

May 14, 2001

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

Fellow Texans:

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

In September 1999, TSPR released the results of a review of the district's operations. This review, originally requested by the Board of Trustees and the superintendent, offered 122 recommendations that could save KISD taxpayers a net of more than \$13.5 million by 2003-04. The review also noted a number of KISD's exemplary programs and model services provided by district administrators, teachers, and staff.

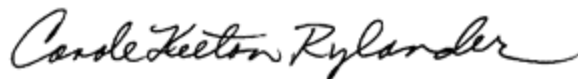
After eighteen months, we returned to check on how well the district's leadership put these proposals into practice. Since the review, KISD has implemented or is in the process of implementing 105 of the proposals, or 86 percent. The district has invested a net of \$657,000 to date and expects savings to begin to accrue from those investments in the coming years. The final usefulness of this report, however, will depend on KISD's decisions regarding those recommendations that have yet to be fully implemented.

I applaud the board and superintendent for taking these steps, but urge continued diligence to ensure that students, teachers, and taxpayers receive the maximum possible benefit from every dollar spent in KISD. Nothing is more important than education, and our children are our most precious resource.

This report is available on the Internet at
<http://www.window.state.tx.us/tspr/killeenpr/>.

Thanks for all that you do for Texas.

Sincerely,

A handwritten signature in cursive script that reads "Conde Fecton Rylander".

Carole Keeton Rylander
Texas Comptroller

Introduction

In September 1999, the Comptroller of Public Accounts' Texas School Performance Review (TSPR) staff and consultants completed a comprehensive performance review of the Killeen Independent School District (KISD) at the request of the superintendent and Board of Trustees. In December 2000, TSPR staff returned to assess the district's progress in implementing recommendations.

Since 1991, TSPR has recommended more than 4,400 ways to save taxpayers a net of more than \$490 million over a five-year period in 46 different public school districts throughout Texas. TSPR also conducts follow-up reviews of districts that have had at least one year to implement recommendations. These 30 subsequent reviews show that almost 90 percent of TSPR's combined proposals have been enacted, saving taxpayers more than \$96 million with the full savings estimated to grow in the future.

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 TSPR more valuable, even vital, to the state's more than 1,000 school districts. With the perspective of having served as a teacher and a school board president, the Comptroller has vowed to steer TSPR toward being more accountable to local school districts and the communities they represent.

Comptroller Rylander began by establishing new criteria for selecting school districts for reviews. Priority is given to districts with poor academic or financial performance 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's goal is to drive more of every education dollar into the classroom. In addition, no longer will school districts' best practices and exemplary models be left buried inside individual TSPR reports. 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. Districts that have solved a problem well should share their solutions. Comptroller Rylander has directed TSPR to serve as an active

clearinghouse of the best and brightest ideas in Texas public education. Best practices identified in the original review of KISD will be included in the Comptroller's best practices database, A+ Ideas for Managing Schools (AIMS), which is accessible on the web at www.aimsdatabase.org.

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

- ensure that students and teachers receive the support and resources needed to succeed;
- identify innovative options for addressing core management challenges facing the district;
- ensure that administrative activities are performed efficiently, without duplication and in a manner that spurs education;
- develop strategies for ensuring continual assessment and improvement of processes and programs;
- understand the links among functional areas of the district 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 TSPR reviews of our schools are welcomed 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 5-3676, or see the Comptroller's Web site at www.window.state.tx.us.

TSPR in Killeen

TSPR began its review of KISD in April 1999. As in previous reviews, TSPR came to Killeen in response to a local call for assistance. In May 1998, the assistant superintendent for Business Services requested a review on behalf of the KISD Board of Trustees.

With the help of McConnell, Jones, Lanier & Murphy, a Houston-based consulting firm, the TSPR team interviewed district employees, school board members, students, parents, business leaders and community members. TSPR also held community meetings in three of the district's

middle schools. Participants were invited to write their observations on major topics of concern or be interviewed by a member of 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.

Written surveys were sent 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 groups sessions were held to gather perceptions and opinions from the Killeen community.

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 also compared KISD to district averages in TEA's Region 12 Education Service Center (Region 12) to which KISD belongs and to the state as a whole.

Killeen ISD

In 2000-01 KISD is serving 29,737 students, a nearly 4 percent increase from its 1998-99 enrollment of 28,576. KISD has four high schools, eight middle schools, 25 elementary schools and four 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 31 percent since 1990. KISD's property value per student is 59 percent lower than the state average, mainly due to the fact that Fort Hood, which is a federal installation, is exempt from paying property taxes.

Nearly 38 percent of KISD students are Anglo, 17 percent are Hispanic, 40 percent are African-American and 5 percent are classified as Asian/Pacific Islander and Native American. Fifty percent of its students are economically disadvantaged. While student performance is slightly below the state and Region 12 averages, the district has had no low-performing school in the last five years and the district has made improvements as measured by the Texas Assessment of Academic Skills (TAAS).

During 2000-01 the district had a staff of 4,231 full-time employees, with teachers making up 2,028 or nearly 48 percent of the total KISD staff. The district's 2000-01 operating budget is approximately \$200.1 million. KISD's revenue during 1999-2000 was generated from 17.5 percent local funds, 63.1 percent state funds and 19.5 percent federal and other sources as compared to statewide averages of 46.0 percent local, 46.1 percent state, and only 7.9 percent federal and other sources.

KISD's Progress

While the district still has a lot of work to do, both KISD staff and TSPR team members have a sense of progress. Seventy-two recommendations have been implemented, 33 are in various stages of progress and 5 have not been addressed. KISD officials rejected 12 recommendations, because they believed implementation was not feasible at this time. (See Appendix A for details on the recommendations' status.)

Killeen ISD Report Card

Chapter	Total	Complete	In Progress	Not Implemented	Rejected	Percent Complete/ In Progress	Grades
District Organization and Management	16	8	2	1	5	50%/13%	Needs Work
Educational Service Delivery	10	8	1	0	1	80%/10%	Satisfactory
Community Involvement	5	1	3	1	0	20%/60%	Satisfactory
Personnel Management	13	8	4	1	0	62%/31%	Satisfactory
Facilities Use and Management	8	3	5	0	0	38%/63%	Satisfactory
Asset and Risk Management	6	6	0	0	0	100%/0%	Excellent
Financial Management	12	6	5	0	1	50%/42%	Satisfactory

Purchasing and Warehouse Management	10	8	0	0	2	80%/0%	Satisfactory
Computers and Technology	8	7	1	0	0	88%/13%	Excellent
Student Transportation	19	6	11	1	1	32%/58%	Satisfactory
Food Services	7	6	0	0	1	86%/0%	Excellent
Safety and Security	8	5	1	1	1	63%/13%	Needs Work
Totals	122	72	33	5	12	59%/27%	Satisfactory
Excellent = More than 80% complete Satisfactory = 80% to 100% complete or in progress Needs Work = Less than 80% complete or in progress							

Exemplary Programs and Practices

During the original review, TSPR identified numerous best practices in KISD. Through commendations in each chapter, the report highlighted model programs, operations and services provided by KISD administrators, teachers and staff members. Presented here, in italics, is an update on these exemplary programs. 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 commendations include:

- The two area assistant superintendents for education services conduct performance appraisals of principals more frequently than is required by the Education Code, which has resulted in increased accountability.

The two area assistant superintendents for education services conduct appraisals of principals three times a year. In addition to increased accountability, campus improvement plans have stayed on track.

- KISD uses 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 for school district use. School-based personnel say the program provides a clearer focus of strengths and weaknesses at both the student and grade levels, allows for a

review of student performance, and is readily applicable for use in modifying instruction.

KISD continues to use SYSTAT to analyze TAAS data and provide various performance reports for school district use. In addition, school-based personnel have expanded its use beyond their original focus and are providing cross grade level data on former and future students. Sharing this data with the principal and other staff enables all personnel to work toward meeting individual student needs.

- 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 has expanded availability of its facilities to the city of Harker Heights and Fort Hood. Every campus in the district now has an after-school program provided either by the YMCA or Fort Hood. Although the YMCA and Fort Hood charge parents a fee for each participating child, there is no facility-use fee charged by the district. KISD's most recent partnership shows promise of being an ongoing approach to the planning of new elementary campuses. KISD purchased the land for its 26th elementary campus and will lease five acres of the site to the city at \$1 a year for 20 years. In return, the city will turn that parcel into a park and will install and maintain walking trails and soccer fields.

- 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.

A Fort Hood unit or company adopts every campus in KISD. Additionally, Fort Hood encourages parental involvement in a child's education by mandating military personnel's attendance at parent conferences.

- The district supports a national coalition to improve educational services to military families. KISD's superintendent assisted in founding the Military Child Education Coalition, a national group that addresses relocation and educational issues that affect military dependents. The coalition now includes U. S. military installations and affected public school systems as well as schools operated by the Department of Defense.

The Military Child Education Coalition is now an independent organization. KISD maintains a membership in the organization and is part of a regional committee that was formed to address transition issues of military students. The committee has produced an action plan that covers seven key areas of transition. Many KISD staff are involved in its implementation.

- KISD's automated substitute caller system facilitates scheduling of approved substitutes and tracks employee absences. KISD uses an automated database to call 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) and the substitute then arrives at the correct location. If the initial substitute is unavailable, the computer continues to call substitutes until one is found who can work.

The district is updating its software to make it possible to know of substitute needs earlier and to generate online reports. The decision was made to route the initial teacher calls directly to the principals who will then automate the substitute caller system.

- The district has actively managed its debt obligations and used a refunding technique to significantly lower its future debt service requirement. 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, resulting in total savings of nearly \$500,000 annually.

The district continues to monitor debt and look for ways to improve overall financial management.

- KISD has received its certificate 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.

KISD's Budget department is working with the Media department to make the budget document more user-friendly for 2001-02.

- KISD reviews its Purchasing Policies and Procedures regularly, revising when necessary to make the purchasing processes more efficient. In April 1999 the Purchasing director, after reviewing internal processes, eliminated the necessity of filling out additional

paperwork for controlled items that are stocked in the warehouse. This eliminated schools from having to fill out a paper “controlled item purchase request” form and allowed schools to request the item online.

Most recently, at TSPR’s recommendation, the district has piloted a procurement card program whereby some departments use procurement cards to make purchases rather than prepare a purchase order. This has further streamlined the purchasing operation.

- 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. Sprint built the fiber optic cable network in exchange for a 7-year contract for leasing the equipment necessary 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 expanded the ATM network and its technology. All campuses are on the network as are a number of outside sites. Hubs are being replaced with switches, increasing access significantly. Additionally, the fiber optic network is being extended to the new campuses.

- 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 where, once certified, the district will pay the employees a stipend. Finally, KISD has instituted an employee awards program based on attendance, work performance, customer services, attitude and teamwork. All of these efforts instill a sense of pride in food service workers and show them that their work is valued.

The professional development training program for food service workers has had positive effects. Food service workers as a group are exhibiting higher morale, better service and a commitment to continuous learning. Some are going on to earn their associates degrees. As a result, KISD has expanded the training program to other auxiliary personnel. The district has developed a similar program for secretaries that focuses on professional needs and technology, and is in the process of developing a program for instructional aides that will be focused on educational service delivery.

- All KISD employees, visitors, ninth grade and high school students in KISD are required to wear identification badges and plans are underway to make all middle school students wear badges before the end of 2000-01. This effort has heightened security awareness throughout the district. KISD contracts with Interquest Detector Dog Company to conduct 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 possessions throughout the district in recent years.

KISD continues to place a great deal of emphasis on security. At TSPR's recommendation, the district implemented weekly incident reports listed by campus in August 2000. These are published in the local newspaper. In January the board compared the incident reports for fall 2000 with fall 1999 and found that the major categories had dropped and placements in Alternative Education Programs had gone down by more than half.

TSPR Key Recommendations

The following are some of the key recommendations that administrators and staff said they believe had the greatest impact on district operations. The highlighted recommendations are arranged by the chapter and area of operation contained in the original TSPR report. The comments came from district administrators during the TSPR team's follow-up visit to the district.

District Organization and Management

#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.

Using a core planning team made up of parents, staff and community members, the district undertook a strategic planning process in June 2000. The team met to develop various components of the plan and work has proceeded steadily since then. The committee will present the plan to the board on May 8, 2001. The superintendent said he believes that the process was a "tremendous investment" that "will drive the district for years to come."

Educational Service Delivery

#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.

The district realigned the responsibilities of the instructional specialists and has hired a full-time coordinator for Guidance and Counseling Services, a half-time coordinator of Health Services and a full-time secretary to support these two positions. Administrators intend to recommend the hiring of a coordinator of Library/Media Service in the future.

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

The district adopted Board Policy EG (Local) on January 11, 2000, which addresses curriculum philosophy, responsibility, adoption, articulation, guides and revision of guides. District officials identified Recommendations #18 and #19 as key recommendations because when taken collectively they believe they will significantly improve the educational delivery process and will have a long-term impact on student performance.

Community Involvement

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

The district made extensive use of the media to inform the community of the strategic planning process in Fall 2000. A color brochure detailing the current status of the 1997 bond election was also mailed to all district taxpayers in January 2001.

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

In January 2001, a presentation was made to the board proposing the establishment of a KISD educational cable channel. The board is scheduled to vote on the proposal in March 2001. The district has determined that it will make access available to other entities for a fee after it is comfortable with the operating process.

Personnel Management

#33 Determine the cause of high absenteeism and develop methods to reduce teacher absenteeism.

A KISD task force has addressed this recommendation, analyzed data and offered 13 suggestions to increase teacher presence in the classroom. As a result, the district says that they have been able to increase the number of days that a student is taught by his or her own teacher and the demand on the substitute pool has decreased.

#44 Remove the cap for years of experience for non-certified personnel and institute competitive pay for non-certified administrative personnel.

While this recommendation is still awaiting board consideration, one administrator pointed to this recommendation as being very liberating for the district. The district will be able to take a more flexible, competitive and open approach to hiring individuals whose experience is in areas other than education. The market for high-quality administrators has become very tight in recent years. District administrators said that implementing this recommendation will not only give the district a competitive edge externally, but it will also provide equity internally.

Facilities Use and Management

#49 Develop and implement a custodial staffing allocation formula that brings KISD staffing levels in line with suggested industry standards.

#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.

District officials knew this needed to be done, but the report gave them the push they needed to make the changes. Officials identified these two recommendations as key because they have the potential to save the district as much as \$2.5 million over the next five years. More importantly, the new team cleaning concept promises to ensure that facilities are kept clean and attractive at all times.

Asset and Risk Management

#57 Conduct annual inventories of the fixed assets and reconcile the fixed asset property book to the district's financial records.

The district budgeted \$60,000 to have all assets bar-coded and a complete fixed asset inventory conducted by the external auditor. The project started

in May 2000 and was completed in December 2000. The district now has a process in place to bar-code all incoming assets and to conduct regular reconciliations to the district's financial records. Administrators recognized that this was an area of district operations that was in dire need of attention and are pleased that they now have it under control.

#58 Revise the district's Property Services Handbook and Purchasing Manual to include consistent policies and procedures for controlled items.

As another part of the process of maintaining better control of district assets, the district implemented a \$5,000 threshold for fixed assets and also set up a control inventory for assets that cost less than \$5,000 but are prone to theft or loss.

Financial Management

#64 Establish an Internal Audit function that reports directly to the board's finance committee.

Despite the fact that the district has not yet filled this position, administrators and board members pointed to this recommendation as key. They feel that this position has the potential for enhancing the district's continual improvement activities and will help the district set up appropriate systems of internal control. The position has been advertised and applications accepted. The screening committee has been identified. Action is awaiting their first meeting.

Purchasing

#80 Develop procedures to track textbooks as they are moved in and out of inventory and between campuses.

Textbook ordering, tracking and distribution to campuses have dramatically improved. Students and teachers now have textbooks when they need them, and the district knows what they have and how many children are eligible for textbooks. In all, the district feels they have made significant progress.

Computers and Technology

#83 Expand the district's use of the Internet to provide useful information to schools, teachers, administrators, parents and the community.

According to the district, this recommendation has resulted in significant improvements being made to the district's Web site, making it more of a marketing, teaching and recruiting tool for KISD. It also served as the catalyst for creation of KISD's intranet that serves internal clients. The intranet offers model lesson plans to teachers and provides information on demographics, test scores, attendance zones and policies. As a result of this recommendation, access to district information has grown dramatically.

#84 Establish a help desk to define and prioritize information requests and projects as they are received by Computer Services.

The help desk concept, supplemented by new software, has enabled the district to document workload, direct requests for assistance to the appropriate expert, and become more proactive in identifying commonly asked questions and problems. As a result, district administrators say that both efficiency and effectiveness have been increased.

Transportation

#89 Immediately complete the feasibility study for outsourcing Transportation Services and outsource the function.

The district's feasibility study considered the proposals of five vendors. The report of the study's findings went to the board in May 2000. The conclusion was that cost savings would be the result of selling their fleet of buses and that service to their students would suffer. Although the board chose not to outsource, the district said that the analysis they undertook resulted in many changes within the department, which has increased efficiency.

#93 Recruit and hire a training specialist for Transportation Services.

#94 Develop a comprehensive training curriculum for drivers to include behind-the-wheel training, student discipline management and safety.

The district hired a training specialist for Transportation Services. He began work on December 1, 2000, and is now in the process of developing a comprehensive training curriculum. The district anticipates only nominal costs for training because it will be conducted prior to hiring the drivers. And, district administrators told the review team that they felt that providing adequate training would greatly improve driver quality and ultimately driver turnover.

Food Service

#108 Design and implement pilot programs to increase student participation in breakfast and lunch meals.

#109 Improve food quality and presentation.

#114 Develop a plan to work with campus principals and student organizations to improve campus cafeteria designs at high schools.

The district took these three recommendations very seriously and said that they felt the improvements that resulted from these changes have dramatically impacted the way students and staff view the district's cafeterias. Using dollars from the food services fund balance, the district implemented a food court concept at its high schools. Students were surveyed and food was taste tested. In an unprecedented article in the Killeen Daily Herald entitled "KISD cafeterias keeping kids on campus," the district was applauded for its efforts and students, parents and staff confirmed its dramatic turnaround.

Safety and Security

#116 Require all teachers and principals to attend training in discipline management and conflict resolution training.

The district began requiring all employees to attend training in "Working with Emotional Intelligence" in October 1999 and conducted a second session in February 2001. KISD believes this training to be a systemic approach to safety issues in the schools. Participants have given the training an 80 percent positive response and anecdotally report its usefulness. Conflict resolution training is ongoing as an independent topic and will also be embedded in the February 2002 Emotional Intelligence training.

What Still Needs to be Done

KISD has made steady progress in implementing TSPR recommendations, particularly in the areas of Asset and Risk Management, Computers and Technology and Food Service, but there is still work to be done. District administrators have not implemented five of the report's recommendations and have provided their reasons for their delay and their plans for future action. Another 12 recommendations were rejected outright because the district felt they were unworkable. This section addresses the key areas requiring additional attention.

District Organization and Management

Five of the 12 recommendations that were rejected outright came from the District Organization and Management area. These recommendations

included elimination of overlapping agenda items between the various standing committees, providing additional board training, revising staffing guidelines at the middle schools, authorizing principals to make more administrative and operational decisions for their campuses and developing a tighter nepotism policy and following it. Another recommendation to add principal representation to the superintendent's council has not been implemented, but the administration has not completely dismissed the idea for the future.

While it is the prerogative of the board and administration to accept or reject recommendations, TSPR urges the district to rethink these decisions with a careful eye toward improved site-based decision-making. The recommendations were intended to help the board to better understand their roles and relieve them of time consuming, double work so that they could concentrate on their roles as policymakers. The recommendations further seek to move more of the decision-making down to the campus level, empowering principals and then holding them accountable for their campuses. And, finally, when decision-making is hampered by familial relationships among administrators and employees, these barriers need to be addressed so that a free-flow of information can occur.

Transportation

KISD has hired a new transportation director that has already taken a number of important steps toward making the transportation function more effective and efficient. Work has begun on many recommendations in this section and others are on hold until the new director has time to fully research the issues. It is critically important, however, for the district's board and superintendent to provide this individual full support as he seeks to remedy the problems of the past and stop the drain of dollars away from the classroom. As the department is able to fully address the driver shortages and organizational issues, the efficiencies that are possible can and will allow the district to hold the line on transportation costs and direct those dollars back to its core function of educating students.

Safety and Security

The safety of children in schools is an emotional issue that has dominated the news, in part due to a relatively small number of tragic incidents. After removing the emotional element from the picture three things are abundantly clear: 1) no school or school district is immune from violence; 2) districts can no longer dismiss any threat as just "big talk" or "joking around," and 3) children in emotional distress must be identified and helped as quickly as possible. Another disturbing fact is that many of these violent incidents occur at the middle school level when children are most emotionally volatile. TSPR recommended additional police presence at the middle school level in KISD and while the district is in agreement with the

recommendation, they do not have the resources to increase staffing at this time. TSPR urges the city, district and community members to join together to seek ways to provide this needed supervision.

KISD's Comments on the Report and the TSPR Process

The TSPR team does not assume that its process for performing school reviews works so well that it cannot be improved. Therefore, as part of the progress report preparation, TSPR asked KISD staff members and administrators what went right and what went wrong—and how the process could be improved.

The feedback TSPR has received from other districts led to improvements in the review process. For example, early reports did not include implementation strategies and districts told TSPR they needed help in getting started. As a result, the reports now include implementation strategies and timelines to complement the recommendations. Districts have told TSPR these blueprints are invaluable to achieving the desired results.

Killeen administrators and board members said the report was valuable because it forced the district to take a hard look at itself. And, through this critical look, the district was able to identify and implement many quality improvements.

One administrator said that they liked the executive summary, because it gave a snapshot of the district's operation that was useful when communicating with the public.

But as with all things, KISD administrators and board members gave constructive criticisms to help TSPR improve their process.

The Killeen superintendent and several administrators said they felt that the report simply could not be implemented within one to two years. They felt some recommendations would more realistically take five or six years to accomplish. They suggested that more realistic timelines be established so that districts could give adequate attention to each recommendation. TSPR has heard this from other districts and is attempting to make implementation strategies and timelines more realistic, especially when dealing with difficult or controversial recommendations.

KISD administrators also said that many of the recommendations resulted in efficiencies, but that savings were not quantifiable. In some cases, they felt the savings estimates were too aggressive and should have been more

conservative. On a number of recommendations, TSPR found that KISD felt that dollars had been saved but those savings were not quantifiable because the district had not set up a tracking mechanism to gauge savings from the beginning. TSPR is now putting all savings estimates through a more rigorous review process to ensure that all estimates are conservative. TSPR is also attempting to work more closely with districts when reports are released to ensure that districts begin to track recommendations and savings from the start, rather than waiting until TSPR returns to try to recreate and project the savings or costs.

Board members felt that a board briefing would have been appropriate before the full report is released to the public. From its inception, TSPR has conducted these third party reviews with a promise that the report will be delivered directly to the public, the board and the school district simultaneously. Perhaps TSPR should have done a better job of communicating this process to the board at the time that the review began.

Appendix A Status of Recommendations and Savings

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	KISD's Projected Five-Year Savings (Costs)	Comments
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	Complete	\$0	\$0	\$0	In September 2000, the board approved a policy change that gave the superintendent hiring authority for all professional employees except high school head coaches, deputy superintendents and assistant superintendents. In February 2001, the policy was amended to include head coaches. These changes have expedited the hiring process.
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	Rejected	\$0	\$0	\$0	Board members said they prefer that multiple committees review items. They say there is no overlap because the committees are looking at different aspects of the items.

	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	Complete	\$0	\$0	\$0	On December 14, 1999, the board voted to limit its meetings to one per month on an eight-month trial basis and to leave the committee meetings at two per month. At the end of the trial, the board decided to continue with meetings once per month except when a second meeting was deemed necessary. That has been working for all concerned.
4	Provide additional training for board members designed to address their respective training needs. p.27	Rejected	\$0	\$0	\$0	The board is comfortable with the existing process.
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	Complete	\$0	\$0	\$0	Board members now believe they are receiving the amount and type of discipline and program-related data they need to make informed decisions. The Budget Department is working with the Media Department to make the budget document more

						user friendly.
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. p.33	Complete	(\$7,000)	(\$40,000)	(\$40,000)	On February 26, 2000, the board unanimously approved a proposal for the district to engage in a strategic planning process. In June 2000, a core planning team of parents, staff and community members met to develop various components of the plan. They were assisted by an outside consultant. The Strategic Plan was presented to the board on April 24, 2001. The board plans to vote for acceptance at the May meeting. The superintendent believes that this planning process will be a "tremendous investment" that "will drive the district for years to come."
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	Complete	\$0	\$0	\$0	In February 2000, the superintendent created an agenda shell for use by members of the superintendent;s council to submit agenda items. The shell allows the council members

						to add to the formal agenda at their convenience.
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	Complete	\$0	\$0	\$0	In September 2000, the superintendent;s council developed procedures for accelerating decision-making at the superintendent's council level. The deputy superintendent and all assistant superintendents were given more authority to make decisions without council approval. The assistant superintendent for Business Services was given the authority to make decisions for expenditures under \$5,000 without council approval. This has resulted in the greatest impact because it has expedited campus repairs and improvements.
9	Add principals' representation from elementary, middle, and high schools, to the superintendent's council on a rotating basis and develop formal	Not Implemented	\$0	\$0	\$0	The administration believes that principals currently have sufficient ways to initiate suggestions and provide input without having representation on

	communication protocols from the superintendent's council to school administrators. p.40					the council. The council has monthly staff meeting with principals and other administrative staff. These meeting include open-ended discussions and brainstorming. Principals are part of the District Education Improvement Committee (DEIC) and the assistant superintendents of Education Services meet with them in clusters regularly.
10	Require assistant superintendents to reallocate their time to ensure they visit each school at least once each month. p.42	Complete	\$0	\$0	\$0	This recommendation prompted the council to talk about time on campuses. All members agreed that it is desirable for assistant superintendents to devote more time to informal campus visits. The superintendent has asked each assistant superintendent to visit assigned campuses at least once each month.
11	Revise campus-staffing guidelines for middle schools	Rejected	\$2,294,560	\$0	\$0	The district does not believe that revised staffing

	to reflect differences in enrollment between middle schools. p.46					guidelines was necessary for the middle schools. Since the report was published, KISD reviewed middle school staffing and enrollment. Enrollment at middle schools has equalized and, based on current enrollment patterns, staffing reflects enrollment on all campuses.
12	Immediately form a District Education Improvement Committee (DEIC) as required by the Education Code and develop a District Improvement Plan. p.49	In Progress	(\$10,000)	\$0	\$0	The DEIC met for the first time on October 26. A District Improvement Plan was incorporated into the Strategic Plan which is scheduled for a board vote in May.
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	Rejected	\$0	\$0	\$0	KISD believes that this is already taking place because its principals make administrative and operational decisions regarding the use of funds allocated to their campus. In addition, each assistant superintendent discusses decisions made by the

						principals during performance evaluations.
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	In Progress	\$0	\$0	\$0	The district is in the process of revising this policy and will provide training in August or September.
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	Rejected	\$0	\$0	\$0	The district ensures that there are no legal nepotism violations, which only addresses board members. But, the district chooses not to have a local policy because they believe that the absence of one has not presented a problem in the past. KISD indicated that it is possible that some administrators supervise relatives.
16	Implement a local board policy requiring board members with substantial business interests in entities potentially doing business with the	Complete	\$0	\$0	\$0	Board Policy BBFA Legal, Ethics: Conflict of Interest was adopted on July 21, 1997. During annual board orientation, members with

	district to file annual affidavits disclosing the interest. p.56					substantial business interests in entities potentially doing business with the district are asked to submit an affidavit titled Disclosure of Substantial Interest in a Business Entity. Those board members without conflicts of interest submit a notarized Conflict of Interest statement to that effect.
	Totals-Chapter 1		\$2,277,560	(\$40,000)	(\$40,000)	
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	Rejected	\$0	\$0	\$0	All involved are comfortable with the existing organizational structure and process.
18	Realign responsibilities assigned to the district instructional specialists and	In Progress	(\$651,633)	(\$61,267)	(\$278,200)	The district realigned the responsibilities of the instructional specialists and has hired a full-time

	create the offices of coordinator for Library/Media Services and coordinator for Guidance and Health Services. p.73					coordinator for Guidance and Counseling Services, a half-time coordinator of Health Services and a full-time secretary to support these two positions. It intends to hire a coordinator of Library/Media Service.
19	Review and amend the district's policy manual with particular attention to developing and adopting policies for direct curriculum management. p.77	Complete	(\$4,980)	\$0	\$0	The district adopted Board Policy EG (Local) on January 11, 2000. It addresses curriculum philosophy, responsibility, adoption, articulation, guides and revision of guides.
20	Revise and develop functional curriculum guides to provide direction for all instruction. p.80	Complete	(\$54,400)	(\$217,200)	(\$217,200)	In 1998, prior to the TSPR review, the district developed and began implementation of a five-year plan for revising and developing curriculum guides for all instruction. All costs were budgeted prior to the TSPR visit and the district has steadily worked to implement the plan.
21	Develop and	Complete	\$0	\$0	\$0	During 1999-2000,

	formally document strategies to help students improve SAT and ACT scores. p.82					the district conducted SAT seminars and prep courses and made available study materials, sample tests and tutorials. Strategies were included in the campus improvement plans that concentrated on vocabulary and analogies. For 2000-01, the four high schools will increase publicity for the seminars and prep classes and add videos to the study materials.
22	Resume the annual survey on the district's gifted and talented program and use the results to improve the program. p.86	Complete	\$0	\$0	\$0	The annual survey of the district's gifted and talented program was resumed in January 2000. It was sent to 4,000 people and there was a 37 percent return rate. The results were used in the development of a five-year plan for gifted and talented education.
23	Develop and adopt a Five-Year Plan for Gifted and Talented Education. p.86	Complete	\$0	(\$6,000)	(\$6,000)	Incorporating the results of the annual survey, a five-year plan for gifted and talented education was developed by a committee made

						up of principals, teachers, counselors and parents. The plan was adopted by the board on July 29, 2000. Substitutes were hired so teachers could participate in the process.
24	Provide programs of intense remediation for special education students who have not performed well on the TAAS. p.97	Complete	(\$18,000)	\$0	\$0	In November 1999, the Special Education director surveyed all principals to determine what TAAS remediation was in place for students with disabilities. As a result of the survey, principals who did not have TAAS remediation programs in place were assisted by Special Education coordinators in developing programs with input from their campus site-based decision-making teams. New programs were implemented in January 2000, and Spring 2001 TAAS scores rose significantly.
25	Incorporate into an overall district strategic plan a five-year CATE	Complete	\$0	\$0	\$0	The district has had a five-year Career and Technology

	<p>plan that includes a rationale for program offerings, timelines, costs, and assigned responsibilities. p.112</p>					<p>Education (CATE) plan since 1998 and it is updated annually. It includes rationale for program offerings, timelines, costs and assigned responsibilities. It will be incorporated into the district's strategic plan, which is being developed. Further action on the plan is dependent on the construction and opening of a facility. The assistant superintendent for business services is looking for land on which to build.</p>
26	<p>Include all training delivered at the campus and district level and in external workshops on the professional development transcript. p.118</p>	Complete	\$0	\$0	\$0	<p>The district agreed that a record of all training received would be helpful. However, it was estimated that including all training on the professional development transcript would require an additional data entry clerk at a cost of about \$14,000 annually. As an alternative, the director for personal development</p>

						services designed a transcript for recording campus and district-level training and external workshops at the campus level.
Totals-Chapter 2			(\$729,013)	(\$284,467)	(\$501,400)	
Chapter 3: Community Involvement						
27	Create a district education foundation to enhance classroom instruction through supplemental grant awards. p.127	In Progress	\$0	\$0	\$0	The KISD board has approved an Education Foundation. Articles of Incorporation will be filed in May.
28	Identify communication alternatives that are easily accessible and capable of reaching a large number of community members. p.131	Complete	\$0	\$0	\$0	The district made extensive use of the media to inform the community of the strategic planning process in Fall 2000. Also, a color brochure detailing the current status of the 1997 bond election was mailed to all district taxpayers in January 2001.
29	Contact neighboring school districts and the local college to identify cost-effective ways to broadcast board meetings	In Progress	(\$90,000)	\$0	\$0	A January 2001 presentation was made to a board committee proposing the establishment of a KISD educational cable channel

	and instructional programs. p.132					through Time Warner Cable. Research on the topic is ongoing.
30	Develop general guidelines for organized parent involvement groups to help them effectively run their organizations and manage funds. p.137	In Progress	\$0	\$0	\$0	The district;s general ledger specialist has attended training based on IRS rulings and UIL guidelines and has planned training for organized parent groups in Spring 2001.
31	Create a Business Advisory Council to strengthen KISD's Adopt-A-School Program. p.139	Not Implemented	\$0	\$0	\$0	Although a Business Advisory Council has not been formed, KISD does have alternate mechanisms in place which provide strength to the Adopt-A-School Program. For example, there is an Adopt-A-School Council with the Fort Hood Military Installation; a partnership with the city;s Chamber of Commerce where community businesses assist neighboring schools; and finally, a partnership with the local America;s Promise initiative where civic, retiree and volunteer

						organizations assist schools.
	Totals-Chapter 3		(\$90,000)	\$0	\$0	
Chapter 4: Personnel Management						
32	Reduce the number of human resources staff to be more in-line with peer districts. p.159	Not Implemented	\$298,300	\$0	\$0	KISD carefully examined the workload of peer districts and determined that the current staffing pattern for the human resources function was appropriate for their district. They will, however, continue to spot check positions and responsibilities as well as employee ratios to determine if changes can be made.
33	Determine the cause of high absenteeism and develop methods to reduce teacher absenteeism. p.160	In Progress	\$1,315,494	\$0	\$1,327,500	The district determined the causes of high absenteeism through a Teacher Attendance Task Force. The Task Force completed its work in December 2000; its recommendations went to the Superintendent;s council in January 2001 and will go from there to the board. Methods for reducing

						absenteeism will be developed for implementation in August 2001 if the board approves.
34	Discontinue the practice of providing non-certified employees with employment contracts. p.162	In Progress	\$0	\$0	\$0	An attorney was consulted in August 2000. In January 2001, a presentation was given to the board showing that 259 non-certified employee/positions were on contract. During Spring 2001 the board;s policy and curriculum committee will discuss the issue further and make a decision regarding the contracting procedures.
35	Focus recruiting efforts on colleges, universities, and job fairs that have proven successful in the past and reformulate recruiting plans and strategies. p.165	Complete	\$125,000	\$0	\$0	The district had this practice in place prior to TSPR;s audit. The district has examined the practice carefully and found it to be a productive approach for this district. KISD will continue to study costs and results of recruiting trips and make adjustments to maximize results and identify additional means of attracting teachers.

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	Complete	(\$50,000)	\$0	\$0	The district began telephoning and emailing college juniors in Spring 2000 to develop relationships with students beginning their teaching education as a way of generating interest in KISD as a site for student teaching and employment. It hopes to see positive results during the hiring process for Fall 2001.
37	Make employment applications available on the district;s website. p.167	Complete	\$0	\$0	\$0	While the district had its employment applications available on its Web site prior to the TSPR audit, it has since begun the process of making them interactive. This enhancement should be completed in Spring 2001.
38	Create a recruiting video with testimonials from a cross section of teachers. p.168	Complete	(\$23,000)	\$0	\$0	The district had a recruiting video at the time of the review.
39	Improve standards and methods of measuring the benefits of professional development by	Complete	\$0	(\$5,000)	(\$5,000)	The district developed a matrix for measuring the benefits of professional development that

	seeking input from district staff participating in training. p.171					incorporates pre and post data, and participant feedback. It was used for the first time in November 1999 and again in January 2000 and January 2001. The participant responses have been very positive.
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. p.172	In Progress	(\$276,000)	\$0	(\$550,000)	The district is in the process of creating basic professional development for all categories of auxiliary employees. It began with food service in 1999-2000, added secretaries in 2000-01 and will add instructional aides in 2001-02. Costs reflect course development and stipends.
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	Complete	\$0	\$0	\$0	The Human Resources procedures manual was completed in Summer 2000 after a review of other models. The district has found it to be very helpful and more user friendly.
42	Reorganize the KISD employee handbook. p.177	Complete	\$0	\$0	\$0	The Personnel Director completed the reorganization

						of the KISD employee handbook in Summer 2000 and also made it available on line.
43	Establish a system for updating every job description every three years. p.178	Complete	\$0	\$0	\$0	All job description updates were completed in 1999-2000 and one-third will be reviewed annually beginning in 2000-01. As a result, communication has improved.
44	Remove the cap for years of experience for non-certified personnel and institute competitive pay for non-certified administrative personnel. p.180	In Progress	\$0	\$0	\$0	The deputy superintendent anticipates that the board will discuss this recommendation in Spring 2001 as part of the discussions on the annual compensation plan. A proposal has been prepared for board consideration, including costs.
Totals-Chapter 4			\$1,389,7944	(\$5,000)4	\$772,5004	

Chapter 5: Facilities Use and Management

45	Complete all components of the facilities master plan. p.196	In Progress	\$0	\$0	\$0	The district has contacted outside entities that do facilities planning to assist them and a facility use survey is being prepared. The district plans to
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						have a completed facilities master plan in Fall 2001.
46	Establish a districtwide facilities planning committee to develop facility use guidelines that maximize student use rates in all schools. p.199	In Progress	\$0	\$0	\$0	As part of the facility master planning process mentioned in the preceding recommendation, the district will study facility use and future needs. The study is going to incorporate the users; recommendations, which will be gathered as part of the overall study. The Building and Land Use subcommittee of the board will act as the final reviewer of the plan.
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. p.202	Complete	\$0	\$0	\$0	The work order system has been expanded to identify the type of work performed by each employee. A Plant Services auditor now verifies that the work is completed properly, and provides a report to the initiator of the work order and the assistant superintendent for Business Services.
48	Complete facilities condition	Complete	\$0	\$0	\$0	Facilities condition reports were

	reports for all KISD facilities and develop and implement a preventive maintenance program. p.205					completed in September 2000. KISD developed and implemented a preventive maintenance program that prioritizes which repairs will be made, along with annual monitoring of all the facilities; needs.
49	Develop and implement a custodial staffing allocation formula that brings KISD staffing levels in line with suggested industry standards. p.210	In Progress	\$2,004,220	\$90,000	\$1,940,000	In January 2001, custodial services were reorganized into cleaning teams, and organized cleaning by tasks such as floors, restrooms, etc. As a result, the number of custodians will be decreasing by 50, through attrition, beginning in January 2001. The total program will not be fully implemented until December of 2001. For fiscal year 2000-01, KISD will realize \$90,000 in savings. For 2001-02, the savings will be \$350,000, and for each year thereafter KISD expects savings to reach \$500,000. These savings are due to a reduction in custodial

						equipment purchases as well as needing fewer employees.
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	In Progress	\$0	\$0	\$0	As part of the reorganization in Recommendation #49, the teams now work a significant portion of their time in the evening. The most significant difficulties have been experienced in the elementary and middle schools where custodial staffing is needed during the days. Consequently, some adjustments may be necessary as the district progresses with this recommendation.
51	Develop specific strategies to lower all facilities energy costs below \$1 per square foot. p.219	In Progress	\$484,988	\$0	\$0	The district continues to pursue energy savings, but has experienced some problems with newer facilities. Newer facilities are costing more to heat and cool due to new air quality requirements. District officials are working with an energy specialist and regular reports are given to principals

						and department heads so that energy use can be monitored and energy-saving practices reinforced. While the district does not have information on actual savings, they are confident that these measures are improving energy consumption.
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	Complete	\$0	\$0	\$0	The district looked at external providers for custodial services and found a limited number of firms. The district determined that continuing to operate these support functions in-house using the newly streamlined processes was more cost effective than outsourcing. District administrators are open to continual looking for the most cost-effective methods for providing these services, as long as the quality of service is not sacrificed.
Totals-Chapter 5			\$2,489,208	\$90,000	\$1,940,000	

Chapter 6: Asset and Risk Management

53	Consolidate KISD's bank accounts from 20 to 10. p.234	Complete	\$4,480	\$0	\$0	The district has reduced the number of bank accounts from 20 to 12.
54	Train the assistant bookkeeper to maintain and update an automated weekly cash flow worksheet. p.236	Complete	\$0	\$0	\$0	The district began using a system, but the software company went out of business. Therefore, they were forced to implement a different system called SIMPRO, which, according to administrators, has worked well for them. Staff has received training twice from the provider.
55	Implement lower cost health care alternatives as a way to contain health insurance costs. p.244	Complete	\$1,000,000	\$0	\$0	The district put out a request for proposal (RFP) for health care coverage. They received two proposals, and ultimately chose to stay with their original provider. The new contract did not provide a reduction in the cost of insurance.
56	Reduce the costs of liability and property insurance by considering lowering coverage limits, eliminating certain coverages, or self-insuring	Complete	\$95,667	\$100,000	\$180,000	The district issued an RFP for property and casualty insurance and saved \$100,000 in the first year with a new provider.

	certain risks to obtain the best coverage for the lowest cost. p.248					Because insurance costs are rising, the district is estimating that future savings will only amount to about \$20,000 per year.
57	Conduct annual inventories of the fixed assets and reconcile the fixed asset property book to the district's financial records. p.251	Complete	\$0	(\$60,000)	(\$60,000)	The district budgeted \$60,000 to have all assets bar coded and a complete fixed asset inventory conducted by the external auditor. The project started in May 2000 and was completed in March 2001. The district now has a process in place to bar code all incoming assets, and to conduct regular reconciliation of the district;s books.
58	Revise the district's Property Services Handbook and Purchasing Manual to include consistent policies and procedures for controlled items. p.252	Complete	\$0	\$0	\$0	For audit purposes, the district uses a \$5,000 threshold for fixed assets, but has established a control inventory for all other assets that the district feels should be tracked.
Totals-Chapter 6			\$1,100,147	\$40,000	\$120,000	
Chapter 7: Financial Management						
59	Decentralize the budget process by	Rejected	\$0	\$0	\$0	KISD;s budgets are formula driven,

	assigning funds to broader categories, and allow campuses greater flexibility and control over how resources are allocated to specific categories. p.266					based upon the total number of students and the number of special education students. Principals have some flexibility and control over their budgets, but the district does not feel that further decentralization is necessary.
60	Submit budget amendments to the board for approval each month and require amendment approval before expenditures are made. p.268	Complete	\$0	\$0	\$0	Budget amendments continue to be done quarterly. However, the district now ensures that no funds are expended that exceed the total amount of the budget for each functional area set by the board. The flexibility KISD allows at the campus level is therefore appropriate and completely legal because of the way that the district approves its budget.
61	Require budget and accounting clerks to work towards certification as Texas School Business Specialists and provide	In Progress	(\$8,740)	\$0	\$0	The administration proposal that certified clerks receive a stipend will be brought to the board for approval during the strategic planning process.

	incentives, including rewards after completion. p.269					
62	Produce a budget document that serves as a communications device, policy document, and financial plan. p.272	Complete	\$0	\$0	\$0	During 2001-02, the budget department will work with the media department to make the budget document more user friendly.
63	Establish a policy to issue a Request for Proposal for auditing services every five years. p.275	In Progress	\$0	\$0	\$0	In January 2002, the district will put out an RFP for auditing services.
64	Establish an Internal Audit function that reports directly to the board's finance committee. p.277	In Progress	(\$235,664)	\$0	(\$220,000)	The board approved a position for an internal auditor and will be interviewing applicants in Spring 2001. The budgeted salary is \$50,000, plus benefits of \$5,000.
65	Update accounts payable and payroll accounting procedure manuals. p.280	In Progress	\$0	\$0	\$0	KISD is currently in the process of converting software systems, requiring them to develop new procedure manuals.
66	Implement an automated timekeeping system and create an electronic interface between the payroll and	Complete	(\$219,423)	(\$220,000)	(\$220,000)	The district automated the timekeeping system for custodians and transportation workers. Food

	substitute caller systems. p.284					service will begin using the system in Spring 2001.
67	Audit each campus' activity fund at least once every two years. p.288	Complete	(\$17,500)	(\$17,500)	(\$87,500)	Beginning in the 2000-2001, KISD began to use the external auditor to audit all campuses at least once every two years. The additional cost is \$17,500 annually.
68	Develop corrective measures for consistent non-compliance with activity fund policies and procedures. p.290	Complete	\$0	\$0	\$0	As part of the activity fund audit, the auditor developed improvement plans and corrective action plans to deal with noncompliance. The superintendent and assistant superintendent for Business Services will monitor compliance with the corrective action plans.
69	Require all schools to use a standardized computer software to account for activity funds. p.291	Complete	(\$840)	\$0	\$0	Everyone in the district is now using QuickBooks, which was implemented at no additional cost to the district.
70	Establish a delinquent tax collection policy. p.294	In Progress	\$982,422	\$0	\$0	The administration is drafting a policy and will present it to Bell County for review. KISD administrators expect to present the policy to the board in Fall 2001.

						but the district is skeptical of any savings opportunities.
	Totals-Chapter 7		\$500,255	(\$237,500)	(\$527,500)	
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	Complete	\$1,410,694	\$0	\$0	The district joined the Harris County Purchasing Cooperative and now has access to comparative pricing information. The district, however, has not quantified any savings, nor have they projected savings into the future, despite the fact that they feel savings will be forthcoming.
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	Complete	\$0	\$0	\$0	The district developed a list of requirements and was ready to purchase new software, but decided to continue its interlocal agreement with Region 10 for payroll and purchasing.
73	Implement procurement cards for purchases at local vendors. p.306	Complete	\$71,961	\$0	\$0	KISD implemented an experimental procurement card program to test the concept with plant

						services, transportation and property management. The test has shown a reduction in paperwork; however, additional reductions would have to be made before staff can be eliminated and savings realized.
74	Increase the threshold for processing additional paperwork on a controlled item purchased for more than \$1,000. p.308	Complete	\$0	\$0	\$0	According to management, the district has two processes in place- one for items valued at more than \$5,000 and one for items less than \$5,000.
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	Rejected	\$0	\$0	\$0	The district bids purchases to get the best price, even if it is less than \$25,000.
76	Transfer the management, oversight, and budget responsibilities for delivery positions from Transportation to Warehouse Services. p.312	Complete	\$0	\$0	\$0	Seven delivery drivers were previously assigned to transportation when the district had a driver shortage. Now that there are sufficient bus drivers in place, one driver is assigned to the warehouse, two to the mailroom and

						four run regular food and educational routes.
77	Eliminate four delivery driver positions and reassign delivery responsibilities to existing warehouse staff. p.313	Rejected	\$349,011	\$0	\$0	According to district administrators the number of delivery drivers being used in the district was incorrectly stated, because they were all assigned to the transportation department and drove buses for a significant amount of their time. No positions were eliminated.
78	Reduce inventory levels of slow-moving and obsolete stock and develop a process to monitor and purge obsolete inventory items. p.315	Complete	\$1,218	\$5,915	\$25,575	Of 8,479 items in the warehouse, the district identified 5,571 that were obsolete. Obsolete items were sold, used or disposed of in some way. The district realized \$5,915 in savings in the first year and anticipates that those savings will continue in future years.
79	Follow the steps identified in the Property Management Services Handbook to issue, receive, and monitor district and campus textbook inventories. p.316	Complete	\$0	\$0	\$0	The district now has an on-line system for campuses to order textbooks and to check on availability of textbooks. This system has helped the district to better monitor the

						process and ensure that procedures are being followed.
80	Develop procedures to track textbooks as they are moved in and out of inventory and between campuses. p.318	Complete	\$43,890	\$0	\$0	In Fall 1999, the property management coordinator put the entire textbook tracking online. This has significantly improved tracking.
Totals Chapter 8			\$1,876,774	\$5,915	\$25,575	

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	In Progress	\$0	\$0	\$0	The district is not using DMS, but conducted a comprehensive review of all software needs and prior to selecting a new vendor, determined that they would continue outsourcing to Region 10 payroll and purchasing for the time being. At a later date, the district anticipates that the issue will be explored again.
82	Develop a comprehensive, districtwide disaster recovery plan. p.339	Complete	\$0	\$0	\$0	The district;s safety director developed a districtwide disaster recovery plan and purchased an emergency response handbook and a video on bomb threats for

						each school. They were distributed in Summer 2000. Each school then developed individual plans for emergencies and evacuations.
83	Expand the district's use of the Internet to provide useful information to schools, teachers, administrators, parents, and the community. p.344	Complete	\$0	\$0	\$0	A webmaster was hired in 1999-2000. In Spring 2000. Replacement of hubs with switches made the Web accessible to unlimited users on campuses and in the community. In January 2001 an intranet was established.
84	Establish a help desk to define and prioritize information requests and projects as they are received by Computer Services. p.346	Complete	\$0	\$0	\$0	A help desk was established in Summer 2000.
85	Establish a formal mentoring (and periodic rotation) process for campus technologists. p.347	Complete	\$0	\$0	\$0	Experienced campus technologists are assigned to mentor inexperienced technologists. The district does not agree with rotation schedules. Technologists are hired to work at specific campuses and become part of that campus community.

86	Determine training requirements and develop a training plan for all Technology Services staff. p.349	Complete	\$0	\$0	\$0	Cross training and professional development opportunities are posted weekly.
87	Develop strategies to establish and maintain a close working relationship between Instructional Technology and the Curriculum and Instruction Department. p.350	Complete	\$0	\$0	\$0	The executive director for Curriculum and Instruction and the executive director of Technology Services began weekly meetings in Fall 2000.
88	Expand the Instructional Technology staff's educational offerings for users. p.351	Complete	\$0	\$0	\$0	In 2000-01 the technology staff added online intranet technology training.
Totals Chapter 9			\$0	\$0	\$0	

Chapter 10: Transportation

89	Immediately complete the feasibility study for outsourcing Transportation Services and outsource the function. p.364	Complete	\$2,000,000	\$520,000	\$520,000	The district;s feasibility study considered the proposals of five vendors. The report of the study;s findings went to the board in May 2000. The conclusion was that cost savings would be the result of selling their fleet of buses and that service to their students would
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						suffer. The board chose not to outsource and many changes have been made in the department to increase its efficiency.
90	Reorganize Transportation Services into sections for operations, routing and scheduling, fleet maintenance, and safety and training. p.372	In Progress	\$206,357	\$0	\$0	A new director was hired in August 2000 and was given the authority to put together what he considered to be a workable structure based on existing personnel. Some adjustments have already been made, while others will become effective in the new school year.
91	Initiate an aggressive driver recruitment program that offers incentives for new drivers. p.377	In Progress	\$286,212	\$0	(\$60,000)	The board approved two incentives to go into effect in Fall 2000. A stipend will be paid to those new drivers who complete the school year. Drivers who complete the year will also be reimbursed for the cost of a CDL license if they were required to purchase one. The district has reduced overtime and improved driver retention to the

						point of recognizing some efficiencies, but because trip requirements have also increased, no savings have yet been recognized.
92	Develop key indicators and monitor performance of regular and special education transportation. p.379	In Progress	\$0	\$0	\$0	A new director of Transportation Services came to the district in August 2000. The transportation department is currently developing key indicators to monitor the performance of regular and special needs transportation. The district expects full implementation in Fall 2001.
93	Recruit and hire a training specialist for Transportation Services. p.381	Complete	\$0	\$0	\$0	The district hired a training specialist for Transportation Services. He began work on December 1, 2000.
94	Develop a comprehensive training curriculum for drivers to include behind-the-wheel training, student discipline management and safety. p.383	In Progress	(\$53,680)	\$0	\$0	The new training specialist for Transportation Services is in the process of developing a comprehensive training curriculum. The district anticipates only nominal costs for training because it will be

						conducted prior to hiring the drivers.
95	Develop a comprehensive training program for school bus monitors. P.384	In Progress	(\$10,000)	\$0	\$0	A comprehensive training program for school bus monitors has been developed and training began in March 2001. The district anticipates no additional costs because development and training take place during regular work hours.
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	In Progress	\$0	\$0	\$0	In Spring 2001, software will be put in place and a system set up to gather information on student referrals to bus drivers in a more timely manner. However, the software does not have data analysis capability.
<p>KISD is working with a software vendor and, pending approval from KISD's Computer Service department, KISD will</p>						

begin testing the new system with a limited number of campuses. After the test program is complete, KISD will implement the process on each campus.

97	Develop a guideline limiting the length of trips for special needs students to one hour each way. p.389	Complete	\$0	\$0	\$0	A new director of Transportation Services began work in August 2000. Many changes were made for the Fall of 2001. A meeting was held with the directors of the special programs and the transportation department to work out the placement of the special programs on campuses that will allow limiting the length of trips for special needs students.
98	Use Edulog to plan and analyze regular and special needs routes to reduce the number of routes. p.390	In Progress	\$420,362	(\$27,600)	(\$27,600)	Edulog was not an effective program so the district replaced it with Transfinder in 1999-2000 and training took place

						in July and August 2000. The district estimates that it will realize savings in 2001-02. The savings were captured in Recommendation #89.
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. p.392	Rejected	\$0	\$0	\$0	The district believes that field trips are part of its educational mission and transportation for field trips supports this mission. It chooses not to restrict or inhibit scheduling of field trips.
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	Complete	\$0	\$0	\$0	In August 2000 the district raised its per mile charge for extra-curricular travel from \$1.70 to \$2.25. Because this money is being moved within the district, management sees this recommendation as a way of more accurately reporting where costs are incurred rather than a means of recovering cost of vehicles.
101	Charge a premium for field trips	Complete	\$0	\$0	\$0	The district sees no need to move

	<p>scheduled less than seven days in advance. p.396</p>					<p>KISD dollars from one account to another; however, the district has taken a firmer approach to prioritizing field trips based upon availability of buses and drivers. While advanced notice was always encouraged, today the requirement is enforced and priority is given to those schools that put in a request at least seven days in advance of an event. Others are only served if drivers and buses are available. While this is not exactly what TSPR recommended, the district;s approach has achieved the same results.</p>
102	<p>Institute a regular preventive maintenance program for school buses. p.400</p>	Complete	\$0	\$0	\$0	<p>The district has implemented preventive maintenance performed on a calendar basis. At the beginning of the year, KISD had fewer vacancies so mechanics did not have to drive very often, meaning that they had more time to do the preventive maintenance. Now</p>

						that driver vacancies are back up, the mechanics have to drive more often.
103	Develop and adopt a 15-year bus procurement and replacement program and reduce the spare bus ratio. p.402	In Progress	(\$683,000)	(\$1,060,000)	(\$2,600,000)	In 2000, the district sold 32 of its buses and replaced nine. In 2001, KISD plans is to sell 36 buses including the remaining buses bought before 1980 and replace about 31 of them. In the coming years, the district intends to purchases buses on a more regular procurement cycle and work toward a 15 to 17 year replacement cycle; they estimate that the cost each year will run \$1 million. On average, the district was spending \$500,000 per year for buses, which means that the additional expenditures to fully implement this recommendation will be approximately \$2.6 million over the five years.
104	Make the VMIS system available to mechanics and	In Progress	(\$4,278)	\$0	\$0	The VMIS system was DOS based and not user

	produce regular management reports and cost analyses. p.403					friendly. The district;s administration is expecting board approval to purchase RTA Fleet Manager before August 2001 and implement this recommendation at that time.
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	In Progress	\$0	\$0	\$0	The district expects to be able to do this with its new software.
106	Erect a modular building to house upholstery repairs and store tires. p.405	Not Implemented	(\$21,400)	\$0	\$0	The actual cost of a building to serve this purpose was greater than the district;s spokesperson anticipated at the time of the review. The district continues to explore other options.
107	Establish a cooperative bus driver and mechanic training program with Fort Hood and Central Texas College. p.407	In Progress	\$0	\$0	\$0	The district has hired a trainer and is planning to establish those ties with Central Texas College and Fort Hood in the near future.
	Totals-Chapter		\$2,140,573	(\$567,600)	(\$2,167,600)	

Chapter 11: Food Service

108	Design and implement pilot programs to increase student participation in breakfast and lunch meals. p.417	Complete	\$424,237	\$28,578	\$2,125,000	As a part of the massive initiative to increase participation, the district implemented a food court concept. The program was very well received and was written up in the Killeen Daily Herald entitled "KISD cafeterias keeping kids on campus." KISD used money in the food service fund balance to pay for the food court signage and equipment. As a result, 17,000 more meals were served, and reimbursements increased by more than \$28,000 in one year. The district anticipates that revenues will continue to increase by 5 percent per year in future years, as the concept is expanded districtwide.
109	Improve food quality and presentation. p.419	Complete	\$0	\$0	\$0	In addition to revamping the cafeterias, KISD surveyed students to determine food

						preferences and solicit suggestions for improvement. After implementing changes, students say they prefer to eat on campus now because they think the food is good and they have more choices.
110	Restructure the KISD Food Services Department. p.421	Rejected	\$2,988	\$0	\$0	With the increase in participation and the new serving configuration, the district determined that the current structure works best for them.
111	Freeze staffing levels at currently approved positions, evaluate individual productivity, and increase meals per labor hour. p.425	Complete	\$0	\$0	\$0	With the increase in participation, and the implemented freeze on personnel hiring, the district is now achieving higher levels of productivity.
112	Claim reimbursement for breakfast meals served to eligible free and reduced-price students at severe need campuses. p.431	Complete	\$350,140	\$135,000	\$675,000	The district is now claiming reimbursement for all eligible meals. The increase should be \$135,000 per year with a five-year total of \$675,000.
113	Decrease food costs to reflect industry and private vendor standards. p.433	Complete	\$1,258,881	\$300,000	\$1,500,000	The district now uses offer versus serve at all campuses; therefore there is considerably less

						<p>waste.</p> <p>Food costs decreased. Previously, food costs accounted for 44 percent of the expense and now it accounts for 40 percent of the expense. In actual dollar amounts this is a \$300,000 annual savings with an estimated \$1,500,000 five-year savings.</p>
114	Develop a plan to work with campus principals and student organizations to improve campus cafeteria designs at high schools. p.435	Complete	(\$434,756)	\$0	\$0	This is tied directly to Recommendation #108. Dollars for the improvements were taken from the district;s fund balance; therefore the district does not claim these costs.
Totals-Chapter 11			\$1,601,490	\$463,578	\$4,300,000	
Chapter 12: Safety and Security						
115	Submit detailed monthly reports on discipline management actions and related referrals to the board. p.447	Complete	\$0	\$0	\$0	The district provides a board newsletter every six weeks, and includes a report identifying incidents resulting in district level hearings and placement of students at alternative schools. Beginning in the

						4th six weeks of 1999-2000, the report includes the following information about each offender: home campus, offense, grade level, placement, ethnicity, gender, decision rendered and year-to-date comparisons.
116	Require all teachers and principals to attend training in discipline management and conflict resolution training. p.448	Complete	\$0	(\$122,000)	(\$122,000)	The district began requiring all employees to attend training in "Working with Emotional Intelligence" in October 1999 and conducted a second session in February 2001. KISD believes this training to be a systemic approach to safety issues in the schools. Participants have given the training an 80 percent positive response and anecdotally report its usefulness.
117	Develop cooperative agreements with local social services providers to improve services for students enrolled in KISD's	In Progress	\$0	\$0	\$0	At this time the district believes that appropriate services are being provided for the students in KISD's alternative programs. It has however submitted

	alternative programs. p.449					a grant proposal to establish a Communities In Schools program at the Killeen Alternative Center.
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	Complete	\$0	\$0	\$0	The district implemented weekly incident reports listed by campus in August 2000. These are published in the local newspaper. The district reduced the student population at its two high schools by opening two more high schools in August 2000. In January, the board compared the incident reports for Fall 2000 with Fall 1999 and found that the major categories had dropped. In addition, placements in AEPs had reduced by more than half. Additionally, the district developed and implemented Emotional Intelligence training for all employees in 2000.
119	Monitor, track, and report the progress of students from the	Complete	\$0	\$0	\$0	The district began monitoring, tracking, and reporting the

	Middle Level Learning Center and Killeen Alternative Center while they attend alternative school and when they return to their home schools. p.453					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 in December 2000. The campuses began reporting student success rates and discipline for students for the first nine weeks after they returned to the home campus. This will be reported to the board at the end of each term.
120	Establish an Absent Student Assistance program, with the assistance of the Bell County Constable's Department, to improve student attendance. p.455	Complete	\$893,385	\$0	\$0	KISD has attendance officers who work with two justices of the peace and finds that to be satisfactory. Attendance rates have remained stable with no increase in state aid based on attendance.
121	Increase the number of police officers serving middle schools through cooperative sharing agreements with	Not Implemented	\$95,480	\$0	\$0	While the district would like to implement this recommendation, no Killeen Police Department officers are available to serve

	local police departments as part of an overall safety and security prevention and intervention strategy. p.461					middle schools.
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	Rejected	\$0	\$0	\$0	The district believes the people in these positions work well together and are covering all safety concerns in a proactive, cooperative, informal way.
	Totals-Chapter 12		\$988,865	(\$122,000)	(\$122,000)	
	TOTAL		\$13,545,653	(\$657,074)	\$3,799,575	