

TRANSMITTAL LETTER

August 23, 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 my performance review of the Kenedy Independent School District (KISD).

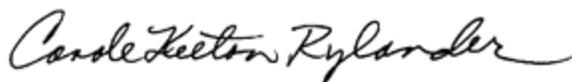
This review is intended to help KISD hold the line on costs, streamline operations, and improve services to ensure that more of every education dollar goes directly into the classroom, with the teacher and children, where it belongs. To aid in this task, I contracted with International Business Machines.

I have made a number of recommendations to improve KISD's efficiency. I also have highlighted a number of "best practices" in district operations-model programs and services provided by the district's administrators, teachers, and staff. This report outlines 47 detailed recommendations that could save KISD more than \$2.3 million over the next five years, while reinvesting more than \$161,000 to improve educational services and other operations. Net savings are estimated to reach \$2.2 million that the district can redirect to the classroom.

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

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

Sincerely,



Carole Keeton Rylander
Texas Comptroller

EXECUTIVE SUMMARY

Executive Summary Overview

Summary of Costs and Savings by Recommendation (Exhibit 5)

In March 2001, Texas Comptroller Carole Keeton Rylander began a review of the Kenedy Independent School District (KISD) as part of a four-district Texas School Performance Review (TSPR) project that also included reviews of the neighboring Karnes City, Falls City and Runge school districts. These four districts are located near one another in Kenedy County. Based upon more than six months of work, this report identifies KISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 47 recommendations could result in net savings of \$2,216,849 over the next five years.

Improving the Texas School Performance Review

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

Recognizing that only 51 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to drive more of every education dollar directly into the classroom. Comptroller Rylander also has ordered TSPR staff to share best practices and exemplary programs quickly and systematically with all the state's school districts and with anyone else who requests such information. Comptroller Rylander has directed TSPR to serve as a clearinghouse of the best ideas in Texas public education.

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

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

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

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

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

TSPR in Kenedy ISD

The Comptroller contracted with IBM Corporation to assist with the review. The team interviewed district employees, school board members, parents, business leaders and community members and held a public forum on Wednesday, March 21, at the Kenedy Middle School from 5 p.m. to 7 p.m.

To obtain additional comments, the review team conducted small focus group sessions with teachers, principals, employees, students, parents and community members. TSPR also received letters and phone calls from a wide array of parents, teachers and community members.

A total of 241 respondents answered surveys. 43 campus and central administrators and support staff, five principals, 46 teachers, 55 parents and 92 students completed written surveys. Details from the surveys appear in **Appendices A** through **E**.

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

KISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The districts chosen were Dilley, Dimmit, Lytle, Nixon-Smiley Consolidated and San Diego.

During its more than six-month review, TSPR developed recommendations to improve operations and save taxpayers more than \$2,378,425 by 2005-06. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach \$2,216,849 by 2005-06.

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

Acknowledgments

The Comptroller's office and IBM wish to express their appreciation to the KISD Board of Trustees, Superintendent Joe Garza, Jr., district employees, students, parents and community residents who helped during the review.

Kenedy ISD

KISD is located in Karnes County, about 60 miles south of San Antonio. The county seat is in Karnes City. The county's population is 15,446, according to the 2000 U.S. Census. The county's total public school enrollment is 2,561 students. Leading industries include farming, ranching, oil and gas production, uranium mining and milling and fiberglass products. Kenedy ISD's facilities, except for the Karnes County Academy, are located in the same general area in separate buildings. The elementary school campus is located across the street from the middle and high school campuses. During the 2000-01 school year, KISD's 82 teachers, administrators and support staff served students in three schools: Kenedy Elementary School (grades pre-kindergarten-5), Kenedy Middle School (grades 6-8), and Kenedy High School (grades 9-12). The district also runs the Karnes County Academy, which serves students from Kenedy ISD, Karnes City ISD, Yorktown ISD, Goliad ISD and Nordheim ISD. The academy has an average enrollment of about 40 students.

Nine hundred and thirteen students were enrolled in KISD in 2000-01, a decline of 21.4 percent over the last four years. Nearly 67 percent of the district's student body is considered economically disadvantaged: 72.6 percent are Hispanic, 24.1 percent are Anglo, 2.7 percent are African American and less than 1 percent are of Other National Origins. **Exhibit 1** details the demographic characteristics of the KISD, its peer school districts, the Texas Education Agency's Region 3 (which includes KISD) and the state.

Exhibit 1 Demographics of KISD, Peer Districts,

**Region 3 and State Student Populations
2000-01**

	Enrollment	African American	Anglo	Hispanic	Other	Economically Disadvantage
Kenedy	913	2.7%	24.1%	72.6%	0.6%	66.9%
Dilley	890	1.0%	16.4%	82.4%	0.2%	75.4%
Dimmitt	1,342	3.6%	24.1%	72.3%	0.0%	70.3%
Lytle	4,492	0.3%	32.2%	67.1%	0.4%	61.3%
Nixon-Smiley	990	3.2%	37.0%	59.6%	0.2%	68.1%
San Diego	1,596	0.1%	0.4%	99.4%	0.1%	92.0%
Region 3	55,852	11.0%	45.1%	42.5%	1.4%	50.0%
State	4,071,433	14.0%	42.0%	41.0%	3.0%	49.2%

Source: TEA, PEIMS 2000-01.

The district's annual budget is \$6.9 million for 2000-01. In 2000-01, KISD has the third-highest property tax rate and fourth-lowest taxable property value per pupil among the peer districts (**Exhibit 2**).

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

District	Adopted Tax Rate	Taxable Property Value/Pupil
Kenedy	\$1.500	\$88,152
Dilley	\$1.529	\$90,068
Dimmitt	\$1.320	\$155,099
Lytle	\$1.480	\$64,166
Nixon-Smiley	\$1.290	\$97,208
San Diego	\$1.510	\$60,650

Source: TEA, PEIMS 2000-01.

KISD's share of students passing the Texas Assessment of Academic Skills (TAAS) was second-lowest among the peer districts and below the regional and state averages in reading, writing, mathematics and all tests taken (**Exhibit 3**).

Exhibit 3
Percent of KISD, Region 20 and State
Students Passing TAAS, All Levels
1999-2000

Entity	Reading	Writing	Math	All Tests
Nixon-Smilely	91.6%	94.4%	91.9%	85.1%
Lytle	82.2%	89.3%	85.3%	75.5%
Dimmit	82.2%	82.6%	90.8%	75.2%
Dilley	83.1%	84.2%	85.9%	75.1%
Kenedy	79.5%	83.4%	79.6%	70.5%
San Diego	71.8%	76.4%	72.8%	60.2%
Region 3	90.3%	90.5%	91.2%	84.1%
State	87.4%	88.2%	87.4%	79.9%

Source: TEA, AEIS 1999-2000.

On August 16, 2001, the Texas Education Agency released the TAAS results for the 2000-01 school year. KISD received an overall Academically Acceptable rating, the same rating as the last five years. According to these latest reports, the district's three schools are rated Academically Acceptable. This represents a change for Kenedy High School from the Academically Recognized rating since 1998-99. Because this information came late in the review process, and because information regarding the cumulative test results will not be available until November 2001, the data presented throughout the rest of this report reflects 1999-2000 information.

KISD faces some significant challenges, including:

- restoring confidence in the board and administration;
- improving student performance; and
- adjusting to a declining student enrollment.

Key Findings and Recommendations

Restore Confidence in the Board and Administration

Develop and commit to a Board Code of Conduct to ensure that all actions of the board are carried out to promote an atmosphere of trust and respect. Divisiveness between the board and administration and resultant controversies have dominated the district and distracted it from its primary mission of educating students. Board members must set aside their differences and send a clear signal of strong leadership by setting standards for themselves, to ensure that each of their actions further the educational needs of their students.

Incorporate specific performance measures into the superintendent's evaluation to address managerial issues. The superintendent has been a source of controversy in the district. More than 100 people attended the KISD public forum and the majority identified the superintendent's management style as a factor contributing to the divisiveness in the district. The superintendent has acknowledged these concerns, but says that he has a job to do and he is doing it. To close the expectations gap, specific performance measures should be incorporated into the superintendent's evaluation.

Improve Student Performance

Involve teachers in the alignment of curricular guides to TEKS and TAAS objectives to improve student transition between grades. KISD does not have coordinated curriculum guides to ensure that students progressing between grades and schools will all be on the same skill level. Elementary teachers do not use district developed curriculum guides but instead base their curriculum decisions on the specific programs. By involving teachers in the development of curriculum guides, the district can help students move smoothly from grade to grade and thereby improve overall student performance.

Increase emphasis on testing all students. KISD has a high percentage of minority and economically disadvantaged students who are not taking TAAS. During 1999-2000 TAAS testing, 14.4 percent of KISD's Hispanic students, 11.1 percent of its African-American students and 16.1 percent of its economically disadvantaged students were not tested, compared to a 9.8 percent statewide. To improve its children's test scores, KISD must test all children and use the results of these tests to monitor and adjust its curriculum.

Use TAAS data to identify student and teacher needs and to improve student performance. The performance of KISD's minority and economically disadvantaged students is significantly lower than that of Anglo students. Overall TAAS scores are well below regional and state

averages. TAAS data can be used to identify weaknesses in the curriculum and in the instructional delivery system and design effective improvements.

Adjust to a Declining Student Enrollment

Reduce staff and establish staffing formulas that tie the number of employees to student enrollment. KISD has not adjusted its staffing and operating budget in proportion to the decline in its student enrollment despite the fact that state funding flows to the district based on its number of students. Student enrollment has fallen steadily over the past five years, by 21.4 percent since 1996-97, while staffing overall has declined by only 10.2 percent. For the district to remain financially sound, its staffing must be linked directly to the funding associated with current enrollments.

Prepare a facilities use assessment of district buildings. KISD has not established formal guidelines for assessing its educational and operational space needs. Although student enrollment has decreased by 248 students over the last four years, the district continues to use and maintain the same facilities including 10,018 square feet of portable classrooms. A facilities use assessment would help the district identify its space needs and use its facilities more efficiently.

Exemplary Programs and Practices

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

- ***KISD has corrected past deficiencies and improved student activity accounting methods.*** Activity fund deficiencies pointed out by a 1995 TEA audit resulted from lack of central control over student activity accounts or inadequate monitoring of cash activity in these accounts. In response, the district centralized activity funds into one bank account controlled by the business office. This consolidation allows the district to invest the funds and earn interest that is allocated to the benefit of all students.
- ***KISD maximizes interest earnings through a well-diversified investment strategy.*** KISD uses a multi-vehicle strategy for investments. By using a mix of local bank accounts, money markets, TexPool and Lone Star investment pools and other investments, the district has been able to produce interest earnings

that outperformed the 90-day Treasury bill rate, a rate that is commonly used as a benchmark to judge investment portfolio performance.

- ***The textbook coordinator has organized the textbook process in a way that improves the efficiency and effectiveness of the operation.*** The textbook coordinator developed a textbook manual that provides detailed guidance on how to manage the district's textbook needs. The manual helps the district to comply with applicable textbook rules and regulations and allows anyone to find answers to question in one easy-to-locate place.

Savings and Investment Requirements

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

TSPR recommended 47 ways to save KISD more than \$2,378,425 in gross savings over a five- year period. Reinvestment opportunities will cost the district \$161,576 during the same period. Full implementation of all recommendations in this report could produce net savings of \$2,216,849 by 2005-06 (**Exhibit 4**).

Exhibit 4 Summary of Net Savings TSPR Review of Kenedy Independent School District

Year	Total
2001-02 Initial Annual Net Savings	\$163,601
2002-03 Additional Annual Net Savings	\$517,737
2003-04 Additional Annual Net Savings	\$517,737
2004-05 Additional Annual Net Savings	\$517,737
2005-06 Additional Annual Net Savings	\$517,737
One Time Net (Costs)/Savings	(\$17,700)
TOTAL SAVINGS PROJECTED FOR 2001-2006	\$2,216,849

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines and the estimates of fiscal impact follow each recommendation in this

report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

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

EXECUTIVE SUMMARY

Exhibit 5 Summary of Cost and Savings by Recommendation

#	Recommendation	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management								
1	Develop and commit to a Board Code of Conduct to ensure that all actions of the board are carried out to promote an atmosphere of trust and respect. p. 17	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2	Provide team-building and sensitivity-training workshop to build trust among board members and the administration. p. 18	\$0	\$0	\$0	\$0	\$0	\$0	(\$1,600)
3	Create and implement a comprehensive strategic planning process. p. 19	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	Incorporate specific performance measures into the superintendent's evaluation to	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	address managerial issues. p. 23							
5	Access the organizational health of the district annually using a qualified survey instrument. p. 25	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$7,500)	\$0
6	Revise the assistant superintendent for Instruction's job description to include coordinating the district's technology curriculum and instruction and for structuring and maintaining a districtwide communications program. p. 27	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7	Eliminate the position of printing-media clerk. p. 29	\$25,450	\$33,933	\$33,933	\$33,933	\$33,933	\$161,182	\$0
8	Establish staffing formulas that tie the number of employees to student enrollment and reduce staff accordingly. p. 33	\$113,300	\$453,200	\$453,200	\$453,200	\$453,200	\$1,926,100	\$0
9	Establish a well-organized teacher recruitment and retention plan. p. 35	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	Assion	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	responsibility for maintaining personnel information and document all personnel actions. p. 36							
11	Reassess duties assigned to the parent involvement coordinator and revise the job description accordingly. p. 38	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 1 Total	\$137,250	\$485,633	\$485,633	\$485,633	\$485,633	\$2,079,782	(\$1,600)
Chapter 2 Education Service Delivery and Performance Measures								
12	Involve teachers in the alignment of curriculum guides to reflect TEKS and TAAS objectives to improve student transition between grades. p. 51	\$0	\$0	\$0	\$0	\$0	\$0	(\$16,100)
13	Increase emphasis on testing all students. p. 54	\$0	\$0	\$0	\$0	\$0	\$0	\$0
14	Use TAAS data to identify student and teacher needs and to improve student performance. p. 56	\$0	\$0	\$0	\$0	\$0	\$0	\$0
15	Develop a structured special education program that stresses pre-referral	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	intervention. p. 59							
16	Examine the relationship of the Language Proficiency Assessment Committee exemptions for TAAS testing and identification of students for Bilingual/ESL instruction. p. 60	\$0	\$0	\$0	\$0	\$0	\$0	\$0
17	Increase the number of students participating in the Gifted and Talented program. p. 62	\$0	\$0	\$0	\$0	\$0	\$0	\$0
18	Document specific compensatory education objectives, strategies and funding sources in campus improvement plans. p. 65	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Establish an instructional technology subcommittee to review consistency of the curriculum design and technology integration across all grade levels. p. 69	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Establish policies, procedures and	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	position descriptions for technology-related functions. p. 70							
21	Develop a disaster recovery plan and test it on a scheduled basis. p. 73	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22	Hire a computer technician to assist the technology coordinator in managing and maintaining the district's technology resources. p. 74	(\$18,268)	(\$27,402)	(\$27,402)	(\$27,402)	(\$27,402)	(\$127,876)	\$0
23	Develop a process and tool for managing user support requests. p. 75	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 2 Total	(\$18,268)	(\$27,402)	(\$27,402)	(\$27,402)	(\$27,402)	(\$127,876)	(\$16,100)
Chapter 3 Financial Management								
24	Develop an implementation strategy for GASB Statement No. 34 to meet annual external financial reporting guidelines and TEA's regulatory reporting requirements. p. 86	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25	Implement a direct deposit program for all employees. p. 91	\$0	\$0	\$0	\$0	\$0	\$0	\$0

26	Develop a policy and standard operating procedures for the use of the district's credit card. p. 92	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27	Require district checks to contain a watermark and for the word "void" to be clearly printed when a check is copied. p. 93	\$0	\$0	\$0	\$0	\$0	\$0	\$0
28	Develop plans for an orderly conversion to the statewide school employee health insurance plan. p. 97	\$0	\$0	\$0	\$0	\$0	\$0	\$0
29	Provide all employees with ongoing workplace safety training. p. 99	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30	Adopt a policy on the issuance of Tax and Revenue Anticipation Notes (TRANs) and issue TRANs in each year the district qualifies under IRS Code. p. 100	\$12,250	\$12,250	\$12,250	\$12,250	\$12,250	\$61,250	\$0
31	Revise purchasing policies and procedures. p. 104	\$0	\$0	\$0	\$0	\$0	\$0	\$0
32	Develop record retention procedures and secure the	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	district's records. p. 105							
33	Form a committee of superintendents, Region 3 representatives and representatives from the Texas Education Agency to explore the opportunities for shared financial services. p. 111	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 3 Total	\$12,250	\$12,250	\$12,250	\$12,250	\$12,250	\$61,250	\$0
Chapter 4 Operations								
34	Prepare a facilities use assessment of district buildings. p. 117	\$17,481	\$17,481	\$17,481	\$17,481	\$17,481	\$87,405	(\$5,000)
35	Create a long-range facilities master plan. p. 119	\$0	\$0	\$0	\$0	\$0	\$0	\$0
36	Create custodial standards and perform periodic spot checks of buildings. p. 120	\$0	\$0	\$0	\$0	\$0	\$0	\$0
37	Implement the State Energy Conservation Office's maintenance and operation recommendations and request the Rebuild Texas Program to assist with refining cost saving retrofit	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	opportunities. p. 122							
38	Implement a bus safety program that includes bus evacuation drills. p. 129	\$0	\$0	\$0	\$0	\$0	\$0	\$0
39	Create a transportation employee handbook. p. 130	\$0	\$0	\$0	\$0	\$0	\$0	\$0
40	Implement an assertive discipline program to improve behavior on school buses. p. 131	\$0	\$0	\$0	\$0	\$0	\$0	(\$3,000)
41	Analyze bus routes to improve the efficiency of each route. p. 132	\$5,266	\$10,531	\$10,531	\$10,531	\$10,531	\$47,390	(\$500)
42	Establish a bus replacement schedule and sell excess buses. p. 134	\$0	\$0	\$0	\$0	\$0	\$0	\$8,500
43	Complete and maintain updated written job descriptions for Food Service employees. p. 140	\$0	\$0	\$0	\$0	\$0	\$0	\$0
44	Reduce staffing and establish Meals Per Labor Hour standards to evaluate productivity and modify staffing levels. p. 141	\$9,622	\$19,244	\$19,244	\$19,244	\$19,244	\$86,598	\$0

45	Establish controls over food service receipts and expenditures. p. 143	\$0	\$0	\$0	\$0	\$0	\$0	\$0
46	Explore ways to allow middle school students time for breakfast. p. 145	\$0	\$0	\$0	\$0	\$0	\$0	\$0
47	Conduct review of district facilities to identify safety issues. p. 147	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Chapter 4 Total	\$32,369	\$47,256	\$47,256	\$47,256	\$47,256	\$221,393	\$0
	Gross Savings	\$183,369	\$546,639	\$546,639	\$546,639	\$546,639	\$2,369,925	\$8,500
	Gross Costs	(\$19,768)	(\$28,902)	(\$28,902)	(\$28,902)	(\$28,902)	(\$135,376)	(\$26,200)
	Total	\$163,601	\$517,737	\$517,737	\$517,737	\$517,737	\$2,234,549	(\$17,700)

Total Savings	\$2,378,425
Total Costs	(\$161,576)
Net	\$2,216,849

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

This chapter reviews the Kenedy Independent School District's (KISD) organization and management in four sections:

- A. Board and Governance
- B. District Management
- C. Personnel Management
- D. Community Involvement

To determine the effectiveness of a district's organization and management it is necessary to evaluate it against several critical success factors. School boards are responsible for setting policies that are carried out by administration. An efficient and logical organizational structure supports an effective planning, budgeting and improvement process that ensures resources are used efficiently and support district goals.

BACKGROUND

KISD is located 60 miles south of San Antonio. The students and community are predominantly Hispanic. The superintendent, Joe Garza, Jr., has been on the job for two years. The elementary school campus is located across the street from the middle and high school campuses. During the 2000-01 school year, KISD's 82 teachers, administrators and support staff served approximately 913 students in three schools: Kenedy Elementary School (grades pre-kindergarten-5), Kenedy Middle School (grades 6-8), and Kenedy High School (grades 9-12). The district also runs the Karnes County Academy, which has an average enrollment of approximately 40 students during the year and served a total of 73 students. Student enrollment has declined by 21.4 percent since 1996-97.

For this review, two databases maintained by the Texas Education Agency (TEA) were used to compare educational and financial information: the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS). Kenedy ISD selected peer districts for comparative purposes based on similarities in size, location, student enrollment and property values. The selected districts were Dilley, Dimmit, Lytle, Nixon-Smiley Consolidated and San Diego. The Texas School Performance Review (TSPR) team also compared KISD to district averages in TEA's Regional Education Service Center III (Region 3), to which KISD belongs, and to the state as a whole.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

A. BOARD AND GOVERNANCE

An elected Board of Trustees oversees the management of each Texas school district. School board members are elected by district residents either at-large, districtwide or from single-member districts.

Each board derives its legal status from the Texas Constitution and the Texas Legislature. The board must operate in accordance with applicable state and federal statutes and regulations and controlling court decisions. Under Section 11.151 of the Texas Education Code (TEC), each board has specific statutory powers and duties, including:

- Governing and oversight of the management of the public schools of the district;
- Adopting such rules, regulations and bylaws as the board may deem proper;
- Approving a district-developed plan for site-based decision-making and implementing the plan;
- Levying and collecting taxes and issue bonds;
- Selecting tax officials as appropriate to the district's need;
- Preparing, adopting and filing a budget for the next fiscal year and filing a report of disbursements and receipts for the preceding fiscal year;
- Having district fiscal accounts audited at the district's expense by a Texas certified public accountant holding a permit from the Texas State Board of Public Accountancy following the close of each fiscal year;
- Publishing an annual report describing the district's educational performance, including campus performance objectives and the progress of each campus toward these objectives;
- Receiving bequests and donations or other money coming legally into its hands in the name of the district;
- Selecting a depository for district funds;
- Ordering elections, canvassing the returns, declaring results and issuing certificates of election as required by law;
- Disposing of property no longer necessary for the operation of the school district;
- Acquiring and holding real and personal property in the name of the district; and
- Holding all powers and duties not specifically delegated by statute to the TEA or the State Board of Education.

KISD has a seven-member board that is elected for three-year terms. (Exhibit 1-1).

Exhibit 1-1
Kenedy ISD Board of Trustees
May 2001

Board Member	Board Position	Term Expires	Occupation
Florencio Jaramillo, Jr.	President	May 2003	Retired
Majin Villanueva, Jr.	Vice President	May 2002	Retired
William Shortner	Secretary	May 2003	Production Supervisor
Vernon Clanton	Member	May 2003	Retired
Dwain Groff	Member	May 2004	Salesman
Carl Lindquist	Member	May 2002	Refinery Control Operator
Irma Benavides	Member	May 2004	Business Owner

Source: Kenedy ISD Superintendent's Office.

KISD has a District Improvement Plan (DIP) and Campus Improvement Plans (CIPs) in compliance with Texas law, which requires districts to create annual campus and district plans to improve the performance of all students.

Section 11.252 of the TEC provides the requirements for district-level planning and decision-making. Each school district must have a DIP that is developed, evaluated and revised annually. The plan must include provisions for the following:

- A comprehensive needs assessment addressing student performance on the Academic Excellence Indicators;
- Measurable district performance objectives for all appropriate Academic Excellence Indicators for all student populations;
- Strategies for improvement of student performance;
- Resources needed to implement identified strategies;
- Staff responsible for ensuring the accomplishment of each strategy;
- Timelines for monitoring implementation; and
- Formative evaluation criteria for determining whether the strategies are improving student performance.

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

- Assess the academic achievement for each student using the academic excellence indicators;
- Set the campus performance objectives based on the academic excellence indicator system;
- Identify how the campus goals will be met for each student;
- Determine the resources needed to implement the plan;
- Identify staff needed to implement the plan;
- Set timelines for goal achievement;
- Periodically measure progress towards goal completion;
- Include goals for the prevention and intervention of violence on campus; and
- Provide programs encouraging parental involvement in school.

FINDING

An atmosphere of divisiveness exists among members of the board, superintendent and administration, which has detracted from KISD's mission of educating the districts' students.

Based on community and employee perceptions, interviews and review team observations, KISD is a school district divided into at least two factions. One faction includes board members, community members and district employees who support the superintendent and administration. This faction views the superintendent as an effective leader whose managerial skills have contributed toward favorable results.

A second faction includes board members, community members and district employees who do not trust the superintendent and administrative leadership. This faction views the superintendent as a poor leader and ineffective communicator who manages by intimidation and consistently withholds information from and provides inaccurate information to the board, community and employees.

The divisiveness and mistrust created by these two factions is hindering the district by encouraging conflict among board members and between the superintendent, administration and district employees, detracting from KISD's mission of educating the student population.

One best practice noted for board policy was identified in the Navarro ISD review. The Navarro ISD Board of Trustees created a Code of Conduct that each member agrees to and signs. **Exhibit 1-2** shows the Navarro Code of Conduct.

Exhibit 1-2
Navarro ISD Board of Trustees
Code of Conduct

As members of the Navarro Independent School District Board of Trustees, we realize that to be the most effective advocates for children, we, as a Board, must function as a team and at all times treat each other and the people we serve with the utmost courtesy, dignity, respect and professionalism. Should we, for whatever reason, fail to follow these guidelines, we ask that our fellow Board members call it to our attention. When that happens we pledge to accept the feedback without anger or finger pointing, and to renew our efforts to follow this code of conduct. We shall promote the best interests of the school district as a whole, and, to that end, we shall adhere to the following educational and ethical standards.

Governance

- Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, State Board of Education rules, court orders pertaining to schools and district policies and procedures.
- Make decisions in terms of the educational welfare of all children in the District, regardless of ability, race, creed, sex, or social standing. These decisions will place the needs of children above the wants of adults.
- Recognize that the Board must make decisions as a whole and make no personal promise or take private action that may compromise the Board. All action should take place in an official Board meeting.
- Focus Board action on policy making, goal setting, planning, and evaluation and insist on regular and impartial evaluation of all staff.
- Vote to appoint the best qualified personnel available after consideration of recommendations by the Superintendent.
- Delegate authority for the administration of the school to the Superintendent. Board members will not engage in micromanagement.

Conduct

- Hold confidential all matters that, if disclosed, may have an impact on the District. Respect the confidentiality of information that is privileged under applicable law, including closed session agenda items.
- Attend all regularly scheduled Board meetings, arrive on time, and become informed concerning the issues to be considered at those meetings.
- Make policy decisions only after full discussion at publicly held board meetings, render all decisions based on the available facts, and refuse to surrender that judgment to individuals or special groups.
- Refrain from using our Board position for personal or partisan gain.
- Disagree in an agreeable manner. We will not hold grudges or question

another Board member's vote on an issue, but will respect other views and opinions.

- Be firm, fair, just and impartial in all decisions and actions.

Communication

- Encourage the free expression of opinion by all Board members. Make a good faith effort to understand and to accommodate the views of others.
- Seek communication between the Board and students, staff, and all elements of the community.
- Communicate to fellow Board members and the Superintendent, at appropriate times, expression of public concerns.
- The Board President shall make sure that persons addressing the board follow established guidelines.

Board Preparation

- Become informed about current educational issues and seek continuing education opportunities such as those sponsored by state and national school board associations.
- Disseminate pertinent information gained at training workshops and conventions with the Superintendent and fellow Board members.
- We will remember always that our first and greatest concern must be the overall welfare of all the students attending our schools.
- We hereby pledge to abide by this Code of Conduct: (Signed by Board and witnessed by Board Secretary.)

Source: Navarro ISD

Recommendation 1:

Develop and commit to a Board Code of Conduct to ensure that all actions of the board are carried out to promote an atmosphere of trust and respect.

Members of the school board should develop a Code of Conduct, which considers all applicable federal and state laws and guidelines regarding the roles and responsibilities of school boards.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board reviews all federal and state laws and guidelines regarding their roles and responsibilities.	September 2001
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2.	The board develops and implements a comprehensive Code of Conduct to be adhered to by all members and which includes stipulations for board self-evaluation.	October 2001
3.	The board signs the Code of Conduct and commits to self-policing activities to ensure that the code is adhered to at all times by all members.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The board and the superintendent are not always working to achieve the same goals and objectives. The board and the superintendent are sometimes referred to as the "Team of Eight." This name implies that while the superintendent is a non-voting member of the board he is an integral part of the board's decision-making process. It is this group with the board's voting power that determines the progress and direction of a school district.

According to TEC 11.159, each board member must attend yearly training in school district governance. The in-service requirements apply to all board members and include orientation sessions, an annual team building session with the local board and the superintendent and specified hours of continuing education based on identified needs. Additionally, new board members must receive an orientation to TEC, and at the end of a legislative session, all board members are required to receive an update to the basic orientation provided by the regional service center. The local district is the official record keeper. TEA may request evidence at any time of board member compliance with the continuing education rule. Failure of one or more board members to comply with the rule can affect the district's accreditation status. Section 61.1(b)(2) additionally requires the board and superintendent to participate in a team building session facilitated by Region 3 or another registered provider. There is often a direct correlation between well-managed boards and school districts and the board's clear understanding of its roles and responsibilities.

KISD board members attended Texas Association of School Boards (TASB) programs during the November 1, 1999, to November 1, 2000, reporting period at the following rate (**Exhibit 1-3**). KISD board members averaged 16.7 hours of training during the reporting period.

Exhibit 1-3
Kenedy ISD Trustee In-Service Attendance
Texas Association of School Board Hours Earned

Board Member	November 1 1999 to November 1, 2000
Majin Villanueva, Jr.	20.5
Florencio Jaramillo, Jr.	20.25
William Shortner	21.5
Vernon Clanton	15.25
Walter R.Long, Jr.	12
Carl Lindquist	13.25
Henry Whitman	14

Source: Kenedy ISD Superintendent's Office

Resolving divisiveness between the board and administration and the controversies that have dominated the district over the years can help the district to focus upon its primary mission of educating students.

Recommendation 2:

Provide team-building and sensitivity-training workshop to build trust among board members and the administration.

The board should hire an outside team-building facilitator to conduct a team-building and sensitivity-training workshop to build trust among board members and between the board, superintendent and administration. For team-building to be effective, board members, the superintendent and central administration should commit to:

- Talk about and work through their problems with each other;
- Listen to and respect each other's points of view;
- Resolve even the most difficult internal conflicts; and
- Put the interest of KISD students above personal differences.

This joint commitment will lead to a more cohesive relationship between the board and administration that will benefit KISD students and employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent requests proposals to conduct a sensitivity workshop and team-building session from at least three team-building facilitators.	September 2001
2.	The superintendent and board review the proposals and select a team-building facilitator to conduct the workshop.	October 2001
3.	The superintendent schedules a two-day workshop.	November 2001
4.	The board, superintendent, principals and key administration staff attend the two-day workshop.	December 2001

FISCAL IMPACT

Costs of a team-building session will likely include one facilitator for two days at \$800 per day, including materials.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Provide team-building and sensitivity-training workshop to build trust among board members and the administration.	(\$1,600)	\$0	\$0	\$0	\$0

FINDING

While the district creates short-term planning through its state-mandated DIP and CIP committees, it does not have a comprehensive long-term strategic plan linking these individual plans together with long-term goals and the budget. While the law does not require long-range planning, an organization must plan for the short-term and long-term needs in order to be effective.

By law, district and campus planning committees are directed towards the academic needs of the district. A school district, however, has many other responsibilities. For example, finances, transportation, maintenance, facilities and security are a few areas that support the educational needs of a school organization. If planning is just seen as DIP- and CIP-related, numerous areas are left unplanned.

Currently, the board and superintendent do not participate in annual goal setting. District management stated that in the summer of 2001, the district has scheduled a goal setting meeting for the superintendent and board to begin to establish a process for creating annual goals. The superintendent said that he will request that a representative of Region 3 assist the district with this initial goal-setting meeting.

Planning is a process that precedes decision-making. It should be systematic, deliberate and continuous. A comprehensive planning and management system should establish a clear direction for the district, build support for and concentrate resources on district priorities, assist the district in accomplishing objectives and provide valid information for decision-making. An effective planning process includes annual reviews of the plan and makes updates and adjustments to reflect the results of prior year's efforts.

Recommendation 3:

Create and implement a comprehensive strategic planning process.

Representatives from KISD staff and from the community should be included when developing district goals and priorities. Such a process provides the district with a way to communicate priorities, achievements and results to the entire community. A lengthy and formal process is not necessary, but it does need to establish short- and long-term goals, be integrated with the budget, include milestones to measure progress and a process to annually review and update priorities. Using established goals as a framework, annual objectives should be developed for each school and department and should be tied to budget allocations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board and superintendent discuss and agree on broad goals for the district for the school year.	September 2001
2.	The board appoints a committee of KISD staff and community members to develop a set of long- and short-term priorities for the district.	September 2001
3.	The committee meets and elects a chairperson.	November 2001
4.	The task force develops a comprehensive strategic planning document and presents it to the board for approval.	March 2002
5.	The board adopts the strategic planning document and instructs staff to implement the plan and integrate it with the budget process.	April 2002
6.	The superintendent and board monitor the district's progress towards meeting its established goals and update the strategic plan annually.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

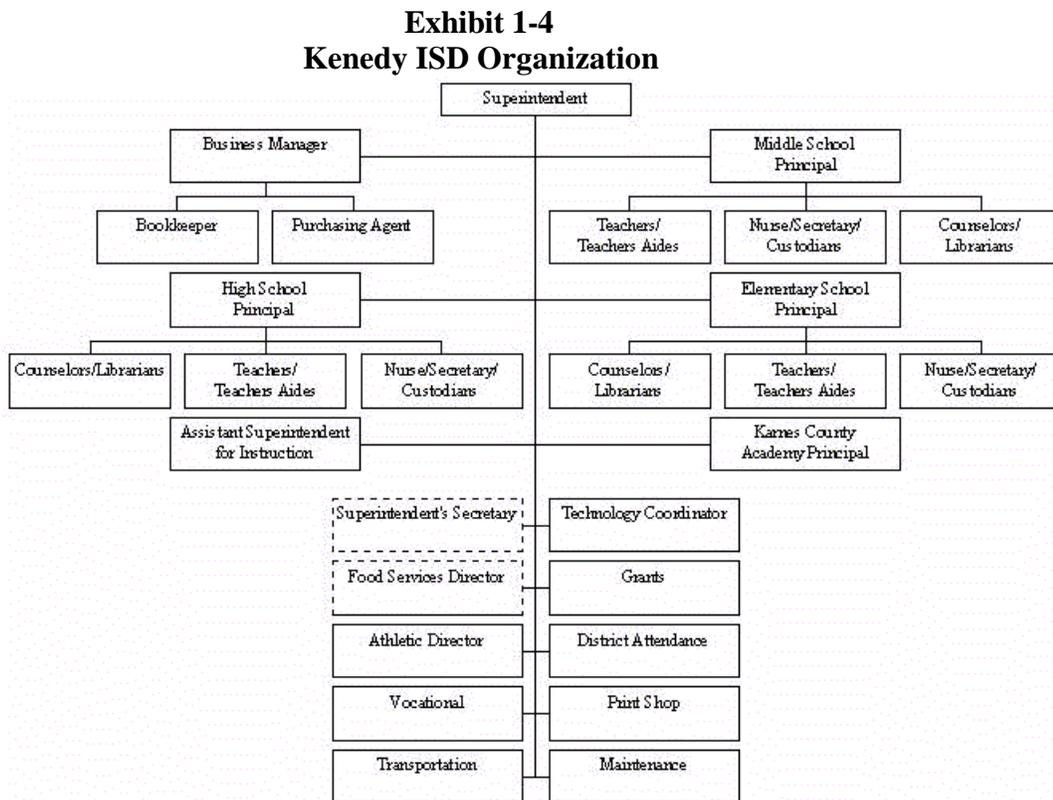
Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

B. DISTRICT MANAGEMENT

KISD's district management team is made up of a superintendent, assistant superintendent for Instruction, an elementary principal, a middle school principal, an alternative program principal and a high school principal. These employees guide the daily operation of the district's academic program. Finances are entrusted to a business manager.

Exhibit 1-4 highlights the organizational chart of KISD.



Source: Kenedy ISD Administrative Office.

The KISD central administrative staff includes the superintendent, assistant superintendent for Instruction, technology director, business manager, bookkeeper and two secretaries.

The superintendent, who reports to the board of trustees, manages KISD. Section 11.201 of the TEC specifies that the superintendent is primarily responsible for:

- Administrative responsibility for the planning, operation, supervision and evaluation of the educational programs, services and facilities of the district and for annual performance appraisals of the staff;
- Administrative authority and responsibility for the assignment and evaluation of all district personnel;
- Termination or suspension of staff members of the non-renewal of staff members' term contracts;
- Day-to-day management of district operations;
- Preparation of district budgets;
- Preparation of policy recommendations for the board and administration of the implementation of adopted policies;
- Development of appropriate administrative regulations for implementing board policies;
- Leadership in attaining student performance; and
- Organization of the district's central administration.

Section 11.202 of the TEC defines the role of a campus principal and the job requirements.

The principal of a school is the instructional leader of the school and shall:

- approve teacher and staff appointments;
- set specific education objectives for his building;
- develop campus budgets;
- assume the administrative responsibility and instructional leadership and be responsible for discipline at the assigned campus;
- assign, evaluate and promote personnel; and
- recommend the termination or suspension of employees to the superintendent.

FINDING

KISD's superintendent is a source of controversy in the district. While many board members are very supportive of the superintendent, others feel he is the source of problems with staff and community members.

More than 100 people attended the KISD Public Forum to provide their opinions of the district. A majority of the comments received identified the superintendent's management style as a contributing factor to the divisiveness in the district.

In written comments submitted in response to TSPR's surveys, a number of parents, teachers, administrators and support staff highlighted an overall lack of trust, leadership and concern for students.

Many comments regarding the superintendent's style were subjective and the superintendent has said that he has a job to do and he is doing it. The fact that the former superintendent continues to live in the community also appears to contribute to the controversy. Some members of the staff and board remain loyal to the former superintendent, making it all the more difficult for the current superintendent to provide effective leadership.

In all, these comments are indicative of an expectation gap. Clearly, the superintendent believes he is carrying out the wishes of the board, while some board members and a large number of staff and community members do not share that view. Many of the comments of praise and criticism are based upon feelings and perceptions, not on facts and clearly measured performance.

State laws stipulate that administrators must be evaluated, or their pay should be withheld. KISD's superintendent was last evaluated on April 4, 2000. The board uses a standard template to evaluate the superintendent's performance. This standard form does not allow the board to add specific performance-based items that address the management challenges facing the district or allow for measurement of the superintendent's progress in meeting these goals.

For example, a board may want to measure the superintendent's progress in the areas of student test scores, per-student expenditures by functional area, salary costs as a percentage of total budget and the like. There also may be some expectations that the superintendent conduct more staff communication and work to improve employee morale as measured by a survey of staff. Whatever the criteria that is used, the expectations must be set in advance so that the superintendent has an opportunity to make adjustments and address the issues and concerns of the board.

Recommendation 4:

Incorporate specific performance measures into the superintendent's evaluation to address managerial issues.

Closing the expectation gap must be a priority for the superintendent and the board. The superintendent's evaluation document should include a section that identifies objective performance measures, addresses specific managerial issues and establishes goals that will enable the district to advance towards meeting its challenges. The board should identify these measures, set goals for the superintendent for each indicator and ensure that the superintendent understands and agrees upon the goals. To the extent possible, the evaluation could include indicators for each element of the superintendent's job description.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board develops performance measures for the superintendent with input from the superintendent.	September 2001
2.	The board and superintendent establish goals for the superintendent's performance evaluation period.	September 2001
3.	The board incorporates these measures into the superintendent's evaluation.	October 2001
4.	The superintendent is given the opportunity to meet the established goals.	November 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Conflict and controversy in the district has increased teacher turnover and legal cost.

Public forum comments, survey results and the large number of grievances filed in the last year or so provides a clear indication that problems exist in the relationships between central staff and district employees. Participants in focus groups and comments provided during the public forum state that morale among district employees and teachers is extremely low.

Exhibit 1-5 shows the number of KISD teachers that left the district during 1996-97 through 2000-01.

**Exhibit 1-5
Teacher Turnover
1996-97 through 2000-01**

	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change between 1996-97 and 2000-01
Resigned	17	13	18	18	18	5.9%
Dismissed	1	12	1	2	4	300%
Retired	2	2	6	2	9	350%
Totals	20	27	25	22	31	55%

Source: KISD's superintendent's office.

Based on 81.9 teachers employed by the district during 2000-01 and the loss of 31 teachers, KISD's teacher turnover rate has risen to 37.9 percent. The district also had two principals and an assistant principal resign during the 2000-01 year.

The district uses the services of a single law firm to assist them with legal matters. **Exhibit 1-6** reflects the district's legal cost over the last five years.

**Exhibit 1-6
Legal Cost
1996-97 through 2000-01**

	1996-97	1997-98	1998-99	1999-2000	2000-01	Average Annual Cost
Walsh, Anderson, Brown, Schulze & Aldridge, P.C.	\$35,101	\$23,622	\$2,921	\$14,538	\$61,380	\$27,512

*Source: KISD's business office.
Fees for 2000-01 are through July 9, 2001.*

It is clear from the trends shown in **Exhibit 1-5** and **Exhibit 1-6** that during periods of controversy, such as the time prior to the former superintendent's retirement in 1996-97 and 1997-98 and again last year and this year, teachers tend to leave at higher rates and the district incurs additional legal costs.

Several districts use the Organizational Health Inventory (OHI) as a way to assess organizational climate, or how teachers feel about their work environment. The OHI, which contains 44 items at the secondary level and 37 items at the elementary level, helps district administration understand how teachers feel about the health of their schools.

OHI questionnaires are administered anonymously and scored by someone outside the district.

Recommendation 5:

Access the organizational health of the district annually using a qualified survey instrument.

The district should annually assess the organizational health of the schools, departments and administration. High-quality programs focus on feedback as a basis for continuous improvements. The district should use survey results to reduce conflicts, controversy, teacher turnover and legal fees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent appoints a committee of principals and administrators to review literature and best practices for assessing organizational health and recommends an instrument for KISD.	September 2001
2.	The superintendent reviews the proposed instrument and presents to the board for approval.	October 2001
3.	The business manager purchases the survey instruments and contracts for its scoring.	November 2001
4.	The survey is administered under the direction of the business manager.	December 2001
5.	Survey results are received, analyzed and used by school principals, department administrators, superintendent and board to make improvements in the district.	January 2002

FISCAL IMPACT

The district should budget \$1,500 annually to purchase survey questionnaires and related materials and for scoring the instruments.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Access the organizational health of the district annually using a qualified survey instrument.	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)	(\$1,500)

FINDING

The district lacks effective communication between the superintendent, central administration and support staff. Many comments were made by district staff during TSPR interviews and surveys that identify the need for improved communications between the superintendent's office and district staff.

The assistant superintendent for Instruction's job description indicates that the position has assumed a significant role in the management of the district. The assistant superintendent for Instruction position has evolved by adding responsibilities to the Curriculum Director's position. The current assistant superintendent was previously the Curriculum Director whose job title was changed to assistant superintendent for Instruction as additional responsibilities were added.

The district employs more central office administrators than its peers. KISD employs a superintendent, assistant superintendent for Instruction and a business manager. The position of assistant superintendent for Instruction is rare in school districts with fewer than 1,000 students. Among peer districts only Lytle ISD, with 1,406 students, and Nixon-Smiley ISD, with 1,019, have assistant superintendents. The KISD assistant superintendent for Instruction is responsible for curriculum and instruction, yet has no role in the technology curriculum and instruction process. In Nixon-Smiley, the assistant superintendent has an active role in technology education. Responsibilities of KISD's assistant superintendent for Instruction are shown in **Exhibit 1-7**.

Exhibit 1-7
Assistant Superintendent for Instruction's Responsibilities

Instructional and Accelerated Program Management
Direct instructional and curriculum services to meet students' needs.
Plan, implement and evaluate instructional programs with teachers and principals, including learning objectives, instructional strategies and assessment techniques.
Develop, plan and coordinate the federal and state accelerated programs on each campus with regular school curriculum, working in close cooperation with building principals and other school personnel.
Prepare federal and state reports as required.
Attend such conventions and conferences as are necessary to keep abreast of the latest educational trends and external funding sources and disseminate that information to the appropriate personnel.
Apply research and data to improve the content, sequence and outcomes of the teacher-learning process.
Work with appropriate staff to develop, maintain and revise curriculum documents based on systematic review and analysis.
Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.
Plan the necessary time, resources and materials to support accomplishment of

educational goals.
Ensure that district goals and objectives are developed using collaborative processes and problem-solving techniques when appropriate.
Participate in the district-level decision-making process to establish and review the district's goals and objectives and major classroom instructional programs of the district.
Actively support the efforts of others to achieve district goals and objectives and campus goals and objectives (academic excellence indicators).
Obtain and use evaluative findings (including student achievement data) to examine curriculum and instructional program effectiveness.
Secure consultants, specialists and other community resources to assist principals and instructional staff in attaining objectives.
Provide effective staff development activities that incorporate the mission of the district, program evaluation outcomes and input from teachers and others.
Perform other duties as assigned by the superintendent.
Policy, Reports, and Law
Implement the policies established by federal and state law, State Board of Education rules and local board policy in curriculum and instruction.
Compile, maintain and present all reports, records and other documents required.
Budget
Administer the curriculum and instruction budget and ensure that programs are cost effective and funds are managed prudently.
Compile budgets and cost estimates based on documented program needs.
Personnel Management
Assist with recruitment, selection and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline and dismissal.
Assist with the implementation of the designated teacher appraisal system; may serve as second appraiser.
Communication
Report status of the district's federal and accelerated programs at the request of the superintendent.
Provide two-way communication with principals, teachers, staff, parents and the community.
Demonstrate skill in conflict resolution with administrators, parents, teachers.

staff and the community.
Monitor professional research and disseminate ideas and information to other professionals.
Community Relations
Articulate the district's mission, instructional philosophy and curriculum implementation strategies to the community and solicit its support in realizing mission.
Demonstrate awareness of district-community needs and initiate activities to meet those needs.
Demonstrate use of appropriate and effective techniques to encourage community and parent involvement.

Source: Job Description for KISD assistant superintendent for instruction.

Recommendation 6:

Revise the assistant superintendent for Instruction's job description to include coordinating the district's technology curriculum and instruction and for structuring and maintaining a districtwide communications program.

The districtwide communications program should include the schedule of staff meetings, the staff that are required to attend and a structured agenda format that includes regular presentations by the superintendent. The program should also identify written communications required and their frequency.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction meets with the superintendent to discuss and agree to revised job duties.	October 2001
2.	The assistant superintendent for Instruction develops a districtwide communications program and presents it to the superintendent for approval.	December 2001
3.	The assistant superintendent for Instruction, with the superintendent's approval, implements the communications program.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The duties of the printing-media clerk have been reduced but the position's job description has not been revised. The district employs a superintendent's secretary, a printing-media clerk and a bookkeeper. The superintendent's secretary and printing-media clerk report to the superintendent. The bookkeeper reports to the business manager.

The duties of the printing-media clerk are shown in **Exhibit 1-8**.

Exhibit 1-8 Duties of Printing-Media Clerk

Makeup, word process and reproduce printing for the following:

- Board of Trustees
- Administrative Office
- Business Office
- Campus Office
- Lunchroom
- Maintenance Department
- Athletic Department
- Music Department
- Vocational Education Program
- Compensatory Education Department
- Special Education Department

Reproduce and print instructional materials for teachers, counselors and supervisors.

Laminate appropriate materials for staff.

Research and prepare scrapbooks of newspaper articles as required by TEA.

Responsible for reading and reviewing all service manuals and other printed matter necessary for safe operation and maintenance of all print shop equipment.

Perform other related duties as assigned by the superintendent.

Source: Job Description for KISD printing-media clerk.

According to principals and campus staff, high school and elementary school photocopying is completed onsite. Only in rare instances - such as the printing of student handbooks - are printing requests sent to the printing-media clerk. The director of Food Services stated that this employee completes no word processing for food services. The job duties for the position have changed and responsibilities have been reduced.

Recommendation 7:

Eliminate the position of printing-media clerk.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent identifies the duties currently performed by the printing-media clerk and the staff that can assume the duties.	September 2001
2.	The superintendent recommends the elimination of the printing-media clerk to the board.	September 2001
3.	The position is eliminated and the duties are assumed by other staff members.	October 2001
4.	The budget is adjusted to reflect elimination of the position.	October 2001

FISCAL IMPACT

The annual salary for the position of printing-media clerk is \$33,933 plus benefits cost of \$2,975 calculated at 9.61 percent. The total cost of the position with benefits is \$32,828. The savings are recognized as beginning in October 2001. During the 2001-02 school year, the district will save nine months of salary and benefits by eliminating this position.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Eliminate the position of printing-media clerk.	\$25,450	\$33,933	\$33,933	\$33,933	\$33,933

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

C. PERSONNEL MANAGEMENT

This section examines personnel management at KISD in districtwide staffing, recruitment and hiring practices, policies and procedures.

Successful management of personnel includes efficient recruiting, hiring, classification and compensation, benefits administration, training and development and performance evaluation. Compliance with equal employment opportunity statutes and other applicable federal and state laws and the establishment of fair and workable policies, procedures and training are important for the successful recruitment and retention of competent staff.

BACKGROUND

In most Texas school districts, a personnel or human resources department manages employee-related tasks, including:

- Development of wage and salary schedules;
- Administration of salary systems, including placement of positions on salary schedules and periodic review of schedules to ensure competitiveness with other employers;
- Classification of all positions;
- Development of job descriptions for all positions and the periodic update/modification of job descriptions to reflect changes in responsibilities;
- Development of personnel staffing tables and review of staff allocation formulas;
- Administration of an employee grievance process;
- Recruitment of personnel to fill vacant positions;
- Maintenance of required employee records;
- Administration of certification and permit processes;
- Issuance of contracts and non-renewal or dismissal notices;
- Placement of substitutes;
- Recruitment and placement of student teachers;
- Development of board policies regarding personnel issues;
- Development and administration of an employee benefits program; and
- Preparation of periodic reports to address local board and state reporting requirements.

In KISD, the superintendent and a designee are responsible for:

- Preparing all personnel-related reports required by the Teacher Retirement System, Texas Employment Commission and the TEA;
- Preparation of applications for funds from available sources other than those delegated to the assistant superintendent for Instruction or the Business Office;
- Preparation of regular and special reports as requested by the Board of Trustees or superintendent;
- Working with principals and staff to define personnel needs regarding instruction management;
- Interviewing and screening all job applicants;
- The administration of the personnel operations, both certified and support;
- Performance of exit interviews;
- Preparation of all applications for funds required within the framework of the Minimum Foundation Salary Program;
- Recommending salary and benefit changes to superintendent and board;
- Determining salaries and calculating payroll changes when applicable for all personnel within the district;
- Informing the Business Office of all payroll information necessary for the issuance of payroll checks;
- Preparation of all reports and records necessary for the fullest utilization of Public Law 814 and 874 funds;
- Hearing appeals from parents regarding bus drivers and discipline;
- Student teacher orientation for cooperating teacher in-service;
- Preparation of personnel statistical reports for the superintendent and board;
- Representing the superintendent at various events;
- Working with secondary attendance secretaries and the attendance office to identify school dropouts; and
- Approval of calendars for personnel who work more than 185 days per year.

KISD must comply with federal laws governing human resources management, including the Fair Labor Standards Act, which governs wages and hourly payments; the American with Disabilities Act, which requires employers to provide reasonable accommodation to any employee or job applicant who has a disability; and the Equal Employment Opportunity Act, which prevents employers from making hiring and firing decisions based on age, race, religion, gender or other factors not related to performance. The district must also abide by state laws governing school district personnel administration in employee grievances, due process, termination and contract renewal (Section 21, TEC).

Exhibit 1-9 shows teacher Full-Time Equivalents (FTEs) by years of experience (one FTE is essentially one full-time teacher).

**Exhibit 1-9
KISD Teachers FTEs by Years of Experience
1996-97 through 2000-01**

Years of Experience	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change 1996-97 to 2000-01
Beginning Teachers	8.0	10.0	4.0	7.0	3.1	(61.2%)
1-5 years	26.0	24.0	23.2	19.0	22.9	(11.9)%
6-10 years	14.0	11.0	17.1	16.0	15.0	7.1%
11-20 years	20.1	19.4	19.4	19.6	19.0	(5.5%)
More than 20 years	25.0	25.0	25.3	22.0	22.0	(12.0%)

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

Exhibit 1-10 shows that KISD's average years of teacher experience has stayed above that of the state and region for the last three years.

**Exhibit 1-10
KISD, Region 3 and State Average Years of Teaching Experience
1996-97 through 2000-01**

Entity	1996-97	1997-98	1998-99	1999-2000	2000-01
KISD	11.7	12.4	13.6	13.6	13.4
Region 3	13.8	13.9	13.2	13.4	13.2
State	11.8	11.8	11.8	11.9	11.0

Source: TEA, AEIS 1996 through 1997 and PEIMS 2000-01.

Exhibit 1-11 shows the average salaries for KISD and its peer districts.

**Exhibit 1-11
Average Staff Salaries for
KISD and Peers
2000-01**

District	Teachers	Professional Support	Campus Administration	Central Administration
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San Diego	\$34,252	\$42,797	\$47,229	\$65,925
Nixon-Smiley	\$36,921	\$34,676	\$56,584	\$61,104
Lytle	\$35,739	\$44,009	\$49,955	\$57,386
Kenedy	\$35,150	\$41,303	\$51,885	\$58,172
Dimmitt	\$38,311	\$41,472	\$50,786	\$60,230
Dilley	\$39,006	\$45,162	\$52,493	\$68,454

Source: TEA, PEIMS 2000-01.

KISD has the second-lowest average salary for teachers, the second-lowest average salary for professional support personnel, the third-highest average salary for campus administration and the second-lowest average salary for central administration. Professional support includes therapists, counselors, librarians and nurses.

Districtwide Staffing

FINDING

KISD has not adjusted its staffing and operating budget in proportion to the decline in student enrollment. The district also does not have a plan in place to address actions that will be needed if student enrollment continues to decline.

Exhibit 1-12 presents the changes the district has experienced in student enrollment, employees and operating expenditures from 1996-97 to 2000-01.

Exhibit 1-12 Enrollment and Staffing Comparisons 1996-97 through 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change over Period
Student Enrollment	1,161	1,089	1,055	973	913	(21.4%)
Teachers	93.1	89.4	89.1	83.6	81.9	(12.0%)
Professional Support	10	10	6.1	9.3	8	(20.0%)

Campus Administration	4.2	7.6	7.8	5	5	19.0%
Central Administration	2	2	2	3	3	50.0%
Educational Aides	25.4	26.7	21.5	19.3	20.5	(19.3%)
Auxiliary	51.8	49.6	44.4	46.6	49.1	(5.2%)
Total Staff	186.5	185.4	170.9	166.8	167.5	(10.2%)
Students per Teacher	12.5	12.2	11.8	11.6	11.1	(11.2%)
Total Operating Expenditures	\$6,655,158	\$6,960,036	\$6,510,295	\$6,702,351	\$6,764,045	1.6%
Total Operating Cost per Student	\$5,732	\$6,391	\$6,171	\$6,888	\$7,408	29.2%

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

Professional support includes therapists, counselors, librarians and nurses. Auxiliary staff includes maintenance personnel, custodians, cafeteria workers and bus drivers.

KISD's student enrollment has steadily decreased during each of the past five years, 21.4 percent since 1996-97. Student enrollment decreased by 248 students, from 1,161 in 1996-97 to 913 in 2000-01. This represents a loss of approximately 62 students a year, an average of 5.3 percent each year. During this same period the district's operating budget increased by \$108,887, and operating expenditures per student increased from \$5,732 in 1996-97 to \$7,408 in 2000-01.

Total staff has been reduced from 186.5 in 1997 to 167.5 in 2001, and the number of teachers has been reduced from 93.1 in 1996-97 to 81.9 in 2000-01. Although the district has made some reductions in staffing, these reductions have not tracked the same decline in student enrollment. Had staffing been reduced at the same ratio as the decline in student enrollment, the district would have reduced staffing by 39 positions; the district decreased staff by 19 positions.

As a result of failing to adjust staffing and the district's operating budget to approximate the decline in student enrollment, the district has experienced

a \$1,676 increase in its operating cost per student, a 29.2 percent increase since 1996-97.

Recommendation 8:

Establish staffing formulas that tie the number of employees to student enrollment and reduce staff accordingly.

Using the past five years as a guide, the district could experience further declines in student enrollment in the future. The district should develop a comprehensive plan to adjust staffing accordingly should declines in student enrollment continue.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent institutes a hiring freeze and as vacancies occur, only critical need positions are refilled.	September 2001
2.	The superintendent and business manager develop a staffing reduction plan and submit it to the board for approval.	November 2001
3.	The superintendent and business manager develop a staffing allocation for all categories of employees as part of the budget planning process.	January 2002
4.	The business manager schedules work sessions with each of the school principals to develop staffing plans for inclusion in district's budget.	February 2002
5.	The business manager correlates staffing into the proposed budget and obtains the superintendent's approval.	March 2002
6.	The board approves the staffing changes and budget.	April 2002

FISCAL IMPACT

The district should reduce its staff by 20 FTEs to reflect the same decline in student enrollment. Other recommendations in this report include eliminating four positions. To reflect the decline in enrollment, 16 additional FTEs should be eliminated. Based on the average salaries for KISD employees for the 2000-01 year of \$28,325, (average salary of \$25,842 plus benefits of 9.61 percent) eliminating 16 FTEs would result in annual cost savings of \$453,200 (\$28,325 x 16). Some reductions will occur through attrition. For the first year only one-fourth of the total possible savings are recognized.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
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Establish staffing formulas that tie the number of employees to student enrollment and reduce staff accordingly.	\$113,300	\$453,200	\$453,200	\$453,200	\$453,200
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Recruitment and Hiring Practices

FINDING

KISD does not have a plan to recruit and retain qualified teachers. Since 1995-96 the teacher turnover rate has increased from 14.9 percent to 23.7 percent in 1999-2000 (**Exhibit 1-13**). KISD had the highest teacher turnover rate among all peer districts during 1999-2000. Almost one-fifth of the KISD teachers leave the district each year. According to surveys and focus group comments there are four basic reasons for the high teacher turnover in KISD:

- Compensation rates are low;
- The superintendent has created a hostile working environment;
- Lack of administrative support in such areas as purchasing and maintenance of buildings; and
- No formal hiring and retention process involving KISD staff.

**Exhibit 1-13
1995-96 through 1999-2000
Teacher Turnover Rate for KISD and Peer Districts**

District Name	1995-96	1996-97	1997-98	1998-99	1999-2000	Five year Average
Dilley	20.8%	11.8%	11.6%	17.0%	18.8%	16.0%
Dimmitt	17.4%	16.3%	11.8%	15.7%	15.0%	15.2%
Kenedy	14.9%	25.2%	20.3%	12.3%	23.7%	19.3%
Lytle	11.1%	11.6%	17.9%	16.6%	13.9%	14.2%
Nixon-Smiley	18.8%	16.9%	12.7%	21.6%	14.2%	16.8%
San Diego	14.0%	9.2%	14.9%	26.7%	19.5%	16.9%

Source: TEA, AEIS 1995-96 through 1999-2000

Spring ISD improved teacher recruitment and retention by involving principals and administrators directly in the process. The district's

elaborate program to recruit teachers includes: involvement of principals in the recruiting process, both at colleges and in schools; screening of all applicants by the Personnel Services staff; an applicant rating system; and a student teacher program that involves contracts with nine universities and special arrangements with others.

Some of KISD's principals attend an annual workshop to prepare them to use the recruitment process. The workshop covers the results of the prior year's recruiting efforts, emphasizing successful strategies. The workshop also covers legal issues surrounding the Americans with Disabilities Act, Equal Opportunity provisions, consistency, pre-employment guidelines and reference checking; interviewing techniques; characteristics of a great recruiter, elements of a successful recruiting trip; and required forms and materials. The middle school principal attended a job fair during 2000-01 for recruiting purposes.

Applicants for teaching positions are rated based on their responses to questions on teaching techniques, knowledge, classroom management, discipline, confidence, relationships with parents and other staff and communication skills.

KISD's average teacher salary during the 1999-2000 year was \$35,026, the second-lowest among peer districts. Starting teachers in the district are paid \$24,840.

Recommendation 9:

Establish a well-organized teacher recruitment and retention plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent forms a recruiting and retention task force composed of principals, teachers and administrators.	October 2001
2.	The task force identifies effective teacher recruitment and retention strategies.	December 2001
3.	The task force presents its findings and recommendations for a recruiting and retention plan to the school board.	March 2002
4.	The board approves the task force's recommendations.	April 2002
5.	The superintendent implements the board-approved plan for recruitment and retention of teachers.	May 2002
6.	The task force monitors and evaluates the implemented plan.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Policies and Procedures

FINDING

The district does not have a process that ensures personnel-related actions are adequately documented, including hiring, termination or contract non-renewal issues. The superintendent and administrators reported attending conferences, lectures and workshops sponsored by the TASB, Texas Association of School Administrators and Region 3 to keep abreast of recent changes in legislation, mandates and court decisions. The elementary principal attended a Texas Elementary Principals School Association workshop on hiring procedures.

Records are kept on an individual basis in an employee action file that is maintained in an unlocked file cabinet. There is no checklist that documents procedures so that personnel actions are processed consistently and objectively. Failure to keep these records will prevent the district from proving, at the onset of an investigation, that correct procedures were followed.

During teacher focus groups two examples were discussed where an employee was quoted a salary only to learn after they accepted the position that the salary was actually lower. The failure to have a documented procedure places the district in legal jeopardy.

Recommendation 10:

Assign responsibility for maintaining personnel information and document all personnel actions.

A checklist should be created for all personnel actions including hiring, termination and contract non-renewal issues. The checklist should identify all the steps required for each type of personnel action and whose responsibility it is to perform the step.

KISD should specify who has the responsibility for maintaining personnel-related documents and have a central, locked file cabinet where files are kept for the time period required by state law. Files should include documents related to the hiring process and all subsequent actions until an individual leaves the employment of the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent's secretary contacts Region 3 for assistance	September
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	regarding the proper documentation and custody of legal documents.	2001
2.	The superintendent's secretary develops a checklist and instructions for documenting personnel actions.	October 2001
3.	The superintendent's secretary presents a checklist and instructions to the superintendent for approval.	October 2001
4.	The superintendent's secretary holds training sessions for staff involved in personnel actions.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT ORGANIZATION AND MANAGEMENT

D. COMMUNITY INVOLVEMENT

Community involvement is an important part of a quality education system. It enables parents, taxpayers, business and civic leaders, community organizations, public officials and others with a stake in public education to understand the challenges facing the district and become involved in activities that support student learning. Many of these activities have a high visibility in the community and are often coordinated through a school principal who reports directly to the superintendent.

TSPR solicited community input through a public forum where residents could express their views with written comments about any aspect of the district's operations. The review team also distributed surveys to parents, teachers, students, administrators and support staff. Interviews with administrators and community members were conducted. Some of the interviews were conducted in English, some in Spanish and some in a mixture of both languages.

FINDING

The district has a parental involvement coordinator whose job responsibilities includes getting parents more involved with school activities and promoting the school district image within the community. In 1999, the district also obtained community support by entering into a Qualified Zone Academy Bond (QZAB). QZABs are financing instruments that can be used to carry out much-needed school renovations and repairs but cannot be used for new construction. The federal government provides tax credits to the issuers, enabling schools to save up to 50 percent of the cost of the construction projects. These loans are to be repaid in 5 years and the district must obtain pledges from the community totaling one percent of the loan amount. The local community assisted the school district by providing the required pledge and KISD obtained a \$350,000 loan to repair the roof on a school building.

COMMENDATION

With the support from the community KISD obtained a low interest Qualified Zone Academy Bond loan of \$350,000 for a needed roof repair.

FINDING

KISD provides information to parents in a variety of ways that enable them to stay informed about school activities. The following are examples of ways the district communicates with parents:

- A district form letter to document parent-teacher meetings.
- A fourth grade class newsletter.
- A form requiring a parent's signature that informs parents of their child's homework.
- The school participates in the *Raising Readers* program, a parent-child literacy program.
- The school prepares *The Pride*, a monthly newspaper highlighting school activities.
- A letter from the principal inviting parents to celebrate Texas Public School Week. Also, letters inviting parents to an open house, a book fair and *Read Across America*.
- Parent Academic Notification Forms.
- Letter to parents giving the practice TAAS results and asking permission to place students in tutorials.
- Letter to parents requesting assistance in making explorer costume for their child.

The district has provided student performance information to television stations, radio stations and local newspapers. Principals communicate with the parents through letters in both English and Spanish. In addition to these communications, an elementary school goal for the 2000-01 school year is "parents will have multiple opportunities to participate in school activities." The school is accomplishing this goal by assigning specific activities to individuals, utilizing a timeline and obtaining parent feedback through evaluation forms.

COMMENDATION

Kenedy ISD provides communications to parents using a variety of methods.

FINDING

The parent involvement coordinator is unable to adequately fulfill all the job duties as described in the position's job description because of the multiple responsibilities assigned to her. The following are the major responsibilities and duties of the parent involvement coordinator as listed in the position's job description.

- Plans and implements the parental involvement program in cooperation with principals, compensatory programs supervisor, support staff, parents and teachers.

- Works with the principals, teachers, parents and support staff in identifying and solving problems related to parental involvement.
- Provides parents with information about the Title I, Part A programs.
- Conducts home visits with parents or guardians.
- Surveys parents for training needs.
- Prepares and presents parent involvement workshops.
- Coordinates parent involvement meetings.
- Coordinates parent contacts with teachers.
- Designs and makes teaching packets for parents to use at home.
- Recruits parents to attend parent involvement training conferences.
- Provides opportunities for parents to volunteer at school.
- Assures that all federal and state parental involvement requirements are met.
- Develops a written parental involvement policy with parents and staff and distributes this policy to all parents.
- Promotes public relations with parents and community.
- Keeps appropriate records to monitor visits.
- Maintains confidentiality.
- Performs other duties as required by the superintendent or accelerated programs supervisor.
- Teaches English as a Second Language courses at middle and high schools.

The coordinator stated that in addition to the duties listed above, she transports students home when they get either dirty or sick, answers phones, attends Special Education conferences, provides refreshments for open houses, solicits gifts from businesses for awards and is the home schooling teacher for pregnancy-related services.

Recommendation 11:

Reassess duties assigned to the parent involvement coordinator and revise the job description accordingly.

The parental involvement coordinator should only be assigned those tasks that can be reasonably accomplished and those that directly relate to the fulfillment of the district's priorities for the position.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the parental involvement coordinator meet and identify priorities for the position.	September 2001
2.	The superintendent revises the job description for the position with the assistance of the parental involvement coordinator.	December 2001

3.	The parental involvement coordinator initiates discussion with the superintendent when non-priority duties affect the ability to fulfill priority duties.	Ongoing
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FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

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

- A. Curriculum, Instruction and Student Performance
- B. Special Programs
- C. Computers and Technology

School districts offer educational services to students through a variety of programs, including regular programs and those designed to provide quality services based on individual student needs. School districts must follow state and federal guidelines when delivering educational services. A district's ability to deliver educational services effectively is affected by a number of factors. Two of the most important are the availability and distribution of resources.

BACKGROUND

KISD operates four campuses. Kenedy Elementary School serves students in pre-kindergarten through grade 5, Kenedy Middle School serves students in grades 6 through 8, and Kenedy High School serves students in grades 9 through 12. Karnes County Academy, located in Kenedy, serves students from Karnes City ISD, Kenedy ISD, Yorktown ISD, Goliad ISD and Nordheim ISD. Seventy-three students attended Karnes County Academy in 1999-2000. Seven KISD high school and middle school students received services in the Karnes County Juvenile Justice Alternative Education Program (AEP) program, located in Karnes City.

Karnes County Academy is an off-campus alternative high school for students in at-risk situations, including pregnant and parenting students and recovered dropouts. A small percentage of the student body is enrolled in the GED preparation program. Karnes County Academy offers an accelerated, self-paced and individualized curriculum that is supplemented by one-on-one tutoring and computer/video instruction. Students from surrounding school districts transfer to the Karnes County Academy.

Since 1993, Texas has rated and accredited districts and schools based on specific performance measures including the reading, writing and mathematics portions of the Texas Assessment of Academic Skills (TAAS), dropout rates and attendance rates. KISD received a rating of Academically Acceptable in 1999-2000. Individually, Kenedy High

School was rated as Recognized; Kenedy Junior High School as Acceptable; and Kenedy Elementary as Acceptable in 1999-2000.

Exhibit 2-1 shows the changes in enrollment in KISD, peer districts, Regional Education Service Center III (Region 3) and the state from 1996-97 through 2000-01. While the state population has increased, five out of the six peer school districts have decreased in population. The Lytle ISD student population increased by 279 students between 1996-97 and 2000-01, while the KISD student population decreased by 248 students (21.4 percent) between 1996-97 and 2000-01.

Exhibit 2-1
KISD, Peer District, Region and State Enrollment Growth Rates
1996-97 to 2000-01

Entity	1996-97	1997-98	1998-99	1999-2000	2000-01	Change 1996-97 to 2000-01
Dilley	978	961	944	913	890	(9.0%)
Dimmitt	1,505	1,466	1,449	1,398	1,342	(10.8%)
Kenedy	1,161	1,089	1,055	973	913	(21.4%)
Lytle	1,213	1,246	1,344	1,406	1,492	23.0%
Nixon-Smilely	1,004	1,002	958	970	990	(1.4%)
San Diego	1,678	1,659	1,637	1,574	1,596	(4.9%)
Region 3	57,684	57,730	57,361	56,590	55,852	(3.2%)
State	3,828,975	3,891,877	3,945,367	3,991,783	4,071,433	6.3%

Source: TEA, AEIS 1996-97 through 1999-00 and PEIMS 2000-01.

Exhibit 2-2 shows that KISD and all peer districts have a lower percentage of Anglo students than the state and region. KISD's Anglo student population ranks third among peer districts. All districts have a greater percentage of Hispanic students than the state and region. Kenedy's Hispanic student population ranks third among the peer districts. In addition, all districts have fewer African American students than the state and region. Kenedy's African American student population ranks third among the peer districts.

KISD has the lowest percentage of identified limited English proficient (LEP) students among peer districts and the state and region averages. All peer districts have a higher percentage of economically disadvantaged students than the state and region. Kenedy ranks fifth in the percentage of economically disadvantaged students when compared to peer districts.

Exhibit 2-2
Economically Disadvantaged Students, LEP Students and Ethnicity of
Students
KISD, Peer Districts, Region and State
2000-01

Entity	Anglo	Hispanic	African American	LEP	Economically Disadvantaged Students
Dilley	16.4%	82.4%	1.0%	9.7%	75.4%
Dimmitt	24.1%	72.3%	3.6%	11.8%	70.3%
Kenedy	24.1%	72.6%	2.7%	3.8%	66.9%
Lytle	32.2%	67.1%	0.3%	9.0%	61.3%
Nixon-Smilely	37.0%	59.6%	3.2%	8.4%	68.1%
San Diego	0.4%	99.4%	0.1%	13.8%	92.0%
Region 3	45.1%	42.5%	11.0%	5.0%	50.0%
State	42.1%	40.5%	14.4%	14.0%	49.2%

Source: TEA, PEIMS 2000-01.

Exhibit 2-3 shows KISD attendance rate surpasses the state and is the same as the region for all students. KISD has the second highest rate of attendance when compared to peer districts. The KISD Hispanic, Anglo and economically disadvantaged student attendance rate is higher than that of the state and region. KISD has a higher dropout rate for all students than the state and region. The Hispanic student dropout rate is lower than the state and region, but the Anglo student dropout rate is higher than the state and region. The economically disadvantaged student dropout rate is the same as the region and lower than the state.

Exhibit 2-3
Percentage of Attendance and Dropout of KISD Students
Compared to Peer Districts, Region and State
1998-99

Entity	Attendance Rate	Dropout Rate
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	All Students	Hispanic	Anglo	Economically Disadvantaged Students	All Students	Hispanic	Anglo	Economically Disadvantaged Students
Dilley	95.3%	95.2%	96.2%	95.4%	0.7%	0.7%	0.0%	0.8%
Dimmitt	95.3%	94.9%	96.2%	95.1%	1.1%	1.4%	0.0%	1.7%
Kenedy	95.5%	95.2%	96.6%	95.2%	1.8%	2.0%	1.3%	1.4%
Lytle	94.8%	94.3%	95.8%	94.1%	4.0%	5.1%	1.7%	4.2%
Nixon-Smiley	95.8%	95.8%	95.9%	95.5%	0.7%	0.8%	0.0%	0.7%
San Diego	94.8%	94.8%	92.9%	94.8%	0.9%	1.0%	0.0%	0.7%
Region 3	95.5%	94.5%	96.4%	95.0%	1.2%	2.1%	0.5%	1.4%
State	95.4%	95.0%	95.8%	95.1%	1.6%	2.3%	0.9%	1.5%

Source: TEA, AEIS 1998-99.

Exhibit 2-4 shows the percentage of students who dropped out of school from 1995-96 through 1998-99. KISD had a higher percentage of students dropping out of school in three out of the four years when compared to the state and region. During the 1998-99 school year, Kenedy had the second highest dropout rate. The fact that Karnes County Academy is part of the KISD contributes to the district's higher dropout rate. Although the Academy is located within the KISD, it serves students from multiple districts.

Exhibit 2-4
Percent of Drop outs for KISD, Peer Districts, Region and State
1995-96 to 1998-99

Entity	1995-96	1996-97	1997-98	1998-99
Dilley	0.4%	3.2%	1.3%	0.7%
Dimmitt	3.1%	1.8%	0.8%	1.1%
Kenedy	0.6%	4.8%	3.8%	1.8%
Lytle	0.9%	2.8%	1.4%	4.0%
Nixon Smiley	2.6%	1.6%	1.5%	0.7%
San Diego	0.9%	1.2%	2.9%	0.9%

Region 3	1.3%	1.3%	1.1%	1.2%
State	1.8%	1.6%	1.6%	1.6%

Source: TEA, AEIS 1996-97 through 1998-99.

Exhibit 2-5 compares the 1996-97 to 2000-01 student to teacher ratios among KISD, Region 3 and the state. KISD had the lowest student teacher ratio during the 2000-01 year of peer districts and the region and state averages.

Exhibit 2-5
Student-Teacher Ratio in KISD, Region and State
1996-97 through 2000-01

Entity	1996-97	1997-98	1998-99	1999-2000	2000-01
Dilley	12.5:1	11.8:1	11.8:1	11.6:1	11.2:1
Dimmitt	12.4:1	12.2:1	12.0:1	11.7:1	11.5:1
Kenedy	14.5:1	12.2:1	11.8:1	11.6:1	11.1:1
Lytle	13.8:1	13.9:1	14.2:1	13.0:1	13.8:1
Nixon Smiley	12.8:1	12.8:1	12.7:1	12.7:1	13.0:1
San Diego	12.9:1	13.0:1	15.1:1	13.8:1	13.3:1
Region 3	14.5:1	14.3:1	14.0:1	13.7:1	13.4:1
State	15.5:1	15.3:1	15.2:1	14.9:1	14.9:1

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

Exhibit 2-6 shows that KISD spends the second lowest amount on classroom instruction when compared to peer districts.

Exhibit 2-6
KISD, Peer District and State Classroom Instruction Expenditures
as a Percentage of Total Budgeted Expenditures
2000-01

Entity	Total Expenditures	Classroom Instruction Expenditures	Classroom Instruction Expenditures as a Percentage of Total Budgeted Expenditures
Lytle	\$11,225,506	\$4,984,878	44.4%

San Diego	\$9,755,772	\$4,757,551	48.8%
Kenedy	\$6,935,087	\$3,622,215	52.2%
Nixon Smiley	\$6,393,217	\$3,524,673	55.1%
Dilley	\$6,975,503	\$3,857,870	55.3%
Dimmitt	\$8,617,313	\$4,920,932	57.1%
State	\$27,056,013,935	\$13,871,475,883	51.3%

Source: TEA, PEIMS 2000-01.

Exhibit 2-7 shows that KISD spends considerably less in regular education when compared to the state and region. KISD also spends less on bilingual education and gifted and talented education, but spends more on special education, career, and technology education than the state and region. KISD spends about twice as much as the region and three times more than the state on compensatory education. District management stated that the reason the district spends more on compensatory education is that it funds the Karnes County Academy.

Exhibit 2-7
Instructional Program Expenditures by KISD, Region and State
as a Percentage of Total Instructional Operating Expenditures
2000-01

Program	Kenedy	Region 3	State
Regular education	58.3%	70.7%	70.9%
Special education	15.1%	12.0%	12.4%
Compensatory education	18.5%	8.0%	6.8%
Career and technology education	7.8%	5.4%	4.1%
Bilingual/ESL education	0.2%	1.5%	3.9%
Gifted and Talented education	0.6%	2.4%	1.9%
Total	100%	100%	100%

Source: TEA, PEIMS 2000-01.

Exhibit 2-8 shows that KISD ranked second only to Dilley ISD in per pupil expenditures in 2000-01 when compared to peer districts. KISD's per

pupil expenditures increased from \$6,545 in 1996-97 to \$7,480 in 2000-01, a 14.3 percent increase.

Exhibit 2-8
Per Pupil Expenditures KISD and Peer Districts
1996-97 through 2000-01

Entity	1996-97	1997-98	1998-99	1999-2000	2000-01
Dilley	\$5,952	\$6,639	\$6,848	\$7,510	\$7,833
Dimmitt	\$5,209	\$5,419	\$5,669	\$6,128	\$6,237
Kenedy	\$6,545	\$6,968	\$6,733	\$7,808	\$7,480
Lytle	\$5,905	\$6,382	\$6,748	\$7,821	\$6,157
Nixon-Smiley	\$5,599	\$4,888	\$6,536	\$6,249	\$6,206
San Diego	\$5,007	\$5,161	\$4,863	\$6,120	\$5,727

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

Exhibit 2-9 shows that a higher percentage of KISD students enrolled in advanced placement courses in 1998-99 than in 1994-95. KISD's percentage of student participation was lower than the state and region in 1994-95 and in 1998-99. KISD's percentage of student participation ranked second lowest in 1994-95; second highest in 1995-96; third lowest in 1996-97; second highest in 1997-98 and third lowest in 1998-99 when compared to peer districts.

Exhibit 2-9
KISD, State and Region III Students Enrolled in Advanced Placement
Courses
1994-95 through 1998-99

	1994-95	1995-96	1996-97	1997-98	1998-99
Dilley	16.1%	14.4%	19.6%	12.7%	5.2%
Dimmitt	12.7%	10.8%	13.4%	6.0%	36.2%
Kenedy	5.2%	18.5%	19.4%	18.5%	9.1%
Lytle	7.0%	12.0%	10.3%	8.2%	15.1%
Nixon-Smiley	3.0%	5.3%	20.4%	11.5%	3.7%
San Diego	24.8%	30.9%	55.9%	35.1%	23.7%
Region 3	15.1%	14.7%	16.1%	18.9%	16.5%

State	11.3%	17.3%	19.6%	16.4%	17.5%
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Source: TEA, AEIS 1994-95 to 1998-99.

Exhibit 2-10 compares KISD student TAAS passing rates in 1999-2000. KISD economically disadvantaged students scored below all students except in writing. African American students scored above all students except in mathematics. Anglo students scored higher than all students, and Hispanic students scored below all students. TAAS scores in the district are well below the region and state averages.

**Exhibit 2-10
Percentage of KISD Students Passing TAAS, All Grade Levels
1999-2000**

Entity	Reading	Writing	Mathematics	All Tests
All Students	79.5%	83.4%	79.6%	70.5%
Hispanic Students	73.4%	76.9%	74.0%	62.2%
Anglo Students	86.2%	97.7%	95.2%	93.3%
African American Students	85.7%	100.0%	78.6%	78.6%
Economically Disadvantaged Students	72.0%	77.9%	72.1%	60.8%
Region 3	90.3%	90.5%	91.2%	84.1%
State	87.4%	88.2%	87.4%	79.9%

Source: TEA, AEIS 1999-2000.

Exhibit 2-11 shows all students improved in TAAS reading, mathematics and writing between 1997-98 and 1999-2000.

**Exhibit 2-11
Percentage of KISD Students Passing TAAS, All Grade Levels
1997-98 through 1999-2000**

Subject	1997-98			1998-99			1999-2000		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	72.2%	68.5%	74.0%	79.7%	79.3%	87.4%	79.5%	79.6%	83.4%
Hispanic	65.1%	62.0%	70.5%	74.3%	73.6%	85.8%	73.4%	74.0%	79.6%

Students									
Anglo Students	89.8%	85.0%	83.9%	93.4%	93.4%	95.1%	96.2%	95.2%	97.7%
African American Students	81.3%	73.3%	80.0%	76.2%	80.0%	55.6%	85.7%	78.6%	100%
Economically Disadvantaged Students	63.2%	60.0%	67.8%	71.7%	70.8%	86.1%	72.0%	72.1%	77.9%
Region 3	83.8%	82.2%	84.0%	88.7%	89.1%	90.2%	90.3%	91.2%	90.5%
State	83.3%	80.4%	84.2%	86.3%	85.7%	87.9%	87.4%	87.4%	88.2%

Source: TEA, AEIS 1997-98 through 1999-2000.

Exhibit 2-12 shows grade 3 through 6 student scores in reading, mathematics and writing were below the state level.

Exhibit 2-12
Percentage of KISD and State Elementary Students Passing TAAS
1999-2000

Grade/Subject	Kenedy	State	KISD above (below) State
Grade 3 Reading	87.1%	87.9%	(0.8%)
Grade 3 Math	68.3%	80.6%	(12.3%)
Grade 4 Reading	77.3%	89.9%	(12.6%)
Grade 4 Writing	70.5%	90.3%	(19.8%)
Grade 4 Math	71.4%	87.1%	(15.7%)
Grade 5 Reading	67.6%	87.8%	(20.2%)
Grade 5 Math	77.9%	92.1%	(14.2%)
Grade 6 Reading	75.9%	86.0%	(10.1%)
Grade 6 Math	75.9%	88.5%	(12.6%)

Source: TEA, AEIS 1999-2000.

Exhibit 2-13 shows student mathematics scores in grades 8 and 10 surpassed the state level. Scores in reading were below the state at all

grade levels. Social studies scores in grade 8 surpassed the state scores by 8.2 percentage points.

Exhibit 2-13
Percentage of KISD and State Middle and High School Students
Passing TAAS
1999-2000

Grade/Subject	Kenedy	State	KISD above (below) State
Grade 7 Reading	68.8%	83.5%	(14.7%)
Grade 7 Math	80.9%	88.1%	(7.2%)
Grade 8 Reading	89.2%	89.6%	(0.4%)
Grade 8 Writing	83.6%	84.3%	(0.7%)
Grade 8 Math	92.3%	90.0%	2.3%
Grade 8 Science	87.7%	88.2%	(0.5%)
Grade 8 Social Studies	80.0%	71.8%	8.2%
Grade 10 Reading	89.1%	90.3%	(1.2%)
Grade 10 Writing	92.2%	90.7%	1.5%
Grade 10 Math	88.7%	86.8%	1.9%

Source: TEA, AEIS 1999-2000.

Exhibit 2-14 shows Hispanic, Anglo and economically disadvantaged students made the greatest improvement in reading from 1995-96 through 1999-2000.

Exhibit 2-14
Percentage of KISD and State Students Grades 3-8 and 10 Passing
TAAS Reading Test
1995-96 through 1999-2000

Category	1995-96	1996-97	1997-98	1998-99	1999-2000
All students	68.2%	74.1%	72.2%	79.7%	79.5%
African American Students	84.6%	76.5%	81.3%	76.2%	85.7%
Hispanic Students	60.3%	66.1%	65.1%	74.3%	73.4%
Anglo Students	84.2%	91.0%	89.8%	93.4%	96.2%

Econ. Disadvantaged Students	59.4%	62.3%	63.2%	71.6%	72.0%
Region III All students	80.0%	85.1%	83.8%	88.7%	90.3%
State All students	80.4%	84.0%	83.3%	86.5%	87.4%

Source: TEA, AEIS 1995-96 through 1999-2000.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

A. CURRICULUM, INSTRUCTION AND STUDENT PERFORMANCE

A sound educational program starts with a high-quality curriculum that explains what students are expected to learn at each grade level. In education, curriculum includes long- and short-term goals; a description of the instructional strategies; suggestions for instructional materials, textbooks and supplementary materials; and assessments used to measure student progress toward learning required content. Essentially, curriculum is a description of what to teach and how to teach it. The state's curriculum requirements are specified in the Texas Essential Knowledge and Skills (TEKS).

FINDING

KISD does not have coordinated curriculum guides to ensure that students progressing between grades and schools will obtain the same skills. KISD is a member of the Region 5 Curriculum Leadership Cooperative. The cooperative is intended to assist school districts in aligning curriculum with specific learning outcomes. Through the cooperative, KISD has access to career and technology resources; District Effectiveness and Compliance (DEC) assistance from Texas Education Agency (TEA); field-tested strategies for TAAS training; revised resource packets; and information from other districts including technical assistance, site visits, and training for new courses added by the TEKS (Math Models, Integrated Physics and Chemistry). The cooperative provides KISD staff with on-site instruction in curriculum development and implementation, brain research, state and national curriculum requirements and subject area trends. As of September 2000, the cooperative developed curriculum documents addressing multiple academic subjects for grades kindergarten through 12 for its members.

In KISD, the principals work with the assistant superintendent for Instruction to develop and coordinate curriculum efforts. The assistant superintendent for Instruction stated that although curriculum is not a specific agenda topic, administrative team members discuss curriculum-related issues at the weekly superintendent's administrative staff meetings. Team members, however, mentioned difficulties they observed at these meetings, including low attendance rates, the lack of a pre-established schedule and a lack of focus on curriculum issues.

The elementary principal cited examples of her efforts to coordinate curriculum in reading with the middle school principal; while the middle school principal cited examples of his efforts to coordinate with the high school principal. The middle school principal indicated some concern about the lack of curriculum alignment between the elementary and middle school. He noted the decision to select a specific reading program at the elementary and the impact that decision had on the grade 6 curriculum and instruction.

The elementary principal said that elementary curriculum guides are situated in the workroom and are not in use by teachers. Instead of using district developed curriculum guides, teachers base their curriculum decisions on the adoption of specific programs by the elementary school. The school selected these programs after analyzing student performance on TAAS and identifying areas where student performance needed improvement. The principal provided copies of the curriculum used in the Sharon Wells Mathematics program that is based on TEKS. The Success for All program encourages parent participation in the reading process. The elementary school also implemented the Character Counts program to develop student social skills. The school provides instruction in science and social studies on an alternating weekly basis. The curriculum documents examined by TSPR are aligned with TEKS.

As an example of the importance of curriculum guides, Wimberley ISD credited the development of its kindergarten through grade 5 math curriculum guides with an immediate improvement in student test scores. Seventy percent of Wimberley ISD third graders passed the math portion of TAAS in 1998; in 1999, 89.7 percent passed. In 1998, 85 percent of fourth graders and 93.7 percent of fifth graders passed, and in 1999, 100 percent of fourth graders and 98.1 percent of fifth graders passed. Consequently, the district budgeted funds for software and training to develop additional curriculum guides more quickly. As one administrator said, developing the guides allowed them to "share the expertise" among teachers and across all grade levels.

In 2003, Texas students will take the new, more difficult state assessment, the Texas Assessment of Knowledge and Skills (TAKS). Preparing for this change will require even greater coordination.

Recommendation 12:

Involve teachers in the alignment of curriculum guides to reflect TEKS and TAAS objectives to improve student transition between grades.

KISD should develop and revise curriculum and instruction guides so students master the TEKS and are able to pass the TAKS. Teachers should participate in this process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction assigns an ad-hoc committee, including the technology coordinator, principals and teacher representatives, to develop a plan for writing and updating curriculum guides systematically and incorporating recommended TEKS standards.	September 2001
2.	The assistant superintendent for Instruction and the committee select three consultants to provide technical assistance for developing curriculum guides and a software program to support automated curriculum writing.	October 2001
3.	The assistant superintendent for Instruction and the committee develop written curriculum guides using recommended software and provide training for teachers and school staff when necessary to support use of the new software.	November 2001 through March 2002
4.	The assistant superintendent for Instruction and the committee develop an administrative policy requiring the curriculum guides to be revised every five years in accordance with TEKS revision guidelines.	April 2002

FISCAL IMPACT

The cost estimate is based on data used by Wimberley ISD when it completed a similar curriculum development project.

Three curriculum consultants will be needed to complete the project at a cost of \$200 per day for five days each. Curriculum software is estimated to cost about \$2,000, which includes the software and system support. In 2000-01, KISD employed 82 teachers. All teachers will require substitutes, at a rate of \$50 per day for one day, to receive training on the use of the new software. It is further assumed that a team of four teachers from each of the three schools, a total of 12 teachers, will be needed to provide input into the curriculum writing process. Stipends are estimated to be \$100 per day during the summer months. Additionally, \$1,000 is estimated for printing curriculum guides.

A breakdown of the estimated costs for 2001-02 is shown below:

Components		Calculation				Cost
Curriculum consultants		3 @ \$200 per day x 5 days each				\$3,000
Software and software systems support		-				\$2,000
Release time for grade level and vertical team curriculum development and training		82 teacher days @ \$50.00 a day				\$4,100
Writing teams (summer session)		4 teachers per team x 3 teams x \$100 per day for 5 days				\$6,000
Cost estimate for printing curriculum		-				\$1,000
Total Costs						\$16,100
Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06	
Involve teachers in the alignment of curricular guides to reflect TEKS and TAAS objectives to improve student transition between grades.	(\$16,100)	\$0	\$0	\$0	\$0	

FINDING

KISD has a high percentage of ethnic minority students not tested on TAAS. Most students enrolled in Texas public schools in grades 3 through 8 and 10 must take the TAAS, although there are circumstances under which some students are exempted from the test. Also, the state does not include certain students' test scores in a school or district's accountability ratings. The reasons for exemption or exclusion from the state's accountability ratings are as follows:

- Students may take the test but be excluded because they were not enrolled in that district by the last Friday in the previous October;
- Students may be excluded because they took the Spanish TAAS in fifth or sixth grade, or the Spanish TAAS writing test in fourth grade;
- Students may be absent during every test administration;
- Students may receive a special education Admission, Review and Dismissal (ARD) exemption for every test; and
- Students may receive a LEP exemption for every test.

The Admission, Review and Dismissal (ARD) committee on each campus grants ARD exemptions to individual special education students. The

ARD committee, which includes the regular education teacher, the special education teacher, an assessment person such as a diagnostician or a counselor and an administrator empowered to commit the school district to the services the committee deems necessary, evaluates the progress of each special education student annually.

The Language Proficiency Assessment Committee (LPAC) on each campus grants LEP exemptions to individual bilingual/English as a second language (ESL) students. The LPAC committee consists of representatives from the same job types that comprise the ARD committee, except that a bilingual or ESL teacher participates instead of a special education teacher.

In addition to the LPAC and ARD exemptions, scores for certain students are not calculated as part of the district's overall TAAS passing rates. Included in this group are students who meet more than one of the state's exemption requirements and students whose testing was disrupted by illness or another similar event.

Exhibit 2-15 shows the students not tested on TAAS for KISD, Region 3, and the state for 1998-99 and 1999-2000. In 1998-99 and 1999-2000, KISD's overall TAAS exemption rate was higher than the regional and state averages. The district's overall exemption rate also increased from 1998-99 to 1999-2000.

Exhibit 2-15
KISD, State and Region 3 Percentages of Students Not Tested on
TAAS
1998-99 and 1999-2000

Category	1998-99			1999-2000		
	KISD	State	Region	KISD*	State	Region
Absent	0.5%	0.8%	0.8%	0.6%	0.6%	0.6%
ARD Exempt	8.7%	5.2%	4.7%	11.1%	7.1%	8.1%
LEP Exempt	0.0%	2.3%	0.9%	0.4%	1.3%	0.5%
Other	0.2%	0.7%	0.5%	0.2%	0.8%	0.6%
TOTAL	9.4%	8.9%	6.9%	12.2%	9.8%	9.8%

Source: TEA, AEIS 1998-99 and 1999-2000.

In 1999-2000, KISD granted TAAS exemptions to 11.1 percent of African American students, 13.4 percent of Hispanic students and 5.2 percent of

Anglo students (**Exhibit 2-16**). The number of exemptions may vary widely from year to year based on the LPAC and ARD committees' evaluations of individual student progress and the number of new special education or bilingual/ESL students entering the district.

Exhibit 2-16
Percentage of KISD Students Not Test on TAAS by Ethnicity
1998-99 and 1999-2000

Category	1998-99			1999-2000		
	African American	Hispanic	Anglo	African American	Hispanic	Anglo
Absent	0.0%	0.5%	0.7%	0.0%	0.8%	0.0%
ARD Exempt	10.0%	9.7%	6.1%	11.1%	13.1%	5.2%
LEP Exempt	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%
Other	0.0%	0.0%	0.7%	0.0%	0.3%	0.0%
TOTAL	10.0%	10.2%	7.5%	11.1%	14.4%	5.2%

Source: TEA, AEIS 1998-99 and 1999-2000.

Recommendation 13:

Increase emphasis on testing all students.

Assessing each student's strengths and weaknesses is the first critical step necessary to creating programs to help those children succeed. Each Campus Improvement Plan (CIP) should reflect this as one of its primary goals. The district should evaluate its current strategies, such as reviewing the effectiveness of prior ARD-designated modifications and revise them if needed or develop new strategies.

KISD should review the profile and performance of each student previously exempt from the TAAS test, especially those exempt because of LPAC and ARD designations. In addition, the district should administer grade-level assessments of exempt students' performance to determine whether or not they improved from the prior year and are prepared to take the TAAS.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction contacts several districts and Region 3 to identify successful methods of increasing students tested.	September 2001
2.	The assistant superintendent for Instruction and principals meet to discuss the information and to develop a plan for each campus to increase students tested and monitor student achievement.	October 2001
3.	The assistant superintendent for Instruction develops a plan based upon these discussions and presents it to the superintendent for approval.	November 2001
4.	The superintendent approves the plan, with modifications, and directs the assistant superintendent for Instruction to implement the plan.	December 2001
5.	The assistant superintendent for Instruction implements the plan and monitors the results.	December 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Despite improved TAAS scores in recent years, the district still ranks well below regional and state averages. Performance of minority and economically disadvantaged students in KISD is significantly lower than that of Anglo students.

Exhibit 2-17 shows KISD's TAAS scores for 1997-98 through 1999-2000 compared to regional and state averages.

Exhibit 2-17
Percentage of KISD Students Passing TAAS, All Grade Levels
1997-98 through 1999-2000

Entity	1997-98	1998-99	1999-2000
All Students	60.9%	70.6%	70.5%
Hispanic Students	53.3%	63.6%	62.2%
Anglo Students	79.5%	88.5%	93.3%
African American Students	66.7%	66.7%	78.6%

Economically Disadvantaged Students	51.0%	61.3%	60.8%
Region 3	79.5%	81.9%	84.1%
State	77.7%	78.3%	79.9%

Source: TEA, AEIS 1997-98 through 1999-2000.

KISD also has had difficulty closing the performance gap between Anglo students and minority and economically disadvantaged students. **Exhibit 2-17** shows that while the performance for all students improved between 1997-98 and 1999-2000, the gap between Anglo student scores and minority and economically disadvantaged student scores on the TAAS is still significant.

On 1999-2000 TAAS:

- Economically disadvantaged students in KISD scored 32.5 percentage points lower than Anglo students for all tests taken.
- Hispanic students in KISD scored 31.1 percentage points lower than Anglo students.
- KISD averages for all students scored 13.6 percentage points lower than regional averages and 9.4 percentage points below state averages.

Galveston ISD, a district where most students are from minority groups, addressed the performance gap between Anglo and minority and economically disadvantaged students through the use of several districtwide strategies, including:

- Implementing a standardized reading program in kindergarten through grade 6 that stresses prevention and intensive early intervention to ensure all children can read at or above grade level by the end of the third grade;
- Increasing students' understanding of mathematics through rewriting the math curriculum for kindergarten through grade 8, incorporating the standards of the National Council of Teachers of Math and the TEKS. Instruction emphasizes both oral and written communication of math concepts;
- Implementing a benchmark testing program using academic coordinators to work with schools and teachers to implement necessary teaching and learning strategies. The academic coordinators manage the benchmark testing, evaluate test results by school and teacher, provide information and learning strategies to principals and teachers, and conduct staff development as requested;
- Providing staff development focusing on TAAS; and

- Including TAAS achievement goals that mirror or exceed district goals in each CIP.

Also, at specific campuses with high percentages of minority and economically disadvantaged students, Galveston ISD principals said the keys to the schools' successes are a clear focus on instructional improvement with high expectations for all students; a clearly defined curriculum of study designed to meet the needs of students; clear and consistent accountability of teachers and students for progress; a school-wide set of test-taking strategies taught by teachers; and a campus focus on teaching and practicing reading and writing skills across content areas.

At one Galveston elementary school, 91 percent of the students are minorities and 79 percent are economically disadvantaged. Three years after the school opened it achieved TEA Recognized status. The school also received an Acknowledged designation for reading.

Recommendation 14:

Use TAAS data to identify student and teacher needs to improve student performance.

Teachers should determine appropriate learning strategies for at-risk students. They should develop specific improvement plans and strategies for each at-risk or low-performing student.

Principals should hold teachers accountable for student performance. Principals should develop individual improvement plans for teachers whose students fail to meet stated campus achievement goals.

CIPs should include strategies designed to improve student performance specific to each campus.

Finally, the superintendent and board should hold principals responsible for achieving the desired achievement objectives within a specified period of time.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Each principal develops an improvement plan with accompanying implementation strategies that identifies student achievement goals in concert with district goals.	September 2001
2.	The superintendent and assistant superintendent for Instruction review and approve each plan.	October 2001
3.	Principals present the improvement plans to the teachers and	November

	discuss the strategies.	2001
4.	Teachers review their student profiles to identify at-risk and low performing students and develop initial strategies to address each student's needs.	December 2001
5.	The assistant superintendent for Instruction identifies ways to evaluate the effectiveness of the strategies, such as benchmark testing, at various points in the year, and continue to implement the most effective.	December 2001 and Ongoing
6.	The superintendent identifies specific expectations for principal performance and monitors the plan throughout the year.	December and Ongoing
7.	The principals identify specific expectations for each teacher and monitor their performance throughout the year.	January and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

B. SPECIAL PROGRAMS

Special Education

The Individuals with Disabilities Education Act (IDEA), which the U.S. Congress re-authorized in 1997, mandates a free and appropriate public education for all children with disabilities. School districts must make accommodations for students in special education classes and those with dyslexia, attention deficit disorder and/or hyperactivity to provide them with learning opportunities equal to those of children not in special education.

IDEA was passed to protect the rights of parents and children in educational decision-making. The law requires schools to develop an individual education plan (IEP) for every child who is served in a special education program. The law also requires districts to serve students in the least restrictive environment and closely align their educational programs to those of children not in special education. In addition, the law requires students with disabilities to be included in state and district assessment programs.

An effective special education program should include:

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

KISD is a member of the Special Education Cooperative in Goliad and operates under a Shared Services Agreement signed in February of 1998 and re-approved in August of 1999. The Cooperative serves all three of KISD's schools, the academy and the alternative placement center. Kenedy has a Shared Service agreement with the Regional Day School Program for the Deaf-Victoria signed on November 13, 2000. The Special Education Cooperative provides services through content mastery, resource, mainstreaming and self-contained classes. The Goliad Special

Education Shared Services Arrangement, in addition to classroom settings, provides occupational therapy, physical therapy and speech. Staff development is also provided cooperatively through Region 3. In October of 2000, the Cooperative was asked to perform an internal review of the services that KISD offered to its students in special education.

FINDING

KISD does not have one person that is specifically in charge of coordinating the special education program in the district. The district recognizes the assistant superintendent for Instruction as responsible for Special Education, and the district directory lists a diagnostician as the Special Education Coordinator. Principals are responsible for attending ARD meetings with students in their buildings.

The district had a DEC Review in October 1999. The district was found in noncompliance with two special education indicators. The district did not have sufficient documentation to support a determination of compliance for the following items:

1. For each student age 14 and younger, if appropriate, the IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study.
2. An Individual Transition Plan has been developed for each student with disabilities beginning on or before a student's 16th birthday.

The review also identified a need for the district to address the potential overrepresentation of low socioeconomic status students who are receiving special education services.

A recent review performed by the Goliad Special Education Cooperative staff recommended that the district reconsider its local operating guidelines because it appears that each campus has a different procedure regarding ARD notifications and duties. The review also recommended that the high school provide a special education teaching assistant to coordinate completion of ARD notices to personnel involved. Finally, reviewers recommended that KISD vertically plan among campuses to provide support services.

Recommendation 15:

Develop a structured special education program that stresses pre-referral intervention.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent designates the assistant superintendent for Instruction as the individual responsible for special education in the district.	September 2001
2.	The assistant superintendent for Instruction meets with Region 3 representatives and receives assistance in developing a structured special education program.	October 2001
3.	The assistant superintendent for Instruction, with assistance of the diagnostician, develops the revised program and procedures.	November 2001
4.	The assistant superintendent for Instruction presents the revised program and procedures to the superintendent and board for approval.	December 2001
5.	Superintendent notifies district staff of new procedures through a formal memorandum.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Bilingual Education - English As A Second Language (ESL)

A school district must offer a Bilingual/ESL Program if it has an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level. In the Bilingual/ESL Program, teachers provide instruction in both English and the students' primary language. As its name implies, the program typically has two parts. In the first years of a student's academic career, school districts offer bilingual education. This program provides instruction in the basic skills using the student's primary language. Instruction in English also is introduced into the bilingual education curriculum. After bilingual education, a student enrolls in ESL to obtain intensive instruction in English. A student progresses through the Bilingual/ESL program by taking program components in the following sequence:

- Bilingual education in kindergarten through the elementary grades;
- Bilingual education, instruction in English as a second language or other transitional language instruction approved by TEA in post-elementary grades through grade eight; and
- ESL instruction in grades 9 through 12.

FINDING

KISD has an enrollment of 663 Hispanic students or 72.6 percent of the total school population, but only identified seven students or 0.8 percent of

the population as ESL. Home language surveys indicated that Spanish was the only other language spoken by families in the district.

KISD has less than 20 students of limited English proficiency in any language classification, so the school district is not required to offer a full range of bilingual/ESL programming. The district does not provide bilingual courses of instruction. However, according to the District Improvement Plan (DIP), the ESL program is offered as a pullout program from kindergarten to grade 12. The district does not offer any bilingual classes at this time because of the small number of eligible students identified at each grade level. The district uses compensatory education funds to pay a proportionate share of the salary of the Bilingual/ESL coordinator and to purchase computer supplies and software.

District students at all grade levels attend a single period of ESL instruction each day.

Exhibit 2-18 shows KISD to have the smallest number and the smallest percentage of bilingual students when compared to peer districts. KISD has 1.2 bilingual education teachers, one of whom serves as the parental involvement coordinator.

Exhibit 2-18
Bilingual Students, Teachers and Amount Budgeted for Bilingual Education
2000-01

District	Number of Bilingual Education Students	Percentage of Total Student Enrollment	Number of Bilingual Education Teachers	Percent of Total Number of Teachers	Budgeted Amount	Percent of Total Budget
Dilley	68	7.6%	3.7	4.6%	\$10,748	0.2%
Dimmit	145	10.8%	5.3	4.5%	\$50,711	0.6%
Kenedy	7	0.8%	0.4	0.05%	\$12,392	0.2%
Lytle	119	8.0%	2.1	1.9%	\$26,873	0.2%
Nixon-Smiley	77	7.8%	0.4	0.5%	\$19,694	0.3%
San Diego	163	10.2%	0.0	0.0%	\$3,500	0.0%
Region 3	2,324	4.2%	73.2	1.8%	N/A	N/A

State	510,688	12.5%	20,240.9	7.4%	\$718,597,111	2.7%
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Source: TEA, PEIMS 2000-01

The district has not reviewed the relationship between the high number of students (12.2 percent) it exempts from TAAS testing and the low number (0.8 percent) of students identified for Bilingual/ESL instruction. In some districts there is a direct correlation between a low number of students identified for Bilingual/ESL and lower than average TAAS scores for some students.

Recommendation 16:

Examine the relationship of Language Proficiency Assessment Committee exemptions for TAAS testing and identification of students for Bilingual/ESL instruction.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent instructs the ARD and LEP committees to form a joint committee to review the relationships and develop recommended revisions where changes to policies/procedures are warranted.	September 2001
2.	The joint committee reports findings and recommendations to the superintendent for approval.	October 2001
3.	The superintendent presents findings and recommendations to the board for approval.	November 2001
4.	The superintendent and assistant superintendent for Instruction develop implementation plans for board-approved revisions.	December 2001
5.	The superintendent implements the plan and monitors results.	December 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Gifted and Talented Education

The State Board of Education has developed a state plan for the education of gifted and talented students, available in English and Spanish, that outlines "acceptable," "recognized" and "exemplary" practices in the areas

of assessment, program design, curriculum and instruction, professional development and family-community involvement.

FINDING

The district has a below average participation in its Gifted and Talented program.

KISD offers an enrichment program designed for high aptitude students in kindergarten through grade 12. KISD conducts a nomination period annually during which time students may nominate themselves or be nominated by teachers, staff, community members, parents or other students. The program provides academically gifted students with a wide variety of learning experiences that lead to the development of higher-order thinking skills, problem solving skills and oral and written communication skills. Students can work together in small groups, with other students or individually. The district uses Gifted and Talented funds to pay a proportionate share of the salaries of Gifted and Talented teachers and for the teachers to attend workshops and conferences. Students are served in cross grade pullout programs at the elementary and middle schools.

As shown in **Exhibit 2-19**, KISD has the second lowest percentage of students participating in Gifted and Talented education compared to peer districts and is significantly below the region and state averages.

Exhibit 2-19
Gifted and Talented Students, Teachers and Amount Budgeted for
Gifted and Talented Education
2000-01

District	Number of Gifted and Talented Education Students	Percentage of Total Student Enrollment	Number of Gifted and Talented Teachers	Percent of Total Number of Teachers	Budgeted Amount for Gifted and Talented Education	Percent of Total Budget
Dilley	98	11.0%	1.0	1.3%	\$69,811	1.0%
Dimmit	60	4.5%	0.2	0.2%	\$30,660	0.4%
Kenedy	59	6.5%	0.3	0.4%	\$28,193	0.4%
Lytle	114	7.6%	1.6	1.5%	\$17,006	0.2%
Nixon-Smilely	80	8.1%	2.0	2.6%	\$19,909	0.3%

San Diego	156	9.8%	0.4	0.3%	\$9,100	0.1%
Region 3	4,105	7.3%	67.5	1.6%	N/A	N/A
State	342,855	8.4%	6,089.5	2.2%	308,262,248	1.1%

Source: TEA, PEIMS 2000-01.

Exhibit 2-20 shows the number of students enrolled in the Gifted and Talented program and the percentage of the total student population represented during the years 1996-97 through 2000-01. The number of students identified slightly exceeded the standard of 5 percent of the total school population for the last three years and fell below the standard for 1996-97.

Exhibit 2-20
KISD Gifted and Talented Students
1996-1997 through 2000-01

Category	1996-1997	1997-1998	1998-1999	1999-2000	2000-01
Number of Gifted and Talented Students	44	59	58	55	59
Percent of student population	3.8%	5.4%	5.5%	5.7%	6.5%

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

In 1995, the state legislation required the State Board of Education to "develop and periodically update a state plan of the education of gifted and talented students." The plan was to be used for accountability purposes "to measure the performing of districts in providing services to students identified as gifted and talented." The SBOE plan, adopted in 1996, provides direction for the refinement of existing services and for the creation of additional curricular options for gifted students.

Recommendation 17:

Increase the number of students participating in the Gifted and Talented program.

The district should revise its procedures for identifying students to participate in the Gifted and Talented program. In doing so, the district should consider several factors, including the length of time teachers need

to collect and assemble student identification criteria and the Texas rules and regulations applicable to the identification of students for Gifted and Talented programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and principals evaluate the district's identification procedures.	September 2001
2.	The assistant superintendent for Instruction presents recommended revisions to the superintendent for approval.	October 2001
3.	The superintendent recommends revisions to the board for approval.	November 2001
4.	The assistant superintendent for Instruction initiates implementation.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

At Risk/Compensatory Education

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

Accelerated or compensatory education, as defined in Section 42.152 (c) of the Texas Education Code (TEC), is a program designed to raise achievement levels and reduce the dropout rate for students in at-risk situations. To determine the appropriate accelerated or compensatory program, districts must use student performance data from the state assessment instruments and any other district-administered achievement tests. Based on this needs assessment, district and campus staff design the appropriate strategies and include them in the CIPs and District Improvement Plan (DIP). By law, the improvement plan must include a comprehensive needs assessment, measurable performance objectives, identified strategies for student improvement, identified resources and staff, specified timelines for monitoring each strategy and evaluation criteria. Each district is responsible for evaluating the effectiveness of its locally designed program.

The criteria used to identify students in at-risk situations are defined in Section 29.081 of the TEC. The definition includes each student in grades 7 through 12 who is under 21 years of the age and who: 1) was not

advanced from one grade level to the next for two or more school years; 2) has mathematics or reading skills that are two or more years below grade level; 3) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade; 4) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or 5) is pregnant or a parent. The definition also includes each student in pre-kindergarten through grade 6 who: 1) did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year; 2) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; 3) is a student of limited English proficiency, as defined by Section 29.052; 4) is sexually, physically, or psychologically abused; or 5) engages in conduct described by Section 51.03(a), of the Family Code.

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

Funding allocated under current state compensatory education guidelines is based on the number of economically disadvantaged students in a district and must supplement regular program funds but not replace those funds. The number of economically disadvantaged students is determined by averaging the best six months' enrollment in the national program of free or reduced-priced lunches for the preceding school year. Sixty-six percent of KISD students have been identified as eligible for the free and reduced price lunch program. In the 2000-01 school year, KISD had 472 students or 51.7 percent of its students who qualified for compensatory education services.

Exhibit 2-21 shows the number of students who participated in Karnes County Academy programs during the 1999-2000 and the district from which the student originated. Kenedy has the greatest number of students enrolled in the program. The Karnes County Academy is fully funded by state compensatory funds.

Exhibit 2-21
Karnes County Academy Students by Member Districts
1999-2000

Participating District	Number of Students
------------------------	--------------------

Kenedy	40
Goliad	16
Karnes City	12
Yorktown	4
Nordheim	1

Source: Superintendent's Office

Exhibit 2-22 shows KISD and peer district students, teachers and amounts budgeted for compensatory education for 2000-01.

Exhibit 2-22
Students, Teachers and Amount Budgeted for Compensatory
Education
2000-01

District	Number of Compensatory Education Teachers	Percent of Total Number of Teachers	Budgeted Amount for Compensatory Education	Percent of Total Budget
Dilley	3.0	3.8%	\$373,224	5.4%
Dimmit	3.0	2.6%	\$482,616	5.6%
Kenedy	6.9	8.4%	\$664,564	9.6%
Lyle	10.3	9.5%	\$358,662	3.2%
Nixon-Smiley	2.0	2.6%	\$598,510	9.4%
San Diego	0.0	0.0	\$2,008,087	20.1%
Region 3	231.1	5.5%	N/A	N/A
State	8,902.4	3.2%	\$1,306,243,551	4.8%

Source: TEA, PEIMS 2000-01.

FINDING

Kenedy's CIPs do not provide sufficient detail and may not be in compliance with legal requirements for compensatory education. CIPs are developed for each campus and identify what each school will do in a given year to help achieve district and school objectives. While a TEA DEC report dated October 1999 did not note any discrepancies, examination of the three CIPs for 2000-01 found insufficient detail to

account for compensatory fund expenditures. These plans do not specify if compensatory-funded resources are used to supplement, rather than supplant, the regular education program.

A review of the CIPs shows these documents lack the detail required by state law. The three campus plans reviewed lacked specific performance statements and objectives in some cases, and some goals and attendant strategies were not specific. For example, the elementary CIP did not identify any goals or expected outcomes. The high school and middle school CIPs stated desired performance levels as measured by TAAS, but lacked any detail regarding the source or usage of state compensatory funds. As provided, it is difficult to ascertain if expenditures, which often were not included, were supplemental in nature.

Furthermore, the 77th Texas Legislature passed Senate Bill 702, which will change state requirements in compensatory education programs. As part of this bill, external auditors will be using data in the DIP and CIPs to determine compliance with legislative intent.

Recommendation 18:

Document specific compensatory education objectives, strategies and funding sources in campus improvement plans.

Thorough documentation will provide a clear direction for the compensatory education program and ensure compliance with legal requirements.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction and principals develop campus improvement plans that meet state mandates for compensatory funds and that clearly articulate continuing support for at-risk students across the three campuses.	September 2001 to October 2001
2.	The assistant superintendent for Instruction presents the campus improvement plans to the superintendent for approval.	November 2001
3.	The assistant superintendent for Instruction develops procedures to document the amount and use of supplemental funds received by each school and reports amounts to the superintendent.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY AND PERFORMANCE MEASURES

C. COMPUTERS AND TECHNOLOGY

The responsibilities of technology services in Texas public school districts vary. Some offices support administrative workers only, while others are responsible for supporting both administration and instruction either through a single or separate department(s).

Network infrastructure is a school district's underlying system of cabling, phone lines, hubs, switches, routers and other devices. Especially for rural districts, a sound and reliable infrastructure serves as a critical entry to a vast number of education-related resources and references not often found within the local community. It facilitates collaboration among teachers regarding instructional strategies and eliminates distance barriers that can restrict a student's exposure to experiences outside the local community.

A robust computer network allows users to communicate with personnel within the organization through tools such as electronic mail systems. It also provides a bridge to the Internet that allows anyone connected to the network to access information and people outside the organization. Networks are usually "closed," meaning that they include security measures to prevent unauthorized users outside the organization from accessing information or people inside the organization.

While the infrastructure provides the connections that permit communications and includes the hardware for retrieval, processing and disseminating information, software applications make these tools truly powerful resources. A Texas Education Network (TENET) Direct Connect grant provided the initial funding to support the district's multi-phased approach to infrastructure design and installation. The KISD network includes the following:

- Local Area Networks (LANs) supporting elementary, middle and high schools, the administrative building, and extended connectivity to the Administrative Annex, Transportation/Maintenance, Field House and high school portables;
- A wireless link between the Kenedy High School and Karnes County Academy;
- Building LANs are connected through a 12-strand multi-mode fiber backbone between Intermediate Distribution Frames (IDF) and Main Distribution Frames (MDF);

- Category 5 Unshielded Twisted Pair (UTP) or better cabling to all classrooms and offices;
- Mixed desktop environment consisting of Intel and Macintosh workstations supporting windows, DOS and AppleTalk operating systems;
- Seven computer labs, six of which are Macintosh-based environments;
- NT and Macintosh file servers;
- Cisco routers, Lucent Switches and Asante hubs;
- T1 connection to the University of Texas Health Sciences Center and Internet services using TheNet (Texas Higher Education Network) at University of Texas at Austin; and
- InterGate Internet Server (not installed).

The district uses the Regional Service Center Computer Cooperative (RSCCC) administrative software application from Region 3. RSCCC is a student and financial record keeping software that performs student data-related functions, including scheduling, grade reporting, attendance, registration and health services. The software program also includes financial record keeping functions like financial accounting, payroll and personnel functions, budget development, check reconciliation and compilation of data for PEIMS reporting. Additional software used to support both administrative and instructional objectives is provided in **Exhibit 2-23**.

Exhibit 2-23
KISD Administrative and Instructional Software

Function/Technology Area	Software
Student Management	RSCCC 2000 - Student Region 3 TAAS Disaggregation Program Automated Grade book (High School) CLASS - Individual Education Plans
Financial and PEIMS Processing	RSCCC - Business/Student PEIMS Software RSCCC - Student Software
Administrative	PDAS - Teacher Evaluation Software
Library Management (All Schools)	Follett Circulation and Catalog Plus Alliance Plus (Cataloging)
Library Management (Karnes County Academy)	CASPR Library System

Secondary Computer Labs	ClarisWorks Heart Beeps for TAAS Jostens Learning Expedition Computer Competencies Program
Elementary Computer Lab	Jostens Integrated Curriculum Accelerated Reader A+ JumpStart (Kindergarten) Sticky-Bear Reading (Kindergarten) Tapestry (Kindergarten) Leap Frog

Source: KISD Technology Coordinator.

Installation, maintenance and support of the district's technology environment and resources have been funded through grants, e-rate and local funds. **Exhibit 2-24** provides an overview of the district's technology funding for years 1997-98 through 1999-2000.

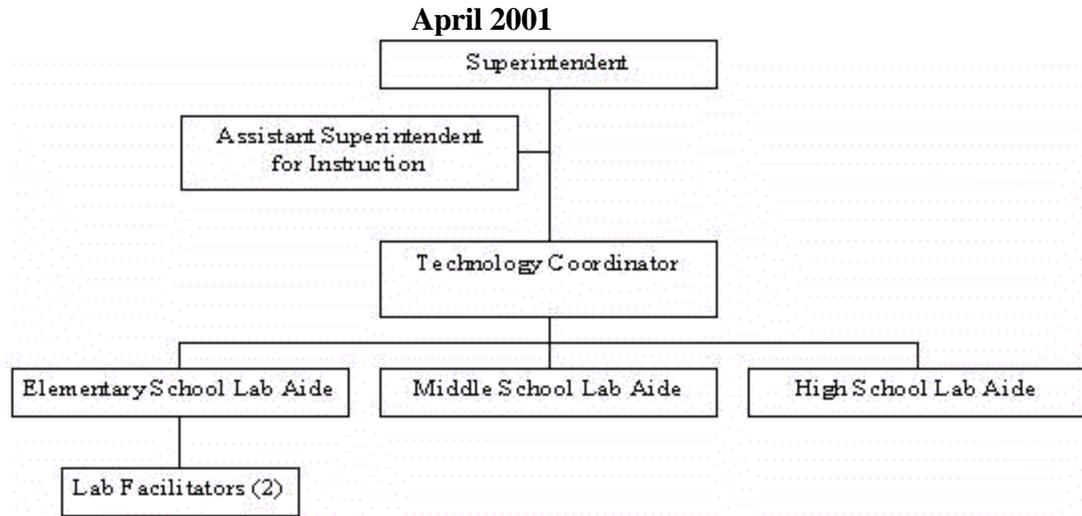
**Exhibit 2-24
KISD Technology Funding Sources
1997-98 through 1999-2000**

	1997-98	1998-99	1999-2000
TIF	\$0	\$31,222	\$28,297
State Technology Allotment	\$30,558	\$29,602	\$27,485
E-rate	\$0	\$0	\$11,798
Total	\$30,558	\$60,824	\$67,580

Source: TEA, PEIMS 1998 through 2000.

The KISD technology organization consists of a technology coordinator, a lab aide at each of the district schools and two facilitators at the elementary computer lab. **Exhibit 2-25** provides an overview of the district's technology support resources. The exhibit does not present a formal organization structure because such a structure and supporting position descriptions were not available.

**Exhibit 2-25
KISD Technology Support Resources**



Source: KISD Technology Coordinator.

Technology planning and decision-making are site-based responsibilities performed by principals and campus technology committees. KISD has an established technology committee that meets approximately two times per year primarily to develop and approve the district's technology plan. KISD principals, considered the district's instructional leaders, work with their respective campus technology committees to determine their TAAS-specific instructional technology requirements.

The district's assistant superintendent for Instruction is responsible for curriculum and instructional design. The assistant superintendent for Instruction does not, however, participate in district technology planning initiatives and is not responsible for the integration of technology and curriculum.

The technology coordinator is responsible for many facets of the district's technology program. Initially hired to integrate technology and the curriculum, the technology coordinator spends a majority of efforts in the operation and maintenance of district technology systems and resources.

Exhibit 2-26 provides an overview of responsibilities performed by district staff supporting the technology function.

**Exhibit 2-26
KISD Technology Staff Responsibilities**

Technology Resource	Responsibilities
Technology Coordinator	<ul style="list-style-type: none"> • Technology Planning, budgeting and leadership • Grant/e-rate proposal and application development

	<ul style="list-style-type: none"> • Technology specifications and procurement • Application training • Internet administration • Network management, troubleshooting and support • Server management • Technology installation and moves • Computer maintenance and repair
Computer Lab Aide	<ul style="list-style-type: none"> • Assisting teachers with the use of technology to supplement textbook curriculum • Administration, management and operation of computer labs
Facilitators	<ul style="list-style-type: none"> • Instructional leadership for elementary lab aide and teachers • Basic computer troubleshooting at the elementary lab

Source: KISD Technology Coordinator.

FINDING

KISD does not have an established structure to ensure that schools integrate technology into the curriculum. Although each campus has established a technology committee, instructional technology strategies across the district are not coordinated. The district's approach to technology integration is occurring at the campus level with minimal input from the district's assistant superintendent for Instruction or the technology coordinator.

Discussions with principals indicated that district instructional technology efforts primarily focus on improving student TAAS scores. While important, this should be only one component of a comprehensive program that aims to improve student achievement and foster higher-order thinking skills through a curriculum enriched with technology.

Not only is the integration of curriculum and technology critical to the learning environment, the consistency with which it is applied across grade levels is equally important. A consistent and progressive use of instructional technology must be coordinated to ensure that schools realize the benefits available for both students and teachers. This allows students to build on their instructional technology experience as they advance in their education. The understanding and coordination of instructional technology also allows teachers to leverage the students' knowledge of technology in curriculum development.

To ensure the effective integration of technology and curriculum, coordination among the district's technology resources, curriculum and instructional leaders and instructional staff is imperative.

Recommendation 19:

Establish an instructional technology subcommittee to review consistency of the curriculum design and technology integration across all grade levels.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction schedules a meeting with principals and the technology coordinator to discuss the subcommittee's charter and to select members.	April 2002
2.	The subcommittee reviews the current design and delivery of existing instructional technology to identify requirements and resources for issues not addressed in the current technology plan.	May 2002
3.	The subcommittee documents and presents the requirements for developing and implementing a consistent instructional technology program to the technology committee.	June 2002
4.	The district includes the requirements in the technology planning process and budgets accordingly.	May 2002
5.	The subcommittee updates and implements the technology plan.	June 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district has no formal procedures to support its technology operations and management. The KISD Technology Coordinator provides the district's primary technical support. Lab aides at each school are responsible for the management and operations of the district computer labs, as well as for assisting teachers with adopting and integrating technology in the teaching environment. The elementary campus uses facilitators funded through an annual stipend to ensure that teachers receive support for the use of technology and its integration into the curriculum. Although the district assigns lab aides and facilitators to each school, their primary responsibility is to support teachers using technology the supplement the curriculum. This limits their effectiveness in troubleshooting and resolving technology-related problems. Additional

technical support resources and service providers are presented in **Exhibit 2-27**.

Exhibit 2-27
KISD Technology Support and Service Providers

Technology Service Provider	Service Description
Region 3	<ul style="list-style-type: none"> • RSCCC Student and Business technical support • TAAS Disaggregation support • PDAS support
Texas Higher Education Network (THEnet)	Internet connectivity
Goliad Special Education Cooperative	Assisted Technology Device and software support
SBC Communications	Telephone Maintenance

Source: KISD Technology Coordinator.

Schools submit requests for technology support informally to the KISD technology coordinator. In addition, school principals informally consult with the technology coordinator prior to technology procurements, although the procedure is not documented. A few years ago, schools used a Macintosh server and a series of work order templates and forms to document and submit technology-related problems and service needs. District users gradually discontinued the use of the work order system, partly due to a lack of documented procedures for obtaining technical support.

The Texas Legislature created TSPR in 1991 to help public schools meet the increasingly difficult challenge of spending more of their limited resources in the classroom rather than on bureaucratic functions. As a result, TSPR developed a list of the Top 10 ways to improve public schools, as well as innovative implementation approaches. Number nine on the list states, "Adopt policies and procedures - who knows who will be doing this job tomorrow." This approach suggests that districts develop procedures using a step-by-step approach documenting daily activities associated with department functions that show employees how to carry out board and department policy. Many Texas districts have realized that developing and implementing well-written and organized procedures:

- Assure compliance with board policies as well as documenting the intent of those policies;

- protect the institutional knowledge of an organization, so that as experienced employees leave, new employees have the benefit of others' years of experience;
- provide the basis for training new employees; and
- offer a tool for evaluating employees based on their adherence to procedures.

In addition to a lack of formal service request procedures, the district has not developed position descriptions for staff that manages or supports technology. Consequently, district personnel do not understand the roles of various technology staff members and are unsure of whom to contact for support and service.

Recommendation 20:

Establish policies, procedures and position descriptions for technology-related functions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology coordinator outlines the functions and processes specific to the technology support organization.	September 2001
2.	The technology coordinator contacts peer districts to determine availability of technology support policies and procedures that can be used as guidelines for developing policies and procedures specific to KISD.	October 2001
3.	The technology coordinator develops a draft set of policies and procedures and presents them to the district and campus technology committees for review and approval.	November 2001
4.	The technology coordinator presents the policies and procedures to the board for review and approval.	January 2002
5.	The technology coordinator distributes and implements the technology policies and procedures.	May 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD does not have a disaster recovery plan. KISD performs a daily backup of the financial and student management data. Region 3 provides daily backup of the district's critical financial and student management data and has oversight and management responsibilities for supporting

systems and infrastructure. Administrative staff and faculty are provided network folders to use as a data backup utility. The district allows users to determine the frequency with which they back up data to the network server.

The district librarian is responsible for the circulation and catalog data managed on the library's NT server. Data backup is performed on a periodic basis using a series of non-networked storage devices and network folders located on other campuses. The technology coordinator performs a tape backup of all network folders periodically. Backup tapes are not stored off-site and therefore could keep the district from restoring lost data should a building disaster occur.

Regardless of size, an organization should have an established plan for dealing with unanticipated disruptions of service, loss of data and off-site storage of data and not all needs for the recovery of data and resumption of services are strictly technology related. **Exhibit 2-28** summarizes the key elements of a disaster recovery plan that should be considered in formulating a plan commensurate with the district's size and technical environment.

Exhibit 2-28
Key Elements of a Disaster Recovery Plan

Step	Details
Build the disaster recovery team.	<ul style="list-style-type: none"> • Identify a disaster recovery team that includes key policymakers, building management, end users, key outside contractors and technical staff.
Obtain and/or approximate key information	<ul style="list-style-type: none"> • Develop an exhaustive list of critical activities performed within the district. • Develop an estimate of the minimum space and equipment necessary for restoring essential operations. • Develop a timeframe for starting initial operations after a security incident. • Develop a list of key personnel and their responsibilities.
Perform and/or delegate key duties.	<ul style="list-style-type: none"> • Develop an inventory of all computer technology assets, including data, software, hardware, documentation and supplies. • Set up a reciprocal agreement with comparable organization to share equipment or lease backup

	<p>equipment to allow the district to operate critical functions in the event of a disaster.</p> <ul style="list-style-type: none"> • Make plans to procure hardware, software and other equipment as necessary to ensure that critical operations are resumed as soon as possible. • Establish procedures for obtaining off-site backup records. • Locate support resources that might be needed, such as equipment repair, trucking and cleaning companies. • Arrange for vendors to provide priority delivery for emergency orders. • Identify data recovery specialists and establish emergency agreements.
Specify details within the plan.	<ul style="list-style-type: none"> • Identify individual roles and responsibilities by name and job title so that everyone knows exactly what needs to be done. • Define actions to be taken in advance of an occurrence or undesirable event. • Define actions to be taken at the onset of an undesirable event to limit damage, loss and compromised data integrity. • Define actions to be taken to restore critical functions. • Define actions to be taken to re-establish normal operations.
Test the plan.	<ul style="list-style-type: none"> • Test the plan frequently and completely. • Analyze the results to improve the plan and identify further needs.
Deal with damage appropriately.	<ul style="list-style-type: none"> • If a disaster actually occurs, document all costs and videotape the damage. • Be prepared to overcome downtime on your own; insurance settlements can take time to resolve.
Consider other significant issues.	<ul style="list-style-type: none"> • Do not make a plan unnecessarily complicated. • Designate one individual responsible for maintaining the plan, but structure the plan so that others are authorized and prepared to implement if it is needed. • Update the plan regularly and whenever changes are made to the organization or technology

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

Recommendation 21:

Develop a disaster recovery plan and test it on a scheduled basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The District Technology Planning Committee, assigned the responsibility of disaster recovery by the superintendent, develops an outline for the plan and assigns writing responsibilities.	September 2001
2.	The District Technology Planning Committee reviews and finalizes the disaster recovery plan.	October 2001
3.	The District Technology Committee presents the plan to the superintendent and board for approval.	November 2001
4.	The District Technology Committee communicates the plan to the appropriate personnel.	November 2001
5.	The district technology coordinator tests the plan.	December 2001
6.	The district technology coordinator reports the results to the superintendent and board.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD does not have the staff to manage its technology resources effectively. Currently the district's technology coordinator must support all technology within the four campuses, computer labs and the network. In addition, the district has a mixed workstation environment requiring skills in multiple operating systems and technologies.

There are a number of computer labs established at the various schools. A lab aide assigned to each school is responsible for supplementing

classroom instruction through the computer lab environment. In addition, the district provides stipends to the two teachers designated as computer facilitators, to assist elementary staff in solving minor technical problems.

The district has recently experienced "spamming" problems through their current network. "Spam" is junk mail sent electronically through the district's network. This is typically a result of poor network security or filtering specific to the district's e-mail or Web server(s). To minimize the impact of this problem, KISD users can only access to their e-mail accounts three times during a day. A number of users interviewed did not understand the nature of the problem and were frustrated by the limited availability of such an important communication tool and the time it took to respond to the volume of e-mail sent between periods of system availability.

Although the technology coordinator has a strong technical background, works diligently to resolve technological problems and has a strong sense of customer service, the technology coordinator does not have the staff (?) to ensure the functionality of the district's technology resources.

Supporting multiple server and workstation platforms (NT/Windows/Macintosh) within a networked environment requires staff to have a comprehensive set of skills for enhancing network electronics for improved performance and resolving problems. A single individual, especially in a rural district setting, rarely has all of these skills.

In districts with limited resource and declining student populations, districts often place a minimal focus on adequately funding the technology support function due to a perceived indirect correlation to instruction. Districts typically will attempt to resolve complicated issues through trial and error or postpone the installation of available technologies due to time and personnel constraints.

Last year, KISD funded a part-time technology support position that ultimately was assigned to provide full-time support of the district's PEIMS function. Through e-rate funding, the district recently purchased an InterGate Server to provide integrated e-mail and Web server capabilities. This server, along with complementing filtering software, should resolve the district's current "spamming" problem and restore the constant availability of district-wide e-mail access. The technology coordinator's responsibilities for technology maintenance, computer repair and user support have delayed the installation of the InterGate Server.

Recommendation 22:

Hire a computer technician to assist the technology coordinator in managing and maintaining the district's technology resources.

Peer districts Dilley ISD and Dimmitt ISD each hired a full-time computer technician to support the district's needs for workstation maintenance, repair and technical support. Both districts pay the computer technicians between \$22,000 and \$25,000 annually.

This recommendation would allow the technology coordinator to concentrate on writing additional grants, maintaining the district network and supporting the organization's objective for integrating technology and curriculum. Because of the district's server and workstation environment, the district should attempt to identify candidates with a balance of NT, Windows and Macintosh skills.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The technology coordinator develops a position description for a computer technician.	September 2001
2.	The superintendent reviews the position description and approves posting of the position.	September 2001
3.	The district posts the position.	October 2001
4.	The technology coordinator and the superintendent's representative interview the candidates.	October 2001
5.	The district hires the computer technician.	January 2002

FISCAL IMPACT

The salary of the computer technician would be \$25,000 plus benefits of 9.61 percent (\$2,402) = \$27,402. The fiscal impact of this recommendation would be \$27,402 per year. For 2001-02 the impact is prorated based on a January hire date with a fiscal impact reflecting \$18,268 (\$27,402 x 8/12).

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Hire a computer technician to assist the technology coordinator in managing and maintaining the district's technology resources.	(\$18,268)	(\$27,402)	(\$27,402)	(\$27,402)	(\$27,402)

FINDING

The district does not have a tracking system for documenting or managing user support requests. At one point the district was using a Claris Works template for allowing users to submit service requests to the technology coordinator. The template was located on a shared resource volume on a networked Macintosh server and frequently reviewed by the technology coordinator for required service actions. At some point staff no longer used the system began communicating support/service requests verbally or on handwritten notes to the technology coordinator.

A service request tool can facilitate the consistent communication, management and resolution of user technology support requests. A service request tool can provide the technology support organization with preliminary problem descriptions that can be used to prioritize service requests, assign appropriate technical skills and service, and help prepare technical staff for resolving the problem.

Historical service request data can be an invaluable tool for efficient and effective delivery of technology support services. For example, service request data can be used to determine district training needs by identifying trends in service request frequency and type. This information can provide the district with performance indicators specific to the efficiency and effectiveness of technical support resources.

Karnes City ISD, a district similar in size and technical infrastructure, is currently working with Region 3 to develop a tool to track service requests.

Recommendation 23:

Develop a process and tool for managing user support requests.

KISD could use the service request tool being developed by Karnes City ISD and Region 3 as the basis for a tool that will meet the KISD's specific needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Technology coordinator contacts the Technology director at Karnes City regarding Karnes City's development of a help desk tool.	September 2001
2.	The Technology coordinator designs and develops a service request tool.	October 2001
3.	The Technology coordinator develops user documentation for submitting requests.	November 2001

4.	The Technology coordinator develops and incorporates policies and procedures specific to processing service requests.	November 2001
5.	The Technology coordinator provides in-service training to lab aides and administrators and assigns lab aides the responsibility of assisting teachers with using the tool.	January 2002
6.	District staff implements and uses the service request tool.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

This chapter addresses the financial management of the Kenedy Independent School District (KISD) in the following sections:

- A. Accounting
- B. Asset and Risk Management
- C. Purchasing
- D. Shared Service Opportunity

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

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

BACKGROUND

Exhibit 3-1 presents a four-year summary of district revenues. Total revenues for the district decreased 7.7 percent between 1997-98 and 2000-01. During this same period, local revenues decreased 7.4 percent, federal revenues increased 14.6 percent and state revenues decreased 9.4 percent.

Exhibit 3-1
KISD Budgeted Revenues by Source
1997-98 through 2000-2001

Revenue Source	1997-98 Revenues	Percent of all Revenues	1998-99 Revenues	Percent of all Revenues	1999-2000 Revenues	Percent of all Revenues	2000-01 Revenues	Percent of all Revenues	Percent Change 1997-98 to 2000-01
Local	\$1,334,592	17.6%	\$1,280,610	17.9%	\$1,262,027	17.1%	\$1,236,175	17.8%	(7.4%)

State	\$5,692,769	75.1%	\$5,304,613	74.0%	\$5,500,349	74.7%	\$5,157,824	73.8%	(9.4%)
Federal	\$237,561	3.1%	\$291,460	4.1%	\$293,364	4.0%	\$272,191	3.9%	14.6%
Other local and Intermediate	\$310,293	4.1%	\$283,534	4.0%	\$309,443	4.2%	\$324,394	4.6%	4.5%
Total	\$7,575,215	100%	\$7,160,217	100%	\$7,365,183	100%	\$6,990,584	100%	(7.7%)

Source: TEA, AEIS 1997-98 through 1998-99 and PEIMS 2000-01.

KISD's expenditure budget for 2000-01 is approximately \$6.9 million, while budgeted revenues were almost \$7 million from local, state, federal and other sources such as investment income. **Exhibit 3-2** presents a summary of KISD's 2000-01 budgeted expenditures by function.

Exhibit 3-2
KISD and State Budgeted Expenditures by Function
as a Percent of Total Expenditures
2000-01

Function (Code)	Kenedy 2000-01	Percent of Total	State 2000-01	Percent of Total
Instruction (11, 95)	\$3,622,215	52.2%	\$13,871,475,883	51.3%
Instruction-related services (12,13)	\$250,934	3.6%	\$711,993,126	2.6%
Instructional leadership (21)	\$24,525	0.4%	\$327,217,968	1.2%
School leadership (23)	\$533,830	7.7%	\$1,413,048,962	5.2%
Support services-student (31,32,33)	\$292,276	4.2%	\$1,080,558,025	4.0%
Student transportation (34)	\$213,289	3.1%	\$676,770,906	2.5%
Food services (35)	\$349,854	5.0%	\$1,315,831,789	4.9%
Co-curricular/extracurricular Activities (36)	\$260,963	3.8%	\$601,620,200	2.2%
Central administration (41,92)	\$438,481	6.3%	\$946,025,510	3.5%
Plant maintenance and operations (51)	\$766,872	11.1%	\$2,598,036,618	9.6%
Security and monitoring services (52)	\$10,806	0.2%	\$153,117,054	0.6%
Data processing services (53)	\$0	0.0%	\$298,526,325	1.1%
Other*	\$171,042	2.5%	\$3,061,791,569	11.3%
Total Budgeted Expenditures	\$6,935,087	100%	\$27,056,013,935	100%

Source: TEA, PEIMS 2000-01.

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

Exhibit 3-3 shows how KISD's budgeted funds were distributed for instruction in 2000-01 compared to peer districts and the state average, KISD ranks near the middle for instruction spending.

Exhibit 3-3
KISD, Peer Group and State Budgeted Expenditures for Instruction
as a Percent of Total Expenditures
2000-01

Entity	Total Instruction Expenditures	Total Budgeted Expenditures	Percent Spent on Instruction
Dimmitt	\$4,920,932	\$8,617,313	57.1%
Dilley	\$3,857,870	\$6,975,503	55.3%
Nixon-Smiley Consolidated	\$3,524,673	\$6,393,217	55.1%
Kenedy	\$3,622,215	\$6,935,087	52.2%
State	\$13,871,475,883	\$27,056,013,935	51.3%
San Diego	\$4,846,059	\$9,992,369	48.5%
Lytle	\$4,984,878	\$11,225,506	44.4%

Source: TEA, PEIMS 2000-01.

District total expenditures per student increased 16.1 percent from 1996-97 to 2000-01 (**Exhibit 3-4**). Instruction and instructional leadership spending increased 25.0 percent and central administration increased 55.8 percent. The non-operations cost per student decreased because the district paid off a bond issue in August 2000.

Exhibit 3-4
KISD Expenditures Per Student
1996-97 through 2000-01

Expenditure Category	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change 1996-97 to 2000-01
Instruction and Instructional leadership	\$3,195	\$3,706	\$3,580	\$4,067	\$3,994	25.0%
School leadership	\$385	\$552	\$512	\$512	\$585	51.9%

Central administration	\$308	\$356	\$362	\$405	\$480	55.8%
Other operating	\$1,844	\$1,777	\$1,723	\$1,912	\$2,349	27.4%
Total operations	\$5,732	\$6,391	\$6,177	\$6,896	\$7,408	29.2%
Total non-operations	\$813	\$577	\$556	\$912	\$188	(76.9%)
Total per student	\$6,545	\$6,968	\$6,733	\$7,808	\$7,596	16.1%

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

Exhibit 3-5 outlines budgeted revenues per student during 2000-01 for KISD and peer districts.

Exhibit 3-5
KISD and Peer Districts Budgeted 2000-01 Revenues per Student

District	2000-01 Revenues per Student
Dilley	\$8,024
Dimmitt	\$6,142
Lytle	\$6,697
Kenedy	\$7,657
Nixon-Smilely Consolidated	\$6,408
San Diego	\$6,463
Peer Average	\$6,898

Source: TEA, PEIMS 2000-01.

KISD's property value for business is 42.6 percent, compared to a 59.3 percent average for other districts in Region 3 and 40.8 percent for the state. KISD also has less residential property value than the state average but more than the regional average. **Exhibit 3-6** presents a summary of property values by category for KISD, Region 3, state and peer districts for 1999-2000.

Exhibit 3-6
KISD, Region 3, State
and Peer District Property Values
by Category as a Percent of Total Property Value
1999-2000

Entity	Business	Residential	Land	Oil and Gas	Other
Dilley	33.5%	24.9%	36.9%	2.7%	2.0%

Dimmitt	46.1%	21.5%	32.2%	0.0%	0.2%
Lytle	23.2%	43.5%	29.1%	0.1%	4.1%
Kenedy	42.6%	31.6%	18.7%	5.1%	2.0%
Nixon-Smiley Consolidated	28.2%	19.3%	45.3%	5.5%	1.8%
San Diego	27.0%	26.4%	23.2%	22.5%	0.9%
Region 3	59.3%	21.7%	12.0%	6.5%	0.5%
State	40.8%	46.7%	7.4%	4.6%	0.5%

Source: TEA, AEIS 1999-2000.

Exhibit 3-7 highlights the breakdown of budgeted revenues for KISD and the peer districts.

Exhibit 3-7
KISD and Peer Districts
Sources of Budgeted Revenue
2000-01

Entity	Local Property Tax	Other Local and Intermediate	State	Federal
Dilley	\$1,201,151	\$214,000	\$5,478,442	\$247,489
Dimmitt	\$2,758,146	\$367,896	\$4,607,273	\$509,858
Kenedy	\$1,236,175	\$324,394	\$5,157,824	\$272,191
Lytle	\$1,542,050	\$271,350	\$7,836,546	\$341,906
Nixon-Smiley Consolidated	\$1,193,500	\$235,300	\$4,604,694	\$310,464
San Diego	\$1,431,292	\$166,890	\$8,150,433	\$566,525

Source: TEA, PEIMS 2000-01.

The local property tax rate decreased 5.2 percent from 1997-98 to 2000-01, while enrollment decreased 16.2 percent. Local property values decreased 2.6 percent over the same period. **Exhibit 3-8** outlines the maintenance and operations tax rates, interest and sinking fund tax rates, total tax rates, total property values, total students and the dollar value per student. Local revenues are primarily generated through the local property tax system. Districts adopt two tax rates each year, a maintenance and operations tax rate (M&O) and a debt service or interest and sinking fund tax rate (I&S) if the district has bonded indebtedness. M&O taxes are subject to a statutory maximum of \$1.50 per \$100 of taxable value. KISD's 2000-01 tax rate is \$1.50, all from M&O.

**Exhibit 3-8
KISD Tax Rates
1997-98 through 2000-01**

Description	1997-98	1998-99	1999-2000	2000-01	Percent Change 1997-98 to 2000-01
Maintenance and operations tax rate	\$1.500	\$1.201	\$1.487	\$1.500	0.0%
Interest and sinking fund tax rate	\$0.082	\$0.381	\$0.127	\$0.000	(100%)
Total tax rate	\$1.582	\$1.582	\$1.614	\$1.500	(5.2%)
Total Property Value (000's)	\$82,664,797	\$79,568,168	\$78,600,997	\$80,482,744	(2.6%)
Total Students	1,089	1,055	973	913	(16.2%)
Value per student	\$75,909	\$75,420	\$80,782	\$88,152	16.1%

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

For 1999-2000, only Dilley and KISD had the maximum M&O tax rate of 1.5000 per \$100 of assessed value as limited by Section 45.03(d) of the Texas Education Code (**Exhibit 3-9**).

**Exhibit 3-9
KISD Tax Rate and Property Value per Student
Compared to Peer Districts
1999-2000**

District	Maintenance and Operations Tax Rate	Interest and Sinking Fund Tax Tare	Total Tax Rate	Value per Student
Dilley	1.5000	0.0290	\$1.529	\$90,068
Dimmitt	1.3200	0.0000	\$1.320	\$155,099
Lyle	1.2500	0.2300	\$1.480	\$64,166
Kenedy	1.5000	0.0000	\$1.500	\$88,152
Nixon-Smiley Consolidated	1.2900	0.0000	\$1.290	\$97,208
San Diego	1.4346	0.0759	\$1.510	\$60,650

Source: Texas Comptroller of Public Accounts, 2000.

Chapter 3

FINANCIAL MANAGEMENT

A. ACCOUNTING

The district's business manager is the chief fiscal officer of the district and reports to the superintendent. The business manager oversees a bookkeeper and a purchasing agent. The business manager is responsible for budgeting, payroll, purchasing, fixed assets, federal projects, student activity funds and other business-related duties such as contracts, accounts payable and state reporting. The district contracts with Karnes County to handle tax collections.

FINDING

The Texas Association of School Business Officials (TASBO) has certified the business manager as a Certified Texas School Business Administrator (CTSBA) and the bookkeeper is certified as a Certified Texas School Business Official (CTSBC). Both certifications require a specific amount of experience and must have completed certain training courses to qualify for TASBO certification.

CTSBA certification requires applicants to:

- Have at least a bachelor's degree.
- Have five years of school business experience, with at least three consecutive years in one district.
- Have been a member of TASBO for at least three years prior to applying for certification.
- At the time of application for certification, submit a letter of recommendation from the applicant's board president, superintendent, chief school business administrator or equivalent administrator regarding the applicant's integrity, character, ethical behavior, ability to supervise others, follow-through and efficiency and competency on the job.
- Complete seven specific management courses and eight other courses from TASBO curriculum, excluding management.

CTSBO certification requires applicants to:

- Have three years of school business experience, with at least two consecutive years in one district.
- Have been a member of TASBO for at least two years prior to applying for certification.

- At the time of application for certification, submit a letter of recommendation from the applicant's board president, superintendent, chief school business administrator or equivalent administrator regarding the applicant's integrity, character, ethical behavior, ability to supervise others, follow-through and efficiency and competency on the job.
- Complete three courses in three different areas of specialization and one other course from the TASBO curriculum.

COMMENDATION

The KISD business manager and bookkeeper have been certified by the Texas Association of School Business Officials.

FINDING

KISD has corrected the past deficiencies as cited by Texas Education Agency (TEA) auditors during their review in April 1995.

In 1995, a complaint was sent to TEA alleging misappropriations of student activity money. TEA conducted an investigation and made four recommendations. The problems noted resulted from lack of centralized control over student activity accounts or the adequate monitoring of cash activity in these accounts. The district responded immediately and corrected the deficiencies. The TEA report stated, "We note that the district has implemented changes in handling revenues generated from campus activities."

The business manager stated that prior to the 1995 TEA review the district had separate bank accounts for each campus (elementary, middle and high schools). Due to the problems highlighted by the investigation, the district consolidated all student activity accounts into one bank account controlled by the business office. With the consolidation, the district earns approximately \$200 to \$300 per month in interest that is deposited and allocated to the benefit of all students.

On January 4, 2001 the administrative staff updated the student activity fund procedures and distributed them to club sponsors.

COMMENDATION

KISD has corrected past deficiencies and improved student activity accounting methods.

FINDING

The district has been chosen to participate in a Teacher Retirement System of Texas (TRS) pilot program that reports benefits over the Internet. The Benefits Services Transformation (BeST) project began in January 2001 and had Kenedy ISD electronically submit new file formats for the January regular payroll report and the new member data report. TRS chose 36 reporting entities out of the 1,312 participating employers to begin the first phase of this project. A representative from the Regional Education Service Center III (Region 3) stated that entities were chosen based on their knowledge and timeliness in reporting TRS retirement benefit information.

COMMENDATION

KISD is submitting Teacher Retirement System reports electronically as part of a statewide pilot project.

FINDING

KISD is not prepared for the implementation of new accounting and reporting guidelines.

In June 1999, GASB, the private organization that sets accounting and reporting standards for government, issued the most comprehensive governmental accounting rule ever developed. GASB Statement of Financial Accounting Standards No. 34 will significantly change the way Texas school districts and other state and local governments report their finances to the public. The KISD business manager is aware of GASB 34 and is taking training courses to become familiar with the requirements, but the district has not established a formal plan to deal with the new financial reporting requirements. TEA requires implementation of the new standard in 2001-02.

Currently, school district financial reports focus on government funds, which provide limited information about various activities or sources of revenue. The number of government funds can run anywhere from two to 200 or more, making it difficult at times to pull the information together in an informative manner. Financial reports prepared under the new system will improve information provided for major funds and provide financial information from a schoolwide perspective, which is an entirely new concept.

Districts can get assistance preparing for the GASB 34 financial reporting change from Region 3. Practice guidelines from TEA during the implementation period and assistance from industry associations, such as TASBO, are also available to assist school districts implement the new standard.

The business manager stated that the district has updated fixed asset procedures, contacted their financial auditor and the records management vendor as preliminary steps to get ready for the implementation of the GASB 34 requirements.

Recommendation 24:

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

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager develops a plan for implementing the new financial reporting standard with the assistance of Region 3 representatives and the district's financial auditor.	September 2001
2.	The business manager reviews the plan with the superintendent to inform the superintendent of the impact of the new reporting requirements and to obtain the superintendent's approval of the plan.	September 2001
3.	The business manager develops information for a presentation to the board concerning the new standard and explains significant implementation issues.	October 2001
4.	The business manager implements necessary procedures to satisfy new reporting and data maintenance requirements.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 3

FINANCIAL MANAGEMENT

B. ASSET AND RISK MANAGEMENT

Texas school districts have a fiduciary responsibility to protect publicly financed assets provided to educate children. Cash, employees, land, buildings, equipment and borrowing capacity all are school district assets. The goal of asset and risk management is to protect these assets from financial losses resulting from unforeseen events.

An effective asset and risk management program controls costs by ensuring the district is adequately protected against all significant losses with the lowest possible insurance premiums and loss control programs. This includes the identification and measurement of risk and techniques to minimize the impact of risk. School districts should seek investments with maximum interest-earning potential while safeguarding funds and ensuring liquidity to meet fluctuating cash flow demands. Effective tax management includes quick and efficient tax collections to allow the district to meet its cash flow needs and earn the highest possible interest. Fixed asset management should account for district property efficiently and accurately and safeguard it against theft and obsolescence. The district's insurance programs for employees' health, workers compensation and district assets should be sound and cost effective to protect the district from financial losses.

KISD's business manager is responsible for the business affairs of the school district including planning and budgeting, cash and investment management and fixed asset management. A bookkeeper assists the business manager with day-to-day tasks.

FINDING

KISD has an up-to-date fixed asset assessment. **Exhibit 3-10** shows the balances of KISD's fixed assets as reported in the 1999-2000 financial statement.

Exhibit 3-10
KISD Fixed Assets
August 31, 2000

Description	Balance 8/31/00	Percent
Land	\$151,739	1.2%

Buildings	\$8,554,300	69.6%
Construction in Progress	0	0.0%
Furniture and Equipment	\$3,586,886	29.2%
Capital Leases	0	0.0%
Total	\$12,292,925	100%

Source: KISD 2000 Auditor's Report.

TEA guidelines state:

"Certain fixed assets, such as furniture and equipment, should be inventoried on a periodic basis. Annual inventories taken usually at the end of the school term before the staff members leave are recommended. Discrepancies between the fixed asset/inventory list and what is on hand should be settled. Missing items should be listed and written off in accordance with established policy."

As shown in **Exhibit 3-10**, 29.2 percent of KISD's fixed assets include assets such as furniture, equipment and vehicles that can reasonably be inventoried.

KISD employs a full-time purchasing agent who monitors inventories, tracks purchases and informs the business manager of changes in the fixed asset inventory. All district equipment purchases are received at the warehouse. The purchasing agent uses this centralized location to receive equipment and to determine if assets should be tagged and included on the fixed asset inventory records. Previously, equipment could be received at various district locations and business office personnel said this made it difficult to account for the districts' fixed assets.

The district last conducted a districtwide fixed asset inventory in July 1999. The business manager said the next inventory should be completed by the end of August 2001.

COMMENDATION

The district has implemented processes that ensure fixed assets are properly recorded, tagged and inventoried.

Cash And Investment Management

For a school district to achieve its instructional goals and objectives, cash and investments must be managed on a daily basis. Effective cash and

investment management involves establishing and maintaining beneficial banking relationships, timely and accurate forecasting of cash requirements so that funds are available when needed and maximizing returns on assets deposited in appropriate, approved and safe investment vehicles.

KISD board policy designates both the superintendent and business manager as the investment officers for the district. As the chief financial agent for the district, the business manager has the day-to-day responsibility for managing the district's cash and investments. The district has an agreement with First Nichols National Bank as depository. The district does not use an external investment advisor.

On a daily basis the business manager verifies cash balances in the district's accounts and authorizes transfers between accounts as needed. The business manager and the accounting clerk perform timely bank reconciliations. As of March 2001, all bank accounts had been reconciled.

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

The district's original depository agreement with First Nichols National Bank was a two-year agreement that began July 1, 1997, and ended on August 31, 1999. The board approved a motion extending that agreement for an additional two years. The present agreement will end on August 31, 2001. Under the terms of the agreement, the bank holds district funds, but the business manager manages all district money.

The district receives funding primarily from local, state and federal revenues. Property taxes represent the primary local source of cash and are generated through tax assessments on local property values. During 2000-01, cash generated from property taxes made up 17.7 percent of cash receipts, while revenues from state sources were 73.8 percent. Eight and one-half percent was from federal and other sources. Property tax collections peak in December and January and most state revenues are received throughout the year.

The district maintains four bank accounts for normal operations. Student activity funds are deposited into a separate account to support student activities such as student council, national honor society and student government.

Exhibit 3-11 summarizes funds held in checking accounts as of March 31, 2001 and describes each account's purpose.

**Exhibit 3-11
KISD Bank Accounts
As of March 31, 2001**

Financial Institution	Account Name	Balance at March 31, 2001	Purpose of Account
First Nichols National Bank	General Operating	\$21,426	Controlled disbursement account
First Nichols National Bank	Payroll Clearing	\$30,019	Clearing account
First Nichols National Bank	Money Market	\$44,540	Investment Account
First Nichols National Bank	Lunchroom	\$17,152	Food Service Account
First Nichols National Bank	Student Activity	\$8,307	Checking and Savings
First Nichols National Bank	CED Clearing	\$0	Clearing Account
Total		\$121,444	

Source: KISD Business Office.

First Nichols National Bank is the district's depository and agent for purchasing government securities. First Nichols does not charge the district for bank services. The primary objectives of the district's investment policy, last updated in November 1999, are as follows:

Suitability	Only in investments authorized by law and described further in Policy CA(Legal), shall the Board permit district funds to be invested.
Safety	The main goal of the investment program is to ensure safety, as well as to maximize financial returns within current policy conditions.
Liquidity	Assets of the district shall be invested in instruments whose maturities do not exceed one year from the time of purchase, subject to exceptions as stated in policy.
Maturity	The district's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements, projected on a weekly, monthly and annual basis.
Diversity	The investment portfolio shall be diversified in terms of investment

	instruments, maturity scheduling and financial institutions to reduce risk of loss resulting from over concentration of assets in a specific class of investments, specific maturity or specific issuer.
Yield	Monitoring shall be done at least quarterly as required by law and more often as economic conditions warrant by using appropriate reports, indices or benchmarks for the type of investment.

Source: KISD Policy Book.

As of March 2001, the district had funds with a book value of approximately \$2.7 million in various investments allowed by its investment policy. **Exhibit 3-12** provides a description of the types of investment instruments in the district's portfolio.

Exhibit 3-12
KISD Policy - CDA (Legal)-P

Type of Investment	Description
Direct Obligations of the U.S. government	Direct obligations of the U.S. government or its agencies with no stated maximum maturity from the date of purchase. The total portfolio may contain an unlimited percent of this type security. No pro rata balance guideline exists in policy.
Other U.S. Obligations	Other obligations, the principal and interest on which are guaranteed or insured by, or backed by the full faith and credit of the U.S. The total portfolio may contain an unlimited percent of this type security. No pro rata balance guideline exists in policy.
Certificates of Deposit	Fully collateralized, non-negotiable certificates of deposit issued by a bank doing business in Texas. The total portfolio may contain an unlimited percent of this type security. No pro rata balance guideline exists in policy.
Bankers' Acceptances	Prime domestic bankers; acceptances with a maximum maturity not to exceed 270 days. The total portfolio may contain an unlimited percent of this type security. No pro rata balance guideline exists in policy.
Commercial Paper	Commercial paper that is rated, at time of purchase, not less than A1/P1 by at least two nationally recognized credit rating agencies and with a maximum maturity not to exceed 270 days. The total portfolio may contain an unlimited percent of this type security. No pro rata balance guideline exists in policy.

Repurchase Agreements (Repos)	Agreement between two parties whereby one sells the other a security at a specified price with a commitment to repurchase it at a later date for another specified price. These agreements have a defined termination date. Most repos are overnight transactions.
Constant Dollar Government Investment Pools	Entities created under the Public Funds Investment Act to invest public funds jointly on behalf of the entities that participate in the pool.
No Load Mutual Funds	As described in Sec. 2256.014, use of this instrument shall be limited to a "sweep account" in conjunction with the district's checking account(s) with its depository bank. The dollar-weighted average stated maturity must be 90 days or less.

Source: Kenedy ISD Policy Book.

FINDING

Kenedy ISD has a diversified investment portfolio and accompanying policies. The KISD investment policies are consistent with the Texas Association of School Board (TASB) guidelines, and conform to the Public Finance Investment Act. The policies are reviewed yearly for updates and the business manager ensures that funds are invested within the guidelines of policy. These guidelines include ensuring suitability, safety, liquidity, maturity, diversity and yield.

KISD uses a multi-vehicle strategy for investments. Using a mix of local bank account money markets, TexPool pooled funds, Lone Star pooled funds, MBIA investments and, when rates merit, U.S. Agency Notes.

During the fourth quarter of 2000, KISD's strategy earned the district an average interest rate of 5.22 percent. When excluding the interest rate from the district's First Nichols National Bank checking account, the average rate rises to 6.55 percent. The rate of 6.55 percent outperformed the 90-day Treasury bill rate by 1.65 percent.

Exhibit 3-13 summarizes the portfolio as of March 31, 2001 including monthly yield rates for March 2001.

Exhibit 3-13 Investment Portfolio as of March 31, 2001

Type of Investment	Book Value on March, 2001	Interest Rate
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TexPool	\$1,118,899	5.50%
Lone Star Pool	\$482,274	5.60%
MBIA	\$1,075,972	5.32%
First Nichols Bank	\$34,830	3.95%
Total	\$2,711,975	5.09%

Source: Kenedy ISD March 2001 Investment Report.

COMMENDATION

KISD maximizes interest earnings through a well-diversified investment strategy.

FINDING

The district does not use direct deposit for payroll. The district processes payroll 12 times per year. The business manager reported a desire to implement a direct deposit plan, but none has been developed. If the district had direct deposit participation among all employees, the district could maximize cash flow, increase accuracy and reduce payroll costs.

First Nichols National Bank can process direct deposits; however, the district has not taken advantage of this payment method.

While the district has abided by the Texas Depository specification for banking services, the district has not moved proactively in requesting that the depository permit direct deposit. The business manager stated it has not been implemented due to a lack of time and personnel. However, the business manager stated that it will become one of the business office's goals in 2002.

Recommendation 25:

Implement a direct deposit program for all employees.

First Nichols National Bank can act as a custodian bank in a relationship with an institution and is electronically connected with the Federal Reserve Bank, permitting the use of direct deposits.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager contacts First Nichols National Bank to initiate a direct deposit program.	September 2001
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2.	The business manager develops and circulates enrollment information to employees describing the benefits of direct deposit.	October 2001
3.	The direct deposit program begins for all employees.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not appropriately verify and approve expenditures for the American Express (AMEX) credit card. This lack of control has permitted what appears to be inappropriate items to be charged to the credit card. The superintendent is the only AMEX cardholder in the district. The superintendent charges costs of board members to his card when he and board members are attending the same event. During a review of AMEX statements, it was discovered that at the TASB conference in September 2000, one school board member charged \$13.86 in long distance phone calls. Another board member charged the district \$10.81 for a hotel movie at the same conference. There is no record of the board members accounting for these expenditures as related to school district business or of them reimbursing the school district for these charges.

It is a standard practice in KISD to issue purchase orders for all purchases. On one occasion the superintendent charged an item on his credit card based on the verbal authorization of the board. In doing so the board violated its own purchasing policy by not having a purchase order prepared.

Use of the AMEX card, in some instances, has permitted the board and superintendent to violate the district's purchasing policy. It appears the superintendent and board members are not reimbursing taxpayers for personal expenditures in some instances.

The superintendent is not required to approve each AMEX expenditure and provide the appropriate accounting information. When board members travel with the superintendent, hotel and airline expenditures for board members are charged directly to the superintendent's AMEX card. Each month the bills are simply passed on for payment to the Business Office without copies of invoices, justification or verification from the superintendent. The business manager does not approve each bill submitted.

Recommendation 26:

Develop a policy and standard operating procedures for the use of the district's credit card.

The policy should identify who has the authority to use the credit card and what purchases can be made using the card without having to follow the normal purchasing procedures for obtaining a purchase order prior to the purchase. The procedures should identify the process to be followed in the review and approval of monthly statements prior to bill payment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager discusses with the superintendent the items to include in the policy and procedures for credit card use.	September 2001
2.	The business manager develops a policy and standard operating procedures for use of the district's AMEX card and submits the procedures to the superintendent.	September 2001
3.	The superintendent presents the policy and procedures to the board for approval.	October 2001
4.	The board approves the policy and procedures.	November 2001
5.	The business manager places the procedures into effect for future credit card billings.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Accounts payable and payroll checks do not provide the district with fraud security, as the word "void" does not appear on checks when copied. District checks do not contain a fraud-preventing watermark. District checks do not prevent fraud when copied by clearly printing the word "void" on the check.

Recommendation 27:

Require district checks to contain a watermark and for the word "void" to be clearly printed when a check is copied.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager develops specifications for new checks requiring enhanced fraud security measures.	September 2001
2.	The purchasing agent orders new district checks with enhanced security measures.	September 2001
3.	The business manager requires use of new checks.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Risk Management

KISD's insurance program consists of property and casualty insurance, group health care and employee benefit plans and workers' compensation insurance. **Exhibit 3-14** presents the district's property casualty insurance coverages from October 12, 2000 to October 12, 2001.

Exhibit 3-14
KISD Property Casualty Coverage
October 12, 2000 to October 12, 2001

Company	Type Coverage	Policy Limits	Deductible Amount	Policy Period	Premium Costs
TASB	Building and Contents	\$16,625,824	\$1,000	10-12-2000 to 10-12-2001	\$20,783
TASB	Equipment Breakdown	Same as Building and Contents	\$1,000	10-12-2000 to 10-12-2001	\$831
TASB	General Liability	\$1,000,000	\$1,000	10-12-2000 to 10-12-2001	\$613
TASB	Professional Legal Liability	\$1,000,000	\$1,000	10-12-2000 to 10-12-2001	\$2,875
TASB	Auto Fleet Physical	Actual Cash Value	\$1,000	10-12-2000 to	\$1,263

	Damage			10-12-2001	
TASB	Auto Fleet Liability	\$100,000 - \$300,000	\$1,000	10-12-2000 to 10-12-2001	\$3,463

Source: Kenedy ISD Administration Office.

KISD's benefits office is in the Business Office under the supervision of the business manager. The business manager evaluates employee benefit plans, monitors costs and reports program changes to the superintendent and school board. The business manager performs the day-to-day activities of the benefits administration, which are listed below:

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

Exhibit 3-15 summarizes the KISD unemployment compensation program. The KISD unemployment compensation program administrator is currently the Texas Association of School Boards.

**Exhibit 3-15
Summary of KISD Unemployment Compensation Coverage
Estimate for 2000-01**

Employee Type	Estimated Payroll	2000-01 Rate	2000-01 Contribution
Bus Drivers	\$89,912	0.06477	\$5,631
Professional	\$4,570,734	0.00432	\$19,846
All Others	\$467,654	0.08243	\$38,354

TOTAL	\$5,128,300		\$63,831
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Source: Kenedy ISD Business Office.

FINDING

In August 2000, the district renewed its contract for health insurance with the Humana Health Insurance Company for 2001. The contract term ends on August 31, 2001. District employees are generally dissatisfied with this insurance due to the number of policy approved doctors in Karnes County. Employees are grateful for the district paying the full cost of the Basic Coverage health care plan for the employee, which pays 80 percent of in-network costs and 60 percent of out-of-network costs. Yet based on TSPR focus group information, the staff continues to encourage the district to seek a plan with access to more doctors. Employees who wish to add dependents must pay an additional cost. Employees who wish to purchase Plan B, the 90 percent Network, 60 percent Out-of-Network plan, must also pay an additional cost.

The monthly cost to the district to pay the Basic Coverage policy is \$187.93 per employee per month.

Exhibit 3-16 explains the various types of health care plans.

**Exhibit 3-16
Types of Health Care Plans**

<p><u>Preferred Provider Organization (PPO)</u>: A third-party payer contracts with a group of medical care providers that agrees to furnish services at negotiated discounted fees in return for prompt payment and a certain volume of patients.</p> <p><u>Health Maintenance Organizations (HMO)</u>: Members pay fixed, periodic fees directly to the HMO and receive health care services as often as needed. A primary care physician usually directs all medical care.</p>
<p><u>Point of Service (POS)</u>: A hybrid HMO/PPO plan where members may use non-HMO providers.</p>
<p><u>Indemnity</u>: A non-managed health plan where employees are not required to use a specific network of providers.</p>
<p><u>Exclusive Provider Organization (EPO)</u>: A plan that provides benefits only if care is rendered by providers within a network. Provides benefits similar to those of an HMO but is generally self-insured and not subject to state laws governing HMOs.</p>

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

Exhibit 3-17 summarizes the features of KISD's basic group health plan.

Exhibit 3-17
KISD Summary of Basic Health Plan Benefits

Humana Health Insurance Company		
	In-Network	Out-of-Network
Calendar Year Deductible		
Individual	\$500	\$500
Family	\$1,000	\$1,000
Annual Out-of-Pocket Maximum		
Individual	\$2,000	\$4,000
Family	\$4,000	\$8,000
Coinsurance	Yes	Yes
Precertification	Yes	Yes
Lifetime Maximum	\$5,000,000	\$5,000,000
Pre-existing Condition Limitation	Yes	Yes

**Exhibit 3-17, (continued)
KISD Summary of Basic Health Plan Benefits**

Humana Health Insurance Company		
	In-Network	Out-of-Network
Physician Services		
Office Visits	\$15 copay, then 100%	70% after deductible
Primary Care	\$15 copay, then 100%	70% after deductible
Specialist	\$15 copay, then 100%	70% after deductible
Preventative Care	\$15 copay, then 100%	70% after deductible
Maternity	\$15 copay, then 100%	70% after deductible
Mental Health	\$20 copay, then 100%	70%
Specialists and Consultants	\$15 copay, then 100%	70%
Hospital Services		
Inpatient	80% after deductible	70% after deductible
Outpatient	80% after deductible	70% after deductible
Emergency Room	\$50 copay, then 80%	70% after deductible
Mental Health	80%	60%
Substance Abuse	Treated as any illness	Treated as any illness
Diagnostic X-Ray and Lab	\$15 copay, then 100%	70% after deductible
Rehabilitation and Physical Therapy	80% after deductible	60% after deductible
TMJ Services Office Visits	80% after deductible	60% after deductible
Home Health Care	80% after deductible	60% after deductible
Family Planning	80% after deductible	60% after deductible
Infertility Services	80% after deductible	60% after deductible
Prescription Drugs	\$10 generic formulary, \$20 brand name formulary, 90-day plan with copay based on drug choice.	\$10 generic formulary, \$20 brand name formulary, 90-day plan with copay based on drug choice.

Source: Kenedy ISD Administration Office.

The 77th Texas Legislature, meeting during the spring of 2001, established a statewide school employee health insurance plan for teachers and other employees of school districts. School districts with 500 or fewer employees- more than 80 percent of the state's school districts- will be required to participate in the new state insurance plan beginning in the fall of 2002. Districts with between 501 and 1,000 employees may join the plan but must make this decision before September 30, 2001. Districts with more than 1,000 employees may join in 2005, unless the Teacher Retirement System Board (TRS), which will be administering the plan, determines that an earlier opt-in is feasible. Districts that do not join the state insurance plan will still receive state support to continue their locally determined insurance programs. All districts, whether participating in the state insurance plan or not, will receive a \$75 a month per covered

employee contribution from the state and \$1,000 a year "pass through" for each school employee.

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

Risk pools: If a risk pool was in existence on January 1, 2001, the districts with under 501 employees within the pool may elect not to participate in the state pool.

Self-Insured: Districts with less than 501 employees that were individually self-insured on or before January 1, 2001, and have continued a self-insured program since, may elect not to participate in the state pool.

Furthermore the bill provides that districts that are parties to a health insurance contract in effect on September 1, 2002, are not required to participate until the expiration of the contract period.

All full-time employees and those part-time employees who are members of TRS are automatically covered by the basic state plan, which is considered catastrophic coverage. Receiving higher levels of coverage will require additional district and employee contributions. To assist with these costs, the state will send each district \$75 per month per covered employee and will give each employee an additional \$1,000 annually (\$83 a month) to pay for additional employee coverage, dependent coverage, compensation or any combination of the above. Part-time employees who are not TRS members may participate if they or the district pay the full cost.

Districts are required to make a minimum contribution of \$150 per employee per month. If they are not currently making that effort, over the next six years the state will help them pay that local district share. The state will phase out this hold harmless aid over the next six years. Districts reaching the Maintenance and Operations tax cap of \$1.50 will also be held harmless for any tax effort over \$1.50 required to reach their minimum district effort of \$150 a month.

Districts contributing more than \$150 a month per employee may use the difference between their current expenditure per employee per month and the required \$150 a month minimum effort to provide additional insurance coverage or other employee compensation.

All of the details of the plan will be subject to contract negotiations with health insurance providers, actuarial estimates, as well as rules and guidelines set by TRS. TRS will have more details before July 31, so that districts with between 501-1,000 employees can make a decision

regarding participation before the September 30, 2001, deadline for declaring their intent to participate. Consequently, within the next year more than 80 percent of the districts in the state will be examining the options and making plans to transition to the new plan.

Because the Legislature was concerned about the effect that the termination or bidding of insurance contracts during this final year of coverage would have on a district's ability to obtain competitive bids for health insurance, the state has exempted the smaller school districts from the competitive bid requirements for health insurance coverages for the coming year.

Based on the number of employees, KISD falls in the category of school districts that will be required to participate in the statewide school employee health plan beginning in the fall of 2002.

Recommendation 28:

Develop plans for an orderly conversion to the statewide school employee health insurance plan.

A considerable amount of effort will be required to convert KISD employees to the statewide program. To ensure the process is orderly and the district successfully makes the conversion with the least amount of disruption, a plan should be developed that addresses the process and timelines to be followed.

Since the district's current coverage provided by Humana Health Insurance Company expires on August 31, 2001, and the statewide program does not become effective until 2002, it will be necessary for the district to secure coverage for the 2001-02 school year.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent designates the business manager as the district's coordinator for the conversion process.	September 2001
2.	The business manager contacts TRS and requests guidelines for converting to the statewide system.	October 2001
3.	The business manager develops a plan for the district's conversion to the statewide system.	November 2001
4.	The business manager holds informational sessions for all employees to provide information pertaining to the new insurance and coordinates the completion of documents required by the Teacher Retirement System of Texas.	During Enrollment Period

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD is currently designated as a Hazardous Employer by the Texas Workers' Compensation Commission (TWCC). The "Adjusted Injury Rate," as calculated by the TWCC, is 1.92 times the Bureau of Labor Statistics rate for worker injuries. Any school district with a rate of 1.70 or higher is classified as hazardous. KISD does not provide adequate workplace safety programs for all staff members.

Exhibit 3-18 details workplace exposures that were identified in the January 22, 2001 TWCC Report.

Exhibit 3-18
KISD Workers Compensation
Workplace Exposures as Determined by the
Texas Workers' Compensation Commission's
January 22, 2001 Report

Item Number	Condition	Potential Effects
01	Electrical Exposures	Employee injuries due to fire.
02	Material Storage	Employee injuries from falls, falling material and lifting; fire hazard; pest harborage.
03	Fire Hazards	Fire extinguisher discharged, out of date, missing, not mounted, access obstructed; EXIT lights out in gym; and candles used for fragrance.
04	Chemical Hazards	Labels missing; incomplete MSDS file; Haz-Com program not in place; asbestos program not up to date; insecticide not secure; gas bottles not properly stored; cutting rig without flashback arrestor and broken gauges.
05	Physical Hazards	Door closer broken; steps without proper handrail; some floors slippery when wet; guards missing; equipment not secure to the floor; outside stair structure components deteriorated and missing; and stairs narrow, steps uneven, carpet worn.

Source: Texas Workers' Compensation Commission.

The district contracts with TASB for Workers' Compensation insurance. From September 2000 to August 2001, the rate for coverage is estimated to cost \$63,831. The price has risen 3 percent each year as the fund is pooled and one year of poor performance will not bankrupt a school district. As part of the contract, TASB provides risk management services for no additional cost to the school district. These services include TASB personnel inspecting school sites in an effort to identify and improve workplace safety and reduce injuries. Additionally, Region 3 provides workplace safety programs for school districts.

Recommendation 29:

Provide all employees with ongoing workplace safety training.

Upon completion of a risk and workplace safety study, the district should provide inservice training to all employees to improve safety, reduce accidents and reduce workers' compensation injuries and claims.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager arranges for a districtwide safety review program with district's insurance carrier.	September 2001
2.	The business manager, based on the needs identified in the review conducted by the insurance carrier, contacts Region 3 representatives to identify safety programs for district employees.	October 2001
3.	The business manager develops a plan for ongoing safety training for district employees presents it to the superintendent for approval and evaluates the efficacy of safety program.	November 2001
4.	The business manager evaluates the efficacy of the safety program and revises it as necessary.	May 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Bond Issuance Indebtedness

FINDING

The district does not take advantage of Tax and Revenue Anticipation Notes (TRANS). School districts are able to borrow money on the anticipated revenue they will receive in the upcoming year based on the maximum anticipated cash flow deficit calculated in accordance with U. S.

Treasury regulations. The district issues bonds at low, tax-exempt rates for a period of one fiscal year. The district can then invest this money at higher interest rates than the borrowing rates and receive substantial earnings.

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

TRANs are not complicated bond issues. TRAN calculations are automated in spreadsheets and most cases permit the issuer to complete a pre-written bid package in less than a few hours. Legal counsel is required for filing the TRAN with the IRS.

Recommendation 30:

Adopt a policy on the issuance of Tax and Revenue Anticipation Notes (TRANs) and issue TRANs in each year the district qualifies under IRS Code.

The Kenedy ISD business manager and bookkeeper are willing to coordinate the TRAN process for both KISD and Karnes City ISD. The KISD business manager can obtain the necessary financial information and cash flow statement from the business manager of KCISD. Then, the KISD business manager can complete the paperwork and arrange for the bond sale and investments for Karnes City ISD as part of an inter-district cooperative agreement. This type of inter-district cooperation benefits KISD by obtaining better rates through a larger TRAN bond sale and investment. KCISD benefits by receiving better interest earnings and does not need to complete the paperwork, as this would be KISD's responsibility. KCISD would be responsible for a pro-rated share of legal expenditures in order to file the TRAN with the IRS.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The KISD business manager determines the cumulative cash flow deficit to assess TRAN eligibility for KISD and receives the same information for Karnes City ISD.	October 2001
2.	The KISD business manager determines bond sale date.	October 2001
3.	The KISD business manager completes the request for proposals	November

	and sends the request for proposals along with the cash flow calculations to banks and financial institutions for both KISD and KCISD.	2001
4.	The KISD business manager, in consultation with the KCISD Business manager, determines the lowest net interest cost and the highest interest rate to be earned.	December 2001
5.	The KISD business manager notifies the KISD school board and the KCISD superintendent of the lowest net interest cost and highest interest rate to be earned by bidder.	December 2001
6.	The KISD and KCISD school boards approve borrowing bids and investment strategy.	December 2001
7.	The KISD business manager invests TRAN proceeds for both districts.	January 2002
8.	The bond counsel files the necessary legal documents.	January 2002

FISCAL IMPACT

Using estimated KISD cash flow projections for fiscal 2001, the cumulative cash flow deficit is \$650,000, plus 5 percent of the prior year's working capital expenditures, or \$300,000. Added together, KISD's maximum TRAN borrowing limit would be \$950,000. **Exhibit 3-19** details the interest earnings potential of a TRAN in the KISD.

Exhibit 3-19 TRAN Estimated Interest Earnings

Description	Amount
Maximum TRAN borrowing permitted in 2000	\$950,000
Estimated Bond Rate from District Sale of TRAN	3.75%
Interest Payable One Year from TRAN Sale Date	\$35,625
Estimated Investment Earnings from TRAN Proceeds	5.25%
Interest Earnings Payable One Year from TRAN Sale Date	\$49,875
Legal Fees for Filing TRAN with Government Agencies	\$2,000
TRAN Net Interest Earnings for KISD	\$12,250

Source: Kenedy ISD Cash Flow Summary, United States Internal Revenue Service.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Adopt a policy on the issuance of TRANs and issue them in each year the district qualifies under the IRS Code.	\$12,250	\$12,250	\$12,250	\$12,250	\$12,250

Chapter 3

FINANCIAL MANAGEMENT

C. PURCHASING

The goal of a school district Purchasing Department is to purchase the best products, materials and services at the lowest practical prices within relevant statutes and policies.

Competitive procurement methods, as outlined by the TEC, must be used for all school district purchases valued at \$25,000 or more in the aggregate for each 12-month period, except for contracts for the purchase of vehicle fuel and produce. For purchases valued between \$10,000 and \$25,000 in the aggregate over a 12-month period, the school district is required to obtain written or telephone price quotes from at least three suppliers. State laws prohibit the use of competitive bidding for certain types of professional services, including engineering, architectural, accounting and land surveying.

The TEC allows school districts to obtain goods and services by selecting one of eight competitive purchasing methods. With the exception of contracts for professional services (services provided by accountants, architects, engineers and consultants) and contracts for produce or vehicle fuel, all school district contracts valued at \$25,000 or more for each 12-month period must be obtained through one of the methods described in **Exhibit 3-20**.

Exhibit 3-20
Competitive Purchasing Methods

Purchasing Method	Method Description
Competitive bidding	Requires bids to be evaluated and awarded based solely upon bid specifications, terms and conditions contained in the request for bids, according to the bid prices offered by suppliers and important factors affecting contract performance. Forbids negotiation of prices of goods and services after the proposal opening.
Competitive sealed proposal	Requires the same terms and conditions as competitive bidding, but allows changes in the nature of a proposal and prices after the proposal opening.
Request for proposal	Generates competitive sealed proposals and involves several key elements, including newspaper advertisement, notice to

	bidders, standard terms and conditions, special terms and conditions, a scope-of-work statement, an acknowledgment form/response sheet, a felony conviction notice and a contract clause.
Catalog purchase	Provides an alternative to other purchasing methods for the acquisition of computer equipment, software and services only.
Interlocal contract	Provides a mechanism for agreements with other local governments, the state or a state agency to perform governmental duties and services.
Design/build contract	Outlines a method of project delivery in which the school district contracts with a single entity to both design and construct a project.
Construction management contract	Outlines the use of a contract to construct, rehabilitate, alter or repair facilities using a professional construction manager.
Job order contract	Provides for the use of a particular type of contract for jobs for minor repairs and alterations (manual labor).

Source: TEA and Financial Accountability System Resource Guide.

At KISD, the superintendent supervises the business manager who in turn supervises the purchasing agent. The purchasing agent assists the business manager in the purchasing process by obtaining price quotations from vendors, preparing bidding documents and determining appropriate specifications. The purchasing agent also assists in maintaining the fixed asset inventory, maintains the supplies inventory and sorts the mail each morning. All purchasing activity must be submitted through the business office. When the current superintendent took office approximately two years ago, a directive was issued that all purchase requests were to be placed on a purchase order approved by the superintendent.

The district is involved in the Region 3 Multi-Regional Purchasing Cooperative and General Services Commission's purchasing cooperative.

Purchasing Policies and Procedures

FINDING

The district does not have an efficient method for processing purchases.

A summary of the purchasing process follows:

- Teacher submits a requisition form listing items to be purchased to the school principal;
- Principal approves the requisition and forwards it to the business office;
- The purchasing agent types the five-part purchase order (PO) based on the information on the requisition form;
- The PO is returned to the appropriate school principal for approval;
- The principal approves PO and sends it back to the purchasing office;
- The PO is forwarded to the superintendent for approval;
- The superintendent approves and sends PO to the business office;
- The bookkeeper reviews the account to determine if there is sufficient funds and checks PO for correct coding;
- The bookkeeper then keeps one copy and sends four parts of the PO to the purchasing office;
- The bookkeeper then enters PO information in the accounting system, which moves the money to the correct funds; and
- The purchasing agent orders the goods.

When a teacher or administrative staff needs supplies they are required to prepare a purchase requisition that is forwarded to the purchasing office. A PO is then typed by the purchasing agent and sent back to the school or department for the principal's or administrator's approval. The PO is returned to the purchasing agent who then forwards it to the superintendent for approval. The PO is returned to the purchasing agent who either orders the supplies or sends the approved PO back to the originator if they wanted to place the order themselves.

In addition, POs are not analyzed to determine if they can be combined with other POs to the same company. When POs are ready to be issued the purchasing agent usually does not try to determine if there are any other POs ready to be processed to the same company so POs can be consolidated. Volume discounts could be lost and additional paperwork is created when POs to the same company are not combined.

Purchasing procedures have been cited by the high school principal in a written complaint by stating "I believe I did follow the purchasing procedures as they are stated". The high school principal was reprimanded for not following purchasing procedures when acquiring cakes for an open house. The high school principal directed his staff to place an order with the vendor the day before the open house. The principal was reprimanded by the superintendent for not receiving prior approval for the purchase. Correspondence indicates confusion as to when a purchase order was actually prepared and approved. Corrections were made to dates on documents that eventually resulted in a code of ethics compliant filed with

the State Board of Educator Certification by the high school principal against the superintendent. The complaint was dismissed.

Recommendation 31:

Revise purchasing policies and procedures.

KISD's purchasing policy should be revised to include limited delegations of authority to school principals and selected administrators. Consideration should be given to authorizing school principals and selected administrators to acquire items costing less than \$100 without submitting a complete PO prior to the acquisition. A school principal and selected administrators should be allowed to call the business office and obtain a PO number for tracking purposes, acquire the items and then submit the invoice to the business office for payment. This will eliminate the formal POs that are issued for \$100 or less which account for almost 40 percent of all POs processed from September 1, 2000 through March 27, 1991.

Purchasing procedures should be streamlined to eliminate inefficient steps that do not add value to the process. Returning POs to principals for approval after the principals have previously signed purchasing requisitions is duplicative. Each step in the process should be analyzed to determine its value and should be eliminated if there is none.

Procedures should be revised to ensure they provide clear direction to all staff involved in the purchasing process. The procedures should state the timeframes within which documents must be processed and provide emergency processes when normal timeframes cannot be complied with due to unforeseen circumstances. All staff involved in the purchasing process should be required to attend training sessions to ensure they are knowledgeable of requirements. This should eliminate confusion that eventually led to the code of ethics complaint filed by the high school principal against the superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager and superintendent meet to discuss the revisions to the district's purchasing policy and procedures.	September 2001
2.	The business manager and purchasing agent draft a revised purchasing policy.	September 2001
3.	The superintendent presents a revised policy to the board for approval.	October 2001
4.	The business manager and purchasing agent draft revised	October

	purchasing procedures based on the policy approved by the board.	2001
5.	The business manager submits the revised procedures to the superintendent for approval.	November 2001
6.	The business manager distributes the revised purchasing procedures and holds training sessions with principals and administrators.	December 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Warehousing Policies And Operations

An efficient warehouse operation should ensure that all purchases and deliveries to schools and departments are complete and timely and that inventory levels are sufficient to meet requests for supplies from individual schools and departments.

KISD operates a warehouse that the purchasing agent oversees. A limited inventory of supplies that schools routinely need are maintained in the warehouse. The warehouse is relatively small in size with three rooms: one room is used for the storage of the district's student and accounting records, one is used to store supplies and one is the purchasing agent's office. The warehouse is a centralized place where all deliveries are received.

FINDING

The district does not properly handle records management. The district previously entered into a contractual agreement with a records management company to perform most of the required record management functions. The district has designated the superintendent's secretary as its records manager.

District records are stored in file boxes in one of the rooms in the warehouse. The records are stored in an unsecured area of the warehouse accessible to most personnel. TSPR's review found disorganized records, and some that were not properly labeled. The district's records manager stated that unauthorized access to the records has occurred and is one of the reasons the records appear to be disorganized. A review of district expenditures revealed that in 1998 the district contracted with RCI Technologies to handle records management for \$2,718. The firm reviewed all the records maintained in the district's warehouse, labeled boxes, separated records into a destroy file and a maintain file and

reviewed records within administrative offices. The district periodically uses the company but the last time the district paid RCI was in summer 1998.

Recommendation 32:

Develop record retention procedures and secure the district's records.

It is important that any public entity archive required records in an efficient manner that meets retention guidelines and store the records in a secure area to ensure their integrity. Formal procedures that provide guidance to all employees involved in the retention of records will enable the district to organize its records and eliminate the current records management contract.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The records manager develops procedures for the district's record management program that complies with recommended retention guidelines.	September 2001
2.	The records manager presents the procedures to superintendent for approval.	September 2001
3.	The records manager develops a recommendation to the superintendent for securing the records.	September 2001
4.	The records manager distributes procedures and holds training sessions for principals and administrators.	October 2001
5.	The records management procedures are placed into operation.	October 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Textbook Policies

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

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

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

The district's assistant superintendent for instruction is the textbook coordinator and handles textbook orders. The district has a policy that details the responsibilities governing textbooks. For example, the policy states how to calculate enrollment numbers for ordering textbooks and where the results of the annual inventory of textbooks are kept. In addition, the district has procedures for lost textbooks. The textbook coordinator stated that the lost textbook procedures were developed from a sample obtained at the Textbook Coordinator's Association of Texas conference.

FINDING

The textbook coordinator (the assistant superintendent for instruction) developed a textbook manual that provides detailed guidance on how to manage the district's textbook needs. This manual also allows the district to maintain compliance with applicable textbook rules and regulations. It allows anyone to find answers to questions in one easy-to-locate place. The folder contains the following:

- All correspondence from TEA's textbook division;
- A requisition packet for the next school year;
- Downloadable textbook materials such as questions and answers to commonly asked questions pertaining to out-of-adoption textbooks, surplus materials, and rules and regulations;
- Instructions for supplemental requests for textbooks; and
- District policies and procedures including the annual inventory.

The textbook coordinator stated that throughout the year this manual is used many times as a resource by the staff. In addition to the manual, the textbook coordinator has created a summary of multiple list textbook

codes that enable teachers to correctly order materials. The coordinator detailed the summary of available book codes by grade, grade code, subject, subject code and multiple list codes.

COMMENDATION

The textbook coordinator has organized the textbook process in a way that improves the efficiency and effectiveness of the operation.

Chapter 3

FINANCIAL MANAGEMENT

D. SHARED SERVICE OPPORTUNITIES

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

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

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

All school districts are required to perform an array of business services. In some manner the business services listed in **Exhibit 3-21** must be performed by all school districts.

Exhibit 3-21
Business Services Performed in Most School Districts

<ul style="list-style-type: none"> • Accounting • Purchasing • Invoice Processing • Bank Reconciliations • Fixed Asset Management • Purchasing • Payroll Processing and Benefits Reporting • Grant Reporting • Budgeting • Personnel Reporting • Managing and Supervision 	<ul style="list-style-type: none"> • Preparation of Financial Report • Investment of School District Funds • Cash Flow Analysis • Food Service Accounting • PEIMS Reporting • Board Reporting • Sate Aid Calculations • Student Enrollment Projections • Student Activity Fund Accounting • Long Rang Budgeting • Tax Assessing/Collecting
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Source: TSPR

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

FINDING

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

In KISD the superintendent has ultimate responsibility for many of the financial aspects of the districts operations. Supporting the superintendent are the business manager who is the chief fiscal officer and is responsible for most of the day to day business functions for the district and the superintendent's secretary who performs the district's personnel and records management functions. Supporting the business manager are the bookkeeper who assists with the payment of invoices, processing payroll and maintaining accounting data and the purchasing agent who assists with purchasing functions, maintains the supply room and oversees the fixed asset functions.

As shown in **Exhibit 3-22**, KISD is performing most tasks in-house to accomplish the financial and business related tasks of the district.

Exhibit 3-22
Business and Financial Tasks in KISD

Task	Performed by Region 3	Performed In-House by the Position Shown	Contracted Service with Entity Shown	Not Performed in KISD
Accounting		Business Manager		
Purchasing		Purchasing Agent		
Invoice Processing		Accounting Clerk		
Bank Reconciliations		Business Manager		
Fixed Asset Management		Purchasing Agent		
Payroll Processing and Benefits		Business Manager		

Reporting				
Grant Reporting		Business Manager		
Budgeting		Business Manager		
Personnel Reporting		Superintendent's Secretary		
Managing and Supervision		Superintendent		
Preparation of Financial Reports		Business Manager		
Investment of School District Funds		Business Manager		
Cash Flow Analysis				X
Food Service Accounting		Food Services Manager		
PEIMS Reporting		PEIMS Coordinator		
Board Reporting		Business Manager		
Sate Aid Calculations		Business Manager		
Student Enrollment Projections		Superintendent/Business Manager		
Student Activity Fund Accounting		Business Manager		
Long Rang Budgeting				X
Tax Assessing/Collecting			Karnes County Tax Assessor Collector	

Source: KISD Superintendent

In June 1999, Regional Education Service Center XI (Region 11) in Fort Worth submitted a proposal to TEA for "Improving Texas School District Financial Management." One component of the proposal was the development of a model business support services cooperative to help smaller school districts and charter school to perform any and all business

functions. As part of this effort, Region 10 researched the use of cooperative financial services in and outside of Texas.

After reviewing and analyzing the various models from various states, Region 11 found six workable models for providing business services in small school districts and charter schools in Texas, which are summarized below:

Model I - Business Services Provided by School Districts or Charter Schools

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

Model II - Business Services Provided by Each RESC

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

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

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

Model IV-Business Services Provided by Shared Personnel

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

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

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

Model VI-Privatized Business Services

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

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

Recommendation 33:

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

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

IMPLEMENTATION STRATEGIES AND TIMELINE

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

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

This chapter reviews Kenedy Independent School District (KISD) operations in the following areas:

- A. Facilities Use and Management
- B. Transportation
- C. Food Services
- D. Safety and Security

Efficient, effective school operations and quality pupil services are essential to the success of a school district's educational mission. For children to learn, facilities must be adequately planned to accommodate student enrollment, effectively managed to create an environment conducive to learning and appropriately maintained to ensure student and employee safety. Pupil transportation must be safe and prompt. Food must be nutritious, appealing and available to all children, regardless of economic status.

Chapter 4 OPERATIONS

A. FACILITIES USE AND MANAGEMENT

KISD's educational facilities were constructed between 1953 and 1983. Its student population is declining. **Exhibit 4-1** shows the enrollment for the district from 1991 through 2001. The district has experienced a 21.4 percent decline in enrollment since 1996-97.

**Exhibit 4-1
Historic Enrollment in Kenedy**

School Year	Beginning of Year Membership	Enrollment Changes Between Years	Percent Change Between Years
1990-91	1134	N/A	N/A
1991-92	1113	(21)	(1.9%)
1992-93	1113	0	0
1993-94	1133	20	1.8%
1994-95	1142	9	0.8%
1995-96	1141	(1)	(0.1%)
1996-97	1161	20	1.8%
1997-98	1089	(72)	(6.2%)
1998-99	1055	(34)	(3.1%)
1999-00	973	(82)	(7.8%)
2000-01	913	(60)	(6.2%)

Source: Superintendent's office.

Exhibit 4-2 details the district's facilities and the square footage of each facility.

**Exhibit 4-2
Kenedy Facilities
2000-01**

Facility	Square Footage
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High School	54,308
High School Portables	10,018
Athletic Facilities	4,782
Karnes County Academy	7,344
Middle School	42,549
Elementary School	85,978
Administrative Building	2,000
Print Shop	1,536
Curriculum/PEIMS Building	1,080
Field House	4,782
Bus Barn	5,500
Warehouse	768
Total	220,645

Source: Superintendent's office.

Exhibit 4-3 compares KISD space to standards used by a local architectural and engineering firm that provides school district construction services. Since the standards are normally used for planning new construction, the limits should be increased somewhat when assessing older buildings. All KISD schools exceed the higher limit of the space standards.

**Exhibit 4-3
Comparison of KISD Space to Standards for School Buildings
2000-2001**

Campus	Standard Square Feet per Student	KISD Square Feet per Student	KISD's Square Feet per Student over High End of Standard
High School	150 to 170	203	33
Junior High School	160 to 175	193	18
Elementary School	150 to 170	229	89

Source: Local architectural/engineering firm and superintendent's office.

Exhibit 4-4 lists the number of and space provided by the district's portable classrooms.

**Exhibit 4-4
KISD Portable Classrooms**

High School	Portable Classrooms	Additional Square Feet
History/Spanish (#1)	2	1,489
Art (#2)	1	743
Homemaking (#3)	3	2,795
Geography/World History (#4)	2	1,505
Agriculture Building	3	3,486
Total	11	10,018

Source: Superintendent's office.

FINDING

KISD has not established formal guidelines for assessing its educational and operational space needs. The lack of formal guidelines can lead to inefficient space usage.

The district does not have a strategy to address the efficient use of its facilities. Although student enrollment has decreased by 248 students over the last four years, the district continues to use and maintain the same facilities, including 10,018 square feet in portable classrooms. The inefficient use of space is costly; the average cost of maintaining and providing utilities to KISD facilities is \$3.49 per square foot per year.

Kenedy High School does not have a cafeteria to serve its students. The dining area provided for high school students is a room with an unlocked door that leads to the stage facing the elementary cafeteria. The room also is used as a storage area for computers, modems, cables and keyboards.

Although minimum space planning standards normally are intended to apply to the planning of new construction and major renovations, they can provide general guidelines for assessing space usage for existing educational programs. Since the needs of special programs vary and due to changes in educational programs over the years, it is difficult to strictly apply planning standards to older schools with rooms constructed for larger classes. However, such standards do allow for a general analysis of

overall space allocation in existing facilities and an assessment of possible inefficiencies in the use of space.

Recommendation 34:

Prepare a facilities use assessment of district buildings.

A facilities use assessment would allow KISD to identify inefficient uses of space and make plans to improve such usage. The study could provide sufficient guidance to allow the district to reassign space and eliminate the portables located at the high school.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and business manager develop specifications for obtaining the services of an architectural/engineering firm to prepare a facilities use assessment.	September 2001
2.	The superintendent and business manager review the responses and recommend an award to the board.	October 2001
3.	The superintendent reviews the firm's report with the district management team and develops a plan to implement its recommendations.	December 2001
4.	The superintendent recommends to the board changes in space usage.	January 2002

FISCAL IMPACT

The cost of a facilities use assessment is estimated at \$5,000, based on an estimate of \$200 an hour for 25 hours. Should the district be able to eliminate the portables, it would save about \$34,963 a year in utilities and maintenance costs based on 10,018 square feet of space at \$3.49 per square foot. Assuming only one half can be eliminated the annual savings would be \$17,481.

Recommendation	20001-02	2002-03	2003-04	2004-05	2005-06
Prepare a facilities use assessment of district buildings.	(\$5,000)	\$0	\$0	\$0	\$0
Eliminate Portables	\$17,481	\$17,481	\$17,481	\$17,481	\$17,481

FINDING

KISD does not have a long-range facilities plan or a preventive maintenance plan for its buildings. Critical elements in the school's facilities, such as heating, ventilation and air conditioning (HVAC) systems, need attention. One problem identified through TSPR's surveys of parents and staff and public forum comments is the presence of mold in the elementary school building. Surveys state that on many occasions complaints have been filed about this problem, but district administration has yet to address it adequately.

The district tested the air quality of 21 rooms in the elementary school in 1997 and in 1999. Both tests found evidence of a serious mold problem. The reports have identified the mold problem to be caused primarily by the school's air conditioning units and gave the district a series of recommendations to correct the problem. For example, if the district repaired all the roof leaks in the schools, removed fiberglass lining in the air-conditioning ducts and replaced old chalkboards with new dry erase boards, it could help reduce the amount of mold spores in the air.

The superintendent stated that the KISD's technology coordinator has been assigned to attend an air quality seminar and initiating a comprehensive indoor air quality program.

Exhibit 4-5 provides an overview of the program elements of the Texas Education Agency's planning process which aids school districts in their long-range facilities management.

**Exhibit 4-5
TEA Recommended Facilities Planning Process**

Program Element	Mission	Responsibilities	Deliverables
Planning	Needs Assessment	Identify current and future needs	Demographics, enrollment projections, facilities survey, boundary, funding, education program, market, staff capability, transportation analysis
	Scope	Outline required building areas; develop schedules and costs	Programming, cost estimating, scheduling, cost analysis
	Strategy	Identify structure	Facilities project list, master schedule budget plan, organization plan. marketing

			plan
	Public Approval	Implement public relations campaign	Public and media relations
Approach	Management Plan	Detail roles, responsibilities, and procedures	Program management plan and systems
	Program Strategy	Review and refine details	Detailed delivery strategy
	Program Guidelines		Educational specifications, design guidelines, standards

Source: TEA.

Following **Exhibit 4-5** as suggested by TEA would aid in moving KISD towards improving the condition and use of its present facilities.

Recommendation 35:

Create a long-range facilities master plan.

KISD should establish a facilities committee to create a long-range facilities master plan. The superintendent should lead the committee, composed of district administration, teachers, other staff members and community representatives. The master plan should be reviewed and revised each year to determine which projects should take first priority.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent establishes a facilities committee that consists of district administrators, teachers, other staff members and community representatives.	September 2001
2.	The committee prepares a meeting schedule and conducts a building tour.	October 2001
3.	The committee prepares a priority list of needs and determines ways to finance these projects.	November 1991
4.	The committee includes community input in its recommendations and combines its priorities in a facilities five-year plan.	November 2001
5.	The business manager provides cost analysis of each proposal.	December 2001

6.	The superintendent reviews the plan and makes recommendations to the board for approval.	January 2002
7.	The board reviews and approves the plan.	February 2002
8.	The superintendent initiates annual reviews of the plan for updates and presents the updated plan to the board.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD's buildings are not being cleaned acceptably. The review identified many instances where the schools were not appropriately cleaned.

The district's maintenance supervisor and each building principal are assigned responsibilities for overseeing custodial operations. The district has 10 custodians and they clean 220,645 square feet of which 203,277 needs regular cleaning. The district has four custodial positions at the elementary school, three at the middle school and three at the high school. These custodians work eight-hour shifts; and coverage at the schools depends on what events are scheduled that day. Typical coverage at the schools has one custodian during school hours, another comes in early afternoon and a third works the night shift.

During a school walk-through, the review team noted the following problems:

- floors not shined or polished;
- hallway corners not cleaned;
- areas not dusted or otherwise cleaned;
- bathrooms without toilet paper and unflushed commodes;
- large numbers of dead bugs in light fixtures; and
- an area not mopped where the roof had leaked, posing a safety hazard.

Surveys and interviews with staff and comments from participants in the public forum found a general dissatisfaction with the cleanliness of KISD's schools.

Recommendation 36:

Create custodial standards and perform periodic spot checks of buildings.

The district should establish custodial standards that clearly outline the tasks to be accomplished during a custodian's shift. The superintendent, maintenance supervisor and principals should perform surprise spot checks of buildings to determine if the standards are being followed. A short, detailed form should be created to document these spot checks and help guide custodian evaluations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The maintenance supervisor creates district custodial standards.	September 2001
2.	The maintenance supervisor trains custodians in the new standards.	November 2001
3.	The superintendent, maintenance supervisor and principals perform periodic surprise spot checks.	Ongoing
4.	The maintenance supervisor uses the results of the spot checks in discussions with custodial staff to continually improve their cleaning processes.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD spends \$1.02 per square foot per year for utilities, a total of \$211,000 annually. Utility costs for the other school districts in Region 3, by contrast, range from \$0.70 to \$0.94 per square foot per year. Sound maintenance and operational procedures can significantly lower utility costs while extending equipment life and increasing the comfort of building occupants.

An on-site review of KISD performed on April 3, 2001 by the State Energy Conservation Office (SECO), a part of the Comptroller's office, found a number of opportunities to improve energy conservation. The cooling for the school district is provided by window units and Split Direct Exchange units. The elementary school offers the greatest opportunities for improvement; its air conditioning units are 15 years old and inefficient. Replacing them could yield enough energy savings to pay for their replacement costs.

Exhibit 4- 6 lists opportunities for energy conservation identified by SECO.

Exhibit 4-6
Energy Conservation Opportunities
April 3, 2001 SECO Review

Project	Estimated Costs	Estimated Savings	Estimated Payback
The district should replace an estimated 100 tons of air conditioning equipment.	\$150,000	\$12,500	12 years
The school district's 34-watt T-12 lamps and magnetic ballasts should be replaced with 32-watt T-8 lamps and electronic ballasts.	\$110,000	\$22,000	5 years
The district should install an energy management control system to control equipment start- and stop-times and limit the temperature settings.	\$115,000	\$14,500	8 years
TOTALS	\$375,000	\$49,000	7.6 years

Source: State Energy Conservation Office.

SECO administers a "Rebuild Texas" program that assists school districts in refining the scope of conservation projects and identifying their potential costs and savings; provides technical assistance; and helps identify sources of low-interest financing. A number of available financing options are designed to allow qualifying projects to repay their loans from the energy savings they generate, without requiring increased expenditures from the district.

Sound procedures significantly improve annual utility costs, equipment life and occupant comfort. The SECO recommends that most facilities implement the maintenance and operation items that can provide energy savings, as follows:

- *Publicize Energy Conservation.* Promote energy awareness at regular staff meetings, on bulletin boards, and through any school publications. Publicize energy cost reports showing uptrends and downtrends. Establish participation in *Watt Watchers* and other programs, which involve students and staff directly in energy conservation activities.
- *Improve Control Of Interior & Exterior Lighting.* Establish procedures to monitor the use of lighting and reduce unnecessary usage, such as in classrooms at lunchtime and parking lots during daylight hours. One or two friendly reminders for minor infractions usually will result in lower electric bills.

- *Pre-Identify Premium Efficiency Motor (PEM) Replacements.* The advance identification of supply sources and stock numbers for all HVAC fan and pump motors can allow the district to replace these units with PEMs quickly and efficiently as failures occur. As funding allows, the district should pre-stock PEM replacements according to anticipated demand, i.e., motors in service more than 10 years, motors in stressful service and particular motor types which are in service at several locations.
- *Control Outside Air Infiltration.* Conduct periodic inspections of door and window weather-stripping and schedule repairs as needed. Additionally, ensure that doors and windows are closed when heating or cooling systems are in operation. Poor insulation from outside air contributes to higher energy consumption, shorter equipment life and occupant discomfort.
- *Establish Hvac Unit Service Schedules.* Document schedules and review requirements for replacing filters and cleaning condensers and evaporators. Include particulars such as filter sizes, crew scheduling, contract availability, if needed, etc. Generally, appropriate service frequencies are as follows: filters - monthly; condensers - annually; evaporators - every five years.

Recommendation 37:

Implement the State Energy Conservation Office's maintenance and operation recommendations and request the Rebuild Texas Program to assist with refining cost saving retrofit opportunities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for maintenance contacts SECO and schedules a time to discuss its recommendations and the Rebuild Texas Program.	September 2001
2.	The director for maintenance prepares a report identifying utility savings opportunities and a recommended implementation plan and presents it to the superintendent for approval.	November 2001
3.	The superintendent approves the plan and recommends its approval by the board.	December 2001
4.	The director for maintenance coordinates any financing requirements with the business director.	January 2002
5.	The business director coordinates any contracts needed to implement approved projects.	As needed

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

B. TRANSPORTATION

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

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

The state reimburses Texas school districts for transporting regular, special education and career and technology program students. The Texas Legislature sets state funding rules and TEA administers the program. School districts receive funding for transporting regular education students living two or more miles from the school they attend. The state does not reimburse districts for transporting students living within the two-mile radius of the school unless hazardous walking conditions exist between the student's home and the school. For example, if a student must cross a major highway without a crossing signal, the circumstances would qualify as a hazardous condition, and the cost of transporting that student would be reimbursed by the state. A school district must use local funds to cover actual costs incurred beyond the reimbursable state allotment.

The state reimburses districts for transportation expenses incurred for regular education students based on linear density, which is the ratio of the average number of regular education students transported daily to the number of miles traveled daily. To establish route mileage and daily ridership figures, TEA requires districts to gather mileage and ridership data on the first Wednesday of each month.

TEA has defined seven linear density groups, and allocates per-mile reimbursements to school districts based on each district's group. School districts receive more in state reimbursements as their linear density increases. **Exhibit 4-7** shows the seven categories as defined by TEA.

Exhibit 4-7
Categories of State Linear Density Reimbursement for Regular Bus Routes

Category	Linear Density Range	Reimbursement per Mile
1	.000-.399	\$0.68
2	.400-.649	\$0.79
3	.650-.899	\$0.88
4	.900-1.149	\$0.97
5	1.150-1.649	\$1.11
6	1.650-2.399	\$1.25
7	2.400-9.999	\$1.43

Source: TEA.

Reimbursable miles are those miles driven on routes with students on board; deadhead miles or maintenance miles are not reimbursable. TEA evaluates its group assignments every two years by recalculating linear densities.

A school district may receive state funding to transport regular and special program students between home and school, and career and technology students to and from vocational training locations. The state does not reimburse districts for extracurricular transportation, such as trips taken to after-school and weekend events.

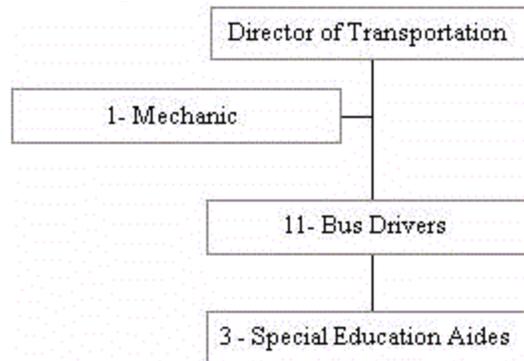
All special education transportation, except for certain field trips, is eligible for state reimbursement. The Texas Legislature has capped reimbursement for special program transportation at \$1.08 per mile. KISD is responsible for transporting all Karnes County special education children as part of the county's Special Education Cooperative.

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

KISD's Transportation Department operates 11 routes with 22 daily runs covering 93,060 miles each year. The department transports 515 students daily. Of the 11 daily bus routes, eight are for regular education and three are for special education students.

The director of Transportation manages the department and fills in as a bus driver when needed. An organizational chart for the KISD Transportation Department is shown in **Exhibit 4-8**.

**Exhibit 4-8
KISD Transportation Department Organization**



Source: Director, KISD Transportation Department.

Exhibit 4-9 compares KISD's transportation program with those of its peer districts.

**Exhibit 4-9
KISD and Peer Districts, Staffing Comparisons
2000-01**

District	Professional	Clerical/Technical	Auxiliary
Kenedy	None	1 director 1 mechanic	11 bus driver positions 3 Special Education aides
Dimmitt	None	1 director 1 mechanic	15 bus drivers
Dilley	None	1 secretary	6 bus drivers
Lytle	None	1 director 1 mechanic 1 assistant mechanic	12 bus drivers
Nixon-Smiley	None	1 director	14 bus drivers
San Diego	None	1 director 1 mechanic	14 bus drivers

Source: Telephone/e-mail survey with KISD and peer districts.

To receive state funding, all Texas school districts must submit two reports to TEA by July of each year. The first of these, the *School*

Transportation Operation Report, is designed to establish a cost per mile to be used for reimbursements made in the fiscal year following the report.

Exhibit 4-10 shows that over the last four years, KISD's operations costs in transportation have decreased by 7 percent, while its total route mileage has increased by 2 percent.

Exhibit 4-10
KISD Summary of School Transportation Operations Reports
1996-97 through 1999-2000

	1996-97	1997-98	1998-99	1999-2000	Percent Change
Operations Cost					
Salaries & Benefits	\$158,594	\$166,730	\$157,772	\$133,040	(16%)
Purchased & Contracted Services	\$3,449	\$9,212	\$10,658	\$6,077	76%
Supplies & Materials	\$35,215	\$20,089	\$22,440	\$32,605	(7%)
Other Operating Expenses	\$5,545	\$16,650	\$14,946	\$14,735	166%
Debt Service	\$5,989	\$8,196	\$6,895	\$9,932	66%
Capital Outlay	\$63,547	\$60,971	\$58,304	\$55,575	(13%)
Total Operations Costs	\$272,339	\$283,848	\$271,015	\$251,964	(7%)
Mileage Summary					
Route mileage	100,468	100,595	106,680	94,205	(6%)
Extra/Co-curricular Mileage	36,878	38,263	36,339	39,464	7%
Non-School Organizations Mileage	1,253	1,977	1,079	605	(52%)
Other Mileage	5,856	15,069	11,578	13,021	122%
Total Annual Mileage	144,455	155,904	155,676	147,295	2%
Cost per Mile-Regular	\$2.072	\$1.870	\$1.789	\$1.816	(12%)
Cost per Mile-Special	\$1.477	\$1.683	\$1.607	\$1.434	(3%)

Source: TEA, School Transportation Operations Reports, 1996-97 through 1999-2000.

Exhibit 4-11 compares KISD's total expenditures for transportation with those of its peer districts.

Exhibit 4-11
KISD and Peer Districts, Comparison of Operations Costs
1996-97 through 1999-2000

School District	1996-97	1997-98	1998-99	1999-2000
Dilley	\$72,071	\$78,528	\$78,757	\$93,724
Kenedy	\$272,339	\$283,848	\$271,015	\$251,964
Dimmitt	\$198,875	\$189,474	\$242,105	\$247,651
Lytle	\$133,140	\$129,908	\$150,176	\$207,358
Nixon-Smiley	\$173,231	\$174,755	\$196,640	\$212,972
San Diego	\$251,391	\$268,095	\$246,600	\$223,905

Source: TEA, School Transportation Operations Reports, 1996-97 through 1999-2000.

Exhibit 4-12 compares KISD's mileage data with the peer districts. KISD has the second-lowest level of route mileage and the third-lowest cost per mile.

Exhibit 4-12
KISD and Peer Comparison of Mileage Data
1999-2000

School District	Route Mileage (incl. Deadhead)	Extra/Co-Curricular Mileage	Non-School Organizations Mileage	Other Mileage	Total Annual Mileage	Cost per mile (Regular)
Dilley	42,176	17,713	0	9,500	69,389	\$1.95
Kenedy	94,205	39,464	605	13,021	147,295	\$1.82
Dimmitt	126,302	53,045	0	14,822	194,169	\$2.01
Lytle	99,532	34,836	0	11,872	146,240	\$1.58
Nixon-Smiley	112,875	47,408	0	9,975	170,258	\$1.75
San Diego	109,713	47,177	0	8,322	165,212	\$1.85

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

The second state report, the *School Transportation Route Services Report*, includes information on ridership and mileage for regular, special and career and technology programs, as well as a calculation of linear density for the regular home-to-school program.

Exhibit 4-13 illustrates KISD's categories of reimbursement, the linear density for each category and the related reimbursement 1996-97 through 1999-2000.

Exhibit 4-13
KISD Summary of Route Services Reports
1996-97 through 1999-2000

Regular Program	1996-97	1997-98	1998-99	1999-2000
Annual Standard Ridership	51,480	51,840	51,480	46,620
Annual Standard Mileage	47,052	50,904	48,600	49,320
Linear Density	1.094	1.018	1.059	0.945
Allotment per Mile	\$0.97	\$0.97	\$0.97	\$0.97
Annual Mileage (incl. hazardous)	56,322	57,294	57,546	55,380
Total Daily Ridership	861	839	843	755
Hazardous Annual Mileage	5,868	3,960	4,590	3,967
Hazardous Daily Ridership	557	543	550	493
Special Program				
Total Daily Ridership	34	27	23	19
Total Annual Mileage	46,351	43,668	36,900	39,384
Career and Technology Program				
Total Daily Ridership	0	6	3	3
Total Annual Mileage	0	1,080	720	504
Allotments				
Regular Program	\$0.970	\$0.970	\$0.970	\$0.970
Special Program	\$1.08	\$1.08	\$1.08	\$1.08
Career and Technology Program	\$2.37	\$2.07	\$1.87	\$1.79
Private Program	\$0.25	\$0.25	\$0.25	\$0.25

Total Allotment	\$103,893	\$104,972	\$97,018	\$97,153
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Source: TEA, School Transportation Route Service Status Reports, 1996-97 through 1999-2000.

Exhibit 4-14 compares KISD's linear density and state allotments for 1999-2000 to those of the peer districts. KISD has the third-highest linear density and the lowest percentage of operating revenue derived from the state allotment.

Exhibit 4-14
KISD and Peer Districts, Linear Density and State Allotment
1999-2000

School District	Linear Density (Riders per Mile)	Allotment per Mile	Total State Allotment	Percent of Operating Costs
Dilley	0.789	\$0.88	\$61,062	65%
Kenedy	0.945	\$0.97	\$97,156	39%
Dimmitt	0.988	\$0.97	\$142,876	58%
Lytle	1.015	\$0.97	\$141,853	68%
Nixon-Smiley	0.888	\$0.88	\$149,827	70%
San Diego	0.814	\$0.88	\$145,387	65%

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

KISD also has the second lowest cost per rider when compared to its peer districts (**Exhibit 4-15**).

Exhibit 4-15
KISD and Peer Districts, Comparison of Cost per Rider
1999-2000

School District	Total Annual Operating Costs	Annual Ridership	Cost Per Rider Per Day
Dilley	\$93,724	17,888	\$5.23
Kenedy	\$251,964	46,620	\$5.40
Dimmitt	\$247,651	42,854	\$5.78
Lytle	\$207,358	35,655	\$5.81

Nixon-Smilely	\$212,972	38,977	\$5.46
San Diego	\$223,905	40,769	\$5.49

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

Exhibit 4-16 compares the age of KISD's bus fleet with those of the peer districts.

Exhibit 4-16
KISD and Peer District, Comparison of Age of Buses
1999-2000

District	Age of Buses			Total Number of Buses	Percent Greater Than 10 Years
	1-5 Years	5-10 Years	10 Years or Greater		
Dilley	2	4	2	8	25%
Kenedy	4	5	9	18	50%
Dimmitt	5	8	6	19	32%
Lytle	4	6	4	14	29%
Nixon-Smilely	3	7	3	13	23%
San Diego	3	7	5	15	33%

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

Policies and Procedures

Effective management is built upon sound, clearly written and legally valid policies. The board adopts policies to govern the operations of schools and school districts. Districts use procedures to show district employees how to carry out these policies.

FINDING

KISD does not have a bus safety program. The district does not conduct bus evacuation drills for students. Bus evacuation drills are required to ensure student safety in the event of an accident.

TEC Chapter 34, Section 002 discusses safety standards in student transportation. Each school district is charged with meeting or exceeding the safety standards for school buses.

The transportation director told TSPR that he passes out a handbook of emergency and rescue procedures at the beginning of the year to each bus driver, but bus evacuation drills are not conducted.

The Texas Department of Public Safety, the Texas Education Agency, the Texas General Services Commission, and the National Highway Traffic Safety Administration all publish guidelines for school bus safety programs.

Recommendation 38:

Implement a bus safety program that includes bus evacuation drills.

Materials to help the district develop such a program are available from the National Highway Traffic Safety Administration and the Texas Department of Transportation's Kids Only program.

Bus evacuation drills can be conducted on school property before school once each semester.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation and the business manager jointly develop a bus safety program.	September 2001
2.	The director of Transportation implements the safety program.	October 2001
3.	The components of the bus safety program are communicated to bus riders by the use of handouts at least once each semester.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD does not have a transportation employee handbook or other written set of procedures for the management of transportation employees and program operations.

At present, for instance, drivers simply tell the supervisor when they are taking off work, without seeking approval. During various interviews, drivers were observed announcing such absences to the director of Transportation.

Without a personnel procedures manual, the director of Transportation has little managerial authority to regulate bus driver absences.

Waco ISD has written guidelines for governing bus operations, including an extensive set of written procedures governing all elements of school bus operations, such as maintenance, general administrative procedures and automated systems. This type of documentation helps to ensure consistency in school bus operations.

Recommendation 39:

Create a transportation employee handbook.

Careful management of driving personnel is vital to ensuring that all buses operate as efficiently as possible, particularly in small districts with limited staffing. Without employee guidelines and procedures regarding absences, the director of Transportation cannot plan effectively for staff absences and related matters. Written guidelines in a handbook format would formalize employment requirements and assist the director of Transportation in managing employee performance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation drafts written procedures for school bus operations in collaboration with the transportation staff and the business manager.	September 2001
2.	The director of Transportation shares the draft procedures with school administrators and district-level staff members to gather their input.	November 2001
3.	The director of Transportation revises the draft procedures and obtains the superintendent's approval.	December 2001
4.	The director of Transportation revises the draft procedures as needed and disseminates them to all transportation staff members.	January 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The district does not provide assertive discipline training for bus drivers. Bus drivers are required to hold a commercial driver's license, but are not given any training in how to relate to children and promote positive

discipline, or in the safety aspects of bus driving. A focus group with bus drivers gathered many comments indicating that students do not respect drivers and that many drivers do not know how to address student misbehavior properly. Bus drivers mentioned students who refuse to follow directions or posted bus rules, engage in rude verbal behavior and do not respect the drivers' position of authority.

United ISD has adopted an assertive disciplinary policy. Over the last two years, student discipline has been a focus at the elementary and secondary level. Teachers have received training in assertive discipline techniques. A plan for student discipline is included in the District Improvement Plan. Administrators, teachers, support staff and students reported that before the discipline policy was adopted, United students showed less respect for teachers and administrators and were more disruptive during class time.

Recommendation 40:

Implement an assertive discipline program to improve behavior on school buses.

The district should begin with its student discipline policy and student code of conduct and supplement these policies with strategies for proactive discipline training.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the appropriate staff, including the director of Transportation, to review the student discipline policy.	September 2001
2.	The staff members recommend changes to strengthen the policy.	November 2001
3.	The director of Transportation and principals form a working group to train bus drivers.	December 2001

FISCAL IMPACT

The cost of this program, as implemented in United ISD would be \$3,000, which is the minimum cost for manuals, training and a one-day in-service training session.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Implement an assertive	(\$3,000)	\$0	\$0	\$0	\$0

discipline program to improve behavior on school buses.					
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Operations

FINDING

KISD's bus routes are inefficient. The district transports students in the two-mile exception zone and does not receive reimbursement for these routes. Moreover, the district has not reviewed its hazardous routes since 1997.

The district schedules inefficient bus stops along routes. For example, the district is stopping at houses that are within 200 feet of each other.

The district has individual route maps but no consolidated map for the entire district. While the routes are on paper, there is no district map with overlays to prevent double routing and improve bus ridership efficiencies.

Some districts establish permanent bus stops along each route. As students move in or out of the district, the stops remain unchanged unless there are not children using a stop. The community, parents and students become familiar with the stops and traffic is aware of the need for safety when approaching a stop.

The director of Transportation does not have a working computer.

Recommendation 41:

Analyze bus routes to improve the efficiency of each route.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation reviews all bus routes to determine where transportation savings can be achieved.	September 2001
2.	The director of Transportation develops maps detailing each bus route and any overlaps or duplications.	October 2001
3.	The director of Transportation evaluates in-town routes to determine where routes can be combined and which routes might qualify as hazardous routes.	October 2001
4.	The director of Transportation redesigns both regular and special education routes.	November 2001
5.	The director of Transportation implements new routes.	January

		2002
6.	The director of Transportation monitors bus routes and scheduling to ensure safe, efficient and timely transportation of students.	February 2002

FISCAL IMPACT

Based on the existing schedule and bus capacity, by staggering schedules and adding double runs, KISD can eliminate one bus route. Annual savings by eliminating one route is calculated as follows:

Area of Savings	Calculations	Estimated Savings
Mileage costs for one bus	15 miles per day x 180 days x 1.816 cost per mile	\$4,903
Personnel costs	Driver for one route with 15 plus years' experience.	\$5,628
Total Annual Savings		\$10,531

Investment in a Microsoft Windows-based PC will allow the director of Transportation to implement this recommendation. The price of a new Microsoft Windows-based PC, including a printer is \$1,500. The cost savings for 2001-02 reflects the implementation of new routes for the spring semester in 2002 thus one-half year of savings will be realized. A one-time revenue for the sale of one bus in 2001-02 is estimated to be \$1,000. Personnel costs includes the salary of one driver at \$5,135 plus benefits of \$493 at 9.31 percent of salaries.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Analyze bus routes to improve the efficiency of each route.	\$5,266	\$10,531	\$10,531	\$10,531	\$10,531
One time cost - Purchase of PC and printer.	(\$1,500)	\$0	\$0	\$0	\$0
One time revenue - Sale of one bus.	\$1,000	\$0	\$0	\$0	\$0
Net (costs)/savings	\$4,766	\$10,531	\$10,531	\$10,531	\$10,531

FINDING

The district owns 18 buses and operates eight regular routes and three special education routes. When accounting for as many as three spare buses, the district still has four excess buses. Spare buses incur certain costs such as the cost of depreciation, maintenance and annual inspections.

The life of a school bus is generally accepted to be ten years of service or 200,000 service miles. Other factors and the cost of maintenance should also be considered in establishing a district policy on bus replacements. Not all buses operate the same number of miles each year. Some types of service (routes with many stops and many daily student riders) may cause more wear and tear on a bus. Many factors can affect the useful life of a school bus. The cost of maintenance per vehicle should also be monitored to determine when a vehicle should be replaced to save operating costs.

Exhibit 4-17 details KISD's school bus inventory.

**Exhibit 4-17
2001 KISD School Bus Inventory**

Passenger Capacity	VIN Number	Year of Manufacture	Manufacturer	Date Acquired	Mileage
19	7237	1984	Chevrolet	9-25-84	144,344
19	7834	1993	GMC	7-1-93	121,563
19	9408	1995	Chevrolet	10-2-95	47,700
35	0795	1995	Thomas	12-1-96	69,431
47	6551	1997	Thomas	5-14-97	47,996
71	0607	1986	GMC	8-31-86	68,272
71	5952	1987	GMC	8-31-87	66,783
71	6218	1988	GMC	6-13-88	64,648
71	9812	1989	GMC	6-30-89	62,775
72	7262	1991	Blue Bird	6-12-92	86,440
72	8981	1992	Blue Bird	2-21-92	74,397
72	8983	1992	Blue Bird	2-21-92	74,353
72	3470	1993	Blue Bird	4-1-93	66,922
72	9917	1994	Blue Bird	5-17-94	62,144
72	4877	1995	Blue Bird	4-1-95	72,777
72	1359	1996	Thomas	6-13-96	64,122

72	8452	1997	Thomas	1-29-97	47,663
72	0244	2001	Blue Bird	12-5-00	1,631

Source: KISD's Transportation Department.

TEC Chapter 34, Section 006 (a) states that at the request of the school district, the General Services Commission shall dispose of a school bus. However, Section 006 (b) states that school districts are not required to dispose of a school bus through the General Services Commission.

Recommendation 42:

Establish a bus replacement schedule and sell excess buses.

The buses to be replaced each year should be determined based on years of service, total miles operated and the cost of maintenance. Some buses may be retired in 10 to 12 years, other buses may be kept in active services for a longer period of time. When developing the replacement plan, the district should also address the size of the buses to be replaced. Larger buses are more expensive to acquire and to maintain and when underutilized result in unnecessary costs to the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Transportation and the business manager analyze the district's school bus fleet and usage data to develop a replacement plan and to identify at least two buses to be sold.	October 2001
2.	The director of Transportation presents the replacement plan to the superintendent for approval.	November 2001
3.	The director of Transportation presents the replacement plan to the board for approval.	November 2001
4.	The business manager conducts the seal bid process for the sale of the two buses.	December 2001
5.	The director of Transportation and business manager coordinate the bus replacement policy when developing future budgets.	Ongoing

FISCAL IMPACT

The estimated fiscal impact is based on selling the two buses with the highest mileages, the 1984 Chevrolet with 144,344 miles and the 1993 GMC with 121,563 miles. According to the "Yellow Book" of values for

buses, the value of the 1984 Chevrolet is \$500, and the 1993 GMC is valued at \$8,000.

The development of a replacement schedule can be implemented with existing resources.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Establish a bus replacement schedule and sell excess buses.	\$8,500	\$0	\$0	\$0	\$0

Chapter 4

OPERATIONS

C. FOOD SERVICES

Food services operations in schools are responsible for providing students and staff a nutritious breakfast and lunch in a clean, safe and accessible environment at a reasonable cost. Kenedy ISD board policy, federal and state regulations must be followed by the cafeteria staff to accomplish each of these responsibilities. A major goal of the school lunch program, as defined under the National School Lunch Plan (NSLP), is to provide proper nutrition to all students so they can learn and succeed in the classroom.

The National School Lunch Act (NSLA) mandates that school meals "safeguard the health and well-being of the Nation's children."

Participating schools must serve lunches that are consistent with the applicable recommendations of the most recent Dietary Guidelines for Americans. The guidelines state the following: eat a variety of foods; choose a diet with plenty of grain products, vegetables and fruits; moderate the amount of sugars and salt in one's diet; and choose a diet with 30 percent or less of calories from fat and less than 10 percent of calories from saturated fat.

In addition, lunches must provide, on average over each school week, at least one-third of the daily Recommended Dietary Allowances for protein, iron, calcium and vitamins A and C. Under the Traditional Food-Based Menu Planning Approach, which is the approved NSLP process for menu planning, schools must comply with specific components and quantity requirements by offering five food items from four food components. These components are: meat or meat alternate, vegetables and/or fruits, grains/breads and milk. This is known as the Type-A meal. Minimum portion sizes are established by ages and grade groups.

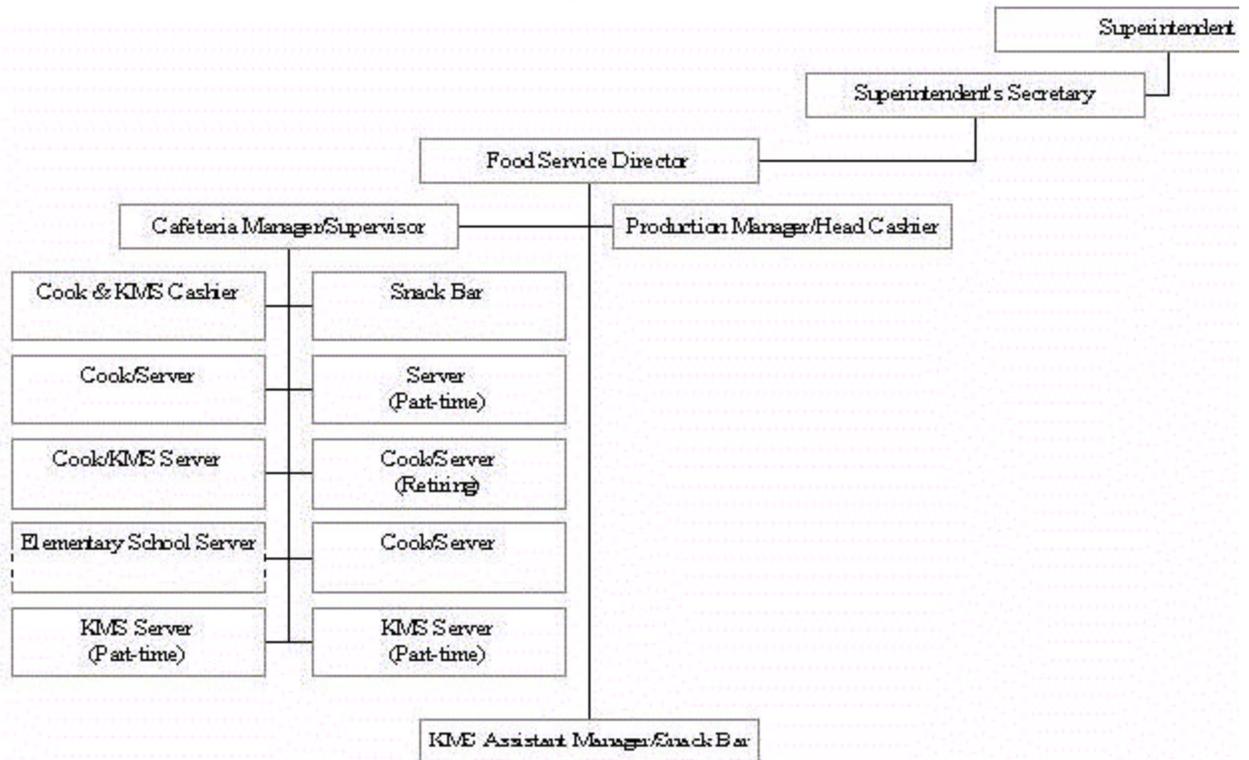
KISD has one central cafeteria located inside the elementary school, which houses the kitchen, director's office, manager's desk and pantry space for food. The elementary cafeteria operates one serving line featuring the regular menu and a snack bar line for cash purchases only. The district has established an "open campus" policy for high school students; meaning students can leave campus for lunch. KISD's "open campus" policy does not apply to elementary and middle school students.

Prior to working in the cafeteria, the Food Services director had spent more than seven years in the business office and seven years as the high school secretary. Staffing within the food services program consists of one

director, ten full-time personnel and three part-time employees. The director reports to the superintendent. The Food Services director manages the cafeteria manager, and the manager delegates responsibilities to 12 staff members on her team. The staff has a strong teaming ethic; they help each other to complete tasks as efficiently as possible.

Exhibit 4-18 shows the organization chart for the Kenedy Food Services.

Exhibit 4-18
KISD Food Services Organization



Source: KISD Food Services Director, March 2001.

In 1999, the high school cafeteria was closed due to the high cost of overhead. Although four campuses exist, all meals are prepared and cooked at the elementary school. High school students can eat at the elementary school in a room behind the cafeteria and middle school students have their meals transported across the street to a lunch room located in that school, and meals are also transported to the Karnes County Academy.

The district participates in the National Lunch program and offers students daily nutritionally balanced meals. Free and reduced-price meals are available based on financial need. KISD implements the TEA's sanctioned "Offer" versus "Serve" model for breakfast and lunch. The "Offer" versus

"Serve" meal program allow students to refuse any one meal component they do not intend to eat. Students are required to take three of the four components that are offered for breakfast, and three of the five components offered for lunch.

KISD also qualifies for the "Severe Need" reimbursement for breakfast. KISD's average daily attendance was 905 for the 1999-2000 year. The number of students who qualify for free breakfast is 513 and 119 qualified for reduce-priced meals. These figures mean that a 69.8 percent of the students at KISD qualify for the combined free and reduce-priced meals.

Exhibit 4-19 represents the federal reimbursement rates for each eligible breakfast and lunch served. "Severe Need" breakfast funding is available to schools that served 40 percent or more of the lunches free or at reduced prices for two prior consecutive years and have breakfast costs higher than the full breakfast reimbursement rates. KISD qualifies for this funding.

**Exhibit 4-19
KISD Federal Reimbursement Rates
Breakfast and Lunch
2000-01**

Category	Breakfast	Lunch
Full Price	\$0.21	\$0.19
Reduced Price	\$0.82	\$1.62
Free	\$1.12	\$2.02
Severe Need	\$0.21	Plus \$0.02 in districts with 60% or more free and reduced price lunches served during the 1998-1999 school year.

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

Exhibit 4-20 details the actual food services expenditures for the period of 1996-97 through 1999-2000.

**Exhibit 4-20
Kenedy ISD Food Service Program
Actual Expenditures
1996-97 through 1999-2000**

	1996-97	1997-98	1998-99	1999-2000

Teacher Retirement	\$5,222	\$5,386	\$4,889	\$4,728
Personnel	\$127,243	\$131,935	\$133,414	\$122,892
Social Security	\$1,392	\$1,443	\$1,209	\$907
Group Health Insurance	\$29,439	\$25,404	\$22,812	\$23,935
Worker's Comp	\$8,600	\$9,089	\$8,854	\$6,073
Furniture, Equipment, & Software	\$9,868	\$1,982	\$0	\$1,695
Unemployment	\$102	\$105	\$0	\$149
Maintenance & Repair	\$514	\$150	\$0	\$0
Food	\$168,499	\$142,801	\$138,626	\$126,605
Non-Food	\$14,702	\$9,006	\$19,457	\$13,994
Commodities	\$21,164	\$29,404	\$18,964	\$15,165
General Supplies	\$6,071	\$0	\$859	\$803
Travel	\$1,049	\$1,616	\$1,103	\$522
TRS Care-on-Behalf	\$2652	\$2,869	\$4,381	\$3,378
Professional Services	\$0	\$4,966	\$1,450	\$1,244
Depreciation Expense	\$0	\$0	\$0	\$0
Misc.	\$0	\$0	\$0	\$0
Employee Allowances	\$0	\$23	\$0	\$0
Total Expenditures	\$396,517	\$366,179	\$356,018	\$322,090

Source: TEA, PEIMS 1996-97 through 1999-2000.

Exhibit 4-21 compares KISD's food services total budgeted expenditures with peer districts between school years 1997-98 and 2000-01.

Exhibit 4-21
Kenedy ISD and Peer District Food Services Total Budgeted
Expenditures Comparison
1997-98 through 2000-01

District	1997-98	1998-99	1999-2000	2000-01
Dilley	\$308,517	\$315,305	\$348,820	\$326,636
Dimmitt	\$585,000	\$600,000	\$600,000	\$596,987
Kenedy	\$373,505	\$361,673	\$360,907	\$349,854

Lytle	\$444,243	\$534,709	\$540,270	\$554,229
Nixon-Smilely	\$377,000	\$376,500	\$389,802	\$394,122
San Diego	\$0-N/A	\$0-N/A	\$517,277	\$565,695

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

Exhibit 4-22 shows KISD's and peer districts' food services budgeted expenditures per student between 1997-98 and 2000-01.

Exhibit 4-22
KISD and Peer District Food Services Budgeted Expenditures per Student
From 1997-98 to 2000-01

District	1997-98	1998-99	1999-2000	2000-01
Dilley	\$321	\$334	\$382	\$368
Dimmitt	\$399	\$414	\$429	\$452
Kenedy	\$342	\$342	\$370	\$383
Lytle	\$356	\$397	\$384	\$371
Nixon-Smilely	\$376	\$393	\$401	\$398
San Diego	\$0-N/A	\$0-N/A	\$324	\$355

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

Exhibit 4-23 states KISD Food Services meal prices for the 2000-01 school year.

Exhibit 4-23
KISD Food Service Meal Prices

Meal	Price
Breakfast Elementary (Regular)	\$.50
Breakfast Elementary (Reduced Price)	\$.30
Breakfast Secondary	Free
Breakfast Secondary (Regular)	\$.50
Breakfast Secondary (Reduced Price)	\$.30
Lunch Elementary (Regular)	\$1.25

Lunch Elementary (Reduced Price)	\$0.40
Lunch Secondary (Regular)	\$1.35
Lunch Secondary (Reduced Price)	\$0.40
Lunch-Adult Staff	\$2.00
Lunch - Visiting Adult	\$2.50

Source: KISD Food Services Director, March 2001.

The Federal Food and Drug Administration's (FDA's) Food Code of 1999 was adopted by the State of Texas in July 1999. The code is a comprehensive summary of food safety guidelines based on the most current scientific information. The FDA Food Code is endorsed by USDA's Food Safety and Inspection Service and the Centers for Disease Control and Prevention, and it provides a model by which state regulatory agencies may develop or update their own food safety rules. The Food Code is used as a reference by more than 3,000 state and local regulatory agencies that oversee food safety in restaurants, grocery stores, nursing homes and other institutional and retail settings.

Exhibit 4-24 shows the snacks and alternative food choices offered in the cafeteria for a minimal price.

**Exhibit 4-24
Alternative Food Choices**

Week Day	Snack Food	Price
Monday	Spaghetti's	\$0.50
Tuesday	Nachos	\$1.00
Wednesday	Frito Pie	\$1.00
Thursday	Baked Potato	\$1.25
Friday	Hot Pocket	\$1.00
Daily	Little Debbie Snacks	Various
Daily	Pickles	\$0.25
Daily	Chips	\$0.35
Daily	Fruit Roll-Ups	\$0.25
Daily	Ice Cream	\$0.40
Daily	Pop Tarts	\$0.25

Source: KISD Cafeteria Manager.

Management, Planning, Policies and Procedures

FINDING

Menus are planned monthly with students in mind, and the district has settled into a four-week menu cycle. After reviewing participation, taste tests, questionnaires and trial and error recipes, the Food Services director established a routine with the weekly menu. The director also conducted a survey developed by the Nutrition Education and Training (NET) program (Texas Department of Human Services). The menus do vary depending on the commodities available and special holidays. Each menu over the last year and a half contains a monthly theme and an activity such as word searches, recipes, crossword puzzles, riddles, word scramble, fill in the blank and other similar games that promote nutrition. The Food Services director also gives students an opportunity to view the facilities and design their own menus so they may understand how much effort it takes to develop menus and the overall food service operation.

COMMENDATION

Food Services conducted a survey and uses a variety of other sources of information to create menus .

FINDING

KISD has outdated and inadequate job descriptions for Food Services employees and does not have updated policies and procedures. Of the six current positions, only two have minimal job descriptions in their personnel files. The documents provided by the superintendents' secretary were dated 1996. The documents only described the grievance procedure and disciplinary actions.

The Food Services director was able to provide job descriptions, with detailed duties, for certain staff the district has recently hired. During March 2000, the cafeteria director began developing and enhancing individual job descriptions.

Recommendation 43:

Complete and maintain updated written job descriptions for Food Services employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager and Food Services director review the current job duties and formulate specific job responsibilities and evaluation criteria.	September 2001
2.	The Food Services director presents proposed job descriptions to the superintendent for review and approval.	October 2001
3.	The Food Services director provides each food services employee with a copy of their job description.	November 2001
4.	The Food Services director provides a copy of each employees job description to the superintendent's secretary for their personnel files.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

KISD employs a sizeable cafeteria staff. After the high school cafeteria closed in 1999, the district did not make an effort to reduce the number of Food Services staff. The cafeteria has 11 full-time employees that work between 6.5 hours per day and 8 hours per day and three part-time employees. The employee with the shortest tenure is three years. The longest tenure is 28 years. District officials said that the district has two employees who are expected to leave the district in the near future. One is a part-time employee and the other is a full-time employee.

Exhibit 4-25 shows recommended meals per labor hour (MPLH) for food services operations.

**Exhibit 4-25
Recommended Meals Per Labor Hour**

Number of Meal Equivalents	Meals Per Labor Hour
Up to 100	8/10
101-150	9/11
151-250	10-11/12
251-300	13/15
301-400	14/16
401-500	14/17

501-600	15/17
601-700	16/18
701-800	17/19
801-900	18/20
>901	19/21

Source: Managing Child Nutrition Programs: Leadership for Excellence by Josephine Martin and Martha T. Conklin.

The district's current level of staffing is far below the recommended efficiency level. Meals per labor hour (MPLH) are calculated by dividing the number of meals served per day by the number of hours worked by food services employees. In this case, KISD serves 604 meals that are divided by 82.25 hours. The district, therefore, serves 7.34 meals for each labor hour.

Recommendation 44:

Reduce staffing and establish Meals Per Labor Hour standards to evaluate productivity and modify staffing levels.

The district should not fill positions that may become vacant, and the Food Services Department should develop a district standard MPLH. Once the district has established a standard MPLH, the district should routinely compare its actual MPLH to the standard. Staffing levels should be adjusted until they reflect the appropriate staffing level determined by the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director and business manager develop MPLH standards and identify two positions for elimination.	September 2001
2.	The Food Services director presents MPLH standards and the two positions to be eliminated to the superintendent for approval.	October 2001
3.	The superintendent presents the MPLH standards and the two positions to be eliminated to the board for approval.	October 2001
4.	The business manager eliminates the two positions and adjusts the budget accordingly.	November 2001
5.	The business manager evaluates the productivity according	December 2001

	to the MPLH standards and reports results to the superintendent each month.	and Ongoing
6.	The superintendent, business manager and Food Services director adjust staffing as necessary to comply with MPLH district standards.	December 2001 and Ongoing

FISCAL IMPACT

The savings reported are based on eliminating two positions with average annual salaries of \$8,778 (actual salaries of \$122,892 divided by 14 employees) plus benefits of \$844 at 9.61 percent of salaries. A greater savings will be realized as the district moves closer to a staffing standards appropriate for a district of its size.

Although the district anticipates vacant positions, cost savings are projected to begin in January 2002 to allow time to reduce staffing. Savings could be realized beginning in September 2001 if the district does not fill the anticipated vacant positions.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Reduce staffing and establish Meals Per Labor Hour standards to evaluate productivity and modify staffing levels.	\$9,622	\$19,244	\$19,244	\$19,244	\$19,244

FINDING

KISD has inadequate internal controls over food service receipts and disbursements.

The cafeteria manager counts the daily cash and deposits the money. Although the production manager reviews the daily cash count with the director, no one independent of the process verifies that all monies were deposited.

The cafeteria manager prepares and processes invoices for payments without any supervisory review. On a monthly basis, the director creates the payables in the accounting system and prints the checks in the administration office. The bookkeeper co-signs the checks and verifies the expenditure. While no improprieties were detected, this lack of internal controls could allow an employee to process false invoices without detection.

The director of Food Services is not required to report expenditures on a weekly or monthly basis for review by the superintendent or other designated district management personnel.

The district has a computer located in the cafeteria that is linked through the network to the superintendent's office. Certain financial data and reports are available online through the network.

Recommendation 45:

Establish controls over food service receipts and expenditures.

The district should segregate the duties over cash receipts by requiring deposits to be prepared and made by the business office. Food Services' purchases and expenditures should be processed following the same procedures as other district purchases and expenditures. Monthly reports should be reviewed by the superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The business manager reviews current food services procedures and develops controls for receipts and expenditures.	September 2001
2.	The business manager presents revised procedures to the superintendent for approval.	October 2001
3.	The superintendent reviews and approves the procedures.	October 2001
4.	Business manager reviews procedures with the Food Services director and implements them.	November 2001

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Student Participation

FINDING

KISD conducts special programs to create a welcoming atmosphere to students, faculty and school visitors. The Food Services director organizes various activities throughout the year so staff members can participate. During Public School Week, the director purchased a Tweety-Bird costume at her own expense to represent the "Early Bird" so students would feel encouraged to participate in breakfast. The other cafeteria employees also wear costumes in conjunction with the organized cafeteria

theme. For example, staff come dressed in a variety of costumes for the children to enjoy in months that have designated holidays such as Halloween.

Additionally, the director holds various contests encouraging children to eat in the cafeteria. Grades that eat the most meals during lunch in a given month are given a small prize (such as a hamburger yo-yo) and have their lunch table decorated with a theme (October-Halloween). Another activity is placing a sticker on the bottom of ten trays and awarding a small prize (pencils or stickers) to the students who have the trays containing the stickers.

The review team observed a decorated scrapbook displaying pictures of various activities conducted in the cafeteria. This scrapbook is available to students and staff for viewing during meal times. The director also plans to make the book available for parents to review during parent visitation days.

COMMENDATION

KISD's food services program creates special fun-filled days so that the children can enjoy themselves in the cafeteria, while increasing student participation.

FINDING

KISD closed the high school cafeteria in March 1999 because of high overhead costs and now serves the students at the elementary cafeteria. The director said high school students participating in the breakfast and lunch program decreased dramatically. With low participation, the director decided to implement a program called the "Grab-N-Go Breakfast" to increase participation. The Grab-N-Go Breakfast is a program in which high school students, in particular, do not have to go all the way to the elementary building for breakfast. The cafeteria staff prepares a Grab-N-Go breakfast bag with various foods that allow high school students to at least eat something nutritious instead of purchasing from vending machines. Participation has increased to almost 40 students participating per day.

Exhibit 4-26 describes the contents of the daily Grab-N-Go meals prepared by KISD cafeteria staff.

Exhibit 4-26 Grab-N-Go Breakfast Bags

Day of Week	Bag Contents
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Monday	Muffin, milk and juice
Tuesday	Pigs-n-a-blanket, milk and juice
Wednesday	Breakfast Burrito, milk and juice
Thursday	Biscuit & Sausage, milk and juice
Friday	Breakfast Bar, bread, milk and juice

Source: KISD Food Services Director, March 30, 2001.

Students are not the only participants. The director reports that two or three staff members from the school participate in the Grab-N-Go program. The Food Services director looked into funding for this program, but discovered federal reimbursement was only available if the breakfast is served in class.

COMMENDATION

The Food Services director initiated a "Grab-N-Go" program to provide high school students an efficient way to obtain a nutritious breakfast meal.

FINDING

Middle school students participating in the *Middle School Athletic Breakfast* are not provided sufficient time to eat their meals. Middle school students who participate in athletics arrive for their athletic period at 7:15 a.m. Previously, middle school students who participated in morning athletics were not eating breakfast since breakfast was served from 7:30 a.m. to 7:55 a.m. These students often complained of hunger after their workout.

The Food Services director created a new breakfast time (8:30 a.m. to 8:55 a.m.) for these students so that they could have breakfast. According to the middle school principal, students are to be released from their athletic class at 8:30 a.m. so they can have sufficient time to change their clothes and eat breakfast. However, this is not occurring, because coaches are not releasing students from practice until 8:45 a.m. The bell for the first class rings at 8:55 a.m. giving students about ten minutes to eat.

With so many students wanting to eat breakfast in a short amount of time, students are rushed and must eat very fast. TSPR reviewers observed students opening cereal before they sit down. They pour the milk as they are sitting down and must eat quickly so they can drink their juice before the bell rings. Many students cannot complete their meal before the bell

rings, and they rush to drink their juice and dispose of trash as they walk to class.

Recommendation 46:

Explore ways to allow middle school students time for breakfast.

Require students to be released from their athletic practices at 8:30 a.m. so they have sufficient time to eat breakfast or the district could distribute "Grab-N-Go" in home room.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Food Services director and principal determine the feasibility of distributing the "Grab-N-Go" breakfast in the home room.	September 2001
2.	The principal monitors the release time of students participating in the morning athletic practices to ensure they are released timely.	September 2001 and Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 4

OPERATIONS

D. SAFETY AND SECURITY

This section reviews KISD's safety and security operations. Providing a safe and secure environment for students, teachers and other school district employees is a critical task in any district. The recent national events regarding student and teacher safety has increased awareness of the need to provide a safe school. From school shootings to bomb threats, schools have had to increase their awareness and learn how to deal with safety and security situations. On December 13, 2000, seven prisoners, known as the Texas 7, escaped from the state prison located in Kenedy. Community members stated that the district staff handled the prison escape with the utmost sensitivity and safety for the children.

KISD has a published Discipline Management Plan and Student Code of Conduct that was last revised in July 2000. The district's Student Code of Conduct is "based on the premise that effective learning situations can best be provided when positive behavioral patterns are enforced, and when unacceptable behavioral patterns and their consequences are outlined, communicated and understood by students, parents and school personnel."

The district operates the Karnes County Academy, which is an off-campus academic alternative school for students in at-risk situations. The academy provides education services to not only KISD students but also accepts transfers from surrounding school districts.

Exhibit 4-27 highlights the types of KISD violent incidents reported to TEA.

Exhibit 4-27
Violence Data
1999-2000

Category Description	Number of Incidents
Disruptive behavior.	236
Possessed, sold or used marijuana or other controlled substance.	4
Possessed, sold, used or was under the influence of an alcoholic beverage.	3

Source: TEA.

The district does not have a security officer, and the assistant superintendent for Instruction has primary responsibility for safety and security along with certain responsibilities assigned to school principals. The business manager said the district spent approximately \$8,000 for safety and security services for the 1999-2000 school year. The district pays two traffic officers (one hour each morning and afternoon) to direct school traffic and pays for security coverage at athletic events and school board meetings. Additionally, dogs are occasionally brought in for drug and weapon searches.

FINDING

KISD does not have an adequate safety and security program.

Many safety and security issues were noted:

- Doors at the elementary and middle school were locked with chains creating a safety hazard.
- Exposed electrical wires were observed in one of the buildings.
- The city administrator said there is no coordination between city administration and the district in developing a disaster/evacuation plan.
- The police chief said there is no coordination between the police department and the school district in developing a disaster/evacuation plan, no formalized security plan, and no formal letter of agreement or procedure on when to call the police.
- The district lacks control over keys. Keys are not numbered nor identifiable to which lock they control. The locks have not been changed for seven years in the elementary school, five years in the junior high and five years in the high school.

District management said the door at the elementary school has been fixed with the correct locking mechanism.

A source of assistance that is available to districts is the Texas School Safety Center at Southwest Texas State University. The center is funded by the Texas Legislature and has developed a manual, *Texas School Safety Center Planning Manual for Safe Schools*. The center also has produced a video and a CD-ROM disk on safety and conduct safety audits at school districts at no charge.

Another important resource is *Keeping Texas Children Safe in School-Common Sense Solutions to Help Address the Safety Issues and Challenges Facing Most Public School Districts* published by the Texas

Comptroller of Public Accounts. It is a valuable booklet that discusses the top ten common sense ideas for improving safety at school districts.

Recommendation 47:

Conduct a review of district facilities to identify safety issues.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant superintendent for Instruction contacts the Texas School Safety Center and schedules a free safety audit of the district.	September 2001
2.	The Texas School Safety Center conducts the audit and reports its findings.	October-November 2001
3.	The assistant superintendent for Instruction reviews the report and develops a recommended safety improvement plan for the superintendent's approval.	December 2001
4.	The superintendent presents the safety improvement plan to the board for approval.	January 2002
5.	The superintendent implements the safety improvement plan approved by the board.	February 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Appendix A

ADMINISTRATIVE AND SUPPORT STAFF

SURVEY RESULTS

Demographic Data

1.	Gender (Optional)	Male	Female				
		73%	27%				
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	
		37%	4%	59%	0%	0%	
3.	How long have you been employed by Falls City ISD?		1-5 years	6-10 years	11-15 years	16-20 years	20+ years
			31%	29%	12%	12%	16%
4.	Are you a(n):						
	a. administrator	9%	b. clerical staffer	8%	c. support staffer	83%	
5.	How long have you been employed in this capacity by Grape Creek ISD?						
	1-5 years	14%	6-10 years	18%	11-15 years	20%	
	16-20 years	18%	20+ years	30%	No Answer	0%	

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	32%	41%	3%	19%	6%
2.	School board members listen to the opinions and desires of others.	14%	59%	6%	15%	6%
3.	The superintendent is a respected and effective instructional leader.	27%	45%	4%	19%	6%
4.	The superintendent is a respected and effective	17%	61%	3%	13%	6%

	business manager.					
5.	Central administration is efficient.	20%	63%	2%	11%	5%
6.	Central administration supports the educational process.	27%	48%	5%	12%	9%
7.	The morale of central administration staff is good.	29%	46%	1%	21%	4%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	Education is the main priority in our school district.	22%	48%	6%	20%	5%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	10%	26%	21%	30%	13%
10.	The needs of the college-bound student are being met.	22%	57%	1%	12%	8%
11.	The needs of the work-bound student are being met.	21%	58%	2%	11%	8%
12.	The district has effective educational programs for the following:					
	a) Reading	14%	63%	5%	12%	7%
	b) Writing	14%	58%	4%	20%	5%
	c) Mathematics	16%	60%	2%	20%	3%
	d) Science	25%	37%	5%	26%	8%
	e) English or Language Arts	25%	40%	4%	25%	7%
	f) Computer Instruction	14%	51%	11%	21%	4%

	g) Social Studies (history or geography)	25%	21%	15%	22%	18%
	h) Fine Arts	21%	36%	0%	38%	5%
	i) Physical Education	25%	33%	9%	25%	9%
	j) Business Education	14%	52%	8%	19%	8%
	k) Vocational (Career and Technology) Education	13%	57%	4%	21%	5%
	l) Foreign Language	18%	31%	18%	21%	13%
13.	The district has effective special programs for the following:					
	a) Library Service	15%	42%	2%	38%	4%
	b) Honors/Gifted and Talented Education	18%	63%	3%	11%	6%
	c) Special Education	23%	47%	5%	19%	7%
	d) Head Start and Even Start programs	24%	43%	5%	23%	6%
	e) Dyslexia program	16%	50%	2%	26%	7%
	f) Student mentoring program	19%	40%	4%	26%	12%
	g) Advanced placement program	10%	55%	10%	24%	1%
	h) Literacy program	19%	52%	9%	13%	8%
	i) Programs for students at risk of dropping out of school	17%	53%	2%	25%	4%
	j) Summer school programs	7%	62%	11%	18%	2%
	k) Alternative education programs	16%	53%	9%	19%	3%
	l) "English as a second language" program	11%	47%	12%	28%	3%
	m) Career counseling program	9%	58%	5%	25%	4%

	n) College counseling program	14%	55%	4%	24%	4%
	o) Counseling the parents of students	16%	54%	2%	24%	5%
	p) Drop out prevention program	11%	61%	3%	22%	3%
14.	Parents are immediately notified if a child is absent from school.	15%	59%	7%	13%	6%
15.	Teacher turnover is low.	17%	53%	5%	21%	5%
16.	Highly qualified teachers fill job openings.	7%	59%	6%	23%	6%
17.	Teacher openings are filled quickly.	3%	66%	4%	25%	3%
18.	Teachers are rewarded for superior performance.	5%	70%	3%	18%	4%
19.	Teachers are counseled about less than satisfactory performance.	5%	65%	12%	18%	1%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	6%	68%	1%	24%	1%
21.	The student-to-teacher ratio is reasonable.	12%	60%	2%	23%	4%
22.	Students have access, when needed, to a school nurse.	17%	59%	1%	16%	7%
23.	Classrooms are seldom left unattended.	17%	64%	2%	14%	4%

C. Personnel

Survey Questions	Strongly	Agree	No	Disagree	Strongly
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		Agree		Opinion		Disagree
24.	District salaries are competitive with similar positions in the job market.	23%	46%	7%	19%	6%
25.	The district has a good and timely program for orienting new employees.	28%	47%	6%	15%	5%
26.	Temporary workers are rarely used.	25%	43%	9%	23%	1%
27.	The district successfully projects future staffing needs.	30%	38%	7%	20%	5%
28.	The district has an effective employee recruitment program.	36%	35%	12%	11%	6%
29.	The district operates an effective staff development program.	32%	46%	6%	14%	3%
30.	District employees receive annual personnel evaluations.	32%	42%	7%	14%	6%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	16%	20%	25%	18%	21%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	22%	46%	11%	16%	5%
33.	The district has a fair and timely grievance process.	15%	64%	3%	14%	4%
34.	The district's health insurance package meets	27%	30%	20%	12%	12%

	my needs.					
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D. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	7%	55%	14%	16%	8%
36.	The local television and radio stations regularly report school news and menus.	16%	63%	5%	12%	4%
37.	Schools have plenty of volunteers to help student and school programs.	21%	49%	8%	15%	7%
38.	District facilities are open for community use.	19%	32%	17%	13%	19%

E. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	16%	61%	7%	15%	2%
40.	The architect and construction managers are selected objectively and impersonally.	18%	51%	9%	15%	7%
41.	Schools are clean.	9%	64%	2%	21%	4%
42.	Buildings are properly maintained in a timely manner.	10%	64%	7%	13%	6%
43.	Repairs are made in a timely manner.	13%	61%	6%	13%	8%

44.	Emergency maintenance is handled promptly.	12%	52%	10%	21%	6%
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E. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	20%	40%	16%	8%	16%
46.	Campus administrators are well trained in fiscal management techniques.	15%	58%	6%	15%	6%
47.	The district's financial reports are easy to understand and read.	14%	62%	4%	14%	6%
48.	Financial reports are made available to community members when asked.	4%	70%	3%	20%	3%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	9%	40%	33%	12%	7%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	9%	37%	42%	9%	2%
51.	Purchasing processes are not cumbersome for the requestor.	7%	16%	56%	19%	2%
52.	The district provides	5%	44%	35%	14%	2%

	teachers and administrators an easy-to-use standard list of supplies and equipment.					
53.	Students are issued textbooks in a timely manner.	2%	42%	30%	19%	7%
54.	Textbooks are in good shape.	9%	47%	28%	14%	2%
55.	The school library meets student needs for books and other resources for students.	9%	47%	28%	14%	2%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	25%	52%	3%	15%	4%
57.	Drugs are not a problem in this district.	18%	62%	5%	11%	2%
58.	Vandalism is not a problem in this district.	8%	68%	11%	11%	2%
59.	Security personnel have a good working relationship with principals and teachers.	7%	63%	12%	17%	2%
60.	Security personnel are respected and liked by the students they serve.	6%	60%	12%	20%	2%
61.	A good working arrangement exists between local law enforcement and the district.	11%	52%	14%	15%	9%
62.	Students receive fair and equitable discipline for misconduct.	8%	65%	7%	18%	3%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	18%	48%	8%	15%	11%
64.	Students have regular access to computer equipment and software in the classroom.	18%	54%	1%	18%	10%
65.	Teachers know how to use computers in the classroom.	7%	56%	12%	21%	5%
66.	Computers are new enough to be useful for student instruction.	16%	55%	11%	10%	9%
67.	The district meets students needs in computer fundamentals.	14%	25%	32%	11%	19%
68.	The district meets students needs in advanced computer skills.	23%	36%	14%	14%	14%
69.	Teachers and students have easy access to the Internet.	24%	42%	9%	21%	4%

Appendix A

ADMINISTRATIVE AND SUPPORT STAFF SURVEY RESULTS

PART C: VERBATIM

- Due to the superintendent's antagonistic methods and lack of leadership, this has been a stressful school year for most of the district. It is difficult to stay on task when we never know when he or his staff will file another grievance. I have been in education for 24 years and I have never seen so much animosity from a superintendent. We have dedicated teachers who give much of their time and money to provide a loving, learning environment for our students.
- Teachers need to emphasize the importance of education - how important it is and how important the student is and build self-esteem in the student. Middle school and high school counselor needs to work with students preparing them for college - help juniors and seniors find financial aid and get any kind of help that they can so that they may make something out of their lives. Athletic coaches need to stop focusing on winning. There are so many students who have the ability to do well in sports. A lot of kids are not able to play or show what they can do. It all boils down to either your last name or who your parents are - not what the student can do. What is this teaching the other students? They are old enough. They can see what is going on. You can see this in both secondary campuses - when students get involved in all activities. Parents cannot go and speak with teachers or coaches. They don't seem to care and it shows. Will things ever be fair?
- The key word here is education. It is very disappointing and almost disgusting to see this school regress like it has the past two years. With the new administration and school board, their goals seem to be all personal gain with little or no regard for education, our sole purpose for being here. As an employee and also a parent, I am very dissatisfied with the overall climate of Kenedy ISD and the negative effects it has on our students.
- High school principal, middle school principal, elementary principal are too busy trying to get rid of superintendent. They are too busy and forget about problems that are going on with the students. I have my sons and daughter in all schools.
- I am very concerned about our school district. School administration is not able to do their job because of having to worry about other issues. I think I worded that wrong. Our administrators (principals) are excellent, but are having to battle other issues. These people are great - they need to be left alone.

We are going to lose good people because of these issues. I have three children and each of them represent the three schools in Kenedy. There is no racial issue in Kenedy.

- I suggest that there should be more one-on-one in students with reading and learning disabilities. Some students, if they are read to, do better in school test or AR test. Schools need more teachers or aides that would work closer with students with disabilities. There are too many students being promoted to the next grade level without being educated right. Students with learning disabilities need extra help in classrooms. I reside in Kenedy but my children go to Runge School. Runge has the same problems in some areas that Kenedy does because of the personnel. In Karnes County, students are not treated or educated evenly. It depends on who you are or what family you come from. I feel that students should be the ones to do surveys on teachers.
- All administrators, teachers, main office workers and all employees need to communicate better and work together as one for the good of the students.
- Kenedy ISD was once a respected school. With the new superintendent this is no longer true. Morale is low and all employees are unhappy. There is no open door policy as in the past. The superintendent has a dead bolt on the door to his office as well as a shredder and he disposes of his own trash. After almost two years, he does not know the names of employees.
- I am satisfied with my employment. I just wish everyone in the district would feel the same.
- I have asked questions about the district but I might be more positive if answering only about my campus. Except for science facilities, which are the worst in the district. The extremely poor central administrative leader has taken a district that was moving forward in programs and scores and has pulled it down to a most dangerous level. The feeling we have working here is that the entire district is about to implode.
- The superintendent needs to listen and respect the opinions of others to have a successful school district.
- I feel that the superintendent should be more courteous and that he should follow all the rules also.
- In the twenty years of being an instructional aid and several other assigned duties, I have been in classrooms where teachers struggle daily to find material and resources to teach their classes. Where student discipline was so out of control nothing was taught all year. Special education students were able to graduate without having do any work because parents dictate what their child needs instead of the teacher. Where special education students did not pass subjects because teachers were not given their modifications for their classes or told they were special ed. Coaching is the main priority

not instruction. Most disheartening is seeing students graduate and not be able to go to a university or college because they cannot pass the entrance exam. Kenedy has outstanding students with the potential to do and be whatever they desire. Unfortunately, the district caters to only a few. They also have and have had extraordinary teachers but because of circumstances they stay and become complacent or leave. These are a few concerns I have seen and hope will change for the benefit of the students at Kenedy ISD.

- As a parent of students who have gone through their school years at Kenedy, I have been pleased for the most part with the education they have received. One area of concern is that our high school no longer has an operating cafeteria. High school students who eat school food have to cross the street to the elementary. The former high school cafeteria is the special ed classroom.
- Kenedy ISD is a good district with good staff. Central office administration is in constant conflict. Many grievances have been filed against the superintendent. This causes him to devote most of his time (95%) to working on defending himself. This, therefore, causes a lack of vision and leadership to be explicit. Principals are pretty much on their own. The assistant superintendent does most of the work for the superintendent. She is overlooked as well as the principals. Teacher morale is being affected by this and several principals will probably leave the district along with up to twenty teachers. The school board is split and has been since the current superintendent has been in office.
- I just received ARS survey March 9, 2001 (Friday) at 3 P.M.
- School personnel are highly discouraged by the superintendent from talking to board members on any school matter, whether it be education performance or anything else. The attitude of the superintendent causes a low morale in the whole district; therefore, it affects the teaching and in turn affects the students in learning.
- We have no leadership at the helm of our school. Students are not treated equally in punishment or rewards. Teachers, well some are, are treated fairly in certain aspects of the job. I know the educational performance of Kenedy ISD could be better with leadership and cooperation at all levels.
- Most of our teachers work very hard. I have had a problem with our seventh grade English teacher who is a friend of our principal. Our seventh grade TAAS scores are low in her area (she is not a good teacher). She is never counseled regarding her performance. The "buddy system" is strong in our district.
- I received this survey March 9, 2001 at 3 P.M.
- I would like to see our AG classes (FFA) get more help and support from our district. I would like to see our coaches treat all the kids the same. Not for who you are.

- The teachers (the majority) are doing the best job they can under the circumstances. The superintendent has wreaked havoc with our school district. There are members of the school board who don't act as if they know much. The majority of the board does not have the children's or the teachers' best interest at heart. We have become the laughing stock of the county. There will be many teachers and probably administrators also who will be leaving this district in May. That is a shame, especially when it is a veteran teacher.

Appendix B

PARENT SURVEY RESULTS

Demographic Data

1.	Gender (Optional)	Male	Female							
		76.0%	24.0%							
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other				
		31.0%	0.0%	69.0%	0.0%	0.0%				
3.	How long have you lived in Kenedy ISD?			0-5 Years	6-10 Years	11 Years or More				
				2.0%	9.0%	89.0%				
4.	What grade level(s) does your child(ren) attend?			PK	K	1	2	3	4	5
				5%	9%	13%	8%	11%	5%	7%
				6	7	8	9	10	11	12
				5%	8%	12%	6%	10%	2%	4%

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	16%	24%	3%	50%	8%
2.	School board members listen to the opinions and desires of others.	26%	35%	7%	24%	8%
3.	The superintendent is a respected and effective instructional leader.	11%	4%	8%	39%	38%
4.	The superintendent is a respected and effective business manager.	8%	12%	13%	41%	26%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5.	The district provides a high quality of services.	29%	29%	6%	28%	8%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	22%	22%	15%	30%	11%
7.	The needs of the college-bound student are being met.	12%	24%	5%	28%	32%
8.	The needs of the work-bound student are being met.	18%	24%	6%	45%	8%
9.	The district has effective educational programs for the following:					
	a) Reading	12%	21%	9%	42%	16%
	b) Writing	21%	34%	8%	28%	10%
	c) Mathematics	29%	36%	6%	23%	7%
	d) Science	14%	34%	4%	41%	7%
	e) English or Language Arts	22%	30%	9%	28%	11%
	f) Computer Instruction	18%	30%	8%	40%	5%
	g) Social Studies (history or geography)	23%	37%	5%	31%	5%
	h) Fine Arts	25%	37%	19%	2%	17%
	i) Physical Education	17%	32%	6%	42%	4%
	j) Business Education	21%	33%	10%	25%	12%
	k) Vocational (Career and Technology) Education	15%	40%	9%	26%	10%
	l) Foreign Language	31%	38%	6%	20%	5%
10.	The district has effective special programs for the					

	following:					
	a) Library Service	20%	34%	5%	37%	4%
	b) Honors/Gifted and Talented Education	34%	34%	7%	18%	6%
	c) Special Education	35%	32%	8%	15%	11%
	d) Head Start and Even Start programs	29%	29%	7%	24%	11%
	e) Dyslexia program	31%	36%	8%	20%	6%
	f) Student mentoring program	30%	37%	13%	12%	9%
	g) Advanced placement program	16%	35%	2%	44%	3%
	h) Literacy program	26%	35%	9%	26%	5%
	i) Programs for students at risk of dropping out of school	21%	40%	5%	27%	7%
	j) Summer school programs	26%	39%	3%	30%	2%
	k) Alternative education programs	12%	38%	4%	30%	16%
	l) "English as a second language" program	18%	45%	4%	22%	12%
	m) Career counseling program	30%	42%	5%	12%	11%
	n) College counseling program	24%	17%	5%	41%	14%
	o) Counseling the parents of students	15%	22%	12%	30%	21%
	p) Dropout prevention program	13%	41%	4%	37%	6%
11.	Parents are immediately notified if a child is absent from school.	18%	30%	7%	37%	7%
12.	Teacher turnover is low.	13%	28%	12%	40%	7%
13.	Highly qualified	24%	36%	7%	27%	6%

	teachers fill job openings.					
14.	A substitute teacher rarely teaches my child.	24%	36%	4%	30%	6%
15.	Teachers are knowledgeable in the subject areas they teach.	11%	31%	5%	42%	11%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	14%	27%	2%	42%	15%
17.	Students have access, when needed, to a school nurse.	15%	28%	2%	44%	11%
18.	Classrooms are seldom left unattended.	21%	34%	5%	32%	9%
19.	The district provides a high quality education.	18%	35%	8%	31%	8%
20.	The district has a high quality of teachers.	17%	26%	5%	40%	13%

C. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21.	The district regularly communicates with parents.	13%	38%	15%	23%	11%
22.	District facilities are open for community use.	19%	31%	6%	29%	15%
23.	Schools have plenty of volunteers to help students and school programs.	15%	39%	2%	14%	31%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	16%	30%	6%	42%	7%
25.	Schools are clean.	10%	22%	11%	42%	15%
26.	Buildings are properly maintained in a timely manner.	15%	28%	4%	41%	13%
27.	Repairs are made in a timely manner.	14%	27%	8%	40%	12%
28.	The district uses very few portable buildings.	11%	44%	20%	18%	7%
29.	Emergency maintenance is handled expeditiously.	18%	29%	6%	46%	2%

E. Asset and Risk Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
30.	My property tax bill is reasonable for the educational services delivered.	15%	26%	5%	50%	4%
31.	Board members and administrators do a good job explaining the use of tax dollars.	19%	34%	12%	20%	15%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
32.	Site-based budgeting is used effectively to extend the involvement of principals and	5%	33%	9%	42%	12%

	teachers.					
33.	Campus administrators are well trained in fiscal management techniques.	21%	30%	5%	39%	5%
34.	The district's financial reports are easy to understand and read.	18%	35%	8%	32%	7%
35.	Financial reports are made available to community members when asked.	9%	20%	20%	33%	18%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36.	Students are issued textbooks in a timely manner.	18%	27%	3%	39%	14%
37.	Textbooks are in good shape.	11%	27%	8%	45%	100%
38.	The school library meets student needs for books and other resources.	23%	35%	5%	33%	4%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	My child regularly purchases his/her meal from the cafeteria.	19%	39%	7%	27%	8%
40.	The school breakfast program is available to all children.	29%	38%	9%	15%	10%
41.	The cafeteria's food looks and tastes good.	26%	43%	7%	14%	11%

42.	Food is served warm.	22%	28%	17%	17%	16%
43.	Students have enough time to eat.	15%	26%	7%	41%	12%
44.	Students eat lunch at the appropriate time of day.	14%	22%	7%	40%	17%
45.	Students wait in food lines no longer than 10 minutes.	12%	23%	4%	46%	15%
46.	Discipline and order are maintained in the school cafeteria.	18%	30%	5%	31%	16%
47.	Cafeteria staff is helpful and friendly.	18%	20%	10%	31%	21%
48.	Cafeteria facilities are sanitary and neat.	16%	22%	7%	51%	4%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.	19%	25%	5%	31%	21%
50.	The bus driver maintains discipline on the bus.	15%	30%	7%	44%	4%
51.	The length of the student's bus ride is reasonable.	12%	27%	9%	44%	8%
52.	The drop-off zone at the school is safe.	29%	40%	11%	8%	12%
53.	The bus stop near my house is safe.	16%	28%	12%	41%	3%
54.	The bus stop is within walking distance from our home.	10%	23%	18%	45%	4%
55.	Buses arrive and depart on time.	12%	29%	3%	53%	3%

56.	Buses arrive early enough for students to eat breakfast at school.	23%	37%	3%	35%	2%
57.	Buses seldom break down.	5%	37%	21%	35%	2%
58.	Buses are clean.	16%	38%	10%	27%	10%
59.	Bus drivers allow students to sit down before taking off.	28%	36%	4%	30%	3%
60.	The district has a simple method to request buses for special events.	22%	44%	12%	11%	11%

J. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	19%	40%	11%	24%	7%
62.	School disturbances are infrequent.	22%	36%	6%	34%	2%
63.	Gangs are not a problem in this district.	14%	34%	10%	31%	11%
64.	Drugs are not a problem in this district.	15%	29%	22%	16%	18%
65.	Vandalism is not a problem in this district.	23%	34%	15%	11%	17%
66.	Security personnel have a good working relationship with principals and teachers.	19%	32%	5%	38%	7%
67.	Security personnel are respected and liked by the students they serve.	18%	24%	11%	43%	4%
68.	A good working arrangement exists between the local law	20%	29%	15%	32%	4%

	enforcement and the district.					
69.	Students receive fair and equitable discipline for misconduct.	27%	36%	12%	14%	12%
70.	Safety hazards do not exist on school grounds.	19%	27%	12%	32%	10%

K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71.	Teachers know how to teach computer science and other technology-related courses.	16%	23%	14%	43%	4%
72.	Computers are new enough to be useful to teach students.	18%	25%	13%	41%	3%
73.	The district meets student needs in computer fundamentals.	30%	22%	11%	29%	8%
74.	The district meets student needs in advanced computer skills.	32%	24%	9%	19%	16%
75.	Students have easy access to the internet.	35%	29%	16%	5%	15%

Appendix B

PARENT SURVEY RESULTS

PART C: VERBATIM

- I have lived here for about 2-1/2 years. My daughter goes to school in Kenedy.
- The teachers at the high school are doing a good job with my daughter. It is the superintendent that has not helped my daughter and I feel that her education is on the line. Our superintendent needs to back up the teachers and stop giving the community and his staff problems.
- The Kenedy high school needs a principal who keeps his word instead of trying to please everyone, does what he needs to do.
- Thank you for sending me this survey. It was nice hearing from you.
- Most of the teachers that we have are dedicated and do their best with what they have to ensure that our students receive a well-rounded education. I would like to see less emphasis on athletics (do we really need 9-10 coaches) and more variety in vocational opportunities (mechanics, speech and debate, etc.). Kids rarely grow up to be sports figures but they need more exposure in ways to make a living when they get out of school.
- Our school is well run right and the people who teach our children are very nice people. As long as I have been living in this school district, we have been very happy with the jobs they have been doing. Thank you so much.
- High school counselor needs to help the 12th grade graduates with scholarships, one-on-one. The counselor is weak in that area. Teachers in grades 1-5 not to be hard or give up on Hispanic children. You know that is where it starts, how kids feel about themselves and where their life ends up.
- My opinion is that the coaches should pay more attention to the children if they have any medical problems before they make them run.
- My child is in kindergarten so I do not know about the other campuses too much. As for the elementary, I am very satisfied with all aspects of the school. Her teacher is a remarkable woman and all her children and parents adore her. There are some problems with the administration office (superintendent). It is very sad that our district may lose four valuable teachers due to this.
- The high school needs to better prepare the students for college calculus courses. Our daughter was ill-prepared for college calculus. Her first semester she had to drop calculus because she had a low grade.

- I am concerned about our present superintendent and all of the controversy since his employment. He is not a very friendly man and does not involve himself in the community. I highly respect our school administrators and teachers and for whatever reason some of them are choosing to leave our district. I feel the reason is our new superintendent and the way he chooses to conduct business. It seems we had a district that was not perfect but was community-minded and peaceful before this superintendent arrived. What a shame.
- The only concern that I have is the principal and some of the school board members and teachers not being able to get along with the superintendent. We have a great superintendent. They need to grow up and stop acting like children. The superintendent is doing an excellent job.
- My child is a freshman at Kennedy High School and I graduated from there. Never have I seen the school in such a sad condition, both in appearance and atmosphere. My opinion is that it needs to start from the campus administrator and he is not meeting the students' needs or the teachers'. All he has worried about is himself for the past two years or rather his job. He needs to be an example to the students as far as being respectful to his supervisors (superintendent) and getting along with people in this world. If he leaves I feel things will improve.
- I am very concerned for our school district. My husband and I are Kennedy ISD graduates as well as my daughter. My son will graduate in May of this year. It upsets me to see what our schools are becoming. Our superintendent has no respect for the majority of our teachers. The teacher morale in all schools is very low. I feel that everyone is so concerned with the superintendent's actions that they cannot focus on their jobs. I read a letter that the superintendent wrote to all elementary teachers and I felt that the letter was very threatening. The letter was later rescinded but the damage was done. My family has a lot of respect for the high school principal and teachers. They have worked with us throughout my children's high school careers. I do not feel that the high school counselor does a good job, yet I only hear good things about the other counselors. Last year I had a personal experience with our superintendent. We had a conversation and he gave me his word on something, yet, as soon as he hung up the phone from our conversation, he broke his word and he acted on something that he said he would not act upon. I confronted him again, and he lied to me about his actions. I do not trust this man. It scares me that he heads up our schools. Our school board meetings are a joke. The education of our children is not a priority of our school board because there is so much bickering. Parliamentary procedures are not followed at school board meetings. My children's tenure in

Kenedy ISD has, for the most part, been a very worthwhile and positive experience. Since 1999, I feel that the school environment has deteriorated. I hope that decisions will be made where the children's best interests will once again be the primary concern of our school district.

- I have a child in each of the Kenedy ISD schools. On the elementary school level I feel that all of my child's needs are met. The school is very clean. The teachers' and principals' morale is low due to the fact that the superintendent is constantly harassing them. On the middle school level my child's educational needs are being met. The cafeteria at the middle school is very unclean. The food being served is not palatable. On the high school level my child's educational needs are being met. I do not feel that the high school counselor does her job in guiding our children towards their college careers. Our high school principal is highly respected by the students. I wish that our school system could offer the same opportunities and classes that the larger school systems offer. My children are all high achievers. In section A of the parent survey one of the first statements is, "The superintendent is a respected and effective instructional leader". Our superintendent lacks respect in our school district. Our school board is divided. It has a few men who will listen to the concerns of the community, but the majority will not listen. There was an article in this week's newspaper concerning a dispute between our high school principal and superintendent over a purchase order for two cakes for the high school's open house. The cakes only cost \$50.00, but since the purchase order was supposedly wrong, our high school principal was reprimanded and may not have his contract renewed. At the open house, my friends and I witnessed the superintendent and school board president cut in front of a lot of people to get a piece of cake. I'll bet he enjoyed it too. Our superintendent is always handling our grievances. Our school board spends most of their time dealing with grievances and very little time on school and educational needs. Our superintendent has also caused dissension between our athletic director and high school principal. The superintendent made himself over the athletic department and director. The high school principal has no authority at athletic events. At a recent basketball play-off game, one of our players took a swing at an opposing player. The girl was ejected from the game but she received no discipline for her actions. Our school lacks a good discipline program. I wish that our school board could spend more time dealing with the needs of our children and school and less time on petty grievances that could be handled differently. My family has lived in Kenedy for many years. We are active in our church and all other aspects of life. Our school system has become a very real concern of this community and ours. With this

superintendent I'm not sure that we will want to continue to live in Kenedy.

- I feel the board does not listen to the parents and community. The superintendent is not friendly with parents. Computers are available but instruction is not sufficient. Elementary staff is cordial and willing to explain things to parents. Principals are concerned about instruction and safety. I have not heard any instructional leadership from the superintendent.
- Comments I have: Some teachers and coaches can act like professionals if they want to. They treat athletes and students like a bunch of animals. Coaches and teachers play a lot of favoritism. If teachers and coaches show respect towards the students then the students can show respect towards them. Remember, these students are our future. The way they are being treated is not like an American school. It is like a school in a communist country. Got too many counterfeit teachers.
- Title I dyslexia parents are not being taught how to deal with their children. They are not meeting the needs of some students. The person or persons who should be monitoring these programs. They retain students while no real teaching has been done. A student was retained in the 5th grade for not passing reading assessment and math also. She had been assessed in earlier years but not after. They violated her rights and that of parents. They then told the mother that she would be retained. Principals are disciplining who they want to. Teachers are going along with this because they are doing it also. Where are the people that are supposed to be monitoring? There are so many awful things going on and no one seems to want to intervene for some of these students. Sometimes they are being retaliated against according to who your parents are. Teachers are not teaching because they or some of them are not certified to teach certain subjects. Please check. Parents are allowing some of these teachers to be disrespectful, ugly, being yelled at. Is anyone watching besides parents? Principals at elementary and high school are doing very inappropriate things to some parents. I am thoroughly convinced that staff are provoking some students because they don't want them in the classroom. Is anyone checking out these people? Are they truly helping all students? Parents can't help their students because of lack of training. Parents are always told to work with schools. Teachers have training and are professionals yet they feel that parents don't really know anything of their children. No parent training is available to my knowledge. Students harass other students but some principals and some teachers are also doing the exact same thing to students that are not likeable. Some students don't have a chance when parents are illiterate about laws and education. Some

teachers are just as responsible for these killings at schools. They don't even know what is actually going on at school.

- My main concern is the superintendent's way of doing his job. He is rude, unfriendly when seen in public. He is very unfair. The classes never seem to have enough money for projects. All or most of the staff complain about him and so do the people in the community. I would hate to see good teachers leave because of such an inadequate superintendent. I looked forward to my children attending KISD but not anymore with him there. It really scares me. He doesn't care about the kids and neither do the few members of the school board who follow him.
- I feel at this time we have highly qualified teachers but because of the superintendent and school board, after this year our schools will no longer be of any quality much less high quality. If something is not done about the superintendent and several board members we might as well pick up and move. I love living in a small town with small schools but I think that has become a thing of the past.
- Instead of putting all their efforts towards students, elementary teachers and principals are more concerned about who will be next in filing grievances against the superintendent. That is all you hear in the board meetings and read in the newspaper. Are they not aware that people see what their main concern is: themselves.
- The overall educational performance of Kennedy ISD has been "above average" in the past. Recently, within the last two years, the quality of the educational environment has declined dramatically. I, as well as several other parents and taxpayers, credit this to the superintendent. The superintendent has proceeded to undermine the other administrators within our district. It is my understanding that any school district's first priority is to educate the children. This is not taking place in KISD as the "highest" administrator is doing things to facilitate his authoritative position while leaving the other administrators constantly concerned as to what approach the superintendent will take next. He has caused all employees of the district to be on the defensive. The administrators and educators are unable to fully devote their time to the duties of educating our future adults. I am extremely concerned as to the direction that KISD might be heading if the current problems are not immediately addressed. I am hoping that your audit will present alternatives to our school board that will open their eyes and put an immediate stop to the "highest" administrator's antics.
- I feel fine with the education my children are receiving at KISD. My only concern is the fact that all our principals (good principals) will probably leave because of our superintendent. It is amazing how one person can come in and cause so much turmoil. It is amazing how well our schools are being run considering the lack

of support from their boss. Financially our schools are probably okay. The "Super" writes principals up for spending anything. Ask our high school principal. You'd think they would have some kind of limit of spending before they would need the "Super's" okay. I am afraid for our schools, community but mostly our children. I pray somehow we will overcome this before good people leave us. Thank you.

- In my opinion our superintendent is interfering with the education of our children. He is a tyrant set on making himself all-powerful. He is making the lives of some of our best principals and teachers worry more about his silly egotistical rules instead of what is best for the children. It is his behavior that has cost us one excellent principal and other excellent teachers. Another principal is looking for a more amiable workplace.
- Principals do a great job notifying me when necessary. But the superintendent won't even take time to see me. Doesn't speak to me and my family.
- Superintendent has low character and is not an effective leader. Majority of school board members do not have the students' best interest at heart. Discipline is not adequate and I do fear for my children's safety. Also, classroom disruptions take quite a bit of time away from instruction. Too much emphasis on TAAS, but this is the state's not the district's fault.
- Sometimes the kids are not handled properly in terms of punishing them. The teachers do not communicate with parents as much as I'd like them to. I'm somewhat dissatisfied.
- There is much turmoil in the Kenedy ISD; much more than normal and in several years or decades combined. The common denominator to the problem is the superintendent. Superintendent is destroying the integrity of our school. It appears the current school board doesn't know how to deal with him. It's like they are afraid of him. A quick check into his past record or place of employment revealed much the same --trouble maker. Why this wasn't checked into prior to hiring is unknown. Nevertheless this is not the issue at hand. This school district needs big brothers help. Superintendent doesn't cooperate with the other staff. It appears he has personal motives in a place (of public education) where he is supposed to be working for others - children and parents. There are a lot of good, good teachers leaving - the kind that make or comprise the core body. This will be felt for a long time and who's going to be hurt? The children. Superintendent is not equal or fair. He knows how to use the system. He should have been a lawyer. This district needs your help. It takes a long time to build integrity and trust in a public institution, something that this small town has been working toward for generations. Superintendent, in a few short months, is destroying this all.

- To have good equipment for the senior high athletic boys, not old equipment. To have more aides for teachers to help with students. To let people that work as subbing that don't have high school development to help as an aide with teachers and bus drivers with special ed kids that is already subbing in the school cafeteria to help out more with teachers and students. To treat every student equally.
- Kids nowadays need to respect elders. There is no respect nowadays. Some kids need to be disciplined and also there needs to be prayer in schools. Thank you.
- My concerns were only two at this time. More teachers or teacher helpers are needed to assist in the cafeteria. There was an incident one morning where this older child scared my son to where he had to give up his breakfast and has not returned to eat his free breakfast in the mornings anymore. The other is at the junior high school. There is an awful smell in the girls' showers. My daughter has complained several times but no one ever does anything. She thinks it's either the water or the surroundings of the walls and floors.
- This is a letter I thought of placing in our local paper. I am a mother of children at each campus within our school district. I am extremely disturbed and dissatisfied with what has been going on in Kenedy. It has appeared that there has been much turmoil since the departure of our prior superintendent. Sure, there were conflicts with our prior superintendent, but things were settled. Maybe not to everyone's satisfaction, but settled where there was no need to grieve against him month after continuous month at school board meetings. I have attended nearly every meeting since our school board was restructured last May. There were three items placed on the very first agenda that our new school board members were able to take action. All placed by one new board member. One item was to rescind a policy that was just approved the month before on the hiring and supervising of relatives. Help me out with this, but do these new members not see that there could arise problems if a supervisor makes the ultimate decision and sides with their relative? Our new board members rescinded this policy with no questions asked. Second item was bringing back an audit of school money during a time that an investigation had already been done and settled. A third item was extending the superintendent's contract when his contract had just previously not been renewed by the board. But instead of asking questions or waiting a while for our new members to evaluate him, they not only extended his contract one year but two more without any form of evaluation. Sounds political, Huh? What continues to puzzle me is how our school board can listen to grievances month after month and seem not to be concerned to take some action. I am talking about the

board in general because it is a majority that approves decisions that are important and to individualize would not be fair. Speaking of fair, is it fair that our administrators' contracts were not recommended for renewal by the superintendent? Why not? I would like to know. Is it retaliation because two principals had a grievance against the superintendent? It seems to me that these two new first-year and second-year principals have not been supported and guided by the supervisor. How did they all rate on their appraisals? How can they all not be qualified on their job performance for contract renewal? If they are failing as administrators does that define that our superintendent is failing as well? He must be, wouldn't you think so? There have been other grievances. Nearly all the elementary teachers had a grievance by being directed not to talk to school board members. **WRONG**. Two elementary teachers have had a grievance against the superintendent. It is amazing how well our schools have been operating considering the constant harassment that is dealt to our administrators and other employees of the district. These employees are afraid to talk to board members for fear of retaliation or job loss. How can anyone be asked to continue to work in an environment such as this? Do they deserve it? You as parents and taxpayers better take notice. I am here to tell you that we will lose our good administrators. If we lose our good administrators we will probably lose good teachers as well. Our teachers and principals work well together. Do we want this for our children and community? What kind of teachers and principals will be working with our children if no one wants to come to a district with turmoil and a harassing environment? I have been extremely pleased with all three campuses. We as parents and taxpayers had better get involved for the betterment of our schools. Let's get back to the business of teaching our children. Please call all the school board members and voice your concerns. Attend the school board meetings. They are held every second Monday of the month at 6:00 P.M. in the Middle School Cafeteria. School board meetings are open to the public. Anyone can request an item to be placed on the agenda 72 hours prior to the meeting should you want the board to take some action. Anyone can also speak under public comments with no action to be taken by the board if you would like to just voice your concerns. I am asking that the students, parents and taxpayers please get involved. Let the school board know how much we want to keep our administrators. Remember, we parents and taxpayers vote for our school board. Only if you live in the districts that are up for election may you vote or run for the board. If no one in that district runs for election then anyone may run in that district. Districts one and seven are up for election. Our next election is May 5, 2001. You must file to run for election

by mid March. Ask questions such as: "Can I run?" "Can I vote?" "Where do I file to run?" "When is the deadline for filing?" Please get involved. This is important. We are in a state of emergency. Please don't take my concerns lightly. I am very worried about the future of Kenedy ISD. I am tired of hearing people outside of Kenedy speak negatively about our town and schools. I am proud to live here and would like for our town, community and schools be recognized for excellence. Our school board members are: Majin Villanueva, President; Florencio Jaramillo, Vice President; Billy Shortner, Secretary, Vernon Clanton, Walter Long, Carl Lundquist and Hank Whitman. Thank you for your time. Please find a way to help us.

- I feel that the superintendent should take a better look at how the parents feel about the teachers. I believe we the parents know how to cherish and value our good, hard working teachers that work with our children. They work with them and not against them.
- When my older daughter was in school, she was dropped out because of too many absences. I was never notified of them. She no longer wanted to go back and she was only 16 going on 17. She didn't go back. They never called to see why she didn't go back. They don't work with dropouts. Thank you.
- We feel that Kenedy ISD is in trouble. It starts at the top. We moved to a small community for a better education for our children and the top administrators in this district are forgetting why they chose education as their career field. They need to stop bickering and arguing over petty things and start thinking and realizing what they are doing to our children, the reason they are in their positions. Something has to be done or we are going to lose very talented teachers.
- As a parent, I feel totally left out of the instructional process at KHS.
- I disagree with how teachers treat children when other students or parents are not knowing how they are being treated.
- Kenedy ISD has many wonderful teachers and I feel my child is receiving a good education.
- I can't believe that no one in our school system feels obligated to call Child Protective Services. Teachers have complained to the board about things that they admitted happened. One teacher pulled a child's hair because of her having a lot of frustration and pinched another student. Two teachers and an elementary principal also knew of a student that was placed in a dyslexia program but no one monitored. The girl and mother were not aware of 504 or IDEA. The parent knew that her daughter needed help. If meetings were held they never included the parent. A teacher also was frustrated and kicked a boy. Nothing has been done to the teachers. The board of trustees have not even given a just decision. Who is

in charge of reporting incidents of child or student abuse? High school principal has allowed an English teacher to run students out of class. They are told to leave class. Fails to tell them where to go. They go anywhere except class. There have been a lot of grievances against the superintendent. Principals and teachers not wanting to do their work and lack of cooperation are usually the issues. The superintendent is not given any respect as their superior. These teachers are more worried about being reprimanded and forget they have students to teach and provide help as needed. These administrators are not helping my daughters with getting an appropriate education.

Appendix C

PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

Demographic Data

1.	Gender (Optional)	Male	Female					
		60.0%	40.0%					
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other		
		40.0%	0.0%	40.0%	0.0%	20.0%		
3.	How long have you been employed by Kenedy ISD?	1-5 Years	6-10 Years	11-15 Years	16-20 Years	20+ Years		
		20.0%	20.0%	60.0%	0.0%	0.0%		
4.	What grades are taught in your school?	PK	K	1	2	3	4	5
		0.0%	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%
		6	7	8	9	10	11	12
		20.0%	20.0%	40.0%	40.0%	40.0%	40.0%	40.0%

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	0%	83%	0%	0%	17%
2.	School board members listen to the opinions and desires of others.	0%	17%	0%	60%	23%
3.	School board members understand their role as policymakers and stay out of the day-to-day management of the district.	0%	0%	0%	17%	83%

4.	The superintendent is a respected and effective instructional leader.	0%	0%	0%	17%	83%
5.	The superintendent is a respected and effective business manager.	0%	0%	0%	40%	60%
6.	Central administration is efficient.	0%	40%	0%	0%	60%
7.	Central administration supports the educational process.	0%	40%	0%	0%	60%
8.	The morale of central administration staff is good.	0%	0%	0%	40%	60%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Education is the main priority in our school district.	0%	40%	0%	40%	20%
10.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	0%	100%	0%	0%	0%
11.	The needs of the college-bound student are being met.	0%	100%	0%	0%	0%
12.	The needs of the work-bound student are being met.	0%	50%	50%	0%	0%
13.	The district provides curriculum guides for all grades and subjects.	0%	60%	0%	40%	0%
14.	The curriculum guides are appropriately aligned and coordinated.	0%	40%	0%	60%	0%

15.	The district's curriculum guides clearly outline what to teach and how to teach it.	20%	40%	0%	40%	0%
16.	The district has effective educational programs for the following:	0%	100%	0%	0%	0%
	a) Reading	0%	100%	0%	0%	0%
	b) Writing	0%	100%	0%	0%	0%
	c) Mathematics	0%	80%	0%	20%	0%
	d) Science	0%	100%	0%	0%	0%
	e) English or Language Arts	0%	100%	0%	0%	0%
	f) Computer Instruction	0%	60%	0%	40%	0%
	g) Social Studies (history or geography)	0%	60%	0%	40%	0%
	h) Fine Arts	0%	60%	0%	40%	0%
	i) Physical Education	0%	60%	0%	40%	0%
	j) Business Education	0%	60%	0%	40%	0%
	k) Vocational (Career and Technology) Education	0%	60%	0%	40%	0%
	l) Foreign Language	0%	20%	40%	40%	0%
17.	The district has effective special programs for the following:					
	a) Library Service	0%	100%	0%	0%	0%
	b) Honors/Gifted and Talented Education	0%	80%	0%	20%	0%
	c) Special Education	0%	100%	0%	0%	0%
	d) Head Start and Even Start programs	0%	100%	0%	0%	0%
	e) Dyslexia program	0%	60%	0%	40%	0%
	f) Student mentoring program	0%	60%	0%	40%	0%

	g) Advanced placement program	0%	40%	0%	60%	0%
	h) Literacy program	0%	80%	20%	0%	0%
	i) Programs for students at risk of dropping out of school	0%	40%	20%	40%	0%
	j) Summer school programs	0%	80%	0%	20%	0%
	k) Alternative education programs	0%	100%	0%	0%	0%
	l) "English as a second language" program	0%	40%	20%	20%	20%
	m) Career counseling program	0%	60%	20%	20%	0%
	n) College counseling program	0%	80%	0%	20%	0%
	o) Counseling the parents of students	0%	40%	20%	40%	0%
	p) Drop out prevention program	0%	40%	0%	60%	0%
18.	Parents are immediately notified if a child is absent from school.	20%	80%	0%	0%	0%
19.	Teacher turnover is low.	0%	20%	0%	60%	20%
20.	Highly qualified teachers fill job openings.	20%	20%	0%	20%	40%
21.	Teachers are rewarded for superior performance.	0%	20%	0%	20%	60%
22.	Teachers are counseled about less than satisfactory performance.	0%	100%	0%	0%	0%
23.	All schools have equal access to educational materials such as computers. television	0%	100%	0%	0%	0%

	monitors, science labs and art classes.					
24.	Students have access, when needed, to a school nurse.	0%	100%	0%	0%	0%
25.	Classrooms are seldom left unattended.	0%	100%	0%	0%	0%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	District salaries are competitive with similar positions in the job market.	20%	20%	0%	60%	0%
27.	The district has a good and timely program for orienting new employees.	0%	20%	0%	20%	60%
28.	Temporary workers are rarely used.	0%	20%	0%	40%	40%
29.	The district successfully projects future staffing needs.	0%	20%	0%	40%	40%
30.	The district has an effective employee recruitment program.	0%	20%	0%	40%	40%
31.	The district operates an effective staff development program.	0%	40%	0%	20%	40%
32.	District employees receive annual personnel evaluations.	0%	20%	0%	40%	40%
33.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for	0%	20%	0%	40%	40%

	promotion.					
34.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0%	20%	0%	60%	20%
35.	The district has a fair and timely grievance process.	0%	40%	0%	40%	20%
36.	The district's health insurance package meets my needs.	0%	40%	0%	20%	40%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	The district regularly communicates with parents.	0%	80%	0%	20%	0%
38.	Schools have plenty of volunteers to help student and school programs.	0%	40%	0%	60%	0%
39.	District facilities are open for community use.	0%	100%	0%	0%	0%

F. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	0%	20%	40%	40%	0%
41.	Schools are clean.	0%	100%	0%	0%	0%
42.	Buildings are properly maintained in a timely	0%	60%	0%	40%	0%

	manner.					
43.	Repairs are made in a timely manner.	0%	80%	0%	0%	20%
44.	Emergency maintenance is handled promptly.	0%	100%	0%	0%	0%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	0%	100%	0%	0%	0%
46.	Campus administrators are well trained in fiscal management techniques.	0%	80%	0%	20%	0%
47.	Financial resources are allocated fairly and equitably at my school.	0%	100%	0%	0%	0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
48.	Purchasing gets me what I need when I need it.	0%	40%	0%	60%	0%
49.	Purchasing acquires high quality materials and equipment at the lowest cost.	0%	80%	0%	20%	0%
50.	Purchasing processes are not cumbersome for the requestor.	0%	60%	0%	40%	0%
51.	The district provides teachers and	0%	60%	0%	40%	0%

	administrators an easy-to-use standard list of supplies and equipment.					
52.	Students are issued textbooks in a timely manner.	0%	100%	0%	0%	0%
53.	Textbooks are in good shape.	0%	80%	0%	20%	0%
54.	The school library meets student needs for books and other resources.	0%	100%	0%	0%	0%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	The cafeteria's food looks and tastes good.	0%	20%	0%	20%	60%
56.	Food is served warm.	0%	80%	0%	20%	0%
57.	Students have enough time to eat.	0%	80%	0%	20%	0%
58.	Students eat lunch at the appropriate time of day.	0%	80%	0%	20%	0%
59.	Students wait in food lines no longer than 10 minutes.	0%	80%	0%	20%	0%
60.	Discipline and order are maintained in the school cafeteria.	0%	80%	0%	20%	0%
61.	Cafeteria staff is helpful and friendly.	0%	80%	0%	0%	20%
62.	Cafeteria facilities are sanitary and neat.	0%	80%	0%	20%	0%

I. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The drop-off zone at the school is safe.	0%	80%	0%	20%	0%
64.	The district has a simple method to request buses for special events.	0%	100%	0%	0%	0%
65.	Buses arrive and leave on time.	0%	100%	0%	0%	0%
66.	Adding or modifying a route for a student is easy to accomplish.	0%	100%	0%	0%	0%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
67.	Students feel safe and secure at school.	20%	80%	0%	0%	0%
68.	School disturbances are infrequent.	20%	60%	0%	20%	0%
69.	Gangs are not a problem in this district.	20%	80%	0%	0%	0%
70.	Drugs are not a problem in this district.	0%	40%	40%	0%	20%
71.	Vandalism is not a problem in this district.	0%	60%	20%	20%	0%
72.	Security personnel have a good working relationship with principals and teachers.	20%	40%	40%	0%	0%
73.	Security personnel are respected and liked by the students they serve.	0%	60%	40%	0%	0%
74.	A good working arrangement exists between local law enforcement and the	0%	40%	20%	20%	0%

	district.					
75.	Students receive fair and equitable discipline for misconduct.	0%	60%	0%	40%	0%
76.	Safety hazards do not exist on school grounds.	20%	40%	0%	40%	0%

K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77.	Students regularly use computers.	20%	60%	0%	20%	0%
78.	Students have regular access to computer equipment and software in the classroom.	40%	40%	0%	20%	0%
79.	Computers are new enough to be useful for student instruction.	40%	40%	0%	20%	0%
80.	The district meets student needs in computer fundamentals.	0%	40%	0%	40%	20%
81.	The district meets student needs in advanced computer skills.	0%	60%	0%	40%	0%
82.	Teachers know how to use computers in the classroom.	20%	60%	0%	20%	0%
83.	Teachers and students have easy access to the Internet.	0%	80%	0%	20%	0%

Appendix C

PRINCIPAL AND ASSISTANT PRINCIPAL SURVEY RESULTS

PART C: VERBATIM

- I am very concerned about the future of our district. It saddens me each day to witness unethical behavior with certain board members and higher administration. The community has become divided and many qualified "good" people are looking to leave the district. Educational focus is not a priority right now. I feel there is no support or backing for administrators and teachers. The chain of command is non-existent. I love our kids in Kenedy and unfortunately they are the ones suffering. In eleven years of education I have never felt this way. We have been so concerned with the district's status.
- There is no district leadership. A goal or a vision for our district has not been communicated to administrative staff or district staff. Educational performance and student achievement do not seem to be of a major concern. The only comment from district leadership regarding educational performance is, "they need to bring up those TAAS scores." Not we, but they. Doesn't that say it all?
- The superintendent has willingly compromised the quality of education our special education students receive. He is satisfied with letting a long-term substitute that is not degreed teach the second semester, rather than fill it with a certified teacher. His reasoning is that we could not find a certified special ed teacher. Yes, he is saving money, but at whose expense?

Appendix D

STUDENT SURVEY RESULTS

Demographic Data

1.	Gender (Optional)	Male	Female			
		48%	52%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other
		47%	3%	50%	0%	0%
3.	What is your classification?	Junior	Senior			
		61%	39%			

A. Educational Service Delivery and Performance Measurement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The needs of the college-bound student are being met.	31%	19%	6%	30%	14%
2.	The needs of the work-bound student are being met.	15%	25%	5%	43%	11%
3.	The district has effective educational programs for the following:					
	a) Reading	24%	19%	4%	41%	12%
	b) Writing	15%	24%	38%	23%	0%
	c) Mathematics	15%	28%	28%	21%	8%
	d) Science	25%	34%	25%	15%	1%
	e) English or Language Arts	16%	39%	20%	25%	0%
	f) Computer Instruction	8%	25%	21%	35%	11%
	g) Social Studies (history or geography)	4%	25%	14%	25%	32%

	h) Fine Arts	21%	32%	15%	18%	14%
	i) Physical Education	15%	51%	26%	8%	0%
	j) Business Education	32%	45%	12%	11%	0%
	k) Vocational (Career and Technology) Education	19%	53%	18%	8%	2%
	l) Foreign Language	21%	42%	13%	16%	8%
4.	The district has effective special programs for the following:					
	a) Library Service	20%	18%	12%	37%	14%
	b) Honors/Gifted and Talented Education	2%	32%	11%	46%	9%
	c) Special Education	3%	41%	15%	31%	10%
	d) Student mentoring program	4%	58%	9%	22%	7%
	e) Advanced placement program	4%	22%	14%	44%	16%
	f) Career counseling program	9%	44%	26%	16%	5%
	g) College counseling program	6%	43%	8%	22%	9%
5.	Students have access, when needed, to a school nurse.	23%	25%	4%	33%	15%
6.	Classrooms are seldom left unattended.	29%	17%	1%	36%	18%
7.	The district provides a high quality education.	24%	21%	8%	39%	8%
8.	The district has high quality teachers.	21%	17%	4%	46%	11%

B. Facilities Use and Management

Survey Questions	Strongly	Agree	No	Disagree	Strongly
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		Agree		Opinion		Disagree
9.	Schools are clean.	13%	23%	2%	46%	16%
10.	Buildings are properly maintained in a timely manner.	19%	27%	4%	40%	10%
11.	Repairs are made in a timely manner.	20%	23%	4%	37%	16%
12.	Emergency maintenance is handled timely.	16%	25%	11%	37%	11%

C. Purchasing and Warehousing

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.	20%	24%	14%	29%	12%
14.	Students are issued textbooks in a timely manner.	28%	20%	13%	21%	19%
15.	Textbooks are in good shape.	18%	19%	13%	43%	7%
16.	The school library meets student needs for books and other resources.	15%	26%	13%	35%	10%

D. Food Services

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	22%	16%	16%	26%	20%
18.	The cafeteria's food looks and tastes good.	17%	20%	19%	36%	8%
19.	Food is served warm.	25%	21%	15%	24%	16%

20.	Students have enough time to eat.	15%	20%	11%	41%	13%
21.	Students eat lunch at the appropriate time of day.	11%	34%	11%	37%	7%
22.	Students wait in food lines no longer than 10 minutes.	17%	18%	14%	36%	15%
23.	Discipline and order are maintained in the school cafeteria.	13%	25%	16%	41%	6%
24.	Cafeteria staff is helpful and friendly.	17%	36%	4%	32%	11%
25.	Cafeteria facilities are sanitary and neat.	27%	29%	3%	23%	18%

E. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	29%	26%	3%	24%	18%
27.	The bus driver maintains discipline on the bus.	16%	29%	11%	34%	11%
28.	The length of my bus ride is reasonable.	18%	26%	13%	28%	15%
29.	The drop-off zone at the school is safe.	12%	23%	9%	49%	7%
30.	The bus stop near my house is safe.	18%	24%	8%	39%	11%
31.	The bus stop is within walking distance from our home.	20%	27%	16%	24%	13%
32.	Buses arrive and leave on time.	7%	33%	9%	46%	5%
33.	Buses arrive early enough for students to	19%	24%	13%	32%	12%

	eat breakfast at school.					
34.	Buses seldom break down.	12%	28%	17%	35%	8%
35.	Buses are clean.	9%	33%	15%	37%	6%
36.	Bus drivers allow students to sit down before taking off.	13%	33%	15%	33%	7%

F. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	16%	26%	14%	34%	10%
38.	School disturbances are infrequent.	13%	23%	13%	42%	9%
39.	Gangs are not a problem in this district.	14%	23%	9%	47%	8%
40.	Drugs are not a problem in this district.	16%	20%	12%	42%	10%
41.	Vandalism is not a problem in this district.	7%	28%	15%	44%	7%
42.	Security personnel have a good working relationship with principals and teachers.	9%	23%	16%	43%	10%
43.	Security personnel are respected and liked by the students they serve.	9%	17%	12%	52%	10%
44.	A good working arrangement exists between the local law enforcement and the district.	5%	16%	12%	64%	3%
45.	Students receive fair and equitable discipline for misconduct.	8%	14%	15%	58%	5%

46.	Safety hazards do not exist on school grounds.	12%	21%	15%	45%	7%
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G. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47.	Students have regular access to computer equipment and software in the classroom.	15%	23%	11%	42%	9%
48.	Teachers know how to use computers in the classroom.	16%	16%	9%	51%	8%
49.	Computers are new enough to be useful for student instruction.	3%	20%	12%	61%	5%
50.	The district offers enough classes in computer fundamentals.	4%	21%	11%	59%	5%
51.	The district meets student needs in advanced computer skills.	8%	22%	15%	52%	4%
52.	Teachers and students have easy access to the Internet.	6%	18%	12%	57%	7%

Appendix D

STUDENT SURVEY RESULTS

PART C: VERBATIM

- The principal is slow because a guy was picking on me and the principal was slow to handle the situation. Then when I got the nerve to take matters into my own hands I got punished and then ISS. So my opinion is that the safety is slow and that the principal has a warped sense of discipline.
- Our school is very good except for our superintendent.
- I feel that I'm receiving a great education at KHS. We have several teachers who really expect a lot out of us and continue to push us so that we'll be ready for college.
- Here at Kenedy ISD we have an athletic director that should not be. He harasses some students and not others. He doesn't treat you right if you don't play football. He is very inappropriate for the job.
- I feel the educational performance is being hindered by the superintendent. He has put the teachers through a lot of stress and is not very sociable in the community. He is making school become no fun. The athletic director is biased when it comes to the treatment of all athletes. He thinks football is the only sport. And he is not a good coach.
- I feel that our principal is a very fair and good man.
- It is good enough to provide anyone for the future.
- As a whole, I think KCISD provides a pretty good education. If anything needs to be worked on it is the discipline problem in the school. Discipline is not kept the same way across the board and kids are treated differently.
- Some teachers think just because there are a few smart students in a class that they can teach real fast like in chemistry. Chemistry is a hard class with a hard teacher who goes too fast.
- KHS is a very good school.
- I feel KHS has provided me with a fairly good education. We have some great teachers and a good principal. Higher administrators need help.
- The coaches need to pay attention to hazing. It gets out of hand. The athletic director needs to be fair to all sports. For example this is how he pays attention to sports at our school. Football - 95 percent, Basketball - 5 percent.
- This school is okay.
- The discipline is unfair to people who never get in trouble. They get a harsher punishment than kids that are always in trouble. The athletic director interferes with other sports when he can't even control his own players in his sport.

Our district needs to pay our superintendent off so he can leave. He always tries to get people to go against him. All our good teachers and a wonderful principal are leaving because of him. If he stays I guarantee students will leave.

- I do not feel satisfied with the discipline that is being handled by the administrators above the principal. I see a large amount of favoritism being played with a select amount of students by the superintendent. There is no way a school can run efficiently when the boss is not taking the necessary action to discipline students. From first-hand experience, I have been treated unfairly and have tried to fight it but it seems to be getting nowhere. It amazes me that nothing can be done to make these people act right.
- A certain teacher assumes that we should know and understand immediately what he is talking about. We as a class ask him for help and he doesn't help us.
- There is too much distraction from the upper administrator level to have a total positive education program.
- I do not like our superintendent. All the good teachers and our good principal are leaving because no one likes him.
- It hurts my feelings that other districts look down on us because of a substandard education and abundance of discipline problems.
- I think as a student of KHS that our school is not fair and that most of our teachers have favorites. That is how it is.
- The school needs to offer better courses and be a lot more maintained.
- There is a definite discipline problem. For example, the teacher's daughter can do something and is not going to get in trouble. However, someone else can do the same thing and get sent to ISS. Our superintendent is also a major problem. He is biased in everything he does and is a terrible influence. He is a definite problem.
- I feel that our school is good and we have a good principal and good faculty but there are some teachers that don't really care for some students.
- Our superintendent is a very mean and cruel person. He cares only about himself and nothing about the students.
- They do everything to help the students' success.
- Hazing gets out of hand especially in athletics. I would blame the coaches for not supervising the students at all. A lot of students are getting jumped for no reason.
- Our administration needs help from the superintendent to the teachers.
- Too many brawls.
- We don't learn as much as we should because everyone is too busy fighting. The teachers and principals are too busy fighting with the superintendent to really care about education. I have to learn and

get prepared for college and I don't like them not getting along. We have good teachers but they need to work more on college stuff.

- It's okay.
- Some teachers criticize fellow students whether it concerns someone being absent, personal activities or whatever. We'll never succeed in life!
- Our superintendent is ruining our school district. We have good teachers that will be leaving next year because our superintendent is bringing them down.
- I think we need more computers and more days for us to look on college campuses. Our teachers are somewhat helpful but some of them, like our home economics teacher, tell you things that a teacher is not allowed to say and she gets away with it. My principal and also our secretary and counselor get along real well. We need more classes to offer a better educational program.
- Mrs. Custer needs to stay.
- I am proud to be a student here at KHS. I truly believe that my teachers have prepared me for college. Our principal is also a good influence on me and my classmates. My only concern is the environment that these teachers and principals must work in. Our superintendent and our school board are not supporting our faculty and this causes a tense environment for everyone.
- There are many good teachers but Mrs. Custer is the best and now she is having thoughts. Keep good teachers on and bad teachers off.

Appendix E

TEACHER SURVEY RESULTS

TOTAL RESPONSES AS OF May 4, 2001: 46

1.	Gender (Optional)	Male	Female					
		30.0%	70.0%					
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other		
		78.0%	0.0%	22.0%	0.0%	0.0%		
3.	How long have you been employed by Kenedy ISD?		1-5 Years	6-10 Years	11 -15 Years	16 -20 Years	20+ Years	
			45.0%	24.0%	6.0%	6.0%	19.0%	
4.	What grades do you teach this year?	PK	K	1	2	3	4	5
		0.0%	5.0%	6.0%	7.0%	60.0%	8.0%	5.0%
		6	7	8	9	10	11	12
		10.0%	12.0%	7.0%	13.0%	15.0%	10.0%	11.0%

A. District Organization & Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	26%	28%	4%	33%	9%
2.	School board members listen to the opinions and desires of others.	18%	40%	6%	28%	8%
3.	School board members work well with the superintendent.	21%	22%	5%	33%	19%
4.	The school board has a good image in the community.	15%	30%	7%	32%	15%
5.	The superintendent is a	24%	39%	4%	24%	9%

	respected and effective instructional leader.					
6.	The superintendent is a respected and effective business manager.	26%	29%	7%	26%	13%
7.	Central administration is efficient.	22%	30%	4%	29%	15%
8.	Central administration supports the educational process.	20%	30%	5%	37%	8%
9.	The morale of central administration staff is good.	10%	16%	8%	31%	35%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10.	Education is the main priority in our school district.	18%	35%	5%	31%	11%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	18%	40%	6%	26%	11%
12.	The needs of the college-bound student are being met.	19%	40%	7%	26%	8%
13.	The needs of the work-bound student are being met.	17%	39%	7%	30%	7%
14.	The district provides curriculum guides for all grades and subjects.	25%	29%	9%	25%	13%
15.	The curriculum guides are appropriately aligned and coordinated.	20%	30%	8%	36%	6%
16.	The district's curriculum	17%	38%	10%	29%	6%

	guides clearly outline what to teach and how to teach it.					
17.	The district has effective educational programs for the following:					
	a) Reading	18%	29%	8%	39%	5%
	b) Writing	24%	29%	11%	24%	12%
	c) Mathematics	15%	37%	9%	29%	10%
	d) Science	18%	43%	7%	26%	6%
	e) English or Language Arts	25%	31%	11%	21%	12%
	f) Computer Instruction	16%	33%	8%	38%	5%
	g) Social Studies (history or geography)	23%	44%	5%	20%	8%
	h) Fine Arts	28%	36%	5%	19%	12%
	i) Physical Education	27%	33%	5%	23%	12%
	j) Business Education	21%	38%	7%	26%	8%
	k) Vocational (Career and Technology) Education	22%	34%	10%	22%	12%
	l) Foreign Language	12%	38%	7%	39%	4%
18.	The district has effective special programs for the following:					
	a) Library Service	21%	37%	8%	26%	8%
	b) Honors/Gifted and Talented Education	19%	40%	8%	25%	8%
	c) Special Education	13%	45%	8%	32%	3%
	d) Head Start and Even Start programs	16%	39%	9%	27%	10%
	e) Dyslexia program	13%	40%	11%	28%	7%
	f) Student mentoring program	16%	44%	8%	25%	7%

	g) Advanced placement program	17%	35%	8%	33%	8%
	h) Literacy program	16%	34%	9%	29%	12%
	i) Programs for students at risk of dropping out of school	12%	42%	7%	34%	6%
	j) Summer school programs	16%	37%	8%	32%	7%
	k) Alternative education programs	12%	41%	9%	31%	6%
	l) "English as a second language" program	12%	42%	8%	33%	6%
	m) Career counseling program	8%	39%	7%	37%	8%
	n) College counseling program	8%	36%	9%	41%	6%
	o) Counseling the parents of students	10%	37%	6%	42%	6%
	p) Drop out prevention program	15%	38%	7%	33%	6%
19.	Parents are immediately notified if a child is absent from school.	17%	39%	6%	30%	8%
20.	Teacher turnover is low.	17%	35%	5%	35%	8%
21.	Highly qualified teachers fill job openings.	13%	34%	11%	34%	7%
22.	Teacher openings are filled quickly.	17%	33%	7%	34%	8%
23.	Teachers are rewarded for superior performance.	16%	34%	8%	29%	12%
24.	Teachers are counseled about less than satisfactory performance.	17%	29%	8%	39%	6%
25.	Teachers are	32%	36%	8%	18%	7%

	knowledgeable in the subject areas they teach.					
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	22%	28%	11%	22%	17%
27.	The student-to-teacher ratio is reasonable.	15%	30%	12%	28%	15%
28.	Classrooms are seldom left unattended.	31%	20%	16%	15%	18%

C. Personnel

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar positions in the job market.	13%	25%	9%	28%	25%
30.	The district has a good and timely program for orienting new employees.	16%	30%	15%	20%	20%
31.	Temporary workers are rarely used.	25%	41%	13%	9%	12%
32.	The district successfully projects future staffing needs.	33%	29%	12%	17%	9%
33.	The district has an effective employee recruitment program.	12%	31%	3%	45%	9%
34.	The district operates an effective staff development program.	13%	28%	10%	28%	21%
35.	District employees receive annual personnel evaluations.	10%	42%	12%	19%	17%

36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	11%	24%	4%	43%	18%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	21%	32%	6%	26%	15%
38.	The district has a fair and timely grievance process.	11%	33%	3%	32%	21%
39.	The district's health insurance package meets my needs.	10%	12%	5%	50%	24%

D. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	36%	33%	12%	11%	8%
41.	The local television and radio stations regularly report school news and menus.	13%	27%	6%	48%	7%
42.	Schools have plenty of volunteers to help student and school programs.	14%	23%	8%	34%	21%
43.	District facilities are open for community use.	41%	28%	4%	16%	11%

E. Facilities Use and Management

Survey Questions	Strongly	Agree	No	Disagree	Strongly
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		Agree		Opinion		Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	9%	28%	12%	35%	16%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	28%	31%	13%	19%	9%
46.	The architect and construction managers are selected objectively and impersonally.	21%	33%	22%	14%	10%
47.	The quality of new construction is excellent.	10%	28%	21%	28%	13%
48.	Schools are clean.	17%	29%	11%	24%	19%
49.	Buildings are properly maintained in a timely manner.	27%	22%	10%	23%	18%
50.	Repairs are made in a timely manner.	18%	38%	5%	19%	19%
51.	Emergency maintenance is handled promptly.	12%	40%	22%	18%	7%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	21%	43%	12%	15%	10%
53.	Campus administrators are well trained in fiscal management techniques.	21%	40%	21%	15%	3%

54.	Financial resources are allocated fairly and equitably at my school.	14%	43%	12%	28%	3%
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G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	Purchasing gets me what I need when I need it.	10%	41%	8%	32%	9%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	15%	39%	15%	19%	12%
57.	Purchasing processes are not cumbersome for the requestor.	5%	49%	17%	28%	2%
58.	Vendors are selected competitively.	13%	45%	12%	12%	18%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	18%	50%	16%	14%	3%
60.	Students are issued textbooks in a timely manner.	20%	46%	10%	14%	10%
61.	Textbooks are in good shape.	28%	47%	6%	12%	7%
62.	The school library meets the student needs for books and other resources.	15%	52%	9%	16%	9%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food	18%	45%	10%	18%	9%

	looks and tastes good.					
64.	Food is served warm.	16%	34%	26%	4%	20%
65.	Students eat lunch at the appropriate time of day.	23%	35%	15%	14%	14%
66.	Students wait in food lines no longer than 10 minutes.	26%	37%	12%	20%	5%
67.	Discipline and order are maintained in the school cafeteria.	18%	23%	11%	32%	16%
68.	Cafeteria staff is helpful and friendly.	29%	27%	10%	25%	9%
69.	Cafeteria facilities are sanitary and neat.	21%	38%	9%	24%	8%

I. Safety and Security

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	24%	32%	10%	14%	19%
71.	Gangs are not a problem in this district.	15%	20%	16%	33%	15%
72.	Drugs are not a problem in this district.	18%	16%	9%	44%	13%
73.	Vandalism is not a problem in this district.	25%	21%	14%	28%	13%
74.	Security personnel have a good working relationship with principals and teachers.	26%	24%	9%	28%	15%
75.	Security personnel are respected and liked by the students they serve.	20%	32%	11%	30%	8%
76.	A good working arrangement exists between local law	32%	16%	5%	12%	35%

	enforcement and the district.					
77.	Students receive fair and equitable discipline for misconduct.	20%	18%	7%	34%	21%
78.	Safety hazards do not exist on school grounds.	13%	23%	3%	33%	28%

J. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	27%	44%	11%	11%	8%
80.	Students have regular access to computer equipment and software in the classroom.	14%	26%	10%	33%	17%
81.	Teachers know how to use computers in the classroom.	36%	20%	8%	24%	13%
82.	Computers are new enough to be useful for student instruction.	23%	20%	12%	39%	6%
83.	The district meets student needs in classes in computer fundamentals.	29%	28%	11%	26%	6%
84.	The district meets student needs in classes in advanced computer skills.	22%	18%	9%	12%	38%
85.	Teachers and students have easy access to the Internet.	19%	18%	5%	33%	25%

Appendix E

TEACHER SURVEY RESULTS

PART C: VERBATIM

- As an elementary teacher I give of myself to educate my students in every way I can. I treat each as an important individual to me and as part of my school family. I have taught most of their parents so I am very aware of home life and parents know I'm fair, firm and consistent. In the past year I have seen unbelievable situations that have had a negative impact on me and others in the form of harassment and retaliation for speaking the truth about concerns dealing with the superintendent and our principal and staff. Our community has had a hard time since at first we didn't talk negatively about the superintendent to them. We were professional in our actions. Factually, he says whatever makes him look good. Help!!! Our two children graduated from Kenedy High School in 1980 and 1983. Both graduated from universities and one now teaches in Goliad. For two years I had three grandchildren in Kenedy Elementary where they received excellent educational benefits. Thank goodness, of my ten grandchildren, none have been subjected to the superintendent's reign for these past two years. If I have to work under him another year I'm hoping God will tell me to retire. He is not a man I can respect. I do not think he truly has the childrens' best interest as the center of his focus. He wants power and he doesn't care how he gets it or the people he hurts on his advancement to control our schools. His agenda is not education.
- There is corruption in the superintendent's office. It is fueled by false accusations of racism in the community. I, as a minority in this community, am nervous about being accused of racism. The superintendent, I think, is intentionally trying to divide this town and this school system in an effort to have his contract bought out. He is treating good teachers unfairly by asking for resignations. Legal and ethical are not the same thing. He makes false promises he calls "verbal contracts" and refuses to put them on paper. He uses his position to intimidate and get his own way over people whom he dislikes for unprofessional reasons.
- I have serious concerns about the way our school is being managed. The energy being used by top administrators is not being used for proper school management because of the time and energy necessary to settle problems that should have been solved at Level 1 or 2 or should not have been encouraged by this administration to be pursued at all.

- The superintendent has issued mandates to the teachers this year which are directives that are unreasonable. This seems to have been resolved a little but now I feel racial problems are appearing and it is the Latin Americans that are racial. Anyway, it has flowed into the community and it is dividing our once peaceful town.
- I am worried about our district because I feel like many, including the superintendent, some board members and some staff, have lost sight of our true purpose. Educating every student to the best of our ability should be our focus, but the politics of individuals and groups have made that difficult this last year. I hope this visit can accomplish a refocusing of our priorities back to the "students."
- I love kids and most here do too. We have many problems. I'm not sure where they started or where they will end, but it can't go on. The town is going to be destroyed. We must work as one and be here to affect the kids' lives.
- Our school could be so much better than what it is. Many of our curriculum programs in the elementary do not allow teachers to use their creativity and knowledge to meet the needs of our students. It is difficult to come to work when you fear retributions due to politics. There are so many things that we should be doing for students that we're not. Teachers are stressed. Parents are "told" how to be involved but aren't truly partners. I, like a lot of people here, have considered leaving but I am committed to this community.
- Many of the teachers/administrators are not doing their job in a fair manner. Principals look the other way when a teacher is not doing their job because they are "good friends" and they get together after work. Also, the tension created from the superintendent and the school board are making working conditions difficult.
- Teachers at KISD spend many hours and much effort trying to give every student the best education and meet the needs of each student. The superintendent's arrival at Kenedy has caused many problems, but teachers have never lost sight of why we are here. In spite of his presence, we have continued to work together. When he would not allow the elementary school principal to advertise for a Spec. Ed. Teacher in early November upon retirement of previous one, we were unable to find a qualified one in mid-January when he decided it was time to look. Our Spec. Ed. Department worked overtime to take up the slack and the entire staff rallied to help. The superintendent has continued to do his best to prove we are incapable, but we continue to prove he is wrong. When this happens he reverts to the old tired accusation of prejudice. As many years as most of us have given to our community's children, this is inconceivable. We wouldn't be in this community. Elementary school building is a "sick" building. Molds and fungi cause illness that could be helped by a thorough cleaning of the

vents, etc., but we are ignored and continue to be ill. However, a new weight room, tennis courts are being re-done, fixing the track around the football field continues to be the top of our priorities.

- Having lived in this community for most of my life, I am troubled by the actions of our school board and our superintendent. My job has been made more difficult because of the tension and distrust in our school district. Non-Hispanic teachers are considered prejudiced when they try to enforce discipline policies or grading procedures. Our administration has become more concerned with politics than the education of our students. Teaching is stressful enough without fear of retaliation by the superintendent, school board or parents with their own hidden agendas.
- This year there is a tendency to put teaching on hold while we deal with harassment from the superintendent and a few parents. Many teachers are leaving because this year there is a tendency to put teaching on hold while we deal with of the petty and childish actions of the superintendent. Some teachers fear for their jobs. This is not a positive atmosphere. For the first time in my almost 20 years in the community, the superintendent has caused the community to draw racial lines and is fostering distrust and name calling. I can only hope this note will somehow not be used against me or any other teacher.
- Our community has divided itself into factions. Our students are caught in the middle of some teachers, school board and the superintendent. Everyone thinks he/she is right. In previous years, teachers and principals did pretty much what they wanted. Now our new superintendent wants more control and many people resent this. Therefore, they want to make him look bad.
- Our superintendent does not seem interested in the educational process but more interested in power, control and favoritism, pitting one group against another. This makes it hard to do a good teaching job. Facilities are not kept up. School board time is spent on grievances and personality conflicts rather than educational processes.
- I feel as though I have absolutely no support from our district leader, our superintendent. His demeanor and attitude toward my campus's administration and staff is extremely discouraging. If it weren't for my commitment to the kids and the job of education I would leave KISD in a heartbeat. All I want is a leader who can listen without bias and react with civility.
- I would like to see support from the superintendent. I feel that he does not support the elementary staff.
- It seems that at KISD priorities lie in places other than in educational fundamentals. There is too much emphasis placed on TAAS scores, SAT, ACT, athletics. Many education departments are allowed no budget and are not allowed to order materials for

"lack of funds" while other programs have a tremendous budget that carries over from year to year. Maintenance does not believe teachers when problems are reported. Science labs are unsafe; yet maintenance continually says there is no problem. Materials are easily purchased for anything that will improve TAAS, SAT, ACT scores, yet materials for foundation classes are deemed low priority.

- There seems to be no direction or purpose to any of the decision-making processes in the district at any level. The curriculum is certainly no driving force. There is no organizational structure or systematic process for developing, implementing, aligning, monitoring or evaluating the curriculum. There is no central long-term curriculum planning. Other than using standardized tests, there is no move to a standard-based curriculum and assessment. There is no or little vertical or horizontal alignment. No one knows what anybody else is doing or teaching. There is no purpose, direction or structure to staff development. There are no individual professional development plans. Many teachers have little or no computer skills, much less know how to integrate technology into their classroom curriculum.
- While there is money for students to travel for vocational purposes, they can't. I have been told that when a student is out of the county he represents himself and has no support (financially) by the school. The students don't even get a dollar for a drink. I am aware that there is money and that students go and represent school at major functions but school wants nothing to do with them. My travel is paid but nothing for students. Just recently I was informed that I didn't pass the Excel test and the superintendent informed me that it would be in my best interest to resign. If I didn't resign I would never get a job because I had not been renewed of my contract. After several occasions and some conversation I refused to sign and I was threatened several times about the status of getting rehired even if I passed my test. Finally I just gave up and signed the resignation and told him how I felt and that they wouldn't find another Ag teacher since I'm the fourth guy in the last four years. The seniors have had a different Ag teacher every year since their freshman year.
- I believe there have been several times in the last two years when the campus principal and the campus staff have not been supported on discipline issues. This has created a child and a mother who openly defy campus rules. This parent has an inside track with the superintendent and this has interfered with that child's learning. This parent has a non-professional "advocate" that is allowed to sit in on conferences pertaining to the child. This "advocate" is not a lawyer or a family relative and I believe faculty confidentiality issues are violated when this "advocate" is allowed to be involved.

The mother may have waived the right of confidentiality but not the campus staff. I feel there is a "pay-back" mentality that has completely gotten out of control. If you oppose this mother and her followers and the superintendent you will be retaliated against in the form of a grievance. I believe the school board does not realize that there are more important issues to be handled in this district than to be interfering in campus discipline and parent/teacher issues. I have worked here for ten years but the climate is such that I doubt very seriously whether I can stomach another year of superintendent/school board "Peyton Place" soap opera.

- Superintendent and Board have a "bad attitude." Do not work with personnel. Several board members and superintendent do not care about education. Have "bridges to burn" with people. Need a board (at least four) and superintendent that care about education and students.
- Great staff to work with and great students. I just wish that the discipline was harder enforced at the middle school and high school level without a major grievance problem. The situations never get resolved between student, parent and administration. The principal is doing his job and in turn gets knocked down for it.
- The school board and administration are currently not focused on the education of our children. They are only interested in fighting against each other and filing grievances on each other. It is absolutely ridiculous and absurd. They need to grow up and learn how to work together. If the current state of affairs continues there will be no one who will want to teach in this district. This is my hometown and I love it here. However, at this point I think the state should step in and take over.
- We have students graduating from KHS with very poor reading skills yet we have no high school reading classes. Most of our students do not go on to post-graduate educational programs yet we have few work related courses. No vocational courses except business and Ag. Expectations for our students are too low. The good students are not challenged sufficiently.
- The high school principal is a hard-working man and so is most of the staff, but there are too many distractions within this district. The superintendent does not put personal feelings aside to do the business of educating kids; thus the focus is more on grievances and not academics. In fact, academics is lowest on the totem pole. Athletics is the main arena for kids and parents in this school. They do not care about hard work for academics or in the classroom.
- I was raised in Kenedy and I am a graduate from KISD. Since I have been teaching here I have witnessed an overwhelming distrust among my students, principals and teachers. This distrust has been formed, in my opinion, by our superintendent and some board members. I have seen discipline problems arise and when our

principal decides on the punishment and the parents are not agreeable with the punishment the superintendent will side up with the parent and nothing is done. So discipline problems are now affecting their education.

- No leadership from the superintendent. Principals work well with staff. Are loyal to staff. Superintendent never comes to functions; never goes to community activities. Poor leader.
- There are a whole lot of things that need to be corrected at KISD.
- In my classroom it is business as usual. Although the district is in turmoil, the students in my classroom seem unaffected. They do seem to recognize that a breach in trust between administrators could be used to their advantage discipline-wise. I would like for the district as a whole to focus on educational goals more, but for my personal realm all is well. Materials and educational needs are being met.
- I feel we have a hostile work place. The superintendent calls teachers racists and the board does nothing about it. He has done unethical things and he is not reprimanded. We have excellent teachers and many are leaving because of one man. We do not see color, we see children. The superintendent is not willing to work with us. He provides NO instructional leadership or support. morale is low and getting lower. Please help us educate all the children of Kenedy.
- My comments about the educational performance of Kenedy ISD are that the superintendent needs to be more supportive of his staff. It seems to me that since he's been here, we have had more problems with grievances. As a matter of fact, I have had parents come up to me and tell me that the superintendent is or has been rude to them. Some parents feel that if he is rude to them, how can he be a good superintendent and be concerned for their childrens' education.
- Part A, #2 - This should be stated as "the superintendent works well with the school board members." If it were, I would mark it "strongly disagree." Neither does the superintendent support our principal. We will probably lose our great principals because the superintendent will not support them. They have refused to compromise their principles in certain areas where he has asked them to do something they believe is wrong and/or illegal.
- Effectiveness and efficiency are the responsibility of public servants. It must begin with administrative leadership. Professional courtesy and ethics are lacking with our superintendent. He recently coerced five uncertified teachers to write a letter of resignation. These teachers were all doing a great job. They are all aware of the need to pass the state test. They were intimidated and humiliated. As a result, we will lose these people whether they pass or not. We are a financially poor district. We cannot compete

with other districts to attract teachers, much less quality teachers. Effectiveness and efficiency are not occurring with the leadership of the superintendent. Our entire school year has been focused on conflict and grievances. There is no vision for the future of education in Kenedy and no progress is being made. We are treading water. We are trying to maintain what we have. It has become a very sad situation to be a part of such a destructive force. I appreciate the opportunity to honestly express myself. I hope the surveys will be a useful tool to make a difference in our district.

- There is a great deal of animosity between the superintendent and staff. The school board has been ineffective in resolving conflicts arising from such. This creates a sense of distrust and discomfort among teachers. Too many teachers are forced to teach in areas outside their certification, thereby providing a substandard education to students. Budget funds are thrown at the athletic program, while the science department is not allocated a dime.
- I have been teaching without a curriculum guide all year in a content area I was not trained for (not to mention two grade levels). I rely on the help of two teachers but I never know what I'm going to teach one or two weeks from now. I have seen a teacher leave her classroom unattended 15-30 minutes at a time. (She arrives late from lunch.) She never gets reprimanded. This occurs frequently. Cafeteria food is cold, sometimes frozen in the center. I offered to teach a couple of Spanish classes which are needed and was declined by the superintendent. (I asked for no extra pay.)

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

A. DISTRICT ORGANIZATION AND MANAGEMENT

- Upper management needs to support teachers, not just give lip service to the idea.
- The assistant superintendent is the most efficient and encouraging person we could possibly get. She openly and with notes praises personnel and recognizes the fact that we are working very hard for our children. Many thanks to her!!!!
- Even though I have only been in the Kenedy ISD for two years, I have been in education for 24 years. Education is truly a rewarding career, but I have found these two years at Kenedy ISD very unsettling.
- The staff that I work with is dedicated to providing the best education possible for our students. My fellow workers work long hours and spend much of their own money to provide whatever is necessary for their classrooms.
- There are so many grievances being served that it is difficult to keep up with them.
- I love my principal and the people that I work with, but I am considering looking for another job.
- The district is in chaos. The only thing holding things together is the professionalism and the dedication of our principals and teachers. This has been a difficult task because of the hostile work environment.
- Principals are never informed about district operations by [the superintendent].
- The assistant superintendent chairs the District Advisory Committee and writes all the agendas. [the superintendent] frequently misses the meetings.
- The assistant superintendent develops the agendas and runs the administrative meetings with the principals. The meetings are supposed to be weekly but it is the norm for [the superintendent] to cancel the meeting after the administrators have already arrived. This takes the principals away from their campus and makes it necessary for them to juggle their busy schedules to please [the superintendent]'s whims. Scheduled meetings, if they do actually take place, are never started on time.
- Our superintendent did not write the district improvement plan. The assistant superintendent and principals wrote it.
- [the superintendent] leaves all day-to-day management up to the principals, but yet gives them no support for their decisions.

- Check absentee reports. Morale is so low that it is affecting our health.
- The KISD superintendent's leadership since July 1999 has fractured the morale of most of the staff and faculty.
- *Please* look deep into our district...we need help. Read all board proceedings back to last spring. Ask the questions that beg for answers.
- I have never been more concerned about our district than I have become in the last year and a half. I have taught in this district for nearly 30 years under three different superintendents.
- We exist in an extremely hostile work environment.
- We are losing quality educators and administrators because of the unrest and hostility in our district. Many have decided to pursue jobs elsewhere or even change careers.
- During a grievance procedure this year brought by 28 teachers at Kenedy Elementary School, timelines were ignored by [the superintendent]. At one time, he agreed to come to the KES library to discuss problems. At the beginning of the meeting, which was supposed to be between teachers and [the superintendent], two of his secretaries and a high school teacher came in. The teacher was asked to leave since it did not involve him. One secretary was operating recording equipment. [the superintendent] announced that there would be no questions or discussions after the grievance was read to him. He said he would get back to us within the required time. He did not.
- The other KES staff meeting our superintendent attended was the initial appeal for United Way. [the superintendent] asked that every staff member give according to income, but that every member was expected to support this drive. Two questions came from staff regarding Boy Scout funds not staying to benefit Kenedy Area Boy Scouts but going to the San Antonio chapter. [the superintendent] stormed from the meeting upon being questioned.
- [the superintendent] spends all of his time working on grievances filed against him by district staff. He does not tend to the day-to-day management of the district.
- Look at the district organizational chart. [the superintendent]'s areas of responsibility all have a supervisor or someone else responsible for that area. The assistant superintendent has the responsibility for all areas assigned to her as well as areas assigned to her as "other duties as assigned by [the superintendent]."
- The hostile work environment created by [the superintendent] has increased the absence from duty rates in the district.
- There will be a large turnover of teachers and administrators for next year due to the hostile environment of the district created by [the superintendent]. It is difficult to recruit teachers and/or administrators to come to Kenedy ISD - no salary incentives, no

social life, limited living quarters, etc. Media attention of the actions taken by [the superintendent] has given Kenedy a reputation as a place that you would not want to work in.

- The appraisals of the administrators were based on the opinions of [the superintendent]. There was no documentation, few comments, and very little thought put into the evaluation process. [the superintendent] could be seen still circling numbers on the form as the administrators entered the evaluation conference.
- The majority of the meetings (budget meetings, evaluations, etc.) scheduled by [the superintendent] are postponed, rescheduled, or delayed.
- [the superintendent] has two secretaries and still cannot keep up with scheduled events. He never writes anything down on a calendar or daily planner.
- The administrative appraisal timeline approved by the board on October 16 was not followed by [the superintendent] in conducting the administrators' appraisals this year.
- Agendas for board meetings are not posted until after most of the staff has gone home on Friday afternoons. Staff who will be attending the meeting on Monday night have no idea until the day of the meeting how long the meeting may last. We are asking for some consideration of the staff members who may need to make arrangements for their families.
- School board meeting agendas and board packets have many errors even after [the superintendent] and his secretaries spend many days working on the agendas.
- Many times principals have been caught off guard with questions or presentations on board agenda items that they did not have prior knowledge of before the meeting. Lack of communication from [the superintendent].
- Superintendent does not focus on instructional issues. He is too busy writing up the administrators for insignificant things to lead the district in the best interest of the students.
- School morale has decreased since [the superintendent] has been here. He is a divider, not a unifier.
- Superintendent does not praise, but is constantly criticizing.
- The district office staff is heavy with secretaries. This money could be better spent on instructional staff or materials.
- Assistant superintendent is very supportive of each campus. Communication is very open and supportive. Staff is recognized with notes of praise and recognition as well as personal gratitude.
- School board does not hold [the superintendent] responsible for his words or actions. He should not be allowed to treat OUR teachers and administrators disrespectfully. Character Counts!!!!
- School board does not listen to the community!!!! The school board is not working as a separate entity from [the superintendent].

Instead of performing their job as his boss, they take his recommendations without question.

- Management needs to support and appreciate the teachers.
- Look into the number of grievances filed against [the superintendent] by district staff.
- Ask about complaints filed with the State Board of Educator Certification against [the superintendent] for breaking the Educator's Code of Ethics.
- Follow the trail from Poteet ISD to Ricardo ISD to Kenedy ISD and see the same method of operations of [the superintendent] in dealing with staff.
- Staff meetings are scheduled for 9:00 a.m. Most weeks the administrators are kept waiting for as much as 45 minutes until [the superintendent] is ready to begin. On one occasion, he could be seen reading the newspaper while the administrators waited outside his office. Lack of consideration from [the superintendent] of the valuable time of his administrative team. It is a show of power to keep the administrators waiting.
- The Countywide newspaper has weekly articles and letters to the editor about negative things going on in the district. People in the surrounding districts are laughing about the happenings in Kenedy ISD.
- The media clerk was hired to run the Print Shop for the district. Now she is [the superintendent]'s second secretary and does very little work in the Print Shop. Has her job description been changed to match her new responsibilities?
- Confidential matters of the district are discussed with [the superintendent]'s two secretaries. This makes for a serious breach of confidentiality in [the superintendent]'s office.
- [the superintendent] works with his two secretaries to make decisions for the district. He does not consult his administrative team, who has the education and experience to make educational decisions for the district.
- The district has had to ask the board for a budget amendment to cover the legal fees incurred by the district. A large portion of this expenditure is due to the grievances filed by district staff against [the superintendent] for unprofessional and unethical dealings with staff.
- Having paid taxes here all our lives, we would like someone to be able to say where has all the money gone.
- How much money came in from all the students taking drivers ed. through the years?
- How much money came in from basketball games through the years?
- Are all the computers and business equipment accounted for?

- There should be documentation for all money spent going back many years.
- According to board policy BQA (local), [the superintendent] is the chairperson of the District Advisory Committee. Why is the assistant superintendent doing it all (preparing agendas, sign-in sheets, duplicating needed materials, preparing DAC notebooks for members, doing follow-up, conducting the meetings)? Minutes of the meetings and interviews with members will reveal that assistant superintendent acts as the chairperson of the committee.
- According to BQ (Legal), the district shall have a District Improvement Plan that is developed, evaluated, and revised annually, in accordance with district policy, by [the superintendent] with the assistance of the district-level committee. Why then is the assistant superintendent (who is not even an official member of the committee) developing, evaluating, and revising the District Improvement Plan with the assistance of the District Advisory Committee, as well as typing and duplicating the Plan for all members?
- Administrative staff meetings are supposed to be held every Thursday morning at 9:00 a.m. The meetings are not held unless the assistant superintendent is there to conduct them. She develops the agendas for all of the meetings and conducts the meetings.
- I have never met anyone quite like [the superintendent]. He has turned colleagues against each other and created a climate of distrust within our district.
- I truly hope there is something you can do to help.
- His interests are not with the best interest of the district; it is with what is best for him personally.
- There is a lack of communication from [the superintendent]. Letters addressed to him are forwarded to other district personnel with only their name on the paper. No instructions or requests for action to be taken are given. Sometimes the letter says "see me." Most of the time he is not available because he is working behind closed doors. It may be several days before you can "see him."
- The school board doesn't listen to the majority of our community.
- Superintendent has been very disrespectful to many administrators and many teachers in our district.
- Not all parents are treated with the same respect when they go to [the superintendent] with a problem or concern.
- Some children are not held responsible for their actions and are excused by [the superintendent] and others are not. (Treat everyone the same!)
- The teachers do a wonderful job teaching the students of KISD.
- They work hard trying to help the students so that the TAAS scores will improve.

- Teachers are always willing to try anything new to help students learn.
- The Parental Involvement Coordinator has been given too many other responsibilities to have a successful program.
- KISD has too many teachers that are not teaching in their assigned field.
- Substitutes should be paid more.
- Tutorial teachers should be paid more.
- Administrators should be evaluated since they evaluate teachers.
- We do not have a big problem here - we have been made to have a big problem.
- High school principal leaving because of pressure.
- Good people getting raw deal.
- Really worried that children are being affected by tensions and unwarranted.
- Superintendent is micromanaging.
- Elementary principal really good but pressures getting in the way.
- All politics and kids do not count.
- Board divided and out of touch.
- District has gone from okay to bad. Teachers and staff leaving.
- The perceptions by some parents and students that students are disciplined differently for similar offenses.
- The lack of Hispanic representation on the school board.
- The perception by some parents/students that there is a serious under-representation of Hispanics in administration/counseling/coaching and other professional job categories.
- The perception that there is a serious lack of bilingual support staff making it difficult, if not impossible, for parents that do not understand or speak English to effectively communicate with school officials.
- The perception by some parents that some members of the school district staff are lacking in understanding of the Hispanic culture.
- The perception by some parents/students that Hispanic parent involvement in school activities is wanting.
- The perception by some parents/students that students are seriously under-represented in student National Honor Society and extra-curricular activities.
- Under-representation of Hispanics on school boards.
- Under-representation of Hispanics at all levels of professional staff.
- Lack of adequate Hispanic student representation in extra-curricular activities.
- Lack of multi-ethnic textbooks and teaching materials.
- Principal/teacher attitudes toward Hispanic children.

- Counselors' attitudes: scholarships and career counseling shortcomings.
- Assignments, children to special education classes, i.e., emotional mentally retarded (EMT), trainable mentally retarded (TMR), learning disabled (LD), etc., when students may be better off elsewhere.
- Unequal discipline.
- Inadequate involvement of Hispanic parents in school activities often because feels of alienation.
- Inequitable distribution of financial resources that contribute to substandard facilities, equipment and materials.
- I would like to address my concerns about [the superintendent]. At the beginning of his job and when we were introduced, he was very positive **but** that attitude quickly changed. He does not seem interested in our children and their education but in causing negative activity in the schools and community. I am finding out that a man of honesty and integrity he is not. He goes around the community with his friends and tries to get other people to say bad things about our school and employees. When I go into the schools, the morale has definitely changed and it is very obvious from what it was in other years.
- The school board was elected by the people and for the people but are now used as a patsy for [the superintendent]. I also find it very odd that at all the board meetings I have attended, when the minutes from the last meeting are checked, there is always many misquoted items that have been changed to fit what [the superintendent] wanted it to say. Thank you for listening.
- The parents of my students are all working class people. Many couples work different hours to provide care and to provide a living for their children. Most respond at once to my requests for conferences, help with student activities, materials needed by the class. I wish all the TSPR representatives could have seen our school during Read Across America, Dr. Seuss' Birthday Celebration. The parents came to read to the class, and then discuss how important reading is in their lives. My students were so appreciative and the parents thanked them and me for allowing them the privilege of coming. This was a great day! But all our days have great moments, when children are happing learning.
- We have an excellent group of teachers. We have a very unified and cooperating working team on our campus. Our principal and assistant principal are doing an exceptional job. Our principal deserves more than just a gold medal for all the turmoil she has had to put up with and still do an excellent job of putting the students' education first. She is almost superhuman to have to put up with all of [the superintendent]'s frivolous grievances and directives that he wants her to relay to her staff. For example, [the

superintendent] advised our principal to relay to her staff that we are not to talk to any school board members about any complaints relating to school. He, needless to say, does not care anything about the children's education. He certainly has no professional skills. I will never forget the first day of this school year when he walked through our hall and students were coming in with their parents looking for their rooms and teachers. One of my students was very sad and was even crying that he had to leave his mom. [the superintendent] poked his head into my room. As I was talking and comforting this child, I tried to include [the superintendent] into the conversation and explain to the student that it is O.K. to be sad and nervous on the first day of school. I wanted [the superintendent] to agree with me that it is even O.K. for teachers to be nervous on the first day of school. HIS REPLY TO MY STUDENT WAS: "IT IS GOING TO BE A LOOOONNNG YEAR." He is certainly not a respectable role model for our school.

- We also have teacher greeters each morning in our school as children enter our building. On a few occasions when our superintendent was on our campus he was very rude and would not even acknowledge the greeters. He could have at least smiled and acknowledged the children as they were entering the building instead of standing there holding his mug with a frown on his face. The whole purpose of greeting the students with a smile is to set a pleasant learning environment for the children.
- Please take into account all the comments that have been made about our superintendent. I have been in this school district for several years and have never seen such turmoil. Again, I ask that you evaluate our comments and help us to continue to have the wonderful school that we once had before this person entered our district. Do not let this person force dedicated and hard-working people to leave our school. **Most of all consider what is best for our future leaders (our students).** Thank you.
- [the superintendent] has managed to create a hostile work environment within our district due to directives given by him over the past year or so. He has told employees that they would be reprimanded or jobs terminated if they call school board members. What makes this really sad is that the majority of school board members allow him to continue. It has taken years to build this district up; however, in a matter of a year, [the superintendent] has managed to separate or divide our school district. Please follow your hearts and do what is right because the future of our students is in your hands.
- [the superintendent] misrepresented the truth when he told the school board the SBDM Committee recommended [a candidate] for the elementary principal position.

- [the superintendent] threatened to terminate teachers if they continued to call school board members with concerns about him.
- [the superintendent] threatened 28 teachers with civil litigation if they continued to talk to school board members.
- [the superintendent] is attempting to create racial problems in the district and in the community.
- [the superintendent] has criticized a parent for grammatical mistakes made in a letter to him.
- Kenedy ISD teachers are no longer offered the services of the Print Shop because [the superintendent] needs two secretaries.
- We are the only AA district in the surrounding area where [the superintendent] is fortunate enough to have two secretaries.
- A parent drove up to the high school in [the superintendent]'s truck, entered the high school, used obscenities that were overhead by students, threatened school personnel and then got back in [the superintendent]'s truck and drove to [the superintendent]'s office.
- Even though [the parent] has not been as visible at the school district, [the superintendent] continues to be seen with him in town. What kind of message is this sending to our students?
- Ricardo ISD, the district [the superintendent] was asked to leave before he came to Kenedy, also had a visit from the State Comptroller's office after he was in the district for only one year. Is this a coincidence?
- Karnes City's superintendent was quoted on the front page of the February 14 edition of the Countywide, "I think we've got a good staff - a good team working together." Did you see the other side of the front page? Kenedy ISD has become a laughing stock. The Kenedy ISD superintendent has never been heard to say anything like that.
- [the superintendent] cancels meetings because he is too busy, while he sits and drinks coffee with his secretaries.
- Kenedy ISD usually does not post its school board meetings until Friday afternoon after 4:00 for a Monday school board meeting, even after requests for an earlier time have been made. Runge and Karnes City posts no later than noon on Friday.
- [the superintendent] does not communicate to district administration when he will be out of the district or who will be in charge.
- [the superintendent] keeps administrators waiting for staff meetings while he reads a paper in his office.
- A good friend of [the superintendent]'s, used [a racial slur] to two teacher assistants in the high school office. Some students heard this comment. What message is this sending to students and community?

- [the superintendent] reveals "allegations" to the school board about personnel before they have been investigated, much less proven, in an effort to damage the reputation of campuses and employees.
- [the superintendent] created documentation with the cooperation of parents to cover up the fact that he did not follow district policy and procedure.
- [the superintendent] forced teachers to resign because they had not passed their ExCet test. Obscene language was used.
- If you only speak to [the superintendent] about these statements, you do not really want to know the truth. Talk to the people who keep this district running, campus personnel.
- [the superintendent] should not even be a superintendent. It seems to me that he doesn't even know his responsibilities. He is the type that likes to cause problems between the teachers and community.
- All [the superintendent] thinks about is himself and people don't realize that he uses them to cause problems.
- Another thing that I find wrong with him is that he talks about racism.
- [the superintendent] doesn't get involved with the community. The previous superintendent did get involved and he tried to get to know the people.
- Superintendent treatment of teachers - this year and last year okay.
- Site-based committee member accused of all sorts of things to intimidate and retaliate.
- Grievances filed - accused of racist intent.
- Superintendent went against committee vote and reported different results to board.
- Superintendent at Riviera and Poteet.
- Community torn apart.
- March 5th Executive Session of Board - grievances of superintendent, racist accusations from board attorney, and grievance died for lack of motion.
- Needs rapport between board/superintendent/teachers. Atmosphere where teachers can express themselves without fear.
- Teachers told not to talk to people who signed grievance.
- 20+ years teaching, loves teachers.
- Retiring because this year so bad. Given years of dedication - race never matters.
- [the superintendent] accusing us of being biased because he's Hispanic. Eating away at district.
- Filed grievances - call board. Harassed and threatened with charges of insubordination.
- 1st year okay.
- He uses intimidation - trying to divide and conquer. His secretary called for him.

- If it has been budgeted and procedures followed by the principal in question _____, he would not have been reprimanded.
- Board guidance - we have a school board that has released their authority over the schools. They gave it to [the superintendent] to use as he wishes. Some of them are trying to take it back along with the community but it is a struggle.
- Superintendent - Our superintendent has in my opinion tried to break the spirit of the school board and our school's staff. Unfortunately, he is having some success. We don't have as many smiles, etc. He is truly an autocratic supervisor with little or no people skills, i.e., boosting morale and making people feel welcome.
- Strongly agree.
- Strongly agree!
- Our school board and superintendent have forgotten that their job is to provide for the best education possible for every child in Kenedy. Personal politics and agendas have become their chief priority.
- Strongly agree.
- Our superintendent is not people friendly. He has not been accessible to the public. Because of the above, important things have been left undone. Disorganization is apparent at every level.
- Strongly agree!
- I strongly disagree.
- Our superintendent is trying to cause trouble in our district. He has forced several good teachers to resign and convinced the school board that it was a state law that he was upholding. Then, he tells those teachers privately that there is a "verbal contract" that they will be rehired. We'll see if they are rehired next year, but I doubt it. He is very unethical and unprofessional.
- Agree.
- Very true!
- Four days after my husband spoke at a school board meeting in support of the teachers, a grievance was filed against me by someone in [the superintendent]'s office.
- Very true.
- Our superintendent was told by the board last year that he should be more visible at school functions. He has failed in 2000-2001 in attending. He appears to not be interested in our schools or our community. Why is he here?
- Strongly agree.
- Never in the community functions.
- We are going to lose so many teachers and principals that they will be impossible to replace their expertise.
- Site-based decision-making is non-existent.
- There is no strategic planning horizontally or vertically.

- No board ethics on some members. They don't have a strategic planning plan and don't know how to make a decision. Board governance is a strong issue with emphasis on board policy. [the superintendent] doesn't seem to care about the kids in the district. Just getting his wife a job, maybe building a fund balance so he can stage a buyout of his contract. He doesn't know anything of school finance, school management. He can't build a budget and if he's asked a question he skirts around the answer and will never answer your question. He always defers to a principal or business manager cause he doesn't know.
- Agree strongly.
- Yes, he cuts teaching staff, fills positions with long-term substitutes to save money to build fund balance to make himself look good at finances.
- People not qualified to do their job.
- I was raised in Kenedy. I am very concerned about current upper management. Many issues are not being handled correctly. Our superintendent has divided our community.
- Yes, he has.
- Many good people have been treated very badly. We are pleased with our current staff; many will be forced out due to above. My concerns are fair and proper treatment of our district's employees and my child's education. I do not feel the decisions being made at present by our board and upper management are for the benefit of our children. Something must be done!!
- Agree strongly.
- Strongly agree.
- I'm going to make a commitment to make a change.
- True.
- The school board, superintendent, principals, teachers, parents all need to remember that the children and their education is what is important, not who wins or loses issues!
- Professionalism or ignorance? I was told that since I was stubborn and hardheaded, I would not find a job anywhere because my name would be known throughout and I would never get a teaching job anywhere. What's wrong here? I was pressured into resigning, even though I felt I shouldn't.
- Very true.
- Our community does not understand the organizational structure of our schools and our district. Many opinions are given by people who are poorly informed.
- Strongly agree.
- The organizational structure does not involve the community. There is no way for the community to understand.
- How stupid! The schools belong to the community - our children and our parents!

- Get rid of [two board members] (troublemakers).
- No more control, ok.
- The board needs to learn and understand school law.
- They need to learn their open meetings law and if they know it, they need to follow it and not meet and discuss without a quorum!
- Elementary teachers were directed not to contact board members about him or they would be fired. What is he trying to hide?
- I feel that [the superintendent] came here with an agenda. I feel that I cannot complain without fear of retaliation against my child. [the superintendent] harasses non-contract employees at their homes. He also encourages racially based lawsuits against organizations such as the PTO.
- Our only problem is [the superintendent].
- Very true.
- Yes!
- I disagree.
- No!
- Get rid of [two board members].
- NO! The other 4 puppets.
- Our school board president should run the meetings, not our superintendent. He should also be responsible enough to call all school board members and keep them informed of what is going on and take into consideration members who work evenings when scheduling called/special meetings!
- Agree, he is only a stooge for [the superintendent].
- Please help! We have wonderful teachers, principals, and support staff who have their hands tied and mouths gagged by a strong arm, dictator of a superintendent!
- Strongly agree.
- Not all principals are wonderful. You are wrong.
- Please educate our board. That they are the governing board, ask them if they have goals mission statement. They do not - that is what is causing all of the chaos in our small community. Need to investigate [the superintendent] and his ethical measures.
- Teachers are not involved in the budget process.
- I feel that for a long time we needed different personnel. I do not think that [the superintendent] is doing a bad job. I think that everything needs to change so get on board.
- Disagree.
- Strongly disagree.
- I disagree.
- Strongly disagree.
- Superintendent and parents are the problem.
- Who paid you to say this jargon?
- I disagree.
- If you would disagree, you are the problem.

- Disagree.
- [the superintendent] is the problem!
- Disagree!
- Strongly disagree.
- I strongly agree that he is doing very good. I feel that a lot of the bad comments are from teachers.
- We hired a superintendent to clean up mess that had been done for years. They expected him to do it in a very short while.
- Strongly agree.
- He only made a worse mess.
- People (employees) were not used to anybody telling them what to do, especially the high school principal.
- WRONG!!
- Disagree.
- We have a board that doesn't realize he is not the board president any more.
- And the one that is president doesn't have control of the board.
- I believe that the issue of [the superintendent] should not be used as an excuse for whatever claims of division inferred. Teachers-staff should not ignore their jobs. We are the present; our children are the future. Personal vendettas or feelings of retribution should not take place in our schools.
- Disagree.
- Jobs aren't being ignored!
- If it weren't for the principals, teachers and paraprofessionals, no education would be going on in our schools. Thank God for their dedication! [the superintendent] needs to put our children first!

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

B. EDUCATIONAL SERVICE DELIVERY

- Without exception, most campus efforts are devoted to almost nothing by TAAS preparation. Preparation for students who are college-bound or headed to technical careers is grossly inadequate. We have many examples of students who leave and are very successful. However, I suspect that a great many more suffer in the post-graduation efforts because our educational *and* behavioral standards are too low. Campus principals are preoccupied with dealing with senior administration and "other" matters. Too many coaches and long-term teachers with "cookie-cutter" lesson plans are also part of the problem. We need to raise the bar much higher.
- The elementary school has implemented many new programs that are really showing improvement in students' progress and scores.
- The social skills class is helping to improve behavior and create caring students.
- Staff is not being replaced with teachers. We had two teachers resign in December and they were not replaced until late in the second semester. The Special Ed teacher was replaced with an aide.
- [the superintendent] has let it be known, all over town, that all of the problems we have are because we are all prejudiced. This is his scapegoat because you can't work in Kenedy ISD and be prejudiced.
- Elementary campus has implemented curriculum to improve TAAS scores. The staff is very willing to try new delivery methods to help the STUDENTS LEARN.
- Elementary uses Success For All Reading developed by Johns Hopkins University, Sharon Wells Math, Accelerated Reader, Shurley Method of Language to help at risk students.
- We have exceptional expensive copying equipment not being utilized, which at times causes delay in presenting important information.
- Social Skills, Music, and PE programs are very effective at the elementary.
- It is a joke in the district that [the superintendent] doesn't know how to read the TAAS scores. He still insists that the way he is reading the elementary scores is correct although he has been told several times he is wrong. He wants to continue insisting he is right to present the elementary school in the worst possible way. The sad thing he is hurting the whole district with his ignorance.

- All administrators and between 30 to 40 teachers are planning to leave the district if they can find jobs. Some want out so bad they will leave with or without a job.
- All three campuses have implemented programs to improve TAAS scores and give our children what they need to be successful. Teachers are eager and willing to try new ways to help our students learn.
- Elementary campus uses many programs: Success For All Reading Program, Sharon Well Math, Accelerated Reading, Shurley language method and Writing Happens.
- All campuses have innovative incentives to keep students and wanting to come to school.
- Teachers meet across grade levels and even across campuses to coordinate our curriculum.
- Teaching is not an 8:00 to 3:30 job. Ask any teacher at Kenedy.
- Tutorials are offered and have been successful.
- Upper management does not seem to care how much time, and effort, and energy is being put into our teaching. [the superintendent] has other things to do.
- TAAS is important and should not be the basis for principal renewal. Scores will fluctuate.
- The curriculum needs to move to a standards based/assessment curriculum. A standing steering committee on curriculum at the district level needs to be formed to develop standards in all curriculum areas and develop long-range curriculum.
- Talk to some of the children that are in Special Ed mainstream. They have a wealth of information as to how they are treated at school.
- Evaluations are not good. Check the degrees of Special Ed teachers.
- Some of the evaluation tests I don't agree with but can live with.
- Teachers at elementary in my opinion use wonderful programs to include all our children in. Thank you to the teachers for bringing fresh new learning tactics to our schools.
- Strongly agree!
- All children are gifted and talented! None should be excluded because when you categorize them, children will do what is expected of them, not what they could become or do.
- This is state mandated, not local!
- To be considered gifted, a child should have an IQ of 135.
- True giftedness is in only 1-2% of children!
- Disagree with above. If a child performs at an exceptional level, there should be activities, classroom or extra-curriculum to allow them growth to keep them motivated and not remain _____ with the rest of their class. In my opinion, some of our gifted and

talented programs need to improve. Give \$ to our teachers to have the resources available to provide this service.

- I feel too much emphasis is put on TAAS. I hear our children complain of being bored of doing the same thing over and over again.
- But you need it in order to get a high school diploma!
- About time!
- Yes, let's let the teacher be creative and teach. Take the worry of their job related-to-TAAS scores away. My child sits in class for 11/2 while the teacher reviews TAAS material. I know I sat in for 11/2 . It was not exciting nor inspiring. Teachers shouldn't have to worry this much. If a school has too many "low" level students, why not create a _____ 1st grade or _____ 3rd. We have excellent teachers.
- Like it or not, TAAS is important, and students must have the information repeated often enough for all to be able to master. Perhaps efforts need to be made to find creative ways for students who already know the info to help their peers. Can [the superintendent] and school board members get ideas at their annual conference and training sessions to pass on to teachers?
- Curriculum should drive the budget!
- Kids are promised assistive technology and are not provided.
- Teachers want to do what they want to do. Not making correct or good I.EP.'s and BRP's. Parents don't either but they don't have degrees.
- Special Ed and alternative campus program materials needed for special needs children. District has a strong kinder program.
- Elementary teachers and assistants make it easy to send my children to school.
- I think the GT teachers need more intensive training.
- Special Ed staff are wonderful, caring people - just right for children's special needs!
- And hard to replace. At the elementary school, we are unable to fill a position now.
- Qualified and certified.
- Need more Special Ed staff.
- Ed Unit in middle school is desperately needed.
- Curriculum needs alignment from elementary - high school in social studies and science since the state is requiring these tests for graduation.
- Children should be made to be responsible. It is no fair to blame principals or teachers for shortcomings. Sooner or later they will have to face the real world. We had these children, let's raise them to be respectful, responsible individuals.
- Yes!
- Yeah!!!

- Strongly agree!
- Children should not be blamed for things others do unless you have proof.
- I agree strongly.
- The Karnes Academy alternative school has been a great boost for our school district!
- The principal and staff at the Karnes Academy are to be commended for helping Kenedy (and all of Karnes County) to reduce the drop-out rate, and help children in ways that cannot be done in a "regular ed" setting. Kudos! Keep it up, and give them support and recognition!
- [Karnes County ACAD principal] is a good example of a very caring and fair principal. She, in my opinion, is great with children.
- This school district has no vision of curriculum excellence!
- Some teachers are passing athletes so they can play sports, pressure brought to them by the principal (high school).
- We need science labs at all levels.
- And fully equipped.
- Most of the people on here were teachers. They need to follow legal policies, not theirs!
- Our superintendent goes to very few teacher in-service and training sessions. He harps on TAAS scores, but gives no leadership to improve them. Thanks to our principals and teachers our children's needs are being served.
- Agree.
- Superintendent is not respected. Most of them don't even go back to him or care to find out.
- I think the students need more homework and after hours academic instruction. They will find something to do - you can either stimulate their minds or let them "find" something else to do.
- Elementary has 20 minutes of reading homework a night. Math facts of 10 minutes or more. Spelling practice. Book Clubs and occasionally science and social studies assignments. Check the homework note sent home daily.
- More homework assignments will better prepare our students for college (should they choose that route). I've seen some of the homework assigned at the elementary school level. I think this practice needs to be followed through in middle school.
- Students do not need more homework. Parents can and should take responsibility here. Home life, community and church can stimulate the mind also.
- If teachers and principals and board of trustees would help the parents.
- Curriculum has evolved to support student promotion ahead of education. This is in response to a community that seems to want their children graduated, even if they are not educated.

- Teachers and principals at all campuses have tried to focus on education as the main priority for Karnes City ISD. This does not seem to be the primary focus, however, of higher administration (superintendent) and the majority of the school board.
- The Big 6 model for problem solving needs to be implemented K-12 to help with the infusion of technology and information literacy skills into all subject areas.
- Student-led conferencing needs to be implemented for real parental involvement in their child's education processes. In student-led conferences the student takes responsibility for his own learning.
- Other than state, there are no assessments of mastery of any performance standards. Parents don't know what their student is being taught or is learning.
- Parental involvement is close to nothing.
- We all need education services. They need to have education services for everyone.
- I feel that a lot of work has been done to our education. I feel also that a lot of people are happy the way they are, but things have to change. I think [the superintendent] is doing an excellent job.
- Strongly disagree.
- What makes you think this?
- I disagree.
- I do not agree!
- Get real - he is not.
- Strongly disagree.
- As one involved in our district for many years, I strongly refute the above statement.
- We do have good teachers but we have more of the other.
- This district is nothing but a bunch of one-room schoolhouses. Nobody knows what anybody else is doing or teaching.
- Disagree.
- For 40 years we had same teachers, principals, school board members. They need to teach kids to read, write, etc. They don't want to do what their superior tells them to do. Kids have been watching the professionals act like them. They want respect but they don't think deserve respect. Discrimination against [the superintendent]. Habits are hard to break.
- Teachers and principals need to be disciplined also, not just the kids.
- We spend more dollars and _____ power on the lower level kids and not on the ones that one day will pay taxes.
- Parents are marked and students are retaliated against because we try to fight for our kids' education.
- The elementary teachers and principals have worked very hard to work to improve identified curriculum needs for elementary students, especially in reading and math. The SFA (Success For

All) reading program was researched, teachers were trained, material bought, and we have seen positive results. Reading is the basis of all learning, so we need to keep supporting the teachers who are making a positive difference for our children. The math programs are newer, but we are also making progress. The teachers need support from the district administration; however, to keep up with the challenges of teaching children in the 21st century.

- KISD has excellent teachers in the Career and Technology programs. At high school, the Family and Consumer Sciences teacher works above and beyond the call of duty to teach all of the preparations required in a small district. The agricultural sciences teachers have done an admirable job to rebuild interest in ag science, and promote this in our "rural" community. They all spend many extra hours to help the students apply what is learned and take part in community/county activities.
- The Special Ed teacher at the elementary school who resigned at mid term should have been replaced as soon as the school knew (in November) about it. But [the superintendent] refused to let it be publicized until almost the end of December. Whatever chance there had been of getting someone to come here was jeopardized by his apathy in the matter.
- [teacher] is the big problem. Open your eyes.
- Don't agree.
- Be specific - most parents request her as a teacher. So what on earth are you talking about?
- The best is [teacher].
- Nothing but the best!! We would love to keep things just the way they are with exception of [the superintendent].
- Elementary school has truly been a blessing. Mrs. DeLeon, Mrs. Jendry, Mrs. Escandon and Mrs. Gaskamp just to name a few are unbelievable, great teachers. Caring teachers.
- Yes.
- [Elementary principal] is someone we do not want to leave.
- I don't agree.
- Principal at high school, is great, along with [middle school principal].
- The teachers involved with the TIF Grant have done a fantastic job to develop their program and implement more and better use of technology. Mrs. Gaskamp is a blessing to not only elementary, but to the district with her skills and expertise, and willingness to spend personal time to improve opportunities to learn for KISD students.
- I would like to see more offered to adults in the community to become more computer-literate, and to have opportunity to use district technology equipment.
- Have teachers there that have a major problem, especially one.

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

C. COMMUNITY INVOLVEMENT

- Teachers do not like superintendent. He is trying to raise diversity level in the schools. It has caused division within district. Board meetings are an example.
- Teachers not reprimanded by principal because she's young. Grievances dropped by board that superintendent had filed.
- Kids kicked, pinched, hair pulled at elementary by teachers.
- When parents try to get involved, children punished or not allowed to participate in athletics.
- Teachers are trying many ways to get the community and parents involved, such as meet the teacher (back to school nights), open house, family support team to reach families of children having problems, Read Across America with community and parent readers, cable TV provides news of school related events, and KAML 990.
- Elementary school keeps parents informed of discipline with behavior folders that are signed weekly.
- Elementary school uses weekly calendars with homework assignments to be signed daily.
- Parents and community are never turned away from the school. Teachers are friendly and courteous to visitors. **For safety reasons**, visitors are asked to sign in at the office and wear a tag so teachers know they are "legal."
- Newsletters (newspapers) with student work and important events are published and sent home with the children monthly.
- PTO is involved with the children and not afraid to spend the money they make on the children. Only a few parents attend meetings.
- Perhaps parents would be more involved with the school during the day if our Parent Volunteer Coordinator were not so involved in so many other things that [the superintendent] came up with when he found she did not bow down to him.
- Parental Involvement Coordinator is given too many other responsibilities to be able to efficiently oversee this essential part of any successful school.
- Parents are not involved actively at the school since there is not anyone to coordinate the activities.
- PTO is involved but there are a relatively small number of parents participating.

- "The Pride" is a monthly newsletter that goes out to the parents of Kenedy Elementary to let them know about important events. It includes student works as well as teacher submitted information.
- Behavior Folders are in use at the elementary so that parents will know what behavior their child is using on a daily basis.
- Homework notes are sent home each week and signed nightly by parents. If there is not a homework assignment, then the topic of discussion is listed in that space.
- Teachers are friendly and helpful when a parent comes to the school, which makes them want to return.
- Board agendas are not posted at a sufficient time to allow for community and staff to have a copy before the end of that day.
- Read Across America at the Elementary was a great community involvement project!!!!!!!
- Classic Cable Channel 7 is an excellent provider of school-related events.
- KAML 990 radio is helpful with school-related issues.
- SFA incorporates a Family Support Team to aid in reaching families and provide assistance as needed. Second Cup of Coffee is another strategy used to get parents involved at the elementary.
- Back to School Night and Open House provide an opportunity for parents to see their child's school.
- Assistant Principal at Elementary is very supportive of teachers when dealing with discipline. It is wonderful to have a Hispanic male with great character to be a role model on our campus.
- Parents should stop blaming teachers and administrators and start getting involved and ask what they can do to help their children.
- If things weren't taken personally, things could work well.
- Did anyone see [the superintendent] at the stock show?
- He didn't even know that our kids won the show.
- Involvement with kids/community? I DON'T THINK SO!
- The motto of Kenedy Elementary School is "We can" with parents and teachers hand in hand. Teachers love involvement of all parents. Involvement is necessary to success of our students!
- Parental Involvement Coordinator is given too many responsibilities to be able to effectively get the parents involved.
- Not so!
- Yes it is so!
- Parental involvement is not good in our community. We need parents to feel more welcomed in our schools. We have a great coordinator but she needs help to make this more successful!
- Have not seen school working with or talking to local businesses about local employment needs and/or skills required in workforce.
- I feel that the majority of people (parents) do get involved.
- Perception that there is a serious lack of bilingual support staff making it difficult, if not impossible, for parents that do not

understand or speak English effectively to communicate with school officials.

- There is not a lack of support.
- Disagree.
- Disagree strongly!
- Strongly disagree - come to our schools and see for yourself!
- The schools are not parent friendly at this time. Parents are afraid to complain because of reprisal for their child.
- Agree strongly.
- Strongly disagree.
- Disagree with this! I have always felt any issues I had were addressed promptly and to my satisfaction!!
- Strongly disagree. I have _____ the ability to address all of my children's concerns without any repercussions.
- Disagree.
- You don't complain; you talk about how to make it better!
- Some parents complain loudly about the tiniest perceived infringements of their children's rights. The teachers and administration are afraid to discipline students effectively.
- Parents are contacted routinely!
- I believe that parents do want to be involved in their children's education. Parents are not being involved soon enough or quickly enough; instead parent involvement is requested when there is a major problem with their child. Parents should be involved as soon as problems or concerns start, not after it's too late.
- Not true. There are numerous ways to be involved - go to the schools and read all of the invitations sent out.
- Parents can contact the school when concerned about children. It's always easier to pass the buck!
- We need to work together for the kids! Let us not forget what a school is all about! Parents + teachers = successful kids!
- Parents are invited to many school activities - the same few always come - for example, Raising Reader, breakfast at school, open houses, PTO (last meeting only the officers and some school staff showed up, and maybe a few parents). PTO = Parent, Teacher Organization. Special programs used to be offered - had to quit because of lack of participation by parents.
- As a parent, you can call the teachers to set up a conference; you don't have to wait for us to call you!
- Superintendent has no community involvement. Should this not be on his Key Performance Indicator. As a leader (business) in this community, is he not supposed to see what resources are available.
- Everyone loves to attend the sporting events. Very few like to help behind the scenes with our booster clubs. All monies raised at the events go back to the kids.
- There hardly were parents for worry of retaliation.

- The school does a poor job of selling the school to the community. There is no parental involvement, only for the ones that want to be involved. Partnerships don't exist and community relations are low.
- Hello?
- When we had Open House, I had only 3 parents show up to discuss TAAS.
- It would be nice, and prudent, to see advance notice of school board meetings published in the paper. Without an obvious public notice, it appears that the board has something to hide. Posting it in an obscure place on the campus does not reach the majority of the people who pay school taxes.
- All recurring board meetings times, dates and places are published in The Countywide on page 2-3 every single week. This includes the KISD board meetings.
- It is well known that board meetings are held the second Monday of each month. Agendas are always posted in the front of the Administration building.
- It used to be.
- They do not have same agenda at every meeting.
- Strongly disagree.
- They are constantly changed because of mistakes on the agenda, for personal schedules or on a whim of [the superintendent]. Check the records!
- And many times changes have been made to agendas after the deadline.
- Our superintendent shows no community involvement!
- Very true.

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

D. PERSONNEL MANAGEMENT

- Substitute not called because seen talking.
- Lack of minority teachers in elementary would calm things down.
- Petty grievances.
- Called lawyers.
- We have big problems with our superintendent. It is really scary. I am not one of the teachers that he has had problems with, but I did agree with some of the grievances filed against him. But honestly, I was afraid to put my name on anything, because of retaliation, which I have seen already. I also have a very difficult discipline problem, and I know he is very good friends with the parents and I was afraid he would not support me if something happened and the parents would take it across the street.
- Also, we are in need of a special teacher and he knew it, and would not let our principal go to the job fair to find a teacher. Now we have a long-term substitute and how could that be better for those students than a certified teacher? Most of the paperwork was given to the next Special Ed teacher and now she is gone with a stressful or emotional condition because of all the stress dumped all on her.
- We are going to lose a very good principal because of all of this and a lot of very good teachers next year. I am also applying in the next district because it is extremely difficult to work with these stressful situations. I have taught here for 7 years but I think it is time to move on.
- Thank you for listening to everyone in the district.
- I am a teacher in KISD. I have two children in this district as well. I have been here five years. I am very seriously contemplating seeking a job in another district, or home schooling, so that I can take my children out of this district due to [the superintendent]'s handling of district affairs. As teachers, we have fought all year long to be professional and create an atmosphere of excellence. We are not supported beyond our school campus. We are undermined and maligned. [the superintendent] has given permission to this community to disregard our authority and treat us with disrespect. Often we have found ourselves facing an unhappy parent who went first to [the superintendent]'s office instead of to the teacher. Simple matters have escalated into tense, emotional battles. District policy is frequently circumvented. It is bewildering to watch and experience. Many teachers are looking to escape. I am very concerned that my children will not have qualified,

experienced teachers in the near future. I feel very defeated and am losing my will to fight. I often think that Kenedy is a sinking ship, and I am so sad for the children who cannot go elsewhere. Not much around here, outside of the teaching itself, is done with students in mind.

- Thank you for allowing me the chance to speak my mind. I wish that your coming would have an impact in improving what is done for students in this district. I am not hopeful, however, and will continue to make plans to move.
- Some teachers are not teaching in assigned fields. Cannot get qualified people to come because of all the chaos in KISD.
- Staff Development that is provided is usually helpful.
- Superintendent is not honest in his dealings with staff.
- Staff does not feel supported.
- Staff is not used to the best of their ability.
- Superintendent uses the good character of employees to get jobs done. He knows that the employees care about the students and will then spend their own time getting jobs done.
- There is no opportunity to evaluate administrators.
- Substitute pay is not adequate to keep reliable, well-trained people available.
- Elementary principal deals fairly with staff. She is willing to listen with an open mind to ideas that will further the education of children. She provides the staff with important information through a weekly bulletin, grade level representatives meetings, grade level meetings, and entire staff meetings. She is a true instructional leader.
- We work in a hostile work environment. He has threatened to fire elementary teachers several times. [the superintendent] tries to control the district through methods of intimidation and fear. He has personally threatened every administrator in the district. Ask them. [the superintendent] doesn't take care of day-to-day business in the district. He is consumed with grievances in the district. He encouraged grievances to be filed against his own employees by laying the paperwork out in front of parents who come to his office. [the superintendent] never tries to solve a grievance at the lowest possible level. He encourages everyone to go on to Level III to the school board.
- Confidentiality is not a priority with [the superintendent]. Appraisals are tallied by his secretary. Secretaries are witnesses at grievance proceedings. Secretaries are given confidential documents that they read to other people who should not have access to the documents.
- School board agendas are never easy to get. There are numerous mistakes on the agendas that have caused rescheduling meetings.
- When dealing with staff, [the superintendent] is not honest.

- Staff does not feel support from [the superintendent].
- Jobs are not advertised by [the superintendent] in a timely manner so principals can find qualified personnel. A Special Ed teacher was needed in January at the elementary school, but the principal was not allowed to advertise or interview until January even though he knew by mid-November. Having that extra money from that full time teacher salary and the full salary of a music teacher, who also retired, makes [the superintendent] look good. Money means more than qualified teachers.
- Principals in all three buildings work hard to provide useful and helpful staff development.
- It would be nice to be able to evaluate our principals so we could let it be known what a fine job they are doing in spite of the friction and stress they have been forced to work under.
- The elementary principal, is super to work with. She has an open ear and mind to all suggestions, and offers solutions when there are problems. She is fair and communicates regularly with her staff in the use of bulletins, grade level meetings, grade level representative meetings, and staff meetings. She is always looking for ways to help her teachers help our children. She is willing to listen to parents and community.
- Our assistant principal, has been an asset to our campus as a strong male figure. He works with teachers and parents on discipline matters, and he is stern, but fair. We were so lucky to find him.
- Superintendent should be able to hire teachers that are certified and qualified to teach our children with special needs, not watch the budget.
- Special Ed teachers need to be replaced.
- Buy certified teachers, not teacher aides.
- Special Ed needs more attention - too many students, too few certified teachers. Special Ed is booming. We have not kept up. The demands on them are too great causing a regular turnover each year.
- Staff of KISD is interested in the best for all kids. We need support from [the superintendent], not harassment.
- Strongly agree.
- So why don't you do your job correctly - you have a problem with authority.
- We need a leader with morals and integrity.
- We need a better superintendent!
- Very true.
- I question why our superintendent forced 5 uncertified teachers to resign. They knew their contract would not be extended if they did not pass their test. They were offended by his coercive method. They should have been treated more professionally. As a result, we will likely lose qualified people.

- Yes, he did!
- That is true. I was told not to be stubborn or hardheaded, and to resign or never get hired anywhere!
- Very unprofessional for someone who is supposed to have management experience. Does he not know how to interpret a contract and use diplomacy?
- Recruitment and hiring is questionable when all the personnel problems plague this district. Staff Development needs to be improved for everyone. Why does [the superintendent] have 2 secretaries? One needs to go.
- We need more Hispanic certified teachers in elementary, middle, and high school.
- Do not feel salaries are competitive in our district, thus making it difficult to find good experienced teachers.
- I put in so many hours day/night, even weekends, and when you analyze my salary, it's about \$4.00/hour.
- I think principals should be allowed to attend job fairs when needed. Not many people want to move to a small town. This is a good way to get new parents and students to Kenedy ISD.
- Principals should be rewarded for the good jobs they are doing! Instead, contracts aren't renewed!
- Strongly agree!
- High school principal is a wonderful person. The children adore him and feel very comfortable with him. He is compassionate, fair and truly a great leader.
- Strongly agree!
- He is their associate, not principal.
- High school principal is not doing a good job.
- Strongly disagree.
- Strongly disagree.
- Some of the old principals don't want to change.
- Same goes for superintendent.
- We don't have any old principals!!
- Strongly agree!
- [the superintendent] hires people based upon their knowledge, experience, etc. and not based on whom they know. He has been hiring certified, degreed teachers.
- Not true.
- [the superintendent] should not do the hiring alone. He is not qualified for this!!
- Strongly agree!
- Strongly disagree.
- Not good.
- I believe that everyone should work together for the best education for our kids.
- Strongly agree!

- Agree!
- Strongly agree!
- Too many deals are made at the high school with different students. Let's be consistent.
- Strongly agree!!
- I believe [the superintendent] needs to be consistent!!
- The past elementary principal worked with [the superintendent] one year. During that time no grievances were filed. With the new elementary principal, she and teachers at that campus keep filing grievances all the time. It's time to think about getting along and work together. It's time to start with a new outlook.
- It was when we had to replace that principal that the problems began. [the superintendent] tried to force his choice into the job over the recommendations of the interview team.
- Super good.
- If staff would let superintendent do his job, things would not be as they are.
- Will someone please tell him what his job is?
- No one likes someone who is doing their job. Superintendent is - that's why everyone is complaining!
- The school district could work more closely with local businesses and community organizations for more effective recruitment.
- We need more teachers and fewer coaches.
- All the coaches are teachers first. If we did away with athletics right now, we would all have jobs - cause we're full time teachers.
- And coaches that motivate our children, not degrade or cuss at them and put them down. We are to pump them up and boost their self-esteem.
- Maybe you need to control your kids.
- How is it possible that we have no ESL program at the middle school?
- Not true!
- Yea!
- Elementary principal deals fairly with staff. She is willing to listen with an open mind to ideas that will further the education of children. She provides the staff with important information through a weekly bulletin, grade level representatives meetings, grade level meetings, and staff meetings. She is a true instructional leader.
- Strongly agree.
- We want her to stay!!
- Strongly agree!
- Principals are carrying very heavy loads to provide a non-hostile environment.
- Strongly disagree.
- Strongly agree.
- In spite of [the superintendent]'s action.

- Strongly agree!!
- Strongly agree!
- Need to work on board members and educate them on their role to provide a safe environment for our children and focus on education and TAAS scores. I am willing to bet that some do not know what the score on our report card is but they most certainly do know how much an audit will cost. Need to see what superintendent is doing to our qualified teachers and those that can educate and relate with students. If in superintendent's perception administrators are failing, so is he! It is up to the leader to make or break the school and in less than a year, he is doing a good job of breaking. If we lose our qualified teachers, we will not make the grade and board members what are you going to do about educating them. There is a shortage of educators out there and with our publicity, I am not even coming to work here.
- Strongly agree.
- We work in a hostile work environment.
- The KISD is going to lose many good people if the working environment does not change and we are treated fairly and with respect by the school board and [the superintendent]. Why should good people stay when they can go elsewhere?
- Our church is in the process of hiring a new pastor. With the turmoil in our school, it may be difficult for us to get someone who has children to come to Kenedy. We need to work together to educate the children, and be proud of our whole community.
- Assistant superintendent is doing an excellent job at trying to keep up teacher's morale.
- She is excellent!
- Strongly agree!
- Yes!
- Strongly disagree!!!
- She also does most of superintendent's job.
- Strongly agree.
- Strongly disagree!
- Staff cuts have occurred and reassignment of some personnel. It seems to me that teachers are the ones who need more secretarial/clerical assistance, rather than the central administration office.
- Why does [the superintendent] have 2 secretaries?
- [the superintendent] and school board members have a hard job. It is hard for them to please everyone. They should be thanked for the many hours they spend at board meetings and getting the hours needed to be on the school board. They are not paid for the time they spend. Does anyone ever thank them for what they do for the school? All they hear are the negative things.

- There is no staff development plan. Staff development has no direction or goals or purpose. There are not individual growth plans for teachers to meet changes in curriculum and state standards. There is no certification program for teachers who increase their skill levels. There is no incentive to do so.
- [the superintendent] should be more of an educational leader and support the work of the dedicated teachers who have chosen Kenedy as their home for many years. It seems that there is too much (and any is too much) petty harassment of teachers and principals, with many reprimands and complaints previously unheard of here. Teachers and principals need encouragement for the challenges of teaching a wide variety of children with too little equipment, too few books, and too little time. We should be here to educate first!
- We are working in a hostile environment. Teachers are harassed, not supported!
- Strongly agree!
- Strongly disagree!
- Teachers are not harassed. They need to get back to educating the students instead of filing grievances on [the superintendent]. It would be a good school district if they, especially the elementary teachers and principal, would be willing to give [the superintendent] a chance and work with him because his interest is on the kids.
- Strongly disagree.
- Thank God for the teachers and principals or there would be no education going on!
- We were harassed!!!
- Teachers are being accused of racism with no basis of fact (by [the superintendent])!
- Strongly disagree.
- Strongly agree!
- When you cannot blame it on anything else, use race.
- I even hear it from my children.
- Hear what?
- Come to the schools - work through any problems for the good of our kids!
- I didn't notice color or race until [the superintendent] brought it up!
- Strongly agree.
- We need to keep more new teachers like [new Teacher]. Can't remember the last time we had a grand champion animal from our town in the livestock show. He has gotten students and parents involved again in the program. Best year in many!
- Strongly agree.
- Yes, he is a great educator. We need to encourage him to stay, not threaten him to resign.

- Strongly agree.

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

E. FACILITIES USE AND MANAGEMENT

- Elementary school building has been taken over with mold, leaving many children and teachers with asthma and allergies, missing much school. An investigation needs to be done to clean out the vents and get rid of fiberglass.
- Maintenance crew works only when necessary, leaving our new buildings looking old. Paint, caulk, repair of broken windows, etc. would help.
- Elementary needs better maintenance.
- The mold issue bothers me. It was checked into a couple of years ago, but nothing was really done to solve the problem.
- It also bothers me that dirt is collecting under rugs in the school before it is cleaned. It should be checked at least every Friday.
- The elementary is plagued with mold. An investigation was done some years back but the problem has not been solved. Students' and teachers' illnesses are too high to be coincidental.
- Playground could be better maintained.
- I am concerned about the mold problem in Kenedy Elementary, not only as an employee, but even more as a parent. My daughter is a second grader at KES. She is in a classroom on the B wing. [daughter] was allergy tested two years ago and her greatest allergy is to mold. From the beginning of the year, [daughter] has had increasing health problems, and I believe it is due to the mold in her classroom and hallway.
- [daughter] has been plagued with headaches and stomach problems throughout this school year. She had never had problems this persistent before being in the B wing of KES. As the year has progressed, she has begun to experience respiratory problems, and her doctor feels that she is developing asthma. I asked if her exposure to mold in her school was a contributing factor in this development, and her doctor felt that without a doubt it is *the* major contributor. She is currently recovering from being hospitalized for pneumonia, and is scheduled to be tested again for allergies.
- I have grave concerns about my daughter being subjected to mold exposure as she attends school. I feel that it is the building itself that has had a detrimental effect on her health. I know that at least three other children in [daughter's] class have asthma. That seems to me to be too large a percentage of the population. I have talked with another mother with a child in the B wing, and her child has a

story similar to [daughter]. We are allowing our children to be at health risk with mold contamination.

- I, too, am allergic to mold. My classroom is on the C wing, and I haven't noticed the same kinds of reactions on my hall. When I go to the B wing, however, I am aware of immediate allergy symptoms: itchy eyes and nose. If I stay for any length of time, my nose stops up, my head begins to hurt and I feel lethargic. My child is being forced to stay in that environment all day long.
- I think it is wrong, very wrong, to subject our children to an environment that can endanger their health. The problem of mold in our school has been an issue with teachers and employees here for years. There have been inquiries into the problem; there have been studies and committees. What there has NOT been is any action. Some of the air-conditioning ducts have fiberglass on the inside, and have not been cleaned since the building was built. That can't be safe.
- There are many teachers who feel fine outside of school, but feel bad after being in the building awhile. There is hardly a day, and never a week, that goes by that I don't hear someone complain about the building in relation to their health. Our building, although attractive and clean, is sick. We need help! Surely there is another way.
- Kenedy schools do not have proper upkeep to maintain a fresh, bright look. I understand it takes maintenance many weeks to repair what needs repairing and years to caulk holes and cracks and repaint instead of just patching. Many places are being taken care of with "band aids" instead of proper and complete reparation. Sometimes these repairs are not an emergency, but why take years to replace windows and outside light bulbs and empty trashcans that are outside? I do understand the crew would have to find a ladder and materials in many cases, and this might take time and energy, but sometimes we have to sacrifice our free coffee time to do so.
- Being paid for "early summer time arrival" (under the ruse of leaving early in the afternoon) should result in this paid-for time being used for maintenance and upkeep and not for a longer breakfast break and coffee time. **Strict supervision** is needed to steer this crew in the right direction for it to be worth having so many on the payroll for these jobs at Kenedy ISD. Their favorite reply is "It's not my job."
- We have wonderful facilities and grounds at KISD. Too much is put into building these buildings to let them get run down in a few years.
- There has been a terrible waste of school dollars on the front door of [the superintendent]'s office. It has been replaced three times. [the superintendent] could never justify replacing it once, let alone

three times, when questioned by the school board. The door to his office has also been replaced with a metal door with double locks from the inside. What is he hiding? This sends a negative message to the public and district employees when he is always behind a double locked door with his two secretaries or the school board president.

- Janitors are not allowed to clean [the superintendent]'s office or empty out his trashcan.
- The ground under the play equipment is not up to safety standards.
- When there were fire ants in my room on the rug, where students sit every day, I reported it to the maintenance department. Their solution was to vacuum the rug. I didn't know that killed fire ants.
- MOLD, MOLD, and nothing is being done to take care of the problem.
- The Kenedy Elementary campus has a serious mold problem. Several years ago the district hired an air control team that evaluated the air quality. At the time it was found that mold levels were extremely high. Mold was found in the air conditioning ducts. Nothing was done. There was one family that moved their children out of our school because it was causing allergy related illness. There are many children and teachers whose health is being affected. Several years ago when this matter was discussed, our district treated it as though it was too costly to correct and it was not a priority. The only thing we were told as a campus to do was to keep the doors to our classrooms closed. My room, B-7, has a musty smell. It is worse some days than others. There are several stained ceiling tiles where somehow the tiles have gotten wet in the past. I believe the mold problem is severe enough that our district needs to take action to correct it.
- Grounds are littered and bathrooms are filthy. Dust is everywhere. Hot water and soap are not available for hygiene.
- No one is in control of the campus custodial crews. "I do more than him/her." "It's not my job." Campus administrators could use a little assistance from the District level supervision with spot inspections for satisfactory performance, documentation of deficiencies, and retraining if necessary.
- Classroom environment issues: The a/c vents, ducts are lined with yellow fiberglass and fibers, which is known to cause serious ailments when inhaled. Workers who install this or work with it or other spun fiberglass always wear masks for protection from lung exposure. Fiberglass does not break down within the human body. Once inhaled, or ingested, it is permanent, just as is asbestos. My classroom items and furniture are constantly covered with a black fibrous dust, and particles fall from vents and ducts when the heat or a/c cycles.

- My health issues: I have had repeated problems, especially this year. I have recently taken a series of steroids to relieve lung congestion.
- Student issues: Mold/mildew. There is a high incidence of asthmatic students in the KES enrollment. Within my homeroom class, I have three students with problems severe enough to have been hospitalized, to require inhalers after P.E. and recess activity, or who have absences of 10 or more days so far this year due to respiratory illnesses. There have been days when one of the asthmatic students sneezed so many times that other students began counting (over 32 times).
- The problems in our KES building are not recent occurrences. Three years ago a committee of parents, teachers, maintenance personnel and administration was formed to study the problem. An outside lab put out mold/mildew petri dishes to gather information. Also, I did a survey of B wing a/c closets as did others on other wings. The conclusion was that the ducts and vents needed to be replaced. When the cost per unit for the campus was calculated, the project was promptly dropped, and the committee no longer existed. I kept the committee information, reports, etc.
- The gutters and downspouts are rotted out along the driveway where bus students are loaded and unloaded. The sidewalk is black with mold. Students walk on this and bring it into the building on their shoes, clothes and backpacks, as do all employees who park on this side.
- Our front entrance has bricks inlaid in concrete. The wooden forms have rotted leaving a 1 to 1 1/2 inch gap about 4 inches deep, which catches on heels. Hundreds walk across this each day. It's been this way for years.
- The playground area is strewn with rock and jagged chunks of concrete left from construction six years ago. The area under playground equipment is hardpan dirt covered with a shallow layer of pea-gravel. There are metal spikes, which are not covered. Red ants and wasps are everywhere.
- The east side of the building has a rutted walkway to the playground. This is the route used daily at recess as well as the escape route for fire drills and emergency exits. This area needs a sidewalk.
- The issue of molds being in the walls and air conditioning system of the elementary school needs to be addressed.
- Since I started working here, I have become acutely allergic to mold. My allergist thinks it is because there is probably a lot of mold in the workplace.
- There is also a substance that falls onto the table in my classroom from the overhead vent. I think it needs to be analyzed.

- My room is covered with a black fibrous dust, which comes out of the vent in my classroom. It is getting worse all the time. This "stuff" cannot be good for anyone to be around as much as we are in our classrooms. I wish that someone could find out exactly what these particles are.
- Many students in my class have had respiratory illnesses and allergies throughout the year. It seems that lots of these children never get rid of the symptoms, such as a runny nose, headache, burning eyes, coughing or sneezing. Some of the children itch all the time, too.
- I have a lot of headaches, a runny nose and sneeze all the time while I am in this building.
- It scares me to think that in 10 to 20 years we may find out that this school has created many health problems for former students and all people who have been employed at this building.
- Maintenance people do as little as they can in a days work. It should be a fair days pay for a fair days work.
- My child is developing asthma due to mold allergy. Doctor says school building is major factor.
- If the development of mold at the elementary school is not fixed, we will lose kids to K.C.
- How do you know?
- All these problems have existed over a five-year period. It doesn't all fall on new superintendent.
- But if he came knowing the district has these problems, what has he done to make an improvement or address the issue. We need administrators who are knowledgeable and competent managers.
- Yes, he has had 2 years to do some positive things for the district other than cut money for educational programs to build fund balance and make himself look like a financial wizard.
- Elementary school is plagued with mold. Too many sick children and teachers to be coincidental!
- My child has asthma and has been ill numerous days. I feel that this may be part of the cause. When the district was questioned, all I was told is that it was being looked into. Not good enough!
- We have too many children who are absent due to headaches and congestion. Many children use inhalers, steroids and have to have breathing treatments. All this due to mold problems at the elementary. Absentee rate is high due to this.
- My child had not been ill with asthma until this year. He spends his day in the 1st wing of the elementary. This year he has had to go home numerous times with breathing problems and was even hospitalized 4 days. His pediatrician has told me that he is being exposed to something in his environment. At home, we do not smoke or other pollutants. I believe the major problem is at his

school. There are too many other children in his class and school with similar problems!

- Disagree!
- Why? How can you disagree with facts?
- High School Band Hall has no elevator. It should be equipped with one, or be moved to a downstairs location. Heavy, expensive equipment is moved up and down those stairs everyday. Dangerous for equipment and kids! There are students in band who haven't been able to attend class for months because of injuries, keeping them from going up the stairs.
- Walk down the halls and listen to the coughing. Count the inhalers in the nurse's office. Many children are absent (oops - lost \$) because of allergy related illnesses! Wake up. Mold!
- Texas weather.
- No mold!
- The Ag Barn has been falling since the parents of students were here in the 70s. Now we are trying to have something good, but it's a miracle the tin is still standing _____ the 2x4 are the size of a 1/2 inch x 1 inch rotted board. Does this have to come down and injure a student before it gets repaired?
- During summer months my wife is relatively free of upper respiratory disorders. When school starts in the fall, she has allergies and upper respiratory infections. Something needs to be done about mold in AC ducts before district is in a lawsuit.
- We were told that mold forms in the AC vents in the summer when the AC is off. This needs to be cleaned out. It affects our health, our medical expenses, absenteeism, insurance claims, etc.
- What facilities planning? Strategic planning doesn't exist in [the superintendent]'s view.
- Facilities no longer meet curriculum needs.
- Too many children have headaches. The mold is awful.
- Teachers too.
- Hire a company that is known to do quality work when checking for molds.
- Our middle school roofing project was a big joke. They claimed to have done so much more and wanted to be paid approximately \$28,000.00 extra and [the superintendent] tried to get the school board to pay for it. An itemized list of the additions was asked for by a board member; he still has not received it. It went to lawyers and we ended up having to pay more because our superintendent did not take the responsibility to make sure what was being done correctly.
- The doors have been replaced on [the superintendent]'s office several times at unnecessary expense to the district. Why? Why does he need a metal door with double locks on the inside?

- Improvements at the high school stadium and track are a source of pride, as well as available for the public (track for walking/running). Thanks, KISD! We do need to be sure that these are properly maintained, so that the investment will be worthwhile.
- Energy use - it is always very cold in this cafeteria when I attend a function with small number of participants. Can we adjust the thermostat to save some dollars, depending on the number attending?
- The Kenedy Farm - more like a dungeon ready to fall apart and hurt someone. Stop by and look at it if you haven't in about 15-20 years. It's still the same material barely holding on.

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

F. ASSET AND RISK MANAGEMENT

- It bothers me that we cannot use the doctors at the hospital because they are not on our insurance.
- It bothers me a lot!
- Teachers and other school personnel should have health insurance equal to state legislators and other state employees. How can we attract the next generation into education if that profession continues to be at the bottom of the state barrel!
- Very true!!
- As a taxpayer, I do not feel that monies are spent very well for insurance premiums, and then we have to pay substitute so that the teacher can use doctors on our plan who are only out of town! We need better health insurance for teachers (a state plan would be great), and we need to consider all of the costs involved, not just each line item in the budget.
- Better health insurance with low deductibles and co-pays for office visit and medication.
- Current insurance plan restricts choice of M.D.
- Work to get teachers on the state health benefits package.
- [Comptroller] - if you are wanting us to be more efficient fiscally, then please support and push our legislators for state health paid insurance. Insurance premiums in small, rural districts like Kenedy and Runge are outrageous. Use of state monies would free up local monies to be used more effectively, such as creating attractive incentives to get new teachers.
- We have to drive 30 to 60 miles to find doctors on our plan. We have to change doctors several times because they have dropped our plan.
- We are paying \$1.00 for our school to deduct annuity premiums.
- Health insurance for employees is too high. Some employees are being compensated for injuries that they don't have (janitors and maintenance people). Look around.
- Need to take care of the staff's health needs. Shopping around doesn't always give you the best deal when you miss the best coverage.

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

G. FINANCIAL MANAGEMENT

- Health insurance is not adequate since local doctors are not on our plan.
- The chief financial officer does an outstanding job with the school finances.
- Less money is spent on the elementary campus. Students at this crucial learning time need a strong foundation to grow on. If you want TAAS to improve, you have to spend the money to get it.
- It concerns me that superintendent has two secretaries and one got a \$4,000.00 raise this year. I'm not saying she doesn't work hard, but that seems like a lot for one year. Yet because of all the problems this year, she or someone won't answer the phone when it says elementary on the phone log. It took me several days to get someone to answer from that office and I thought my question was important. (I only called during my off period and after school.)
- It concerns me that the district continues to use Humana Insurance (which basically I am happy with) and we cannot use the local doctors at the hospital, which have been here for as long as I can remember, or use the hospital.
- According to the budget, the elementary is the largest campus but receives the least amount of money.
- Health insurance is the pits. Even if local doctors were on our plan, Humana would find ways not to pay. Trust me.
- Less money could be spent staffing secretaries at the main office.
- School board member [board member] has questioned the other members over and over about the inequality of money spent per student across campuses. He does not understand why less money is spent at elementary school. Maybe this could be explained by you since the opposing board members had no answer for him, but voted on the budget anyway.
- Our school has a top-notch financial officer, even though [the superintendent] is up to something with her job.
- Why does [the superintendent] have two secretaries? One of those secretaries used to work for the teachers copying instructional materials in the print shop. Supposedly, for health reasons, she was reassigned as [the superintendent]'s secretary to get her out of the Print Shop. Why wasn't someone else hired to run the print shop? It has been a hardship for our teachers now that they must spend hours copying papers and not a very efficient use of the copying equipment already in place in the district.

- The money is not allocated fairly between the campuses. Elementary is short changed and the situation is only getting worse since [the superintendent] has a vendetta against the elementary staff for filing grievances against him.
- A report has been filed with the District Attorney that [the superintendent] used school pipe, school personnel and school equipment for his own personal use. The report was filed by a school board member.
- The maintenance department cut a sign for [the superintendent]'s ranch from sheet metal that says "Los Liones."
- Currently the ag teacher was told to construct more corner posts for [the superintendent], which he has done. He has yet to receive any payment for his F.F.A. chapter, as was the agreement.
- [the superintendent] is charged with creating the budget and financial operation for the district. I don't think he even knows or cares what the tax rate is.
- Fund balance needs to be built up. If the business manager leaves the district, will have a hard time creating a budget. That's who does it know.
- Fiscal responsibility is a major concern in Kenedy ISD. Our economy is not great, so every tax dollar needs to be spent wisely. Money should be spent the closest to where learning takes place - in the classrooms and laboratories. We desperately need to update science labs, and planning must be done to create better computer labs and more computer equipment in classrooms. [the superintendent] and board members need to learn more at their education conferences about how we can achieve this goal.
- Our schools set the time for growth in the community - we need to be forward thinking and planning.
- Band money and sports money need to be evened out more. What good is a great football team if you have a "kazoo" band?
- Strongly agree!
- I agree, as a coach I like a strong band.
- The band room needs major looking into.
- I feel more money should be spent on updating our schools.
- Yes!
- I believe more accountability of funds should be implemented beginning at the top. We need someone responsible to monitor internal goings on. No more falsifying documents.
- Lose integrity by doing this.
- More money should be used to better train our teachers to make the school a successful school - academics!!
- I do not understand how sciences can be taught without labs. It doesn't make sense. Budget less money to athletics and more to academics. I would bet that there are more students from KISD that graduate from college than make it to pro athletics!

- Since [the superintendent] has been here, there is more money that there has ever been.
- Disagree! Disagree! Disagree!
- Does he spend it on the educational process?
- No.
- One time we had money disappear.
- Because he doesn't want to let go!
- Not true.
- He does not let go to hire qualified teachers. Of course, there's more!!
- He gave [secretary] a very good raise. He gave [secretary] new office furniture. He hired himself another secretary.
- More money needs to be allocated for special education programs. It is not right to be told you can't place a student appropriately because there is no money for a teacher or teacher aide.
- The whole system of special education needs to be revamped due to its increase in population.
- Students can't go and compete with vocational purposes because there is no money for that; it must come out of parents pocket. Why? Not even \$1.00 for a \$.99 burger!! What's wrong?
- Financial reports could be presented to the community in ways that are easier to understand. I think our community really does not know how their district is operating.
- Equal money spent per student across campuses!
- Agree.
- Budgeting should be explained better.
- Too much money is going into football and very little to other sports.
- Football pays for the other sports.
- More money should be spent in maintaining our schools, especially the high school. It looks like a ghetto school. We can be a poor district, but not a dirty one. Little things like a paintbrush and a bucket of paint. A lawn mower would do wonders.
- Our girl's volleyball team (and all sports) should be allowed to eat while away games are being played (at school expense)! It's not going to hurt. Some of these children may not ever get this opportunity (to eat out with friends) otherwise. Come on, cut loose a little!!
- Even in Ag, they say that it is up to parents to pay for their child's meal, yet these kids go and represent the school, right?
- Money is saved at the expense of curriculum and hiring teachers and ultimately the children suffer.
- I hear [the superintendent] has saved over \$800,000.00 in expenses. This is great.
- Disagree.
- What you hear may not always be true.

- Money is not allocated equally among campuses. The elementary school receives less than the others. A board member has pointed this out repeatedly with no change being made.
- The foundation years at elementary need more focus! This means more of the budget spent where at least 1/2 of the total student body learns.
- [the superintendent] has been able to save the school district a lot of money. Audit of the school district for this past year proves this. Many of the employees do not like having to have a purchase order approved by [the superintendent] before items are purchased, but a lot of money has been saved. Overspending in the past years was ridiculous.
- I agree.
- Disagree.

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

H. PURCHASING

- Everything is handled with the utmost professionalism.
- Disorganization is apparent at this level also.
- There seems to be no group effort for the kids.
- Sometimes bids on the lowest items are not wise purchases.
- Rebuttal. But when you work with tax dollars, sometimes you have no choice.
- The process is so involved. It is sometimes easier to buy stuff with your own money.
- Very true!
- Yes!
- Sad.
- Teachers spend too much of their own money buying things for their class.
- Strongly agree.
- Yes, but we do it because we love our kids.
- I have done this many times!!
- They do this because it is easier than begging.
- You won't get reimbursed if you pay and sign before requisition is made/filed!
- Hey! Let's give them a raise to help pay for supplies for their rooms! Novel concept!
- Parents usually buy too many supplies for other kids who are less fortunate. I have gone to teachers' cabinets and lots of supplies parents buy.
- A greater effort could be made to purchase goods and services locally.
- We need to be trained in the exact procedure for purchasing. Isn't there an easier way to do this without so much confusion?
- With government money involved, no! Maybe you need to be educated.
- I always get a great tax deduction for money spent on my classroom. My heirs will bless me for giving!
- Contractors that are hired should be accountable for their work. Don't hire a high-priced contractor; then he in turn hired a cheap sub-contractor, and doesn't do the job the way it was supposed to be done. Example: the drainage on the football field and track. That is one reason it already has gone bad.
- [the superintendent] approached me around October of 2000 and asked if I could build some "H" braces. Before I could say yes, I

saw a truck pulling up to the shop to unload metal. He told me that if I could get them done the sooner the better. He assured me that he would pay for any material used. I ended up having to get this done in about a week because he was going to his ranch for the Christmas holidays. I worked on them with kids and myself. He never paid for any material or supplies used. At the beginning of the spring, he approached me about making 12 more and use the metal that had been left over from the fall. I told him that about \$5-\$10 for every brace for the first batch would be pretty cheap but would cover most of the expenses. But to this day I have never gotten a penny. I still haven't started the second batch because I'm afraid I'll still get fired or not renewed, but it's the taxpayers money that is paying for [the superintendent]'s "H" braces for his ranch!

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

I. FOOD SERVICE

- Food - too much sugar.
- Cokes and snacks during lunch.
- High school has no kitchen, so I go to elementary.
- The food service is better than in recent years but could still use some improvement.
- I think the ladies should cook more than just heating up the usual things like chicken tenders, steak fingers, corn dogs, and fish sticks. For some of these kids, this is the only place they get the opportunity for a cooked, nutritious meal.
- I also think that all of the junk food items shouldn't be sold at the snack bar during lunch. Some kids are not eating their lunch and buying the sugar snacks to eat as lunch.
- Portions for trays are not enough to fill most children.
- Food is better, but could still use some improvement.
- High school should provide a place for students to eat. They should not have to walk to the elementary school.
- 30 minutes is not long enough for children to eat. Sometimes they can't get served on time (elementary and middle schools).
- Too much sugar, starch and junk food is offered by the cafeteria. This in a mostly Hispanic population, which has high incidence of diabetes. Soft drinks in schools, even high schools, is highly profitable but quite unhealthy. We need to teach good nutrition by offering it.
- Diabetes is on a rise among Hispanic children. Since the majority of the children in our school are Hispanic the meals served in the cafeteria concern me. Foods high in fat and starches are served daily to our children. Too many starches are served on Wednesday when either tacos or chalupas are served along with rice and corn bread. Two of the following are served twice a week: french fries, tatar tots, or potato wedges.
- Most of the meat servings are pre-prepared and just have to be warmed. This is not only more expensive, but it also affects the quality and taste of the meat. I call it fake meat or soy meat.
- The snack bar provides a lot of junk food high in fat, salt, and sugar. The chips contain too much fat and salt. The Little Debbie Snacks contain a lot of fat and sugar. No fruits or nutritional snacks are provided. I understand the cafeteria does not want to go in the red with its budget, but I think providing children with unhealthy snacks is not the solution.

- Need to privatize so better choices and meals can be available. I feel that a study of cost meals/HR meals/employee cost study needs to be done. The food is better now but it needs fine tuning.
- I agree.
- Food Service needs to consider nutritional needs of children, not just what they want. Part of education should be to learn good eating habits to prevent increases in onset of Type II diabetes in children, obesity, high blood pressure, and cancer. Parents need to understand the overall objective and the district policymakers should make educated decisions regarding food service, and then ensure that staff are trained and carry out the goals.
- The food service is better than in recent years.
- Strongly agree.
- High school should have a place for the students to eat lunch on their campus.
- My children have a pretty good choice and I feel comfortable with this area.
- I feel the children should be given more choices - most have menu memorized!
- I do not think that the high school students should have an open campus for lunch. Many of them walk to McDonalds across Hwy. 181. Someone is going to get hurt.
- Children are allowed to buy too much junk food.
- Many children do not eat food on their tray, they buy junk food and that's all they eat!
- Last week, March 5-9, I got very sick because the breakfast biscuits were cooked with spoiled milk!
- The high school needs a closed campus policy along with upgraded lunch facilities.
- Food should be served that is appealing to look at. Often, everything is the same color, i.e., this week - gravy, carrots, biscuits, chicken strips and pineapple. Try green salad and red tomatoes for variety.
- The middle school food is not very good. It is cold and not edible.
- I am satisfied with the meal plans at the elementary.
- You probably don't eat there.
- Too many students are having to go off campus to eat because they don't like the variation of food served at the cafeteria. Eliminating the high school facilities also has created a problem with kids staying on campus to eat.
- Also, people that are not qualified for free meals are eating free. Someone is not keeping up with these records as to who is qualified and who isn't. Some parents are not being truthful with their situation of income.

- The high school students are charged more but they don't get enough for their money, but the food is better, just not enough for them to have the energy to go and do athletics.
- A lot of students buy junk food because there is not enough food on their trays.
- Children are not given sufficient time to eat!

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PUBLIC FORUM AND FOCUS GROUP COMMENTS

J. COMPUTERS AND TECHNOLOGY

- It concerns me that the younger students don't get much computer time. We go once a week, but because of time, they really don't get more than 30 minutes a week.
- District Technology Coordinator is in charge of too many other duties to concentrate his efforts on the education of the students. He needs to be used to his full potential and not used just because you know he is a responsible man and will spend many of his personal hours working on problems.
- Technology is first class, but unless you train the staff to implement the technology it does not provide any benefit.
- TIEF grants and TIE grants have helped the district obtain useful training and equipment.
- In-service day for Technology was a success. A few more days like that one would help teachers become better prepared to meet the needs of students in the area of computer technology.
- Teachers need more training to meet the growing needs of our children!
- And the needs of the workforce. These kids need to be educated and employable by 2001 standards.
- Ditto. Let's reinstate auto repairs, house construction, and air conditioning repair back into the schools. I'd rather have someone with this background stop to help me on the side of the road with a stalled car than a surgeon.
- In-service day technology was very effective.
- Need to be very careful who is hired!
- Administration needs to employ more technology personnel to take care of technical support and training.
- Budget Plan.
- Computers cannot teach technology. Stronger curriculum could make existing facilities more effective.
- Our tech coordinator is too overloaded. We need to hire more help.
- Existing tech facilities no longer fit curriculum needs at high school.
- Technology is a curriculum issue.
- Super Technology! Our technology "chief" is expected to do too much. He works overtime. We need more training to make it worth it.
- Technology techs need to be scoped and sequenced K-12. Performance assessments of technology techs need to be

developed. Teachers need more training in integrating technology into their subject area.

- The schools need more advanced equipment, especially for the employees (offices). Employees need more training to do the job necessary. What is the school board okaying to investigate some stupid grievance, and spending our tax money on this when the district could use this money for computers.
- Yes, [the superintendent] encourages grievances, so he should be very pleased to clear his good name.
- [the superintendent] doesn't know technology like he presented. Teachers need to have scheduled training in basic computers. The district needs to keep updated with changing technology. We have technology that we don't use or know how, so why do we try to fool everyone with our technology availability. Some people like [the superintendent]'s secretary just want to check their stock market and can't function fully in the computer world.
- We need certified computer/technology teachers at each campus!

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PUBLIC FORUM AND FOCUS GROUP COMMENTS

K. TRANSPORTATION

- The bus situation is not good. I give the drivers a pat on the back. I think an aide should be put on each bus. I know that is almost impossible, but something should be done.
- The discipline on buses is not adequate. Bus drivers need to take actions on the bus more seriously so that parents, teachers, and administrators do not have to spend most of the day trying to sort out the problem.
- Privatize the buses.
- Our bus drivers are competent and courteous. Our vehicles are kept in good condition.
- Agree.
- We have always had great buses on our athletic trips.
- Great job.
- You have some crazy bus drivers. They need to be trained to drive safely.
- Hey! How about video (security) for our buses?
- The buses so far are fine.
- I think the bus drivers need help on the buses. It is not an easy job to drive and watch kids ranging in ages K-12.
- Rules for school need to apply to bus travel.
- God Bless Our Drivers. They have earned their place in heaven by going through hell on earth! Don't believe me? Just ride behind a bus sometime and watch what's going on inside.

Appendix F

PUBLIC FORUM AND FOCUS GROUP COMMENTS

L. SAFETY AND SECURITY

- Lost documents on §504.
- Sent letter to TEA.
- Board is removing items on people's records.
- [the superintendent] has replaced the door to his office with a solid door with a deadbolt lock and bought a paper shredder. What is going on in that office that is so secretive?
- The police department provides traffic cops to help with morning traffic.
- Student discipline on the whole is effective. A few parents try to go over the campus administration to solve a problem. When parents are not referred back to the teacher or administrator is set up a cycle that undermines the ability of the teacher or administrator to fairly handle discipline. The chain of command needs to be followed.
- Police are available before and after school to help with traffic control and see to the safety of our children.
- The prison break from Connally Unit was handled with utmost security and minimum panic at the schools. All personnel were out in front of the school and in the street to get our children home safely. We care.
- Most discipline matters are handled with tact and effectiveness. Mr. DeLeon, Mr. Swierc, and Mr. Rodriguez are all very positive roll models that discipline problem children can look up to. When parents are allowed to go straight to [the superintendent] without proper steps being taken, [the superintendent] often does not back his principals. We know if his supporters' children are in trouble, little is done.
- I am a long time employee of Kenedy ISD and over the years we've had our ups and downs, but I always felt respected and appreciated, and enjoyed working in a great school.
- This year has been the lowest time in my teaching career. We have been harassed and intimidated by [the superintendent] for filing grievances. We have been lied to, and he uses anyone he can to try and sabotage our efforts. Spreading untrue gossip about teachers is a very cowardly way to work through a problem. I have never seen this community so divided, with many fearing to express their views.

- This should have been the best year ever, with a staff that works so well together and really loves and wants the best for all kids (though gossip says otherwise).
- We also have the best administrators at the elementary campus, and all campuses. They are great to work for, and also have kids best interest at heart. Unfortunately, they have been treated with a total lack of respect by [the superintendent]. I'm sure they will be leaving for other jobs - places where they will be respected (our loss). Being humiliated on a weekly basis by your boss is not very pleasant.
- Lack of respect and support is like a disease that robs one of all energy. It is so sad to see this district in this shape. I'm praying for God's healing!
- The Kenedy Elementary campus has a serious mold problem. Several years ago the district hired an air control team that evaluated the air quality. At the time it was found that mold levels were extremely high. Mold was found in the air conditioning ducts. Nothing was done. There was one family that moved their children out of our school because it was causing allergy related illness. There are many children and teachers whose health is being affected. Several years ago when this matter was discussed, our district treated it as though it was too costly to correct and it was not a priority. The only thing we were told as a campus to do was to keep the doors to our classrooms closed. My room, B-7, has a musty smell. It is worse some days than others. There are several stained ceiling tiles where somehow the tiles have gotten wet in the past. I believe the mold problem is severe enough that our district needs to take action to correct it.
- At a time of too much violence in our schools, what have the principals done lately to upgrade an evacuation, if it is necessary. Everybody is talking about a student; it looks like their safety is the farthest thing in their minds.
- We are supposed to have fire or emergency drills every month. I ask my boy who is in high school how many drills they had this year and he said none. They had one during one school week but it happened that he was absent. They falsify documents here. You are supposed to have at least one drill a month and log the date. Maybe the insurance carrier should look into this.
- Our principals try to equally discipline students, but in certain circumstances our superintendent overrides the discipline of the children whose parents support him.
- Principal at high school disciplines whom he chooses to. Depends on who the parents are. They are not disciplined the same. What about our student dropout programs?
- This is not true.

- School allows teachers to run kids out of class and no one know where they are! They don't send kids to principal. They have a few students that don't have anywhere to go so they sit in principal's office or with the secretary.
- Parents could use some training. Form a parent group Title I parents, Special Ed parents.
- Teachers don't have the right to change grades or give extra points to pass a child. Those children will not be productive.
- For a town our size, and what the city and county pay, I think that we have law enforcement officials who are fair and responsive to the needs of the school district.
- Elementary playground needs to address safety (under equipment).
- High school band hall is unsafe because of stairs. Heavy equipment must be moved often, dangerous for equipment and for personal injury. Students are unable to attend class because of injuries that keep them from going up stairs to the band hall.
- Anyone can enter the high school at any entrance without being observed.
- A lot of discipline problems are because we do not take time to find out what causes these behaviors. Look at the shootings that have occurred.
- We need to know the difference between school matters and police matters (if they fight at school, haul them off)!
- Parents need to become disciplined themselves. They learn from their parents!!
- When students are disciplined needs to be followed through.
- A lack of structure and discipline dooms the students to failure. They can graduate from KHS or the Connally Unit.
- Discipline problems with students arise from parents feeling their child is exempt from any discipline and refusing for the school to administer across the board and [the superintendent] does not back up administration with discipline.
- Strongly agree.
- Student discipline is a problem. In trying to keep the students who act up or constantly talk in line, the rest of the class suffers from the constant disruptiveness.
- There has been lots of abuse toward children lately at the elementary. Where is their safety?
- Strongly disagree. Name the exact abuse you are talking about. I think you will find they are false accusations.
- Strongly disagree.
- What about abuse by parents?
- Yes!!
- Teachers do best to control unruly kids - discipline and respect begin at home. Abuse is not tolerated at elementary school!

- The schools do not cooperate with the alternative education programs. I am referring to junior and high school cooperation.
- District policy for discipline should be followed in every case. Matters should be handled on the campus they occurred, not taken across the street to the administration office without talking to a teacher.
- Yes, follow the student code of conduct. No excuses. Once we have consistent and persistent application of the code, bad behaviors will dwindle.
- I think the Alternative Education Program is a big plus here.
- I wish all students would be disciplined the same. Some parents feel their students do not need to follow the same rules as the others. And sometimes their wish is granted. I do not think that is fair or right. It puts the teachers in an awful position.
- Strongly agree!
- We need to enforce policies, dress codes, etc. the same on all 3 campuses. The district committee needs to be responsible for alignment - do away or change things that do not work.
- At the high school.
- Strongly agree.
- Safety - none. Anybody can walk in and out of our schools, especially the high school.
- They should at least ask people to sign in (visitors) when they go to our schools. Principal is hardly around, not that it would matter. Too many students don't have any discipline because they don't have a disciplinary principal.
- Not true!
- [the superintendent] is often not at work and no one knows where he is!
- Principals are always on campus!