal positions total \$362,872 (\$45,359 x 8) and eliminating the secretary/clerical positions total \$210,768 (\$13,173 x 16). The annual savings from eliminating the assistant principal and secretary/clerical positions total \$573,640. These positions can be eliminated in the 2000-01 school year, and individuals holding these positions should be allowed to apply for other vacant positions in the district.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Revise campus staffing guidelines for middle schools.	\$0	\$573,640	\$573,640	\$573,640	\$573,640

D. SCHOOL MANAGEMENT AND SITE-BASED DECISION-MAKING

Effective schools meet the needs of communities they serve. Population diversity, the economic and ethnic background of the students, special service requirements, the adequacy of facilities, staffing resources, and the instructional priorities of the community all help to shape the unique organization of each school.

State law requires a site-based model for decision-making in Texas school districts. The Texas Education Code specifies many requirements for site-based decision-making, including the following:

- A district improvement plan and campus improvement plans must be developed, reviewed, and revised annually.
- District and campus performance objectives that, at minimum, support state goals and objectives must be approved annually.
- Administrative procedures or policies must clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, and district-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- District and school-based decision-making committees must be actively involved in establishing administrative procedures.
- Systematic communications measures must be put in place to obtain broad-based community, parental, and staff input and to provide information to those persons about the recommendations of the district-level committee.
- Administrators must regularly consult with the district-level committee on the planning, operations, supervision, and evaluation of the district's educational program.

Site-based decision-making provides a mechanism for teachers, parents, and community members to assist central and campus administrators in improving student performance. Schools must have adequate resources and flexibility to develop programs that are tailored to meet the unique needs of the students they serve.

FINDING

The two area assistant superintendents for Education Services evaluate principals a minimum of three times each year, once in the fall, once in January, and once in June. Education Code Section 21.354(c) requires principals to be appraised annually, with Section 21.354(d) prohibiting the use of school district funds to pay principals who have not been appraised within 15 months.

TSPR interviewed each high school and ninth grade center principal and conducted a series of focus groups with all middle and elementary school principals. During the interviews and focus groups, principals cited the frequency of evaluations as one of the positive district management practices. Most principals told TSPR they appreciated knowing that the assistant superintendents for Education Services were committed to informing them of status of their performance throughout the year.

The frequency with which the assistant superintendents for Education Services conduct performance evaluations of principals has encouraged principals to be more diligent in evaluating assistant principals and school-based administrators. In fact, 90 percent of the respondents to the principal and assistant principal survey administered by TSPR either agreed or strongly agreed that district employees receive annual personnel evaluations.

COMMENDATION

Area superintendents conduct performance appraisals of principals more frequently than required by the Education Code, which has resulted in increased accountability.

FINDING

KISD has neither a District Education Improvement Committee (DEIC) nor a District Improvement Plan (DIP). Section 11.251 of the Education Code requires all Texas independent school districts to establish a DEIC and ensure that a district improvement plan and improvement plans for each school are developed, reviewed, and revised annually to improve the performance of all students.

Although KISD schools do have campus-level improvement committees and plans, these school efforts are not linked to the overall educational goals of the district through a district improvement plan.

The DEIC must be configured to include parents, teachers, district professional staff, community members, and business representatives. At least two-thirds of the DEIC must be made up of teachers. Section 11.252(a) of the Education Code states: "each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251." Section 11.252(a) goes further to say: "the purpose of the DIP is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators adopted under Section 39.051."

During focus groups and in responding to the principal and assistant principal survey, principals told TSPR that they were concerned that the district did not have a DEIC or a DIP. Examples of anecdotal comments include:

- "We do not have a district site-based committee to facilitate communication and input at the district level."
- "No site-based decision-making district committee exists."
- "There is no DEIC, only a Professional Consultation Committee (PCC) that consists of teachers from teacher organizations."
- "The hypocrisy of KISD not having a DEIC contributes to a lack of participation on campus committees-the district does not have a district-wide committee:

Without a DEIC and an annual DIP, KISD is not complying with Sections 11.251 and 11.252 of the Education Code.

Recommendation 12:

Immediately form a District Education Improvement Committee (DEIC) as required by the Education Code and develop a District Improvement Plan (DIP).

The board must immediately form a DEIC that complies with the Education Code, and direct the superintendent to establish the framework for developing the DIP. The DIP is essential to improving student performance and must be developed so campus improvement plans can be effectively linked to the overall educational goals of the district. After forming the DEIC, the district should comply with the annual evaluation provisions of the Education Code.

The superintendent should refer to successful models of DIPs that are used in school districts of similar size. Spring, Tyler, and Texarkana ISDs have developed comprehensive DIPs that can be used as models for KISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board and superintendent review the Education Code and establish a procedure for forming a DEIC in accordance with state law.	January - March 2000
2.	The superintendent submits the composition of the DEIC to the board for approval.	April 2000
3.	The board approves the composition of the DEIC and establishes a regular meeting schedule.	April 2000

4.	The DEIC begins meeting regularly in accordance with the schedule established by the board;	May 2000
5.	The superintendent facilitates the development of the DIP through the DEIC.	June - October 2000
6.	The DEIC completes a draft of the DIP.	November - December 2000
7.	The board reviews the draft DIP and provides comment.	January 2001
8.	The DEIC finalizes and submits the DIP to the board for approval.	February - March 2001
9.	The board approves the DIP.	April 2001
10.	The board evaluates the DIP.	August 2002 and annually thereafter

FISCAL IMPACT

KISD will incur approximately \$10,000 in printing and reproduction costs for producing multiple copies of the DIP in the first year, 2000-01. In subsequent years, the district will post the DIP at its Internet website, which can be performed with existing resources.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Immediately form a District Education Improvement Committee and develop a District Improvement Plan.	\$0	(\$10,000)	\$0	\$0	\$0

FINDING

Although the superintendent believes site-based decision-making (SBDM) is effective throughout the district and is one of KISD's better implementations of a state mandate, the majority of principals disagree. During interviews and focus groups conducted with elementary, middle, and high school principals, TSPR found that most principals feel they are micromanaged from the central office and are not allowed to do their jobs. As one principal participating in focus groups put it: "trust me to make decisions about my building and hold me accountable-don't micromanage me from the central office." Another said: "even though KISD has implemented SBDM, not much decision-making authority is delegated-principals would like to make more decisions at the school level."

Most principals participating in TSPR's focus groups wanted to be empowered to make decisions about the administration and operation of their schools. Participants cited instances in which recommendations from their site-based committees had to be cleared through the central office causing frustration among committee members and principals. From some principals' perspective, clearing recommendations from site-based committees through the central office rendered the committees "semi-effective," discouraged innovation, and undermined their leadership.

In June 1999, Houston ISD implemented an innovative school management initiative that authorizes principals to make administrative, operating, and budget decisions by transferring all operating budget resources to the school level. Central administration will retain control of only capital budget items and debt management. As a result, school principals are empowered to make personnel and operating decisions they see fit within the parameters of their respective school budget allocations and are held accountable for their school's performance in the annual evaluation process. Additionally, in 1996, Houston ISD gave its principals the option to accept performance-based contracts with immediate salary increases and annual bonus provisions in exchange for relinquishing their civil service protection, which is a right to employment unless terminated for cause.

Recommendation 13:

Authorize principals to make administrative and operational decisions for their schools and hold them accountable for such decisions during the performance evaluation process.

The superintendent should authorize principals to make more decisions for their schools without interference from the central office. If principals are allowed to make critical decisions affecting their schools, with attendant accountability, the effectiveness of SBDM will improve throughout the district. Site-based committees will become more involved in improving performance and principals will be more innovative in meeting the educational needs of the students they serve.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendents for Education Services to draft a local policy on SBDM, supplementing the legal policy, that outlines how principals will be empowered with attendant accountability measures.	October - November 1999
2.	The superintendent's council reviews and submits the draft to the Policy and Curriculum Committee.	November 1999

3.	The Policy and Curriculum Committee reviews the policy in a first reading and provides comments.	November 1999
4.	The assistant superintendents for Education Services incorporate the Policy and Curriculum Committee's comments and resubmit the policy to the committee.	December 1999
5.	The board approves the policy.	December 1999
6.	Principals are empowered and held accountable according to the policy.	January 2000 and each year thereafter

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

During focus groups and interviews with principals, TSPR found that the district has not decided "who owns what" in SBDM and has not provided adequate training in the roles and responsibilities of the various stakeholders in the SBDM process. Principals told TSPR that the board and superintendent's council has not answered the following questions:

- What are the limits of the campus committees?
- What are the limits of central administration?
- What are the limits of the school board?
- What type decisions can be made by each?
- Where are the lines drawn for veto authority over school-based decisions and what are the criteria for vetoing a school-based decision?

Central and school administrators have not received any SBDM training since January 1994. Most principals said they needed more training in how SBDM should be implemented and understanding the roles and responsibilities of component SBDM. Moreover, members of site-based committees do not understand the scope of their authority and require training to reinforce the SBDM concept. For example, some principals told TSPR that members of their site-based committees did not understand that they served in an advisory role to the principal as outlined in the Education Code.

Recommendation 14:

Clearly define KISD's site-based decision-making policy and provide districtwide SBDM training for central administrators, school administrators, teachers, and SBDM committee members.

KISD should define the respective roles and responsibilities of each level of authority in the SBDM process—from school-based committees to the school board—and include that definition in local board policy. This change will ensure that all participants in the SBDM process understand the scope of their authority as well as the accompanying limitations. Moreover, the district should commit to annual training workshops on SBDM to reinforce the concept for school-based committee members, teachers, school administrators, and central administrators. By providing annual training in SBDM, the district will increase the level of awareness of the stakeholders in the SBDM process.

Regional education service centers provide annual SBDM training. SBDM training is typically delivered in two three-day sessions during the school year. This training will enable KISD to develop effective SBDM policies and enable central administrators, school administrators, teachers, and committee members to better understand the process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendents for Education Services to draft a local policy defining the roles and responsibilities of stakeholders in the SBDM process.	January - February 2000
2.	The board reviews and approves the policy.	March 2000
3.	The superintendent directs the deputy superintendent to begin annual SBDM training.	April 2000
4.	The deputy superintendent implements annual training workshops for SBDM.	May 2000 and each year thereafter

FISCAL IMPACT

The district budgeted \$106,000 in travel and subsistence for district administration in its 1998-99 budget. These funds, coupled with the staff development budget, will enable the district to implement this recommendation with existing resources.

E. POLICIES AND PROCEDURES

KISD contracts with the Texas Association of School Boards (TASB) for its policy development. Any policy designated in the policy manual as (Legal) or an (Exhibit) has been developed by TASB to comply with the various legal sources of authority defining local district governance. Local policies developed by or for the district to reflect decisions of the local Board of Trustees are designated as (Local). Policy updates are issued by TASB on a regular basis for local review and action to help ensure that the district's policies remain current. More extensive updates occur in the fall and spring following a session of the Texas Legislature, which meets in regular session during January-May of odd-numbered years.

FINDING

KISD subscribes to TASB's "Policy On Line" service. TASB's Policy On Line service enables KISD to publish its policy manual on the Internet to allow "read only" access. The electronic document is secure and TASB's Policy Service, as directed by KISD, can only make changes to the policy manual. Users navigate the district's policy manual by accessing a KISD-specific table of contents that lists every policy of the district. This list is in alphabetical order and to see a specific policy, the user merely "clicks" on the list. There is also a search engine available that allows users to look for a word or phrase, with search results showing a list of policies and titles containing the word or phrase which can be selected with a "click" as well.

The superintendent is responsible for coordinating the development of new policies and ensuring that all updates are approved by the board and submitted to TASB's Policy On Line service. When policy updates (both legal and local policies) are received from TASB, they are logged by the superintendent's secretary and initially presented to the superintendent's council. Members of the superintendent's council review local policies in a "first reading," recommend changes as appropriate, and present the recommended changes to the Policy and Curriculum Committee of the board for a second reading. Once the Policy and Curriculum Committee makes its revisions, the policies are presented to the full board for a final reading and approval.

Local policies approved by the board are submitted to TASB's Policy On Line service where they are electronically posted on TASB's Policy On Line website under KISD's district number. The Internet address for KISD's Board Policy Manual is www.tasb.org/policy/pol/private/014906.

The word "private" appears in the website address only to indicate that the policy manual is for a specific school district and does not restrict the public's access to the website.

KISD has a comprehensive policy manual that has been updated for all legal and local policies through Update 60, dated March 1999. By subscribing to TASB's Policy On Line service, the district is using state of the art technology available through the Internet, thereby allowing expanded access to its board policies for parents, community members, and taxpayers. The Internet-based board policy manual mirrors KISD's hard copy manuals and includes legal and local policies.

COMMENDATION

KISD uses the Internet to maintain up-to-date policy manuals, incorporating recent changes to the Texas Education Code and providing expanded access by administrators, teachers, parents, students, and the community to its board policies.

FINDING

The review team was told that nepotism exists within the district. Although KISD has a legal nepotism policy that is provided as part of TASB's policy service, the district does not have a local nepotism policy prohibiting staff from working for other staff to whom they are related. Local policies are district-specific and typically are developed by school districts to supplement legal policies promulgated by TASB through its policy service.

Focus group participants also cited instances in which district employees supervised their relatives. For example, focus group participants told TSPR that some Transportation Services workers supervise their relatives. TSPR investigated this allegation and found that some drivers are related to one another, but do not supervise one another. Further, the director for Transportation Services told TSPR there were problems in the recent past with nepotism and lead drivers. The role of lead drivers is to mentor other drivers, but there is a fine line between mentoring and supervision. Some lead drivers were related to drivers they were mentoring. Consequently, the director for Transportation Services told TSPR, the potential for lead drivers to show favoritism was one of the reasons lead driver positions were eliminated.

Recommendation 15:

Ensure that there are no violations of the district's legal nepotism policy and develop a local nepotism policy prohibiting employees from supervising their relatives in a direct reporting relationship.

KISD should review its existing employment relationships to ensure that there are no violations of the legal nepotism policy that will prevent the district from complying with state law. A local nepotism policy ensures that district personnel do not enter into supervisor/employee relationships with known relatives that will potentially influence decisions about hiring, promotions, and salary increases.

TSPR conducted a performance review of Comal ISD and identified a good example of a nepotism policy. (See Chapter 4, Personnel Management.)

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the deputy superintendent, with appropriate legal counsel, to draft a local nepotism policy.	November - December 1999
2.	The deputy superintendent drafts the local policy and presents the policy to the Policy and Curriculum Committee for the first reading.	December 1999
3.	The Policy and Curriculum Committee reviews and comments on the draft policy.	December 1999
4.	The deputy superintendent makes the appropriate revisions to the policy and submits to the Policy and Curriculum Committee for a second reading.	January 2000
5.	The board approves the local nepotism policy. (Sitting board members with spouses employed by KISD should recuse themselves from this vote.)	February 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Texas Local Government Code (TLGC) Section 171.004(a) requires a local public official, with a substantial interest in a business entity or in real property, to file an affidavit stating the nature and extent of the interest before the vote or decision on any matter involving the business entity or real property, and abstain from voting on the matter.

A substantial interest in a business entity is defined in TLGC Section 171.002(a) as: (1) a person owning 10 percent or more of the voting stock or shares of the business entity or owns 10 percent or more or \$5,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10 percent of the person's gross income for the previous year.

Section 171.002 states that: (1) a person has substantial interest in real property if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more; and (2) a local public official is considered to have a substantial interest under this section if a person related to the official in the first degree by consanguinity or affinity, as determined under Chapter 573, Government Code.

Section 171.003 states that a public official commits an offense if the official knowingly violates Section 171.004.

Section 171.004 states that if a local public official has a substantial interest in a business entity or in real property, the official shall file, before a vote or decision on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if:

1. *In the case of a substantial interest in a business entity, the action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or*
2. *In the case of a substantial interest in real property, it is reasonably feasible that an action on the matter will have special economic effect on the value of the property, distinguishable from its effect on the public.*

The affidavit must be filed with the official record keeper of the governmental entity. If a local public official is required to file and does file an affidavit, the official is not required to abstain from further participation in the matter requiring the affidavit if a majority of the members of the governmental entity of which the official is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

KISD Board Policy BBFA Legal addresses ethics and conflict of interest and requires board members to disclose substantial business interests in accordance with Local Government Code Sections 171.001 - 171.002. This business interest must be disclosed in a signed affidavit. KISD has two board members with potentially substantial business interests under Section 171.004(a). One of the board members with a substantial business interest has not filed an affidavit since June 1997. A second board

member, elected May 2, 1999, disclosed a substantial business interest in an insurance agency that is currently KISD's insurance agent by timely filing an affidavit on June 8, 1999. By filing the affidavit disclosing a substantial business interest in the insurance agency, the board member affirmed that he would abstain from participation in any decision involving the insurance agency.

While TSPR found no evidence that board members have conflicts of interest, there could be a public perception of potential conflicts of interest if affidavits are not timely filed by board members with potentially substantial business interests under Section 171.004(a).

Recommendation 16:

Implement a local board policy requiring board members with substantial business interests in entities potentially doing business with the district to file annual affidavits disclosing the interest.

To ensure compliance with the Texas Local Government Code regarding matters coming before the board for which individual board members may have conflicts of interest, KISD should implement a local board policy requiring, at a minimum, that the appropriate affidavits are filed annually.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the deputy superintendent to draft a local policy, with appropriate legal counsel, requiring board members with substantial business interests to file affidavits annually, within the first month of each school year.	January 2000
2.	The deputy superintendent drafts and presents the policy to the Policy and Curriculum Committee.	February 2000
3.	The Policy and Curriculum Committee reviews and approves the policy.	March 2000
4.	The full board approves the policy.	March 2000
5.	The board implements local policy requiring annual filing of substantial business interest affidavits during September of each year.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2. EDUCATIONAL SERVICE DELIVERY

This chapter discusses the educational service delivery function of the Killeen Independent School District (KISD) in eight sections.

- A. Student Performance and Instructional Program Delivery
- B. Gifted and Talented Education
- C. Bilingual Education
- D. Special Education
- E. Compensatory Education/Title I
- F. Career and Technology Education
- G. Fine Arts Program
- H. Professional Development

BACKGROUND

KISD selected six Texas school districts to serve as peer districts for comparative purposes: Copperas Cove, Irving, Lubbock, Pasadena, Spring Branch, and Temple. Four of the districts are of similar size with student enrollments, ranging from 40,895 to 27,173. Two districts, Copperas Cove and Temple, with smaller enrollments of 7,318 and 8,690, respectively, were selected because of their geographic proximity to KISD. The minority enrollments in the seven districts range from 65.4 percent to 40.3 percent. The range in the percentage of economically disadvantaged students among the seven districts is from 35.7 to 54.4 percent. **Exhibit 2-1** presents demographic information for KISD, selected peer districts, Region 12 and the state.

**Exhibit 2-1
Demographic Characteristics of KISD
and Peer School Districts
1997-98**

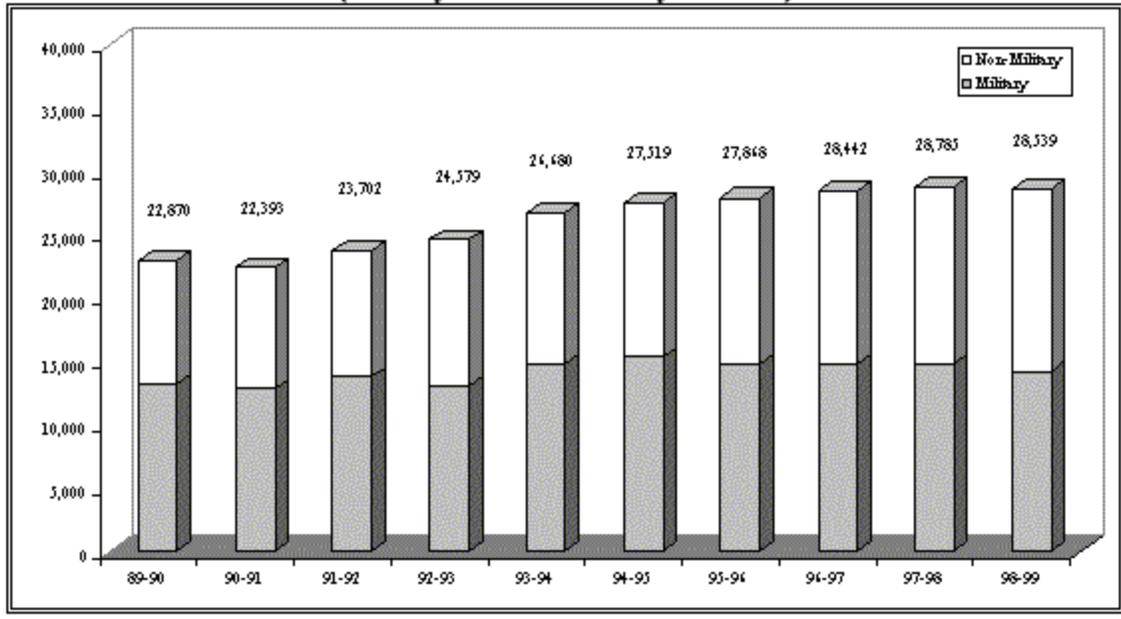
District	Student Enrollment	5 Year Change in Enrollment	Racial/Ethnic Percentage				
			% African American	% Hispanic	% Anglo	% Other	% Economically Disadvantaged
Pasadena	40,895	4.1 %	5.3	56.3	34.6	3.8	53.7
Spring Branch	30,880	12.7 %	6.3	45.8	40.1	7.8	49.8

Lubbock	30,111	(2.5 %)	14.3	40.8	43.5	1.3	54.4
Killeen	28,725	16.8 %	38.0	16.6	40.6	4.8	51.0
Irving	27,173	9.3 %	13.8	38.3	41.1	6.9	49.5
Temple	8,690	4.0 %	27.4	21.0	50.0	1.6	49.7
Copperas Cove	7,318	10.0 %	25.5	10.2	59.7	4.6	35.7
Region 12	132,990	11.3 %	23.0	18.0	57.0	2.0	47.7
State	3,891,877	10.7 %	14.4	37.9	45.0	2.7	48.5

Source: 1997-98 Academic Excellence Indicator System (AEIS).
 *Snapshot 1997-98, Texas Education Agency.

KISD serves more than 28,000 students, with half coming from Fort Hood. The district has grown from approximately 22,870 students during 1989-90 to 28,539 students in 1998-99 a 25 percent increase. **Exhibit 2-2** presents a breakdown of KISD's 10-year historical enrollment for both military and non-military students.

Exhibit 2-2
Breakdown of KISD 10-Year Enrollment
(Military and Non-Military Students)



Source: KISD Superintendent's Office.

The percentage of KISD students passing all portions of the state-mandated Texas Assessment of Academic Skills (TAAS) has increased over the past few years, from 54.4 percent in 1994-95 to 77.6 percent in 1997-98. Although its property value per student is approximately 40 percent of the state average, meaning the district is relatively property poor, the percentage of KISD students passing the TAAS in 1997-98 is equal to the state average (**Exhibit 2-3**).

Exhibit 2-3
District Property Value per Pupil and Percent of Students Passing the TAAS
KISD and Peer Districts
1997-98

District	1997-98 Enrollment	1997-98 Value per Pupil	Rank by Value	Percent of Students Passing TAAS	Rank by Performance
Killeen	28,725	\$ 73,712	7	77.6%	6
Copperas Cove	7,318	\$ 77,966	6	80.1%	3
Pasadena	40,895	\$120,220	5	77.9%	5
Lubbock	30,111	\$159,676	4	78.4%	4
Temple	8,690	\$187,906	3	73.3%	7
Irving	27,173	\$235,077	2	81.7%	2
Spring Branch	30,880	\$277,392	1	82.3%	1
Region 12	132,990	\$118,008	N/A	78.2%	N/A
State		\$182,154		77.7%	

Source: 1997-98 AEIS Report.

In 1998 the district served 28,539 students at 44 locations. **Exhibit 2-4** provides student enrollments by grade served at each location in the district.

Exhibit 2-4
KISD Enrollment by Grade and Location
October 1998

Elementary	ES/PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
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Bellaire	42	102	95	85	95	82	60								30	591
Brookhaven						264	272								42	578
Cedar Valley	31	129	118	107	159	132	145								2	823
Clarke	93	154	150	131	135	0	0									663
Clear Creek	53	75	95	75	72	177	198									745
Clifton Park	20	69	73	71	54	57	73								20	437
Duncan	79	132	159	136	129											635
East Ward	65	76	58	66	65	52	49									431
Fowler	36	59	67	59	63	48	45									377
Harker Heights	69	135	120	97	100	107	109								10	747
Hay Branch	85	192	189	175	156										3	800
Haynes	36	58	58	53	62	63	42								119	491
Marlboro	29	41	46	47	43	43	32								18	299
Meadows	43	102	129	132	119	103	89								8	725
Montague	18	48	46	36	39	148	157								30	522
Mountain View	28	106	110	114	113	117	114								115	817
Nolanville	31	105	102	118	110	123	110									699
Peebles	69	143	165	124	147										12	660
Pershing Park	68	102	103	102	104	102	70								45	696
Reeces Creek	47	128	120	106	104	131	82									718
Sugar Loaf	33	88	95	98	107	97	85									603
Trimmier	24	75	91	69	68	80	61								58	526
Venable Village	79	115	106	123	119	118	77									737
West Ward	76	92	100	63	65	59	48									503
Willow Springs	51	94	105	120	125	112	98								152	857
Total Elem	1,205	2,420	2,500	2,307	2,353	2,215	2,016								664	15,680
Middle	ES/PK	K	1	2	3	4	5	6	7	8	9	10	11	12		
Eastern Hill								272	312	252						836

Fairway									275	233	210					14	732
Liberty Hill									257	209	185						651
Manor									195	175	149						519
Nolan									286	273	230						789
Palo Alto									264	282	239						785
Rancier									325	298	294						917
Smith									329	294	256						879
MLLC									4	23	34					1	62
Total Middle									2,207	2,099	1,849					15	6,170
<i>9th Centers</i>	ES/PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total	
KHS 9 th Center											843				14	857	
EHS 9 th Center											898				21	919	
Total 9th											1,741				35	1,776	
High School	ES/PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total	
Killeen HS												806	725	642	75	2,248	
Ellison HS											1	847	765	684	81	2,378	
Alt											14	19	23	12	2	70	
Total High											15	1,672	1,513	1,338	158	4,696	
Special	ES/PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total	
Pathways											3	4	26	72		105	
Met. Pav.						1	1				2	3	1			8	
Cedar Crest			2		2	1		2	2	1	3					13	
Bell Co. Juv.									5	10	22	19	10			66	
JJAEP								1	10	6	2	4	2			25	
Total Special			2		2	2	1	3	17	17	32	30	39	72		217	
District	ES/PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total	

Total	1,205	2,420	2,502	2,307	2,355	2,217	2,017	2,210	2,116	1,866	1,788	1,702	1,552	1,410	872	28,539
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Source: KISD 1998-99 Enrollment, 10/30/98.

Based on *Snapshot 1997-98*, a publication produced by the Texas Education Agency's (TEA) Division of Performance Reporting, KISD's total expenditures budgeted for instructional purposes was lower than all but two of its peer districts and Region 12 although higher than the average for and the state. The percentage of instructional expenditures in KISD allocated to gifted and talented, career and technology, bilingual/ESL, and compensatory programs approximated the average expenditures statewide in those areas. The percentage of instructional expenditures allocated for regular education was higher than that in Region 12 and the state but lower for special education than in the region or across the state (**Exhibit 2-5**).

Exhibit 2-5
Instructional Expenditures in KISD and Peer School Districts
1997-98

District	Instructional Expenditures Per Student	% Regular Educ.	% Gifted & Talented	% Special Educ.	% Career & Tech. Educ.	% Bilingual/ESL Educ.	% Compensatory Educ.
Copperas Cove	\$3,203	76	1	12	3	1	7
Spring Branch	\$3,023	72	1	9	3	10	4
Irving	\$3,004	65	3	13	0	13	6
Temple	\$2,902	71	8	11	5	0	5
Killeen	\$2,803	77	3	9	3	2	6
Pasadena	\$2,757	69	0	9	3	4	15
Lubbock	\$2,642	72	3	15	3	2	6
Region 12	\$2,898	74	2	12	4	1	7
State	\$2,733	71	2	12	4	4	8

Source: *Snapshot 1997-98*, Texas Education Agency.

Exhibit 2-6 provides information about percent of expenditures by function in KISD and its peer districts. As indicated, KISD's total percentage of expenditures per student are lower than the expenditures of four of the six peer districts and higher than Lubbock and Pasadena. Percent of expenditures are the highest among the peer districts in *instructional related services* (educational resources and media, curriculum development and staff development), *school leadership* (directing and managing a school) and *support services* (student guidance, counseling and evaluation services). However, the district's expenditures were the lowest or among the lowest in *instruction* (all activities dealing directly with interaction between teachers and students), and *instructional leadership* (managing, directing, supervising and providing direction for staff).

Exhibit 2-6
Percent of Expenditures by Function
KISD and Peer Districts
1997-98

Expenditure Category	State Average	Spring Branch ISD	Copperas Cove ISD	Temple ISD	Irving ISD	Killeen ISD	Lubbock ISD	Pasadena ISD
Instruction	57.8*	57.7	60.3	57.5	61.5	55.8	55.9	58.7
Instructional - Related Services	2.9	3.2	3.1	2.4	2.6	6.6	3.1	3.0
Instructional Leadership	1.4	1.9	1.7	1.9	3.2	0.8	1.0	1.8
School Leadership	5.8	5.8	4.8	5.4	6.1	6.2	6.1	5.7
Support Services - Student	4.4	5.0	4.4	4.1	4.4	5.1	4.7	4.0
Student Transportation	2.8	2.6	1.7	3.1	0.2	2.6	2.8	2.1
Food Services	5.6	5.0	4.6	6.1	5.2	4.9	6.0	6.5
Cocurricular/Extracurricular Activities	2.5	1.7	3.4	3.0	1.8	2.0	3.1	1.8
Central Administration	4.1	3.9	3.3	4.4	2.9	2.9	3.7	2.7
Plant Maintenance and Operations	11.2	11.1	10.2	11.0	10.6	10.9	12.3	12.0
Security and Monitoring Services	0.5	0.9	0.5	0.3	0.8	0.6	0.3	0.7
Data Processing Services	1.0	1.2	2.1	0.9	0.6	1.6	0.9	1.0
Per Pupil Expenditures	\$5,597	\$5,892	\$5,749	\$5,709	\$5,706	\$5,255	\$5,236	\$5,083

Source: 1997-98 AEIS Report

*Note: AEIS excludes capital and debt service. The state average for Instruction in Snapshot '98 is 52 percent.

During the 1997-98 school year, KISD employed 3,861.4 full time equivalent (FTE) staff, including 1,844.6 teachers, 89.4 campus and central office administrators, 349.7 professional support, 580.6 educational aides, and 997.1 auxiliary staff. **Exhibits 2-7** and **2-8** provide additional information on KISD staffing.

**Exhibit 2-7
Percent of Total KISD Staff
1997-98**

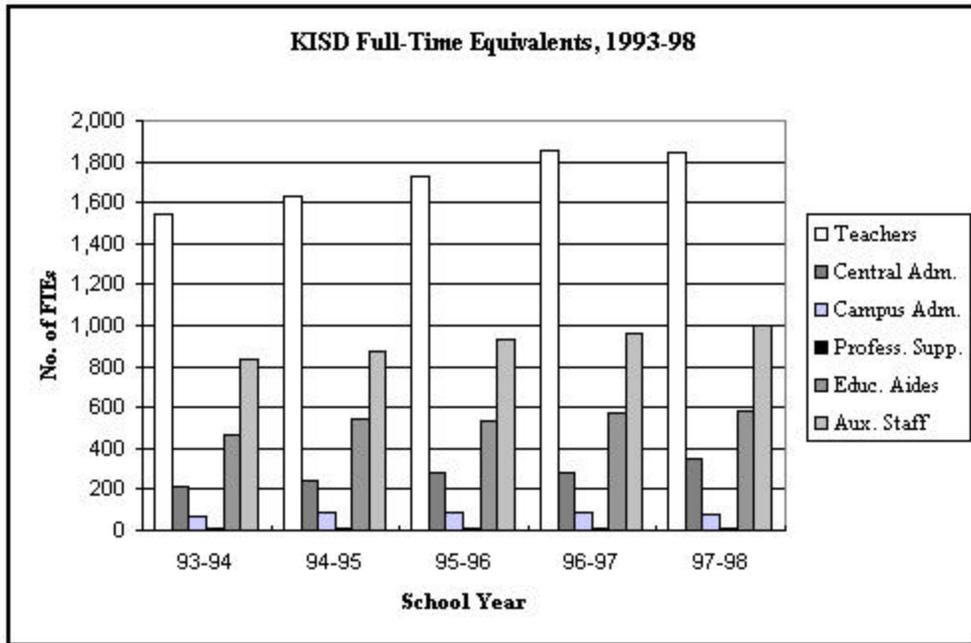
Category	State Average	Spring Branch ISD	Copperas Cove ISD	Temple ISD	Irving ISD	Killeen ISD	Lubbock ISD	Pasadena ISD
Staff Teachers	51.7	50.2	46.7	51.8	56.3	47.8	59.9	53.2
Professional Support	6.8	8.4	7.1	6.2	7.1	9.1	8.6	6.6
Campus Administration	2.5	2.1	2.0	2.6	3.3	2.1	2.5	2.5
Central Administration	0.8	0.5	1.0	0.4	0.2	0.2	0.9	0.3
Educational Aides	9.9	8.4	11.6	8.8	9.3	15.0	13.3	10.6
Auxiliary Staff	28.2	30.4	31.6	30.2	23.8	25.8	14.9	26.7
Total Minority	35.9	30.5	16.4	24.1	21.1	30.6	23.8	31.1
Turnover Rate (Teachers)	13.3	14.3	18.1	15.7	14.7	17.7	13.0	10.5
Race/Ethnicity (Teachers)								
African-American	8.2	3.7	6.1	7.4	2.4	11.0	3.8	3.2
Hispanic	15.8	11.7	5.1	5.1	6.6	6.3	9.8	13.7
Anglo	75.2	83.5	87.2	87.3	90.3	80.9	85.8	82.0

Other	0.8	1.0	1.6	0.2	0.7	1.8	0.6	1.1
Degree Status (Teachers) No Degree	1.0	2.6	1.3	14.9	0.6	1.7	0.0	0.9
Bachelors Degree Only	73.0	69.4	78.6	70.9	69.5	80.3	74.5	74.6
Masters Degree	25.6	27.3	19.5	13.9	29.7	17.7	25.0	23.9
Doctorate Degree	0.4	0.7	0.6	0.3	0.3	0.4	0.5	0.5
Experience (Teachers) 0 Years Experience	7.0	8.9	10.0	20.5	8.9	9.7	6.4	6.3
1-5 Years Experience	26.6	26.1	37.7	20.8	36.0	35.8	26.9	29.0
6-10 Years Experience	17.5	20.6	14.7	14.5	12.8	18.0	16.1	16.5
11-20 Years Experience	28.7	25.5	22.5	26.7	21.9	23.5	27.4	25.4
20+ Years Experience	20.1	18.9	14.9	17.5	20.4	13.0	23.3	22.8
Permits								
Emergency (for certified personnel)	3,150	66	9	0	38	11	22	25
Emergency (for non-certified personnel)	4,574	65	12	2	20	34	2	41
Nonrenewable	1,695	10	4	0	13	18	19	12
Temporary Classroom Assignment	838	13	6	0	12	5	6	10
District Teaching	188	1	1	1	3	0	0	0
Temporary Exemption	62		0	0	0	1	0	0
Percent of	4.1	7.7	6.1	0.5	4.9	3.7	2.3	3.6

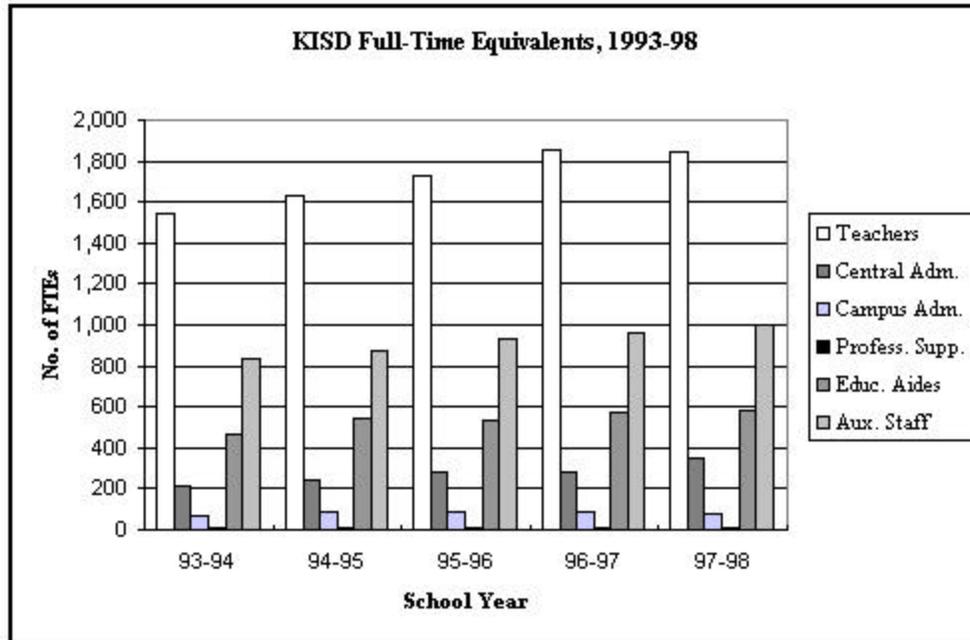
Total Teachers*								
Percent of Total Professional Staff*	3.4	6.3	5.0	0.4	4.1	3.0	1.9	3.0

Source: 1997-98 AEIS Report (*Calculated from data contained in 1997-98 AEIS Report)

**Exhibit 2-8
KISD Full-Time Equivalents
1993-98**



Source: 1997-98 AEIS Report.



Source: 1997-98 AEIS Report.

A. STUDENT PERFORMANCE AND INSTRUCTIONAL PROGRAM DELIVERY

To achieve effective instruction, a school district must have a sound instructional management system. Instructional administrators must be held accountable for ensuring that the resources allocated to instructional programs produce continual improvement in student performance. Adequate planning and evaluation systems must be in place to help ensure the success of instructional programs.

The TAAS measures student performance. The test is administered in reading and mathematics in grades 3-8 and 10; in reading and mathematics in Spanish in grades 3 and 4; in writing in grades 4, 8, and 10; and in science and social studies in grade 8. End-of-course examinations are administered in Algebra I in grades 7-12 and in Biology I in grades 8-12.

TEA's 1998 school accountability standards include four ratings: exemplary, recognized, acceptable, and low performing. For a school to receive an exemplary rating, at least 90 percent of all students as well as 90 percent of all African American, Hispanic, Anglo, and economically disadvantaged students must have passed the TAAS reading, writing, and mathematics subtests. For ratings of recognized, acceptable, and low performing, the 1998 passing rate standards established for each of the subtests were 80 percent, 40 percent, and less than 40 percent, respectively.

TEA provides information on TAAS results as well as other demographic, staffing, and financial data to school districts and the public annually through the Academic Excellence Indicator System (AEIS) report. TSPR has used the AEIS report to compare the performance of KISD students with their peer districts, the state as a whole, and in the Region 12. The latest AEIS data available at the subset level are for 1997-98, published in October 1998, while the district and school level data for 1998-99 are available for the April 1999 TAAS testing period.

KISD has made improvements in student performance as measured by TAAS. In 1994-95, 26 schools were rated acceptable, one was rated recognized, and no schools were rated exemplary. According to the 1998-99 accountability ratings, 22 schools were rated acceptable, 15 schools were rated recognized, and two were rated exemplary. No KISD schools were rated low performing during any of the four years between 1994-95 and 1998-99.

KISD schools rated exemplary and recognized in 1994-95 and 1998-99 are:

	1994-95	1998-99
Exemplary:	None	Cedar Valley Elementary
		Hay Branch Elementary
Recognized:	Cedar Valley Elementary	Clarke Elementary
		Clear Creek Elementary
		Clifton Park Elementary
		Eastern Hills Middle
		Fowler Elementary
		Harker Heights Elementary
		Hay Branch Elementary
		Liberty Hill Middle
		Meadows Elementary
		Montague Village Elementary
		Mountain View Elementary
		Pershing Park Elementary
		Reeces Creek Elementary
		Venable Village Elementary
		Willow Springs Elementary

In 1994-95, 2.7 percent of KISD schools were rated exemplary or recognized, compared to 20.2 percent of schools statewide. In 1998-99, 42.5 percent of KISD schools and 43.4 percent of schools statewide were rated exemplary or recognized (**Exhibit 2-9**).

Exhibit 2-9
Percentage of Schools Rated Exemplary and Recognized
KISD and State
1994-95/1998-99

Rating	1994-95		1998-99	
	KISD	State	KISD	State
Exemplary	0.0	4.1	5.0	16.3
Recognized	2.7	16.1	37.5	27.1
Acceptable	78.4	69.9	50.0	46.3

Acceptable: Data Issues*	N/A	N/A	0.0	0.4
Low Performing	0.0	4.3	0.0	1.6
Not Rated	13.5	1.5	0.0	2.5
Alternative Education	5.4	4.1	7.5	5.8

Source: Snapshot 1994-95 and 1999 Accountability Ratings, Texas Education Agency

* Rating added in 1998-99

As indicated in **Exhibit 2-10**, KISD student performance as measured by TAAS passing rates improved on all subtests between 1994-95 and 1997-98 with the largest gains in mathematics at Grade 5 (34.5 increase in percent passing rate) and Grade 6 (33.9 increase in percent passing rate).

Exhibit 2-10
Percentage of Students Passing TAAS
In KISD, Region, and State
1997-98

	Reading		Math		Writing		Science		Social Studies		All Tests	
	94	98	94	98	94	98	94	98	94	98	94	98
Grade 3												
KISD	78.1	86.7	53.6	81.6							50.2	76.6
Region 12	77.4	86.3	58.3	81.5							54.6	76.5
State	77.5	86.2	63.0	81.0							58.6	76.6
Grade 4												
KISD	78.0	91.5	56.8	89.2	85.4	87.7					52.2	78.3
Region 12	73.1	89.0	54.3	86.3	82.8	89.0					50.0	77.8
State	75.5	89.7	59.4	86.3	85.5	88.7					54.8	78.6
Grade 5												
KISD	79.1	91.1	57.1	91.6							54.0	86.6
Region 12	76.3	88.3	57.8	89.3							54.4	83.3

State	77.5	88.4	62.6	89.6							58.7	83.9
Grade 6												
KISD	76.4	86.8	50.7	84.6							47.3	79.3
Region 12	74.3	87.1	56.0	86.9							52.4	81.4
State	74.1	85.6	61.1	86.1							56.6	79.9
Grade 7												
KISD	80.3	88.2	55.4	84.9							53.3	80.5
Region 12	79.4	87.4	59.5	84.9							57.2	80.3
State	75.9	85.5	59.7	83.7							56.5	78.5
Grade 8												
KISD	81.5	85.6	52.5	84.0	65.7	80.5	-	85.5	-	69.9	43.9	58.7
Region 12	79.5	86.5	58.2	85.9	70.4	83.0	-	85.7	-	71.2	49.4	62.1
State	77.2	85.3	58.6	83.8	69.8	84.0	-	84.3	-	69.9	50.5	61.8
Grade 10												
KISD	79.2	88.3	52.9	75.6	87.7	88.4					49.6	70.0
Region 12	79.3	88.9	56.8	80.1	84.6	90.1					53.1	74.4
State	77.7	88.3	58.4	78.4	82.5	89.9					53.5	73.1
All Grades												
KISD	78.8	88.4	54.3	84.7	79.7	85.6					50.2	77.6
Region 12	77.0	87.6	57.3	85.1	79.1	87.3					53.0	78.2
State	76.5	87.0	60.5	84.2	79.0	87.4					55.6	77.7

Source: 1997-98 AEIS Report

Note: 1997-98 data was used for this analysis because although KISD data was available, Region 12 and State AEIS comparison data were unavailable at the subtest level at the time of the review.

KISD students continue to show improvement on the TAAS as they progress through the educational system. The percentage of students passing all sections of the TAAS in Grade 3 in 1997 that also passed all sections of the test in Grade 5 two years later in 1999 rose from 79 percent to 89 percent in reading and 73 percent to 91 percent in math. (**Exhibit 2-11**).

Exhibit 2-11
Percentage of Students in Same Class Passing TAAS
Spring 1997/Spring 1999

School	Reading			Math		
	Grade 3 1997	Grade 5 1999	Gain (Loss)	Grade 3 1997	Grade 5 1999	Gain (Loss)
Bellaire	76	92	16	70	89	19
Brookhaven	67	83	16	73	82	9
Cedar Valley	90	93	3	90	94	4
Clarke ¹	93	n/a	n/a	92	n/a	n/a
Clear Creek	73	89	16	77	94	17
Clifton Park	80	94	14	78	96	18
Duncan ¹	83	n/a	n/a	78	n/a	n/a
East Ward	57	79	22	50	77	27
Fowler	79	88	9	69	93	24
Harker Heights	78	91	13	83	87	4
Hay Branch ¹	86	n/a	n/a	85	n/a	n/a
Haynes	79	88	9	68	85	17
Marlboro	55	76	21	25	91	66
Meadows	88	87	(1)	81	85	4
Montague Village	n/a	96	n/a	n/a	95	n/a
Mountain View	84	90	6	70	95	25
Nolanville	68	90	22	65	93	28
Peebles ¹	76	n/a	n/a	67	n/a	n/a
Pershing Park	86	94	8	81	98	17
Reeces Creek	78	91	13	75	98	23
Sugar Loaf	84	90	6	78	91	13
Trimmier	n/a	88	n/a	n/a	96	n/a
Venable	64	93	29	57	96	39

Village						
West Ward	76	82	6	63	91	28
Willow Springs	74	86	12	58	89	31
District Average	79	89	10	73	91	18
State Average	81	*	*	77	*	*

Source: 1995-96 AEIS Reports and 1998-99 Texas Assessment of Academic Skills Summary Reports.

¹ *Grades PK-3 only. * 1999 State Average data was unavailable at the time of the review. 1998 State Averages were 88 for Reading and 90 for Math.*

FINDING

KISD uses SYSTAT, a commercial statistical software program modified by the Educational Productivity Council at the University of Texas at Austin, to analyze TAAS data and provide various performance reports for school and district use. The reports are generated locally and provide school level databases of disaggregated information including profiles at the student, teacher, grade, school and district levels. Campus level use of the data encourages communication between principals and teachers that is focused on student achievement. School-based personnel say the program provides a clearer focus of strengths and weakness at both the student and grade levels, allows for an objective review of student performance and is readily applicable for use in modifying instruction.

The district uses a variety of strategies to improve student performance. Staff development programs provide training for teachers in the analysis of the TAAS to identify trends and student error patterns and in the use of formal writing processes for improving scores on the TAAS writing subtest. Schools encourage volunteers to participate as tutors and as guest readers during the day and annual reading fairs. Community involvement is encouraged through adopt-a-school efforts, family reading nights, parent forums, and PTA education meetings. Specific programs used include: Drop Everything And Read (D.E.A.R.); the TAAS Academy; the Wiggleworks, Accelerated Reader, and STARS Programs; Writing to Read Labs; Reading Recovery; Open Court; Sharon Wells math strategies;

Book Buddies; Content Mastery; Gourmet reading materials; ABCD materials; Breaking the Code; Math Solutions; Stepping Up to TAAS; SLEEK; and Young Scholars Phonics.

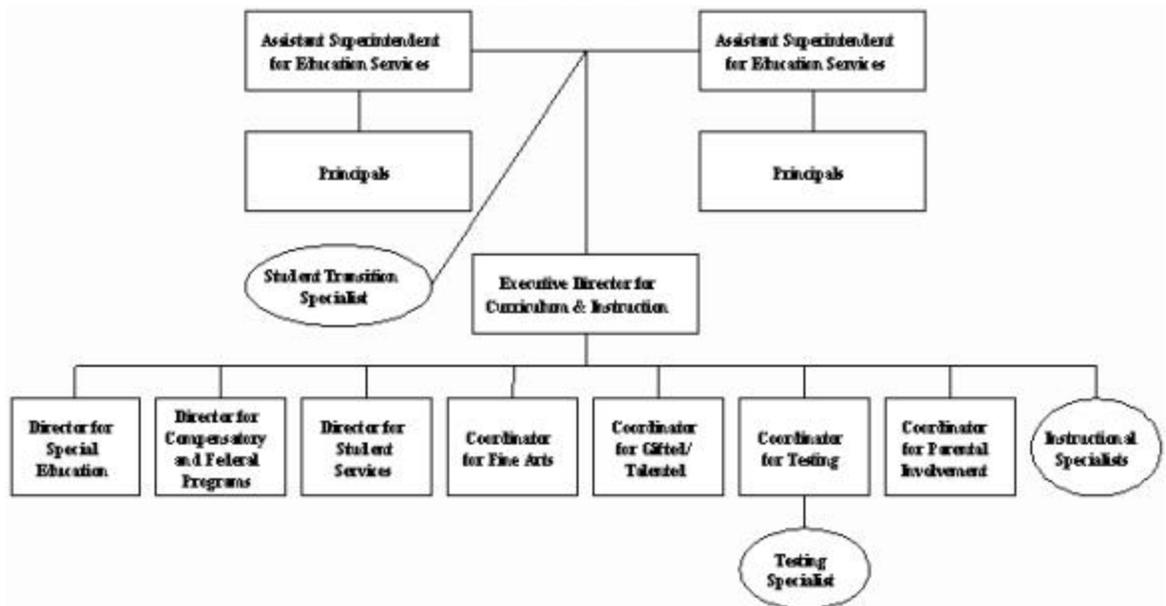
COMMENDATION

KISD uses a system called SYSTAT to analyze test data and uses the information to target areas of weaknesses or strengths to modify instruction.

FINDING

KISD's Education Services functions include two assistant superintendents for Education Services and an executive director for Curriculum and Instruction who reports to both assistant superintendents (**Exhibit 2-12**).

Exhibit 2-12
KISD Organization Chart for Education Services
1998-1999 School Year



Source: Superintendent's Office

This organizational structure is inconsistent with sound management. The executive director for Curriculum and Instruction reports to both assistant superintendents of Education Services. It is accepted practice that an individual should report to no more than one person to prevent being caught in the middle of two or more supervisors with differing opinions or priorities on assigned tasks. Evaluation can become an area of potential conflict when supervisors view an individual's performance differently or

when there are, in fact, differences in the individual's level of performance.

The major function of a school district is the teaching and learning process. Because all other functions of a school district should support that process, how effectively curriculum and instruction is delivered is critical to determining the extent to which a district is fulfilling its major goal. In KISD, the staff that has resource and oversight responsibilities for delivering curriculum and instruction does not have direct access to the superintendent or to the district's major decision-making body, the superintendent's council. The staff does have informal access to the superintendent; however, the executive director for Curriculum and Instruction does not report to the superintendent, and is not a member of the superintendent's council.

Recommendation 17:

Change the reporting line of the executive director for Curriculum and Instruction from the assistant superintendents for Education Services to the superintendent and add the position to those that make up the superintendent's council.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent recommends to the board an organizational structure that changes the reporting line of the executive director for Curriculum and Instruction from the assistant superintendents for Education Services to the superintendent.	November 1999
2.	The board approves the recommended organizational structure.	November 1999
3.	The executive director for Curriculum and Instruction begins attending meetings of the superintendent's council.	December 1999

FISCAL IMPACT

This recommendation could be accomplished with available resources.

FINDING

Before 1997-98, KISD employed 12 district instructional specialists with districtwide PK-12 responsibilities. As a result of a reorganization effective in 1997-98, the number of district instructional specialists was reduced to six with each having responsibilities related to a number of programs in addition to the regular PK-12 assignments. The district then created positions at the school level for campus instructional specialists

and team leaders. The job description of the campus instructional specialist is similar to that of the district instructional specialist in that both are responsible for "increasing instructional effectiveness and coordinating curriculum development." However, no more than 20 percent of the work year of the campus-based specialist can be devoted to district responsibilities.

Each elementary school is assigned a campus instructional specialist who has no teaching responsibilities. At secondary campuses, administrators have the choice of one to two campus instructional specialists or four team leaders. The team leaders have the same job responsibilities as campus instructional specialists but teach only a half day. Most middle schools and one high school have campus instructional specialists, while the ninth grade centers and the second high school have team leaders.

The job description for the district instructional specialist includes responsibilities in five major areas:

- planning, developing, coordinating, and implementing curriculum;
- selecting and adopting textbooks;
- planning and conducting professional development activities;
- selecting, organizing, and distributing instructional materials; and
- writing and administering grants.

With the possible exception of grant-related responsibilities, each of the areas is important to the delivery of curriculum and instruction. A number of the assigned responsibilities (**Exhibit 2-13**) for these positions, however, are inconsistent with those in the job descriptions. For example, the responsibilities related to Advanced Placement and ACT/SAT testing, cheerleading, counselors, the high school course book and student course selection guide, DARE and Drug Free Schools and Community programs, and summer school are more administrative than curricular and instructional in nature. The instructional specialists serve as resources in these areas.

Advanced Placement is more commonly the responsibility of the gifted and talented (TAG) program coordinator, as well as all other activities of the TAG program. Cheerleading activities are more commonly the responsibility of principals.

Two of the district's major program efforts are reported to have inadequate central direction as a result of the additional responsibilities assigned to district instructional specialists. First, based on interviews and comments in focus groups, there is a lack of coordination of the district's library/media program. Although funds are provided to maintain collections at levels comparable to standards recommended by the Texas

School Library Association, concerns were expressed about the lack of professional development opportunities provided the district's media specialists have available.

Training will become more critical when the program is completely automated and linked to the Texas Library System next year, which will greatly expand the district library system's research and material check-out capabilities. Librarians state there are few opportunities to meet as a group, and that there is a lack of districtwide focus on library/media services. The district instructional specialist assigned to coordinate this program has been unable to provide the needed leadership due to a lack of background and training and conflicts with other job responsibilities.

Interviews with district staff point toward general support for the organizational structure. Most feel having individuals at the school level whose primary responsibility is instruction will allow the schools to focus more directly on improvements needed in that area. There is some reservation, however, about the effectiveness of the district instructional specialists given the number of responsibilities assigned to those individuals (**Exhibit 2-13**). The lack of time necessary to provide in-depth support for district curricular efforts is a concern expressed at all levels in the district.

**Exhibit 2-13
Assigned Responsibilities of
District Instructional Specialists
KISD**

Responsibility	District Instructional Specialist					
	Specialist A	Specialist B	Specialist C	Specialist D	Specialist E	Specialist F
ABCD Curriculum						X
Advanced Placement (AP) /Pre Advanced Placement (AP)	X					
Camp 2000					X	
Cheerleading	X					
Computer Services Liaison	X					

Counselors	9-12				K-8	
Course Book	9-12			9-12		6-8
Drug Abuse Resistance Education (DARE)					X	
Distance Learning, Technology				X		
Drug Free Schools and Community					X	
Early Childhood			X			
ESEA Eisenhower Grants					X	X
English as a Second Language	6-12					
Foreign Language				K-12		
Health			K-5	6-8		9-12
High School Student Course Selection Guide	X					
Killeen Alternative Center						X
Language Arts	6-12		K-6			
Libraries/Media		X				
Literary Initiative			PK-K			
Math Coach Initiative		X			X	
Mathematics		PK-5			PK-5	6-12
Middle Level	X					

Learning Center						
Military Child Education Coalition	X					
Optional Extended Year-Elementary		X				
Prof. Development Appraisal System	X	X	X			
Physical Education			K-5			
QUEST-Elementary & Middle School					X	
Reading Initiative			1-3			
Reading Is Fundamental			X			
SAT/ACT						X
Science				K-8		9-12
Secondary Education Transition Study						X
Service Learning	X			X		
Social Studies		K-12				
Summer School	9-12	K-5		9-12		6-8
Talented And Gifted (TAG) Selection Committee Chair				X		

Source: Curriculum & Instruction, KISD.

Similar concerns were expressed about the district's health services and guidance and counseling programs. The director for Student Services supervises nurses and attendance offices in addition to conducting all student discipline hearings and updating the student discipline handbook, a yearly publication explaining the district's dress code, general rules and regulations for schools and the district. Due to the time required for discipline related matters, only minimal time can be spent in providing supervision for nurses.

General oversight for the guidance and counseling program is provided by two district instructional specialists who serve in a resource capacity to the program. Although KISD created a comprehensive curriculum guide for elementary counselors in 1984 as a result of an evaluation of the program, TSPR found no evidence that it is used consistently across the district. Neither was there any indication that any recent evaluations had been conducted to determine if the desired service goals are being met.

Recommendation 18:

Realign responsibilities assigned to the district instructional specialists and create the offices of coordinator Library/Media Services and coordinator for Guidance and Health Services.

Reassign the following responsibilities currently assigned to district instructional specialists as follows:

Coordinator for Guidance and Health Services: Supervising the district's guidance and health programs, the DARE and Drug Free Schools and Community programs, high school course book and student course selection guide development, ACT/SAT test administration, and the Secondary Education Transition Study.

Coordinator for Library/Media Services: Supervising the district's library/media programs and serve as contact for distance learning/technology and liaison with computer services.

Coordinator for Gifted and Talented Programs : AP/Pre AP programs and chairperson of the district's Gifted and Talented (TAG) selections committee

Secondary principals: All activities related to cheerleading.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director for Curriculum and Instruction contacts other school districts and the appropriate state associations for	November 1999
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	information on job descriptions for the positions of coordinator of Guidance and Health Services and coordinator of Library/Media Services.	
2.	The executive director for Curriculum and Instruction, with assistance and input from appropriate staff, develops job descriptions for the two positions and submits them to the superintendent.	January-February 2000
3.	The identified responsibilities of the district instructional specialists are reassigned.	March 2000
4.	The superintendent submits the job descriptions to the board for approval and includes the positions in the 2000-01 budget.	March 2000
5.	The executive director for Personnel Services advertises the positions.	March-April 2000
6.	The appropriate staff screens applicants and recommends an individual for each position to the superintendent.	April 2000
7.	The superintendent approves the employment of the two coordinators to begin July 1, 2000.	May 2000

FISCAL IMPACT

Beginning in 2000-01, the costs for creating the two offices is based on salaries for two coordinators calculated at an average salary of \$40,340 plus \$2,228 in benefits (\$85,136) and for two secretarial staff positions at \$16,000 each plus \$2,228 in benefits (\$36,456). In addition, \$15,000 annually is the estimated general office expenses for each office.

For 1999-2000, one time start-up costs are estimated at \$10,000 per office. Salaries, benefits and office expenses of \$26,950 for both offices are based on two months of operation (July and August), or \$25,265 ($151,592/12 * 2$ months).

There is no fiscal impact associated with the realignment of responsibilities for district instructional specialists, coordinator of Gifted Programs, or assistant superintendents of Education Services.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Realign responsibilities assigned to district instructional	(\$25,265)	(\$151,592)	(\$151,592)	(\$151,592)	(\$151,592)

specialists and create the offices of coordinator for Guidance and Health Services and coordinator for Library/Media Services.					
Set up offices for coordinators for Library/Media and Guidance and Health Services.	(\$20,000)	\$0	\$0	\$0	\$0
Total Savings/Costs	(\$45,265)	(\$151,592)	(\$151,592)	(\$151,592)	(\$151,592)

FINDING

Well-written board policies are critical to providing focus for the entire school system. They establish commonly understood standards for the curriculum and provide a framework for districtwide consistency. Board policies provide a system for making decisions across all instructional settings. It is important the policies are clearly and thoroughly communicated to staff and the community.

KISD contracts with the Texas Association of School Boards (TASB) for its policy development. Any policy designated in the policy manual as (Legal) or an (Exhibit) has been developed by TASB to comply with the various legal sources of authority defining local district governance.

Local policies developed by or for the district to reflect decisions of the local Board of Trustees are designated as (Local). Policy updates are issued by TASB regularly for local review and action to help ensure that the district's policies remain up to date. More extensive updates occur in the fall and spring following a session of the state legislature, which meets in regular session during January-May of odd numbered years. The review team examined all instruction-related board policies and exhibits in the district's policy manual. Fifty-six were determined relevant to providing an appropriate framework for curriculum management. The policies reviewed are listed in **Exhibit 2-14**.

Exhibit 2-14
Instructional-Related
Board Policies and Administrative Regulations

Policy	Policy Title
AF (Exhibit)	Goals and Objectives
BAA (Legal)	Board Legal Status: Powers and Duties
BBD (Legal)	Board Members: Training and Orientation
BBD (Local)	Board Members: Training and Orientation
BJA (Legal)	Superintendent: Qualifications and Duties
BJA (Local)	Superintendent: Qualifications and Duties
BQ (Legal)	Planning and Decision-Making Process
BQ (Local)	Planning and Decision-Making Process
BQA (Legal)	Planning and Decision-Making Process: District-Level
BQA (Local)	Planning and Decision-Making Process: District-Level
BQB (Legal)	Planning and Decision-Making Process: Campus-Level
BQB (Local)	Planning and Decision-Making Process: Campus-Level
BR (Legal)	Performance/AEIS Report
CE (Legal)	Annual Operating Budget
CE (Local)	Annual Operating Budget
CMD (Legal)	Equipment and Supplies Management: Instructional Materials Care and Accounting
DAB (Local)	Employment Objectives: Objective Criteria for Personnel Decisions
DC (Legal)	Employment Practices
DC (Local)	Hiring Practices
DMA (Legal)	Professional Development: Staff Development
DMB (Legal)	Professional Development: Staff Development
DP (Legal)	Personnel Positions
DP (Local)	Personnel Positions
EC (Legal)	School Day

EC (Local)	School Day
EEB (Legal)	Instructional Arrangements: Class Size
EEJA (Local)	Individualized Learning: Credit by Examination
EFA (Local)	Instructional Resources: Instructional Materials Selection and Adoption
EFAA (Legal)	Instructional Materials Selection and Adoption: Textbook Selection and Adoption
EFAA (Local)	Instructional Materials Selection and Adoption: Textbook Selection and Adoption
EFB (Local)	Instructional Resources: Library Media Programs
EGA (Legal)	Curriculum Development: Innovative and Magnet Programs
EHA (Legal)	Curriculum Design: Basic Instructional Program
EHAA (Legal)	Basic Instructional Program: Required Instruction (All Levels)
EHAB (Legal)	Basic Instructional Program: Required Instruction (Elementary)
EHAC (Legal)	Basic Instructional Program: Required Instruction (Secondary)
EHAD (Legal)	Basic Instructional Program: Elective Instruction
EHB (Legal)	Curriculum Design: Special Programs
EHBA (Legal)	Special Programs: Special Education Students
EHBB (Legal)	Special Programs: Gifted and Talented Students
EHBB (Local)	Special Programs: Gifted and Talented Students
EHBC (Legal)	Special Programs: Compensatory/Accelerated Services
EHBD (Legal)	Special Programs: Federal Title I Programs
EHBD (Local)	Special Programs: Tutorial, Remedial, and Compensatory Services
FHBF	Special Programs: Bilingual Education/ESL

(Legal)	
EHBE (Local)	Special Programs: Bilingual Education/ESL
EHBF (Legal)	Special Programs: Career and Technology Education
EHDC (Legal)	Extended Instructional Program: Honors Program
EI (Legal)	Academic Achievement
EI (Local)	Academic Achievement
EIE (Legal)	Academic Achievement: Grading/Progress Reports to Parents
EIE (Local)	Academic Achievement: Promotion, Retention, and Placement
EK (Legal)	Testing Programs
EKB (Legal)	Testing Programs: State Assessment Program
FB (Legal)	Equal Educational Opportunities
FB (Local)	Equal Educational Opportunities
GNB (Legal)	Relations with Educational Entities: Regional Educational Service Centers
GND (Legal)	Relations with Educational Entities: State Education Agency

Source: KISD Policy Manual.

A current, up-to-date policy manual is important to the effective administration of a school district. The district's contracted policy service provides updates reflecting changes that occur as a result of legislative or court decisions or rulings of the state education commissioner. However, to ensure that all policies, including those developed locally, are consistently applied and in accordance with directions of the local board and community, a complete review of the district's policy manual should be undertaken every three to four years.

While KISD has been diligent in amending its policy manual based on updates provided by TASB, TSPR found a number of policies in need of review and possible revision. Each policy in the KISD policy manual contains a date indicating when it was issued by TASB. Thirty of the 56 policies reviewed (53.6 percent) had "issue dates" before 1997. Two of the policies were issued in the early 1990s, and two in the early 1980s. These dates suggest that there have been no recent reviews of these policies.

Strong curriculum management policies include statements that provide clear direction for the staff, set the direction on using the available resources necessary for accomplishing the organization's mission, and establish the processes and structures by which decisions are made by staff. Such policies provide greater local control of the curriculum. The review team found no policies that provided clear direction for curriculum development or curriculum delivery. The names of districts that have developed curriculum management policies can be obtained from the Texas Curriculum Audit Center located at the Texas Association of School Administrators.

Recommendation 19:

Review and amend the district's policy manual and pay particular attention to developing and adopting policies for direct curriculum management.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts other districts to secure policies related to curriculum management.	January 2000
2.	The superintendent assigns appropriate staff to review the curriculum management policies.	January 2000
3.	The superintendent contracts with the Texas Association of School Boards to coordinate a review of the district's policy manual including all curriculum-related policies with the issuance of policy updates resulting from the 1999 session of the Texas Legislature.	February 2000
4.	Staff submits to the superintendent the revised policies for review and recommendation to the board.	March 2000
5.	The Texas Association of School Boards coordinates a review of the district's policy manual including all new curriculum-related policies with the issuance of policy updates.	May-August 2000
6.	The board reviews and approves the policies.	Ongoing
7.	The district policy manual is updated.	Ongoing

FISCAL IMPACT

Policy updates are provided to the district as a part of their contractual agreement with TASB for policy development and maintenance. A comprehensive audit of all existing KISD policies would require services of a TASB policy representative in addition to those included in the

existing TASB contract. Cost for the policy audit is estimated at \$2,490; \$900 for a day-long workshop with district administrators and an evening session with the board, \$90 for consultant travel (140 miles x .32 x 2), and \$1,500 for the update of the KISD policy manual. It is recommended that the review be conducted every three to four years to ensure that the policy manual remains up-to-date.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Review and amend the district's policy manual and pay particular attention to developing and adopting policies to direct curriculum management.	(\$2,490)	\$0	\$0	(\$2,490)	\$0

FINDING

Curriculum guides should make the curriculum operational and serve as functional work plans for teachers. Curriculum documents provide direction for teachers on student objectives, assessment methods, prerequisite skills, instructional materials and resources, as well as classroom strategies.

Written guides also should identify basic instructional resources and describe suggested approaches for delivering the content in the classroom. Effective instruction is enhanced through guides that identify the essential information and priorities of the district, suggest effective teaching strategies based on feedback from assessment data, and connect what is taught between grades and schools in the district. To be most effective, guides should be "user friendly" and easy to translate into day-to-day lessons.

The department of curriculum and instruction has developed a schedule for the writing or revising guides during summer writing programs between 1999 and 2004.

TSPR compared the courses offered at the high school level as listed in the *1998-99 Killeen ISD Course Selection Guide* with courses for which guides are available or will be written according to *Curriculum Plan, 1998-2004*, prepared by the Department of Curriculum and Instruction. The course selection guide lists 259 courses available during 1998-99 to KISD students in grades 9-12. Information about courses for which guides exist as well as the dates, if any, guides are to be written are provided in **Exhibit 2-15**.

Exhibit 2-15
**High School Courses Offered/
Curriculum Guides Available or To Be Written**
KISD

Subject	Courses Offered	Guides Available		Summer Guide to be Written					
		#	%	1999	2000	2001	2002	2003	No Date
Art	6	0	0	4	0				2
Choir/Music	12	12	100						0
Dance/Color Guard	3	3	100						0
Science	20	0	0	11	8				1
English/Language Arts	20	10	50	4	2		1		3
Reading	5	0	0		3				2
ESOL	3	0	0	2	1				0
Speech	4	1	25		3				0
Journalism	7	0	0		1	1			5
Spanish	5	0	0	4	1				0
French	4	0	0	3	1				0
German	4	0	0	2	2				0
Latin	5	0	0	4	1				0
Mathematics	11	0	0	6	4				1
Tech Applications	2	0	0		2				0
Health/Phys Education	11	1	9	1					9
Social Studies	21	6	29	2	12				1
Business Education	10	0	0						10
Home Economics	9	7	78		2				0
Tech Education	8	8	0	1					7
Ag. Science & Tech	17	14	82	3					0
Trades and Industrial	22	18	82	4					0
Band	10	10	100						0

Theatre Arts	5	5	100						0
Military Science	4	0	0						4
Cooperative Education	4	0	0						4
Criminal Justice	4	4	100						0
Health Science Tech	13	3	23						10
Electives/Miscellaneous	10	2	20		3				5
Total	259	96	37	51	46	1	1	0	64

Sources: KISD 1998-99 High School Course Selection Guide and Curriculum Plan 1998-2004,

KISD Curriculum & Instruction.

Each course offered in KISD should be supported by a current curriculum guide in an easy-to-use format. Guides should be reviewed on a four-to-six year cycle to ensure they remain up-to-date. Of the 259 secondary courses offered in the district, only 147 will have guides available for the 1999-2000 school year. Forty-eight guides are proposed for development by 2002-03, and seven guides are to be revised. However, 64 (24.7 percent) of the courses offered at the high school level will not have a guide.

Recommendation 20:

Revise and develop functional curriculum guides to provide direction for all instruction.

A guide for each course offered in the district should be scheduled for initial development or review and revision during the next four to six years. Assuming no courses are added or deleted, the 99 guides already planned are produced, and the seven guides to be revised are produced, 64 guides for high school courses should be written over the next four years, a cycle of 16 guides per year.

A quality instructional program across all grades and content areas requires an effective, systematic process for developing curricula including functional, comprehensive, and easy-to-use curriculum guides. In the developing those guides, it is important that there is input from all appropriate district stakeholders as well as curriculum specialists from outside the district. To ensure consistency, project oversight should be centered in one office.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent assigns responsibilities for curriculum guide development to the executive director for Curriculum and Instruction.	November 1999
2.	The executive director for Curriculum and Instruction with input from staff develops a schedule to complete curriculum guides for all courses taught in the district.	February 2000
3.	Staff members including teachers and campus administrators review all KISD course offerings to determine the order of guides to be developed and the timeline for completion.	March-April 2000
4.	The executive director for Curriculum and Instruction contacts other districts, education service centers, and the appropriate professional associations regarding individuals who can provide training in curriculum guide development.	May 2000
5.	Staff selects curriculum writing teams and arranges for training in curriculum alignment, writing skills, and other information relevant to the writing of curriculum guides.	May-June 2000
6.	The curriculum writing teams develop or revise guides according to timetable for guide completion.	September 2000-February 2001
7.	District teachers field-test the initial guide writing project and provide feedback to the curriculum writing teams.	March-May 2001
8.	Guide writing teams modify the process based on feedback	Ongoing

FISCAL IMPACT

A curriculum review and revision cycle for 16 guides would require 16 three-person teams for one week per guide. The costs for each team, composed of two teachers and one support staff/administrator, is calculated at 32 teachers for five days each at a rate of \$60 per day for an average teacher substitute for a total of \$9,600. The support and clerical staffs can be provided by the district at no additional cost. The cost for an outside consultant to conduct a one-day training session and provide a one-day on-site review of the writing process and a two-day review and critique of the guides produced is estimated at \$4,000 annually (4 days @ \$800 per day plus \$800 for expenses related to travel, printing, and telephone/fax). Total cost to develop 16 guides per year is estimated at approximately \$13,600 per year.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Revise and develop	\$0	(\$13,600)	(\$13,600)	(\$13,600)	(\$13,600)

functional curriculum guides to provide direction for all instruction.					
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FINDING

The SAT I: Reasoning Test (SAT I) is designed to assess skills determined to be important to a student's college success. It consists of verbal and mathematics components with scores ranging from 200 to 800 on each component with a maximum score of 1600. The ACT Assessment (ACT) includes tests of English, mathematics, reading and science reasoning. Scores range from 1 to 36 on each test. The ACT composite score is the average of the four component scores. More than two million high school students take the tests annually. In 1996-97, approximately 42 percent of all graduates nationwide took the SAT I and 36 percent took the ACT.

The number of KISD students who took the SAT I in 1997 increased 7.3 percent over the number who took the test the preceding year, from 611 to 655. However, the number of students taking the test expressed as a percentage of the graduating class remained level-57.6 percent in 1997 compared to 57.4 percent in 1996. In comparison, the number of students in Region 12 taking the test between 1996 and 1997 fell from 3,846 to 3,812. Statewide, the number of students taking the SAT increased 4.0 percent although the percentage of graduates taking the test declined from 64.7 percent to 63.6 percent. Information on KISD and peer districts is provided in **Exhibit 2-16**.

Exhibit 2-16
SAT I/ACT Scores in Peer Districts,
KISD, State, and Region 12
1996-97

District	Percent Tested	Percent at or above 1100 on SAT	SAT I Average Score	ACT Average Score
Spring Branch	72.4	48.1	1091	22.3
Temple	66.2	32.5	1022	21.2
Copperas Cove	64.8	20.4	954	20.9
Irving	62.0	32.4	1047	20.0
Lubbock	60.9	33.3	1024	20.6
Killeen	57.6	23.7	963	20.6

Pasadena	47.3	22.3	978	19.8
Region 12	60.3	25.0	987	20.4
State	63.6	26.6	992	20.1
Maximum	100.0	100.0	1600	36.0

Source: Snapshot 1997-98.

The percentage of KISD graduates tested on the SAT I is the second lowest among the seven peer districts and is lower than the percent tested in Region 12 and the state. The percentage of KISD test-takers scoring 1100 or higher on the SAT I was lower than the percentage in Region 12, the state, and all the districts except two. KISD students had the second lowest average SAT I score and the third lowest average ACT score of the peer districts. The SAT I average was 20-30 points lower than the Region 12 and state averages, although the ACT average was higher than the average in both the region and state.

Coordination of SAT I and ACT examinations is the responsibility of the district's two high schools. All planning, scheduling and administration of the examinations is handled at the school level through the counselors' offices.

Recommendation 21:

Develop and formally document strategies to help students improve SAT and ACT scores.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the superintendent's council explore programs related to improving SAT and ACT scores.	November 1999-March 2000
2.	The superintendent and council complete planning and develop recommendations for assisting students beginning with the incoming sophomore class.	November 1999- March 2000
3.	The superintendent recommends plans for helping students improve SAT and ACT scores to the board for approval.	April 2000

FISCAL IMPACT

This recommendation could be accomplished with available resources.

B. GIFTED AND TALENTED EDUCATION

State legislation passed in 1987 requires all school districts to provide services for gifted and talented students. In 1990, the State Board of Education (SBOE) adopted a state plan for serving gifted students that was designed to guide districts on how to meet the requirements of the law. The plan also offered assurance that all students would be afforded the opportunity to be fairly and accurately assessed for the appropriate services.

In 1995, state law required the SBOE to develop and periodically update a state plan to educate gifted and talented students. The plan was to be used for accountability purposes "to measure the performance of districts in providing services to students identified as gifted and talented." The SBOE plan which was adopted in 1996, provides direction on refining existing services and creating additional curricular options for gifted students.

The *Texas State Plan for the Education of Gifted/Talented Students* identifies five program areas for measuring how well districts provide services to gifted and talented students. The areas are student assessment, program design, curriculum and instruction, professional development, and family-community involvement. District programs can be defined as "acceptable," recognized," or "exemplary." Actions identified as acceptable are those included in either state law or state board Recognized and exemplary actions, while not required by the state, are included as indicators of excellence for districts desiring to offer more comprehensive services for its students.

As shown in **Exhibit 2-17**, KISD tied for highest in the percentage of students enrolled in gifted and talented programs among the seven peer districts and the district's percentage enrolled was higher than both the peer district and the state average. Likewise, although the percentage of teachers assigned to gifted programs was fourth among the peer districts, it was higher than the peer district and state averages. The percentage of instructional expenditures budgeted for gifted programs was tied for the second highest among peer districts and was significantly higher than the statewide average.

Exhibit 2-17
Percent of Students, Teachers, and Budgeted Instructional Expenditures
in Gifted/Talented Programs in KISD and Peer Districts
1997-98

District	G/T Student	G/T	G/T Budgeted Instructional
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	Enrollment	Teachers	Expenditures
Killeen	8.1	2.8	3.0
Lubbock	8.1	5.6	2.8
Irving	7.6	3.6	3.0
Temple	7.5	3.2	7.8
Copperas Cove	6.0	1.1	0.9
Spring Branch	5.2	1.2	0.6
Pasadena	4.7	1.1	0.3
Peer District Average	6.7	2.7	2.6
State Average	8.0	2.1	1.8

Source: 1997-98 AEIS Report.

Between 1995-96 and 1997-98, funds allocated to gifted and talented programs in KISD declined only slightly. However, because enrollment in gifted programs has experienced a larger increase (10.9 percent) than the student enrollment in general (3.0 percent), the expenditures per student enrolled in gifted and talented programs has declined 10.2 percent, from \$1,146 to \$1,029. This data is provided in **Exhibit 2-18**.

Exhibit 2-18
KISD Expenditures for Gifted and Talented Programs
1995-96-/1997-98

	1995-96	1997-98	% Increase (Decrease)
G/T Expenditures	\$2,414,123	\$2,402,873	(0.5 %)
Total Student Enrollment	27,892	28,725	3.0 %
Expenditure/Students Enrolled	\$87	\$84	(3.4 %)
G/T Enrollment	2,106	2,335	10.9 %
Expenditure per G/T Student	\$1,146	\$1,029	(10.2%)

Source: 1995-96 and 1997-98 AEIS Reports.

FINDING

The first programs for gifted and talented students in KISD were implemented in 1978. The district operates programs for students at the elementary, middle school, and high school levels. The elementary program consists of the Primary Able-LearnerS (PALS) program at grades K-2 and the Talented and Gifted (TAG) program at grades 3-5. Students are served in "cluster classes," which allow for accelerated instruction in the area of identified giftedness. Gifted Resource Rooms also are available to provide enrichment and independent study.

Middle school students are served through course offerings in the four core areas of English, math, science and social studies. Teaching strategies and the pace and complexity of the course materials distinguishes gifted and talented courses from regular course offerings. In grades 9-12, KISD offers identified gifted students humanities courses in English and social studies. Advanced Placement (AP) and pre-AP classes are available in math and science and are open to all students.

Eligibility screening for KISD gifted and talented programs is ongoing. Students, including those new to the district, are screened using multiple criteria that are grade appropriate. For example, at the kindergarten level, the identification criteria include a portfolio assessment, a creativity test, parent inventory, teacher inventory, and an abilities test. At the high school, the information considered includes the Stanford 9 Achievement test, previous year grades, a creativity test, parent inventory, teacher inventory, student interview, and an abilities test.

KISD provides an increased level of staffing in its gifted program. A full-time coordinator provides districtwide coordination. One or more Gifted Program Facilitators serve elementary schools based on the number of identified gifted and talented students at the school. Teachers assigned to elementary cluster classes and TAG courses at the middle and high school levels have received at least 30 hours of training in gifted education.

Parent and student surveys conducted by the district toward the end of each school year provide the basis for the ongoing evaluation of the program. Parents of students participating in all KISD programs and students in the elementary PALS and TAG programs and in all secondary gifted programs receive surveys. Survey results are used in planning for the next school year. Comments from interviews with parents and teachers indicate support for the program. In the TSPR survey of teachers 86 percent agreed or strongly agreed that KISD has an effective gifted and talented program.

COMMENDATION

KISD has demonstrated a commitment to meeting the needs of its gifted and talented students and has addressed the areas of student performance contained in the state plan for educating the gifted.

FINDING

KISD has historically provided well designed programs for its gifted and talented students. However, after the resignation in 1997-98 of the coordinator of KISD's gifted programs, the position remained vacant for more than a year and was not filled until April 1999. In the interim, the executive director for Curriculum and Instruction assumed most of the coordinator's responsibilities. That arrangement resulted in a number of the activities of the coordinators' office being delayed or left incomplete due to time constraints imposed on the executive director.

To help improve communication, as well as provide input on program strengths and weaknesses, the annual survey used to evaluate program effectiveness should be resumed. In addition, the district has no five-year plan to provide long-range direction for its gifted and talented programming efforts. Other districts' boards of trustees, such as those in Fort Bend ISD, Pasadena ISD, Sante Fe ISD, Midway ISD, and Brady ISD, have approved such plans.

Recommendation 22:

Resume the annual survey on the district's gifted and talented program and use the results to improve the program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator for Gifted/Talented revises the survey sent to parents and students served by the district's gifted programs.	November 1999
2.	The coordinator for Gifted/Talented distributes, collects, and compiles the annual survey results and reports findings to the executive director for Curriculum and Instruction.	March-April 2000
3.	The executive director for Curriculum and Instruction presents the results to the superintendent's council with any recommendations for program improvement.	April-May 2000
4.	The superintendent reports the survey findings and any suggested program modifications to the board of trustees for consideration.	May 2000

FISCAL IMPACT

This recommendation can be accomplished with available resources.

FINDING

Long-range planning and evaluation are important components of a successful gifted & talented program. The district conducted no program evaluation last year due to the lack of a program coordinator.

Interviews and surveys identified a number of program weaknesses including training and the lack of communication about the programs. Training for staff serving KISD's gifted and talented students is paramount to continued program success. Decisions made at the district level, however, have resulted in fewer funds being made available for substitutes. It is difficult to provide in-district training or to allow staff to attend workshops and other staff development activities outside the district. In addition, opportunities with a districtwide emphasis on gifted issues are limited because most staff development in the district is planned and conducted at the school level.

Recommendation 23:

Develop and adopt a Five-Year Plan for Gifted and Talented Education.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator for Gifted/Talented recommends to the executive director for Curriculum and Instruction the names of individuals and representative of stakeholders in the gifted and talented program to serve on the committee to write the five-year plan.	November 1999
2.	The executive director for Curriculum and Instruction submits the recommended list of committee members to the superintendent for approval.	December 1999-January 2000
3.	The superintendent approves the list of committee members.	January 2000
4.	The committee develops a Five-Year Plan for Gifted and Talented Education and submits it to the executive director for Curriculum and Instruction for review.	January-March 2000
5.	The executive director of Curriculum and Instruction submits the plan to the superintendent's cabinet and to the board of trustees for consideration and approval.	April-May 2000
6.	The board approves the five year plan for gifted and talented education.	June 2000

7. The five year plan for gifted and talented is implemented.	June 2000
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FISCAL IMPACT

This recommendation can be accomplished with available resources.

C. BILINGUAL EDUCATION/ESL

Texas Education Code Chapter 29 (as implemented according to Texas Administrative Code Title 19, Part 2) requires all districts with an enrollment of 20 or more students of limited English proficiency (LEP) in any language in the same grade level to offer a bilingual or special language program. Bilingual education must be offered in kindergarten through elementary grades; bilingual instruction in English as a second language, or other transitional language program in post-elementary through grade 8; and instruction in English as a second language in grades 9-12. Bilingual programs offer dual-language instruction that provides for mastery of English language skills and the learning of basic skills in the student's primary language. English as a second language (ESL) programs are those of intensive instruction in English offered by teachers trained in recognizing and dealing with language differences. TEA also outlines the criteria for the identification, assessment, and classification of students in LEP programs.

About 2 percent of KISD's students receive bilingual/ESL services. The student to teacher ratio is tied for the second lowest of the district's peers (**Exhibit 2-19**).

Exhibit 2-19
Bilingual/ESL Enrollment
KISD vs Peer Districts
1997-98

District	Students	% of Enrollment	Teachers	Teacher/Student Ratio
Lubbock	804	2.7	118.6	7
Killeen	626	2.2	28.3	22
Copperas Cove	69	0.9	3.2	22
Pasadena	6,940	17.0	303.7	23
Spring Branch	8,843	28.6	364.5	24
Temple	246	2.8	9.9	25
Irving	5,610	20.6	193.5	29

Source: AEIS.

The district per capita expenditure for Bilingual/ESL is \$2,282, the second highest among its peers, shown in **Exhibit 2-20**.

Exhibit 2-20
Bilingual/ESL Per Capita Expenditures
KISD vs Peer Districts
1997-1998

District	Students	Expenditures	Per Capita Expenditure
Copperas Cove	69	\$178,450	\$2,586
Killeen	626	\$1,428,273	\$2,282
Lubbock	804	\$1,658,666	\$2,063
Irving	5,610	\$10,567,614	\$1,883
Pasadena	6,940	\$4,053,439	\$584
Spring Branch	8,843	\$3,746,881	\$424
Temple	246	\$17,335	\$70

Source: AEIS.

English as a Second Language (ESL) instruction is offered from pre kindergarten through Grade 5 at four elementary campuses: East Ward, Cedar Valley, West Ward, and Reeces Creek. The program is offered in grades six through eight at Smith and Nolanville Middle schools. Both ninth grade centers and high schools have ESL programs. English language skills are taught through listening, speaking, reading, and writing. The focus is on learning English for effective participation in other classes.

Bilingual Spanish/English classes are offered from pre kindergarten through Grade 5 at Mountain View and Willow Springs Elementary schools. Haynes Elementary School is the site for the Bilingual German/English program and Pershing Park Elementary is the site for Bilingual Korean/English program. Bilingual education uses the student's primary language as a tool for instruction while the student learns English.

In addition, KISD offers a dual language program in two elementary schools. Spanish is taught to all students in grades one to four at Mountain View (454 students) and at Willow Springs (378 students). ESL classes also are offered in summer school.

FINDING

The TEA Division of Accountability Evaluations audited the district's Bilingual/ESL program in July 1998. The district replied with a compliance plan in August 1998. **Exhibit 2-21** summarizes the

discrepancies identified by TEA, the district's compliance plan, and progress to date.

Exhibit 2-21
KISD Compliance
With Discrepancies Identified by TEA Monitoring Visit by Division of
Accountability Evaluations July 1998

Discrepancy	Corrective Action	Compliance Progress
<p>B.24 No evidence that the district has provided all members (including parents) of the Language Proficiency Assessment Committee (LPAC) orientation and training necessary to perform the duties.</p>	<p>Districtwide workshops in Sept. 1998 and Jan. 1999.</p> <p>Handbook containing copies of all policies and regulations.</p> <p>Mini-training sessions at each Bilingual campus.</p>	<p>Sept. 1998 workshop completed.</p> <p>Handbook in English and Spanish available.</p> <p>Between August 1998 and March 1999, two district wide sessions and four mini-sessions for bilingual campuses were held.</p>
<p>B.30 Rate of parental denials exceeds state average. No evidence district is making effort to explain benefits of program to assist in parental denial rates at or below state average.</p>	<p>Information about program to be shared at all opportunities.</p> <p>Campus meetings with parents will be documented to include names of participants and dates.</p> <p>Interim evaluation of participation will occur in October, January and May and benchmarked for improvement.</p>	<p>Ongoing. A video explaining benefits will be available in September 1999. Written materials have been distributed.</p> <p>Ongoing.</p> <p>Ongoing.</p>
<p>B38. No evidence the district makes appropriate effort to ensure that limited English proficient students are not underrepresented in gifted/talented education.</p>	<p>The district will review and maintain numerical evidence of LEP students in honors, advanced and TAG. Review data in October, January and May; analyze data to direct corrective intervention. Create a district committee, representative of the ethnic population of the district, to submit a plan for increasing LEP students in honors/advanced/gifted/talented by end of school year, 1999. Implement plan in 1999-2000 school year. Use alternative assessment instruments to identify LEP students for participation in gifted/talented.</p>	<p>Parent inventories have been translated into Spanish, German, and Korean to facilitate parent input. Inventories specifically designed to identify gifted characteristics in ethnic and socioeconomic minority students were explored for use. Building TAG facilitators were specifically trained in identifying students from underserved populations. Selection committees with ethnic representation for the elementary, middle school, and high school were convened and seven meetings were held between May 1998 and May 1999. Non-verbal ability tests (TONI-3 and RAVEN) are available in addition to</p>

Source: Letter from Superintendent to TEA dated August 12, 1998; compliance information from KISD department of Federal and Compensatory Programs.

The district's response to the TEA monitoring visit has gone beyond what they were asked to correct. The district prepared written handbooks explaining ESL services and options in four languages. In addition, the district has commissioned a video explaining benefits, which will be available in September of 1999. To ensure that limited English proficient students are not under represented in gifted/talented education, the district has examined alternative assessment instruments and convened a representative selection committee, steps that it outlined in its compliance plan.

COMMENDATION

The district has recognized its deficiencies in the area of bilingual/ESL and is using innovative solutions and professional development to improve its program.

D. SPECIAL EDUCATION

The federal Individuals with Disabilities Education Act (IDEA) of 1975 requires school districts to provide free and appropriate education and education-related health services to students with disabilities between the ages of three and 21, in addition to services from birth for children who are visually or hearing-impaired. Depending on student needs, these services may include occupational, physical and speech therapy as well as transportation to and from specialized physicians or other specialists, including diagnosticians, counselors, and nurses.

Under federal and state guidelines, students must be evaluated before entering Special Education programs and must be re-evaluated every three years while they are in the program. KISD personnel are dedicated to serving students in the least restrictive setting, with appropriate instructional arrangements designed for the unique needs of the student. Admissions, Review, and Dismissal (ARD) committees, composed of parents and professional staff as specified in federal law, make decisions concerning eligibility, educational plans, placements into Special Education services, and dismissals. Individual Education Plans (IEPs) are developed by ARD committees to identify educational objectives, services, and program activities for each Special Education student.

The district provided TSPR information showing that in 1998-99, KISD served 3,626 students with disabilities. **Exhibit 2-22** provides information on the gender and ethnicity of KISD students in Special Education.

Exhibit 2-22
Gender/Ethnicity of KISD Students
In Special Education
1998-99

		Total	Anglo, Not Hispanic	African American	Hispanic	Asia/ Pacific Island	Am Ind/ Alaskan	Male	Female
All District	Number	27,725	10,685	10,702	4,690	1,217	157	14,139	13,585
	Percent	100%	39%	39%	17%	4%	1%	51%	49%
Special Education	Number	3,626	1,443	1,432	637	85	29	2,393	1,233
	Percent	100%	40%	39%	18%	2%	1%	66%	34%

Source: KISD, Department of Special Education.

The district complies with regulations of the U.S. Department of Education Office of Special Education Programs (OSEP) for identifying

special education students. A parent may request that a child be tested at anytime. Also, any teacher may bring a student to the attention of a referral team on each school campus. In accordance with TEA's 1998 Corrective Action Plan (CAP), a team of KISD teachers and administrators attended state training in "Comprehensive Analysis Process," the procedures for pre referral for Special Education Services. The KISD team in turn trained each campus team in the correct referral processes.

If the campus team advises special education services, testing is scheduled within 60 days. If the student is eligible for special services, an ARD committee must meet and develop a plan within 30 days following the testing. Speech Diagnosticians employed by the district conduct much of the testing. Some community medical professionals, including psychiatrists and psychologists, contract with the district to provide testing as needed.

Students must meet eligibility criteria for at least one recognized disability to be considered for special education and related services. **Exhibit 2-23** provides brief summaries of the disabilities recognized in state and federal law and the percent of KISD Special Education students by program area as reported to TEA in 1998-99.

Exhibit 2-23
KISD Special Education Student
Enrollment Percent By Program
1998-99

Program	% of Special Education Students in Program
Learning Disability -Significant deficit between intellectual potential and achievement.	57.0%
Speech Impairment -Communication disorders, language impairment or voice impairment that adversely affects educational performance.	16.0%
Other Health Impairment -Medically documented limited strength vitality or alertness due to chronic or acute health problems that adversely affect educational performance.	9.0%
Emotional Disturbance -Emotional condition interferes with being adequately and safely educated.	7.0%
Mental Retardation -Functioning significantly below age level on measures of verbal, nonverbal and adaptive skills.	6.0%

Orthopedic Impairment -Medically documented severe orthopedic impairment that adversely affects educational performance.	1.8%
Autism -Significant deficit in perception, interaction, and conformity with societal expectations.	1.5%
Auditory Impairment -Documented serious hearing loss even after corrective medical treatment and/or use of amplification.	0.6%
Visual Impairment -Documented serious visual loss after correction or no vision.	0.4%
Traumatic Brain Injury -Medically documented neurological injury resulting in cognitive, communication, and socialization deficits.	0.2%
Deaf/Blind	.05%
Multiple Disabilities -Combination of disabilities resulting in multi sensory deficiencies and lags in developmental areas.	0.0%
Total	100.0%

Source: Texas Education Agency Division of Special Education.

Special education students are entitled to special education services or to participate in the general education program. The related services provided by KISD are: occupational and/or physical therapy, counseling, social work services, transportation, school health services, parent training and provision of adaptive equipment. Other services may be considered, as the student's needs dictate. Related services are provided by contract personnel, with the amount of time needed decided by the ARD committee.

In 1997-98, KISD's Special Education enrollment ranked third highest among its peers that year. More than eight percent of the district's teachers served the Special Education students, and more than nine percent of the general budget was dedicated to Special Education students (**Exhibit 2-24**). Funds include local, state, and federal funds.

Exhibit 2-24
Special Education
Student Enrollment, Teachers, and Expenditures
Killeen vs Peer Districts
1997-98

District	Students		Teachers		Expenditures	
	Number Enrolled	% of Student Count	Number	% of Teachers	Total Expenditure	% of Budget
Lubbock	4,129	13.7	223.5	10.6	\$11,623,849	14.6
Irving	3,197	11.8	210.6	12.0	\$10,463,419	13.0
Copperas Cove	832	11.4	57.5	11.0	\$2,880,218	12.3
Temple	1,286	14.8	59.6	9.5	\$1,831,744	11.2
Spring Branch	3,321	10.8	171.8	8.5	\$8,862,693	9.5
Killeen	3,236	11.3	156.2	8.5	\$7,598,537	9.4
Pasadena	2,974	7.3	174.1	7.1	\$9,794,792	8.7

Source: AEIS.

The per capita expenditure for KISD Special Education students is the second lowest of its peers, and it is more than \$1,000 lower than Copperas Cove which ranked first. (**Exhibit 2-25**). Expenditures are related to the kind of service provided. The majority of KISD students are in learning disability and speech impairment programs, which are comparatively less costly to deliver than other special education services.

Exhibit 2-25
Special Education Per Capita Expenditures
Killeen vs Peer Districts
1997-98

District	Number of Students	Total Special Education Expenditures	Per Capita Expenditure
Copperas Cove	832	\$2,880,218	\$3,462
Pasadena	2,974	\$9,794,792	\$3,293
Irving	3,197	\$10,463,419	\$3,273
Lubbock	4,129	\$11,623,849	\$2,815
Spring Branch	3,321	\$8,862,693	\$2,669

Killeen	3,236	\$7,598,537	\$2,348
Temple	1,286	\$2,831,744	\$2,202

Source: AEIS.

FINDING

Texas and other states encourage districts to include more special education students in regular education environments for most of their academic instruction. Many educators believe this strategy, known as inclusion, improves socialization and academic achievement. Key to placing students in the least restrictive instructional arrangement is adequate assessment personnel and adequate support provided to regular teachers by specialists such as diagnosticians, occupational, physical, and speech therapists. Since the location of the district is approximately 50 miles away from a major metropolitan area, KISD has experienced problems in hiring and retaining the special education therapists needed to provide services, particularly certified speech therapists, who are required to have a master's degree for licensure.

The district has taken aggressive actions to ensure that their special education students are properly served. Communication resource teachers who are certified in Special Education but are not licensed Speech Therapists work collaboratively with a licensed Speech Therapist. Additionally, the district currently contracts for services from some speech therapists in private practice to provide services to students. To be more competitive in recruitment, the district offers a special stipend for speech therapists who take full-time employment with the district. In the fall of 1999 the stipend will increase to \$2,500. Finally, the district has taken steps to help current unlicensed faculty to acquire speech therapist certification. The district negotiated an agreement with Tarleton State University to offer classes for a speech therapist master's degree through college classes that will be offered in Killeen in the fall of 1999.

COMMENDATION

The district uses resourceful strategies to provide needed speech therapist services to its students.

FINDING

In September 1992, the Texas Medicaid program was amended to allow school districts to enroll as Medicaid providers and apply for Medicaid reimbursement for services they are already providing to children with disabilities. The reimbursement program is known as the School Health

and Related Services (SHARS) program. School districts need not spend new money, but instead can simply apply for reimbursement for specific services provided to Medicaid-certified children. Because SHARS is reimbursement for funds already spent, it is returned to the district and is available to offset future expenses without restrictions. If a student's Individual Education Plan (IEP) mandates occupational therapy, physical therapy, or speech therapy, and that student is Medicaid eligible, the district can receive Medicaid reimbursement for providing those services.

The district participates in the SHARS reimbursement program through the regional service center and employs a special technician in the Special Education Department to identify all eligible reimbursements. Each month, the technician provides the service center a list of students eligible for Medicaid and ensures that campus personnel complete the necessary forms to be submitted for reimbursement. The district has realized income of more than \$400,000 over a three-year period in the SHARS reimbursement program (**Exhibit 2-26**).

Exhibit 2-26
KISD
SHARS Reimbursement Revenue
As of June 1999

Year	95-96	96-97	97-98	98-99 To Date	Total to Date
SHARS Reimbursement	\$133,940	\$110,270	\$133,946	\$48,502	\$426,658

Source: KISD Budgetary Services.

Another reimbursement program available to Texas school districts is the Medicaid Administrative Claims (MAC) program. This program allows districts to be reimbursed for health-related administrative services provided by the districts that cannot be billed through SHARS. Because public schools play a critical role in helping children and their families access physical and mental health services, they may be reimbursed for referral, outreach, coordination, and other related administrative activities.

The district also participated in the MAC reimbursement program. KISD has joined a consortium of schools led by La Porte ISD, which consists of more than 100 districts. The consortium works with the consulting firm of Deloitte & Touche, which provides MAC claims methodology and training to the participating districts. The KISD board approved joining the consortium in January 1998. With only three quarters of

reimbursements to date, the district has realized a MAC reimbursement of more than \$150,000 (**Exhibit 2-27**).

Exhibit 2-27
KISD
MAC Reimbursement Revenue

Quarter Submitted	Jan-Mar 98	Apr-June 98	July-Sept 98	Total to Date
MAC Reimbursement	\$59,024	\$27,170*	\$67,922	\$154,116

Source: KISD Budgetary Services

**April-June reimbursement lower than other quarters due to payroll being expensed in 10 months.*

COMMENDATION

The district aggressively seeks Medicaid reimbursement for eligible services for special education students.

FINDING

The reauthorized federal Individuals with Disabilities Education Act (IDEA) requires all disabled children to have access to state and district performance assessments. In Texas, this includes the TAAS test. All disabled children who do not take standardized tests must have an annual alternative assessment. The Admissions, Review and Dismissal (ARD) committee makes the determination of who takes the TAAS, but is required to provide appropriate justification for exemptions (for example reading level, TEKS, etc.). An ARD exemption is specified in the student's IEP. Results for special education students who take an alternative assessment will not be included in their school's accountability rating.

The Texas Education Agency will be developing a statewide alternative assessment tool for the disabled in 1999 and it will be implemented in the year 2000. A representative of KISD is monitoring the meetings of the development committee. In the year 2001 and subsequent years, KISD's Special Education department will be required to submit to the Board of Trustees an annual report denoting accountability within special education relating to student improvement. TAAS and other data will be submitted in this report.

As indicated in **Exhibit 2-28**, the percentage of students receiving an ARD committee exemption in KISD and its peer districts ranged from a high of 9.5 percent to a low of 1.3 percent.

Exhibit 2-28
Percentage of Special Education Students
ARD Exempt from TAAS in All Grades Tested
KISD vs Peer Districts, Region 12, and State Total
1997-98

District	1997 % ARD Exempt	1998 % ARD Exempt
Copperas Cove	1.2%	1.3%
Pasadena	3.3%	3.7%
Killeen	3.7%	4.1%
Spring Branch	4.6%	4.3%
Lubbock	4.7%	4.6%
Temple	9.1%	7.5%
Irving	10.3%	9.5%
Region 12	6.9%	6.9%
State	5.3%	5.2%

Source: AEIS

Although KISD exempted a slightly higher percent of students from TAAS in 1998, its exemptions were below four of its peers, Region 12, and the state average. **Exhibit 2-29** below shows the number of KISD students who have passed the TAAS in all grades tested for the last three years.

Exhibit 2-29
Percentage of KISD Special Education Students
Passing All TAAS Tests in All Grades Tested
1996-1999

	1996-97	1997-98	1998-99
Number of Special Education Students Taking TAAS	1456	1504	1282
Number of Special Education Students Passing	342	437	564

TAAS			
Percent of Special Education Students Passing TAAS	23%	29%	44%

Source: KISD Special Education.

Slightly fewer special education students took the TAAS test in 1998-99, but a greater percentage of them passed the test. However, the percent of special education students passing TAAS is significantly lower than the district's average TAAS pass rate of 77 percent in 1999. In the past, the TAAS pass rate for special education students was not included in the school's accountability rating, but beginning in 1999-2000, results for special education students who take the actual TAAS at their grade level will be included.

Recommendation 24:

Provide programs of intense remediation for special education students who have not performed well on the TAAS.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Special Education director surveys all principals to determine what sort of TAAS remediation is provided to students with disabilities and compiles a report on these methods.	January 2000
2.	The superintendent directs campus principals to include in their 2000-2001 school action plans intensive programs of remediation for students with disabilities who have been unsuccessful on TAAS.	February 2000
3.	The Special Education director, with input from principals, district and campus instructional specialists, and parents develops procedures to ensure each school offers intensive programs of remediation, and provides central administration with any data elements necessary to determine program success.	March 2000
4.	Principals initiate the procedures as approved and revise programs as needed for the 2000-2001.	September 2000/ Ongoing
5.	The director of Research and Evaluation provides the data necessary to help determine the success of the programs implemented.	Ongoing

FISCAL IMPACT

The fiscal impact of this recommendation is based on the cost of personnel for intensive tutoring. The projected need is for four tutors (one for each high school campus) providing 100 hours of intensive tutoring at \$9.00 per hour. A pool of 400 hours of tutoring would be created; the campus improvement committees will make decisions about allocation of the hours, format, time, and length of tutoring sessions, etc.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Provide programs of intense remediation for special education students who have not performed well on the TAAS.	(\$3,600)	(\$3,600)	(\$3,600)	(\$3,600)	(\$3,600)

E. COMPENSATORY EDUCATION/TITLE I

The Federal Elementary and Secondary Education Act was originally enacted in 1965 and serves as the largest instructional federal aid program for elementary and secondary schools. This initiative funnels approximately \$7 billion for compensatory education to school districts throughout the nation. School districts use compensatory funds to provide supplemental services designed to improve the educational performance of low achieving students in high poverty schools.

Title I of the Improving America's School Act of 1994 continued federal compensatory education aid. Funds flow through TEA to schools based on the previous year's number of students eligible for free and reduced-price lunches as reported by the Public Education Information Management System (PEIMS).

According to Texas Education Code, Section 29.081, Subchapter c, school districts must evaluate and document the effectiveness of Title I money for enhancing educational experiences for at-risk students, reducing the number of drop-outs, and increasing student performance.

KISD's Title I program is designed to ensure that all children can meet the state's academic standards. **Exhibit 2-30** presents demographic information about KISD students eligible for Title I services.

Exhibit 2-30
Gender and Ethnicity of KISD Students
Eligible for Services Under Title I
1998-99

Number Members/ Percent	Anglo, Not Hispanic	African American	Hispanic	Asia/ Pacific Island	Am Ind/ Alaskan	Male	Female
7,022	2,713	2,962	1,094	203	50	3,633	3,389
100%	39%	42%	15%	2%	1%	52%	48%

Source: KISD Office of Compensatory and Federal Programs.

The number of Killeen students eligible for compensatory funds has increased over the past four years due to the growth of the district. **Exhibit 2-31** tracks district growth.

Exhibit 2-31
Growth in Title I Eligible Students

**And KISD Campuses Served
1996-2000**

Year	Number of Students Served	Number of Campuses Served
1999-2000 (projected)	6,627	18
1998-99	5,847	12
1997-98	5,278	12
1996-97	4,219	9

Source: KISD Office of Compensatory and Federal Programs.

When at least 50 percent of a campus population is economically disadvantaged, the school may be designated as a schoolwide Title I project. This designation allows funds to be used for general school improvement purposes, provided that certain requirements are met. Campuses participating in a schoolwide program do not need to identify particular children as eligible to participate in a schoolwide program; all the children are eligible. Consequently, campuses have great latitude in determining how to spend their funds as long as they engage in strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children.

Two important factors, student academic performance and increasing financial resources, provide a rationale for operating schoolwide programs. This approach provides that the planning and budgeting of Title I funds are an integral part, not separate from, the school strategy for raising TAAS scores. These funds are used to provide additional teachers, materials, training, and other services.

Nine KISD elementary schools eligible for Title I funding have been designated schoolwide projects; three elementary schools with high populations of economically disadvantaged students receive additional targeted assistance. The director for Compensatory and Federal Programs determines the allocation of funds using a combination of formula allocation based on eligible student population and targeted funds for high-risk campuses. Decisions about how to spend the funds are made at the campus level, and are submitted for approval.

Formula funds are distributed to the secondary schools based on a mid-point of the percentage of low socio-economic students. Once campuses receive their allocation, the Campus Improvement Committee writes a proposal using funds to improve and enhance at-risk students' education.

Proposals are submitted to the Department of Education Services for review and approval. This process is called the Innovative Practices Grant.

In 1999, all KISD elementary campuses received an allocation for an Innovative Practices Grant and an At-Risk grant. Four elementary campuses that rank 11 through 14 in low socio-economic status received a third grant entitled the Target Grant. Campuses ranking one through 10 in low socio-economic status received additional funds.

Exhibit 2-32 illustrates the allocation of compensatory funds for 1998-99. The district received more than \$2.7 million in Title I funds in 1998-99. About 23 percent of the funds is used for administration and centrally planned activities.

Exhibit 2-32
Title I Program, Part A
Budget Expenditures by Function
1998-99

Program/Function	Amount	Use of Funds
School-wide programs allocation (nine schools)	\$1,560,018	Innovative Practices Grant and At-Risk Grant; decisions about expenditures made by Campus Improvement Committee.
Targeted Assistance Programs (three schools)	\$470,242	Target School Grant; decisions about expenditures made by Campus Improvement Committee.
Administration Costs	\$74,856	Facilitators, secretary, computer/printer, software, supplies, staff development, travel to relevant conferences
Parenting Program Costs	\$80,205	Parent resource center, targeted campuses computers, supplies; parent facilitator & liaison travel, training, meetings, classes, etc.
Centrally Planned Costs	\$570,500	Math coaches, homeless programs, summer school, instructional specialists, reading initiative, testing/evaluation assistance
Total	\$2,755,821	

Source: KISD Office of Compensatory and Federal Programs.

FINDING

The district has commendable procedures for allocating Title I and state compensatory education money. KISD has implemented a site-based budgeting procedure that gives the principal and staff at each school authority to determine how compensatory funds are used. KISD's Office of Compensatory and Federal Programs staff has developed a systematic process that leads the Campus Improvement Committee through the decision making process. Using the clearly formatted, easy to understand grant application packets provided, the committees have all the information they need to determine how they can spend their money and supply all the necessary information for approval. **Exhibit 2-33** shows the information that is required for application for Title I, Part A funds. Similar grant application packets are available for Targeted Assistance, Innovative Practices, and At-Risk funds; the packets are color coded by funding source to make it easy for faculty and central office personnel to keep the funding streams separate.

Exhibit 2-33
Contents of the KISD Grant Application
For Campus Use of Title I, Part A Funds,
1998-99

Page	Contents
Cover	List of information the Title I plan should contain
Page 1	The allocation of funds available; budget transfer number for the local campus; list of legal expenditures with budget codes; compensation information for aides and teachers for figuring the cost of personnel (for example \$28,000 for a teacher, 8 percent of salary for benefits, etc.)
Page 2	Campus name, campus number, indication of campus compensatory status (schoolwide or targeted assistance); grade span that the project will serve; program enrollment by grade; number of students who will be served by the project.
Page 3	Campus goals for the project year; explanation of how funds will support the campus goals; explanation of how staff will evaluate the academic success of the program; list of assessment instruments and criteria to identify eligible students; explanation of the expenditure proposal on page 1 by budget code.
Page 4	List of personnel and parents involved in developing the campus plan.
Page 5	Description of program implementation program models/strategies (for example extended day/year, tutorials, reduced class size, etc.); activities (for example team teaching, mentoring, computer aided instruction, professional development, etc); programs (e.g. Writing to Read, Reading to Recovery, etc.).

Page 6	Name, SSN, position, grade/subject, projected compensation (salary and benefits) for all proposed staffing.
Page 7	Name of specific teacher request by position; projected FTE; approval signatures from assistant superintendent for Education Services and Human Resources Department.
Page 8	Name and level of aide by position; projected FTE; approval signatures from assistant superintendent for Education Services and Human Resources Department.
Page 9	Signature approval from principal, Title I director, executive director for C & I and assistant superintendent for Education Services.

Source: KISD, Office of Compensatory and Federal Programs.

The campus funds are used to provide additional teachers, materials, training, and other services.

Title I funds cover the costs of implementing the reduced class size projects and technology initiatives in the elementary schools. At the secondary school, funds are used to purchase new technology and upgrade existing technology; to purchase TAAS related instructional materials; and to increase professional development opportunities for teachers.

Principals, teachers, parents, and central office personnel expressed great satisfaction with the grant application procedure. The process is user friendly. Principals say that having a concrete fund allocation at the onset helps the Campus Improvement Committee to make decisions. It compels the campus committee to realistically consider the available resources and the priority needs of the campus. Furthermore, the grant package and application procedures virtually ensure that transfers of funds among budget codes will be approved, because the application packet permits only allowable costs to be listed. Principals say that transfer flexibility allows immediate ability to adjust the plan when something doesn't work or a new need arises. The process ensures that the plan has been carefully thought out and justified every step of the way. Participation in deciding how the funds will be spent creates ownership in the plan by campus personnel and parents, who work hard to ensure that the plan is successful.

COMMENDATION

The district uses a site-based decision making grant application process for the distribution of compensatory funds.

FINDING

According to Texas Education Code, Section 29.081, Subchapter c, school districts must evaluate and document the effectiveness of Title I money for enhancing educational experiences for at-risk students, reducing the number of drop-outs, and increasing student performance.

KISD uses a system of self evaluation and peer review to measure success. Through a concept entitled Results Based Monitoring (RBM), KISD campuses conduct on-going monitoring to assess the success of services funded by federal Title I funds and State Compensatory Education (SCE) funds. The process also ensures that the compensatory funded program is operating in accordance with state and local requirements. If funds are not being used appropriately or if students are not improving academically, the campus takes responsibility for redirecting compensatory funds immediately to improve student achievement.

For the past four years, the department of Education Services has conducted peer review visits of low-performing schools to study the impact of SCE funds in assessing students' performance. The peer review is conducted in the spirit of comprehensive campus improvement, to provide support for the campuses and to provide objective data and observations that can be used when campuses evaluate existing programs for the Campus Improvement Plan.

The office of Compensatory and Federal Programs organizes a committee to identify and visit low performing schools. In identifying low performing schools, the committee considers the campus improvement plan, the TAAS scores, and the tier classification of the campus. Tier 1 schools have been rated exemplary or recognized for two or more consecutive years; Tier 2 schools have been recognized two or more years, not necessarily consecutive; and Tier 3 schools are campuses with special populations and have not been recognized.

Those identified schools conduct a self-evaluation in March or April, followed by a peer review site visit in October or November. The site visit committee consists of a principal, an assistant principal, a district instructional specialist, and a campus instructional specialist, although the committee may have more than four members.

In preparing for the site visit, the committee reviews all the documents used to identify the school as low-performing. They also review the campus self-evaluation. During the site visit, the committee uses a standard set of questions to interview administrators, teachers and other participants in the program. The committee asks questions about the special program under review and about the campus plan. **Exhibit 2-34** illustrates sample questions asked during the peer review:

Exhibit 2-34
Sample Program Evaluation and Campus Plan Questions
For KISD Compensatory Education Peer Review

Program Questions	Campus Plan Questions
What is the instructional focus?	Does the plan promote creative use of resources?
Is instructional focus aligned with the campus improvement plan?	Does the plan call for continuation of activities only when there is evidence of progress?
What assessment data is used to evaluate the program?	How were (high school) students involved in the development of the plan?
How do and how often do special program staff and regular education staff work together to design and implement lessons?	Does the plan ensure that school personnel will have adequate opportunities to work together and learn from each other?
Are parents actively involved in the program?	
What services does the parental liaison provide to families that supplement, enhance, and improve student achievement?	

Source: KISD Compensatory Program Evaluation Handbook.

After the interviews are conducted, the members of the peer review prepare a summary of the perceptions of program strengths and concerns expressed in the on site interviews. At that time, the committee also discusses assessment data to determine if the program is producing improvement. Then they develop suggestions about the program for the next school year. Recommendations may range from making improvements to terminating the program and redirecting funds to other strategies.

Instructional specialists who have participated in peer reviews say that the experience is excellent because it allows campus personnel to have input from peers who share a desire for success, and it allows peer review members to have a broader perspective of the district's programs and services.

COMMENDATION

The district uses a peer evaluation process for program improvement in low performing schools.

F. CAREER AND TECHNOLOGY EDUCATION

The educational and economic development needs of central Texas are tightly interwoven. Business, industry, and the general public have a common interest in promoting education and training. The fact that the economic vitality of the community is rooted in the ability to meet the training needs of business and industry has been widely documented. The November 1998 *Texas Labor Market Review* reported that Texas will add almost two million new jobs through the year 2006. Forty-four percent of these jobs will be in professional, technical, and service occupations. The U.S. Department of Labor predicts that 77 percent of future U.S. jobs will require some training beyond high school.

Section 29.181 of the Texas Education Code requires school districts to provide a curriculum that affords each student the opportunity to "master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner; and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the post-secondary level." A TEA rule requires school districts to offer career and technology education courses selected from three of eight career and technology educational areas: agricultural science and technology, business education, career orientation, health science technology, home economics, industrial technology, marketing, and trade and industrial. Career and Technology Education (CATE) gives students an opportunity to make informed occupational choices and develop marketable skills.

The state encourages school districts to develop School-to-Work programs such as Tech Prep, Articulation, and Dual Credit. School-to-Work programs have the following characteristics:

- *school based activities*, including integrated curriculum, applied academics, career guidance/counseling, and articulated credit;
- *connecting activities* that include field trips, interest and aptitude assessment, students observing workplace activities on site, and portfolios; and
- *work-based activities* that include paid and non-paid internships; cooperative education, and registered apprenticeships.

Tech Prep begins in high school and continues at a post secondary institution, frequently at a community college. Tech Prep provides for a coherent sequence of courses involving not only classroom instruction but also on-site training at a business or industry. A Tech Prep program allows students to enter the work force with both technical skills and "hands-on" experience, and to do so sooner than would otherwise be possible.

Articulation agreements are established after a high school course and a college course are examined for alignment. Articulation ensures that students who have successfully mastered skills do not have to repeat a course, saving both time and money. After a student demonstrates mastery of the high school course, he/she may qualify to seek college credit for this course.

Finally, under Dual Credit, students may earn credit while still in high school. Dual credit courses fulfill a graduation requirement and also provide college credit. Students obtain high school credit when they complete the course and college credit upon graduation. Students register for classes in high school and at the college and the courses may be offered on high school or college campuses.

FINDING

During 1998-99, 7,196 KISD students were enrolled in career and technology education (CATE) programs. **Exhibit 2-35** presents demographic data about CATE students.

**Exhibit 2-35
Gender and Ethnicity of KISD
Students in Career and Technology Education
1998-99**

	Total Members	Anglo, Not Hispanic	African/American	Hispanic	Asia/Pacific Island	American Indian	Male	Female
CATE	7,196	2,539	2,948	1,285	380	44	3,728	3,468
Percent	100%	35%	41%	18%	5%	1%	52%	48%

Source: KISD Career & Technology Education Department.

In comparison to its peers, KISD expended the fifth highest per capita amount on career and technology education. Although the district served a higher number of students than three of its peers did, KISD spent a smaller percentage of the total budget than five of the peers did. **Exhibit 2-36** shows the percentage of student enrollment in CATE and the budgeted expenditures for career and technology programs.

**Exhibit 2-36
Percentage of Student Enrollment and Budgeted Expenditures in
CATE
KISD vs Peer Districts
1996-97**

District	Student Enrollment		Budgeted CATE Expenditures		
	Number	Percent	Expenditure	Percent	Per Capita
Temple	1,668	19.2%	\$1,317,622	5.2%	\$790
Spring Branch	3,988	12.9%	\$3,140,144	3.4%	\$787
Pasadena	5,172	12.6%	\$3,317,375	2.9%	\$641
Copperas Cove	1,237	17.0%	\$765,153	3.3%	\$619
Killeen	4,340	14.8%	\$2,293,688	2.8%	\$528
Lubbock	6,381	21.2%	\$2,442,652	3.1%	\$383
Irving	5,478	20.2%	\$144,165	0.2%	\$26

Source: 1996-97 AEIS Report.

At KISD middle school campuses, careers and technology are explored through computer-assisted instruction in combination with laboratory experiences from related fields. In Career Investigation, the students study self-awareness, job acquisition and money management. Since career decisions are made throughout an individual's life span, it is important to assess one's aptitudes, interests, and abilities to predict compatible career fields and to determine the type of training and education that may be required. KISD uses the Differential Aptitude Test (DAT) for assessment of eighth graders. Students consider their assessment profile as they reflect on career choices. Career Investigation goes a step further and addresses the fact that eighth graders need experiences that expand and enrich their abilities to make meaningful, well-informed career decisions. Students explore 14 career pathways through a combination of computer-assisted and "hands on" lab activities. Some of the labs are Biotechnology, Electricity, Light and Fiber Optics, Communication, Model Construction, and Multimedia. The students develop portfolios and a four-year high school plan.

The Technology Education class, an elective, includes experiences in three technological systems: communication, energy, and production. Computer-assisted lessons are accompanied by practical application of technology in modular units. Units combine basic academics (math, science, and language arts) with the study of technological systems. The goal of the units is to enhance understanding that integration of skills is necessary in applied technology.

At the upper grades, KISD has offerings in seven of the eight career and technology education clusters mandated by TEA with marketing being the only cluster not offered. Offerings align with the targeted jobs identified

by the Heart of Texas Work Force Development Board. **Exhibit 2-37** illustrates program offerings in the seven educational areas.

Exhibit 2-37
KISD Career and Technology
Program Offerings
1998-99

Program	Grade Level Placement	Credits
Agricultural Science and Technology		
Wildlife & Recreation Management	10-12	1/2
Animal Science	10-12	1/2
Advanced Animal Science	10-12	1/2
Specialty Agriculture	10-12	1/2
Plant & Animal Production	10-12	1/2
Introduction to Agricultural Mechanics	10-12	1/2
Equine Science	10-12	1/2
Food Technology	10-12	1/2
Landscape Design, Construction & Maintenance	10-12	1/2
Agricultural Science and Technology		
Energy & Environmental Technology	10-12	1/2
Agriculture Metal Fabrication	10-12	1/2
Agribusiness Management & Marketing	10-12	1/2
Advanced Agribusiness	10-12	1/2
Entrepreneur Agriculture	10-12	1/2
Introduction to Horticulture	10-12	1/2
Floral Design & Interior Landscape Development	10-12	1/2
Business Education		
Introduction to Business	9-10	1/2
Keyboarding	9-12	1/2
Recordkeeping	9-12	1/2

Accounting I & II	10-12	1 each
Business Computer Information Systems I & II	10-12	1 each
Word Processing Applications	10-12	1
Business Computer Programming	11-12	1
International Business	11-12	1
Career Orientation		
Administrative Procedures	11-12	3
Home Economics Career Preparation	11-12	3
Individual Cooperative Education	11-12	3
Marketing Dynamics	11-12	3
Health Science Technology		
Introduction to Health Science Technology	9	1
Medical Terminology	10-12	1/2
Health Science Technology I & II	10-12	1 each
Anatomy & Physiology	11-12	1
Clinical Nutrition (fall only)	11-12	1/2
Mental Health	11-12	1/2
Pharmacology	11-12	1/2
Health Science Technology III	12	1-4
HST Medical Laboratory Aide (spring only)	12	1
HST Emergency Medical Aide (spring only)	12	1
Gerontology (fall only)	12	1
Home Economics		
Personal & Family Development	10-12	1/2
Nutrition & Food Science	10-12	1/2
Apparel	10-12	1/2
Interior Design	10-12	1/2
Child Development	11-12	1/2

Individual and Family Life	11-12	1/2
Hospitality Services I & II*	11 & 12	2 each course
Industrial Technology		
Technology Systems	9	1
Communication Graphics	10-12	1
Energy, Power & Transportation Systems	10-12	1/2
Construction Systems	10-12	1
Manufacturing Systems	10-12	1/2
Communication Systems	10-12	1
Computer Application	11-12	1
Research, Design, and Development	11-12	1
Trade and Industrial*		
Automotive Collision I & II	11& 12	2 each course
Automotive Technician I & II	11 & 12	2 each course
Bricklaying/Stone Masonry I & II	11 & 12	I/2 & II/4
Building Trades I & II	11 & 12	I/2 & II/4
Cosmetology I & II	11 & 12	4 each course
Electrical Trades I & II	11 & 12	I/2 & II/4
Electronics I & II	11 & 12	2 each course
Engineering Computer Aided Drafting I & II	11 & 12	2 each course
Graphic Arts I & II	11 & 12	2 each course
Small Engine Repair I & II	11& 12	2 each course
Welding I & II	11 & 12	I/2 & II/4

**Hospitality Services and the Trade and Industrial courses are two-year programs offered in the junior and senior year only.*

Source: KISD Career & Technology Education Programs and Course Descriptions.

The following CATE courses are taught at the Pathways Learning Center: Business Computer Information Systems I; Business Support Systems; Introduction to Business; Keyboarding; Recordkeeping; Personal and Family Development; Preparation for Parenting; Nutrition & Food Science; Apparel; Consumer and Family Economics; Interior Design; Child Development; Individual & Family Life, Agriscience; Graphic Arts; and Small Engine Repair.

KISD is contracting for services with Central Texas College for the following Career and Technology Education Courses: Automotive Collision I & II; Automotive Technician I & II; Hospitality Services I & II; Electronics I & II. Courses are taught at the CTC campus during the school day. Students are transported to CTC for the appropriate time block. A great advantage to KISD students is that students have the opportunity to take courses not offered within the district.

KISD offers School-to-Work programs in Articulation, Dual Credit, and Tech Prep. KISD offers 28 Tech Prep programs in eleven clusters. KISD has developed six year plans with Central Texas College and Temple College (TC) so that students can earn college credit for specified courses completed in high school.

KISD has three articulation agreements with Central Texas College, six articulation agreements with Temple College, and two articulation agreements with Texas State Technical College (TSTC).

KISD offers four classes that offer dual credit with CTC and one class for dual credit with TC. **Exhibit 2-38** below illustrates the school-to-work opportunities available to KISD students in Articulation, Dual Credit, and Tech Prep.

Exhibit 2-38
Tech Prep (TP), Articulation (A) & Dual Credit (DC) Programs
Offered by Killeen ISD
1999

Name of Course	Central Texas	Temple	TSTC
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Accounting	TP	TP	
Administrative Procedures	TP		
Animal Science	TP		
Applied Agricultural Science	TP		
Automotive Collision	TP, DC		
Automotive Technician	TP, DC		
Basic County Corrections Officer	TP		
Business Computer Info Systems I	TP	TP	
Business Computer Programming	TP	TP	
Bricklaying/Stone Masonry I & II	A		
Building Trades	TP		
Child Development	A		
Communication Graphics	TP		
Communication Systems	TP		
Crime in America	TP	TP	
Electrical Trades I & II	A		
Electronics	DC		
Energy, Power, & Transportation		A	
Graphic Arts	TP		
Health Science Tech, I,II, & III	TP		
Health Science Tech, III		DC	
Hospitality Services	DC		
Introduction to Agri Mechanics	TP	A	
Introduction to Business	TP		
Introduction to Criminal Justice	TP	TP	
Keyboarding	TP		
Manufacturing Systems		A	
Medical Terminology	TP		
Metal Fabrication	TP	A	
Nutrition & Food Science			A

Personal & Family Development			A*
Research Design & Development	TP		
Technology Systems		A	
Welding	TP	A	
Word Processing Applications	TP		

Source: KISD 1999-2000 Course Book

*Pending Approval.

About 500 students participate in the Killeen Co-operative education program. The programs and the career categories include: Administrative Procedures, which involves clerical jobs in various businesses, and city government; Home Economics Career Preparation, with students placed in fast-food restaurants and grocery stores; Individual Cooperative Education, which places students in construction and auto mechanics shops; Marketing Dynamics, which places marketing students in grocery stores, banks, home improvement businesses, insurance agencies, and real estate businesses; and Health Science Technology, which allows students to work in various fields at hospitals and day care centers. These students gain up to three academic credits and are paid for their work. Pay is set by the employers, but usually is no less than minimum wage.

A new course is recommended for 1999-2000: "Preparation for Parenting" will be offered at the 10-12 grade level at the Pathways Learning Center. It will be a half-credit elective, and students will study the characteristics of effective parenting and skills needed by caregivers of children. The students will examine parental responsibilities, positive role modeling, child guidance techniques, and the role of parents as the child's first teacher. Parenting patterns that influence a child's safety, health, development, well being, ability to manage family crises and career preparation will be explored.

The CATE program is aggressive in publicizing its programs and activities. For example, the *Killeen Daily Herald* published five articles about the CATE program September through December of 1998,

ranging from a full-page article about the Cooperative education partnership between Copperas Cove and Killeen to monthly mentions of personnel and student activities in the regular weekly and monthly "School Note" and "School Briefs" columns.

COMMENDATION:

KISD offers a broad spectrum of career and technology and school-to-work programs.

FINDING

The Career and Technology Education program has a clearly stated mission, which is printed in all publications of the program, such as the Career and Technology course books. The program has a written Campus Improvement Plan (CIP), current for 1998-99. The CIP sets out three goals for the CATE program, relating to facilities, professional development, and communication.

The Career and Technology Education program also has a written five-year plan that addresses the program 1998-99 to 2002-2003. The plan notes that 1999-2000 is a transition year, in which the department will be preparing for the expansion from two to four high schools. The Career and Technology programs currently housed at the high schools will be closed to allow the current CATE space to be retrofitted as science classrooms and labs. The Cosmetology Program and the Agriculture program will be moved to a 10,000 square foot building intended to be used by the property management department in the future. The other CATE programs will be moved into portable buildings. This arrangement is meant to be temporary and upper level administration speak of plans to open a central CATE center. **Exhibit 2-39** provides more details of the written five-year plan.

**Exhibit 2-39
KISD Career and Technology Plan
1998-2003**

Year	Programs	Personnel	Facilities
1998-99	Improve Bus Ed Labs Expand Health Sci Tech. EMT Certificate Career Awareness (libraries, supplies, equip)	Transition; Planning for four high schools	Replace 2 Bus Ed Labs Media Production Ctr
1999-00	Add Bus Tech Ed to new high schools Add Media lab Career Awareness (libraries, supplies, equip)	Computer Technologist 2 Media teachers 2 Health Sci teachers 4 Agriscience teachers 4 Home Economic	Transition Year, Preparing for four high schools

		teachers	
2000-01	Computer Mainten. Tech Dental Tech Hydroponics Aquaculture Meat Processing Career Awareness (libraries, supplies, equip)	2 counselors	Computer Main Tech Lab Classrooms at 4 high schools Hydroponics Lab & classroom Meat processing Lab & class Plan for new tech school
2001-02	Tech Prep Programs	Tech Prep staff	Tech Prep High School
2002-03	Robotics Expand Health Science Tech (libraries, supplies, equip)	Robotics teacher	Robotics lab & class Add Bus Ed labs Add work space for Cosmetology Expand Career Awareness Library

Source: KISD Department of Career and Technology.

The CATE five-year plan anticipates a new central Tech Prep high school in the year 2001. Other district administrators and teachers speak of a new centrally located Career and Technology center to open within "a few years," or "by the year 2000." Although all personnel interviewed were certain the expansion would take place, TSPR found no evidence of a CATE plan integrated with a district plan for curriculum, personnel, and facilities.

The CATE written five-year plan lacks rationale for relocating programs and modifying program offerings. Beyond the general school year, there are no specific timelines indicating when things will be done. There are no cost projections, and no alternative options. For example, the district currently does not have land for a CATE center or a Tech Prep high school. If a new facility were not available, would it be possible to add a robotics program? Will the robotics teacher begin in 2002-03, or will the job be posted that year? Has robotics been identified as a critical program to the community? Without rationale, specific timelines, projected costs, and assigned responsibilities, the five-year plan is little more than a wish list.

KISD is a rapidly expanding district. It is imperative that the district have a concrete plan addressing the identified current needs (additional teachers for CATE programs that will remain at the campus level; additional labs,

teachers, and counselors for the new campuses) and future needs (expanded facilities, emerging occupations, etc.).

Recommendation 25:

Incorporate into an overall district strategic plan a five-year Career and Technology Education (CATE) plan that includes rationale for program offerings, timelines, costs, and assigned responsibilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the CATE director to review the current offerings and prepare a five-year plan for the CATE program with rationale for any changes (modifications, expansions, redirection or elimination of the current programs).	January 2000
2.	The superintendent directs the executive director for C&I to review the plan and work with the CATE director to ensure that the CATE plan is integrated with the overall curriculum offerings of the district.	February 2000
3.	The superintendent directs the CATE director to attend a strategic planning workshop and to join the district strategic plan work team.	March 2000
4.	The district strategic plan work team develops facilities and human resource needs, costs, and time-lines, and assigned responsibilities to carry out the plan.	June-December 2000
5.	The CATE five-year plan is incorporated into the first draft of the district's strategic plan.	January-April 2001

FISCAL IMPACT

The recommendation could be carried out with regular budgeted resources.

G. FINE ARTS PROGRAM

The Texas Education Code 28.002 relating to fine arts specifies a foundation curriculum that includes enrichment through the study of fine arts. Texas Essential Knowledge and Skills (TEKS) identifies essential knowledge and skills of the enrichment curriculum and specifications for providing instruction.

Research literature overwhelmingly reports that participation in fine arts, particularly in music, is correlated with promoting self-esteem, learning subject matter, and improving language and communication skills. The multisensory method of presenting information has helped students overcome the barriers of language proficiency, enhanced concentration, increased comprehension and retention of information and focused abilities. The 1991 *Wyoming Music Education Association Journal* reports on a comprehensive review of 20 research studies compiled in the fall of 1987 by California State University. The studies provide overwhelming evidence of the value of music education to the learning of core curriculum.

Texas data supports the literature findings that there is a positive correlation between study of music and test scores. The University Interscholastic League reports the average composite score for Texas All State String Orchestra members is 1,341 compared to the state average of 995. The average composite score of all students enrolled in music, vocal or instrument, was 1,207, compared with the national composite average of 1,017 and the state composite average of 995.

A pilot program in Dallas ISD elementary schools, funded by the Texas Commission on the Arts, the Meadows Foundation, and the Exxon Corporation proposed to improve literacy and English language proficiency through education units that incorporate dance, theatre, music, and visual appeal with the standard core curriculum. After implementing the program for two years, fourth and fifth grade student behavior improved almost 50 percent (according to office referrals), and TAAS scores for one group increased by 39 percent in writing, 71 percent in reading, and by 215 percent in math.

FINDING

The district has a K-12 Fine Arts curriculum scope and sequence, updated in 1998. It is correlated with TEKS. The district's music program is recognized as exemplary in the state. The choir program consistently goes to the state UIL sweepstakes. The band director is the past president of the Texas Band Association, an acknowledgement of his leadership in instrumental music.

Enrollment in KISD fine arts programs has increased over the last three years. About 70 percent of middle school students are enrolled in band, choir, and theater arts (**Exhibit 2-40**). Over 5,000 high school students have participated in band and choir over the last four years (**Exhibit 2-41**).

Exhibit 2-40
KISD Middle School
Band, Choir, Theater Arts
Enrollments
1996-1999

Program	1996-97	1997-98	1998-99
Band	1,771	1,850	1,958
Choir	1,381	1,300	1,229
Theater Arts	1,123	1,082	1,289
Total Number of Students Enrolled	4,275	4,232	4,476
Percent of Middle School Enrollment	71%	69%	73%

Source: KISD Fine Arts Department.

Exhibit 2-41
KISD High School Enrollments
Band and Choir
1994-99

Program	1994-95	1995-96	1996-97	1997-98	1998-99
Band	525	591	650	611	754
Choir	360	468	471	458	500
Total	885	1,059	1,121	1,069	1,254

Source: KISD Fine Arts Department.

KISD offers music with a certified music instructor in all schools in grades K-5. In middle school, the district offers band, choir, and theater arts. Sixth and seventh grade students choose one or more, and from Grade 8 on, enrollment in arts is optional. At the high school, the district offers band, choir, theater, and dance at all campuses. In addition, the district offers an after school program in strings, theater, and art, and a pullout string program is offered for some second and third grade students.

Under a grant from the Texas Commission on the Arts, KISD brings the Fort Worth Chamber Orchestra to Killeen twice a year. The orchestra works with the students, and presents a concert for the general public. A small admission fee is charged (\$5 for adults, Senior Citizens free). At Christmas, KISD choir students perform with the orchestra, also in a concert presented for the public. Not only do these events provide an opportunity for the Killeen public to attend a professional musical presentation, but they also provide an opportunity for students to study with and perform with professional musicians. The district has also sponsored other touring arts productions including the Glen Miller Orchestra and the Dallas Children's Theater production of Cinderella.

KISD collaborates with the Killeen Junior Service League and Viva Les Arts, the local community theater, to bring in ballet and a Shakespearean theater company. Viva Les Arts allows KISD students to perform in their facility so that the students have the experience of performing in an actual theater. The district sponsors an elementary summer musical. In 1997-98 the district sponsored 12 fine arts performances, ranging from a short story program, to native American Indian dancers, to *Phantom of the Opera*, to *Jack and the Beanstalk*, to the Dallas Black Dance Theater. In addition, the district presented seven public performances by its students performing in choir and band.

KISD offers an advanced placement (AP) music theory class and has initiated a high school honors art program. The regular art courses are designed to meet the needs of students who wish to satisfy a fine arts requirement and are open to any student. The PreAP and AP honors courses are designed to meet the needs of the serious minded student who wishes to build a portfolio as well as a solid foundation of artistic skills. Students may apply to enter a PreAP honors course at any time. All courses earn one credit toward graduation. The district is studying the idea of adding honors band and choir courses as well.

The district tracks students to determine the effect that participation in fine arts has on achievement. **Exhibit 2-42** presents data from the 1998 profile of college-bound seniors in KISD. Students who have taken arts concentration have higher SAT I scores than the average mean score.

Exhibit 2-42
Profile of KISD College-Bound Seniors
Course-Taking Patterns and
SAT I Mean Scores
1998

Student Profile	SAT I Mean Score
------------------------	-------------------------

All students with SAT I scores	960
Students with more than four years arts and music	1,056
Students with course work or experience acting or play production	1,003
Students with music study or appreciation	1,025
Students with music performance	989
Students with studio art/design	991
Students taking honors courses	1,060

Source: KISD Fine Arts Department.

COMMENDATION

KISD provides a comprehensive fine arts program that enhances the learning experience of its students.

H. PROFESSIONAL DEVELOPMENT

Texas Education Codes 11.253 and 21.451 require school districts to budget adequate time and financial resources to support a comprehensive staff development program. According to the Education Code, staff development training shall include training in technology, conflict resolution, and discipline strategies and it shall promote learning and collaboration with colleagues. The staff development may include instruction as to what is permissible under the law, including opinions of the U.S. Supreme Court. The state supported school year consists of 187 teacher-contracted days-180 student instruction days and seven teacher-contracted days for use as determined locally. School districts may ask for a waiver to offer up to three additional staff development days in lieu of the required days of instruction.

FINDING

When asked to name the most notable strength of the district, almost without exception, teachers, administrators and staff responded, "Professional Development." The district offers 10 days of staff development, requesting the three additional days by waiver.

One and one half day of the 10 days is used for districtwide staff development addressing districtwide issues, and one-half day is used for a districtwide Convocation for all employees. The districtwide convocation includes "job alike" sessions (counselors meet with counselors, second grade teachers meet together, etc.) and motivational speakers. Faculty has input about topics for the districtwide staff development through a needs assessment conducted by employee groups.

The remainder of the 10 staff development days are primarily used for campus-based staff development. In accordance with local policy, each campus, through its site-based decision making committee, determines the campus achievement objectives to be addressed during the staff development sessions. A review of campus plans reflects the following representative objectives to be addressed for 1998-99: team building, curriculum development, disaggregation of formative TAAS reading results, technology, strategies for improving mathematics and reading achievement and parental involvement/parental conferences. Campus and district instructional specialists provide the training.

In addition to the 10 days of inservice that are part of the school calendar, the Professional Development office provides additional significant support to the instructional program and to the professional development of teachers. Each summer, the office develops a schedule of optional professional development. For the summer of 1999, offerings included

seven workshops in discipline/classroom management, 22 workshops in effective teaching practices, and 14 workshops in technology. Fifty-three additional academic content workshops were offered in the following disciplines: special education, social studies, science, math, language arts/reading, fine arts, and foreign language. The Professional Development office provides a catalog of summer workshops and teachers can register using a touch-tone telephone to access a computerized enrollment system available 24 hours a day, seven days a week. Classes are conducted by district personnel and by recognized experts brought in at district expense. In the summer of 1998, about 98 percent of the 2,393 participants who attended summer workshops were teachers.

The office of Professional Development also facilitates Goal III, an initiative undertaken by the district to engage teachers in collaborative action research projects. Goal III projects are intended to improve teaching and learning, foster effective school change, involve teachers in focused collaboration, and compensate teachers for professional development. Teachers submit a Goal III application proposing a collaborative action research project. If approved, the teacher attends a summer district-approved workshop and KISD-approved action research training. In the following year, the teacher utilizes the summer training in the classroom and attends 16 hours of non-duty networking sessions with the collaborative team (one per month, October-May). The teacher maintains a reflecting journal consisting of weekly entries, completes four classroom observations, and makes an end-of-year, action research summary presentation to the campus site-based decision-making committee. Upon completion of all Goal III requirements, the teacher is paid a stipend of \$1,000.

KISD recruits and hires about 300 new teachers each year, one-half of them novices. Nationally, approximately 30 percent of novice teachers leave the profession during the first two years and more than 50 percent leave during the first four years. KISD programs provide orientation, mentoring, and skill development for new teachers and are exemplary efforts to improve instruction and to retain teachers. EXCEL, the new teacher orientation program, is required for employees new to KISD. Participants are required to attend eight days of professional development (seven days of EXCEL classes plus one observation day). EXCEL begins with four days during New Teacher Induction Week and three additional EXCEL days are scheduled in the evenings or on Saturdays during the year. A substitute is provided for the observation day. EXCEL training includes the following modules:

- EXCEL Overview, Orientation to KISD, and Effective Schools
- Multicultural Awareness
- Task Analysis and Lesson Design

- Texas Assessment of Academic Skills (TAAS) and Texas Essential Knowledge and Skills (TEKS) Objectives
- Classroom Management
- Discipline
- Professional Development Appraisal System (PDAS)
- Mentor/Principal Afternoon on Home Campus
- Cooperative Learning
- Parent Conferencing
- Motivation modification, and Special Program Overview
- Multiple Intelligences and Learning Styles
- Questioning Strategies
- KISD on Parade and EXCEL Graduation

The Professional Development office also facilitates a quality mentoring program that encourages professional and personal relationships to foster life-long learning. The office recruits exceptional teachers/role models who are willing to teach, sponsor, counsel and support new teachers. The district offers a stipend of \$350 per mentor for mentoring one new teacher and \$450 per mentor for mentoring two new teachers or an alternatively certified intern. Mentors attend a three-hour training requirement and commit time to promoting a new teacher's personal and professional development. In 1999, mentor training was held on 15 different campuses.

COMMENDATION

KISD provides multiple and varied opportunities for teacher professional development to improve the delivery of instructional services.

FINDING

Each time a teacher completes a workshop, a new computerized transcript documenting all central office-generated professional development is created and made available to the teacher. The transcript lists identifying information such as the name, social security number, campus, assignment, and highest degree earned by the individual. Then course number, course description, date attended, and number of classroom hours are recorded by year, and the accumulated number of hours is documented. The transcript serves several useful purposes: it is a permanent record of professional development; it can be used in evaluations and improvement plans; it can be used in considering promotions or job changes; it can go with the teacher who leaves the district, and provides an official comprehensive record of professional development to potential employers. One transcript reviewed by TSPR showed that an employee with a master's degree had accumulated a total of 424.3 hours of professional development at KISD since 1992-93.

While all professional development generated by the professional development office is listed on the transcript, often C & I professional development developed by campus and district instructional specialists is not listed but can be placed there upon request. Teacher training received outside of the district is not recorded on the KISD transcript.

Recommendation 26:

Include all training delivered at the campus and district level and in external workshops on the professional development transcript.

Attendance at all district-sponsored workshops should be recorded, as should any professional development that can be documented with something like an official certificate of completion. It would be useful to teachers to include all professional development, of whatever origin, on the transcript. Having a history of one's progress is in itself a motivation to continue professional development.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Professional Development convenes a committee to formulate guidelines for identifying acceptable professional development workshops or activities for recognition on the official KISD Professional Development Transcript.	January 2000
2.	HRD develops a form, which can be presented to the workshop facilitator to document attendance and completion of professional development activity.	January 2000
3.	Teachers submit to the Professional Development office documentation for C&I and/or externally offered professional development.	March 2000
4.	The office of Professional Development records all appropriate professional development on transcripts.	April 2000 Ongoing

FISCAL IMPACT

The recommendation can be carried out using current resources.

Chapter 3. COMMUNITY INVOLVEMENT

This chapter reviews KISD's community relations and communications efforts in five sections:

- A. Organization
- B. Internal and External Communications
- C. Volunteer Programs and Community Relations
- D. Military Initiatives
- E. Print Services

Community involvement is essential to both the success of a school district and the quality of life within a school district's community. A well-developed community involvement program is designed to address the unique characteristics of the school district and the community. As a result, a well-organized community involvement program has the attributes listed below.

- Strategies for communicating both with the community (external communications) and within the school district (internal communications).
- Ways for parents, community members, the military, businesses, and the local government to participate in the district's local decision-making processes.
- Methods for recruiting volunteers and soliciting business support.
- Outreach activities to encourage parent and community involvement.

BACKGROUND

KISD faces a unique challenge in communication and parent and community involvement. Because of the Fort Hood military base, KISD has a large mobile population, with military families transferring in and out of Killeen on average every three years.

Three separate organizational units in the district manage KISD's communications and community involvement: (1) Communications Office Services; (2) Parental Involvement; and (3) the Print Shop. The units have a combined staff of nine, which serve 39 schools and more than 28,000 students.

Communications Office Services is responsible for media relations, for graphic design for schools' and central administration departments' publications, and for assisting schools and departments with their publicity

efforts. Communications Office Services has a staff of three and reports to the superintendent.

Parental Involvement is responsible for creating, maintaining, and monitoring parent and volunteer participation in programs in central administration and at schools. Parental Involvement has a staff of two and reports to the executive director for Curriculum and Instruction.

The **Print Shop** performs in-house photocopying, typesetting, and desktop publishing services for administrative departments and schools. The Print Shop has a staff of four and reports to the deputy superintendent for Administrative Services and Human Resource Development.

Exhibit 3-1 presents a detailed overview of the units that direct KISD's communications and community involvement functions.

Exhibit 3-1
KISD Organizational Units Responsible for Performing
Major Community Involvement-Related Functions

Organizational Unit/ Total Staff	Major Communications and Community Involvement-Related Functions
<p><i>Communications Office Services</i> <i>Total Staff = 3</i></p>	<ul style="list-style-type: none"> • Writes narrative for news stories and publications; • Takes photographs at district and campus events; • Trains campus reporters (the Campus Reporter Network) to write quality news stories; • Serves as a liaison between the district and the media; • Maintains files of district-related newspaper stories and photographs; • Designs and runs all of the district's newspaper classified and display advertisements; • Creates publications and provides publication design consultation; • Supports special event planning; • Maintains communications/public relations resource file; • Provides "Weather Watch" communication (by facsimile) for all campuses during severe weather conditions; • Coordinates board honors and recognition; • Publishes summary recap of all board meeting actions • Provides video script writing and video project consultation; and

	<ul style="list-style-type: none"> • Coordinates annual back-to-school instruction booths at three locations.
<p><i>Parental Involvement</i> <i>Total Staff = 2</i></p>	<ul style="list-style-type: none"> • Develops parent/community involvement program strategies; • Plans, coordinates, and implements the district's parent involvement program; • Works with the district's parent/community advisory board; • Serves as a liaison between the district, campuses, and the community for special projects; • Serves as a liaison to district Council of Parent Teacher Associations; • Plans, coordinates, and facilitates parent classes/workshops; • Assists with districtwide, regular, and special program presentations for outreach to families; • Works with Communications Office Services to provide media releases concerning parent training opportunities and school community involvement initiatives; and, • Works with individual schools to achieve targeted campus goals concerning parent/community involvement.
<p><i>Print Shop</i> <i>Total Staff = 4</i></p>	<ul style="list-style-type: none"> • Prints all promotional publications, instructional materials, and forms for the central administration departments, and schools; • Produces multi-colored finished documents; • Folds and binds large documents; and • Provides printing and typesetting services at low-cost to schools and departments with a quick turn-around.

Source: KISD Communications Office Services, Parent Involvement, and Print Shop.

Exhibit 3-2 presents the 1998-99 operating budget for KISD's communications and central office community involvement-related functions.

Exhibit 3-2
1998-99 Operating Budget for KISD Central Office
Communications and Community Involvement Functions

Description	Communications Office Services	Parental Involvement	Print Shop	Total
Number of Staff	3	2	4	9
Salaries	\$113,733	\$71,916	\$97,135	\$282,784
Prof. & Contract Svcs.	4,255	3,211	42,665	50,131
Supplies & Materials	25,127	20,815	6,760	52,702
Other Operating Exp.	20,705	28,536	1,133	50,374
Capital Outlay	0	5,443	32,400	37,843
Total	\$163,820	\$129,921	180,093	\$473,834

Source: KISD Budget Office.

Exhibit 3-3 presents the 1998-99 operating budget for KISD's school level community involvement functions.

Exhibit 3-3
1998-99 Operating Budget for School Level
KISD Community Involvement-Related Functions

Description	Total
Salaries	(1) \$219,241
Prof. & Contract Svcs.	(2) 30,625
Supplies & Materials	(3) 63,331
Other Operating Exp.	(4) 44,865
Capital Outlay	0
Total	\$358,062

Source: KISD Budget Office.

Note: (1) Parent Liaison positions at 14 schools.

- (2) *Parent liaison/student field trips.*
- (3) *Primarily parent activity supplies funds (Title I.)*
- (4) *Primarily parent liaison programs, travel, and recognition awards.*

A good benchmark for comparing communications and community involvement costs across school districts is the amount of funds budgeted per student. **Exhibit 3-4** shows that KISD budgeted \$9 per student for communications and community involvement functions in 1997-98.

While KISD's community involvement budgeted expenditures are below the state average, they are three times higher than the average for Region 12. KISD's budget staff said that communications and community involvement budgeted expenditures were significantly higher than that of Region 12 peers because of the emphasis on parent liaisons and parenting activities at the school level.

The coordinator for Parental Involvement works closely with KISD principals, teachers, and school volunteers to coordinate parent involvement and educational enrichment programs. Moreover, KISD assigns parent liaisons to all 14 elementary schools. Parent liaison positions are especially important

at KISD because many parents are on active duty in the armed forces and frequently relocate in and out of the district. Parent liaisons report to school principals and are charged with ensuring that parents feel welcome. Educational research shows that students whose parents are involved in schools perform better than those whose parents are not involved.

Exhibit 3-4
Community Involvement Budgeted Expenditures
KISD, Peer Districts, State, and Region 12
1997-98

District	Community Involvement Budgeted Expenditures (\$'s per Student)
Copperas Cove	\$0
Irving	\$1
Temple	\$3
Pasadena	\$7
Killeen	\$9
Spring Branch	\$10

Lubbock	\$10
Region 12	\$3
State Average	\$11

Source: Micro Benchmarks, Texas Association of School Boards.

Note: 1997-98 budget data is the latest data available through Micro Benchmarks.

A. ORGANIZATION

FINDING

Since 1958, KISD has received more than \$1.1 million in donations from individuals and families. Since KISD has no education foundation or formal fundraising function, no specific programs exist to use the assets or to identify ways for interested donors, corporations, or other foundations to support educational programs.

However, the district does use interest income from the donations to award college scholarships to KISD graduates. The number and amount of the scholarships awarded annually vary, depending on interest income from the endowment. Scholarship criteria are based on academic standing and financial need; two KISD committees oversee the selection and award process. In 1998-99, the district awarded 12 two-year scholarships. Scholarship recipients will receive \$1,000 for four consecutive semesters providing that they maintain a 2.0 grade point average.

Several school districts in Texas have established their own foundations to secure and maintain additional revenue for local public education. These foundations receive Internal Revenue Service designation as IRS Code Section 501(c)(3) organizations that are nonprofit and tax-exempt. In 1995, El Paso ISD established a Foundation for School Community Enrichment to raise funds for educational programs. The foundation's purpose is to provide impact grants for district classrooms. An impact grant is an award of up to \$1,000 given to El Paso ISD teachers who wish to implement an innovative project or program in the classroom.

Among KISD's peer districts, Irving ISD has established the Irving Schools Foundation to benefit that city's public schools. Spring, Plano, and Beaumont ISDs also have created their own local education foundations. Moreover, the Texas Education Agency's Internet website at www.tea.state.tx.us has information for school districts interested in starting a foundation and a list of individuals and organizations who may be contacted for additional resources. The Council on Foundations, a nonprofit membership organization of grantmaking foundations and corporations located in Washington, D.C., publishes *First Steps in Starting a Foundation* as an information guide.

Recommendation 27:

Create a district education foundation to enhance classroom instruction through supplemental grant awards.

With broad community input, the board should explore initial legal steps necessary to form a district education foundation. These steps may include selection of a committee of community, business, and military leaders charged with creating the foundation; filing articles of incorporation with the Secretary of State; selection of a foundation board of trustees; and adoption of bylaws to guide the operation of the nonprofit foundation, including policies and criteria for the disbursement of funds. When the foundation begins operation, the foundation board may consider hiring a foundation coordinator.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board names a committee of local community leaders to explore creation of a district education foundation.	November 1999
2.	The committee presents a plan to form the foundation to the board.	February 2000
3.	With board approval, the committee takes necessary legal steps to create the foundation.	June 2000
4.	The education foundation begins operation.	September 2000 and thereafter
5.	The foundation holds events designed to inform the KISD community of the foundation's mission and goals.	September 2000 and thereafter

FISCAL IMPACT

This recommendation could be implemented without fiscal impact to the district.

B. INTERNAL AND EXTERNAL COMMUNICATIONS

Communications Office Services disseminates school district information through newsletters, press releases, brochures, and public service announcements. Initiatives implemented by the Communications Office Services have focused on three essential components:

- Internal Communications (Employee Relations)
- External Communications (Community Relations)
- Media Relations

FINDING

Communications Office Services produces a variety of newsletters, pamphlets, and flyers that are distributed to its internal and external audiences. Some of these include:

- Killeen ISD "Communicator" - a monthly newsletter for district employees that recognizes employee accomplishments, extends congratulations on certain events, and publishes upcoming district events.
- "Board Meeting Recap" - a summary of board actions, published twice a month, after each board meeting.
- *Telling Your Story* - an annual publication that explains to school staff how to get publicity for campus events.
- *Communities In Schools: A Year End Review* - an annual publication summarizing program events that occurred over the last school year.
- *Parent Involvement* - a brochure and calendar detailing dates of holidays, programs for parents to become involved with their children, and information about parenting skills.
- *Campus Reporter Handbook* - an annual handbook that explains different methods of communicating through the media.
- *Celebrating Children* - a guidebook for parents that provides general information on coursework at all KISD grade levels, options for students to explore after graduation, tips on obtaining scholarships or other employment alternatives.
- *On Campus* - a semi-annual newsletter to parents and students to inform them of activities occurring in the school district.
- Killeen ISD Calendar - a yearly calendar provided to parents listing holidays, vacation days, report card mail-out dates, and testing dates during the year.
- Killeen ISD Map - a list of all schools located in the district with information such as name of the school, address, the name of the principal, and telephone number.

- *Parent Handbook* -an annual publication with basic district and enrollment information.
- Back-to-school edition of the *Killeen Daily Herald* - a summary of all the bus routes (will also be on KISD's web site in the fall of 1999).

Several of the district's publications have been worthy of statewide recognition. In 1998-99, the KISD's Communications Office Services team participated in the annual Star Awards publications contest sponsored by the Texas School Public Relations Association (TSPRA). The district received statewide honors from TSPRA for its publications in the following contest categories:

Best of Category (Newsletter)

- "On Campus" newsletter

Best of Category (Photography)

- "Innocence of Learning" photograph

Gold Star Awards

- "Extended Algebra" news story in "On Campus"
- "Celebrating Success" photograph
- "Celebrating Children" image identity package
- "Telling Your Story" booklet
- "Handel's Messiah" program booklet
- KISD Calendar
- Parent Involvement Calendar

Silver Star Awards

- "Create a Nation" news story in "On Campus"
- "Leadership Academy" brochure
- "A Salute to Our Retirees" program booklet
- "Guidebook for Parents" booklet
- Summer Professional Development catalog
- KISD birthday card

Moreover, KISD has developed a comprehensive Internet website that provides useful facts about the district. Six of the district's elementary schools and two of the district's high schools have also developed websites. The six elementary schools include: Bellaire, Cedar Valley, Clear Creek, Hay Branch, Nolanville, and Reeces Creek. The high schools are Ellison and Killeen. With the recent hiring of a web master, all KISD

schools will be able to have their own individual sections on the district's web sites. Seventeen campuses have individual sections on the district's website.

According to the Fort Hood command staff, which is responsible for transferring military personnel to and from Fort Hood, the district's website is especially helpful to incoming military personnel. Information on the website includes:

- District facts
- KISD departmental telephone list
- Board meeting information and agendas
- Recognized schools
- KISD TAAS scores
- District maps
- School cafeteria menus
- KISD course book
- KISD calendar
- KISD administrative policy manual
- KISD 2000 Plan
- 1998-99 attendance zones
- 1999-2000 proposed rezoning plans

COMMENDATION

KISD's publications have earned statewide honors for excellence.

FINDING

A number of comments from the public stated that KISD's superintendent is accessible to meet with parents, business, and community groups to discuss important issues about the district. Examples of such comments included:

- "KISD's superintendent holds public forums on all major policy issues."
- "The superintendent volunteers to meet with Hispanic community members to address their issues."
- "The superintendent held a press conference to address recent safety issues."
- "KISD's superintendent is involved in the community and so are many of the district's administrators."
- "KISD's school board/administration regularly solicits surveys to get community input."

Public input survey results from district administrators, principals and assistant principals, and teachers also indicated that there is a high level of satisfaction concerning public input to the district's school board. **Exhibit 3-5** summarizes TSPR's KISD employee survey results showing that the board allows sufficient time for public input at board meetings. Eighty-three percent of administrators, 86 percent of principals and assistant principals, and 57 percent of teachers believed that KISD's school board allows sufficient time for public input at board meetings.

**Exhibit 3-5
KISD Employee Opinion Survey Results**

The school board allows sufficient time for public input at board meetings.					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Administrators	34%	49%	15%	2%	0%
Principals/Asst. Principals	38%	48%	12%	2%	0%
Teachers	12%	45%	34%	8%	1%

Source: Stakeholder Surveys, May 1999.

COMMENDATION

KISD's superintendent shares information about critical issues that are important to the Killeen community and the school board provides ample time for public input at board meetings.

FINDING

District administrators, principals, assistant principals, and teachers believe that KISD regularly communicates with parents. **Exhibit 3-6** shows that 80 percent of administrators, 85 percent of principals and assistant principals, and 57 percent of teachers felt that the district regularly communicates with parents.

**Exhibit 3-6
KISD Employee Opinion Survey Results**

The district regularly communicates with parents.					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Administrators	24%	56%	13%	7%	0%
Principals/Asst. Principals	21%	64%	3%	12%	0%
Teachers	12%	45%	34%	8%	1%

Source: Stakeholder Surveys, May 1999.

Some of the parent and community member focus group comments, however, indicate that better communication between the district and community may be needed for day-to-day and special events at the district. Focus group participants suggested that KISD make wider use of public service announcements on local radio stations and Channel 7 - the district's dedicated education station as a way to reach a larger audience. Focus group participants also suggested the district explore a dedicated telephone line for announcements.

Parents that attended the Fort Hood focus group suggested KISD investigate posting important school and districtwide notices about day-to-day and special events in the *Killeen Daily Herald* and the *Fort Hood Sentinel* newspapers. The *Killeen Daily Herald* is widely read by many Killeen community members (both civilian and military), and the *Fort Hood Sentinel* is distributed to each family that resides in Fort Hood military housing twice a week.

Recommendation 28:

Identify communication alternatives that are easily accessible and capable of reaching a large number of community members.

Notices can be placed in a specific location in area newspapers on a specific day of the week. The notices' format should be standardized so that parents and community members would know to look in the paper on a specific day for the events, and the notice would be immediately recognizable.

A negotiating point for the *Killeen Daily Herald* to publish the notices at no cost should be that readership may increase and more newspapers may be sold on days that the KISD notices appear in the paper. Interested parents and community members may purchase the paper primarily to learn about district events. The *Fort Hood Sentinel* is delivered to military families at no charge and its staff may be willing to publish the notices free of charge to improve community relations with KISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services obtains approval from the superintendent to solicit dedicated space in the <i>Killeen Daily Herald</i> and the <i>Fort Hood Sentinel</i> newspapers.	November 1999
2.	The assistant superintendent for Business Services negotiates with the <i>Killeen Daily Herald</i> and the <i>Fort Hood Sentinel</i> newspapers about providing dedicated space to advertise day-to-day and special events.	December 1999
3.	The coordinator for Communications designs the format for the notices.	January 2000
4.	The coordinator for Communications informs central administration and school personnel about the timetable for submitting information to the <i>Killeen Daily Herald</i> and the <i>Fort Hood Sentinel</i> newspapers.	February 2000
5.	The coordinator for Communications gathers and submits publishing notices about day-to-day and special events.	March 2000 and thereafter

FISCAL IMPACT

The district should design the notices so that they require no more than an eighth of a page of space, making it feasible for the *Killeen Daily Herald* and the *Fort Hood Sentinel* newspapers to publish the advertisements at little or no cost to the district.

FINDING

KISD board meetings are not televised. The local cable television station-Time Warner Cable-has set aside a dedicated education channel (Channel 7) for the district.

Focus group parents said that televised board meetings would be informative and useful. KISD's communications staff said that board meetings are not televised because of the high cost of purchasing video recording equipment and the necessary microphone and lighting equipment for the boardroom.

The City of Killeen began broadcasting city council meetings in 1995. The City invested in a new lighting and microphone system for its council chambers and contracted with Central Texas College to video record the council meetings. Central Texas College's contract provides the City of Killeen a staff person and a high quality television camera to tape the meetings.

Neighboring school districts to KISD such as Belton ISD, Copperas Cove ISD, and Temple ISD do not have a designated education cable channel, but have expressed an interest in broadcasting board meetings on cable for their districts.

Recommendation 29:

Contact neighboring school districts and the local college to identify cost-effective ways to broadcast board meetings and instructional programs.

Joint use of the Time Warner Cable - Channel 7 should be a viable, cost-effective way for KISD and neighboring school districts such as Belton, Copperas Cove, and Temple to broadcast board meetings and instructional programming.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services contacts Time Warner Cable - Channel 7, Central Texas College, and neighboring school districts to develop cost-effective strategies to use Channel 7 to broadcast board meetings and instructional programs.	February 2000
2.	The assistant superintendent for Business Services develops a cost proposal to broadcast board meetings and instructional programs.	March - April 2000
3.	The assistant superintendent for Business Services presents the proposal to the board.	May 2000
4.	The board approves the proposal and authorizes budget expenditures for 2000-01.	May 2000
5.	The district begins broadcasting board meetings and using Channel 7 for instructional purposes.	August 2000

FISCAL IMPACT

The cost of four districts using the cable channel to broadcast board meetings and instructional programs is \$6,000 to \$7,500 per month. Thus, KISD's portion would be approximately \$1,875 per month (\$7,500/4) to broadcast board meetings (twice per month) and instructional programs or \$22,500 per year beginning in 2000-01.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
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Contact neighboring school districts and the local college and identify cost-effective ways to broadcast board meetings and instructional programs.	\$0	(\$22,500)	(\$22,500)	(\$22,500)	(\$22,500)
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C. VOLUNTEER PROGRAMS AND COMMUNITY RELATIONS

School districts develop a strong base of volunteers and good relations with the community by conducting ongoing outreach activities and developing informational workshops and activities of interest to parents and members of the public.

FINDING

In 1994-95, KISD hired a coordinator for Parental Involvement to direct districtwide parent and community volunteer initiatives. The position is responsible for developing and administering parenting workshops throughout the district and working with community organizations such as the Fort Hood Military Base, Communities In School, and Killeen Volunteers, Inc. Other organizations include Killeen Sister Cities, Chambers of Commerce, Killeen's America's Promise, Killeen Help Center, AmeriCorps Volunteers, KISD Council of Parent Teacher Association (PTAs), and school site-based decision management groups.

The Parental Involvement office provides a variety of parenting workshops and volunteer opportunities for district parents. A monthly Parent Academy workshop is hosted by a different elementary school within the district. Various topics are discussed at the Parent Academy workshops ranging from disciplining children to approaches to assisting children with homework.

The Parental Involvement office offers a "For Kids' Sake" class. The class provides useful information on how to help children adjust and deal with divorce. The class is mandated by the Killeen local courts for parents in KISD who are divorcing.

Monthly computer workshops are also held by the Parental Involvement office. The workshops are divided into three sessions: (1) introduction to computers, (2) word processing, and (3) Internet use.

Exhibit 3-7 presents annual events organized by the Parental Involvement office.

**Exhibit 3-7
Parental Involvement office
Annual Programs
1998-99**

Special Event	Month Held
Districtwide Volunteer Outreach	August

Recognized Schools Ceremony	September
Parent Involvement Day	November
District Educational Toy Fair Demonstration	December
Districtwide Volunteer Recognition	April
Parent Involvement Symposium	May

Source: KISD's Parental Involvement office.

During 1998-99, the district had about 1,800 active volunteers that worked nearly 82,000 hours. KISD volunteers participate in schools, providing classroom and library assistance, tutoring, sharing cultural or hobby experiences, chaperoning field trips and special events, monitoring the lunch room, and working in the nurses office. Using a minimum wage-rate calculation of \$5.15 per hour, the district valued KISD's volunteer time at \$421,579.

Exhibit 3-8 summarizes the total number of volunteers, total volunteer hours, and estimated savings generated by the district.

**Exhibit 3-8
Summary of KISD Volunteers,
Volunteer Hours and Estimated Cost Savings
1997-98 and 1998-99**

School Year	Total Volunteers	Total Volunteer Hours	Estimated Savings for the District
1997-98	1,730	76,351	\$393,208
1998-99	1,800	81,860	\$421,579

Source: KISD's Parent and Community Involvement office.

Note: The estimated cost savings to the district was calculated by multiplying total volunteer hours times minimum wage rate of \$5.15 per hour.

COMMENDATION

KISD's volunteers donated over 81,000 hours to the district, which saves staff resources and money that can be redirected back into classrooms.

FINDING

KISD recognizes that parental involvement is vital to the education of students. The district sponsors student-led parent/teacher conferences in the fall and spring to encourage parental involvement. During the conference, students share with their parents a portfolio of their course work. Teachers provide information about their students' progress, need for improvement, and suggestions for parents to enhance students' academic performance at home.

To prepare for conferences, parents are asked to:

- Talk to their child before the conference to identify area of concern;
- Prepare a list of questions that will focus on their child's academic performance;
- Identify any problems or potential situations that may affect their child; and
- Focus on solving problems and not placing blame.

After the conference, parents are encouraged to review the teacher's suggestions for improvement and to develop follow-up plans to monitor the child's progress. The district promotes the importance of the conferences throughout the community and many Killeen employers and Fort Hood have agreed to allow parents to attend scheduled conferences during working hours.

COMMENDATION

KISD organizes parental involvement activities such as student-led parent/teacher conferences that provide opportunities for parents to participate in and monitor student progress.

FINDING

Allowing community members to use school facilities is an excellent way to bring the public into the schools and promote community support. KISD allows two outside organizations to use school facilities during the school year and over the summer.

The Young Men's Christian Association (YMCA) sponsors a before- and after-school program at 21 KISD schools. The program, which is called AfterSchool in Motion (AIM), is housed in school cafeterias and serves from 600 to 900 students throughout the school year. The program allows students to come into the schools from 6:00 am until the school starts in the morning and from the time school ends until 6:00 pm in the evening.

The program provides a valuable service to parents who must drop children off at school before the scheduled start time and parents who are unable to pick children up immediately after school. Students taking advantage of AIM can do homework or participate in arts and crafts and organized recreational activities. The YMCA provides one adult supervisor for every 15 children enrolled in the program. Funding for the program is primarily generated from fees paid by parents. The cost per student is \$40 a week for students participating before and after school and \$35 per week for students who participate in the evening program only.

For the past six years, the City of Killeen's Parks and Recreation Department has sponsored a Summer Day Camp Program. The camp starts in early June and ends in late July. Program funding from the City of Killeen is estimated at \$15,000 annually. The day camp serves about 200 students at four KISD school locations. The camp serves students from five to 12 years of age. Students at the camp participate in recreational, educational, and arts and crafts activities.

In addition to the two organizations noted above, KISD facilities were used 106 times for after-school or weekend use during 1998-99. To obtain a KISD facility for community use, the district requires you to complete a facility request form seven days in advance. Some of the community organizations that used KISD facilities in 1998-99 include:

- Booster clubs
- Parent support groups
- Fraternal organizations
- Civic organizations
- Religious organizations
- Intramural sports participants and
- Neighborhood youth organizations.

COMMENDATION

By opening its facilities for community use, KISD promotes positive community relations with local government agencies, youth support organizations, and Killeen community members.

FINDING

In 1997, KISD's Education Services Department started a "summer enrollment center," a centrally located place for parents to register new students entering kindergarten through grade 12. The summer enrollment center concept was established so that parents would have a convenient one-stop registration point, regardless of the number of children they have

or where their children's home school is located. The summer enrollment center provides an opportunity for parents to:

- Register new students that will be entering KISD for the first time;
- Submit updated address and health records for pre-enrolled students;
- Complete the screening process for students applying for entrance into the Talent and Gifted Program;
- Initiate the screening process for English as a second language and bilingual students; and
- Make temporary placement decisions for special education students.

In preparation for fall 1999, the summer enrollment center was held at Manor Middle School across from the Killeen Mall. The enrollment center operated on weekdays from July 6 through July 16 from 8:00 am to 7:30 pm.

KISD administrators staff the enrollment center, performing a variety of duties such as greeting parents, handing out registration materials, copying social security and birth certificate information, reviewing student records, and reviewing program qualifications with parents. The 1999 summer enrollment center facilitated registration for 1,666 students.

COMMENDATION

KISD established a summer enrollment center that facilitates convenient registration for parents and students who are new to KISD.

FINDING

Most KISD schools have one or more organized parent groups that promote parent involvement. KISD's high schools and ninth grade centers have strong parent-sponsored booster organizations. Parent booster organizations help to raise money for schools and support school programs by organizing and staffing concession booths.

A number of KISD middle and elementary schools have active Parent Teacher Associations (PTAs). KISD has a districtwide PTA president and a Council of PTA organizations (the president of each school's PTA belongs to the Council of PTAs). PTAs were initially founded over 100 years ago and have a national governing body capable of providing a variety of educational materials and program planning kits to local PTA programs.

PTA organizations have a presence in school districts in all 50 of the United States. The PTA organizations at KISD schools provide support services to students and schools by working closely with principals and teachers to enhance academic programs through participation in classroom and extracurricular activities and conducting fundraisers.

Five KISD schools do not have active PTA organizations. Two of the five KISD schools have never had organized PTA programs. During 1997-98 and 1998-99, three KISD schools disbanded their PTA programs because of missing funds and conflicts between officers and members of the organization.

Recommendation 30:

Develop general guidelines for organized parent involvement groups to help them effectively run their organizations and manage funds.

The coordinator for Parental Involvement should develop some general guidelines for parent involvement groups that may need guidance about organizing and working together within a volunteer group. The district's business office should assist with the development of policies and procedures and internal control guidelines for maintaining and reconciling organization bank accounts. Collectively, the general guidelines for parent groups and the procedures for organizing bank accounts should be used as a supplement for volunteer groups that have strong procedures in place and as a training tool for volunteer groups that do not have effective procedures.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator for Parental Involvement works with the districtwide PTA president and an advisory committee from the Council of PTA organization to develop comprehensive organizational guidelines for PTA and booster club organizations.	November 1999
2.	The coordinator for Parental Involvement works with the assistant superintendent for Business Services to ensure that appropriate internal control guidelines are in place for managing all organization funds.	December 1999
3.	The coordinator for Parental Involvement publishes the parent involvement organization and internal control guidelines.	December 1999
4.	The coordinator for Parental Involvement issues and implements the parent involvement organization and internal control guidelines to all parent groups.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD has established an Adopt-A-School Program through Fort Hood. Military personnel who volunteer in KISD schools staff the Fort Hood Adopt-A-School Program and develop and implement specific parent/community involvement programs during the school year. The Killeen Chamber of Commerce sponsors KISD's Adopt-A-School Program for the business community.

Not all KISD schools have Adopt-A-School business partners, however. In a focus group, one local business owner said he tried to initiate a business partnership with the district to teach elementary students money management, but could not obtain approval from the administration.

Another focus group participant felt that additional input from businesses in classroom education could help students gain a "real world" perspective on business issues. Moreover, public schools have a significant stake in Adopt-A-School programs, which typically generate valuable resources to supplement career and technology related-educational programs.

In several school districts reviewed by TSPR, many business community-sponsored Adopt-A-School Programs donate a substantial amount of financial and in-kind resources. These resources include monetary donations, educational supplies, computer equipment, and playground equipment that would otherwise have to come from the school budget. For example, Texarkana ISD has a Partners in Education Program that generates approximately \$20,000 each year in prizes, food, and material from businesses and civic organizations.

Recommendation 31:

Create a Business Advisory Council to strengthen KISD's Adopt-A-School program.

KISD could solicit the initial Business Advisory Council members from the Killeen, Harker Heights, and Nolanville chambers of commerce. One of the businesses that agrees to participate could head the Adopt-A-School Business Advisory Council. This business would be responsible for establishing goals that include promoting business interests in KISD schools and recruiting additional business partners for schools. The council could provide input into the district's curriculum program,

particularly for career and technology education, so that KISD students could better meet the workforce needs of local communities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator for Parental Involvement identifies businesses willing to participate with the Business Advisory Council and ensures that a business from the council is selected to spearhead the Adopt-A-School program.	January 2000
2.	The coordinator for Parental Involvement researches successful Adopt-A-School programs in other school districts and uses those methods to strengthen the Adopt-A-School program at KISD.	February - March 2000
3.	The Business Advisory Council establishes Adopt-A-School program goals, objectives and guidelines and schedules an organizational meeting with the campus principals to explain how the new program should work.	May 2000
4.	The Business Advisory Council and campus principals implement the revised Adopt-A-School program at the beginning of the school year.	August 2000
5.	The coordinator for Parental Involvement meets at least semi-annually with the Business Advisory Council to monitor program successes and obstacles and to provide input to the council about districtwide needs.	Semi-annually beginning in December 2000
6.	The coordinator for Parental Involvement documents Adopt-A-School program accomplishments (such as the amount of donations acquired for each campus) and helps identify campuses where additional council participation may be needed.	June 2001

FISCAL IMPACT

The recommendation could be implemented with existing resources, and should result in a substantial increase in business community involvement in KISD schools.

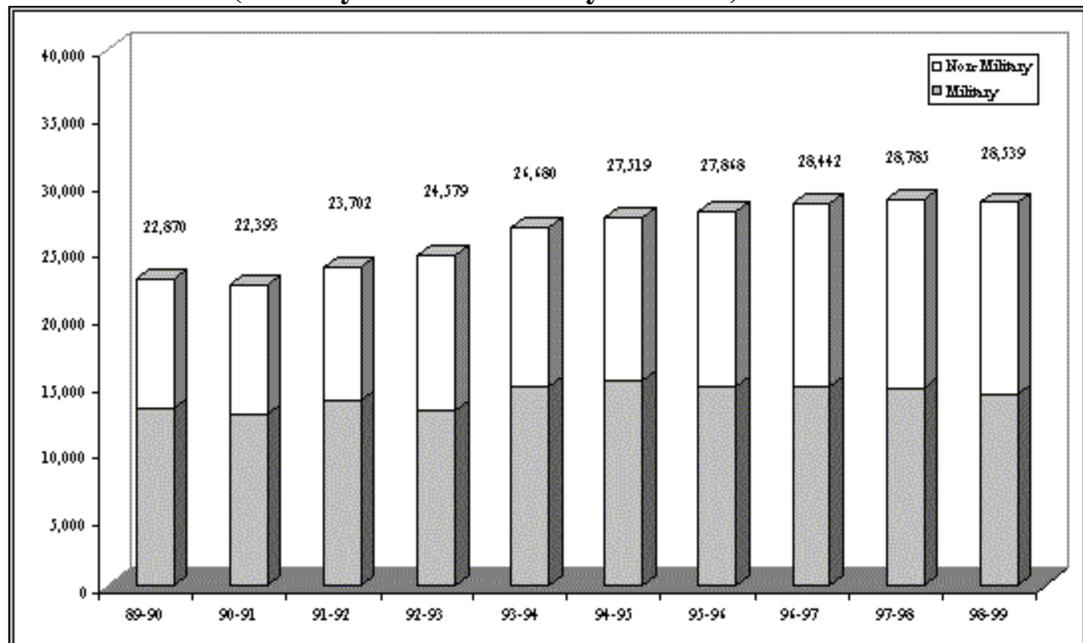
D. MILITARY INITIATIVES

Although military personnel's children are constantly faced with transition, they should be guaranteed a quality education. KISD administrators have embraced the challenges posed by these students and have worked closely with Fort Hood command staff to transition students into the district smoothly.

Killeen has a significant military presence and has grown into the largest active duty armored post in the United States Armed Forces. Fort Hood is the largest single-location employer not only in Killeen, but also in the State of Texas with 41,000 soldiers and approximately 5,800 civilians working on the base. Fort Hood pumps millions of dollars into the community in military and civilian pay, contracts, and local purchases. According to the Greater Killeen Chamber of Commerce, the post has a direct annual financial impact of \$2.1 billion on the local area with a total annual economic impact of \$3.7 billion.

Half of KISD's 28,000 students come from Fort Hood. KISD has experienced a tremendous amount of growth, attributable in large measure to the growth of Fort Hood. The district has grown from approximately 22,870 students during the 1989-90 school year to 28,539 students in the 1998-99 school year—a 25 percent increase. **Exhibit 3-9** presents a breakdown of KISD's 10-year enrollment for both military and civilian students.

Exhibit 3-9
KISD Student Enrollment, 1989-99
(Military and Non-Military Students)



Source: KISD Superintendent's Office

FINDING

The Fort Hood 2000 Program is a cooperative effort between the U.S. Army at Fort Hood, local municipalities, and the eight independent school districts in the surrounding area of which KISD is the largest. The Fort Hood 2000 Program patterns many of its goals from the National Military Goals 2000- Educate America Act. Major goals for the National Military Goals 2000-Educate America Act include:

- Promote graduation
- Assist school districts in keeping schools safe and drug free
- Encourage parent participation

From broad initiatives developed by the National Military Goals 2000: Educate America Act, Fort Hood staff works closely with 10 education-related programs, which are administered by KISD and serve all district students. **Exhibit 3-10** summarizes the Fort Hood 2000 Programs.

**Exhibit 3-10
Fort Hood 2000 Programs**

Program	Description
Adopt-A-School	<ul style="list-style-type: none"> • Teams up battalion-size military units with local schools. • Improves students' education through unit and soldier involvement.
Parent Involvement	<ul style="list-style-type: none"> • Requires military parents with children the opportunity to attend scheduled parent/teacher conferences during the day while on duty assignments.
Drug Abuse Resistance Education	<ul style="list-style-type: none"> • Teaches elementary and middle school students the dangers of drug and alcohol abuse. • Uses trained and certified Military Police officers. • Teaches self-esteem, decision making, and assertiveness.
Camp 2000	<ul style="list-style-type: none"> • Holds summer camp for 3 days at Belton Lake Outdoor Recreation Area. • Teaches and reinforces leadership skills, discusses drug and alcohol issues, team building, and

	recreational activities.
Teacher Preparation Certification	<ul style="list-style-type: none"> • Identifies and screens potential teacher candidates from Fort Hood. • Attracts candidates and expedites the transition from soldier to teacher. • Orients and trains candidates and establishes placement network.
Math and Science Spectrum	<ul style="list-style-type: none"> • Promotes long term student interest in math and science. The Mobile Discovery Center is made up of the following components: Mobile Theater, Mobile Classroom, Mobile Exhibit Hall with Science Demonstrations.
Helping One Student to Succeed (HOST) Program	<ul style="list-style-type: none"> • Targets "At Risk" students. HOST is made up of soldier, civilian, retiree and family member volunteers.
Computers to Schools	<ul style="list-style-type: none"> • Allows Fort Hood to donate obsolete computers slated for retrograde to local schools free of charge. A total of \$1.5 million dollars worth of equipment has been donated since the program began in 1992.
Communities in Schools (CIS)	<ul style="list-style-type: none"> • Provides parenting programs, TAAS tutoring, educational field trips, individual case management, supportive guidance, home visits, referrals to other agencies, summer programs, job placement, scholarships, camps, seasonal activities, and summer jobs. CIS is a local, private, nonprofit organization dedicated to reducing the drop-out rate among at-risk students. CIS currently serves 3 counties, 6 districts and 26 campuses. As of January 1999, Communities in Schools is the tenth subprogram of Fort Hood 2000.
Military Child Education Coalition (MCEC)	<ul style="list-style-type: none"> • Promotes partnerships and networking between school districts and military bases to address transition and other education issues related to the military child.

Source: KISD Communications Office Services.

Fort Hood and KISD both promote strong communication and positive interaction. All teachers and administrators were briefed on the deployment of troops to Bosnia during the months between October and December 1998. Each KISD school has a designated contact person for involvement with Army Family Team Building (AFTB), which provides a basic overview of the Army and Operation READY (Resources for Educating About Deployment and You). Through Operation Ready, district staff is provided information about pre-and post-deployment. Fort Hood chaplains worked with KISD counselors to develop strategies to deal with grief and family transition as troops return from deployment.

Fort Hood leadership promotes involvement in the educational process because they believe that parents who are involved in their child's education can help schools make the most out of students' educational experience. A letter supporting parent-teacher conferences designating the conference as the soldier's point of duty is issued annually from the Fort Hood Commander.

COMMENDATION

KISD works closely with Fort Hood to foster strong communication and to administer a wide range of educational support programs that benefit all students in the district.

FINDING

In 1997, KISD's superintendent, with support from Fort Hood, formed the Military Child Education Coalition (MCEC). Its purpose is to provide networking channels for military installations and address relocation and other educational issues for military children. The coalition includes U. S. military installations and affected public school systems as well as schools served by the Department of Defense Dependent Education Activity.

KISD's board provided \$90,000 to start MCEC and allowed the district to serve as fiscal agent until the organization could be self-supporting. MCEC is registered as a 501(c)(3) nonprofit organization. Charter members pay \$750 and regular members pay annual dues of \$1,500. In August 1999, MCEC became self-supporting from memberships and corporate and foundation grants.

The superintendent serves on MCEC's national advisory committee and the assistant superintendent for Education Services (Area 1) chairs the organization.

MCEC's objectives are to:

- Establish a common procedure for the efficient transfer and interpretation of student records.
- Promote common understanding and interpretation of the curricula and programs within schools supporting military installations.
- Develop a means of common communication between school systems.
- Encourage and support strong partnerships between school systems and military installations.
- Inform parents and provide access to information about school systems and requirements.

MCEC and KISD have websites that are linked. Using the Army Times 1998 edition of the *Guide to Military Installations in the U.S.*, a listing of 200 military bases, posts and stations including Army, Navy, Air Force, Marine Corps, and Coast Guard, MCEC has initiated an ongoing effort to introduce the coalition to all interactive web sites.

For example, KISD's Internet website is frequently used by military personnel around the world who are requesting information about the district's educational services. KISD supplies information about enrollment, programs, and services, assessment for services, so little time is wasted in placing the children when the family arrives in Killeen.

In addition to the initiatives noted above, the MCEC has been involved with the following:

- *Conducting annual conferences to promote networking* - Since the inception of the organization, MCEC has held an annual conference to keep members apprised of programs and services. The 1999 conference was held at Offutt Airforce Base in Nebraska. During the three-day conference, workshops were held to find solutions to issues about varying schedules and calendars when students relocate from one district to another, differences in courses and credits in school districts, and more efficient transfer of student records.
- *Conducting formal research about the impact of student transition* - KISD was selected by the United States Army to coordinate a study to obtain an in-depth understanding of how school systems that support identified Army installations accommodate and respond to the educational needs of transitioning high school (grades 9-12) military students. The Army invited the public school systems that support the seven largest Army installations as well as selected Department of Defense systems in Germany and Korea to participate in the study. The study is limited to students

that have transitioned at least one time during the high school years. The research began in March 1999 and will conclude in December 2000. As the study coordinator, MCEC will assemble the findings of the study for publication.

- *Encouraging local action plans to facilitate improved academic performance* - Through its involvement with the MCEC, KISD and Fort Hood encourage initiation of local action planning (LAP) to support the smooth transition of students in military families. The Killeen/Fort Hood LAP is provided oversight and direction through the efforts of KISD employees and both military and civilian representatives from Fort Hood. Academic support centers (ASCs) or transition labs are located at each high school and are staffed with at least one full-time teacher. The purpose of the ASC or transition lab is to ensure that students do not lose credit when they enroll in KISD and to accelerate instruction, if needed, when they leave the district. An ASC teacher works with transitioning military families.

COMMENDATION

The district leads a national coalition to improve educational services for military families.

E. PRINT SERVICES

In most school districts, support services such as printing operations are a critical component of the communications and community involvement function. Print shop operations are typically responsible for the production of all district publications, forms, and instructional materials. An efficient and cost-effective support services operation can produce high-quality printing and typesetting services at rates that are competitive with commercial printing vendors.

FINDING

KISD's print shop produces commercial-quality documents. It has an annual operating budget of approximately \$180,000 and four employees. Commercial vendors are used only when the district's print shop cannot complete a job in the time frame requested by a school or department. Typical print jobs include:

- administrative forms,
- handbooks,
- instructional materials,
- note pads,
- lunch menus,
- pamphlets,
- brochures,
- calendars,
- newsletters,
- report cards,
- parent and community flyers
- folders.

TSPR asked eight school principals and staff from the Communications Office Services and Parent and Community Involvement to evaluate the district's print shop. The consensus was that printing services are professional and efficiently produced. Moreover, the print shop has been successful in identifying opportunities to standardize the district's administrative forms as a means to increase productivity with no additional staff.

The district's print shop also has a unique training component. In addition to running the print shop, the manager is a part-time graphics instructor in the district's Career and Technology Program. Students train to use graphic equipment and sometimes work on a contract basis during peak workload periods.

TSPR examined the possibility of outsourcing KISD's print shop operation. The analysis included contacting the print shops of KISD's peer districts for best practice models and looking at the potential for contracting printing services to commercial print shops in the Killeen community.

TSPR found that Temple ISD recently outsourced all of its print shop operation. Temple ISD established printing contracts with some commercial vendors in the area and now the district's printing requests are filled through the printing contracts. Spring Branch ISD outsourced printing publications only. Management at both of these school districts believed that all or part of their respective print shop operations was no longer cost-effective.

During 1998-99, the print shop completed 1,225 printing jobs. The majority of supply costs for printing is maintained in the operating budgets of KISD schools and departments. When a print job order is received from a school or department, the print shop prepares a cost estimate and gives it to the originator of the order. Upon completion of the order, KISD's print shop bills the originator of the job (for supply cost only) through an inter-department billing arrangement. The inter-department billing arrangement enables the district to track what schools and departments are spending on printing costs. **Exhibit 3-11** shows the total amount for KISD's print shop jobs that were billed to schools and departments during 1998.

Exhibit 3-11

Printing Jobs Re-billed to KISD Schools and Departments

1998

Month	Total Amount of Printing Jobs
January	\$3,980
February	\$5,548
March	\$3,974
April	\$6,577
May	\$6,673
June	\$10,477
July	\$31,253
August	\$35,055
September	\$14,558

October	\$11,838
November	\$8,680
December	\$5,324
Total	\$143,937

Source: KISD Print Shop.

TSPR also looked at the operating budgets and the number of staff employed by those peer districts that maintain print shops. KISD's print shop operating budget and number of employees are equal to or lower than peer districts that maintain print shops. **Exhibit 3-12** shows this analysis.

Exhibit 3-12
Comparison of KISD's Print Shop Operating Budget and Staffing Levels to Selected Peer Districts

Districts	Killeen	Lubbock	Irving	Pasadena
1998-99 Operating Budget	\$180,093	\$184,000	\$242,316	\$778,000
Number of Employees	4	5	4	17

Source: TSPR Telephone Interviews with Peer District Print Shop Managers.

Note: Killeen, Lubbock, and Irving ISD operating budgets exclude supply costs for schools and departments.

Pasadena ISD's printing supply costs is included in its operating budget.

The three main reasons that privatization experts give for outsourcing an operation are shown in **Exhibit 3-13**, which also shows a brief analysis on the benefit of outsourcing the district's print shop operation compared to maintaining it in-house.

Exhibit 3-13
KISD's Print Shop
Outsource vs. In-House Operation Analysis

Outsource Operation Guidelines	In-House Operation Considerations
---------------------------------------	--

<p>1. Save Money</p>	<ul style="list-style-type: none"> Commercial printers may provide comparable service at a lower cost. On the other hand, KISD is the second largest employer in Killeen and prints a considerable volume of documents. KISD's volume cost for supplies may be lower than many of the commercial printers in Killeen. While KISD's print shop did not have overhead and unit cost data to compare to a potential outsource vendor, a comparison to peer district data showed that operating budget and staffing levels were competitive.
<p>2. Improve Service Level</p>	<ul style="list-style-type: none"> Telephone interviews with customers such as principals and department administrators indicated that KISD's print shop provides high quality service.
<p>3. Focus on Core Functions/Relieve Management of Unnecessary Responsibility or Administrative Burdens</p>	<ul style="list-style-type: none"> KISD's printing operation has an education component. Career and Technology students receive "hands-on" vocational training through the district's print shop. Only four employees staff KISD's printing operation. Interviews with district management provided no indication that the operation was an administrative burden.

Source: TSPR.

Based on KISD's print shop's favorable service level, its involvement with the Career and Technology program, and the fact that the operating budget and staffing levels are in line with peers, this operation is practical to maintain.

COMMENDATION

The district's print shop focuses on increased productivity and is also a training ground for KISD's Career and Technology students.

Chapter 4. PERSONNEL MANAGEMENT

This chapter focuses on the human resources functions of the Killeen Independent School District (KISD) in five sections.

- A. Personnel Operations
- B. Recruitment and Retention
- C. Professional Development
- D. Personnel Policies and Procedures
- E. Employee Compensation

An effective human resources department is responsible for developing human resources policies and procedures manuals; maintaining human resources records; developing and updating job descriptions; selecting, hiring, recruiting, and retaining employees; developing comprehensive professional development programs and requirements; ensuring that performance evaluations are standardized and conducted for all levels of employees; ensuring that promotions, transfers, and dismissals are conducted in accordance with state statutes and local board policy; tracking employee statistics such as absenteeism, turnover, terminations, and grievances; developing employee relations programs, and ensuring that all managers are trained on the correct procedures for documenting due process.

A. PERSONNEL OPERATIONS

Exhibit 4-1 summarizes KISD's 1998-1999 budget and shows that nearly 80 percent of the district's budget is devoted to payroll costs.

Exhibit 4-1
KISD Budgeted Expenditures By Object Group
1998-1999

Expenditure Category	Budget Amount (Millions \$)	Percent of Total
Payroll Costs	\$116,020,690	78.9%
Contracted Services	9,438,160	6.5
Supplies	12,207,414	8.4
Capital Outlay	3,639,200	2.5
Other Expenses	5,825,250	4.9
TOTAL	\$147,130,714	100%

Source: KISD Financial Services Department.

KISD's Administration Services and Human Resources Development Department is responsible for carrying out personnel management policies and procedures for recruiting, employing, and retaining almost 4,200 employees. Because personnel costs are the district's largest expenditure, competent personnel management is imperative, and effective personnel management policies are essential.

The Mission Statement of the Administration Services and Human Resources Department is:

"To recruit, retain, and reinvest in talented, motivated personnel in a way that:

- nurtures personal and professional growth;*
- ensures that each feels connected, capable, and contributing;*
- respects and celebrates diversity;*
- promotes equity in excellence;*
- models principle-centered behavior, and*
- begins with the end in mind.*

So that every student, every day, in every situation, learns, grows, and feels like a real human being."

To realize the ideals articulated in the mission statement, members of the department strive to improve work conditions in KISD. To understand what kind of improvements are necessary, the department staff members conduct exit interviews with every departing employee.

Exhibit 4-2 summarizes the operating budget for the human resources division within the Administration Services and Human Resources Development Department.

Exhibit 4-2
KISD Human Resources Budgeted Expenditures
1998-99

Category	1998-99 Budget	% of Budget
General Administration:		
Payroll	\$ 985,384	49.6%
Purchased & Contracted Services	148,550	7.5
Supplies & Materials	474,728	23.9
Travel/Subsistence	42,087	2.1
Misc.	41,628	2.1
Teacher Stipends	221,500	11.1
Sub Total	1,913,877	96.4
New Teacher Positions (Instructional)		
Stipends Sub Total	72,000	3.6
Total	\$1,985,877	100%

Source: KISD Administration Services and Human Resources Development Department.

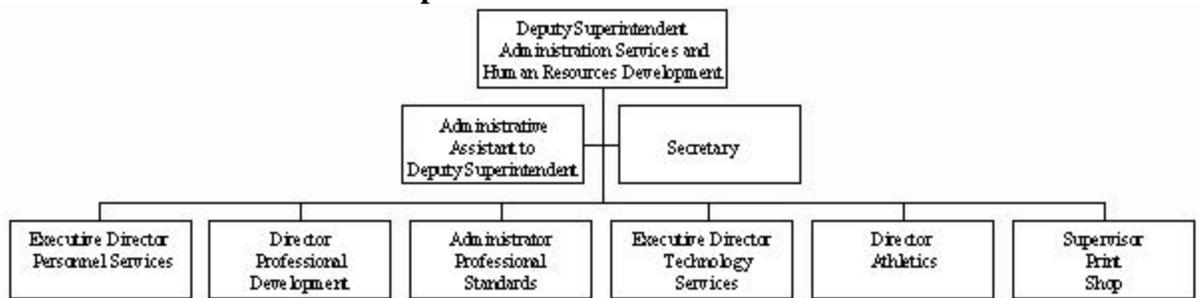
The deputy superintendent for Administration Services and Human Resources Development oversees the human resources function. An executive director heads Personnel Services with a staff of five administrative and support personnel. Responsibilities are delegated among Employee Relations, Certification, Staffing, Professional Personnel Coordination, and Auxiliary Personnel.

A director also heads the Professional Development staff with three professionals and two secretaries and reports to the deputy superintendent.

An administrator for Professional Standards reports directly to the deputy superintendent. In addition to overseeing human resources and personnel issues, the deputy superintendent supervises the director for Athletics, the executive director for Technology Services, and the print shop supervisor.

The alignment of functions under the deputy superintendent for Administration Services and Human Resources Development Department appears in **Exhibit 4-3**.

Exhibit 4-3
KISD Organizational Structure
Administration Services and Human Resources Development
Department

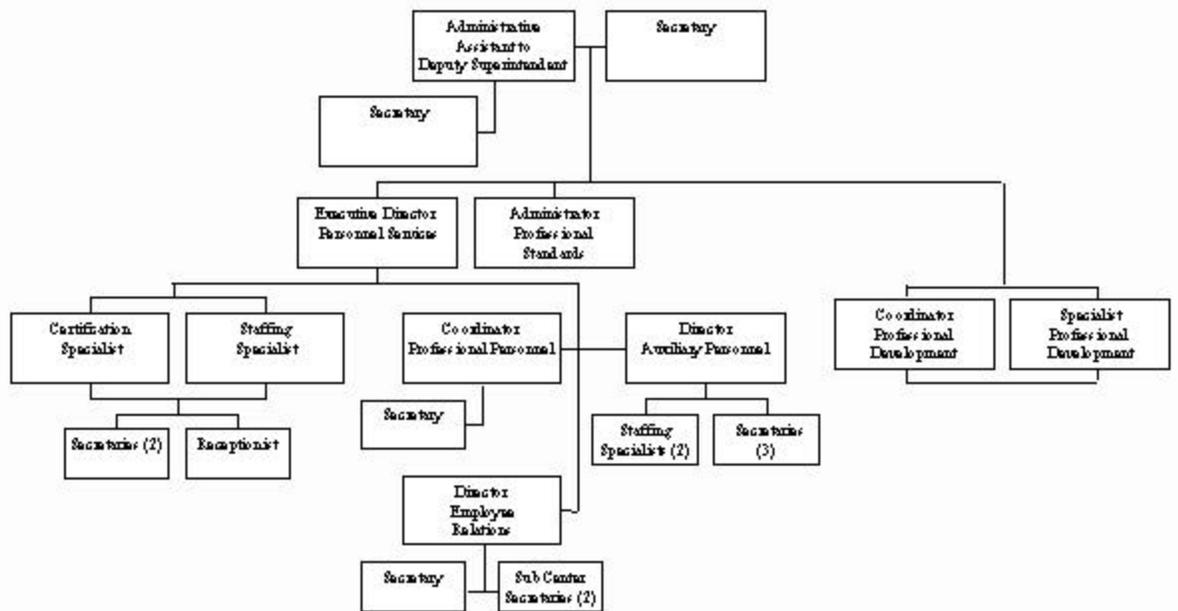


Source: KISD Administration Services and Human Resources Development Department.

A detailed organizational structure of the human resources functions appears in **Exhibit 4-4**.

Exhibit 4-4
KISD Organizational Structure
Human Resources Development, Personnel Services, and

Professional Development Functions



Source: KISD Administration Services and Human Resources Development Department.

What follows is a brief description of the human resources functions under the office of the deputy superintendent for Administration Services and Human Resources Development.

Professional Standards

The administrator for Professional Standards oversees the district's compliance with all applicable rules and regulations governing racial and sexual discrimination, equal employment opportunities, and accommodations for students and adults with disabilities. The administrator also conducts training and investigates complaints in these areas and employee misconduct, allegations of child abuse and cases filed with the Texas Commission on Human Rights.

The administrator reports directly to the deputy superintendent and often is the superintendent's designee for conducting "level two investigations." Level two investigations are investigations that began on a campus or in a department, but have not been resolved and so have been referred to the superintendent. The superintendent designates a representative to handle an issue based on the nature of the grievance and the experience and expertise of the representative.

Professional Development

A director oversees professional development for the district. The director reports to the deputy superintendent for Administration Services and Human Resources Development. A coordinator for professional development, a specialist for professional development, and two secretaries support the director.

The coordinator is primarily responsible for professional development of teachers, while the specialist position is primarily responsible for developing and implementing professional development for auxiliary staff and overseeing summer events.

The department's main responsibilities include districtwide professional development, convocation, and the ExCet review course for teachers who earned a teacher's certificate outside of Texas or who have not taught school for a period of time. The department also is responsible for summer professional development, state appraisal training and compliance, EXCEL mentoring, general management training, the leadership academy, Gallup Teacher Perceiver Interview training, 4Mat, the leadership development process, professional development guidelines, professional development and appraisal system compliance, and Goal III.

Districtwide Development Day and Convocation are for all district employees. EXCEL is a program for professionals who are new in the district.

Personnel Services

A secretary and five staff members support the office of the executive director for Personnel Services. The office's major responsibilities include:

- Keeping every position in the district filled;
- Recruiting new employees;
- Interviewing candidates for professional positions;
- Hiring new employees;
- Managing the department;
- Overseeing employee relations;
- Monitoring attendance of staff members;
- Purchasing and inventorying supplies;
- Overseeing salary compensation;
- Overseeing unit budget;
- Filling administrative personnel vacancies;
- Tracking transfers, promotions, terminations, and retirements of employees;
- Handling informal complaints.

The executive director for Personnel Services also oversees the areas listed below.

Employee Relations

The district divides the responsibility for recruiting and hiring personnel between professional and auxiliary staff. The director for Employee Relations is responsible for recruiting teachers. In addition, the director deals with employee concerns informally, and recruiting, hiring, training, and managing substitute teachers. Teachers, campus administrators, and several members of the human resources staff assist the director in recruiting new teachers.

Staffing Specialist and Professional Personnel Coordinator

Once teacher applicants submit applications, the staffing specialist screens applicants using the Gallup Teacher Perceiver Interview, which evaluates the strengths and weaknesses of teachers and teacher applicants. Other human resources staff members have attended training to assist the staffing specialist during peak recruiting times.

The coordinator for Professional Personnel also contacts candidates, schedules campus reviews, and contacts successful candidates to offer them positions.

Auxiliary Personnel

The director for Auxiliary Personnel oversees recruiting, hiring, screening, and testing non-professional employees other than teacher substitutes, such as transportation, maintenance, custodial, and food service employees. Two staffing specialists and three secretaries assist the director. In addition to hiring auxiliary staff, this unit conducts salary surveys for non-professional staff and coordinates substance testing, annual physical exams, and criminal history background checks for bus drivers.

Certification

A certification specialist oversees compliance of certification requirements with the help of a secretary. Certification, however, is only one major function of this office. Other major responsibilities of this area include tracking alternative certification and facilitating emergency permits. The certification specialist also reviews certification of teachers who have transferred from other districts and determines if teachers are certified to teach the courses to which they are assigned.

Exhibit 4-5 compares teacher turnover for KISD to peer districts and state averages.

**Exhibit 4-5
Teacher Turnover
KISD Versus Peer Districts
1993-94 to 1997-98**

	Killeen (Note)	Irving	Lubbock	Pasadena	Spring Branch	Temple	State
1997-98	13.4%	14.7%	13.0%	10.5%	14.3%	15.0%	13.3%
1996-97	14.3%	14.6%	14.3%	12.5%	13.2%	12.0%	12.6%
1995-96	10.3%	13.2%	12.7%	13.6%	10.7%	12.5%	12.1%
1994-95	11.2%	13.6%	12.1%	11.2%	10.5%	16.9%	12.2%
1993-94	13.1%	11.6%	13.2%	13.0%	12.5%	15.7%	12.2%

Source: AEIS, Texas Education Agency, 1993-98.

Note: Figures adjusted for turnover attributed to military mobility.

Although actual teacher turnover in KISD (17.3 percent in 1997-98 and 17.7 percent in 1996-97) is higher than most of its peers and the state average, after adjusting turnover for military mobility, KISD's turnover is reasonable in comparison to peer districts and the state average.

Exhibit 4-6 provides an overview of turnover trends in KISD related to military transfers for the years 1993-1998.

**Exhibit 4-6
KISD Teacher Turnover Due to Military Transfer
1993-94 to 1997-98**

	1993-94	1994-95	1995-96	1996-97	1997-98
Total Number of Teachers	1,547	1,629	1,782	1,856	1,844
Total Turnover	234	228	239	329	318
Military Transfer	31	46	56	64	71

Percent	13.2%	20.2%	23.4%	19.5%	22.3%
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Sources: KISD, Human Resource Development Recruiting Report, Teacher Resignations October 1998, and Texas Education Agency, AEIS. Note: For 1993-97, KISD total turnover was calculated using the Turnover Rate for Teachers and the Total Teacher count contained in the AEIS report. For 1997-1998, the total turnover is the count reported by KISD because TEA has not published the 1998-1999 report, which includes the Turnover Rate for Teachers from the fall of 1997 through the fall of 1998.

Teachers are leaving at a crucial time in their careers. As shown in **Exhibit 4-7**, the average number of years of experience for teachers in KISD is 6.6, compared to the state average of 8.0 years. Thus, teachers are leaving after they have gained substantial experience and training in the district. Numbers reflected in **Exhibit 4-7** have not been adjusted for military mobility impact.

Exhibit 4-7
Teacher Statistics
KISD Versus Peer Districts
1997-1998

	Killeen	Copperas Cove	Irving	Lubbock	Pasadena	Spring Branch	Temple	State Average
Average Number of Years in Teaching	9.4	9.6	10.7	12.5	12.1	11.2	10.2	11.8
Average Number of Years with District	6.6	6.3	7.5	9.3	8.7	8.0	10.2	8.0

Source: AEIS, Texas Education Agency, 1997-1998.

The district requires original copies of the following items to be in each teacher's file:

- a teaching certification;
- a deficiency plan for files missing the certification;
- all official transcripts;

- a complete employment history and service record verifying all experience;
- salary;
- a payroll authorization;
- a contract;
- a vacancy sheet for the position for which the employee was hired;
- letters of reprimand;
- miscellaneous information including correspondence, changes of address, request for copies of file contents; and
- resignation information where applicable including:
 - the resignation letter,
 - the acceptance of the resignation from the executive director for Personnel, and
 - the exit report which is completed by the principal and documents that the teacher has returned all school district property.

The district initiated a new employee record filing system four years ago. The system uses rolling shelves and a specific method of marking and organizing hardcopy files. During the period in which the district transitioned to this new system, it purged the files of information that is not required by law or district rules.

FINDING

The deputy superintendent for Administration Services and Human Resources expects employees to train and assist one another in completing their duties and projects. Open communication within the department during formal and informal meetings facilitates exchanging ideas and obtaining assistance during busy periods. Informally, employees freely call one another for assistance in the development of new programs and policies. Formally, the deputy superintendent holds weekly staff meetings. The deputy superintendent uses the meeting to provide a forum to exchange ideas, review the status of tasks and projects, determine which individuals require assistance in the completion of their duties, and which individuals are available to assist. Thus, as one staff member enters a period of slow activity, he or she assists another staff member during a period of peak activity.

There are several examples of how employees have cross-trained to assist one another. All staff members assist the director for Employee Relations in recruiting new teachers. Members of the staff go on recruiting trips for which they receive training from the director for Employee Relations.

All human resources employees have received training to assist the staffing specialist conduct Gallup telephone interviews to assess the

strengths of teacher candidates. Department employees receive training from the Professional Development staff to assist with and facilitate professional development programs.

Human resources staff members have sufficiently trained their colleagues about function-specific policies and procedures so they can fill in for one another during new teacher orientation. Finally, during the busiest periods for hiring new teachers, several members assist the coordinator for Professional Personnel in planning, scheduling, and coordinating teacher interviews.

COMMENDATION

KISD human resources staff members are knowledgeable, skilled, and cross-trained in multiple personnel services.

FINDING

Automated substitute caller systems allow districts to establish a database of qualified substitutes that the computer system automatically calls whenever an employee is absent. KISD currently uses this system strictly for teachers.

To use the system, a teacher dials a telephone number that accesses the database. The teacher then enters a series of numbers that identify the employee's name, work category, and work location. The teacher enters an absentee code indicating the reason for the absence. The absentee code determines the necessity for a substitute, and the type of substitute needed. The automated system then searches for an approved, qualified substitute for the absent employee. Once the system finds a candidate, the computer calls to determine the candidate's availability. The substitute candidate responds to the oral message from the computer via the telephone keypad. If the substitute candidate accepts the assignment, the process is complete. If the substitute candidate rejects the assignment, the computer searches the database for another qualified candidate.

The district's automated substitute caller systems also allows absent employees to leave specific directives for their substitutes and permits the district to monitor attendance electronically. In addition, automated substitute caller systems potentially, can interface with payroll modules. At the present, KISD's substitute calling system and its payroll system do not interface although there are plans to have the systems interface in 1999-2000.

COMMENDATION

KISD's automated substitute-teacher caller system facilitates scheduling approved substitutes and tracks employee absences.

FINDING

KISD has more human resource personnel than its peer districts. To handle what it believes to be excessive turnover, the district has a large number of employees in the human resources development area. The district has the second lowest ratio of employees to human resources staff compared to its peers according to **Exhibit 4-8**.

Exhibit 4-8 shows the number of human resources administrative and support staff in the KISD Administration Services and Human Resources Development Department compared to its peer districts.

**Exhibit 4-8
Number of Human Resources or Personnel Employees
KISD and Peer Districts
1998-1999**

	Killeen	Copperas Cove	Irving	Lubbock	Pasadena	Temple
ADMINISTRATIVE STAFF						
Assistant or Deputy Superintendent	1	1	1	1	1	
Executive Director	1					1
Director	3			2		
Assistant Director						1
Officers		1				
Managers					3	
Coordinators	2		3	1		
Supervisors	1					
Total Administrative Staff	8	2	4	4	4	2
Support Staff (in HR Dept)						
Personnel Assistant/Specialist	6	1	1		14	1

Secretarial/Clerical	16	2	8	8	2	5
Total Support Staff	22	3	9	8	16	6
Total HR Staff	30	5	13	12	20	8
Adjusted Total HR Staff (see Note)	22	5	13	12	20	8
% of Administrative Staff to Total Staff	26.7%	40%	30.8%	33.3%	20%	25%
Total Employees	4,175	1,185	3,328	3,435	4,651	1,327
Ratio of Employees to Adjusted Total HR Staff	190:1	237:1	256:1	286:1	233:1	166:1
Total Students	28,575	7,283	27,830	27,450	45,130	8,436

Sources: Employee Relations director, KISD; executive director Human Resources, CCISD; assistant superintendent of Administration and Personnel, IISD; assistant superintendent of Personnel, LISD; Associate Superintendent of Personnel, PISD, TEA/AEIS. Note: Because the other districts may not all include Professional Development in the Human Resources function, substitute center operators or central administration building receptionists in the human resources function, KISD total HR staff numbers were adjusted. In addition, Spring Branch ISD did not report these statistics.

The average ratio of district employees to human resources staff for the peer districts (excluding KISD) is 240:1, the sum of all employees (13,926) divided by the sum of all human resources employees in peer districts (58). This tells that, on the average, each human resources employee in peer districts is serving 50 more district employees than each KISD human resources employee. Consequently, KISD human resources employees are not as productive as peer district employees.

Recommendation 32:

Reduce the number of human resources staff to be more in-line with peer districts.

Through attrition and reassignment when positions become vacant in other areas, KISD should eliminate five human resources personnel to improve productivity and reduce costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Administrative Services and Human Resources Development develops a strategy for reducing the number of human resources personnel.	December 1999
2.	The deputy superintendent for Administrative Services and Human Resources Development identifies targeted positions and job responsibilities that can be eliminated.	February 2000
3.	The deputy superintendent for Administrative Services and Human Resources Development informs department management of strategy and targeted objectives.	March 2000
4.	The superintendent approves strategy and instructs department to initiate the changes as attrition warrants.	Ongoing

FISCAL IMPACT

By eliminating one position per year for the next five years, KISD will achieve this recommendation's objective. Using an average departmental salary for support staff of \$27,602 plus \$2,228 in benefits, the district could save \$29,830 for each position reduced. The five-year fiscal impact below is based on attrition beginning in 2000-01.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Reduce the number of human resource staff.	\$0	\$29,830	\$59,660	\$89,490	\$119,320

FINDING

KISD has a high absenteeism rate among teachers when compared to its peer districts. **Exhibit 4-9** shows that 11.2 percent of KISD's teaching staff is absent each day. Killeen's absenteeism rate is 4.5 percent higher than the per district average of 7.7 percent.

The high absenteeism rate requires the district to recruit and maintain a large complement of substitute teachers resulting in unnecessarily high costs to the district. The director for Employee Relations said that KISD requires approximately three to four substitute teachers for every potential absence since not every substitute teacher is available every day.

Exhibit 4-9
Absenteeism Rates
KISD Versus Peer District
1998-1999

Category	Copperas Cove	Irving	Lubbock	Pasadena	Killeen	Average without Killeen
Total Number of Teachers	530	1,850	2,090	2,406	1,919	1,719
Average Daily Absences	23.4	105	150	250	215	132
Teacher Absenteeism Rate	4.4%	5.7%	7.2%	10.4%	11.2%	7.7%

Sources: Employee Relations director, KISD; executive director Human Resources, CCISD; assistant superintendent of Administration and Personnel, IISD; assistant superintendent of Personnel, LISD; Associate Superintendent of Personnel, PISD

With an average of 215 daily teacher absences, the district needs about 800 substitutes to cover its substitute teacher needs. In May, the district had a list of 575 substitutes. Although KISD's computerized substitute calling system helps the district contact approved substitute teachers quickly, there is an insufficient number of substitutes to meet the district's needs. Consequently, the district has days when there are insufficient substitute teachers and uses other staff members such as teacher aides, to cover vacancies and pays nearly \$2 million each year for substitute teachers.

Recommendation 33:

Determine the cause of high absenteeism and develop methods to reduce teacher absenteeism.

The district should determine why it has high teacher absenteeism and whether end-of-year bonuses for excellent attendance (one to zero absences) would help improve absenteeism rates. Monetary incentives should help improve absenteeism rates and decrease the total amount of money paid for substitute teachers. In addition to reducing absenteeism rates, the district would require fewer substitute teachers. If the district achieved an absenteeism rate of nine percent, it would only average 173 absences daily, a rate that could be met by the district's 575 available substitute teachers, assuming a ratio of four substitute teachers for every potential absence.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director for Personnel Services surveys teachers and meets with teacher organizations to determine the reason for higher than average absenteeism and formulates plans to reduce the rate.	November 1999-January 2000
2.	The executive director for Personnel Services takes the attendance improvement plan to the board for approval.	January 1999
3.	The board reviews the executive director's request and approves the plan to become effective immediately.	February 1999
4.	The director for Employee Relations determines how many teachers have excellent attendance and incentive awards are given.	July 2000

FISCAL IMPACT

Assuming an average wage of \$6.42 for substitute teachers, eight hours per day, during a 180-day school year, and 215 average daily absences, the district pays \$1,987,632 for substitutes each year. If the district could lower the absenteeism rate to nine percent, it would only have 173 teacher absences per day. Assuming an average of \$6.42 for substitute teachers, eight hours per day, during a 180-day school year, and 173 average daily absences, the district would pay \$1,599,350 for substitutes each year. That would save the district approximately \$388,282 in substitute pay each year.

If the district decides to pay its teachers a \$200 bonus at the end of the year for excellent attendance rates and 25 percent of the 1,919 teachers receive a \$200 bonus at the end of the year, it would cost the district \$95,950 resulting in a net savings of \$292,332 each year. First year savings are estimated at one-half the full amount expected in future years.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Determine the cause of high absenteeism and develop methods to reduce teacher absenteeism.	\$146,166	\$292,332	\$292,332	\$292,332	\$292,332

FINDING

The district assumes unnecessary risk by providing non-certified, administrative personnel with employment contracts. The district provides non-certified administrative personnel with an employment contract, although the Texas Education Code does not require it. In contrast to

employment-at-will in which either side can walk away, employment contracts usually require dismissal for cause and can lead to lengthy and costly litigation if either party breaches the contract. In addition to providing human resources administrators with contracts, the district also gives contracts to the directors for Finance, Budget, Transportation, Purchasing, Food Service, and Plant Services.

Senior level administrators were uncertain why the district had begun this practice, but thought that it was to ensure equity between administrators. They also said that the district probably believed that the risk of providing a contract was minimal because the contract does not provide the same due process to which certified personnel are entitled. While non-certified personnel may not have the same due process protections as certified personnel, employment contracts still provide protections beyond employment-at-will.

Recommendation 34:

Discontinue the practice of providing non-certified employees with employment contracts.

The district should provide only those employment contracts that the law requires. By limiting the employment contracts that it issues to certified personnel, the district lessens its exposure to the risk and expense of litigation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Personnel Services recommends to the superintendent discontinuing the practice of issuing employment contracts.	November 1999
2.	The superintendent makes the recommendation to the board.	December 1999
3.	The board approves the new practice.	January 2000
4.	The district implements the change in practice.	February 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

B. RECRUITMENT AND RETENTION

Districts must aggressively recruit qualified teachers and staff. To attract and retain the brightest and best employees, districts must ensure their compensation structure and work conditions are competitive.

The director for Employee Relations is responsible for recruiting teachers. The department's recruiting activities and programs:

- Posting openings on the Killeen ISD web site;
- Developing a pool of teachers through the substitute program;
- Attending job fairs at universities in Texas and around the country;
- Issuing emergency certificates;
- Administering alternative certification programs;
- Troops to teachers;
- Disseminating information, brochures, and applications at all seminars and conferences that KISD personnel attend;
- Mailings to the Texas Association of School Personnel Administrators (TASPA);
- Mailing information to universities; and
- Sharing information with other school districts.

FINDING

KISD uses several strategies to recruit teachers throughout the year. To attract teachers to KISD, the district awards signing bonuses of \$1,500 to teachers in their first year with KISD. Of that amount, \$420 is for completing EXCEL, the district's induction program for first year teachers that the district conducts in July before the beginning of the school year.

The remaining amount is for starting teaching on the first day of the school year. First time teachers who do not attend EXCEL do not receive the \$420. Teachers who begin teaching after the first day of the school year do not receive the \$1,080. Furthermore, the district is paying an additional \$2,500 signing bonus to math teachers for 1999-2000. The district will pay a portion of the bonus at the beginning of the year and a portion later to those who complete the school year.

The district also has a year-long mentoring program for all new teachers. The district matches up mentors, who are experienced teachers, and protégés based on the subject matter that the mentor and protégé teach and on the proximity of their campuses to facilitate meetings. KISD requires mentors and protégés to meet at least one time for two hours, to observe one another teaching during the fall and again during the spring, and share weekly notes. Campuses also conduct campus-specific mentor training such as block teaching at the high school, teaming at the middle school,

and a reading initiative at the elementary school. The district ends the year with a celebration and reception during which teachers complete evaluations of the first-year induction process.

HRD personnel periodically go to the campuses seeking feedback about recruiting and retaining employees, meeting new teachers, and talking to experienced teachers. This effort helps the district's efforts to improve teacher recruitment and retention. The district also hosts an annual reception for new teachers. Teachers are asked to provide suggestions on recruitment and retention efforts. In addition, at the completion of each EXCEL training session, the district seeks input from new teachers about recruitment and retention ideas.

As part of the strategy to retain teachers, the Professional Development office implements special projects. The district conducted two Gallup workplace audits. Among other things, the audit asks employees what the district can do to improve the workplace and what the probability is that the teacher will remain with the district. Gallup Polls and KISD worked together to design the audit. The district shared the results with every staff member of KISD. The district then held meetings with employee groups and the superintendent's council to establish goals, and strategies to improve the work environment in KISD. In addition, every site supervisor met with campus employees to develop an action plan based on the Gallup workplace audit.

KISD has made efforts to increase the number of minority teachers in the district. The district's Priority Schools initiative is aimed at improving the ratio of minority students to minority teachers. In September 1998, the executive director for Personnel Services reported to the deputy superintendent for Administration Services and Human Resource Development that the district had 362 minority teachers (19 percent of the total number of teachers). The executive director also reported that 22 percent of the district's 303 new teachers were minority.

COMMENDATION

KISD uses several aggressive and creative strategies to recruit and retain teachers.

FINDING

KISD does not monitor and adjust recruiting activities to target the most successful recruitment sites. **Exhibit 4-10** compares the number of in-state and out-of-state job fairs that representatives of KISD and peer districts have attended during 1997-98 and 1998-99 school years and the recruiting budgets for each of those years.

Exhibit 4-10
Job Fairs Attended And Recruiting Budgets
KISD Versus Peer Districts
1997-98 and 1998-99

	Killeen	Copperas Cove	Irving	Lubbock	Pasadena	Spring Branch	Temple	Average without Killeen
Texas Job Fairs 1998-99	41	20	40	12	15	25	13	20.8
Out-of-State Job Fairs 1998-99	49	2	5	18	3	0	1	4.8
Total Job Fairs 1998-1999	90	22	45	30	18	25	14	25.7
Total Number of Teachers Hired From All Efforts	280	102	514	280	DNR	250	99	249
Recruiting Budget 1998-99	\$55,000	\$6,500	\$10,000	\$35,000	DNR	\$27,000	\$8,000	\$19,625
\$/Teacher Hired	\$196.43	\$63.73	\$19.46	\$125.00		\$108.00	\$80.80	\$78.82
Texas Job Fairs 1997-98	36	10	46	12	12	26	-	21.2
Out-of-State Job Fairs 1997-98	35	10	3	18	2	0	DNR	6.6
Total Job	71	20	49	30	14	26	DNR	27.8

Fairs 1997-98								
Total Number of Teachers Hired From All Efforts	303	88	372	230	DNR	316	81	217.4
Recruiting Budget 1997- 1998	\$42,607	\$3,500	\$7,000	\$35,000	DNR	\$27,000	DNR	\$18,125
\$/Teacher Hired	\$140.62	\$39.77	\$18.82	\$152.17	DNR	\$85.44	-	\$83.37

Sources: Employee Relations director, KISD; executive director Human Resources, CCISD; assistant superintendent of Administration and Personnel, IISD; assistant superintendent of Personnel, LISD; Associate Superintendent of Personnel, PISD. Note: DNR = Did not report.

Exhibit 4-10 shows that in 1998-99 KISD participated in more than twice as many job fairs as the next closest school district and more than three times as many job fairs than the average of its peer districts. It also spent more than \$20,000 more than the next closest school district and almost three times the average of its peer school districts. KISD spent more per hire than most of its peer districts. In addition, KISD went to significantly more out-of-state job fairs than its peer school districts. In 1997-98, KISD spent \$38,013 for recruiting travel and budgeted \$45,000 for recruiting travel for 1998-99. KISD's budgets for recruiting travel exceeded the entire budget for every peer school district.

Recommendation 35:

Focus recruiting efforts on colleges, universities, and job fairs that have proven successful in the past and reformulate recruiting plans and strategies.

The district should evaluate its recruiting plans and strategies to focus its recruiting efforts on colleges, universities, and job fairs where it has enjoyed success in the past. The district should aim to improve the quality of its contacts and increase its presence at those campuses including contacting students at those universities early in their educational careers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Employee Relations revises the 1999-2000 recruiting strategy to reflect a more cost beneficial approach to recruiting.	November 1999
2.	The director for Employee Relations presents recruiting strategy to deputy superintendent for Administrative Services and Human Resources Development.	December 1999
3.	Superintendent reviews recruiting strategy with board.	January 2000
4.	Board adopts strategy.	January 2000
5.	The director for Employee Relations implements strategy.	Ongoing

FISCAL IMPACT

Considering only KISD's recruiting budget and assuming a reasonable recruiting cost per new hire to be \$100, KISD could limit its recruiting expenses to \$30,000 a year in comparison to the \$55,000 budgeted in 1998-99. This change results in a net savings to the district of \$25,000 annually.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Focus recruiting efforts on colleges, universities, and job fairs that have proven successful in the past and reformulate recruiting plans and strategies.	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000

FINDING

Members of the human resources staff said it is difficult to recruit teachers because fewer university students are pursuing education degrees. They also point out particular categories of teachers that are difficult to recruit, namely math, science, bilingual, special education, and teachers qualified to teach English as a second language. Consequently, the district has difficulty in finding teacher candidates in those disciplines.

Recommendation 36:

Develop relationships with students who are beginning their teaching education to generate interest in KISD as a site for student teaching and employment.

The district should initiate relationships with education students at strategic universities, as soon as they declare a major instead of waiting until the students are ready to graduate. The district should direct candidates to visit KISD's web site and follow up with a letter and a brief brochure describing the district. The district can emphasize KISD's teaching opportunities, professional development, stipends, and special programs to students who declare education as their major. District representatives stated that new teachers who come to Killeen generally like the city and enjoy working for the district. If the district can generate interest earlier in a university student's education, the district might be able to attract them to come to Killeen to student teach or apply for a position upon graduation.

The district should concentrate its efforts in Texas colleges and universities where it has been successful recruiting students and include predominantly Hispanic and African American colleges and universities in its recruiting efforts. Students who contact the district should receive personal responses by letter or by telephone encouraging students to consider KISD for student teaching opportunities and permanent employment.

The district should employ this technique at universities with large numbers of students in a desired discipline such as math or science and at minority colleges and universities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Employee Relations selects district materials to send to students who have declared education as their major.	November 1999
2.	The print shop creates material.	December 1999
3.	The director selects the schools to which send district materials.	January 2000
4.	Recruiting materials are sent to education students.	February 2000

FISCAL IMPACT

Assuming that the district creates and sends materials to 5,000 students at a cost of \$2 per packet including postage, the district would add an annual cost of \$10,000 to its recruiting efforts.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Develop relationships with students who are beginning their teaching education to generate interest in KISD as a site for student teaching and employment.	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)	(\$10,000)

FINDING

The district web site does not allow interested teachers to submit their applications on-line. Although information is available about vacant positions, interested applicants must call or send an electronic mail message to obtain an application. This process is disadvantageous in a highly competitive market because it adds extra time and effort to the process. Applicants may not take the time to request an application, or by the time they receive one, they may have already applied and accepted a position elsewhere.

The district has hired a webmaster for 1999-2000 who can help KISD to improve the district's recruiting and job application process on the district's web site. While some school districts such as Spring ISD and Spring Branch ISD have on-line applications, not all districts do. Providing applications on-line could give those districts an edge during the highly competitive recruitment process.

Recommendation 37:

Make employment applications available on the district's web site.

There are also a number of free computer software packages that users may download. The district should include the ability to download software for applicants that do not already have it on their own computers. Providing on-line applications creates a number of advantages for KISD. KISD will be competitive with the districts that have on-line applications and put KISD ahead of those that do not have on line applications.

Information from electronic applications can be automatically uploaded to KISD's electronic files and facilitate internal searches for applicants who

have already submitted applications to KISD. Finally, it will expedite the application process so that KISD does not lose desirable applicants who are waiting for an application.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director for Personnel works with the Technology Services Department to improve the web site and add an electronic application.	November 1999
2.	The Technology Services Department improves the web site and adds an electronic application.	January 2000
3.	The improved web site goes live.	February 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Human Resources personnel involved in recruiting are enthusiastic about the district and about recruiting teachers for the district. They acknowledge, however, that the best resources for recruiting are some of the newer teachers who already have come to Killeen from universities around the country and who enjoy working and living in Killeen.

Two issues prevent the district from sending teachers out of state to assist with recruiting: budget and personnel. Budgetary limits prohibit sending a large group of people out of state to recruit teachers. It is also difficult to take teachers out of the classroom because of the impact on the students and the substitute teacher requirements. Additionally, the director for Employee Relations stated that other teachers feel slighted when the district does not ask them to participate in out-of-state recruiting. However, some businesses and other school districts have used other strategies to recruit candidates in remote areas. These strategies can include the development of recruitment videos and other recruiting literature that may capture the interest of potential employee candidates.

Recommendation 38:

Create a recruiting video with testimonials from a cross section of teachers.

The district should create a recruiting video that includes testimonials from teachers who have come from different universities that explain why

they chose KISD and why they enjoy teaching there. District personnel can use the video at job fairs, send it to placement offices around the country, and send to applicants who are interested in KISD. Once videos are created, they can be updated for less than the cost of the original video. Thus, the district can reach larger numbers of universities and students and promote the district without pulling teachers from the classroom.

The district should supply copies to college libraries or schools of education and mention the availability of the video in the recruiting material that it sends to students who have declared education as their major. In addition, the district should place a small segment of the video on its web site to improve on-line recruiting techniques. The district should use a professional video production firm to ensure that the quality is good and the appearance is professional.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Employee Relations develops a request for proposals to develop a recruiting video.	November 1999
2.	The district issues the request for proposals.	December 1999
3.	The director for Employee Relations reviews proposals and makes a recommendation to the board.	January 2000
4.	The board approves one of the video production companies.	February 2000
5.	The selected firm works with the director for Employee Relations and other members of the human resources function to develop a format for the video.	March 2000
6.	The video production firm creates the video.	April 2000
7.	The video production company edits and creates additional copies.	May 2000
8.	The district distributes copies to selected schools and students.	Ongoing

FISCAL IMPACT

Industry standard for pricing video is \$800-\$2,000 per finished minute. Assuming an average of \$1,000 plus expenses for equipment, a 10-minute video would cost approximately \$11,000 to develop the video and make 250 copies. The expenses in succeeding years are for editing and creating additional copies. Editing costs are \$75 per hour and additional copies would cost \$4.00 per copy. Assuming approximately 13 hours to edit the

tape and create an additional 250 copies would cost the district \$2,000 each year after the initial production.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Create a recruiting video with testimonials from a cross section of teachers.	(\$15,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)

C. PROFESSIONAL DEVELOPMENT

The main responsibilities of the Professional Development Department include districtwide professional development, Convocation, ExCet, summer professional development, state appraisal training and compliance, EXCEL mentoring, general management training, leadership academy, Gallup Teacher Perceiver Interview training, 4Mat, leadership development process, professional development guidelines, professional development and appraisal system compliance, and Goal III.

Districtwide Development Day and Convocation are for all district employees. EXCEL is a program for professionals who are new in the district. ExCet is a review course for teachers who are preparing for the state mandated exit test necessary for Texas certification.

Goal III is a program open to teachers and select auxiliary staff that promotes lifelong learning. Additionally, the district offers approximately 100 summer courses for teachers, auxiliary staff, and administrators. The courses cover a variety of topics across a number of disciplines such as fine arts, foreign language, language arts, science, social studies, math, technology, physical education, and more. In addition, there are summer courses in areas such as effective teaching practices, discipline management, mentor training, leadership, professional development, and conflict resolution.

The district considers professional development an important component in its strategy to retain teachers. In the 1996-97 district reorganization, KISD created the position of campus instructional specialist for each campus. Among the formal duties of this position are to mentor teachers and work with teachers to resolve professional issues that arise in the classroom or on campus. Instructional specialists also work with teachers to help them improve their teaching skills through new techniques.

FINDING

Goal III is a professional development program intended to benefit students by promoting life long learning for staff. When the district initiated the Goal III program, it was only for teachers who participated in collaborative action research. Collaborative action research is a method of investigating the applicability of a hypothesis through implementation of strategies and teaching techniques in the classroom. The district provides incentives for participating in the Goal III program by giving participants a stipend at the completion of the study.

During 1998-99, the district initiated a Goal III program for a group of auxiliary personnel. Food Service personnel were eligible to participate in

Goal III after taking a course in safety and sanitation. Although the structure of the program is different from the teacher program in that auxiliary personnel do not conduct action research, the focus is still the same, lifelong learning.

To provide incentives for participating in Goal III, the district pays a stipend and pays for tuition and books for courses that personnel take at Central Texas College. More than 14 percent of food service workers participated in Goal III during 1998-99. During 1999-2000, district secretaries will be eligible to participate in Goal III. Campus administrators stated that they have seen a positive impact on the attitudes and morale of campus personnel and that teachers have brought innovative ideas to the classroom.

COMMENDATION

Goal III is an innovative approach that promotes continuing education and improves employee morale.

FINDING

The 1998-99 budget for professional development was \$809,450 or about 0.6 percent of the district's general fund budget. In 1999, the district spent more than \$44,500 on a districtwide development day and plans to devote two days to the program in 1999-2000. In addition, the district spends \$30,200 on district travel for employees related to professional development.

The Professional Development staff has developed a survey to measure the general satisfaction of program participants. Standards to measure effectiveness of those programs in the classroom are being developed through participation in the National Staff Development Council's Academy X. Whole-faculty study groups, a campus professional development strategy also are tied to classroom effectiveness. The impact of designated Goal III summer workshops is measured through collaborative action research. Campus Goal III, which will be initiated in 1999-2000, is a vehicle for observing the impact upon students. Follow-up questions were distributed to the 4,200 employees after the January 29, 1999 districtwide professional development to measure the effectiveness.

Some of the professional development programs such as Goal III are innovative and beneficial. Campus administrators, however, expressed doubt about the impact and the applicability of some programs, such as districtwide development day, on staff, schools, classrooms, and students. Since the

district has not developed performance measures for programs, it cannot fully measure the success or the impact of professional development programs. Therefore, the district cannot evaluate or prioritize how it should spend funds for programming and cannot demonstrate the benefit of programs to those who question their impact.

Recommendation 39:

Improve standards and methods of measuring the benefits of professional development by seeking input from district staff participating in training.

The Professional Development Department should articulate specific goals for development programs and modules, the metrics for measuring the success of those programs, and timelines for measuring their impact. It should tie programs to issues such as student performance, test scores, student attendance, employee attendance, employee turnover, and employee performance and appraisals. While the impact of some programs and modules may not be measurable for several months, the district can initiate some benchmarks against which it can measure the success of its programs and the effectiveness of its expenditures.

For example, the district can measure and monitor improvement in grades and test scores, student attendance, teacher attendance, teacher turnover, auxiliary employee turnover, employee performance appraisals, or number of grievances issued. These types of standards could demonstrate improved techniques in teaching, employee morale and satisfaction, and educational materials. Therefore, the district would be able to identify the most effective programs and the most efficient use of funds.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Professional Development Department establishes measurable goals for each development program and module it implements.	November 1999
2.	The director for Professional Development reviews methods and standards for measuring success of professional development programs.	December 1999
3.	The director for Professional Development selects criteria for measuring the success of each program.	January 2000
4.	The director for Professional Development establishes benchmark standards against which the district measures the success of programs.	February 2000
5.	The Professional Development staff distributes evaluations for	March 2000

	each professional development program.	
6.	The Professional Development staff uses information to measure the success and impact of each program.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Training for some KISD auxiliary personnel is limited. The district has invited auxiliary personnel to some programs and has initiated limited development for specific groups. Auxiliary personnel attend Convocation at the beginning of the year and districtwide professional development in January. KISD initiated Goal III for food service workers and secretaries but has not included other groups of auxiliary workers. Professional Development indicated that KISD plans to include new groups in Goal III every year.

School bus drivers complete a required school bus driver certification class coordinated through the Region 12 Education Service Center (ESC). All employees receive at least a six hour in-house training course and retraining is provided if necessary. Student discipline management and conflict resolution training is provided annually to employees. In addition, all school bus drivers who have been employed for at least three years, and each three-year period after that, must attend an eight-hour school bus driver refresher course coordinated through the Region 12 ESC, as required by TEA.

Discussions with members of other groups of auxiliary personnel, however, indicate a need for professional development among other auxiliary groups. Specifically, librarians and teacher aides expressed a desire to participate in training and education programs. Under current plans, KISD will add groups to the Goal III program each year.

Recommendation 40:

Create or subsidize basic professional development for all categories of auxiliary employees and add or sponsor new courses for specific areas of auxiliary employees each year.

The district should develop courses that are applicable to all auxiliary positions. In subsequent years, the district should either develop additional courses for auxiliary staff or subsidize courses that staff takes in other locations such as Central Texas College. Where applicable, it could permit

auxiliary staff to participate in district development courses. As an example, teacher aides may be able to take math, reading, or special education courses offered to teachers during the summer. Librarians might benefit from participating in courses on reading technology to supplement what teachers are doing in classrooms.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Professional Development issues surveys to auxiliary employees and consults with the director for Auxiliary Personnel to establish what types of courses would benefit auxiliary employees.	November 1999
2.	The director and the Professional Development staff investigate existing courses at local colleges or develop internal programs for auxiliary employees.	January 2000
3.	The Professional Development staff establishes a schedule of summer courses.	April 2000
4.	The district initiates new courses for auxiliary employees.	June 2000

FISCAL IMPACT

Based on the district's estimates for Goal III training for secretaries for 1999-2000, training will cost approximately \$23,000 for each additional auxiliary group added to training. Since Food Services has already been included in training, the district should add training for librarians, school aides, and plant maintenance workers.

Recommendation	1999-00	2000-01	2001-02	2002-03	2003-04
Create or subsidize basic professional development for all categories of auxiliary employees and add or sponsor new courses for specific areas of auxiliary employees each year.	\$0	(\$69,000)	(\$69,000)	(\$69,000)	(\$69,000)

D. PERSONNEL POLICIES AND PROCEDURES

During 1998-99, the Administration Services and Human Resources Development Department published a human resources employees procedures manual for the department's internal use only. While the draft is not complete, it does contain information about policies and procedures for the majority of the department's functions. The manual is organized in a three-ring notebook, which allows the department to amend sections of the manual without reprinting the entire manual. The manual contains these 11 sections:

- Administrative;
- Recruiting;
- Employment - professional;
- Employment - auxiliary;
- Employment - substitutes;
- Pay;
- Leaves and absences;
- Complaints;
- Housekeeping;
- Miscellaneous provisions, and;
- Cross-reference index of subjects.

Each section contains subsections. For example, the section on professional employment contains subsections on creating a job description, processing an application, annual contract renewal, resignations, and others.

Each subsection contains pertinent information:

- The requirement or action;
- General information about the action;
- The person in HRD who is responsible for the action;
- Documents, forms, and equipment required;
- Who must sign the documents;
- Where to send the documents;
- Steps in processing the action, and;
- Sample documentation and requisite forms where applicable.

The last section is a cross-reference index of subjects found in all of the district's manuals, policies, or handbooks.

FINDING

During 1998-1999, KISD began updating job descriptions for every position in the district and eliminating descriptions for obsolete positions.

To begin this process, the district purchased "*Descriptions Now!*" software, a specialized job description software for education. The package contains basic job descriptions for positions generally found in school districts. To facilitate compliance with the Americans with Disabilities Act, the software format includes sections for describing specific physical requirements for every job. Every job description contains the following elements:

- Job title;
- Department;
- Title of the supervisor to whom the position reports;
- FLSA status;
- Summary of the job description;
- Essential duties and responsibilities;
- Supervisory responsibilities;
- Qualifications;
- Education and/or experience required;
- Language skills necessary;
- Mathematical skills needed;
- Reasoning ability, and;
- Physical demands.

The executive director assigned the primary responsibility for updating district job descriptions to the staffing specialist. The staffing specialist distributed copies of the basic job descriptions to employees throughout the district with instructions to review their own descriptions and revise them to reflect

general responsibilities of their position without individualizing them to their specific job. At the time of this report, the district had completed all 129 district job descriptions. While board approval is not required, the deputy superintendent has submitted the descriptions to the board for review.

COMMENDATION

KISD has updated job descriptions throughout the district using an effective format.

FINDING

KISD has drafted an HR procedures manual. The usefulness of the cross-reference index in the internal procedures manual, however, is limited because it does not define all abbreviations and acronyms used. The concept of supplying an index to refer readers to other pertinent district policy and procedure manuals is a good one. The index, however, contains

definitions for only a portion of abbreviations used. As an example, the manual defines APM (Administrative Procedures Manual), BP (Board Policies), EH (Employee Handbook), and HPM (HRD Internal Procedures Manual), but not DEC, DHC, DAA, and DGBA.

Members of the human resource staff said that those acronyms represent board policies. However, a new member to the Administration Services and Human Resources Development staff would not know what the manual refers to and may not be familiar with board policy. The usefulness of the cross-reference index is limited for those who are not familiar with every manual and board policy in the district.

The HRD manual also does not include information showing when the policy or procedure was created or who was responsible for drafting the procedure. Nor is it formatted to show when a procedure was last reviewed or updated, or who developed and reviewed it. Supplying that type of information ensures that the manual is correct and accurately reflects policies, practices, and procedures.

The HRD procedures manual does not contain information about auxiliary employment or leaves and absences. The manual notes that the department has reserved these two sections for expansion. Nonetheless, both are important sections.

Recommendation 41:

Refine the Human Resources draft procedures manual to include cross-references, revision dates, and information on auxiliary employment, and leaves and absences.

The department should define each of the acronyms used in the cross-reference index. Since the manual is contained in a three-ring notebook, adding an extra page that contains a list of definitions would require adding a single page.

In addition, the department should add lines on each page or at the end of each section that show the date of review, date of revision, and the name and signature of the person who developed, reviewed, or revised the item. With that information, human resources staff will be able to determine if they have timely and accurate information.

Finally, the human resources staff should develop, complete, and add additional sections on auxiliary employment and leaves and absences to the HRD Manual. Since auxiliary personnel make up half of the district employees, the district should ensure its policies and practice are clear, in compliance with appropriate rules and regulations, and well documented.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director for Personnel Services directs members of the human resources staff to document and compile policies, procedures, and practices on leaves and absences.	November 1999
2.	The Professional Standards administrator creates a complete list of definitions of abbreviations.	November 1999
3.	The director for Auxiliary Personnel and the Auxiliary Personnel Staff initiate the documentation and compilation of policies, procedures, and practices.	November 1999
4.	The administrator for Professional Standards adds date and signature lines to the policies and procedures.	April 2000
5.	The executive director for Personnel Services publishes the revised information.	May 2000
6.	The executive director for Personnel Services distributes the new manual to members of the human resources staff.	June 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The Administration Services and Human Resources Development Department is responsible for the publication of the Employee Handbook. The handbook, revised in June 1998, contains some redundant material, and the organization of the handbook is difficult to follow. The district divides the handbook into four sections: Introduction, Auxiliary Personnel, Professional Personnel, and Appendices. It contains information about the organization of the district, leave, compensation and benefits, the calendar and vacation days for the school year, excerpts from applicable laws and regulations, and mission statements of the district and of the human resources function. The handbook repeats the following information common to both auxiliary personnel and professional personnel in those sections:

- Core benefits;
- Flexible benefits;
- Wellness program;
- State sick leave;
- Local sick leave;
- Family medical leave;
- Assault leave;

- Jury duty;
- Other court appearances;
- Military leave;
- Requesting sick leave that exceeds five consecutive work days;
- Reporting absences from duty;
- Non-school employment;
- Management relations;
- Retirement;
- Employee grievances;
- Tobacco, alcohol, drugs;
- Discipline (for students);
- Medication for students;
- Notification of nondiscrimination;
- Copyright law;
- Using e-mail;
- Use of district resources and expectation of privacy, and;
- Non-use of pesticides.

There is no subdivision of the auxiliary or professional divisions into logical sections. No index or list explains the information contained in the appendices. One appendix appears to be a random collection of excerpts from regulatory resources such as the United States Code, Code of Federal Regulations, Education Code, and others. The organization, however, is not logical.

The handbook does not contain the district's goals or objectives, which were set by the board after the handbook was printed. Nor does it contain telephone numbers for members of the administration who are responsible for various functions in the district. Therefore, the handbook is longer than necessary, contains redundant information, is difficult to follow, and is missing pertinent information.

Recommendation 42:

Reorganize the KISD employee handbook.

The district should reorganize the manual, divide it into logical sections, and note, where applicable, the differences between the rules that apply to auxiliary or professional personnel. For example, handbooks from other school districts are divided into the following logical sections:

- District information;
- Employment;
- Compensation and benefits;
- Leaves and absences;
- Employee relations and communications;

- Employee conduct and welfare;
- General procedures;
- Termination of employment, and;
- Student issues.

Within each of these sections, information that is specific to auxiliary and professional employees has been highlighted. Handbooks also contain district goals and objectives as well as helpful contacts with telephone numbers and brief explanations of their responsibilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy director meets with personnel responsible for developing, writing, and publishing the Employee Handbook.	February 2000
2.	The responsible personnel review and reorganize the Employee Handbook and add the applicable information.	April 2000
3.	The district publishes the new handbook.	May 2000
4.	The district distributes the new handbook	June 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

While KISD recently completed the task of updating district job descriptions, the district has not established a regular schedule for reviewing job descriptions in the future or a method for indicating which job descriptions are current. The department has indicated that it updates job descriptions when a position becomes vacant. Nonetheless, interviews with district personnel indicated that some employees have been in their position for several years. If a position remains filled for several years, but the responsibilities of the position change, this updating method would not capture the changes. While the district's efforts to update job descriptions are exemplary, without a regular schedule to review the accuracy and relevancy of job descriptions, the job descriptions may become outdated, and the job descriptions listed may become inaccurate.

Recommendation 43:

Establish a system for updating every job description every three years.

Personnel should establish a policy stating that each department and school will be responsible for reviewing and updating its job descriptions on a three-year cycle, with one third of the job descriptions reviewed each year. A line should be added to job descriptions that contain a notation stating that a member of Personnel reviewed the job description but no revision was necessary, the date that someone reviewed the description, and a signature line for the reviewer. Thus, the district can confirm that it has reviewed all job descriptions even if the person holding the position has not changed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The staffing specialist adds a line to job descriptions, "reviewed, not revised, date, signature."	November 1999
2.	Personnel notifies all divisions, all units, department heads, principals, and employees of its procedures for updating, editing, time schedules, and deadlines.	December 1999
3.	The executive director for Personnel instructs employees to sign new job descriptions to confirm they know what their job responsibilities are and that job descriptions are up to date.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

E. EMPLOYEE COMPENSATION

KISD's teacher salaries are lower than salaries in the majority of peer districts and the state average for teachers with one to five years of service. Salaries begin to be comparable in the sixth year and exceed peer and state averages in the eleventh year. **Exhibit 4-11** shows the average teacher salaries by years of experience in KISD and peer districts and compares them to the state averages for 1997-98.

**Exhibit 4-11
Average Teacher Salaries by Years of Experience
KISD Versus Peer Districts
1997-98**

Years	Killeen	Copperas Cove	Irving	Lubbock	Pasadena	Spring Branch	Temple	Average without Killeen	State Average
Beginning Teacher	\$22,845	\$22,295	\$25,978	\$24,125	\$25,562	\$26,502	\$23,448	\$24,652	\$24,736
1-5 Years	\$24,752	\$23,743	\$29,326	\$24,045	\$27,595	\$29,690	\$25,144	\$26,757	\$26,787
6-10 Years	\$30,942	\$29,327	\$32,373	\$29,306	\$31,228	\$34,289	\$31,116	\$31,273	\$30,811
11-20 Years	\$38,287	37,354	\$39,068	\$37,158	\$37,469	\$39,174	\$35,663	\$37,648	\$37,240
More than 20 Years	\$42,840	\$41,721	\$46,905	\$42,168	\$44,032	\$46,093	\$41,128	\$43,810	\$42,624

Source: AEIS, Texas Education Agency, 1997-98.

Exhibit 4-12 shows the average salaries of professional employees, teachers, professional staff, central and campus administration, by years of experience in KISD and peer districts and compares them to state averages.

**Exhibit 4-12
Average Salary by Employee Classification
KISD Versus Peer Districts
1997-98**

Classification	Killeen	Copperas Cove	Irving	Lubbock	Pasadena	Spring Branch	Temple	Average without Killeen	State Average
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Teachers	\$31,214	\$30,176	\$35,134	\$32,971	\$34,324	\$36,020	\$31,275	\$33,317	\$33,357
Professional Staff	\$40,340	\$40,469	\$42,622	\$40,827	\$41,893	\$42,073	\$36,996	\$40,813	\$40,713
Campus Administration	\$52,037	\$54,214	\$56,626	\$53,011	\$52,946	\$58,418	\$47,601	\$53,803	\$52,030
Central Administration	\$59,517	\$68,424	\$97,050	\$61,000	\$76,316	\$82,080	\$74,307	\$76,530	\$62,946

Source: AEIS, Texas Education Agency, 1997-98.

Human resources conducts an annual salary survey to determine salaries for the Killeen area. After comparing KISD salaries to surrounding and comparable districts, the Board provided a \$4,200 raise to teachers for 1999-2000. Other district employees received a comparable increase.

FINDING

The district requires non-certified personnel to be paid according to the scale for certified positions, but limits credit for work experience to five years. For example, while an experienced finance or information technology professional may have 10-15 years of successful experience in his or her field, he or she will only receive credit for five years and a lower base pay rate. District policy states however, that assistant superintendents will be paid at least \$500 more than the highest paid principal in the district.

The district has experienced long-term vacancies in positions such as the assistant superintendent for Business and the director for Financial Services. Although both positions are now filled, they were vacant 18 months and six months respectively. The district attributes the length of these vacancies to salaries that are not competitive with salaries in other school districts and industries. As such, the district has difficulty attracting qualified professionals for positions that do not require certification.

Recommendation 44:

Remove the cap for years of experience for non-certified personnel and institute competitive pay for non-certified administrative personnel.

The district should remove the cap for years of experience and institute competitive pay for non-certified administrative personnel. By instituting this policy, the district will be able to attract high-quality employees and fill vacant positions more quickly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The deputy superintendent for Administration Services and Human Resources and the director for Personnel develop the policy requesting removal of the cap for years of experience.	January 2000
2.	The deputy superintendent makes the recommendation to the board.	February 2000
3.	The board approves the policy.	March 2000
4.	The district implements the new policy for the 2000-2001 school year.	April 2000

FISCAL IMPACT

Because positions are budgeted according to the current salaries of experienced individuals who fill those positions, the district should be able to hire new employees with experience at similar salaries.

Chapter 5. FACILITIES USE AND MANAGEMENT

This chapter focuses on Killeen Independent School District's (KISD's) Facilities Use and Management functions in the following sections:

- A. Facilities Planning, Design, and Use
- B. Plant Maintenance
- C. Custodial Services
- D. Energy Management
- E. Outsourcing Opportunities

A comprehensive facilities, maintenance, custodial, and energy management program should coordinate all of the physical resources in the district. Such a program effectively integrates facilities planning with all other aspects of school planning. Facilities personnel are involved in design and construction activities and are knowledgeable about operations and maintenance activities. To be effective, facilities managers also must be involved in the district's strategic planning activities. In addition, facilities departments operate under clearly defined policies, procedures, and activities that can be adapted to accommodate changes in the district's resources and needs.

BACKGROUND

KISD's Plant Services Department is responsible for facility planning, construction, renovation, maintenance, and custodial oversight for the district. The district has more than 28,000 students, 39 schools, and seven support facilities. The average age of KISD's facilities is 13 years. The district's oldest facility-the Alternative Center-was built in 1926, and the district's three newest facilities-Liberty Hill Middle School and Montague and Trimmer Elementary Schools-were opened in 1998. KISD plans to open two more elementary schools and one middle school within the next three years.

Exhibit 5-1 presents a summary of the district's Plant Services Department's budget for 1997-98 and 1998-99.

Exhibit 5-1
Plant Services Department Budget Summary
1997-98 and 1998-99

	1997-98	1998-99	Percent Change
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Payroll Costs	\$2,892,727	\$2,941,684	2.0%
Prof. & Contracted Services	509,876	366,307	(28.0%)
Supplies/ Materials	110,482	116,739	6.0%
Other Operating Expenses	3,167	3,600	14.0%
Capital Outlay	180,750	0	0.0%
Total	\$3,697,002	\$3,428,330	(7.0%)

Source: KISD Budget Department.

In addition to the district's regular operating budget, during fiscal 1998, KISD received \$2.2 million in Impact Aid from the federal government specifically earmarked to assist with the district's construction projects. Impact Aid was introduced in 1950, when Congress passed two laws to give school districts additional aid for military personnel's children-Impact Aid for Operating Expenses and Impact Aid for Construction. These two laws were designed to make up for the financial losses the federal presence causes many public school districts because military bases do not pay property taxes. As military bases expand, so does the need for district facilities and other infrastructure. For example, as the Fort Hood military base grows, school districts that serve the children from the base will need additional school and support facilities.

Most of KISD's current building funds stem from a \$65 million bond program that was passed in November 1997 to construct and renovate schools. The bond program should bring most of the district's schools up to standard. The bond issue does not cover administrative facilities and non-education related capital improvement needs.

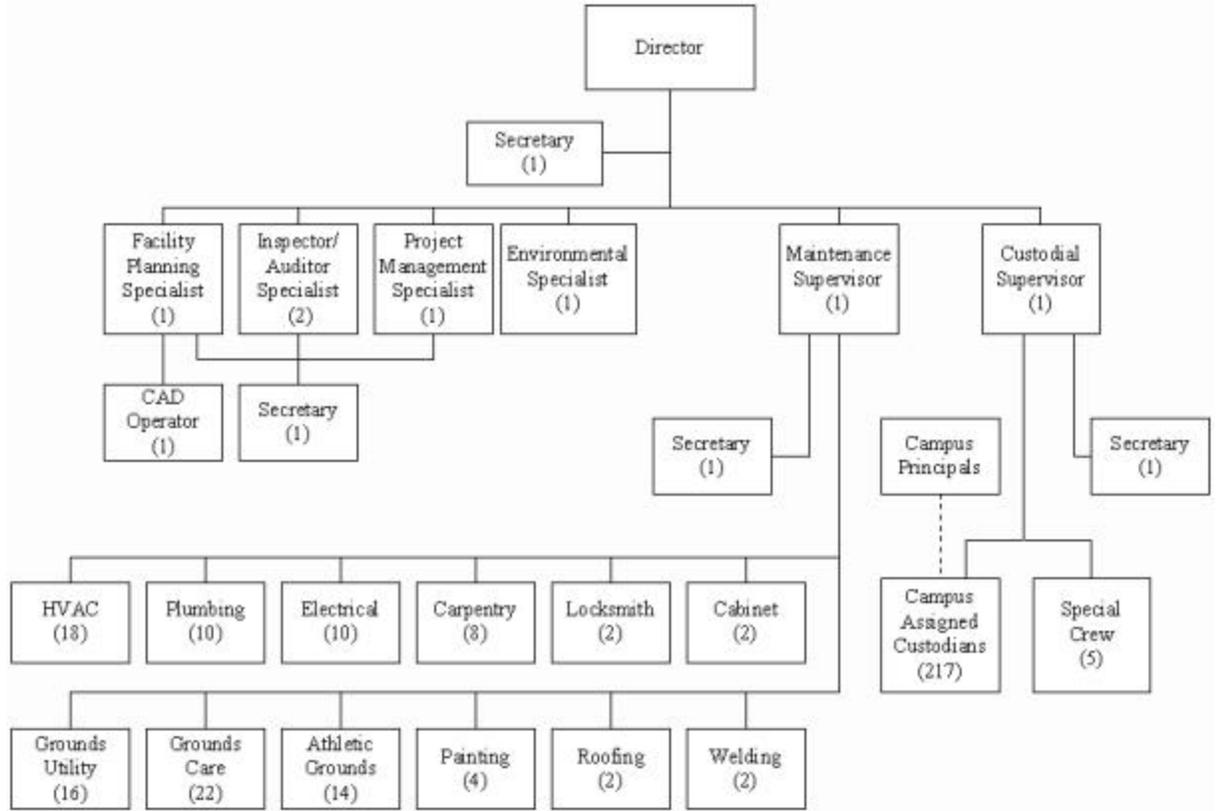
Exhibit 5-2 compares budgeted plant, maintenance, and operations cost for KISD and selected peer districts, and **Exhibit 5-3** compares debt service and long-term debt for KISD and its peers. For 1997-98, KISD had the third lowest budgeted plant, maintenance, and operations cost of its peers and the lowest debt service and long-term debt service of its peers. The 1997-98 budget data is the most recent comparative data available for KISD and selected peers through the *Texas Association of School Boards Benchmarks*.

<p>Exhibit 5-2 Plant Maintenance and Operations Cost Per Student KISD, Peer Districts, Region and State Average</p>	<p>Exhibit 5-3 Debt Service and Long-Term Debt Per Student KISD, Peer Districts, Region and State Average</p>
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1995-96 through 1997-98				1995-96 through 1997-98				
Plant, Maintenance and Operations					Debt Service			Long Term Debt
District	Actual		Budget	District	Actual		Budget	Budget
	1995-96	1996-97	1997-98		1995-96	1996-97	1997-98	
Copperas Cove	\$441	\$471	\$553	Irving	\$644	\$650	\$639	\$3,361
Irving	\$529	\$566	\$539	Spring Branch	\$500	\$522	\$509	\$5,148
Killeen	\$491	\$520	\$564	Copperas Cove	\$322	\$320	\$336	\$3,075
Lubbock	\$631	\$648	\$707	Lubbock	\$275	\$262	\$272	\$2,297
Pasadena	\$586	\$557	\$580	Pasadena	\$195	\$233	\$246	\$1,576
Spring Branch	\$624	\$632	\$638	Killeen	\$191	\$187	\$185	\$1,349
Peer Average	\$562	\$575	\$603	Peer Average	\$387	\$397	\$400	\$3,091
Region 12	\$532	\$568	\$553	Region 12	\$275	\$286	\$288	\$1,488
State Average	\$565	\$593	\$576	State Average	\$372	\$385	\$393	\$3,083
<i>Source: Texas Association of School Boards Benchmarks, 1996-98.</i>				<i>Source: Texas Association of School Boards Benchmarks, 1996-98.</i>				

The director for Plant Services, who is responsible for planning, construction services, maintenance and custodial services, heads the Plant Services Department. **Exhibit 5-4** presents the Plant Services Department's organizational structure.

**Exhibit 5-4
Plant Services Department Organizational Chart**



Source: KISD Plant Services Department

A. FACILITIES PLANNING, DESIGN, AND USE

Facilities planning and design ensures that every aspect of facilities management is functioning to create a safe, healthy learning environment for students and staff. The most critical aspect of facilities planning and design is long-range planning. An ongoing assessment of the condition of all facilities is a major part of the planning process. As an outgrowth of this process, necessary renovations are completed to maintain building facilities at a level that meets or exceeds the district's current standards.

A school district continually must monitor classroom space to determine if it is sufficient to comfortably accommodate students. To assess the adequacy of classroom space, total square footage, the number of classrooms, and student enrollment must be monitored.

Between 1993 and January 1999, KISD constructed two new Grade 9 centers, three new middle/intermediate schools, and four new elementary schools. The district also completed a library addition and major renovation projects at five elementary and middle schools. A major renovation at Pershing Park Elementary and five other school additions are scheduled for completion by July 2000. **Exhibit 5-5** presents an overview of KISD's major construction and renovation projects dating back to 1993.

Exhibit 5-5
KISD's Construction and Renovation Projects
1993-2000

Project Name	Project Description	Project Cost	Date Complete
Meadows Elementary	Library Addition & Renovations	\$589,718	April 1993
Cedar Valley Elementary	New 68,065 square ft. elementary	\$3,829,803	August 1993
Fairway Middle	Additions & Renovations	\$3,012,741	August 1993
Brookhaven Intermediate	New 83,171 square ft. intermediate	\$4,993,457	August 1993
Venable Village Elementary	New 77,804 square ft. elementary	\$5,168,535	August 1995
Palo Alto Middle	New 110,500 square ft. middle	\$7,961,520	August 1995
East Ward Elementary	Library & Classroom Additions	\$1,120,990	August 1995

Killeen 9 th Grade Center	New 160,623 square ft. 9 th grade facility	\$12,381,833	October 1995
Nolan Middle	Library Addition	\$611,913	August 1996
Ellison 9 th Grade Center	New 160,623 square ft. 9 th grade facility	\$11,901,461	January 1996
Liberty Hill Middle	New 119,010 square ft. middle	\$8,957,983	January 1998
Montague Village	New 78,616 square ft. elementary	\$5,972,295	August 1998
Trimmier Elementary	New 78,616 square ft. elementary	\$5,826,844	August 1998
Manor Middle	Additions & Renovations	\$5,332,742	August 1998 to January 1999
Pershing Park Elementary and 5 School Additions & Renovations	Classrooms, library additions, administration additions and interior renovations	\$11,834,999	July 2000

Source: KISD Plant Services Department.

FINDING

Well-planned building "prototypes" or standardized models ensure that school facilities construction and renovation projects maximize the usefulness of school facilities and contain cost. KISD's Plant Services Department, in conjunction with the architect the district has retained for the last 10 years, has developed building prototypes for its new elementary and middle school facilities. The current elementary, middle school, and Grade 9 centers prototype designs were developed in 1995 and first were used for Venable Village Elementary School. The district has two new Grade 9 centers that are identical.

KISD's Plant Services Department modifies elementary and middle school prototype designs as needed to adapt each new school to its site and the school's specific educational programs. **Exhibit 5-6** provides sample elements of KISD's elementary prototype for schools. The prototype shows the net square footage area allotted to classrooms of different types as well as instructional support facilities. Prototype designs help to ensure that each classroom type and instructional support facility such as media center libraries, cafeteriums, and kitchens are functional and maximize space.

Exhibit 5-6
Sample Elements of KISD's Elementary School Prototype

Area Type	Net Area
<u>PRE-K & KINDERGARTEN CLASSROOMS:</u>	
Pre-K & Kindergarten Classrooms (with toilets)	1,006 sq.ft.
"Life Skills" Classroom (with toilets & shower)	1,134 sq.ft.
<u>FIRST GRADE HOUSE:</u>	
First Grade Classrooms (with toilet)	872 sq.ft.
<u>SECOND/THIRD GRADE HOUSE:</u>	
General Classrooms	788 sq.ft.
Computer Lab	889 sq.ft.
<u>FOURTH/FIFTH GRADE HOUSE:</u>	
General Classrooms	786 sq.ft.
Art/Science/Activity Rooms	973 sq.ft.
Computer Lab	889 sq.ft.
<u>MULTI-GRADE INSTRUCTIONAL SPACE:</u>	
Music Classroom	746 sq.ft.
Music Classroom with Storage	809 sq.ft.
Speech Therapy Room	365 sq.ft.
Small Resource Room	411 sq.ft.
Resource Room with Divider	713 sq.ft.
<u>INSTRUCTIONAL SUPPORT FACILITIES:</u>	
Media Center/Library (including KIVA & A-V Facilities)	3,064 sq.ft.
Administrative Suite (including Clinic, Bookroom, & Internal Circulation)	3,351 sq.ft.
Teacher Conference/Workroom (with toilets)	376 sq.ft.
Cafetorium/Kitchen/Physical Education	10,877 sq.ft.
<u>GENERAL FACILITIES:</u>	
Custodial Areas	41 sq.ft.
Central Maintenance Room	318 sq.ft.

Student "House" Toilets	308 sq.ft.
Cafetorium Area Toilets	449 sq.ft.

Source: KISD Plant Services Department - Construction Design Notebook.

Exhibit 5-7 provides sample elements of KISD's interior and exterior design specifications for all (elementary, middle and high) school types. Interior and exterior design specifications facilitate standardization of construction techniques.

Exhibit 5-7
Sample Elements of KISD's Interior and Exterior Building Design Specifications

Design Development Specifications		
SITWORK:	Grading:	Cut and fill to support a level building pad approximately 300' square feet. Preparation to include 13" aggregate base course for concrete parking and drives.
	Foundation Piers:	Drilled straight shaft or bellied piers per foundation design parameters.
	Concrete Paving Drives:	Concrete paving at drives, parking lots, and play areas to have 6" minimum thickness. Sidewalks to be 4" thick concrete. Paved play areas are also fire lanes so will be 6" thick concrete.
	Site Irrigation Systems:	At areas of public access and image such as inside fire lane loop. Play fields will not be irrigated.
	Chain Link Fence:	5 foot high surrounding play areas.
	Bike Racks:	Two ribbon style bike racks to accommodate a total of 16 bikes.
	Landscaping:	Grass and irrigation to be in base bid. Trees and shrubs to be an alternate.
		Structural concrete supported floor system of hollow precast concrete

		planks with 2" normal weight concrete topping over crawl space. Cast in place concrete grade beams at perimeter.
CONCRETE:	Concrete Floor:	One-hour rated cellular concrete insulating filler.
	Roof Assembly:	Faced with a combination of face brick, split face concrete masonry units (CMU), and scored burnished CMU. 6" steel stud backup.
MASONRY:	Masonry Veneer Walls:	8" & 12" wide load bearing, 3-hour CMU with masonry face per General Requirements. Where exposed on interior of cafetorium, glazed CMU will be used.
	Cafetorium/ Kitchen Walls:	Steel structure of steel tube, columns, steel beams of two-hour fire rating. Steel roof joists to be 1-hour rated.
METALS:	Classroom wings, administration, library, multi-grade areas:	Load bearing CMU with steel roof joists.
	Cafetorium/ Kitchen:	Corrugated metal deck for cellular concrete on steel joists. SDI Type B 22-gauge deck at pitched metal roofing.
	Roof:	Masonry veneer walls supported by 6" structural steel studs at 16", sized to withstand wind loads.
	Exterior Walls:	Steel and angle framing and supports from steel structure below.
	Rooftop Mechanical Screen:	Includes fire treated blocking and roof nailers.
WOOD AND PLASTIC	Rough Carpentry:	Includes wood trim at tackable surfaces in corridors.
	Finish Carpentry:	Plastic laminate premium grade.
	Millwork:	Countertops and custom cabinetry, reveal overlay design.

Source: KISD Plant Services Department - Construction Design Notebook.

Through the use of prototype designs for new construction, KISD estimates that it has reduced architectural fees from 6 percent to 4.5 percent for elementary and middle schools and from 6 percent to 5 percent for the Grade 9 centers.

KISD's Plant Services Department estimates that since the implementation of new construction prototype designs developed in 1995, the district has saved more than \$751,000 in design fees.

Exhibit 5-8 shows the district's estimated savings from using prototype designs.

**Exhibit 5-8
KISD's Estimated Architectural Fee Savings
Generated from Prototype Designs
1995 through 1999**

Project Name	Project Cost	Fee Savings from Prototypes	Estimated Savings
Venable Village E.S.	\$5,168,535	1.5 %	\$77,528
Palo Alto M.S.	\$7,961,520	1.5 %	\$119,423
Killeen 9 th Grade Center	\$12,381,833	1.0%	\$123,818
Ellison 9 th Grade Center	\$11,901,461	1.0 %	\$119,015
Liberty Hill M.S.	\$8,957,983	1.5 %	\$134,370
Montague Village E.S.	\$5,972,295	1.5 %	\$89,584
Trimmier E.S.	\$5,826,844	1.5 %	\$87,403
Total	\$58,170,471	-	\$751,141

Source: KISD Plant Services Department - Construction Design Notebook.

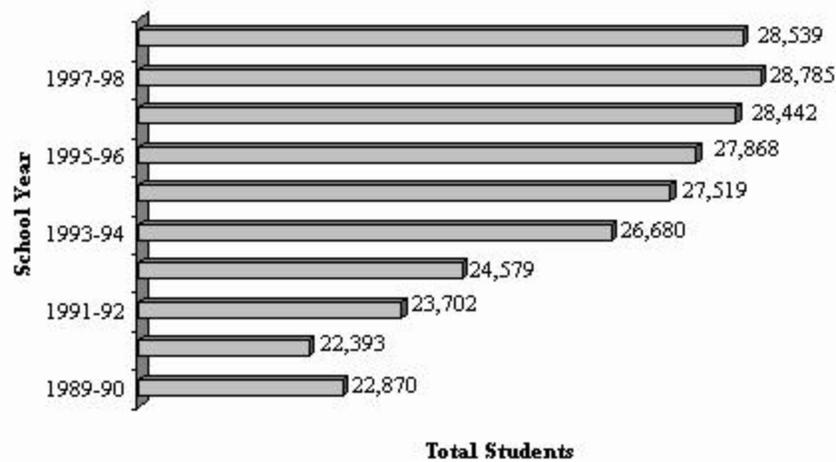
COMMENDATION

KISD uses building prototypes to ensure functionality, maintain construction standards, and control school building costs.

FINDING

Projecting student enrollment is an integral part of the facilities planning process because student enrollment is directly linked to the number of schools and administrative facilities that will be required. KISD serves more than 28,000 students with half of them coming from Fort Hood. The district has grown from approximately 22,870 students during 1989-90 to 28,539 students in 1998-99 year-a 25 percent increase. **Exhibit 5-9** shows KISD's enrollment trend from 1989-90 through 1998-99.

Exhibit 5-9
KISD Historical Enrollment Trend
1989-90 through 1998-99

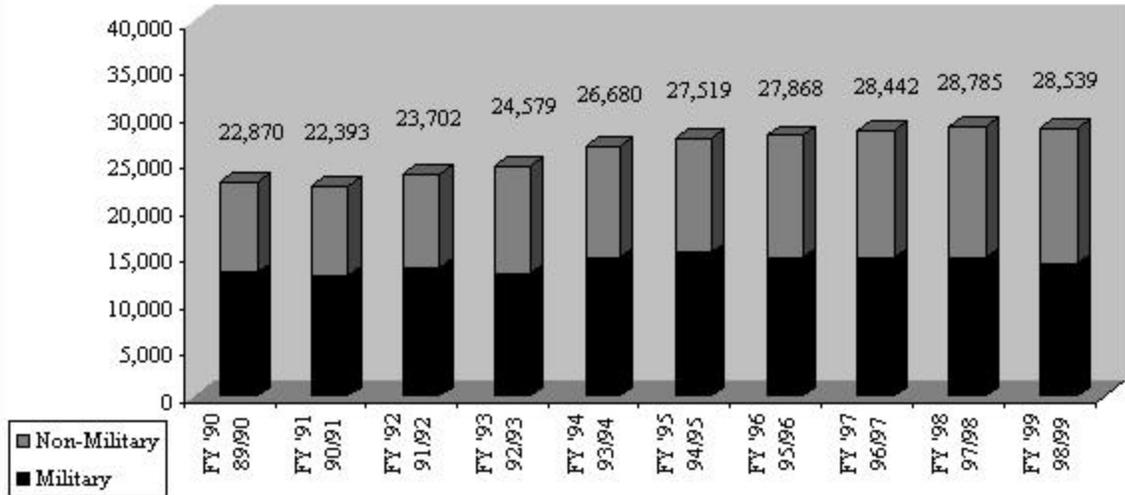


Source: KISD Website.

Exhibit 5-10 presents a breakdown of KISD's 10-year historical enrollment for both military and non-military students.

Exhibit 5-10
Breakdown of KISD 10-Year Enrollment

(Military and Non-Military Students)



Source: KISD Superintendent's Office.

KISD's Technology Services Department uses a combination of the cohort survival model, which projects student enrollment five years in advance, and considers factors such as demographic and construction trends in the Killeen Community. Because of KISD's large military presence, the district relies heavily on long-range planning input from the Fort Hood command staff. The base command staff meets with KISD officials at least quarterly about military deployments or changes in military housing conditions. Input from school administrators about school overcrowding are also factored into the district's enrollment projections. **Exhibit 5-11** shows student enrollment projections for KISD over the next five years.

**Exhibit 5-11
Projected KISD Enrollment by Grade
1998-99 through 2003-04**

Grade	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
PK	1,439	1,474	1,510	1,546	1,583	1,621
K	2,543	2,604	2,667	2,733	2,798	2,865
1	2,677	2,696	2,761	2,828	2,898	2,966
2	2,354	2,484	2,502	2,562	2,625	2,690
3	2,654	2,401	2,534	2,552	2,614	2,678
4	2,145	2,365	2,140	2,258	2,274	2,330

5	2,217	2,127	2,345	2,122	2,239	2,255
6	2,268	2,220	2,130	2,348	2,125	2,242
7	2,112	2,163	2,117	2,032	2,240	2,027
8	1,945	2,021	2,070	2,026	1,945	2,144
9	1,808	1,867	1,940	1,987	1,944	1,867
10	1,715	1,713	1,769	1,838	1,882	1,842
11	1,584	1,558	1,556	1,607	1,670	1,710
12	1,442	1,435	1,412	1,410	1,513	1,550
H.S. Spec. Programs	233	239	246	253	260	267
M.S. Spec. Programs	38	39	40	41	42	43
Total	29,174	29,406	29,739	30,143	30,652	31,097
Increase	-	232	333	404	509	445

Source: KISD Technology Services Department.

According to the director for Plant Services, KISD requires about two to three years to plan for and construct a new school, depending on the size of the facility and the site work required. The superintendent and Technology Services Department use long-range enrollment projections to trigger construction of new schools.

COMMENDATION

Preparing five-year enrollment projections annually has enabled KISD to prepare for student growth and the need for new school facilities.

FINDING

In addition to preparing districtwide student enrollment projections, KISD's Technology Services Department also prepares enrollment projections for each school. Using school enrollment projections as a guide, KISD began planning to rezone attendance boundaries in early 1998 to relieve overcrowding in some of its schools. KISD established three major goals for its rezoning plan. These goals were to: (1) balance attendance in schools, (2) maintain civilian, military, and ethnic balance in the district, and (3) maintain the neighborhood school concept, where possible. Maintaining the neighborhood school concept was important to

parents so those students living in the same neighborhood could continue going to school together and siblings close in age could attend the same school.

Exhibit 5-12 outlines the general steps KISD followed while planning to rezone attendance boundaries.

**Exhibit 5-12
KISD Rezoning Plan Steps**

Major Rezoning Tasks
1. Developed and evaluated enrollment projections for each school along with civilian/military status and ethnic composition.
2. Identified projected growth areas in the Killeen community.
3. Determined the KISD schools that were overcrowded and the district schools likely to reach capacity based on future projected growth areas.
4. Defined geographic boundaries for neighborhoods within KISD attendance zones.
5. Developed preliminary rezoning plan based on the above data.
6. Drafted letters to parents informing them of the rezoning and held public input sessions to obtain comments from the community.
7. Developed a series of alternative rezoning proposals that would optimize student capacity, military/civilian, and ethnic balance, and achieve the neighborhood school concept.

Source: TSPR.

The district's rezoning plan was completed in July 1999. The rezoning plan for elementary and middle schools took effect at the beginning of the 1999-2000 school year. The rezoning plan for the district's high schools will be effective at the beginning of the 2000-2001 school year, once construction at the two new grade nine centers is totally complete.

COMMENDATION

KISD is rezoning its attendance boundaries to relieve overcrowding in schools, while maintaining civilian, military, and ethnic balance in the district and maintaining the neighborhood school concept, where possible.

FINDING

KISD is implementing a \$65 million bond program for constructing and renovating its schools, yet the district does not have a Facilities Master Plan. Facilities planning is critical to the overall success of school district operations because it coordinates the district's educational programs, physical space, and resources. Some essential components of a Facilities Master Plan include:

- Identifying current and future needs of district facilities and educational programs;
- Analyzing facilities condition for existing schools (inventory analysis);
- Developing student growth projections and community expansion plans;
- Analyzing cost and capital requirements; and
- Developing facilities program management and design guidelines.

The Texas Education Agency (TEA) recommends the Facilities Planning process model shown in **Exhibit 5-13**. Using TEA's planning model as a guide, **Exhibit 5-13** also shows those aspects of the facilities planning process that have been completed by KISD's Plant Services Department and those that still require additional work.

Exhibit 5-13
Facilities Planning Process Recommended by TEA and KISD's Status

Program Element	Mission	Responsibilities	TEA Deliverables	KISD Deliverables
Planning	Needs Assessment	Identify current and future needs.	Demographics, facilities survey, boundary, funding, education program, market, staff capability, transportation analysis	Incomplete. (1)
	Scope	Outline required building areas; develop schedules and costs.	Programming, cost estimating, scheduling, cost analysis	Complete.
	Strategy	Identify structure.	Facilities project list, master schedule, budget	Incomplete. (2)

			plan, organizational plan, marketing plan	
	Public Approval	Implement public relations campaign.	Public and media relations	Complete. (Performed by superintendent's office).
Approach	Management Plan	Detail roles, responsibilities, and procedures.	Program management plan and systems	Incomplete. (3)
	Program Strategy	Review and refine details.	Detailed delivery strategy	Incomplete. (4)
	Program Guidelines		Educational specifications, design guidelines, Computer Aided Design standards	Incomplete. (5)

Source: Planning model recommended by TEA and KISD's facilities planning component(s) status.

Exhibit 5-13 shows a detailed description of facilities planning requirements (deliverables) that have not been completed by KISD.

1. Individual condition surveys have not been completed for all KISD facilities. The amount, type, and condition of facility space have not been determined for most schools. Facilities that could be adapted for different uses or more functional uses have not been identified.
2. Detailed facilities project lists that outline all deferred maintenance projects at each facility have not been completed. Long-range capital budgets for deferred maintenance costs for each facility have not been developed, nor has a comprehensive master schedule of anticipated timeframes for completion.
3. Program management plans and systems that outline the district positions responsible for administering projects as well as automated systems established to track and monitor construction and deferred maintenance budgets and actual costs have not been developed.
4. Detailed strategies for implementing program management plans have not been documented.

5. Educational specifications for specialized classrooms or learning settings have not been developed.

Recommendation 45:

Complete all components of the facilities master plan.

KISD should complete the formal facilities planning process recommended by TEA. A comprehensive facilities master plan will help to ensure that the district's construction and renovation projects are documented and reflect the overall strategic direction of the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Plant Services uses the TEA model to assess KISD's status in facility planning.	November 1999
2.	The director for Plant Services meets with the facilities planning specialist, inspector/auditor project management specialist, and maintenance supervisor and assigns responsibilities for completing the district's facilities planning.	December 1999 - May 2000
3.	The director for Plant Services, in conjunction with the superintendent, assistant superintendent(s) for Education Services, and assistant superintendent for Business Services designs a method for obtaining community involvement in the facilities planning process.	June 2000
4.	The director for Plant Services compiles components of the facilities master plan and develops a formal facilities master plan document.	July 2000
5.	The director for Plant Services presents the facilities master plan to the board for review.	August 2000
6.	The board approves the facilities master plan.	September 2000

FISCAL IMPACT

The remaining components of the facilities master plan can be completed by existing Plant Services Department staff.

FINDING

KISD administrators have not had an opportunity to give their input into the facilities planning process. While KISD's superintendent consults regularly with the Fort Hood command staff, its largest constituent, there

is insufficient coordination with and input from some key district administrators. For example, the director for Plant Services has no involvement in the development of student enrollment projections, the maximization of existing school use, or in the educational program design for schools.

Stakeholder survey results show that less than half of the district administrators, principals and assistant principals, and teachers surveyed believed that district staff has sufficient input into facility planning. Over the past six years, KISD has undertaken an aggressive renovation and new construction expansion program, particularly for a district its size. It is important to include all critical stakeholders in the facilities planning process, so that the district does not overbuild, but instead maximizes all existing and future facilities. **Exhibit 5-14** shows the results of a survey of stakeholders concerning input into facility planning.

Exhibit 5-14
KISD Employee Opinion Survey Results

Survey Statement: Parents, citizens, students, faculty, staff and the board provide input into facility planning.					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Administrators	7%	46%	20%	17%	0%
Principals/Asst. Principals	5%	36%	26%	26%	7%
Teachers	6%	38%	25%	24%	7%

Source: Stakeholder Surveys, May 1999.

More important to evaluating KISD's facilities planning and use is that the Plant Services Department, which has the primary responsibility for constructing and renovating schools, does not perform any analysis on facilities use rates. Facilities use rates are defined as the percentages of building capacity that are used by students based on student enrollment.

Although KISD's Technology Services Department has evaluated student capacity to help the district rezone its schools, no KISD department has really evaluated facility use rates to determine how they might be affected by the district's various educational programs. Nor has any analysis been performed to determine if opportunities exist for schools to share educational facilities (for example, two or three elementary schools sharing a school kitchen).

Exhibit 5-15 shows that seven KISD schools (East Ward, Haynes, West Ward, Brookhaven, Montague Village, Trimmier, and Manor) have use rates under 70 percent. In the past six years, KISD has built nine new schools and has three new schools planned. KISD could possibly alter its plan to build all three new schools if an in-depth analysis of existing facility use rates and opportunities for shared educational services were performed. Building fewer schools than planned would result in a substantial cost savings for the district.

Exhibit 5-15
KISD School Facility Inventory and Use Rates
August 1999

	Year Built	Grade Levels	Permanent SFT.	Portable Bldg. SFT.	Total SFT.	Program Capacity	Enrollment	Use Rate
Clifton Park E.S.	1964	PK - 5	47,645	1,536	49,181	464	411	88.6%
East Ward E.S.	1952	PK - 5	57,710	1,536	59,246	800	428	53.5%
Fowler E.S.	1956	PK - 5	39,640	2,880	42,520	400	384	96.0%
Harker Heights E.S.	1964	PK - 5	63,303	3,072	66,375	700	753	107.6%
Haynes E.S.	1962	PK - 5	66,516	-	66,516	625	374	59.8%
Meadows E.S.	1953	PK - 5	80,182	3,840	84,022	800	709	88.6%
Peebles E.S.	1960	PK - 3	56,780	1,536	58,316	660	673	102.0%
Pershing Park E.S.	1962	PK - 5	55,695	7,680	63,375	675	658	97.5%
Sugar Loaf E.S.	1965	PK - 5	55,460	6,144	61,604	600	594	99.0%
West Ward E.S.	1953	PK - 5	70,871	1,536	72,407	800	505	63.1%
Bellaire E.S.	1966	PK - 5	63,300	1,536	64,836	650	552	84.9%
Marlboro E.S.	1954	PK - 5	41,000	3,072	44,072	350	273	78.0%
Nolanville	1985	PK - 5	63,232	5,376	68,608	700	709	101.3%

E.S.								
Clarke E.S.	1976	PK - 5	55,450	2,304	57,754	600	660	110.0%
Duncan E.S.	1981	PK - 4	63,190	-	63,190	700	629	89.9%
Hay Branch E.S.	1985	PK - 3	63,340	1,536	64,876	800	800	100.0%
Willow Springs E.S.	1985	PK - 5	63,340	6,912	70,252	700	716	102.3%
Mountain View E.S.	1988	PK - 5	63,340	5,992	69,332	700	736	105.1%
Reeces Creek E.S.	1989	PK - 5	68,065	3,840	71,905	700	704	100.6%
Clear Creek E.S.	1990	PK - 5	68,065	2,304	70,369	700	734	104.9%
Cedar Valley E.S.	1993	PK - 5	68,065	3,840	71,905	700	812	116.0%
Brookhaven E.S.	1993	4th - 5th	83,171	-	83,171	800	549	68.6%
Venable Village E.S.	1995	PK - 5	77,804	-	77,804	800	728	91.0%
Montague Village E.S.	1998	PK - 5	78,616	-	78,616	800	500	62.5%
Trimmier E.S.	1998	PK - 5	78,616	-	78,616	800	473	59.1%
Fairway M.S.	1955	6th - 8th	102,132	5,568	107,700	800	728	91.0%
Nolan M.S.	1961	6th - 8th	82,175	3,072	85,247	800	777	97.1%
Rancier M.S.	1990	6th - 8th	98,094	14,784	112,878	800	906	113.3%
Manor M.S.	1971	6th - 8th	108,432	6,528	114,960	800	504	63.0%
Smith M.S.	1976	6th - 8th	92,026	6,912	98,938	720	861	119.6%
Eastern Hills M.S.	1987	6th - 8th	95,700	6,912	102,612	720	837	116.3%

Palo Alto M.S.	1995	6th - 8th	110,500	2,304	112,804	720	767	106.5%
Liberty Hill M.S.	1998	6th - 8th	119,010	-	119,010	800	646	80.8%
Killeen H.S.	1964	9th - 12th	253,975	4,608	258,583	1,800	1,991	110.6%
Ellison H.S.	1978	9th - 12th	308,366	15,360	323,726	1,800	2,123	117.9%
Alternative Center	1926	9th - 12th	12,972	4,608	17,580	200	220	110.0%
CATE, CATE Annex & Pathways	1972	9th - 12th	78,426	13,824	92,250	-	-	0.0%
*Harker Heights	1995	9th	160,623	768	161,391	800	855	106.9%
*Shoemaker	1996	9th	160,623	768	161,391	800	919	114.9%
TOTAL	-	-	3,375,450	152,488	3,527,938	28,584	27,198	95.2%

Source: KISD Plant Services Department and TSPR.

** These two schools will absorb students from Killeen H.S. and Ellison H.S., relieving crowding at all four of the district's high schools. The director for Plant Services told TSPR that several schools have facility use rates below 70 percent because some special instructional programs tend to have smaller classes.*

Recommendation 46:

Establish a districtwide facilities planning committee to develop facility use guidelines that maximize student use rates in all schools.

KISD should establish a committee made up of the director for Plant Services, the assistant superintendent(s) for Education Services, staff members from Technology Services, principals, teachers, and parents. The committee should work together to analyze facilities use. Once facilities use rates have been thoroughly analyzed, the committee should establish

formal guidelines for the educational use of facilities and shared educational facilities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a districtwide facilities planning committee to study facility use rates and develop guidelines to maximize the use of educational facilities.	December 1999
2.	The committee meets quarterly to discuss school renovation needs and new construction projects.	March 2000
3.	The committee updates the board and its Land and Building Committee on its findings quarterly.	March 2000
4.	Once the districtwide facilities planning committee guidelines are sanctioned by the board, guidelines are submitted to the Plant Services Department for the district's facilities master plan.	June 2000 and quarterly thereafter

FISCAL IMPACT

The average cost of elementary schools built by the district in 1998 was \$5.9 million. In the future, the district could save the cost of one of its planned elementary schools by maximizing student use rates and developing a plan to share more of its educational facilities.

B. PLANT MAINTENANCE

Efficient and effective maintenance operations in a school district requires well-defined structures and processes, which include:

- Adequate information to plan and manage daily maintenance operations;
- A good work order system that enables maintenance staff to respond quickly to repair requests from schools and district facilities;
- A proactive system (preventive maintenance) that ensures maintenance staff regularly services equipment to minimize equipment down time; and
- A mechanism to monitor maintenance service levels and obtain periodic feedback about maintenance functions that need improvement.

KISD's Maintenance Services Department is staffed with 110 employees and completes about 7,500 to 8,000 work order requests each school year. Functions performed by the district's maintenance personnel include:

• plumbing	• roofing
• electrical	• locksmith
• carpentry	• welding
• cabinetry	• grounds
• painting	heating, ventilation, and air conditioning, (HVAC)

KISD employees believe that Maintenance Services performs high quality work with good response times for day-to-day maintenance needs. Maintenance Services attributes the delivery of high quality service to the following:

- Selection of highly skilled and dedicated staff;
- Maintenance work teams that are well supervised throughout the duration of projects;
- A quality control inspection process that randomly selects completed work orders for inspection;

- A quality assurance program developed to provide school principals with a mechanism to give timely feedback on the quality of work completed at schools; and
- Periodic maintenance staff training.

Exhibits 5-16 through 5-18 provide a summary of TSPR survey results that illustrates KISD employee perceptions of Maintenance Services.

**Exhibit 5-16
KISD Employee Opinion Survey Results**

Survey Statement: Buildings are properly maintained in a timely manner.					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Administrators	12%	66%	5%	17%	0%
Principals/Asst. Principals	16%	62%	3%	16%	3%
Teachers	18%	56%	6%	18%	2%

Source: Stakeholder Surveys, May 1999.

**Exhibit 5-17
KISD Employee Opinion Survey Results**

Survey Statement: Repairs are made in a timely manner.					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Administrators	12%	54%	10%	22%	2%
Principals/Asst. Principals	12%	69%	6%	10%	3%
Teachers	13%	54%	7%	23%	3%

Source: Stakeholder Surveys, May 1999.

**Exhibit 5-18
KISD Employee Opinion Survey Results**

Survey Statement: Emergency maintenance is handled promptly					
Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Administrators	20%	59%	14%	7%	0%
Principals/Asst. Principals	24%	66%	7%	3%	0%
Teachers	11%	65%	18%	5%	1%

Source: Stakeholder Surveys, May 1999.

FINDING

Maintenance Services has an automated work order system that was developed internally by KISD's Technology Services Department. Once a work order is generated at a school or department, the system accumulates the number of work orders received by trade type. Maintenance staff enters completed and cancelled work orders into the system so that the total number of work orders by trade type can be tracked.

For the maintenance work order system to be effective, other information must be captured by the system. The existing work order system does not give maintenance employees the ability to track labor hours by employee, material cost, and number of days to complete tasks, because it is not designed to receive this type of input. **Exhibit 5-19** provides an example of the output from the work order system maintained by Maintenance Services.

Exhibit 5-19
Example of Work Order Log
Used by KISD Maintenance Staff
March 1999

Trade Type	Received	Completed	Cancelled
HVAC	94	89	8
Plumbing	155	137	3
Electrical	129	127	6
Carpentry	88	74	6
Grounds	59	63	2
Engraving	4	4	0
Welding	4	4	1
Roofing	28	27	0
Painting	18	23	0

Special	4	3	1
Telephone	0	0	10
Key	97	91	3
Floor Covering	1	0	0
Food Service	40	41	0
Glass Repair	3	5	0
Pest Control	18	18	0
Total	742	706	40

*Source: KISD Plant Services Department - Maintenance Area.
Note: Work orders that were completed or cancelled did not necessarily originate in the month shown (March 1999). Therefore, there is no relationship between the totals.*

Gathering information such as labor hours by employee, material cost, and the number of days to complete work, will enable the director for Plant Services to establish performance standards for all maintenance functions. Performance standards define and document the time required to complete various functions, expected quality levels, and the cost of job completion. For example, once labor hours by employee are entered into the work order system, Maintenance Department management will know the actual number of hours it took each employee to complete a specific work order. Over time, management can establish performance standards for jobs such as replacing air conditioning filters, installing flooring, or completing roofing jobs. With predetermined performance standards, employees can be monitored to ensure that efficient, quality, cost-effective services continue to be delivered to schools and departments.

Recommendation 47:

Expand the capability of the district's work order system so that labor, material costs, and completion times can be tracked and develop performance standards that maximize productivity and cost-effectiveness.

Using a computer spreadsheet software package, KISD's facilities management can enhance work order logs to facilitate prioritizing, tracking, and preparing cost estimates for maintenance requests from the schools and departments. The automated log will enable the Maintenance

Supervisor to establish performance standards and assess thresholds for contracting specific projects such as large paint, carpentry, and plumbing projects to outside contractors.

Exhibit 5-20 shows an example of an automated spreadsheet that Maintenance Services could use.

**Exhibit 5-20
Example of Automated Work Order Log**

Work Order #	Site	Approved By	Completion Date	Est. time to complete	Actual time to complete	Work Orders					Cost Data		
						received	completed	outstanding	Labor	Parts	Total		
						#	#	%	#	%			

Source: TSPR.

Exhibit 5-21 shows an example of a summary work order management report.

**Exhibit 5-21
Example of Summary Work Order Management Reports**

Received and Completed 7/1/98 to 7/31/98						Total Wos Completed in Range	All Work Orders In System				
Type	Received	Completed		Open			Received	Completed		Open	
		#	%	#	%		#	%	#	%	
Routine	145	122	84.14	23	15.86	136	4464	4439	99.44	25	0.56
Special	0	0	0.00	0	0.00	0	1	1	100.00	0	0.00
Urgent	0	0	0.00	0	0.00	0	79	79	100.00	0	0.00
Project	0	0	0.00	0	0.00	0	6	6	100.00	0	0.00
Deferred	0	0	0.00	0	0.00	0	66	66	100.00	0	0.00
Total	145	122	84.14	23	15.86	136	4616	4591	99.46	25	0.54

NOTE: Complete % = # Completed/# Received Open % = # Open/# Received

Source: TSPR.

Exhibit 5-22 presents an illustration of sample work order logs and management reports that should be formatted on a spreadsheet to facilitate prioritizing, tracking, and costing work orders completed by maintenance staff.

**Exhibit 5-22
Sample Summary Work Order Management Report**

Number of Work Orders Received and Completed 7/1/98 to 7/31/98										
Days:	0 - 1	2 - 3	4 - 7	8 - 14	15 - 21	22 - 28	29 - 60	61 - 90	>90	Avg.
Routine	104	7	6	2	3	0	0	0	0	1.0
Special	0	0	0	0	0	0	0	0	0	0.0
Urgent	0	0	0	0	0	0	0	0	0	0.0
Project	0	0	0	0	0	0	0	0	0	0.0
Deferred	0	0	0	0	0	0	0	0	0	0.0
Total	104	7	6	2	3	0	0	0	0	1.0

Source: TSPR.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The supervisor for Maintenance Services works with the director for Technology Services to design a spreadsheet format for automating work order requests.	November - December 1999
2.	The supervisor for Maintenance Services uses the management reports from the automated work order logs to provide information such as labor and material cost and work backlog.	January 2000
3.	The director for Plant Services develops and monitors Maintenance Services performance standards to maximize the department's productivity and cost-effectiveness of the department.	February 2000 and ongoing thereafter

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD has a \$2 million plant maintenance and operations budget and uses a six-year maintenance cycle for deferred maintenance projects. However, deferred maintenance projects to be completed within the six-year cycle are not formally documented, except for heating, ventilation and air conditioning (HVAC) projects. Without a formal, well-documented preventive maintenance program, it is difficult to plan, prioritize, and budget for deferred maintenance projects.

During 1997-98, the inspector/auditor specialist position in the Plant Services Department began developing detailed facilities condition reports for some KISD schools and administrative support facilities. However, the reports have not been completed for all facilities and there is no timeframe for completion. The facilities condition reports are the first step required to develop a preventive maintenance program. When a report is completed, it will provide the condition status for all facilities and indicate when major items such as roofs, flooring, carpets, fences, and ceilings might need repair or replacement.

The lack of a preventive maintenance program forces the maintenance staff to react to equipment breakdowns rather than encouraging the staff to be proactive. Without a preventive maintenance program, overall maintenance costs are likely to increase unnecessarily.

Recommendation 48:

Complete facilities condition reports for all KISD facilities and develop and implement a preventive maintenance program.

Maintenance Services should develop a preventive maintenance program along with a detailed preventive maintenance schedule for all maintenance projects in the district and prioritize these projects by school and administrative support facility for both facilities and equipment. A timeline for completing preventive maintenance projects also should also be established. In addition, the Maintenance Supervisor should develop equipment inspection and maintenance procedures, estimated labor-hours to complete activities, and a preventive maintenance budget.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Maintenance Supervisor works with the inspector/auditor specialist to complete the facilities condition reports and develop a prioritized list of maintenance projects by school with a time line for project completion.	February - May 2000
2.	The Maintenance Supervisor develops a budget for all maintenance activities and works with the director for Plant Services and director for Budgetary Services to determine fund availability.	May 2000
3.	The Maintenance Supervisor, in conjunction with maintenance staff, develops equipment inspection and maintenance procedures for preventive maintenance.	June 2000
4.	The Maintenance Supervisor distributes the preventive	July 2000

	maintenance schedule to the maintenance staff and assigns specific tasks to each staff member to ensure they are aware of how to perform procedures.	
5.	The Maintenance Supervisor and the director for Plant Services develop estimated labor-hours to complete maintenance tasks and ensure that maintenance staff knows the completion times.	August 2000

FISCAL IMPACT

This recommendation can be accomplished using existing staff and resources.

C. CUSTODIAL SERVICES

The purposes of a district's custodial services are to keep schools clean, maintain a safe environment, provide minor maintenance services, and both monitor and report facility repair needs to appropriate authorities. KISD custodians clean and maintain 3.8 million square feet of space in district facilities. District custodians are responsible for cleaning and performing general maintenance for 39 schools and seven support facilities that house more than 28,000 students. During 1998-99, the district employed one custodial supervisor and 217 full-time custodians. Five custodians are assigned to a substitute pool.

Exhibit 5-23 presents KISD's budgeted custodial expenditures for 1997-98 and 1998-99 school years.

Exhibit 5-23
KISD Budgeted Custodial Expenditures
1997-98 and 1998-99

Description	1997-98	1998-99	Percent Increase/(Decrease)
Payroll	\$3,359,888	\$3,719,285	11.0%
Contracted Services	41,110	48,151	17.0%
Supplies	1,609,212	1,596,200	(1.0%)
Other Operating Exp.	0	0	0.0%
Capital Outlay	19,496	28,307	45.0%
Total	\$5,029,706	\$5,391,943	7.0%

Source: KISD Plant Services Department.

District personnel believe that custodial services are performed well. **Exhibit 5-24** presents stakeholder survey results from core customers who include district administrators, principals/assistant principals, and teachers. When responding to the stakeholder survey, 92 percent of administrators, 88 percent of principals and assistant principals, and 83 percent of teachers agreed/strongly agreed that KISD schools are clean.

Exhibit 5-24
KISD Employee Opinion Survey Results

Survey Statement: Schools are clean.

Respondent Category	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Administrators	29%	63%	6%	2%	0%
Principals/Asst. Principals	22%	66%	2%	10%	0%
Teachers	23%	60%	5%	11%	1%

Source: Stakeholder Surveys, May 1999.

An *American School and University* study for Region 6 (which includes Texas) conducted in Spring 1999, suggests custodial supply cost for school districts fall between the guideline of \$8.00 and \$10.00 per student. KISD's custodial cost per student is within the suggested guideline.

When compared against its peers, KISD's custodial supply cost per student ranks fifth and also is below the peer average. **Exhibit 5-25** shows custodial supply cost per student for KISD and its peer districts.

Exhibit 5-25
KISD and Peer District Comparisons of Custodial Supply Cost Per Student
1998-99

Peer District	Total Custodial Supply Budget	Enrollment	Average Custodial Supply Cost per Student
Pasadena	\$290,295	37,000	\$7.85
Temple	\$76,450	8,266	\$9.25
Irving	\$262,704	27,090	\$9.70
Spring Branch	\$310,000	31,400	\$9.87
Killeen	\$278,040	28,000	\$9.93
Lubbock	\$330,000	31,110	\$10.61
Copperas Cove	\$116,651	7,200	\$16.20
Peer Average	\$231,017	23,678	\$10.58

Source: Survey of peer districts' custodial departments.

KISD's custodial supply cost per student is within the range of the suggested industry guidelines because the district uses a custodial supply formula to budget and allocate supplies for schools.

FINDING

A widely accepted industry standard for custodians responsible for cleaning commercial space is 19,000 square feet per custodian. **Exhibit 5-26** shows that KISD custodians maintain an average of 17,464 square feet of space, which is below the suggested industry guideline.

**Exhibit 5-26
Building Square Footage Covered by KISD and Peer District
Custodial Staff**

District	Gross Square Footage of Floor Space	Total Number of Custodians	Average Square Footage Assigned to Custodians
Copperas Cove	1,076,700	73	14,749
Pasadena	5,783,156	363	15,932
Killeen	3,829,295	217	17,464
Irving	3,715,703	200	18,578
Temple	1,383,123	68	20,340
Lubbock	4,530,000	222	20,405
Spring Branch	4,961,000	227	21,854
Peer Average	3,678,807	191	17,322

Source: Survey of peer districts' custodial departments.

Exhibit 5-27 shows the custodial labor allocation formula KISD uses to maintain facilities.

**Exhibit 5-27
KISD Custodial Allocation Formula**

Gross Square Footage Range	Number of Lead Custodians	Number of Regular Custodians
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Less than 50,000	1	2
50,000 to 71,999	1	3
72,000 to 93,999	1	4
94,000 to 115,999	1	5
116,000 to 137,999	1	6
138,000 to 159,999	1	7
160,000 to 181,999	1	8
182,000 to 203,999	1	9
204,000 to 225,999	1	10
226,000 to 247,999	1	11
248,000 to 269,000	1	12
270,000 to 291,999	1	13
292,000 to 313,999	1	14
314,000 to 336,000	1	15

Source: KISD Plant Services Department.

Instead of using a custodial allocation formula that is based solely on gross square footage of space cleaned, many school districts have adopted a staffing allocation formula that considers multiple factors. For example, Ysleta ISD in El Paso, Texas developed a custodial staffing allocation formula that considers gross square footage cleaned, number of permanent classrooms cleaned per custodian, number of portable classrooms cleaned, and age of facilities. **Exhibit 5-28** shows Ysleta ISD's custodial staffing allocation formula.

Exhibit 5-28
Sample Custodial Staffing Formula

Factor	Formula
Square Footage	1 custodian/45,000 square feet of space
Number of Permanent Classrooms	1 custodian/20 classrooms, 4 restrooms and hallways (excluding portables)
Number of Portable Classrooms	1 custodian/10 portables
Age of the Facility	5% per 10 years, age factor

Source: Ysleta ISD Budget Department.

Exhibit 5-29 shows how KISD's present custodial staff allocation compares to a sample formula that weights square footage, the number of permanent and portable classrooms, and the age of facility. Using the sample formula developed by Ysleta ISD, KISD has 23 more custodians than required by the formula. The average gross square feet of space a KISD custodian would be required to clean is 20,925. The Ysleta ISD custodial staffing formula would bring KISD closer to the industry standard and closer to more productive peer districts such as Temple, Lubbock, and Spring Branch(**Exhibit 5-26**).

Exhibit 5-29
KISD Actual Custodial Staff Allocation Compared to Industry
Average
1998-99

School/Facility	Total Building Area (SF)	Building Area (GSF/45,000)	No. of Classrooms/ 20	No. of Portables/ 10	Age (5% per 10 years)	Current Custodial Positions	Weighted Allocation Formula	Over (Under) District Formula
Clifton Park E.S.	49,181	1.09	1.5	0.2	0.18	3	3	0
East Ward E.S.	59,246	1.32	1.6	0.2	0.24	4	3	1
Fowler E.S.	42,520	0.94	1.1	0.4	0.22	3	3	0
Harker Heights E.S.	66,375	1.48	2	0.4	0.18	4	4	0
Haynes E.S.	66,516	1.48	1.75	0	0.19	5	3	2
Meadows E.S.	84,022	1.87	2.05	0.5	0.23	5	5	0
Peebles E.S.	58,316	1.30	1.75	0.2	0.20	4	3	1
Pershing Park E.S.	63,375	1.41	1.85	1	0.19	4	4	0
Sugar Loaf E.S.	61,604	1.37	1.5	0.6	0.17	4	4	0
West Ward E.S.	72,407	1.61	2	0.2	0.23	5	4	1
Bellaire E.S.	64,836	1.44	1.6	0.2	0.17	4	3	1
Marlboro E.S.	44,072	0.98	1	0.4	0.23	3	3	0

Nolanville E.S.	68,608	1.52	1.75	0.7	0.07	4	4	0
Clarke E.S.	57,754	1.28	1.5	0.3	0.12	4	3	1
Duncan E.S.	63,190	1.40	2	0	0.09	4	3	1
Hay Branch E.S.	64,876	1.44	2	0.2	0.07	4	4	0
Willow Springs E.S.	70,252	1.56	2	0.9	0.07	4	5	-1
Mountain View E.S.	69,332	1.54	2	0.8	0.06	4	4	0
Reeces Creek E.S.	71,905	1.60	2	0.5	0.05	5	4	1
Clear Creek E.S.	70,369	1.56	2	0.3	0.05	4	4	0
Cedar Valley E.S.	71,905	1.60	2	0.5	0.03	5	4	1
Brookhaven E.S.	83,171	1.85	2	0	0.03	5	4	1
Venable Village E.S.	77,804	1.73	2	0	0.02	5	4	1
Montague Village E.S.	78,616	1.75	2	0	0.01	5	4	1
Trimmier E.S.	78,616	1.75	2	0	0.01	5	4	1
Fairway M.S.	107,700	2.39	2	1.1	0.22	6	6	0
Nolan M.S.	85,247	1.89	2	0.4	0.19	5	4	1
Rancier M.S.	112,878	2.51	2	1.9	0.05	6	6	0
Manor M.S.	114,960	2.55	2	0.4	0.14	6	5	1
Smith M.S.	98,938	2.20	2	0.9	0.12	6	5	1
Eastern Hills M.S.	102,612	2.28	2	0.9	0.06	6	5	1
Palo Alto M.S.	112,804	2.51	2	0.3	0.02	6	5	1
Liberty Hill M.S.	119,010	2.64	2	0	0.01	7	5	2
Killeen H.S.	258,583	5.75	4.6	0.6	0.18	13	11	2
Ellison H.S.	323,726	7.19	4.6	2	0.11	16	14	2

Alternative Center	17,580	0.39	0.5	0.6	0.37	2	2	0
CATE, CATE Ann. & Path.	92,250	2.05		1.8	0.14	5	4	1
Harker Heights	312,751	6.95	2.3	0.1	0.02	8	9	-1
Shoemaker	311,388	6.92	2.3	0.1	0.02	8	9	-1
Total								

Source: TSPR.

Recommendation 49:

Develop and implement a custodial staffing allocation formula that brings KISD staffing levels in line with suggested industry standards.

Staffing reductions should be made through attrition and reassignment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The supervisor for Custodial Services places a freeze on all custodial hiring and develops a multi-factor custodial staffing formula that achieves an allocation that is closer to suggested industry standards.	November - December 1999
2.	The supervisor for Custodial Services recalculates the staffing levels at each school using the revised formula.	January 2000
3.	The supervisor for Custodial Services provides KISD's Budget Department and school principals with the revised formula.	February 2000
4.	The supervisor for Custodial Services implements the new staffing allocation model and establishes a freeze on hiring custodians until the desired staffing level is achieved.	March 2000

FISCAL IMPACT

This recommendation will result in a reduction of 23 custodial positions. The average salary for KISD custodians is \$15,200 per year and benefits are calculated at a flat rate of \$2,228 per employee. The reduction of custodial employees should be achieved through attrition. KISD has a custodial turnover rate of about five to seven employees per month. The district will save \$400,844 annually (\$15,200 annual salary + \$2,228

annual benefits amount=\$17,428 total payroll costs X 23 custodians = \$400,844).

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Develop a custodial staffing allocation formula that brings KISD staffing levels in line with industry standards.	\$400,844	\$400,844	\$400,844	\$400,844	\$400,844

FINDING

The number of custodians allocated to schools could be decreased if there were more central control over custodians' work functions at schools. At KISD, principals supervise custodians assigned to schools, which involves issuing custodial responsibility assignments and assigning work hours. Custodial work hours are such that too few custodians work at night when the majority of heavy cleaning is performed and an unnecessary number of custodians are working during the day.

Exhibit 5-30 shows the existing percentage of KISD custodians for each school type that are assigned to the day and night shifts compared to the ideal percentage of custodians required to maximize productivity. According to Plant Services management, only the KISD high schools have the appropriate percentage of staff working the day and night shifts. Excess staff working during the day, when it is more difficult to clean facilities, lowers work productivity.

**Exhibit 5-30
Number of KISD Custodians By Shift**

	Elementary Schools		Middle Schools		High Schools	
	Existing	Ideal	Existing	Ideal	Existing	Ideal
Day Shift	50%	25%	50%	25%	25%	25%
Night Shift	50%	75%	50%	75%	75%	75%

Source: KISD Custodial Management.

Recommendation 50:

Develop a staffing model for custodial work assignments that requires 75 percent of custodians to work at night and 25 percent to work during the day.

The districtwide custodial supervisor should develop a custodial staffing model for principals that facilitates higher staffing levels at night when heavier cleaning should be performed and the opposite during the day. By shifting custodial work assignments to 75 percent at night and 25 percent during the day, the district should find that it will need less custodial staff overall and cleaning standards will improve.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The supervisor for Custodial Services obtains current shift assignments for all custodial personnel assigned to schools.	January 2000
2.	The supervisor for Custodial Services develops a staffing model that achieves the desired shift ratios for custodians at each building.	February - March 2000
3.	The supervisor for Custodial Services presents the staffing model for revised shift ratios to the director for Plant Services.	April 2000
4.	The director for Plant Services approves the custodial staffing model for revised shift ratios.	April 2000
5.	The supervisor for Custodial Services presents the plan for revised shift ratios for custodians to school principals	May 2000
6.	The supervisor for Custodial Services assists school principals with implementation of the plan.	July - August 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

D. ENERGY MANAGEMENT

Energy management is a vital tool to ensure the cost-effective distribution of the district's utilities. Energy audits and other sources of data are essential to control energy costs. Management should use this type of information to determine priorities and to monitor and evaluate the success of a program. While the purpose of the energy management program is to minimize waste, the program also should ensure comfort in occupied space and encourage energy awareness across the district.

FINDING

There are two ways that most school districts control energy cost. One is through a formal energy management program, which consists of energy efficient systems such as heating, air conditioning, and lighting systems. Another way is an energy conservation program, which consists of monitoring energy consumption, controlling thermostat ranges in facilities, and the excessive use of lighting, gas, water, and sewage.

KISD uses an energy conservation program to control energy costs. The district's energy conservation program is designed to conserve resources, to optimize energy consumption, and to keep utility costs down without compromising the comfort of personnel and students. Specific components of the energy conservation program consist of an internally developed energy accounting program and a structured conservation program.

The accounting program is designed to verify, track, examine, and report utility usage. The conservation program calls for guidelines and procedures for each school and activity in the school district. Each school or support facility is allowed to develop its own individual conservation plan to meet its own specific needs and requirements. School or department administrator involvement in the district's energy conservation plan includes:

- Opportunities for all staff and students to contribute to energy conservation planning and efficiency.
- A designated person responsible for the shutdown of all energy consuming equipment each day.
- Shutdown checklists (daily and holidays) for each campus or activity.

During the 1993-94 school year (the base year) when the district's energy conservation program began, KISD spent more than \$3.1 million on utilities (electricity, natural gas, water, sewer, and garbage collection). During 1998-99, the district budgeted \$4.2 million for utilities, largely attributable to the construction of several new schools.

An essential performance indicator for measuring efficient energy use is the annual cost of energy per gross square foot of facility space. According to industry guidelines for efficient energy use at a school district, on average, energy costs per gross square foot should range from \$.70 to \$.85 per gross square foot in an energy-efficient facility. Other factors such as climate, local utility costs, and the specific use of school facilities may affect these costs.

Exhibit 5-31 shows that KISD's average energy costs per gross square foot of facility space for the last five fiscal years have been within the range of suggested energy guidelines.

Exhibit 5-31
Summary of KISD's Average Annual Energy Costs Per Square Foot
1993-94 through 1997-98

FY 1993-94	FY 1994-95	FY 1995-96	FY 1996-97	FY 1997-98
\$0.83	\$0.75	\$0.80	\$0.81	\$0.84

Source: KISD Conservation Coordinator. **Exhibit 5-32** presents a sample of the energy conservation plan used at many KISD schools and support facilities.

Exhibit 5-32
Sample School and Support Facility Energy Conservation Plan

I. General: All staff and students will incorporate energy conservation

measures into their activities. The intent of this plan is to require staff

and students to monitor and manage their usage and contribute to the

conservation program without compromising their comfort or the education

process.

II. Procedures:

The procedures listed below shall be in effect for this campus.

A. Thermostat settings (prior to shut-down):

1. Air Conditioning - Set at 75-78 degrees or higher.

2. Heat:

a. Set at 68-70 degrees or lower.

b. Do not use space heaters.

B. Doors/Windows:

1. Windows must remain shut when Heating, Ventilation, Air

Conditioning (HVAC) is in operation.

2. Classroom doors are to be shut when HVAC is in operation.

3. Outside doors are to be shut when HVAC is in operation.

C. Lighting:

1. Lights will be turned off when out of the room for more than five

minutes at a time.

2. Exterior (security) lights to be turned off during the day. The

custodian will turn them off when he gets to work.

3. When cleaning, custodians should only turn on lights in the area in

which they are working. When finished in one area, the lights

should be turned off before proceeding to the next room.

D. Equipment: Report improperly working equipment.

E. Activities:

1. Schedule all after school activities for one part of the building

only.

2. Schedule summer activities only in one area of the building.

III. Shut-down Checklists: The attached shut-down checklists shall be used by

teachers, custodians and other staff at the end of each day. The Head

Custodian shall be responsible for making sure all listed items have been

accomplished.

IV. Education Activities: Teachers will incorporate various energy management

lessons into their classroom activities.

Source: KISD Conservation Coordinator.

Exhibit 5-33 presents a sample daily shut-down checklist used at schools and support facilities.

**Exhibit 5-33
Daily Shut-Down Checklist**

____1. All air conditioners turned off or set to 80-82 degrees

____2. All heaters set at 48-50 degrees (when on)

____3. All exterior security lights on

_____4. All interior lighting (except security)
turned off

_____5. In all portable buildings:

All HVAC shall be turned off at 4:00
p.m. except when

temperature is below freezing, then
heater shall be set to 60

degrees.

Friday evenings - All portable HVAC
shall be turned off.

Custodian will turn them on when they
come to work.

Exception - Common sense shall prevail. When
activities are scheduled

outside normal operating hours, Shut-down will be
done after the

conclusion of those activities.

Source: KISD Conservation Coordinator.

Exhibit 5-34 presents a sample Christmas/Spring Break (holiday) shut-
down checklist used at schools and support facilities.

Exhibit 5-34
Christmas/Spring Break (Holiday)
Shut-Down Checklist

_____	1. HVAC units in unoccupied buildings are turned off or set to 80-82 degrees. All heaters are set at 48-50 degrees (when on).
_____	2. Ensure that all temperature sensitive materials are removed from classrooms e.g. computer disks, chemicals, plants and food items.
_____	3. Unplug or turn off all water fountains that are in parts of the campus that will be unoccupied/unused during the vacation. (Protect from Freezing)

_____	4. Check the programming of any time clocks that operate security lights for proper on/off times. Ensure that all lights are operative.
_____	5. Consolidate food items in refrigerators and coolers in order to operate the minimum number required. Clean those that will not be used during the vacation. Prop the doors open on the unused units and pull the plugs. (Do Not prop open with anything against the door seal.)
_____	6. Ensure that the heating temperature is set at 65-68 degrees in areas that will be occupied and turned off when the workday is finished.
_____	7. Ensure that all hot water heaters are turned down except as needed for use in occupied areas.
_____	8. Ensure all windows are closed and locked. Report all damaged or unsecurable windows. Check for air leaks around windows. Position blinds slightly turned-up so the sun can shine in.
_____	9. Unplug the television in all classrooms.
_____	10. If permissible, unplug computers and office machines in unused areas.
_____	11. The principal, or designated representative, will ensure that manually operated security lights are turned off in the morning and turned on in the evening.
_____	12. Report or repair any toilets or urinals that run constantly.
_____	13. Turn off all lights in unoccupied areas.

Source: KISD Conservation Coordinator.

Exhibit 5-35 presents a sample summer shut-down checklist used at schools and support facilities.

**Exhibit 5-35
Summer Shut-Down Checklist**

_____	1. All HVAC units in unoccupied buildings turned off or set to 80-82 degrees. Exceptions: Administrative and summer classroom units are to be left on.
_____	2. Temperature in Rooms should not be higher than 80 degrees due to the storage of chemicals.
_____	3. Ensure that all temperature sensitive materials are removed from classrooms e.g. computer disks, chemicals and food items. Store computer software between 65 and 75 degrees.
_____	4. Remove all plants from classroom and unoccupied areas.

_____	5. Unplug or turn off all water fountains that are in parts of the campus that will be unoccupied/unused during the summer.
_____	6. Check the programming of any time clocks that operate security lights for proper on/off times. Ensure that all lights are operative.
_____	7. Empty and clean all refrigerators and coolers that will not be in use during the summer. Prop the doors open on the unused units and pull the plugs. (<u>Do Not</u> prop open with anything against the door seal.)
_____	8. Ensure that all kitchen equipment is off and unplugged. Gas will be turned off and pilot lights extinguished.
_____	9. Ensure that the cooling temperature is set at 75-78 degrees in areas that will be occupied and turned off when the workday is finished.
_____	10. Ensure that all hot water heaters are turned off and pilot lights are extinguished except as needed for use in occupied areas.
_____	11. Ensure all windows are closed and locked. Report all damaged or unsecurable windows. Check for air leaks around windows. Position blinds turned-up so they will reflect the energy of the sun.
_____	12. Unplug the television in all classrooms.
_____	13. If permissible, unplug computers and office machines (typewriters, adding machines, copy machines, etc.) in unused areas.
_____	14. The principal, or designated representative, will ensure that manually operated security lights are turned off in the morning and turned on in the evening.
_____	15. Report any toilets or urinals that run constantly.
_____	16. Turn off all lights in unoccupied areas.

Source: KISD Conservation Coordinator.

COMMENDATION

Through the collective involvement of KISD's conservation coordinator and school and department administrators, the district has developed a successful energy conservation program that has resulted in energy costs that have remained within suggested industry guidelines for five consecutive years.

FINDING

KISD commissioned Estes, McClure, and Associates, Inc., of Tyler, Texas to perform an energy audit for the entire district in November 1994. The purpose of the audit was to determine heating, ventilation, and air

conditioning (HVAC) projects that would be eligible for grant monies through the Governor's Energy Office. KISD received a \$751,000 grant to retrofit some district facilities with more efficient HVAC systems. Additionally, a master plan for an HVAC upgrade was a part of the study. As of August 1999, the district was in the process of negotiating with vendors to perform another energy audit.

As of August 1999, nearly all of the HVAC master plan has been implemented with the exception of the Killeen High School system replacement, which is currently under construction and the Ellison High School chiller and boiler replacement, which is planned for the summer of 2000. After the study was conducted, KISD began auditing utility bills monthly before inputting amounts into the Fast Accounting System for Energy Reporting (FASER) software, the district's energy management program.

While the average energy cost for KISD fell within suggested industry guidelines, an average of 84 cents for fiscal 1997-98, a number of district facilities have energy costs that exceed the guidelines. KISD began negotiating with some energy management companies to evaluate facilities with higher energy costs in the spring 1999.

Energy experts say that factors such as specific energy use at a school or administrative facility, the utility company providing the service, and the local climate, can affect total energy costs. Since a variety of external factors can cause energy costs to be higher, the district can lower its overall energy costs by targeting all facilities with energy costs of \$1 or more per square foot.

Exhibit 5-36 shows all KISD facilities that had an average annual energy cost per square foot that exceeded \$1 during 1997-98.

Exhibit 5-36
KISD Facilities that Exceed Energy Target
1997-98

District Facility	Total Annual Energy Costs	Facility Square Foot	Annual Energy Cost Per Square Foot
Smith Middle School	\$102,320	98,938	\$1.03
Buckley Stadium	\$13,613	12,938	\$1.05
Palo Alto Middle School	\$121,191	112,804	\$1.07
Fairway Middle School Annex	\$1,859	1,728	\$1.08

Alternative Center	\$14,619	12,972	\$1.13
Central Warehouse	\$40,374	35,675	\$1.13
Haynes Elementary School	\$46,950	39,386	\$1.19
Rancier Middle School	\$123,249	101,166	\$1.22
Support Services Center	\$59,764	46,196	\$1.29
Administrative Building	\$81,825	61,991	\$1.32
Pathways Career and Technology Building	\$21,273	13,672	\$1.56
Career and Technology Education Building	\$70,259	39,901	\$1.76
Total	\$697,296	577,367	\$1.21

Source: KISD Conservation Coordinator.

TSPR has found that some school districts have successfully implemented creative ways to cut energy costs. For example, some districts have performed energy audits to determine what contributes to higher than expected costs. Industry experts agree that school energy audits should be performed about every five to seven years. Energy consultants also suggest that school districts perform energy audits (1) whenever energy rates change; (2) after a major equipment failure; and, (3) when the district makes additions to existing facilities. These audits should keep school district management aware of new energy technology that promises improvements in energy efficiency.

Other energy saving programs that have been successfully used by school districts to conserve energy include those listed below.

- Perform monthly energy audits of each district facility (random times-days, nights, and weekends).
- Work closely with the maintenance staff to improve the equipment condition and comfort of facilities.
- Develop long range plans to replace equipment with more energy efficient models.
- Obtain timers for heating, ventilation and air conditioning (HVAC). Timers achieve some of the benefits of more expensive energy management systems by scheduling starts and stops for HVAC units.
- Obtain photoelectric lights that go off when outside light provides sufficient light for a room.

- Replace inefficient fluorescent ballasts with more efficient ones.
- Monitor utility bills for incorrect billing rates. Some school districts have analyzed utility bills for incorrect charges, which resulted in refunds.

An energy audit also would reveal district facilities that need energy conservation retrofits, particularly at those schools or administrative facilities with average energy costs that are higher than \$1 per square foot of facility space.

Recommendation 51:

Develop specific strategies to lower all facilities energy costs below \$1 per square foot.

A comprehensive energy audit will enable the district to determine the exact energy investment (i.e., mechanical retrofits or installation of automated energy systems) needed for each facility. A good energy management company can design an energy management plan so that the district realizes lower energy cost net of investment within one year of implementation of the energy management plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Plant Services initiates a request for proposal (RFP) for an energy management audit.	Underway
2.	Once selected, the director for Plant Services directs the energy management firm to conduct a comprehensive energy audit of the entire district, focusing most on those facilities where energy cost is higher than the recommended industry guideline.	January - March 2000
3.	The director for Plant Services reviews the results of the energy management audit and develops strategies (including installation of energy conservation retrofits) to lower energy cost to the desired level.	April 2000
4.	The director for Plant Services makes presentations on the findings of the energy audit and proposed recommendations for prioritizing and financing major energy retrofit projects to the board.	June 2000
5.	The board approves energy retrofit projects.	July 2000
6.	The director for Plant Services directs the implementation of energy retrofit projects.	August 2000

FISCAL IMPACT

Twelve KISD facilities exceed the \$1.00 annual energy cost per square foot industry standard by an average of \$0.21. The total square footage of the 12 facilities that exceed the \$1.00 annual energy is 577,367.

Through an energy audit and mechanical retrofits, KISD should be able to lower all facilities energy costs below \$1 per square foot for all facilities and realize \$121,247 (\$.21 per square foot X 577,367 square foot) in annual cost savings.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Develop specific strategies to lower all facilities energy costs below \$1 per square foot.	\$0	\$121,247	\$121,247	\$121,247	\$121,247

E. OUTSOURCING OPPORTUNITIES

School districts throughout the country are evaluating outsourcing non-education support services. The *American School & University* publication's fifth annual privatization/contract services survey (September 1997) showed that an increasing number of school districts are investigating and eventually hiring outside contractors to provide non-education services.

The publication reported that some school districts turn to privatization for a variety of reasons-primarily to save money and to improve operations. Various factors including a school district's size and in-house capabilities must be carefully weighed before services are outsourced to independent contractors.

According to the *American School & University* study, those non-education facilities services that are being privatized by school districts include grounds maintenance, custodial services, heating, ventilation, and air-conditioning (HVAC), maintenance, and plant maintenance functions.

FINDING

TSPR contacted school districts close to the size of KISD to determine their success with contracting all or components of their facilities support services. These school districts included Duncanville, Lubbock, Mansfield, Pflugerville, and Wichita Falls. Most school districts considered contracting their facilities support services for the following reasons:

- to save money,
- to improve operations and quality of service,
- to save management time,
- to provide greater accountability to users, and
- to provide professional management

Exhibit 5-37 provides an overview of peer districts throughout the state that have contracted their facilities support services.

Exhibit 5-37 Overview of Peer Districts with Outsourced Facilities Support Functions

	Duncanville	Lubbock	Mansfield	Pflugerville	Wichita Falls
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Enrollment '98/99	10,090	29,990	11,600	11,590	15,570
Year Outsourced	1997	1987	1993	1992	1989
Facilities Component(s) Outsourced	Management of custodial, maintenance, and grounds functions. District maintains employees.	Grounds, Custodial, and HVAC Maintenance.	Management of custodial and maintenance functions. Purchase of custodial supplies.	Management of custodial, maintenance, and grounds functions.	Custodial services
Vendor	Marriott	Marriott	Marriott	Marriott	Marriott
Rationale for Outsourcing Facilities Support	Better training for employees, higher level of service, reduced workers' compensation costs.	More concentration on education functions.	District was not pleased with custodial/maintenance performance. Also could not control supply costs.	Improved supervision and to upgrade employee training.	Reduced cost and better service quality.
Level of Satisfaction	High	High	High	High	High
Major Advantages	Controlled cost in custodial, maintenance, and grounds. Vendor has high level of expertise in major equipment repair and implements nationwide "best practices."	Standardized service level. Higher productivity.	Negotiated lump sum fee for duration of contract period as a means of controlling costs. Vendor has high level of expertise in major equipment repair and implements nationwide "best practices."	Better prices on equipment and supplies. Vendor implements nationwide "best practices" in all maintenance areas.	Better quality of service at the same cost of the district's internal operations.
Major Disadvantages	Potential loss of	Slightly higher cost	Costs may be higher than if	PISD employees	None.

	management expertise should the outsourcing contract be terminated.	than district operations.	functions were solely operated by district. Service level improvements outweigh any higher costs.	are sometimes resistant to outsourced management.	
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Source: TSPR.

According to the director for Plant Services, the district has entered into some annual contracts to outsource several of its smaller facilities support functions. However, the district has not attempted to outsource major operations such as custodial services, maintenance, grounds, heating, ventilation, and air conditioning (HVAC). The district outsources the following functions:

- floor covering installation and repair,
- concrete placement and repair,
- fire alarm service and inspection,
- elevator service and inspection,
- pest control service,
- carpet cleaning,
- portable building relocation,
- fence installation and repair,
- gym floor resurfacing, and
- glass replacement.

Recommendation 52:

Put major facilities support services to the "yellow pages" test to determine if KISD can outsource all or part of these functions to reduce cost and improve service for the district.

KISD's Custodial Services function should be evaluated as the facilities support services' first outsourcing candidate. Rationale for considering custodial services for outsourcing includes:

- Custodial staffing levels exceed recommended industry guidelines, which means custodial operations' costs are higher than necessary. Controlling cost is one of the most common reasons to outsource services.
- Custodial staffing levels during work shifts are not properly allocated. Too many custodians are assigned to the day shift, and too few are assigned at night, which means cleaning productivity is not maximized.

After outsourcing analysis has been completed for Custodial Services, Maintenance also should be put to the "yellow pages test."

Rationale for considering maintenance services includes:

- KISD's lack of a comprehensive work order system that enables performance standards to be developed that maximize productivity and cost effectiveness.
- KISD does not have a preventive maintenance system, nor have facilities condition reports been prepared for all district facilities.
- As shown in **Exhibit 5-37**, peer districts that have outsourced maintenance services said that contract vendors offer national best practices models for planning and prioritizing projects and a high level of technical expertise regarding major equipment repair and thus control costs better.

If the "yellow pages" test for KISD's custodial and maintenance services prove cost effective, Plant Services management would have more time to devote to critical planning functions such as completing and monitoring the district's facilities master plan.

KISD should evaluate its facilities support functions against the suggested performance criteria outlined in the recent *American School & University* study. These performance criteria are outlined in **Exhibit 5-38**.

Exhibit 5-38
Suggested Facilities Support Performance Criteria

Category	Performance Criteria
Custodial	Custodial payroll cost per student Custodial supply cost per student Average square feet of space maintained per custodian Quality of service delivered Quality of training for supervisors and employees Overall cost of service delivered
Maintenance	Maintenance payroll cost per student Maintenance supply and material cost per student Effectiveness of preventive maintenance Quality of service delivered Quality of training for supervisors and employees

	Overall cost of service delivered
Grounds	Grounds maintenance staff per acre of land Overall cost of service delivered
Heating, Ventilation, and Air Conditioning Maintenance	Payroll cost per student Average cost per year Effectiveness of preventive maintenance Overall cost of service delivered

Source: American School and University Publication, April 1999.

KISD's existing facilities' support employees will be the most affected by a decision to outsource facilities-related functions. The transition from performing facilities support services in-house to outsourcing these services typically creates a stressful situation for employees concerned about their job, pay, benefits, and working conditions. Innovative approaches to support a smooth transition applied by school districts around the country include:

- Keeping payroll and benefits of facilities support services employees under the responsibility of the district;
- Initially keeping employees on the district payroll until the management company becomes known and trusted;
- Making the management company responsible for only newly hired personnel;
- Providing a one-time financial incentive to employees for transferring to the management company;
- Implementing outsourcing on a pilot basis to get a better view of results without a complete conversion, making the decision easier to reverse, if needed.

If KISD chooses to outsource its facilities support services, the district should develop an employee transition plan that best fits its needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Plant Services conducts an independent cost and service-level analysis of the current facilities support services (i.e., custodial services, grounds maintenance, plant maintenance, and HVAC maintenance).	January - February 2000
2.	The director for Plant Services obtains approval from the superintendent to issue requests for proposals (RFPs) to explore	March - April 2000

	outsourcing KISD's facilities support services.	
3.	The director for Plant Services presents the analysis of the proposals submitted by facilities support services vendors along with an employee transition plan to the superintendent and the board.	May 2000
4.	The board evaluates the outsourced facilities support services alternative and employee transition plan.	June - July 2000
5.	If the outsourced facilities support services alternative and employee transition plan is feasible, the board selects a vendor and implements outsourcing facilities support services.	August 2000

FISCAL IMPACT

Conducting the cost benefit analysis will require a considerable amount of administrative time and effort; however, the analysis will either lead to savings or will confirm that the district is getting the best value possible by conducting the work in-house.

Chapter 6. ASSET AND RISK MANAGEMENT

- A. Cash and Investment Management
- B. Risk Management
- C. Fixed Assets
- D. Bond Issuance and Indebtedness

A. CASH AND INVESTMENT MANAGEMENT

Effective cash and investment management requires establishing beneficial banking relationships and timely and accurate cash requirements forecasting. These items are essential so that funds are available when needed, and gain maximum returns on appropriate, approved, and safe investment vehicles.

In accordance with the Public Funds Investment Act, Section 2256.005 of the Government Code, school districts must adopt local investment policies. The act requires the local investment policy to emphasize the safety of principal and liquidity, and address investment diversification, yield, maturity, and the quality and capability of investment management. The act also requires the district's investment policy to include the following elements:

- A list of the types of authorized investments in which the school district's funds may be invested.
- The maximum allowable stated maturity of any individual investment owned by the school district.
- The maximum allowable average dollar-weighted maturity (based on the stated maturity date of the portfolio) of any individual pool in which the school district invests.
- A separate written investment strategy for each fund under its control. Each strategy must describe the fund's investment objectives using the following defined priorities in order of importance.
 - Understanding the suitability of the investment to the financial requirements of the entity - the investment must fit within the guidelines of the district's investment policy.
 - Preservation and safety of principal - the investment objective should focus on low risk investments such as government bonds and money market securities.
 - Liquidity - the investment must be easily convertible to cash without significant loss.
 - Marketability - the investment should be able to be bought and sold quickly and easily. In common use, marketability is interchangeable with liquidity, but liquidity implies preservation of the value when a security is bought or sold.

- Diversification - spreading out the risk by putting assets in several investment categories.
- Yield - the rate of return or profit on the investment, expressed as an annual percentage rate.

Each school district customizes its policies to meet board and administrative objectives as defined. School districts are required to review annually their investment policies and investment strategies.

KISD's written investment policies and procedures are patterned in accordance with the act's provisions. The district's stated investment policy is *"to invest public funds in a manner that assures the safety of invested funds, maintains sufficient liquidity to provide for the daily needs of the district, and provides the highest investment return."* In practice, the district's approach to investing its funds is consistent with the act's intention to allow public entities to invest public dollars safely and earn market level rates of return.

KISD invests more than \$187 million in a mix of fixed income investment instruments that fall within the guidelines of the district's investment policy. **Exhibit 6-1** shows the district's investment portfolio as of February 28, 1999. **Exhibit 6-2** provides a summary of the source of these funds.

Exhibit 6-1
KISD Investment Portfolio as of
February 28, 1999

Type of Investment	Description	Market Value at February 28, 1999	Percentage of Total Investments
Bank Deposits & CDs	Demand deposits in bank accounts and certificates of deposit issued by banks	\$5,817,913	3.11%
Agency Obligations	Obligations issued by U.S. governmental agencies, such as the Federal National Mortgage Association ("Fannie Mae").	\$101,347,367	54.16%
U.S. Treasury Securities	Treasury bills: Short-term obligations with maturities of one year or less. Treasury notes: Medium-term obligations with maturities of one year to ten years. Treasury bonds: Long-term	\$14,054,844	7.51%

	obligations with maturities of more than 10 years.		
Investment Pools	Public investment funds that allow governmental entities to pool idle cash with other governmental entities to achieve liquidity, safety of principal, and the highest possible investment return. Participating entities own a pro-rata share of the underlying assets of the fund in which they participate.	\$65,903,267	35.22%
	Total Investment Portfolio	\$187,123,391	100.00%

Source: KISD Financial Services.

Exhibit 6-2
Source of Investment Portfolio Funds
as of February 28, 1999

Fund(s)	Source	Amount
Operating Fund	Property taxes, local, state and federal revenues	\$121,726,537
Capital Projects Fund	Bond proceeds	61,699,500
Debt Service Fund	Property taxes, debt service portion	1,138,347
Internal Service Funds	Self-funded workers' compensation insurance	1,714,286
Internal Scholarship Funds	Private contributions	844,721
Total		\$187,123,391

Source: KISD Budgetary Services.

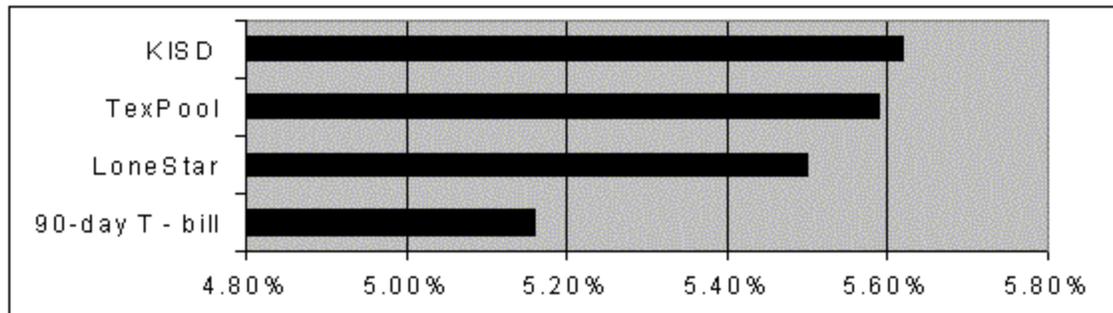
The director for Budgetary Services is the district's investment officer and is responsible for the day-to-day investment activity. The director works closely with The TRACS Corporation, a national financial services company, to implement the board's investment policy directives. TRACS provides municipal cash managers consulting and software services. These services include:

- Investment strategy including daily market rate access and market analysis
- Educational Services
- TRACS IS - a comprehensive investment management software package. The software includes the following features/modules:
 - Cash Flow Forecasting feature allows entry and storage of receipts and disbursements.
 - Weekly Market Comments offers analysis of current market conditions.
 - Quick Pics identifies investments with the highest yield in certain maturities and compares them to other investments.
 - "Keeping Trac," is a newsletter sent to users and subscribers.
 - Software makes necessary calculations for accounting entries and creates interface file with postings for direct input into general ledger systems.
 - Investment reporting - customized reporting for investment portfolio activity and performance.

The director for Budgetary Services uses the TRACS software to produce the district's quarterly investment report for the board, which includes an in-depth analysis and review of the interest rate environment, investment strategy, portfolio performance, and graphical investment analysis.

District investments earned an average of 5.62 percent during fiscal 1998, and the district collected approximately \$6.8 million in investment income. This performance appears favorable when compared with individual investment benchmarks. As **Exhibit 6-3** shows, the district outperformed various benchmarks during fiscal 1998.

Exhibit 6-3
Comparisons of Investment Yield
Fiscal 1997-98



Source: KISD Budgetary Services.

When compared to its peer districts, however, KISD's investment performance was slightly below the average. (**Exhibit 6-4**).

Exhibit 6-4
Comparison of Investment Yield, Fiscal 1997-98
KISD and Peers

District	Weighted Average Yield on Investment Portfolio
Lubbock	5.81%
Temple	5.77%
Irving	5.64%
Killeen	5.62%
Pasadena	5.61%
Copperas Cove	5.46%
Average excluding Killeen	5.66%

Source: KISD Budgetary Services and Peer Districts.

The comparison of investment yield suggests that KISD's investment strategy has been more conservative than several of its peers. The district recognized that its conservative philosophy may have diminished potential returns on its investments and began making changes in November 1998 to allow greater diversification of its investment portfolio.

The district has increased the allowable percentage of government agency securities and expanded the range of maturities on individual bond securities such as agency obligations to adjust to changing bond market conditions. The use of these obligations gives the district the opportunity to earn higher rates of interest on their investments than U.S. Treasury Securities or investment pools. **Exhibit 6-5** summarizes the changes in the district's investment policy since November 1997.

Exhibit 6-5
KISD Recap of Investment Policy Changes

Date	Policy Change
November 11, 1997	Increased allowable agency obligations in investment portfolio from 25 percent to 35 percent at time of purchase. Increased maximum allowable maturity of a single investment from one to two years.

	Securities with an original maturity greater than one year limited to 20 percent of portfolio at time of purchase.
June 23, 1998	Increased allowable agency obligations in investment portfolio from 35 percent to 50 percent at time of purchase. Increased maximum allowable maturity of 540 days for the 1998 bond proceeds. The General Fund's maximum allowable maturity on investments is limited to 180 days.
November 9, 1998	Increased allowable agency obligations in investment portfolio from 50 percent to 75 percent at time of purchase. Use of callable agency obligations approved, but limited to 25 percent of the portfolio at time of purchase. Callable Agency Obligations are redeemable by the issuer before the scheduled maturity. The issuer must pay the holders a premium price if such security is retired early. Bonds are usually called when interest rates fall so significantly that the issuer can save money by floating new bonds at lower rates.

Source: KISD Budgetary Services.

The changes in the district's investment approach and philosophy will give the district greater opportunities to improve the returns on its investment portfolio within the constraints of state law governing public fund investments.

FINDING

KISD maintains its bank accounts at First Texas Bank. Depository contracts are typically bid and issued for a two-year period; however state law allows a district to renew depository contracts for two additional years if the service is considered satisfactory. The district's contract is up for renewal at the end of fiscal 1999.

The district has 20 operating accounts. These accounts are maintained under an arrangement whereby the district earns interest at a rate of 4.5 percent on its cash balances. The district pays for bank services such as account maintenance, and item processing. The difference between the interest earned by the district on its cash balances and the service fees is credited to the district's account each month.

The director for Budgetary Services invests excess collected balances in longer-term investments based on cash flow projections. Interest earned on bank balances above a monthly service charge is credited to the district each month. The district also maintains 43 student and campus accounts that are administered by each school in accordance with site-based management. The accounts are reviewed and reconciled monthly by the central office's Finance and Accounting Unit.

A listing of the district's bank accounts is found in **Exhibit 6-6**.

Exhibit 6-6
KISD Bank Balances (excluding activity funds)
As of August 31, 1998

Account Name	Purpose	Balance as of August 31, 1998
General	Fund general operations	\$ 2,221,849.60
Food Service	Food service	\$ 94,096.94
Federal Funds	Various federal funds	\$ 858,655.56
Debt Service	Pay bond principal and interest	\$ 15,683.07
Capital Projects '92	Pay bond principal and interest	\$ 124,751.31
Capital Projects '98	Pay bond principal and interest	\$ 165,850.81
Scholarship Funds	Funds for former students with outstanding scholastic achievement	\$ 3,999.59
Pratt Scholarship	Funds for former students with outstanding scholastic achievement	\$ 4,034.40
Prairie Haynes Scholarship	Funds for former students with outstanding scholastic achievement	\$ 1,643.11
Maude Wood Scholarship	Funds for former students with outstanding scholastic achievement	\$ 2,539.16
Memorial Funds	Memorial trust funds	\$ 6,211.22
Local COOP	Funds used to fund classes for student teachers	\$ 1,359.06
Payroll	Payroll	\$ 2,506,795.42
Flexible Benefits	Employee flexible benefit payments	\$ 1,075,603.89
Clearing	Clearing bank account	\$ 616,298.08
Administration Activity	Pay administrative activities	\$ 6,001.33
Sales & Use Tax	Pay sales & use tax	\$ 260.45
High School Refund	Pay high school summer school refunds	\$ 330.00
Middle School Refund	Pay middle school summer school refunds	\$ 300.00

Elementary Refund	Pay elementary summer school refunds	\$ 100.00
Total		\$ 7,706,363.00

Source: KISD Financial Services.

COMMENDATION

KISD bank accounts are all interest bearing accounts.

FINDING

The district says the 20 operating accounts are necessary due to the size of the district and the complexity, variety, and volume of cash transactions. In the case of the fund accounts, the district says the accounting process is simplified due to the segregation of like-transactions into several distinct bank accounts.

KISD uses many more bank accounts than most of its peer districts as shown in **Exhibit 6-7**.

**Exhibit 6-7
Comparison of KISD and Peer's Bank Accounts**

	Operating Accounts excluding Activity Funds
Killeen	20
Lubbock	16
Copperas Cove	9
Spring Branch	7
Pasadena	6
Irving	5
Temple	3

Source: KISD Financial Services and peer districts.

The activities associated with maintaining 20 cash accounts are time-consuming and an ineffective use of administrative effort. KISD has no legal or contractual requirement to use this many bank accounts. Different bank accounts are not required as long as the district safeguards the

integrity of its deposits through the district's fund accounting process. Several Texas school districts that have undergone management and performance reviews have consolidated their depository accounts, resulting in lower management fees and more efficient reconciliation and administration of bank accounts.

Recommendation 53:

Consolidate KISD's bank accounts from 20 to 10.

The district should consolidate its 20 accounts into 10 as follows:

General
Food Service
Federal Funds
Debt Service (the Capital Projects '92 and Capital Projects '98 accounts should be consolidated in this account)
Payroll
Flexible Benefits
Clearing
Administration Activity (the Local COOP, High School Refund, Middle School Refund, and Elementary School Refund accounts should be consolidated in this account)
Sales & Use Tax
Scholarship Funds (the Pratt, Maude Wood, and Prairie Haynes scholarship accounts should be consolidated in this account along with the Memorial Fund)

Ten bank accounts will reduce the number of bank transfers and allow for a streamlined administrative effort while still complying with all legal and contractual requirements. The reduction will require the district to change its financial accounting system to maintain the integrity of fund and operational account transactions. In addition, the accounts recommended for closure generally have minimal transactions that can easily be absorbed into the 10 accounts that the district uses most often in the normal course of business.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Financial Services closes the 10 unneeded accounts.	December 1999
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2.	The director for Financial Services ensures that the fund accounting system safeguards the integrity of the district's deposits.	December 1999
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FISCAL IMPACT

Closing ten accounts will save the district \$960 a year in bank account maintenance fees (\$8 per account per month) and administrative time that could be redirected to other activities. The first year's savings are for eight months due to implementation beginning in January 2000 after closing the accounts in December 1999.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Consolidate KISD's bank accounts from 20 to 10.	\$640	\$960	\$960	\$960	\$960

FINDING

Accurate cash-flow projections are critical to an effective treasury function. Knowing when and how much cash will be needed in the future allows the district to select the appropriate investment instruments with maturities that match the dates of future cash needs.

The assistant bookkeeper prepares and updates daily a weekly cash forecast. The forecast is a manual worksheet and is prepared for each fund. The director for Budgetary Services uses this worksheet to update a separate weekly forecast that is prepared by the director for Budgetary Services using a computerized spreadsheet program. **Exhibit 6-8** displays the weekly cash forecast, that is updated weekly to maintain one year's data.

**Exhibit 6-8
KISD Cash Flow Forecast - General Fund
For April 30, 1999 - September 3, 1999**

Week Ending:	Cash from Investments	Projected Receipts (000)	TOTAL CASH	Projected Disbursements (000)	CASH TO INVEST	Liquidity Balance
04/30/99	48,763,467	1,700	50,463,467	16,981	33,482,000	33,482,000
05/07/99	0	0	0	3,400	-3,400,000	30,082,000
05/14/99	6,727,536	0	6,727,536	4,800	1,927,536	32,009,536

05/21/99	0	0	0	1,000	-1,000,000	31,009,536
05/28/99	3,000,000	9,800	12,800,000	11,000	1,800,000	32,809,536
06/04/99	5,000,000	0	5,000,000	3,400	1,600,000	34,409,536
06/11/99	0	0	0	1,000	-1,000,000	33,409,536
06/18/99	68,750	0	68,750	1,000	-931,250	32,478,286
06/25/99	151,275	10,100	10,251,275	1,000	9,251,275	41,729,561
07/02/99	5,138,750	0	5,138,750	13,400	-8,261,250	33,468,311
07/09/99	0	0	0	1,000	-1,000,000	32,468,311
07/16/99	0	0	0	1,000	-1,000,000	31,468,311
07/23/99	0	0	0	1,000	-1,000,000	30,468,311
07/30/99	80,100	10,800	10,880,100	11,000	-119,900	30,348,411
08/06/99	0	0	0	3,400	-3,400,000	26,948,411
08/13/99	10,073,500	0	10,073,500	2,900	7,173,500	34,121,911
08/20/99	0	0	0	1,000	-1,000,000	33,121,911
08/27/99	74,250	2,400	2,474,250	11,000	-8,525,750	24,596,161
09/03/99	75,600	0	75,600	2,500	-2,424,400	22,171,761

Source: KISD Budgetary Services.

The director for Budgetary Services uses this worksheet to load cash flow projections into the TRACS IS software module, where a long-term cash forecast is maintained along with a detail of the district's investment portfolio. According to the director for Budgetary Services, the TRACS IS system's forecasting module is excellent for long term forecasting and for matching investment maturities with cash needs. The software, however, is not suited for preparing and maintaining a weekly forecast with the level of detail needed to account for the district's cash receipts and disbursement activity accurately on a fund by fund basis.

The process of preparing two weekly cash forecasts - one by the assistant bookkeeper and then another by the director for Budgetary Services is tedious and redundant.

Recommendation 54:

Train the assistant bookkeeper to maintain and update an automated weekly cash flow worksheet.

The director for Budgetary Services' computerized weekly cash flow spreadsheet can be easily modified to allow the assistant bookkeeper to make daily updates when needed and should reduce the amount of time and effort spent on the cash forecasting process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Budgetary Services makes any necessary modifications to the weekly cash flow spreadsheet to incorporate the assistant bookkeeper's daily updates.	November 1999
2.	The director for Budgetary Services trains the assistant bookkeeper on how to prepare and update the spreadsheet.	November 1999
3.	The assistant bookkeeper prepares and updates the spreadsheet.	December 1999 and ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

B. RISK MANAGEMENT

Risk management limits the district's exposure to financial loss through insurance coverage for district employees, students, and the district's assets. Effective risk management involves:

- Identifying risks,
- Classifying identified risks,
- Evaluating identified risks in terms of frequency and severity,
- Managing risks through avoidance, reduction, deductibles, or insurance, and
- Developing, maintaining, and monitoring loss prevention programs and practices

The director for Risk Management is responsible for monitoring property, casualty, liability, and school insurance coverages and administering employee health and workers' compensation insurance programs. The director for Risk Management also oversees the district's energy management programs. Safety and training programs, however, are administered by the director for Plant Services.

FINDING

Workers' compensation is intended to protect district employees in case of work-related accidents and injuries. The district self-funded its workers' compensation program through fiscal 1998. This means the district assumed the risk of workers' compensation losses and paid all claims rather than paying an insurance company to assume the risk.

A self-funded workers' compensation insurance program allows for all the necessary elements of a commercial plan, including program administration, claims processing and review, loss control/risk management consultation, medical bill auditing, and excessive claims coverage. The district also maintained excess workers' compensation insurance, which limited its exposure to workers' compensation claims to \$200,000 per accident and carried employers' liability insurance of \$1 million.

KISD's workers' compensation costs increased dramatically since 1995-96. Claim payments increased by 77 percent from \$280,562 in 1995-96 to \$494,445 in 1997-98. Most of the increase in claims occurred in 1997-98. The number of claims increased in 1997-98 by 121, or 53 percent, after actually declining 10 percent between 1994-95 and 1995-96.

Through 1997-98, the district was self-insured and used a third-party administrator (TPA)-Berkley Administrators-to manage and process

claims. The district attributes the increase in claims and costs to several factors including an increase in the number of employees and a lack of attention and focus on safety programs designed to decrease work-related accidents by the former TPA. **Exhibit 6-9** provides an historical summary of the district's workers' compensation claims and costs.

Exhibit 6-9
KISD Workers' Compensation Claims Reserves and Payments
1994-95 through 1997-98

Fiscal Year	Claims Incurred	Dollar Value of Claims Incurred	Cost per Claim	Total # of Employees	Cost of Claims per Employee
1998	350	\$494,445	\$1,413	4121	\$120
1997	229	\$388,050	\$1,695	3997	\$97
1996	234	\$280,562	\$1,199	3957	\$71
1995	254	\$304,053	\$1,197	3741	\$81

Source: KISD Risk Management.

The district switched from being self-insured for worker's compensation to a fully insured status with Liberty Mutual effective September 1, 1998. All claims incurred after this date were assumed by the commercial carrier. All "run-off" or outstanding claims remain the responsibility of the district. The district has hired a third-party administrator to handle these claims and set aside approximately \$1.7 million to fund any potential claims.

The commercial carrier also provides claims administration, consulting, claims adjustments, safety training programs, and risk data management services to the district. The district's premium for the first year is \$403,242, or 18 percent less than the claim costs, which totaled \$494,445 for 1997-98. Additionally, the commercial carrier has implemented an aggressive safety-training program to help reduce injury claims. Safety training includes a variety of safety courses for employees, seminars, and regular communications about safety issues.

COMMENDATION

KISD has reduced the cost of its workers' compensation claims and limited its exposure to potential increases by obtaining insurance coverage with a commercial carrier and enhancing its safety training programs.

FINDING

KISD provides its employees a variety of health, life, disability, and other benefits through a Flexible Benefit Plan. The plan operates as a Cafeteria Plan under Internal Revenue Code Section 125. A Cafeteria Plan is an employer-sponsored benefit package that offers employees a choice of qualified benefits, such as accident and health coverage, group-term life insurance coverage, or coverage under a dependent benefit plan. A Cafeteria Plan serves to reduce employees taxable income and increase their take-home pay by permitting them to select various benefits that will be paid on a non-taxable basis.

KISD provides two core benefits that all employees receive - \$5,000 in group term life and dental coverage. KISD also provides \$175 in Flexible Credits that employees can use to purchase other non-taxable benefits. If an employee selects a package of non-taxable benefits that exceed \$175, KISD will deduct the additional necessary contributions from the employee's pay before taxes are computed. The end result is that employees do not pay federal income tax or social security tax on those dollars. Because the cost of these benefits is deducted before taxes are computed, employees pay taxes on a lesser amount of money. The tax savings effectively reduces the cost of employees' benefits from between 16.5 percent and 30 percent. **Exhibit 6-10** provides a summary of KISD's employee benefits.

**Exhibit 6-10
KISD Flexible Benefits**

Core Benefits Provided by District	Flexible Benefits	After-Tax Benefits
<ul style="list-style-type: none"> • Basic Term Life • Employee Dental Plan 	<p>KISD contributes \$175 and employees may contribute additional before tax dollars to the following:</p> <ul style="list-style-type: none"> • Dependent Dental • Scott & White Health Plan (HMO) • Prudential Health Plan (POS) • Supplemental Term Life (up to \$45,000) • Long-Term Disability • Medical/Dental/Vision Reimbursement Account 	<p>Employees may purchase the following with after-tax dollars:</p> <ul style="list-style-type: none"> • Dependent Supplemental Term Life <p>Employee Supplemental Life (more than \$45,000)</p>

	<ul style="list-style-type: none"> • Dependent Day Care Reimbursement Account 	
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Source: KISD Risk Management.

COMMENDATION

KISD offers its employees a comprehensive benefit package that includes health, life, disability and other benefits.

FINDING

During KISD's most recent health insurance procurement process, alternative health plan options were not readily explored (for example, the same health plan design was requested that the district had under its previous health care contracts).

Health care plans are difficult to compare because of their different features as well as the variance in the cost of medical care from one region of the state to the other. Health plan features that can distort comparisons include the type of plan; the nature of the benefits provided; the manner in which services are delivered; the extent of the provider network; and the cost-sharing provisions, such as deductibles, co-insurance, and co-payments. **Exhibit 6-11** provides an explanation of the various types of health care plans.

Exhibit 6-11 Types of Health Care Plans

- Preferred Provider Organization (PPO): A third-party payer contracts with a group of medical care providers that agrees 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 Organization (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 HMOs.

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

KISD offers its employees two health care plans as part of its Flexible Benefit package.

- A Health Maintenance Organization (HMO) plan with Scott & White, which operates the largest local hospital and several clinics.
- A Point of Service (POS) plan with Prudential Health Care.

Under both plans, the district pays a portion of the employees' premiums, and the employees also incur a co-payment charge each time they visit a doctor. **Exhibit 6-12** compares key features of KISD's health care plans with those of its peer districts. The comparisons use in-network costs. **Exhibit 6-13** compares KISD and peer health plan premiums for employee and dependent care coverage.

As **Exhibit 6-12** shows, KISD employees' HMO basic co-payment fee of \$5 is the lowest of all peer district's co-payment fees, which range between \$15-\$20. The same holds true for prescription drugs. KISD's employees' co-payment for drugs is \$5-\$10 compared to \$10-\$15 for peer districts.

Exhibit 6-12
Selected Health Plan In-Network Features
KISD and Peer Districts

Type of Plan	Deductible	Copayments (for routine visits)	Maximum Annual Out of Pocket	Drugs*
Killeen ISD -Scott & White HMO -Prudential POS	None None	\$5 \$15	\$2,000/person No limit - 20% of eligible costs	\$5-\$10 \$10-\$15
Spring Branch ISD -HMO -HMO Plus	None	\$20	No limit	\$10-\$15
Pasadena ISD -PPO -Non-PPO	\$100-\$600 \$300-\$600	20% of expenses 40% of expenses	\$1,000/person \$5,000/person	\$8-\$15 after \$50 deductible \$8-\$15 after \$50 deductible
Copperas Cove ISD	\$250	\$15	\$500/person \$1,500/family	20% after

-Network Provider Plan				deductible
Temple ISD -Scott & White HMO -Humana HMO	None None	\$10 \$15	\$1,000/person \$2,000/family No limit	\$5-\$25 \$5-\$10 (\$500 out-of-pocket limit)
Lubbock ISD -Indemnity Basic -Indemnity Intermediate -Indemnity Premium	\$1,000 \$500 \$300	20% of expenses 20% of expenses 20% of expenses	\$2,400/person \$4,800/family \$1,600/person \$3,200/family \$700/person \$1,400/family	\$10-\$60 \$10-\$60 \$10-\$60

*Source: KISD Risk Management and peer districts
*Costs depend upon whether prescription is generic or brand name;
generics cost less. Amounts given represent minimum and maximum ranges.*

**Exhibit 6-13
Monthly Health Care Premiums
KISD and Peer Districts for Fiscal 1999 Plan Year**

Type of Plan	Monthly	Monthly Employee Cost			
	Employer Contribution	Employee Only	Employee & Spouse	Employee & Children	Employee & Family
Killeen ISD -Scott & White HMO - Prudential POS	\$175.00 \$175.00	\$17.27 \$0	\$469.95 \$429.38	\$333.86 \$301.96	\$572.85 \$520.15
Spring Branch ISD -United Health HMO -United Health HMO PL	\$150.00 \$150.00	\$40.00 \$78.96	\$356.00 \$428.68	\$340.76 \$410.36	\$506.62 \$610.08
Pasadena ISD	\$130.00	\$63.00	\$228.00	\$181.00	\$353.00

-PPO-A	\$130.00	\$38.00	\$128.00	\$112.00	\$214.00
-PPO-B	\$130.00	\$53.17	\$217.30	\$180.20	\$365.40
-HMO					
Copperas Cove ISD					
-PPO	\$115.00	\$12.00	\$252.12	\$247.67	\$285.37
Temple ISD					
-Scott & White HMO	\$145.21	\$0	\$357.75	\$251.76	\$433.09
-PCA	\$152.00	\$0	\$303.99	\$273.60	\$459.05
Lubbock ISD					
-Basic	\$130.00	\$0	\$168.00	\$86.00	\$230.00
-Intermediate	\$130.00	\$35.00	\$255.00	\$151.00	\$304.00
-Premium	\$130.00	\$90.00	\$376.00	\$240.00	\$443.00

Source: KISD Risk Management & peer districts.

Exhibit 6-14 provides a costs comparison of KISD's health insurance and peer districts. For school years 1994-95 through 1996-97, KISD's annual health insurance has averaged \$1,447 per employee, compared to \$1,391 and \$1,398 for the peers and the state respectively.

Exhibit 6-14
Annual Health Insurance Costs Per Employee
1994-95 through 1996-97

District	1994-95	1995-96	1996-97	3-Year Average
Irving	2,250	2,097	2,165	2,171
Killeen	\$1,401	\$1,499	\$1,442	\$1,447
Pasadena	1,409	1,483	1,442	1,445
Temple	1,291	1,291	1,328	1,303
Lubbock	1,166	1,333	1,401	1,300
Spring Branch	849	1,181	1,343	1,124
Copperas Cove	951	976	1,091	1,006
Peer Average w/o KISD	\$1,319	\$1,393	\$1,461	\$1,391
State				\$1,398

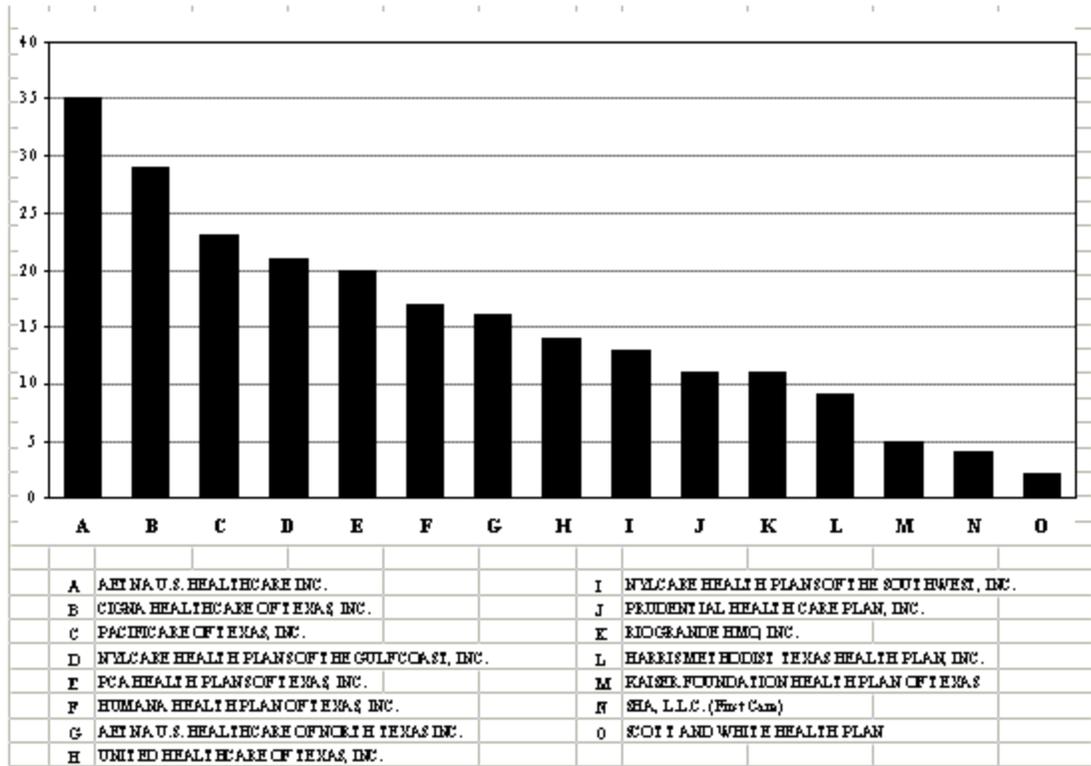
Source: Texas Education Agency and Texas Association of School Boards.

As mentioned above, of the district's 4,008 eligible employees, only 2,300 employees or 58 percent, participate in the district's two health care plans. The low rate of participation among KISD's employees is due to the presence of Fort Hood and the large number of employees that belong to the military health care plan. The majority of the participants, 1,997 employees or 87 percent, chose the Scott & White HMO Health Plan for fiscal 1999 while the remainder, 303 or 13 percent, chose the Prudential POS plan. There are several possible reasons to explain the wide disparity of use between the two plans even though the cost of the Prudential POS to district employees is less than the Scott & White HMO.

- The Scott & White HMO co-payment cost is \$5 per office visit compared to \$15 per office visit for Prudential POS.
- The Scott & White Memorial Hospital and clinics have served Killeen and surrounding communities since 1897, are well respected in the community, and have an excellent service record. In a survey of people enrolled in health plans throughout Texas entitled *Consumer Assessment of Health Plans Study* conducted by the University of Texas Office of Survey Research, the Scott & White Health Plan scored the highest of all health plans in the Austin/Central Texas area. Additionally, Scott & White had the fewest complaints of all HMOs in Texas with more than 50,000 enrollees as shown in **Exhibit 6-15**.
- The convenience offered by a number of Scott & White clinics in and around Killeen.

Exhibit 6-15
Total HMO Complaints Per 10,000 Enrollees

Plans With More than 50,000 Enrollees



Source: University of Texas Office of Survey Research
Texas Department of Insurance: July 1, 1997 - July 1, 1998

The Scott & White HMO premium for employees declined from fiscal 1995 to fiscal 1998 by 7.7 percent but increased by 19 percent for fiscal 1999. **Exhibit 6-16** shows the Scott & White health plan history.

Exhibit 6-16
Scott & White HMO Plan Rate History

		1995	1996	1997	1998	1999
Employee Only	\$ 174.52	\$ 163.10	\$ 163.10	\$ 161.06	\$ 192.27	
Employee + Spouse	\$ 430.96	\$ 401.56	\$ 401.56	\$ 395.68	\$ 469.95	
Employee + Children	\$ 302.81	\$ 282.93	\$ 282.93	\$ 279.27	\$ 333.86	
Employee + Family	\$ 521.24	\$ 486.51	\$ 486.51	\$ 480.05	\$ 572.85	

Source: KISD Risk Management.

According to an annual survey commissioned by the Houston Area Health Care Coalition, overall costs of all health plans rose 5.4 percent in 1999.

Each of the various types of health care plans showed cost increases as shown in **Exhibit 6-17**.

Exhibit 6-17
Increase in Health Care Plan Costs

Type of plan	Percentage increase
PPO	8.0%
POS	1.5%
IND	12.8%
HMO-EPO	3.7%
All plans	5.4%

Source: Houston Area Health Care Coalition Survey.

The 19 percent increase in Scott & White's premium, while seemingly high, when compared to the increases shown in **Exhibit 6-17** is not unusual given the fact that Scott & White's rates remained fairly flat over the past several years as shown in **Exhibit 6-16**.

The district's options for lowering health care costs are limited given its location and lack of available health care providers and plans. The Risk Management Department issued requests for proposals for its health insurance plans in June 1998 and received only two proposal responses - from Scott & White and Prudential. The district attributes the lack of responses to the low participation rate among employees in the district's health care plans and the strong competitive advantage of Scott & White as evidenced by the large number of employees who participate in that plan.

Recommendation 55:

Implement lower cost health care alternatives as a way to contain health insurance costs.

Health plan research shows the most effective ways to reduce costs include:

- Adjusting plan design so that more cost-effective managed-care options are used (for example, deriving discounts through volume such as a wider use of lower cost HMOs, rather than providing more plan options to employees or even a self-insured managed-care health plan);

- Participation in purchasing alliances or coalitions;
- Requesting breakdowns of administrative fees and negotiating lower administrative fees;
- Increasing utilization review;
- Requiring employees to bear a greater share of health insurance premium, such as increasing co-payment fees; and
- Offering incentives for healthy lifestyles and increasing coverage for prevention oriented benefits.

KISD should set a goal of reducing health care costs by a minimum of 5 percent some estimate a high as 10 percent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	As part of districtwide strategic planning effort, the superintendent establishes a Benefit Committee of administrators, teachers, and representatives from other employee groups to develop health care standards for district employees and to identify and implement lower cost health insurance.	November 1999
2.	The district meets with officials from Scott & White and Prudential to discuss standards and review available cost containment strategies such as disease management programs, wellness-type programs and cost sharing alternatives with the goal of driving medical care costs down. The district also meets with neighboring school districts to discuss possible coalition arrangements.	December 1999
3.	The director for Risk Management and executive director for Personnel Services develop a plan for health plan changes that will ensure increased cost effectiveness.	January 2000
4.	The director for Risk Management and executive director for Personnel Services negotiate new premium rates with Scott & White and/or Prudential based on changes in the plans.	February 2000
5.	The plan is reviewed with the Benefit Committee and submitted to the superintendent's council for approval.	March 2000
6.	The superintendent's council approves the plan and communicates the revised plan to employees.	April 2000
7.	The new plan goes into effect.	September 2000

FISCAL IMPACT

KISD's premiums to Scott & White and to Prudential are approximately \$5 million. Local health care professionals estimate a reduction in health care costs of at least 5 percent can be achieved by implementing some of the alternatives discussed above, such as participation in coalitions with other local school districts, increasing employee co-payment arrangements and adjusting other health plan features.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Implement lower cost health care alternatives as a way to contain health insurance costs.	\$0	\$250,000	\$250,000	\$250,000	\$250,000

FINDING

Property and casualty insurance includes coverage for facilities, vehicles, equipment, personal injury, professional and general liability. **Exhibit 6-18** provides the detail of KISD's property and casualty policies in force.

**Exhibit 6-18
KISD Property and Casualty Coverage**

	Coverage			Premium	Premium	Increase	
Type of Policy	Description	Limits	Deductible	Fiscal 98	Fiscal 99	- Decrease	Percent
Property -	Buildings and Contents	239,619,500	\$ 5,000	\$ 126,707	\$ 147,799	\$ 21,092	16.65%
Package Policy	Public Liability	1,000,000					
	Employee Benefits	1,000,000	\$ 1,000				
	Employee Fidelity	500,000					
General Liability	Faculty, students and general public	5,000,000		\$ 27,398	\$ 22,674	\$ (4,724)	- 17.24%

		(\$25,000					
		self insured)					
Inland Marine	Audio Visual Equip.,	2,888,220	\$ 250	\$ 18,755	\$ 18,460	\$ (295)	-1.57%
	Musical Instruments	2,145,040	\$ 250				
	Portable Buildings	4,020,000	\$ 250				
Crime	Employee Dishonesty	500,000		\$ 195	\$ 195	\$ 0	0.00%
Boiler & Machinery	Property Damage	5,000,000	\$ 1,000	\$ 17,487	\$ 18,727	\$ 1,240	7.09%
Business Auto	District Vehicles	1,000,000	\$ 250	\$ 107,170	\$ 98,057	\$ (9,113)	-8.50%
			\$ 1,000				
Electronic	Electronic Equipment	8,048,181	\$ 250	\$ 5,458	\$ 5,458	\$ 0	0.00%
Equipment							
Umbrella	General liability Umbrella coverage	5,000,000	\$ 5,000,000	\$ 31,000	\$ 26,580	\$ (4,420)	-14.3%
School Leaders	Board Members and	1,000,000	\$ 5,000	\$ 27,651	\$ 21,517	\$ (6,134)	-22.18%
Errors & Omissions	Employees						

Law Enforcement	Professional acts of	5,000,000	\$ 10,000	\$ 13,335	\$ 7,751	\$ (5,584)	-41.87%
Liability	police officers						
Total				\$ 375,156	\$ 367,218	\$ (7,938)	-2.01%

Source: KISD Risk Management.

KISD achieved an approximately \$8,000 reduction in total premium expense for fiscal 1999. According to the director for Risk Management, the decrease is primarily due to a highly competitive insurance market coupled with the district's favorable claims-paid history as shown in Exhibit 6-19.

Exhibit 6-19
KISD Summary of Property & Casualty Claims

Type of Policy	Number of Claims	Claims Paid Fiscal 1996-98
Automobile	119	\$214,222
General Liability	17	\$1,686
Property	12	\$25,921
Total	148	\$241,829

Source: KISD Risk Management.

Of the total 148 claims over the last three years, only 81 claims were actually paid by an insurance company. The remaining claims were covered by the district's deductibles or there was no liability involved. The deductibles on an insurance policy determine the risk that the district is willing to assume. As deductible amounts are increased, premiums are decreased. The total claims paid in **Exhibit 6-19** includes district deductibles and amounts paid by insurance companies.

Because of the favorable insurance market, the district submitted out a Request for Proposal on its property and casualty coverage in July 1999 for fiscal 2000. The district hopes to take advantage of the competitive insurance market to lock in even lower premium rates for fiscal.

COMMENDATION

The district has achieved reductions in property and casualty insurance premiums by actively managing its insurance coverages and is aggressively pursuing lower property and casualty premium rates.

FINDING

Under the Texas Tort Claims Act (TTCA), school districts are entitled to governmental immunity from most state law claims. The TTCA's one exception is that school districts may be held liable for claims involving motor vehicles. The district carries a duplicative \$5 million general liability umbrella policy covering liability for faculty, students and the general public with a premium costing \$22,674. The umbrella policy would only be used should the district exceed the coverage limits on the general liability policy.

According to the Texas Department of Insurance's guide for Texas School Districts, school districts *"should not depend on the doctrine of governmental immunity to protect it from lawsuits . Monetary damages collectible from a school district might be limited by the Texas Tort Claims Act depending on various circumstances to which the Act applies."* In general, the Texas Tort Claims Act limits a district's potential liability. There is a cap of \$100,000 per person/\$300,000 per occurrence for injury or death and \$100,000 for property damage per occurrence.

The district may be paying for liability coverage it does not need. The TTCA exemption coupled with the high coverage limits in place with the district's property and casualty policies, makes the umbrella policy a coverage the district could eliminate or reduce without placing undo financial risk on the district.

Additionally, based on the district's claims history, high deductibles and low potential for catastrophic loss on individual claims, the district's musical equipment, audio-visual, and electronic equipment are good candidates for self-insurance. KISD's "inland marine" policy includes coverage for audio-visual equipment, musical instruments and portable buildings, at a cost of \$18,460. Of this, about \$5,000 is the premium cost of the audio-visual equipment and musical instruments only. The electronic equipment policy has a premium of \$5,458 with coverage totaling \$8 million.

Recommendation 56:

Reduce the costs of liability and property insurance by considering lowering coverage limits, eliminating certain coverages, or self-insuring certain risks to obtain the best coverage for the lowest cost.

The district should consider at a minimum lowering the umbrella policy coverage limits and possibly eliminating the coverage all together because of the duplicative coverage created by having a general liability and umbrella policy which are insuring the same thing. The district should self-insure risks related to musical equipment and audio-visual equipment and consider increasing the deductible and lowering the coverage limit on electronic equipment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Risk Management meets with the district's insurance agent to research the feasibility of increasing the district's self-insurance and potential cost savings associated with lowering policy limits and eliminating certain coverages.	November 1999
2.	The director for Risk Management submits the plan to the board for review and consideration.	December 1999
3.	The board reviews and approves the proposed insurance coverage or self-insurance as recommended by the director for Risk Management	January 2000

FISCAL IMPACT

The district should at a minimum reduce the umbrella coverage (\$5 million) and premium (\$26,580) by 50 percent for an annual cost saving of approximately \$13,000. Eliminating the policies for musical equipment and audio visual-equipment should save approximately \$5,000 annually based on the musical equipment and audio-visual equipment premium portion of the policy of \$18,460. A 50-percent reduction in the limits of the electronic equipment policy (\$8 million) will save the district approximately \$2,500 annually based on the annual premium cost of \$5,458. The first year savings are prorated to reflect eight months of savings.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Reduce the costs of property and general liability insurance.	\$13,667	\$20,500	\$20,500	\$20,500	\$20,500

C. FIXED ASSETS

The Texas Education Agency's (TEA) *Financial Accountability System Resources Guide (FASRG)* 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. TEA's (FASRG) requires assets costing \$5,000 or more to be recorded in a fixed asset group of accounts. Under TEA guidelines, items costing less than \$5,000 are recorded as an operating expense of the appropriate fund. Exhibit 6-20 shows the district's fixed asset balances as of August 31, 1998.

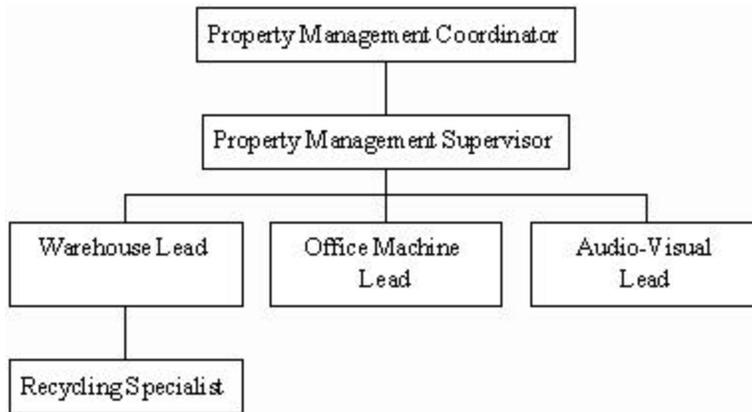
Exhibit 6-20
KISD Property and Fixed Assets
As of August 31, 1998

	Senior High Schools	Middle Schools	Elementary Schools	Administration and Services	Instructional Facilities
Land	\$1,034,199	\$1,030,662	\$1,025,357	\$1,935,175	\$91,649
Buildings and improvements	\$46,395,220	\$42,460,504	\$75,839,090	\$7,801,898	\$1,097,998
Furniture and equipment	\$13,915,403	\$9,052,268	\$16,058,430	\$21,643,544	\$1,435,759
Construction in progress	\$7,062,112	\$4,782,813	-	-	-
Totals	\$68,406,934	\$57,326,247	\$92,922,877	\$31,380,617	\$2,625,406

Source: KISD Financial Services.

The Property Management Services department is responsible for the management, control and servicing of the district's inventories. Exhibit 6-21 shows the department's organizational structure.

Exhibit 6-21
KISD Property Management Services



Source: KISD Property Management.

The district's inventories include textbooks, fixed assets, and records/documents. The district's Property Management Services Handout includes specific policies and procedures regarding fixed assets as shown in **Exhibit 6-22**.

Exhibit 6-22
Excerpts from KISD Property Management Services Handbook

Fixed Assets Inventory
<p>Property Management Services is responsible to maintain and monitor both the district and campus inventories. In support of this function, Property Management Services will:</p> <ul style="list-style-type: none"> • Provide an end of year fixed assets inventory to each campus or organization. • Coordinate with Transportation Service the movement of fixed asset items which will either accompany the relocation of a campus or initiate a change to an existing fixed assets inventory. • Provide for the repair or restoration of fixed asset items classified as furniture, audio visual equipment, and office machines • Provide the initial screening for purchase requests of controlled items (fixed asset inventory items which costs \$5,000 or less) for compliance with district standards. • Coordinate with Transportation Services, Computer Services, Maintenance Services, and Instructional Technology to provide for the identification and transfer of surplus and salvage fixed asset items. • Monitor the disposition of surplus and salvage inventories. Surplus and salvage items will be maintained in the Property Management Services Warehouse as long as they have either a useful life or a value to the district. • Ensure that all KISD property items authorized by the Board of Trustees

for disposal are properly and lawfully removed from the district fixed assets inventory.

- Conduct a fixed assets inventory at each district site on at least a seven-year cycle.

Coordinate with Transportation Services, the delivery and return of "rental/loaner" surplus inventory.

Source: KISD Property Services Handbook.

The district is revising the Property Management Services Handbook. According to the coordinator for Property Management, one of the changes proposed will reduce the length of time between fixed asset inventories from every seven years to every five years. The handbook should be ready in 1999-2000.

FINDING

The district hired a new property management coordinator in August 1998. The coordinator's initial task was to address the continuing problem the district has had with accountability and safeguarding fixed assets. The district's fiscal 1998 audit report indicated that the district had failed to resolve a condition disclosed in the previous year's audit report. The report stated that *"the district's fixed asset subsidiary ledger was not properly maintained which caused it to not agree to the general ledger and to not reflect beginning balances from prior years."*

The fixed asset subsidiary ledger is designed to be a detailed listing of all fixed asset purchases, (categorized by school or administrative location) with cost and other identifying information. Property Management Services maintains the subsidiary ledger and updates it regularly for asset purchases, asset relocations and asset disposals. The district's general ledger, which is maintained by Financial Services, is a detail of all district accounting transactions by account including assets, liabilities, income, and expenses. The total cost of all district equipment shown in the fixed asset subsidiary ledger should agree with the equipment account in the district's general ledger.

The district has not conducted a physical inventory of fixed assets since 1988 and has not tagged any fixed asset additions since 1997 at the recommendation of the previous property manager. And since the district's fixed asset listing was damaged during a conversion to a new system in fiscal 1997, the district has no way to determine if assets recently purchased are where they should be.

TEA recommends annual inventories at the end of the school term before the staff members leave. Discrepancies between the fixed asset/inventory list and what is on hand should be settled.

The coordinator for Property Management has prepared a plan to inventory and bar code all district fixed assets. The plan includes the following elements:

- Conduct and account for KISD property through a 100-percent wall-to-wall inventory.
- Reconcile financial assets (the general ledger) with the property book (the fixed asset subsidiary ledger).
- Reconcile the property book to the district's actual fixed assets.

Recommendation 57:

Conduct annual inventories of the fixed assets and reconcile the fixed asset property book to the district's financial records.

KISD's Property Management Services Handbook and plan indicates that a fixed asset inventory should be conducted every five years. However, TEA recommends an annual inventory. Part of the plan includes hiring a full time Property Management specialist to assist with the inventory and manage the district's property book. The coordinator for Property Management wishes to upgrade a currently unfilled position - office machine apprentice - to the new Property Management specialist position as a way to minimize the costs of creating a new full-time staff position. The primary responsibility of the Property Management specialist will be to maintain the district's property book and fixed assets, and coordinate periodic fixed asset inventories.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator for Property Management submits an amendment to the inventory plan to the assistant superintendent for Business Services to change the inventory dates from every five years to every year.	November 1999
2.	The coordinator for Property Management submits the inventory plan to the board for approval along with the proposed upgrade in the office machine apprentice position to Property Management specialist.	December 1999
3.	The board approves the plan and the inventory starts.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district's Property Services Handbook does not provide clear guidance on the classification of controlled versus non-controlled purchases. In most organizations, controlled items are defined as items with a value equal to or less than the capitalization threshold. In KISD, the threshold is \$5,000. These assets may be considered controlled items due to their sensitive, portable or theft-prone natures.

The items are normally tagged and inventoried as controlled assets and recorded in the organization's fixed asset accounting records or property book, but not capitalized or depreciated, as would be the case with a capital asset. This allows for systematic control over "high pilferage" items and other items that do not meet all guidelines for capitalization.

According to the coordinator for Property Management, the department considers controlled items as assets that cost between \$500 and \$4,999.99 with a life expectancy of two years or more. Controlled items also include certain assets costing less than \$500 that the department believes have a useful life of two years or more and should be included in the district's list of controlled items. Included in this category are items such as chairs, tables, televisions, videocassette recorders, calculators, overhead projectors, and certain laboratory equipment.

The Purchasing Manual also does not provide guidance on what should be considered controlled versus non-controlled items. This results in inconsistencies in the way employees in different departments treat similar asset purchases. In addition, the lack of clarity makes it difficult for schools or departments to know the proper procedure for ordering and accounting for different asset purchases.

Recommendation 58:

Revise the district's Property Services Handbook and Purchasing Manual to include consistent policies and procedures for controlled items.

The district should develop a clear and concise definition of controlled assets for the Property Services Handbook and the Purchasing Manual. To ensure that certain types of controllable assets are treated consistently throughout the district, each department director, with the assistance of the coordinator for Property Management and the director for Purchasing, should develop and maintain a core listing of standardized categories of items to be treated as controlled assets within each department. The list

may be revised by written request from a department director to the coordinator for Property Management.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator for Property Management and director for Purchasing meet to develop policies and procedures on the purchase and maintenance of controllable items.	November 1999
2.	The coordinator for Property Management and director for Purchasing meet with department directors to review policies and procedures and to develop a core list of standardized categories of items to be treated as controlled assets within each department. The list is forwarded to the director for Financial Services for review and concurrence.	December 1999
3.	The assistant superintendent for Business Services approves the revised policies and procedures and submits the proposed revisions to the board.	January 2000
4.	The board approves the policy and the policy goes into effect.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

D. BOND ISSUANCE AND INDEBTEDNESS

The assistant superintendent for Business Services is responsible for issuing bonds, debt obligations, and refinancing. In the last bond election in December 1997, voters approved about \$83 million to construct, renovate, and improve school facilities. **Exhibit 6-23** presents outstanding bond indebtedness as of August 31, 1998.

**Exhibit 6-23
KISD Outstanding Indebtedness
As of August 31, 1998**

Description	Amounts Original Issue	Interest Rates	Amounts Outstanding	Maturity Date
School Buildings and Refunding Bonds Series 1992	\$50,430,000	2.9 - 6.0%	\$23,070,000	5/15/2012
School Buildings and Refunding Bonds Series 1998	\$82,995,000	4.0 - 5.5%	\$82,995,000	2/15/2018

Source: KISD Finance and Accounting.

FINDING

In March 1998, the district issued \$18.8 million in Unlimited Refunding Bonds with an average interest rate of 5.02 percent to refund \$16.7 million of Series 1992 School Buildings bonds with an average interest rate of 5.63 percent. A refunding bond is issued to refinance existing bond indebtedness at a lower interest rate. The district advance refunded the 1992 series bonds to reduce its total debt service payments over the next 15 years by \$680,581, resulting in total savings of \$467,761. The saving represents the difference between the present values of the debt service payments on the old and new debt. **Exhibit 6-24** shows the district's annual debt service requirements.

**Exhibit 6-24
KISD Annual Debt Service Requirements
As of August 31, 1998**

Fiscal Year			
Ending August 31,	Principal	Interest	Total
1999	\$ 4,360,000	\$ 6,511,262	\$ 10,871,262

2000	5,795,000	4,659,530	10,454,530
2001	5,280,000	4,514,158	9,794,158
2002	5,185,000	4,361,573	9,546,573
2003	5,440,000	4,108,618	9,548,618
2004	5,715,000	3,834,581	9,549,581
2005	5,905,000	3,661,209	9,566,209
2006	6,160,000	3,405,293	9,565,293
2007	6,520,000	3,054,060	9,574,060
2008	6,910,000	2,681,073	9,591,073
2009	5,155,000	2,337,772	7,492,772
2010	5,415,000	2,074,261	7,489,261
2011	5,690,000	1,799,649	7,489,649
2012	5,980,000	1,508,770	7,488,770
2013	3,885,000	1,241,375	5,126,375
2014	4,085,000	1,042,125	5,127,125
2015	4,300,000	827,125	5,127,125
2016	4,525,000	601,125	5,126,125
2017	4,760,000	369,000	5,129,000
2018	5,000,000	125,000	5,125,000
Total	\$ 106,065,000	\$ 52,717,559	\$ 158,782,559

Source: KISD Finance & Accounting.

COMMENDATION

The district has actively managed its debt obligations and used a refunding technique to significantly lower its future debt service requirement.

Chapter 7. FINANCIAL MANAGEMENT

This chapter of the report addresses the financial management function of the Killeen Independent School District (KISD) in five sections.

- A. Budgeting and Planning
- B. External and Internal Auditing
- C. Accounts Payable and Payroll
- D. Activity Funds
- E. Tax Collections

Financial management is one of the most important activities in a school district because it enables the district to plan, maximize, and manage its limited resources efficiently. Financial management is most effective when resources are acquired and spent based upon established goals and priorities. In addition, effective financial management ensures that internal controls are in place and operating as intended, technology is maximized to increase productivity, and reports are generated that help management reach its goals.

BACKGROUND

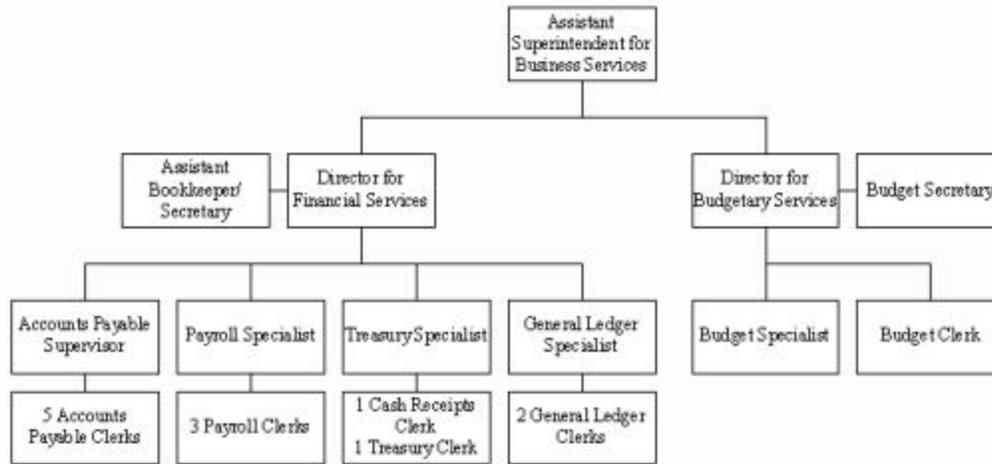
Texas school districts must operate and maintain effective financial management systems in a highly regulated environment. Districts must meet various financial management requirements established by federal and state laws, rules, and regulations; the Texas Education Agency's (TEA) *Financial Accountability System Resource Guide*; internal policies and procedures; Generally Accepted Accounting Principles (GAAP); and Governmental Accounting Standards Board (GASB) guidelines.

TEA's *Financial Accountability System Resource Guide* provides standard accounting policies and a uniform account code structure to ensure school district financial information is consistent and comparable. Twice each year, school districts submit various data to the TEA for the Public Education Information Management System (PEIMS). This database consists of information about district and student demographics, academic performance, personnel, and finances. This information is useful to those responsible for overseeing Texas public education as well as other interested parties. Typically, various departments within the district share responsibility for submitting PEIMS data.

KISD's assistant superintendent for Business Services reports to the superintendent and is responsible for the district's financial management

functions, including submitting PEIMS financial data to TEA. **Exhibit 7-1** presents the organization of the financial management function.

**Exhibit 7-1
Financial Management Organization**



Source: KISD Superintendent's Office.

In 1997-98, KISD received 56 cents of every dollar from state sources, 23 cents from federal sources and 21 cents from local sources. **Exhibit 7-2** compares KISD's actual revenues to those of its peers for 1997-98.

**Exhibit 7-2
1997-98 Actual Revenues
KISD and Peer Districts
(In Thousands)**

District	Local & Intermediate Sources	Percent of Total	State Revenues	Percent of Total	Federal Revenues	Percent of Total	Total Revenues	Revenues Per Student
Copperas Cove	\$11,145	22%	\$25,118	49%	\$14,825	29%	\$51,088	\$6,981
Killeen	\$38,780	21%	\$104,733	56%	*\$43,306	23%	\$186,819	\$6,504
Spring Branch	\$150,039	77%	\$31,466	16%	\$13,725	7%	\$195,230	\$6,322
Temple	\$30,300	56%	\$18,689	35%	\$4,758	9%	\$53,747	\$6,185
Lubbock	\$83,935	46%	\$83,084	45%	\$16,776	9%	\$183,795	\$6,104
Irving	\$112,160	69%	\$42,141	26%	\$8,695	5%	\$162,996	\$5,998
Pasadena	\$90,586	40%	\$119,178	53%	\$16,130	7%	\$225,894	\$5,524

Source: TEA PEIMS 1997-98 data.

** Includes \$13.6 million of prior year Impact Aid payments. Net of these payments, KISD's total revenue per student would be \$6,030, third from last among the peers.*

State revenue, the largest component of KISD's revenue, is determined by state funding formulas designed to equalize funding among school districts across the state after taking into consideration local property values and tax rates, student populations, average daily attendance, and other factors.

Local revenues consist primarily of local property taxes, which are based on local property values and the district's tax rate. Other sources consist of revenues realized from administrative units or political subdivisions (for example, counties, municipalities, utility districts, etc.) excluding state, and federal governmental entities.

KISD receives 23 percent of its revenue from federal sources compared to 7 to 9 percent for most of its peer districts. The exception is Copperas Cove, which also receives a high percentage of its revenues from federal aid. The bulk of this revenue for both districts comes from the federal government's Impact Aid program. KISD receives more Impact Aid than any other school district in Texas.

Impact Aid compensates school districts for a portion of the burden placed on their resources by the presence of federal property in the district or the addition of "federally connected" children to their student populations. Federally connected children include those who live on federal property and whose parents either live or work on federal property, such as children living on military bases or who have a parent on active duty in the military. The district receives this aid because of the presence of Fort Hood. Fort Hood property values are excluded from district property tax rolls, so the federal government provides a compensating allotment to the district through Impact Aid.

Each school district that receives Impact Aid must conduct an annual survey to identify the types and number of federal students it is enrolling. The district then completes an Impact Aid application and submits it directly to the U.S. Department of Education. Different types of federally connected children have a different financial impact on a school district. Therefore, in computing the amount of aid a district receives, each type of federal student is assigned a weight. For example, students residing on Indian lands are assigned a weight of 1.25, military students living on

federal property are assigned a weight of 1.0, and military students not living on federal property are assigned a weight of .10.

Impact Aid is based on a complicated formula that takes into account these weights and the district's Local Contribution Rate (LCR). The LCR is a measure of the local financial burden of educating federally connected children expressed as a specific dollar amount per child. The LCR is either half of the average state or national per pupil expenditure, whichever is higher. KISD's 1998-99 LCR is \$2,898 per child. The formula also takes into account the average daily attendance of federally connected children and the ratio of basic support payments to the district's total current operating expenditures.

Impact Aid payments are pro-rated based on available congressional appropriations and go directly into a school district's general fund to be used in any way the district decides. Typically, school districts are eligible to receive funding from one or several programs that make up Impact Aid. KISD receives funding from the programs shown with their legal section number in **Exhibit 7-3**.

Exhibit 7-3
Primary Types of Impact Aid

Program Section	Type of Payment	Description
8003 (b)	Basic Support Payments	Provides support for a number of different types of federally connected children, including those who: (1) have a parent in the armed services, (2) reside on Indian lands, (3) live or have parents who work on federal property, and (4) live in federally subsidized low-rent housing projects.
8003 (d)	Disability Payments	Military students with disabilities may receive additional funding to be used in accordance with the Individuals with Disabilities Education Act (IDEA).
8003 (f)	Heavily Impacted Districts	Districts that have a larger proportion of federal students and lower expenditures per student than comparable districts are eligible to receive this additional funding.
8007	Construction Payments	Addresses the construction and maintenance needs of certain districts.

Source: National Association of Federally Impacted Schools.

During 1997-98, the district received about \$31.4 million from the Impact Aid program. Impact Aid appropriations are paid out over several years. For example, KISD's 1997-98 amount included payments from previous year appropriations of \$13.6 million. Funding for 1998-99 was \$29.8 million. **Exhibit 7-4** presents a summary of the Impact Aid KISD has received since 1996-97.

Exhibit 7-4
KISD Impact Aid 1996-97 through 1998-99
(In Millions)

Description	Actual 1996-97	Actual 1997-98	Projected 1998-1999
Basic and Disability	\$12.9	\$22.1	\$23.8
Heavily Impacted	\$18.0	\$7.1	\$5.7
Construction	\$0	\$2.2	\$0.3
Total	\$30.9	\$31.4	\$29.8

Source: KISD Budgetary Services.

Exhibit 7-5 shows expenditures per student for all governmental funds, which include the general, special revenue, debt service, and capital project funds. KISD's total expenditures per student of \$6,259 is second to last among the peer districts but higher than the state average of \$5,597 per student. This situation exists because, during 1997-98, revenue was set aside for the future construction of facilities. KISD spent \$2,803 per student for instruction during 1997-98 compared to an average of \$2,922 for the peer districts. KISD's general administrative costs of \$129 per student compares favorably to the peer average of \$171 per student.

Exhibit 7-5
1997-98 Selected Actual Expenditures per Student
KISD and Peer Districts

District	(Function 11) Instruction Expenditures	(Function 41) General Administration	(Function 81) Capital Outlay	Total Expenditures Per Student
Temple	\$2,902	\$181	\$2,769	\$8,682
Spring Branch	\$3,023	\$196	\$858	\$7,071

Copperas Cove	\$3,203	\$206	\$323	\$6,582
Pasadena	\$2,757	\$128	\$1,367	\$6,560
Irving	\$3,004	\$148	\$130	\$6,310
Killeen	\$2,803	\$129	\$1,010	\$6,259
Lubbock	\$2,642	\$170	\$297	\$6,196
Peer Average (excluding Killeen)	\$2,922	\$171	\$957	\$6,900
<i>Source: TEA's Snapshot 1997-98, and TEA's PEIMS 1997-98.</i>			State Average	\$5,597

A. BUDGETING AND PLANNING

A budget shows anticipated revenues and expenditures for a given period, usually a year. An effective budget links spending plans to strategic goals, priorities, and initiatives established by the governing body. The development of a school district budget is a collaborative effort requiring the input, participation, and cooperation of various individuals from across the organizational spectrum. Moreover, a school district budget reflects the financial stewardship of the administration, the board of trustees, and the local community.

Although state law requires school districts to remain within the spending totals established by their Board of Trustees, budgets are not static documents. Rarely do the current and adopted budgets agree except just after budget adoption. As projections are fine-tuned and estimates evolve into reality throughout the year, budgets are revised to reflect changing needs and circumstances. Budget revisions that involve increases in appropriations or transfers between functional budget categories, require board approval; otherwise, those responsible for day-to-day budget monitoring and control may approve budget revisions.

KISD's director for Budgetary Services is responsible for compiling the district's budget and is supported by three staff positions that assist in day-to-day budget monitoring and control. Budget development begins in January with the formulation of planning assumptions that are approved by the board in March or April.

The Computer Services Department projects student enrollment and computes average daily attendance. Student enrollment is a key component of campus allocation formulas. Average daily attendance and other student demographic information are required to estimate federal and state revenues. The Human Resources Department develops a staffing plan and establishes salaries and benefits for each position in the district. After the board approves the student projections, the compensation package, and other planning assumptions, Budgetary Services projects revenues, prepares special program and central organization budget planning forms, and establishes individual campus allocations.

Certain budget line items are centrally planned and controlled. These include salaries and benefits, capital improvements, utilities and maintenance, capital outlay (furniture and equipment greater than or equal to \$5,000), and certain controlled items (furniture and equipment worth less than \$5,000). There also is a campus allocation for controlled items. Programs such as Career & Technology, Special Education, Compensatory Education, Food Service, and federally funded programs

plan their own capital/controlled items based on need, but the plan is subject to management approval and sufficient program revenue.

Administrative departments receive the same budget allocation as the previous year, unless they can justify increases. Individual campuses receive allocations based on various formulas developed centrally. These formulas are designed to provide an objective, yet equitable method of allocating resources to campuses and are reviewed each year for adequacy and equity. In keeping with site-based management philosophy, campuses may transfer resources among budget categories, with certain restrictions, to reflect individual campus priorities and initiatives. **Exhibit 7-6** presents an overview of the district's budget calendar.

**Exhibit 7-6
Budget Calendar**

January through April	<p>Development of Planning Assumptions:</p> <ul style="list-style-type: none"> • Student enrollment projections. • Staffing formulas/positions. • Salary compensation simulations. • Direct allocation formulas/Travel guidelines. • Co-curricular caps. • Revenue planning.
March through May	<ul style="list-style-type: none"> • Development of Salary/Benefit Plan. • Board of Trustees approve planning assumptions.
April	<ul style="list-style-type: none"> • Distribute budget planning packages. • Budget planning forms due to Budgetary Services. • Initial budget reports sent to organizations for proofing of data.
May	<ul style="list-style-type: none"> • Data entry corrections/budget revisions due to Budgetary Services. • Budget reports sent to organizations/assistant superintendents for review. • Asst. superintendent budget review. • Peer review meetings.
June	<ul style="list-style-type: none"> • Superintendent's Council does first review of consolidated general fund budget.

July through August	<ul style="list-style-type: none"> • Board of Trustees review budget.
August	<ul style="list-style-type: none"> • Public budget hearing. • Tax rate hearing. • Budget adoption.
September	<ul style="list-style-type: none"> • Final budget reports distributed.
October	<ul style="list-style-type: none"> • PEIMS budget submission.
February	<ul style="list-style-type: none"> • Campus direct allocation enrollment adjustments.

Source: 1998-99 KISD Budget Document.

KISD's 1998-99 adopted budget is \$164.9 million. This amount was based on enrollment of 29,250 students and is composed of \$146.4 million for the general fund, \$7.6 million for food service, and \$10.9 million for debt service. **Exhibit 7-7** presents a summary of the 1998-1999 adopted budget.

**Exhibit 7-7
Summary of 1998-1999 Adopted Budget**

	General Fund	Food Service	Debt Service	Total
<i>Revenues</i>				
Local, Intermediate, and Other	\$32,172,353	\$2,450,791	\$1,492,495	\$36,115,639
State Program Revenue	94,101,044	118,500	9,423,769	103,643,313
Federal Program Revenue	20,077,789	5,037,908	0	25,115,697
Total Revenues	\$146,351,186	\$7,607,199	\$10,916,264	\$164,874,649
<i>Expenditures</i>				
Instruction and Instructional-Related Services	\$93,103,532	\$0	\$0	\$93,103,532

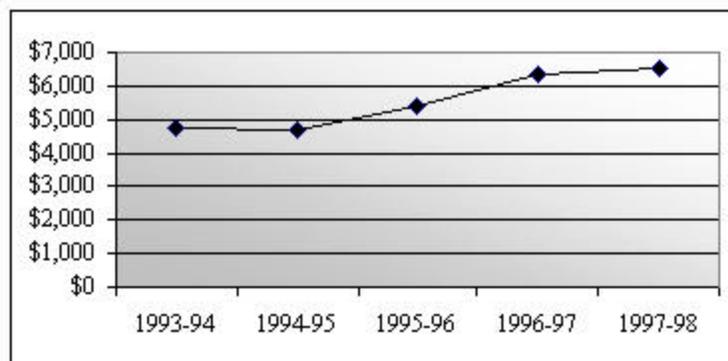
Instructional and School Leadership	10,165,310	0	0	10,165,310
Support Services-Student	16,304,771	7,549,499	0	23,854,270
Administrative Support Services	4,603,423	0	0	4,603,423
Support Services-Nonstudent Based	19,500,101	32,499	0	19,532,600
Ancillary Services	274,594	0	0	274,594
Debt Service	0	0	10,872,264	10,872,264
Other	167,983	0	0	167,983
Total Expenditures	\$144,119,714	\$7,581,998	\$10,872,264	\$162,573,976
Projected Change in Fund Balance	\$2,231,472	\$25,201	\$44,000	\$2,300,673

Source: 1998-99 KISD Budget Document.

FINDING

KISD's revenue per student has improved steadily over the past five years, as shown in **Exhibit 7-8**.

Exhibit 7-8
KISD Actual Revenue Per Student



Source: Computed from TEA's PEIMS data 1994-1998.

This improvement is due, in part, to the role the district has assumed in seeking to preserve and expand all of its revenue sources. For example, KISD takes an active role in statewide organizations such as the Equity Center and the Fast Growth Schools Coalition. These organizations are

dedicated to keeping abreast of current school finance law and making known to legislators the special needs of low wealth and fast growth school districts such as KISD.

KISD also takes a leading role at the national level to preserve and enhance critical Impact Aid funding for military students. The district belongs to the National Association of Federally Impacted Schools and the Military Impacted Schools Association and is active on the boards of both organizations. These organizations, along with member school districts, have built strong coalitions in both the House and Senate for the continuing support for the Impact Aid program, for increased appropriations, and for changes that meet the needs of heavily impacted military districts such as KISD. Finally, the district has a successful track record in pursuing and maximizing opportunities from grant funding sources. **Exhibit 7-9** below outlines examples of grants that the district has pursued and received over the last several years.

**Exhibit 7-9
KISD Grants**

<ul style="list-style-type: none"> • Goals 2000: Educate America Act, Title III-State and Local Education Systems Improvement. • National and Community Service Act-Learn and Serve America. 	<p>The grantor provides funding over several years at decreasing amounts to furnish seed money for programs that will eventually be supported with local funds. KISD applied for and received these grants for as long as they were available to the district. Moreover, programs birthed by seed money from these grants continue to operate with funding from local sources.</p>
<ul style="list-style-type: none"> • Retention Reduction Grant (State Funded Optional Extended Year Program). • Title VI Class Size Reduction Grant (New in school year 1999-2000). 	<p>Although both of these grants are entitlements, the district has applied for these funds and maximized their use.</p>
<ul style="list-style-type: none"> • Texas Successful School Awards. • Spotlight on Reading. 	<p>These are small grants that have been earned and/or applied for at the individual campus level.</p>

<ul style="list-style-type: none"> National Blue Ribbon Schools Award 	
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Source: KISD Budgetary Services Department.

COMMENDATION

KISD is active and takes a leading role in state and national organizations that represent the special needs of low wealth and military-impacted districts and maximizes opportunities to obtain grant funding.

FINDING

KISD's method of allocating campus budget resources results in many budget transfer requests and frustrates the site-based decision making (SBDM) process. Each campus receives a variety of direct allocations based on formulas developed by central administration. For example, all schools receive \$230 per piano for piano tuning, \$4 per student for parent conferencing substitutes, and \$1 per student for library supplies. The amount and basis of allocation vary depending on the type of expense and whether the campus is a high school, middle school, or elementary school. Central administration assigns these resources to specific account codes in each campus budget. As a result, campuses must move funds from one account to the other if they wish to use the funds for a different purpose.

This constant shifting among accounts increases the number of budget transfers, creating an administrative burden. For example, if a campus receives money for contracted maintenance, but needs it for office computer supplies, it must initiate a budget transfer request to move the funds to the desired account. Moreover, some accounts may not be transferred or spent for other purposes without the approval of the assistant superintendent. **Exhibit 7-10** presents an example of the types of direct allocations campuses receive. Restrictions are illustrated at the bottom of the exhibit under "Amendment/Expenditure Codes."

**Exhibit 7-10
Example of Campus Direct Allocations**

Amend /Expend	Code				Description	Level	Unit	Allocation
I	11	6112	00 -	011PCF	Parent	High	Student	\$4

			XXX		Conferencing Subs			
	11	6112	00 - XXX	011PCF	Parent Conferencing Subs	9th	Student	\$4
	11	6112	00 - XXX	011PCF	Parent Conferencing Subs	Middle	Student	\$4
	11	6112	00 - XXX	011PCF	Parent Conferencing Subs	Elem.	Student	\$4
	11	6249	00 - XXX	01100C	Piano Tuning (Grand)	High	Piano	\$230
	11	6249	00 - XXX	01100C	Piano Tuning (Grand)	9th	Piano	\$230
	11	6249	00 - XXX	01100C	Piano Tuning (Standard)	High	Piano	\$230
	11	6249	00 - XXX	01100C	Piano Tuning (Standard)	9th	Piano	\$230
	11	6249	00 - XXX	01100C	Piano Tuning (Standard)	Middle	Piano	\$230
	11	6249	00 - XXX	01100C	Piano Tuning (Standard)	Elem.	Piano	\$230
X	11	6249	00 - XXX	011EQB	Equipment Repair (Band)	High	School	\$20,000
	11	6249	00 - XXX	011EQB	Equipment Repair (Band)	9th	School	\$7,000
	11	6249	00 - XXX	011EQB	Equipment Repair (Band)	Middle	School	\$6,000
X	11	6249	00 - XXX	011EOC	Equipment Repair (Choir)	High	School	\$200
	11	6249	00 - XXX	011EQC	Equipment Repair (Choir)	9th	School	\$100

	11	6249	00 - XXX	011EQC	Equipment Repair (Choir)	Middle	School	\$100
I	11	6269	00 - XXX	011000	Graduation Site Lease	High	School	\$2,675
X/E	11	6294	00 - XXX	011000	Copier Services	High	Student	\$29.35
	11	6294	00 - XXX	011000	Copier Services	9th	Student	\$29.35
	11	6319	00 - XXX	011000	Furniture Repair	High	School	\$800
	11	6319	00 - XXX	011000	Furniture Repair	9th	School	\$650
	11	6319	00 - XXX	011000	Furniture Repair	Middle	School	\$650
	11	6319	00 - XXX	011000	Furniture Repair	Elem.	School	
					Small < 500 Students Medium 500-900 Students Large > 900 Students			\$350 \$500 \$650
AMENDMENT/EXPENDITURE CODES								
(If there is no code, the account can be amended up or down at the discretion of the principal.)								
I	Money appropriated for a specific purpose; funds may be transferred into, but not out of account.							
O	Funds cannot be spent directly from this account, but must be moved out to an appropriate expenditure code.							
S	Student travel in object "6494" is for mileage only, any other expense will need to be charged to "6412" and budget moved accordingly.							
T	Money can be moved between travel accounts or out of travel into a non-travel account, but funds may not be moved from a non-travel to a travel account without Assistant Superintendent approval on a written Budget Transfer Request.							

X	Account cannot be amended.
X/M	Account cannot be amended nor expended at the campus level; centrally controlled by Maintenance Services.
X/E	Centrally controlled account, which cannot be amended nor expended. Cost for usage booked at year end.
X/T	Account cannot be amended nor expended at the campus level; centrally controlled by Technology Services.

Source: 1999-2000 Budget Instructions-Budgetary Services Department.

Instead of delegating budget development and control to the campuses, the district micromanages campus budgets through its formula-driven allocation method. SBDM is hindered to some extent because campuses are not involved at the front end of the budget planning process. Although principals are allowed to amend their allocations after the central office has made them, the aim of SBDM is to decentralize budgetary decision-making by giving principals as much command and control over their budgets as possible at the front end. The idea is to shift responsibility and accountability for resources to those who best know how those resources should be used.

If, during the budget process, schools were allowed to make their own direct allocations instead of central administration making the allocations for them, the number of budget transfers would decrease dramatically. Moreover, KISD's budget model would be more site-based than it is now.

The district believes that SBDM puts an increased planning burden on campuses that take time away from other activities. Some of the advantages of the current method are its objectivity and ease of administration.

In a search for best practices, TSPR found that other districts allow campuses to decide how allocations are used.

Recommendation 59:

Decentralize the budget process by assigning funds to broader categories, and allow campuses greater flexibility and control over how resources are allocated to specific categories.

KISD should decentralize its budget process and allow campuses greater control over their own resources. Decentralization would give each school the opportunity to make decisions about how to best use its available resources. Campuses should be given responsibility for their budgets and

held accountable for their performance. Decentralization is accomplished by assigning funds to broader categories. For example, instead of central administration allocating funds for software license fees, it would allocate an amount for basic instruction and allow the schools to make the specific allocation for software license fees, if that is how they wish to use the funds.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board adopts a policy to allow campuses more flexibility and control over resource allocations.	October 1999
2.	The assistant superintendent for Business Services instructs the director for Budgetary Services to develop a strategy to decentralize the budget process.	October 1999
3.	The director for Budgetary Services reviews the existing allocation formulas to determine how they can be consolidated.	October 1999- January 2000
4.	The director for Budgetary Services conducts workshops to inform budget unit heads, principals, and other staff with budget responsibilities about the revised allocation formulas.	February-April 2000
5.	The director for Budgetary Services conducts training sessions with principals and budget unit heads on how to develop their budgets using broader resource allocations.	April - September 2000
6.	The director for Budgetary Services revises the budget instruction manual to include the revised budget allocation formulas.	October- November 2000
7.	The director for Budgetary Services uses the broader allocation formulas in developing the budget.	January 2001

FISCAL IMPACT

This recommendation could be implemented at no cost to the district. Although some administrative savings would be achieved from processing fewer budget transfers, actual savings are impossible to calculate.

FINDING

KISD's board approves budget amendments involving transfers between functional categories *after* transfers have been made. This practice violates TEA's *Financial Accountability System Resource Guide*, (FASRG) Section 2.10.5 of FASRG, which states, "*Budget amendments are mandated by the state for budgeted funds reallocated from one function*

level, and state and/or federal project to another." The amendments are sometimes the result of unexpected expenditures in individual categories. Some occur because campus improvement funds are budgeted in one function, but for flexibility and to facilitate site-based decision making, campuses are allowed to move these funds. If a district wishes to increase an appropriation at the functional level, a board-approved amendment is required.

Campuses request budget transfers online. Budgetary Services reviews these requests and either approves, disapproves, or cancels them. The budget specialist keeps a running tabulation by fund and function of those budget transfer requests that require board approval. The district estimates that about 1,000 budget transfer requests are made each year that require board approval. The board approves these requests every three or four months, in some instances after the transferred funds have already been spent. The district believes that it would be an administrative burden and a disruption to campus operations if amendments were approved beforehand. However, the existing practice reduces board control and does not follow state guidelines.

As shown in **Exhibit 7-11**, most of KISD's peer districts require approval of budget amendments, involving transfers between functions, before expenditures are made. Only KISD and Copperas Cove ISD obtain board approval after the transfer. Interestingly, both of these districts allocate campus funds to specific object codes, while none of the other peer districts do.

Exhibit 7-11
Board Approved Budget Amendments
1998-99

District	Board Approves Before Transfer	Board Approves After Transfer
Killeen		x
Copperas Cove		x
Temple	x	
Irving	x	
Lubbock	x	
Pasadena	x	
Spring Branch	x	

Source: Interviews with peer budget departments.

Recommendation 60:

Submit budget amendments to the board for approval each month and require amendment approval before expenditures are made.

The district should comply with TEA guidelines on approving budget amendments. Timely approval of budget amendments offers a protection against excessive and unauthorized spending. Amendment approval after the fact defeats this safeguard and should be avoided.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the director for Budgetary Services to draft budget amendment procedures requiring board approval before transfers between functions.	October 1999
2.	The superintendent places the draft budget amendment procedures on the board agenda for review and approval.	November 1999
3.	The board adopts the new budget amendment procedures.	November 1999
4.	The board modifies its policies on budget amendments to reflect the new procedures.	December 1999
5.	The director for Budgetary Services communicates the new policies and procedures to budget unit heads, principals, and other staff with budget responsibilities.	December 1999
6.	The new budget amendment policies and procedures go into effect.	December 1999

FISCAL IMPACT

This recommendation could be implemented at no cost to the district.

FINDING

One of the district's goals for 1998-99 was to, "...create and provide access to meaningful, professional development within the context of a learning organization." To advance this goal, the district conducted financial workshops at the beginning of 1998-99 for campus financial clerks, budget clerks, secretaries, and other staff with accounting and budget responsibilities. Each financial area made a presentation covering topics related to their specific function. For example, Budgetary Services made presentations on the budget code format and budget amendment

procedures, while Accounts Payable reviewed vendor payment and employee reimbursement procedures.

In spite of this workshop, personnel from Budget, Accounts Payable, Payroll and others with financial responsibilities still expressed a need for more formal training. Clerks believed they needed more training particularly in light of the district's growth and recent staff turnover. According to the TSPR survey of KISD's principals, assistant principals, and central administrators, 34 percent of principals and assistant principals, and 46 percent of central administrators thought that campus administrators were not well trained in fiscal management techniques.

One of the problems with district-sponsored training is that employees who need the training rarely make time or have adequate incentive to attend training sessions. Fortunately, training opportunities are available outside of the district for some employees. The Texas Association of School Business Officials (TASBO) offers professional certification programs for school business administrators, officials, and specialists for the State of Texas. There are three tiers of certification with the highest tier requiring the greatest qualifications. Many of the district's budget and accounting clerks could qualify for the lowest tier, which would lead to certification as a Certified Texas School Business Specialist. As clerks complete the training, they would become certified in district policies and procedures in areas such as:

- Budget Development,
- Purchasing,
- Accounts Payable,
- Travel Policy,
- Fixed Asset Accounting,
- Warehouse Procedures,
- Cash Management,
- Work Orders, and
- Computers and Technology.

A certification program provides assurance that financial clerks are knowledgeable about state and district financial policies and procedures, thereby making them more effective employees. To become certified, employees must: (1) have two years of school business experience; (2) have been a member of TASBO for at least one year prior to applying for certification; (3) complete the required coursework track; (4) satisfy various character and application requirements.

Successful applicants have two years to complete the program after which they must maintain their certification. To renew their certification, recipients must meet TASBO's continuing education requirements.

Recommendation 61:

Require budget and accounting clerks to work towards certification as a Texas School Business Specialist and provide incentives, including rewards after completion.

Incentives and rewards could include district contributions towards the cost of certification, additional vacation days for each course requirement completed, and a compensation bonus upon certification.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the assistant superintendent for Business Services to develop incentives for budget and accounting clerks to apply with TASBO to become Certified Texas School Business Specialists.	October 1999-December 1999
2.	The TASBO certification program is described to budget and accounting clerks, along with the incentives available to employees who successfully complete the program.	January 2000
3.	KISD's first class enrolls in TASBO certification programs.	September 2000

FISCAL IMPACT

TASBO's annual membership fee, which is based on annual salary, is \$65 per year if annual salary is less than \$30,000, \$85 if it is between \$30,000 and \$39,999, and \$100 if it is over \$40,000. Seven courses are required for Texas School Business Specialist certification at a cost of \$100 per course. Plus, there is a \$40 fee to apply for certification after the coursework, which candidates have 24 months to complete. If the district pays a one-time bonus of \$300 upon completion of the program, all costs could be summarized as follows:

Annual Costs	
Annual Membership Fee (mid-range)	\$85
Course Fees	
First Year	\$400
Second Year	\$300
One time Costs upon Completion	
Application Fee	\$40

Bonus	\$300
Total	\$1,125

Assuming two clerks participated in the program per year, the cost would be \$170 in the first year because of the requirement to be a member of TASBO for at least one year before applying for certification, \$1,140 in the second year, \$1,910 in the third year, and \$2,760 in each year thereafter, as shown in **Exhibit 7-12**. In addition, savings from increased knowledge and efficiency among accounting clerks would certainly accrue to the district.

Exhibit 7-12
Annual Costs of TASBO Certification

Staff Joining Program	Year 1	Year 2	Year 3	Year 4	Year 5
1	\$85	\$485	\$385	\$425	
2	\$85	\$485	\$385	\$425	
3		\$85	\$485	\$385	\$425
4		\$85	\$485	\$385	\$425
5			\$85	\$485	\$385
6			\$85	\$485	\$385
7				\$85	\$485
8				\$85	\$485
9					\$85
10					\$85
Total	\$170	\$1,140	\$1,910	\$2,760	\$2,760

Source: TSPR.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Require budget and accounting clerks to work towards certification as a Texas School Business Specialist and provide incentives, including rewards after completion.	(\$170)	(\$1,140)	(\$1,910)	(\$2,760)	(\$2,760)

FINDING

KISD produces an official budget document that could be improved. Some pages are difficult to read either because the print is too small or the copy quality is poor. In addition, fonts are not consistent throughout the document, reducing its visual appeal. Finally, the superintendent's overview of the district's finances, goals, and future outlook and a background section on Killeen/Fort Hood economy are the only narrative in the document.

A school district's budget is most effective when it helps both district staff and the community at-large to understand the inner workings of the district. School districts have an opportunity to "tell their story" when their budgets communicate what is behind and beyond the numbers. A budget document has three major purposes: a communications device, a policy document, and a financial plan.

The Association of School Business Officials (ASBO) and the Government Finance Officers Association (GFOA) are two national organizations that promote excellence in the form, content, and presentation of budget documents through budget award programs. The primary difference between the ASBO and the GFOA programs is that ASBO's program is specifically designed for school districts, while GFOA's program is designed for any governmental entity. These programs establish a number of criteria for exemplary budget documents and provide certification awards to governmental entities with budget documents that meet the criteria. Many school districts across the country use the criteria to apply for the award, but some use it merely to improve their budget document's content, format, and presentation.

The director for Budgetary Services recognizes the shortcomings of the district's budget document but believes the district lacks sufficient resources to produce a document that meets ASBO or GFOA standards. Although the district may lack the internal resources to produce a budget document that meets ASBO or GFOA standards, it may be able to tap into external resources, students from Central Texas College, for example, who could perform this function.

Some school districts form cooperative alliances with local colleges and universities that benefit college students and the district. For example, El Paso ISD's (EPISD) Internal Audit Unit has partnered with the University of Texas at El Paso in a program designed to assist students in their career choices and give them practical work experience before they graduate. The university sponsors the program, which is known as Cooperative Education (Co-op). The Internal Audit Unit hires interns through this program to assist with campus activity fund audits in the summer and to

help the district improve its budget document. During 1996-97, EPISD's Internal Audit Unit was recognized as the Co-op's Local Employer of the Year. Many of the students who worked with Internal Audit have gone on to careers in accounting, business, and finance in the El Paso area.

Recommendation 62:

Produce a budget document that serves as a communications device, policy document, and financial plan.

The district should use the ASBO and GFOA criteria as a guide to enhance the content, format, and presentation of its budget document. Financial data should be clarified using charts, tables, larger fonts, written analysis, and executive level summaries. Color contrasts, graphics, and texture could also be used to make the document more visually appealing. In addition, the district should explore the possibility of engaging local college students in the process of producing a budget document that meets ASBO and GFOA criteria. Local college students could, under the supervision of district personnel, conduct interviews, produce graphs, and perform analysis. The district and the students would derive mutual benefits from this collaborative effort.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services directs the director for Budgetary Services to establish an alternative budget format.	January 2000
2.	The director for Budgetary Services enlists the assistance of local colleges to develop a work/study program involving college students interested in helping the district improve its budget document.	January-March 2000
3.	The director for Budgetary Services and the director for Financial Services develop a work plan for college students enrolled in the budget improvement project.	May 2000
4.	Work begins on improving the budget document.	May 2000-May 2001
5.	The director for Budgetary Services submits the district's 2001-2002 budget document for ASBO and GFOA certification.	October 2001

FISCAL IMPACT

This recommendation could be implemented at no cost to the district if the program is structured to provide course credit instead of financial compensation for the students' services. If not, the district could hire the

students during the summer, as did El Paso ISD. The fiscal impact would then depend on how the program was structured and how many students participated.

B. EXTERNAL AND INTERNAL AUDITING

Section 44.008 of the Texas Education Code requires school districts to undergo an annual audit of their financial statements. A certified public accountant must perform the audit, which must comply with generally accepted accounting principles and other standards promulgated by various agencies such as the Governmental Accounting Standards Board (GASB), the Office of Management and Budget, and the American Institute of Certified Public Accountants (AICPA).

Audit objectives vary depending on the type of audit performed. School district audits may be financial or compliance related. Financial audits are designed to provide reasonable assurance that the financial statements fairly present the district's financial position, results of operations, and cash flows in conformity with generally accepted accounting principles. Compliance audits may include determining whether the district has adhered to the specific requirements of state and federal granting agencies.

A local certified public accounting firm performs the district's annual financial and compliance audit. Audit fees for 1997-98 were \$45,200. An additional \$8,000 was spent for auditing campus activity funds. Although external audits are required as a matter of law, many Texas school districts also recognize the need for an internal audit function.

Internal auditing is considered an essential function in both government and corporate organizations. Internal auditors carry the work of external auditors a step further. While external auditors are primarily concerned with the financial aspects of the organization, internal auditors help management improve the organization's performance through compliance with organizational policies and procedures, evaluation of internal controls, and identification of inefficient, unproductive, and fraudulent processes.

KISD's auditors issued a qualified opinion on the district's 1997-98 financial statements. When auditors issue a qualified opinion, they are in effect saying that the financial statements comply with GAAP *except for* a certain condition. The auditors qualified their opinion due to insufficient audit evidence to support disclosures related to the year 2000 issue. The qualified opinion was in response to a rule the GASB issued in October 1998 regarding year 2000 disclosures. The rule required governmental entities to provide disclosures in the notes to financial statements on the status of their year 2000 compliance. The rule was effective for financial statements for which the auditor's report was dated after October 31, 1998.

FINDING

KISD's annual financial report is exemplary. In fact, the district has received GFOA's Certificate of Achievement for Excellence in Financial Reporting and ASBO's Certificate of Excellence in Financial Reporting every year since 1989-90. These certificates are presented to government units whose reports achieve the highest standards in governmental accounting and financial reporting. These standards require clarity, comparability, and completeness.

The certification programs are concerned with the efficient and effective communication of financial information, not financial health or conformity with accounting standards. An entity could have serious financial problems, receive an adverse audit opinion, and still receive the award as long as such problems are clearly communicated and presented. To receive the award, the financial report must, "communicate clearly the government unit's financial picture to enhance understanding of the logic underlying the traditional governmental financial reporting model and ... address ... user needs."

COMMENDATION

KISD has received certificates of achievement from the Association of School Business Officials and the Government Finance Officers Association for its annual financial report every year since 1989-90.

FINDING

The board wants to use only qualified local firms to perform its annual audit. District officials believe the district's auditors, who have been engaged for the past 18 years are capable. As a result, the district does not periodically issue a Request for Proposal (RFP) for audit services. No state or federal law requires an RFP to be issued for audit services; however, some school districts issue RFPs periodically as a matter of policy. RFPs issued periodically promote competition among auditing firms and give school districts the opportunity to consider firms that might have fresher ideas, keener insights, and lower prices.

The district's long-standing relationship with its auditors does not violate any laws or TEA guidelines. However, it could create a perception in the public's mind that the auditors lack independence. Auditing standards require auditors to maintain independence so that the public will know the auditor's opinions, conclusions, judgments, and recommendations are impartial. The question of whether auditors should be rotated periodically to ensure their independence is debated in the auditing profession.

Some argue that a periodic change of auditors brings fresh views and new perspectives. Some believe the rotation of auditors after a guaranteed

maximum engagement period enhances their independence because it removes the auditor's fear of being dismissed during the period. Others contend that a long-term, ongoing relationship with a particular auditor is better because mandatory rotation increases audit costs and reduces audit quality over time. They say that the benefits of audit firm rotation can be achieved through internal rotation of the firm's audit staff.

TSPR reviewed the auditor rotation policies and practices of KISD's peer districts. Three issue an audit RFP periodically, but none have a mandatory rotation policy. On average, the peers have engaged a single audit firm for eight years, a fairly strong contrast with KISD's 18-year relationship, as **Exhibit 7-13** shows.

Exhibit 7-13
Audit Services RFP and Auditor Rotation Policies
KISD and Peer Districts

Question	Killeen	Copperas Cove	Pasadena	Spring Branch	Lubbock	Temple	Irving
Does the district have a mandatory auditor rotation policy?	No	No	No	No	No	No	No
How often does the district issue an RFP for auditing services?	Never	Never	Never	Never	Every 5 Years	Every 5 Years	Every 3 Years
How long has the district engaged its present auditors?	At least 18 years	At least 15 years	At least 5 years	At least 12 years	At least 10 years	4 years	3 years

Source: TSPR Interviews with peer district financial staff, May 1999.

Although many school districts issue an RFP for auditing services periodically, most do not have a mandatory auditor rotation policy. Those districts that issue a periodic RFP recognize the benefits of a taking a "fresh look" at the auditing services provided. The balance between quality and cost is more effectively managed when competition is encouraged and qualified firms are afforded the opportunity to offer the same or better services at a reduced cost.

TEA's *Financial Accountability System Resource Guide* prescribes a model audit RFP that is designed to provide both the district and the auditing firm the information necessary to understand and evaluate the services to be performed. The Government Finance Officers Association-a national organization that seeks to improve the quality of governmental accounting, auditing, and reporting- has published an *Audit Management Handbook* to help governments procure quality audit services. The handbook suggests 24 steps to preparing an RFP that meets the needs of the governmental entity as well as the proposing firm.

Recommendation 63:

Establish a policy to issue a Request for Proposal for auditing services every five years.

The district should issue an RFP for auditing services at least every five years to widen its choices and allow other firms the opportunity to propose for the contract. By restricting its audit contract award to a single local firm, the district may be denying itself the fresh perspective of other firms as well as the opportunity to obtain the same or better services at a reduced cost.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Business Services to draft a policy requiring the issuance of an RFP for auditing services every five years.	January 2000
2.	The superintendent reviews and approves the draft of the policy.	January 2000
3.	The superintendent places the policy on the board agenda.	March 2000
4.	The board reviews and adopts the RFP policy.	March 2000
5.	The assistant superintendent for Business Services instructs the director for Financial Services and the director for Purchasing Services to develop the first RFP for auditing services under the	April 2000

	new policy.	
6.	The director for Purchasing Services issues the first RFP for auditing services under the new policy.	May 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The district does not have an internal audit function. The director for Financial Services said the district had an internal auditor several years ago, but the position, which reported to the assistant superintendent for Business Services, was converted to an administrative assistant position. The internal auditor resigned. The individual in the administrative assistant position is not an auditor.

An internal audit function, when organized and operated properly, provides management and the board of trustees with competent evaluations of an organization's system of internal control. Such evaluations assess compliance with laws and regulations, the quality of performance of assigned responsibilities, the reliability and integrity of information, the safety of assets, and the efficient and economical use of resources.

It is unusual for a district KISD's size not to have an internal audit function. In the past, the State Auditor's Office has recommended an internal audit function for districts with enrollment of 5,000 students or more; KISD has an enrollment of almost 29,000 students. As shown in **Exhibit 7-14**, KISD is the only district among its larger peers without an internal audit function.

**Exhibit 7-14
Peer District Internal Audit Staffing**

District	Number of Students	Total 1997-98 Expenditures	Internal Audit Function	Number of Internal Auditors
Pasadena	40,895	\$268 Million	Yes	1
Spring Branch	30,880	\$218 Million	Yes	1
Lubbock	30,111	\$187 Million	Yes	1 full time 1 part time

Killeen	28,725	\$178 Million	No	0
Irving	27,173	\$171 Million	Yes	Outsourced
Temple	8,690	\$75 Million	No	0
Copperas Cove	7,318	\$48 Million	No	0

Source: Peer District Surveys, May 1999.

A KISD internal audit function could address various issues internally. For example, each activity fund could be audited annually instead of every four years as they are now. Additionally, KISD has paid for external audit services which an internal auditor could have handled. For example, in December 1998, TASBO conducted a performance review of the district's payroll function at a cost of \$7,000. An internal auditor could have performed the review and monitored recommendations and improvements on an ongoing basis. Further, accounting for fixed assets has been a problem that has plagued the district. Internal auditors could help develop fixed asset policies and procedures and conduct cycle counts of fixed assets. Finally, an internal audit function could help strengthen existing controls over areas with high volumes of cash receipts, such as food services.

Some of the responsibilities of an internal auditor could include the following:

- Auditing activity funds;
- Reviewing departmental operations;
- Reviewing cash receipts and disbursements;
- Reviewing assets;
- Reviewing and testing internal controls;
- Auditing construction contracts and activity;
- Reviewing purchasing procedures and compliance with bid rules;
- Assisting external auditor;
- Testing electronic data processing controls and systems; and
- Special projects assigned by the board when and if concerns surface.

Recommendation 64:

Establish an Internal Audit function that reports directly to the board's finance committee.

The district should hire an internal auditor who would adhere to the Standards for the Professional Practice of Internal Auditing and the Code of Ethics developed by the Institute of Internal Auditors.

A board-approved internal audit charter should establish the position. The internal audit charter provides the functional and organizational framework within which the department serves the Board of Trustees and management. It empowers the internal audit function and allows broad, unrestricted access to every facet of an organization's infrastructure. It describes the purpose, authority, responsibility, and reporting relationships of the internal auditing program. The finance committee should review the charter, and the board should approve it. A sample charter can be obtained from the Institute of Internal Auditors.

The auditor also should develop an audit plan, including a risk assessment, which the finance committee should approve. Finally, audit results should be reported directly to the finance committee.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director for Budgetary Services to create a budget position for an internal auditor.	October 1999
2.	The board approves the internal auditor position.	November 1999
3.	The superintendent directs the executive director for Personnel Services to develop a job description for an internal auditor.	November 1999
4.	The board's finance committee approves the job description.	November 1999
5.	The executive director for Personnel Services posts the position.	November 1999
6.	The superintendent and assistant superintendent for Business Services interview candidates for the position.	November-December 1999
7.	The successful candidate develops a mission statement, internal charter, audit plan, and general work programs.	January 2000
8.	The finance committee approves the internal auditor's mission statement, charter, and audit plan.	February 2000
9.	The internal auditor prepares and submits internal audit reports to the board's finance committee.	February 2000 and ongoing

FISCAL IMPACT

The estimated fiscal impact to begin and maintain an internal audit function is presented in

Exhibit 7-15. The benefits of having an internal auditor could at least partially offset some costs. For example, the auditor could help the external auditors during the annual audit, possibly reducing the cost. Moreover, special projects, such as TASBO's payroll performance review, would be performed internally and save project fees.

**Exhibit 7-15
Estimated Internal Audit Function Costs**

Position	Initial Costs	Annual Costs
Internal auditor (salary of \$45,000 plus benefits of \$2,228 per year. Salary prorated over eight months the first year.)	\$31,485	\$47,228
Professional library	\$1,200	\$300
Continuing education (40 hrs per year @ \$25 per hour)	\$667	\$1,000
Annual conferences (one per year)	\$300	\$600
Computer and related equipment	\$3,500	\$500
Total Estimated Costs	\$37,152	\$49,628

Source: Estimates based on TSPR phone interviews with peer district auditors, and sales brochures from The Institute of Internal Auditors.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Establish an Internal Audit Function that reports directly to the board's finance committee.	(\$37,152)	(\$49,628)	(\$49,628)	(\$49,628)	(\$49,628)

C. ACCOUNTS PAYABLE AND PAYROLL

Accounts payable and payroll operations are critical functions in any organization, especially a school district. Goods and services must be acquired and paid for if the district is to continue educating the community's children. Vendors, particularly local vendors, expect to be paid on time and for the correct amount. Payroll represents the largest operating expenditure of most school districts. Employees also must be paid correctly and promptly. Moreover, legal mandates must be fulfilled, such as those related to payroll tax withholding, reporting, and filing payroll information with appropriate governmental agencies.

KISD's accounts payable function is staffed with a supervisor and five clerks. The Accounts Payable supervisor reports to the director for Financial Services. Accounts payable processed 18,976 purchase orders and 16,119 miscellaneous payment requests during 1997-98. This amount is a conservative estimate because multiple invoices usually are processed for each purchase order or miscellaneous payment.

The payroll function is staffed with a supervisor and three clerks. The payroll supervisor also reports to the director for Financial Services. Payroll processed checks for approximately 4,121 employees during 1997-98, not including substitutes or temporary positions. Employees are paid once a month, 77 percent through direct deposit. Actual payroll cost for 1997-98 reached \$100,984,167, which is 56 percent of total expenditures, and equal to the peer district average. **Exhibit 7-16** compares KISD and peer district payroll costs as a percentage of total expenditures.

Exhibit 7-16
Summary of 1997-98 Actual Payroll Costs
KISD and Peer Districts

District	Total Payroll Costs	Percentage of Total Expenditures
Copperas Cove	\$30,074,588	62%
Irving	\$100,511,321	59%
Spring Branch	\$129,222,385	59%
Lubbock	\$107,049,229	57%
Killeen	\$100,984,167	56%
Pasadena	\$144,562,425	54%
Temple	\$33,683,361	45%

Average without KISD	\$92,298,211	56%
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Source: TEA 1998 PEIMS Data.

Region 10 performs computer processing for accounts payable and payroll functions under an outsourcing contract with the district. Processing for these operations will be brought back in-house because the district purchased new software for its critical financial functions such as payroll, accounts payable, and purchasing. Plans are to implement the payroll module during the summer of 1999 and the accounts payable module by August 2000.

FINDING

The accounts payable and payroll functions do not have an updated procedures manual. The current manuals have been used for eight to 10 years and have not been updated for about three years. Procedure manuals provide accounting staff detailed procedures for performing critical accounting and reporting functions. Procedure manuals also provide directions on the correct way to process specific transactions, and they serve as a training tool for new employees. In addition, procedure manuals provide a source of continuity and a basis for uniform processes and procedures. This function is very important, particularly when there is high turnover among accounting clerks.

Recommendation 65:

Update accounts payable and payroll accounting procedure manuals.

Written procedure manuals should be updated to establish consistent accounts payable and payroll practices that meet state laws and guidelines. The manual should emphasize desk level operations as well as incorporate relevant aspects and requirements of the entire process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services instructs the director for Financial Services and the director for Budgetary Services to document all critical accounting processes.	October 1999
2.	The director for Financial Services and the director for Budgetary Services develop a draft procedure manual that includes manual as well as computerized accounting	November-February 2000

	processes.	
3.	The assistant superintendent for Business Services approves the final procedure manual and distributes it to all accounting staff.	March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

District accounting processes are paper driven and manually intensive. As a result, they are inefficient and clerks must work overtime to keep up with a demanding and ever increasing workload. Morale is low, particularly in the payroll area. Contributing to the problem is the fact that many clerks have been in their position for a relatively short time, due to recent staff turnover within the Financial Services Department. One payroll clerk, who had worked in the payroll area for two years, resigned May 31, 1999. This lack of tenure creates even more work-related stress because the newer clerks still have much to learn. For example, four of five accounts payable clerks have been in their position less than two years; two have been with the district only five months. Moreover, the district added one middle school and two elementary schools at the beginning of 1998-99 and has plans to convert two ninth grade centers to high schools in the fall of 2000. However, the number of accounts payable and payroll clerks has remained the same.

KISD's ratio of payroll staff to district employees is 1 to 1,028 compared to an average of 1 to 833 for the peer districts, as shown in **Exhibit 7-17**. Each of KISD's payroll clerks works 37 hours of overtime per month more than any other peer district, and have, on average, two years less experience than their peer district counterparts. Further, among the peer districts, KISD and Lubbock ISD are the only two districts with more than 3,000 employees that do not have an automated timekeeping system. However, Lubbock ISD's ratio of payroll staff to district employees is 1 to 884 compared to 1 to 1,028 for KISD. **Exhibit 7-17** presents a comparison of KISD and peer payroll workload statistics.

**Exhibit 7-17
Summary of Payroll Workload Statistics
KISD and Peer Districts**

District	Payroll Staff	District Employees	Ratio of Payroll Staff to	Automated Payroll System	Payrolls per Month	Monthly Overtime per	Payroll Employee Average
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			Employees			Clerk	Tenure
Pasadena	4	4,933	1:1,233	Yes	2	0	12 Years
Killeen	4	4,110	1:1,028	No	1	*37 hours	7 Years
Irving	4	3,200	1:800	Yes	3	0	13 Years
Temple	2	1,362	1:681	No	3	5 hours	5 Years
Copperas Cove	3	1,200	1:400	No	1	0	7 Years
Spring Branch	4	4,000	1:1,000	Yes	2	0	8 Years
Lubbock	4	3,536	1:884	No	3	0	6 Years
Average Without Killeen	4	3,039	1:833	N/A	2	1 hour	9 Years

Source: KISD Payroll Department and Peer District Surveys.

** Does not include the payroll supervisor's 1998-99 overtime of 345 hours.*

In addition, during fiscal 1997-98, each of KISD's accounts payable clerks processed an estimated 7,019 payment transactions. Based on a 232-day contract, each clerk processes an average of one transaction every 16 minutes. The average for peer districts is 6,548 payment transactions per accounts payable clerk and one transaction every 18 minutes. In addition, KISD's accounts payable clerks work 30 hours more overtime per month more than their peer district counterparts and have, on average, five years less experience. **Exhibit 7-18** presents a comparison of KISD and peer accounts payable workload statistics.

Exhibit 7-18
Summary of Accounts Payable Workload Statistics
KISD and Peer Districts

District	A/P Staff	Payment Transactions	Payment Transactions per Clerk	Time to Process One Transaction	Monthly Overtime per Clerk	Average Tenure
Pasadena	6	47,154	7,859	14 minutes	10 hours	5 Years
Lubbock	3	22,477	7,492	15 minutes	0 hours	8 Years

Killeen	5	35,095	7,019	16 minutes	30 hours	1 Year
Temple	1	6,700	6,700	17 minutes	0 hours	7 Years
Irving	5	32,000	6,400	17 minutes	0 hours	5 Years
Copperas Cove	3	12,862	4,287	26 minutes	0 hours	2 Years
Spring Branch	3	not reported	N/A	N/A	0	10 Years
Average without Killeen	4	24,239	6,548	18 minutes	2 hours	6 Years

Source: KISD Accounts Payable Department and Peer District Surveys.

TSPR learned that lack of automation is perhaps the primary contributor to inefficient manual processes, increased workload, burdensome overtime, and low employee morale. For example, cash receipts, timecards, and several large journal entries are all processed manually. At the superintendent's request, the Texas Association of School Business Officials (TASBO) performed a payroll study for the district last fall. The report dated December 14, 1998 observed that:

"The Payroll Department staff members are under considerable pressure to produce an accurate payroll for more than 4,400 employees and approximately 250 substitutes each month using labor intensive manual processes.... Improvements can be made quickly by automating several processes; however, it will be necessary to make these improvements in phases.... Expanding utilization of the current system and implementation of automation to handle absences, substitute pay and hours worked will make it possible for the current staff to produce the payroll until major changes to the system become a reality."

As mentioned previously, the district contracts with Region 10 for computer processing of various accounting functions including payroll, accounts payable, and general ledger. The director for Financial Services said that due to a lack of technical support, the district does not use several available Region 10 applications that might eliminate some manual processes. The following is a list of examples:

- Automated cash receipting application,
- Bank reconciliation application,
- Lunchroom application,
- Payroll absence tracking system, and
- Human resources database.

The district plans to discontinue its relationship with Region 10 and bring accounting transaction processing back in-house. The district will undergo a systems conversion from Region 10 to Campus America, a software package. The district had planned to implement the payroll module this summer, but that date has been pushed back to September. However, the executive director for Technology Services was not optimistic about meeting even this deadline. Given the critical nature of the payroll module and the difficulty of its implementation, it is not unrealistic to assume that the "go live" date could be postponed again. However, no matter when the implementation is completed, the system will require extensive customization and retrofitting because it is designed for colleges and universities, not school districts.

The director for Financial Services is unfamiliar with the new system's capabilities and does not know to what extent it will automate manual processes because the Financial Services Department had little, if any, meaningful participation in the software selection process. The district has not paid for the software yet and plans to test it first. If it does not meet KISD's needs, it will be returned.

In the meantime, the department must manage its workload. To relieve the pressure, the director requested two additional clerks in the 1998-99 budget, one for payroll and one for accounts payable. The request was denied; yet the pressure continues unabated with no relief in sight.

The district pays its employees once a month. Teachers, paraprofessionals, and other salaried employees are considered prorated employees. If a prorated employee is hired after the first of the month, they receive a prorated check at the end of the month. However, hourly employees, such as crossing guards, custodians, part-time cooks, part-time bus drivers, and other auxiliary staff must wait more than a month after they are hired to receive their first paycheck. Each paycheck thereafter is paid a month in arrears. This practice could be a contributing factor to the high rate of turnover in auxiliary positions.

To address this apparent inequity, the board has requested Payroll implement a biweekly payroll for auxiliary employees. However, to do so, before payroll is automated and streamlined, might spell disaster for a process that is already overburdened with just one payroll. A biweekly payroll would increase the burden from one payroll per month to at least three. The payroll supervisor said even a special payroll, run so that new biweekly employees would not have to wait more than a month to receive their first paycheck, would burden an already overtaxed department.

Exhibit 7-19 presents a summary of the manual and automated payroll process.

Exhibit 7-19
KISD's Monthly Payroll Process

Payroll Processing Step	Manual or Automated
1. Calculation of professional absences, professional leave, and dock of pay; supplemental hours; substitute teacher hours; auxiliary worker and temporary worker hours.	Manual
2. Match supplemental pay timecards, substitute teacher pay sheets, and temporary worker timecards to pay authorizations.	Manual
3. Input absences, timecards, and substitute pay sheets into system.	Manual
4. Verification of new employees on the payroll system.	Manual
5. Remove terminated employees from the system.	Mixed
6. Run payroll edit reports.	Automated
7. Correct discrepancies.	Manual
8. Run payroll, prepare direct deposit file for bank.	Automated
9. Business Services prints and distributes checks and direct deposit statements.	Mixed

Source: KISD Payroll Department.

The district has recognized the need for an automated solution since 1995. At that time, the district purchased a computerized timekeeping system and began a pilot program in the Transportation Services Department with the intention of expanding it to other auxiliary areas. The system has not been fully implemented because the district is still evaluating timekeeping system vendors.

Transportation employees clock in and out; however, the system is not integrated with payroll and the data generated from clocking in and out is not used. Transportation Department employees also must sign in. From these sign-in sheets, timecards are prepared and submitted to the Payroll Department.

Timekeeping systems increase productivity by eliminating manual processes such as filling out timesheets, processing timesheets, entering payroll data, and calculating leave balances. Badge readers located at selected sites within the district collect attendance data. Employees simply swipe their

bar-coded badge ID through the reader. The existing system has a capacity for 1,500 employees on a five-person network.

In addition, the district has an automated substitute caller system, but it is not interfaced with payroll. This issue was raised in the TASBO payroll study. If timekeeping and attendance systems were fully automated, the payroll process would be significantly improved and streamlined.

Recommendation 66:

Implement an automated timekeeping system and create an electronic interface between the payroll and substitute caller systems.

Before beginning a biweekly payroll, the district should first implement an automated timekeeping system. The district also should hire a part-time payroll clerk (secretary III) to help reduce overtime pay and relieve some of the workload burden in the Payroll Department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director for Financial Services and the executive director for Personnel Services to implement an automated time and attendance system for auxiliary employees.	October 1999
2.	The superintendent instructs the director for Financial Services to coordinate with the executive director for Personnel Services and the director for Computer Services to create an electronic interface between the payroll and substitute caller systems.	October 1999-February 2000
3.	The director for Financial Services gets approval to hire a part-time payroll clerk.	December 1999
4.	A part-time payroll clerk is hired.	January 2000
5.	The director for Financial Services and the executive director for Personnel Services train all employees on the automated time and attendance system and substitute caller system.	February-May 2000
6.	The director for Financial Services and the executive director for Personnel Services implement the automated time and attendance system and substitute caller system throughout the district.	June-July 2000

FISCAL IMPACT

There would be no fiscal impact to implement an automated substitute caller system, since the district already has one in place; they're just not using it for all employees. However, there would be a cost to fully implement the automated timekeeping system. Preliminary cost estimates for an automated timekeeping system is \$229,500. The cost of the system would be partially offset by savings from increased processing efficiency. The district should be able to eliminate payroll overtime pay beginning with the second year of system implementation. During 1998-99, the Payroll Department incurred approximately \$10,000 in overtime costs. The cost to hire a part-time payroll clerk would be \$6,412 annually (928 hours X \$6.91 an hour = \$6,412). It would cost the district \$4,275 in the first year if the clerk was hired in January 2000.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Eliminate overtime pay in Payroll.	\$0	\$10,000	\$10,000	\$10,000	\$10,000
Purchase an automated timekeeping system.	(\$229,500)	\$0	\$0	\$0	\$0
Hire a part-time payroll clerk.	(\$4,275)	(\$6,412)	(\$6,412)	(\$6,412)	(\$6,412)
Total Savings (Cost)	(\$233,775)	\$3,588	\$3,588	\$3,588	\$3,588

D. ACTIVITY FUNDS

Activity fund monies are collected and spent to benefit individual schools and their students. There are two types of activity funds common to Texas public schools. The first type, campus activity funds, are generated from school pictures, vending machine revenues, commemorative items, and similar items. These funds benefit the entire campus and are subject to the district's purchasing rules.

The second type, student activity or club funds, represent monies collected and disbursed by student organizations for various student-related activities such as student council, class funds, and booster clubs. These funds are raised and spent exclusively to benefit students under the supervision of professional school staff. In Texas, school districts are the custodians for these funds and provide for their proper accounting. KISD schools maintain a single bank account for both campus and student fund monies. Separate accountability for these funds is established through the bookkeeping system.

FINDING

The district's activity fund manual establishes controls, guidelines, procedures, and forms for the proper accounting and safeguarding of activity funds. Each bank account must have a minimum of three authorized signers, one of whom must be the principal. Any two of the three authorized signatories may sign checks. A student officer, typically the treasurer, and the club sponsor initiate requisitions for the expenditure of student activity funds. The principal, and in certain circumstances the assistant superintendent for Education Services, approve all purchase requisitions.

To further safeguard activity funds, the district's accounting firm audits a sample of student activity accounts each year. Included in the sample are schools that had a change of principal or bookkeeper during the year, schools with a high volume of activity, and schools that had compliance problems during the previous audit. In addition, Financial Services conducts spot checks of activity funds during the year using the accounting firm's audit checklist. Findings from these "mini audits" become topics for discussion during activity fund training sessions conducted during the summer. The school principal is responsible for the management of activity funds. Typically, the principal's secretary actually keeps the books.

COMMENDATION

KISD has established an effective system for reviewing and controlling activity funds.

FINDING

TEA's *Financial Accountability System Resource Guide* requires external auditors to perform annual audits of activity funds. In addition, internal auditors perform these audits in those districts that have an internal audit function. KISD does not have an internal audit function, but its external auditors conduct activity audits on a sample basis to determine compliance with KISD's activity fund policies and procedures. During 1997-98, the auditors conducted reviews at 16 campuses and plan to review activity funds at 17 campuses as part of the 1998-99 audit. Campuses are selected based on the following criteria:

- Campuses with turnover of principal or financial secretary;
- Funds with unusual activity in monthly financial reports;
- Funds the administrative staff requests for review; and
- Random selection of others based on the level and nature of activity.

Exhibit 7-20 lists activity fund account balances as of August 31, 1998 and identifies those schools subjected to audit from 1995-96 through 1998-99. As the exhibit shows, 29 of KISD's campus activity funds have been subjected to audit only once in the last four years. KISD's goal is to audit activity funds every three years. Typically, districts subject each activity fund to audit at least once every two years.

Exhibit 7-20
KISD Activity Fund Balances
As of August 31, 1998

Campus	Balance on August 31, 1998	Times Audited During Last Four Years
Ellison High School	\$67,227	4
Killeen High School	\$41,244	4
Career and Technology Education	\$35,584	2
Killeen High Ninth Grade Center	\$28,863	4
Ellison High Ninth Grade Center	\$27,522	4

Fairway	\$20,521	1
Nolan	\$17,921	1
Willow Springs	\$14,625	1
Peebles	\$13,934	1
Palo Alto	\$13,250	1
Manor	\$12,438	3
Sugar Loaf	\$12,214	1
Rancier	\$11,695	1
Cedar Valley	\$10,791	1
Bellaire	\$10,411	2
Haynes	\$10,038	1
Eastern Hills	\$8,573	3
Meadows	\$7,306	1
Harker Heights	\$6,778	3
Venable Village	\$6,291	1
Hay Branch	\$5,899	1
Mountain View	\$5,532	1
Clarke	\$5,382	2
Smith	\$4,903	1
Pershing Park	\$4,790	1
Clifton Park	\$4,677	1
East Ward	\$4,368	1
Nolanville	\$4,345	1
Brookhaven	\$4,329	1
West Ward	\$4,323	1
Clear Creek	\$3,421	1
Duncan	\$2,992	1
Reeces Creek	\$2,974	1
Fowler	\$2,766	1
Marlboro	\$1,639	1

Liberty Hill	\$1,195	1
Trimmer	\$873	1
Deaf Education	\$661	0
Alternative Center	\$344	0
Special Education	\$97	0
Montague Village	\$0	1
Total	\$442,736	

Source: KISD Financial Services Department.

Recommendation 67:

Audit each campus' activity fund at least once every two years.

The district should audit activity funds at least once every two years. If the district elects to have an internal auditor, the audits of the activity funds could become the responsibility of the internal auditor. Otherwise, the district should contract with their external auditor to do this.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services instructs the external auditors to include a two-year rotation schedule for activity fund audits in their audit plan.	October 1999
2.	The external auditor prepares a two-year rotation schedule for activity fund audits.	June 2000
3.	The external auditor implements the rotation schedule.	June 2000

FISCAL IMPACT

The district would pay about \$500 per school in activity fund audit fees if there were no internal auditor. The district would audit 14 schools per year beginning in 1999-2000. To maintain a two-year audit cycle per school, the number of audits per year would need to be increased from 14 to 21, an increase of seven audits per year. Seven audits at \$500 each yields a fiscal impact of \$3,500 per year in additional audit fees (7 x \$500 = \$3,500). This estimate assumes the district continues to outsource activity fund audits. If the district hired an internal auditor, this cost would be absorbed in the auditor's annual salary.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Audit each campus' activity fund at least once every two years.	(\$3,500)	(\$3,500)	(\$3,500)	(\$3,500)	(\$3,500)

FINDING

As part of their annual audit of activity funds, the auditors issue a report of their findings to the superintendent as well as to those schools included in the audit. Schools judged "not in compliance" must submit a corrective action plan to the superintendent and are subject to audit again the following year. However, there are no policies or procedures for consistent noncompliance. The auditors judge each school's level of compliance using the rating scale shown in **Exhibit 7-21**.

Exhibit 7-21 Activity Fund Compliance Audit Rating Scale

Rating Scale	Explanation
Substantial compliance-no, or insignificant, exceptions.	Funds were kept in almost perfect compliance, with all documentation complete. Due to reliance on small samples, almost any exception precluded this classification.
Substantial compliance-future improvement encouraged.	Exceptions were found but were of the type that are expected in processing information, etc., they were not blatant, and there was no concern over propriety.
Substantial compliance-improvement must be made.	Exceptions were found that were of the type that are expected in processing information; however, there was no improvement in comparison to the prior year.
Not in compliance-improvement must be made.	Exceptions were numerous and appeared due to gross negligence or willful disregard of policy. Principal asked to provide a written response to the superintendent and applicable assistant superintendent explaining steps that will be taken to ensure future compliance.
Not in compliance-exceptions considered significant.	Exceptions were numerous and appeared due to gross negligence or willful disregard of policy, but of a more severe level. Other factors include: failure to correct prior conditions; lack of cooperation; appearance of possible or known improprieties. Principal asked to provide a written

	response to the superintendent and applicable assistant superintendent explaining steps that will be taken to ensure future compliance.
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Source: KISD Auditor's Activity Fund Audit Report.

During the 1995-96 audit, one school was rated "not in compliance-improvement must be made," but improved its rating to "substantial compliance-future improvement encouraged" in 1996-97. During the 1996-97 audit, four schools were found to be non-compliant, two of which were found non-compliant again in 1997-98. **Exhibit 7-22** shows the progress of those schools found out of compliance over the past three fiscal years.

**Exhibit 7-22
Summary of Schools Out of Compliance**

Schools Rated "Not in Compliance"	1995-96 Rating	1996-97 Rating	1997-98 Rating
Clarke Elementary	Not in compliance-improvement must be made	Substantial compliance improvement encouraged	Not audited
Manor Middle	Not audited	Not in compliance-exceptions considered significant	Not in compliance-exceptions considered significant
Eastern Hill Middle	Substantial compliance-insignificant exceptions	Not in compliance-improvement must be made	Substantial compliance improvement encouraged
Bellaire Elementary	Not audited	Not in compliance-improvement must be made	Substantial compliance improvement encouraged
Harker Heights Elementary	Not audited	Not in compliance-improvement must be made	Not in compliance-improvement must be made

Source: KISD Auditor's Activity Fund Audit Report.

Recommendation 68:

Develop corrective measures for consistent non-compliance with activity fund policies and procedures.

Consistent non-compliance with activity fund policies and procedures should not be tolerated. The purpose of policies and procedures is to ensure that activity funds are properly accounted for and that the district fulfills its custodial responsibilities with respect to student activity funds. The district should develop corrective measures for consistent non-compliance with activity fund policies and procedures. Moreover, principals should be held accountable when policies and procedures are not followed.

Suggested corrective measures for schools consistently rated "not in compliance" are shown by degree of severity in **Exhibit 7-23**.

**Exhibit 7-23
Suggested Corrective Measures
for Schools Consistently Rated "Not in Compliance"**

Degree of Severity	Corrective Measure
*First Offense	Submit a corrective action plan to the superintendent and subject school to audit again the following year.
Second Degree	Submit a corrective action plan, require principal and bookkeeper to attend quarterly training sessions followed by "mini audits" conducted at the end of the quarter in which the training takes place, and subject school to audit again the following year.
Third Degree	Reassign responsibility for custodianship of activity funds from the bookkeeper to another qualified individual, and make compliance with activity fund policies and procedures a key component of the principal's performance evaluation.

Source: TSPR Review Team.

**Current procedure*

There must also be a clear definition of theft that will result in immediate termination whether it is a first offense or it is discovered as a consistent issue of non-compliance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the assistant superintendent for Business Services to develop corrective measures for schools that are consistently out of compliance with activity fund policies and procedures.	October 1999
2.	The assistant superintendent for Business Services prepares a draft of proposed corrective measures.	November 1999
3.	The superintendent reviews the proposals and approves a final draft of corrective measures.	December 1999
4.	The assistant superintendent for Business Services informs campus principals and financial clerks of the corrective measures and receives confirmation that they are understood.	January 2000-February 2000
5.	The assistant superintendent for Business Services sets the effective date the measures will go into effect.	March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Campuses maintain their own accounting records. Most use a popular accounting software package to account for activity fund transactions. However, six campuses keep their books manually, and one uses a different accounting software package. Manual bookkeeping is more difficult than computerized bookkeeping and is less efficient. Reports and reconciliations can be prepared quicker and easier using accounting software. Moreover, data storage and retrieval and is easier and more efficient.

Recommendation 69:

Require all schools to use a standardized computer software to account for activity funds.

The information age brings with it the ability to process huge volumes of data quickly. The district should require every school to convert from a manual to a computerized bookkeeping system and use the same accounting software to account for activity funds so that funds can be more easily audited. This conversion would ensure that every school uses the same software and would also ensure a more efficient process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services instructs the director for Financial Services to convert schools from manual to computerized activity fund accounting systems and provide training to campus accounting personnel who need it.	October 1999
2.	The assistant superintendent for Business Services instructs the director for Financial Services to ensure that all schools use the same software package for activity fund accounting.	November 1999
3.	The director for Financial Services identifies the software package all schools are required to use and notifies them of the conversion deadline as well as the favored package.	November 1999
4.	The director for Financial Services provides conversion assistance to schools and develops training workshops for bookkeepers that require it.	December 1999 and ongoing

FISCAL IMPACT

This recommendation could be implemented with minimal resources. The cost of most popular low-end accounting software is about \$120. Seven campuses need to convert either from a manual system or a different accounting package. Therefore, the one-time fiscal impact would be approximately \$840.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Require all schools to use computerized software to account for activity funds and to use the same software package.	(\$840)	\$0	\$0	\$0	\$0

E. TAX COLLECTIONS

Assessing and collecting school district property taxes is an important function involving different entities with distinct responsibilities. School districts develop and adopt their tax rate while county appraisal districts appraise the value of property within the district. The tax rate that school districts adopt consists of two components: (1) a maintenance and operations component for meeting operating costs; and (2) a debt service component to cover the costs of indebtedness. The combined rate is applied to the assessed property value to compute the district's total levy.

Some districts collect their own property taxes, while others contract with other entities, such as the city or county. Bell County collects property taxes for KISD and 25 other jurisdictions within the county. Each month, the county appraisal district provides the district a tax collection report. During peak collection periods, it is not unusual for the district to receive daily remittances. An attorney collects KISD's delinquent property taxes.

The district's 1998-99 assessed tax rate was \$1.458 per \$100 of assessed property value. Property values are important determinates of school funding not only at the local level but at the state level as well. In fact, there is an inverse relationship between local property wealth and state aid. The greater the property wealth of the district, the greater the amount of revenue raised locally, but the lower the amount of state aid.

As shown in **Exhibits 7-24** and **7-25**, KISD had the lowest 1997-98 tax rate among its peer districts. Moreover its property value per student is lower than that of the state and peer districts. **Exhibit 7-25** shows that while KISD has the lowest property value per student, it received the most state aid per student.

KISD's 1997-98 debt component was zero. Instead of raising debt service funds through the tax rate, the district used state guaranteed yield funds for debt service. Debt service is the amount a school district must pay each year on money it has borrowed. It includes payments of both interest and principal. State guaranteed yield funds provide additional support to school districts that impose a levy beyond a specified rate. These funds may be used for maintenance and operations, capital out lay, or debt service.

Exhibit 7-24
KISD 1997-98 Tax Rate

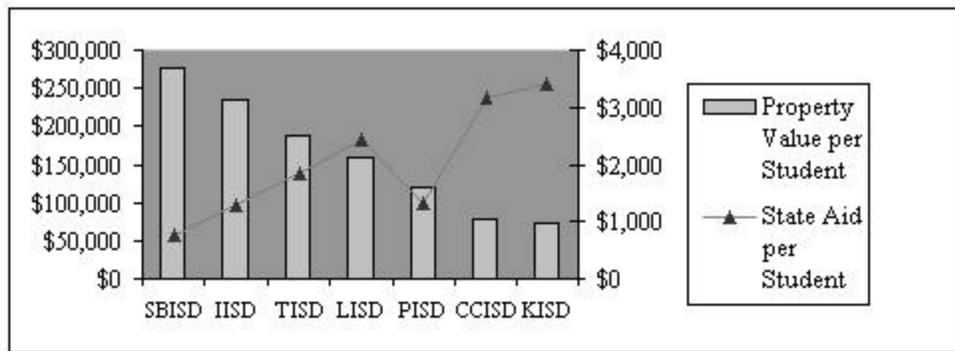
		Tax Rate*	
	Tax Base	Debt Service	

District	per Student	M&O		Total
Spring Branch	\$277,392	\$1.64	\$0.18	\$1.81
Irving	\$235,077	\$1.40	\$0.25	\$1.65
Temple	\$187,906	\$1.43	\$0.24	\$1.67
Lubbock	\$159,616	\$1.40	\$0.17	\$1.57
Pasadena	\$120,220	\$1.33	\$0.20	\$1.52
Copperas Cove	\$77,966	\$1.35	\$0.04	\$1.39
Killeen	\$73,712	\$1.35	\$0.00	\$1.35
State Average	\$182,154	N/A	N/A	N/A

Source 1997-98 AEIS Data.

*Rounded to nearest hundredth.

Exhibit 7-25
KISD and Peer Districts
1997-98 Per Student Property Values and State Aid



Source 1997-98 AEIS and Snapshot Data.

FINDING

KISD's tax collection experience is comparable to that of its peers. Approximately 98 percent of the 1997-98 levy was collected during the year. On August 31, 1998, unpaid taxes represented about 5 percent of the 1997-98 levy. This delinquency rate is slightly higher than the peer average of 3 percent. **Exhibit 7-26** compares KISD's collection and delinquency rates to those of the peer districts.

Exhibit 7-26
1997-98 Tax Collections and Delinquencies
KISD and Peers

District	Collection Rate	*Delinquency Rate
Killeen	98%	5%
Temple	98%	5%
Irving	99%	4%
Pasadena	97%	3%
Copperas Cove	99%	3%
Spring Branch	98%	2%
Lubbock	98%	2%
Peer Average	98%	3%

Source: KISD and Peer Audited Financial Statements.

**Represents unpaid taxes as of August 31, 1998 as a percentage of the 1997-98 tax levy.*

The district has an inter-local agreement with the Bell County appraisal district who contracts with an Austin law firm to collect delinquent taxes. However, KISD does not have a tax collection policy to guide the activities of the delinquent tax attorney. Such a policy would specify the district's position on initiating lawsuits for back taxes and for dealing with foreclosures and the sale of delinquent properties. In the absence of such a policy, decisions that directly affect KISD are, by default, left to the attorney.

Recommendation 70:

Establish a delinquent tax collection policy for the district.

These policies would address procedures for seizing and handling the property of delinquent taxpayers, including those that have been obtained by the district in lawsuit judgments.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services meets with the	November
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	Bell County tax assessor and develops a recommended tax collection policy and guidelines for pre-judgment and post-judgment collection steps to be followed by the outside law firm.	1999
2.	The assistant superintendent for Business Services presents the new policy to the superintendent for review and input into procedures.	January 2000
3.	The superintendent presents the new policy and guidelines to the board for approval.	February 2000
4.	The assistant superintendent for Business Services conveys the new policy to Bell County and the law firm for immediate implementation.	February 2000
5.	The assistant superintendent for Business Services begins holding quarterly collection meetings to receive a progress report on delinquent tax collections.	Ongoing

FISCAL IMPACT

The district should establish a goal of reducing its property tax delinquencies by 1 percentage point from 5 percent of the 1997-98 levy. The savings would be \$280,692 (1997-98 levy = \$28,069,177 x

1 percent). The district should realize 50 percent of the full benefit of this recommendation beginning in 2000-01 and 100 percent in subsequent years.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Establish a delinquent tax collection policy.	\$0	\$140,346	\$280,692	\$280,692	\$280,692

Chapter 8. PURCHASING AND WAREHOUSE SERVICES

This chapter examines the purchasing and warehousing functions of the Killeen Independent School District (KISD) in three sections:

- A. Purchasing
- B. Warehouse Services
- C. Textbooks

Purchasing functions within a school district should ensure that supplies, equipment, and services are purchased from the right source, in the right quantity, at the lowest price, and in accordance with Texas purchasing guidelines. Each purchase should meet this criteria without sacrificing quality and timeliness. Warehousing operations include the receipt, storage, and distribution of a wide variety of goods, including school supplies, textbooks, and vehicle parts.

A. PURCHASING

KISD's Purchasing Department is responsible for purchasing all materials, supplies, equipment, and services and for ensuring the integrity of the district's competitive bidding process.

KISD's purchasing manual states the Purchasing Department's mission is "to facilitate and maximize the educational process by procuring goods and services which meet district specification with available fiscal resources at the lowest cost." This mission is accomplished through the following goals and objectives:

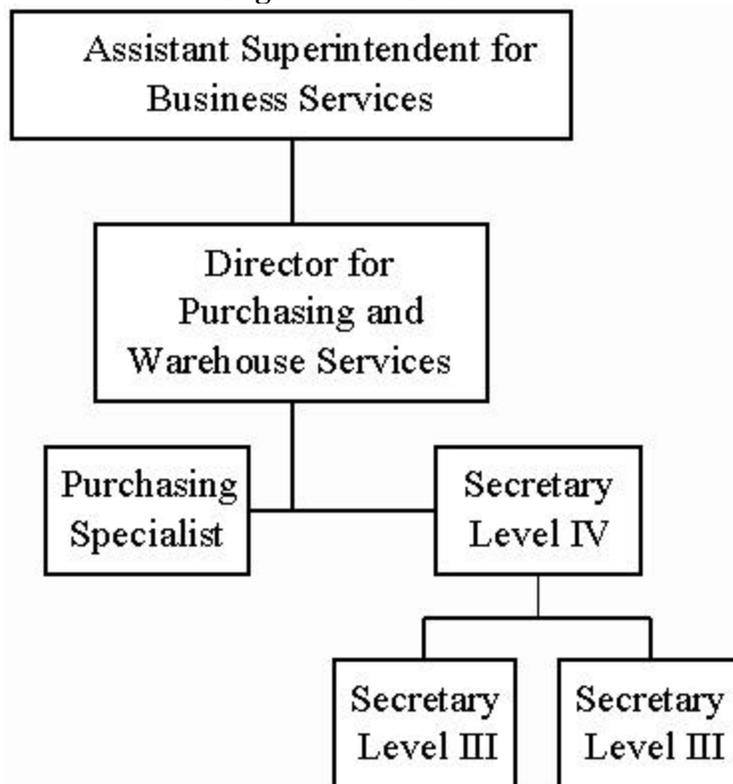
- provide a procurement process that is responsive to the needs of a dynamic, diverse, and complex public education organizational environment. This diverse environment includes instruction and numerous other support services ranging from maintenance service to food service to administrative service.
- maintain compliance with numerous purchasing statutes, policies, legal interpretations and procedures.
- seek to foster both good vendor relations and strong competition balanced by objective purchasing decisions.
- assist the district in withstanding scrutiny by diverse groups including those from the public, the media, state and federal agencies, and auditor through strict adherence to established

guidelines and consistency in record keeping, documentation and execution of procedure.

- interpret the many "gray" areas related to purchasing methods and procedures.

The Purchasing Department is overseen by the assistant superintendent for Business Services and managed on a day-to-day basis by the director for Purchasing and Warehouse Services, who reports directly to the assistant superintendent. The Purchasing Department has four full-time-equivalent positions (FTE's) excluding the director. The director's time is divided between purchasing and warehousing functions. **Exhibit 8-1** depicts the Purchasing Department's organization structure.

Exhibit 8-1
Purchasing Department
Organization Structure



Source: KISD Purchasing Department.

Exhibit 8-2 summarizes the Purchasing Department's operating budget.

Exhibit 8-2
KISD Purchasing Department Operating Budget
1996-97 through 1998-99

Category	1996-97 Actual	% of Budget	1997-98 Actual	% of Budget	1998-99 Budget	% of Budget
Payroll	\$153,881	79.7%	\$157,211	84.9%	\$162,379	85.2%
Purchased & Contracted Services	12,646	6.6	2,476	1.3	3,732	2.0
Supplies & Materials	20,613	10.7	19,902	10.8	15,935	8.3
Travel	2,013	1.0	1,632	.9	2,120	1.1
Fees/Dues/Advertising	3,870	2.0	3,894	2.1	6,385	3.4
Total	\$193,023	100%	\$185,115	100%	\$190,551	100%

Source: KISD Purchasing Department.

The Purchasing Department is responsible for processing:

- purchase requisitions (requests for purchases that are initiated by schools or departments and forwarded to the Purchasing Department for processing)
- competitive solicitations (vendors are contacted to request written prices for specific goods or services)
- quotations (vendors are contacted to get verbal prices for specific goods or services)
- competitive sealed bids (vendors submit a formal proposal to provide goods or services at a specified price through sealed documentation).

Exhibit 8-3 shows the number of purchase orders categorized by value and issued from September 1, 1998 through May 19, 1999.

**Exhibit 8-3
Purchases by Thresholds
1998-99***

Threshold	Number of Purchases	% of Purchases
\$0 - \$999	13,143	88.0%
\$1,000 - \$4,999	1,387	9.3%
\$5,000 - \$24,999	332	2.2%
\$25,000 and over	79	0.5%

*Source: KISD Purchasing Department.
9/1/98 through 5/19/99

When requesting a bid, the Purchasing Department must prepare an advertisement that briefly describes the item(s), where the bidding documents, plans or specifications may be examined, and the time and place where the bids will be opened. The requesting department must furnish detailed specifications to the Purchasing Department, along with its budget authorization and recommended sources of supply on a purchase order form or a controlled item request form, if appropriate.

After the bid has been prepared, it is furnished to suppliers. Suppliers may be added to the list if they submit their requests in writing to the Purchasing Department. If a vendor decides not to bid on an item, the vendor fills out a form asking to remain on the vendor list.

Items that historically cost more than \$25,000 in the aggregate are bid each year. The Purchasing director tracks other items that potentially may be greater than \$10,000-\$15,000 in the aggregate over a year. Based on prior-year spending, an item may be bid the next year if the aggregate annual spending level is expected to exceed the \$25,000 limit.

To requisition an item, each department or campus must enter purchase requests in the business computer system. A department or campus that wants instructional software enters its request into the computer system. The request is then routed to the Instructional Technology Department for approval.

Departments or campuses also enter their requests for non-instructional software items into the computer system, but the request is routed to the Computer Services Department for approval. The same process applies for non-stocked items. These processes are necessary to ensure that all the required site licensing is accomplished for the programs that are being requested.

Controlled items must be submitted on a six-part "controlled item purchase request" form to the Property Management Department. According to the Property Management handbook, a controlled item is a fixed asset inventory item that costs \$5,000 or less.

Once the form is filled out, it is routed to Budget, Property Management and Purchasing for approval. Only after the approval has been obtained will Purchasing enter the request in the computer system.

Exhibit 8-4 presents the number of purchase orders issued during the past three fiscal years.

Exhibit 8-4
KISD Number of Purchase Orders Issued
1996-97 through 1998-99

Fiscal Year	Total Purchase Orders
1996-97	17,150
1997-98	18,096
1998-99*	14,941

Source: KISD Purchasing department.

**9/1/98 - 5/19/99*

KISD makes purchases through competitive bids or through vendors on the Texas General Services Commission (GSC) contract list. Vendors who meet state requirements can have merchandise placed on this list, and districts can purchase from this list without engaging in a competitive bidding process.

FINDING

KISD conducts an ongoing review of its Purchasing Policies and Procedures Manual to identify possible improvements. Consequently, changes are made to facilitate the purchasing process for schools and departments. During spring 1999, the Purchasing director eliminated the necessity of filling out additional paperwork for controlled items that are stocked in the warehouse. These items may now be requested through the computer system without filling out the "controlled item purchase request" form. This change has reduced the paperflow through individual offices.

COMMENDATION

KISD reviews its Purchasing Policies and Procedures regularly, revising when necessary to make the purchasing process more efficient.

FINDING

KISD has an annual calendar that identifies when specific items are bid during the year. The calendar is based on historical experience allowing the district to purchase items on an as-needed basis and to spread the bid

process out over the full year rather than trying to bid multiple items at the same time. Based on prior knowledge, the Purchasing Department works with the departments on the bid documents and specifications. This allows KISD to manage Purchasing Department staff growth efficiently.

COMMENDATION

KISD has a schedule in place to make the bid process more efficient while using its resources effectively.

FINDING

Although KISD purchases with GSC, they do not participate in cooperative purchasing through Region 12 or the Central Texas Purchasing Cooperative. Participating in several cooperatives can allow districts to purchase supplies, materials, services, and commodities at lower costs by leveraging their buying power with other districts or governmental entities.

Central Texas Community College asked KISD to participate in the Central Texas Cooperative in 1997. The finance committee of the school board reviewed the request and decided not to participate in the cooperative. The committee was concerned that it would take too much time to participate and that the return, or savings, was not sufficient to offset the time required for participation.

When participating in other cooperatives, Purchasing determined the district could receive a better price by going out for bid separately. During June 1999, the Purchasing Department evaluated participation in the Harris County Education Department Purchasing Cooperative. Based on the department's research, the Purchasing director is recommending participation in that cooperative. Information on the cooperative has been provided to the assistant superintendent for Business Services to present to the board for action.

Recommendation 71:

Actively seek out and participate in purchasing cooperatives that help reduce the cost of goods and services.

The Purchasing Department should continue to evaluate its participation in cooperative purchasing groups. Participating in a purchasing cooperative provides an additional opportunity for the district to receive the best value for its purchasing dollar.

Continued evaluation of the fees and costs to participate in a cooperative should be included in the overall evaluation of a purchasing cooperative.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services presents the research and Purchasing Department's recommendation to participate in the Harris County Education Department Purchasing Cooperative to the school board for approval.	November 1999
2.	Upon approval by the school board, the Purchasing director fills out the appropriate paperwork to apply for participation in the cooperative.	December 1999
3.	The Purchasing director begins active participation in the Harris County Education Department Purchasing Cooperative as part of the overall purchasing process.	January 2000
4.	The Purchasing director evaluates possible participation in other cooperatives and recommends participation based upon research to the school board.	Ongoing

FISCAL IMPACT

Assuming a 2-percent cost reduction using 1997-98 total dollars of \$15,113,927 spent on purchase orders, an estimated savings of \$302,278 could be recognized by the district. Other districts queried for this review estimated cooperative purchasing saved them as much as 10 percent. The first-year savings are pro-rated for partial year implementation.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Actively seek out and participate in purchasing cooperatives that help reduce the cost of goods and services.	\$201,582	\$302,278	\$302,278	\$302,278	\$302,278

FINDING

KISD outsources the purchasing module of the business accounting system to Region 10. When the purchasing module was upgraded several years ago, some features were no longer available. For example, purchase orders with a dollar value over six digits cannot be entered on the upgraded version. Account Payable still processes open and contract purchase orders on the pre-upgrade version of the purchasing module.

Open and contract orders are used for monthly services (for example, utilities, linen service, and food items). The purchasing function is performed on two different versions of the same automated system software, each requiring separate maintenance and knowledge.

In addition, the purchasing module does not allow entry of more than 10 items per purchase on an order form. Due to this restriction, multiple purchase orders are used when more than 10 items are ordered. The restrictions on the number of items on a purchase order has created difficulty in ordering books for the libraries. For example, KISD librarians identified the limitation as a problem during interviews. Librarians are not allowed to attach a list with additional items from the same vendor. This practice presents increased work for district personnel as well as vendors. Several book vendors have complained that the practice is unusual. Book vendors have hesitated to bid with KISD because the additional work required by multiple purchase orders is not cost effective for the company.

Recommendation 72:

Develop a detailed list of purchasing system requirements so the district can ensure that the new purchasing software meets the district's purchasing needs.

A representative from purchasing should be included in the development of system requirements and software selection of a new system.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Purchasing director participates on the Software Selection Task Force.	November 1999
2.	The Purchasing director participates in user groups responsible for developing a detailed list of system requirements based on the business operations for the Purchasing Department and functions.	November-December 1999
3.	The Purchasing director as a member of the user group should review business processes and develop a list of system requirements based on the business requirements of the group.	January-March 2000
4.	The Purchasing director attends vendor demonstrations for potential software and prepares evaluations of potential software.	April 2000
5.	The Purchasing director as a participant on the Software Selection Task Force selects software most appropriate for KISD.	May 2000

6.	The Purchasing director as a participant on the Software Selection Task Force presents selection to the Steering Committee and to the KISD Technology Committee for final approval.	May 2000
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FISCAL IMPACT

There are no costs or savings for a Purchasing Department representative to participate in the development of system requirements.

FINDING

There are few controls in place to prevent a non-KISD employee from making a purchase at a Killeen area business and charging KISD for the item. To buy items at a local vendor, a direct payment request (DPR) may be used. When a school/department wants to purchase something from an approved local vendor, the employee gives the vendor a DPR number that the vendor will use as a purchase requisition number. The DPR number is a combination of the bid number and campus number. It is the vendor's responsibility to verify the individual is a KISD employee. KISD has notified local vendors that it is their responsibility to check identification. If there is no identification referenced on the paper work, the district reserves the right to refuse to pay for the items. Since the number is not unique when issued to the purchaser, a former employee or person who knows the system could make purchases from local vendors using a fabricated DPR reference number. Unauthorized purchases have occurred in the past. KISD handles each incident as a separate case.

A principal or department director must give permission to an employee to use a DPR. Then the employee purchases the item. When returning from the vendor, the employee provides the receipt and any other information to the designated person at the school/department.

The designated person then sends the DPR to the Purchasing Department to be entered on the system. Purchasing enters all DPRs on the purchasing system except for Plant Services, Food Services, and Transportation purchases. Plant Services, Food Services, and Transportation are issued a block of DPR numbers to purchase items needed for repair and maintenance. Once the item is purchased, the designated person in Plant Services, Food Services, and Transportation enters the information on the purchasing system. Purchasing can review this information at any time for accuracy and information.

Exhibit 8-5 presents the number of direct purchase requests processed for the past two fiscal years.

Exhibit 8-5
KISD Number of Direct Purchase Requests
1997-98 through 1998-99

Fiscal Year	Direct Purchase Requests
1997	22,511
1998	21,938
1999*	35,047

Source: KISD Purchasing Department.

**9/1/98 - 5/19/99*

Procurement cards are credit cards issued by the district to employees. Districts can set spending limits for each card at issuance and place restrictions on the types of purchases. Procurement card expenditures are paid monthly to the issuing bank in the form of one lump-sum payment. Cardholder payments can be reviewed daily, weekly, or monthly by both the cardholder and Accounts Payable staff.

Using procurement cards can significantly reduce the number of DPRs and payments processed annually. Texas A&M University, the University of Oklahoma, and Pasadena ISD use procurement cards. These cards have produced savings by reducing the number of purchase orders and payments, and by obtaining lower prices from their suppliers due to faster payment. Dallas ISD is implementing a procurement card system.

Recommendation 73:

Implement procurement cards for purchases at local vendors.

To implement a procurement card program, KISD should contract with a procurement card company. A procurement card program is included as part of the state's GSC contract. Bank of America provides the service through the contract. Working with Bank of America or other procurement card programs, billing is consolidated through one bill to accounts payable. There is also the potential of receiving a rebate if bills are paid within an identified time frame. All levels of government throughout the state use the program.

In addition, KISD should reassign one of its purchasing staff to manage the program. The reduction in DPRs will provide additional staff time that can be used to monitor the new program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Purchasing establishes a team of representatives from Accounts Payable, Purchasing, Warehouse Services, Accounting, and customer departments to develop a procurement card program.	November 1999
2.	The team members conduct site visits with local companies to evaluate the program and its benefits.	November 1999-January 2000
3.	The team members review card capabilities with major providers.	February 2000
4.	The team gains the approval of the assistant superintendent for Business Services to move forward with an RFP or negotiations through the state GSC contract.	February 2000
5.	The team submits the RFP.	March 2000
6.	The assistant superintendent approves the RFP.	March 2000
7.	The school board approves the recommended vendor from the RFP or negotiations through the state GSC contract.	April 2000
8.	The team establishes procedures and policies for the procurement card.	May 2000
9.	The Purchasing Department trains staff on how to use the cards and then distributes them.	June 2000
10.	The Purchasing Department pilots the procurement card program in several departments.	June-August 2000
11.	The director of Purchasing/Warehouse Services eliminates one Purchasing clerk position.	September 2001

FISCAL IMPACT

With procurement cards, the district could eliminate the processing of an average of 26,500 direct payment requests annually. It requires the transfer of one clerk's responsibilities from working on DPRs to working on the procurement card program.

Implementing the use of procurement cards could eliminate the need for one purchasing clerk, starting at the beginning of the third year of implementation. A purchasing clerk's salary is \$21,759, with benefits of \$2,228, per year, for a total of \$23,987.

Recommendation	1999-	2000-	2001-	2002-	2003-
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	2000	01	02	03	04
Implement procurement cards for purchases at local vendors.	\$0	\$0	\$23,987	\$23,987	\$23,987

FINDING

In 1997, there were 756 controlled items purchased for less than \$5,000. In 1998, there were 746 controlled items purchased for less than \$5,000. When purchasing a controlled item—depending on if it is stocked in the warehouse or not—there are two different processes that staff must follow. If the controlled item is not stocked in the warehouse, the requestor must fill out a six part "controlled item purchase request form." The request is then routed to Property Management, Budget, and Purchasing for approval.

If the item is in the warehouse, it may be requested over the computer system with approval made by Budget, Property Management, and Purchasing on the system. After the request has been approved, a purchase order is created. According to the coordinator for Property Management, the department defines a controlled item as a purchase of assets that cost less than \$5,000 with a life expectancy of two years or more. In 1998, 5 percent of purchase orders less than \$5,000 were for controlled items.

Recommendation 74:

Increase the threshold for processing additional paperwork on a controlled item purchased for more than \$1,000.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent authorizes the reduction of required paperwork for a controlled item that costs less than \$1,000.	November 1999
2.	The assistant superintendent for Business Services directs the director of Purchasing to eliminate the paperwork process for controlled items worth less than \$1,000.	November 1999
3.	The director of Purchasing eliminates the paperwork for controlled items worth less than \$1,000.	December 1999
4.	The director of Purchasing monitors the process.	Ongoing

FISCAL IMPACT

Reducing the paperwork requirement will increase efficiencies in the process, but the efficiencies are not quantifiable.

FINDING

KISD's policy requires a formal bid process on some items that are valued at more than \$10,000. Texas law requires individual school districts to conduct formal bidding on items purchased with a cumulative value of \$25,000 or more. For items over \$10,000, Texas law only requires Purchasing to obtain written quotes from at least three vendors, if available. The written quotation process for items that do not historically exceed \$25,000 annually would be less time-consuming than the formal bid process and would save KISD processing time.

During 1998-99, KISD formally bid 107 items. Of those items, 39 percent- or 42 items-were valued at less than \$25,000.

Recommendation 75:

Obtain formal bids on purchases valued at \$25,000 or more and written quotes for items that are valued at \$10,000-\$25,000.

To address the need for continued monitoring of purchases below this threshold, KISD should obtain written quotes for purchases worth more than \$10,000 that have not typically cost more than \$25,000.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent authorizes the policy change to obtain formal bids on purchases that are worth \$25,000 or more.	November 1999
2.	The assistant superintendent for Business Services directs the Purchasing director to change the policy.	November 1999
3.	The Purchasing director establishes the new procedures and changes the Purchasing Manual.	November 1999
4.	The Purchasing director communicates the policy change to the KISD community and all suppliers.	November 1999
5.	The Purchasing director monitors the process.	Ongoing
6.	The Purchasing director monitors items valued at between \$10,000 and \$25,000 to determine if any of the items could potentially cost more in the future and should be bid at that time.	Ongoing

FISCAL IMPACT

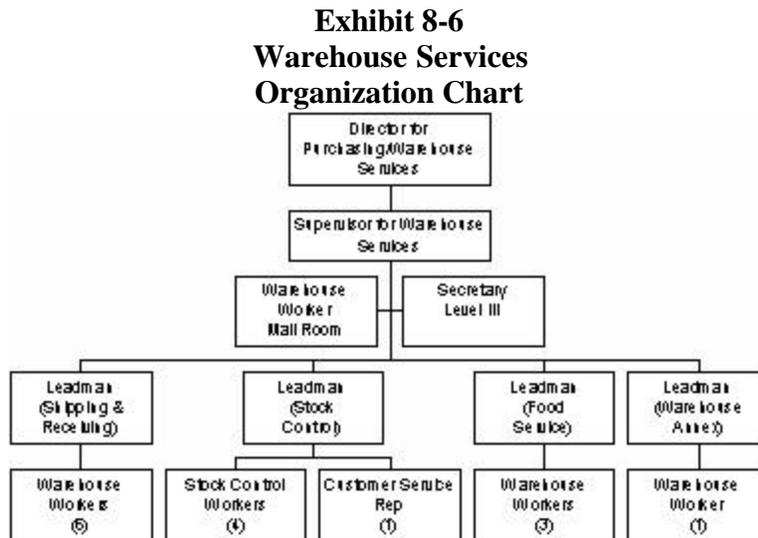
Obtaining formal bids on purchases that cost more than \$25,000 and written quotes for items valued at \$10,000-\$25,000 will result in

efficiencies. Any immediate future requests for hiring to process bids can be deferred due to the expected reduction in the number of bids.

B. WAREHOUSE SERVICES

An efficient warehouse operation should ensure purchases are received and accounted for in a central location; deliveries to campuses and departments are complete and timely; inventory levels are sufficient to meet requests for supplies; property and equipment are properly accounted for and, controlled; and surplus or obsolete property is properly disposed of and removed from district records.

The supervisor for Warehouse Services is responsible for the day-to-day operations of the unit and reports to the director of Purchasing/Warehousing Services. The warehouse operates with 22 full-time-equivalent (FTE) positions excluding the director and one part-time vocational education student. One FTE is assigned to the mail room operations. **Exhibit 8-6** depicts the Warehouse Services organizational structure.



Source: KISD Warehouse Services.

KISD warehouse operations are housed in three different locations. The Central Warehouse on East Veterans Memorial Boulevard consists of 23,000 sq. ft. for general supplies and 14,857 sq. ft. for food service commodities and supplies. The Warehouse Annex on North W.S. Young Drive consists of 13,328 sq. ft. for vehicle and other maintenance supplies. The Property Management Warehouse on Commerce is 16,220 sq. ft. for textbooks, audio-visual maintenance supplies, document retention, furniture refurbishment, audio video shop, and machine shop. It also stores surplus and obsolete items to be distributed to campuses and held for auction.

The Warehouse supervisor also oversees all mail functions excluding delivery which is handled by Transportation Services. The mailroom is located in the Warehouse Annex.

Exhibit 8-7 summarizes the Warehouse Services budget.

Exhibit 8-7
KISD Warehouse Services Budgeted Expenditures
1996-97 through 1998-99

Category	1996-97 Actual	% of Actual	1997-98 Actual	% of Actual	1998-99 Budget	% of Budget
Payroll	\$352,700	77.1%	\$376,190	77.0%	\$407,088	74.6%
Purchased & Contracted Services	52,065	11.4	62,755	12.8	77,967	14.3
Supplies & Materials	51,247	11.2	48,332	9.9	41,900	7.7
Travel	1,196	0.3	1,365	0.3	1,900	.3
Capital Outlay	0	0	0	0	16,980	3.1
Total	\$457,208	100%	\$488,642	100%	\$545,835	100%

Source: KISD Purchasing Department.

All deliveries are received at the Central Warehouse or Warehouse Annex shipping dock. Items are not delivered directly to the individual campuses or departments. Receiving clerks check all boxes received to ensure the number of boxes received matches with the shipping statement from delivery services. Receiving clerks check all boxes received to ensure that the contents are not damaged; log the delivery as received and enter the date of receipt on the automated purchasing/receiving system; and check each box against receiving reports and purchase orders for content and quantity.

If an invoice is included in the shipment, it is sent to Accounting. Items that must be shipped to schools and units are transferred to the distribution area where delivery tickets are prepared.

At the end of each day, the delivery tickets are given to Transportation for delivery to the campuses. The delivery staff for Warehouse Services work for the Transportation Department. The delivery staff transports the items, has the campus representative sign the delivery ticket, and leaves the

yellow copy of the delivery ticket along with all copies of the requisition routing tickets with the campus representative.

The Central Warehouse and Warehouse Annex conduct a cyclical inventory with a portion of the warehouse inventoried monthly. Each month, the warehouse supervisor determines which areas are to be inventoried. If a discrepancy of \$299 or more in the inventory exists, the Warehouse Supervisor conducts research to determine how and why. At the end of each inventory, the director for Purchasing/Warehousing reviews and forwards inventory adjustments to the director for Financial Services. The director for Financial Services ensures that the financial transactions have been posted to the general ledger. In addition, the district's independent auditing firm completes a sample audit of the warehouse inventory each year.

FINDING

KISD's central warehouse has a formal "picking system" to efficiently fill orders generated at the warehouse from requisitions that campuses/departments submit on-line. A "picking system" requires shelves and areas containing warehouse stock to be sequentially numbered to help the warehouse technicians retrieve stock. Orders from campuses and departments are printed on assignment sheets and assigned to warehouse technicians responsible for completing the order. Items stocked in the warehouse are assigned "locator numbers" which determine the shelf or area location of each item. The system is set up to efficiently use the workers' time and energy. The system is designed so workers can take items off the shelves to fill orders in a logical, orderly manner.

COMMENDATION

KISD's "picking system" facilitates removal of stock from warehouse shelves and ensures that orders are filled in an orderly, efficient manner.

FINDING

Transportation has seven warehouse delivery drivers who drive vans to deliver and pick up food, general supplies, mail and recycled materials between KISD facilities. These same positions are used by Transportation to fill daily vacancies for bus drivers. Because driving a bus takes precedence over driving a delivery van, Warehouse Services is sometimes unable to fulfill delivery and pick-up commitments. This situation has resulted in a large backlog of deliveries in the past.

According to the Warehouse supervisor, on May 1, 1999, employees from Transportation and Warehouse Services worked to reduce the backlog of deliveries by making deliveries on Saturday. The backlog occurred because drivers cannot make deliveries and drive a school bus. Within a week, there were pallets and carts awaiting delivery again, obstructing the aisles of the warehouse. The large number of packaged materials left in the warehouse delivery area and aisles affects the warehouse employees' safety as well as hinders the proper use of safety equipment provided to warehouse employees. Items to be packaged for an order may be inaccessible or difficult to reach due to materials waiting to be delivered.

Focus group comments also indicated that items were not received in a timely manner. Some of the comments that were made are as follows:

- "Purchasing delivers supplies very slowly, especially textbooks."
- "Purchasing is completely out of whack! And supplies are not delivered on time! This problem encourages employees to hoard supplies."

Recommendation 76:

Transfer the management, oversight, and budget responsibilities for delivery positions from Transportation to Warehouse Services.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent approves the transfer of all delivery drivers and services to Purchasing/Warehouse Services from Transportation Services.	November 1999
2.	The assistant superintendent for Business Services directs the director for Transportation Services and Purchasing/Warehouse Services to transition the delivery drivers and services to Purchasing/Warehouse Services.	November 1999
3.	The director for Transportation Services and director for Purchasing meet to plan the transition of delivery drivers and services to Purchasing/Warehouse Services.	November 1999
4.	Delivery drivers and services becomes a function of Purchasing/Warehouse Services.	December 1999
5.	The director for Transportation Services transfers the delivery function to the warehouse.	December 1999
6.	The director for Purchasing/Warehouse Services completes the transition and takes over the function of delivery drivers and delivery services for KISD.	January 2000

FISCAL IMPACT

This recommendation could be implemented within existing resources.

FINDING

Staffing levels at the warehouse are high in comparison to peer districts. KISD staffing does not include delivery drivers, but its staffing levels are the same as the peer districts that do include their delivery drivers as shown in **Exhibit 8-8**. KISD has 1,511 students for every warehouse employee. Peer districts reported ratios as low as 1,209 students and as high as 2,206 students per Warehouse Services employee. After adding the delivery drivers to the overall staffing, KISD's ratio is 1,105 students per employee. KISD's Warehouse Services is overstaffed.

Exhibit 8-8 summarizes the warehouse staffing levels of peer school districts.

Exhibit 8-8
Staffing Levels for Warehouse Services
Peer School Districts

Variable	Copperas Cove	Irving	Spring Branch	Lubbock	Killeen	Peer Average
Number of employees with stockroom duties	6	16	8	12	19	10.5
Number of employees with delivery and stockroom duties	N/A	3	6	8	7	5.6
Total Employees	6	19	14	20	26	14.8
Number of students enrolled 1997-98	7,316	27,173	30,880	30,111	28,725	23,870
Number of students per employee	1,219	1,430	2,206	1,506	1,105	1,613

Source: Survey of Peer Districts; KISD Warehouse Services.

Recommendation 77:

Eliminate four delivery driver positions and reassign delivery responsibilities to existing warehouse staff.

Incumbent delivery driver employees should be considered for filling vacancies in bus driver positions in Transportation. Reducing staff by four positions will bring KISD's student to employee ratio to one per 1,306 students, within the per district range.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent recommends eliminating four delivery driver positions to the school board.	November 1999
2.	The school board approves eliminating the positions.	November 1999
3.	The assistant superintendent for Business Services directs the Purchasing director to eliminate the four delivery driver positions.	November 1999
4.	The director for Purchasing/Warehouse Services eliminates four delivery driver positions.	November 1999
5.	The director for Purchasing/Warehouse Services reassigns the four delivery driver duties to existing warehouse staffing.	November 1999
6.	The director for Purchasing/Warehouse Services and supervisor of Warehouse Services monitor the shift in responsibilities.	December 1999- May 2000

FISCAL IMPACT

Delivery driver positions make an average of \$7.76 an hour plus benefits of \$2,228 and work eight hours a day for 260 days. $(7.76 \times 8 = 62.08 \times 260 = 16,141 + 2,228 = 18,369 \times 4 \text{ drivers} = \$73,476)$ Eliminating the four delivery drivers would result in a full-year savings of \$73,476 from reduced salary and benefits. The 1999-2000 impact is based on nine months of reduced salaries and benefits.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Eliminate four delivery driver positions and reassign delivery responsibilities to existing warehouse staff.	\$55,107	\$73,476	\$73,476	\$73,476	\$73,476

FINDING

The warehouse has slow-moving and obsolete inventory. Warehouse inventory levels are approximately \$1.5 million, a dollar limit set by KISD. If the inventory level goes over \$2 million, the director for Purchasing/Warehouse Services notifies the assistant superintendent for Business Services. The assistant superintendent reviews the situation and determines whether or not the inventory should be reduced. Some items on the shelf have not been requested since 1989.

The warehouse supervisor has taken approximately \$40,000 of slow-moving and obsolete items out of the inventory over the past year. However, there are 8,479 items still in the inventory that have not been requested since before 1995. These items are valued at \$12,187. The types of items included on the inventory listing include a USDA turkey breast, USDA spiral macaroni, and a 1979 Ford radiator as well as bolts, motors, and alternators. The values also vary from 3 cents to \$500. The district has committed money to inventory that is not being used, increasing the warehouse cost of maintaining these inventory items and tying up financial resources.

Recommendation 78:

Reduce inventory levels of slow-moving and obsolete stock and develop a process to monitor and purge obsolete inventory items.

Review any slow-moving or obsolete items that have not been requested in a year to determine if they should remain in the inventory. Some items may be required for older school buses or buildings or for maintenance purposes.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services directs the director for Purchasing/Warehouse Services to identify obsolete inventory.	November 1999
2.	The director for Purchasing/Warehouse Services produces a list of obsolete and slow-moving inventory.	November-December 1999
3.	The director for Transportation Services, director for Plant Services and director for Computer Technology review the list and determine if there are items that should remain in stock as replacement parts for current assets.	December 1999
4.	The director for Budgetary Services identifies funding source to write off the inventory.	January 2000
5.	The director for Purchasing/Warehouse Services prepares a	January

	recommended list of obsolete and slow-moving inventory to be removed.	2000
6.	The assistant superintendent for Business Services approves the items to be removed from inventory.	January 2000
7.	The director for Purchasing/Warehouse Services removes the items from inventory.	February 2000
8.	The director for Purchasing/Warehouse Services continues to review slow-moving and obsolete items annually and remove them from the inventory.	Ongoing

FISCAL IMPACT

By selling slow-moving and obsolete stock at 10 cents on the dollar, the district should generate an estimated \$1,218 (10 percent of \$12,187) in one-time revenue.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Reduce inventory levels of slow-moving and obsolete stock and develop a process to monitor and purge obsolete items.	\$1,218	\$0	\$0	\$0	\$0

C. TEXTBOOKS

The Texas Education Agency (TEA) is responsible for selecting and purchasing most of the textbooks used in Texas school districts. TEA buys textbooks from publishers and lends them to districts. TEA provides districts a list of recommended textbooks each year. A district's established textbook adoption committee then selects the textbooks the district will order. 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).

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 it compensates the state for the loss.

The coordinator of Property Management is responsible for textbook operations. Textbooks are delivered to the Property Management Warehouse. Textbook operations are staffed with one person. The textbooks are stored in book rooms on each individual campus with new or replacement textbooks received in the warehouse. The primary textbook functions performed by Property Management include estimating the number of textbooks needed by the district each year; preparing supplemental orders for additional textbooks from TEA; inventorying textbooks; distributing books to individual schools; tracking lost books; and, returning surplus books to TEA.

FINDING

Several schools in KISD did not have textbooks in the classrooms for the first six weeks of 1998-99. According to the principal and assistant principal survey conducted by the review team, 43 percent of principals and assistant principals disagree that textbooks are issued in a timely manner. KISD Property Management Services Handbook has policies and procedures for distributing textbooks. However, district personnel have not followed those procedures during recent school years, which has prompted delays in delivering textbooks to schools.

Focus group comments indicated there were classrooms without textbooks for up to six months after the beginning of the school year. One comment stated "some courses at Smith Middle School do not have enough textbooks for every student-even at the end of the year."

The current coordinator for Property Management has been with KISD since August 1998. The coordinator recognizes the procedures have not been followed in the past. To provide campuses the appropriate textbooks

during the fall, the coordinator and his staff transferred more than 7,600 books between the different campuses after the beginning of the school year.

Recommendation 79:

Follow the steps identified in the Property Management Services Handbook to issue, receive, and monitor district and campus textbook inventories.

The following steps in the handbook should be followed.

- Coordinate with Warehouse Services to ensure the delivery of student texts, teacher editions, and teacher support packages.
- Monitor and audit all student texts, teacher editions, and teacher support packages. All supplemental texts purchased with district funds will be added to district and campus inventories and subject to audit.
- Use the KISD Form 285-814 to document all textbook inventory transfers.
- Only authorize textbook transfers conducted through the district textbook coordinator.
- Conduct each year an orientation for all campus textbook custodians detailing their accountability for reviewing the procedures for transferring texts, maintaining campus textbook inventories, and preparing for the end-of-year audit. An orientation will be required for all campus textbook custodians who have not previously attended a textbook orientation.
- Request each year that principal/campus supervisors officially identify the individual whom will perform the duties of campus textbook custodian.
- Send a monthly printout of the campus textbook inventory to the appropriate campus textbook custodian to provide him/her an opportunity to reconcile differences in campus and district inventories during the month which they occur.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The coordinator for Property Management follows the different steps identified in the Property Management Services Handbook to issue, receive, and monitor district and campus inventories.	November 1999
2.	The coordinator for Property Management coordinates with Warehouse Services for delivery and pick up of textbooks.	December 1999
3.	The coordinator for Property Management monitors the processes used to make sure the policies are being followed.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

An accurate inventory of textbooks does not exist in KISD. Neither Property Management nor individual campuses have an accurate inventory count of textbooks in their possession. As part of the year-end closing process, Property Management meets with all of the schools to verify end-of-year counts. Both the schools and Property Management have inventory numbers, but the numbers do not match one another. TEA provides an inventory of the textbooks supplied to the district.

Exhibit 8-9 shows how much KISD has paid TEA for lost textbooks over the past three years. A final count for 1999 still is not available.

Exhibit 8-9
KISD State Textbook Losses
1995-96 through 1997-98

School Year	Total Losses
1995-96	\$40,089
1996-97	\$50,699*
1997-98	\$14,318
1998-99	\$83,010**
Average	\$47,029

Source: KISD Textbook Unit.

**\$22,119 carried over from 1995-96.*

***\$57,287 carried over from 1997-98.*

The coordinator for Property Management has identified the lack of an accurate inventory as a problem. The coordinator is working with his staff, the schools, and TEA to develop an accurate inventory to begin 1999-2000. An accurate inventory is required to verify the number of lost textbooks during the year, to distribute the textbooks between the schools based on those numbers, and to add or reduce the inventory based on enrollment.

Recommendation 80:

Develop procedures to track textbooks as they are moved in and out of inventory and between campuses.

The number of textbooks should be reconciled with the schools, and TEA's numbers. Procedures should be put in place to maintain the inventory as items are placed in and out of stock.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Assistant superintendent for Business Services directs the coordinator for Property Management to complete an inventory of textbooks in the warehouse.	November 1999
2.	Coordinator for Property Management completes an inventory of books in the warehouse.	November 1999
3.	Coordinator for Property Management spot checks the inventory in the campuses' book rooms to verify numbers. If the spot check shows a problem, a complete inventory of that campus' bookroom should be conducted.	December 1999
4.	Coordinator for Property Management should develop procedures to track textbooks as they are moved in and out of inventory and between campuses.	January 2000
5.	Coordinator for Property Management should reconcile all the inventory numbers between the schools, property management and TEA records.	January 2000

FISCAL IMPACT

Assuming an average reduction of 20 percent in lost textbooks, a savings could be achieved with an accurate inventory. The average payment to TEA for lost textbooks over the past four years is \$47,029. Estimating a 20-percent reduction in the average payment for lost textbooks, a full-year savings of \$9,405 would result. The first-year savings is a partial savings of \$6,270 assuming an accurate inventory is available for the second semester in January 2000.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Develop procedures to track textbooks as they are moved in and out of inventory and between campuses.	\$6,270	\$9,405	\$9,405	\$9,405	\$9,405

Chapter 9. COMPUTERS AND TECHNOLOGY

This chapter discusses the computers and technology function of the Killeen Independent School District (KISD) in four sections:

- A. Technology Planning
- B. Infrastructure, Hardware and Software
- C. Technical Support
- D. Staff Development

The responsibilities of the management information services (MIS) offices in Texas public school districts vary among districts. Some MIS offices support administrative staff, while others, such as at KISD, are responsible for supporting both administration and instruction.

Generally, MIS offices are responsible for the district's information technology infrastructure, including the implementation, support and administration of a district's wide area network (WAN); support for local area networks (LANs) in schools and administrative offices; and, in some cases, the districts' telephone system. MIS units that support instruction as well frequently administer the district's state technology allotment funds. In addition, they often help develop grant applications for technology-related projects and provide technology-related staff training.

To achieve its technology-related goals, a school district must have an organizational structure that encourages using and supporting new technologies. A well managed administrative technology and information services department is guided by a clearly defined mission plan, which is based on appropriate goals and organization; clearly assigned responsibilities; well defined procedures for developing new applications; and a customer service orientation to meet and anticipate user needs.

Instructional technology personnel must be knowledgeable about school operations and well trained in technologies used for instructional purposes; instructional networks; and integrating new technologies into the curriculum. The Curriculum and Instruction Department should be included in the instructional technology planning process to ensure that new initiatives support the learning process.

BACKGROUND

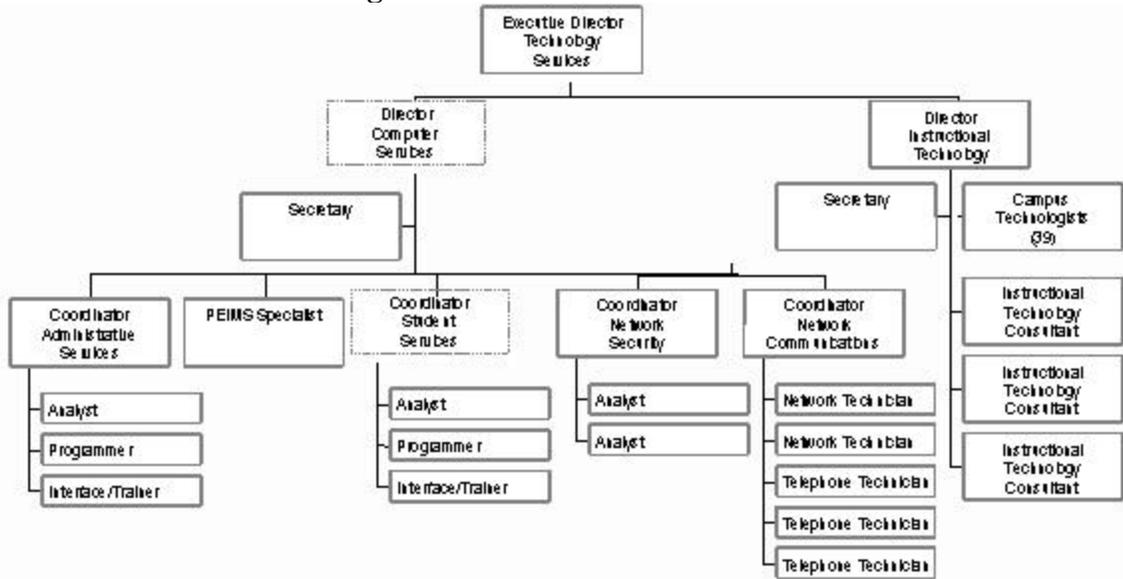
The Technology Services Department of KISD manages the district's telecommunications and administrative information systems and provides instructional technology and communications support. At the time of the

on-site review in May 1999, the Technology Services Department consisted of two primary units: Computer Services and Instructional Technology.

Exhibit 9-1 illustrates the organizational structure of the KISD Technology Services Department as of May 1999.

Exhibit 9-1

**KISD Technology Services
Organizational Chart**



Source: KISD Technology Services.

Note: The boxes outlined with dotted lines indicate open positions at the time of the on-site review.

At the time of the on-site review in May 1999, the KISD Technology Services Department was effectively operating without an executive director. Recently, the executive director had asked to be reassigned as director for Computer Services. On June 4, 1999, this request was granted. For the purposes of this report, however, this individual will continue to be referred to as the executive director because he was filling that position at the time of the on-site review. The executive director position was subsequently filled in July 1999.

The Technology Services Department historically has been understaffed. According to discussions with the department's management, turnover and staff reassignments have significantly affected the department. In addition, salaries have been insufficient to attract and retain talented employees. Turnover in the department and among user groups has created significant

training problems and also influenced the department's ability to provide the necessary support for the district.

The executive director for Technology Services spends a great deal of time performing activities that normally would be performed by lower level employees. At the time of the on-site review, the positions for director for Computer Services and the coordinator for Student Services were open. As a result, the executive director had been filling the role of executive director for Technology Services, director for Computer Services, and coordinator for Student Services until these positions are filled.

Exhibit 9-2 compares Technology Services staffing levels with those of its peer districts.

**Exhibit 9-2
Technology Staffing Levels
KISD versus Peer Districts 1998-99**

	Killeen	Copperas Cove	Pasadena	Irving
Number of Technology Support Personnel:	23	16	24	79
• Administrative Services	4	3	3	6
• Student Services	3	1	5	0
• Network Services	9	2	4	4
• Instructional Services	3	1	0	34
• Other	4	9	12	35
Number of Students	28,000	8,000	40,004	27,200
Ratio of Students/Technology Support Personnel	1,217:1	500:1	1,667:1	344:1
Number of District Employees	4,100	1,194	4,570	3,138
Ratio of District Employee/Support Personnel	178:1	75:1	190:1	40:1

Source: KISD and Peer District Data. Note: not all peer district's data available.

In April 1999, the executive director presented the board a plan to reorganize the department and add staff. A significant number of the staff requested was intended to maintain the current level of service. As the district grows, additional demands will be placed on support groups such as the Technology Services Department. As the district aggressively pursues technology initiatives, additional staff will be needed to address the users' needs for training, support, and maintenance.

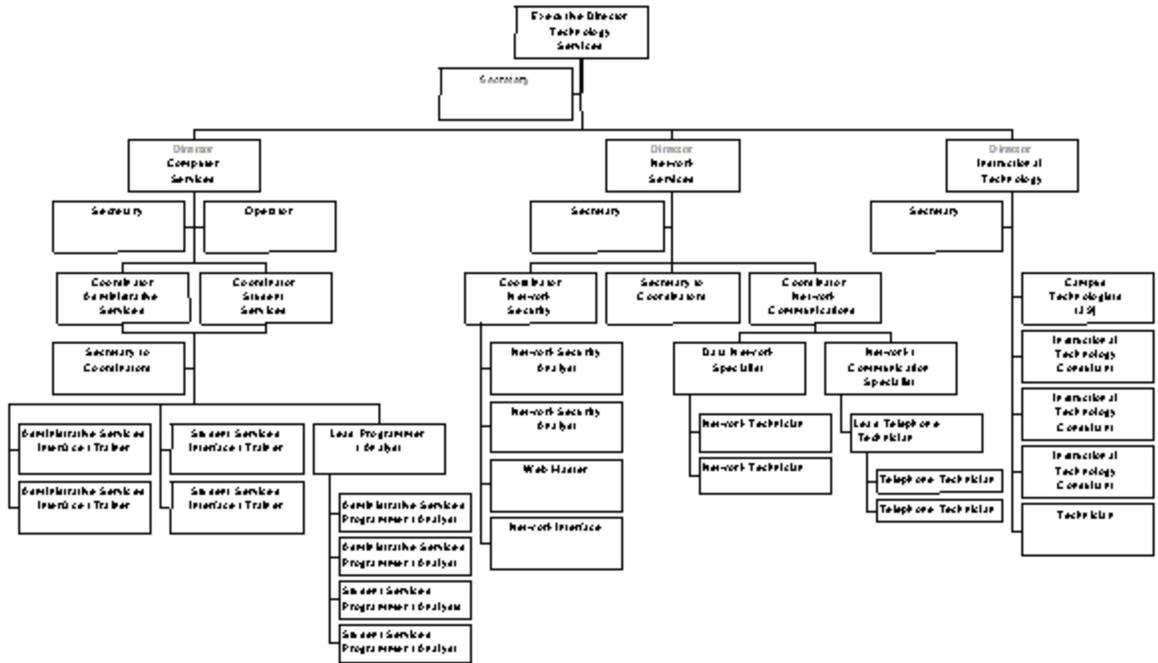
During the presentation to the board, the executive director requested additional staff to help implement and develop Data Management System (DMS) modules. KISD uses DMS computer software to perform its in-house business operations.

Fifteen new positions were requested. In April, the board approved nine of the 15 positions requested. According to the executive director's plan, six of the nine approved positions are required to maintain the current level of service, and three are required to support the DMS for Administration technology initiative.

Exhibit 9-3 illustrates the organizational structure as proposed to the board in May 1999.

Exhibit 9-3
KISD Technology Services

Proposed Organizational Chart



Source: KISD Technology Services.

Computer Services

Computer Services consists of Administrative Business Services and Student Services. The coordinator for both report to the director for Computer Services. At the time of the May 1999 review, the director for Computer Services and the coordinator for Student Services positions were open. As noted above, on June 4, 1999, the executive director for Technology Services assumed the position of director for Computer Services.

Administrative Business Services is responsible for satisfying the information needs of the district's approximately 4,100 district employees and for performing all the computer tasks related to the district's business affairs. This group provides data to administrative staff that will support executive-level decision-making.

Much of the data processing services provided to the administrative and campus employees concerning district business has been outsourced to a third-party provider, the Region 10 Education Service Center (Region 10). Many of the services purchased through Region 10, however, fail to meet the district's needs. As a result, Administrative Business Services is responsible for writing special or custom applications around the products provided by Region 10.

Administrative Business Services consists of four positions: a coordinator for Administrative Business Services, a programmer/analyst, a programmer, and an interface/trainer. This group is responsible for the training and support of employees in administrative departments, as well as campus principals and KISD personnel involved in the review/appraisal process for the district or PDAS, the Professional Development Appraisal System process.

The programmer and programmer/analyst are responsible for developing and enhancing the computer applications used in the district's administrative departments. The analyst also is responsible for supporting these applications. The interface/trainer is responsible for training all new employees on all standard district software required for their new job responsibilities.

KISD effectively has established standard software appropriate for instructional technology needs and standard software appropriate for other administrative needs. Software is reviewed internally by Instructional Technology before purchase to ensure it meets district standards. Technology Services provides support for standard software only. Training is not provided on any software that has not been approved by the district as standard software.

Student Services is responsible for maintaining information on the student population and projecting its annual growth. Much of the data processing services provided to administrative and campus employees concerning student information has been developed in-house. The district purchased third-party software to perform some functions. Student Services is responsible for writing special or custom applications around these products to satisfy district data processing needs.

Student Services consists of four positions: a coordinator for Student Services, two programmers/analysts, and one interface/trainer. This group is responsible for the training and support of approximately 10 users at each of the 42 school campuses or approximately 420 users.

In addition to campus personnel, many administrative departments need student data. The Transportation Department relies on student enrollment information, location codes, and rezoning data to plan their bus routes.

Budgetary Services relies on student enrollment projections and staffing projections to determine annual budgets.

Campus Police Officers, Special Education, Bilingual/ESL, District and Campus Instructional Specialists, Human Resources, and Education Services all require special reports and access to information.

Many of these requests are routine. To satisfy these information requests, Student Services has developed special accounts with appropriate menus and privileges. Users are given access to the necessary information and training as required. Additional data requests are provided via data download or electronic transfer.

New employees who need student information must formally request access through their respective campus principal by way of a memo to Student Services. After gaining access to the necessary information, the users are given training appropriate to their assigned duties.

Each campus has assorted training materials and documents to help maintain their respective records in the student files. For example, timelines for grades processing are developed by Student Services and distributed at the beginning of each grading period.

At the time of the review, Network Services fell under Computer Services on the organizational chart. Network Services consists of Network Security and Network Communications and has nine positions, three for Network Security and six for Network Communications.

Network Services provides all campuses and administrative sites the services listed below.

- Network planning and standards enforcement
- Network installation and maintenance
- Network equipment acquisition and repair
- Network security
- Internet services
- Voice communication

Instructional Technology

Instructional Technology consists of four positions: director of Instructional Technology, three instructional technology consultants, and a secretary. This group provides training and support for teachers, campus technologists, and students.

Instructional Technology's primary courses are listed below.

- Computers for Teaching (CFT) training provides fundamental information technology training to instruct teachers in the proper and most effective ways to use computers and other technologies in the classroom. CFT includes a conceptual lecture for each topic covered followed by a hands-on session and independent practice. Each session also includes practical classroom applications

supporting fundamentals of technology integration in the classroom. Teachers learn computer basics, word processing, database, spreadsheet, hypermedia, telecommunications, and ethical use of information technologies. Upon completion of the 45-hour course, each teacher receives an entry-level computer, printer, software, and supplies. As teachers become more proficient with the technology and its use with students, they become eligible for a computer upgrade. Software applications and system software are maintained and kept at current versions to provide districtwide standards, consistency, and support.

- Computers for Teachers - Tier II/Technology Integration (Tier II) is the KISD's second tier for training for classroom teachers. Teachers must have completed CFT to attend Tier II. The focus of this training is to promote advanced integration of multimedia technology as a curriculum tool. Teachers spend 20 hours learning about multimedia technologies and peripherals such as scanners, digital cameras, video clips, and additional classroom and professional presentation tools. Teachers create a database lesson plan and a multimedia presentation for the classroom or a model for student projects. Final products are shared on the district server to be accessed via the district Intranet.
- Videoconference training within KISD began districtwide in spring 1998. KISD has six videoconference sites. The first site was Harker Heights Elementary School, implemented in 1995-96. During 1998, sites were installed at Ellison High School and Killeen High School, as well as a single district training site, Killeen Support Services Center. In 1999, a Telecommunications Infrastructure Fund (TIF) grant provided sites at Ellison Ninth Grade Center and Killeen Ninth Grade Center. Ninth grade centers will convert to high schools in 2000. Videoconference training focuses on the use of videoconferencing with students. Teachers build a familiarity with videoconference equipment, classroom management with multiple sites, cameras and microphones, lesson planning for distance learning, ethics and fair-use guidelines, integrating other information technologies (video and audio sources, computers, and Internet resources within the videoconference learning environment).

Instructional Technology staff, teachers and district curriculum personnel review instructional software before it is purchased. To benefit the students and protect the community investment, Instructional Technology also negotiates for a favorable license agreement with each software manufacturer.

Software found on all district instructional computers includes, but is not limited to, AppleWorks (formerly ClarisWorks), HyperStudio and Norton

Antivirus. All Elementary Technology Center (ETC) computers include KISD foundational software and Type to Learn, KidWorks2, Bilingual Writing Center and The Cruncher. All ETC software is grade-level and skill specific. Ideas for Integration, technology integration ideas created by KISD teachers and students, is also correlated to the computer literacy objectives.

Middle school technology centers and middle school computer literacy labs are equipped with approved KISD software. Every campus has video editing and presentation software, FileMaker Pro and Inspiration. To support teachers and students, campus technologists are trained on all district-provided software. In addition, special disciplines or curriculum areas use supplemental software to enhance and support curriculum and instruction.

KISD has provided a district software preview program since 1994. The KISD preview center is housed at the Instructional Technology office. The preview center provides software from major software publishers including, but not limited to, Edmark, Davidson, Learning Company, Tom Snyder, Sunburst, Broderbund, Gamco, Didatech and Video Discovery. Teachers may request software not already available through their campus technologist. Software may then be previewed to see if it meets curriculum needs. If software is not available in the preview center, instructional technology staff acquires the software for review by both campus and district instructional specialists as well as instructional technology staff.

Each campus has a campus technologist to facilitate the use of technology in the classroom. The technologists have a direct reporting line to the campus principal and an indirect reporting relationship to the Instructional Technology Department. The technologist's goal is to increase technology instructional effectiveness and to help the campus principal plan, implement, and evaluate the campus technology program. The major responsibilities of the campus technologist are listed below.

- Assist in budgeting and monitoring technology-related expenditures;
- Provide immediate on-site help for technology problems of campus staff;
- Help principal plan and implement campus and district plans;
- Plan and present staff development programs on technology at campus and district levels;
- Share effective technical and/or instructional strategies with teachers to help integrate technology in the classroom;
- Assist in maintaining technology labs and integrating the classroom and laboratory experiences;

- Maintain an accurate and current inventory of hardware and software.

A. TECHNOLOGY PLANNING

Adequate planning is critical to the success of any venture. No company would devise corporate strategies without planning how to use its resources to achieve its goals and objectives, and school districts should be no different. Planning how to use new technologies is particularly important to education because of the factors listed below.

- **Equity.** Despite the best intentions, the level of technological resources available to each school in a district can vary. Poorly planned new technology introductions can widen the gap between the "haves" and the "have nots." Careful planning can ensure that all schools receive adequate support.
- **Rapid Change.** The pace of technological change continues to accelerate. If planning implementation of new technology does not take into consideration an adequate span of time (for example, three to five years), the district risks failing to take full advantage of rapid changes and improvements.
- **Funding.** Funding can be the greatest barrier to effectively using technology in the classroom. Planning must address how projects will be funded.
- **Credibility.** The public is eager for its tax dollars to be spent effectively. Thorough planning makes it possible to demonstrate that proposed strategies have been well thought out, acquisitions of technological resources have been carefully considered, and every aspect of the implementation is cost-effective.

To apply information technology effectively in administrative offices or schools, a school district must have an extensive computer network connecting modern computers; comprehensive administrative and instructional software, and up-to-date operating systems. The district also must provide effective, ongoing training; adequate technical support; and an ample professional staff capable of implementing and administering a technology-rich environment. Each of these components should be addressed by the district's technology plan.

Technology can be a powerful resource for many educational endeavors. However, if new technologies are to achieve their full potential, the district needs an effective method for involving stakeholders, addressing equity issues, establishing technology-related standards, and coordinating initiatives. The best way to accomplish these objectives is to establish a committee composed of members knowledgeable in technology and representative of all stakeholders.

KISD began its planning process in August 1990 with a planning committee made up of 24 community leaders, parents, students, teachers,

and administrators responsible for planning for the future use of technology in the district. The team was charged with defining the district's mission statement and strategies. Action teams were formed to develop and implement the specific strategies identified by the planning committee. "Strategy Nine" was developed to address the district's technology needs.

"Strategy Nine" was designed to combine academics and technology so that available technology funds are used to:

- Focus on user training for all instructional and administrative staff;
- Upgrade and integrate the use of technology;
- Make technology available to all students;
- Schedule preventive and remedial maintenance for all equipment; and
- Systematically replace equipment.

In May 1991, the planning committee approved the technology action plan, and in September 1991, the KISD Board of Trustees unanimously voted to make "Strategy Nine" a priority. The superintendent established the timeline and costs associated with the overall action plan and implementation of the KISD Strategic Technology Plan began in January 1992.

Each year, the superintendent selects a Technology Task Force. Its membership consists typically of representatives from central administration, teachers, counselors, technology services, campus technologists, parents, and members of the community at large.

The Technology Task Force is charged with maintaining the district's commitment to a vision for technology in education. It is responsible for reviewing the KISD Strategic Technology Plan and identifying priority projects, funding requirements, and the rationale for annual projects. The task force develops a proposal, which it then takes to the board for approval. The allocation for each line item and final board approval of the annual plan usually occurs in January or February.

Regular reviews of the KISD Strategic Technology Plan have not identified a need for significant alteration of the original document, although implementation plans are revised more frequently. The current plan, KISD Strategic Technology Plan for 1992 - 2002, has been accepted by the Texas Education Agency through the year 2002.

According to district officials, the annual technology budget generally is adequate to meet both the administrative and instructional technology needs of KISD.

KISD maintains three budgets for Technology Services. One is dedicated to operating and maintaining administrative support services (student scheduling, attendance, grade reporting, payroll, accounts payable, etc.). One governs Instructional Technology operational support (staff development, technology program evaluation, software evaluation, and consulting), and one exists for Technology Strategic Planning (new initiatives in technology for both the instructional and operational programs).

The two operational budgets provide for the daily activities of the technology organization and for the maintenance of existing technology programs as well as for the infrastructure support (utilities and training). These budgets contain line items for hardware maintenance (computers, printers, and network components - hubs, routers, repeaters, etc.) and for software acquisition and maintenance. The hardware line item exceeds \$220,000 annually and provides for both contract and "per call" remedial maintenance. The software line item exceeds \$120,000 annually and provides for software license renewal, maintenance support, and new software licenses as needed.

It is anticipated that local funding for the Technology Strategic Plan will continue, at least, at the current funding level of approximately \$3 million annually. It is in the Technology Strategic Plan that the strategy for professional development may be found under the project titled "Computers for Teaching." This project is locally funded at the rate of approximately \$1 million annually. Additionally, it is from this budget that the district provides hardware and software upgrades to keep equipment and applications as up to date as possible.

The board committed an additional \$1 million in salaries for campus technologists. This annual expense is essential to the continued use of technology in the classroom and ensures an equitable distribution and application of technology throughout the school district.

Exhibit 9-4 presents technology budget information for KISD for a three-year period.

**Exhibit 9-4
KISD Technology Budget**

	1996 - 97	1997 - 98	1998 - 99
Administrative Technology Initiatives	\$1,276,320	\$2,418,576	\$1,765,299
Instructional Technology Initiatives	311,437	532,151	473,480
Strategic Planning Initiatives:			

Administrative Technology	680,000	425,000	300,000
Instructional Technology	2,645,975	2,216,475	2,500,000
Grand Total for Technology Initiatives	\$4,913,732	\$5,592,202	\$5,038,779

Source: KISD Technology Services.

KISD recently applied for E-rate funding (Federal Universal Service Fund Discount Program) for long distance, local telephone, and ATM infrastructure. The district has applied for discounts, which could total almost \$1 million per year, if approved and if federal appropriations are continued.

The E-rate program, funded by the Federal Communications Commission (FCC) and administered by the Schools and Libraries Division, provides an educational discount rate to eligible schools on certain telecommunications services. This program is designed to make modern telecommunications services affordable for every K-12 school and public library in the nation. Applications are submitted to the Schools and Libraries Division for review and approval. Schools and libraries can apply for the discounted rate for any number of communications related services such as electronic mail, Internet access, telephone services, etc.

The district also applied for and received a state-funded grant through the Telecommunication Infrastructure Fund, which provided matching state funds to install video teleconferencing labs at the ninth grade centers.

In February 1998, KISD embarked upon a Year 2000 (Y2K) compliance effort. The Y2K dilemma affects all organizations using technology.

KISD is aggressively mitigating the Y2K problems that may arise. The goal of the district's Y2K plan is "to ensure the continuity of the mission imperative and mission critical business and educational processes of the Killeen ISD by identifying, assessing, managing, and mitigating Year 2000 effects."

FINDING

KISD uses software developed by Campus America called DMS for certain business functions and outsources other business functions to Region 10. KISD recently decided to discontinue the outsourcing arrangement with Region 10 and bring all business functions in-house. Before making this decision, Technology Services failed to consult with KISD users, nor conduct any research to determine which third-party products are already on the market that could meet the business needs of

the district. At the time of this review, the district had not yet discontinued its outsourcing arrangement with Region 10.

DMS software which is typically used in colleges and universities, which the district plans to use to perform the functions previously outsourced to Region 10, does not contain the features required to support district operations. No district in Texas uses DMS. KISD historically has supplemented DMS with custom developed applications, which barely meet, and in some cases fail to meet, the business needs of the district.

Before deciding to end outsourcing, Region 10 performed the following functions: Payroll, Finance, Fixed Assets, Purchasing, Warehouse Inventory Requests, Accounts Payable, and Accounts Receivable. The district has planned to bring those functions in-house using additional DMS modules that are currently undergoing user testing.

KISD has already purchased the DMS Human Resource module. KISD refers to the implementation of the additional DMS modules, to replace its outsourcing arrangement with Region 10, as the DMS for Administration initiative.

Historically, KISD had purchased the DMS software and related services through a particular vendor. At the time of the review, this vendor was developing a Warehouse Inventory module specifically for KISD because warehousing and inventory are not available in the DMS suite of products. Moreover, under the current plan, the district is on the verge of a significant data conversion and must devise custom applications to implement the new DMS modules.

Before making the decision to stop outsourcing, the executive director for Technology Services prepared a summary of the projected costs, which has been reflected in the following exhibits.

Exhibit 9-5 presents the costs associated with the initiative.

Exhibit 9-5
DMS for Administration Project Costs
(Does not include associated personnel costs)

Cost Element	Cost	Funding Year
One Time Costs:		
Software License:		
HR	\$20,500	1997 - 98

Payroll	\$21,500	1998 - 99
Financial Accounting	\$23,500	1998 - 99
Purchasing System	\$15,500	1998 - 99
Fixed Assets	\$17,500	1998 - 99
Warehouse Inventory	\$30,000	1998 - 99
Total DMS Software	\$128,500	
Additional One-Time Costs:		
On Site Consulting	\$30,000	1997 - 98
Travel	\$1,000	1997 - 98
SNA Software License	\$19,500	1997 - 98
Other (contingency)	\$4,000	1997 - 98
Supplemental Pay (parallels)	\$25,000	1998 - 99
Special Programming	\$5,000	1998 - 99
Documentation	\$1,000	1998 - 99
Laser Check Printing	\$11,000	1998 - 99
Total One-Time Costs (including software)	\$225,000	
On-site Consulting for HR & Payroll Integration Analysis	\$20,000	Jan - Jun 99
Annual Recurring Software Maintenance	\$15,000	1999 - 00

Source: KISD Technology Services.

Note: Total funding from Strategic Plan 1997 - 98 is \$75,000. Total funding from Strategic Plan 1998 - 99 is \$150,000.

The staffing needs related to the DMS for Administration initiative were estimated to total \$510,731.

Exhibit 9-6 presents the details for personnel related to the initiative.

Exhibit 9-6
DMS for Administration Project Costs
Personnel Costs

Position	Level	Cost
<i>New Positions:</i>		
Operator	III	\$13,000
Coordinator for Student Services	Index 1.15	\$39,168
Network Services Interface	Index .85	\$28,950
Webmaster	Index 1.03	\$35,081
Network Technician	\$16/hour	\$33,280
Instructional Technology Consultant	Index 1.12	\$34,280
<i>Upgrade to Existing Positions:</i>		
Technician (Voice & Data)	To \$16/hour	\$8,000
Technician (Voice & Data)	To \$16/hour	\$8,000
Total for Phase I		\$199,759
<i>Upgraded Positions:</i>		
Coordinator's Secretary	Level III	\$12,990
Administrative Services Interface	Index .85	\$28,950
Lead Programmer/Analyst	Index 1.12	\$38,147
Total for Phase II		\$80,087
<i>New Upgraded Positions:</i>		
Coordinator	From 1.15 to 1.17	\$1,507
Coordinator	From 1.15 to 1.17	\$1,507
Analyst	From 1.03 to 1.09	\$10,901
Analyst	From 1.03 to 1.09	\$10,901
Analyst	From 1.03 to 1.09	\$10,901
Analyst	From 1.03 to 1.09	\$10,901
Analyst	From 1.03 to 1.09	\$10,901
Programmer	From 0.91 to 1.00	\$5,716
Programmer	From 0.91 to 1.00	\$5,716
Interface	From 0.77 to 0.87	\$3,711
Interface	From 0.82 to 0.87	\$3,711
Total for Phase III		\$76,373

<i>New Positions:</i>		
Secretary to Executive Director	Level IV	\$14,701
Student Services Interface	Index .85	\$28,950
Director for Communication Services	Index 1.23	\$41,893
Secretary to Director for Communications Services	Level IV	\$14,701
Instructional Technology Technician	Level 160H	\$20,987
Network Specialist	\$16/hour	\$33,280
Total for Phase IV		\$154,512
Total All Phases		\$510,731

Source: KISD Technology Services.

Note: An index of 1.0 is assigned to a teacher with a certain degree and # of years of experience.

Non-teaching positions are assigned an index level comparative to the base level of 1.0.

Exhibit 9-7 outlines the total project costs.

**Exhibit 9-7
Total Project Costs**

Cost Element	Cost	Frequency
One-Time Costs	\$225,000	One Time
Additional Consulting	\$20,000	One Time
Recurring Costs	\$15,000	Annual
Total Personnel Costs	\$510,731	Annual
Grand Total for Project	\$770,731	

Source: KISD Technology Services

Cost savings directly related to this project amount to \$490,000, which consists of \$90,000 for the Region 10 Payroll processing fee for 1999, and an additional \$400,000 for Region 10's processing fee for all financial applications (including Payroll) for 2000.

Recommendation 81:

Halt the DMS for Administration initiative including the hiring of the three recently approved positions to support this initiative and conduct a comprehensive software selection process.

A properly conducted comprehensive software selection project should involve hiring an experienced, independent consulting firm to assist with and to help manage the selection effort.

The effort should begin with the formation of a Steering Committee made up of high-ranking individuals who will be responsible for final approval of the software. In addition, a Software Selection Task Force should be formed to include representatives from the entire KISD user community, including representatives from Technology Services. This task force will be responsible for developing a complete list of system requirements that are identified by each user group.

User groups should be formed with representatives from each department who are knowledgeable about the business operations and requirements of the district. Each user group should develop a detailed list of the system requirements of their respective departments. At this point, Purchasing, in conjunction with the Software Selection Task Force, should develop a Request For Proposal (RFP) based on the final list of system requirements assembled by the user groups. The RFP should be distributed to prospective vendors of software that is capable of supporting the business operations of a school district. The RFP will include, at a minimum, basic information about the vendor (for example, the number of installations of software) and the price of the software based on information provided by KISD, such as the number of users.

Vendors with software packages most popular with school districts at the time of this review include NCS, Pentamation and Bi-Tech. Additionally, JDEdwards, Lawson, Oracle, PeopleSoft and SAP are actively pursuing the K - 12 market. This list is not an endorsement of any particular software package and, for the purposes of this report, should be considered for informational purposes only.

No more than three vendors should be invited to demonstrate their software. Participants in these demonstrations should include, at a minimum, the entire Steering Committee, Software Selection Task Force, and participants from each of the user groups. Each should complete an objective evaluation for each of the vendor demonstrations.

Upon completing the vendor demonstrations, the Software Selection Task Force should recommend the software most appropriate for KISD. Factors

to be considered in addition to functionality demonstrated by the vendor should include, but not be limited to, the long-term viability of the vendor, which is important for ongoing support and maintenance and vendor references from other companies/school districts using the same version of software proposed for KISD.

The Software Selection Task Force then should present the software recommendation to the Steering Committee and to the KISD Technology Task Force for final approval. The Steering Committee should present the final recommendation to the board. Upon making a decision, KISD should conduct vendor negotiations with the selected vendor, form an Implementation Project Team and begin the implementation planning process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	KISD Technology Task Force hires an experienced consulting firm to assist with the software selection project.	November 1999
2.	KISD Technology Task Force forms a software Steering Committee to include high-ranking individuals throughout the district to be responsible for final approval of the software.	November 1999
3.	Software Steering Committee forms a Software Selection Task Force to include representatives from the entire KISD user community including representatives from Technology Services. This task force will be responsible for developing the final list of system requirements based on the business requirements identified by each user group.	November 1999
4.	Software Selection Task Force forms user groups with representatives from each department knowledgeable about the business operations and requirements for the district. Each user group will be responsible for developing a detailed list of system requirements based on the business operations for their respective department and/or function.	Nov. - Dec. 1999
5.	User groups review business processes and develop a list of system requirements based on the business requirements of the group.	Jan. - Mar. 2000
6.	Purchasing, in conjunction with the Software Selection Task Force, develops a Request For Proposal (RFP) based on the final list of system requirements assembled by the Software Selection Task Force.	April 2000
7.	Purchasing distributes the RFP to prospective vendors with software capable of supporting the business operations of a school district. RFP will include, at a minimum, basic	April 2000

	information about the vendor (for example, number of installations of software, etc.) and price of software based on certain information to be provided by KISD (for example, number of users).	
8.	Software Selection Task Force invites no more than three vendors to demonstrate of their software. Participants in these demonstrations should include, at a minimum, the entire Steering Committee, Software Selection Task Force and as many of the participants of the user groups as possible.	May 2000
9.	Attendees of the vendor demonstrations evaluate each vendor demonstration.	May 2000
10.	Software Selection Task Force selects software most appropriate for KISD.	June 2000
11.	Software Selection Task Force presents selection to the Steering Committee and to the KISD Technology Task Force for final approval.	June 2000
12.	Software Selection Steering Committee presents final recommendation to the board.	June 2000
13.	Software Selection Task Force negotiates contract with vendor selected.	July 2000
14.	Software Selection Task Force forms Software Implementation Project Team.	July 2000
15.	Software Implementation Project Team begins implementation planning.	August 2000

FISCAL IMPACT

KISD has budgeted funds for the DMS project that can cover costs.

FINDING

KISD does not have a disaster recovery plan in place for the district. A disaster recovery plan is critical for any organization, including school districts, to ensure all critical business operations can continue in the event of an emergency. A good disaster recovery plan should:

- Cover all district operations, not just technology;
- Consider a wide range of contingencies from minor emergencies, such as a power outage, to major disasters;
- Include classification of data based on risk (for example, high risk, moderate risk, low risk);

- Include documentation on testing procedures;
- How plan will be tested (e.g. on a rotation basis based on risk);
- Who will be involved in the testing;
- Frequency of testing; and
- Communication of testing results.

Recommendation 82:

Develop a comprehensive, districtwide disaster recovery plan.

Specifically for technology, a plan should include, but not be limited to, computer virus protection, disaster recovery and back-up procedures. Technology Services could leverage the Year 2000 Consolidated Contingency Plan to help produce a comprehensive disaster recovery plan. Although the Year 2000 Consolidated Contingency Plan is focused on factors relating to the Year 2000 date change, the analysis performed and the associated actions documented form the nucleus from which a full disaster recovery plan can be built.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent should designate a disaster recovery plan task force for the district.	January 2000
2.	The disaster recovery plan task force should develop a formal comprehensive, districtwide plan, using the Year 2000 Consolidated Contingency Plan.	January - July 2000
3.	The task force should oversee the implementation of the disaster recovery plan including the preparation and distribution of materials and appropriate employee training.	August 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

B. INFRASTRUCTURE, HARDWARE & SOFTWARE

Technology infrastructure is the underlying system of cabling, phone lines, hubs, switches, routers, and other devices that connect the various parts of an organization through a wide area network (WAN). A sound infrastructure allows most users to access people and information throughout their organization and beyond.

A WAN generally provides its users tools such as electronic mail systems as well as links to the Internet. WANs usually are "closed", meaning that security measures prevent persons outside the WAN from accessing information within the WAN without a password and/or personal identification number.

A key function of a WAN is to connect local area networks (LANs) throughout the district. A LAN typically connects all the users within a single building to one local network. By connecting the LAN to a WAN, all LAN users gain access to others in the district as well as to the electronic world beyond. A district that has every user connected through a LAN to a WAN has established the infrastructure necessary to take full advantage of the present telecommunications capabilities and those that will be available in the future.

During 1996, a needs analysis of the existing technology infrastructure at KISD revealed a need for an upgraded technology infrastructure. An ATM (or Asynchronous Transfer Mode) network was proposed to provide a significant increase in capacity and scalability (volume/growth) and a tremendous increase in system response time for voice, data, and video communications.

The ATM Infrastructure Plan for the new ATM network provided for a fiber optics connection to every building in the district linked to a central district telecommunications facility. This hardware and fiber optics connection provided voice and data services as of January 1998 and video services shortly thereafter. The fiber optics is owned by the local telephone utility with the district licensing the use of the facilities monthly.

A DS-3 line from the district central telecommunications facility links the voice traffic to the telephone company central office for voice traffic leaving the district. Likewise, the district's T-1 linking KISD to the Internet (through Texas A&M in College Station) uses the DS-3 to make connections outside the district. Voice traffic is routed off campus through a campus-based telephone switch providing a dial tone to the building. Emergency 911 communications has been linked to provide the location of

the call within the building. The first videoconferencing facility went on-line through the ATM network in April 1998.

During 1997, an address translator (or PIX) was placed between the KISD internal network and the Internet to better "mask" or protect KISD users from the outside world. During 1998, an Internet server was installed outside of the address translator to provide e-mail, Web Page, and FTP (or File Transfer Protocol) service outside of the district. The former Internet server will be converted to an Intranet server (inside the PIX) to provide internal Web Page services and internal FTP services of a more detailed, district specific nature. Additionally, fax machines were installed at all sites in

March 1999.

In May 1999, KISD was implementing MS Outlook at all locations. The process was approximately 30-35 percent complete across the district. MS Outlook will expand the electronic mail capabilities beyond the district's wide area network, which currently limits communication to within the district. It also permits attachments to be included in text messages.

Each classroom on each KISD campus has at least one network drop that provides access to the local area network and access to the Internet and e-mail via the wide area network. A prerequisite for a teacher to secure a "hot" network drop, is the completion of the Computers for Teaching (CFT) training class provided by Instructional Technology. CFT training as a prerequisite for a teacher receiving a computer and a "hot" network drop helps to ensure the proper use of the computer as an instructional tool in the classroom in accordance with the technology initiatives for the district.

The district has more than 8,500 computers, with 7,343 located in classrooms and computer labs. With approximately 27,181 students, the district has a ratio of approximately one computer for every 3.7 students, which is slightly ahead of the Texas Education Agency's (TEA's) goals of one computer for every four students by 1998.

Exhibit 9-8 below portrays the student to computer ratio for each KISD school.

**Exhibit 9-8
Student to Computer Ratio
1997-98**

School Name	Student Enrollment	Number of Computers	Student to Computer Ratio
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Bellaire	578	123	4.70
Brookhaven	547	145	3.77
Cedar Valley	837	127	6.59
Clarke	642	251	2.56
Clear Creek	725	176	4.12
Clifton Park	411	105	3.91
Duncan	597	183	3.26
East Ward	422	181	2.33
Eastern Hills MS	818	222	3.68
EHS	2163	572	3.78
ENG C	916	280	3.27
Fairway MS	696	198	3.52
Fowler	367	97	3.78
Harker Heights ES	697	177	3.94
Hay Branch	804	97	8.29
Haynes	386	114	3.39
JJAEP	26	25	1.04
KHS	2018	550	3.67
Killeen Alternative Campus	48	54	0.89
KNGC	855	287	2.98
Liberty Hills MS	679	193	3.52
Manor MS	521	193	2.70
Marlboro	277	118	2.35
Meadows	760	155	4.90
MLLC	140	64	2.19
Montague Village	480	78	6.15
Mountain View	705	134	5.26
Nolan MS	770	248	3.10
Nolanville	713	150	4.75

Palo Alto MS	797	205	3.89
Pathways Learning Center	78	112	0.70
Peebles	643	188	3.42
Pershing Park	670	173	3.87
Rancier MS	863	253	3.41
Reeces Creek	696	187	3.72
Smith MS	842	223	3.78
Sugar Loaf	603	114	5.29
Trimmier	450	76	5.92
Venable Village	699	165	4.24
West Ward	489	222	2.20
Willow Springs	753	128	5.88
Total KISD	27,181	7343	3.70

Source: KISD Instructional Technology.

Exhibit 9-9 provides a comparison of student-to-computer ratios for KISD peer school districts.

Exhibit 9-9
Student to Computer Ratio Comparison to Peer Districts
1998-99

Criteria	Killeen	Copperas Cove	Pasadena	Irving
Number of Schools	41	11	51	33
• Elementary	25	8	33	18
• Middle	8	0	10	6
• High	4	1	5	3
• Other	4	2	3	5
Number of Students	28,000	8,000	40,004	27,200

Number of Teachers	1,900	539	2,633	3,138
Number of Computers	8,600	2,250	12,047	9,100
• Macintosh	8,000	25	1,067	3,220
• PC	600	2,225	10,980	5,880
Ratio of Computers to Students	1:3.7	1:3	1:3.5	1:3
Ratio of Computers to Teachers	3.9:1	4:1	3:1	2.9:1
Ratio of Computers to Schools	180:1	183:1	230:1	275:1

Source: KISD and Peer District Data.

Note: Not all peer district data available.

FINDING

In June 1997, KISD received final board approval to upgrade its network, the technology infrastructure that allows computers to communicate with one another. The district implemented the ATM network, which provides integrated voice, data, and video to all locations via fiber optic cable.

The network provides for high-speed communications to all locations and has sufficient capacity (bandwidth) to satisfy the current processing needs of the district as well as to provide scalability to meet the business and educational needs of the future. At the time of the needs analysis in 1996, it was estimated that the infrastructure would accommodate the information needs of the district for at least seven years.

KISD contracted with Sprint to provide the common systems integration (voice, data, and video) for KISD. Sprint agreed to provide a fiber optic cable network across the metropolitan area in exchange for a seven-year contract with KISD for lease on the equipment to access the service. KISD pays a flat negotiated annual rate regardless of the number of sites accessing the network. Through the district's relationship with Sprint, the district will be provided appropriate billing details to accurately monitor long distance expenditures and patterns.

COMMENDATION

The KISD ATM network is a "state of the art" network, which provides integrated voice, data, and video to all locations across a single fiber optic cable.

KISD is the only district in this peer group with this technology.

FINDING

KISD has a Web page; however, little effort has been made to use the web as a communications resource for sharing technology-related information with teachers, administrators, parents, and the community. The Internet Web address for KISD is www.killeen.isd.tenet.edu.

As of May 1999, the following information is contained on the KISD Web site:

- General information about KISD
- Board meeting minutes and agendas
- Campus information
- Recognized schools
- Support facilities
- School cafeteria menus
- KISD policies
- Staff acceptable use policy
- Student acceptable use policy
- Year 2000 plan
- KISD telephone list
- Employment opportunities
- KISD course book
- 1999-2000 school calendar
- Tables, graphs, and statistics
- 1999-2000 attendance zones
- 1999-2000 elementary / middle school rezoning
- 1999-2000 middle school attendance zones map
- 2000-2001 high school rezoning
- Contact information for questions

Information included on the Web site is generally informative; however, certain information specifically related to the current status of technology in the district is not current. For example, information related to the Year 2000 Plan for KISD was last revised February 25, 1999.

Instructional Technology supports an instructional Intranet serving lesson plans for Tier II, sample multimedia activities, a videoconferencing idea bank and request for partners, and Teacher Classroom Grant Action Research database (in-district grant recipients communicate via listserv throughout the year).

CFT advanced users also do lesson plans, which are shared on the Intranet. Seventeen campuses (42.5 percent) support building an Intranet with

active teacher/student involvement. Many teachers also incorporate the Web into their curriculum with support from Instructional Technology and Education Services. Web training is incorporated into CFT, Tier II, and videoconferencing training with an emphasis on curriculum applications of Web sites.

Subsequent to the May 1999 on-site review, a Web master (responsible for Web development) was hired and a Web site advisory committee was formed to assist in determining Internet Web site user requirements. Members have been selected to represent a specific target group-students, teachers, educators, community members, prospective teachers, and prospective KISD parents/students. The first meeting of the Web site advisory committee was held on July 21, 1999. Participation in the committee is voluntary and will consist of advising on content, scope, and interface design. As of August 1999, three Web projects are underway:

- KISD Core Web Site (with four monthly articles) to be completed November 28, 1999;
- Individual Campus Sites (to be linked to the Core Web Site) to be completed March 31, 2000;
- Campus Intranet with a completion date which is yet to be determined.

KISD could leverage the technology in place to provide current information on a variety of subjects, including the status of technology initiatives for the district. Other school districts use the Internet to provide information including, but not limited to, the following:

- Community events;
- School district events;
- Instructional Technology-provided training courses;
- Recommended instructional software packages for all grade levels;
- Hardware, software, and network standards;
- Web addresses that support KISD instructional programs;
- Recommended vendors of technological resources and associated contact information; and
- Answers to frequently asked questions about technology-related issues.

Recommendation 83:

Expand the district's use of the Internet to provide useful information to schools, teachers, administrators, parents, and the community.

The Internet is a highly effective communications tool. KISD should make more extensive use of this resource to provide technology-related

information to administration and instructional personnel. It also can be an excellent way to provide useful information to parents and to the community.

The website should include:

- Community events;
- School district events;
- Training course curriculum and course availability for internal training courses provided by Instructional Technology;
- Recommended instructional software packages for use at all grade levels;
- Hardware, software, and network standards developed by the KISD Technology Task Force;
- Web addresses that support KISD instructional programs (developed in conjunction with Curriculum and Instruction);
- Recommended vendors of technology resources and associated contact information;
- Frequently asked questions with corresponding answers to technology-related issues.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive director of Technology Services assigns the Web master to work with the Director of Instructional Technology to determine how to expand district's use of the Internet.	November 1999
2.	The KISD Technology Task Force provides guidance to the Web master.	December 1999
3.	The Web master develops the website to include, but not be limited to, the items listed below.	January - March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

C. TECHNICAL SUPPORT

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

When solutions to such problems are not provided promptly, teachers sometimes are forced to abandon the computers in the classroom and may be reluctant to resume even after problems are resolved. Schools that can resolve such difficulties quickly are best able to prepare their students effectively. An on-site technology specialist is the best way to satisfy such needs.

FINDING

Computer Services prioritizes its projects, allocates its resources and reports on project status informally at best. Considering the size of the school district and the amount of money spent on technology, a more formal structure is necessary to ensure a successful support environment.

According to feedback from various focus groups and TSPR surveys performed, support provided by Computer Services to district employees generally is adequate but not always as timely as desired. As user calls are received into Computer Services by the administrative assistant for the department, calls are routed to the appropriate person based on the nature of the call.

Lack of direct access to information on-line is a common issue throughout KISD as identified during focus groups with school administrators, teachers, and principals.

As a result, Computer Services receives numerous information requests from user groups throughout KISD. Many of these requests for information are routine in nature. In order to simplify the process of satisfying these requests, Computer Services personnel often develop special accounts with appropriate menus and privileges. The users then are given access to the necessary information online whenever appropriate and as required.

Other information requests are satisfied by hard copy reports. Still other data requests are answered by way of a transfer of data through electronic means (or a data download of information). Data downloads of information are appropriate for certain types of information, but must be

carefully monitored to ensure that sensitive information is properly controlled.

Each of these information requests results in an increased workload to the Computer Services staff who essentially have become the "keepers of the information."

Recommendation 84:

Establish a help desk to define and prioritize information requests and projects as they are received by Computer Services.

All requests for information received by Computer Services should be documented on a log. Each request should be reviewed to determine the legitimacy of the need for information, the priority of the request, and the proper way to answer the request. For example, information requests that are frequent and/or regular in nature should be satisfied by providing the user direct access to the information, where appropriate, to minimize the time spent in the future responding to the same requests. Sensitive, confidential information should be properly controlled at all times and should not be provided electronically via data download.

For information requests that require staff allocation, work policies should be adopted that require each project to begin with a proper workplan that details who is responsible for the project, resource requirements, and the required delivery dates. Project plans should be reviewed and approved by the executive director for Technology Services who should approve the promised date for project completion, allocate appropriate resources to the project, and establish periodic review dates to assess progress. Each project's progress should be tracked and monitored with monthly status reports prepared by the person assigned responsibility. The reports should be distributed to the person requesting the project and to a Technology Services management group.

Developing a workplan for each project will establish clear priorities for the department so that critical projects are not delayed because key personnel are sidetracked to "emergency" situations. While emergencies will arise that require some resources to be temporarily pulled from a project, the executive director must ensure that these are infrequent and controlled.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Technology Services management group develops work policies requiring each project to begin with a workplan.	November 1999
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2.	Management group establishes procedures for monitoring the status of each project (for example, monthly status reports).	November 1999
3.	Management group develops a log and a procedure to document all support calls as they are received.	November 1999
4.	Management group designates help desk personnel.	November 1999
5.	Management group designates a project manager for all current projects.	December 1999
6.	Project managers develop workplans for current projects.	December 1999
7.	Project managers implement project work plans for current projects.	January 2000
8.	Help desk personnel log and prioritize all calls as they are received into the department.	Ongoing
9.	Help desk personnel assign tasks to the appropriate person to manage the project.	Ongoing
10.	Project managers develop workplans for each project as they arise.	Ongoing
11.	Project managers document the timing, method and date of resolution.	Ongoing
12.	Project managers report status of each project regularly to the person requesting the project and to the Technology Services management group.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The level of computer usage and how they are used at KISD schools varies by campus. Faculty at most campuses support technology and its use in the classroom. Certain campuses are more creative, which is primarily attributable to the abilities of the campus technologist.

Based on interviews with various school district personnel, campus technologists play a valuable role on campus. The level of success of the campus technologist appears to be limited, in some cases, by the creativity of the campus technologist and the relationship between the campus technologist and the school principal.

Campus technologists and Instructional Technology staff attend semi-monthly meetings. These meetings focus on training, districtwide initiatives, planning, sharing successful ideas, communications, and updates.

Recommendation 85:

Establish a formal mentoring (and periodic rotation) process for campus technologists.

More experienced and creative campus technologists can be matched up with new or inexperienced campus technologists (CT) to help foster creativity among the group. Rotating CTs periodically from one campus to another will help to inspire new and innovative ideas and techniques, which can be shared among other campuses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Instructional Technology personnel review and define the various levels of experience of CTs.	December 1999
2.	Instructional Technology personnel identify logical pairings of existing CTs staff-pairing more innovative and experienced CTs with new or inexperienced CTs.	December 1999
3.	Instructional Technology personnel, along with the CTs, implement a buddy system based on the pairings established by the Instructional Technology staff.	January 2000
4.	Instructional Technology personnel develop a rotation schedule to rotate CTs periodically across several campuses.	January 2000
5.	Instructional Technology personnel, along with the CTs, implement the rotation schedule.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

D. STAFF DEVELOPMENT

Training is one of the most critical factors in determining whether technology is used effectively. Teachers must be comfortable with instructional technology and must know not only how to operate it, but also how to integrate it effectively into their teaching. Studies indicate that it may take three to five years for a teacher to acquire the appropriate level of expertise. Planning and support for technology-related training must take this into account.

Technology-related training must be ongoing. Teachers need continuous opportunities to expand their technological skills and to interact with other teachers so they can share new strategies and techniques. Access to electronic mail and the Internet have proven valuable for teachers to share ideas on classroom uses of technology.

Other training, moreover, is just as critical for technical support staff. Rapid technological change makes it easy for technology specialists to fall behind. Sufficient time and funding for continuing training is essential if technical support is to remain effective.

FINDING

KISD has no formal professional development plan in place to train the Computer Services staff. According to management, staff training has been minimal due to a history of inadequate staffing and not the result of an inadequate training budget.

With the addition of the incremental staff positions recently approved by the board, management should be better able to allow staff to take time off for training. Training is particularly important for technical staff to ensure the staff maintains current skills.

Instructional Technology staff are surveyed annually to evaluate training needs, and training is scheduled for the following year. Department-wide training takes place at CT meetings twice each month. CTs then are more prepared to address the specific support and training needs at the campus level.

Training suggestions for campus technologists for the 1999-2000 school year are listed below.

- Advanced FileMaker
- CyberStudio / WebPage Design
- Videoconferencing Training
- Setting Up and Maintaining an Intranet

- Printing Color in Black and White
- The Internet as a Classroom Tool
- ANAT Update
- QuickTime Pro / QuickTime VR
- HyperStudio Update
- Troubleshooting with the Macintosh
- Introduction to Windows
- Maintaining an NT Server
- Digital Video / Digital Cameras as Classroom Tools
- Campus Server Disaster Recovery / Retrospect

Although central instructional technology personnel (non-CTs) have access to all training provided campus technologists, the district would benefit from additional specialized or advanced training opportunities for central IT staff.

The Gartner Group, a leading independent technology research and analysis firm, suggests that every dollar spent on hardware and software should be matched by a dollar for support, maintenance, and training.

Recommendation 86:

Determine training requirements and develop a training plan for all Technology Services staff.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Technology Services management team should determine the training requirements for all Technology Services staff.	November 1999
2.	The management team should develop an annual comprehensive training plan for the Technology Services staff.	December 1999
3.	The management team should implement the training requirements deemed necessary for their position.	January 2000
4.	The management team periodically reviews training plan to maintain current information.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Communication and coordination between Instructional Technology and the district's Curriculum and Instruction Department has been limited. The

Instructional Technology group coordinates technology-related training across the district and provides guidance and support for the instructional use of technology in KISD schools with the help of the campus technologists. Its role includes:

- Assisting schools in choosing instructional software;
- Devising strategies to ensure effective staff development for teachers;
- Advising schools how to use technology effectively in the classroom;
- Administering state technology allotment funds;
- Assisting with the development and submission of technology-oriented grant applications;
- Serving as a resource to the administration on instructional technology use; and
- Ensuring Technology Services' efforts support KISD instructional goals.

A good relationship between Instructional Technology and the Curriculum and Instruction Department is important to ensure that the efforts of Instructional Technology complement the initiatives set forth by the Curriculum and Instruction Department. Studies show that employees providing support to schools in the use of instructional technology must be well informed on programs and directions initiated by the Curriculum and Instruction Department. To build the close relationship needed in this area, the Director of Instructional Technology should:

- Meet regularly with appropriate Curriculum and Instruction staff members;
- Participate in planning sessions that design ways for Instructional Technology to support programs begun by Curriculum and Instruction; and
- Routinely share information on activities in progress with Curriculum and Instruction.

Recommendation 87:

Develop strategies to establish and maintain a close working relationship between Instructional Technology and the Curriculum and Instruction Department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Director for Instructional Technology meets with the executive director of Curriculum and Instruction to develop strategies for collaboration.	November 1999
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2.	Instructional Technology staff (including campus technologists) works closely with Curriculum and Instruction staff and the campus instructional specialists.	Ongoing
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FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

At the time of the on-site review in May 1999, approximately 75 percent or 1,400 out of 1,900 teachers have completed Computers for Teaching (CFT) training (the minimum technology training requirement) and have access to at least one computer in their classrooms. Rapid district growth as well as high teacher turnover make it difficult to maintain a higher percentage of teachers meeting the minimum technology training requirements.

Since 1992, 2,084 teachers have been trained through CFT. Of those trained, 1,494 remain in the KISD classroom, and 590 trained teachers have either gone into non-classroom positions within KISD or left the district. Since 1996-97, 518 teachers have completed advanced integration training or Tier II; 435 of those remain in the KISD classroom. One hundred teachers have completed KISD videoconference training.

Based on feedback from interviews with teachers, principals, campus technologists, and certain focus group participants, training provided by the Instructional Technology staff and campus technologists is effective and in high demand. The demand for training frequently exceeds the number of training spots available during the school year.

Additionally, certain focus groups also indicated that certain other KISD personnel, such as school principals and librarians, would like to attend technology training classes provided by Instructional Technology, but have been unable to attend due to the number of classes offered and class size limitations.

After the on-site review, Instructional Technology personnel also identified this need and have received board approval to develop additional training courses to accommodate these requests. The training plan for the 1999-2000 school year has been modified to include the development of additional modules for administrators and librarians.

Recommendation 88:

Expand the Instructional Technology staff's educational offerings for users.

Instructional Technology should determine the type and frequency of training required for librarians, school principals, and other faculty, and develop additional training courses where appropriate. Instructional Technology also should establish an expanded training schedule to accommodate additional KISD personnel and an increased number of teachers.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Instructional Technology personnel determine the training requirements for KISD faculty other than teachers, including librarians, and school principals.	November 1999
2.	Instructional Technology personnel determine the extent of the expanded course offerings.	November 1999
3.	Instructional Technology personnel develop additional training courses as required.	January - May 2000
4.	Instructional Technology personnel expand training schedule incorporating additional training courses.	June - July 2000
5.	Instructional Technology personnel work with Web master to post training schedule on KISD Web page.	June - July 2000
6.	Instructional Technology personnel begin offering expanded training courses.	August 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources. One of the ten new positions approved by the board was for an additional instructional technology consultant, which should allow for the development of additional courses and an expanded training schedule.

Chapter 10. STUDENT TRANSPORTATION

This chapter reviews the Transportation Services Department of the Killeen Independent School District (KISD) in five sections:

- A. Privatization
- B. Organization and Staffing
- C. Safety
- D. Routing and Scheduling
- E. Fleet Maintenance

BACKGROUND

The Texas Education Code authorizes, but does not require, Texas school districts to provide transportation for students in the general population between home and school, from school to career and technology training locations, 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 students in the general population, or if students with disabilities require transportation to receive special education services.

Texas school districts are eligible to receive state funding reimbursement for transporting regular, special education, and career and technology program students. State funding rules are set by the Texas Legislature and administered by the Texas Education Agency (TEA). State funding for regular education transportation is limited to transportation for students living two or more miles from the school they attend. The state does not reimburse districts for students living within two miles of the school they attend unless they face hazardous walking conditions on the way to school, such as the need to cross a four-lane roadway without a traffic signal or crossing guard. A school district must use local funds to pay for transportation costs the state allotment does not cover.

For regular education, the state reimburses districts for qualifying transportation expense 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 uses this ratio to assign each school district to one of seven linear density groups. Each group is eligible to receive a maximum per-mile reimbursement that differs from group to group. TEA evaluates these group assignments every

two years by recalculating linear densities with data from the first of the previous two school years.

In 1995-96 and 1996-97, KISD was in the sixth highest linear density group, which entitled the district to a reimbursement of \$1.25 per mile for regular education transportation. In 1997-98, KISD moved to the fifth linear density group, which entitles the district to \$1.11 per mile; the district's actual cost was \$1.81 per mile in 1997-98. KISD operated 1,275,768 reimbursable regular education transportation miles in 1997-98. Reimbursable miles are the miles driven on routes (with students on board) and do not include deadhead (miles driven to or from a route) or maintenance miles (miles driven for maintenance purposes).

Reimbursement for special education transportation is not based on linear density. The per mile reimbursement rate for special education is set by the Texas Legislature. All transportation for special education, except certain field trips, is eligible for state reimbursement at \$1.08 per mile. In 1997-98, the district's actual cost for special education was \$2.73 per mile. KISD operated 560,280 reimbursable special education transportation miles in 1997-98.

In addition to operating special education routes, KISD operates many "special needs" routes. These routes transport students attending alternative schools and magnet programs for bilingual education and dyslexia education. Alternative, bilingual, and dyslexia program miles are not reported to TEA as special education transportation but are reported and reimbursed as regular education miles. In this chapter, "special education" refers to students in the special education program only. References to "special needs" include special education programs and also include students attending alternative schools, bilingual and dyslexia programs.

The reimbursement per mile for the career and technology program is based on the costs for regular education program miles for the previous fiscal year as reported by the district in the TEA School Transportation Operation Report. In 1997-98, KISD received \$1.79 reimbursement per mile for 35,640 reimbursable career and technology transportation miles.

In 1997-98, TEA provided a total of almost \$2.1 million in transportation funding to KISD.

Exhibit 10-1 shows the general characteristics of KISD compared to a group of peer districts. The peer districts used for Transportation Services are different than the peers used in other chapters of this report. The school districts chosen as peers for transportation are similar to KISD in

size, operating environment, number of student riders, annual miles operated, or linear density group.

**Exhibit 10-1
KISD and Peer ISD Statistics
1997-98**

	Regular Education			Special Education			Linear Density
	Annual Riders*	Annual Miles	Operation Costs**	Annual Riders*	Annual Miles	Operation Costs**	
Plano	1,540,440	1,651,481	\$3,268,903	84,060	492,148	\$773,822	1.649
Round Rock	1,332,900	1,195,100	\$2,040,907	54,360	610,080	\$919,672	1.803
Ector County	1,194,480	2,005,931	\$2,288,677	72,360	491,087	\$934,810	2.294
Corpus Christi	829,260	1,463,850	\$3,078,046	312,300	1,170,320	\$1,822,006	1.809
Temple	500,040	352,329	\$972,029	46,980	135,740	\$483,406	1.377
Peer Average	1,079,424	1,333,738	\$2,329,712	114,012	597,875	\$986,743	1.786
Killeen	1,581,480	1,897,723	\$3,426,257	123,480	588,438	\$1,603,702	1.326

*Source: TEA School Transportation Operation Report, 1997-98; TEA School Transportation Route Services Report 1997-98. * Average annual riders calculated by multiplying daily riders by 180 school days. **Costs exclude capital costs and debt service.*

Exhibit 10-2 compares KISD transportation operating statistics and costs for 1997-98 with those of a peer group of Texas school districts. Miles used for calculating the cost per mile are taken from the TEA School Transportation Operation Report and are derived from odometer readings. These miles include deadhead, maintenance runs, and other sources of added miles.

**Exhibit 10-2
KISD and Peer ISD Cost Statistics
1997-98**

District	Regular Education		Special Education	
	Cost/Mile	Cost/Rider	Cost/Mile	Cost/Rider
Ector County	\$1.14	\$1.92	\$1.90	\$12.92
Round Rock	\$1.71	\$1.53	\$1.51	\$16.92
Plano	\$1.98	\$2.12	\$1.57	\$9.21
Corpus Christi	\$2.10	\$3.71	\$1.56	\$5.83
Temple	\$2.76	\$1.94	\$3.56	\$10.29
Peer Average	\$1.94	\$2.24	\$2.02	\$11.03
Killeen	\$1.81	\$2.17	\$2.73	\$12.99
% Different from Average	-7%	-3%	35%	18%

Source: TEA School Transportation Operation Report, 1997-98; TEA School Transportation Route Services Report 1997-98.

KISD's cost per mile and cost per rider for regular transportation are lower than the peer average. Special education costs are higher than the peer average. The special education cost per mile is the second highest after Temple ISD, and the cost per rider is second highest after Round Rock ISD.

Exhibit 10-3 compares the transportation costs of the peer districts with KISD as a percentage of total district expenditures.

Exhibit 10-3
Peer Transportation Costs as a Percent of Total Expenditures
1997-98

District	Total District Expenditures	Transportation Operation Costs	Percent of Total Expenditures
Temple	\$49,613,454	\$2,030,788	4%
Round Rock	\$153,756,825	\$3,183,212	2%
Plano	\$313,076,197	\$4,266,879	1%
Ector County	\$143,047,128	\$4,315,594	3%
Cornus	\$217,737,208	\$5,557,254	3%

Christi			
Peer Average	\$175,446,162	\$3,870,745	3%
Killeen	\$150,939,980	\$5,540,693	4%

Source: Total expenditures from PEIMS data, 1997-98. Transportation operation costs from TEA School Transportation Operation Report FY 1997-98.

Peer districts allocate between 1 and 4 percent of their total expenditures for student transportation. KISD is at the top end of this range, allocating 4 percent of total expenditures, or \$5,540,693, for student transportation.

Exhibit 10-4 includes service indicators for KISD and the peer districts.

Exhibit 10-4
KISD and Peer ISD Service Indicators
1997-98

District	Regular Education		Special Education	
	Riders/Mile	Riders/Bus	Riders/Mile	Riders/Bus
Corpus Christi	0.57	39	0.27	19
Ector County	0.60	51	0.15	10
Plano	0.93	65	0.17	10
Temple	1.42	56	0.35	14
Round Rock	1.12	76	0.09	8
Peer Average	0.93	57	0.20	12
Killeen	0.83	49	0.21	14
% Different from Average	-11%	-14%	5%	17%

Source: TEA School Transportation Operation Report, 1997-98; TEA School Transportation Route Services Report 1997-98; average annual riders calculated by multiplying daily riders by 180 school days.

KISD is less productive than the average peer district for transporting regular students. For the special education program, KISD transports slightly more students per mile and more riders per bus than the average peer district. Buses include all school buses in each district fleet, including buses dedicated to extracurricular trips and spare buses.

TEA's transportation reports provide a five-year history for KISD's transportation service. Since 1993-94, the total miles of transportation have decreased 5 percent, while transportation costs have increased 24 percent. (**Exhibit 10-5**).

Exhibit 10-5
KISD Regular and Special Education Transportation Operation Costs
1993-94 through 1997-98

Item	1993-94	1994-95	1995-96	1996-97	1997-98	Percent Change
Operation Costs						
Regular Education	\$3,001,911	\$3,073,075	\$2,403,690	\$3,258,935	\$3,426,257	14%
Special Education	\$1,068,241	\$1,232,949	\$1,646,538	\$1,744,829	\$1,603,702	50%
Total	\$4,070,152	\$4,306,024	\$4,050,228	\$5,003,764	\$5,029,959	24%
Annual Miles						
Regular Education	2,018,816	2,154,529	2,524,952	2,151,328	1,897,723	-6%
Special Education	586,697	653,807	778,744	785,970	588,438	<1%
Total	2,605,513	2,808,336	3,303,696	2,937,298	2,486,161	-5%
Cost Per Mile						
Regular Education	\$1.49	\$1.43	\$0.95	\$1.51	\$1.81	21%
Special Education	\$1.82	\$1.89	\$2.11	\$2.22	\$2.73	50%
Annual Riders						

Regular Education	2,874,600	3,018,600	1,598,940	1,629,180	1,581,480	-45%
Special Education	152,100	156,600	156,600	187,380	123,480	-19%
Cost per Rider						
Regular Education	\$1.04	\$1.02	\$1.50	\$2.00	\$2.17	109%
Special Education	\$7.02	\$7.78	\$10.51	\$9.31	\$12.99	85%

Source: TEA School Transportation Operation Report, 1993-98; TEA School Transportation Route Services Report 1993-98; costs exclude capital outlay and debt service.

Regular education transportation operation costs increased 14 percent from 1993-94 to 1997-98. Costs decreased 22 percent from 1994-95 to 1995-96 and the number of student riders decreased 47 percent, although miles increased 17 percent during the same period. Costs then increased 43 percent from 1995-96 to 1997-98, although the number of riders remained steady, and miles decreased 25 percent.

The increase in costs is due, in part, to increases in wage rates and related benefits over the past five years. The director for Transportation Services said other factors affecting costs are additional staff positions for monitors, a mechanic, and a trainer; increased training hours for drivers; expenses for full-time assignments for drivers who also fuel buses during midday; an increase in miles for activity trips; and increases in overtime pay. The director for Transportation Services attributed fluctuations in riders and miles to the opening of four elementary schools, two ninth grade centers, and two middle schools, as well as attendance zone changes. The director could not identify a specific cause for the drop in student riders for regular education transportation by 47 percent from 1994-95 to 1995-96. The director said an increase in miles is due in part to the bilingual and dyslexia magnet programs.

Special education transportation costs increased 50 percent from 1993-94 to 1997-98, and miles increased less than 1 percent. The director for Transportation Services attributed the increase in costs to changes in the special education program. The Admission, Review, and Dismissal (ARD) Committee recommends to the Transportation Department which students should ride special education buses. From 1993-94 to 1997-98, the number

of special education riders decreased by 19 percent and operation costs increased 50 percent.

Exhibit 10-6 summarizes KISD transportation operation costs for each of five years by object of expenditure.

Exhibit 10-6
KISD Transportation Operation Costs by Type of Expenditure
1993-94 through 1997-98

Object	1993-94	1994-95	1995-96	1996-97	1997-98	Percent of Total 1997-98	Percent Change
Salaries and Benefits	\$2,193,570	\$2,317,442	\$2,426,682	\$2,761,296	\$3,204,000	64%	46%
Purchased/Contracted Service	\$964,961	\$1,034,794	\$309,689	\$309,689	\$278,282	6%	-71%
Supplies and Materials	\$814,732	\$841,513	\$1,311,071	\$1,611,201	\$1,306,400	26%	60%
Other Expenses	\$96,889	\$112,275	\$2,786	\$321,578	\$241,277	5%	149%
Total Costs	\$4,070,152	\$4,306,024	\$4,050,228	\$5,003,764	\$5,029,959		24%

Source: TEA School Transportation Route Services Reports, 1993-94 through 1997-98.

Total KISD operation costs for student transportation increased 24 percent from 1993-94 to 1997-98. The salaries and benefits line item increased 46 percent. The rise in personnel costs is due, in part, to increases in personnel wage rates. From 1993-94 to 1997-98, driver and mechanic pay rates increased almost 17 percent, and monitor pay rates increased over 20 percent. Salaries and benefits make up 64 percent of all operation costs. An increase in supplies and materials is offset by a decrease of approximately the same amount in purchased and contracted services, indicating a move from using contracted services to performing work in-house.

As shown in **Exhibit 10-7**, KISD provides more extracurricular transportation than the average peer district. Extracurricular miles include student transportation for field trips and extracurricular activities such as athletics, band, and University Interscholastic League (UIL) events.

**Exhibit 10-7
Peer Extracurricular Miles
1997-98**

District	Total Miles	Extracurricula Miles	Percent Extracurricular
Temple	488,069	129,343	27%
Corpus Christi	2,634,170	528,722	20%
Round Rock	1,805,180	210,689	12%
Ector County	2,497,018	478,471	19%
Plano	2,143,629	208,317	10%
Peer Average	1,913,613	311,108	16%
Killeen	2,486,161	681,579	27%

Source: TEA School Transportation Operation Report, 1997-98.

Twenty-seven percent of KISD miles in 1997-98 were extracurricular miles. For the past three years, extracurricular miles have represented between one-quarter and one-third of total miles driven

(**Exhibit 10-8**). The increase in the number of extracurricular miles is due to an increase in the number of field trips sponsored by the district.

**Exhibit 10-8
KISD Total Miles of Service
1993-94 through 1997-98**

Type of Miles	1993-94	1994-95	1995-96	1996-97	1997-98	Percent Change
Route Miles (Including Deadhead)	2,216,660	2,203,920	2,449,164	1,969,100	1,794,360	-20%
Extracurricular Miles	364,755	601,980	853,411	966,518	681,579	87%
Non-School	24,098	0	0	0	0	-100%

Organization Miles						
Other	0	2,436	1,121	1,680	10,222	319%
Gross Annual Miles	2,605,513	2,808,336	3,303,696	2,937,298	2,486,161	-5%

Source: TEA School Transportation Operation Reports, 1993-94 through 1997-98.

A. PRIVATIZATION

The KISD Transportation Services Department does not rate favorably against key success factors. As summarized in **Exhibit 10-9**, and detailed later in this chapter, the district is not managing the department's resources effectively. Private transportation companies told TSPR that they target all of the following success factors when determining whether they can provide transportation services for school districts better and cheaper than the districts.

Exhibit 10-9
Comparison of KISD Transportation Services to Key Success Factors

Success Factor	Status
Productivity	Student riders per mile below peer average
Transportation Cost	Operation costs increased 24% although the number of student riders decreased 45%
Management Information Systems	Lack of accountability for managing costs
	Failure to use automated routing and scheduling software
Organizational Structure	Lack of clear lines of authority
Human Resources	Vacancy rate of 19% for drivers and monitors
	Annual turnover rate of 31% for the department
Management of Staff	Supervisors and mechanics drive buses daily
Overtime	Mechanic hours are 20% overtime; trip driver hours are 43% overtime
Safety	Inadequate driver training and field supervision
Preventive Maintenance	No regular preventive maintenance inspections for either school buses or general service fleet

Source: TSPR Review Team.

The district is not monitoring or evaluating the trends in the number of bus routes, miles, student riders and costs. Neither Transportation Services, nor the Budget Office explain specifically the apparent contradictions in the trend lines for key performance statistics. Operation costs continue to increase even as the number of miles operated and the number of student riders decrease. In 1997-98, total miles and riders were at the lowest level in five years and operation costs were at the highest level. Although the

director for Transportation Services did provide a list of reasons for an increase in operation costs over several years, he was not able to explain the cause and effect of annual changes in performance statistics. The number of student riders is a very important performance indicator. However, the district is unable to explain the 47 percent decrease in regular education student riders from 1994-95 to 1995-96.

Transportation does not have an effective organizational structure. The organization includes awkward divisions of responsibility and does not align similar business functions in a logical order. For example, the central distribution of district supplies is assigned to the Transportation Services Department.

In addition, the district has not filled budgeted driver positions. Nineteen percent of all driver and monitor positions are vacant. Because students must be transported to schools, supervisors, mechanics, and administrative staff who are qualified drive school buses on a daily basis. While they are driving buses, these employees cannot perform their assigned duties. This is a particular problem for mechanics. Overtime pay is excessive, averaging \$500 per day.

Safety is the most important aspect of student transportation; however, training and field supervision of KISD drivers are not adequate. An operations foreman is serving as a part-time trainer. The training curriculum concentrates on qualifying new driver candidates to obtain a commercial driver's license. Since the operations foreman drives a school bus route each day and also trains new driver candidates, he does not have time to focus on quality assurance and safety in the field.

The district does not collect and report sufficient management information to monitor performance indicators for cost-effectiveness (cost per route and cost per rider) and service-effectiveness (riders per route and riders per mile). Only systemwide data are available; data on performance by route is not available. Without useful management information, Transportation Services is unable to determine the cost of a change in district policy or procedure. For example, there are no data on the cost of changes in the Admission, Review, and Dismissal process that may explain a 50-percent increase in operation costs for Special Education. Costs are not reported and monitored in a way that would enable the district to operate more like a private business.

The district is not using available management information systems effectively. The district owns Education Logistics (Edulog), a routing and scheduling program for school districts, but Transportation Services staff are not trained to use the program to improve routing and scheduling efficiency for either regular education or special education routes.

Transportation Services also has software for vehicle maintenance management information (VMIS). Although data are entered into the VMIS database regularly, the system is not used for performance monitoring or for work order management.

There is no preventive maintenance inspection program for either school buses or general service vehicles to protect the district's capital assets.

Members of the school board asked KISD staff to determine if costs for student transportation can be reduced by contracting with a private company. During July 1998, the district requested letters of interest from three private school transportation companies. One company sent a one-page response in October 1998. During April 1999, the district interviewed private transportation representatives and evaluated the feasibility of privatization. The assistant superintendent for Business Services determined that privatization may reduce costs based on preliminary estimates by vendors of 10 percent savings of transportation annual costs, and in August 1999 he was preparing a request for competitive cost proposals. He initially hoped the district could decide on privatization before the start of the 1999-2000 school year. However, as of August 10, 1999, a request for proposals had not yet been released.

The school board already has recognized cost savings as one possible benefit if transportation services are privatized. There may be other reasons to consider contracting Transportation Services to a private contractor.

- Contractors often have a broad range of experience dealing with the challenges of providing student transportation in numerous school districts. This experience may allow a contractor to solve district student transportation problems more quickly and effectively.
- Performance clauses can be included in the contract to ensure improved quality of services. For example, a private contractor can be required to meet a standard for on-time performance.
- Incentive clauses can be incorporated in the contract to increase efficiency. For example, the district can include a clause that allows cost savings resulting from route reductions proposed by the contractor to be shared between the district and the contractor.
- A private contractor can be required to implement an appropriate cost accounting system to monitor cost-efficiency and cost-effectiveness and to better monitor and control costs by function and service categories.
- A private contractor may be more flexible in implementing personnel management practices to recruit and retain drivers. For

example, a private contractor may offer a convenient payroll schedule (weekly or biweekly pay).

- A private contractor can react quickly to market conditions to set competitive wage rates and conduct a more aggressive recruitment program to fill vacant driver positions.
- A private contractor may provide better fleet management, driver safety training, and automated routing and scheduling programs. A contractor may offer these services more cost-effectively due to economies of scale.
- By privatizing the ancillary function of school transportation, district administrators can re-focus attention on core educational functions.
- If a contractor provides the district school buses, the district no longer is faced with large capital outlays to replace the school bus fleet.

There also are possible disadvantages to private sector contracting that must be considered by the district.

- If a contractor provides the district school buses, the cost of providing vehicles will be amortized as operating costs over the term of the contract. The annual impact of the cost of vehicles will vary by the length of the contract and the required average age of the school bus fleet.
- If competition is not adequate, the contractor's price may not reflect the cost savings targeted by the district.
- A contractor may under-price a bid to receive the contract, and then attempt to raise prices after the contract is awarded.
- If the contract terms are not complete (for example, do not address all the services the district will need during the length of the contract), the cost of additional services can result in higher than expected student transportation expenditures.
- The district may have less control of day-to-day operations and procedures if transportation services are privatized.
- Student transportation services could be in jeopardy if the contractor defaults or if there are contract disputes.
- Existing employees of the district will feel uneasy about the transition to a new employer. Wages and benefits may or may not be comparable. Alternatives to protect the benefits of long-term district employees may defeat the contractor's ability to manage and control costs.

A properly structured request for proposals and contract can mitigate some of these disadvantages.

Recommendation 89:

Immediately complete the feasibility study for outsourcing Transportation Services and outsource the function.

KISD should allow sufficient time in the procurement schedule to prepare a request for proposals that will attract two or more competitive cost proposals. Issues relating to district policy on employee transfers and purchase of school buses should be researched and resolved before a request for proposals is released.

To evaluate the feasibility of reducing student transportation costs and improving service quality by contracting with a private company, KISD should take each of the following steps:

- **Determine the full cost of student transportation.** To determine if privatization would reduce costs, KISD should determine the full cost of in-house services, including the cost of buses and facilities, depreciation on these assets, and administrative overhead costs. Administrative overhead will include KISD costs that can be avoided if transportation services are contracted, costs that can be reallocated to another essential district functions, and costs that cannot be avoided and will remain a district expense in addition to the private contract. This information is needed when comparing the costs of in-house student transportation services to the costs of contracted services including contract administration costs. Decisions about employee transfers materially will affect this analysis.
- **Determine if the local market is competitive.** If there are not a sufficient number of prospective bidders, privatization may not generate enough competition to produce price advantages. In addition, a successful bidder may have few incentives from a non-competitive market to perform well.
- **Prepare comprehensive contract specifications.** The specifications must be carefully prepared and cover all of the services to be provided by the contractor during the length of the contract. The specifications should include standards to measure and monitor contractor performance.
- **Include incentives for performance.** The contract for services should contain incentive clauses that encourage contractors to find ways to reduce costs while maintaining high quality services in accordance with performance standards. The contract also should allow the district to levy penalties against the contractor if performance does not meet district standards.

- **Determine employee status.** Transportation Services employees would be most affected by a decision to contract student transportation to a private contractor. The transition will create concerns about employment status, pay, benefits, and working conditions. Employees who have been with the district several years will have additional concerns about loss of seniority and protection of retirement benefits. The district can consider several options.
 - Keep payroll and benefits of Transportation Services under the district.
 - Require the contractor to hire only new employees, while existing employees remain on the district payroll system.
 - Transfer only employees with less than a specified number of years of service.
 - Provide a transition period from the district to the contractor, thus allowing employees to choose the transfer or seek other employment.
 - Cash out accumulated benefits or negotiate roll-over accumulated retirement benefits.

At issue will be loss of the contractor's independence to manage employees and to control and reduce costs.

KISD should develop an employee transition plan for implementation that involves the employees and their representatives as much as possible. The district should keep employees informed and listen to concerns. The communication process should start before the request for proposals is advertised.

- **Evaluate options to own or contract for school buses.** The district may elect to retain title for the school buses, and then lease the vehicles to the contractor. If the contractor provides the district school buses, the district no longer is faced with large capital outlays to replace school buses. On the other hand, the amortized cost of equipment will be reflected in higher contract operating costs. KISD should incorporate provisions into the contract for buying back buses at market value if they wish to resume in-house service.
- **Determine policy before receiving price proposals.** The district should make policy decisions about employee status and owning or contracting school buses before requesting final cost proposals. The temptation to include options in the price proposal should be avoided if possible. Options make it more difficult for a contractor to offer the most competitive price.

If the district is uncomfortable about making decisions before hearing from one or more possible contractors, a two-step procurement may be more appropriate. The first step is the request for qualifications and experience to provide the scope of services. Discussions may take place with all proposers deemed qualified. Discussions may include a debate on the merits of different options. After discussions, a final set of specifications is issued with a request for bids. The second step allows a competitive range of qualified proposers to offer the lowest price for a definitive scope.

- **Establish performance measures.** KISD must monitor services provided by a contractor closely and measure performance against agreed-upon standards (**Exhibit 10-10**).

Exhibit 10-10
Suggested Performance Measures for Private Transportation Contractor

Category	Performance Measures
Productivity	Student riders per mile Student riders per route
Cost	Cost per route Cost per mile
Safety	Accidents per 100,000 miles of service Student incidents per 1,000 students transported Training curriculum for new drivers Hours of in-service training for each driver
Service Quality	On-time performance Maximum length of student time on school bus Average bus occupancy per trip Number of regular routes cancelled Number of field trip requests denied
Personnel	Number of route driver positions vacant Number of monitor positions vacant Absentee rate for route drivers and monitors Number of available alternate drivers Number of available activity drivers Annual turnover rate
Customer Satisfaction	Annual user survey of parents, school administrators Student referrals per route Response time per referral
Vehicle Maintenance	Percent of preventive maintenance inspections completed on-time Miles between in-service breakdowns Reported incidents of air-conditioning failure

Source: TSPR.

- **Decide the contract term.** The district may consider a contract with a relatively short term with an option for annual extensions.

Decisions about the length of the contract and the choices for owning or contracting for school buses should be considered together.

- **Require the contractor to provide a complete transition plan.** Successful privatization requires sufficient time for transition to new management. The contractor should provide a detailed plan for the transfer of responsibilities from the district to the new management team. The transition period can be difficult if attempted in mid-year. The district should plan to start the contractor with a new school year.
- **Plan to monitor contractor performance closely.** A qualified district employee should be assigned duties to administer the contract and to monitor contractor performance. The district employee should report to the assistant superintendent for Business Services.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Business Services determines the full cost of student transportation with the assistance of the director for Budgetary Services, the director for Transportation Services, and other department directors as appropriate and determines if the local market is competitive.	Underway
2.	The director for Transportation Services, along with the assistant superintendent for Business Services, prepares comprehensive contract specifications that include incentives for performance.	Underway
3.	The assistant superintendent for Business Services prepares the request for proposals with the assistance of the director for Transportation Services and other department directors as appropriate.	Underway
4.	The assistant superintendent for Business Services enters into discussions with Transportation Services employee representatives about their concerns and the implications of privatizing student transportation and begins developing an employee transition strategy.	October 1999
5.	The assistant superintendent for Business Services and the director for Transportation Services analyze the advantages and disadvantages of purchase or contracting for school buses.	October 1999
6.	The assistant superintendent for Business Services and the Deputy Superintendent for Administration Services and Human	October 1999

	Resource Development, with the assistance of department directors as appropriate, compare the advantages and disadvantages of different employee policies under a private contract.	
7.	The assistant superintendent for Business Services recommends a procurement methodology and the scope of services-including policy recommendations for employees and capital purchases of school buses-to the superintendent and school board for approval.	November 1999
8.	The superintendent obtains approval from the school board to issue the request for proposals. Selection criteria and evaluation methodology are defined.	December 1999
9.	The superintendent presents the analysis of the various proposals submitted by private school transportation companies and an employee transition plan and school bus procurement plan to the school board.	March 2000
10.	The school board determines if privatizing KISD's student transportation program is in the best interests of the district.	April 2000
11.	If the decision is to privatize student transportation, the school board awards a contract to the best private company.	May 2000
12.	The private company begins the transition plan for summer school.	June 2000
13.	The private company assumes full responsibility for student transportation.	August 2000

One private school transportation company told TSPR that they had already identified annual savings of \$500,000 (10 percent of costs) for KISD.

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Immediately complete the evaluation of the feasibility study for outsourcing Transportation Services and outsource the function or implement in-house measures to improve performance.	\$0	\$500,000	\$500,000	\$500,000	\$500,000

Some improvements can be made by the district independent of the decision to privatize student transportation. The remainder of this chapter

outlines individual findings of the review team and suggestions for incremental improvement and savings or costs in each area. Each of these items should be considered in the decision to outsource, should KISD decide not to outsource transportation the district will still need to address these issues in the coming year.

B. ORGANIZATION AND STAFFING

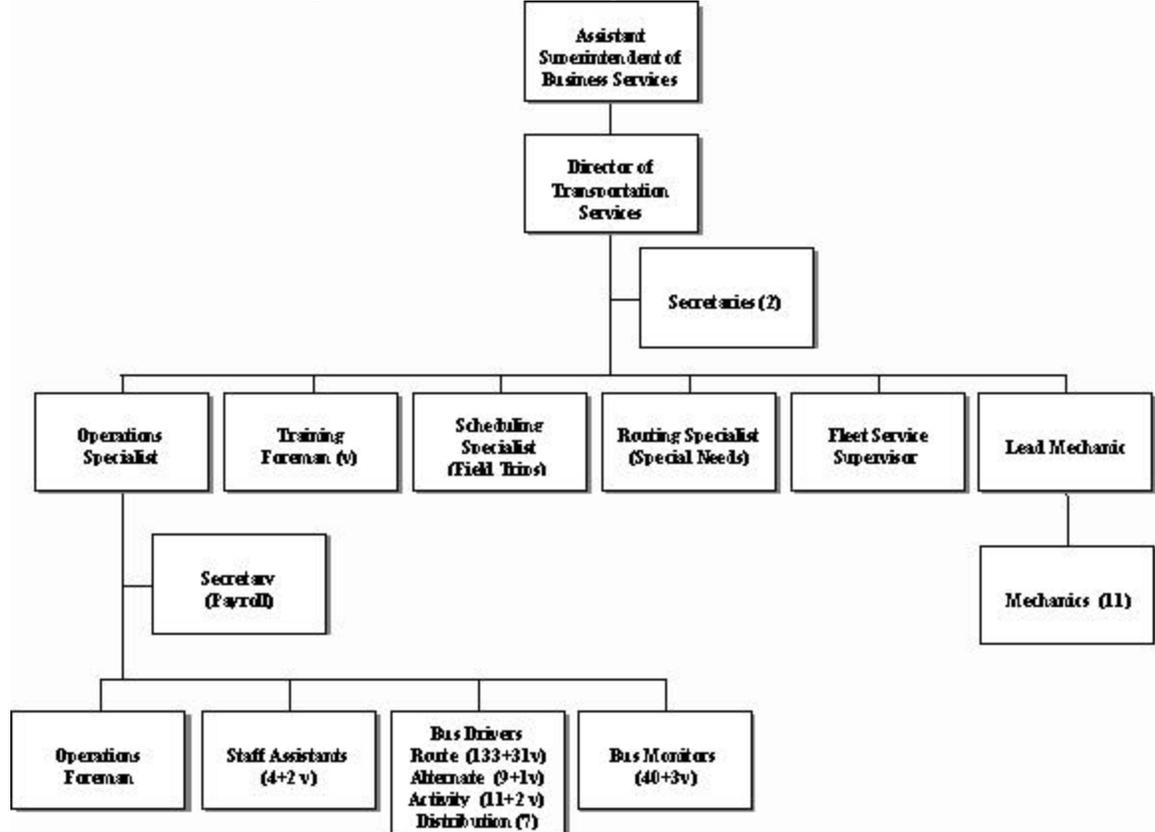
The Transportation Services Department is responsible for providing student transportation, maintaining all district vehicles, and distributing materials and supplies from the central warehouse. The department operates from one facility, located next to the KISD central administration building.

The director for Transportation Services reports directly to the assistant superintendent for Business Services. In Transportation Services, the operations specialist, routing specialist, scheduling specialist, training foreman, lead mechanic, fleet service supervisor, and two secretaries report to the director. The senior management team is made up of the director for Transportation Services, the operations specialist, and the routing specialist. The operations specialist functions as an assistant director. He is responsible for coordinating all drivers and monitors, dispatch, and the student referral process. He also assists with driver training. The routing specialist is responsible for all special needs routing and scheduling. The scheduling specialist coordinates all field trips. The training foreman is responsible for training drivers and monitors.

Responsibilities for fleet management are divided between the lead mechanic and the fleet service supervisor. Both report to the director for Transportation Services.

Exhibit 10-11 shows the organization of Transportation Services in May 1999, with the number of employees in each category listed in parentheses. Vacant positions are designated by a (v).

Exhibit 10-11 Transportation Services Organization



In May 1999, a total of 34 driver positions and three monitor positions were vacant. Three administrative staff positions (two staff assistants and the training foreman) also were vacant. In April 1998, the district imposed a hiring freeze on staff positions in Transportation Services until the privatization issue is resolved.

The district employs five categories of bus drivers: full-time route drivers, part-time route drivers, alternate drivers, activity drivers, and distribution drivers. Route drivers are assigned to operate regular or special needs routes each day. Route drivers also cover field trips as needed. Alternate drivers do not have assigned routes and are available to substitute on regular or special needs routes in the event of a driver vacancy or driver absence.

Alternate drivers also cover field trips as needed. Activity drivers primarily are assigned to field trips, but serve as alternate drivers when needed. Distribution drivers primarily are responsible for central distribution of supplies but also serve as alternate drivers when needed. Full-time and part-time monitors assist on the special needs routes.

A full-time driver or monitor is assigned to work at least 30 hours a week. A part-time driver or monitor is assigned to work at least 20 hours a week. Only full-time drivers and monitors qualify for benefits. The alternate, activity, and distribution driver positions are considered full-time positions.

FINDING

The director for Transportation Services emphasizes a "team" approach to providing quality student transportation. This focus is in response to the findings of a 1998 Gallup Work Place survey in which Transportation Services employees said they did not feel supervisors were listening to them. The team system is not a formal management structure, but a tool for improving department communication, performance, and morale.

All personnel in the department are assigned to one of 17 teams. Each team elects a team leader and is encouraged to meet once per month. All team leaders meet with the director for Transportation Services each Wednesday. The director for Transportation Services said the teams give employees a sense of ownership and responsibility for student transportation. During a TSPR focus group, many drivers and monitors said the teams help them share ideas, provide a forum for more experienced drivers to help new drivers, and help ensure they are being heard. In the focus group discussion, the drivers said the teams facilitate positive discussion between employees, build a supportive atmosphere, and make personnel feel they are contributing to the achievements of the department. The teams also help supervisors to emphasize the departmental theme of "Safety, Order, Rights of Others."

The positive effect of the team system can be demonstrated through the attitudes of department employees. All personnel in the Transportation Services Department are focused on delivering service to children and make transporting children between home and school the first priority.

In a follow-up Gallup Work Place survey, employees reported some improvement in all of the areas surveyed. The improved results of the follow-up survey may or may not be credited to the team approach. However, the director for Transportation Services used the results of the second survey as a device for targeting areas for improvement. The team leaders met to discuss the survey results, identify what areas needed improvement, set goals for improvement, and develop a plan of action to meet the goals.

COMMENDATION

The team system in Transportation Services provides opportunities for communication, peer support, and employee growth while emphasizing the importance of the department's theme of "Safety, Order, Rights of Others."

FINDING

The formal organizational structure of Transportation Services shown in **Exhibit 10-11** does not emphasize the importance of safety and training in student transportation, includes awkward divisions of responsibility, and does not align similar functions in a logical order. The department is organized into four areas: operations, field trip scheduling, routing, and fleet maintenance.

The operations area includes a wide variety of functions, such as supervision of drivers and monitors, central distribution, dispatching, student referral process, and safety. The operations specialist acts as an assistant director and coordinates the activities of drivers, monitors, staff assistants, the operations foreman. He also supervises the fleet and distribution secretary, who also is responsible for payroll.

Two of the most important aspects of student transportation are safety and training. The organization obscures the importance of safety and training in KISD. Although the organization chart shows a training foreman reporting to the director for Transportation Services, the position is vacant. The operations foreman is responsible for training on a part-time basis. The operations foreman reports to the operations specialist. The organization of the operations area does not emphasize supervision of drivers in the field. Without adequate field supervision, Transportation Services cannot measure on-time performance and monitor the performance of drivers. The absence of consistent and visible field supervision risks student safety and makes it difficult to monitor the quality of transportation services. Temple ISD has a field supervisor and two driver trainers responsible for supervising and training drivers.

The scheduling specialist is responsible for coordinating all field trips, including both field-based instructional trips and extracurricular trips. The scheduling specialist receives requests for field trips and schedules driver assignments. The scheduling specialist is an independent report to the director although the duties assigned are related to daily operations.

Routing duties are divided between two positions. The routing specialist plans routes and schedules for special needs routes, and the director for Transportation Services plans all regular routes. Routing and scheduling should not be the responsibility of the director. Planning regular routes and schedules diminishes the director for Transportation Services' ability to

concentrate on managing the functions of the department. Similarly, because his main responsibility is running the department, the director for Transportation Services cannot focus as much attention as is necessary to most effectively plan routes and analyze them for efficiency.

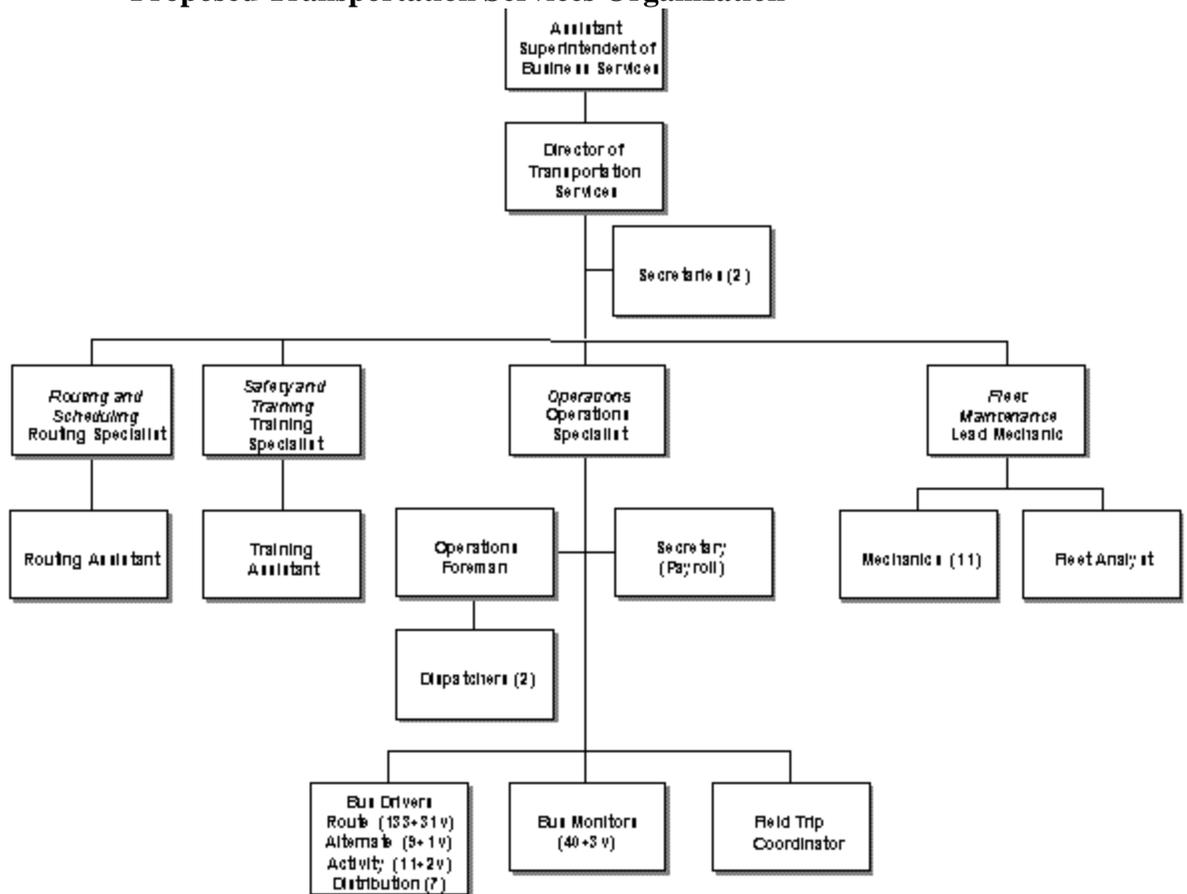
Two positions, the fleet service supervisor and lead mechanic, report independently to the director for Transportation Services. Although both of these positions are related to maintaining the school bus and district fleets, these positions are not organized in one functional unit. The lead mechanic supervises 11 mechanics. The fleet service supervisor is responsible for data entry of vehicle maintenance work orders, monitoring fuel inventory and ordering fuel, and coordinating with the warehouse for parts purchases. The fleet service supervisor also oversees the work of 10 drivers during the hours each day when they serve as bus fuelers.

Recommendation 90:

Reorganize Transportation Services into sections for operations, routing and scheduling, fleet maintenance, and safety and training.

Transportation Services should be reorganized into sections for operations, routing and scheduling, fleet maintenance, and safety and training (**Exhibit 10-12**). The responsibilities of each section should be clearly defined to focus on the most important aspects of student transportation.

**Exhibit 10-12
Proposed Transportation Services Organization**



Source: TSPR.

The operations section would include the day-to-day operations of student transportation, including supervising drivers and monitors, dispatching, and field trip scheduling. The operations specialist is the supervisor for the operations section. The operations specialist supervises the operations foreman, drivers, monitors, two staff assistants responsible for dispatching, the field trip scheduling specialist, and the secretary responsible for payroll. To better reflect the nature of their duties, the staff assistants should be renamed dispatchers and the scheduling specialist should be renamed field trip coordinator.

Within the operations area, field supervision would be the responsibility of the operations foreman. The operations foreman should be responsible for monitoring driver performance, resolving in-service problems with principals and parents, and ensuring the quality of student transportation delivery. The two dispatchers (one for the a.m. shift and one for the p.m. shift) should assist with field supervision via continuous radio

communication and should report to the operations foreman. With this new organization, three positions will supervise drivers in the field.

The routing and scheduling section would include planning for both regular and special needs routes. The routing specialist would be the supervisor for the routing and scheduling area. A staff assistant should be assigned to this area to assist the routing specialist to plan regular and special needs routes and to periodically analyze routes and schedules for efficiency. The routing specialist and the staff assistant will require training to use the district's automated routing and scheduling software. To reflect the nature of his duties, the staff assistant position should be renamed routing assistant. By delegating responsibility for routing regular routes to the routing and scheduling area, the director for Transportation Services can focus more fully on managing the functions of the department.

The fleet maintenance section should be consolidated so that the lead mechanic is the sole maintenance staff member reporting to the director. This realignment will eliminate the fractured reporting relationships in the maintenance area. The position of fleet service supervisor is not appropriate for the duties performed. A position of fleet analyst should be created. Qualifications for the position should include training and skills in the use of computer databases and spreadsheets. The fleet analyst should report to the lead mechanic. The position will be responsible for data entry of vehicle maintenance work orders, fleet and maintenance performance monitoring and reporting, parts research and coordination with the warehouse, and administrative functions for the fleet maintenance area. The position of fleet service supervisor should be eliminated. The 10 drivers who also fuel buses should report to the operations specialist for all duties. The operations specialist should always be responsible for drivers, including during the hours each day they serve as bus fuelers.

The new safety and training section will emphasize the importance of safety in student transportation. The section will include driver training and managing student referrals. The training foreman is responsible for this area. To reflect the duties, the title should be changed to training specialist. The training specialist oversees drivers and monitors during training, and will coordinate with the operations specialist and operations foreman to schedule retraining for drivers as required based on performance. A staff assistant should be designated as a training assistant and assigned to help with training and managing student referrals.

The new organization eliminates the field service supervisor and two vacant staff assistant positions. One new position for a fleet analyst is added.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services recommends creating the fleet analyst position and eliminating the fleet service supervisor position to the assistant superintendent for Business Services, the deputy superintendent for Administration Services and Human Resource Development, and the superintendent.	October 1999
2.	The director for Transportation Services eliminates the two vacant staff assistant positions by not filling the positions.	October 1999
3.	The director for Transportation Services recommends to the assistant superintendent for Business Services, the director for Auxiliary Personnel, and the Coordinator of Professional Personnel renaming the remaining staff assistant positions, and the scheduling specialist to more accurately reflect their duties and reclassifying the training foreman to a training specialist.	October 1999
4.	The assistant superintendent for Business Services recommends the reorganization of the department to the superintendent and the school board for approval of the new fleet analyst position.	November 1999
5.	The director for Transportation Services implements the new organizational structure.	December 1999

FISCAL IMPACT

The fleet service supervisor earns \$17.62 an hour and works eight hours a day for 235 days a year. Eliminating the position will save \$35,354 (\$17.62/hour x 8 hours/day x 235 days/year + \$2,228 in benefits).

The median wage rate for the fleet analyst position (classification 200H) is \$13.45 an hour. The new analyst position will require an investment of \$27,514 (\$13.45/hour x 8 hours/day x 235 day/year + \$2,228 in benefits).

The average staff assistant earns \$10.02 an hour and works eight hours a day for 184 days a year. Eliminating two staff assistant positions will save Transportation Services \$33,954 (\$10.02/hour x 8 hours/day x 184 days/year + \$2,228 in benefits x 2 positions) a year.

The total savings are \$69,308 (\$35,354 plus \$33,954). The total investment is \$27,514. The net savings are \$41,794 per year (\$69,308 in savings less \$27,514 in investments).

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
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Reorganize Transportation Services into sections for operations, routing and scheduling, fleet maintenance, and safety and training.	\$39,181	\$41,794	\$41,794	\$41,794	\$41,794
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FINDING

The number of vacant driver positions is the most serious problem facing Transportation Services. Driver vacancies cause increased overtime, take employees away from their primary duties to drive bus routes, and hinder the fleet maintenance function of the department.

Thirty-four budgeted driver and three budgeted monitor positions are vacant, representing almost 19 percent of the driver and monitor positions. The turnover rate for the department is 31 percent, and recruiting new drivers is difficult. The average daily absentee rate for KISD drivers is also high, averaging 13 percent, or 24 drivers, for route, alternate, and activity drivers.

Despite a severe shortage of drivers and high absentee rate, Transportation Services operates approximately 163 routes each day. In addition to daily school to home transportation, the department fills as many as 30 field trip requests each day (a field trip may require multiple buses).

The Auxiliary Personnel Department is responsible for recruiting new drivers. Recruitment strategies include newspaper advertisements, flyers, and announcements at individual schools at the beginning of each school year. The Transportation Department also hangs large advertising banners on two buses and parks each bus in different places with high visibility such as on a parking lot near a busy street. A review of timecards revealed that some drivers have the same surname, suggesting they may be family members. Personal references appear to be one method of recruitment. The recruitment program does not produce sufficient candidates to fill vacant driver positions.

Examples of recruiting efforts used by other school districts include moving advertisements on the back of 200 school buses; a sign-on bonus to driver candidates who complete training, and welfare-to-work and access-to-jobs initiatives through local workforce development boards.

The activities of the Transportation Services Department revolve each day around efforts to find a driver for every route. Anyone in the department with proper commercial driver's license (CDL) drives when necessary, and those without a CDL frequently act as monitors. For example, the operations foreman has an assigned route and must spend four hours of

each day driving. During a site visit, TSPR observed one afternoon in which all office staff, except for the operations specialist (serving as dispatcher) and a secretary, were on a route.

As a result of the driver shortage, many staff members work longer than eight hours each day. Eligible employees work overtime as a result of driving student transportation routes and also performing primary duties. Analysis of timecards for all Transportation Services employees revealed 2,544 overtime hours were worked from February 27 to March 26, 1999 (**Exhibit 10-13**). This is the equivalent of 32 drivers driving four hours a day for a month, or 2,560 hours. Because overtime is paid at time and a half, the district spends about \$9,791 a month over and above the cost of actually filling the vacant driver positions.

Exhibit 10-13
Transportation Services Overtime Hours

Job Classification (Number of Positions)	Scheduled Hours	Overtime Hours	Percent of Overtime Hours
Office Staff (12)	1,920	64	3%
Route Drivers (131)	16,960	418	2%
Alternate Drivers (8)	1,280	14	1%
Trip Drivers (11)	1,760	1,348	43%
Distribution Drivers (7)	1,120	207	16%
Monitors (40)	3,800	0	0%
Maintenance Staff (12)	1,920	493	20%
Total	28,760	2,544	8%

Source: Transportation Services timecards from February 27 to March 26, 1999.

Overtime hours represent 8 percent of all hours worked by non-exempt positions. However, the overtime hours are not spread evenly among job classes. Maintenance staff, trip drivers, and distribution drivers work a disproportionate amount of overtime compared with other job classifications. While they are driving routes, maintenance staff and distribution drivers cannot work on their primary function. TSPR estimates the number of maintenance hours required to maintain the district's 229 school buses and 156 vehicles at 20,834 hours.

When non-productive time, such as absences, time spent driving routes, and time for breaks, is considered, TSPR estimates the 12 mechanics only worked 13,656 productive, non-overtime maintenance hours in 1998-99. If mechanics did not have to drive a route, they would be able to work 21,473 hours a year. The district has an appropriate number of mechanics, but until enough driver vacancies are filled, the lack of drivers will continue to hinder fleet maintenance in the department. Filling the driver vacancies would allow all employees to concentrate all of their time on their primary functions.

The reasons for difficulty in filling vacant driver positions are varied; however, district payroll policies and practices are the most often stated reasons why it is so hard to fill driver positions. Problems in filling positions due to district payroll policies and practices are not unique to Transportation Services, and other auxiliary departments expressed similar complaints. However, the lack of personnel in Transportation Services may risk the quality and safety of student transportation.

In August 1999, the district did adjust wage rates for auxiliary personnel for the 1999-2000 school year. The wage scale for school bus drivers will be increased. The minimum wage for drivers will increase from \$7.26 per hour to \$7.51 per hour. Drivers with 85 or more days experience with the district prior to August will also receive a \$0.69 per hour pay increase, which is 8 percent of the median of the 1998-1999 wage scale for drivers.

Driver positions also are hard to fill because of the CDL requirement. Training for a CDL is not readily available. A candidate who already has a CDL can get a higher paying job by driving commercial vehicles. Individuals without a CDL must pay for their own CDL test to be a school bus driver. The director Transportation Services said KISD offers a temporary position as a monitor for prospective drivers who are not yet qualified for a CDL. Round Rock ISD (RRISD) pays for each driver's CDL. The director for transportation for RRISD said new drivers may not have the extra money available to get a CDL, so paying for a driver's CDL removes that barrier.

Recommendation 91:

Initiate an aggressive driver recruitment program that offers incentives for new drivers.

An aggressive recruitment program is needed to fill the vacant driver positions, cut down on overtime, and allow personnel to devote all of their time to their primary functions. Implementing an aggressive driver recruitment program is two-fold. First, the Auxiliary Personnel Department should increase its recruitment activities overall. Second,

Transportation Services should implement attractive incentives for new drivers.

Auxiliary Personnel can increase efforts to specifically recruit seniors and spouses of military personnel as part-time bus drivers. Other suggestions for more aggressive recruitment are moving advertisements on the back of all school buses and cooperative programs with the local workforce development board as part of the welfare-to-work and access-to-jobs initiatives. The district can also help new drivers bridge the gap in earnings between recruitment and the first pay check by offering a sign-on bonus.

Some of the most effective recruitment is by word-of-mouth. Drivers can participate in the recruitment process by telling their friends and family about job openings. To encourage this practice, KISD could offer a bonus to drivers or monitors each time Auxiliary Services hires a new driver that they recruited.

Transportation Services should offer incentives to help attract new drivers and retain existing drivers. Incentives to new and existing drivers include offering a sign-on bonus of \$200 to new drivers, offering a \$50 bonus to drivers who recruit new drivers, and offering to pay for the CDL.

A CDL license costs \$60. This is not expensive to a large organization like KISD, but can be cost prohibitive for an unemployed applicant seeking a job. By paying for CDL licenses for new and existing drivers, Transportation Services can remove a barrier to hiring and provide an appreciated benefit to its existing drivers at a small cost to the department. New drivers who have earned a CDL elsewhere could be given a \$60 bonus as a show of appreciation of the skills they are bringing to the position.

To make earning a CDL more accessible, Transportation Services could coordinate with Central Texas College to offer a CDL training class. KISD, other school districts, Fort Hood personnel, and the general public could use the class. If driver positions are hard to fill because of the CDL requirement, a CDL program accessible to the community should help create a pool of qualified candidates.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services and the director for Auxiliary Personnel develop a plan for a more aggressive driver recruitment program and recommend the plan to the assistant superintendent for Business Services and the deputy superintendent for Administrative Services and Human Resource Development.	March 2000
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2.	The director for Transportation Services identifies the source of budgeted funds for recruitment incentives to be reallocated from payroll expense for overtime. A budget amendment is not required if the funds are transferred within a function.	March 2000
3.	The director for Transportation Services develops the procedures for to pay for CDL licenses	April 2000
4.	The director for Transportation Services and the director for Auxiliary personnel develop guidelines for sign-on bonuses and bonuses for to drivers who successfully recruit new drivers	April 2000
5.	The assistant superintendent for Business Services recommends to the superintendent and the school board approval of the new recruitment incentives for school bus drivers.	May 2000
6.	The superintendent announces the new recruitment incentives.	May 2000
7.	The director for Transportation Services meets with Central Texas College representatives to determine the requirements for a CDL training class.	May 2000
8.	Central Texas College designs an appropriate CDL course.	June 2000
9.	Central Texas College begins offering the CDL course.	August 2000

FISCAL IMPACT

Transportation Services has a 31-percent turnover rate, and about 61 positions are vacated each year. Assuming a sign-on bonus of \$200, offering a sign-on base will cost Transportation Services \$12,200 a year (\$200 bonus x 61 positions).

Assuming one-third of those positions are filled as a result of word-of-mouth recruitment, paying a \$50 bonus to drivers will cost Transportation Services \$1,017 a year (\$50 bonus x 20.3 positions).

A CDL costs \$60 and must be renewed every six years. KISD has 194 driver positions. Assuming one-sixth of drivers, or 33 drivers, are either hired or renew their license each year, paying for CDL licenses will cost Transportation Services \$1,980 a year (\$60/CDL x 33 drivers).

If all driver positions are filled, no employees should have to work overtime. Overtime costs Transportation Services about \$490 a day for 177 days (staff development days not included). Filling all driver positions would save the district \$86,750 a year (\$490 overtime/day x 177 days).

The total savings are \$86,750. The total investment is \$15,197 (\$12,200 plus \$1,017 plus \$1,980). The net savings are \$71,553 per year.

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Initiate an aggressive driver recruitment program that offers incentives for new drivers.	\$0	\$71,553	\$71,553	\$71,553	\$71,553

FINDING

The director for Transportation Services provided a mission statement that includes goals for the department. However, there is no clear statement of objectives and performance indicators to monitor performance and to measure progress toward achieving goals. Performance is tracked by the director and the operations specialist primarily by the observation of the number and nature of telephone calls from parents and school administrators.

Many public transit systems and private fleet managers use performance measures to determine the level of training employees need; decide promotions and incentive rewards; enhance preventive maintenance programs, reduce repeat failures, road calls, and unscheduled maintenance; improve employee and customer satisfaction; and reduce costs.

The Transportation Services Department collects a lot of data. The data are entered into different, independent software programs. For example, specific software is available for vehicle maintenance information, field trips, and routing and scheduling. The programs are not used to full capacity. The vehicle maintenance information database is not linked to the parts inventory system in the central warehouse. The available software programs are not used for management reporting or trends analysis. However, with these data and programs, Transportation Services has a strong foundation upon which to build a performance monitoring program.

Recommendation 92:

Develop key indicators to measure and monitor performance of regular and special education transportation.

The district has sufficient information to develop some performance indicators for Transportation Services. **Exhibit 10-14** lists the performance measures recommended. These indicators were selected to

measure the most important aspects of service and to track specific areas that have been identified in TSPR's findings as areas of concern. Targets have been selected based on levels that should be achievable in light of available information and the experience of other school districts and fleet operators. Once the KISD experience is measured, the targets may need to be adjusted.

Exhibit 10-14
Recommended KISD Performance Measures

Performance Indicator	KISD 1996-97 Actual	Target
Safety		
Accidents per 100,000 miles	1.71*	1.55
Student referrals per 1,000 students bused	2.64	2.40
Cost-Efficiency		
Operations cost per mile - Regular	\$1.81	\$1.63
Operations cost per mile - Special	\$2.73	\$2.46
Cost-Effectiveness		
Operation cost per route - Regular	Not Available	\$175/day
Operation cost per route - Special	Not Available	\$234/day
Operation cost per rider - Regular	\$2.17	\$1.95
Operation cost per rider - Special	\$12.99	\$11.69
Service Effectiveness		
Route riders per mile - Regular	0.83	0.91
Route riders per mile - Special	0.21	0.23
Route riders per route - Regular	86	89
Route riders per route - Special	19	20
Service Quality		
On-time performance	Not Available	90%
Complaints per 100,000 miles	Not Available	30
Maintenance Performance		
Miles between road calls or breakdowns	Not Available	6,000
Percent PMs completed on time	Not Available	95%

Source: TEA School Transportation Operation Report, 1997-98; TEA School Transportation Route Services Report 1997-98 - costs exclude capital outlay

*and debt service; KISD accident report; KISD discipline referral report.
Used accidents for 1998-99 and miles from 1997-98.

Each year, the director for Transportation Services should examine these indicators and use the results to evaluate management practices. All personnel in Transportation Services should be informed about the standards and measures, the targets to be achieved, and progress toward the targets. Achievements in improved performance should be rewarded with appropriate incentives for employees or teams. A performance-based management program should allow Transportation Services to demonstrate and quantify its successes.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services develops key indicators to assess the department's performance and establishes benchmarks	January 2000
2.	The director for Transportation Services reviews the performance indicators and benchmarks with the assistant superintendent for Business Services.	January 2000
3.	The performance indicators and benchmarks are publicized to the Transportation Services staff.	January 2000
4.	The director for Transportation Services monitors the performance indicators and disseminates the results to all Transportation personnel.	Monthly
5.	The director for Transportation Services annually adjusts performance targets to reflect experience.	Annually

FISCAL IMPACT

The adoption and monitoring of the performance indicators can be accomplished with existing resources. The specific fiscal impact of improved cost-effectiveness and cost-efficiency is captured in the fiscal impact sections of other cost-saving recommendations made in this chapter.

C. SAFETY

FINDING

The position of training foreman has been vacant since August 1998. The position has not been filled due to the Transportation Services' hiring freeze, which will continue pending a decision on privatizing transportation. Although an official calendar for the decision on privatization of student transportation has not been adopted by KISD, the administrative assistant for Business Services, who is coordinating release of a request for proposals, said a decision on privatization may not be made until the 2000-01 school year.

With a high turnover rate of 31 percent, the Transportation Services Department must train 61 new drivers each school year. Driver training is now the part-time responsibility of the operations foreman. The operations foreman's primary responsibilities are safety and field supervision of drivers. However, since the operations foreman drives a school bus route each day and also trains new driver candidates, he does not have time to focus on safety issues.

Recommendation 93:

Recruit and hire a training specialist for Transportation Services.

Safety is the most important aspect of student transportation. The position of training foreman should be reclassified as the training specialist, responsible for new driver training and retraining for current employees. The operations foreman currently is serving part-time as the trainer. He also is responsible for supervising drivers and field observations. Until the operations foreman can delegate training to a new training specialist, he does not have time to focus on safety issues in the department. For example, during community meetings held by TSPR for this review, several participants commented on observations of school bus drivers who drive too fast and do not observe traffic signals. The operations foreman should be in the field to observe and address these incidents

The importance of safety and training cannot be delayed until 2000-01. The freeze on hiring a training specialist should be lifted and recruitment to fill the position should begin as soon as possible.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services recommends hiring a training specialist to the assistant superintendent for Business Services.	October 1999
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2.	The assistant superintendent for Business Services recommends filling the training specialist position to the superintendent and school board.	November 1999
3.	The superintendent authorizes the director for Human Resources to recruit a qualified training specialist.	November 1999
4.	The director for Human Resources provides the director for Transportation Services a list of qualified candidates for the training specialist position.	December 1999
5.	The new training specialist is hired.	March 2000

FISCAL IMPACT

The position of training specialist is part of the budget for Transportation Services. This recommendation could be implemented with existing resources.

FINDING

Driver training is inadequate. During community meetings held by TSPR for this review, participants said bus drivers are not properly trained to handle the needs of special education students. An operations foreman is serving as the trainer on a part-time basis. The training curriculum concentrates on qualifying new driver candidates to obtain a commercial driver's license (CDL). The operations foreman spends six to 12 hours total with each new driver candidate covering department procedures and the requirements for the CDL test. In addition, driver candidates ride along with an experienced driver to get acquainted with the route, stops, and students. Eventually, a driver is required to attend 20 hours of driver training offered periodically by the Region 12 Education Services Center (ESC). However, a driver can drive a school bus route once he or she has completed KISD training, earned a CDL, and has enrolled in the Region 12 ESC class. Training to qualify as a driver does not include preparation to manage student discipline. Without adequate training, a driver may pose a serious safety risk to the transportation of students.

KISD offers seven in-service training days for staff development during each school year. Usually two of the seven days are devoted to some form of skills training for transportation employees. The remaining in-service days typically are devoted to team building. Student discipline improvement and conflict resolution training is provided annually. The district offers classes in conflict resolution each summer, and employees who are interested may attend. All school bus drivers who have been employed for at least three years must attend an eight-hour school bus

refresher course as required by TEA. The refresher course is required for drivers every three years and is coordinated with Region 12 ESC.

Each driver with the Round Rock ISD spends 62 hours in training, 20 of which are spent on the road one-on-one with a trainer. Classroom training includes defensive driving, crisis prevention, and 20 hours of Region 12 ESC training. In addition, drivers watch safety videos each month. The safety videos are not required, but drivers are paid for the time spent watching the videos. This incentive ensures a high rate of participation in this additional training. Temple ISD provides its drivers two weeks, or about 80 hours, of training.

Recommendation 94:

Develop a comprehensive training curriculum for drivers to include behind-the-wheel training, student discipline management, and safety.

An expanded driver training program will provide many advantages. First, training ultimately improves departmental performance due to improvements in driver performance and service effectiveness, and it improves quality control. Also, training drivers initially will reduce the need to spend time and money on retraining later.

Second, training helps policy enforcement. When policies have been communicated, management can expect a high standard of performance. When management takes the time to train employees properly and effectively, more employees understand what is expected of them and how their duties are to be carried out.

Third, increased training will result in improved safety. An inadequately trained driver is a hazard, while a well trained driver is an asset. Implementing a driver training program that emphasizes safety will create a secure environment in which to transport students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The training specialist develops a training curriculum with sufficient time for skills training including driving, managing student discipline, and safety.	May 2000
2.	The director for Transportation Services recommends expanding driver training curriculum to the assistant superintendent for Business Services.	June 2000
3.	The director for Transportation Services authorizes the training specialist to expand the training program.	July 2000

FISCAL IMPACT

The fiscal impact is the cost of paying for each driver's time to receive training. The first 12 hours of training and ESC already are available. The fiscal impact includes 30 additional hours of training for each new driver. Assuming a wage rate of \$7.26 per hour for a driver, the cost of the expanded training program for each new driver is approximately \$220 per driver. The approximate number of new drivers each school year is 61, for a total cost of \$13,420 a year.

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Develop a training curriculum for drivers to include behind-the-wheel training, managing student discipline, and safety.	\$0	(\$13,420)	(\$13,420)	(\$13,420)	(\$13,420)

FINDING

Monitors are assigned to ride with drivers on special education and alternative program routes. Monitors do not receive adequate training for their duties. Monitors receive two hours of training before being assigned to a route. The training content includes department procedures and how to secure wheelchairs. No formal training is provided on how to assist children with special needs.

Monitors are expected to learn how to take care of special needs children while they are on the route. Administrative staff members who do not have a CDL also may be called upon to substitute as monitors without specific training. Special needs students require very specific personal assistance. Monitors and administrative staff cannot provide the appropriate support for special needs students without adequate training. Corpus Christi ISD has a training program for special needs bus drivers and monitors that covers preboarding and boarding practices, how to secure wheelchairs and occupants, how to evacuate the bus, and student management for special needs students. Before Round Rock ISD monitors ride on a bus with a student with special needs, such as medical equipment, they participate in one-on-one training with a school nurse to learn how to handle that particular student's needs. Temple ISD provides approximately 20 hours of training for monitors.

During a TSPR driver focus group, drivers and monitors said they had been trained only to secure a wheelchair once, when they were first hired. The drivers and monitors felt they needed retraining. One administrative

staff member who sometimes rides as a monitor said he did not know how to secure a wheelchair at all. During community meetings held by TSPR for this review, participants said monitors do not always know how to handle the special needs of children with disabilities.

Recommendation 95:

Develop a comprehensive training program for school bus monitors.

A training curriculum of approximately 16 hours for monitors is appropriate. The curriculum should include classroom training for department procedures (two hours), first aid and CPR (two hours), passenger assistance for wheelchairs (two hours), managing special needs students (two hours), and the care of special needs students (four hours). The 16-hour curriculum also should include a supervised ride-along on the monitor's new route after the classroom training is complete so the monitors can become familiar with the individual needs of students on the route (four hours).

In addition, a passenger assistance training class should be offered as staff development for all transportation employees during a regularly scheduled in-service day.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The training specialist develops a training curriculum for monitors with sufficient time for specific training in passenger assistance, helping special needs students, and managing student discipline.	May 2000
2.	The director for Transportation Services recommends the expanded training curriculum for monitors to the assistant superintendent for Business Services.	June 2000
3.	The director for Transportation Services authorizes the training specialist to expand the training program for new monitors.	July 2000
4.	The director for Transportation Services incorporates the training module for passenger assistance in the agenda for staff development for the current Transportation Services staff.	August 2000

FISCAL IMPACT

The fiscal impact is the cost of paying for each new monitor's time to receive training. The approximate number of new monitors each school year is 20. Assuming a wage rate of \$6.50 per hour for a monitor, the cost of the expanding the training program for each new monitor from two

hours to 16 hours is approximately \$100 (\$6.50/hr x 14 hrs x 20 new monitors).

Passenger assistance training for current employees can be offered during a scheduled in-service day and does not require additional expense.

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Develop a comprehensive training program for monitors	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)

FINDING

A school bus driver may not discipline a student other than reassigning a seat or reasonable verbal reprimand. If a problem occurs with a particular student on a school bus, the driver must write a report on the incident. The driver submits the report to the operations specialist in the Transportation Services Department, who prepares a multi-part form for each report and forwards the forms each morning at 9:00 a.m. to the appropriate school administrators. Each school is responsible for investigating incidents and determining disciplinary action, if any. The school administrator returns the student referral forms to the Transportation Services Department.

This procedure is timely and appears well thought out. The Transportation Services Department, however, has not taken advantage of database software to track and analyze trends in student referrals. Tracking trends would help Transportation Services identify and appropriately address a recurring problem with a specific student, route, or driver.

During the focus group discussion, some drivers said they were not always informed of how referrals were handled or were not informed of disciplinary in a timely manner. For example, if a student was suspended from riding the bus, a driver may not know of the decision for several days, although the student continued to ride the bus despite the suspension. The drivers said when they are not informed of disciplinary actions in a timely manner, driver authority with students is not reinforced, leading to further discipline problems. The director for Transportation Services said the administrators at some schools do not investigate incidents or may not report findings and actions by completing the student referral form.

During community meetings held by TSPR for this review, participants complained about the process for resolving problems on the school bus. Some people said students and their parents were always favored. Other

people said the students do not always know what is expected of them. One member of the community recommended schools explain the expectations for student conduct on the school bus at the beginning of each year.

Recommendation 96:

Work with school administrators to emphasize the importance of responding to student referrals and use a database to document incidents on school buses and analyze trends to identify recurring problems and develop appropriate action plans.

The training specialist, who is responsible for training and student referrals, should use a database to enter and track discipline referrals by student, school, and driver. Periodic analysis of the data should reveal trends in referrals that then can be addressed appropriately. For example:

- A student who consistently causes problems could warrant a parent conference;
- A general problem in discipline from a particular school might be resolved through a meeting with school administrators;
- Drivers who have difficulty maintaining discipline may need student management training; and
- Many drivers who cannot maintain discipline may mean there is a need for a training program for all drivers that teaches student management skills.

Entering referrals into a database can be integrated into the existing process. Each morning before the referrals are sent to school administrators, the training assistant can enter the pertinent information in the database, such as the date and time, the route, trip and bus number, the student and driver involved, the incident that occurred, and the school the student attends. As school administrators return discipline referrals to Transportation Services, the database should be updated on the action taken, the school administrator's response and the date of action. The driver should be informed of the resolution of the incident.

The database can be designed to print a number of different reports, including reports by individual driver and student, route, trip, or school. Reports could also be designed to analyze discipline referrals by route type (regular, special needs, or field trip), age group, time of day, or any number of other factors that could help identify discipline trends and develop solutions.

The database also can provide a mechanism for ensuring timely responses by school administrators. Each day, the database can be queried to identify

referrals that are pending. Pending items can be referred to the operations foreman. The operations foreman then can follow up with the appropriate school administrator to emphasize the importance of prompt action and communication with the student and the driver.

Trends in driver performance can be monitored by the training specialist. If disciplinary action is required, the analysis should be referred to the operations specialist. If training or a change in departmental procedure is appropriate, the training specialist can initiate new training programs or encourage discussion of procedures during team meetings.

The Transportation Services Department should refer violent incidents and student referrals that suggest a serious discipline problem for a specific student to the KISD School Safety Department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services requests the assistance of the Technology Department to set up a database to record and print reports on student referrals.	June 2000
2.	The director for Transportation Services assigns the training assistant to enter student referrals into the new database as a part of the current daily procedures.	August 2000
3.	The director for Transportation Services assigns the training specialist to analyze student referrals to identify management trends.	Weekly
4.	The training specialist reports findings to the director for Transportation Services, the operations specialist, and the operations foreman to develop appropriate action plans.	Weekly
5.	The director for Transportation Services or the operations specialist refers violent incidents or serious student discipline problems to the attention of the director for School Safety.	Upon occurrence

FISCAL IMPACT

This recommendation could be implemented with existing resources.

D. ROUTING AND SCHEDULING

Approximately 9,594 KISD students are transported daily on the bus. The district operates 111 regular and 52 special needs routes that serve 23 elementary school, eight middle schools, two ninth grade centers, two high schools, and three alternative education campuses. The attendance zones for two elementary schools do not extend beyond two miles, and no school transportation is provided. The district's service area is large, covering 427 square miles that includes Fort Hood and the cities of Killeen, Nolanville, and Harker Heights.

To be eligible to ride the bus, a student must live two or more miles from school or must walk through a hazardous walking area to get to school. Ten percent of regular route miles are required to transport 625 students due to hazardous conditions. Ten percent is the maximum percent of regular route miles that are eligible for state reimbursement for hazardous conditions. Some student transportation is provided by Fort Hood, which provides busing for students living less than two miles from schools located on Fort Hood. Because of the two-mile eligibility rule, KISD and Fort Hood transportation services are not duplicative.

KISD operates a staggered bell schedule that consists of five start and end times. As a result of staggered bell times, most regular bus route drivers are able to make two or three trips in the morning and two or three trips in the afternoon, allowing students to be bused within their own age group. Only a few route drivers do not have time to make multiple runs because they serve rural areas. On these routes, students of all ages ride together. Some routes also have a mid-day run.

The length of regular routes in minutes is reasonable based on TSPR review of a sample of route schedules. Transportation Services designs schedules to allow bus drivers to arrive or depart a campus within a 15-minute window. If the driver arrives and departs within the 15-minute window, the driver is considered to be on time.

FINDING

KISD sponsors many field trips to enhance student educational opportunities. The district's commitment to student field trips is demonstrated by the purchase of 14 over-the-road coaches for travel buses; an administrative position dedicated to field trip scheduling and billing; 13 driver positions designated for activity trips; use of a special field trip management software called Transportation Operation Manager (TOM); and a commitment to make every effort to fill all field trip requests.

The trips provide KISD students many developmental opportunities and extracurricular activities. Examples of developmental opportunities include trips to museums, such as the Austin Museum of Art; zoos, such as Cameron Park Zoo in Waco; parks and nature areas, such as the Central Texas College Duck Pond; and places of employment, such as the Killeen Daily Herald. Extracurricular activities that are supported through field trips include athletic programs, fine art programs for band and theater, and the career and technology program. Field trips to Dallas, Austin, San Antonio, and other cities provide travel opportunities to students who may not otherwise leave the Killeen area. Other benefits include opportunities to reward students with trips to bowling alleys, skating rinks, and amusement parks.

In the TSPR survey of principals for this review, 86 percent of all respondents said the district had a simple method to request buses for special events.

COMMENDATION

KISD uses field based instructional trips to enhance the educational opportunities of its students. Transportation Services has invested significant resources, such as trained drivers and dedicated trip buses, to support field trips.

FINDING

TEA recommends special education students ride on a bus no more than one hour each way, but this is a recommendation, not a mandate. According to the TEA publication *Transporting Students with Special Needs in Texas: A Collaborative Approach*, a "review of OCR [Office of Civil Rights] cases indicates the length of ride for students with disabilities should be approximately equal to the length of ride for students without disabilities. Though some states have set the maximum recommended length of time for students with disabilities at one hour each way, Texas does not have a maximum travel time requirement."

The KISD routing specialist estimated that 10 percent of all special needs routes were more than an hour long. A sample of three special needs routes showed that many individual student trips were over an hour long.

Recommendation 97:

Develop a guideline limiting the length of trips for special needs students to one hour each way.

The director for Transportation Services should develop a written guideline limiting special needs trip times to one hour. The routing specialist should regularly analyze special education student trip times to ensure they meet the one-hour requirement. The Edulog automated routing and scheduling program should be used to implement this recommendation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services develops a guideline limiting the route times of special needs students.	April 2000
2.	The director for Transportation Services reviews the guideline with the director for Special Education, the assistant superintendent for Business Services, and the superintendent.	April 2000
3.	The routing specialist uses Edulog to begin scheduling special needs routing using the one-hour limitation.	May 2000
4.	The routing specialist analyzes route lengths to ensure they meet the requirements of the new guideline.	August 2000

FISCAL IMPACT

If the trip time for special education students is limited to one hour, the first assumption is that the number of routes will increase. However, using Edulog to automate special needs routing and scheduling will help offset the cost of limiting route times.

FINDING

KISD owns the Edulog automated routing and scheduling system, as well as several Edulog advanced modules. However, the system is not used to full capacity. The director for Transportation Services said he used Edulog to analyze alternative school zoning plans to see which is most efficient for transportation and to determine student eligibility for transportation. He does not use Edulog for optimization of routes and schedules for student transportation.

The director for Transportation Services designs all regular education routing and scheduling himself. KISD has an average bus occupancy of 86 regular education riders per route (two to three runs per route). The average regular route is 59 miles long. The director is knowledgeable of Edulog, but he does not use it to improve routing efficiencies. The director says there is not enough time in his schedule, and no other staff person is available for the assignment.

All routing and scheduling for special needs transportation are performed manually. Due to the mobile nature of Killeen's population, daily changes must be made to special needs routes and schedules. The routing specialist, who is responsible for all special needs routing and scheduling, does not use Edulog.

Recommendation 98:

Use Edulog to plan and analyze regular and special needs routes to reduce the number of routes.

Manual routing systems inherently are inefficient. Automating the routing process can identify many small inefficiencies that can accumulate into moderate to significant cost savings, depending on the size of the district. Therefore, special needs routing can be made more efficient simply through automation. Moreover, since special needs routes change daily, automated routing and scheduling should provide a faster method for updating and changing routes. Edulog also can accurately define the two-mile boundary for each school attendance zone and identify student eligibility for school bus service. During TSPR's community meetings, several participants commented on a lack of consistency in enforcing the two-mile radius for pick-ups. Those who attended focus group discussions said KISD can improve bus schedules and route design.

When Edulog is used to plan and analyze routes, large savings are possible if entire routes can be eliminated. In a district of KISD's size, eliminating routes by increasing average bus occupancy is feasible. Implementing Edulog will require training the routing specialist in its use.

KISD requires 102 routes to serve 8,786 student riders each day at 86 riders per route. Using Edulog to increase the number of student per bus by 3 percent to 89 students per bus would allow the district to reduce the number of routes to 98, eliminating three routes.

For special needs, TSPR assumes a modest 3-percent reduction in the number of miles driven as a result of the inherent efficiencies that come from using an automated system. Three percent of KISD's 588,438 miles is 17,653 miles.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services schedules training for the routing specialist and the routing assistant to learn the automated routing and scheduling software.	April 2000
2.	The routing specialist and the routing assistant analyze all regular	April

	routes using the automated routing and scheduling software to improve route efficiency.	2000
3.	The routing specialist begins using Edulog to plan and make changes to special needs routes.	June 2000
4.	The director for Transportation Services eliminates routes based on Edulog.	August 2000

FISCAL IMPACT

Using Edulog to increase the number of student per bus by 3 percent to 89 students per bus would allow the district to eliminate three routes. Transportation Services could save \$320 a day (\$1.81/mile x 59 miles/route x 3 eliminated routes), or \$57,600 a year (\$320/day x 180 days/year). To minimize confusion, no routes should be eliminated while the school year is in progress, so these savings will begin in the 2000-01 school year.

For special needs transportation miles, 3 percent of KISD's 588,438 miles is 17,653 miles. At \$2.73 a mile, KISD would save \$48,193 a year beginning in 2000-01.

On-site advanced Edulog training costs \$600 per day, plus travel expenses for the trainer. A three-day training session for the routing specialist and the routing assistant will cost \$1,800 for training and approximately \$1,010 for travel expenses, for a total of \$2,810. Travel expenses may include \$500 for airfare, \$255 for local hotel (\$85/day x 3), \$75 for per diem expenses (\$25 x 3) and \$180 to rent an automobile (\$60 x 3). When Edulog trainers conduct training sessions, they do not charge extra to train additional staff.

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Use Edulog to plan and analyze regular and special needs routes to reduce the number of routes	\$0	\$105,793	\$105,793	\$105,793	\$105,793
Train routing specialist and routing assistant	\$0	(\$2,810)	\$0	\$0	\$0
Total Savings/Costs	\$0	\$102,983	\$105,793	\$105,793	\$105,793

FINDING

Transportation Services does not deny field trip requests and will hire a private charter if necessary. All district field trip requests are submitted on a field trip request form that provides information on the date, times, location, number of buses required, and special requirements for the field trip.

In April 1999, between seven and 58 buses and drivers were needed for field trips each weekday, with an average of 30 buses and drivers needed per day. Most of these field trips overlapped to some degree with the peak periods for home to school or school to home routes. The peak periods are approximately 6:00 am to 8:45 am in the morning and 2:00 pm to 5:30 pm in the afternoon.

The department has 13 activity drivers dedicated to operating out-of-town field trips or field trips that operate during the peak periods. Two of those positions are vacant. Route drivers frequently cover field trips during the peak periods, a difficult task given the shortage of route drivers. Mechanics and other office staff must take over for the route drivers. The large number of field trips that occur during peak hours puts a strain on the existing resources of the department.

Four-hour drivers can operate off-peak field trips between 8:45 am and 2:00pm because they do not have a mid-day assignment. Transportation Services has about 50 filled four-hour driver positions to accommodate off-peak field trips. Field trips that operate during off-peak hours do not strain the resources of the department.

While the practice to never turn down a field trip request appears to be good for student enrichment, the quality of service to students suffers when field trips are as high a priority as home-to-school transportation. Some school districts set limits on the number of out-of-town or peak-hour field trips that they will operate each day. Corpus Christi ISD limits out-of-town trips to no more than seven per day.

The district has six vans that are used by district employees for business transportation and sometimes for student field trips. A driver is not required to have a (commercial driver's license) CDL license if the vehicle is 15-passengers or fewer. Transportation Services has an organized and thorough process for scheduling field trips; however, use of the vans is not managed the same way as other field trips because they do not require Transportation Services drivers. The secretary responsible for payroll schedules the trips manually. The vans can be scheduled at the last minute and do not require paperwork to be filed in advance. After a van is used for a field trip, the driver does not always complete the paperwork and file the report in a timely manner. Without the proper records, Transportation Services may bill miles incorrectly.

Recommendation 99:

Limit the number of peak-period field trips a day and encourage sponsors to schedule field trips during off-peak periods. Integrate the process for scheduling vans with scheduling other field trips.

Transporting students between home and school should be Transportation Services' first priority. The high number of peak-period field trips operated each day may compromise home to school transportation. Field trips are an important part of student development, but limits must be set to ensure home to school transportation service is not compromised.

Transportation Services should differentiate between peak and off-peak field trips in its scheduling process, and inform KISD departments, organizations, schools, and teachers about the difference between peak and off-peak field trips. Since schools have different start and end times, teachers at one school may not realize that the trips they are scheduling are interfering with the transportation of students at another school with an earlier bell time. Making individuals aware of the significant effect that field trips that overlap with the peak period have may encourage them to use more care when selecting field trip times.

Transportation Services should redesign the form used for requesting field trips to specify whether this trip will be peak or off-peak. The form should clearly indicate that off-peak field trips can be operated between 8:45 am and 2:00 pm only. A new form also may help individuals to use more care in selecting times for their field trips. Guidelines for scheduling field trips or extracurricular activity trips should be printed on the back of the form.

Transportation Services should limit the number of peak-period field trips. Since the primary function of activity drivers is to drive these types of trips, the number of filled activity trip driver positions should determine the number of drivers used for each day for peak-period and out-of-town trips.

Vans enable students to participate in field trips but do not require a school bus driver with a CDL license to drive the vehicle. Transportation Services should take advantage of its organized field trip scheduling process and schedule vans as well. Last minute scheduling of the vans should be retained because this is one of the inherent benefits of using vans. Transportation Services, however, should not release the vans to an organization until the proper paperwork has been filed. Filing the paperwork will ensure organizations are charged correctly for miles. The Transportation Services field trip coordinator should investigate the motor vehicle record of the school district employee before the van is released for a field trip.

The field trip coordinator should schedule, bill, and track the vans using Transportation Operation Manager (TOM), the field trip management software. Automating the system will save time, help ensure that costs are recovered and organizations are billed appropriately, and allow the secretary to concentrate on her primary duties.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services presents recommendations on changes in procedures for field trips and an implementation schedule to the assistant superintendent for Business Services and members of the superintendent's council.	November 1999
2.	The director for Transportation Services informs departments, organizations, and schools of the changes in procedures for scheduling vans for field trips.	January 2000
3.	The operations specialist and the field trip coordinator integrate van scheduling into field trip scheduling.	February 2000
4.	The field trip coordinator begins scheduling, billing, and tracking vans using TOM.	March 2000
5.	The director for Transportation Services informs departments, organizations, and schools of the changes in procedures for scheduling field trips during peak periods and explains implementation schedule.	March 2000
6.	The director for Transportation Services directs the field trip coordinator to differentiate between peak and off-peak field trips when scheduling field trips, including limiting the number of peak field trips a day.	March 2000
7.	The field trip coordinator develops a new field trip request form that differentiates between peak and off-peak field trips.	May 2000
8.	The director for Transportation Services provides the new field trip request form to departments, organizations and schools advising them of the peak/off-peak field trip structure and encourages trips in the off-peak.	August 2000

FISCAL IMPACT

Restricting the number of field trips will help reduce overtime by mechanics and other employees. The fiscal impact of reduced overtime has been documented in a previous recommendation.

FINDING

Transportation Services charges \$1.70 per mile for field trips, compared to an actual average cost of \$1.81 per mile for regular student transportation. In May 1999, the director for Transportation Services said he intended to recommend to the assistant superintendent for Business Services increasing the price for field trips to \$2.06 per mile.

Transportation Services charges 31 cents per mile to use the field trip vans. This charge does not recover the cost of the vans. Each van cost approximately \$16,772 to purchase and records an average of 17,762 miles a year. Assuming a van lasts five years, each van depreciates \$3,354 a year, or 19 cents a mile.

According to TEA data, KISD operated 681,579 extracurricular miles in 1997-98. In April 1999, Transportation Services provided 457 field trips that covered 50,165 miles and required 4,796 driver hours. The average trip took 10.5 hours and covered 110 miles. At \$1.07 a mile, organizations were billed \$117.70 for the average field trip. At the system average of \$1.81 a mile, the actual cost of the average field trip was \$199.10.

Instructional field trips are paid by the sponsoring schools from district-budgeted funds. The sponsoring department pays for extracurricular trips for school sanctioned events, such as an athletic event or a band competition, from district-budgeted funds. Other extracurricular field trips may be paid from other funds generated by a club or sponsor. For example, a booster club will pay for the cost of a field trip for club members.

The district's commitment to student field trips is demonstrated through the recent purchase of 14 over-the-road coaches designated as travel buses. The travel buses are intended to provide comfort for long distance field trips. The buses in the KISD field trip fleet average 6,951 miles a year. The amount charged for field trips does not account for vehicle depreciation. KISD spent \$72,358 per bus for the 14 over-the-road coaches for long distance field trips. Assuming a field trip bus is depreciated over 15 years at 6,951 average miles per year, then a field trip bus depreciates 69 cents for each mile driven.

District schools have the option to charter private buses. In 1998-99, KISD spent \$34,316 on private charters. **Exhibit 10-15** shows the amounts spent on charters over the past two years.

Exhibit 10-15
Charter Bus Expenditures
1997-98 and 1998-99

Type of Trip	1997-98	1998-99
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Athletic	\$18,161	\$16,000
Co-curricular	\$7,479	\$7,997
Beyond District	\$6,939	\$10,318
Total	\$32,579	\$34,316

Source: KISD Budgetary Services.

Recommendation 100:

Increase the cost per mile for field trips to recover the capital cost to purchase over-the-road coaches designated as travel buses and vans for field trips.

The fully allocated costs of providing field trips should be recovered. The cost of providing field trips should not be subsidized by the budget for student transportation between home and school.

Increasing the cost of field trips to \$1.81 will recover the cost of miles and driver hours used for field trips. To justify maintaining a fleet of buses specifically for the use of field trips, Transportation Services should fully recover the cost of their use. Adding an additional 69 cents per mile to the cost of field trips to take into account vehicle depreciation will allow the cost of the field trip buses to be recovered. The charge for a field trip should be increased from \$1.70 to \$2.50 per mile.

Transportation Services should increase the charge to use the field trip vans to 50 cents a mile to recover the cost for purchase and maintenance of the vehicles.

To ensure that costs continue to be recovered, the cost of field trips should be re-evaluated each year as changes occur in the regular education costs per mile, average driver wage, cost of new buses, and the bus replacement cycle.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services recommends to the assistant superintendent for Business Services and members of the superintendent's council increasing the cost per mile for field trips for buses and vans to cover costs.	November 2000
2.	The director for Transportation Services informs district departments and organizations of the change in cost per mile of field trips.	March 2000

3.	The director for Transportation Services places the new rates into effect.	August 2000
4.	The director for Transportation Services reevaluates the cost of field trips each year to ensure cost recovery.	Annually

FISCAL IMPACT

Assuming a similar number of extracurricular miles are operated in following years, Transportation Services will recover as much as \$545,263 a year in field trip costs (681,579 miles x 80 cents per mile for a school bus). However, because money will be moving from one department or organization to another, the district will not actually experience any savings.

FINDING

In general, all district field trip requests are submitted in September, which allows Transportation Services time to schedule drivers well in advance and negotiate changes when necessary. However, the field trip coordinator [scheduling specialist] estimated about 10 percent of field trips are scheduled at the last minute, which causes significant conflicts due to the shortage of drivers. Some last-minute field trips are unavoidable, such as when an athletic team advances to the next level of a competition. Most last minute plans, however, are oversights on the part of a school or organization that merely forgot to schedule the trip.

Because there are not sufficient drivers for all school bus routes, field trips sometimes are compromised for regular student home to school transportation. If sufficient time is not available to schedule an activity driver for a field trip, the Transportation Services Department may assign a regular route driver. A field trip may have to end early so that the driver can return in time to operate an afternoon school to home route.

Recommendation 101:

Charge a premium for field trips scheduled less than seven days in advance.

Transportation Services should charge last-minute field trips an additional 10 percent of the total cost of the field trip.

Charging a premium for field trips scheduled less than seven days in advance will help discourage avoidable last-minute field trips. As the number of avoidable last minute field trips declines, conflicts with student transportation should decrease. As conflicts decrease, the department

should have more leeway in fitting in the unavoidable last-minute trips that come up. Discouraging last minute field trips as much as possible will also help avoid rescheduling or cutting short field trips that have been scheduled in advance.

The average field trip is 110 miles long.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services develops a guideline for scheduling field trips at least seven days in advance.	October 2000
2.	The director for Transportation Services recommends to the assistant superintendent for Business Services and members of the superintendent's council charging a premium for field trips scheduled less than seven days in advance.	November 2000
3.	The director for Transportation Services distributes the guideline to departments, schools, and organizations that schedule field trips.	March 2000
4.	The field trip coordinator integrates the new pricing structure into the existing scheduling and billing process.	August 2000

FISCAL IMPACT

While Transportation Services may realize additional funds in charging a premium for avoidable last minute field trips, the district will not experience any actual savings because money simply will be moving from one department or organization to another.

E. FLEET MAINTENANCE

The Transportation Services Department maintains an active fleet of 229 buses. Of the total fleet, 48 buses are gasoline-fueled, 35 can be fueled with either gasoline or compressed natural gas, and the remainder are diesel buses.

In 1997-98, the KISD school bus fleet included 34 pre-1977 buses. Lack of funds several years in a row prevented the district from replacing older buses. **Exhibits 10-16** and **10-17** compare the relative age of the KISD fleet with peer districts.

**Exhibit 10-16
KISD and Peer School District Regular Education Bus Fleet Age
Distribution
1997-98**

Percentage of Regular Education Bus Fleet in Age Category				
District	1 to 5 Years	5 to 10 Years	10 Years to April 1, 1977	Prior To April 1977
Temple	36%	64%	0%	0%
Ector County	36%	28%	64%	0%
Plano	22%	14%	36%	0%
Round Rock	21%	9%	69%	0%
Corpus Christi	0%	36%	44%	20%
Peer Average	19%	30%	43%	4%
Killeen	43%	22%	16%	19%

Source: TEA School Transportation Route Services Report 1997-98.

**Exhibit 10-17
KISD and Peer School District Special Education Bus Fleet Age
Distribution
1997-98**

Percentage of Special Education Bus Fleet in Age Category				
District	1 to 5	5 to 10	10 Years to Anril 1.	Prior To Anril

	Years	Years	1977	1977
Ector County	34%	32%	33%	0%
Round Rock	32%	39%	30%	0%
Plano	27%	15%	58%	0%
Temple	26%	74%	0%	0%
Corpus Christi	0%	23%	53%	11%
Peer Average	24%	37%	35%	2%
Killeen	8%	24%	67%	0%

Source: TEA School Transportation Route Services Report 1997-98.

The typical bus in the fleet averages 11,300 miles a year.

The maintenance team is comprised of 12 experienced mechanics, most of whom have military experience. Six of the mechanics are classified as skilled, and six are semi-skilled. Each semi-skilled mechanic is partnered with a skilled mechanic.

Transportation Services employs an appropriate number of mechanics to maintain the district's bus and vehicle fleet, but the productivity of mechanics is limited by their daily assignments to drive school buses. On average, 11 of 12 mechanics drive a school bus route approximately four hours per day. On average, each mechanic works about 12 hours of overtime each week to keep up with vehicle maintenance work orders.

Transportation Services owns a vehicle maintenance information system (VMIS) capable of tracking maintenance statistics and inventory. The VMIS is not linked to the parts inventory system in the Purchasing and Warehousing Department, and the records are not reconciled with Purchasing and Warehousing. The fueling system is automated, but does not have a control for valid miles entered. The fueller can enter bogus miles for each vehicle, and the system will accept the entry. The fuel system is not tied to VMIS.

FINDING

In 1998-99, the district spent \$1.8 million to replace 34 pre-1977 buses. Fifteen of 34 new buses had arrived at the district as of May 1999. According to the director for Transportation Services, all pre-1977 buses

will be retired by the end of the 1999-2000 school year. **Exhibit 10-18** demonstrates the average age of the KISD fleet once the 34 oldest buses are retired.

Exhibit 10-18
Active Fleet Inventory By Model Year
1999

Year	Regular	Special Education	Total
1977	10	0	10
1979	10	0	10
1980	3	1	4
1983	2	2	4
1984	10	0	10
1985	3	4	7
1986	11	2	13
1987	8	2	10
1988	8	3	11
1990	6	11	17
1991	5	5	10
1992	17	13	30
1994	4	5	9
1995	25	1	26
1996	9	0	9
1997	12	3	15
1998	34	0	34
Total Fleet	177	52	229
Average Age in Years	8	9	8

Source: KISD Transportation Services vehicle inventory and miles report dated August 3, 1998; KISD Transportation Services special needs buses report dated May 4, 1999.

COMMENDATION

KISD identified and replaced the pre-1977 buses in its fleet.

FINDING

Each driver is expected to conduct a pre-trip inspection of the school bus before each route. Drivers complete a vehicle inspection report and turn in any exceptions as a request for repair to the maintenance department. There also are 10 drivers (2 positions vacant) who work four hours per day driving school buses and four hours fueling buses. The driver/fueler is expected to check all fluids and perform an additional visual inspection of each school bus during the daily fueling cycle.

Each year, each school bus is inspected by a mechanic twice. Once each summer, each bus undergoes a thorough inspection and repair program. Also, once each year on a rotating monthly cycle, each bus is inspected for a safety sticker. Other than these two inspections, there is not a preventive maintenance inspection program for school buses. Mechanics rely upon the daily driver and fueler identification of needed repairs.

The lead mechanic said the mechanics do not have time to perform preventive maintenance inspections because on average, each mechanic drives a school bus route at least four hours per day.

Recommendation 102:

Institute a regular preventive maintenance program for school buses.

A regular preventive maintenance program with an inspection of every school bus every 3,000 miles should be implemented as soon as possible.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The lead mechanic should research and recommend a preventive maintenance program, including inspection forms and procedures for inspections.	October 1999
2.	The director for Transportation Services and the lead mechanic should modify the vehicle management information system to prompt preventive maintenance on a mileage or calendar basis.	November 1999
3.	The director for Transportation Services should terminate the use of mechanics to drive school bus routes.	January 2000

FISCAL IMPACT

There is no incremental cost for a quality preventive maintenance program. Mechanics are spending time appropriately inspecting and making preventive maintenance repairs rather than dealing with mechanical failures and major repair. A quality preventive maintenance program should reduce the costs of maintenance over time.

FINDING

With the exception of the \$1.8 million purchase in 1998-99, the district typically sets aside \$500,000 a year for bus purchases. This allocation is sufficient for less than 10 school buses per year and provides for replacement of less than 5 percent of the fleet. Without additional purchases, buses in the fleet could be in service for as many as 20 years. The director for Transportation Services proposed to the assistant superintendent for Business Services a vehicle procurement and replacement plan for a 20-year bus replacement cycle. The plan has not been presented to the school board.

TEA recommends a 10-year cycle for bus replacement for the following reasons:

- Newer buses have better safety records. This is in part a function of the wear and tear on older buses that can result in compromises to the structural integrity of the bus, and newer buses have more safety features.
- School bus purchasing specifications include a 10-year useful life for school bus structural integrity.
- Most school districts can maximize the surplus value of the bus when it is sold after retirement. Resale prices typically drop sharply after the eleventh year of service.
- The useful life of a school bus also can be defined as 200,000 miles, which often is near 10 years of service.

An average bus in the KISD fleet operates 11,300 miles per year. If the life of a bus was defined based on miles alone, a bus could be retained in the active fleet for 20 years. However, other factors and the cost of preventive maintenance also should be considered in establishing a district policy on replacement of buses. KISD does not have an aggressive preventive maintenance program, so a 20-year procurement program is not appropriate.

The recommended KISD policy is to place the regular and special education school bus fleet on a 15-year replacement cycle. The average bus will be replaced at between 150,000 and 170,000 miles of service. **Exhibit 10-19** shows the spare bus ratio by fleet type. The spare bus ratio for regular route and trip buses should not exceed 20 percent of daily route

buses. Given the small size of the special education fleet, a spare bus ratio of 30 percent is not unreasonable.

Exhibit 10-19
KISD Bus Fleet Spares Ratio
1999

Bus Use	Regular Education	Special Education	Total Number of Buses
Total Buses	180	48	228
Buses in Daily Service	128*	34	162
Over-the-Road Coaches	14	0	14
Spare Buses	38	14	52
Spares as Percent of Daily Buses	30%	41%	32%

Source: TEA Transportation Services Operations Report, 1997-98; KISD Transportation Services Vehicle Usage Report, dated April 16, 1999; KISD Transportation Services special needs buses report dated May 4, 1999.

**Includes special needs routes transporting students in alternative, bilingual, and dyslexic programs since these routes do not require special education buses*

Of the 38 spare buses for regular education, 29 buses are designated as trip buses by the director Transportation Services. With the over-the-road coaches, a total of 43 buses are identified as trip buses. Of the 43, ten are new 1999 air-conditioned buses that were purchased for future growth in the number of regular and special needs routes.

Recommendation 103:

Develop and adopt a 15-year bus procurement and replacement program and reduce the spare bus ratio.

A regular procurement and replacement program that anticipates future growth should be a part of the district's capital planning program. The

number of spare buses for regular education should be reduced by 11 buses, and the number of spare buses for special education should be reduced by three buses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services revises the fleet procurement plan.	January 2000
2.	The assistant superintendent for Business Services presents to the superintendent and school board the proposed fleet procurement plan for approval.	February 2000
3.	The spare buses in poorest condition are sold for salvage value at auction.	October 2000
4.	The director for Budgetary Services reflects the fleet procurement plan in the capital budget.	Fiscal Year 2000-2001

FISCAL IMPACT

The number of daily route buses required is 163 (excluding trip buses). Assuming a 20-percent spare bus ratio for regular buses and a 30-percent spare bus ratio for special education buses, the total fleet size required is 200 buses. A 15-year procurement cycle calls for replacement of 13 buses per year. At \$52,000 each, the annual procurement cycle will require \$676,000. The district typically sets aside \$500,000 a year for bus purchases.

The value of the oldest spare buses in the fleet is assumed to be \$1,500 each. The sale of 14 buses will earn approximately \$21,000 at auction

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Develop and adopt a 15-year bus procurement and replacement program.	\$0	(\$176,000)	(\$176,000)	(\$176,000)	(\$176,000)
Reduce the number of spare buses.	\$0	\$21,000	\$0	\$0	\$0
Total Savings/Costs	\$0	(\$154,000)	(\$176,000)	(\$176,000)	(\$176,000)

FINDING

All maintenance work is performed through a well-documented work order process. Each request for repair is transferred to a work order. Each work order is completed by a mechanic and includes all labor, parts, and related material used to complete the repair. A copy of each completed work order is filed by bus vehicle number in the lead mechanic's office. A second copy of each completed work order is sent to the fleet service supervisor for data entry into the department's VMIS. For two years, all work orders have been entered into the VMIS. All labor hours, parts, and materials are entered and recorded with calculation of related costs. The database is excellent and includes the ability to track warranty repairs for the 34 new school buses.

However, the VMIS data is not available to the mechanics. The lead mechanic says all mechanics rely upon the hard copy files and never see data from the automated database. The fleet analyst enters the data and ensures accuracy, but he does not know how to produce reports. Apparently, only the director for Transportation Services knows how to prepare reports from this wealth of information. He has prepared a report that summarizes costs for vehicle maintenance by department. Costs for each department are reported for labor hours, labor cost, and parts cost.

Recommendation 104:

Make the VMIS system available to mechanics and produce regular management reports and cost analyses.

A VMIS system provides maintenance personnel a way to obtain information on the fleet quickly, but limited knowledge on the part of the fleet analyst and mechanics' lack of accessibility prevent the VMIS from fully benefiting fleet maintenance.

A terminal should be installed in the lead mechanic's office. Mechanics should be trained to enter data from each work order in progress each day. The VMIS data should be available to the mechanics to pull information such as daily reports on which vehicles are due for inspection or the maintenance history of a specific vehicle.

Management reports that track fleet maintenance indicators, such as cost per vehicle by labor, parts, and materials, should be developed regularly and analyzed to monitor the cost of vehicle maintenance. The fleet analyst should be trained to produce these reports.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services should request two computers to be installed in the vehicle maintenance area and	January 2000
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	networked to the VMIS system.	
2.	The director for Transportation Services should design management information reports for vehicle maintenance.	February 2000
3.	The Technology Department should assist in providing adequate training for mechanics and the fleet analyst.	March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources; however, some training for the fleet analyst and mechanics may be required. Assuming 16 hours of training for the lead mechanic who makes \$14.32 an hour and 11 mechanics who average \$9.34 an hour, training to use the system will cost \$1,873. Providing a week of training for the fleet analyst who makes \$17.62 will cost \$705.

Two computers with printers should be installed in the vehicle maintenance area to give mechanics access to the VMIS system. Computers can be purchased for \$700 each, and printers can be purchased for \$150 each. The one-time investment for new equipment will be \$1,700.

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Make the VMIS system available to mechanics and produce regular management reports and cost analyses.	(\$4,278)	\$0	\$0	\$0	\$0

FINDING

The mechanics responsible for school bus maintenance also are responsible for repairing all other district vehicles. There is no preventive maintenance program for these general service vehicles. Each department is expected to monitor vehicles and take responsibility for scheduling vehicles for repair and safety inspection. Although the data is available in the VMIS, there is no system to monitor costs of vehicle maintenance.

Recommendation 105:

Use the VMIS to monitor district vehicles and coordinate with other departments to ensure maintenance is performed on time and to track maintenance costs for general service vehicles.

The VMIS system provides an easy way to monitor each vehicle in the district to ensure maintenance is performed in a timely manner. Reports can be printed each week and given to other departments to inform them when vehicles should be scheduled for maintenance. Tracking other district vehicles also will help fleet maintenance anticipate workload and keep track of the cost of maintaining district vehicles.

The cost of student transportation reported to TEA may include the cost of labor for maintaining all district vehicles, not just school buses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services instructs fleet analyst to update the inventory for general service vehicles and develop criteria for preventive maintenance inspections.	January 2000
2.	The fleet analyst updates the inventory for general service vehicles to reflect current use (miles or hours) for the vehicles and establishes a schedule for preventive maintenance.	March 2000
3.	The fleet analyst generates reports for required preventive maintenance inspections and sends to the director for the responsible department.	May 2000
4.	The assistant superintendent for Business Services announces the responsibility of each director to see that general service vehicles are presented for inspection on time.	September 2000
5.	The lead mechanic implements assignments and procedures for mechanics to perform preventive maintenance on general service vehicles.	August 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Transportation Services has a five-bay maintenance facility. One bay only can be used for small vehicles. Two mechanics work in a bay at once, so each bay supports 16 hours of maintenance a day, or 4,160 hours of maintenance per year. The KISD bus and vehicle fleet require 20,834 hours of maintenance per year. Five bays are adequate to provide this level of maintenance.

The maintenance facility also houses an area for repairing upholstery and an area for storing tires. The upholstery area and tire storage restrict the work area in two bays. The lead mechanic said that mechanics using these

bays sometimes must work with their backs up against the tire or upholstery supplies.

KISD uses modular buildings. Most of the modular buildings measure 24 feet by 32 feet. The lead mechanic estimates a modular building would provide sufficient space for storing tires and housing the upholstery equipment. Modular buildings are available for industrial use.

Recommendation 106:

Erect a modular building to house upholstery repairs and store tires.

Transportation Services should erect a modular building to house the tire inventory and upholstery supplies. Moving these items will eliminate the cramped conditions in the maintenance work area and allow more freedom of movement, making the job of the mechanics easier and safer and allowing full utilization of the capacity of the five bays.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services and the assistant superintendent for Business Services recommend installing a modular building to the superintendent and school board.	October 1999
2.	The superintendent and school board approves the request to install a modular building.	November 1999
3.	The director for Purchasing Services solicits price quotes from qualified vendors.	January 2000
4.	The selected vendor installs the building.	March 2000
5.	The lead mechanic relocates tire storage and upholstery repair to the modular building.	April 2000

FISCAL IMPACT

The supervisor for Maintenance Services said the last time KISD purchased a modular building about four years ago, it cost approximately \$20,000. Assuming a rate of inflation of approximately 1.07, based on US Department of Labor, Bureau of Labor Statistics data, a 24-foot by 32-foot modular building would cost \$21,400.

Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Erect a modular building to house	(\$21,400)	\$0	\$0	\$0	\$0

upholstery repair and store tires					
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FINDING

Most mechanics have years of experience in vehicle maintenance. Specific training for school bus maintenance is limited. Most mechanics have obtained school bus training on the job. The Texas Association for Pupil Transportation (TAPT) sponsors classes each summer. KISD usually sponsors two mechanics to attend the classes. The lead mechanic encourages on-site training by vendors that is provided without cost.

A national program to test the skills of school bus mechanics has been established by the National Institute for Automotive Service Excellence (ASE). A series of eight School Bus Technician tests cover such areas as body systems, diesel engines, the drive train, brakes, suspension and steering, and electrical systems. These exams are offered in May and November every year at centers across the country, including Fort Hood. One KISD skilled mechanic has (ASE) certification. Two additional mechanics have earned certification in specific steps toward ASE certification.

The ASE program is a testing-only program that certifies the knowledge and the skills a mechanic already possesses. It is not a training program. To maintain ASE certification, a mechanic needs both initial and continuing training. Central Texas College (CTC) has an Industrial Technology Department that offers training in automotive, diesel, and automotive repair to ASE requirements.

The Texas Association of School Bus Technicians (TASBT) has just announced a state certification program for school bus technician certification. Texas joins other states with certification program, including Colorado, Florida, Louisiana, Mississippi, and Hawaii. The TASBT offers four classifications: preventive maintenance inspector, technician specialist, technician, and master technician. The classifications require a technician to complete a maximum of from 14 hours to 78 hours of classroom and hands-on instruction. The curriculum includes several TAPT approved courses and the required TASBT or ASE equivalent certification test.

Training for a Commercial Driver's License (CDL) is not readily available. Driver positions also are hard to fill because of the requirement for a CDL.

Recommendation 107:

Establish cooperative business and mechanic training program with Fort Hood and Central Texas College.

Transportation Services also could coordinate with Central Texas College and Fort Hood to offer a CDL training class on a regular basis. A CDL program accessible to the community should help create a pool of qualified candidates for school bus drivers.

Killeen has 12 mechanics, which is not enough to justify an in-house training program. By coordinating with the Industrial Technology Department of CTC, a training course that leads to ASE certification could be developed for use by KISD, other school districts, Fort Hood personnel, Industrial Technology students at CTC, and the general public.

To encourage participation in the program, the district should pay all course fees for its mechanics and offer to pay a bonus for mechanics who successfully complete the certification.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Transportation Services approaches representatives of CTC and Fort Hood to propose a cooperative training program.	January 2000
2.	The training specialist works with CTC and Fort Hood representatives to develop a proposed curriculum and budget.	February 2000
3.	The director for Transportation Services makes a recommendation for the cooperative training programs to the assistant superintendent for Business Services and the superintendent.	March 2000
4.	The superintendent recommends for approval the cooperative training program and budget to the school board.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 11. FOOD SERVICES

This chapter reviews KISD's Food Services Department in five sections:

- A. Student Meal Participation
- B. Organization and Management
- C. Professional Development and Recognition
- D. Revenue and Cost Management
- E. Facilities and Equipment

Effective school food service programs strive to provide students affordable, appealing, and nutritionally balanced breakfasts and lunches. Food service funding sources include:

- student and adult meal payments;
- federal reimbursements for all qualifying students who eat school meals (reimbursement rates vary for those who receive free meals or who purchase reduced-price or full-price meals);
- a la carte sales of food items; and
- fees from special functions catered by the food services operation.

The Texas School Food Services Association (TSFSA) has identified 10 standards of excellence for evaluating school food service programs. The standards state that effective programs should :

- Identify and meet current and future needs through organization, planning, direction, and control;
- Maintain financial accountability through established procedures;
- Meet the nutritional needs of students and promote the development of sound nutritional practices;
- Ensure that procurement practices meet established standards;
- Provide appetizing, nutritious meals through effective, efficient systems management;
- Maintain a safe and 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.

BACKGROUND

KISD's Food Services Department is subject to Texas Education Agency (TEA) audits conducted every five years, annual Texas Department of

Health audits, and inspections conducted by the City of Killeen Health Department several times a year. Food Services also must file a detailed report with TEA to document its reimbursements from the National School Lunch and Breakfast Program.

Exhibit 11-1 shows financial data for KISD's food service operations.

Exhibit 11-1
KISD Food Services Department
1997-98 Actual and 1998-99 Budgeted Financial Information

Category	1997-98 Actual	% of Total	1998-99 Budget	% of Total	% Increase/ (Decrease)
Revenues:					
Student Sales	\$1,509,117	24.8%	\$1,919,006	26.9%	27%
Student a la carte	164,801	2.7%	161,110	2.3%	2%
Adult Sales	177,330	2.9%	199,554	2.8%	13%
Adult a la carte	29,592	.5%	29,698	.4%	.4%
Catering	4,433	.1%	9,040	.1%	104%
Reimbursement (state/federal)	4,075,108	67.0%	4,675,219	65.6%	15%
Other (for example, interest)	119,923	2.0%	132,393	1.9%	10%
Total Revenues	\$6,080,304	100%	\$7,126,020	100%	17%
Expenditures:					
Food	\$2,664,666	49.6%	\$3,140,919	45.9%	18%
Non-food/supplies	182,929	3.4%	238,668	3.5%	30 %
Salaries & Benefits	2,083,204	38.8%	2,688,050	39.3%	29%
Overtime/Supplemental	44,524	.8%	62,083	.9%	39%
Contract Services	44,205	.8%	61,161	.9%	38%
Office Supplies	699	0%	2,300	0%	229%
Equipment	42,183	.8%	49,445	.7%	17%
Central Office	304,614	5.8%	600,511	8.8%	97%
Total Expenditures	\$5,367,024	100%	\$6,843,137	100%	28%

Profit or (Loss)	\$713,280		\$282,883		(60%)
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Source: KISD Food Services Department.

For 1998-99, central office expenditures nearly doubled because KISD budgeted for additional software and technology for central office and cafeteria staff. This accounts for the variances in central office expenditures and office supplies expenditures.

Exhibit 11-2 shows percentage of per-pupil expenditures for the food service function for KISD, its peer districts, and the state. The food service function makes up nearly 5 percent, or \$258, of KISD's total per-pupil expenditure of \$5,255.

Exhibit 11-2
Percent Per-Pupil Expenditure by Food Service Function
KISD, Peer Districts, and State
1997-98

District	Percent of Per-Pupil Expenditures	Total Per -Pupil Expenditures
Copperas Cove	4.6	\$5,749
Killeen	4.9	\$5,255
Spring Branch	5.0	\$5,892
Irving	5.2	\$5,706
Lubbock	6.0	\$5,236
Temple	6.1	\$5,709
Pasadena	6.5	\$5,083
State Average	5.6	\$5,597

Source: 1997-98 AEIS.

The federal government reimburses Food Services at different rates for each qualifying meal served based on student classifications (**Exhibit 11-3**).

Exhibit 11-3
KISD Federal Reimbursement Rates
for Breakfast and Lunch

	Breakfast	Lunch
Full	\$0.2000	\$0.1800
Reduced	\$0.7725	\$1.5425
Free	\$1.0725	\$1.9425
Severe Need	\$0.2000	

Source: Texas Education Agency.

A. STUDENT MEAL PARTICIPATION

Increasing student meal participation is important to a school district. It is normally more cost effective to feed larger numbers of students; it can ensure more students receive the nutrition they need to perform well during the school day. KISD qualified more than half of the students for free and reduced-price meals in 1998-99.

More students in KISD participate in the lunch program than in the breakfast program, regardless of whether they receive meals free or at reduced or full price. Food Services served an average of 18,400 reimbursable lunches and 4,268 breakfasts a day in the first nine months of 1998-99. In addition to lunches, the department operates snack bars and an a la carte lunch program offering items such as pizza, hamburgers, hot dogs, sandwiches, and other foods at district secondary schools. The district uses a variety of prepackaged/preprocessed food products and foods made from scratch.

Districtwide, 69 percent of KISD students participate in the lunch program and 16 percent participate in the breakfast program. **Exhibit 11-4** illustrates these participation rates by campus level in KISD.

Exhibit 11-4
KISD Food Services Department
Participation Rates by Campus

Campus Level	Lunch Participation %	Breakfast Participation %
High School	30%	3%
9 th Grade Center	64%	8%
Middle School	68%	10%
Elementary	76%	22%
Special Campus	33%	21%
Total	69%	16%

Source: KISD Food Services director.

In comparison, Temple and Spring Branch ISDs, which are peer districts of KISD, reported 69- and 60-percent lunch participation, and 27- and 19-percent breakfast participation, respectively.

Exhibit 11-5 shows that in the first nine months of 1998-99, the average lunch participation rate - the average number of daily student lunches

served expressed as a percentage of average daily attendance - was 69 percent, and the overall breakfast participation rate averaged 16 percent.

Exhibit 11-5
Average Daily Participation in Breakfast and Lunch
1998-99

Month	ADA	Average Daily Lunch Participation	Daily Participation Rate	Average Daily Breakfast Participation	Daily Participation Rate
August	26,929	17,967	67%	3,513	14%
September	27,199	18,553	69%	4,156	16%
October	27,189	18,616	69%	4,344	16%
November	27,129	18,616	69%	4,459	17%
December	26,706	18,404	69%	4,453	17%
January	26,556	18,405	70%	4,304	17%
February	26,414	18,302	70%	4,359	17%
March	26,373	18,343	70%	4,491	18%
April	26,325	18,390	70%	4,334	17%
Average	26,758	18,400	69%	4,268	16%

Source: KISD Food Services Department; Reimbursement Claim Worksheets for School Lunch and Breakfast Programs.

As reflected in **Exhibit 11-4**, lunch participation is lower at high schools (30 percent) and breakfast participation is low throughout the district.

Federal law allows automatic eligibility for free breakfasts and lunches for certain children without additional application or eligibility determination. TEA provides each district direct certification information on those students who are certified eligible to receive free or reduced-price meals. The list is compiled using the most current student demographic information from the Public Education Information Management System (PEIMS) data reports. KISD sends a verification/notification letter to each household for students on the list.

Each district participating in the program is required to conduct a direct verification of a randomly selected three-percent sample of program participants. Households whose children are directly certified through the use of the PEIMS file are exempt from any verification requirements. Direct certification reduces a district's application process and its verification effort. TEA sends to each district the student information file and detailed instructions about how the file should be used and how to address exceptions.

KISD considers this process and the district's annual application campaign to identify qualifying students who are not listed on the PEIMS data reports to be sufficient to qualify all eligible families.

FINDING

KISD has low breakfast participation at many campuses and has low lunch participation at some schools in the district. Low participation in breakfast and lunch programs results in lower revenues and lower profits. **Exhibit 11-6** shows student participation at each KISD campus for breakfast and lunch.

**Exhibit 11-6
KISD Food Services
Student Meal Participation by Campus**

Campus	Enrollment	Breakfast %	Lunch %
Killeen High	2,189	3.5	20.0
Ellison High	2,350	2.5	39.0
Killeen 9 th Grade	855	8.0	70.0
Ellison 9 th Grade	916	8.0	58.5
Fairway Middle	718	11.0	62.5
Nolan Middle	786	8.5	59.5
Rancier Middle	912	10.5	74.5
Manor Middle	518	14.0	70.5
Smith Middle	867	15.5	64.0
Eastern Hills Middle	838	9.5	61.5
Palo Alto Middle	781	7.0	73.0
Liberty Hill Middle	654	8.0	78.0
Clifton Park	432	16.0	75.5

East Ward	433	47.0	91.5
Fowler	370	23.0	81.0
Harker Heights	740	20.5	82.5
Haynes	496	27.5	74.5
Meadows	732	18.0	71.0
Peebles	664	24.0	79.0
Pershing Park	702	20.5	72.0
Sugar Loaf	602	11.5	77.5
West Ward	496	23.5	70.0
Bellaire	588	14.5	78.0
Marlboro	292	38.0	80.5
Nolanville	698	14.0	68.5
Clarke	659	25.5	69.0
Duncan	634	21.0	81.5
Hay Branch	814	19.0	71.5
Willow Springs	880	17.0	74.0
Mountain View	810	24.0	69.0
Reeces Creek	721	26.0	77.0
Clear Creek	747	20.5	83.5
Cedar Valley	833	8.5	73.0
Brookhaven Int.	582	27.5	81.0
Venable Village	728	36.0	76.0
Trimmier	523	28.5	73.5
Montague Village	524	28.5	76.0
Killeen Alternative	93	23.5	44.0
Pathways Learning	94	7.5	0.0
Middle Level Learning	82	35.0	58.5

Source: KISD Food Services Department.

During 1998-99, KISD entered into an agreement with Papa John's Pizza to provide pizza at the ninth grade centers and high schools on specific

days of the week. A pizza taste test was conducted with the students, and Papa John's was selected as the vendor of choice. The district purchases the pizza from Papa John's and then sells pizza by the slice to students. Papa John's provides the district information on the nutritional values of its pizza, after which the district Food Services Department enters the data into the automated nutritional value software.

The pizza is sold with milk or juice and other food choices, so it qualifies as a reimbursable lunch. Slices also are sold a la carte for students. Papa John's provided signage to the district, which is placed in the selection area of each cafeteria. The program is successful, and Food Services management is considering other vendors such as Subway and Otis Spunkmeyer Cookies to participate in a similar program. Temple Independent School District reported a similarly successful program with Pizza Hut and Taco Bell.

Other innovative programs have been piloted in the El Paso Independent School District (EPISD). The district introduced the "Awesome Breakfast Challenge Club" at 10 elementary schools as a pilot test in 1997-98. The club's goal is to interest students in breakfast through incentives such as inexpensive toy prizes, guest appearances by characters such as TEA's "Earl E. Bird," videos, and special breakfast items.

EPISD also provides TAAS breakfast bags to elementary classrooms on the morning that students take the TAAS. The district schedules cafeteria tours for elementary classes that emphasize the importance of nutrition to effective learning. Other special promotions include the "Five a Day" program, which stresses the importance of eating five servings of vegetables every day and Nutrition Month in March. Since 1995, these programs are credited with increasing breakfast participation rates by 50 percent at the elementary level.

No innovative programs, incentives, or campaigns have been incorporated into KISD's breakfast meal, and only a few programs recently have been introduced to increase lunch participation. KISD high schools operate under an open campus lunch policy that may contribute to lower student participation at the high schools.

Recommendation 108:

Design and implement pilot programs to increase student participation in breakfast and lunch meals.

Suggested pilot programs might include, but may not be limited to:

- Locating breakfast carts/kiosk stations at bus arrival areas and in common areas;
- Implementing a brown bag breakfast program that provides students a quick breakfast meal;
- Incorporating a 10-minute breakfast/study period at the beginning of school in the students' first class;
- Increasing the number of fast-food vendors or introduce popular from-scratch items that provide reimbursable meals at breakfast and lunch;
- Holding lunchtime activities to encourage students to stay on campus.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director investigates innovative programs and ideas to increase student participation in school meals.	December 1999
2.	The Food Services director develops an action plan to incorporate innovative ideas and programs.	January 2000
3.	The Food Services director and area supervisors begin to implement innovative programs.	March 2000

FISCAL IMPACT

The size of the fiscal impact depends on the programs selected for implementation. Assuming a conservative 10-percent increase in participation, and using KISD's 1998-99 budgeted figures in **Exhibit 11-1** for student sales and student a la carte sales as a basis for calculation, KISD could obtain an additional \$163,169 in student meal and a la carte sales ($\$2,080,116 - \$448,425$ high school revenues = $\$1,631,691 \times .10 = \$163,169$ in additional revenues). High school revenues were not assumed in this fiscal impact ($\$49,825 \times 9$ months = $\$448,425$ estimated revenues). After factoring in the increased food costs at the recommended level of 40 percent of revenues or \$65,268, a net increase of \$97,901 would result ($\$163,169 \times .40 = (\$65,268)$ in additional food costs). The 1999-2000 additional revenues are prorated for only three months of the nine-month school year.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Design and implement pilot programs to increase student participation in meals.	\$32,633	\$97,901	\$97,901	\$97,901	\$97,901

FINDING

Some food items prepared by KISD kitchens did not look fresh or appetizing. During site visits to campuses, TSPR staff observed a tray of hamburger patties with melted cheese, which had been sitting out for quite some time. The hamburger was one of two choices that day. One student returned his hamburger asking for a fresh one. The hamburger patties were placed in a steamer to attempt to refresh the juices in the meat. At another site, food items were prepared and set out for purchase without sufficient heating or cooling elements to maintain freshness. These items were not under warming lights and didn't look fresh. No students were buying these items on the day the review team observed campus operations.

Results from TSPR's public forum sessions indicated that the food served in KISD cafeterias tastes bad. One respondent said the "bread was like bricks." A majority (53 percent) of high school students surveyed does not think the food looks or tastes good.

The reaction of students, parents, and teachers to the quality and quantity of food primarily is unfavorable. Focus group participants indicated that Food Services is "implementing new programs" and "people work very hard," however, "food is not easily recognizable or visually appealing," there is "lots of wasted food," "food [is] not thoroughly cooked," and the district "needs more nutritious options."

Survey results indicate that 60 percent of high school students disagree or strongly disagree that they regularly purchase their meal from the cafeteria. Only 14 percent of students indicated the cafeteria's food looks and tastes good. In contrast, teachers, principals, and assistant principals view cafeteria operations differently with 49 percent of teachers and 64 percent of principals and assistant principals saying that food looks and tastes good. A majority of teachers, principals, and assistant principals said food was served at the proper temperature.

Food quality is a critical element to increasing student participation. KISD may be losing revenues as a result of poor quality meals and unappealing presentation.

Recommendation 109:

Improve food quality and presentation.

Cafeteria managers should be continually reminded to conduct quality control during meal preparation and serving times. Cooks should be retrained in modern methods of food preparation and freshness monitoring. Many food items will not remain fresh after being placed on

the serving line and others require different methods to maintain freshness. More emphasis should be given to how food is displayed to make it more attractive and appealing in the serving line.

In addition, periodic student surveys, observations of campuses by Food Services management, and independent student taste tests should be conducted to continually upgrade food quality and freshness for the students and adults participating in the school meal program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director and area supervisors survey students, parents, teachers, and administrators on food quality, presentation, and choice.	November 1999
2.	The Food Services director reviews survey results and develops a strategy to improve food quality, presentation, and choice.	January 2000
3.	Area supervisors work with and train cafeteria managers to improve food quality, presentation, and choice.	Ongoing

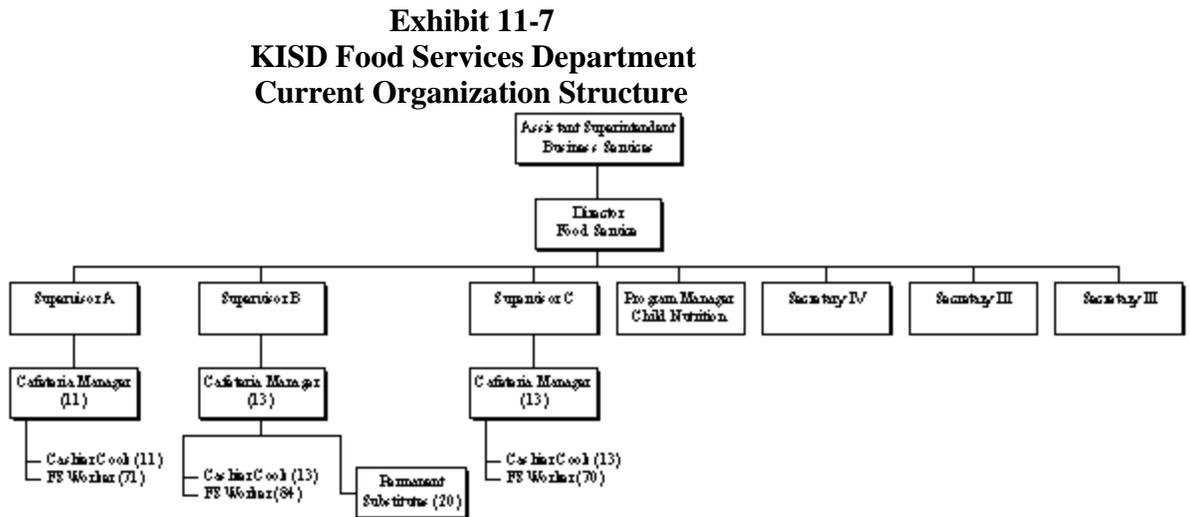
FISCAL IMPACT

This recommendation could be implemented with existing resources.

B. ORGANIZATION AND MANAGEMENT

A full-time director who reports to the assistant superintendent for Business Services supervises KISD's Food Services Department. Three area supervisors report to the director and work only during the school year. A program manager for child nutrition and two secretary III positions also report to the director and work only during the school year. A secretary IV position works year round in support of the director.

Each area supervisor manages between 11 and 13 cafeteria managers. The district has approved positions for 37 cafeteria managers, 37 cashier/cooks, 225 food service workers, and 20 permanent substitutes working in the Food Services Department. Employees work a 4-hour, 6-hour, or 7.5-hour shift depending on each cafeteria's productivity requirements. **Exhibit 11-7** illustrates the current organization structure of KISD's Food Services Department.



Source: KISD Food Services director.

FINDING

The current structure and skills mix in the KISD Food Services organization is not optimal. All positions are for 10-month employees except the director, program manager for child nutrition, and secretary IV. The Food Services director is exploring the feasibility of creating a coordinator position within the Food Services administrative structure that would report to the Food Services director.

The child nutrition program manager and one secretary III spend the majority of their time implementing the new PCS Revenue Control Systems, Inc. (PCS) cafeteria management system and providing PCS

training to the campuses. PCS is the automated point-of-sale system that KISD purchased in 1998-99. Other duties include overseeing temporary staff hired at the beginning of the school year to process free and reduced applications. The secretary III position also answers phones, performs some clerical duties, and answers questions about the PCS system when the child nutrition program manager is not available.

Several organizational and staffing issues require management's attention. First, the impending retirement of the incumbent secretary IV and the director's recent decision to hire a year-round coordinator possessing significant food service management experience make it difficult to fill the secretary IV position. Second, the PCS system will be implemented completely and employees trained at all campuses by the end of 1999-2000 making this position and the assisting secretary III position underutilized. Finally, current workloads resulting from manual processes and labor intensive management reporting will be reduced as a result of the new PCS system capabilities.

Recommendation 110:

Restructure the KISD Food Services Department.

KISD should hire a coordinator and eliminate the child nutrition program manager and secretary IV positions.

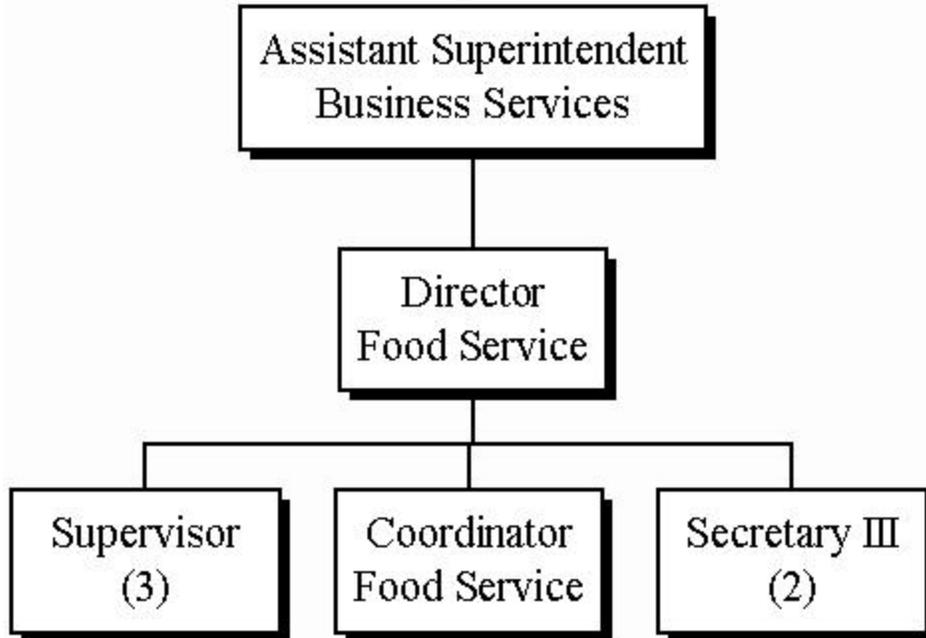
The food services coordinator should take over many of the secretary IV responsibilities, in addition to:

- Preparing the annual Food Services budget;
- Processing daily cash reports from campuses;
- Monitoring and preparing commodity inventory reports;
- Processing USDA commodity documentation;
- Reviewing payroll records;
- Preparing monthly child nutrition worksheets;
- Ordering, distributing, controlling, and reconciling meal cards;
- Processing purchase orders for grocery orders;
- Processing direct payment requests;
- Tracking inventory receipts;
- Performing secretarial duties; and
- Performing other duties as assigned.

Although a large cost savings does not result from this restructuring, the Food Services Department benefits from one additional full-time professional with enhanced abilities, training, experience, and knowledge of food service operations. The incentive for Food Services is to reduce manual labor through improved uses of technology and improved

management techniques. The restructured organization in the central office of KISD's Food Services Department is shown in **Exhibit 11-8** and should contain the following:

Exhibit 11-8
KISD Food Services Central Office
Recommended Organization Structure



This restructuring of the central office portion of the department would not affect campus-reporting relationships.

A degreed professional with five to 10 years of food service management experience should fill the coordinator position. The position requirements should, at a minimum, include a complete understanding of food service operations, financial management, inventory management, budgeting, menu preparation, child nutrition, and personnel management. The coordinator should be a 235-day position and should work closely with the director during summer months in budgeting, planning, and improving food service operations for the next school year. This position also should take on the responsibilities currently performed by the child nutrition program manager.

The secretary III, who currently works with the child nutrition program manager, should be redirected to perform other specific job responsibilities in addition to overseeing the free and reduced-application process.

These changes should be transitioned into the organization when the PCS system has been implemented. The restructuring process should be completed before the start of the 2000-01 school year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director obtains approval from Personnel to hire a coordinator for Food Services.	January 2000
2.	The Food Services director writes job description for coordinator for Food Services.	February 2000
3.	Personnel Services posts the coordinator position.	April 2000
4.	The Food Services director hires the coordinator for Food Services.	June 2000
5.	The Food Services director eliminates the secretary IV position.	June 2000
6.	The Food Services director eliminates the child nutrition program manager position.	June 2000
7.	The Food Services director redirects the secretary III position currently working with the child nutrition program manager to perform additional responsibilities.	June 2000

FISCAL IMPACT

Hiring a coordinator for Food Services will increase salary and benefit expenditures beginning in 2000-01 by an estimated \$38,400 plus \$2,228 for benefits (\$40,628). Eliminating the child nutrition program manager and the secretary IV position will result in savings of \$41,375 beginning in 2000-01. The net impact of this recommendation beginning in 2000-01 is a savings of \$747 resulting from a decrease in salaries and benefits.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Restructure the KISD Food Services Department.	\$0	\$747	\$747	\$747	\$747

FINDING

Campus staffing levels for kitchen personnel do not comply with industry recommended productivity standards. KISD uses the Full-Time Equivalent (FTE) staffing standards in the Dorothy V. Pannell's *Cost Control Manual for Food Services Directors*. Using this staffing methodology, the Food

Services director has consistently calculated an understaffed condition at most campuses.

Moreover, KISD does not follow any standard for meals per labor hour (MPLH) to determine the efficiency of their food service operations. When KISD's campuses' actual MPLH were compared to industry standards, they consistently fell short of the standard. When a food service organization falls short of MPLH standards, it can indicate low productivity or overstaffing. In institutional food service programs like KISD, it is overstaffing.

Exhibit 11-9 shows that the district's overall MPLH was 12.6 for 1998-99. By contrast, common efficiency standards for institutional food service operations range from 14 to 18 MPLH, depending on the number of meals served.

Exhibit 11-9
Current and Recommended Meals Per Labor Hour
1998-99 School Year

Campus	Meals	Hours	Meals Per Labor Hour	Industry Rec. MPLH	MPLH Variance +/-)
Killeen High	761	72.5	10.5	17	(6.5)
Ellison High	1,133	80.0	14.2	18	(3.8)
Killeen 9th	874	82.5	10.6	18	(7.4)
Ellison 9th	660	83.0	8.0	16	(8.0)
Fairway Middle	615	46.5	13.2	16	(2.8)
Nolan Middle	595	38.5	15.5	15	0.5
Rancier Middle	816	58.5	13.9	18	(4.1)
Manor Middle	487	48.5	10.0	14	(4.0)
Smith Middle	689	48.5	14.2	16	(1.8)
Eastern Hills Middle	673	48.5	13.9	16	(2.1)
Palo Alto Middle	679	48.5	14.0	16	(2.0)
Liberty Hill Middle	589	48.5	12.1	15	(2.9)
Clifton Park Elem.	415	35.0	11.9	14	(2.1)

East Ward Elem.	530	38.5	13.8	15	(1.2)
Fowler Elem.	378	31.0	12.2	14	(1.8)
Harker Heights Elem.	746	46.5	16.0	17	(1.0)
Haynes Elem.	488	37.5	13.0	14	(1.0)
Meadows Elem.	661	42.5	15.6	16	(0.4)
Peebles Elem.	688	42.5	16.2	16	0.2
Pershing Park Elem.	651	42.5	15.3	16	(0.7)
Sugar Loaf Elem.	542	38.5	14.1	15	(0.9)
West Ward Elem.	477	42.5	11.2	14	(2.8)
Bellaire Elem.	554	38.5	14.4	15	(0.6)
Marlboro Elem.	319	32.5	9.8	14	(4.2)
Nolanville Elem.	611	42.5	14.4	16	(1.6)
Clarke Elem.	605	42.0	14.4	16	(1.6)
Duncan Elem.	665	44.5	14.9	16	(1.1)
Hay Branch Elem.	724	46.5	15.6	17	(1.4)
Willow Springs Elem.	776	50.5	15.4	17	(1.6)
Mountain View Elem.	778	50.5	15.4	17	(1.6)
Reeces Creek Elem.	729	50.0	14.6	17	(2.4)
Clear Creek Elem.	742	46.0	16.1	17	(0.9)
Cedar Valley Elem.	710	52.5	13.5	17	(3.5)
Brookhaven Elem.	611	48.5	12.6	16	(3.4)
Venable Village Elem.	744	52.5	14.2	17	(2.8)
Trimmier Elem.	515	46.5	11.1	15	(3.9)
Montague Village Elem.	506	46.5	10.9	15	(4.1)
KAC. Pathways.	0	88.0	0	0	0

MLLC, Subs					
Totals	23,736	1,879	12.6	15.9	(3.3)

Source: KISD Food Services director, Dorothy V. Pannell Cost Control Manual for Food Services Directors.

This analysis raises concerns about optimal cafeteria staffing and individual productivity levels at each campus. Excessive staffing patterns at campuses often result from inefficient serving line design, nonproductive and/or unskilled kitchen cooks, cashiers, laborers, and cafeteria management. In comparison, Temple and Spring Branch districts reported 17 and 16.2 meals per labor hour, respectively, for 1998-99. KISD's peer district employees are more productive according to this measure. Spring Branch has only 306 Food Services employees serving over 30,000 students. KISD has 319 Food Services employees serving an average daily attendance of approximately 26,750 students.

Unless KISD periodically reviews cafeteria staffing in contrast with industry productivity standards, internal productivity measures, and internal profitability analysis, cafeteria operations will not be as efficient and effective as they could be.

Recommendation 111:

Freeze staffing levels at currently approved positions, evaluate individual productivity, and increase meals per labor hour.

Regardless of the method used to staff KISD cafeterias, increased productivity through improvements in MPLH measurements will benefit the district. Achieving the desired outcomes at each campus will result from one or more of the following:

- Reducing labor force;
- Increasing individual productivity;
- Reallocating resources among campuses; and/or
- Improving student participation.

Individual campuses may require a different strategy to accomplish the overall objective.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director institutes a hiring freeze for all food service positions.	November 1999
2.	The Food Services director instructs the area supervisors to work with their cafeteria managers to develop a strategy for increasing MPLH.	November 1999
3.	Area supervisors present a plan of action for each campus to the Food Services director.	January 2000
4.	Food Services personnel implements action plans to increase MPLH.	August 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

C. PROFESSIONAL DEVELOPMENT AND RECOGNITION

Superior school food service performance requires skillful human resource management. KISD provides management in-service and professional development programs that benefit the district and impact each individual's professional growth and progress. This section describes those programs and how KISD benefits.

FINDING

Food Services conducts manager in-service training and professional development before the beginning of each school year and again during the school year. **Exhibit 11-10** presents the 1998-99 Food Services training program in KISD:

Exhibit 11-10
1998-99 Training Program for KISD Food Services

Training Program	Training Group	Number of Courses Held	Hours per Course
Manager Development	Cafeteria Managers	1 (2 days)	15
Manager and Professional Development	Managers, Cooks	1	7.5
Cashier Training	Cashiers	2	4
Safety and Sanitation	New Cooks	2	8
Networking	Managers, Cooks	1	8
Bell County Health Training	Managers, Cashiers, Cooks	1	4
Production Records	Director, Supervisors, Region 12	1	8
Professional Development	All District Personnel	1	8
NuMenus	Director, Supervisors, Child Nutrition Manager, Secretaries	1	3
PCS Cashier Training	Managers, Cashiers	8	2-3
NT Computer Training	Managers, Cashiers	3	2

Outlook Computer Training	Managers, Cashiers	2	2
Hazardous Chemicals	New Cooks	2	2

Source: KISD Food Services Department.

COMMENDATION

KISD Food Services management has developed an effective management in-service and professional development program for its employees that includes a training curriculum in a variety of topics that enhance job performance as well as individual growth and learning.

FINDING

KISD Food Services employees are encouraged to participate in the District's Goal III program for professional training and development. The program includes a training program curriculum developed by the Texas School Food Services Association (TSFSA) and by Central Texas College (CTC). KISD pays the cost of tuition and employee salary costs when applicable. The employee pays a nominal

certification fee, but is eligible to receive a stipend upon certification or proof of completion. **Exhibit 11-11** illustrates the Goal III program for KISD Food Services employees.

**Exhibit 11-11
Goal III Training Program for KISD Food Services Employees**

Level	KISD Tuition Cost	Other KISD Cost	Time	Employee Cost	Networking Requirements (own time)	Stipend Amount
TSFSA 1 Apprentice	\$50 for 2 courses	4 Professional Development Days paid daily rate	4 dates during school year	\$22 for 3 certificates	N/A	N/A
TSFSA 2 Technician	\$120 for 6 courses	N/A	1-2 years (96 hours)	\$36 for 5 certificates	8 hours	\$400
TSFSA 3 Specialist	\$160 for 8 courses	N/A	2+ years (128)	\$43 for 7 certificates	8 hours	\$650

			hours)			
CTC Cafeteria Management*	N/A (Grants & Financial Aid available)	N/A	1-3 years (1,072 hours)**	Graduation Processing Fee \$25	8 hours	\$800
CTC Course HMCA 2351 Manager Course	\$180 (tuition and books)	N/A	2-3 months (48 hours)	N/A	8 hours	\$150
Leadership/ (Selected) Network Facilitator	Continued Renewal	N/A	Annually	N/A	8 hours	\$100

Source: KISD Food Services Department.

*Rolls into Associates Degree in Restaurant Institutional Management.

**Consists of 10 courses.

COMMENDATION

KISD Food Services management provides financial assistance to employees to participate in individual and professional education programs.

FINDING

KISD Food Services management has instituted an Employee of the Quarter Awards Program. The program stipulates that one elementary school employee and one secondary school employee receive a recognition reward based on the criteria presented in **Exhibit 11-12**.

Exhibit 11-12 KISD Food Services Department Criteria for Employee of the Quarter Awards Program

General Criteria	Specific Criteria
Attendance	absences and tardiness
Work	demonstrates quality and accuracy of work: follows directions

Performance	well; is self motivated; makes suggestions when appropriate; wears proper uniform including shoes and hairnet; practices good personal hygiene; and, uses proper safety techniques
Customer Service	demonstrates appropriate relationship skills with students, staff, and guests. (customer comments considered)
Attitude	portrays a good attitude
Teamwork	works well with others; does one's share of work; considers team of employees in decisions; and, assists other employees after completing own duties

Source: KISD Food Services Department.

The food service handbook for managers clearly describes the attendance, absence and tardiness policies for the department. The policy requires that when employees know in advance they will be absent, they must notify their manager by 1:30 p.m. the day before the absence. The policy also is clear that excessive absences or tardiness may subject an employee to discharge.

Specific rewards for the program consist of a certificate of recognition, employee pin, sign to be posted on campus marquee, and a gift certificate. The rewards are presented during the fifth week of each nine-week school period. A committee of nine cafeteria managers, the Food Services director, and each supervisor make the decision.

COMMENDATION

KISD Food Services management's employee recognition and reward program motivates and encourages excellent employee performance.

D. REVENUE AND COST MANAGEMENT

KISD Food Services generated more than \$500,000 in profits for 1996-97 and 1997-98. The department has reached this figure through managing food costs, taking advantage of United States Department of Agriculture (USDA) free commodities, and federal and state reimbursements.

Individual campuses actually operate at a loss prior to allocating federal reimbursement and state matching dollars to the program. This has enabled the district to maintain low meal prices for its full pay students since they are able to cover their losses through federal reimbursements and because they have a high number of students who are eligible for free and reduced-price meals. According to the Food Services director, student meal prices in KISD are the lowest in the area at \$1.00 for an elementary lunch and \$1.10 for a middle and high school lunch.

Until 1998-99, the district used a manual cash receipting system and issued meal tickets to students. This process required significant employee involvement, slowed serving lines, decreased controls over cash, and resulted in inaccurate meal counts.

Food Services has acquired an automated food management system for school food and nutrition services from PCS Revenue Control Systems, Inc. (PCS). This automated point-of-sale system has been installed in all but one of the middle schools and each of the ninth grade centers during 1998-99. Plans are to install the system at one elementary school per week starting the first week in 1999-2000. Each of the high schools and the remaining middle school also will have the new system installed during the school year.

FINDING

Point-of-sale systems provide improved accounting controls by capturing all necessary information at one time. These systems recognize student identification numbers, record student account activity, apply a student classification (i.e., free, reduced, full), and record all transaction-related information for management reporting purposes.

The PCS accommodates prepayment for paid and reduced-price eligible students as well as for a la carte service. The system protects student anonymity and serving line speeds should increase because cash transacted at the point of sale is reduced. KISD identifies free and reduced-price meal students using a coding system for the meal tickets that are issued. No other indicator differentiates a free or reduced-price meal student from a full-price meal student. At schools where automated point-of-sale technology is used, free and reduced-price meal students are confidentially and automatically acknowledged by the system. Point-of-

sale systems provide computerized cash register capabilities and electronic payment by students with available funds in their meal account.

The campuses using the system indicated that the system has improved accounting controls for cash and improved participation numbers because of more accurate meal counts. This improvement has been demonstrated by comparison to the weak controls at campuses not yet using PCS. At these campuses, cashiers receive cash and meal tickets and manually record student meal counts. This procedure can create recording errors, cash count errors, and theft without any audit trail to detect.

COMMENDATION

Food Services management's point of sale system improves accounting controls over cash, improves meal counting, increases service delivery, protects student confidentiality, and enhances management reporting.

FINDING

KISD provides catering services for school district events at a cost-plus-recovery basis. In 1998-99, the school district held 50 events catered by KISD Food Services totaling \$7,417. **Exhibit 11-13** shows the type of events held in KISD.

Exhibit 11-13
1998-99 KISD Food Services Catering Events

Event/Number of Occurrences	Sponsor(s)	Revenues
Continental Breakfast (17)	Various	\$1,257
Luncheon (6)	Various	\$1,331
Receptions (6)	Campus Principals	\$1,658
Refreshments (1)	Adopt a School	\$145
Board Meetings (9)	Superintendent	\$742
Staff Meetings (7)	Various	\$1,959
Superintendent Meetings (2)	Superintendent	\$170
Other events (2)	Clifton Park Principal	\$155
Total Catering Revenues		\$7,417

Source: KISD Food Services director.

Food Services charges the sponsoring organization for the cost of the food items, any extra labor costs required for food preparation and delivery, and a profit markup. In 1998-99, the catering function in the Food Services Department made a profit of \$2,284. Based on a review of the actual catering menus, KISD Food Services is providing catering services at a bargain price.

COMMENDATION

KISD Food Services provides a cost effective and profitable catering service.

FINDING

The Food Services director and the assistant superintendent for Business Services are researching an opportunity to contract with a sole-source soft drink provider for the district. These contracts typically result in some initial cash to the district and other negotiable benefits such as scoreboards, banners, marquee signs, and more. In exchange, the district exclusively provides the successful vendors' products in the campuses, at school events, and at other district facilities and functions. Spring Branch ISD negotiated an exclusive vendor contract after a competitive bid process. Spring Branch ISD signed an agreement with Coca-Cola that includes a signing bonus of \$2.5 million and \$10.3 million over the agreement's ten-year period. Killeen officials are contacting Spring Branch to learn more about the contract terms and conditions, as well as the process for successful negotiation.

Several Texas school districts have similarly advantageous contracts with soft-drink companies. Tyler ISD signed a 10-year exclusive contract with Pepsi that included a \$500,000 bonus earmarked for technology-related projects. Plano ISD made a 10-year exclusive agreement with Dr. Pepper that pays the district \$1 million for each year of the agreement. Spring ISD signed an 11-year Sponsorship Agreement with the Pepsi-Cola Company. This contract allows for commissions and other incentives for Spring ISD schools. Other Texas districts that have signed exclusive vending contracts include Aldine (a \$12.8 million agreement for 10 years), Klein (\$10.7 million), and Galena Park (\$1.4 million).

COMMENDATION

KISD is pursuing new opportunities for additional revenue to benefit students and the district.

FINDING

KISD is not claiming reimbursement for breakfast meals served at severe need campuses. In 1997-98, all but six schools were eligible for severe need status. A campus qualifies for a severe need reimbursement eligibility by meeting the following criteria:

- Reimbursement rates under the regular National School Breakfast Program are insufficient to cover the costs of the school's breakfast program;
- The school is participating in or wants to initiate a breakfast program;
- Forty percent or more of the lunches served to students at the school in the second preceding school year were served free or at a reduced price.

KISD can receive an additional \$0.20 for every breakfast meal served at qualifying campuses. The Food Services director said that many of KISD's schools could qualify for the program.

Using 1997-98 food service data, all but six schools in KISD are eligible for severe need status.

Recommendation 112:

Claim reimbursement for breakfast meals served to eligible free and reduced-price students at severe need campuses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director reviews the guidelines for qualifying severe need campuses.	November 1999
2.	Area supervisors train cafeteria managers on reporting requirements for severe need reimbursement.	November 1999
3.	The Food Services director implements severe need reimbursement.	January 2000
4.	The Food Services director's appointee monitors revenues generated from severe need campuses to determine if benefits of additional reimbursement compared to the cost of additional reporting requirements is warranted.	Ongoing beginning January 2000

FISCAL IMPACT

Conservatively assuming that only half of the breakfasts served in the district can receive the additional \$0.20 reimbursement and using the average daily breakfast meals shown in **Exhibit 11-5**, the district could

benefit from an additional \$427 each day (4,268 breakfasts x .5 x \$.20). Assuming the school year is comprised of 180 school days, increased annual reimbursement of \$76,860 (\$427 x 180 days) could be anticipated beginning in 2000-01. For 1999-2000, only five months of savings were calculated to be \$42,700 ($\$76,860 / 9 \times 5$)

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Claim reimbursement for breakfast meals served to eligible free and reduced-price students at severe need campuses.	\$42,700	\$76,860	\$76,860	\$76,860	\$76,860

FINDING

The review team's campus visits revealed that the district's food waste and meal portioning is not managed effectively. For example, elementary school students returned their trays with uneaten portions of their entrée item. When asked, cafeteria staff said that they were using the scoop size specified in KISD's menu guide. The Food Services director said that the scoop appeared too large and that he would need to investigate.

Food waste, as a result of poor meal portion planning, can result in increased meal costs and an additional for waste disposal problems. Most cafeteria managers said that leftover food items that have not been purchased are discarded unless the managers can incorporate those items into another menu.

The *Journal of American Dietician Association, 1996* found that food waste is reduced when elementary school children have recess before lunch. Plate waste was reduced from 35 percent to 24 percent. Students were not so rushed to finish eating so they could socialize, and stomachaches during recess were reported. Additionally, Dona Roberts, Indiana's Health Services Consultant, adds that stomachaches/cramps are more likely to be reported when vigorous activity follows lunch. Special considerations may be required for diabetic students or for late lunch times. KISD's Food Services director told the review team that while the district as a whole does well at scheduling, some campuses would benefit from scheduling changes.

A closer review of the district's Food Services cost data in **Exhibit 11-1** reflect that in 1997-98, food costs were 43.8 percent of revenues. In addition, the amount budgeted for food costs in 1998-99 increased to 44.1 percent of budgeted revenues. These levels are excessive based on a close review of private sector standards and standards observed for private

vendors to whom food service operations at school districts are outsourced. For example, the web site for the American Federation of Teachers presents a case study for contracting food services. A review of the actual bids provided to the school district disclosed three vendors whose food costs as a percent of revenues ranged from 34 to 38 percent. Industry standards suggest food costs should not exceed 40 percent of revenues.

Furthermore, KISD does not participate in any cooperative purchasing arrangements, other than for commodities, that could lower its food costs. The district buys food commodities through the General Services Commission contract, USDA, and local vendor agreements.

Recommendation 113:

Decrease food costs to reflect industry and private vendor standards.

Given its high food costs (as a percentage of revenues), KISD should do as much as possible to reduce food waste by incorporating new schedules for meal service, reducing food portion sizes, and offering fewer menu choices.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director works with the Purchasing director to investigate cooperative purchasing arrangements that would decrease food costs.	November 1999
2.	The Food Services director works with the assistant superintendents for Education Services to identify potential recess scheduling changes.	November 1999
3.	The Food Services director develops a directive to inform employees of the standards for food costs.	December 1999
4.	Area supervisors review all menus for accuracy of portioning requirements and feasibility of food costs in relation to prices.	December 1999
5.	Area supervisors report to Food Services director on how industry standards for food costs can be achieved in KISD.	February 2000
6.	Cafeteria managers are trained to monitor food portioning and food waste (returns on trays) for specific food items.	Ongoing
7.	Cafeteria managers and area supervisors adjust meal preparation and portioning recommendations based on student actions.	Ongoing

FISCAL IMPACT

When KISD reduces its food costs to 40 percent of revenues through cooperative purchasing, reduced food waste, and improved cost management practices, the district could achieve an estimated savings of \$290,511. The estimate is based on the 1998-99 budgeted revenues of \$7,126,020 and food costs of \$3,140,919 (**Exhibit 11-1**). The 1999-2000 savings are based on only three months savings from the nine-month school year.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Decrease food costs to reflect industry and private sector standards.	\$96,837	\$290,511	\$290,511	\$290,511	\$290,511

E. FACILITIES AND EQUIPMENT

During 1999-2000, 12 campus kitchens will undergo minor to major renovations or complete reconstruction. These changes will disrupt Food Services' operations, and serving capabilities will be affected at many of these campuses. **Exhibit 11-14** shows the campuses that will be affected and the type of work to be performed at that campus.

Exhibit 11-14
KISD Food Services
1999-00 Campus/Kitchen Renovation Projects

Campus	Type of Construction
Fairway	Construction in progress since March 1999 - complete after 1999-00 school start
Sugar Loaf	New kitchen
Harker Heights	New kitchen
Pershing Park	Minor renovation - minimal down time
Peebles	Major renovation - significant down time
Clarke	Major renovation - significant down time
Meadows	Major renovation - significant down time
Duncan	Major renovation - significant down time
East Ward	Major renovation - significant down time
Nolan	Major renovation - significant down time
Ellison High School	Minor work
Killeen High School	Minor work - no kitchen impact

Source: KISD Food Services director.

At the time of the performance review, no formal planning, coordinating, and communication processes had been implemented with the parents of students that would be affected by the renovation projects at their campuses. However, the Food Services director wrote a letter to be mailed to the parents and guardians in July 1999 informing them of the construction projects at certain schools. The letter also informed them of modified menus the district plans to serve to students. The modified

menus consist mostly of cold sandwiches, salads, and pizza along with the appropriate items to make it a reimbursable meal.

The Food Services director has informally identified possible outcomes as a result of these ongoing projects.

- Campuses under renovation will be supported by other kitchens;
- Menus will be limited;
- Cold items will be served more frequently;
- Transportation issues for transporting hot food;
- Locating existing kitchen equipment for continued use or storage;
- Coordinating daily delivery of food items from local vendors;
- Cashier work area space;
- PCS system installation considerations;
- Employee assignments, split days;
- Extra paper product needs;
- Extra dumpsters at supporting kitchens; and
- Extended serving/lunch times.

COMMENDATION

KISD's Food Services director identified and planned for the impact of kitchen facility renovations and communicated these issues to parents and guardians.

FINDING

KISD has not updated cafeteria facilities and kitchen serving line areas to reflect a more attractive atmosphere or food court appearance. KISD cafeterias are institutional in design. Except for the newer cafeterias where some modern architectural design, lighting, and the use of plants have been incorporated, most cafeterias visited had plain walls and tile floors. Few campuses displayed spirit murals, logos, posters, student achievements, or student art during site visits.

KISD may be losing high school students to outside food vendors because the atmosphere is unappealing and does not promote school spirit and student achievements.

The Beaumont Independent School District adopted a "food mart" concept at its Central and Westbrook high schools. These enhancements resulted in significant increases in the number of reimbursable meals served, reimbursement dollars received, and cash revenues from student food item sales. From 1993-94 to 1994-95, the first year following cafeteria design changes, Central experienced a 34-percent increase in meals served and Westbrook experienced a 49-percent increase. That same period resulted

in Central's realizing a 20-percent increase in federal reimbursement and a 36-percent increase in cash sales. Westbrook had a 21-percent increase in federal reimbursement and a 30-percent increase in sales.

Beaumont invested approximately \$650,000 in facilities redesigns, equipment and marketing materials (e.g., neon lights, signage, plants, etc.).

Recommendation 114:

Develop a plan to work with campus principals and student organizations to improve campus cafeteria designs at high schools.

Food Services management should propose a plan to campus principals and student organizations to redesign their campus cafeterias. A priority should be placed on high school cafeterias. Food Services should consider underwriting cafeteria enhancements with available funds in the existing fund balance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director contacts Beaumont ISD and other known school districts to discuss cafeteria designs, layouts, and food court enhancement ideas.	November 1999
2.	The Food Services director and area supervisors visit cafeterias in schools having the food court appeal to obtain ideas.	January 2000
3.	Food Services management discusses desired improvements with the Property Services director.	January 2000
4.	Food Services management presents a plan and budget for each campus where improvements are to be made in the cafeteria.	February 2000
5.	Food Services receives approval from the superintendent and school board to proceed with efforts to improve cafeteria designs.	April 2000
6.	KISD implements food court designs for high schools at the beginning of 2000-01.	September 2000

FISCAL IMPACT

Assuming KISD spends \$650,000 to enhance its high school cafeterias and achieves the increases in federal reimbursement (20 percent) and sales (30 percent) that Beaumont achieved at its two high schools, significant revenue increases could be expected. Using the available 1998-99 (seven-months worth) sales and reimbursement figures for KISD high schools

which averaged \$49,825 per month, a 20-percent increase in participation would result in an additional \$9,965 in revenues each month for the two high schools. Subtracting 40 percent in food costs from the revenues would result in \$3,986 ($\$9,965 \text{ revenues} \times .40 \text{ food costs} = \$5,979$ monthly increase $\times 9 \text{ months} = \$53,811$ in additional revenues).

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Improve high school cafeteria design.	(\$650,000)	\$0	\$0	\$0	\$0
Increase high school meal participation by 20 percent.	\$0	\$53,811	\$53,811	\$53,811	\$53,811
Total savings/cost	(\$650,000)	\$53,811	\$53,811	\$53,811	\$53,811

Chapter 12. SAFETY AND SECURITY

This chapter reviews KISD's safety and security functions in three sections:

- A. Discipline Management
- B. Security
- C. Safety

Providing a safe and secure environment for students, teachers, and other school district employees is a critical task in any district. Because of recent instances of school violence in several states throughout the country, parents, educators, taxpayers, communities, and lawmakers are focusing more on safety and security in public schools.

BACKGROUND

The 1995 Texas Legislature revised major safety and security-related provisions in the Texas Education Code (Education Code). According to the Education Code, each school must adopt a student code of conduct with the advice of a district-level committee. Students who engage in serious misconduct must be removed from regular education settings and placed in alternative education programs.

Specific information concerning the arrest or criminal conduct of students must be shared between law enforcement and local school districts. Moreover, the Education Code requires school districts, the juvenile board, and juvenile justice systems in counties with a population of 125,000 to establish a Juvenile Justice Alternative Education Program (JJAEP). The JJAEP operates under the jurisdiction of the Texas Juvenile Probation Commission. Its primary objective is to provide for the education of incarcerated youths and youths on probation.

In 1999, at Texas Comptroller Carole Keeton Rylander's urging, the Texas Legislature amended the Education Code to require each school to include goals and methods for violence prevention and intervention in its annual campus improvement plan. The Board of Trustees for each school district also is required to publish an annual report to parents and the community that includes the number, rate, and type of violent or criminal incidents that occurred on each district campus. The report also must include information concerning school violence prevention and intervention policies and procedures that the district is using to protect students.

To provide a safe and secure learning environment, safety and security programs must include elements of prevention, intervention, and enforcement, as well as cooperation with municipal and county governments. Discipline management and alternative education programs are key tools in this process.

A. DISCIPLINE MANAGEMENT

Under the Texas Education Code, each school district must adopt a student code of conduct establishing standards for student behavior. Student behavior often is measured by levels of offenses, which are typically outlined in a district's code of conduct. Depending on the type and level of offense, various discipline management techniques are suggested for teachers, campus administrators, and district administrators. For example, minor offenses may require student-teacher conferences or detention; major offenses may require suspension or placement in alternative educational programs.

KISD's discipline management program is coordinated through the Student Services Department (Student Services). Student Services is responsible for conducting student hearings for violations of the Student Code of Conduct, monitoring and tracking student disciplinary actions, including referrals to alternative education programs and expulsions. The director of Student Services serves as the district's hearing officer and conducts district-level due process hearings.

Student Services publishes and distributes KISD's Student Code of Conduct to principals, teachers, students, and parents at the beginning of each school year to ensure that everyone is familiar with the district's disciplinary process and the consequences for misbehavior. The Student Code of Conduct is printed in English, with Spanish, German, and Korean language instructions printed on the back cover directing individuals who speak these languages to the phone numbers of KISD personnel who can assist with translation of the document.

The Student Code of Conduct has a seven-part discipline management plan that includes information on the district's enforcement policy, the offenses that are sufficiently serious to subject students to prosecution and assignment to alternative education programs, student prohibited behaviors, general information and expectations, guidelines for imposing consequences, and appeal procedures. The code of conduct also details how discipline will be handled for students with disabilities.

KISD has a "zero tolerance" policy and, therefore, places offenses in three categories: general expectations, student-prohibited behaviors, and serious offenses. **Exhibit 12-1** presents examples for each category of offense.

Exhibit 12-1 Categories of Offenses Outlined in KISD's Student Code of Conduct

Category	Examples of Offenses
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General Expectations	<ul style="list-style-type: none"> • Verbal abuse that insults or degrades an individual or stereotypes any race, gender, disability, physical condition, ethnic group, or religion • Possession of fireworks • Insubordination • Possession of cellular telephones and paging devices • Misconduct on school buses
Student Prohibited Behaviors	<ul style="list-style-type: none"> • Throwing objects that can cause bodily injury or damage property • Leaving school grounds, class, or events without permission • Accumulating excessive tardiness, truancies, or unexcused absences • Gambling • Persistent (repetitious) misbehavior (defined as two or more violations of the Student Code of Conduct in general or repeated occurrences of the same violation) • Inappropriate, disruptive behavior in or out of the classroom (for example, hallway, cafeteria, playground)
Serious Offenses	<ul style="list-style-type: none"> • Alcohol, tobacco, and drug abuse • Assault • Misuse of computer network • Criminal mischief • Extortion, coercion, blackmail • Fighting • Forgery • Lewd conduct • Profanity/Obscenity • Property damage/arson • Robbery • Sexual harassment • Theft/vandalism • Weapons and imitation weapons

Source: KISD Student Code of Conduct, 1998-99

KISD's discipline management process begins when a student violates the Student Code of Conduct. When a violation occurs, teachers complete a Student Code of Conduct Violation Report listing the student, type of offense, the date of the offense, and a description of the violation. The teacher submits the report to the appropriate school administrator (for example, the assistant principal responsible for student discipline or

principal). The administrator sends a copy of the report to the student's parents within 24 hours. The administrator has several options when disciplining students at the campus level. Examples include parent-teacher conferences, counseling, detention, corporal punishment, placement in an alternative education program, and expulsion. If the violation is one that could result in removal from the school for more than three days, a district-level due process hearing with the director of Student Services is held.

KISD's due process hearing for removing students from regular campuses begins with a campus-level conference to inform parents of the charges against the student and possible consequences. Parents and students are provided the opportunity to respond to the charges. The process allows administrators to consider and determine the appropriate disciplinary actions, which may include a district-level hearing where alternative placement or expulsion may be recommended.

The campus-level conference is held in the principal's office and attended by the principal, the student, the student's parents, and the administrator most familiar with the case. If the principal determines that the student should be removed from the campus and recommends placement in an alternative education program, a district-level due process hearing automatically is scheduled with the director for Student Services.

When the district-level hearing is scheduled, parents are advised of their rights to bring whatever representative, legal counsel, or witness(es) they deem necessary. Individuals present at the hearing include the student, parents and/or representatives, witnesses called by the student, the administrator presenting the case, witnesses called by the administration, and the director for Student Services (hearing officer). After review of the evidence and any discussion, the hearing officer will make a decision to uphold, overturn, or modify the recommendation of the administration. Hearings are recorded on audio tape by the hearing officer and decisions are made solely on evidence and testimony presented in the hearing. If parents are not satisfied with the result of the hearing, appeals may be filed at the campus, district, or school board levels.

KISD has four alternative schools for students who have been removed from regular education settings. These include the Middle Level Learning Center (MLLC), the Killeen Alternative Center (KAC), Bell County Juvenile Justice Alternative Education Program (the JJAEP), and Pathways Learning Center (PLC). The Middle Level Learning Center's enrollment includes middle school students in grades 6, 7, and 8 with behavior-related problems leading to referral from their home schools. The Killeen Alternative Center's enrollment includes ninth grade center and high school students placed at the center through administrative hearings.

The Juvenile Justice Center's enrollment includes students from the Bell County juvenile probation system that have violated parole or committed crimes. Pathways Learning Center's enrollment includes pregnant teens in grades 9 through 12 and recovered dropouts between the ages of 18 and 21 years old. **Exhibit 12-2** presents the 1998-99 enrollment for each of KISD's alternative schools.

Exhibit 12-2
KISD Alternative School Enrollment by Grade
October 1998

School	6	7	8	9	10	11	12	Other	Total
MLLC	4	23	34					1	62
KAC				14	19	23	12	2	70
JJAEP*	1	15	16	24	23	12			91
PLC				3	4	26	72		105
Totals	5	38	50	41	46	61	84	3	328

Source: KISD 1998-99 Enrollment, October 30, 1998.

** Includes students from Bell County juvenile probation system.*

In lieu of placing elementary students in alternative education centers (which is prohibited by the Education Code), elementary students with discipline problems are enrolled in behavior adjustment classes at two elementary schools. Students in grades 1 through 3 are enrolled in classes at Meadows Elementary and students in grades 4 and 5 are enrolled in classes at Brookhaven Intermediate School. Students referred to behavior management classes can be enrolled from six weeks to two years before they are returned to their home campuses.

Student Services monitors hearings and alternative education program (AEP) placements and provides the school board an annual report identifying the number of hearings by home school and the number of placements. **Exhibit 12-3** presents the total number of hearings, by offense for 1997-98 and 1998-99 and **Exhibit 12-4** compares the results of hearings for 1997-98 and 1998-99.

Exhibit 12-3
Hearings by Offense
1997-98 and 1998-99

Offense	1997-98 Hearings	1998-99 Hearings	Percent Increase (Decrease)
Alcohol	19	13	(32%)
Assault of Staff/Student/Threats	96	73	(24%)
Criminal Mischief	1	0	(100%)
Felony Charge	13	29	124%
Fight	14	0	100%
Possession of Firearms	2	2	0%
Gang	6	0	(100%)
Possession of Knife	16	5	(69%)
Possession of Marijuana	70	47	(32%)
Repetitive Miscellaneous (A)	364	477	31%
Theft	3	0	(100%)
Violation of Campus Probation	61	0	(100%)
Other (B)	53	26	(51%)
Total	718	672	(6%)

Source: KISD Student Services End of Year Hearing Report, 1997-98 and 1998-99

A. Repetitive miscellaneous include student prohibited behaviors such as throwing objects, leaving school grounds without permission, excessive tardiness, gambling, and persistent misbehavior.

B. Other includes hearings for possession of clubs, prohibited weapons, public lewdness or indecent exposure, and disruptive behavior.

Total hearings decreased by 6 percent between 1997-98 and 1998-99. Although hearings for assaults, threats, and marijuana possession

decreased, the number of hearings increased for felony charges and repetitive miscellaneous student prohibited behaviors.

**Exhibit 12-4
Result of Hearings
1997-98 and 1998-99**

Result of Hearings	1997-98	1998-99	Percent Increase (Decrease)
Alternative education placements in Middle Level Learning Center	289	259	(10%)
Alternative education placements in Killeen Alternative Center	276	253	(8%)
Expel to JJAEP	110	113	3%
Behavior Adjust Class (BAC)	4	6	50%
On-Campus Probation (OCP)	19	8	(58%)
Other (A)	20	33	65%
Total	718	672	(6%)

Source: KISD Student Services End of Year Hearing Report, 1997-98 and 1998-99.

A. Represents hearings where recommendations from principals were overturned by the director of Student Services.

Exhibit 12-4 shows a 10-percent decrease in alternative education placements for middle school students and a corresponding 8-percent decrease in alternative education placements for high school students between 1997-98 and 1998-99 as a result of the hearing process. Moreover, the number of hearings overturned by the district's hearing officer increased 65 percent between 1997-98 and 1998-99. **Exhibit 12-5** presents the number of hearings overturned categorized by ethnicity.

**Exhibit 12-5
Hearings Overturned Categorized by Ethnicity
1996-97, 1997-98, 1998-99**

Ethnicity	1996-97	Percent	1997-98	Percent	1998-99	Percent
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	Hearings Overturned	Overturned	Hearings Overturned	Overturned	Hearings Overturned	Overturned
Anglo	13	36%	16	40%	7	18%
African American	15	42%	16	40%	16	42%
Hispanic	8	22%	3	8%	12	32%
Asian	0	0%	5	12%	3	8%
Total	36	100%	40	100%	38	100%

Source: KISD Student Services End of Year Hearing Report, 1996-97, 1997-98, and 1998-99.

FINDING

KISD serves as fiscal agent for the Juvenile Justice Alternative Education Program (JJAEP) in Bell County, serving students in Temple, Belton, Troy, Rogers, Holland, Bartlett, Salado, and Academy ISDs. Under this arrangement, Bell County provides the facilities for the JJAEP and operates the program while funds are provided through KISD as fiscal agent. KISD is the only school district in the state that provides educational services for a JJAEP under this type of arrangement.

KISD provides educational services for the Juvenile Justice Alternative Education Program (JJAEP) pursuant to Section 37.011 of the Education Code for the eight school districts in Bell County under a memorandum of understanding with Bell County, as well as a short-term placement program in cooperation with the Bell County Juvenile Detention Center (BCJDC).

Under the JJAEP, the Bell County Juvenile Board, through the Commissioner's Court of Bell County, will fund all placements resulting from mandatory expulsions covered by Education Code Section 37.007(a), (d), and (e). The memorandum of understanding requires the JJAEP to provide a curriculum including instruction in English, language arts, mathematics, science, social studies, and self-discipline. The agreement also requires the program to be operated at least seven hours per day, for 180 days per year, offer a high school equivalency program (GED), and administer the TAAS to assess student performance.

For operating the program, the Juvenile Board or Commissioner's Court pays KISD \$40 per student, per day for each student enrolled at the JJAEP as a result of mandatory expulsion and \$63 per day, per student enrolled at

the JJAEP as a result of discretionary placements. However, KISD must repay the Juvenile board \$23 per student, per day for each student enrolled at the JJAEP as a result of discretionary placements. Discretionary placements are placements of students in the JJAEP for disruptive behavior that violates provisions in KISD's Student Code of Conduct that do not require mandatory placement in the alternative education program such as throwing objects that can cause bodily injury or damage to property.

The JJAEP is operated from 8:00 a.m. to 12:00 p.m., and the BCJDC program is operated in the afternoon from 1:00 p.m. to 5:00 p.m. Enrollment in the JJAEP averages approximately 100 students per year and approximately 60 students per year in the BCJDC program. The JJAEP accepts short-term placements of 45 days and long-term placements of 120 days or more. The BCJDC program accepts long-term placements of 120 days or more, with an average placement of one per year.

The programs have a low student-to-teacher ratio (approximately 14-15:1), with a teacher and teacher aide in each classroom. The district's JJAEP uses individual, self-paced instruction as required by the Education Code. KISD's program is a self-paced content mastery program modeled to meet individual student needs based on pre-testing, which is used to develop a study schedule based on a student's deficiencies for individually tailored instruction. Students are required to achieve a 90-percent pass rate in all areas of instruction. Using pre-testing and post-testing to measure the effectiveness of the alternative education curriculum, the district found that all but two students showed improvement in the first year of the program. The Texas Youth Commission cited the district's JJAEP as the only school in the State of Texas to offer *all* alternative programs.

Because of the success of the program, KISD has increased its support of the JJAEP. Staff has increased from three teachers to seven teachers and to six teaching assistants from three since August 1998, with a full-time, on-site coordinator funded for 1998-99. The full-time on-site coordinator oversees the activities of the JJAEP including intake, pre-testing, monitoring the delivery of education services, and post testing. Funding a full-time on-site coordinator was important to the success of the JJAEP because, in prior years, the director for Student Services served as a part-time coordinator without an office on site. The director for Student Services could not devote the necessary time to fully develop the JJAEP because of his dual role as KISD's district hearing officer.

As of the date of the report, the Bell County Juvenile Probation Department is attempting to secure a grant by November 1999 to expand the JJAEP into a residential program. If funding is approved and the

residential program is implemented, students with severe discipline problems will not be allowed to return home to their parents for a period of three days. This concept is in an early stage of development, but is under serious consideration by Bell County officials.

The district's JJAEP is allocated a total of 75 slots for mandatory and discretionary placements combined on a first-come-first-serve basis. If the JJAEP exceeds the 75-slot limit, the coordinator is authorized to look for students eligible for early release based on their discipline and attendance records.

COMMENDATION

KISD operates an exemplary JJAEP in cooperation with Bell County and surrounding districts, complete with low student to teacher ratios and supplemental funding sources to implement programs to address recurring discipline problems.

FINDING

KISD operates a fourth alternative education program at Pathways Learning Center. This is a voluntary program designed to encourage overage dropouts, for students 18 to 21, to return to school and provide an academic environment for pregnant teens in grades 9-12. The program for older students works closely with Fort Hood and the Killeen business community to encourage these students to complete their high school education and look at available career opportunities. The teen pregnancy program works closely with Communities in Schools and is housed at the facility to provide life skills training and counseling referrals for pregnant teens. To provide the maximum support for pregnant teens enrolled in the program, Pathways Learning Center assigns two teachers to conduct home visits for teens after the birth of their children.

KISD provides excellent technology support for the Pathways Learning Center. With an enrollment that averages between 95 and 100 students, the student to computer ratio averages 2:1, with a computer lab containing 38 personal computers. The student-to-computer ratio is well ahead of the Texas Education Agency's goal of one computer for every four students and KISD's ratio of one computer for every 3.7 students. Moreover, each classroom has its own inventory of computers in addition to those in the computer lab.

COMMENDATION

KISD's Pathways Learning Center provides career opportunities for overaged dropouts and pregnant teens through computer-aided

instruction and career development counseling in cooperation with Fort Hood and the Killeen business community.

FINDING

Ninth grade center and high school students are required to wear picture identification badges at all times while on school property. Plans are under way to extend this requirement to middle school students in 1999-2000, pending board approval. Principals or assistant principals manage the security badge system for their respective schools. All school administrators, central administrators, teachers, and district auxiliary personnel are required to wear picture identification badges as well. Although the Safety Office helped develop the identification badge program, the issuing of badges is the responsibility of the respective school principal or district department. For example, the Human Resources Department issues badges for the Financial Services and Plant Services personnel. This enhances a sense of security and allows the students to know that adults within the building are employees of KISD.

COMMENDATION

KISD's picture identification badges enhance students' awareness of unauthorized adults or students in schools throughout the district and improves the security at the district's school campuses.

FINDING

KISD's director for Student Services does not provide periodic reports to the board showing summary student disciplinary actions by offense, school, ethnicity, and gender. Consequently, board members are not aware of student discipline statistics. For example, some board members told TSPR they were unaware of the disproportionate number of African American students who were referred to alternative education programs. Still, other board members said they would like to see more detailed discipline management reporting.

The absence of student discipline-related management reports that show hearings and alternative education placements by ethnicity and gender prevents the board from monitoring the district's discipline management process.

Recommendation 115:

Submit detailed monthly reports on discipline management actions and related referrals to the board.

The superintendent should ensure that the reports show the ethnicity and gender of students referred for offenses that result in district-level hearings and referrals to alternative education programs. The reports should show the referrals by home school and reflect trends over time. Board members should use the monthly reports to monitor how effective KISD's discipline management process deals with all students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Student Services compiles monthly reports of discipline management actions by school, ethnicity, and gender.	January 2000
2.	The superintendent reviews and submits the reports to the board monthly.	Ongoing
3.	The board monitors the discipline management actions monthly.	June - July 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD alternative education teachers have daily contact with students with severe discipline problems who have potential conflicts with other students. Most are not equipped to resolve these conflicts. As a result, the principal of Killeen Alternative Center told TSPR that alternative education classes are disrupted weekly by student confrontations causing a loss of classroom instruction time. The loss of classroom time can range from 10 to 30 minutes, depending on the nature and extent of the confrontation.

Each summer, KISD offers professional staff development for teachers and administrators. Although some of the training is mandatory for administrators, most of the training is optional for teachers. The Summer Professional Development Catalog for 1999, contains the same staff development workshops about conflict resolution as are offered in the Discipline/Classroom Management series offered in June and July. Although not mandatory, discipline management courses offered in the series include:

- D.E.C.I.D.E.: Six Steps in Conflict Resolution;
- Succeeding with Difficult Students; and
- Nonviolent Crisis Intervention Refresher Training.

Recommendation 116:

Require all teachers and principals to attend training in discipline management and conflict resolution training.

The superintendent should issue a formal directive requiring all teachers and principals to attend KISD-sponsored training in discipline management and conflict resolution each summer, if necessary based on changes to state law and district policy. This training will help them to better handle student discipline and provide a model for conflict resolution.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent issues a formal directive requiring principals and teachers to attend discipline management training each summer.	January 2000
2.	The deputy superintendent for Administrative Services and Human Resources Development prepares and distributes summer staff development schedule to principals and teachers.	March - April 2000
3.	Principals and teachers attend discipline management training.	June - July 2000

FISCAL IMPACT

KISD has committed over \$100,000 in staff development in their budget for the district for a variety of workshops. As a result, this recommendation could be implemented with existing resources.

FINDING

Both the Middle Level Learning Center and Killeen Alternative Center do not have a consistent working relationship with Bell County social services agencies to provide extended social services to students enrolled in their respective alternative programs. However, the Killeen Alternative Center attempts to work with Bell County social workers for students who are in foster care or on juvenile probation. Social services such as subsidized preventive health care, psychiatric counseling, and public assistance are needed for alternative education students from underprivileged backgrounds.

In a search for best practices, TSPR found that El Paso ISD has a cooperative relationship with El Paso County to provide health services to students enrolled in its alternative education programs, including dental work, eye examinations, pregnancy tests, and medical examinations. Students requiring health services are transported by El Paso ISD school

buses to the El Paso County Health Department for examinations and treatment. These examinations are performed at no cost to the district.

Recommendation 117:

Develop cooperative agreements with local social services providers to improve services for students enrolled in KISD's alternative programs.

KISD should approach Bell County social services agencies to determine if opportunities exist for cooperative agreements to provide social services to students enrolled in the district's alternative programs. Providing social services such as medical examinations, prenatal care, counseling, and foster care will enable alternative education students to receive the necessary support services so they can focus on the alternative education program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts the Bell County Judge to determine if there are opportunities to develop cooperative agreements to provide social services to students enrolled in KISD's alternative education program.	January 2000
2.	The superintendent designates one of the assistant superintendents for Education Services to serve as KISD's point of contact with Bell County's representative.	January 2000
3.	The assistant superintendent for Education Services negotiates a cooperative agreement with Bell County.	February - June 2000
4.	The board approves the cooperative agreement with Bell County.	July 2000
5.	Alternative education students begin receiving social services from Bell County.	August 2000

FISCAL IMPACT

The fiscal impact of this recommendation is contingent upon the nature and structure of any cooperative agreement negotiated with Bell County and cannot be determined at this time.

FINDING

TSPR learned that students sometimes are referred back to the JJAEP from alternative schools once they leave the program. Although data are not available on recidivism and the JJAEP, referrals may indicate how effective KISD's discipline management program is at changing student

behavior. More significantly, data also could serve as an indicator of the overall effectiveness of KISD's prevention and intervention programs aimed at addressing school violence and discipline management.

TSPR interviewed the assistant superintendent for Education Services, Area 1 and the director for Student Services to identify KISD's prevention and intervention programs. KISD has four programs designed to prevent discipline problems or improve student safety. **Exhibit 12-6** summarizes KISD's programs.

Exhibit 12-6
Prevention and Intervention Programs Addressing
School Violence and Discipline Management

Program	Description
Quest	<p>Quest is a two-part program: Quest Skills for Growing for elementary children and Quest Skills for Adolescence for children in middle school. Both parts of the program have two main objectives:</p> <ul style="list-style-type: none"> • Helping young people develop positive social behaviors such as self-discipline, responsibility, good judgement, and the ability to get along with others; and • Helping young people develop positive commitments to their families, schools, peers, and communities, including a commitment to lead healthy, drug-free lives.
Camp 2000	<p>Camp 2000 is a community-based program designed to empower youth in grades 7-11 to take an active role in preventing underage drinking, the use of other drugs, and impaired driving by their peers. The program is based on the belief that youth can become a powerful force in combating substance abuse and related issues. Phase 1 is a summer residential camp designed to help prevent drug or alcohol use and develop action plans that address the issues. Phase 2 occurs during the subsequent school year when school participants implement their action plans.</p>
Drug Abuse Resistance Education (D.A.R.E.)	<p>D.A.R.E. is a collaborative effort by D.A.R.E.-certified law enforcement officers, educators, students, parents, and community members to offer an educational program in the classroom to prevent or reduce drug abuse among children and youth. The emphasis of the program is to help students</p>

	recognize and resist the many direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, inhalants, or other drugs, or to engage in violence.
Gang Resistance Education Training (G.R.E.A.T.)	G.R.E.A.T. is an educational program. The main goal is to end gang violence across our nation by equipping students to make better choices, set realistic goals, resist pressures, learn how to resolve conflicts, and become positive change agents. This program specifically targets middle school students and has been proposed for the 1999-2000, but has not been approved.
TRIBES - A New Pattern of Interaction	TRIBES is a democratic group process for students or adults that seeks to develop a positive environment that promotes human growth and learning. This program for elementary students is designed to build "community" through three stages of group development using four agreements among students or adults. The three stages of group development are inclusion, influence, and community, while the four agreements include attentive listening, appreciation/no put-downs, the right to pass, and mutual respect. Throughout the process, elementary students learn to use collaborative skills and to reflect both on the interaction and the learning that is taking place.
America's Promise	America's Promise is a national program oriented to before- and after-school involvement by young people. The program is a pilot sponsored locally by the City of Killeen. Two elementary schools participate in this pilot program.

Source: Curriculum and Instruction Department.

Exhibit 12-6 shows that KISD has relatively few prevention and intervention programs for its student population. For example, there are no peer mediation programs for middle and high school students. Ysleta ISD in El Paso, Texas has a number of creative community-based prevention and intervention programs that target student violence, at-risk youth, and discipline management. **Exhibit 12-7** presents a summary of Ysleta ISD's prevention and intervention programs.

Exhibit 12-7
Ysleta ISD's Community-Based Prevention and Intervention Programs Targeting School Violence, At-Risk Youth, and Discipline Management

Community-Based Program	Description of Activities
Peer Assistance and Leadership (PAL)	<ul style="list-style-type: none"> • Peer-assistance program in which high school students in grades 11-12 are trained to work as peer helpers on their own campus or at feeder middle and elementary schools. • Program goals include dropout prevention, informed and responsible decision-making, and peer group support.
Operation Sobresalir (Operation Capital)	<ul style="list-style-type: none"> • Intervention program developed by the Junior ROTC Battalion at Bel Air High School to reduce drug and substance abuse, teenage sexual activity, high school dropouts, gang-related activity, and to improve academic achievement. • Designed for Junior ROTC cadets to work with at-risk students in middle school and high school.
Out of School Recreation Program	<ul style="list-style-type: none"> • Quality out-of-school recreation program for elementary students in grades 4 through 6. • Objective of program is to build athletic skills and self esteem through athletic improvement.
Community Youth Development Program ZIP CODE AREA 79924	<ul style="list-style-type: none"> • Community Development Grant to provide youth activities in Northeast El Paso zip code 79924 to decrease juvenile crime. • YISD activities covered by the grant include dropout prevention, self-discipline, building job skills, and building self-esteem. • Program helps parents learn to negotiate with their children to achieve positive changes in behavior. • Program encourages parents to participate in civic and school activities that deter youth involvement in juvenile crime.
Attendance, Behavior and Academics (ABaC) Project	<ul style="list-style-type: none"> • Program provides effective intervention and identifies problems that contribute to truancy, such as substance abuse, gang involvement, mental health problems, child abuse, runaway behavior, and family violence. • Program serves students in YISD. El Paso ISD.

	and Socorro ISD at no cost.
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Source: Ysleta ISD Office of the Executive Director of Auxiliary Services, November 1997.

KISD analyzes data on behavior-related incidents each month, but administrators responsible for discipline management do not use the analysis to create additional prevention and intervention programs to address student violence, drugs, and gang involvement. More significantly, incident reports are not shared with teachers, parents, and school administrators to obtain their input in developing prevention and intervention programs tailored to address the needs of specific schools.

In 1999, the Texas Legislature amended the Education Code to require Board of Trustees of each school district to publish in their annual district performance reports, statistics about the number, rate, and type of violent or criminal incidents that occurred on each district campus. The report also must include information concerning school violence prevention and intervention policies and procedures that the district is using to protect students.

The law also requires that each campus improvement plan contain goals and methods for crime prevention and intervention.

Recommendation 118:

Distribute and discuss crime incident statistics with parents, teachers, and school administrators, and develop additional prevention and intervention plans to change student behavior.

The director for Safety should continue to analyze incident reports monthly, but should prepare comprehensive management reports at least twice a year on these incidents in a format that complies with the Education Code. These incident reports should be distributed and discussed with school administrators and site-based committees at least once each year. This process will enable district administrators to obtain input from parents, teachers, and school administrators to help implement additional prevention and intervention programs for all KISD students. These programs would help students learn to manage their behavior and potentially reduce recidivism to alternative education programs. Community-based peer mediation and responsible decision-making programs enable students to engage in constructive dialogue with one another to resolve conflicts and ultimately change their behavior.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Safety distributes and discusses the method for reporting crime incidents to parents, teachers, and school administrators at least once each year and incorporating this information into district performance reports.	January 2000 and each September thereafter
2.	The assistant superintendent for Education Services, Area 1, in conjunction with the director for Safety, reviews input received from parents, teachers, and school administrators and identifies potential prevention and intervention programs.	February 2000
3.	The assistant superintendent for Education Services, Area 1, in conjunction with the director for Safety, reviews exemplary prevention and intervention programs implemented by other school districts.	March - April 2000
4.	The assistant superintendent for Education Services, Area 1, selects model programs to implement in KISD.	May 2000
5.	The superintendent and board approve the programs.	June 2000
6.	The assistant superintendent for Education Services, Area 1, implements the programs.	August 2000
7.	The district begins reporting its incident statistics in its annual report.	August 2000

FISCAL IMPACT

Preparing a report and developing a plan can be done with internal resources. Grant funds are available to fund some community-based prevention and intervention programs once the district develops a plan.

FINDING

The Middle Level Learning Center and the Killeen Alternative Center have not formally tracked student progress at their home campuses to measure the effectiveness of the alternative programs. Although both centers use pre- and post-testing to measure the effectiveness of the alternative education program's curriculum, the staff should track post alternative school behavior and performance at home campuses to gain a true, realistic measure of the effectiveness of the alternative programs on behavior management. This effectiveness can be measured by examining the reduction in recidivism. The coordinator of the Middle Level Learning

Center is building a database to track students' progress when they leave the center.

The ability to monitor, track, and report the progress of alternative education students when they return to their home schools is essential to measuring the effectiveness of the alternative education program, to improving program offerings, and reducing recidivism.

Recommendation 119:

Monitor, track, and report the progress of students from the Middle Level Learning Center and Killeen Alternative Center while they attend alternative school and when they return to their home schools.

The monitoring program must be comprehensive and include such statistics as the date released from alternative school, the date returned to home school, attendance while at home school, courses enrolled in at home school, grades, dropout dates, graduation dates, college attended, and employer. The statistics should include the number of students returning to the alternative education program. The coordinators of the alternative schools should work with KISD's Technology Services Department to determine the statistics to be tracked and monitored.

The progress of alternative school students should be reported to the principal and counselors at the student's home school, the principal of the appropriate alternative school, the director for Student Services, and to the assistant superintendent for Education Services, Area 1. Data included in the progress reports will be used to measure the performance of students after they return to their home schools, the effectiveness of counseling services, and the improvements necessary to alternative education behavior management courses that help reduce recidivism.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The principals for the Middle Level Learning Center and Killeen Alternative Center work with the director for Technology Services to determine how relevant statistics related to alternative education students enrolled in their schools can be tracked.	November 1999
2.	The director for Technology Services directs computer programmers to develop a draft program for tracking and monitoring the statistics.	December 1999 - March 2000
3.	The principals for the Middle Level Learning Center and Killeen Alternative Center review the draft tracking report and recommend revisions as required.	April 2000

4.	The computer programmer makes the appropriate revisions.	May 2000
5.	The assistant superintendent for Education Services, Area 1, reviews and approves the tracking and monitoring program.	June 2000
6.	The principals implement the tracking and monitoring program.	July 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

KISD has nine attendance officers responsible for monitoring attendance to reduce truancy and ensure that students are attending school daily. Four attendance officers are assigned to the high schools and ninth grade centers, and five attendance officers are assigned to cover 25 elementary and eight middle schools.

The attendance officers are assigned specific schools and also conduct home visits, make telephone contacts with students to determine why they are not at school, attend school-level conferences (for example, administrative conferences, teacher conferences, student conferences, etc.), visit schools, and appear at court cases. Each officer must keep a record of the number and types of contacts made, and file a monthly report with the director for Student Services.

Although the attendance officers report to the director for Student Services, high school principals tend to use attendance officers for tasks other than student discipline. For example, because of clerical staff shortages, the attendance officers are required to perform clerical attendance record keeping tasks that prevent them from making the appropriate contacts to monitor truancy. As a result, average daily attendance (ADA), which is the basis for a school district's state funding, declined slightly between 1996-97 and 1998-99. When comparing attendance for the first six weeks grading period, ADA declined between 1997-98 and 1998-99 from a high 95.62 percent in 1997-98 to 94.96 percent in 1998-99. Based on 1997-98 enrollment, this decline in ADA is equal to an estimated \$487,350 (28,725 1997-98 enrollment x 0.66 percent (difference between 95.62 and 94.96 percent) = 190 students per day x 180 days x \$14.25 ADA rate).

An alternative approach to improving student attendance that has been used in Travis County is the Absent Student Assistance Project (ASAP). The ASAP is a community-based collaborative effort involving the Austin (AISD) and Del Valle (DVISD) school districts and the Travis County

constables. District representatives and the county constables visit the homes of students whose absences are unexcused and investigate the reason for the absence. The home visit also allows the district and the constable to talk with the students' parents about the students' absences; determine if the factors causing the absences can be addressed, prevented or eliminated through the use of school or other community programs; and provide students and parents appropriate referrals to school or community programs to help deal with attendance problems.

The program was established in 1995, and its stated purpose is to "improve school attendance by providing the earliest possible response to student absenteeism." AISD and DVISD notify Travis County constables each day through the referral of middle and junior high students with unexcused absences. (A student has an unexcused absence if he or she is not at school by 10:00 a.m. Middle and junior high school students are targeted because students tend to exhibit truancy problems in that grade range and often decide to drop out of school at this time.

The ASAP program increased school attendance rates in Travis County precincts by an average of 1.3 percent in the first two years of the program (1995 and 1996). Both districts apparently see its value; the school participation rate, or the number of school days that a school submitted referrals to ASAP divided by the number of school days in a semester, increased by 62 percent from fall 1995 to fall 1996. From 1993-94 to 1998-99, Travis County experienced an increase in ADA from 95.6 percent to 95.9 percent in its elementary schools, and 93.1 percent to 94.1 percent in its middle schools. From 1996 to 1998-99, high schools experienced an increase from 87.3 to 88.2 in ADA.

The costs of the program to Travis County government were \$127,195 in the fall 1996 semester. Through an interlocal agreement with Travis County, AISD offsets 50 percent of the costs of operating ASAP in its schools. DVISD also contributes payments to offset the costs of ASAP. In return, AISD benefits from an increase in the money it receives for increased ADA, which in the fall 1996 amounted to an additional \$155,252.

Recommendation 120:

Establish an Absent Student Assistance Program, with the assistance of the Bell County Constable's Department, to improve student attendance.

ASAP will support the attendance officers in the high schools and ninth grade centers and allow them to spend more time monitoring truancy, resulting in an increase in ADA. According to the Bell County Constable's

Department, court summons are issued to parents of truant students in the Killeen area when necessary, but the county does not have an ASAP similar to Travis County. Although Bell County does not offer this program, an interlocal agreement with Bell County to establish an ASAP will enable KISD and the county to collaboratively address attendance problems within the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent contacts the Bell County Constable's Department to discuss establishing an ASAP through KISD.	January 2000
2.	The superintendent and appropriate Bell County constable work with high school administrators to develop the logistics for supplying the constable's office daily information on unexcused absences, and determine how the information collected in the program will be tracked and used to monitor the pilot program.	February - April 2000
3.	ASAP is piloted in KISD high schools.	September 2000
4.	KISD high schools work with the Bell County constable to provide the necessary information on unexcused absences each day, and monitor the program's success by tracking any changes in the number of students with attendance problems.	September 2000 - May 2001
5.	The superintendent, Bell County constable, the principals, the director for Student Services, and other administrators from the pilot schools review the progress of the ASAP at the end of 1999-2000 and determine if any adjustments to the program should be made.	May 2001

FISCAL IMPACT

To operate ASAP, the constable will need four officers for eight-hour shifts each school day, at a cost of \$97,920 (four officers at \$17 per hour for eight hours per day for 180 school days).

Assuming KISD can increase its ADA by one-half percent, based on 1997-98 enrollment of 28,725 students recorded by TEA's Academic Excellence Indicator System, 143 students per day could be returned to class (28,725 x .005 percent). KISD receives \$14.25 per day for every student attending school. KISD could collect \$366,795 annually in ADA funds (143 students x 180 days x \$14.25). For estimating purposes, TSPR conservatively assumes a 0.25 percent reduction in truancy for the first year, or \$184,680 (28,725 x .0025 percent = 72 students per day x 180 days x \$14.25). Assuming KISD paid 100 percent of the cost of the Bell

County constables, the net gain in ADA revenue in the first year will be \$86,760 (\$184,680 - \$97,920) and \$268,875 in subsequent years (\$366,795-\$97,920).

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Establish an Absent Student Assistance Program, with the assistance of the Bell County Constable's Department, to improve student attendance.	\$0	\$86,760	\$268,875	\$268,875	\$268,875

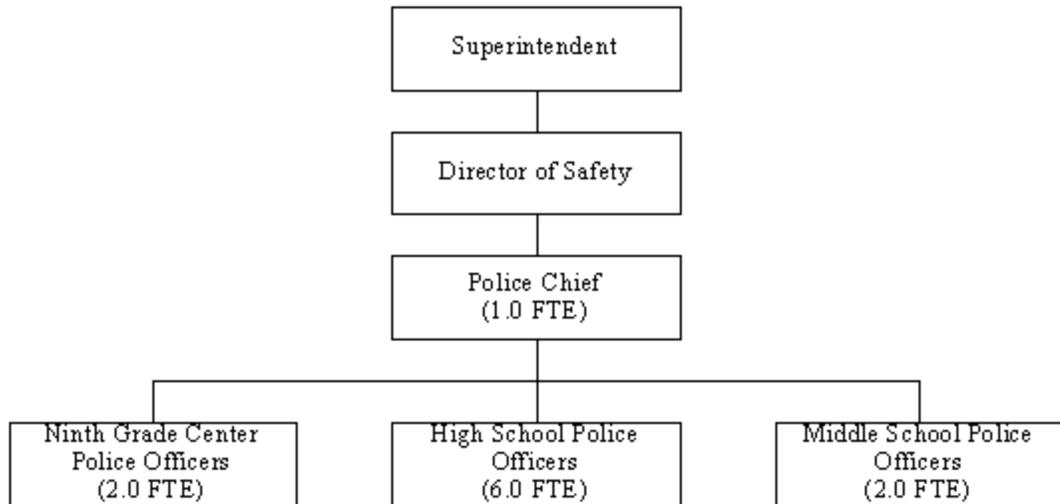
B. SECURITY

KISD's Police Department is staffed with 11 full-time police officers, including the chief of police. Each of these full-time officers are certified Texas Peace Officers licensed by the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE). KISD's Police Department provides the following services:

- Presence at high schools and ninth grade centers
- Criminal investigations (except for KISD employees)
- Reports of criminal incidents
- Coverage of 41 district facilities
- Dispatch operations
- Physical security of buildings and grounds.

Exhibit 12-8 presents the organization structure for KISD's Police Department.

Exhibit 12-8 KISD Police Department Organization Structure



Source: KISD Police Department.

KISD's police chief reports directly to the director of Safety, who reports directly to the superintendent. One police officer is stationed at each ninth grade center, three police officers are stationed at each high school, and two police officers cover the eight middle schools. The City of Killeen Police Department, under a memorandum of understanding with KISD, covers elementary schools.

Exhibit 12-9 presents KISD's Police Department budget for the past three years.

Exhibit 12-9
KISD Police Department Budgets
1996-97, 1997-98, 1998-99

Line Item	1996-97	1997-98	1998-99	Percent Incr. (Decr.)
Payroll	\$211,498	\$259,174	\$263,921	25%
Contracted Services	133,063	116,549	160,835	21%
Materials and Supplies	70,520	58,428	129,793	84%
Other Operating Expenses	19,096	24,877	32,743	72%
Capital Outlay	0	0	5,443	100%
Totals	\$434,177	\$459,028	\$592,735	37%

Source: KISD detail budget for fiscal year indicated.

The Police Department's budget increased 37 percent between 1996-97 and 1998-99. Budgetary increases over the past three years primarily are due to increased the number of police officers and related materials and supplies necessary to support police operations.

Exhibit 12-10 presents KISD's incident statistics for the past three years.

Exhibit 12-10
KISD Incident Statistics
1996-97 through 1998-99

Incident	1996-97	1997-98	1998-99	Percent Increase (Decrease)
Alcohol	15	16	12	(20%)
Arson	2	7	0	(100%)
Assaults	153	156	142	(7%)
Burglary	36	23	26	(28%)
Criminal Mischief	59	60	37	(37%)
Criminal Trespass	61	40	26	(57%)

Disorderly Conduct	194	259	282	45%
Narcotics	40	63	44	10%
Robbery	5	0	2	(60%)
Sexual Misconduct	0	3	4	100%
Terroristic Threat	3	6	16	433%
Theft	204	188	143	(30%)
Tobacco	74	182	103	39%
Traffic	86	134	86	0%
Weapons	12	12	11	(8%)
Other	252	166	285	13%
Totals	1,196	1,315	1,219	2%

Source: KISD director for Safety, May 1999.

Exhibit 12-10 shows an overall 2 percent increase in incidents between 1996-97 and 1998-99. The increase in incidents is primarily attributable to increases in disorderly conduct, tobacco possession, and terroristic threats.

FINDING

KISD's police officers are highly qualified and trained as TCLEOSE-certified peace officers. Two officers have master certification, six have advanced certification, and three have intermediate certification-all of which place KISD police officers in the top three school districts in Texas with highly trained officers. KISD police officers attended an average of 163 hours of training in 1998 and 58 hours through April 1999. Officers received special training in gang recognition, interview/interrogation of juveniles, court decisions/search and seizure, use of force, crime scene investigation, child abuse, family violence, and sexual assault.

Exhibit 12-11 summarizes the average training hours accrued by KISD police officers compared to peer districts.

Exhibit 12-11 Average Training Hours Accrued by Police Officers Calendar Year 1998

Peer District	Average Number of Training Hours
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Copperas Cove	N/A*
Irving	N/A*
Lubbock	150
Pasadena	108
Spring Branch	50
Temple	N/A*
Peer District Average	103
Killeen ISD	163

Source: Telephone interviews with training coordinators for district indicated, July 1999.

** Not applicable, districts contract police services from local police departments, which are responsible for training the officers.*

Exhibit 12-11 shows that KISD's police officers received 60 more hours of training than the peer district average.

COMMENDATION

KISD's Police Department consists of highly trained certified police officers, skilled in all areas of law enforcement, and authorized by the board to issue citations for Class "C" misdemeanors.

FINDING

Killeen ISD's Police Department has identified 22 gangs within the local area representing 1,231 gang members. Approximately 730 members are in KISD schools. However, in 1994 KISD implemented the safe school task force that educated teachers, students, and administrators about how to recognize gang activity. As a result, the director for Safety reports that students learned that schools were not going to tolerate gang activity and numerous gang members have been removed from regular education settings and assigned to alternative school or expelled. To continuously monitor and report gang activity, KISD's Police Department conducts regular gang activity briefings with principals, teachers, and district officials. The director for Safety and chief of police also briefed the Fort

Hood commanding general on gang activity and gang violence within KISD in April 1999.

KISD routinely shares gang-related information and other incidents such as criminal mischief, assaults, and burglaries at regularly scheduled intelligence meetings with local public safety officials. KISD interacts with Killeen, Harker Heights, Nolanville, and Copperas Cove Police Departments, as well as the Bell County Sheriff's Department, Precinct 4 Constable, county and district attorney investigators, Texas Rangers from Lampasas and Belton, Texas Department of Public Safety, narcotics investigators, and Central Texas College Police Department.

Each Wednesday at 9:30 a.m., KISD's police chief and director for Safety meet with the Fort Hood Military Police (MP) Investigator and Bell County Juvenile Probation to exchange gang-related intelligence. On the second Wednesday of each month at 8:30 a.m., Killeen Police Department (KPD) hosts an intelligence exchange meeting for KPD, Fort Hood MP, KISD, Harker Heights PD, and Copperas Cove PD. On the same day (second Wednesday) at 1:30 p.m., an area intelligence meeting is held with police departments, prosecutors, school districts, and probation officers from various counties in central Texas.

COMMENDATION

KISD routinely shares gang-related intelligence with local and regional authorities and continuously updates teachers, principals, students, administrators, and Fort Hood officials about gang activity and appropriate intervention initiatives.

FINDING

High schools have two mobile metal detectors each, 15 surveillance cameras each, and three police officers assigned to each school. Ninth grade centers have one mobile metal detector each, three hand-held detectors each, 11 surveillance cameras each, and one officer assigned to each school. Middle schools have random use of metal detectors as required, one surveillance camera each, and two police officers assigned to cover all eight middle schools. Alternative schools have stationary metal detectors and are covered by the two officers assigned to the middle schools. Elementary school security is coordinated with local police departments in Harker Heights, Nolanville, Killeen, Fort Hood, and Bell County. The Police Department has implemented adequate security measures throughout the district. Additional security for athletic events is contracted with Texas Star Security and after-hours security for schools is contracted with ITS Security.

COMMENDATION

KISD schools use a combination of surveillance cameras, metal detectors, and contract security to improve the safety of students, teachers, and school administrators.

FINDING

In 1996-97, KISD implemented a K-9 dog search program by contracting with Interquest Detector Dog Company (Interquest) to provide the services of dogs trained to detect alcohol, drugs, tobacco, and weapons. The company conducts random searches of lockers, common areas, and parking lots at high schools, and lockers and common areas in ninth grade centers and middle schools. The cost of the annual contract was \$5,880 in 1996-97, \$8,660 in 1997-98, and \$8,120 in 1998-99.

In 1998-99, Interquest conducted 22 random visits to KISD high schools, ninth grade centers, and middle schools in which 111 searches were performed by dogs. In 80 instances alcohol, drugs, tobacco or weapons were detected.

Since implementing the K-9 dog search program, incidents of alcohol, drugs, and weapons possession decreased between 1996-98 and 1998-99 (**Exhibit 12-10**).

COMMENDATION

KISD's K-9 Program has contributed to lowering incidents of alcohol, drug, tobacco, and weapons possession throughout the district.

FINDING

KISD's police chief told TSPR that there is not enough police coverage at middle schools within the district. Only two police officers were allocated to patrol eight middle schools and the Middle Level Learning Center in 1998-99. As a result, principals told TSPR that response times were sometimes slow. For example, if an incident occurs at Nolan Middle School simultaneously with an incident at Manor Middle, depending on the severity of the incident, it is difficult for KISD police to respond timely to both middle schools because of the distance between the two schools. Principals want at least one police officer stationed at each middle school and one at each alternative school.

The chief of police requested seven additional officers for the middle schools in the 1999-2000 budget. The additional budget request totaled

\$175,196 and included payroll, materials and supplies, and equipment cost for seven officers.

The Fort Worth Independent School District (FWISD) implemented an exemplary cooperative five-year program with the City of Fort Worth. The Fort Worth Police Department provides shared security services for the district's secondary schools. Created as the *School Security Initiative*, the City of Fort Worth passed a one-half cent sales tax to fund the initiative, which required payroll costs for 41 officers, one Sergeant, and one Lieutenant to be paid 50 percent by the City of Fort Worth and 50 percent by FWISD. The 41 officers are stationed in approximately 24 secondary schools. They also provide coverage for elementary schools in each secondary school feeder pattern. Vehicles, equipment, supplies, and training also are funded by the *School Security Initiative*. FWISD reports that the increased presence of law enforcement has improved the schools' climate and resulted in positive changes in student behavior.

Recommendation 121:

Increase the number of police officers serving middle schools through cooperative sharing agreements with local police departments as part of an overall safety and security prevention and intervention strategy.

Since KISD has requested \$175,196 in payroll, materials and supplies, and equipment costs to fund seven additional police officers in its middle schools, the district should look for a more cost-effective alternative through shared services with local police departments. Negotiating and implementing a shared services agreement with local police departments is a cost-effective way to provide the necessary police coverage for KISD middle schools. The enhanced police coverage negotiated through the shared services agreement also should be part of a long-term, integrated prevention and intervention strategy to address school violence, drug use, and gang affiliation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the director for Safety to contact the police chief for the City of Killeen to begin discussions about implementing a shared services arrangement for middle school police officers.	January 2000
2.	The director for Safety and the police chief of the City of Killeen negotiate a shared services agreement for middle school police officers.	February - April 2000
3.	The Killeen City Council approves the shared services agreement.	May 2000

4.	The board reviews and approves the shared services agreement	June 2000
5.	The director for Safety implements the shared services agreement.	September 2000

FISCAL IMPACT

The fiscal impact is based on adding seven police officers in KISD's middle schools. The City of Killeen pays patrol officers with six years of experience \$2,709 per month plus fringe benefits computed at approximately 33 percent of salary. The estimated annual salary and benefits for one officer is \$43,236 (\$2,709 per month x 1.33 x 12 months). KISD will be responsible for 50 percent the officers' salary, and the local police department would provide its existing equipment resources. The net effect of adding seven officers through a shared services agreement is calculated below:

KISD Police Department 1999-2000 budget request	\$175,196
Seven local police officers (\$43,236 x 7 x 50%)	-151,326
Net Savings	\$ 23,870

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Increase the number of police officers serving middle schools through cooperative sharing agreements with local police departments.	\$0	\$23,870	\$23,870	\$23,870	\$23,870

Appendix A: COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

A. District Organization and Management - Educational Service Delivery and Performance Measures

B. Community Involvement - Personnel Management - Facilities Use and Management

C. Asset and Risk Management - Financial Management - Purchasing

D. Computers & Technology - Transportation - Food Service - Safety and Security

As part of the public input phase of the KISD Management and Performance Review, TSPR held 3 community meetings and 16 focus groups. Community meetings were held at Smith, Manor, and Eastern Hills Middle Schools. Focus Groups were held with the Greater Killeen Chamber of Commerce, Killeen Area Ministerial Alliance, business partners, university/college officials, community service organizations such as the National Association for the Advancement of Colored People (NAACP) and League of United Latin American Citizens (LULAC), parent-teacher association groups (PTAs), teacher associations, employee associations, parent liaisons, school volunteers, Killeen community agencies, Fort Hood parent groups, and the news media. Community members participating in the public input phase of the review gave their comments about the 12 focus areas under review. These comments illustrate community perceptions of the Killeen Independent School District (KISD) and do not reflect the findings or opinions of the Comptroller or review team. The following is a summary of comments received by focus area.

A. District Organization and Management

- KISD is the largest school district between Austin and Dallas, and administrators are running it well, considering government mandates.
- The integrity, dedication, and compassion of KISD district administration are unchallenged.
- Administrators are more secretive than they need to be.
- Diversity training is needed in the schools.
- Lawyers are controlled by KISD, EEOC, and TEA.
- Management needs to show appreciation for teachers overall and implement a district policy and procedure to support them in disciplining students.
- The superintendent provides great leadership.
- District administration may have too many layers of management.
- The district should eliminate Instruction Resource Specialists because they are being used as campus "administrators" instead of

in the classroom. Instead, they should use this money to increase teachers' salaries.

- District management has applied for a TIF grant to improve telecommunications technology.
- District administration is good in bringing in consultants to do review, but they are not going to do much with the results.
- The district conducted a program to provide the public with information on the bond issue.
- The district has too many layers of communication, which makes it easy to "pass the buck" on issues like the interpretation of TAAS scores.
- The superintendent appreciates school volunteers. One way he shows this is by hosting an appreciation ceremony for them.
- District administration makes decisions that show they are out-of-touch with the classroom.
- Board members are elected volunteers who give a lot of time to the district; community members are also allowed to express views to board members.
- The district seems not to encourage students to attend Central Texas College (CTC). The district is not responsible and aggressive in seeking CTC scholarships that are available for graduating seniors. For example, last year the scholarship packets were lost in the school system.
- The superintendent is concerned about students and teachers.
- Employees who are not administrators feel district administration is top-heavy.
- There is a good top-down support of community organizations.
- District administration practices too much nepotism.
- Positive and collaborative relationships exist between administrators and community groups.
- There seems to be a high number of management personnel. The staff-teacher ratio at campuses is too high; we need more teachers and better security.
- Parent and Teachers Association hold a breakfast to introduce themselves to teachers and administrators. The school and community work well together and the superintendent was instrumental in this regard.
- Someone needs to perform a top-to-bottom review of the district management structure.
- District management established a second Assistant Principal in middle schools.
- District administration makes too many changes in the organizational structure and position titles.
- The district provides or enables professional development.
- District administration provides too much *management* and not enough *leadership*!

- School board members are accessible and approachable.
- The superintendent needs experience in business *and* education to run the district effectively.
- The superintendent has established the Professional Consulting Committee (PCC) on which he has included members of professional associations.
- The auditing department is inadequately trained for budgeting tasks, such as taxable vs. nontaxable transactions.
- The district is doing a good job; there is little negative feedback for a district this size.
- Sometimes the school board micro-manages the district instead of setting policies.
- The district seems well organized.
- The school board and district administration do not reflect the diversity of the community. For example, the school board has only one African-American board member.
- There used to be Site-Based Decision Making (SBDM) meetings at the schools but the meeting place at the school does not exist anymore.
- High school principals and teachers seem reluctant to use videoconferencing for college courses that could enable their students to get dual credit. We are not clear who is responsible for this area.
- District administration does not consider parents and employees' ideas for improvement; they just do what they want to do.

Educational Service Delivery and Performance Measures

- The TAG (Talented and Gifted) program is excellent.
- One parent wasn't told in time that her child should have been tested to enter the Gifted & Talented program.
- KISD needs to look at occupational therapy.
- KISD should be more selective in which publishers they use; not all deliver.
- Students with low IQ's are not getting a sufficient education. They are too "smart" for special education and too "slow" for general education.
- The district is doing an excellent job in educational service delivery.
- Students may not meet academic requirements because of lack of one to one counseling.
- The district needs to hire more certified teachers in the classroom and increase their salaries so they do not have to use "alternative" teachers.
- The Military Child program helps transferring students to make a relatively easy transition so they do not lose any school time. The

program is working on making transcripts uniform for military students.

- The district currently has 30 unfilled teaching positions.
- Additional teacher workshop support for TAAS (C.V.) has parent liaison.
- "Alternative" teachers do not have professional experience as "real" teachers.
- TAAS preparation is taught in the classroom.
- Special education courses are too large, and we cannot find enough special teachers for specific areas.
- Computers and technology are used in the educational curriculum from elementary schools through high schools.
- A Hispanic teacher personally taught conversational Spanish in several schools.
- The district pays attention only if parents gripe enough.
- Special education students in general education are sometimes disruptive and need additional personnel to help them.
- Cedar Valley Elementary School has a limit of 22 students to every teacher.
- Trimmier Elementary School holds weekly a TAAS preparation class in advance of the test.
- The district has a broad and comprehensive educational program that meets the needs of various students, such as agriculture and trade school.
- The district does not have good criteria for selecting substitute teachers. For example, one class had a substitute teacher for five weeks.
- The SMART Program helps students who have scored low on TAAS or SAT become more prepared for tests: The district pays teachers and teachers' aides extra money to provide this program.
- Schools need more high-level math teachers like for calculus.
- The class size is good, depending on the campus. In elementary schools, class size is kept small.
- Incoming teachers need more training on diversity issues.
- Teachers do not interact well or consistently with students.
- Fort Hood provides a strong Adopt-a-School program.
- The districtwide mentoring program was dropped. Now, the Communities in Schools (CIS) program are the only mentoring programs, and it only mentors at-risk students.
- Funds are available to enhance education.
- The district does not have a structured system of communication to community. Schools do not publicize their programs very well, so some community agencies do not know about these programs.
- Fort Hood cooperates well with other community groups.
- The district has schools located on Fort Hood military post.
- The district does not have any adult educational programs.

- Special education programs are good.
- Teachers focus strongly on reading in elementary schools.
- Teachers in middle schools and high schools do not communicate students' poor performance before they mail grade reports. Schools send grade reports to parents too late, which makes it hard for parents to help their children make up the work so they can pass their courses. Parents want to take responsibility for their children's education, but teachers do not tell them in time.
- Elementary education is eager to implement new and innovative programs to advance placement (AP) students.
- Some special education students in some high schools and middle schools are not getting the education they need. Teachers have told parents they cannot modify courses for these students.
- Military presence is an asset for the school district and city. One example is the HOSTS (Helping One Student to Succeed) program. Federal aid may help to fund these programs.
- Principals do not always tell teachers about the specific needs of special education students.
- Some schools (like Smith Middle School) do not have enough special education teachers. Teachers have poor attitudes about this issue.
- Although class time is 90 minutes, most of the time is wasted doing nothing or irrelevant things.
- District in-service for teachers has improved.
- Parents call teachers after school and leave messages, but teachers do not return calls.
- Some employees who are also parents feel principals will retaliate against them or their children if they complain.
- Students and teachers frequently have anxiety about TAAS.
- TAAS is not aligned with curriculum. (switch curriculum)
- Parenting courses teach parents how to better help their children with their education.
- Admission into the TAG (Talented and Gifted) program is based on status, that is, who their parents are in the district, military, or community. Cluster class: How is TAG administered? Selection criteria? Poorly administered?
- The district and principals give teachers the freedom to choose teaching methods.
- The district is doing a good job in preparing students for TAAS.
- The district needs to have a TAAS orientation for new, incoming military parents to tell them the importance of the test to their children progressing to the next grade or even graduating.
- Employers and the military let employees take off from work to attend student-led parent-teacher conferences.
- Education is remedial below Advanced Placement (AP).

- The district is not serving needs of Hispanic students very well. For example, Hispanic students are scoring 20 percent less than white students.
- Teachers are highly motivated and excellent overall. Some teachers are even exceptional, particularly in elementary schools.
- The district is underestimating Hispanic dropout rate as 1 percent when national average is 20 percent. If they falsely think it is this low, then they will not think it is a problem.
- The district is not directing Hispanic students to college prep curriculum but to vocational technology curriculum.
- The district has a good training program for military personnel who want to become teachers.
- The education system should not be designed just to let students get through school but to really prepare them for successful careers.
- TAAS is culturally biased and designed to grade the teacher not the students. The superintendent wants to "compensate" to help Hispanic students pass the test.
- Special education students are included in the regular school environment. In classrooms, students help special education students with whatever they need.
- Teachers who really want to teach love the CTC (Central Texas College) Science Exhibit; teachers who do not, hate it!
- The district has excellent parenting workshops.
- High school principals have a different approach to TAAS. Principals have a directive to improve scores, but some principals do not have a plan to improve student performance on the test. Schools with the plans do better on TAAS than schools without them.
- TASP results show that students are not as well prepared for college.
- The district encourages input from Fort Hood personnel.
- TAG (Talented and Gifted) program does not have curriculum for students who are gifted in other areas, such as Fine Arts and in elementary schools, anything outside of Language Arts.
- Schools should offer courses like math and foreign languages all year.
- Teachers have input on textbook selection, even if the Board disagrees.
- KISD is too focused on TAAS by having teachers teach so much of it in the classroom. This focus seems to defeat the purpose of the test. Schools need a separate TAAS Mastery Course. For example, 20 percent of a week is used to teach math on TAAS.
- The district has too much emphasis on athletics instead of education. For example, the school held a mandatory pep rally at the same time as TAAS.

- There appears be continuous improvement of education.
- There is a need for more discipline in courses. Teachers are wasting too much time keeping students disciplined.
- The school district needs to be able to identify different students' needs and talents and respond accordingly.
- Teachers are dedicated to students' learning.
- Teachers have special education students in courses and do not know students' handicaps. Bus drivers do not know either.
- Exemplary: Phonic Awareness - 9/97:P K Programs to introduce students to basic literacy.
- Some students want to pick courses but they are being offered at the same time.

Appendix A: COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

B. Community Involvement

- The paper is owned by Good Old Boys. If reporters write too much, the media won't report negative incidents in schools.
- The YMCA has a LatchKey program on some school properties.
- There is little business involvement in schools, and it may be because of military presence.
- KISD has a central copy center and workroom for projects (e.g., diecuts, laminating, construction paper, posters, flyers, etc.) It is very well run by parents and volunteers at Killeen Support Services Center (KSSC).
- KISD needs to study communications.
- The Department of Defense, Fort Hood/Adoption, Support is good.
- The Adopt-a-School program by the military does not always work; the military men pick up girls and teachers.
- There are public forums on major policy issues.
- The military won't always do what the school requests and the functions are limited.
- Board meeting agendas are no longer provided; shorter versions are published.
- The Veterans of Foreign Wars (VFW) send volunteers to KISD.
- There are excellent jobs with Fort Hood (mainly with help of Impact Aid)
- We had to push parent liaison at Duncan to try to volunteer. We needed a Title/Funded position to get community involved (e.g., parent courses to get parents in schools with students after hours.)
- District administrators are a valued resource for the community (very involved in community organizations).
- Information that is helpful to teachers, but will hurt the district is censored.
- Site-Based Decision Making (SBDM) is inconsistent and it all depends on principal.
- The district is doing well enough that charter schools have not had a major impact.
- The Communities in Schools (C/S) Program, especially beautification projects is an asset.
- We need an overall calendar of events. KISD should try not to have two school PTA meetings on the same night.
- The communication problem is between district administration and campuses.
- There is no coordination of scheduling among schools for PTA meetings, town hall meetings, and key community events.
- Most school board members do not go to schools anymore.

- The debutante balls and district events may not be well publicized; only two students showed up for the debutante ball scholarship program. Information is not being well shared.
- School Board meetings are not televised even though a municipal channel (and governmental) is available.
- The American Promise Program (school getting involved in activities to keep students busy after school) is effective.
- It is too hard to get "grass roots" issues on the school board agenda.
- The nature of jobs varies by principals to meet campus needs.
- The district continuously improves on opportunities for parents to be involved.
- Despite the quality of a program, it stands the chance of being cut.
- Parent liaison in schools to increase community involvement is effective.
- The superintendent volunteers to meet with the Hispanic community to address their issues.
- Monthly calendars, newsletters, newspaper, calls, and electronic media are effective.
- Parental involvement is low.
- Community-based programs are often cut without warning.
- It is tough to find a comparable position if a program is cut.
- Newsletters to parents informing them of activities/news in the district are good.
- Adopt-a-School is good.
- There is an 80 percent satisfactory response in emergency situations.
- Any aide position that is cut cannot be replaced internal to campus.
- Information needs to be distributed in other languages.
- The superintendent held a press conference to address recent safety issues.
- Communities in Schools helps with at risk students.
- The district is less forthcoming in getting official statements on TAAS results.
- Drug/Alcohol Awareness (DARE) is a good program.
- Before/After School Care (Latch-Key Program) is good.
- Schools do not like videos or photos of students; seem to go overboard.
- The public is not aware of KISD inviting participation from the public.
- Parental Notification, Awareness - KISD/Newspaper communication on major policy budget issues; even awards poorly communicated to recipients.
- The superintendent is less accessible.
- Cable (Channel 7, 9) access for broadcast of Board meetings is effective.

- Saturday TAAS volunteers is a good program.
- More information should be provided to the community about educational/curriculum plans, objectives, and accomplishments. There is too much talk about budgets, attendance, and other minutia.
- Elementary and middle school classroom volunteers are good.
- The school district appears active in civic groups.
- KISD does a good job in the Fort Hood 2000 program; it is very responsive to soldiers' needs and provides good two-way communication. Fort Hood employees are encouraged to take time to talk to schoolteachers, etc. It is a good prototype program and innovative. The Military Child Education Coalition (MCEC) Program is an innovative program to help students' transition.
- The community "beats up" on the school district too much. The perception is worse than it really is.
- KISD does a good job of transitioning military families.
- The Adopt-a-School and MCEC are two flagship programs under Fort Hood 2000.
- Quarterly meetings that involve various civic and community groups are effective.
- The AmeriCorps Volunteer program should be expanded.
- Ethnic balance in community and students is needed. The teachers mirror this image, while the principals and administrators do not.
- Camp 2000, an annual program designed to teach leadership and mentoring in schools is nationally recognized as a drug and alcohol prevention program.
- The YMCA provides before and after school care using schools, libraries and facilities.
- Some parent liaison positions are not correctly classified.
- There is a good cooperative relationship with volunteer programs; school volunteers often serve Fort Hood volunteer committees; and good interplay.
- The Board changed the policy on school naming. For example, a school was named after a General when the policy was to name the school after a person representative of the community that the school is in.
- There is good interaction to help teachers and students cope with separations due to deployment issues.
- There may not be good tracking of volunteer hours at schools; Fort Hood tracks effectively.
- MCEC covers a gamut of issues including transition issues.
- "Hood Howdy" is a good quarterly program to relocate and welcome incoming soldiers.
- There is good website information.

- The Community Services Council monthly meeting includes two neighboring districts. The meeting also involves a parental involvement person.
- The superintendent is accessible, and the Board has open forums for the public to address issues, but because of the decision-making format, parents are discouraged from doing it again (comment but not an agenda).
- Various committees and task forces involve school district personnel.
- The passing of timely information to parents is poor; little lead-time.
- There is a shortage of school counselors; schools are unable to handle students' needs.
- Joint teacher training across school districts to share resources is effective.
- There is a smooth move for youth and transition information to help students' transition.
- The "Hood to Youth Howdy" focuses on youth.
- The key issues appear covered up in the media; need better, accurate, and timely information from the district; and the rumor mill is active.
- There is little involvement in classrooms from businesses. A program to teach elementary students money management was initiated but it died on the vine. There may be blame on both district and business sides. The district may lack the money to do these programs. We would like more "real world" to be incorporated in curriculums.
- Over 50 percent of students are military (63 percent are military related).
- Information is published.
- A "Best Practice" database should be developed on Community Involvement.
- There is a partnership between Fort Hood and the City of Killeen; there is also good involvement with the Chamber of Commerce.
- Sometimes the board has a hard time getting community input.
- The superintendent is involved a lot; not clear if teachers and other administrators are as involved.
- There is not a lot of community involvement.
- KISD downplays the violence and safety issues. It would be better to address the issue than sweep it under the rug.
- Fort Hood is very supportive of schools.
- The Chamber of Commerce invites new teachers to an orientation to familiarize themselves with the community but there is no follow-up beyond that.
- McGruff (take a bite out of crime) and Adopt-a-School are the two major programs.

- Only KISD students who are directly involved are allowed to use school facilities.
- Communications need improvement. KISD does not always communicate consistently. KISD asks for money, but does not communicate on other issues.
- There are exemplary volunteers at Eastern Hill Middle School, Venable Village Elementary School, Cedar Valley/Haines Elementary School, Harker Heights Elementary School.
- The district does not always get community input or poor communication mechanisms exist to get community input.
- KISD asks for teacher input, but does not always incorporate it.
- Several KISD employees are given time off to volunteer in the community.
- The district is very cooperative in providing speakers, volunteers, and resources for community activities (e.g., Santa Pal Christmas program assistance for needy families).
- There are strong relationships with communities in schools outside the district.
- Community groups are not always allowed to use school facilities for insurance reasons. It varies by principal. Cost is exorbitant when they allow community groups to use school facilities. Schools pick and choose who can use facilities.
- The district is very supportive of Youth Advisory Commission (YAC). There is strong school and board support for programs for at risk students provided by communities in schools.
- The district is becoming more involved in community organizations.
- Additional Child Care should be expanded.
- The public is apathetic about attending meetings because they feel the administration will not do anything with their ideas.
- A middle school had a bomb threat, but students were not allowed to call to be picked up. It was even on the news.
- Because of a food fight, one principal decided to have bag lunches for six weeks.
- KISD could improve understanding of military terminology and acronyms.
- Two schools last week had bomb threats, but the building was not evacuated.
- Strong community involvement exists.
- There is military representation on school boards (Lieutenant Colonel on board).
- As a parent, I am never solicited for ideas, volunteering, etc., especially time at the high school level.
- Using school facilities for many programs (e.g., for latchkey students) is good.
- A military unit adopts each school.

- There is good military relationship with schools (both on-post and off-post).
- KISD does not always send written notices about school events. We have to rely on the newspaper for information.
- Not every school has a PTA.
- There is help with tutoring and facility upkeep as requested by schools.
- Parents and business people not always represented in Site-Based Decision Making (SBDM), mostly teachers are represented.
- The Lane volunteer center tracks all Fort Hood volunteer hours (on post) for the government to show dollar figure.
- Some schools (especially elementary) have good volunteers.
- We need an information booklet for new parents. It would be up to each school to fund this.
- The grapevine is alive and well.
- Some schools use e-mail (from principals).
- There is poor communication flow to parents (e.g., to attend a meeting on PSAT - Only 22 people out of 3,500 people attended).
- All central communication is filtered through principals.
- Communicators are too fluffy.
- There are lots of board-solicited surveys.
- The district should have a generic school handbook with phone numbers, programs offered, grading, etc. Each school should tailor an insert for their school. Schools should only cover incremental cost.

Personnel Management

- Benefits are good across the board, and they improve annually.
- Evaluations are subjective. There is no parity between principals and assistant principals' evaluation or across schools.
- Retention of professional staff is good.
- Too much money is spent on recruiting out of Texas instead of recruiting locally.
- A Gallup Poll is done every year, but Personnel Services did not use the information. If you slammed them, then it reflected on the principal instead of administrators.
- Ombudsman (troubleshooter/mediator who resolves conflict within personnel) is effective.
- There is no incentive for not using sick days. Sick days carry over, but if you quit, you lose it.
- The number of people they are hiring is good.
- There is double counting of courses.
- A Hispanic principal and two teachers at one school are allowed to start the Mariachi band.
- There is punitive environment in some campuses.

- Teacher aides are being promoted to teachers.
- The district is not recruiting enough minority teachers for the 62 percent minority student population. KISD needs to revamp the outdated recruitment process.
- Gallup poll questions did not address real issues; the survey was done when teachers are busy; no room for comments and we need pen and paper.
- KISD should recruit people inside the district and community instead of outside the area. Since Killeen is 51 percent (14-18 percent Hispanic), if they'd recruit here, they'd get more applicants.
- The professional staff is trained very well, and also training for Parent Liaisons is good.
- The flexibility to implement specific personnel and programs on each campus is effective.
- Educational support staff are underpaid and exploited because of the available military dependent labor force.
- The district puts on several appreciation programs, like Back-to-School/Employee Round-up, Convocation (back to school ceremony for everyone) and the Wellness Walk. The superintendent also sent Birthday, Christmas, and sympathy cards.
- There is no opportunity to evaluate administrators.
- Staff development ideas are implemented including ideas from Gallup Poll and Job-A-Like programs (same workers get together to make decisions about job area improvements).
- Many teachers may leave because they do not like the small town feel of Killeen.
- There is a lack of continuity in student population because students leave and military families often move. This affects for example, the athletic program continuity.
- 60 percent of military retirees stay in Killeen.
- KISD makes staff a part of Site-Based Decision Making (SBDM) on some campuses.
- KISD has a diverse staff due to the nationwide recruit.
- Principals ask Parent Liaisons' opinion about volunteers who want a paid job.
- Special education teachers and bus drivers need ongoing training. Training isn't always appropriate or selected by teachers.
- Teachers ask to come back to some campuses.
- Teachers are overworked without compensation.
- Principals are good at helping laid-off employee to find another job.
- The aide's pay is too low.
- Aides are appreciated by teachers, but in some campuses, the Parent Liaisons do not get the same appreciation.
- Supplemental teaching activities such as SAT prep is paid very low.

- One campus survey rated Parent Liaisons position as 3.5 out of 5 with regards to importance (only one position rated lower than 3.25).
- Aides should get some sort of incentives for completing some courses for associate degrees.
- Aides who serve as substitute teachers do not get \$44 a day extra pay.
- More minorities are needed in district administration.
- The cost of becoming a teacher is disproportionately high relative to salaries.
- Resource allocation is inequitable. What are the staffing formulas for individual campuses? Why are there not consistent Teacher Aide levels?
- Forty-two curriculum coordinators were hired at the expense of teachers (\$1.3 million, 1998-99 budget).
- It is whom you know, not what you know.
- Teachers are not allowed to use conference periods (against state law) for hall duty, etc.
- There is a high teacher turnover because of the transient population. Recruit widely, geographically as a result and recruit 200-300 teachers per year.
- KISD is a better teaching environment with better salaries; turnover is a function of community.
- There are lots of new rookie teachers. It is not clear what training and mentoring programs are in place.
- Some courses need teachers' aides but there is not enough money.
- There are very few financial incentives to stay, accompanied by the memos.
- The district cannot always accommodate personnel requirements.
- KISD needs more diversity in administration and teachers.
- KISD needs a stronger assistance program for family counseling.
- Most principals are dictators and vindictive.
- KISD has a strong personnel department. They recruit teachers from a wide geographic area. Also, Region 12 program allows emergency certification. There is good outreach.
- There are good recruiting efforts; diverse teachers and students from different geographical areas and nationalities.
- The school district is growing so rapidly that recruiting efforts must be strong.
- There appears to be a high turnover rate among teachers - not sure why.
- Employee benefits (medical) are good.
- The turnover rate for teachers is 35 percent.
- Longevity incentive (\$450 for auxiliary and \$750 for teachers and management) is good.

- Professional development for professionals and new teachers is effective.
- Stipend for coaches (athletic and UIL and TAG, math) is good.
- There is good communication between Personnel Services and employees in some campuses.
- They may listen, but do not act to implement ideas (e.g., did not implement ideas for in-service).
- The pay for auxiliary staff (salaries determined by the district) is good.
- School board members are business owners, so they keep salaries low so their salaries in their businesses (which are still low) look good.
- KISD should look at schools with a waiting list for teachers to transfer out.
- Professional development training for teachers is done too much during school year.
- The military base drives the calendar. There are lots of federal holidays. Too much time out of the classroom.
- Teachers are underpaid.
- Human Resources should provide a new teacher orientation.
- Transportation has a major racial problem (all minorities).
- There is a lot of discrepancy/inequity between new and experienced teachers. There is more emphasis on recruiting than retaining teachers.
- Employees are scared of the system, so they do not complain for fear of "losing" their jobs.
- There are no multi-year contract or incentives for seniority.
- Employees do not know that the ombudsman exists to help them with their grievances. They need to change the grievance process so those grievances do not go all the way to court, wasting taxpayers' money. Employees are discouraged from filing a complaint.
- The promotion system of principals and teachers should be improved and based on a clear professional track with specific criteria, not politics.
- New Parent Liaisons come in making the same salary as Parent Liaisons who have been there for four to five years. KISD needs to look at Mid-Range Pay Plan.
- Teachers with seniority should get to transfer before new teachers are brought in.
- The district says they cannot find bilingual teachers, but they recruit up north and not south in Texas.
- Parent Liaisons do not qualify for school assistance (money, time during work hours).

- There is not enough recruiting of minority (especially Black) teachers. For example, 70 percent of the student body is minority, but there are only 3 Blacks and 1 Hispanic out of 60 teachers.
- Teachers are overpaid.
- Not all contracts are the same.
- "Maxing out" pay (pay cap), so that after so many years, regardless of raises, you do not get any more money is a weakness. Longevity incentive is not one. It is not graduated.
- Employees who work 235 days and 195 days get the same 10 sick days as other employees.
- There are no vacation days, only 10 sick days and comp time (which has to be pre-approved by Principals).
- Three years ago, secretaries gathered information about jobs across the state, but nothing was done.
- If secretaries leave the district, they cannot start in community at the same pay or better.
- Longevity pay is greater for teachers; it's graduated, but not pay for auxiliary staff.
- Level 3 Secretaries get paid less than Level 3 teacher's aides.
- Why do we need 300 new teachers per year? Why the turnover? Not this many military people are leaving.

Facilities Use and Management

- Facilities are well kept. They are clean and well maintained. There is ongoing maintenance. There is cheap upkeep and labor through military.
- Some schools have no playgrounds; some do not have enough parking.
- Peebles Elementary is getting a new cafeteria and library.
- We need to look at why they keep building new schools but have to add portables.
- Drop-off and pick-up facilities are not adequate.
- KISD has upgraded many schools and completely remodeled many. There are good ongoing upgrades.
- Toilets at KISD schools are always overflowing.
- Ninth grade centers should have been high schools in the first place.
- Some custodians work lunchroom, playground, etc.
- Some schools are overcrowded. In one school the entire sixth grade is in a portable with no awnings or protection from the elements.
- The employee health plan has unacceptable and time options on coverage.
- Nighttime custodial staff is clean.

- KISD has no pool so the school must use Fort Hood's if it is available. They are trying to build a pool for KISD. (Joint effort and joint use with City of Killeen).
- KISD could improve playgrounds.
- There are too many portables and no bathrooms in portables. The planning in building schools doesn't reflect growth needs.
- We would like to expand use of school facilities for after school program; we need more lead time for planning.
- There appears to be improvements in facilities but these should have been done in the summer, not during the school year.
- KISD is building new schools to meet the district's growth needs.
- There are clean schools inside; landscaping and building exterior are less maintained.
- The principals' perceptions of Site-Based Decision Making (SBDM) affects ability to use school facilities in off-hours; varies by school.
- New schools are being built to keep up with district growth.
- You may get bumped off schedule because other school groups take precedence.
- We tried to negotiate use of school kitchen for a summer camp but were unsuccessful; KISD is not consistent in sharing resources.
- KISD gets Impact Aid and State Aid based on the number of students.
- Duncan Elementary has a huge parking problem in picking up and dropping off students and for school functions. Only eight spaces are available for parents.
- Every facility seems full.
- Janitors and groundskeepers seem to do a good job.
- KISD could build cheaper, more effectively structured facilities. KISD is spending too much money on certain facilities, for example, spent \$30 million to upgrade two ninth grade centers to high schools.
- There is good upkeep of grounds and facilities.
- The community wanted one new high school, but KISD built ninth grade centers; the district did not listen to community input on this issue. It would have been more cost effective to build a high school up front rather than converting the ninth grade centers.
- Buildings are well maintained.
- KISD does a good job asking for community input but does not always appear to incorporate the input in their decisions.
- The Memorandum of Agreement (MOA) in place allows use of on and off post facilities for military functions free of charge often (e.g. graduations in place for 10 years).
- It seems that KISD needs more efficient functional buildings rather than focusing on architectural design.

- We would like more money emphasis on technology and educational skills than on facilities.
- There are good long-term facilities.
- Duncan is poorly fenced and it is dangerous. The school design and layout impedes easy access for dropping off students.
- More money is going into building schools and refurbishing administration buildings, but not for repairing and maintaining older schools.
- Some facilities are excellent, structural and functional.
- There are no bathrooms in Killeen Support Services Center (KSSC) portables, except in Computer Services.
- Schools were overcrowded, but KISD is trying to keep pace with district growth.
- Killeen High School (KHS) (30 years old) is the only facility in Killeen that can seat 1,300 people. Money used to use KHS' auditorium goes back to the Administration building not to KHS for its needs. The community uses the auditorium.

Appendix A: COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

C. Asset and Risk Management

- The district does a good job of managing assets.
- The district recycles buildings well; they always seem to find new uses for old buildings.
- Teachers complain of frequent changes in insurance providers and programs.
- The employee health plan has unacceptable time and options on coverage.
- The district appears to have good inventory control for its furniture and equipment.
- School principals easily let community groups use furniture (like tables and chairs) for a nominal fee but not the school facilities.
- Equipment and facilities seem good.
- Military personnel have their own Fort Hood medical coverage.
- Schools do not seem to use parent volunteers, even when parents volunteer to help in the schools. If this is a liability issue, then the district may be a liability issue.

Financial Management

- Financial management is properly done at the district level.
- Too much money is spent on administrators travelling to conferences and meetings.
- KISD seems forthcoming with information.
- There is no public information on how district funds are used.
- KISD wastes supplies and throws away uniforms and textbooks that could be used by community groups, but the district said it was against policy.
- At a recent KISD auction, there were slide projector surpluses.
- Regulations/policy prevent sharing resources, for example, transportation across the district. Is this a legal issue or is it school policy?
- \$1,000,000 was wasted on Astroturf.
- Some consultants' positions are not needed; administration is top-heavy.
- For \$200,000, they're hiring six (or nine) consultants to evaluate the computer system instead of spending money on more Parent Liaisons and teachers.
- Impact Aid is vital to the financial health of the district.
- Money is not used for the most important things (e.g., buses cannot pick-up students because too many are broken down in garage).
- There is poor budgeting for computers.

- The district could save dollars by making better decisions on energy efficiency in building design. There seems to be some resistance to change.
- The Business Services staff should be CPAs, MBAs, or trained in financial management.
- Financial management appears fine.
- District administration should show the balance sheet (budget vs. actual) at the end of the year.
- KISD should pay a stipend to experienced teachers to mentor first year teachers.
- There's a lot of waste in the district.
- The district has been successful on recent bond issues.
- KISD could use money more effectively to educate students. There may be other ways to educate students in more informal ways.
- The district has provided a media center.
- There is not enough prior planning (e.g., on ninth grade centers.). The community suggested that the district build high schools.
- There is a good technology budget.
- The district does not effectively track the influx of soldiers and funding is tied to that number.
- Teachers need higher salaries.
- As foretold, now they are spending millions upgrading ninth grade centers to high schools.
- Excessive emphasis on athletics rather than academics is unnecessary because other community groups, e.g., Parks provide extracurricular activities.
- Teachers' salaries are low.
- The school board hates to spend money or raise taxes, so there are tight controls on spending and they are fiscally pro-active and forward-looking.
- KISD needs more even distribution of resources across extracurricular activities.
- The district buys equipment as needed, but equipment is not always used.
- We do not have full disclosure of the budget; funds are hidden.

Purchasing

- The new warehouse computerized inventory system is not working.
- The technology department seems to do the best job in purchasing needed equipment and supplies.
- There are no purchasing controls. There is wasted money.
- The district should trim school purchasing for occupational therapy.

- Compare KISD to Copperas Cove (best practice) on procurement procedures.
- There are not enough textbooks and supplemental materials (workbooks, videos, etc.) even when they're brand new.
- The books for special education are not put on the textbook ordering list. Block scheduling limits the students' choices.
- Purchasing delivers supplies very slowly, especially textbooks. For example, Montague Village Elementary School is a new school with a beautiful library. But, it took 6 months to get books for the library.
- Some courses at Smith Middle School do not have enough textbooks for every student-even at the end of the year.
- Purchasing uses a bid process to select vendors for school products.
- The district should have a cooperative purchasing program with Fort Hood.
- Parents must spend too much money on school supplies for their children, especially at the elementary school level. The district should provide school supplies for elementary students.
- The district wastes lots of money by switching brands annually on big-ticket items-like computers- instead of getting long-term contracts or upgrading existing technology and goods.
- Purchasing does not do enough long-term planning.
- The district seems to change textbooks too frequently.
- Students should be required to buy two sets of textbooks-one set for home and one set for school.
- Purchasing is completely out of whack! And supplies are not delivered on time! This problem encourages employees to hoard supplies. Most teachers do not have the extra money to buy the supplies themselves.

Appendix A: COMMUNITY MEETINGS AND FOCUS GROUP COMMENTS

D. Computers & Technology

- KISD needs more accountability for how technology is used; it is not linked.
- High emphasis on computers in the classroom almost forces parents to buy computers because there's not enough access to computers at school.
- Technology is good.
- The district is working toward having computers in every classroom.
- The BellNet videoconferencing system allows students to access college level instruction.
- There is no consistency on systems from Administration and Killeen Support Services Center (KSSC) building.
- Campus technologists are good at installing and maintaining computers and teaching teachers, administration, and students how to use them.
- There is Internet access in the classrooms.
- Some parents volunteer to translate information to other languages for the newsletter.
- The district should let teachers take their computers from campus to campus and home during summer, but not the secretaries (to learn computers and keep continuity). For example, the boss was out and his supervisor asked the secretary to get the boss' e-mail, but couldn't.
- The county has a collaborative agreement called Bellnet (501c3) between KISD and other educational groups such

as Blackland research for online education. This brings in outside education for teachers.

- The district hires computer technicians, but they are paid better than teachers are, although they have similar degrees. There may even be too much emphasis on technology.
- Why do all districts use Macintosh while the rest of the world uses IBM compatibles?
- There is good use of technology.
- The district upgraded all teachers to e-mail so teachers are being forced to use technology, this is good for the district.
- Technology is prevalent, unsure what is the right level.
- The district seems responsive to students' needs.
- Computer Services is growing. Receptionists are the only ones answering phones. The technician is unavailable to help them answer the phones. You cannot call the technicians directly. Even campus technicians are inaccessible (there are two technicians for 1000 computers [200 computers]).
- There is no computer training on new systems and software.
- The auxiliary training room has computers for testing of new employees but not for training (e.g., typing and 10-key).

Transportation

- There is a good job with transportation.
- I hate school buses. They drive too fast through the neighborhoods. Many bus drivers are teachers, too.
- The parents run transportation, and teachers are automatically guilty. In some cases, a teacher is automatically written up. Bus drivers are terminated, or reassigned routes if a parent complains.

- Buses run consistently and are well maintained.
- Did one person in transportation use KISD money to buy personal car parts?
- There are not enough bus drivers or buses. It is a high-risk job with low pay and few benefits. Buses and drivers haven't kept pace with district growth.
- Drivers tend to pick-up students outside the two-mile radius because of whose students they are.
- The district has a bus rodeo, which is a competition to see how well bus drivers operate their buses. Maybe only 12 percent participate.
- I saw a school bus run a red light.
- Parents complain about not picking up their kid if they live outside the route.
- Buses are old.
- New buses are reserved for athletes, especially football players (male students).
- The scheduling of routes could be improved; many students are picked up very early which is especially a problem for special needs students.
- The fewest complaints are about buses; there are no complaints on rude drivers, etc.
- The district needs to look at zoning for bus pick-ups.
- There is no consistency in enforcing the two-mile radius pick-up, or consideration for crossing major streets. The district needs better coordination to address Fort Hood's needs so resources are used effectively.
- Bus drivers do not always know where they are going, especially for sporting events.

- There is no clear criteria for students' pick-ups; the age of students should be considered.
- The communication to parents on their child being absent is not consistent.
- There are monitors on the buses.
- Fort Hood offers middle and high school programs, yet the transportation system is not necessarily receptive to dropping off students at these youth center programs. The school tends not to disseminate information on recreational activities.
- There is no busing from after school activities, including sporting events. Buses do not run late enough to drop off students staying late for activities.
- There is good transportation between schools for special needs programs. Transportation often accommodates (e.g. drops you off at a daycare location so the soldier never has to leave work).
- Bus drivers drive too fast, they almost ran me over!
- The district needs to incorporate code of conduct rules for bus drivers and teachers, not just for students and parents. Spell out the expectations for student bus conduct ahead of time.
- The district seems responsive in correcting problems.
- Bus drivers sometimes talk obnoxiously to students, there is no regulation. This is not a good example for the students.
- The elementary bus leaves at 7:10 a.m. to school at 8:00 a.m. Why such a long wait? High school students get picked up later at 7:45 a.m.
- Bus quality has improved. Buses used to break down frequently.

- The school bus sometimes gets students to school late, and they are marked tardy. One bus driver refused to call and tell the school that students weren't late through their own fault.
- There is good use of buses for after school activities and field trips.
- The policy on transportation is okay. People more than two miles away have to cross a hazardous area to get picked up.
- Buses do not get students to schools for breakfast on time. Students are being rushed because buses are late.
- A few months ago, 185 bus drivers were out on one day.
- Bus drivers are frustrated with bad students on their buses.
- There is good upkeep.
- Bus drivers drive over the speed limit (and some have accidents) because they're running late due to bad scheduling.
- Bus drivers' pay is too low for the hours they work.
- Thirty new buses were bought and others were on order which were bought originally for trips. But the buses were not used because they were not appropriate for trips.
- There are new buses reserved for the "chosen few" staff.
- There are no written policies and procedures.
- There are dedicated staffs in transportation.
- Bus drivers are underpaid and the lowest paid in the district.
- The older fleet is very unsafe; there are not enough mechanics.
- The district needs to train bus drivers on how to handle equipment needs of special education students.
- Buses run regularly and do not break down.
- Transportation does not want to pay experienced bus drivers.

- KISD should pay mechanics overtime to drive buses instead of increasing bus drivers' salaries.
- There is selective/no equity in pay among driver incentives.
- The pay scale doesn't reflect time in district because drivers do not get any more increases.
- New bus drivers and support staff do not get paid or get benefits for up to two months; as a result, one person almost died.
- Few bus accidents and fender benders.
- Drivers are evaluated sometimes by people who do not know us.
- There are no job descriptions. You are evaluated based on whether they like you or what's on your last evaluation. There should be a periodic ride-along. Cameras are on buses, but there is no film.
- There are three levels of time check which are duplications of effort.
- Principals and teachers are supportive of bus drivers in disciplining students.
- The remote control teaching bus was never received.
- Transportation is micromanaged.
- There is no consistency of drivers on routes.

Food Service

- High school cafeterias now have food covers.
- Food was horrible in elementary school.
- Middle school food is the best.
- The food is very poor.
- Food service people work very hard.

- The staff quality in food service is not consistent; this affects food quality.
- KISD seems to offer nutritious food and a variety of food.
- The price is too high for the quality of food.
- KISD is implementing new programs.
- There is typical school food, but good rolls.
- The food seems fresh.
- Too many students on "free lunch" dump their lunch.
- The price is okay.
- The school should only provide lunch, not breakfast or dinner.
- The Food Service area at KISD is self-supporting.
- Students should not be encouraged to talk at lunch.
- KISD needs parent involvement and input on school lunch programs.
- There is not enough time for lunch.
- The modern approach to menu choices is good (more options).
- Food is not thoroughly cooked; it is sometimes frozen.
- The food court set-up is good for K-9th grade center.
- You cannot cut meat patties with plastic cutlery. Can we use real cutlery?
- PCS pin number system for buying meals is good.
- The food is not easily recognizable or visually appealing.
- Upgrading menus to what students want is effective (ex: taste test for pizza).
- There are too many fried foods.
- Schools should offer peanut butter and jelly sandwiches.
- KISD needs more ethnic food.

- There is a lot of waste in cafeterias. Do not serve students food they won't eat. Give them the choice. One school has a food "credit card" program; so students can choose what they buy.
- Cheap food is repeated too often and is not always nutritious. Dietitians are supposedly planning menus.
- Why Mexican food twice a week?
- There are too many turnovers in food service managers. This is the third food service manager in 3 years.
- KISD needs more nutritious options.
- There is lots of wasted food; students do not have enough choices.
- KISD needs more "normal" foods including salads, stews, etc.
- There is no regulation on the school food credit card program. Students can buy two days' lunch in one day. Parents need to be kept aware and approve extra spending.
- The process is too long (10 days) for deciding if a student gets free or reduced meals, because of too many students enrolling at the same time.
- It is too hard to track changes in financial status.
- It is hard to keep workers (P/T shifts 4-7 1/2 hr - and near minimum wage pay)
- The cafeteria is like "Animal House".
- Trimmier Elementary has a poor menu.

Safety and Security

- KISD should mix regular students, behavior problem students and special education students.

- There is limited access (outside doors) and surveillance cameras; schools welcome parents but they must sign-in.
- Security cameras at EHS are not always turned on/not working. A teacher's car was broken into in front of the camera.
- There is security in elementary school.
- If a child has not shown up in school by a certain time, aides or someone call the parents is a good security.
- KISD needs a policy that says if you're in a gang, you cannot be in school at the same time. (Cannot let an anti-social group co-exist in a social group).
- Specific safety measures used by police force are kept quiet and that's okay.
- For a city this size, KISD does a good job managing the influx of diverse students.
- It is good that they hired a school safety administrator. This shows concern.
- We would like to see uniforms in schools.
- Principals hide discipline referrals.
- Loud parents get attention.
- Were school bricks used for home fence?
- KISD should rotate cameras through buses.
- High school administration waited 15 minutes to announce bomb threat and evacuate building.
- A child's whereabouts needs to be tracked all day. This should be a priority.
- The parent's ID Card (Willow Springs Elementary School) needs to be expanded throughout KISD.
- KISD should consider using metal detectors; do a community survey and should use detectors everyday, not

just at risk scenarios like athletic events which are perceived high risk.

- There are not enough counselors to address students' emotional issues that may lead to rage and violence; teachers may need training in warning signs.
- Gangs in schools are an issue; KISD needs to look at warning signs and make parents aware because students look for acceptance and a group to belong to.
- There are no good alternative programs to gang activity and no good process for removing and getting rid of gangs. Gangs are only recognized but not acted on; information on gangs is not shared with parents and gang members have identifying actions and markers.
- KISD needs a process for interviewing in gang activity and destructive student groups.
- Crossing guards are good safety measures.
- Lots of extracurricular activities are expensive which discourages many students from participating.
- There are five focused areas: Mentorship, Health, Safety, Community Services and Marketable Skills.
- Communities in schools programs are effective.
- KISD should be concerned about high school students fraternizing with soldiers during school hours; they should behave during school hours.
- High Schools have police and post schools have Military Base Police (MBPS) and both are good security.
- KISD needs a better process for referring students for counseling; many families do not want student and family issues aired at school through counselors.

- Many playgrounds do not meet safety criteria; they are poorly designed.
- Parking stickers enforced in High Schools is good security.
- Playgrounds may meet state but not federal guidelines. Playgrounds are inadequate (too little equipment to meet students' needs); poorly supervised; true across schools and do not compare to playgrounds at Fort Hood. PTAs sometimes help to raise funds for playgrounds.
- More KISD police presence in schools is needed.
- Emergency plans are good safety measures.
- More playground monitors are needed.
- Campus police do a good job.
- The facilities' grounds need security redesign.
- My son feels safe at Killeen High School.
- Criminal referrals by KISD are inadequate for county ATT.
- The badge system is effective.
- Bus security/safety is inadequate.
- Discipline policies and consequences are not consistently followed; they vary by campus.
- KISD doesn't have a discipline policy.
- There is inadequate fencing around many schools; schools are open to street. Students are not always escorted to nurse, etc. Parents had volunteered to walk grounds, but were never contacted.
- It is unclear whether there are fire drills.
- Rich students are not disciplined as much as other students.
- There is a false sense of security in elementary schools.
- The school district has a good behavior management program with strong parental education element.

- Students do not always feel safe going to or attending school.
- There is good police security at high schools which do a good job of befriending students and keeping aware of potential problems.
- There are lots of problems.
- Most teachers do not feel safe.
- Military parenting helps keep their students disciplined, for most problems and is a good safety program.
- Students reflect their parents' values on safety issues; elementary students seem comfortable; junior high students seem less comfortable; high school students tend to find their own means of protecting themselves.
- Campus police are well trained.
- Students are scared to use restrooms during school hours.
- KISD does not have enough safety monitors in elementary schools.
- Safety Awareness Month is a good safety feature.
- Both high schools have an open lunch policy. You can go off campus for lunch. Lots of students do drugs across the street at the bowling alley, or hang out with younger soldiers at the mall including scantily dressed teenage girls. Open campus policy is dangerous!
- K-Cops - citizens volunteer to patrol grounds in elementary school in morning and afternoon. Is good security.
- Parents feel secure at elementary schools. There are good controls through sign in and badges for students and adults. The safety and security at Smith Middle school is poor. At high school there are 4 police officers from Killeen Police Department assigned to the school.

- The "0 Tolerance" Policy for fighting where both people get sanctioned is a good safety measure.
- Students shouldn't be allowed to go off campus for lunch. KISD is looking at bringing a food court on school property for high school and middle school students.
- Some high schools use metal detectors.
- Students are getting beaten up regularly at Smith middle school (on-base). There is a major gang problem.
- The Army Family Action Plan Symposium is a good safety feature.
- There is little adult supervision of students at Smith Middle School, which is very unusual. Schools on-post are normally very safe; maybe because the principal is weak.
- Students are not allowed to loiter during or after extracurricular activities.
- KISD needs a twice a year event for parents to meet all the teachers in the school. It took five years for the badge program to be implemented.
- Badges and sign-in process is good security.
- Principals and Assistant Principals have walkie-talkies for communication.
- A parent tried to participate and give suggestions at a PTA meeting and someone threatened her kid's happiness and husband's career.
- There is good police presence at high school. Some schools have security systems, but they are not used consistently.

Appendix B: SURVEY QUESTIONNAIRES

In addition to community meetings held to determine area of concern or praise for noteworthy accomplishments, surveys of the following groups were conducted:

- A. District Administrators and Support Staff
- B. Principals and Assistant Principals
- C. Teachers
- D. Students

A statistically valid sample of each population was selected at random to determine the opinions of each group. This appendix contains a copy of questionnaires used to conduct each survey.

A. District Administrators and Support Staff (Written/Self-Administered)

PART A:

Circle Answer

1. Gender (Optional)	Male	Female			
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
3. How long have you been employed by Killeen ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
4. Are you a(n)?	a. Administrator		b. Clerical staffer		
	c. Support Staffer (i.e. transportation, food services, etc.)				
5. How long have you been employed in this capacity by Killeen ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years

PART B:

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.					
2. School board members listen to the opinions and desires of others.					
3. School board members work well together.					
4. School board members work well with the superintendent.					
5. The school board has a good image in the community.					
6. School board members understand their role as policymakers and stay out of the day-to-day management of the district.					
7. The superintendent is a respected and effective instructional leader.					
8. The superintendent is a respected and effective business manager.					
9. Central administration is efficient.					
10. Central administration supports the educational process.					
11. The morale of central administration staff is good.					
B. Educational Service Delivery and Performance Measurement					

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Education is the main priority in our school district.					
13. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.					
14. The needs of the college-bound student are being met.					
15. The needs of the work-bound student are being met.					
16. The district has effective educational programs for the following:					
a) Reading					
b) Writing					
c) Mathematics					
d) Science					
e) English or Language Arts					
f) Computer Instruction					
g) Social Studies (history or geography)					
h) Fine Arts					
i) Physical Education					
j) Business Education					
k) Vocational (Career and Technology) Education					
l) Foreign Language					
17. The district has effective special programs for the following:					
a) Library Service					
b) Honors/Gifted and					

Talented Education					
c) Special Education					
d) Head Start and Even Start programs					
e) Dyslexia program					
f) Student mentoring program					
g) Advanced placement program					
h) Literacy program					
i) Programs for students at risk of dropping out of school					
j) Summer school programs					
k) Alternative education programs					
l) "English as a second language" program					
m) Career counseling program					
n) College counseling program					
o) Counseling the parents of students					
p) Drop out prevention program					
18. Parents are immediately notified if a child is absent from school.					
19. Teacher turnover is low.					
20. Highly qualified teachers fill job openings.					
21. Teacher openings are filled quickly.					
22. Teachers are rewarded					

for superior performance.					
23. Teachers are counseled about less than satisfactory performance.					
24. All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.					
25. The student-to-teacher ratio is reasonable.					
26. Students have access, when needed, to a school nurse.					
27. Classrooms are seldom left unattended.					
C. Personnel					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
28. District salaries are competitive with similar positions in the job market.					
29. The district has a good and timely program for orienting new employees.					
30. Temporary workers are rarely used.					
31. The district successfully projects future staffing needs.					
32. The district has an effective employee recruitment program.					
33. The district operates an effective staff development program.					
34. District employees receive annual personnel					

evaluations.					
35. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.					
36. Employees who perform below the standard of expectation are counseled appropriately and timely.					
37. The district has a fair and timely grievance process.					
38. The district's health insurance package meets my needs.					
D. Community Involvement					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39. The district regularly communicates with parents.					
40. The local television and radio stations regularly report school news and menus.					
41. Schools have plenty of volunteers to help student and school programs.					
42. District facilities are open for community use.					
E. Facilities Use and Management					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
43. The district plans facilities far enough in the future to support enrollment growth.					
44. Parents, citizens, students, faculty, staff and					

the board provide input into facility planning.					
45. The architect and construction managers are selected objectively and impersonally.					
46. The quality of new construction is excellent.					
47. Schools are clean.					
48. Buildings are properly maintained in a timely manner.					
49. Repairs are made in a timely manner.					
50. The district uses very few portable buildings.					
51. Emergency maintenance is handled promptly.					
F. Financial Management					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52. Site-based budgeting is used effectively to extend the involvement of principals and teachers.					
53. Campus administrators are well trained in fiscal management techniques.					
54. The district's financial reports are easy to understand and read.					
55. Financial reports are made available to community members when asked.					
G. Purchasing and Warehousing					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

56. Purchasing gets me what I need when I need it.					
57. Purchasing acquires the highest quality materials and equipment at the lowest cost.					
58. Purchasing processes are not cumbersome for the requestor.					
59. Vendors are selected competitively.					
60. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.					
61. Students are issued textbooks in a timely manner.					
62. Textbooks are in good shape.					
63. The school library has enough books and resources for students.					
H. Safety and Security					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
64. Gangs are not a problem in this district.					
65. Drugs are not a problem in this district.					
66. Vandalism is not a problem in this district.					
67. Security personnel have a good working relationship with principals and teachers.					
68. Security personnel are respected and liked by the students they serve.					
69. A good working					

arrangement exists between the local law enforcement and the district.					
70. Students receive fair and equitable discipline for misconduct.					
I. Computers and Technology					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71. Students regularly use computers.					
72. Students have regular access to computer equipment and software in the classroom.					
73. Teachers are knowledgeable enough to make optimum use of computers in the classroom.					
74. Computers are new enough to be useful for student instruction.					
75. The district offers enough classes in computer fundamentals.					
76. The district offers enough classes in advanced computer skills.					
77. Computer software systems support the ongoing operation of the district.					
78. The district makes effective use of educational technology in the classroom.					
79. Teachers and students have easy access to the Internet.					
80. District staff effectively uses e-mail to electronically					

transmit and receive messages, text, or data.					
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Appendix B: SURVEY QUESTIONNAIRES

**B. Principals and Assistant Principals
(Written/Self-Administered)**

PART A:

Circle Answer

1. Gender (Optional)	Male	Female			
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
3. How long have you been employed by Killeen ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
4. What grades are taught in your school?					
	Pre-Kindergarten	Kindergarten	First	Second	Third
	Fourth	Fifth	Sixth	Seventh	Eighth
	Ninth	Tenth	Eleventh	Twelfth	

PART B:

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.					
2. School board members listen to the opinions and					

desires of others.					
3. School board members work well together.					
4. School board members work well with the superintendent.					
5. The school board has a good image in the community.					
6. School board members understand their role as policymakers and stay out of the day-to-day management of the district.					
7. The superintendent is a respected and effective instructional leader.					
8. The superintendent is a respected and effective business manager.					
9. Central administration is efficient.					
10. Central administration supports the educational process.					
11. The morale of central administration staff is good.					
B. Educational Service Delivery and Performance Measurement					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Education is the main priority in our school district.					
13. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.					
14. The needs of the college-					

bound student are being met.					
15. The needs of the work-bound student are being met.					
16. The district provides curriculum guides for all grades and subjects.					
17. The curriculum guides are appropriately aligned and coordinated.					
18. The district's curriculum guides clearly outline what to teach and how to teach it.					
19. The district has effective educational programs for the following:					
a) Reading					
b) Writing					
c) Mathematics					
d) Science					
e) English or Language Arts					
f) Computer Instruction					
g) Social Studies (history or geography)					
h) Fine Arts					
i) Physical Education					
j) Business Education					
k) Vocational (Career and Technology) Education					
l) Foreign Language					
20. The district has effective special programs for the following:					
a) Library Service					
b) Honors/Gifted and Talented Education					

c) Special Education					
d) Head Start and Even Start programs					
e) Dyslexia program					
f) Student mentoring program					
g) Advanced placement program					
h) Literacy program					
i) Programs for students at risk of dropping out of school					
j) Summer school programs					
k) Alternative education programs					
l) "English as a second language" program					
m) Career counseling program					
n) College counseling program					
o) Counseling the parents of students					
p) Drop out prevention program					
21. Parents are immediately notified if a child is absent from school.					
22. Teacher turnover is low.					
23. Highly qualified teachers fill job openings.					
24. Teacher openings are filled quickly.					
25. Teachers are rewarded for superior performance.					

26. Teachers are counseled about less than satisfactory performance.					
27. All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.					
28. The student-to-teacher ratio is reasonable.					
29. Students have access, when needed, to a school nurse.					
30. Classrooms are seldom left unattended.					
C. Personnel					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
31. District salaries are competitive with similar positions in the job market.					
32. The district has a good and timely program for orienting new employees.					
33. Temporary workers are rarely used.					
34. The district successfully projects future staffing needs.					
35. The district has an effective employee recruitment program.					
36. The district operates an effective staff development program.					
37. District employees receive annual personnel evaluations.					

38. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.					
39. Employees who perform below the standard of expectation are counseled appropriately and timely.					
40. The district has a fair and timely grievance process.					
41. The district's health insurance package meets my needs.					
D. Community Involvement					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
42. The district regularly communicates with parents.					
43. The local television and radio stations regularly report school news and menus.					
44. Schools have plenty of volunteers to help student and school programs.					
45. District facilities are open for community use.					
E. Facilities Use and Management					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
46. The district plans facilities far enough in the future to support enrollment growth.					
47. Parents, citizens, students, faculty, staff and the board provide input into facility planning.					

48. The architect and construction managers are selected objectively and impersonally.					
49. The quality of new construction is excellent.					
50. Schools are clean.					
51. Buildings are properly maintained in a timely manner.					
52. Repairs are made in a timely manner.					
53. The district uses very few portable buildings.					
54. Emergency maintenance is handled promptly.					
F. Financial Management					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55. Site-based budgeting is used effectively to extend the involvement of principals and teachers.					
56. Campus administrators are well trained in fiscal management techniques.					
57. Financial resources are allocated fairly and equitably at my school.					
G. Purchasing and Warehousing					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
58. Purchasing gets me what I need when I need it.					
59. Purchasing acquires high quality materials and equipment at the lowest cost.					

60. Purchasing processes are not cumbersome for the requestor.					
61. Vendors are selected competitively.					
62. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.					
63. Students are issued textbooks in a timely manner.					
64. Textbooks are in good shape.					
65. The school library has enough books and resources for students.					
H. Food Services					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
66. The cafeteria's food looks and tastes good.					
67. Food is served warm.					
68. Students have enough time to eat.					
69. Students eat lunch at the appropriate time of day.					
70. Students wait in food lines no longer than 10 minutes.					
71. Discipline and order are maintained in the school cafeteria.					
72. Cafeteria staff is helpful and friendly.					
73. Cafeteria facilities are sanitary and neat.					

I. Transportation					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
74. The drop-off zone at the school is safe.					
75. The district has a simple method to request buses for special events.					
76. Buses arrive and leave on time.					
77. Adding or modifying a route for a student is easy to accomplish.					
J. Safety and Security					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
78. Students feel safe and secure at school.					
79. School disturbances are infrequent.					
80. Gangs are not a problem in this district.					
81. Drugs are not a problem in this district.					
82. Vandalism is not a problem in this district.					
83. Security personnel have a good working relationship with principals and teachers.					
84. Security personnel are respected and liked by the students they serve.					
85. A good working arrangement exists between the local law enforcement and the district.					
86. Students receive fair and					

equitable discipline for misconduct.					
87. Safety hazards do not exist on school grounds.					
K. Computers and Technology					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
88. Students regularly use computers.					
89. Students have regular access to computer equipment and software in the classroom.					
90. Computers are new enough to be useful for student instruction.					
91. The district offers enough classes in computer fundamentals.					
92. The district offers enough classes in advanced computer skills.					
93. Computer software systems support the ongoing operation of the district.					
94. Teachers are knowledgeable enough to make optimum use of computers in the classroom.					
95. The district makes effective use of educational technology in the classroom.					
96. Teachers and students have easy access to the Internet.					
97. District staff effectively use e-mail to electronically transmit and receive messages, text, or data.					

Appendix B: SURVEY QUESTIONNAIRES

**C. Teachers
(Written/Self-Administered)**

PART A:

Circle Answer

1. Gender (Optional)	Male	Female			
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
3. How long have you been employed by Killeen ISD?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
4. What grade(s) do you teach this year (circle all that apply)?					
	Pre-Kindergarten	Kindergarten	First	Second	Third
	Fourth	Fifth	Sixth	Seventh	Eighth
	Ninth	Tenth	Eleventh	Twelfth	

PART B:

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.					
2. School board members listen to the opinions and					

desires of others.					
3. School board members work well together.					
4. School board members work well with the superintendent.					
5. The school board has a good image in the community.					
6. School board members understand their role as policymakers and stay out of the day-to-day management of the district.					
7. The superintendent is a respected and effective instructional leader.					
8. The superintendent is a respected and effective business manager.					
9. Central administration is efficient.					
10. Central administration supports the educational process.					
11. The morale of central administration staff is good.					
B. Educational Service Delivery and Performance Measurement					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Education is the main priority in our school district.					
13. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.					

14. The needs of the college-bound student are being met.					
15. The needs of the work-bound student are being met.					
16. The district provides curriculum guides for all grades and subjects.					
17. The curriculum guides are appropriately aligned and coordinated.					
18. The district's curriculum guides clearly outline what to teach and how to teach it.					
19. The district has effective educational programs for the following:					
a) Reading					
b) Writing					
c) Mathematics					
d) Science					
e) English or Language Arts					
f) Computer Instruction					
g) Social Studies (history or geography)					
h) Fine Arts					
i) Physical Education					
j) Business Education					
k) Vocational (Career and Technology) Education					
l) Foreign Language					
20. The district has effective special programs for the following:					
a) Library Service					
b) Honors/Gifted and					

Talented Education					
c) Special Education					
d) Head Start and Even Start programs					
e) Dyslexia program					
f) Student mentoring program					
g) Advanced placement program					
h) Literacy program					
i) Programs for students at risk of dropping out of school					
j) Summer school programs					
k) Alternative education programs					
l) "English as a second language" program					
m) Career counseling program					
n) College counseling program					
o) Counseling the parents of students					
p) Drop out prevention program					
21. Parents are immediately notified if a child is absent from school.					
22. Teacher turnover is low.					
23. Highly qualified teachers fill job openings.					
24. Teacher openings are filled quickly.					
25. Teachers are rewarded					

for superior performance.					
26. Teachers are counseled about less than satisfactory performance.					
27. Teachers are knowledgeable in the subject areas they teach.					
28. All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.					
29. The student-to-teacher ratio is reasonable.					
30. Classrooms are seldom left unattended.					
C. Personnel					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
31. District salaries are competitive with similar positions in the job market.					
32. The district has a good and timely program for orienting new employees.					
33. Temporary workers are rarely used.					
34. The district successfully projects future staffing needs.					
35. The district has an effective employee recruitment program.					
36. The district operates an effective staff development program.					
37. District employees					

receive annual personnel evaluations.					
38. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.					
39. Employees who perform below the standard of expectation are counseled appropriately and timely.					
40. The district has a fair and timely grievance process.					
41. The district's health insurance package meets my needs.					
D. Community Involvement					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
42. The district regularly communicates with parents.					
43. The local television and radio stations regularly report school news and menus.					
44. Schools have plenty of volunteers to help student and school programs.					
45. District facilities are open for community use.					
E. Facilities Use and Management					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
46. The district plans facilities far enough in the future to support enrollment growth.					

47. Parents, citizens, students, faculty, staff and the board provide input into facility planning.					
48. The architect and construction managers are selected objectively and impersonally.					
49. The quality of new construction is excellent.					
50. Schools are clean.					
51. Buildings are properly maintained in a timely manner.					
52. Repairs are made in a timely manner.					
53. The district uses very few portable buildings.					
54. Emergency maintenance is handled promptly.					
F. Financial Management					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55. Site-based budgeting is used effectively to extend the involvement of principals and teachers.					
56. Campus administrators are well trained in fiscal management techniques.					
57. Financial resources are allocated fairly and equitably at my school.					
G. Purchasing and Warehousing					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
58. Purchasing gets me what I need when I need it.					

59. Purchasing acquires the highest quality materials and equipment at the lowest cost.					
60. Purchasing processes are not cumbersome for the requestor.					
61. Vendors are selected competitively.					
62. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.					
63. Students are issued textbooks in a timely manner.					
64. Textbooks are in good shape.					
65. The school library has enough books and resources for students.					
H. Food Services					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
66. The cafeteria's food looks and tastes good.					
67. Food is served warm.					
68. Students eat lunch at the appropriate time of day.					
69. Students wait in food lines no longer than 10 minutes.					
70. Discipline and order are maintained in the school cafeteria.					
71. Cafeteria staff is helpful and friendly.					
72. Cafeteria facilities are sanitary and neat.					

I. Safety and Security					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
73. School disturbances are infrequent.					
74. Gangs are not a problem in this district.					
75. Drugs are not a problem in this district.					
76. Vandalism is not a problem in this district.					
77. Security personnel have a good working relationship with principals and teachers.					
78. Security personnel are respected and liked by the students they serve.					
79. A good working arrangement exists between the local law enforcement and the district.					
80. Students receive fair and equitable discipline for misconduct.					
81. Safety hazards do not exist on school grounds.					
J. Computers and Technology					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
82. Students regularly use computers.					
83. Students have regular access to computer equipment and software in the classroom.					
84. Teachers are					

knowledgeable enough to make optimum use of computers in the classroom.					
85. Computers are new enough to be useful for student instruction.					
86. The district offers enough classes in computer fundamentals.					
87. The district offers enough classes in advanced computer skills.					
88. Computer software systems support the ongoing operation of the district.					
89. The district makes effective use of educational technology in the classroom.					
90. Teachers and students have easy access to the Internet.					
91. District staff effectively uses e-mail to electronically transmit and receive messages, text, or data.					

Appendix B. SURVEY QUESTIONNAIRES

**D. Students
(Written/Self-Administered)**

PART A:

Circle Answer

1. Gender (Optional)	Male	Female			
2. Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
3. What is your classification?	Junior	Senior			

PART B:

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.					
2. The needs of the work-bound student are being met.					
3. The district has effective educational programs for the following:					
a) Reading					
b) Writing					
c) Mathematics					
d) Science					
e) English or Language Arts					

f) Computer Instruction					
g) Social Studies (history or geography)					
h) Fine Arts					
i) Physical Education					
j) Business Education					
k) Vocational (Career and Technology) Education					
l) Foreign Language					
4. The district has effective special programs for the following:					
a) Library Service					
b) Honors/Gifted and Talented Education					
c) Special Education					
d) Student mentoring program					
e) Advanced placement program					
f) Career counseling program					
g) College counseling program					
5. Students have access, when needed, to a school nurse.					
6. Classrooms are seldom left unattended.					
B. Facilities Use and Management					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
7. Schools are clean.					
8. Buildings are properly maintained in a timely					

manner.					
9. Repairs are made in a timely manner.					
10. The district uses very few portable buildings.					
11. Emergency maintenance is handled timely.					
C. Purchasing and Warehousing					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. There are enough textbooks in all my classes.					
13. Students are issued textbooks in a timely manner.					
14. Textbooks are in good shape.					
15. The school library has enough books and resources for students.					
D. Food Services					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
16. I regularly purchase my meal from the cafeteria.					
17. The school breakfast program is available to all children.					
18. The cafeteria's food looks and tastes good.					
19. Food is served warm.					
20. Students have enough time to eat.					
21. Students eat lunch at the appropriate time of day.					

22. Students wait in food lines no longer than 10 minutes.					
23. Discipline and order are maintained in the school cafeteria.					
24. Cafeteria staff is helpful and friendly.					
25. Cafeteria facilities are sanitary and neat.					
E. Transportation					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26. I regularly ride the bus.					
27. The bus driver maintains discipline on the bus.					
28. The length of my bus ride is reasonable.					
29. I like and respect my bus driver.					
30. The drop-off zone at the school is safe.					
31. The bus stop near my house is safe.					
32. The bus stop is within walking distance from our home.					
33. Buses arrive and leave on time.					
F. Transportation (Continued)					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
34. Buses arrive early enough for students to eat breakfast at school.					
35. Buses seldom break					

down.					
36. Buses are clean.					
37. Bus drivers allow students to sit down before taking off.					
38. Bus drivers observe the speed limit.					
G. Safety and Security					
Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39. I feel safe and secure at school.					
40. School disturbances are infrequent.					
41. Gangs are not a problem in this district.					
42. Drugs are not a problem in this district.					
43. Vandalism is not a problem in this district.					
44. Security personnel have a good working relationship with principals and teachers.					
45. Security personnel are respected and liked by the students they serve.					
46. A good working arrangement exists between the local law enforcement and the district.					
47. Students receive fair and equitable discipline for misconduct.					
48. Safety hazards do not exist on school grounds.					
H. Computers and Technology					

Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49. Students regularly use computers.					
50. Students have regular access to computer equipment and software in the classroom.					
51. Teachers are knowledgeable enough to make optimum use of computers in the classroom.					
52. Computers are new enough to be useful for student instruction.					
53. The district offers enough classes in computer fundamentals.					
54. The district offers enough classes in advanced computer skills.					
55. Computer software systems support the ongoing operation of the district.					
56. The district makes effective use of educational technology in the classroom.					
57. Teachers and students have easy access to the Internet.					

Appendix C. ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

KISD has **360** district administrators and support staff in the district. Of the 51 district administrators and support staff that received surveys, 41 of them returned surveys. An overwhelming majority (98 percent) were administrators, and the remainder (2 percent) were support staff. Slightly over half (58 percent) of administrators were male, while 42 percent were female. An overwhelming majority of administrators were Anglo (81 percent), while only 13 percent were African American, 3 percent were Hispanic, and none were Asian. Another 3 percent classified themselves as "Other."

When asked about their length of employment in the district, a majority of district administrators and support staff said that they worked there several years, either in their current position or in some other capacity. Slightly more than half of the administrators had worked in the district for either one to five years (34 percent) or six to ten years (24 percent). Almost a third (29 percent) had worked in the district for more than 20 years. Slightly more than three-fourths of administrators had worked in their current position for either one to five years (42 percent) or six to ten years (34 percent). Only 7 percent had worked in their current position for more than 20 years.

The survey questionnaire comprised two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about nine (9) of the 12 areas under review. The nine (9) areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Safety and Security
- Computers and Technology

The comment section asked employees their opinions on the overall educational performance of the district in general. Responses for the multiple-choice questions are summarized below.

District Organization and Management

In general, district administrators and support staff were happy with the school board. Nine (9) out of ten (10) administrators said that the school board worked well with the superintendent, and 83 percent said that the board members worked well together. Eighty-eight (88) percent of administrators felt the school board had a good image in the community. Almost three-fourths (74 percent) of administrators felt school board members listened to the opinions and desires of others, and 83 percent felt the school board allowed sufficient time for public input at meetings. However, only slightly more than half (56 percent) of administrators felt the school board really understood its role as policymaker and stayed out of the day-to-day management of the district.

The district administrators and support staff had mixed opinions about the superintendent. An overwhelming majority (88 percent) of administrators felt the superintendent was a respected instructional leader, but only two (2) out of three (3) felt he was a respected business manager.

The district administrators and support staff had mixed opinions about the central administration. While an overwhelming majority (83 percent) of administrators felt central administration supported the educational process, slightly less than two-thirds (64 percent) felt central administration was efficient. In addition, only slightly more than half (54 percent) of administrators felt morale was good among central administration staff.

Educational Service Delivery and Performance Measurement

Almost all (93 percent) district administrators and support staff believed that in the district, student education was the main priority. A large majority (81 percent) of administrators felt teachers had the opportunity to suggest new, more effective programs and materials.

Administrators had mixed opinions on the educational program meeting the needs of the all students in the district. While an overwhelming majority (85 percent) of administrators felt the educational program met the needs of college-bound students, slightly less than two-thirds (63 percent) felt it met the needs of work-bound students.

A large majority of administrators felt the district had effective educational programs, but they had mixed opinions on the effectiveness of special programs. For educational programs, a large majority of administrators felt the most effective ones were Fine Arts (86 percent), Computer Technology (83 percent), English/Language Arts (83 percent), Reading (81 percent), and Writing (80 percent). For special programs, they felt the most effective ones were Talented and Gifted (83 percent), Special Education (83 percent), and Alternative Education (80 percent).

However, less than half felt other programs were effective, particularly Head Start/Even Start (32 percent), Parent Counseling (41 percent), Dropout Prevention (46 percent), Student Mentoring (49 percent), and Literacy (49 percent).

A large majority of administrators had mixed opinions on job performance of teachers. Although slightly more than three-fourths (78 percent) of administrators felt the student-to-teacher ratio was reasonable, slightly less than three-fourths (73 percent) felt teacher turnover was still relatively high. Only about a third (34 percent) of administrators felt the district rewarded teachers for superior performance. About the same percentage (39 percent) of administrators felt the district filled teacher openings quickly, and only 43 percent felt the district filled them with qualified teachers. Less than two-thirds (65 percent) of administrators felt the district counseled teachers for poor performance. Less than two-thirds (61 percent) of administrators felt the district notified parents immediately if their child was absent from school. Only 59 percent of administrators felt teachers seldom left their classrooms unattended.

Slightly more than two-thirds (68 percent) of administrators felt all schools had equal access to educational materials, such as computers, TV monitors, science labs, and art classes. However, about three-fourths (76 percent) of administrators felt students had access to school nurses when needed.

Personnel

Almost three-fourths (71 percent) of administrators felt the district effectively projected future staffing needs. Furthermore, slightly more than half (54 percent) of administrators felt the district frequently filled positions with temporary employees.

Slightly more than three-fourths (78 percent) of administrators felt the district had an effective employee recruitment program. However, less than a third (32 percent) felt district salaries were competitive with similar positions in the job market, although slightly more than two-thirds (69 percent) felt that the health insurance package met their needs.

Slightly less than two-thirds (63 percent) of administrators felt the district had a good and timely new employee orientation program. However, slightly more than three-fourths (76 percent) felt the district had an effective employee development program.

An overwhelming majority (93 percent) of administrators said that district employees received annual performance evaluations. However, only about a third (34 percent) felt the district rewarded competence and experience,

and only 68 percent felt the district counseled poor-performing employees promptly and appropriately. An overwhelming majority (85 percent) of administrators felt the district had a prompt and fair grievance process.

Community Involvement

Eight (8) out of ten (10) district administrators and support staff felt the district regularly communicated with parents. Slightly more than three-fourths (78 percent) of administrators felt local TV and radio stations regularly reported school news and cafeteria menus. However, only more than half (57 percent) felt they had plenty of volunteers to help students and in school programs. A large majority (81 percent) of administrators feels district facilities were open for community use.

Facilities Use and Management

In general, district administrators and support staff felt people were satisfied with school facilities. Seventy-four (74) percent of administrators felt the district planned new school construction far enough in advance to support enrollment growth. Slightly more than half (53 percent) felt the school board, faculty, staff, parents, citizens, and students provided input into facility planning. More than half (57 percent) of administrators felt the district selected architect and construction managers objectively and impersonally. Additionally, almost three-fourths (71 percent) of administrators felt the quality of new construction was excellent. However, an overwhelming majority (88 percent) of administrators felt the district had too many portable buildings.

An overwhelming majority (92 percent) of administrators felt schools were clean. Regarding maintenance and repair, slightly more than three-fourths (78 percent) of administrators felt the district promptly and properly maintained buildings, including emergency maintenance (79 percent). Additionally, two (2) out of three (3) of administrators felt the district repaired buildings promptly.

Financial Management

The district administrators and support staff were not satisfied with the financial management in the district. Less than half (46 percent) of administrators felt the district effectively involved principals and teachers in site-based budgeting, and less than a third (32 percent) felt campus administrators were well-trained in financial management practices. Regarding district financial reports, only about half (51 percent) of administrators felt the reports were easy to read and understand, and less than two-thirds (61 percent) felt the district provided these reports to community members when requested.

Purchasing and Warehousing

District administrators and support staff had mixed opinions on purchasing and warehousing in the district. Slightly more than three-fourths (78 percent) of administrators felt the district provided teachers and administrators an easy-to-use standard list of equipment and supplies; however, about half (51 percent) still felt purchasing processes were cumbersome.

More than half (58 percent) of administrators felt the district selected vendors competitively. However, less than two-thirds (61 percent) felt the district purchased needed supplies promptly, and only about half (55 percent) felt the district bought the highest quality products at the lowest cost.

Slightly more than half (53 percent) of administrators felt textbooks were in good shape, but only slightly more than a third (37 percent) felt the district provided the textbooks to students promptly. Also, slightly more than half (58 percent) of administrators felt the school libraries had enough books and resources for the students.

Safety and Security

District administrators and support staff had mixed opinions on the safety and security in the district. A large majority of administrators felt that gangs (83 percent), drugs (79 percent), and vandalism (64 percent) were serious problems in the district. Additionally, less than three-fourths (71 percent) of administrators felt the district disciplined students fairly and equitably for misconduct.

Additionally, an overwhelming majority (83 percent) of administrators felt security personnel had a good working relationship with principals and teachers, and 76 percent felt students respected and liked security personnel. Also, slightly more than three-fourths (78 percent) felt the district had a good working arrangement with local law enforcement.

Computer and Technology

District administrators and support staff were happy with computer technology in the district. About three-fourths (76 percent) of administrators felt the district offered enough basic computer classes, but only about half (56 percent) felt the district offered enough advanced computer classes.

An overwhelming majority (90 percent) of administrators felt district staff used e-mail to communicate, including transferring documents. Almost

three-fourths (74 percent) of administrators felt the district effectively used educational technology in the classroom.

Eighty-three (83) percent of administrators felt computers were new enough to be useful for student instruction. Eighty-five (85) percent of administrators felt students and teachers had regular access to computer equipment and software in the classroom, including the Internet (81 percent), and students regularly used computers (88 percent). However, only seven (7) out of ten (10) felt teachers were knowledgeable enough to use computers in the classroom effectively.

A large majority (81 percent) of administrators felt computer software systems supported the ongoing operation of the district.

**Exhibit C-1
Management Review Of The
Killeen Independent School District
Administration and Support Staff Survey Results
(n=41)**

PART A: DEMOGRAPHIC DATA

1.	<i>Gender (Optional)</i>				Male	57.9%		Female	42.1%	
2.	<i>Are you (Optional)</i>									
	Anglo	81.1%	African American	13.5%	Hispanic	2.7%	Asian	0%	Other	2.7%
3.	<i>How long have you been employed by Killeen ISD?</i>									
	1-5 years	34.1%	6-10 years	24.4%	11-15 years	7.3%	16-20 years	4.9%	20+ years	29.3%
4.	<i>Are you a(n):</i>									
	a. administrator	97.5%		b. clerical staffer	0%		c. support staffer	2.5%		
5.	<i>How long have you been employed in this capacity by Killeen ISD?</i>									
	1-5 years	41.5%	6-10 years	34.1%	11-15 years	14.6%	16-20 years	2.4%	20+ years	7.3%

		years								
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Appendix C. ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

SURVEY QUESTIONS

B. District Organization & Management

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
1. The school board allows sufficient time for public input at meetings.	34%	49%	15%	2%	0%
2. School board members listen to the opinions and desires of others.	32%	42%	12%	12%	2%
3. School board members work well together.	22%	61%	17%	0%	0%
4. School board members work well with the superintendent.	27%	63%	10%	0%	0%
5. The school board has a good image in the community.	20%	68%	10%	2%	2%
6. School board members understand their role as policymakers and stay out of the day-to-day management of the district.	7%	49%	8%	34%	0%
7. The superintendent is a respected and effective instructional leader.	42%	46%	5%	7%	0%
8. The superintendent is a respected and effective business manager.	27%	39%	17%	17%	0%
9. Central administration is efficient.	15%	49%	2%	34%	2%
10. Central administration supports the educational process.	29%	54%	7%	10%	0%
11. The morale of central administration staff is good.	10%	42%	22%	24%	2%

B. Educational Service Delivery and Performance Measurement

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD

12. Education is the main priority in our school district.	54%	39%	0%	7%	0%
13. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	22%	59%	10%	7%	2%
14. The needs of the college-bound student are being met.	17%	68%	10%	5%	0%
15. The needs of the work-bound student are being met.	7%	56%	15%	22%	0%
16. The district has effective educational programs for the following:					
a) Reading	20%	61%	12%	7%	0%
b) Writing	17%	63%	15%	5%	0%
c) Mathematics	15%	59%	12%	12%	2%
d) Science	12%	59%	17%	12%	0%
e) English or Language Arts	12%	71%	12%	5%	0%
f) Computer Instruction	22%	61%	12%	5%	0%
g) Social Studies (history or geography)	15%	63%	20%	2%	0%
h) Fine Arts	20%	66%	14%	0%	0%
i) Physical Education	12%	61%	20%	7%	0%
j) Business Education	12%	63%	23%	2%	0%
k) Vocational (Career and Technology) Education	12%	59%	17%	12%	0%
l) Foreign Language	3%	68%	21%	8%	0%
17. The district has effective special programs for the following:					
a) Library Service	10%	54%	19%	17%	0%
b) Honors/Gifted and Talented Education	20%	63%	15%	2%	0%
c) Special Education	22%	61%	12%	5%	0%
d) Head Start and Even Start programs	5%	27%	61%	5%	2%
e) Dyslexia program	10%	63%	20%	5%	2%
f) Student mentoring program	0%	49%	36%	15%	0%
g) Advanced placement program	17%	59%	17%	7%	0%

h) Literacy program	5%	44%	39%	12%	0%
i) Programs for students at risk of dropping out of school	5%	66%	20%	7%	2%
j) Summer school programs	20%	56%	14%	10%	0%
k) Alternative education programs	12%	68%	15%	5%	0%
l) "English as a second language" program	12%	66%	20%	2%	0%
m) Career counseling program	2%	49%	27%	22%	0%
n) College counseling program	2%	59%	22%	15%	2%
o) Counseling the parents of students	2%	39%	27%	27%	5%
p) Drop out prevention program	0%	46%	34%	15%	5%
18. Parents are immediately notified if a child is absent from school.	27%	34%	22%	12%	5%
19. Teacher turnover is low.	0%	17%	10%	51%	22%
20. Highly qualified teachers fill job openings.	8%	35%	26%	28%	3%
21. Teacher openings are filled quickly.	5%	34%	22%	29%	10%
22. Teachers are rewarded for superior performance.	0%	34%	17%	44%	5%
23. Teachers are counseled about less than satisfactory performance.	2%	63%	23%	12%	0%
24. All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	17%	51%	20%	12%	0%
25. The student-to-teacher ratio is reasonable.	10%	68%	10%	12%	0%
26. Students have access, when needed, to a school nurse.	20%	56%	4%	20%	0%
27. Classrooms are seldom left unattended.	17%	42%	32%	7%	2%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

C. Personnel

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD

28. District salaries are competitive with similar positions in the job market.	12%	20%	0%	54%	14%
29. The district has a good and timely program for orienting new employees.	24%	39%	10%	22%	5%
30. Temporary workers are rarely used.	7%	24%	15%	49%	5%
31. The district successfully projects future staffing needs.	12%	59%	9%	15%	5%
32. The district has an effective employee recruitment program.	22%	56%	13%	7%	2%
33. The district operates an effective staff development program.	32%	44%	2%	17%	5%
34. District employees receive annual personnel evaluations.	20%	73%	5%	0%	2%
35. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	7%	27%	14%	42%	10%
36. Employees who perform below the standard of expectation are counseled appropriately and timely.	0%	68%	13%	17%	2%
37. The district has a fair and timely grievance process.	24%	61%	13%	2%	0%

D. Community Involvement

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
39. The district regularly communicates with parents.	24%	56%	13%	7%	0%
40. The local television and radio stations regularly report school news and menus.	17%	61%	17%	5%	0%
41. Schools have plenty of volunteers to help student and school programs.	15%	42%	14%	29%	0%
42. District facilities are open for community use.	15%	66%	15%	2%	2%

E. Facilities Use and Management

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
43. The district plans facilities far enough in the future to support enrollment growth.	15%	59%	1%	20%	5%
44. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	7%	46%	20%	17%	10%
45. The architect and construction managers are selected objectively and impersonally.	15%	42%	34%	7%	2%
46. The quality of new construction is excellent.	20%	51%	22%	5%	2%
47. Schools are clean.	29%	63%	6%	2%	0%
48. Buildings are properly maintained in a timely manner.	12%	66%	5%	17%	0%
49. Repairs are made in a timely manner.	12%	54%	10%	22%	2%
50. The district uses very few portable buildings.	0%	5%	7%	66%	22%
51. Emergency maintenance is handled promptly.	20%	59%	14%	7%	0%

F. Financial Management

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
52. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	12%	34%	22%	27%	5%
53. Campus administrators are well-trained in fiscal management techniques.	0%	32%	22%	34%	12%
54. The district's financial reports are easy to understand and read.	7%	44%	20%	27%	2%
55. Financial reports are made available to community members when asked.	10%	51%	39%	0%	0%

G. Purchasing and Warehousing

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD

56. Purchasing gets me what I need when I need it.	15%	46%	5%	27%	7%
57. Purchasing acquires the highest quality materials and equipment at the lowest cost.	5%	50%	15%	25%	5%
58. Purchasing processes are not cumbersome for the requestor.	2%	44%	3%	46%	5%
59. Vendors are selected competitively.	12%	46%	27%	15%	0%
60. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	10%	68%	2%	20%	0%
61. Students are issued textbooks in a timely manner.	5%	32%	32%	29%	2%
62. Textbooks are in good shape.	7%	46%	35%	12%	0%
63. The school library has enough books and resources for students.	2%	56%	33%	7%	2%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

H. Safety and Security

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
64. Gangs are not a problem in this district.	2%	5%	10%	61%	22%
65. Drugs are not a problem in this district.	2%	7%	12%	59%	20%
66. Vandalism is not a problem in this district.	2%	20%	14%	54%	10%
67. Security personnel have a good working relationship with principals and teachers.	24%	63%	13%	0%	0%
68. Security personnel are respected and liked by the students they serve.	22%	54%	24%	0%	0%
69. A good working arrangement exists between the local law enforcement and the district.	15%	63%	15%	77%	0%
70. Students receive fair and equitable discipline for misconduct.	22%	49%	17%	7%	5%

I. Computers and Technology

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
71. Students regularly use computers.	29%	59%	12%	0%	0%
72. Students have regular access to computer equipment and software in the classroom.	24%	61%	15%	0%	0%
73. Teachers are knowledgeable enough to make optimum use of computers in the classroom.	7%	63%	13%	17%	0%
74. Computers are new enough to be useful for student instruction.	27%	56%	5%	2%	0%
75. The district offers enough classes in computer fundamentals.	15%	61%	14%	10%	0%
76. The district offers enough classes in advanced computer skills.	10%	46%	29%	15%	0%
77. Computer software systems support the ongoing operation of the district.	22%	59%	5%	12%	2%
78. The district makes effective use of educational technology in the classroom.	20%	54%	21%	5%	0%
79. Teachers and students have easy access to the Internet.	20%	61%	12%	7%	0%
80. District staff effectively uses e-mail to electronically transmit and receive messages, text, or data.	34%	56%	3%	5%	2%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

PART C: VERBATIM

- Administrative staff outside of the school building is out of touch with what goes on in school. They need to come to buildings and see what goes on in the school. I have never seen an outside administrator in a building to observe education in progress.
- I believe KISD salaries are competitive with our local job market (i.e., surrounding school districts-those within a 30-40 mile radius). Nonprofessional wages fall within the average wages paid in the local area. Some position wages are more competitive than others are.
- We need leadership at the top that can make decisions or at least allow his assistants to make decisions. Everything seems to be

managed through committees and more committees and it takes longer to get results.

- Turnover is high because of our demographics.
- Vacancies are filled as quickly as humanly possible.
- Teachers are recognized.
- This is my third year in KISD, my long experience in education I see KISD as a district with an onerous task. This is a very can-do environment. My greatest concern is that their personal and professional is hard to achieve. The expectations are incredibly high and require many after-hours and weekend to keep up.
- KISD is a good district but we will never be great until the focus is on the student and not on the adults.
- Central administrative staff is significantly under allocated the results is long, long hours, multiple tasks, and lack of reflection.
- We have an amazing infrastructure for technology.
- Campuses are staffed generously.
- Teachers are paid competitively; administrators are not paid competitively.
- We have exemplary professional program.
- We need a curriculum audit.
- Education services do not communicate with campuses or other departments.
- I think the Killeen ISD does a better than average job of making the student and learning a priority; however, I feel we try to do too much in a short time period a program before changing. This results in frustration.
- Campus staff work extremely hard to endure high student achievement. Stress over TAAS sometimes leads us astray. Doing what is best for student is always at the top with the majority of KISD staff members. I do not feel that departments share educational performance as their top goal as often as should -HRD and staff development; timely delay of decisions by the support causes low moral among institutional leaders among the district.
- Killeen ISD provides good programs and has great teachers working with students. The district however, needs to admit and solicit support of the community for understanding and assistance. Communication with the public should be improved somehow.
- The committee process of approval for capital outlay or capital improvements is a big roadblock getting needed items approved. The administration and board are not "concerned" or "aware" of the basic needs for personnel in plant and services and operations. There is a real need for additional personnel and salaries for them.
- Administrators should have more computer classes available to them like CFT training. It appears that teachers have more knowledge in computers than administrators.

- I believe our superintendent is doing an excellent job. Need to review how personnel are compensated for the number of years of experience they bring in from the outside of the education community. Without good business services the schools couldn't operate. Need to review salary structures for the Coordinator of Property Management, Food Services Director and Administrative Assistant to Assistant Superintendent for Business. How do they compare with other districts? We are much bigger but our salaries are much less.
- I feel that KISD is an excellent high performance district with excellent senior management and above average leadership at all other levels. I love working here and believe this is a great place to be.
- The district is doing a good job in providing quality education to the near 29,000 students. The board is good. They listen and support our requests for items needed. The administration works very hard supporting the campus. Overall this district is doing well, however, we can always improve.
- Top administrative organization is odd resulting in favoritism to HRD.
- Too much money is being spent by HRD for student awards.
- Administrators on the same level do not make the same salary, yet the Assistant Superintendents all make the same salary Index.
- With the nature of both district personnel and students, district performance is exceptional. We have the opportunity to work with the best to teach the best.

Appendix D. PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

- A. Principle and Assistant Principal Survey Results
- B. Survey Questions
- C. Verbatim

(Written/Self-Administered)

Of KISD's 100 principals and assistant principals, 92 were administered surveys and all 92 responded to the survey. Almost three-fourths (72 percent) of principals responding to the survey were female, while slightly more than one-fourth (28 percent) were male. An overwhelming majority of principals were Anglo (83 percent), while only 10 percent were African American, 2 percent were Hispanic, and 2 percent were Asian. Another 4 percent classified themselves as "Other."

When asked about their length of employment in the district, a large majority of principals and assistant principals said that they worked there several years. Slightly more than half of principals had worked in the district for more than 15 years-19 percent for 16-20 years and 32 percent for more than 20 years. Slightly more than a fourth (26 percent) had worked in the district for five years or less. When asked about the grade level of their school, 70 percent were principals of elementary and middle schools.

The survey questionnaire comprised two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions on 11 of the 12 areas under review.

The 11 areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security

- Computers and Technology

The comment section asked employees their opinions on the overall educational performance of the district in general. Responses for the multiple-choice questions are summarized below.

District Organization and Management

In general, principals and assistant principals were happy with the school board. Eighty-three (83) percent of principals said that the school board worked well with the superintendent, and almost three-fourths (74 percent) said that the board members worked well together. Eighty-two (82) percent of principals believed the school board had a good image in the community. Eighty-two (82) percent of principals felt school board members listened to the opinions and desires of others, and 86 percent thought the school board allowed sufficient time for public input at meetings. However, less than two-thirds (64 percent) of principals felt the school board really understood its role as policymaker and stayed out of the day-to-day management of the district.

The principals and assistant principals were very happy with the superintendent. An overwhelming majority (94 percent) of principals believed the superintendent was a respected instructional leader, and nearly the same percentage (90 percent) thought the was a respected business manager.

The principals and assistant principals had mixed opinions about the central administration. While an overwhelming majority (86 percent) of principals believed central administration supported the educational process, only about two-thirds (68 percent) felt central administration was efficient. In addition, less than two-thirds (59 percent) of principals felt morale was good among central administration staff.

Educational Service Delivery and Performance Measurement

Almost all (95 percent) principals and assistant principals believed that in the district, student education was the main priority. A large majority (81 percent) of principals felt teachers had the opportunity to suggest new, more effective programs and materials.

Principals had mixed opinions on the educational program meeting the needs of all the students in the district. While more than two-thirds (68 percent) of principals believed the educational program met the needs of college-bound students, less than half (46 percent) thought it met the needs of work-bound students.

When asked about curriculum guides, only about two-thirds (67 percent) of principals said that the district provided curriculum guides for all grades and subjects. In addition, less than two-thirds (64 percent) thought the curriculum guides were appropriately aligned and coordinated, and only about half (51 percent) thought the guides clearly outlined what to teach and how to teach it.

A large majority of principals had mixed opinions on the effectiveness of educational and special programs in the district. For educational programs, a large majority of principals felt the most effective ones were Reading (86 percent), Mathematics (85 percent), English/Language Arts (84 percent), and Physical Education (80 percent). However, less than half believed other programs were effective, particularly Business Education (41 percent), Vocational Education (41 percent), and Foreign Language (48 percent). For special programs, principals felt the most effective ones were Summer School (93 percent), Special Education (89 percent), Dyslexia (81 percent), and ESL (English as a Second Language) (81 percent). However, less than a thought felt other programs were effective, particularly Dropout Prevention (19 percent), Head Start/Even Start (25 percent), College Counseling (27 percent), and Student Mentoring (29 percent).

A large majority of principals had mixed opinions on job performance of teachers. Although about three-fourths (74 percent) of principals thought the student-to-teacher ratio was reasonable, slightly more than three-fourths (78 percent) felt teacher turnover was still relatively high. Only 18 percent of principals believed the district rewarded teachers for superior performance, but an overwhelming majority (89 percent) felt the district counseled teachers for poor performance. Less than half (46 percent) of principals felt the district filled teacher openings quickly, and only slightly more than half (57 percent) thought the district filled them with qualified teachers. Almost all (95 percent) principals said that teachers seldom left their classrooms unattended.

Less than half (48 percent) of principals said all schools had equal access to educational materials, such as computers, TV monitors, science labs, and art classes. However, seven out of 10 principals felt students had access to school nurses when needed. In addition, nine out of 10 principals felt the district notified parents immediately if their child was absent from school.

Personnel

Almost three-fourths (73 percent) of principals and assistant principals thought the district effectively projected future staffing needs.

Furthermore, less than half (46 percent) of principals felt the district rarely filled positions with temporary employees.

Almost three-fourths (71 percent) of principals said the district had an effective employee recruitment program. However, only slightly more than a third (36 percent) felt district salaries were competitive with similar positions in the job market, although an overwhelming majority (85 percent) felt the health insurance package met their needs.

An overwhelming majority (88 percent) of principals thought the district had a good and timely new employee orientation program. The same percentage (88 percent) felt the district had an effective employee development program.

Nine out of ten principals said district employees received annual performance evaluations. However, less than half (43 percent) felt the district rewarded competence and experience, although three out of four felt the district counseled poor-performing employees promptly and appropriately. An overwhelming majority (92 percent) of principals felt the district had a prompt and fair grievance process.

Community Involvement

An overwhelming majority (85 percent) of principals and assistant principals thought the district regularly communicated with parents. Less than two-thirds (65 percent) of principals believed local TV and radio stations regularly reported school news and cafeteria menus. However, less than half (41 percent) said they had plenty of volunteers to help students and in school programs. Slightly more than three-fourths (77 percent) of principals felt district facilities were open for community use.

Facilities Use and Management

In general, principals and assistant principals were satisfied with school facilities. Seventy-four percent of principals felt the district planned new school construction far enough in advance to support enrollment growth. Less than half (41 percent) felt the school board, faculty, staff, parents, citizens, and students provided input into facility planning, and nearly the same percentage (43 percent) felt the district selected architect and construction managers objectively and impersonally. Slightly more than three-fourths (76 percent) of principals said the quality of new construction was excellent. However, nearly the same percentage (78 percent) said the district had too many portable buildings.

An overwhelming majority (88 percent) of principals felt schools were clean. Regarding maintenance and repair, slightly more than three-fourths

(78 percent) of principals felt the district promptly and properly maintained buildings, and nine out of ten felt the district handled emergency maintenance promptly. In addition, 81 percent of principals felt the district repaired buildings promptly.

Financial Management

The principals and assistant principals were somewhat satisfied with the financial management in the district. Two out of three principals felt the district effectively involved principals and teachers in site-based budgeting, but only half felt campus administrators were well trained in financial management practices. However, a large majority of principals (84 percent) felt the district allocated resources fairly and equitably at their respective school.

Purchasing and Warehousing

Principals and assistant principals had mixed opinions on purchasing and warehousing in the district. Slightly more than three-fourths (77 percent) of principals thought the district provided teachers and administrators an easy-to-use standard list of equipment and supplies, and less than half (49 percent) felt purchasing processes were not cumbersome.

Less than half (46 percent) of principals felt the district selected vendors competitively. Additionally, while almost three-fourths (72 percent) felt the district purchased needed supplies promptly, only slightly more than a third (39 percent) felt the district bought the highest quality products at the lowest cost.

A large majority (83 percent) of principals thought textbooks were in good shape, but only slightly more than half (53 percent) felt the district provided the textbooks to students promptly. Also, almost three-fourths (74 percent) of principals believed the school libraries had enough books and resources for the students.

Food Services

Principals and assistant principals were happy with the food services in the district. An overwhelming majority (95 percent) felt cafeteria facilities were sanitary and neat, and 88 percent felt cafeteria staff was helpful and friendly.

While an overwhelming majority (86 percent) of principals said cafeteria staff served warm food, less than two-thirds (64 percent) thought the food looked and tasted good.

An overwhelming majority (88 percent) of principals felt students ate lunch at the appropriate time of day. An even larger majority (96 percent) believed students had enough time to eat lunch, with eight out of 10 which felt students waited in line no longer than 10 minutes. Almost three-fourths (71 percent) felt campus staff maintained discipline and order in school cafeterias.

Transportation

Principals and assistant principals had mixed feelings about bus transportation in the district. Slightly more than three-fourths (79 percent) felt buses arrived and left on time, and about the same percentage (76 percent) said the drop-off zone at the schools was safe. However, only three out of 10 principals thought it was easy to add or modify a route for a student. An overwhelming majority (86 percent) felt the district had a simple method to request buses for special events.

Safety and Security

Principals and assistant principals had mixed opinions on the safety and security in the district. An overwhelming majority (93 percent) of principals thought that students felt safe and secure at school, and slightly more than three-fourths (76 percent) believed that safety hazards did not exist on school grounds. While a large majority (83 percent) of principals felt school disturbances were infrequent, a large majority also felt that gangs (79 percent), drugs (62 percent), and vandalism (68 percent) were serious problems in the district. However, an overwhelming majority (88 percent) of principals felt the district disciplined students fairly and equitably for misconduct.

Additionally, slightly more than two-thirds (69 percent) of principals felt security personnel had a good working relationship with principals and teachers, but only six out of 10 felt students respected and liked security personnel. Additionally, a large majority (82 percent) said the district had a good working arrangement with local law enforcement.

Computers and Technology

Principals and assistant principals were generally happy with computer technology in the district. A large majority (81 percent) of principals felt the district offered enough basic computer classes, but only about half (52 percent) thought the district offered enough advanced computer classes.

Slightly more than three-fourths (77 percent) of principals said district staff used e-mail to communicate, including transferring documents.

Slightly more than three-fourths (78 percent) of principals believed the district effectively used educational technology in the classroom.

Literally all principals felt computers were new enough to be useful for student instruction. An overwhelming majority (88 percent) of principals felt students and teachers had regular access to computer equipment and software in the classroom, including the Internet (86 percent). Additionally, an overwhelming majority (94 percent) felt students regularly used computers. However, only slightly more than two-thirds (69 percent) felt teachers were knowledgeable enough to use computers in the classroom effectively.

An overwhelming majority (87 percent) of principals believed computer software systems supported the ongoing operation of the district.

Exhibit D-1
Management Review Of The
Killeen Independent School District
Principal and Assistant Principal Survey Results
(n=92)
PART A: DEMOGRAPHIC DATA

1.	<i>Gender (Optional)</i>				Male	27.8%		Female	72.2%	
2.	<i>Are you (Optional)</i>									
	Anglo	83.0%	African American	9.4%	Hispanic	1.9%	Asian	1.9%	Other	3.8%
3.	<i>How long have you been employed by Killeen ISD?</i>									
	1-5 years	26.3%	6-10 years	14.0%	11-15 years	8.8%	16-20 years	19.3%	20+ years	31.6%
4.	<i>What grades are taught in your school?</i>									
	Pre-K	12.4%	K - 5th	70%	6th - 8th	10.2%	9th - 12th	7.4%		

Appendix D. PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

SURVEY QUESTIONS

A. District Organization & Management

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
1. The school board allows sufficient time for public input at meetings.	38%	48%	12%	2%	0%
2. School board members listen to the opinions and desires of others.	21%	61%	13%	5%	0%
3. School board members work well together.	24%	50%	23%	3%	0%
4. School board members work well with the superintendent.	26%	57%	15%	2%	0%
5. The school board has a good image in the community.	22%	60%	9%	7%	2%
6. School board members understand their role as policymakers and stay out of the day-to-day management of the district.	14%	50%	16%	17%	3%
7. The superintendent is a respected and effective instructional leader.	47%	47%	1%	5%	0%
8. The superintendent is a respected and effective business manager.	33%	57%	7%	3%	0%
9. Central administration is efficient.	12%	56%	9%	23%	0%
10. Central administration supports the educational process.	21%	65%	9%	5%	0%
11. The morale of central administration staff is good.	12%	47%	36%	5%	0%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

B. Educational Service Delivery and Performance Measurement

	CATEGORY (See Legend)*
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Survey Questions	SA	A	N	D	SD
12. Education is the main priority in our school district.	44%	51%	0%	5%	0%
13. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	18%	63%	5%	14%	0%
14. The needs of the college-bound student are being met.	9%	59%	27%	5%	0%
15. The needs of the work-bound student are being met.	3%	43%	38%	14%	2%
16. The district provides curriculum guides for all grades and subjects.	11%	56%	10%	21%	2%
17. The curriculum guides are appropriately aligned and coordinated.	7%	57%	13%	23%	0%
18. The district's curriculum guides clearly outline what to teach and how to teach it.	4%	47%	18%	29%	2%
19. The district has effective educational programs for the following:					
a) Reading	29%	57%	5%	9%	0%
b) Writing	11%	60%	4%	25%	0%
c) Mathematics	14%	71%	4%	11%	0%
d) Science	4%	64%	12%	20%	0%
e) English or Language Arts	14%	70%	7%	9%	0%
f) Computer Instruction	22%	55%	7%	16%	0%
g) Social Studies (history or geography)	5%	62%	12%	21%	0%
h) Fine Arts	9%	64%	11%	14%	2%
i) Physical Education	9%	71%	4%	14%	2%
j) Business Education	5%	36%	57%	2%	0%
k) Vocational (Career and Technology) Education	5%	36%	52%	7%	0%
l) Foreign Language	5%	43%	47%	5%	0%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
20. The district has effective special programs for the following:					
a) Library Service	4%	72%	15%	7%	2%
b) Honors/Gifted and Talented Education	12%	67%	0%	21%	0%
c) Special Education	25%	64%	2%	9%	0%
d) Head Start and Even Start programs	3%	22%	69%	3%	3%
e) Dyslexia program	12%	69%	5%	14%	0%
f) Student mentoring program	3%	26%	50%	21%	0%
g) Advanced placement program	7%	51%	33%	9%	0%
h) Literacy program	7%	48%	35%	10%	0%
i) Programs for students at risk of dropping out of school	9%	45%	29%	17%	0%
j) Summer school programs	10%	83%	0%	5%	2%
k) Alternative education programs	5%	69%	12%	14%	0%
l) "English as a second language" program	7%	74%	14%	5%	0%
m) Career counseling program	3%	33%	55%	7%	2%
n) College counseling program	3%	24%	68%	3%	2%
o) Counseling the parents of students	2%	36%	46%	14%	2%
p) Drop out prevention program	2%	17%	65%	14%	2%
21. Parents are immediately notified if a child is absent from school.	45%	45%	0%	10%	0%
22. Teacher turnover is low.	2%	9%	11%	71%	7%
23. Highly qualified teachers fill job openings.	4%	53%	6%	35%	2%
24. Teacher openings are filled quickly.	5%	41%	10%	39%	5%
25. Teachers are rewarded for superior performance.	2%	16%	15%	55%	12%
26. Teachers are counseled about less than satisfactory performance.	5%	84%	2%	7%	2%
27. All schools have equal access to educational	7%	41%	5%	38%	9%

materials such as computers, television monitors, science labs and art classes.					
28. The student-to-teacher ratio is reasonable.	7%	67%	1%	25%	0%
29. Students have access, when needed, to a school nurse.	9%	61%	0%	27%	3%
30. Classrooms are seldom left unattended.	23%	72%	0%	4%	1%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

C. Personnel

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
31. District salaries are competitive with similar positions in the job market.	7%	29%	5%	45%	14%
32. The district has a good and timely program for orienting new employees.	22%	66%	2%	10%	0%
33. Temporary workers are rarely used.	5%	41%	23%	28%	3%
34. The district successfully projects future staffing needs.	2%	71%	6%	19%	2%
35. The district has an effective employee recruitment program.	16%	55%	11%	16%	2%
36. The district operates an effective staff development program.	29%	59%	5%	5%	2%
37. District employees receive annual personnel evaluations.	28%	62%	0%	7%	3%
38. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	7%	36%	14%	38%	5%
39. Employees who perform below the standard of expectation are counseled appropriately and timely.	3%	72%	8%	17%	0%
40. The district has a fair and timely grievance process.	16%	76%	6%	2%	0%
41. The district's health insurance package meets	26%	59%	0%	15%	0%

my needs.					
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*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

D. Community Involvement

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
42. The district regularly communicates with parents.	21%	64%	3%	12%	0%
43. The local television and radio stations regularly report school news and menus.	12%	53%	13%	19%	3%
44. Schools have plenty of volunteers to help student and school programs.	5%	36%	14%	43%	2%
45. District facilities are open for community use.	10%	67%	20%	3%	0%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

E. Facilities Use and Management

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
46. The district plans facilities far enough in the future to support enrollment growth.	10%	64%	5%	19%	2%
47. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	5%	36%	26%	26%	7%
48. The architect and construction managers are selected objectively and impersonally.	10%	33%	52%	5%	0%
49. The quality of new construction is excellent.	14%	62%	21%	3%	0%
50. Schools are clean.	22%	66%	2%	10%	0%
51. Buildings are properly maintained in a timely manner.	16%	62%	3%	16%	3%
52. Repairs are made in a timely manner.	12%	69%	6%	10%	3%

53. The district uses very few portable buildings.	0%	14%	18%	52%	16%
54. Emergency maintenance is handled promptly.	24%	66%	7%	3%	0%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

F. Financial Management

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
55. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	5%	61%	13%	21%	0%
56. Campus administrators are well trained in fiscal management techniques.	7%	43%	16%	29%	5%
57. Financial resources are allocated fairly and equitably at my school.	16%	68%	11%	5%	0%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

G. Purchasing and Warehousing

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
58. Purchasing gets me what I need when I need it.	5%	67%	9%	19%	0%
59. Purchasing acquires high quality materials and equipment at the lowest cost.	3%	36%	26%	33%	2%
60. Purchasing processes are not cumbersome for the requestor.	2%	47%	19%	28%	4%
61. Vendors are selected competitively.	5%	41%	49%	3%	2%
62. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	5%	72%	13%	10%	0%
63. Students are issued textbooks in a timely manner.	10%	43%	4%	31%	12%

64. Textbooks are in good shape.	13%	70%	2%	13%	2%
65. The school library has enough books and resources for students.	10%	64%	4%	22%	0%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

H. Food Services

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
66. The cafeteria's food looks and tastes good.	2%	62%	9%	22%	5%
67. Food is served warm.	7%	79%	8%	3%	3%
68. Students have enough time to eat.	24%	72%	1%	3%	0%
69. Students eat lunch at the appropriate time of day.	17%	71%	2%	10%	0%
70. Students wait in food lines no longer than 10 minutes.	14%	66%	3%	14%	3%
71. Discipline and order are maintained in the school cafeteria.	10%	71%	3%	16%	0%
72. Cafeteria staff is helpful and friendly.	26%	62%	1%	9%	2%
73. Cafeteria facilities are sanitary and neat.	28%	67%	0%	3%	2%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

I. Transportation

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
74. The drop-off zone at the school is safe.	17%	59%	7%	17%	0%
75. The district has a simple method to request buses for special events.	7%	79%	7%	7%	0%
76. Buses arrive and leave on time.	4%	75%	0%	16%	5%

77. Adding or modifying a route for a student is easy to accomplish.	4%	26%	44%	21%	5%
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*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

J. Safety and Security

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
78. Students feel safe and secure at school.	12%	81%	2%	5%	0%
79. School disturbances are infrequent.	16%	67%	1%	16%	0%
80. Gangs are not a problem in this district.	0%	13%	8%	61%	18%
81. Drugs are not a problem in this district.	0%	20%	18%	55%	7%
82. Vandalism is not a problem in this district.	0%	33%	9%	54%	4%
83. Security personnel have a good working relationship with principals and teachers.	16%	53%	25%	4%	2%
84. Security personnel are respected and liked by the students they serve.	9%	51%	34%	4%	2%
85. A good working arrangement exists between the local law enforcement and the district.	12%	70%	14%	0%	4%
86. Students receive fair and equitable discipline for misconduct.	17%	81%	0%	0%	2%
87. Safety hazards do not exist on school grounds.	9%	67%	5%	19%	0%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

K. Computers and Technology

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
88. Students regularly use computers.	40%	54%	1%	0%	5%
89. Students have regular access to computer equipment and software in the classroom.	37%	51%	1%	11%	0%

90. Computers are new enough to be useful for student instruction.	37%	63%	0%	0%	0%
91. The district offers enough classes in computer fundamentals.	23%	58%	7%	12%	0%
92. The district offers enough classes in advanced computer skills.	13%	39%	32%	16%	0%
93. Computer software systems support the ongoing operation of the district.	19%	68%	9%	4%	0%
94. Teachers are knowledgeable enough to make optimum use of computers in the classroom.	16%	53%	9%	22%	0%
95. The district makes effective use of educational technology in the classroom.	14%	64%	8%	12%	2%
96. Teachers and students have easy access to the Internet.	19%	67%	3%	9%	2%
97. District staff effectively use e-mail to electronically transmit and receive messages, text, or data.	24%	53%	9%	12%	2%

Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree

Appendix D. PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

VERBATIM

- It seems at times that the district states "kid centered," but does things that have an opposite effect. Decisions seem to be based upon a particular group or person's desires rather than the needs of all.
- I believe our district has several problems with our bus transportation - 1) overcrowded, 2) unsafe behavior, 3) communication. Routes, time schedules, and bus numbers are changed with little or no communication with campus or parents. We do not expect a trained professional educator to monitor more than 22 students in a classroom, yet we fill buses with 60 or more students sitting 3 in a seat. We buy larger buses and instead of creating more room, we add more students. There are no additional monitors to help the drivers, who should be concentrating on their driving. There are some cameras, but one should be on *every* bus and should be able to be viewed at anytime. Empty boxes (camera) are no longer a threat and become a joke to our students.
- I would like to see our district consultants more focused on individual or specific disciplines (Early Childhood, Reading/Language Arts, Math, Science, and Social Studies.) It is a shame that our large district is not represented at state conferences.
- Overall, we have a wonderful district to be an educator. I am especially impressed with our maintenance and technology/computer services. I do believe that the district's goal is the academic success of our students and that they meet this goal effectively.
- This district is awesome for kids to attend and to be an employee in, however, I believe we need more counseling programs (especially in middle school) and a full-time officer on campus. Our kids today have so much more to deal with. We need to have more resources for them.
- This is an outstanding, student-centered district. Staff development opportunities are pertinent and accessible to professionals. However, the schools and principals are micro-managed by the assistant superintendents and superintendent. The weakest area is the curriculum department. There is no clear direction or consistency and the principals have no input at all.
- Student buses should have trained, adult monitors on them. This is a very important safety issue.
- We do not have a district site-based committee to facilitate communication and input at the district level.

- KISD tries to do the right thing for students and teachers. KISD is often a step ahead of other districts in terms of research-based best practice teaching strategies. KISD does a good job for most kids.
- Classroom disruptions are rampant and we really need an alternative school setting for elementary students.
- Many times the district cuts teaching positions at the end of a school year because of projections for the next year, only to have to add the positions back at the beginning of the next year. We end up losing good, experienced teachers and have to replace them with less experienced ones. Isn't it possible somehow to wait and see where the overages and shortages actually are before cuts are made?
- There is over-involvement and macro-management. Confusion of who's in charge is frequent. No SBDM district committee exists. Delay in decision making by very capable people hampers our district.
- KISD has narrowed its curriculum focus to pursue the goal of becoming a recognized district. Reading, writing, and math are emphasized at the expense of science and social studies. I agree students need the basic skills to be successful, but they need to be exposed to the whole realm of knowledge at the elementary level.
- I have been a student in KISD, a teacher, a curriculum director, a principal, and a parent of two students who spent their whole public school careers here. I am very proud of my workplace and the people with whom I work. My children are successful college graduates with good jobs; therefore, I know that our schools provide the opportunity for students to be prepared for college and for work.
- TAAS has been good for the district. It has created a focus for the district. I've been here for 28 years and it is so heartwarming and satisfying to see the scores increase as the teachers get better and the students get stronger. PDAS has been good for the district, also. I've seen growth in our teachers. Teachers need more money.
- Having worked in other districts, Killeen is among the very best. Professional development and progressive instruction and student achievement are at the forefront of its focus. Despite the mobility and population growth, KISD has worked diligently to keep pace. The board is too controlling, involving itself in day-to-day operations. Assistant superintendents do not have the support they need (too much responsibility).
- KISD is a unique district, because it serves the Ft. Hood area, and mobility of students and teachers impacts everything we do. We are not perfect, but I think we are giving a quality education to a diverse population that brings to us a set of problems not experienced in most places.

- One of the things I am most concerned about is that even though KISD has had a reading initiative for the past two years, they have not been consistent with what is being taught. It would appear that the curriculum planners had no idea of what they were doing. First grade teachers received training completely different from Kindergarten and Second grade teachers. There is little, if any, connection between K, first, and second grade. Also, principals were never brought into the planning or decision-making and yet, they are supposed to be the instructional leader of their campuses. I am concerned that we are too controlled by the upper administration. If we are really going to use Site-Based effectively, there needs to be more openness to innovative ideas. I believe that if public education is going to survive, we have got to let campuses be innovative and meet the needs of their clientele.
- Killeen ISD is a competitive school district that aggressively seems to prepare students to become successful after high school. The progressive, proactive attitude of KISD serves students well.
- The Killeen ISD is a wonderful school district. I realize the TAAS tests are important; however, the stress put on eight-year-old children is unforgivable. I feel the two assistant superintendents do not have a clue as to what goes on in the classroom. It is difficult for a third grader to perform well on a test when the night before the child learns his father is being sent to Bosnia.
- Once upon a time we had curriculum guides - now we do not. We have TEKS and district alignment documents. Are we getting into semantics here?
- Our district is exemplary in its commitment to the value and importance of students. The educators here are outstanding and continue to serve this community well. The leadership is focused on education of children and continues to maintain a high level of service with limited resources.
- Killeen ISD is at a critical juncture, preparing students for the 21st century or doing what we've always done. Before our demographics changed, the old way was sufficient. The central administration wants (expects) us to work 24 hours a day, seven days a week, but offers no time off or dollar incentive. We work short-handed and are expected to pick up the load. In emergencies this is expected - it is now the norm.

Appendix E. TEACHER SURVEY RESULTS

- A. Teacher Survey Results
- B. Survey Questions
- C. Verbatim

(Written/Self-Administered)

KISD has **1,900** teachers in the district. Of the **475 teachers surveyed**, 251 returned surveys. A large majority (83 percent) of teachers were female, while only 17 percent were male. An overwhelming majority of teachers were Anglo (83 percent), while only 10 percent were African American, 2 percent were Hispanic, and less than 1 percent were Asian. Another 4 percent classified themselves as "Other."

When asked about their length of employment in the district, a large majority of teachers said they worked there several years. An overwhelming majority of teachers had worked in the district 10 years or less-47 percent for 1-5 years and 20 percent for 6-10 years. Another 15 percent had worked in the district for 11-15 years.

In KISD, the district comprises three types of schools: elementary (Pre-K through 5th Grade), middle (6th Grade through 8th Grade), and high school (9th Grade through 12th Grade). Almost half (49 percent) of teachers worked in elementary schools, 30 percent worked in high schools, and the rest worked in middle schools.

The survey questionnaire comprised two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about 10 of the 12 areas under review. The 10 areas covered in the survey were:

- District Organization and Management
- Educational Service Delivery and Performance Measurement
- Personnel
- Community Involvement
- Facilities Use and Management
- Financial Management
- Purchasing and Warehousing
- Food Services
- Safety and Security
- Computers and Technology

The comment section asked employees their opinions on the overall educational performance of the district in general. Responses for the multiple-choice questions are summarized below.

District Organization and Management

In general, teachers had mixed feelings about the organization and management of the district. Regarding the school board, less than two-thirds (61) percent of teachers said that the school board worked well with the superintendent, and even fewer (48 percent) said that the board members worked well together. Slightly more than two-thirds (68 percent) of teachers felt the school board had a good image in the community. Slightly less than half (49 percent) of teachers felt school board members listened to the opinions and desires of others, but slightly more than half (57 percent) believed the school board allowed sufficient time for public input at meetings. Additionally, only slightly more than half (54 percent) of teachers said the school board really understood its role as policymaker and stayed out of the day-to-day management of the district.

The teachers were very happy with the superintendent. An overwhelming majority (85 percent) of teachers felt the superintendent was a respected instructional leader, and nearly the same percentage (82 percent) thought he was a respected business manager.

The teachers had mixed opinions about the central administration. While almost three-fourths (72 percent) of teachers felt central administration supported the educational process, slightly less than two-thirds (63 percent) believed central administration was efficient. In addition, only slightly more than half (56 percent) of teachers said morale was good among central administration staff.

Educational Service Delivery and Performance Measurement

A large majority (82 percent) of teachers believed that in the district, student education was the main priority. Also, almost three-fourths (73 percent) of teachers felt teachers had the opportunity to suggest new, more effective programs and materials.

Teachers had mixed opinions on the educational program meeting the needs of the all students in the district. Slightly more than half (59 percent) of teachers believed the educational program met the needs of college-bound students; but less than half (47 percent) thought it met the needs of work-bound students. When asked about curriculum guides, almost three-fourths (73 percent) of teachers said that the district provided curriculum guides for all grades and subjects. However, less than two-thirds (61 percent) said the curriculum guides were appropriately aligned and

coordinated, and only about half (51 percent) thought the guides clearly outlined what to teach and how to teach it.

A large majority of teachers had mixed opinions on the effectiveness of educational and special programs in the district. For educational programs, a large majority of teachers believed the most effective ones were English/Language Arts (81 percent), Reading (79 percent), Mathematics (77 percent), and Physical Education (75 percent). However, less than half thought other programs were effective, particularly Business Education (46 percent), Vocational Education (46 percent), and Foreign Language (50 percent). For special programs, teachers said the most effective ones were Talented and Gifted (86 percent), Special Education (80 percent), Summer School (93 percent), and Library Service (76 percent). However, less than four out of ten felt other programs were effective, particularly College Counseling (31 percent), Career Counseling (35 percent), Dropout Prevention (36 percent), Head Start/Even Start (38 percent), and Student Mentoring (40 percent).

A large majority of teachers had mixed opinions on job performance of teachers. A large majority (81 percent) of teachers believed they were knowledgeable in the subject areas they teach. Although slightly more than half (58 percent) of teachers thought the student-to-teacher ratio was reasonable, three out of four felt teacher turnover was still relatively high. Only 19 percent of teachers believed the district rewarded teachers for superior performance, but slightly more than half (58 percent) believed the district counsels teachers for poor performance. Less than half (48 percent) of teachers felt the district filled teacher openings quickly, and almost the same percentage (47 percent) said the district filled them with qualified teachers. An overwhelming majority (85 percent) of teachers said that they seldom left their classrooms unattended.

Less than half (48 percent) of teachers felt all schools had equal access to educational materials, such as computers, TV monitors, science labs, and art classes. In addition, an overwhelming majority (85 percent) of teachers said the district notified parents immediately if their child was absent from school.

Personnel

Slightly more than half (59 percent) of teachers believed the district effectively projected future staffing needs. Furthermore, less than a third (26 percent) of teachers thought the district rarely filled positions with temporary employees.

Slightly less than two-thirds (63 percent) of teachers said the district had an effective employee recruitment program. Additionally, slightly less

than half (46 percent) thought district salaries were competitive with similar positions in the job market, and slightly less than two-thirds (63 percent) felt the health insurance package met their needs.

A large majority (80 percent) of teachers believed the district had a good and timely new employee orientation program. However, less than three-fourths (73 percent) felt the district had an effective employee development program.

Almost all (95 percent) teachers said that district employees received annual performance evaluations. However, slightly less than a third (32 percent) felt the district rewarded competence and experience, and slightly less than half (48 percent) said the district counseled poor-performing employees promptly and appropriately. Additionally, an even lesser percentage (43 percent) of teachers felt the district had a prompt and fair grievance process.

Community Involvement

A large majority (83 percent) of teachers said the district regularly communicated with parents. Slightly more than half (58 percent) of teachers felt local TV and radio stations regularly reported school news and cafeteria menus. However, less than half (47 percent) thought they had plenty of volunteers to help students and in school programs. Slightly more than half (56 percent) of teachers believed district facilities were open for community use.

Facilities Use and Management

In general, teachers had mixed feelings about school facilities. Slightly more than half (55 percent) of teachers felt the district planned new school construction far enough in advance to support enrollment growth. Less than half (44 percent) felt the school board, faculty, staff, parents, citizens, and students provided input into facility planning. However, only 19 percent said the district selected architect and construction managers objectively and impersonally. About half (51 percent) of teachers felt the quality of new construction was excellent. In addition, about two-thirds (67 percent) felt the district had too many portable buildings.

A large majority (83 percent) of teachers thought schools were clean. Regarding maintenance and repair, almost three-fourths (74 percent) of teachers said the district promptly and properly maintained buildings, and slightly more than three-fourths (76 percent) felt the district handled emergency maintenance promptly. However, a lesser percentage (67 percent) of teachers believed the district repaired buildings promptly.

Financial Management

The teachers were somewhat satisfied with the financial management in the district. Slightly more than half (57 percent) felt the district effectively involved teachers in site-based budgeting, and about the same percentage (59 percent) felt campus administrators were well trained in financial management practices. Additionally, slightly more than half (57 percent) of teachers felt the district allocated resources fairly and equitably at their respective school.

Purchasing and Warehousing

Teachers had mixed opinions on purchasing and warehousing in the district. Slightly more than two-thirds (68 percent) of teachers thought the district provided teachers and administrators with an easy-to-use standard list of equipment and supplies, and less than half (47 percent) said purchasing processes were not cumbersome.

Less than a third (32 percent) of teachers believed the district selected vendors competitively. Additionally, while slightly more than half (59 percent) said the district purchased needed supplies promptly, only slightly more than a third (38 percent) felt the district bought the highest quality products at the lowest cost.

Seven out of ten teachers thought textbooks were in good shape, and about the same percentage (68 percent) felt the district provided the textbooks to students promptly. Also, almost two-thirds (65 percent) of teachers-the school libraries had enough books and resources for the students.

Food Services

In general, teachers were happy with the food services in the district. An overwhelming majority (91 percent) felt cafeteria facilities were sanitary and neat, and 86 percent felt cafeteria staff were helpful and friendly.

While two out of three teachers felt cafeteria staff served warm food, less than half (49 percent) felt the food looked and tasted good.

An overwhelming majority (85 percent) of teachers felt students ate lunch at the appropriate time of day. In addition, two out of three teachers thought students waited in line no longer than ten minutes. Almost three-fourths (74 percent) felt campus staff maintained discipline and order in school cafeterias.

Safety and Security

Teachers had mixed opinions on the safety and security in the district. While slightly more than two-thirds (69 percent) of teachers believed school disturbances were infrequent, a large majority also felt that gangs (78 percent), drugs (72 percent), and vandalism (64 percent) were serious problems in the district. Additionally, only slightly more than half (55 percent) of teachers believed the district disciplined students fairly and equitably for misconduct.

Additionally, two out of three teachers said security personnel had a good working relationship with principals and teachers, but only slightly more than half (55 percent) felt students respected and

liked security personnel. Additionally, seven out of ten felt the district had a good working arrangement with local law enforcement. Slightly more than half (55 percent) felt that safety hazards did not exist on school grounds.

Computers and Technology

In general, teachers were happy with computer technology in the district. Three out of four teachers felt the district offered enough basic computer classes, but slightly less than two-thirds (61 percent) thought the district offered enough advanced computer classes.

Slightly more than three-fourths (76 percent) of teachers felt district staff used e-mail to communicate, including transferring documents. Slightly less than three-fourths (73 percent) of teachers said the district effectively used educational technology in the classroom.

An overwhelming majority (86 percent) of teachers believed computers were new enough to be useful for student instruction. Slightly more than three-fourths (76 percent) of teachers said students and teachers had regular access to computer equipment and software in the classroom, including the Internet (77 percent). An overwhelming majority (89 percent) thought students regularly used computers. Additionally, slightly less than three-fourths (73 percent) believed teachers were knowledgeable enough to use computers in the classroom effectively.

Slightly more than three-fourths (78 percent) of teachers felt computer software systems supported the ongoing operation of the district.

Exhibit E-1
Management Review Of The
Killeen Independent School District
Teacher Survey Results
(n=251)

PART A: DEMOGRAPHIC DATA

1.	<i>Gender (Optional)</i>				Male	16.6%		Female	83.4%	
2.	<i>Are you (Optional)</i>									
	Anglo	83.4%	African American	9.8%	Hispanic	2.1%	Asian	.4%	Other	4.3%
3.	<i>How long have you been employed by Killeen ISD?</i>									
	1-5 years	46.6%	6-10 years	20.3%	11-15 years	15.1%	16-20 years	8.4%	20+ years	9.6%
4.	<i>What grade level(s) do you teach this year (circle all that apply)?</i>									
	Pre-Kindergarten	3.2%			Sixth Grade		6.8%			
	Kindergarten	5.8%			Seventh Grade		7.8%			
	First Grade	8.4%			Eighth Grade		6.8%			
	Second Grade	9.2%			Ninth Grade		5.2%			
	Third Grade	8.6%			Tenth Grade		8.2%			
	Fourth Grade	7.6%			Eleventh Grade		8.0%			
	Fifth Grade	6.2%			Twelfth Grade		8.2%			

Appendix E. TEACHER SURVEY RESULTS

SURVEY QUESTIONS

A. District Organization & Management

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
1. The school board allows sufficient time for public input at meetings.	12%	45%	34%	8%	1%
2. School board members listen to the opinions and desires of others.	7%	42%	28%	19%	4%
3. School board members work well together.	5%	43%	45%	6%	1%
4. School board members work well with the superintendent.	11%	50%	36%	2%	1%
5. The school board has a good image in the community.	10%	58%	20%	11%	1%
6. School board members understand their role as policymakers and stay out of the day-to-day management of the district.	8%	46%	37%	8%	1%
7. The superintendent is a respected and effective instructional leader.	38%	47%	9%	6%	0%
8. The superintendent is a respected and effective business manager.	33%	49%	10%	7%	1%
9. Central administration is efficient.	12%	51%	10%	23%	4%
10. Central administration supports the educational process.	15%	57%	13%	13%	2%
11. The morale of central administration staff is good.	12%	44%	42%	2%	0%

Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree

B. Educational Service Delivery and Performance Measurement

	CATEGORY (See
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	Legend)*				
Survey Questions	SA	A	N	D	SD
12. Education is the main priority in our school district.	35%	47%	4%	12%	2%
13. Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	15%	58%	4%	22%	1%
14. The needs of the college-bound student are being met.	12%	47%	31%	8%	2%
15. The needs of the work-bound student are being met.	6%	41%	34%	15%	4%
16. The district provides curriculum guides for all grades and subjects.	24%	49%	6%	16%	5%
17. The curriculum guides are appropriately aligned and coordinated.	15%	46%	11%	23%	5%
18. The district's curriculum guides clearly outline what to teach and how to teach it.	11%	40%	12%	32%	5%
19. The district has effective educational programs for the following:					
a) Reading	18%	61%	8%	12%	1%
b) Writing	14%	57%	9%	18%	2%
c) Mathematics	20%	57%	9%	13%	1%
d) Science	10%	56%	18%	15%	1%
e) English or Language Arts	15%	66%	11%	7%	1%
f) Computer Instruction	18%	54%	14%	13%	1%
g) Social Studies (history or geography)	10%	61%	16%	12%	1%
h) Fine Arts	10%	57%	19%	12%	2%
i) Physical Education	13%	62%	15%	8%	2%
j) Business Education	4%	42%	53%	1%	0%
k) Vocational (Career and Technology) Education	6%	40%	47%	6%	1%
l) Foreign Language	6%	44%	45%	4%	1%
20. The district has effective special programs for the following:					

a) Library Service	15%	61%	16%	7%	1%
b) Honors/Gifted and Talented Education	22%	64%	5%	8%	1%
c) Special Education	26%	54%	4%	11%	5%
d) Head Start and Even Start programs	7%	31%	59%	3%	0%
e) Dyslexia program	18%	51%	22%	8%	1%
f) Student mentoring program	5%	35%	45%	14%	1%
g) Advanced placement program	12%	44%	39%	5%	0%
h) Literacy program	7%	38%	45%	10%	0%
i) Programs for students at risk of dropping out of school	7%	50%	28%	11%	4%
j) Summer school programs	15%	59%	11%	13%	2%
k) Alternative education programs	10%	53%	27%	7%	3%
l) "English as a second language" program	12%	60%	23%	4%	1%
m) Career counseling program	5%	30%	55%	8%	2%
n) College counseling program	4%	27%	58%	9%	2%
o) Counseling the parents of students	6%	34%	35%	22%	3%
p) Drop out prevention program	4%	32%	54%	8%	2%
21. Parents are immediately notified if a child is absent from school.	40%	45%	5%	7%	3%
22. Teacher turnover is low.	2%	11%	12%	55%	20%
23. Highly qualified teachers fill job openings.	4%	43%	16%	31%	6%
24. Teacher openings are filled quickly.	4%	44%	10%	36%	6%
25. Teachers are rewarded for superior performance.	2%	17%	11%	46%	24%
26. Teachers are counseled about less than satisfactory performance.	5%	53%	24%	13%	5%
27. Teachers are knowledgeable in the subject areas they teach.	10%	71%	8%	10%	1%
28. All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	6%	42%	11%	30%	11%
29. The student-to-teacher ratio is reasonable.	8%	50%	2%	27%	13%

30. Classrooms are seldom left unattended.	24%	61%	9%	5%	1%
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*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

C. Personnel

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
31. District salaries are competitive with similar positions in the job market.	4%	22%	2%	42%	30%
32. The district has a good and timely program for orienting new employees.	24%	56%	7%	11%	2%
33. Temporary workers are rarely used.	2%	24%	32%	34%	8%
34. The district successfully projects future staffing needs.	6%	53%	18%	18%	5%
34. The district has an effective employee recruitment program.	12%	51%	24%	9%	4%
35. The district operates an effective staff development program.	17%	56%	4%	18%	5%
36. District employees receive annual personnel evaluations.	29%	66%	3%	1%	1%
37. The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	7%	25%	16%	35%	17%
38. Employees who perform below the standard of expectation are counseled appropriately and timely.	6%	42%	30%	16%	6%
39. The district has a fair and timely grievance process.	5%	38%	45%	8%	4%
40. The district's health insurance package meets my needs.	16%	47%	5%	23%	9%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

D. Community Involvement

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
42. The district regularly communicates with parents.	17%	66%	4%	11%	2%
43. The local television and radio stations regularly report school news and menus.	16%	42%	14%	25%	3%
44. Schools have plenty of volunteers to help students and school programs.	9%	38%	7%	38%	8%
45. District facilities are open for community use.	9%	47%	27%	15%	2%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

E. Facilities Use and Management

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
46. The district plans facilities far enough in the future to support enrollment growth.	11%	44%	10%	29%	6%
47. Parents, citizens, students, faculty, staff and the board provide input into facility planning.	6%	38%	25%	24%	7%
48. The architect and construction managers are selected objectively and impersonally.	2%	17%	76%	4%	1%
49. The quality of new construction is excellent.	8%	43%	35%	11%	3%
50. Schools are clean.	23%	60%	5%	11%	1%
51. Buildings are properly maintained in a timely manner.	18%	56%	6%	18%	2%
52. Repairs are made in a timely manner.	13%	54%	7%	23%	3%
53. The district uses very few portable buildings.	2%	16%	15%	46%	21%
54. Emergency maintenance is handled promptly.	11%	65%	18%	5%	1%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

F. Financial Management

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
55. Site-based budgeting is used effectively to extend the involvement of principals and teachers.	9%	48%	21%	16%	6%
56. Campus administrators are well trained in fiscal management techniques.	11%	48%	31%	8%	2%
57. Financial resources are allocated fairly and equitably at my school.	14%	43%	18%	19%	6%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

G. Purchasing and Warehousing

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
58. Purchasing gets me what I need when I need it.	9%	50%	16%	19%	6%
59. Purchasing acquires the highest quality materials and equipment at the lowest cost.	4%	34%	37%	17%	8%
60. Purchasing processes are not cumbersome for the requestor.	5%	42%	24%	19%	10%
61. Vendors are selected competitively.	3%	29%	58%	6%	4%
62. The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	9%	59%	9%	16%	7%
63. Students are issued textbooks in a timely manner.	12%	56%	10%	16%	6%
64. Textbooks are in good shape.	9%	61%	8%	17%	5%
65. The school library has enough books and resources for students.	11%	54%	8%	21%	6%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

H. Food Services

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
66. The cafeteria's food looks and tastes good.	4%	45%	20%	18%	13%
67. Food is served warm.	5%	61%	16%	13%	5%
68. Students eat lunch at the appropriate time of day.	7%	78%	6%	7%	2%
69. Students wait in food lines no longer than 10 minutes.	8%	58%	12%	18%	4%
70. Discipline and order are maintained in the school cafeteria.	6%	68%	7%	13%	6%
71. Cafeteria staff is helpful and friendly.	19%	57%	9%	9%	6%
72. Cafeteria facilities are sanitary and neat.	20%	71%	7%	1%	1%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

I. Safety and Security

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
73. School disturbances are infrequent.	14%	55%	6%	19%	6%
74. Gangs are not a problem in this district.	2%	8%	12%	51%	27%
75. Drugs are not a problem in this district.	1%	10%	17%	50%	22%
76. Vandalism is not a problem in this district.	2%	20%	14%	47%	17%
77. Security personnel have a good working relationship with principals and teachers.	19%	47%	29%	4%	1%
78. Security personnel are respected and liked by the students they serve.	14%	41%	41%	3%	1%
79. A good working arrangement exists between the local law enforcement and the district.	17%	53%	27%	2%	1%
80. Students receive fair and equitable discipline for misconduct.	8%	47%	8%	28%	9%
81. Safety hazards do not exist on school grounds.	6%	49%	14%	29%	2%

Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree

J. Computers and Technology

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
82. Students regularly use computers.	34%	55%	1%	9%	1%
83. Students have regular access to computer equipment and software in the classroom.	26%	50%	3%	18%	3%
84. Teachers are knowledgeable enough to make optimum use of computers in the classroom.	15%	58%	5%	20%	2%
85. Computers are new enough to be useful for student instruction.	22%	64%	3%	10%	1%
86. The district offers enough classes in computer fundamentals.	20%	55%	7%	15%	3%
87. The district offers enough classes in advanced computer skills.	15%	46%	17%	18%	4%
88. Computer software systems support the ongoing operation of the district.	15%	63%	11%	9%	2%
89. The district makes effective use of educational technology in the classroom.	15%	58%	7%	16%	4%
90. Teachers and students have easy access to the Internet.	23%	54%	7%	12%	4%
91. District staff effectively uses e-mail to electronically transmit and receive messages, text, or data.	28%	51%	6%	12%	3%

Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree

PART C: VERBATIM

Appendix E. TEACHER SURVEY RESULTS

VERBATIM

- Students should be in school year-round. This would eliminate retouching/retraining classroom etiquette to many forgetful students. Time for in-depth teaching is lost in block scheduling in some courses.
- Teachers need phones in rooms for discipline purposes only. Phones are not easily accessible.
- Technology is super in this district. Holding on to qualified experienced teachers is not a priority. This district seems to be afraid of parents with problem students.
- KISD is a very good district. They try their best to provide what is needed to better educate our children. We are also a very large district and sometimes things are not offered at every school.
- The lack of discipline is a big problem. It is not consistent or tough enough.
- KISD is too lenient on discipline. It feels as if the students are starting to take over the schools. Respect and social skills are lacking and our teachers need to be consistent in teaching them.
- There are far too many traveling teachers for optimum learning. Qualified teachers do not wish to work for a school district where they will be traveling instead of having a classroom.
- Teachers need to be instructed on gang awareness.
- Students are passed on that should not be passed on. The standards are not high enough. Students for the most part are disrespectful and vulgar. Most students don't care at all about an education.
- I strongly believe that block scheduling has made a negative impact on the standardized test scores and AP confidence and scores of the college bound students. Further, I believe that if the district were truly interested in the educational performance of their students, it would have made appropriate adjustments before instigating the block, such as putting all UIL activities outside the class day and adjusting AP Instructional time.
- Take a good look at the Juvenile Justice Alternative Education Program (JJAEP). Not only is it not productive, it is counter productive. Students don't want to leave. Students return worse than when they were sent.
- Take a good hard look at the Special Education Department. They are the "only" department that never receives a teacher evaluation. For years, morale has been very low in this department as is noted by a huge turnover of faculty, especially in behavior management programs for the emotionally disturbed, and particularly among

men. Male behavior management personnel seem/appear to be discriminated against by an exclusively "all female" special education supervisory staff that gives every indication of being "anti-male", except for a select few men who are married to special education supervisors and receive preferential treatment.

- Staff development leaves much to be desired. The excessive number of in-service days often leaves administrators scrambling for interesting, instructionally appropriate presentations. Time would be better spent using those days for parent/teacher conferencing or allowing teachers to complete the myriad of paperwork necessitated by classroom instruction.
- Campus instructional consultants are a useless, blatant waste of money. Put those "expert" teachers back in the classroom to truly utilize their talents for the children.
- I am disturbed by the "push" to pass students who clearly do not show proficiency in the subject or who do not complete the necessary assignments to pass. Instead, teachers are held responsible for students' failures or teachers must "dumb down" the curriculum. When will students and parents be responsible for their own failures?
- Teachers like myself are leaving education because of the unrealistic responsibilities and burdens placed upon us. The lack of real consequences for disruptive and disrespectful student behavior is shameful. I can be "verbally abused and questioned" at a higher rate of income. Its becoming too commonplace (the lack of control) and I'd rather be in the market economy.
- The district is wonderful. I feel very supported from district level administration however, on a campus level, things have fallen apart. The principal runs the school with zero input from staff. Morale is very low. We are told "we have no money" for many things, yet the front office seems to get whatever is needed - not the students. Our Vice-Principals are not strong disciplinarians. Students know they will just get a pat on the hand and be sent back to class. Unless they "mess up" in front of a Principal or Vice-Principal, little is done.
- Special programs such as Special Education and resource classes do not get the same consideration as regular education classes. There are no computers in the classrooms. Teachers have to purchase their own supplies and reduced level books. Teachers do not have updated computers. I believe each resource room needs an aide to meet the needs of students. Special Education appears to be set aside. "Out of sight, Out of mind!"
- Killeen ISD has a very good educational performance throughout its system. It flows from the superintendent all the way down to the teachers and support help. I have enjoyed working for Killeen ISD. I think this is a very good system for the size and commend the

performance of all involved and the importance of educating our students for the future.

- I feel we are failing to prepare our students for the "real world". With so much emphasis placed on TAAS performance, we fail to cover necessary content for vertical progression and basic skills needed to function in business, industry, or higher education. I have many students that cannot effectively read and/or write, but they pass both sections of TAAS, HOW? Could it be because we teach how to pass the test instead of the knowledge that is necessary?
- I am very happy to be an employee of KISD. I take pride in working for a district that provides continuity of excellence in an environment that contains a lot of instability (comings and goings of military families).
- Killeen ISD's salaries are not competitive with other states. You must work harder and longer here than elsewhere to receive the same salary. Company pays little, if any, benefits for teacher's medical and dental insurance, making the salary of teachers even less competitive. Also stipends are given (or rather promised) and then restrictions are placed on them so that not every teacher will benefit from them. Lastly, promotions (job attainment) are mostly based on who you know in the district, rather than on your qualifications.
- This is the fourth school district I have taught in, and Killeen ISD does the best job of using money to go to the teachers and students in the classroom. I have been trained in technology, allowed to go to workshops in my subject area, and equipped with computers, software, calculators, CBL's, etc.
- I believe that a good part of the reason the turnover rate is so high is because the amount of salary paid at KISD is low. The turnover rate would drop and higher quality teachers could be hired if the salary were more competitive.
- Gangs and violence against teachers is a problem. There are not enough teacher/community volunteers to organize PTA organizations. Not all teachers receiving computer training use their knowledge/skills to benefit the students or themselves. Some administrative personnel are disrespectful and rude to teachers and school staff when inquiries are made. The routing process for receiving miscellaneous funds is long and tedious and teachers must often spend personal accounts prior to refunds by the district.
- The number of counselors in our school is insufficient for the size of the student body.
- Safety is a big issue in our schools. Students should not be given multiple chances to comply with policies. They are in school and should follow all rules. Students who are in gangs, use drugs, or fight often should not be allowed in the regular classroom. In this

district, it seems we cater to the bad kids and leave the good kids to fend for themselves.

- I feel that we give students too many chances. If they mess up they should be punished, if they keep repeating acts of misconduct they should be taken out of school. The students are allowed to do too much and the teachers have no ground to stand on when it comes time for discipline.
- Gangs are our #1 problem and it needs to be dealt with. Uniforms in school should be the first step. If a student doesn't want to be in school, we shouldn't try to keep them in school. All they do is cause problems for teachers and students. We need a better discipline program.
- Killeen is top heavy with administrators, instructional specialists, etc. The money that is spent there could provide more aides, secretaries and teachers. Also, for years the district has ignored the growing gang and drug problem. We need more counselors who do more than schedule. They need to be there for students. We have a lot of in-service, but lately much of it is not practical, but only a time waster. We need to use in-service time on computer instruction and other such programs.
- We need more closed circuit TV monitors. They are the least expensive method of surveillance and very effective if a trained security person watches it. Also, EVERY teacher should have a telephone in the classroom. This technology is simply REQUIRED. The intercom system is obsolete and prohibits the required privacy between teacher and administrator. The teacher should not have to hunt for a telephone to call parents or make other necessary calls. A switchboard operator is much more expensive than phone lines to the room.
- I feel KISD, as a whole, is a good district. I do feel that the overall administration really has no idea what is going on at the classroom level. Programs are added, which is good, but the old programs should be revised and expanded before new ones are added. The basic knowledge a student needs for advanced courses is not being addressed. This all hurts our district performance.
- Principals and other administrators need to be assessed by their faculty.
- There are far too many "administrators" or extra people who are hired without a real job description who then "dream up" things and forms for the classroom teacher to do. In this way that "extra person" justifies their job to the school board.
- Long time teachers are moved to portable buildings without regard to age or experience. This means many days of physical labor for which we are not paid as well as having to store valuable teaching aids collected over the years. There is not enough storage in

"temporary" buildings. Equipment such as student and teachers' desks and chairs are the dregs.

- KISD asks for input from teachers, then doesn't use it for staff development. Excessive amounts of money is used for staff development, then abandoned in pursuit of "something new." Sometimes quality training is provided, but never time to implement and develop within the classroom. We listen to presenter's then are expected to walk directly into the classroom and use what we heard. There is zero time to develop materials and collect neither resources nor plan within the grade level.
- Teacher pay incentives have been increased many times over for new teachers but those of us who are experienced have had the least amount of raise. When the career ladder was abandoned, my level did not lose any money but received no increase at all when others were "compensated" for not having been on the ladder. Fair? No.
- Schools have become a clearinghouse for every organization that has a public function or activity they want advertised. This means we hand out so many papers to the students that parents don't know which things to stick in a pile of things to read later (if they get around to it) or things to read immediately.
- There is excessive waste in KISD.
- My main concern is for the discipline in our district. I do not feel that the administration is fully aware of the amount of disruptive behavior that teachers must deal with daily. The district is not tough on students that cause problems, and so the same students are continually causing disruptions. I also do not believe that the administration is willing to face the fact that we do have serious gang and drug problems, and that these things are creating safety issues for teachers and students.
- I feel the needs of the students are being met well in KISD. However, I feel the needs of the teachers are not. Every year a higher demand for after-duty time is being placed on teachers. Teachers are in no way being compensated for this extra work time. This is time that is being taken away from our own families and many of us have to pay childcare providers extra during this time.
- The administration of KISD does a good job providing a quality education for its students. Two areas of concerns I have relate to the population the district serves (Ft. Hood Army Base). KISD does have a problem with gangs that needs community involvement to keep it in check. The salaries of employees are too low, as is the case for the entire state. Our world has reached the point where children often do not receive the family training that many older individuals have. The school and its employees will

continue to have greater roles in raising our children to be respectful citizens.

- Take care of gang problems before it's too late. Teach staff not to turn a blind eye to the problem. If a student is a known gang member, they need to be gone IMMEDIATELY! Police need to be more visible on the campuses. A more ethnically diverse staff on the elementary level is needed. There are no Asian teachers here and we have Asian students. They need to see someone who looks like them too.
- KISD puts entirely too much emphasis on teaching the TAAS. It is determining what and how we teach. I just want to be left alone to teach my students the appropriate materials they need. I feel that if we teach using the curriculum guides/textbooks, we should be teaching our students all they need to know to pass the TAAS without all the extra time being devoted to "teaching the TAAS."
- I am personally at a very wonderful campus, which is very innovative and supportive of students and faculty. However, I feel that our school board and upper administration is somewhat out-of-touch with what we as teachers deal with on a day-to-day basis. I feel our teachers need to be paid more competitively to other professions, but we also need to be more supported in our classrooms by recognizing the work we do to teach children not only academically, but also socially and emotionally.
- I feel that the educational performance is very good. Parents from out of state are surprised and pleased with opportunities that their children receive. The expectation of our school seems much higher than the ones that they attended before. Our curriculum (they say) is harder.
- Killeen ISD is a very excellent performing district. I have been more than happy since being employed with the district. The things I disagree with can always be improved. Education is certainly the main objective in Killeen.
- Teachers need to be applauded for what we do well! Students need to feel safe and intellectually challenged at school. Parents need to be involved with the learning process. All administration needs to teach one class a year so they remember who and what they're leading. If we don't work together, there will be few future teachers. Distance learning and discipline will hallmark education in the next century.
- I believe it is time to seriously address the GANG issue in schools. It is getting out of hand. Likewise, a mandatory uniform is overdue for this district. We also need to conduct research on the feasibility of a zero tolerance policy. It has proven effective in many school districts.
- In the elementary grades, the elementary conduct is often minimized by the administrators or simply seen as a teacher

problem. Teachers are often asked what they did to cause a student to act out. Students swearing, answering back in hostile tones, refusing to do any class work and disrupting others is allowed/tolerated daily. Students in the third grade realize already that there is nothing the teacher can do if they decide they do not want to participate in the education process. This is resulting in a growing number of students who refuse to do any class work. They are then socially promoted at the end of the year or placed in special education. Unfortunately, these students are never really required to participate in their own education and have become "drop outs" attending school, but never attending. It is a difficult problem for all.

- KISD needs to purchase more computers. I have an Internet cord hanging down, but no computer. If I get into the class I have to take, then I will get one (old) computer. I came from a district where I had five computers. I could get each student on the computer 40 minutes a week. My students now use a computer 40 minutes in nine weeks. The books I am using are 10 years old. That is ridiculous. English and Social Studies people need help with their school loans too; just in Science and Math because I teach the same students. I have good insurance, but I pay \$500 a month to insure my family. I will be working two jobs next school year because I can't make ends meet. My students performed well on TAAS, so my department doesn't get extra money, extra stipends, or extra training for eight years. I am looking for a way out. What are you going to do to keep me?
- Central administration seems unaware of what goes on in many schools as they seem to ignore visiting several campuses, but are continually present in others. Curriculum guides are improving-but it is a long process, however efforts are being made in this area. Special Education is very fragmented and does not communicate in a timely manner with each other. They are most reactive to situations. Maybe if the district reimbursed teachers decently for unused sick leave days we wouldn't have such a shortage of substitutes in April and May. The sub center needs to be evaluated for efficiency/reliability as sub shortages have been reported, but subs have not been called on those days. Support staff such as custodians and bus drivers seem to have lots of vacancies, (which affects all district employees). Could this possibly be due to compensation not being competitive?
- Safety issues at elementary and middle schools- (regarding gangs, etc.) seems to have been overlooked by the administration. Preventive programs need to be explored and then implemented. Many central office administrators have a high school background and just do not recognize warning signs that are evident to those on the campus level. I am very concerned about vacancies at the

secondary level. We are not providing the best possible education in areas like math and science by using permanent subs. These classes are often taught by veteran teachers- a group that's been ignored on compensation packages at both the state and local level.

- Please get the gang kids out of our schools and away from the kids that want nothing to do but learn.
- Set up boot camps for the "gangs".
- Teachers are not getting paid enough to take the kind of abuse in the classroom that uninterested kids are giving.
- Hold parents more responsible for their children's action.
- Overall, KISD is well managed but is lacking in the application of good leadership principals/skills.
- Facilities are poor for JROTC, no real support just "lip service"!
- Too much emphasis on politics. Be careful if you express different points of view that may run counter to KISD wisdom.
- Fear runs the system! Except students- they fear no one.
- Students (repetitive disciplinary) must be expelled, parents should be legally required to reimburse the school district's daily rate.
- Students who owe fines, books, etc. should not be allowed to graduate until paid. Free transcripts!
- KISD, and perhaps many other Texas schools districts, should implement a school uniform policy, requiring standard uniform attire when on campus. Wearing of uniforms, especially at the secondary level, would greatly reduce many of the disciplinary challenges facing us teachers. Uniforms would also save parents money since students would not be pressing their parents for expensive name-brand clothing that is worn for status, prestige, gang affiliations, etc. Uniform colors should not be in gang colors, though! I believe the parents of students in KISD would generally support a school uniform policy, since the majority of families in this area are either military families, or they are in some way affiliated with Fort Hood.
- We have many students in this district that make a passing grade, but can't pass the TAAS. Why? Because Dr. Patterson won't "let" his teachers fail kids who deserve low grades. It makes us look bad. Are we doing those kids any favor by doing this? No!
- We take the "head in the sand" approach to gangs and drugs. We don't appreciate Dr. Patterson and the school board treating us like idiots. They do a lot of lip service about our salary raises, but don't think we can figure out that we didn't really get a raise at all (example: '98-'99 raise). What a joke! I don't want to come across as an unhappy person. I love my career. I LOVE my students and I even love my principal. I don't like many decisions that are forced upon us by people who have been out of the classroom for 15-20 years. The president of our board hasn't had children in our system

in almost a decade. I hope my opinion counts and this isn't just something that meets a requirement.

- I feel that the Superintendent and the Board are the best that I have ever worked for. They are dedicated and committed to making sure students get the best.
- Someone needs to put money into programs that hold parents accountable.
- Teachers are underpaid/overworked, and not nearly respected for what they do. I work with some of the most dedicated and excellent individuals I know.
- The systems have failed the education. If the educational system is not working, it is not because of teachers!
- This school district believes that all students are college bound, and they do not support career and technology education as a whole. They really want to do away with some of the programs we have. The school district needs to add more programs for the work bound students. They need to add support to the students who are hands on learners and want to go into a field of work when they graduate. I also believe that this school district puts vocational education on the back burner. The facilities that are used for training students, to go into industry are insufficient for learning new technology and growth. There has not been any effort to enlarge the vocational schools in 20 years or more. The programs are growing, but the facilities are the same. Something seems to be wrong with this picture.
- I feel the funds Killeen receives is not allocated into the programs that are in desperate need of assistance. The student-teacher ratio is so high, these children continue to fall through the cracks. Instead, we have " Gifted and Talented" students in classrooms with a 1:15 ratio. Any "gifted" child with a poor teacher can succeed in some way. It is students at risk that need the smaller class size, specialized teacher interaction and funds to support them. Sure it is easy to teach 15 "smart" students. It is a challenge to encourage an "at risk" child in a class of 23 to succeed later in his educational career. More money should be spent in the Early Childhood classrooms by lowering their student-teacher ratio and or giving each class an aide (or the accessibility to one). The teacher will try to play catch-up in the secondary school.

Appendix F. STUDENT SURVEY RESULTS

- A. Student Survey Results
- B. Survey Questions
- C. Verbatim

(Written/Self-Administered)

KISD had 900 junior and senior students in the district. Of the 900 students, 506 completed and returned surveys. Almost two-thirds (60 percent) were female. Almost a third (29 percent) were Anglo, while almost the same percentage (24 percent) were African American, 19 percent were Hispanic, and 9 percent were Asian. Another 19 percent classified themselves as "Other."

When asked about their classification, slightly more than half (55 percent) of students were juniors, and 41 percent were seniors. Although the district distributed surveys in only junior and senior classes, four percent of the respondents were actually sophomores enrolled in these classes.

In KISD, the district comprises three types of schools: elementary (Pre-K through 5th Grade), middle (6th Grade through 8th Grade), and high school (9th Grade through 12th Grade). Almost half (49 percent) of students attend elementary schools, 30 percent attend high schools, and 21 percent attend middle schools.

The survey questionnaire comprised two sections: a multiple-choice section and a comment section. The multiple-choice section asked employees their opinions about seven of the 12 areas under review. The seven areas covered in the survey were:

- Educational Service Delivery and Performance Measurement
- Facilities Use and Management
- Purchasing and Warehousing
- Food Services
- Transportation
- Safety and Security
- Computers and Technology

The comment section asked employees their opinions on the overall educational performance of the district in general. The review team had summarized the responses for the multiple-choice questions below.

Educational Service Delivery and Performance Measurement

In general, most students felt the educational program meets their needs in the district. Slightly more than half (59 percent) of students believed the educational program meets the needs of college-bound students, and about the same percentage (57 percent) felt it meets the needs of work-bound students.

A large majority of students had mixed opinions on the effectiveness of educational and special programs in the district. For educational programs, a large majority of students thought the most effective ones were English/Language Arts (82 percent), Social Studies (81 percent), Science (80 percent), and Mathematics (75 percent). However, less than two-thirds believed other programs were effective, particularly Business Education (52 percent), Vocational Education (64 percent), and Reading (66 percent). For special programs, students felt the most effective ones were Advanced Placement (71 percent), Talented and Gifted (68 percent), and Library Service (60 percent). However, less than half felt other programs were effective, particularly Student Mentoring (34 percent), Career Counseling (43 percent), and College Counseling (43 percent).

Slightly more than half (58 percent) of students said teachers seldom leave their classrooms unattended. Slightly more than two-thirds (68 percent) felt they had access to a school nurse when needed.

Facilities Use and Management

In general, students were not satisfied with school facilities. Only two out of five students thought schools were clean. Regarding maintenance and repair, less than half (45 percent) of students felt the district promptly and properly maintains buildings, and nearly the same percentage (41 percent) believed the district handles emergency maintenance promptly. Additionally, less than a third (30 percent) felt the district repairs buildings promptly. More than a third (41 percent) said the district had too many portable buildings.

Purchasing and Warehousing

In general, students were not satisfied with purchasing and warehousing in the district. Although two-thirds of students felt the district provides textbooks promptly, only one out of five students thought these textbooks were in good shape. Less than half (41 percent) of students said teachers

had enough textbooks in their classrooms for them, and nearly the same percentage (48 percent) believed the school libraries had enough books and resources for them.

Food Services

In general, students were not happy with the food services in the district. Only slightly more than a third (34 percent) of students thought cafeterias were sanitary and neat, and nearly the same percentage (36 percent) believed cafeteria staff is helpful and friendly.

Only 14 percent of students said cafeteria food looks and tastes good, and only 25 percent felt cafeterias serve food that is warm. Less than half (43 percent) said the school breakfast program is available to all children.

Less than two-thirds (59 percent) of students thought they eat lunch at the appropriate time of day. Less than a quarter (24 percent) of students wait in line no longer than ten minutes, and only slightly more than a third (37 percent) felt they had enough time to eat. Only three out of ten said campus staff maintain discipline and order in school cafeteria. Consequently, less than a quarter (23 percent) said they regularly buy their meals from the cafeteria.

Transportation

In general, students were not satisfied with bus transportation in the district. Only slightly more than a third (38 percent) of students said their bus stop is within walking distance of their home. Nearly the same percentage thought their bus stop (35 percent) and school drop-off zone (34 percent) were safe.

Only slightly less than a quarter (17 percent) said the buses arrive on time, and an even smaller percentage (13 percent) felt buses arrive early enough for them to eat breakfast at school. Additionally, less than a third (29 percent) thought the length of their bus ride is reasonable.

Less than a quarter (19 percent) of students believed buses were clean, and nearly the same percentage (21 percent) said buses seldom break down.

Slightly less than a quarter (23 percent) of students felt they like and respect their bus driver. Nearly the same percentage (22 percent) said the bus driver maintains discipline on the buses. Only slightly more than a quarter (27 percent) said bus drivers let them sit down before taking off. Nearly the same percentage (26 percent) said bus drivers observe the speed limit.

Consequently, only 27 percent of students said they regularly ride school buses.

Safety and Security

In general, students were not satisfied with safety and security in schools in the district. Less than half (43 percent) of students felt safe and secure at school. Slightly more than a third (38 percent) said school disturbances were infrequent. Furthermore, slightly more than half felt gangs (55 percent), drugs (57 percent), and vandalism (55 percent) were serious problems in the district. Additionally, less than a third (29 percent) of students believed the district disciplines students fairly and equitably for misconduct.

Half of the students thought security personnel had a good working relationship with principals and teachers, and nearly the same percentage (53 percent) believed students respect and like security personnel. However, less than half (42 percent) felt the district had a good working arrangement with local law enforcement. Only one (1) out of five (5) felt that safety hazards do not exist on school grounds.

Computers and Technology

In general, students were not satisfied with computer technology in the district. Less than half (46 percent) of students felt the district offers enough basic computer classes, but an even lesser percentage (38 percent) felt the district offers enough advanced computer classes.

Less than half (45 percent) of students thought the district effectively uses educational technology in the classroom.

More than half (59 percent) of students thought computers were new enough to be useful for student instruction. Slightly more than half (51 percent) of students felt they had regular access to computer equipment and software in the classroom, including the Internet (50 percent). Three out of five students said they regularly use computers. However, slightly less than half (46 percent) said teachers were knowledgeable enough to use computers in the classroom effectively.

Less than half (43 percent) of students felt computer software systems support the ongoing operation of the district.

Exhibit F-1 Management Review Of The Killeen Independent School District

Student Survey Results
(n=506)

PART A: DEMOGRAPHIC DATA

1.	<i>Gender (Optional)</i>				Male	40.4%		Female	59.6%	
2.	<i>Are you (Optional)</i>									
	Anglo	29.3%	African American	23.7%	Hispanic	18.5%	Asian	9.4%	Other	19.1%
3.	<i>What is your classification?</i>									
	Sophomore	4.1%	Junior	54.5%	Senior	41.4%				

Appendix F: STUDENT SURVEY RESULTS

SURVEY QUESTIONS

A. Educational Service Delivery and Performance Measurement

Survey Questions	CATEGORY (See Legend)*				
	SA	A	N	D	SD
1. The needs of the college-bound student are being met.	8%	51%	23%	15%	3%
2. The needs of the work-bound student are being met.	7%	50%	26%	13%	4%
3. The district has effective educational programs for the following:					
a) Reading	13%	53%	24%	8%	2%
b) Writing	17%	58%	16%	7%	2%
c) Mathematics	24%	51%	14%	8%	3%
d) Science	24%	56%	15%	4%	1%
e) English or Language Arts	23%	59%	12%	5%	1%
f) Computer Instruction	16%	53%	20%	9%	2%
g) Social Studies (history or geography)	19%	62%	13%	5%	1%
h) Fine Arts	23%	52%	19%	4%	2%
i) Physical Education	23%	45%	25%	5%	2%
j) Business Education	10%	42%	37%	8%	3%
k) Vocational (Career and Technology) Education	21%	43%	30%	5%	1%
l) Foreign Language	15%	52%	18%	11%	4%
4. The district has effective special programs for the following:					
a) Library Service	13%	47%	25%	10%	5%
b) Honors/Gifted and Talented Education	21%	47%	28%	3%	1%
c) Special Education	16%	36%	45%	2%	1%
d) Student mentoring program	6%	28%	48%	13%	5%
e) Advanced placement program	25%	46%	24%	4%	1%

f) Career counseling program	10%	33%	37%	15%	5%
g) College counseling program	11%	32%	35%	15%	7%
5. Students have access, when needed, to a school nurse.	23%	45%	19%	10%	3%
6. Classrooms are seldom left unattended.	13%	45%	21%	18%	3%

B. Facilities Use and Management

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
7. Schools are clean.	7%	33%	16%	33%	11%
8. Buildings are properly maintained in a timely manner.	7%	38%	25%	22%	8%
9. Repairs are made in a timely manner.	5%	25%	30%	31%	9%
10. The district uses very few portable buildings.	5%	30%	24%	27%	14%
11. Emergency maintenance is handled timely.	7%	34%	39%	16%	4%

C. Purchasing and Warehousing

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
12. There are enough textbooks in all my classes.	9%	32%	12%	35%	12%
13. Students are issued textbooks in a timely manner.	13%	53%	16%	13%	5%
14. Textbooks are in good shape.	3%	17%	13%	42%	25%
15. The school library has enough books and resources for students.	11%	37%	16%	25%	11%

Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree

D. Food Services

	CATEGORY (See Legend)*
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	Legend)*				
Survey Questions	SA	A	N	D	SD
16. I regularly purchase my meals from the cafeteria.	6%	17%	17%	20%	40%
17. The school breakfast program is available to all children.	13%	30%	48%	3%	6%
18. The cafeteria's food looks and tastes good.	2%	12%	33%	25%	28%
19. Food is served warm.	3%	22%	40%	20%	15%
20. Students have enough time to eat.	7%	30%	18%	20%	25%
20. Students eat lunch at the appropriate time of day.	13%	46%	21%	11%	9%
21. Students wait in food lines no longer than 10 minutes.	4%	20%	34%	20%	22%
22. Discipline and order are maintained in the school cafeteria.	5%	28%	42%	17%	8%
23. Cafeteria staff is helpful and friendly.	10%	26%	37%	17%	10%
24. Cafeteria facilities are sanitary and neat.	6%	28%	42%	16%	8%

E. Transportation

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
25. I regularly ride the bus.	10%	17%	25%	12%	36%
26. The bus driver maintains discipline on the bus.	6%	16%	57%	12%	9%
27. The length of my bus ride is reasonable.	7%	22%	59%	7%	5%
28. I like and respect my bus driver.	9%	14%	65%	5%	7%
29. The drop-off zone at the school is safe.	9%	25%	56%	7%	3%
30. The bus stop near my house is safe.	10%	25%	56%	5%	4%
31. The bus stop is within walking distance from our home.	11%	27%	54%	4%	4%
32. Buses arrive and leave on time.	5%	12%	55%	15%	13%
33. Buses arrive early enough for students to eat breakfast at school.	4%	9%	56%	13%	18%

34. Buses seldom break down.	6%	15%	61%	11%	7%
35. Buses are clean.	4%	15%	56%	16%	9%
36. Bus drivers allow students to sit down before taking off.	8%	19%	57%	9%	7%
37. Bus drivers observe the speed limit.	7%	19%	62%	7%	5%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

F. Safety and Security

	CATEGORY (See Legend)*				
Survey Questions	SA	A	N	D	SD
38. I feel safe and secure at school.	5%	38%	22%	21%	14%
39. School disturbances are infrequent.	4%	34%	28%	23%	11%
40. Gangs are not a problem in this district.	4%	15%	26%	27%	28%
41. Drugs are not a problem in this district.	3%	16%	24%	27%	30%
42. Vandalism is not a problem in this district.	2%	17%	26%	32%	23%
43. Security personnel have a good working relationship with principals and teachers.	13%	37%	38%	5%	7%
44. Security personnel are respected and liked by the students they serve.	15%	38%	27%	10%	10%
45. A good working arrangement exists between the local law enforcement and the district.	12%	30%	47%	6%	5%
46. Students receive fair and equitable discipline for misconduct.	5%	24%	33%	22%	16%
47. Safety hazards do not exist on school grounds.	2%	18%	39%	28%	13%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

G. Computers and Technology

	CATEGORY (See Legend)*
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Survey Questions	SA	A	N	D	SD
48. Students regularly use computers.	15%	45%	18%	16%	6%
49. Students have regular access to computer equipment and software in the classroom.	10%	41%	17%	22%	10%
50. Teachers are knowledgeable enough to make optimum use of computers in the classroom.	9%	37%	28%	18%	8%
51. Computers are new enough to be useful for student instruction.	13%	46%	23%	11%	7%
52. The district offers enough classes in computer fundamentals.	9%	37%	30%	16%	8%
53. The district offers enough classes in advanced computer skills.	9%	29%	38%	17%	7%
54. Computer software systems support the ongoing operation of the district.	9%	34%	44%	8%	5%
55. The district makes effective use of educational technology in the classroom.	9%	36%	32%	16%	7%
56. Teachers and students have easy access to the Internet.	13%	37%	20%	17%	13%

*Legend: * SA = Strongly Agree, A = Agree, N = No Opinion, D = Disagree, SD = Strongly Disagree*

Appendix F: STUDENT SURVEY RESULTS

VERBATIM

- The education is okay, but the school is ghetto. We have big holes in the walls.
- KISD is a good district, but Killeen High needs some improvements in maintenance.
- I feel that the performance in KISD will improve when there is a better selection of teachers, and the school faculty among students.
- The school classes are very full and it is almost impossible for the teacher to get on a personal level with the students. If classes were smaller, it would be easier for the teachers and students to learn on a one-on-one basis.
- Sometimes, when you really need to talk to one of the counselors they are too busy or rude. You need some counselors who are there to help talk with the students and who have time to talk.
- I think that any senior should be reviewed personally and regularly about how classes, schedules and other school activities are going. I really don't like or understand the counseling program at school. I feel it is difficult to get proper help with school related issues. My experience with trying to get proper help was very disappointing; seniors (or juniors graduating early) need help dealing with the future. Maybe they should hire more counselors to help. I had virtually no help with getting myself situated with college or life after high school.
- I believe the school should have a fun room for students, who have an off period, to go to if they cannot leave campus.
- The students should not like the security personnel if they're doing their job right.
- The school is not clean because of students, not because the staff doesn't do their job.
- If you don't think gangs and drugs are not a problem, you're crazy!
- I feel that some students get away with more things, such as dress code, etc., than other students do because the teachers are afraid of them or of what they might say to the teachers' bosses or authorities. Parking is also a major problem. There are not enough spaces and the parking sticker rule should be enforced more.
- I think there are too many petty rules. If we were in a more comfortable environment we wouldn't be forced to have bad attitudes. I paid for parking permit at EHS and I have been forced to park in unauthorized places because the lot is full. If I pay for a permit, I expect a spot everyday. If the students can't park in the faculty lot the faculty shouldn't be allowed to park in the student lot.

- More computer courses are needed and we should be allowed extended unmonitored access. Along with updated computerized hardware and software.
- We need more computers!
- I think teachers need to be more lenient on attendance.
- The bus picks us up too early for school, and we get to school as the bell rings.
- Some teachers continue to insult students, and get away with it everyday. The lunch workers do not pay attention to what they are doing and get mad at the students. Adults should not be allowed to strike a student at all. Punishment is not fairly distributed. We need more classes in computer technologies.
- We need more computer classes, along with updated software and hardware for computers, and more student access.
- KISD should have more classes for college-bound and college oriented students. Classes should be more challenging-similar to what we will meet in college.
- I think the advanced placement program is pretty good, but I wish I had more time for opportunities. We should be able to take summer school so we can take more advanced placement classes and I think we should be able to take advanced placement in tenth grade.
- Personally I feel all the rules are fine. I just don't think that there should be a dress code at any school.
- We as students don't have enough Internet access. The cafeteria food is often reheated for the next day. That is why most of the food is stale.
- I believe that later on in the development of the high schools it should become a law that every student should undergo psychological evaluations if the money is available. That way you and the student body can be aware of who is crazy. They should be placed in special areas.
- The block schedules hurts some of us who want certain classes. Sometimes we have to choose between two classes we want and both of them are only offered once. Some people think it's easier, but I don't. We have to go too fast in our math and foreign language classes and we don't really have time to learn everything before we move on. It's not the teachers' fault. It's just that we have to do a whole class in one term. We used to have all year to do it.
- Since I have arrived here from Michigan last fall; I have seen some good things and bad things. Personally, I wasn't challenged enough in the classroom at KISD as I was at Michigan schools. Your soccer program should be looked at as a whole because if KISD is going to be serious about soccer they have a lot of work that is needed to be done. Security is mediocre but it is better than nothing. Fights and gangs are controlled, most of the time, in a

fashionable manner. Lastly, access to locations should be allowed, but monitored; unlike now were I usually can't get to my locker.

- I wish I did not have to come to school and feel like I had to watch my back. That someone would be there if something happened because there really isn't anyone to do that. Plus I would like for them to be more classes or more teachers to help these students and more facilities to help people.
- I think it is very adequate education system but could be improved in many areas that I am not allowed to go into great detail.
- On campus smoking is regular. I am satisfied with computers a little more work on Internet access for students.
- I feel that the only honorable extension of the policies instituted by KISD and the state of Texas is conduct and teacher's interpretation of advanced placement.
- Too much to discuss! We need a lot of work done! I strongly suggest one thing though, and that school uniforms! Security systems, computers available in every classroom, and more activities for students.
- Most science teachers Do NOT perform adequate labs. Discipline and punishment is inadequate, most of the teachers give busy work and do not teach classes. The school is heavily overpopulated.
- I don't mean to be negative, but the schools aren't clean and the teachers don't care. I have even heard teachers say that they don't care what the students do just as long as they get out of their classes. I don't feel safe here. I never thought I would, but I know from who and where I can get drugs. This is scary!
- KISD needs more counselors who care.
- I really wish that in every class we could connect computer technology with the education being taught.
- It's good!
- Don't mess with the JROTC facilities the students work well in the environment.
- KISD does a good job in things, but it can always be better.
- Killeen High School is an okay school. It's not the best.
- Fine arts program should receive more funding such as the band.
- I feel that the girls' athletes don't get enough recognition in all sports and I feel that the only people who get recognition is the football teams.
- Killeen is a good school at times but some of the teaching is bad.
- I only have one complaint and that is about the fairness of girls' sports. Why is that when the girls' softball team wore their new shirts on game day they got in trouble but when the guys' football team wears their practice stuff all the time nothing is said to them? Females are just as good as male athletes and it is time we start getting more recognition in our school! When a team makes the

playoffs for the first time ever there could be some kind of an announcement about it.

- I think the teachers are too hostile and unprofessional for me. They seem as if they're out to get you. A few of them are wonderful. They aren't helpful enough and they worry more about discipline than your education. School is supposed to be fun. All they do is bore us until we quit or get sent to alternative. There isn't enough security and there are too many gangs. We've had too many killings due to our gangs, or too many fights.
- Killeen High is a pretty good place to be. Some of the teachers are not as good as others. Educational programs are strongly active here, but I would like more options.
- The hallways are dangerously crowded and I believe we should be monitored better. Students should walk orderly down the hallways and promptly get to class not stopping for too long to talk with friends. Other than the above I feel safe in my surroundings at Killeen High School.
- Students could use a little more time to eat lunch. Maybe an extra 10 minutes are so.
- KISD would be a better school if all the disagreeing marks were met. Right now it isn't that bad. Teachers respect students on an overall basis. I say this school is fair.
- In some cases I believe that the student knows more than the teachers do and they think just because they are the "teacher" they are always right. Some teachers are very moody and don't take enough time to explain problems or homework because they're worried about cramming everything you need to know instead of taking the time to actually have students learn.
- There are some rules I agree with but the majority I have no opinion. A few changes can be made to the rules but not too many.
- I think we need more time to eat lunch.
- The dress code is unreasonable; I can't find shirts and skirts four inches above the knee. It should be five or six inches.
- We need more security to watch our cars in the parking lot while we are in schools.
- The education provided is fine although it could get better in some aspects. I think the actions taken toward discipline are useless. The point of TOR is ridiculous because students lose time from class. There is also too much time put into TOR, OCP, and others. The school district should find other ways of discipline that will teach the student but won't have them lose motivation or to learn in school.
- It needs to mature to adequately provide for its advanced placement students.
- The bus comes at 4:30 to take students home and school lets out at 3:53, the bus gets to school an hour before school starts and the

janitors in the cafeteria are extremely inconsiderate. They pull the chairs right out from under you when they put them on the tables. They don't let you finish eating.

- The teachers are very nice and are wonderful educators. However, many of the schools lack appropriate heating and air conditioning. Also, many of the schools like Killeen High School are in desperate need for major repairs.
- The only real educational classes are Humanities. Other teachers don't care about their students' education. KHS is not clean, very unorganized, and I do not believe it's a good sign when you are walking to class and begin to feel dizzy because the air conditioning does not work. When it is working it makes no difference because the building is so old it is not equipped with the right isolation. It does not offer much to people who plan on going far in life!
- I feel that Killeen High School's female bathrooms are not clean. I really think the food could be better. We need real air conditioning units.
- I think that there is a need to remodel Killeen High School. The ceiling is falling and the tiles are not on some of the floors. We need central air and heat. The cafeteria food is disgusting-it could be better. The bathrooms are dirty and do not have soap or napkins to wipe your hands.
- I would really like you to look around the school and see the gangs. They cause many problems and other students don't feel safe. This school needs better math teachers who can explain math to their students to where they can understand it. They need more tutoring everyday for students who need help.
- I believe that the KISD is very good with the students, but I never feel safe in their schools. The environment around us is not nice and clean, so we never feel clean. I love Killeen High School with all my heart and I will do anything to help, but I just wish I could come to school and say, "okay, I'm now safe!" The officers are great and so are the teachers.
- I think the teachers need to get into what they are teaching and teach the students because we do not understand for the most part.
- Someone needs to use the "possible education dollar" and pull up the parking lot and repave it so you don't have to get your axles realigned each year because of the foot-deep potholes. They need to lower the speed bumps because it scraps the bottom of the car.
- The counselors need to become more involved. They seem to not participate directly, except with a few choice students, which is not fair to the rest. There are many students out there who need help for college or work, they could provide guidance or information. There are some that need help with school now. Counselors need to become more interactive with the student's lives.

- I believe the educational performance of KISD is superb. The KISD provides classes and educational system that will help us in our near future. Keep it up!
- It's not the highest standard of education-a lot of the classes and work given are much easier than in my last school. Overall it is okay. They need more emphasis on quality of work and not on quantity.
- I think teachers should use videos. Cause that always helps me learn more and understand something better.
- TOR is an escape from the classroom. It buys students time to procrastinate! I needed to ask a counselor questions about credits and none of my teachers would send me down there and I have to work everyday after school so I never get a chance to go. Teachers need to help seniors more. It is a very stressful time for us. During times of testing where they need to change classes around. In two days notice, they want me to ask my boss if I can be late but I can't because that is not professional at all. I asked someone about what to do and they said school comes first but when I am in co-op program it is school. So then I just have to bring a note from my employer and my parents saying I had to work but then I have an absence.
- The teachers in this school are great! They care and worry about our success. I have accomplished things in my stay here and I appreciate everything that the school has done for me.
- The teachers I have had so far are excellent and teach well. Safety is taken care of adequately. Some teachers could use more and better technology equipment.
- I feel it is a good program, it just needs a better conduct code.
- I don't feel that the parking lots are watched carefully. My car has been vandalized at least five times and no one has seen any thing plus there are more than enough police in the school but not outside. I filed a complaint and gave my name and the names of people who do that; I have not been contacted since.
- We have enough to get by, but we need more.
- We need more computer classes, and then updated software and hardware.
- Personally attending one of KISD's schools I highly dislike some of the personnel who attend the schools. They often treat us like we are criminals or children and most of us deserve better treatment than that. Sometimes I believe we are more of adults than they are and it is pointless to argue because you will end up nowhere.
- I strongly feel that there are many things the school needs to focus on. There are many teachers who care about their students, but there is also those who act like they don't care. Students need more discipline.

- The teachers are too worried about trying to teach all the information in a block schedule that they don't realize that the students really don't learn anything if you teach the information too fast. Gang violence is not controlled in KISD and it grows more at the hour. Parking is highly disgusting! The upper classmen should get first pick for parking and sophomores should not be able to bring their vehicles to school. If they couldn't drive to school in 9th grade then they shouldn't in the 10th grade either. Some of the students in the English classes are not able to read. It is time to do something about this because KISD is not doing their job very well!
- Students should have advanced notice when their grades are slipping so they can pull up the grade and not at the last minute.
- Educational performance is good but the classes are too long.
- I like Killeen ISD students but some of the teachers here curse at you and pick fights with you. The only thing about Killeen ISD is when a student goes to the administration office for help about a teacher they should listen instead of just ignoring our problem, because we are not the elders in the situation.
- I don't feel that there are enough teachers who actually care about their students. There are some teachers who truly care about their students.
- Overall it is a good school but there are areas that need to be streamlined. I would feel safe if the drug problem were eliminated.
- I feel that our school district is a good one. I believe that TOR is a joke. I believe that if you treat us as elementary students we will act like them.
- We need more computers in the classrooms. In all four years of high school I have been on the school Internet once.
- I feel the district does not offer enough business courses.
- This is a very good way of obtaining information from the students and getting their opinions.
- I have enjoyed the four years in High School but the teacher who taught me the most is my senior IV English teacher.
- I feel that more students should be informed about vocational programs and careers in vocational fields.
- The staff is friendly and helpful. The cops are relatively there to help the students.
- I enjoyed attending Killeen High School for the three years that I did. The people and most of the teachers are nice. I have learned a lot here.
- The only real complaint I have is the access students have to computers. Whenever I need to get to a computer at school the computer lab is always full. We need more computers and easier access to them.

- In the four years I have attended Killeen, the only things I have learned is that there are more rude people in the school than I thought. Although there are many nice people like my friends and some of the staff. Something needs to be done about metal detectors.
- The best teaching I have been in is the English and the science programs. The other subject areas aren't bad, but those subjects don't teach me or make me learn important information.
- I feel that my education has been useful in some areas. However, many teachers don't care about their students. Many classes that I have taken are doing nothing classes where I sleep or sit and do nothing all period long. I sometimes feel that I waste my time. Although some teachers really care about our education.
- I say that the educational performance is good. Students learn new things and have fun while doing so.
- Overall the teachers are good, but some just don't care.
- I didn't learn anything after 9th grade. Except in math and science.
- I feel the last six years since my 7th grade year I have learned a lot.
- I think KISD need to improve on maintaining schools and especially books. They need larger hallways in KHS; so other students can freely and quickly get to their classroom.
- Killeen ISD is a great district, striving to attain the best in everything for their students. Our administration and staff care about the individual needs and education of everyone.
- I feel KISD uses its resources and learning materials well to educate all students.
- Most of my teachers and staff at KISD are friendly, considerate, and really care about the students.
- The attitude of some teachers is poor do to unfair stereotypes from the teachers. Their unfairness makes school difficult.
- The teachers are mean and stubborn and don't treat everyone with the same respect.
- I think that a block schedule would be better and school should start at 8:00 a.m., and be over by 2:00 p.m., so students have more free time in the afternoon.
- I have learned a lot!
- It's a good thing we have a lot good people and teachers. Because if it wasn't for them I wouldn't come to school.
- I don't like how easily the student cars are vandalized, stolen, robbed etc. Cameras all the way to the back would be nice as well as more student parking.
- The cops don't perform their duties and let the bad kids become their friends, thus allowing them to get away with things; they also don't protect the student's vehicles and allow students to park in fire lanes.

- KISD schools are too strict, we are not animals. Why are there so many rules?
- KISD education is horrible. If it were better everyone would pass the TAAS.
- I feel that the school system is becoming more of a failure to the students.
- I strongly feel that the students of EHS need to see the principal more. Not vice principals but the actual principal. I did not know who he was or what he looked like until my junior year and I have been at EHS since my freshman year.
- The school district needs to get up off their feet. Schools are overcrowded, and textbooks are falling apart. They do not work hard on the exit TAAS tutoring.
- Someone needs to do something about the student parking lot. About the people who have no parking sticker and park in the parking lot and the people who have a sticker have nowhere to park. Something needs to be done about that.
- I just wish the TAG curriculum wasn't so hard. The junior year, history/English class is entirely too hard.
- I was a drug user all last year, so I really know how easy it is to find some. I have seen a lot of selling this year and it makes me mad because it is wrong. The district needs some new counselors because the ones we have now are messing around. They tell us the last second we can't graduate and they put us in the wrong classes.
- Cameras that work are needed in the parking lot to watch over cars.
- I graduate this year so I am glad I made it through.
- We have not enough teachers; some don't even teach the subject that they really know. It would help if we get enough staff.
- Please try to get the EMT courses for seniors for next year.
- I think that both Killeen and Ellision, not just one school, should follow rules that exist within the district.
- I think the TAAS test is unnecessary and too hard for people who are mathematically challenged. There should be more options with classes and more field trips and senior trips out of the U.S.
- I feel the educational program of KISD is in good condition but some faculty need to be taught how to do their jobs. Students that are juniors and seniors need more help from teachers and counselors when about to be college bound students.
- The schools are overcrowded; there are not enough classes for the students to get individual support from the teachers.
- I feel that we shouldn't worry about whether or not we have enough computer classes, we just need more classes for every subject. Every class I have is too crowded.
- The only problem I have is that the facilities aren't very good (like there doors don't work in the bathroom or not any tissue). Some of

the classroom walls need to be cleaned and built, and the student dress code is way too strict. Think about it, its Texas in April, it's like 85 degrees and no girl wants to wear shorts that are only four inches above the knee.

- Certain classes have been taken off the class list for registration such as Chemistry and Biology II. I feel that this is a burden to my education for the future.
- I feel that the counselors do not aid in finding and applying for scholarships.
- The teacher needs to start worrying about teaching rather than trying to look for problems in a student.
- I think that teachers should have more control of the classroom and if they can't handle it, someone else should. Some of the teachers I have now aren't providing a safe place to learn, because they are scared of the students. How are the students that want to learn supposed to learn in this environment?
- I feel KISD should be more concerned with the disciplinary problems that haven't been corrected than with things like interests in computer education.
- EHS is in need of remodeling and repairs. Too many people use drugs and vandalize. We need more money for the fine arts, longer lunches. More parking spaces, more access to the Internet, more and newer textbooks, more creative teachers, more individualized help for college-bound seniors, and more of those spirit signs around campus.
- We need to renovate the school because it's dirty and doesn't even look useful.
- KISD is a good school; we just need help with teacher/student relationships and respect not only for the teacher, but also for the student.
- Don't mess with the ROTC facilities at EHS. We like it the way it is because we can work together.
- We have many good things in this district, however some of these schoolteachers don't know how to talk to a student, they feel as if they could talk to us in any way just because we are students. Other than that I feel I had everything I needed to get through high school the right way.
- The ROTC facilities are good and all they need is more room for classes.
- KISD puts too much effort in the security of the school, and not enough in education. If the district could stop spending money on armed guards, fences, and cameras, they would have more money for books, computers, and activities that matter. The district needs to quit acting paranoid. This isn't the L.A. school district! Schools here aren't that bad.
- I feel that KISD could do much better than what they are doing.

- Some of the subjects that are given should be a bit interesting like government and economics
- As a senior, I feel I have not been informed enough about college. I am going to college not understanding what it is all about. The fact that our school had a bomb threat and students were not evacuated from the building irritates me. Otherwise, KISD is a pretty secure environment.
- Teachers do not care about anything but getting paid, with an exception of one or two.
- Discipline is too much of a big deal that makes it turn into bigger and worse misbehavior.
- I feel everything could be better taken care of. Teachers don't care enough for students and talk down to them. Teachers having hallway duty are very rude and demanding.
- Graduation requirements are too easy for some students. Everyone needs more math and foreign language. Everybody thinks they want to go to college but they aren't all ready. Some students just want to take easy classes and they don't think about later. All students could learn a language, if they had more time to learn it. Classes should go all year round for languages and for some math classes. Some students also disrespect each other and teachers here. Discipline is unequal depending on who the principal is.
- I feel KISD is one of the greatest districts in the land.
- I think the law should be more informed in KISD. The school is way overcrowded and would use a good cleaning.
- Many of the teachers seem to have little interest in the education of the students.
- I don't feel the college bound students are being challenged enough. We should have more dual enrollment classes than just English.
- I don't feel safe walking in the main hallway, because if something happens that is where it takes place.
- KISD is a great district; however, there are still many things that need to be improved to make the district performance better. There aren't any computers in the classrooms for each student unless the student is enrolled in a computer class.
- Overall, our school is well maintained and in good condition. There are things such as new textbooks and well-maintained classes (as far as lessons being taught) that should be looked over, however, I am pleased with my school.
- I feel the teachers are wonderful.
- Tutoring is not taken seriously enough. There needs to be more tutoring at convenient times. Some teachers need to realize that if the whole class is failing maybe the teacher is doing something wrong.

- We really don't have many problems here at Killeen. Gangs are not something big and if one is forming then the police put a stop to any mischief (that they might try to get into).
- I feel that Killeen High is doing a bang up job, but as a student and a person who comes for his educational opportunities, there's always room for improvement. Classes are good but some of the teachers are new and they're learning the ropes. We just took a test for English, but half the things we didn't know, discuss, or even go over; things we should have gone over from the sixth grade to now, but we didn't. I strongly urge you to teach all that needs to be taught.
- Some teachers aren't teaching things that are very important for the future. They don't give us enough time to understand the work they give us. They expect us to memorize notes in one day and take a quiz the next. They expect us to know it as soon as they explain it to us. We have three other classes to study for. They want us to put more time in their class instead of other classes.
- Personally, I feel that the educational performance of Killeen is pretty good. Advanced Placement classes are offered to almost all subjects but the regular classes could probably use a little improvement.
- I think the education in KISD is pretty good but could be improved a little.
- The educational performance of Killeen ISD, its excellent.
- I personally think that teachers are too strict on kids today. You get in trouble without a warning.
- Understanding the beginning years of high school should gradually lead into a more independent type of workload. Since students are coming from a middle school they should have that transitional period. My problem is that in the eleventh and twelfth grade classes, it seems that the teachers are more concerned with their failure rate than how passing the students that should pass will be effected by this promotion in college. Having already taken college courses, I know that the workload is extremely hard and totally independent. In the eleventh and the twelfth grade the teachers should start focusing more on college skills that will help everyone succeed.
- I feel we should have much more discipline management and increased security. I only see two policemen for the whole school! Also the lack of information from our guidance counselors during our under class years rather than cramming your senior year! This is ridiculous. Also, I feel we do have an excellent staff of teachers! They not only mentor and bring education, they bring hope.
- I feel Killeen ISD needs to make a better effort to be involved with students and not themselves. I feel the district is more concerned with their performance ratings and how they look. We need more

student activities supported by the district, such as small parties;
etc.

- I feel KISD acts more concerned about the length of someone's shorts than gang-related issues.