

TRANSMITTAL LETTER

February 13, 2003

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

Fellow Texans:

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

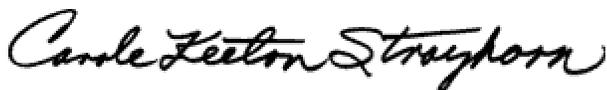
In August 2001, I released the results of my review of the district's operations. This review offered 47 recommendations that could save KISD taxpayers more than \$2.3 million by 2005-06. Cumulative net savings from all recommendations (savings less recommended investments) were projected to reach more than \$2.2 million by 2005-06. The review also noted a number of KISD's exemplary programs and model services provided by district administrators, teachers and staff.

After a little more than one year, we returned to check on how well the district's leadership put these proposals into practice. Over the last year, KISD has implemented, or is in the process of implementing, 43 of the proposals, or more than 91 percent. The district has saved a net of \$337,778 to date and expects savings to reach more than \$1.7 million over five years.

This report is available on my Web site at www.window.state.tx.us/tspr/kenedypr/.

Thanks for all that you do for Texas.

Sincerely,



Carole Keeton Strayhorn
Texas Comptroller

c: Senate Committee on Education
House Committee on Public Education

The Honorable Gabi Canales, State Representative, District 35
The Honorable Judith Zafirini, State Senator, District 21

KENEDY INDEPENDENT SCHOOL DISTRICT PROGRESS REPORT

Introduction

In August 2001, the Comptroller of Public Accounts' Texas School Performance Review (TSPR) staff and consultants released a comprehensive review of the Kenedy Independent School District (KISD). During November 2002, TSPR staff returned to assess the district's progress in implementing the recommendations.

Since 1991, TSPR has recommended more than 7,000 ways to save taxpayers more than \$700 million over a five-year period in more than 80 different public school districts and higher education institutions throughout Texas. TSPR also conducts follow-up reviews of districts that have had at least one year to implement recommendations. These 55 subsequent reviews show that more than 90 percent of TSPR's combined proposals have been acted upon, saving taxpayers more than \$120 million, with the full savings estimated to grow in the future.

Improving the Texas School Performance Review

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

Comptroller Strayhorn began by establishing new criteria for selecting school districts for future reviews. Priority will be given to districts judged poor performing academically or financially and to hands-on reviews that will benefit the greatest number of students. To ensure that this process also serves small districts, reviews of numerous school districts in close proximity, regardless of academic or financial status, are also done to achieve some economy of scale, as was the case with the smaller districts reviewed in Karnes County.

Recognizing that only about 51 cents of every education dollar is spent on instruction, Comptroller Strayhorn's goal is to drive more of every education dollar directly into the classroom. In addition, no longer will school districts' best practices and exemplary models be left buried inside individual TSPR reports. Instead, Comptroller Strayhorn has ordered best practices and exemplary programs to be shared quickly and systematically among all the state's school districts and with anyone who requests such information. There is simply no reason for a district that has solved a problem well to keep the solution to itself. Comptroller Strayhorn has directed TSPR to serve as an active clearinghouse of the best and brightest ideas in Texas public education. Best practices identified in the original review will be included in the Comptroller's best practices database, *A+ Ideas for Managing Schools (AIMS)*, which is accessible on the Web at www.aimsdatabase.org.

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

- ensure students and teachers have the support and resources they need to succeed;
- find innovative ways to address core management challenges;
- ensure administrative activities are performed efficiently, without duplication and in a way that fosters education;
- develop strategies to continually assess and improve district processes and programs;
- understand the links among the districts' functional areas and determine ways to provide a seamless system of services;
- challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- put goods and services to the "Yellow Pages test" (government should do no job that a business found in the Yellow Pages can do better and at a lower cost).

Finally, Comptroller Strayhorn has opened her door to Texans who share her optimism about TSPR's potential. Suggestions to improve school reviews are welcome at any time. The Comptroller is a staunch believer in public education and public accountability.

Detailed information can be obtained from TSPR by calling 1-800-531-5441 extension 5-3676, or by visiting the Comptroller's Web site at www.window.state.tx.us.

TSPR in the Kenedy Independent School District

In March 2001, Texas Comptroller Carole Keeton Strayhorn began a review of the Kenedy Independent School District (KISD) as part of a four-district project that also included reviews of the neighboring Karnes City, Falls City and Runge school districts. These four districts are located geographically near each other in Karnes County.

Based upon more than six months of work, this report identified KISD's exemplary programs and suggested concrete ways to improve district operations. If fully implemented, the Comptroller's 47 recommendations could result in net savings of more than \$2.2 million by 2005-06.

The Comptroller contracted with International Business Machines, an international computer hardware, software and consulting firm headquartered in New York, 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 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. The Comptroller's office also received letters and phone calls from a wide array of parents, teachers and community members.

Surveys were distributed and a total of 241 respondents answered surveys. Forty-three campus and central administrators and support staff, five principals, 46 teachers, 55 parents and 92 students completed written surveys. 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. TSPR also compared KISD to district averages in TEA's Region 3 Education Service Center, to which KISD belongs, and the state as a whole.

KISD in Profile

KISD is located in Karnes County, about 60 miles south of San Antonio. The county seat is in Karnes City, and 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 served 949 students in 2001-02. KISD'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. The district's student population is 74.3 percent Hispanic, 22.2 percent Anglo and 2.7 percent African American. Nearly 64 percent of KISD's students are classified as economically disadvantaged.

In 2001-02, KISD's elementary campus received an Academically Acceptable rating from the Texas Education Agency (TEA); the middle school was rated as Academically Acceptable and the high school was rated as Exemplary. The district received an overall Academically Acceptable rating as well.

In 2001-02, 82.4 percent of all students passed the Reading portion of the Texas Assessment of Academic Skills (TAAS), 88.9 percent passed the Math portion of the test, 88.2 percent passed the Writing portion of the test and 75.3 percent of students passed all tests taken.

In 2001-02, the district employed a staff of 166.3 employees, with teachers accounting for 83.7 employees, or more than 50.3 percent of KISD staffing. The district had expenditures of \$7,036,154 in 2001-02. In 2001-02, 17.7 percent of KISD's budgeted revenues were generated through local taxes, 4.7 percent came from other local and intermediate sources and 73.6 percent came from the state, while 3.9 percent came from the federal government. In 2001-02, KISD budgeted 52.7 cents of every tax dollar on classroom instruction compared with the state average of 51 cents.

Over the last year, significant changes have occurred in the district. In August 2002, KISD reached a settlement to end the contract of the previous superintendent, Mr. Joe N. Garza, Jr. The assistant superintendent, Ms. Carolyn Kasprzyk, was named as acting superintendent for the district. The position of assistant superintendent was eliminated.

In June 2002, the community approved a \$2.95 million bond for new construction and facility improvements. The bond will enable KISD to make renovations and repairs to all four campuses, as well as construct a band hall and science labs at the high school. A TEA Instructional Facilities Allotment (IFA) grant will help the district make debt service payments.

The district also received a three-year Department of Education Safe Schools/Healthy Students grant for \$881,890 per year. KISD will serve as the fiscal agent for the grant, which will also serve students in Karnes

City, Runge and Falls City ISDs. Six goals have been identified for the grant:

- provide and maintain a safe school environment;
- reduce the incidence of alcohol, tobacco and other drug use;
- increase positive family relations, family involvement and conflict resolution by providing access to mental health services;
- increase the number and types of services that specifically address early childhood psychosocial and emotional development;
- increase academic achievement; and
- provide a coordinated, cohesive effort of implementing safe school policies.

While the district still has work to do, KISD staff and TSPR team members concur that the district has made steady progress. KISD has implemented 34 recommendations, nine are in various stages of progress, one has been reviewed but not implemented and three were rejected outright. (See **Appendix A** for details on the recommendations' status.)

Kenedy ISD Report Card

Chapter	Total	Complete	In Progress	Not Implemented	Rejected	Percent Complete/ In Progress	Grades
District Organization and Management	11	8	2	1	0	73%/18%	Satisfactory
Educational Service Delivery	12	7	4	0	1	58%/33%	Satisfactory
Financial Management	10	8	0	0	2	80%/0%	Satisfactory
Operations	14	11	3	0	0	79%/21%	Satisfactory
Overall Grade	47	34	9	1	3	72%/19%	Satisfactory

Excellent = More than 80% complete

Satisfactory = 80% to 100% complete or in progress

Needs Work = Less than 80% complete or in progress

Exemplary Programs and Practices

TSPR identified numerous "best practices" in KISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by KISD administrators, teachers and staff. The Comptroller's office encourages other school districts throughout Texas to examine these exemplary programs and services to see if they could 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.

The district continues to operate student activity funds through one bank account that is controlled by the business office and earns maximum interest.

- ***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.

By using this diversified mixture of local bank accounts, money markets, TexPool and other investment instruments, KISD continues to receive high interest earnings on its accounts.

- ***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 questions in one easy-to-locate place.

This exemplary program is still in place in the district and has not been modified since the review. As a result of TSPR highlighting

this program on the A+ Ideas for Managing Schools database at www.aimsdatabase.org, many people have requested a copy of the textbook manual to use in their schools.

TSPR Key Recommendations

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

District Organization and Management

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. This recommendation has helped to ensure more effective board meetings and has promoted an atmosphere of respect. The board received Board Code of Conduct Training provided by the Texas Association of School Boards (TASB) in January 2002. The training cost was minimal, and administrators said they felt this would help the overall climate of the district.

Recommendation 2: Provide team-building and sensitivity-training workshop to build trust among board members and the administration. TASB staff also conducted 'Team of Eight' training for the board. Administrators said the training has helped encourage individuals with differing opinions to work together and has improved the relationship between the board and administration.

Recommendation 8: Establish staffing formulas that tie the number of employees to student enrollment and reduce staff accordingly. The KISD business manager said this recommendation was necessary for economic reasons and will save the district more than \$1.6 million over five years. KISD will use the money where it is most needed.

Educational Service Delivery

Recommendation 12: Involve teachers in the alignment of curriculum guides to reflect TEKS and TAAS objectives to improve student transition between grades. According to the middle school principal this recommendation gave the district one of the most important tools for improving student achievement. Through contracts with the Region V

Curriculum Cooperative, the district updates guides on a continual basis with the assistance of teachers across all grade levels.

Financial Management

Recommendation 31: Revise purchasing policies and procedures. The elementary school principal said the district's revision of its purchasing procedures has simplified the ordering process and standardized purchasing procedures.

Operations

Recommendation 35: Create a long-range facilities master plan. The superintendent said that implementing this recommendation is allowing the district to upgrade facilities, which is very important in keeping up with future educational trends. The district is developing a master plan as a result of a bond election and an Instructional Facilities Allotment grant of \$2.95 million.

Recommendation 38: Implement a bus safety program that includes bus evacuation drills.

The superintendent believes this recommendation has helped to promote a safe school environment by providing bus drivers with a safety handbook and conducting bus safety sessions and emergency drills with students through Region III Educational Service Center.

What Still Needs to be Done

KISD has made steady progress in implementing TSPR recommendations. Thirty-four recommendations have been implemented, nine are in various stages of progress, one has been reviewed but not implemented and three were rejected. This section addresses the key areas requiring additional attention.

District Organization and Management

Rebuilding trust in the district will take time, but the district has made a good start. During summer 2002, the Board of Trustees worked together to develop district goals. The board adopted "Kenedy ISD-working together to rebuild the PRIDE!" as the district motto. The motto is posted outside the administrative offices and inside the buildings of the four district campuses. Within the district, weekly administrative meetings and monthly director and supervisor meetings have improved communication, and the District Advisory Committee meets monthly and is active and

strong in developing objectives and goals through the District Improvement Plan. The employee handbook has also helped to improve communication within the district.

While things have improved, the district should closely monitor the relationship between the administration and district employees with a survey or some other method, as suggested in Recommendation 5. By using a survey and reviewing factors such as grievances, complaints to the board, teacher turnover rates and district legal costs, KISD can ensure that the organizational health of the district has actually improved. If the results of the survey or review indicate otherwise, KISD can use the feedback as a basis to improve morale and resolve any problems that may exist.

Facility Management

As a result of the approval of the \$2.95 million bond election, KISD is planning some major facilities construction projects, including building a new band hall and science labs at the high school and renovating and repairing existing buildings on all of the campuses. A planning committee of community members is developing a long-range facilities plan, which prioritizes the list of facility needs. To help pay for the project, KISD will receive a TEA Instructional Facilities Allotment grant, which helps school districts make debt service payments on qualifying bonds used for the construction or renovation of instructional facilities.

As part of this process, the district must further develop its facilities plan into a facilities master plan (as recommended in Recommendation 35) that includes long-range planning and incorporates suggestions from the May 2002 State Energy Conservation Office (SECO) energy audit. SECO found ways the district could save more than \$41,000 a year by installing high-efficiency lighting, replacing older and less efficient heating and air-conditioning units and adding energy management controls. Incorporating these recommendations into the master plan will reduce energy expenses and increase savings for the district.

Once facilities construction and renovations are completed, the district should include a preventive maintenance program in the facilities master plan, or deferred maintenance will accrue on the older buildings. As KISD's planning committee recommended in its March 2002 report to the board, the preventive maintenance program should be adequately planned, funded and implemented to prolong the life cycle of the district's facilities.

Once completed, the district should review the master plan annually and update it as needed.

KISD's Ideas for Improving the Texas School Performance Review

The TSPR team does not assume that its process for performing school reviews works so well that it cannot be improved. As part of preparing the progress report, TSPR asked Kenedy ISD staff members and administrators what went right and what went wrong-and how the process could be improved.

The feedback TSPR has received from other districts led to improvements in the review process. For example, early reports did not include implementation strategies, and districts told TSPR they needed help in getting started. As a result, the reports now include IMPLEMENTATION STRATEGIES AND TIMELINES to complement the recommendations. Districts have told TSPR these blueprints are invaluable to achieving the desired results. But it is important for TSPR to continually be mindful of those things that did not work as intended so that the review process can be continually improved.

Surveys were sent to board members requesting their observations about the review process. Responses indicated that the review fairly portrayed KISD's challenges and increased the board's and administration's awareness of these challenges. Board members that responded said the TSPR provided realistic implementation strategies, timelines and fiscal impact recommendations to guide the district. Board members also said the relationship between the board and administration has improved since the review.

The district thanked the TSPR team for providing recommendations to improve operational efficiencies. The administration assessed the recommendations closely and said they should help the budget. Members of the KISD administration said the district was off to a good start in rebuilding the trust between the community and the school prior to the review and that TSPR should not receive all the credit for those changes.

As with any complex process, some things might have been done better. District administrators thought that because many consultants on the TSPR team were from out-of-state, they were not always aware of the Texas Education Code and regulations and practices that work in smaller, rural school districts in Texas. TSPR heard similar comments from other districts in Karnes County. The agency is addressing this issue by assembling consultants on smaller reviews in future projects through pooled or group contracts, allowing TSPR to match smaller districts needs to consultants with more specific expertise in this area. Knowledge of state laws and guidelines is now a major component of all TSPR consultant

selections. Additionally, TSPR will no longer use single contracts for multiple reviews within a county and will continue to assess this issue closely in the future.

Appendix A

Status of Recommendations and Savings

Rec #	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	KISD's Projected Five-Year Savings (Costs)	Comments
Chapter 1 District Organization and Management						
1	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	Complete	\$0	(\$600)	(\$600)	The Texas Association of School Boards (TASB) provided Board Code of Conduct training to board members in January 2002, and the board reviewed the Code of Ethics for Board Members from TASB. The board has one new member this year and plans to continue training annually.
2	Provide team-building and sensitivity-training workshop to build trust among board members and the administration. p. 18	Complete	(\$1,600)	(\$1,000)	(\$1,000)	TASB conducted one-day Team of Eight training with board members in December 2001. Principals and key administrators were not included but would like to be involved in future training. In addition, administrators meet weekly and send meeting reports to the board on Fridays.
3	Create and implement a comprehensive strategic planning process. p. 19	In Progress	\$0	\$0	\$0	The board develops district goals. The District Advisory Committee meets monthly and develops the objectives, strategies, timelines.

						cost estimates and evaluations of the goals and objectives through the District Improvement Plan, which is updated annually. The facilities committee helped develop the plan for the bond that passed in June 2002. Other non-instructional areas and long-range planning are in the developmental stage.
4	Incorporate specific performance measures into the superintendent's evaluation to address managerial issues. p. 23	Complete	\$0	(\$120)	(\$120)	In February 2002, the board contracted with its attorney who developed a growth plan for the superintendent to address managerial issues.
5	Assess the organizational health of the district annually, using a qualified survey instrument. p. 25	Not Implemented	(\$7,500)	\$0	\$0	The superintendent said the organizational health of the district has improved. There is less strife, and the superintendent and board get along. The district has conducted surveys in the past but thinks a survey would be an unnecessary expense since relations between the board and the superintendent have improved.
6	Revise the assistant superintendent for Instruction's job description to include coordinating the district's technology	Complete	\$0	\$0	\$0	The district's organization is in transition. When the assistant superintendent became the acting superintendent in April

	curriculum and instruction and for structuring and maintaining a districtwide communications program. p. 27					2002, the assistant superintendent's position was eliminated. Many of the assistant superintendent's duties were assigned to the Karnes County Academy principal. The superintendent coordinates the district's technology curriculum and instruction and maintains a districtwide communication program.
7	Eliminate the position of printing-media clerk. p. 29	Complete	\$161,182	\$0	\$128,946	The district eliminated this position for 2002-03. The district equipped campuses with copying machines and relocated the laminators to the campuses.
8	Establish staffing formulas that tie the number of employees to student enrollment and reduce staff accordingly. p. 33	Complete	\$1,926,100	\$334,335	\$1,671,675	The district eliminated or did not fill positions vacated as a result of retirements or resignations and reduced days worked for paraprofessionals. Staffing formulas of 22:1 are in place in grades K-4. Class size reduction funds were used to lower the rates in grades 1 and 2.
9	Establish a well-organized teacher recruitment and retention plan. p. 35	In Progress	\$0	\$0	\$0	In 2002-03, the District Advisory Committee added components to the District Improvement Plan.

						Goal 7 - Objective 8 to address teacher retention and recruitment. The committee recommends the district staff contact local universities to encourage applications to the district, develop a brochure about the district, post job listings on the Internet, investigate the possibility of signing bonuses and attend university and Regional Education Service Center III (Region 3) job fairs.
10	Assign responsibility for maintaining personnel information and document all personnel actions. p. 36	Complete	\$0	\$0	\$0	In August 2002, the administrative assistant to the superintendent became responsible for maintaining personnel information and documenting personnel actions.
11	Reassess duties assigned to parent involvement coordinator and revise the job description accordingly. p. 38	Complete	\$0	\$0	\$0	The superintendent revised the parental involvement coordinator's job description in August 2002 to include detailed responsibilities for implementing programs, activities and procedures for the parental involvement program. Administrative staff has reviewed these duties.
	Chapter 1 Total		\$2,078,182	\$332,615	\$1,798,901	

Chapter 2 Educational Service Delivery

12	Involve teachers in the alignment of curriculum guides to reflect TEKS and TAAS objectives to improve student transition between grades. p. 51	Complete	(\$16,100)	(\$3,500)	(\$17,500)	The district contracts with Region V Curriculum Cooperative. District staff now updates the guides on a continual basis. Teachers meet by grade level and across grade levels to do curriculum updates and revisions. The district also works with Region 3, which met with elementary school staff and middle- and high-school science and social studies teachers in October and November 2002 to work on updating and revising curriculum, in addition to discussing TEKS objectives.
13	Increase emphasis on testing all students. p. 54	Complete	\$0	\$0	\$0	Through careful review and limitations of special education and LEP student exemptions, the district places more emphasis on testing students. Results from the 2001 testing showed an increase in the number of students tested from 87.8 percent in 2000 to 96.8 percent in 2001.
14	Use TAAS data to identify student and teacher needs and to improve student performance. p. 56	Complete	\$0	\$0	\$0	The district contracted with Region 3 in 2002-03 for a TAAS disaggregation program that the district uses in weekly planning meetings to target specific areas. Teachers use the results to plan

						activities to increase student performance.
15	Develop a structured special education program that stresses pre-referral intervention. p. 59	Complete	\$0	\$0	\$0	The district established special education procedures on each campus to address pre-referral interventions with new operating guidelines for special education developed in November 2002. The guidelines include procedural safeguards and parent notification.
16	Examine the relationship of Language Proficiency Assessment Committee exemptions for TAAS testing and identification of students for Bilingual/ESL instruction. p. 60	Complete	\$0	\$0	\$0	The district reviewed this relationship but had no LEP exemptions for TAAS participation in 2001 or 2002. Currently, KISD has Language Proficiency Assessment Committees (LPAC) on all of its campuses. All principals, the superintendent and the ESL teachers have attended LPAC committee training, and the ESL teachers have attended ESL testing training at Region 3.
17	Increase the number of students participating in the Gifted and Talented program. p. 62	Rejected	\$0	\$0	\$0	The district is identifying the top 5 percent of its students for the G/T program and does not want to lower its criteria for qualifying for the G/T program to increase the number of students in the program.
18	Document specific	Complete	\$0	\$0	\$0	KISD revised and

	compensatory education objectives, strategies and funding sources in campus improvement plans. p. 65					updated District and Campus Improvement Plans to include State Compensatory Education (SCE) funding which the board approved on November 11, 2002. In November 2002, the results of a compensatory education audit found noncompliance only where the district had misread test results and incorrectly classified three students "at-risk."
19	Establish an instructional technology subcommittee to review consistency of the curriculum design and technology integration across all grade levels. p. 69	In Progress	\$0	\$0	\$0	Each campus formed a technology committee in March 2002, and a district technology plan is in place through 2005. The new technology coordinator is working with the committees to implement strategies.
20	Establish policies, procedures and position descriptions for technology-related functions. p. 70	In Progress	\$0	\$0	\$0	The district wrote the technology specialist job description in April 2002 and is currently reviewing the job descriptions of the technology coordinator, campus lab administrators and campus technology facilitators. Technology-related functions and job descriptions will be coordinated with campus technology committees when they begin their planning.

						cycle.
21	Develop a disaster recovery plan and test it on a scheduled basis. p. 73	In Progress	\$0	\$0	\$0	The district developed a data backup system in July 2002, that coordinates backups for district business and student data between the technology coordinator, the business manager and the PEIMS coordinator. Backups for other data remain the responsibility of the user. The district is working on a plan with Karnes City ISD to store backup tapes.
22	Hire a computer technician to assist the technology coordinator in managing and maintaining the district's technology resources. p. 74	Complete	(\$127,876)	(\$6,864)	(\$130,184)	KISD hired a technology specialist in May 2002 to assist the technology coordinator in managing and maintaining the district's technology resources.
23	Develop a process and tool for managing user support requests. p. 75	In Progress	\$0	\$0	\$0	KISD contacted local districts for samples but could not locate any for managing user requests. Using free Internet software, the district is developing an online request form for inclusion in a new KISD Web page and will include Frequently Asked Questions (FAQs) and links to Internet and local resources to offer a limited degree of self-help.
	Chapter 2 Total		(\$143,976)	(\$10,364)	(\$147,684)	

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	Complete	\$0	(\$1,725)	(\$1,725)	The district contracted with RCI Technologies in March 2002 to implement the depreciation schedules. The process is complete and ready for audit.
25	Implement a direct deposit plan for all employees. p. 91	Rejected	\$0	\$0	\$0	A survey of the district staff in October 2001 did not show enough interest in direct deposit.
26	Develop a policy and standard operating procedures for the use of the district's credit card. p. 92	Complete	\$0	\$0	\$0	The business manager developed standard operating procedures for credit card use, which the board approved in May 2002. The district cancelled the American Express credit card and now uses a business charge card for purchases under \$150 to local area businesses.
27	Require district checks to contain a watermark and for the word "void" to be clearly printed when a check is copied. p. 93	Complete	\$0	\$0	\$0	The district began using checks with a watermark and void characteristic in October 2002 after depleting all of the previous stock.
28	Develop plans for an orderly conversion to the statewide school employee health insurance plan. p. 97	Complete	\$0	\$0	\$0	The district successfully switched to the state insurance plan for 2002-03. The district conducted an employee meeting and mailed forms to TEA in May 2002. Employees

						had until August 2002 to make any last-minute changes.
29	Provide all employees with ongoing workplace safety training. p. 99	Complete	\$0	\$0	\$0	Along with Recommendation 47 identifying facility safety issues, the district has worked with TASB on safety training. The district provides all employees a safety manual, which they must acknowledge reading. New employees receive an orientation outlining safety responsibilities. The district conducts monthly training sessions on subjects such as lifting techniques, first aid and fire safety. Principals and supervisors perform quarterly safety checks. The Texas Workers' Compensation Commission (TWCC) reviewed documentation in a district visit in December 2001.
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	Rejected	\$61,250	\$0	\$0	The district's financial advisors did not recommend the district pursue this option.
31	Revise purchasing policies and procedures. p. 104	Complete	\$0	\$0	\$0	KISD revised purchasing procedures and trained staff on

						changes during a September 2002 meeting. The district has reduced the number of purchase orders by stocking the warehouse with frequently used items and combining requisitions to one purchase order when practical. The district established a purchase order process and warehouse use schedule to save time as well.
32	Develop record retention procedures and secure the district's records. p. 105	Complete	\$0	\$0	\$0	Procedures were completed in March 2002. Records for the district are labeled and stored in the warehouse under lock and key for the designated time required.
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	Complete	\$0	\$0	\$0	In November 2001, the county superintendents met at Karnes City ISD to discuss opportunities for shared financial services. No action was taken.
	Chapter 3 Total		\$61,250	(\$1,725)	(\$1,725)	
Chapter 4 Operations						
34	Prepare a facilities use assessment of district buildings. p. 117	Complete	\$82,405	\$0	\$0	In February 2002, a committee of community members conducted a facilities survey to determine needs and establish priorities for facility improvements. The

						committee reviewed the condition of the facilities and developed a list of facility needs, including building a new band hall and three science labs at the high school, roof repairs or replacements, HVAC renovations and Americans with Disabilities Act (ADA) improvements. The voters approved a \$2.95 million bond in June 2002, and the district received an Instructional Facilities Allotment (IFA) grant to help service the debt payment.
35	Create a long-range facilities master plan. p. 119	In Progress	\$0	\$0	\$0	The district is developing a long-range master plan to help it use the IFA grant and the \$2.95 million bond that resulted from the June 2002 bond election.
36	Create custodial standards and perform periodic spot checks of buildings. p. 120	Complete	\$0	\$0	\$0	The superintendent developed a checklist for the Maintenance department and for custodial staff. R. DeLeon and R. DeDear periodically conduct checkups.
37	Implement the State Energy Conservation Office's maintenance and operation recommendations and request the Rebuild Texas Program to	In Progress	\$0	\$0	\$0	The State Energy Conservation Office (SECO) of the Comptroller of Public Accounts prepared a report in May 2002. The SECO report

	assist with refining cost-saving retrofit opportunities. p. 122					recommendations will be incorporated in the renovations and construction under the bond program.
38	Implement a bus safety program that includes bus evacuation drills. p. 129	Complete	\$0	\$0	\$0	All school bus drivers now have a safety handbook. Region 3 conducted bus evacuation drills with students in May 2002. The district plans to repeat this training annually.
39	Create a transportation employee handbook. p. 130	Complete	\$0	(\$167)	(\$167)	The district purchased and distributed 24 transportation handbooks for employees at the beginning of 2002-03.
40	Implement an assertive discipline program to improve behavior on school buses. p. 131	In Progress	(\$3,000)	\$0	\$0	The district updated the student handbook in July 2002, and it outlines the discipline plan. There now are camera boxes on the buses that house two cameras that the district had in inventory. The cameras are rotated among the buses so that the students do not know which buses actually have the cameras. Bus referrals for discipline are sent to principals at the campus level. The district is checking with Region 3 about additional in-service training.
41	Analyze bus routes to improve the efficiency	Complete	\$46,890	\$0	\$0	After analyzing bus routes (which average

	of each route. p. 132					58 students per route), the district decided it was satisfied with the current routes.
42	Establish a bus replacement schedule and sell excess buses. p. 134	Complete	\$8,500	\$1,328	\$1,328	The district sold three excess buses in December 2001 and plans to purchase one new bus each year.
43	Complete and maintain updated written job descriptions for Food Service employees. p. 140	Complete	\$0	\$0	\$0	The district updated job descriptions for all Food Service employees in the 2002-03 employee handbook. The district will start conducting annual evaluations in 2002-03.
44	Reduce staffing and establish Meals Per Labor Hour standards to evaluate productivity and modify staffing levels. p. 141	Complete	\$86,598	\$16,091	\$80,455	KISD eliminated the production clerk position in May 2002. Meals per labor hour are now calculated at 16.9.
45	Establish controls over food service receipts and expenditures. p. 143	Complete	\$0	\$0	\$0	Food Service established standard procedures after it examined its process and reviewed those of other area schools. The district purchases Food Service items when needed and counts deposits four times.
46	Explore ways to allow middle school students time for breakfast. p. 145	Complete	\$0	\$0	\$0	In April 2002 the district tried providing breakfast for all students, but student participation did not improve. The district modified class schedules in August 2002 to ensure that

						students have time to participate in the breakfast program.
47	Conduct review of district facilities to identify safety issues. p. 147	Complete	\$0	\$0	\$0	The district reviewed facilities and addressed safety issues in fall 2002. Texas Workers' Compensation Commission (TWCC) conducted a safety visit in early December 2001 that included a walk-through safety survey of each campus and service area. After the review, TWCC removed the district from hazardous employer status.
	Chapter 4 Total		\$221,393	\$17,252	\$81,616	
	Total		\$2,216,849	\$337,778	\$1,731,108	