Killeen Independent School District Student Services Internal Audit

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Agenda

- Audit Objectives and Scope

- Executive Summary

- Findings and Recommendations

- Questions

Audit Objectives and Scope

Audit Objectives

- To evaluate the compliance, efficiency, and effectiveness of three functions under or related to Student Services at KISD:

  - Student Discipline

  - Student Counseling

  - Student Attendance

- To identify opportunities for improvement within each area.

Audit Scope

- **Student Discipline**

  - How have the District's rates of in-school and out-of-school suspensions, discretionary alternative education placements (DAEP), and expulsions changed over time? How do they compare to benchmark districts?

  - Are students with disabilities or other student groups overrepresented in school disciplinary referrals or discretionary placements?

  - How does the District ensure the fidelity of implementation of the District's Student Code of Conduct and discipline referral processes?

Audit Scope

- **Student Counseling**

  - Is there a guidance curriculum that is implemented with fidelity across the District?

  - What percentage of time do guidance counselors spend with students?

  - What performance measures and objectives are used to evaluate and drive the success of the guidance counseling program? How is effectiveness evaluated at the elementary, middle, and high school levels?

Audit Scope

- **Student Attendance**

  - In what ways does the Student Hearings Department monitor attendance and ensure that schools are compliant with attendance policies?

  - What process is used to identify and support students who are at risk of dropping out?

  - In what ways has KISD defined processes and procedures related to student transfers?

Executive Summary

- **Student Discipline**

  - Strong tools and programs are underutilized

  - DAEP is not effectively preparing students to return to a general education setting

- **Student Counseling**

  - KISD's counseling program does not represent core attributes of the Texas Model

  - SCUTA implementation enhances compliance with Board policy

- **Student Attendance**

  - KISD has one of the highest rates of chronic absenteeism in Texas

  - Supports for at-risk students lack coordination
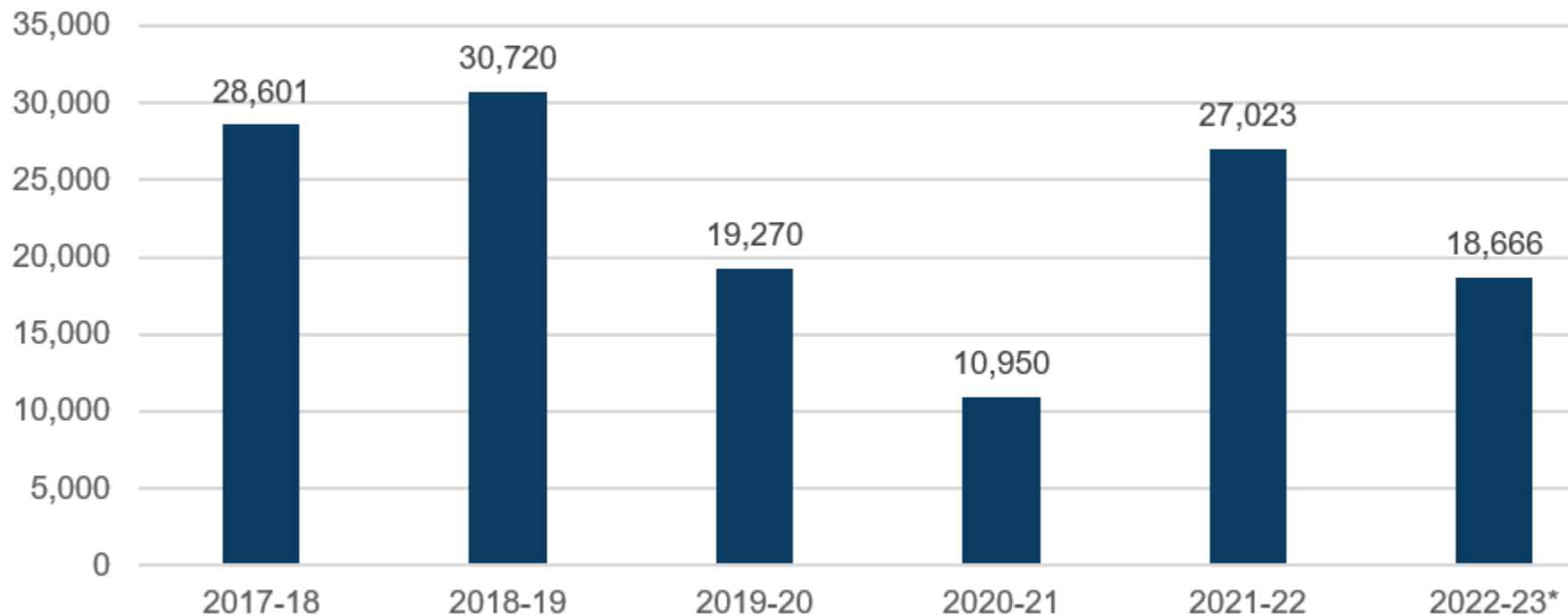
Executive Summary

Twelve (12) recommendations:

- Four (4) Student Discipline

- Four (4) Student Counseling

- Four (4) Student Attendance

Student Discipline

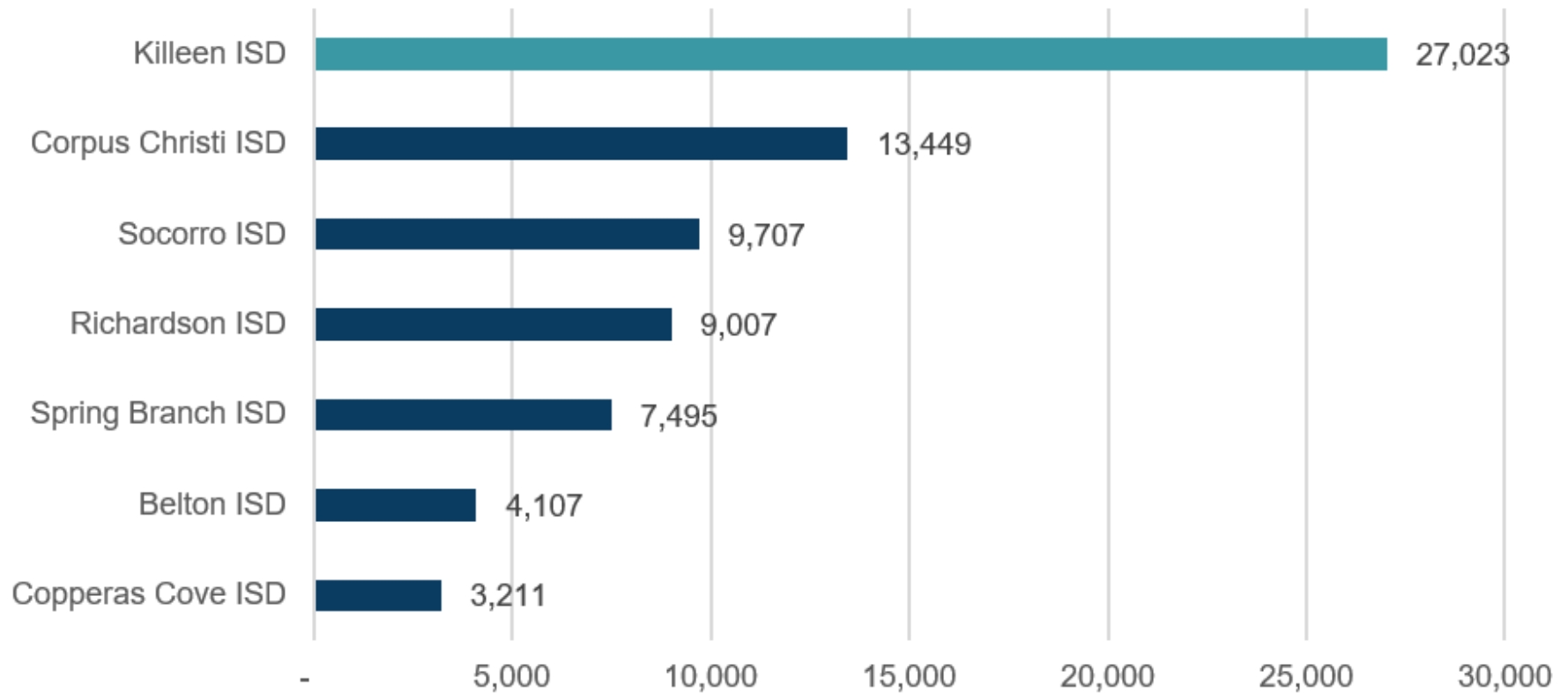# State-Reported Discipline Data

Figure 12. KISD Discipline Record Counts, 2017-18 to 2022-23*

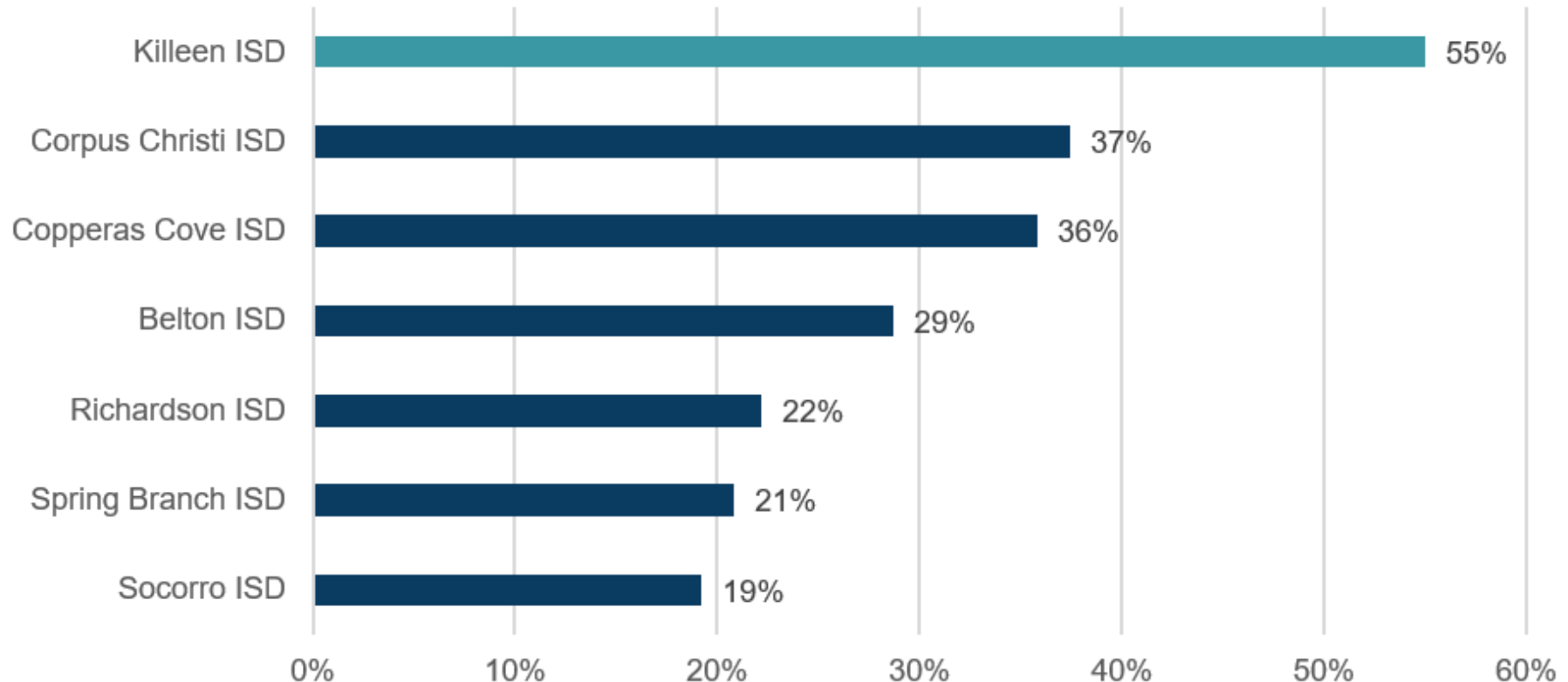Note. *2022-23 data represents August 2022 to March 2023, or roughly 80% of the school year.

Peer Comparison

Figure 36. Discipline Record Count, KISD and Peers, 2021-22

District	Count
Killeen ISD	27,023
Corpus Christi ISD	13,449
Socorro ISD	9,707
Richardson ISD	9,007
Spring Branch ISD	7,495
Belton ISD	4,107
Copperas Cove ISD	3,211

Peer Comparison

Figure 37. Discipline Record Count as a Percentage of Enrollment, KISD and Peers, 2021-22

Commendation

KISD established District and Campus Conduct Committees to support and facilitate discipline management programming.

- Monitors consistency of discipline within the District

- Reviews discipline data

- Works directly with campus leadership

Consistency in Discipline

Finding: Existing KISD District Conduct Committee (DCC) and Campus Conduct Committees (CCCs) are not equipped with the authority or tools to achieve their mission of disciplinary consistency.
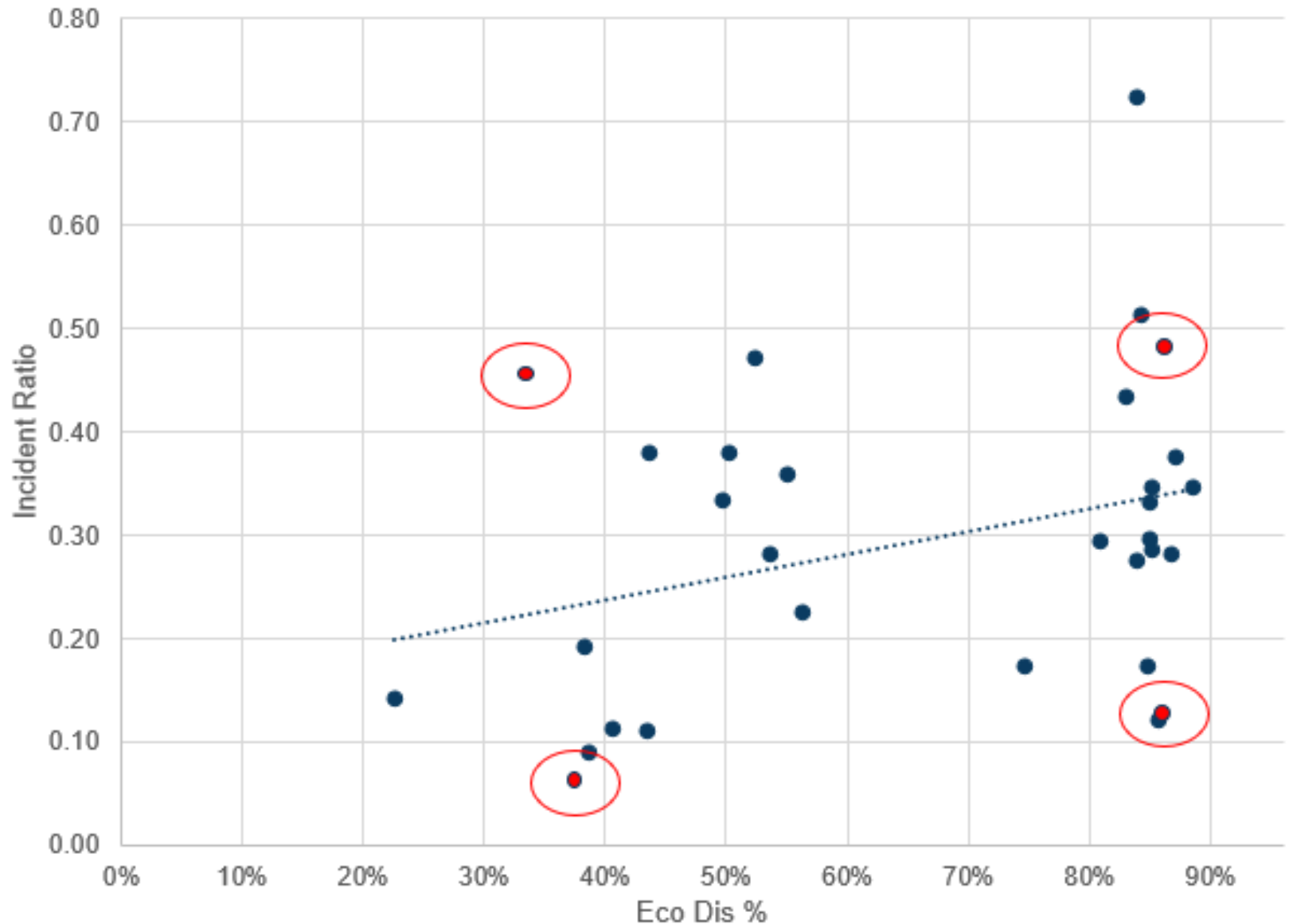
- Gaps in accountability

- Insufficiently documented
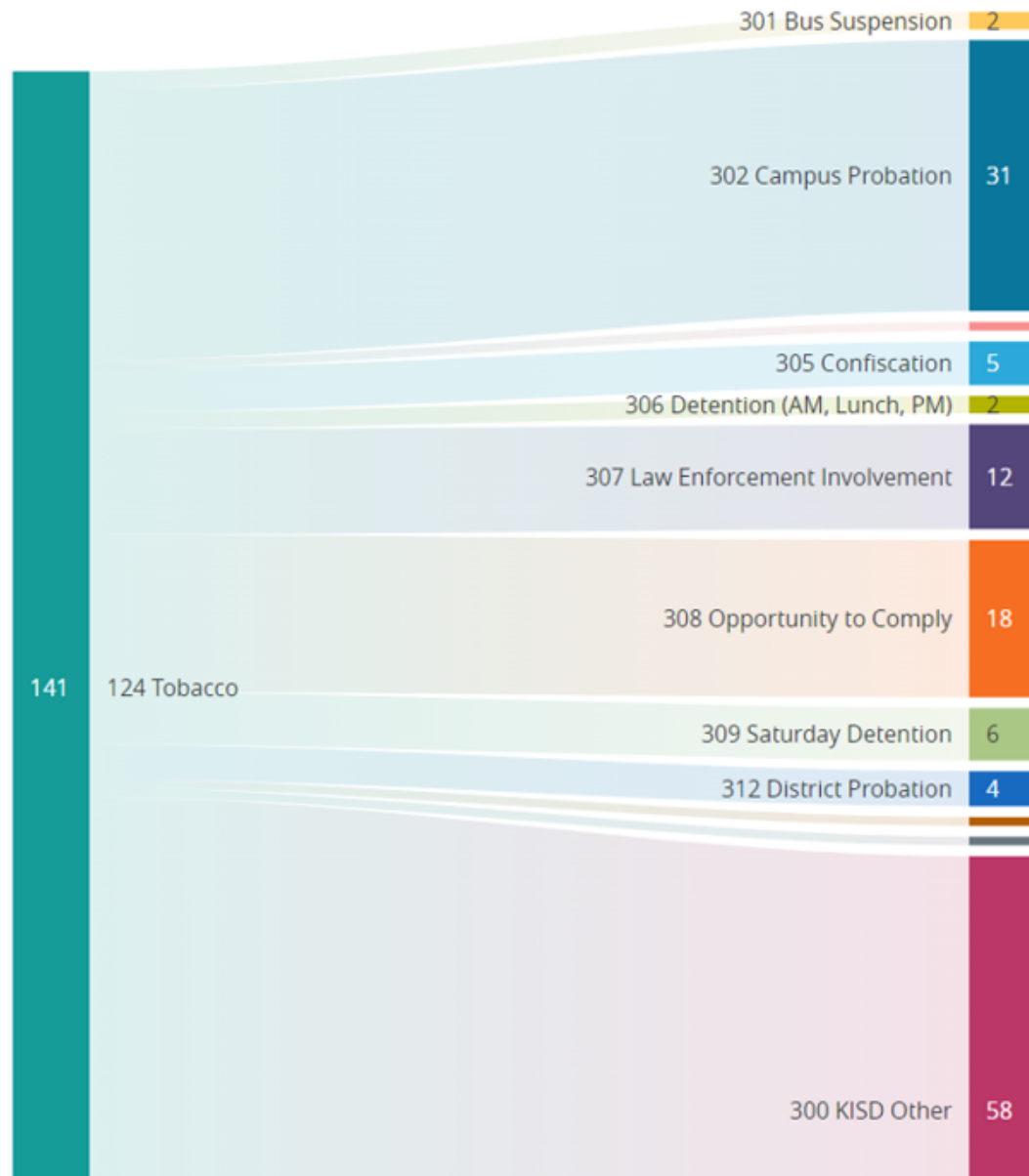
- No performance objectives

Student Files

- Out of 19 student hearing discipline files tested, three included all required documentation

- Out of 47 campus files tested, 30 met all criteria

Required Documentation	N	% Missing
Due Process Hearing Information Summary Form	19	0%
Notification letter to parent/guardian of hearing	19	0%
Campus Level Conference Summary Form with signatures	19	0%
Student Data Worksheet	19	0%
SCOC Acknowledgement Card	19	42%
Due Process Hearing Procedures and Parent/Guardian Rights	19	0%
Response to Intervention (RtI) Documentation (Behavior Plan)	19	58%
Most current ARD report, including IEP, BIP (when applicable)	3	0%
504 report (when applicable)	5	0%
SMART ISS	19	63%
Truancy Prevention Measures (complete document with signatures)	19	42%
Campus Probation Contract or Certified Letter Receipt (if applicable)	4	0%
Student Transition Plan (if applicable)	4	25%

Campus Discipline Rates

Discipline Actions

DCC and CCCs

Recommendation: Increase accountability for the District Conduct Committee and Campus Conduct Committees.
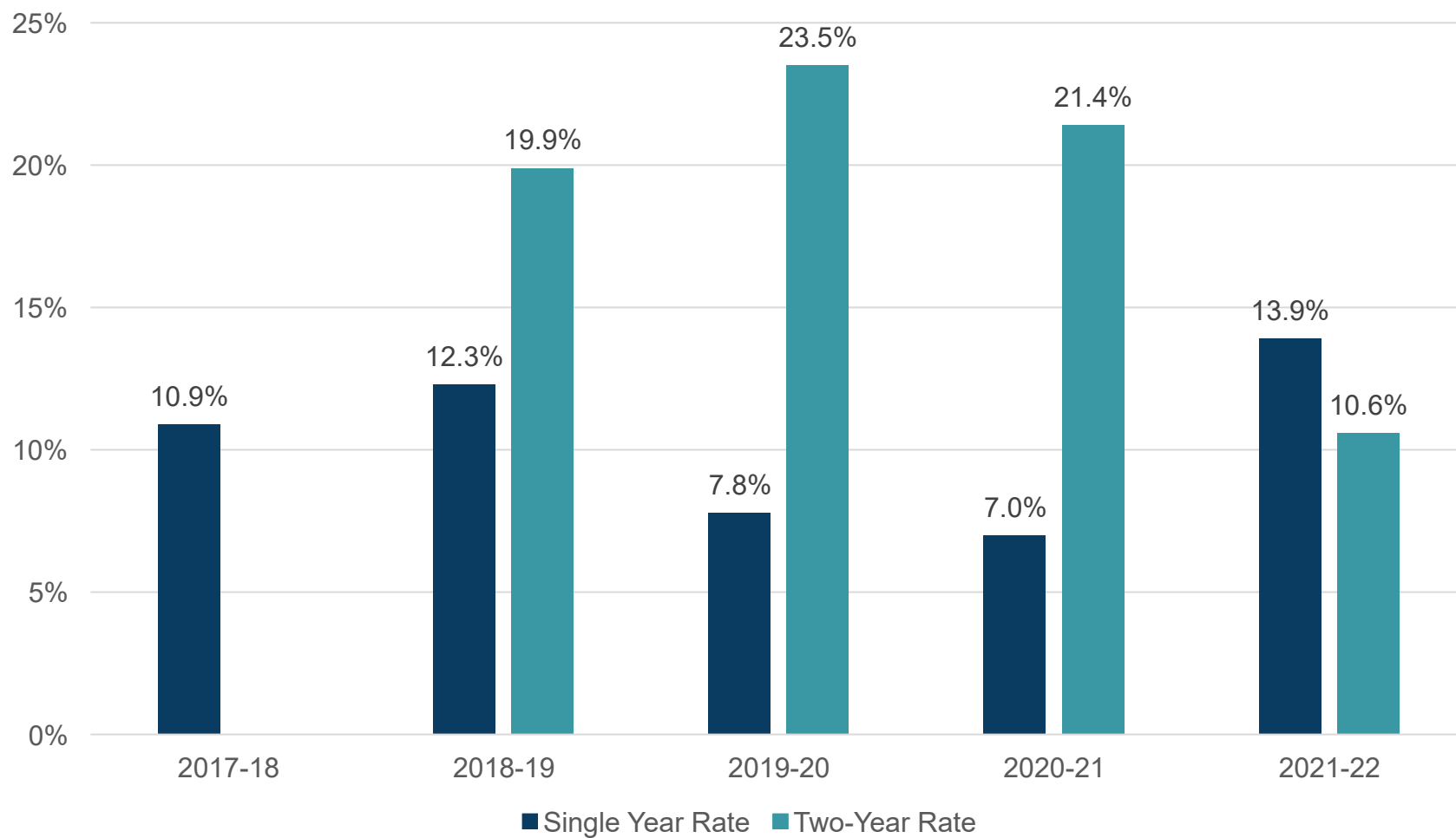
- Develop charters for the DCC and CCCs

- Increase oversight of CCCs

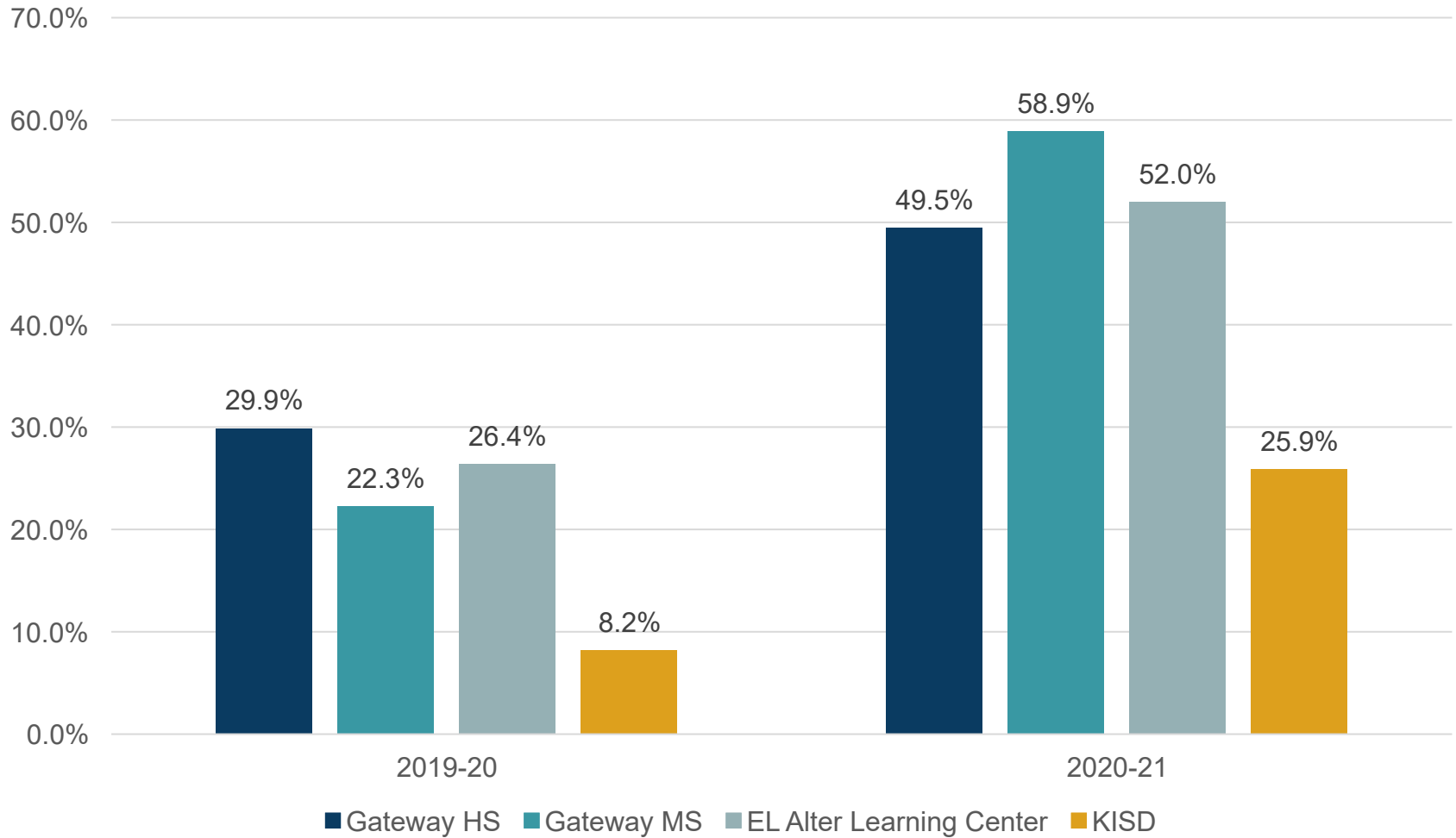- Establish measurable objectives for campuses related to student discipline

DAEP

Finding: KISD's Disciplinary Alternative Education Program (DAEP) is not effectively preparing students to return to a general education setting.

- One of Gateway's primary goals is to maintain or improve student academic progress
  - Help with organization, time management, study skills
  - Provide opportunities for parental involvement to assist in success of students
  - Provide students with tools on how to track their learning, behavior, growth
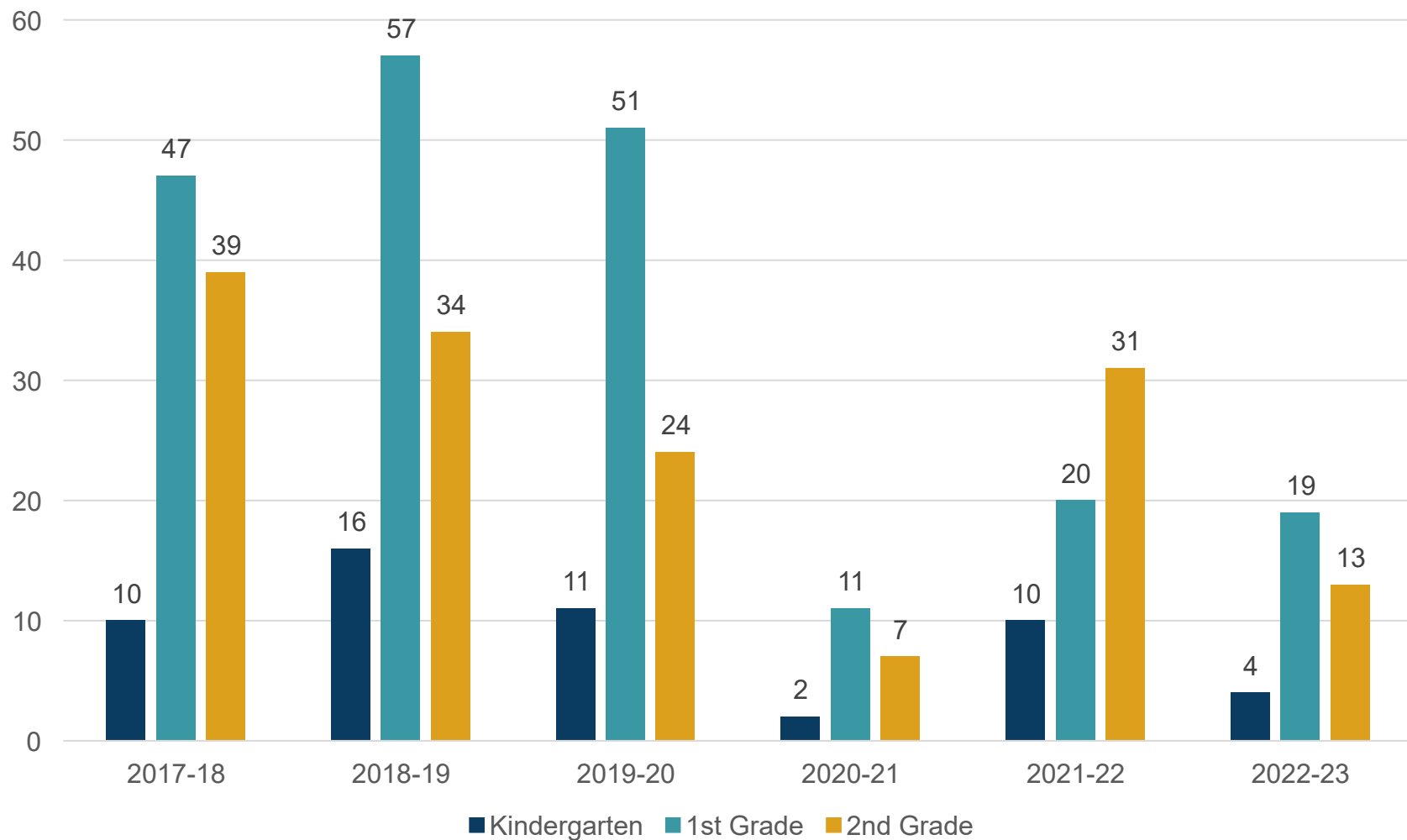 - Create a positive transition back to a student's home campus

Return Rates

Chronic Absenteeism

Referrals

DAEP

- Transition plans provide inadequate supports, inconsistently implemented

- Obstacles to consistent student attendance

- Insufficient training for staff

- Inconsistent discipline practices at KISD campuses

DAEP

Recommendation: Overhaul KISD's Disciplinary Alternative Education Program.

- Expand scope of PD for DAEP teachers and administrators

- Monitor effectiveness of probationary supports

- Assign an attendance officer to DAEP

Student Counseling

Counseling Program

Finding: KISD's counseling program is not reflective of key attributes and expectations defined in the Texas Model.

Low Performing	The *Texas Model*	KISD
School counselors operate in isolation from the school, community, and district	School counselors are part of planning teams	Some (but not all) school counselors are included on the campus's leadership team. This is not required by the District.
No coordinated planning process to provide for the needs of students	Planning process involves everyone in the school community: students, parents, teachers, administrators, and school counselors	The District sends a feedback survey to families, but counselors are not involved in its development and the results are only shared with counselors upon request.
Do not use data on a regular basis to analyze and improve student learning	Use data regularly to analyze and improve student learning	There is no formal expectation from the District that counselors collect or report specific data elements.
School principals view school counselors as quasi-administrators whose primary function is to schedule students into classes	School principals emphasize the importance of the school counselor as a monitor and promoter of student potential as well as a coordinator of the school's counseling program	Counselors do not work with principals to develop a counselor/principal agreement. High school counselors' primary responsibilities are monitoring graduation requirements and scheduling.

Counseling Program

Recommendation: Amend school counseling practices and protocols to align with the Texas Model.

- Preparation of a CREST application:
    - Role of the counselor
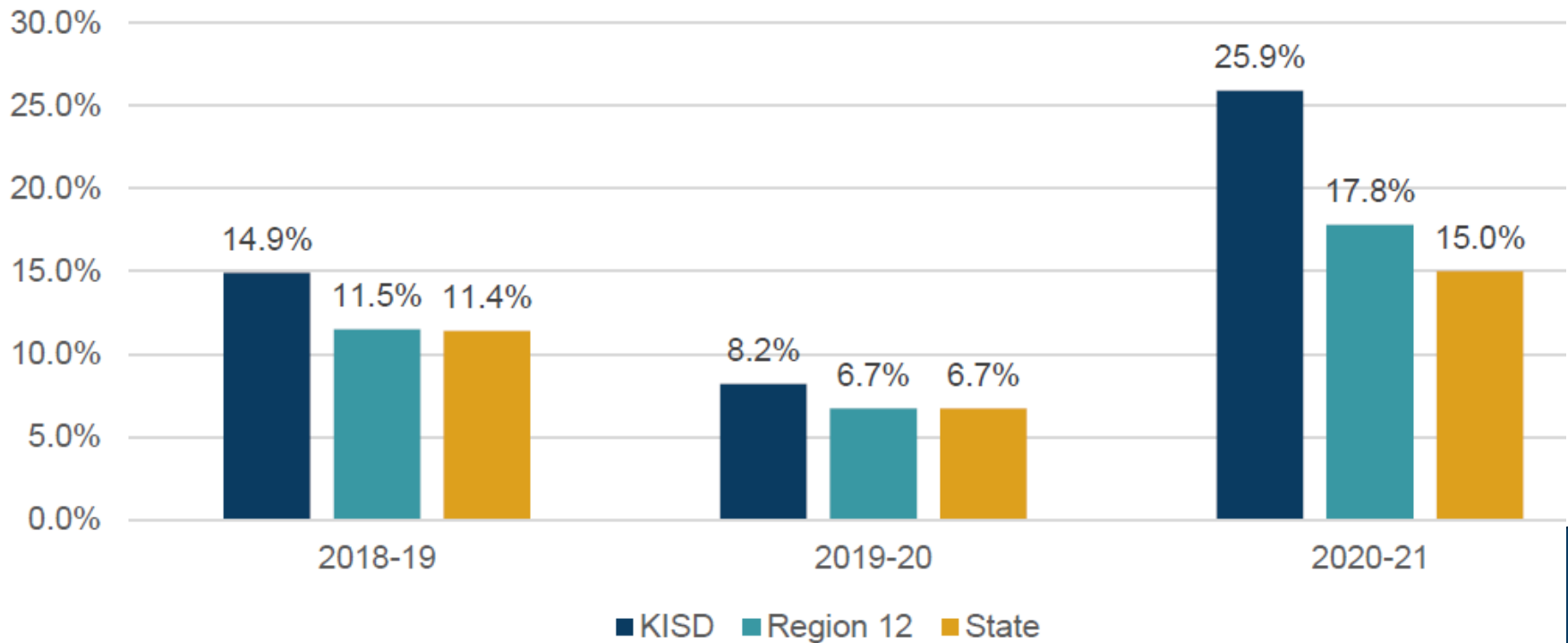   - Program implementation
    - Curriculum
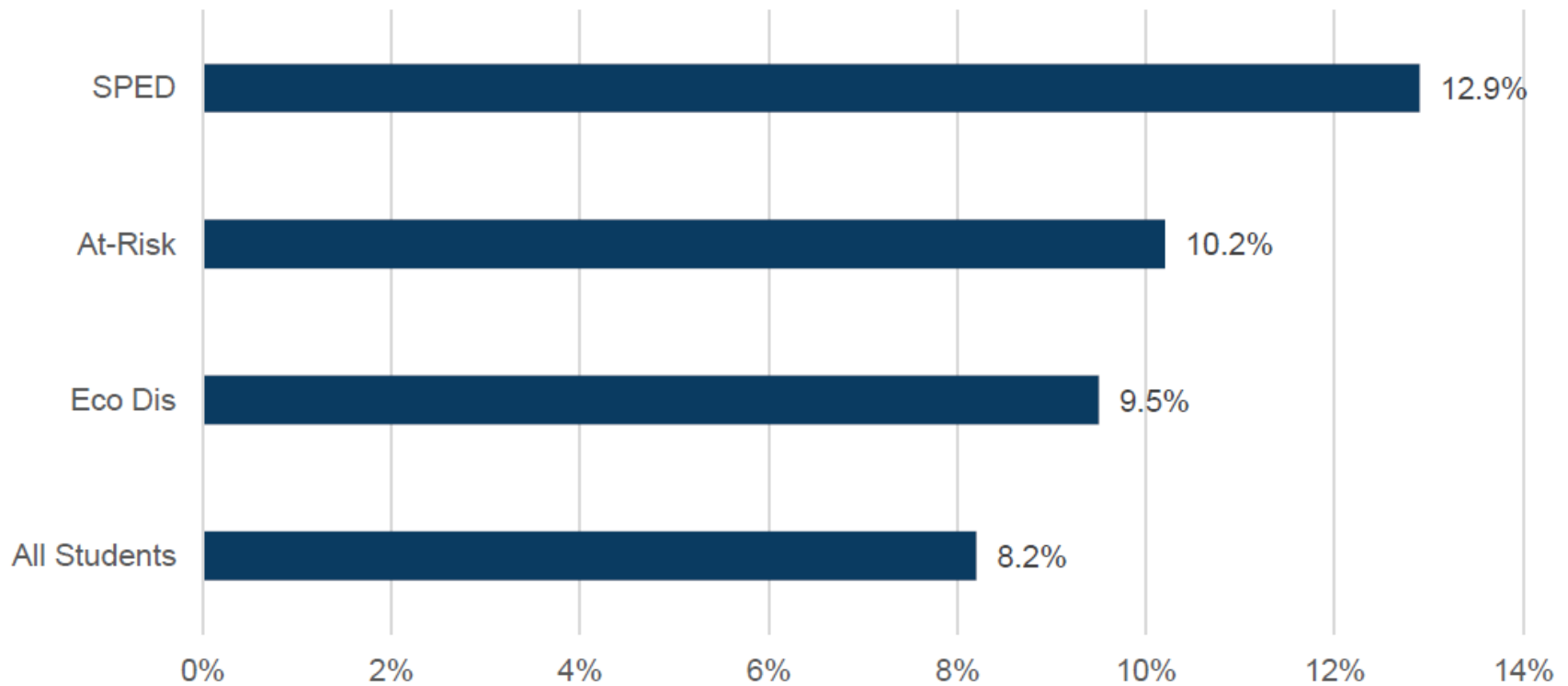
Student Attendance

Chronic Absenteeism

Finding: 25 percent of all KISD students are chronically absent, limiting their potential for academic achievement.

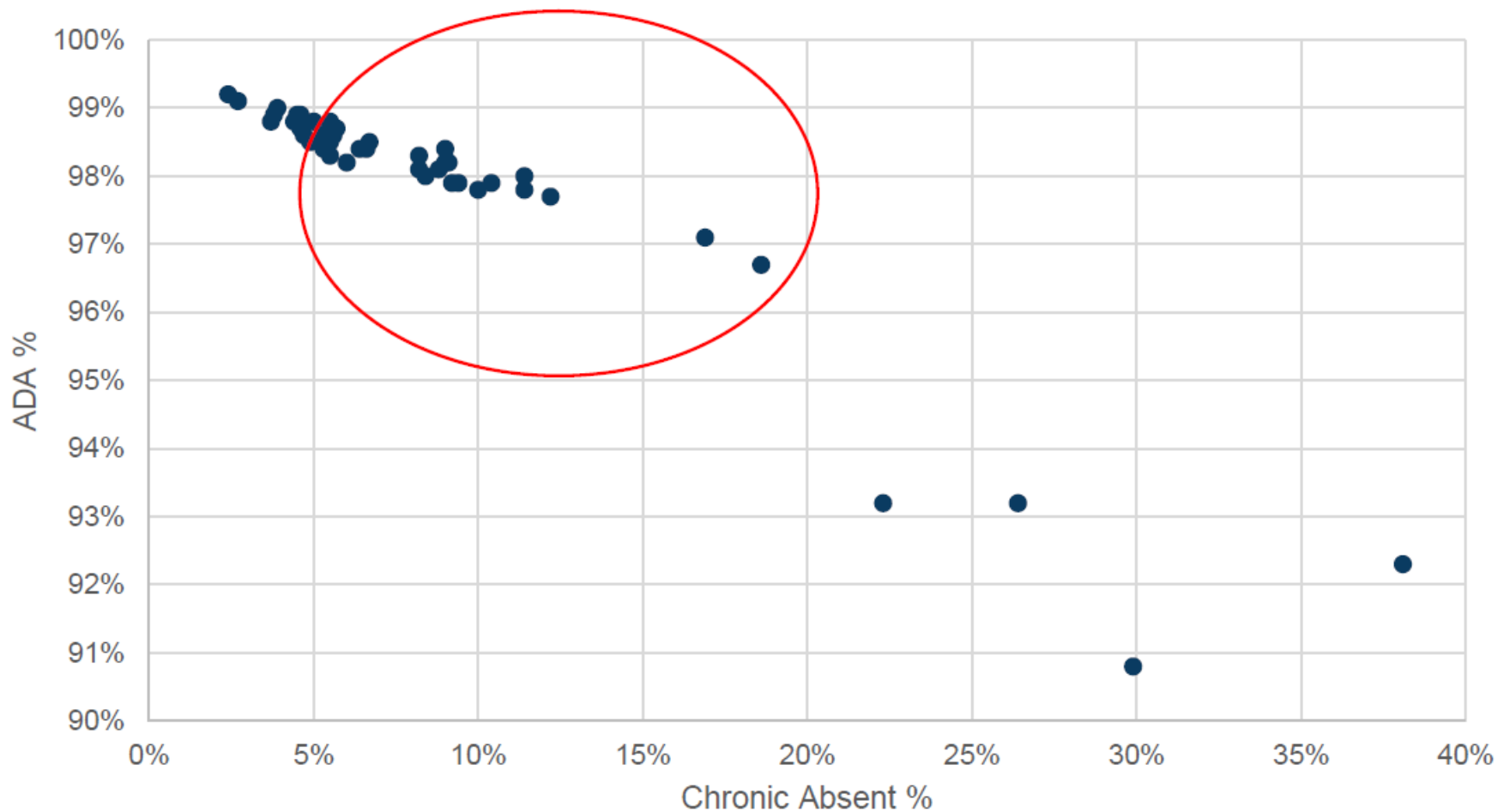**Figure 57. Chronic Absenteeism Rate, KISD, Region 12, State, 2018-19 to 2020-21**

■ KISD ■ Region 12 ■ State

Chronic Absenteeism

Figure 59. Chronic Absenteeism Rate by Select Student Group, 2019-20

Chronic Absenteeism

Figure 60. Attendance Rate and Chronic Absenteeism Rate, KISD Campuses, 2019-20

Chronic Absenteeism

- District/campuses lack formal goals and strategies related to attendance

- No attendance incentive programs

- Inadequate process for identification and intervention

- Attendance officers ineffectively utilized

Chronic Absenteeism

Recommendation: Establish a District-wide attendance intervention protocol.

- Create data monitoring protocols, escalation procedures

- Include attendance goals and strategies in DIP, CIPs

- Monitor chronic absenteeism data

Questions