

**A PERFORMANCE REVIEW
OF THE HAMILTON COUNTY
SCHOOL DISTRICT**

Final Report

SUBMITTED TO:

**OFFICE OF PROGRAM POLICY ANALYSIS
AND GOVERNMENT ACCOUNTABILITY (OPPAGA)
111 WEST MADISON STREET, SUITE 312
TALLAHASSEE, FLORIDA 32301**

SUBMITTED BY:

**MGT OF AMERICA, INC.
2425 TORREYA DRIVE
TALLAHASSEE, FLORIDA 32303**

MAY 20, 1997

TABLE OF CONTENTS

	PAGE
EXECUTIVE SUMMARY.....	i
1.0 INTRODUCTION.....	1-1
1.1 Overview.....	1-1
1.2 Methodology.....	1-3
1.3 Overview of the Hamilton County School District.....	1-7
2.0 STATISTICAL PROFILE OF THE HAMILTON COUNTY SCHOOL DISTRICT.....	2-1
2.1 School Characteristics.....	2-2
2.2 Student Characteristics.....	2-3
2.3 Staff Characteristics.....	2-4
2.4 Student and Staff Characteristics Comparison.....	2-6
2.5 Student - Staff Ratios.....	2-6
2.6 Personnel Ratios.....	2-8
2.7 Staff Salaries.....	2-11
2.8 Teacher Salaries and Experience.....	2-13
2.9 Expenditures.....	2-16
2.10 Revenue and Budget.....	2-19
2.11 Student Achievement.....	2-20
3.0 SURVEY RESULTS.....	3-1
3.1 District Administrator Survey Results.....	3-1
3.2 Principal Survey Results.....	3-5
3.3 Teacher Survey Results.....	3-8
3.4 Comparison of District Administrators, Principals and Teachers Surveys.....	3-12
3.5 Comparison of Hamilton County School District Responses to Other School Districts.....	3-23
4.0 DISTRICT ORGANIZATION AND MANAGEMENT.....	4-1
4.1 Board and Governance Issues.....	4-1
4.2 Policies and Procedures.....	4-5
4.3 District and School Organization and Management.....	4-9
5.0 EDUCATIONAL SERVICE DELIVERY.....	5-1
5.1 Program and Student Distribution Among Schools.....	5-1
5.2 Defining the Curriculum and Assessing Student Performance.....	5-8
5.3 Instructional Programs.....	5-13
5.4 Student Services.....	5-16

TABLE OF CONTENTS

	PAGE
6.0 PERSONNEL MANAGEMENT.....	6-1
6.1 Personnel Administration.....	6-1
6.2 Recruitment and Employment of Personnel	6-3
6.3 Salaries and Employee Benefits.....	6-6
6.4 Job Descriptions	6-8
6.5 Employee Appraisal System.....	6-9
6.6 Staff Development.....	6-12
7.0 COMMUNITY INVOLVEMENT	7-1
7.1 Business and Community Involvement.....	7-1
7.2 Volunteers	7-8
7.3 Parent and Family Involvement	7-10
7.4 Communications	7-13
8.0 FACILITIES USE AND MANAGEMENT	8-1
8.1 Facility Planning	8-1
8.2 Facility Use	8-6
8.3 Design and Construction	8-11
8.4 Operations and Maintenance.....	8-13
8.5 Energy Management	8-22
9.0 ASSET AND RISK MANAGEMENT	9-1
9.1 Health Insurance	9-1
9.2 Risk Management Activities.....	9-8
9.3 Fixed Assets and Inventory Control.....	9-15
9.4 Cash Management and Practices.....	9-18
9.5 Tax Collections	9-20
10.0 FINANCIAL MANAGEMENT	10-1
10.1 Organization	10-1
10.2 Financial Management	10-4
10.3 Payroll/Employee Benefits.....	10-7
11.0 ADMINISTRATIVE AND INSTRUCTIONAL TECHNOLOGY	11-1
11.1 Technology Organization.....	11-1
11.2 Administrative Technology.....	11-5
11.3 Instructional Technology.....	11-13

TABLE OF CONTENTS

	PAGE
12.0 PURCHASING	12-1
13.0 TRANSPORTATION	13-1
13.1 Budget, Expenditures and Funding	13-1
13.2 Organization	13-5
13.3 Management Policies	13-7
13.4 Routing and Scheduling	13-13
13.5 Vehicle Maintenance	13-21
14.0 FOOD SERVICE	14-1
14.1 Meal Participation	14-1
14.2 Marketing	14-11
14.3 Policies and Procedures	14-14
14.4 Hamilton County High School Issues	14-20
15.0 SAFETY AND SECURITY	15-1
15.1 Student Discipline	15-1
15.2 Facility Safety and Security	15-3
16.0 SUMMARY OF POTENTIAL COSTS AND SAVINGS	16-1

APPENDICES

Appendix A: Survey Instruments

Appendix B: Survey Results

EXECUTIVE SUMMARY

Section 11.515, Florida Statutes, was created by the Florida Legislature during the 1996 session for the purpose of conducting performance reviews of school districts. The 1996-97 General Appropriations Act provided funding for the Office of Program Policy Analysis and Government Accountability (OPPAGA) to contract with private firms to conduct performance reviews of identified school districts.

The purpose of the Florida school district performance review is to identify opportunities for school districts to:

- save funds;
- improve management; and
- increase efficiency and effectiveness.

The Hamilton County School District was identified to participate in the first series of performance reviews. Board members and district officials stated that the performance review process would provide valuable information for improving management practices that support the instruction of students in the district. OPPAGA contracted with MGT of America, Inc. to conduct the performance review of the Hamilton County School District.

The entire review process was completed over five months. The major activities were scheduled and accomplished as displayed in Exhibit 1.

Overview of the Hamilton County School District

With an estimated 1995 population of just 11,773, Hamilton is one of the smallest counties in Florida, ranking 60th out of 67. The county's 7.7 percent growth rate from 1990 to 1995 was lower than Florida's overall growth rate of 9.5 percent. Florida Department of Commerce projections indicate that from 1992 to 2010 Florida's population will grow by 33.9 percent, while Hamilton County is expected to grow just 8.8 percent.

Hamilton County has a relatively young and diverse population. Forty (40) percent of its residents are nonwhite, the fourth highest percentage in the state. The state's total nonwhite percentage is 15.5 percent. Retail Trade and Services are the industries that employ the largest numbers of Hamilton County residents. Based on 1990 census data, the percentage of persons 25 years old and over without a high school diploma was 41.6 percent; the percentage with a high school diploma (or equivalency) was 37.7, while 20.6 percent attended at least some college.

**EXHIBIT 1
HAMILTON COUNTY SCHOOL DISTRICT PERFORMANCE REVIEW
MAJOR ACTIVITIES BY MONTH**

MONTH	MAJOR ACTIVITIES
December 1996	<ul style="list-style-type: none">■ Signed contract between MGT and OPPAGA with consent of Joint Legislative Committee.■ Conducted initial meetings between MGT and officials of Hamilton County and OPPAGA.■ Designed interview and focus group instruments.■ Obtained and analyzed existing reports and materials on Hamilton County obtained from the district and state.■ Developed profiles of the district.■ Designed surveys for use with Hamilton County district administrators, principals, and teachers.
January 1997	<ul style="list-style-type: none">■ Conducted surveys of central office administrators, principals, and teachers.
February 1997	<ul style="list-style-type: none">■ Conducted diagnostic review (Week of Feb. 3).■ Held public hearing (CHARRETTE).■ Conducted interviews and summarized findings from interviews with School Board members, senior administrators, and community leaders, and focus group sessions with selected groups.■ Tailored guidelines for the performance review to reflect unique local conditions as well as public and employee input and concerns in Hamilton County.■ Conducted in-depth on-site review (Week of Feb. 24).■ Visited schools.
March 1997	<ul style="list-style-type: none">■ Collected and analyzed additional information as needed.■ Made preliminary presentation in the district to OPPAGA and Hamilton County senior staff.■ Developed draft report.
April 1997	<ul style="list-style-type: none">■ Submitted draft report.■ Conducted meetings with OPPAGA and district representatives.
May 1997	<ul style="list-style-type: none">■ Prepared final report.■ Presented final report to school board.■ Distributed final report to the public.

Environment for the Performance Review

At the time of the performance review, the Hamilton County School District had 2,278 students enrolled, 385 employees including an elected Superintendent who was beginning her second term in office, and a five-member School Board. A majority of Hamilton's students are economically disadvantaged, and the performance of Hamilton County students on state and national examinations is generally below average.

Because smaller districts cannot benefit from economies of scale to the extent that larger districts do; smaller school districts typically expend more per student than larger districts. Thus, one should not expect small districts to operate more efficiently than large school districts. The Hamilton County School District, however, has spent about 28 percent more per student than the average of five other small North Florida districts with which the Hamilton County School District can be compared. Thus, identifying ways to reduce expenditures and/or redirect expenditures so that they are of most benefit to students in Hamilton County classrooms became a major goal of this performance review.

Throughout the pages that follow, significant opportunities are presented to improve management, instructional delivery, and communication with internal and external stakeholders, and ultimately to improve efficiency and effectiveness. The recommendations contained in the report should provide the support necessary for an enhanced school district.

Methodology for the Review

MGT consultants began research for this project in December 1996. Several methods were used to gather and analyze new and existing data for the performance review. The first step included a review of an extensive set of records, documents and data. This information was used as a starting point for collecting data during the diagnostic review and on-site work.

A major component of the study was the input provided by Hamilton County administrators, teachers, instructional and classified employees, parents, students, and community members. Board members, administrators, teachers, other district employees, and students participated in the study through interviews and confidential surveys.

Employee Surveys

To secure input from district administrators, principals, and teachers prior to beginning the on-site review, MGT prepared and disseminated three different survey instruments. Through these anonymous surveys, district administrators, principals, and teachers were given the opportunity to express their views about the management and operations of the school district. The survey instruments for each group were similar in format and content to provide a baseline database for determining how the opinions and perceptions of district administrators, principals, and teachers varied.

Diagnostic Review

A diagnostic review of district operations was conducted in February 1997 prior to a more detailed on-site review. The diagnostic review included the collection of additional data plus interviews with administrators, Board members, and a variety of community stakeholders.

The diagnostic review was conducted during the week of February 3, 1997, and included several tasks:

- soliciting community input in the performance review during a public forum (CHARRETTE);
- conducting interviews and focus groups with a cross-section of community leaders;
- conducting a diagnostic review of school system management and administrative functions, organizational structures, and operations;
- conducting a diagnostic review of education services delivery;
- visiting some school sites and interviewing a cross-section of school-based staff;
- tailoring the MGT management review guidelines for the full team's in-depth review.

In-Depth On-Site Review

During the week of February 24, 1997, six members of the MGT project team conducted an in-depth on-site review of the district's management functions. The team examined components of the following 11 systems as defined in the project work plan:

- School District Organization and Management
- Educational Service Delivery and Performance Measures
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Asset and Risk Management
- Financial Management
- Purchasing and Warehouse Services
- Food Service
- Transportation
- Safety and Security

In addition, the MGT team analyzed both instructional and administrative technology within the district.

The on-site review included meetings with dozens of district-level and school-level staff and the subsequent review of data and documentation provided by these individuals. Members of the review team conducted formal visits in all six of the district's schools. On-site visits incorporated information from principals, teachers, and other staff involved with the various components of district operations identified above. More than 50 campus-level employees were interviewed by review team members.

Major Findings and Recommendations

Although this Executive Summary briefly highlights key management issues in the Hamilton County School District, detailed recommendations for improving operations and commendations for exemplary management practices are contained throughout the main body of the report. Key findings and recommendations for improvement include the following:

- Compared to other school districts around the country that MGT has reviewed, teachers and administrators in Hamilton County give their Superintendent a higher rating as the district's instructional leader. However, compared to teachers and administrators in most other districts, Hamilton teachers and administrators give lower ratings to the overall quality of education in their district.
- The functions that district and school administrators believe are most in need of improvement are program evaluation, research, and assessment. Hamilton teachers believe that the budgeting process is the function that is most in need of improvement.
- The Hamilton County School District employs far more professional and support staff per student than found in comparable school districts. The excessive staffing is a major contributing factor in the district's high per pupil expenditures. MGT recommends that at least 20 positions be eliminated and that this downsizing mainly be realized by eliminating some positions as current employees resign or retire.
- The Hamilton County School Board Policy Manual and job descriptions for many district employees are not up to date, and procedural manuals do not exist for most areas. MGT recommends that these key management documents be developed or revised as soon as possible. Electronic versions of manuals also are recommended to make them more useful.
- Curriculum guides and program evaluations are lacking for most of the district's instructional programs. MGT recommends the development of curriculum guides for all subject areas by the Department of Instructional Services and periodic evaluation of all programs by a qualified evaluator who is independent from the Department of Instructional Services.

- The average salary for Hamilton County teachers is about \$5,600 below the state average and about \$1,100 less than the average of Hamilton and five other small North Florida Districts. To be competitive in attracting good teachers to Hamilton County, MGT recommends using some of the savings that could be realized by implementing other recommendations in the report to raise the average teacher salary by about \$1,100. MGT also recommends the establishment of a minority recruitment plan and procedures to fill more future professional job openings with qualified candidates from other counties.
- The district's Food Services Program is operating at a loss. MGT makes several recommendations for improving operations to make this function self-supporting, including increased use of the district's Food Services Program by students at Hamilton High School.
- Pupil transportation costs in the district are excessive. MGT recommends reduction in unnecessary pupil transportation services which will result in the need for fewer buses and transportation personnel, thus reducing transportation costs.
- Travel expenses for district employees are high. MGT recommends a 50 percent reduction in travel expenditures, excluding those that are reimbursed by grant funds or other outside funding sources.
- Hamilton's employee appraisal systems lack mechanisms to identify and correct unsatisfactory performance. MGT recommends revisions to the appraisal systems to make them more focused upon improvement and professional growth of all employees.
- Current purchasing practices result in the district paying more than it should for some supplies and services. MGT recommends hiring a purchasing agent, whose services will result in savings that exceed the cost of this new position.
- Long-term facility planning is lacking in the district. MGT recommends establishment of a formal process for determining long-term facility needs including the need for centralization of some instructional programs.

Although the findings and recommendations highlighted above may have the most impact on the district due to 1) the magnitude of changes they suggest, 2) their fiscal implications, or 3) their potential for improving services or resources for students, many other findings, commendations, and recommendations are presented in the main body of the report. Readers are encouraged to carefully study the entire report for a complete understanding of this performance review of the Hamilton County School District.

Fiscal Impact of Recommendations

The performance review gave over 30 commendations and produced more than 90 recommendations. Some recommendations can be implemented immediately; others will require months or years to implement. Detailed implementation strategies, a recommended timeline, and the fiscal impact are provided for each recommendation.

Over one-third of the recommendations have a fiscal impact. The cost savings associated with these recommendations are incremental and cumulative. The review identified a potential five-year gross savings of more than \$5.4 million by 2002 that could be realized by the Hamilton County School District. Based on recommendations in the report that have quantifiable savings, the first year net savings total \$434,648 and the five-year net savings are nearly \$3.6 million as shown in Exhibit 2.

Exhibit 3 shows all savings and costs associated with the recommendations in this report. A large number of the recommendations throughout this report will not have a direct financial impact, but these recommendations, nonetheless, represent important improvements over current policies and operating practices.

**EXHIBIT 2
SUMMARY OF NET SAVINGS**

Year Savings Begin		Total
1997-1998	Initial Annual Net Savings	\$434,648
1998-1999	Annual Net Savings	\$730,604
1999-2000	Annual Net Saving	\$745,794
2000-2001	Annual Net Savings	\$831,744
2001-2002	Annual Net Savings	\$840,094
	One Time (Cost) Savings	\$7,492
TOTAL NET SAVINGS PROJECTED FOR 1997-2002		\$3,590,376

We recommend that the School Board ask Hamilton County administrators to give these recommendations their serious consideration, to develop a plan to proceed with their implementation, and to establish a system to monitor subsequent progress.

**EXHIBIT 3
SUMMARY OF POTENTIAL SAVINGS AND COSTS IN HAMILTON COUNTY**

CHAPTER REFERENCE	Annual (Costs) or Savings/Revenue					Total 5-year (Costs) or Savings	One-Time (Costs) or Savings	
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002			
Chapter 4: School District Organization and Management								
4-3	Reduce Hard Copies (p.4-7)	\$800	\$160	\$160	\$160	\$160	\$1,440	
4-5	Eliminate Four Clerical Support Staff (p.4-13)	\$63,302	\$126,604	\$126,604	\$126,604	\$126,604	\$569,718	
Chapter 5: Educational Service Delivery								
5-1	Eliminate Four Teachers (p.5-7)	\$0	\$152,920	\$152,920	\$152,920	\$152,920	\$611,680	
5-1	Eliminate Four Aides (p.5-7)	\$0	\$92,884	\$92,884	\$92,884	\$92,884	\$371,536	
5-3	Create Director Position (p.5-11)	(\$35,925)	(\$71,851)	(\$71,851)	(\$71,851)	(\$71,851)	(\$323,329)	
5-3	Eliminate Two Positions (p.5-11)	\$66,945	\$133,891	\$133,891	\$133,891	\$133,891	\$602,509	
5-5	Eliminate Coordinator of VTAE (p.5-16)	\$0	\$64,196	\$64,196	\$64,196	\$64,196	\$256,784	
5-5	Eliminate Business Academy Coordinator (p.5-16)	\$0	\$40,302	\$40,302	\$40,302	\$40,302	\$161,208	
5-5	Create Assistant Principal for Occupational Education (p.5-16)	\$0	(\$55,098)	(\$55,098)	(\$55,098)	(\$55,098)	(\$220,392)	
Chapter 6: Personnel Management								
6-3	Increase Teacher Salaries (p.6-7)	\$0	(\$199,503)	(\$199,503)	(\$199,503)	(\$199,503)	(\$798,012)	
Chapter 7: Community Involvement								
7-3	Charge for Center Use (p.7-7)	\$744	\$744	\$744	\$744	\$744	\$3,720	
7-4	Amend Advertising Policy (p.7-8)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000	
Chapter 8: Facilities Use and Management								
8-1	Develop Facilities Plan (p.8-6)	\$0	\$0	\$0	\$0	\$0	\$0	(\$12,000)
8-3	Reduce Portable Classrooms (p.8-10)	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$67,500	
8-4	Promote Community Use of Facilities (p.8-10)	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000	
8-5	Secure White Springs Site (p.8-11)	\$0	\$0	\$0	\$0	\$0	\$0	(\$5,000)
8-7	Automate Work Order System (p.8-19)	\$0	\$0	\$0	\$0	\$0	\$0	(\$12,000)
8-8	Implement Preventive Maintenance (p.8-20)	\$6,900	\$6,900	\$6,900	\$6,900	\$6,900	\$34,500	
8-9	Outsource Custodial Services (p.8-21)	\$0	\$8,050	\$20,100	\$20,100	\$20,100	\$68,350	
8-10	Bid Custodial Supplies (p.8-22)	\$6,100	\$6,100	\$6,100	\$6,100	\$6,100	\$30,500	
8-11	Increase Energy Efficiency (p.8-24)	\$0	\$2,100	\$4,200	\$4,200	\$4,200	\$14,700	
Chapter 9: Asset and Risk Management								
9-3	Reduce Insurance Subsidy (p.9-7)	\$0	\$77,600	\$155,200	\$232,800	\$232,800	\$698,400	
Chapter 10: Financial Management								
10-4	Reduce Travel Costs by 50 Percent (p.10-7)	\$45,500	\$45,500	\$45,500	\$45,500	\$45,500	\$227,500	
Chapter 11: Administrative and Instructional Technology								
11-3	Provide Training in Technology (p.11-5)	(\$9,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$17,000)	
11-5	Restrict Use of Color Printers (p.11-12)	\$588	\$588	\$588	\$588	\$588	\$2,940	

EXHIBIT 3 (Continued)
SUMMARY OF POTENTIAL SAVINGS AND COSTS IN HAMILTON COUNTY

CHAPTER REFERENCE	Annual (Costs) or Savings/Revenue					Total 5-year (Costs) or Savings	One-Time (Costs) or Savings
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002		
Chapter 12: Purchasing and Warehousing						\$0	
12-3	Hire Purchasing Agent (p.12-6)	(\$16,700)	(\$33,227)	(\$33,227)	(\$33,227)	(\$33,227)	(\$149,608)
12-4	Implement Purchasing Procedures (p.12-9)	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000	\$180,000
Chapter 13: Transportation							
13-2	Fully Compensate Drivers (p.13-10)	(\$74,504)	(\$74,504)	(\$74,504)	(\$74,504)	(\$74,504)	(\$372,520)
13-5	Sell 10 Buses (p.13-17)	\$0	\$0	\$0	\$0	\$0	\$10,000
13-5	Eliminate Maintenance and Fuel for 10 Buses (p.13-17)	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000	\$135,000
13-5	Eliminate 10 Bus Driver Positions (p.13-17)	\$82,782	\$82,782	\$82,782	\$82,782	\$82,782	\$413,910
13-5	Additional Revenue From State (p.13-17)	\$42,729	\$42,729	\$42,729	\$42,729	\$42,729	\$213,645
13-6	Invoice for Past Transportation Services (p.13-19)	\$0	\$0	\$0	\$0	\$0	\$1,492
13-6	Invoice Future Transportation Services (p.13-19)	\$2,516	\$2,516	\$2,516	\$2,516	\$2,516	\$12,580
13-8	Reduce Pay for Overnight Trips (p.13-20)	\$738	\$738	\$738	\$738	\$738	\$3,690
13-10	Eliminate Nine Buses From Inventory (p.13-23)	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$45,000
13-10	Reduce Number Of Yearly Bus Purchases (p.13-23)	\$42,455	\$42,455	\$42,455	\$42,455	\$42,455	\$212,275
13-10	Eliminate Some Bus Purchases (p.13-23)	\$84,910	\$84,910	\$0	\$0	\$0	\$169,820
13-11	Sell 47 Passenger Bus (p.13-24)	\$0	\$0	\$0	\$0	\$0	\$40,000
13-12	Increase Shop Rate (p.13-25)	\$150	\$150	\$150	\$150	\$150	\$750
Chapter 14: Food Service							
14-1	Reduce Hours at South Elementary (p.14-7)	\$5,300	\$5,300	\$5,300	\$5,300	\$5,300	\$26,500
14-2	Reduce Hours by Future Employees (p.14-8)	\$6,793	\$6,793	\$6,793	\$6,793	\$6,793	\$33,965
14-3	Reduce Food Costs by Two Percent (p.14-9)	\$6,200	\$12,400	\$18,600	\$24,800	\$31,000	\$93,000
14-4	Reduce Supply Costs by Five Percent (p.14-11)	\$2,150	\$4,300	\$6,450	\$8,600	\$10,750	\$32,250
14-8	Create a Roving Substitute Position (p.14-15)	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$30,250
14-11	Formalize a Catering Program (p.14-18)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
14-13	Transfer Vending Items to A-La-Carte (p. 14-21)	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$32,500
14-14	Close Campus at Lunch (p.14-22)	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$28,125
14-17	Remodel High School Cafeteria (p.14-25)	\$0	\$0	\$0	\$0	\$0	(\$15,000)

**EXHIBIT 3 (Continued)
SUMMARY OF POTENTIAL SAVINGS AND COSTS IN HAMILTON COUNTY**

CHAPTER REFERENCE	Annual (Costs) or Savings/Revenue					Total 5-year (Costs) or Savings	One-Time (Costs) or Savings
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002		
Chapter 15: Safety and Security							
NO FISCAL IMPACT							
TOTAL SAVINGS	\$570,777	\$1,166,787	\$1,181,977	\$1,267,927	\$1,276,277	\$5,463,745	
TOTAL (COSTS)	(\$136,129)	(\$436,183)	(\$436,183)	(\$436,183)	(\$436,183)	(\$1,880,861)	
TOTAL ONE-TIME SAVINGS (COSTS)							\$7,492
TOTAL NET SAVINGS	\$434,648	\$730,604	\$745,794	\$831,744	\$840,094	\$3,582,884	

Total Five-Year and One-Time Savings = \$3,590,376

1.0 INTRODUCTION

1.1 Overview

Section 11.515, Florida Statutes, was created by the 1996 Florida Legislature for the purpose of conducting performance reviews of school districts in Florida. The statute provides that the Office of Program Policy Analysis and Government Accountability (OPPAGA) contract with private firms to conduct performance reviews of identified school districts. As stated in the bill which called for the creation of this statute:

Public officials and citizens need to know if government funds are handled with the highest level of efficiency and productivity to ensure a quality education for students....

The bill also stated that:

School Board members and Superintendents can benefit from an objective and professional review of their school district's management and performance.

The purpose of the Florida school district performance review is to identify ways that a designated school district can:

- save funds;
- improve management; and
- increase efficiency and effectiveness.

On December 12, 1996, (OPPAGA) contracted with MGT of America, Inc. to conduct a performance review of the Hamilton County School District.

The entire review process was completed in a five-month time period. The major activities were scheduled and accomplished as displayed in Exhibit 1-1. Throughout the project, every effort was made to minimize disruptions to schools and to the central office.

In the methodology section that follows, the report describes the various mechanisms that were used to maximize community and employee involvement in the initial phase of the performance review.

**EXHIBIT 1-1
HAMILTON COUNTY SCHOOL DISTRICT PERFORMANCE REVIEW
MAJOR ACTIVITIES BY MONTH**

MONTH	MAJOR ACTIVITIES
December 1996	<ul style="list-style-type: none"> ■ Signed contract between MGT and OPPAGA with consent of Joint Legislative Committee. ■ Conducted initial meetings between MGT and officials of Hamilton County and OPPAGA. ■ Designed interview and focus group instruments. ■ Obtained and analyzed existing reports and materials on Hamilton County obtained from the district and state. ■ Developed profiles of the district. ■ Designed surveys for use with Hamilton County district administrators, principals, and teachers.
January 1997	<ul style="list-style-type: none"> ■ Conducted surveys of central office administrators, principals, and teachers.
February 1997	<ul style="list-style-type: none"> ■ Conducted diagnostic review (Week of Feb. 3). ■ Held public hearing (CHARRETTE). ■ Conducted interviews and summarized findings from interviews with School Board members, senior administrators, and community leaders, and focus group sessions with selected groups. ■ Tailored guidelines for the performance review to reflect unique local conditions as well as public and employee input and concerns in Hamilton County. ■ Conducted in-depth on-site review (Week of Feb. 24). ■ Visited schools.
March 1997	<ul style="list-style-type: none"> ■ Collected and analyzed additional information as needed. ■ Made preliminary presentation in the district to OPPAGA and Hamilton County senior staff. ■ Developed draft report.
April 1997	<ul style="list-style-type: none"> ■ Submitted draft report. ■ Conducted meetings with OPPAGA and district representatives.
May 1997	<ul style="list-style-type: none"> ■ Prepared final report. ■ Presented final report to school board. ■ Distributed final report to the public.

Appreciation is expressed to members of the Hamilton County School Board, Superintendent Pat Parks, and school district employees, students and community residents who provided information during the preparation for, and implementation of, on-site activities. Special appreciation is expressed to Mr. Ron Hobbs (who was assigned by the Superintendent as liaison with MGT for the review) for providing office space, equipment, meeting room facilities, and helpful staff to accommodate the on-site needs.

1.2 Methodology

Stakeholder Involvement

During the week of February 3rd, on-site interviews were conducted in the Hamilton County School District. Interview participants consisted of business leaders, chairpersons and members of various advisory committees, parents, and concerned citizens. The public hearing or CHARRETTE was conducted February 4, 1997 at Central Hamilton Middle School from 4:00 to 9:00 p.m. A total of 15 community representatives participated. The results of the public hearing are shown in Exhibit 1-2.

A total of 79 Hamilton County stakeholders were interviewed for the public input phase of the Performance Review. Stakeholders were interviewed individually or in focus groups on February 3rd, 4th and 5th; some additional stakeholders were interviewed during the week of February 24th. Fourteen individuals were interviewed individually and 65 were interviewed in focus groups. Members of the School Improvement Teams from all schools were interviewed.

Stakeholders include all persons who were identified either by school district administrators or by referrals from other stakeholders in the community. Selection and referral criteria for the interviews were based on knowledge and/or interest in the district such as community leaders, parents, business persons, PTA members, teachers, members of civic organizations, retired citizens and citizens who previously had children in public schools.

Employee Surveys

To secure the initial involvement of central office administrators, school principals, and teachers in helping to determine the scope of the performance review, individual surveys were conducted. Surveys provided administrators and teachers the opportunity to express their opinions on the way the school district was operating and to recommend opportunities to improve efficiency and effectiveness.

The written surveys provided statistically reliable information on the perceptions and opinions of school-based and non-school-based administrators as well as teachers, and the surveys allowed the review team to determine how the opinions and perceptions of central office administrators, school administrators, teachers, and the community differed. In addition, the survey responses of Hamilton County employees were contrasted with the survey responses obtained in previous performance reviews to provide benchmark comparisons with employees in other school systems across the country. The survey results and comparisons are included in Chapter 3 with instruments and survey results in Appendices A and B.

Diagnostic Review

The results of the surveys and focus groups were used to ensure that major issues of concern were addressed during the performance review. Additionally, requests from individuals and groups who wanted to provide information either during the on-site phase of the project or by telephone were accommodated. Concerned citizens who were aware of the review expressed their opinions about various aspects of performance within the Hamilton County School District. Common issues were then incorporated into the scope of the performance review.

In-Depth On-Site Review

During the week of February 24, 1997, a total of six members from the MGT project team were involved in on-site work. These individuals were organized into specialized teams that examined components of the following 11 systems as defined in the project work plan:

- School District Organization and Management
- Educational Service Delivery and Performance Measures
- Personnel Management
- Community Involvement
- Facilities Use and Management
- Asset and Risk Management
- Financial Management
- Purchasing and Warehouse Services
- Food Service
- Transportation
- Safety and Security

In addition, MGT analyzed both instructional and administrative technology within the district.

The systematic assessment of the district was aided by MGT's *Guidelines for Conducting Management and Performance Audits of School Districts*. Following the collection and analysis of existing data, and new information from community input and surveys, guidelines were developed to reflect local rules and regulations, the unique conditions of Hamilton County School District, and the input of local residents, community leaders, central office administrators, principals, teachers, and students.

The on-site review included meetings with most district-level and school-level staff, and the subsequent review of data and documentation provided by these individuals. Members of the review team conducted formal visits in each of the district's schools.

On-site visits incorporated information from principals, teachers and other staff involved with the various components of the 12 district operations that were identified above. More than 50 campus-level employees were interviewed by one of the six members of the review team during this time.

**EXHIBIT 1-2
SUMMARY OF PUBLIC HEARING (CHARRETTE)**

The format for the CHARRETTE was to provide newsprint on the cafeteria walls which was used for comments of a specific issue or functional area being addressed in the performance review. The summary below shows the areas that received comments. Please note that not all areas covered in the review received comments. Also note that these comments reflect perceptions expressed by a very small segment of the community. The perceptions may not agree with the true situation.

Governance and Administration

- Some personnel receive raises and bonuses based on preferential treatment by the board and administration.
- School board is unresponsive to questions and problems raised by teaching staff.
- Too much is being spent on administrators' salaries and for out-of-town trips by the board administration.
- The information learned at out-of-town conferences and workshops is not shared with non-attending staff.
- The school board will not make difficult decisions and they seem to respond to politically sensitive issues only.
- Teachers who complain or "buck the system" are sent to teach at the Juvenile detention facility.

Personnel

- The district institutionalizes grant staff and programs after the grant has terminated.
- Teachers need more support and direction from their principals.
- Non-instructional personnel should receive more benefits.
- Salaries for some personnel are too high.

Facilities

- The high school received an unnecessary and superficial renovation of its facade.
- Capital improvement funds might be used for non-authorized expenses.
- Many books were damaged after heavy rains collapsed the high school roof during a roof replacement job.

Instructional Services

- Students need to be tested in lower grades on reading and math levels. Many of the students in Hamilton County Schools are not reading at their corresponding grade levels.
- Better vocational training is needed at the middle and high schools.
- Higher academic standards are needed.
- School nursing services are excellent.
- Guidance counselors are very helpful and responsive to student and parents.
- The district should pay more attention to academics than sports.

**EXHIBIT 1-2 (Continued)
SUMMARY OF PUBLIC HEARING (CHARRETTE)**

Instructional Services (Continued)

- The Alternative Education Center is not functioning properly.
- Many parents pull their children out of Hamilton County Schools and enroll them in private schools in neighboring districts.

Purchasing

- There are not enough textbooks at all schools.
- Purchasing practices are not providing the best use of taxpayer dollars.

Safety and Security

- Students are beaten and threatened by other students.
- Too many accidents are occurring on the playground at South Hamilton Elementary.
- Discipline is not being handled equitably by the schools and is a major problem on the buses.

**EXHIBIT 1-3
STAKEHOLDERS INTERVIEWED DURING THE PUBLIC INPUT PHASE,
INDIVIDUALLY OR IN FOCUS GROUPS,
FEBRUARY 3-5 AND WEEK OF FEBRUARY 24, 1997**

INDIVIDUAL INTERVIEWS		FOCUS GROUPS	
REPRESENTATIVE GROUP	TOTAL	NAME OF GROUP	TOTAL
School Volunteers (non-parents)	2	Parents from PTO, Central Hamilton elementary School	2
Parents (not as part of a SIT or PTO group)	4	Parents and community members from SIT, Hamilton Middle School	11
Community Civic Leaders (non-parents)	4	Parents and community members from SIT, Greenwood School	9
Business Leaders (non-parents)	4	Hamilton County Educational Association	2
TOTAL INDIVIDUAL INTERVIEWS	14	Parents and community members from SIT, South Hamilton Elementary School	21
		Parents and community members from SIT, Hamilton Elementary School	5
		Parents and community members from SIT, North Hamilton Elementary School	9
		Parents and community members from SIT, Central Hamilton Elementary School	6
TOTAL PERSONS INTERVIEWED = 79		TOTAL PERSONS IN FOCUS GROUPS	65

1.3 Overview of the Hamilton County School District

Schools and Students

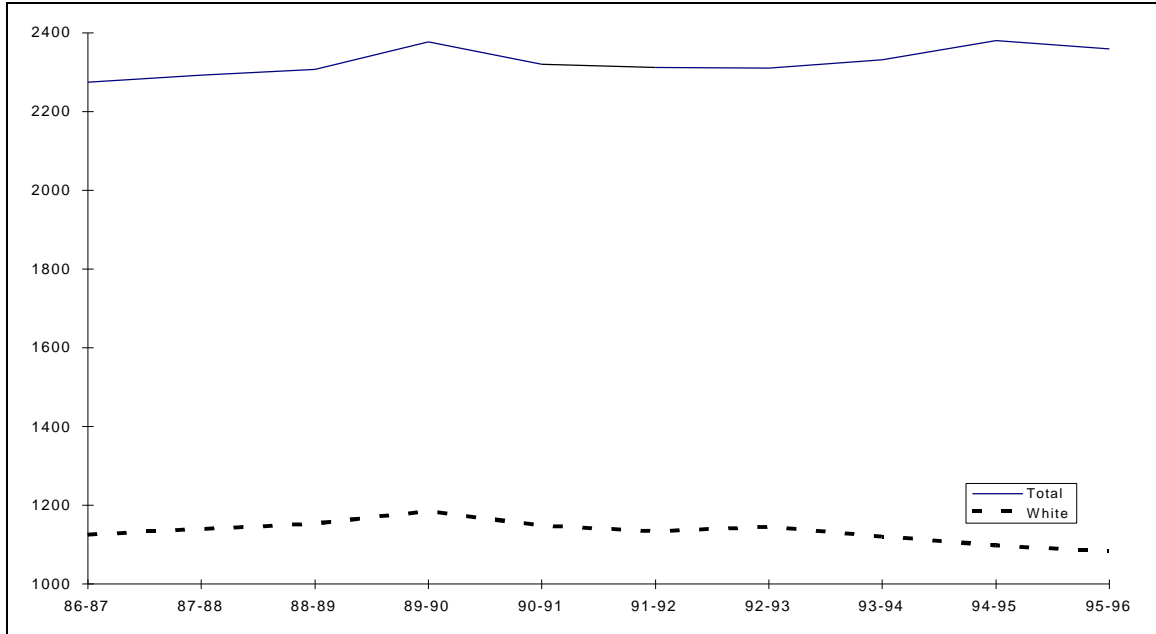
With an estimated 1995 population of just 11,773, Hamilton County is one of the smallest counties in Florida, ranking 60th out of 67. The county's growth rate from 1990 to 1995 of 7.7 percent was lower than the state growth rate of 9.5 percent. The Florida Department of Commerce projections indicate that Hamilton County's growth rate will continue to lag behind that of Florida; between 1992 and 2010, Florida is expected to grow 33.86 percent and Hamilton County is expected to grow just 8.77 percent.

Hamilton County has a relatively young and diverse population. Forty (40) percent of its residents are nonwhite, the fourth highest percentage in the state. The state's total nonwhite percentage was 15.46 percent. Retail Trade and Services are the industries that employ the largest numbers of Hamilton County residents. Hamilton County's 1992 unemployment rate was 13.2 percent, which was lower only than the rates in the counties of Hardee, St. Lucie, and Hendry. The 1992 unemployment rate for the state as a whole was 8.2 percent. Based on 1990 census data, the percentage of persons 25 years old and over without a high school diploma was 41.6 percent, the percentage with a high school diploma (or equivalency) was 37.7, while 20.6 percent attended at least some college.

The Department of Education Public School Membership Data for Fall 1996 show the Hamilton County School District with a student population of 2,336 students and 59th in the state in size. With just 279 full-time staff, the district is one of the smallest in the state.

Hamilton County School District has shown slow growth in student enrollment over the past several years (see Exhibit 1-4). As can be seen, in 1986-1987, non-white, (primarily Black non-Hispanic) students comprised 50 percent of the population. In 1995-1996, nonwhites comprised 54 percent. This indicates a slightly higher growth rate among the nonwhite student population in the district.

**EXHIBIT 1-4
HAMILTON COUNTY SCHOOL DISTRICT
STUDENT ENROLLMENT TRENDS**



Source: *Statistical Brief: Profiles of Florida School Districts, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95 and 1995-96, Student and Staff Data*, Florida Department of Education.

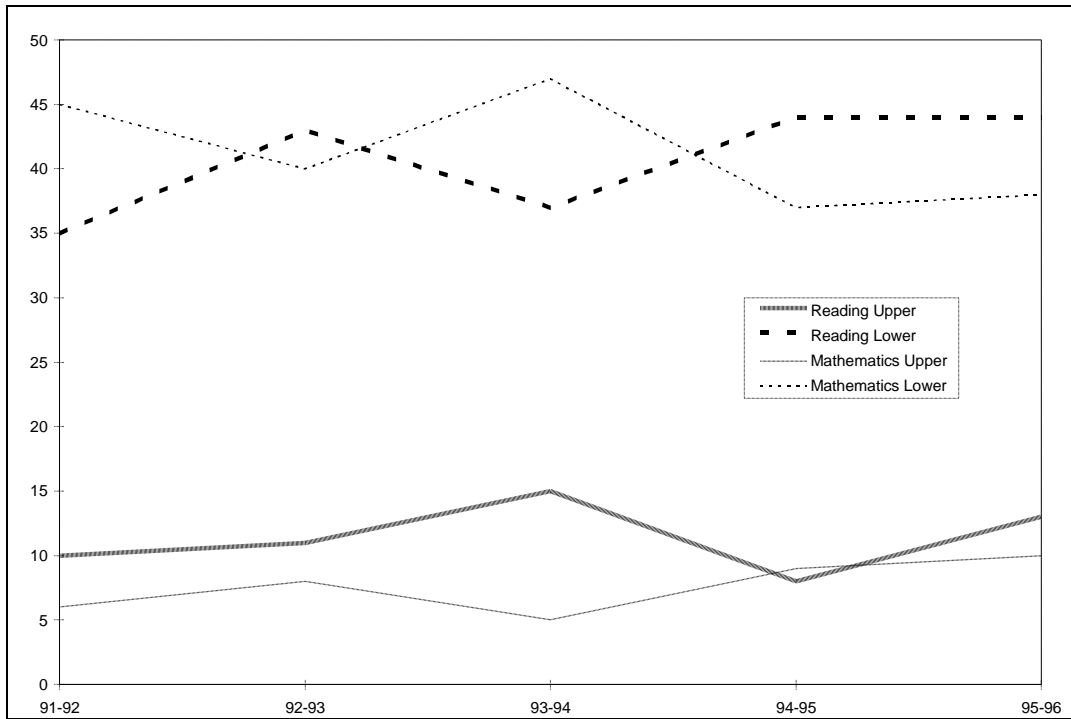
Exhibit 1-5 provides information on the trends in the percentage of students in the upper and lower quartiles on the Grade Ten Assessment Test (GTAT) in both reading comprehension and mathematics. The percentage of students scoring in the lower quartile in mathematics has decreased from 1991-92 to 1992-93, and then increased in 1993-94, and again decreased in 1994-95. The percentage of students in the lower quartile in mathematics increased by one percent from 1994-95 to 1995-96. The percentage of students scoring in the lower quartile on reading comprehension increased from 1991-92 to 1992-93, then decreased in 1993-94, and increased again in 1994-95.

The percentage of students scoring in the lower quartile for reading comprehension remained the same from 1994-95 to 1995-96. The percentage of students scoring in the upper quartile in reading comprehension increased from 1991-92 to 1993-94, and then decreased below the 1991-92 percentage in 1994-95. The scores increased again in 1995-96, but did not reach the 1993-94 level.

The percentage of students scoring in the upper quartile in mathematics has also fluctuated. Between 1991-92 and 1992-93 the percentage increased, but then decreased in 1993-94, the percentage increased from 1993-94 to 1995-96. For the 1995-96 school year, Hamilton County School District ranked in the 31st median

national percentile on the GTAT reading portion and in the 30th percentile on the mathematics portion.

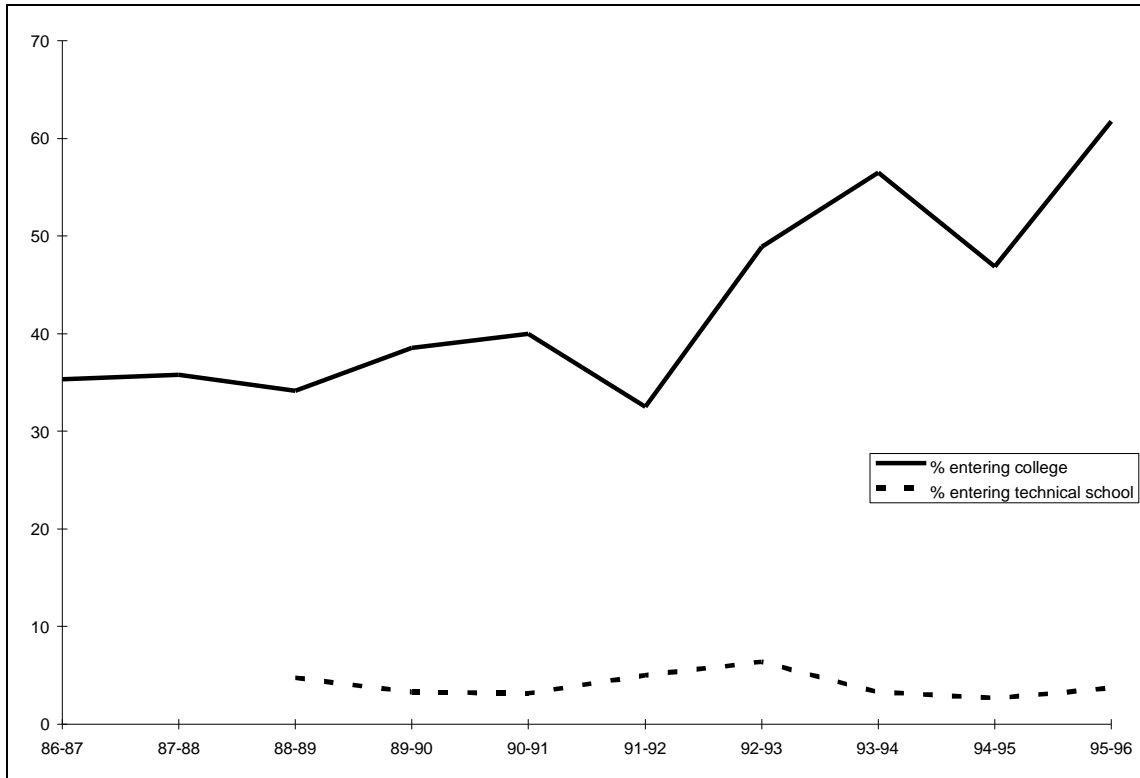
**EXHIBIT 1-5
HAMILTON COUNTY SCHOOL DISTRICT
TRENDS IN PERCENTAGE OF STUDENTS IN UPPER AND LOWER
QUARTILES GRADE TEN ASSESSMENT TEST**



Source: *Statistical Brief: Profiles of Florida School Districts, 1991-92, 1992-93, 1993-94, 1994-95 and 1995-96, Student and Staff Data*, Florida Department of Education.

Another indicator of student achievement is the percentage of students who enter college or technical school upon graduation. Exhibit 1-6 provides this information for the district for the past decade. As the exhibit shows, the percentage of students entering college has fluctuated, but generally increased since 1986-87. In 1995-96, the percentage of students entering college was 61.76 percent. The percentage of students entering technical school has been small and has never been over 6.9 percent. The percentage of students entering technical school in 1995-96 was 3.7 percent.

**EXHIBIT 1-6
HAMILTON COUNTY SCHOOL DISTRICT
TRENDS IN PERCENTAGE OF STUDENTS
ENTERING COLLEGE AND TECHNICAL SCHOOL
1986-87 THROUGH 1995-96**



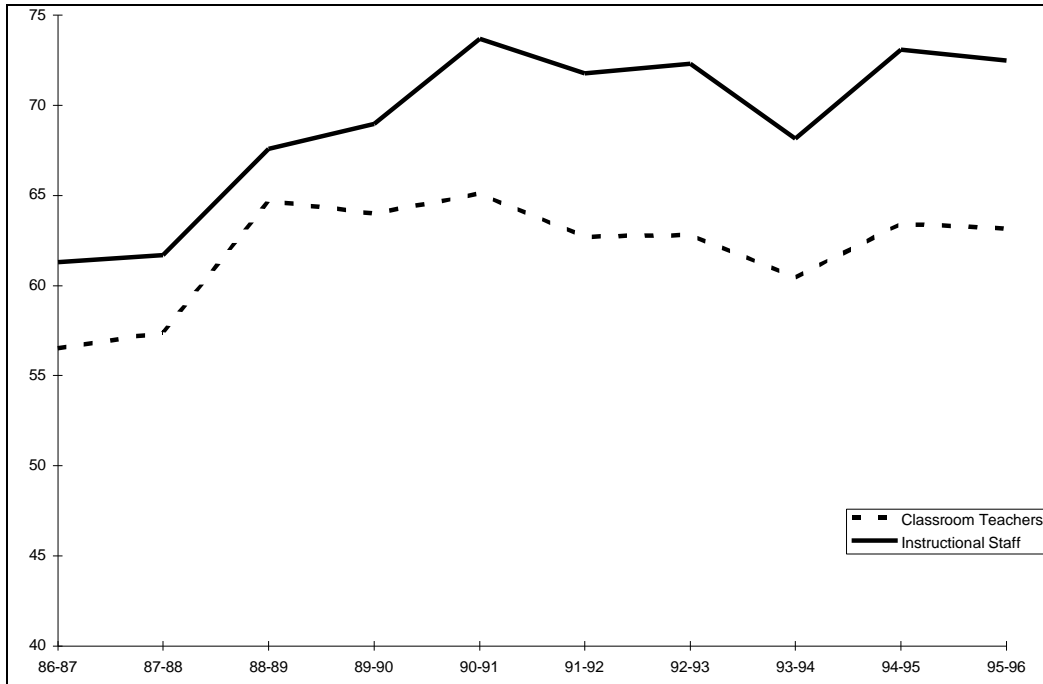
Source: *Statistical Brief: Profiles of Florida School Districts, 1991-92, 1992-93, 1993-94, 1994-95 and 1995-96, Student and Staff Data*, Florida Department of Education.

Note: Some data not available for 1986-87 through 1988-89.

Staff

Exhibit 1-7 provides the number of classroom teachers and total instructional staff per 1,000 students over time. The exhibit shows that the number of instructional staff per 1,000 students remained about the same between 1986-87 and 1987-88. The number then jumped significantly between 1987-88 and 1988-89. The number of instructional staff per 1,000 students then began a gradual increase, although fluctuating some, until 1995-96. The number of instructional staff per 1,000 students in 1995-96 was 71.8. As the exhibit shows, the number of classroom teachers per 1,000 students also increased significantly between 1987-88 and 1988-89. From 1988-89 to 1995-1996, the number of classroom teachers per 1,000 students has remained relatively stable. In 1995-96, there were 62.7 classroom teachers per 1,000 students.

**EXHIBIT 1-7
HAMILTON COUNTY SCHOOL DISTRICT
TREND IN NUMBER OF INSTRUCTIONAL STAFF
PER 1,000 STUDENTS
1986-87 THROUGH 1995-96**

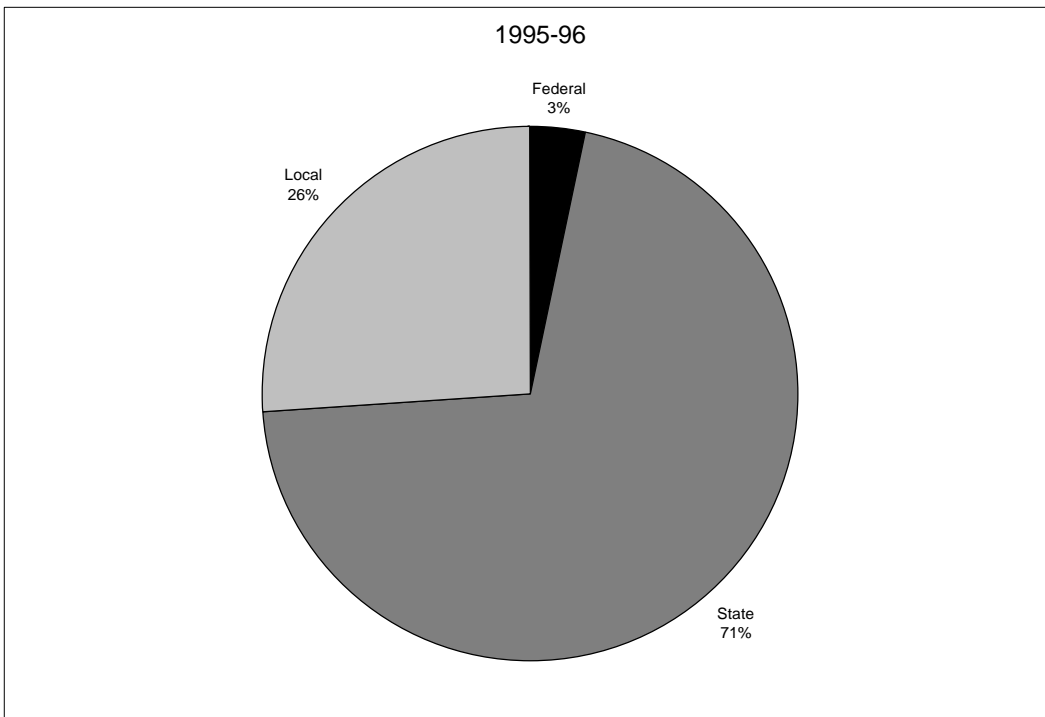
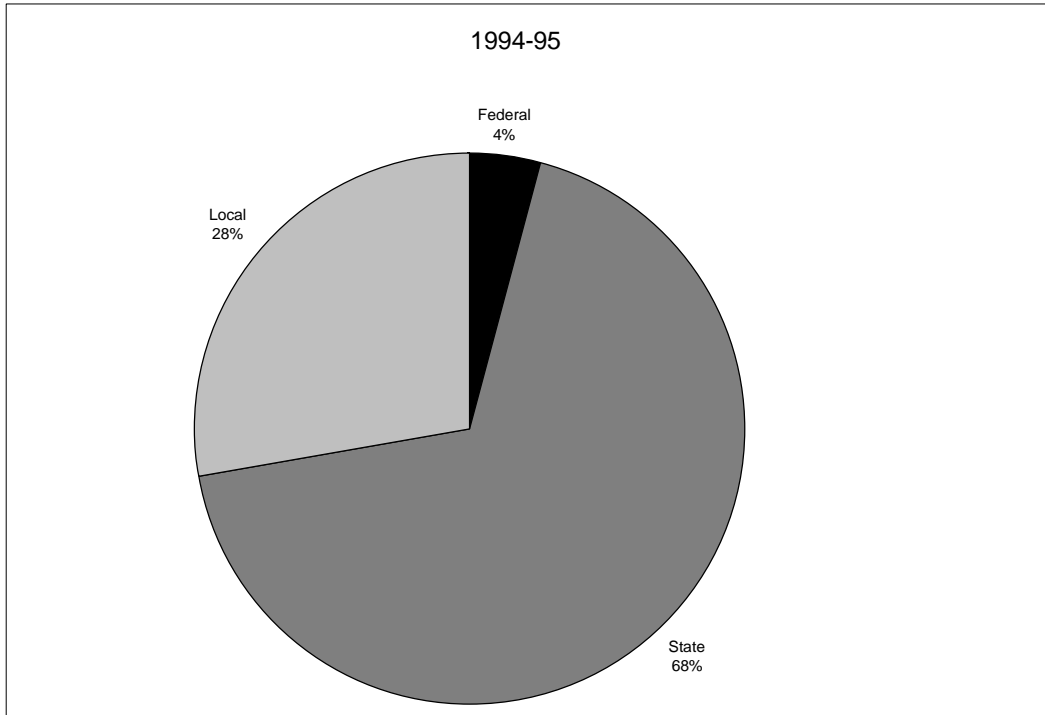


Source: *Statistical Brief: Profiles of Florida School Districts, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95 and 1995-96, Student and Staff Data*, Florida Department of Education.

Revenue and Expenditures

Exhibit 1-8 shows revenue trends. As can be seen, the Hamilton County School District's sources of revenue changed slightly between 1994-95 and 1995-96. The amount of federal and local funding decreased. Federal funding decreased from four percent to three percent, while local funding decreased from 28 percent to 26 percent. However, the amount of state funding has increased from 68 percent to 71 percent.

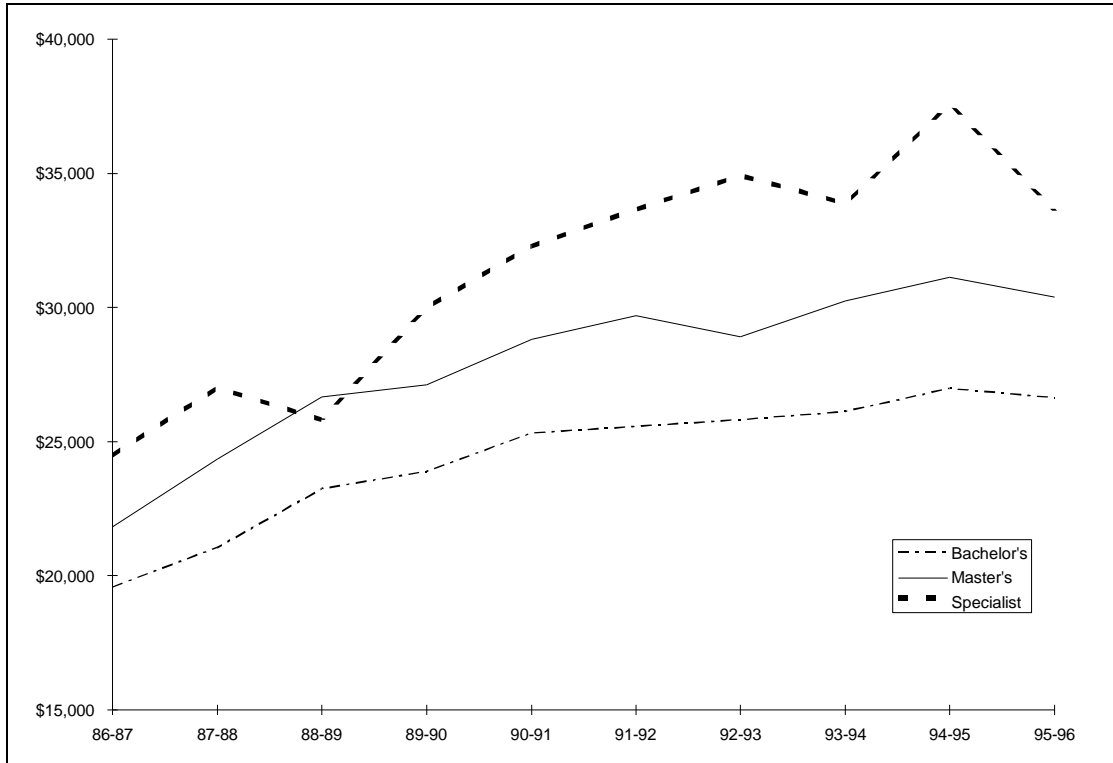
**EXHIBIT 1-8
HAMILTON COUNTY SCHOOL DISTRICT
REVENUE SOURCES**



Source: *Statistical Brief: Profiles of Florida School Districts, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95 and 1995-96, Student and Staff Data*, Florida Department of Education.

Exhibit 1-9 provides information on average teacher salaries for the past 10 years. As can be seen, average teacher salaries have fluctuated at about the same rates throughout the decade shown. Average salaries decreased between 1994-95 and 1995-96 for all degree types and were about the same as average salaries in 1993-94.

**EXHIBIT 1-9
HAMILTON COUNTY SCHOOL DISTRICT
TRENDS IN TEACHER SALARIES**



Source: *Statistical Brief: Profiles of Florida School Districts, 1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95 and 1995-96, Student and Staff Data, Florida Department of Education.*

2.0 STATISTICAL PROFILE OF THE HAMILTON COUNTY SCHOOL DISTRICT

One aspect of a comprehensive school district management study is to examine how the district compares with similar school districts and with the district average in Florida. Accordingly, ratios of enrollment, personnel and financial data were calculated and used as indicators of the strengths and weaknesses which currently exist within the Hamilton County School District. These ratios contribute to an understanding of the unique demographic characteristics, resources, and expenditures of the Hamilton County School District and supplement the analysis of the issues and challenges faced by district managers.

Two sets of comparative data are used to describe the Hamilton County School District. First, comparisons are made with selected Florida school districts identified as similar to Hamilton County. The comparison districts are listed in Exhibit 2-1 with student memberships.

EXHIBIT 2-1 COMPARISON DISTRICTS AND ENROLLMENTS FALL 1996

SCHOOL DISTRICT	STUDENT MEMBERSHIP
Hamilton	2,336
Calhoun	2,288
Gulf	2,346
Holmes	3,820
Madison	3,479
Union	2,317
Average	2,764
Average without Hamilton	2,850
State	2,240,283

Source: Statistical Brief, Membership in Florida Public Schools,
Florida Department of Education, December 1996.

Second, comparisons are made with averages for the State of Florida as a whole. Information displayed in the exhibits of this chapter include data from the following reports:

- *Profiles of Florida School Districts (Student and Staff Data)*, Florida Department of Education, 1995-96.
- *Profiles of Florida School Districts (Financial Data)*, Florida Department of Education, 1994-95.
- *Analysis of District Expenditures and Program Cost Factors, Florida Education Finance Program*, Florida Department of Education, 1994-95.

- *Statistical Brief*, Florida Department of Education, January 1996, February 1996, July 1996, August 1996, and December 1996.
- *Division of Public Schools, Florida Education Finance Program, Final Calculation, 1994-95*. Florida Department of Education, October 1995.

While state-level data may contain some inaccuracies, MGT has found that such comparisons in school districts throughout the nation have provided a more reliable comparison than contacting each district to obtain comparable data since the State Departments of Education use standard definitions for submission of data by individual school districts. Furthermore, the data contained in this chapter are used to serve as indicators to identify trends and issues, and not to draw conclusions or make recommendations.

2.1 School Characteristics

Exhibit 2-2 displays the number and types of schools within the Hamilton County School District and the comparison districts. As evidenced by the exhibit:

- Hamilton County along with Madison County has the highest total number of schools of the comparison districts with 10.
- The number of other types of schools in Hamilton County is the highest among the comparison districts.

**EXHIBIT 2-2
DISTRICT SCHOOL CHARACTERISTICS
1995-96**

SCHOOL DISTRICT	ELEMENTARY SCHOOLS	MIDDLE/JUNIOR HIGH SCHOOLS	SENIOR HIGH SCHOOLS	OTHER TYPES OF SCHOOLS	TOTAL *
Hamilton	1	1	1	7	10
Calhoun	1	1	1	4	7
Gulf	3	1	2	2	8
Holmes	2	1	1	4	8
Madison	2	1	1	6	10
Union	1	1	1	3	6
State Total	1,514	425	352	554	3,003

Source: Profiles of Florida School Districts (Student and Staff Data), Florida Department of Education, 1994-95.

*Note: State total includes vocational schools and exceptional student schools. District "schools" include sites not normally thought of as schools because they may serve as few as one student. Hamilton, for example, has six sites normally thought of as schools plus four other entities counted as schools for funding purposes by the Florida DOE. These four "schools" are: 1) the adult education program; 2) the district central office for its administration of instruction for homebound students and speech services for preschool students; 3) the program of services for migrant students who are not enrolled in any of the district schools; and 4) the Partner Success Center, a juvenile detention facility that receives some instructional services from Hamilton County teachers.

2.2 Student Characteristics

Exhibit 2-3 tabulates student characteristics. As can be seen:

- Hamilton County has the second lowest percentage of White students among the comparison districts with 45 percent, compared to Madison County's 41 percent.
- Hamilton County has the highest percentage of Hispanic students among the comparison districts with four percent.
- Hamilton County is below the state percentages in all categories of students except for African American students.
- Hispanic, Asian/Pacific Islander, and American Indian students constitute four percent of the Hamilton County student body; they constitute 18 percent for the state and only one percent for comparison districts.

**EXHIBIT 2-3
STUDENT CHARACTERISTICS
RACIAL/ETHNIC DISTRIBUTION
FALL 1996**

SCHOOL DISTRICT	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN	AMERICAN INDIAN	TOTAL
Hamilton	45%	51%	4%	0%	0%	2,336
Calhoun	83%	15%	2%	1%	0%	2,288
Gulf	80%	19%	1%	0%	0%	2,346
Holmes	96%	3%	1%	0%	0%	3,820
Madison	41%	58%	1%	0%	0%	3,479
Union	80%	18%	1%	0%	0%	2,317
Average	71%	27%	2%	0%	0%	2,764
Average without Hamilton	76%	23%	1%	0%	0%	2,850
State	57%	25%	16%	2%	0%	2,240,283

Source: Statistical Brief, Membership in Florida Public Schools, Florida Department of Education, December 1996.

2.3 Staff Characteristics

Exhibit 2-4 shows the staff characteristics and Exhibit 2-5 graphically depicts staff ethnicity by school district. These exhibits illustrate that:

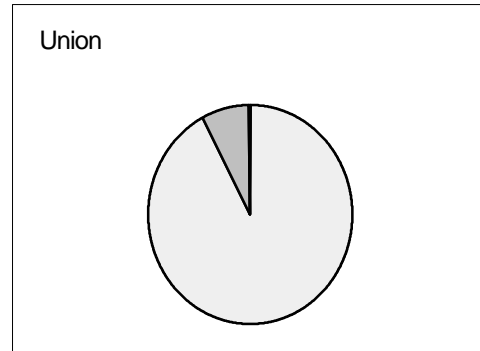
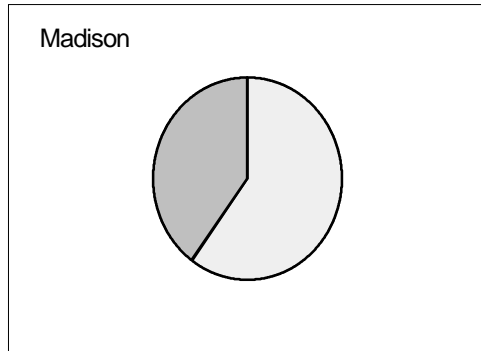
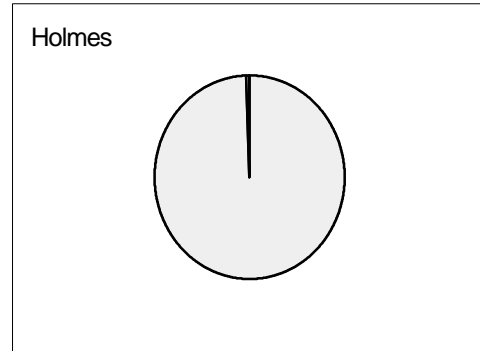
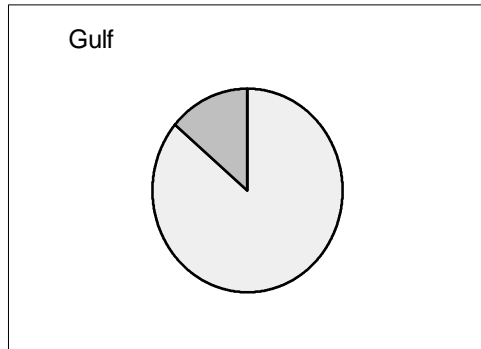
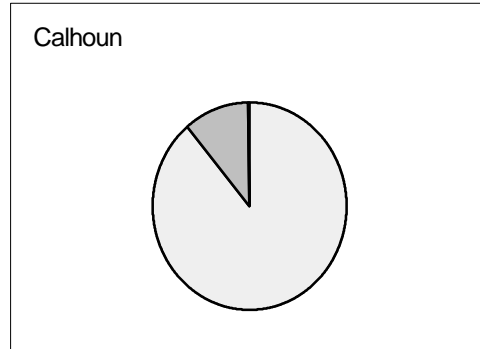
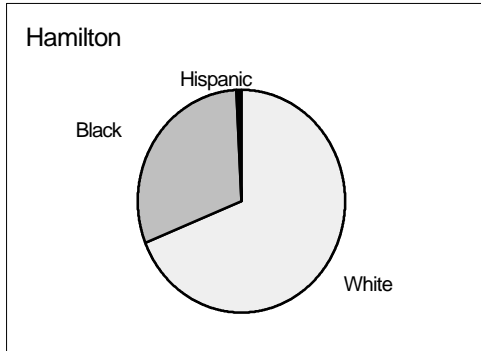
- Hamilton County is below the state percentages of the White staff category and above the state average for African American staff.
- Hamilton County has the second lowest percentage of White staff and the second highest percentage of African American among the comparison districts, trailing Madison County in both categories.

**EXHIBIT 2-4
STAFF CHARACTERISTICS
RACIAL/ETHNIC DISTRIBUTION
FALL 1995**

SCHOOL DISTRICT	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN	AMERICAN INDIAN	TOTAL
Hamilton	69%	30%	1%	0%	0%	376
Calhoun	88%	11%	0%	0%	1%	265
Gulf	86%	14%	0%	0%	0%	280
Holmes	99%	0%	0%	0%	0%	438
Madison	60%	40%	0%	0%	0%	408
Union	92%	7%	0%	0%	0%	271
Average	82%	17%	0%	0%	0%	340
Average without Hamilton	85%	14%	0%	0%	0%	332
State	71%	21%	8%	0%	0%	241,641

Source: Statistical Brief, Staff in Florida's Public Schools, Florida Department of Education, July 1996.

EXHIBIT 2-5
STAFF ETHNICITY BY SCHOOL DISTRICT
FALL 1995



¹ Asian/ Pacific Islander and American Indian/ Alaskan Natives are not shown because they represent less than one percent of total population in each school district.

Source: Statistical Brief, Staff in Florida's Public Schools, Florida Department of Education, July 1996.

2.4 Student and Staff Characteristics Comparison

Based on the previous figures, Exhibit 2-6 provides an analysis of the percentage of staff ethnicity as compared to the percentage of student ethnicity. A comparison between staff and student ethnic percentages that is positive indicates that a greater percentage of staff of the particular ethnic group exists compared to the percentages of students of that ethnic group. As the exhibit shows:

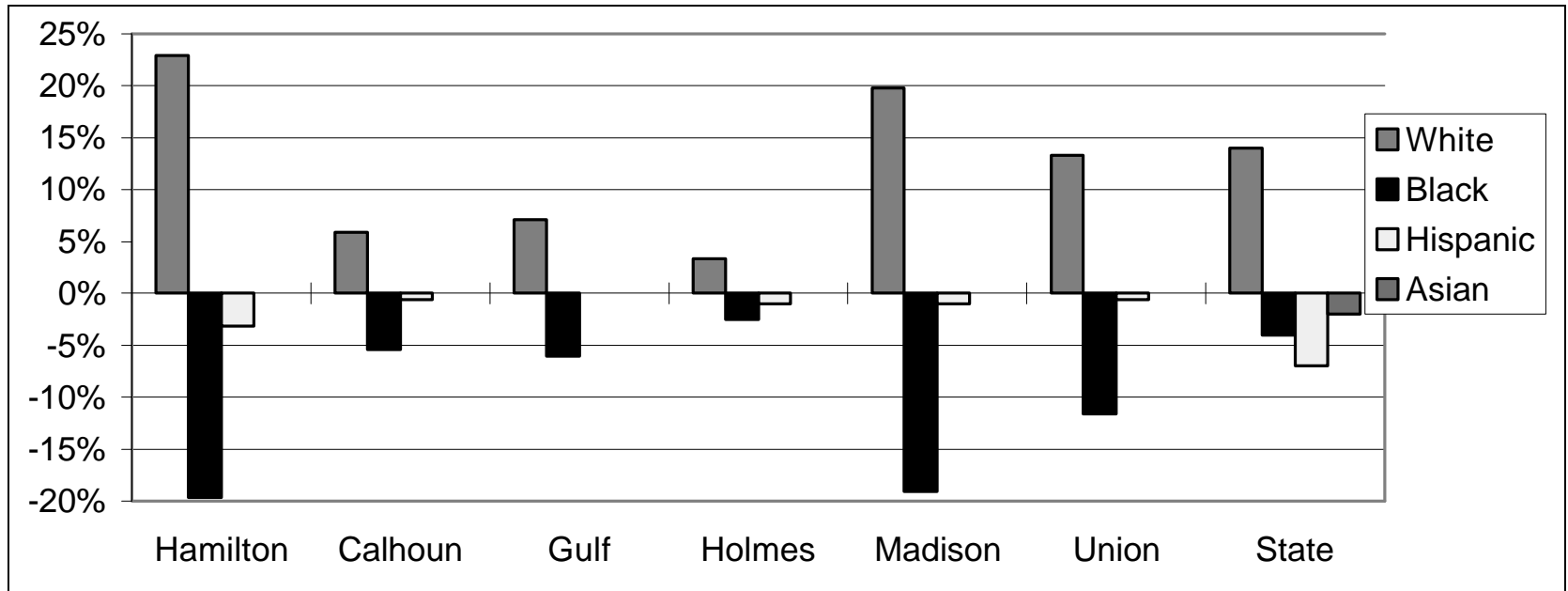
- In Hamilton County, the percentage of White staff exceeds the percentage of White students. The opposite is true for all other ethnic groups. This is also true for the state as a whole and for all the comparison districts.
- Hamilton County has the highest disparity among Hispanics compared to other districts. Hispanics comprise four percent of the student population, but only one percent of the staff, a difference of three percentage points.
- The greatest percentage difference for Hamilton County is among Whites. The difference between the percentage of White staff and White students is 23 percentage points.

2.5 Student - Staff Ratios

Exhibits 2-7, 2-8, and 2-9 display the ratios of various staff types per 1,000 students.

- Hamilton County School District has a higher personnel ratio per 1,000 students in all staff categories than the average for the comparison districts and the state as a whole.
- Hamilton County School District has over twice the number of administrative personnel per 1,000 students as does the state as a whole.
- Hamilton County School District also has the highest ratio of teachers to 1,000 students at 63.14. The lowest ratio was found in Madison County at 55.33.
- The ratio of support staff to 1,000 students in Hamilton County was over 30 employees per 1,000 students above the state as a whole, and 24 employees above the average of the comparison districts.

**EXHIBIT 2-6
DIFFERENCE BETWEEN STAFF ETHNICITY PERCENTAGES AND STUDENT ETHNICITY
PERCENTAGES
FALL 1995**



Source: Statistical Brief, Staff in Florida's Public Schools, Florida Department of Education, July 1996.
Statistical Brief, Membership in Florida Public Schools, Florida Department of Education, January 1996.

**EXHIBIT 2-7
NUMBER OF STAFF PER 1,000 STUDENTS
FALL 1995**

SCHOOL DISTRICT	ADMINISTRATIVE PERSONNEL	INSTRUCTIONAL PERSONNEL	TEACHERS	SUPPORT STAFF
Hamilton	8.47	9.32	63.14	78.39
Calhoun	3.95	7.46	61.87	43.00
Gulf	6.58	6.58	60.99	48.71
Holmes	5.05	5.05	59.32	47.09
Madison	6.41	4.66	55.33	52.42
Union	6.40	4.11	56.19	57.10
Average	6.14	6.20	59.47	54.45
Average without Hamilton	5.68	5.57	58.74	49.66
State	4.06	5.82	54.80	46.40

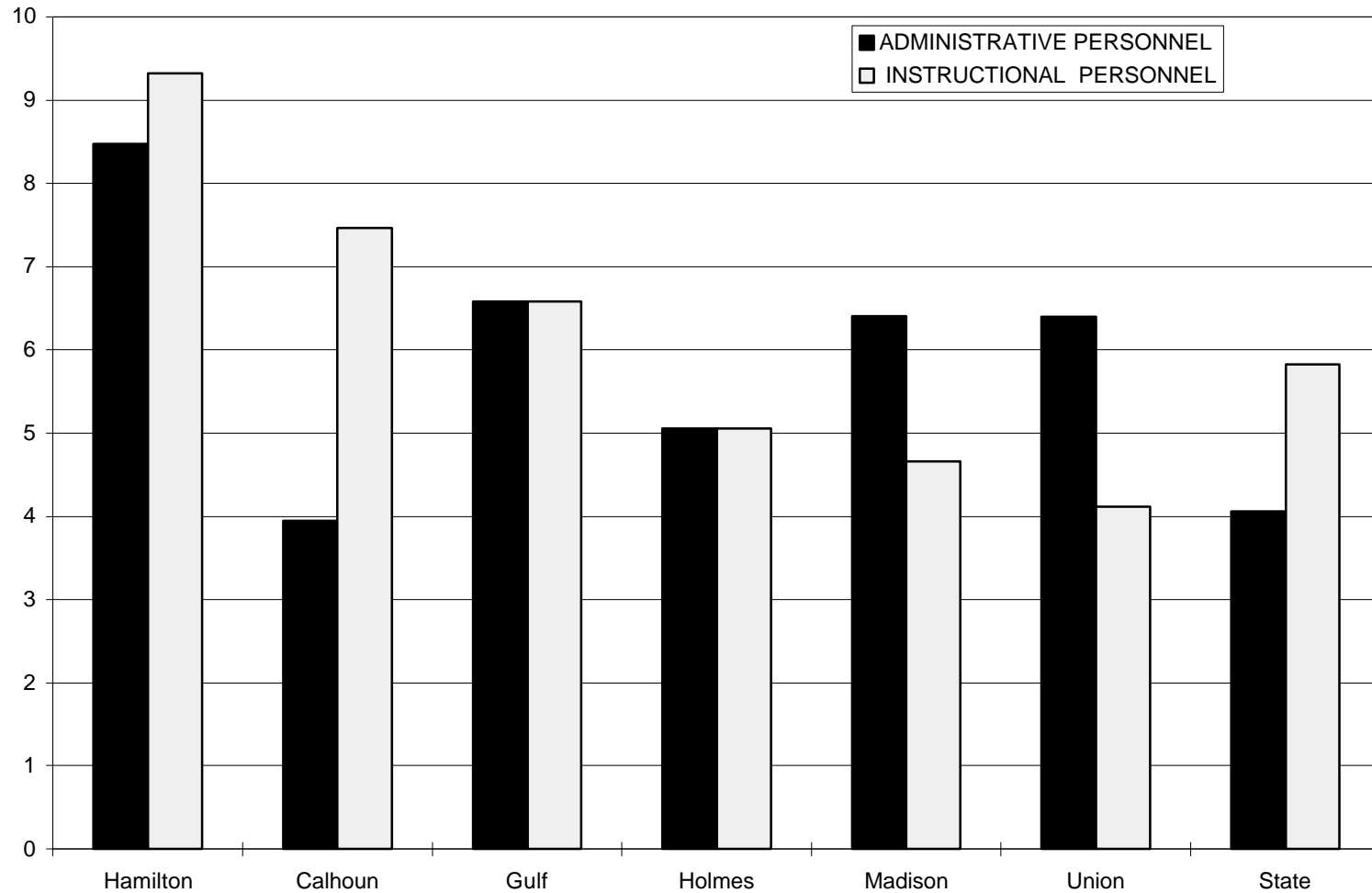
Source: Statistical Brief, Staff in Florida's Public Schools, Florida Department of Education, July 1996.
 Statistical Brief, Membership in Florida Public Schools, Florida Department of Education, January 1996.

2.6 Personnel Ratios

Exhibits 2-10 and 2-11 detail personnel ratios. As can be seen:

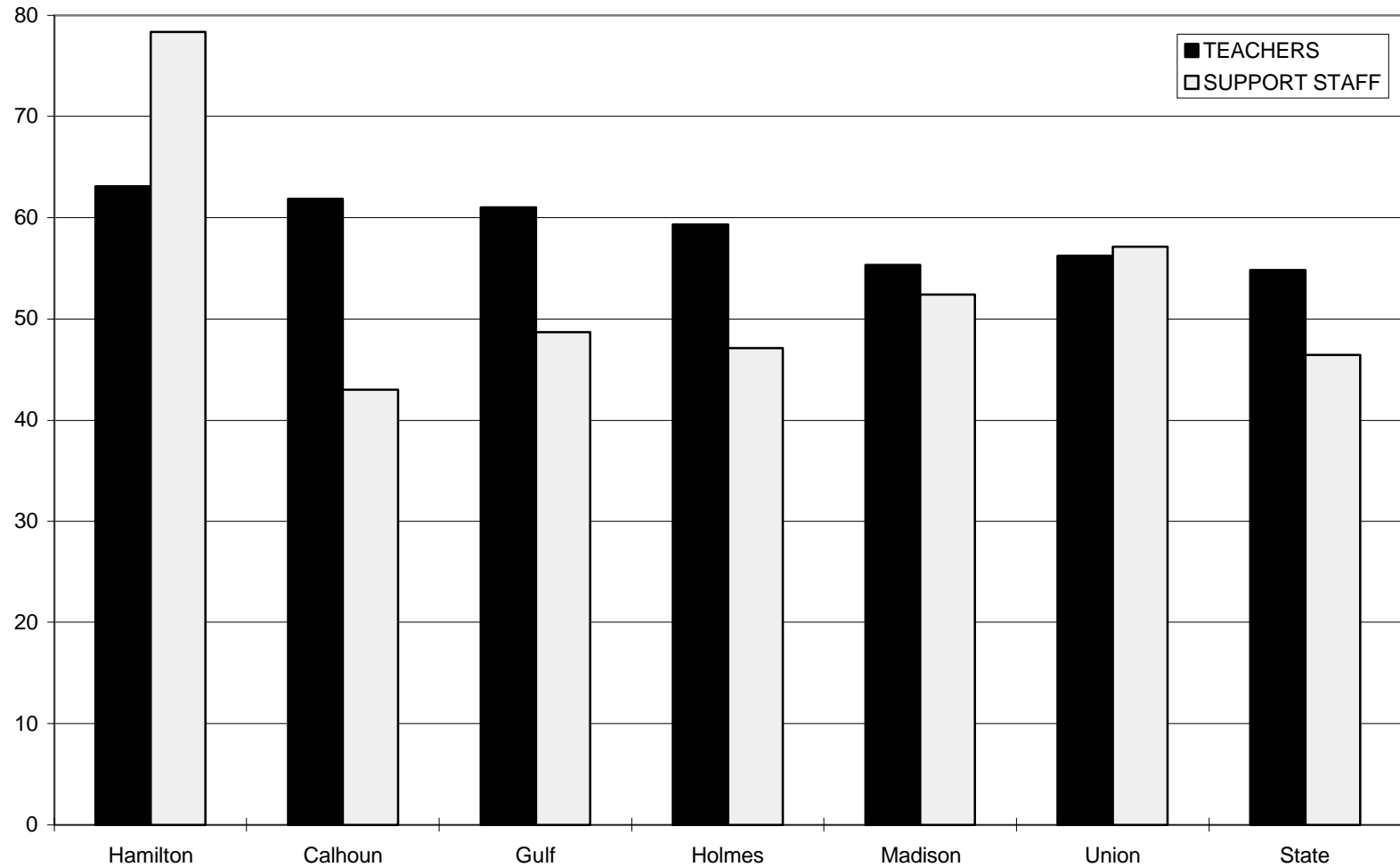
- With one administrator for every 7.5 classroom teachers, Hamilton County has more administrators per classroom teacher when compared to selected school districts, and significantly more than the state average.
- Hamilton County's ratio of administrators to total staff (1:19) is the third lowest among comparison districts and below the state average.
- The ratio of classroom teachers to students for Hamilton County, (1:16), is the lowest among comparison districts and lower than the state level of 1:18.
- There is one teacher aide for every 2.9 classroom teachers in Hamilton County. The state ratio is one for every 4.5 classroom teachers. The Hamilton County ratio is the lowest among the comparison districts.

**EXHIBIT 2-8
ADMINISTRATIVE AND INSTRUCTIONAL STAFF PER 1,000 STUDENTS
FALL 1995**



Source: Statistical Brief, Staff in Florida's Public Schools, Florida Department of Education, July 1996.
Statistical Brief, Membership in Florida Public Schools, Florida Department of Education, January 1996.

**EXHIBIT 2-9
TEACHERS AND SUPPORT STAFF PER 1,000 STUDENTS
FALL 1995**



Source: Statistical Brief, Staff in Florida's Public Schools, Florida Department of Education, July 1996.
Statistical Brief, Membership in Florida Public Schools, Florida Department of Education, January 1996.

- The ratio of guidance personnel to students in Hamilton County is 1:295. This is below the state average of 1:450 and the lowest of the comparison district ratios.

**EXHIBIT 2-10
PERSONNEL RATIOS
FALL 1995**

SCHOOL DISTRICTS	CLASSROOM TEACHERS TO ADMINISTRATORS	TOTAL STAFF¹ TO ADMINISTRATORS	STUDENTS TO CLASSROOM TEACHERS	CLASSROOM TEACHERS TO TEACHER AIDES	STUDENTS TO GUIDANCE
Hamilton	7.45	18.80	15.83	2.86	294.87
Calhoun	15.66	29.44	16.16	7.42	379.83
Gulf	9.26	18.66	16.39	6.61	455.80
Holmes	11.73	23.05	16.85	5.18	469.87
Madison	8.63	18.54	18.07	3.87	572.33
Union	8.78	19.35	18.17	6.47	447.20
State	13.45	27.30	18.23	4.51	450.43

¹ Total staff includes all full-time staff, including clerical and support personnel.

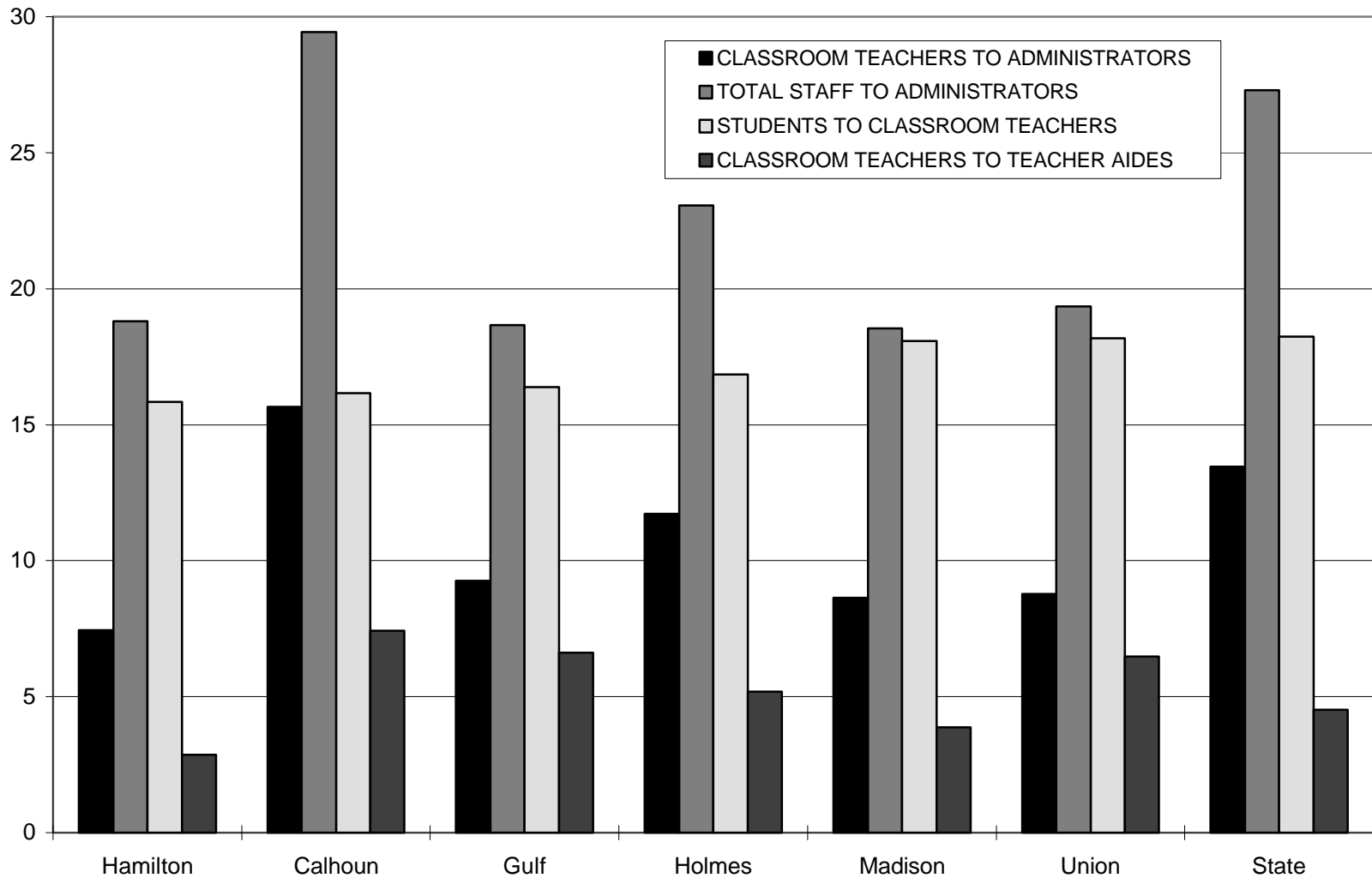
Source: Profiles of Florida School Districts (Student and Staff Data), Florida Department of Education, 1995-96, December 1996.

2.7 Staff Salaries

Exhibit 2-12 provides average salaries for selected professional staff positions. As can be seen:

- Hamilton County has the fourth lowest paid superintendent among the comparison districts, and the salary is below the comparison district and state average.
- School Board members in Hamilton County are the second lowest paid among comparison districts and over \$4,000 below the state average.
- The high school principal's salary in Hamilton County is the second highest among comparison districts, however, it is more than \$11,000 below the state average.
- The middle school principal's salary is the highest paid among the comparison districts but almost \$10,000 below the state average.
- Lastly, the elementary principals are the fourth lowest paid among comparison districts and are paid more than \$11,000 below the state average.

**EXHIBIT 2-11
PERSONNEL RATIOS
FALL 1995**



Source: Profiles of Florida School Districts (Student and Staff Data), Florida Department of Education, 1995-96, December 1996.

**EXHIBIT 2-12
AVERAGE SALARIES AS OF APRIL 1996**

SCHOOL DISTRICT	SUPERINTENDENT	DEPUTY SUPERINTENDENT ¹	SCHOOL BOARD MEMBER	HIGH SCHOOL PRINCIPAL	MIDDLE SCHOOL PRINCIPAL	ELEMENTARY PRINCIPAL
Hamilton	\$67,553	\$56,383	\$16,424	\$54,483	\$51,983	\$48,513
Calhoun	68,063	N/A	16,404	56,100	51,100	52,200
Gulf	79,004	56,306	16,503	51,550	51,077	49,500
Holmes	63,155	N/A	16,716	48,690	46,425	47,185
Madison	63,341	57,007	16,765	47,769	45,320	47,309
Union	67,240	N/A	16,460	N/A	48,041	48,041
Average	\$68,059	\$56,565	\$16,545	\$51,718	\$48,991	\$48,791
Average without Hamilton	\$68,161	\$56,657	\$16,570	\$51,027	\$48,393	\$48,847
State	\$86,837	\$76,305	\$20,513	\$65,526	\$61,559	\$59,519

¹ Includes Deputy, Associate, Assistant, and Area Superintendents for Administration.

Source: Statistical Brief, Florida District Staff Salaries of Selected Positions, 1995-96, Florida Department of Education, July 1996.

2.8 Teacher Salaries and Experience

The next exhibits compare teacher salaries using various factors and also levels of experience. Exhibit 2-13 shows that:

- The average salary for all degree categories among Hamilton County teachers is less than the average for the state.
- In Hamilton County, the salary for the bachelor's and master's level is below the comparison districts' average, but above the average for those with a specialist degree.
- Overall, Hamilton County teachers earn less than the teachers in the comparison districts with the exception of Union County.

Exhibit 2-14 depicts the difference between the state average salary and the average for each district by degree type. Among the comparison districts:

- Neither Hamilton nor the comparison districts has higher average salaries than the state in any category.
- Union County has the greatest difference from the state average salaries for all levels.

**EXHIBIT 2-13
AVERAGE TEACHER SALARY
1995-96**

SCHOOL DISTRICT	BACHELOR'S	MASTER'S	SPECIALIST	DOCTORATE	ALL DEGREES
Hamilton	\$26,625	\$30,384	\$33,599	N/A	\$27,735
Calhoun	29,795	33,083	N/A	33,150	31,047
Gulf	27,885	31,806	N/A	35,879	29,193
Holmes	27,588	33,640	35,494	36,363	29,986
Madison	26,657	32,358	29,728	N/A	28,501
Union	25,549	29,356	N/A	N/A	26,558
Average	\$27,350	\$31,771	\$32,940	\$35,131	\$28,837
Average without Hamilton	\$27,495	\$32,049	\$32,611	\$35,131	\$29,057
State	\$30,495	\$37,018	\$45,235	\$43,000	\$33,330

Source: Profiles of Florida School Districts, (Student and Staff Data) , Florida Department of Education, December 1996.

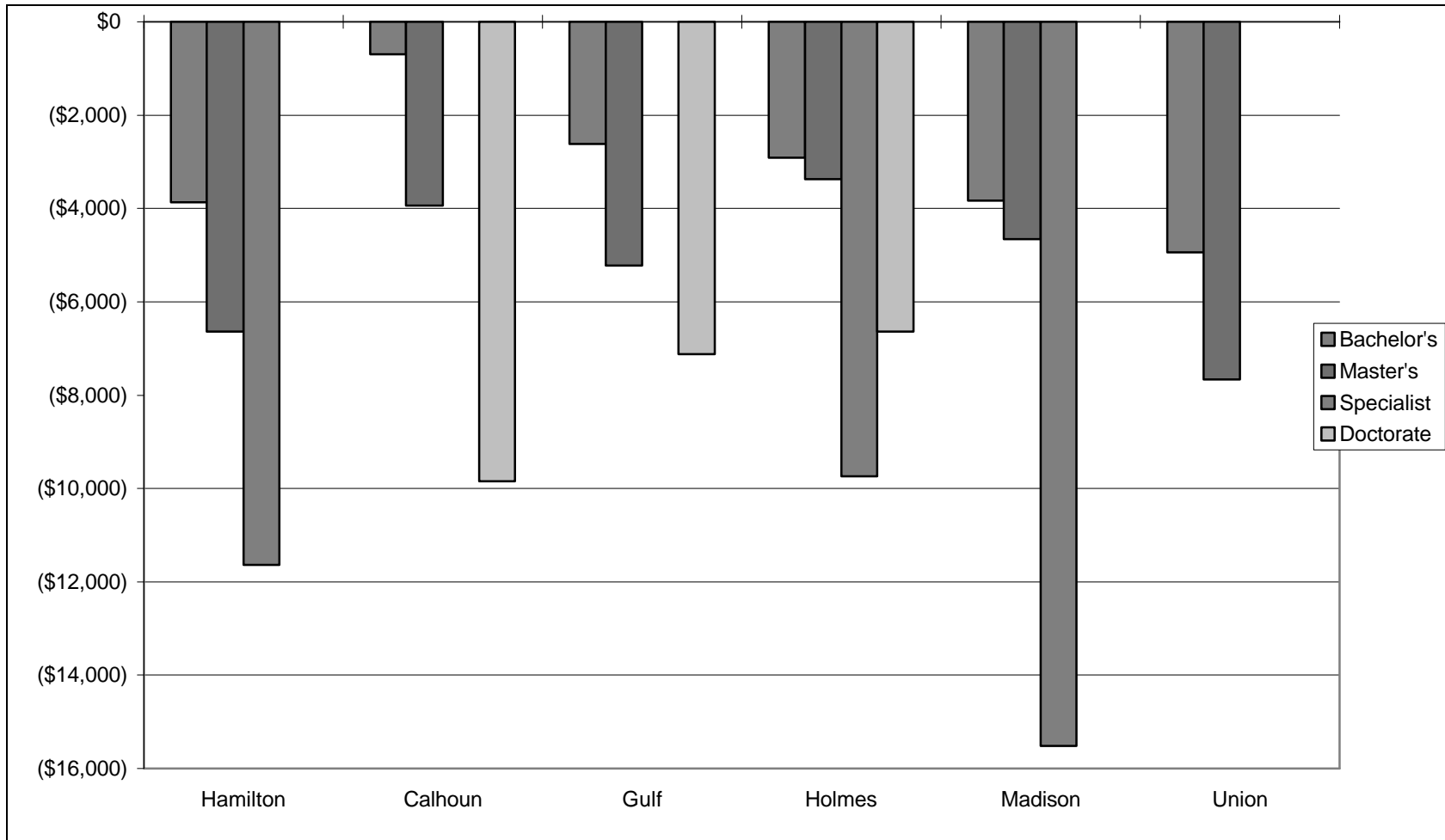
Exhibit 2-15 provides a comparison among the districts concerning the starting salaries for teachers with a bachelor's degree and those who have earned a master's degree. The exhibit shows that:

- Hamilton County teachers in both categories begin their careers with higher salaries than the average of the teachers in the comparison districts.
- Teachers with bachelor's degrees in Hamilton County have the third highest starting salary among comparison districts and those with a master's have the second highest salaries.
- The average starting salary for teachers in Hamilton County is below the state average for both categories.

Exhibit 2-16 compares Hamilton County and the selected districts with regard to the average years of experience of teachers holding various levels of degrees. The exhibit shows that:

- There are no categories in which Hamilton County has the most experience among the comparison districts.
- The Hamilton County average years of experience for the bachelor's category is above the state average while it is below the state average for the master's and specialists levels.
- The bachelor's level is the only level at which Hamilton County is above the average of the comparison districts.

EXHIBIT 2-14
DIFFERENCE FROM STATE AVERAGE SALARIES FOR TEACHERS BY DEGREE EARNED
1995-96



Source: Profiles of Florida School Districts, (Student and Staff Data) , Florida Department of Education, December 1996.

**EXHIBIT 2-15
BEGINNING TEACHERS' SALARIES
1995-96**

SCHOOL DISTRICT	BACHELOR'S	MASTER'S
Hamilton	\$22,063	\$24,563
Calhoun	24,000	25,275
Gulf	22,185	23,832
Holmes	20,951	22,686
Madison	20,566	22,417
Union	21,680	23,870
Average	\$21,908	\$23,774
Average without Hamilton	\$21,876	\$23,616
State	\$22,764	\$24,757

Source: Statistical Brief, Teacher Salary, Experience, and Degree Level, 1995-96, Florida Department of Education, August 1996.

**EXHIBIT 2-16
TEACHER'S AVERAGE NUMBER OF YEARS EXPERIENCE
1995-96**

SCHOOL DISTRICT	BACHELOR'S	MASTER'S	SPECIALIST	DOCTORATE
Hamilton	11.70	14.96	16.00	N/A
Calhoun	11.58	15.49	N/A	23.50
Gulf	13.33	17.93	N/A	21.00
Holmes	10.45	18.70	23.00	27.00
Madison	14.02	20.87	16.00	N/A
Union	7.95	9.97	N/A	N/A
Average	11.51	16.32	18.33	23.83
Average without Hamilton	11.47	16.59	19.50	23.83
State	10.69	16.31	19.55	17.69

Source: Statistical Brief, Teacher Salary, Experience, and Degree Level, 1995-96, Florida Department of Education, August 1996.

2.9 Expenditures

Hamilton County School District spent \$6,378 per unweighted FTE in the 1994-95 school year -- much more than the state average and the other districts. Exhibit 2-17 provides the expenditures per FTE.

**EXHIBIT 2-17
EXPENDITURES PER FTE
1994-95**

SCHOOL DISTRICT	UNWEIGHTED STUDENT FTE	FUNDED WEIGHTED STUDENT FTE	CURRENT EXPENSE PER UNWEIGHTED FTE
Hamilton	2,327	2,925	\$6,378
Calhoun	2,294	2,789	4,718
Gulf	2,288	2,821	5,338
Holmes	3,670	4,321	4,810
Madison	3,261	4,006	5,187
Union	2,125	2,678	4,953
Average	2,661	3,257	\$5,231
Average without Hamilton	2,728	3,323	\$5,001
State	2,287,458	2,817,142	\$4,879

Source: Profiles of Florida School Districts (Financial Data) 1994-95, May 1996; Florida Education Finance Program 1994-95 Final Calculation, October 1995.

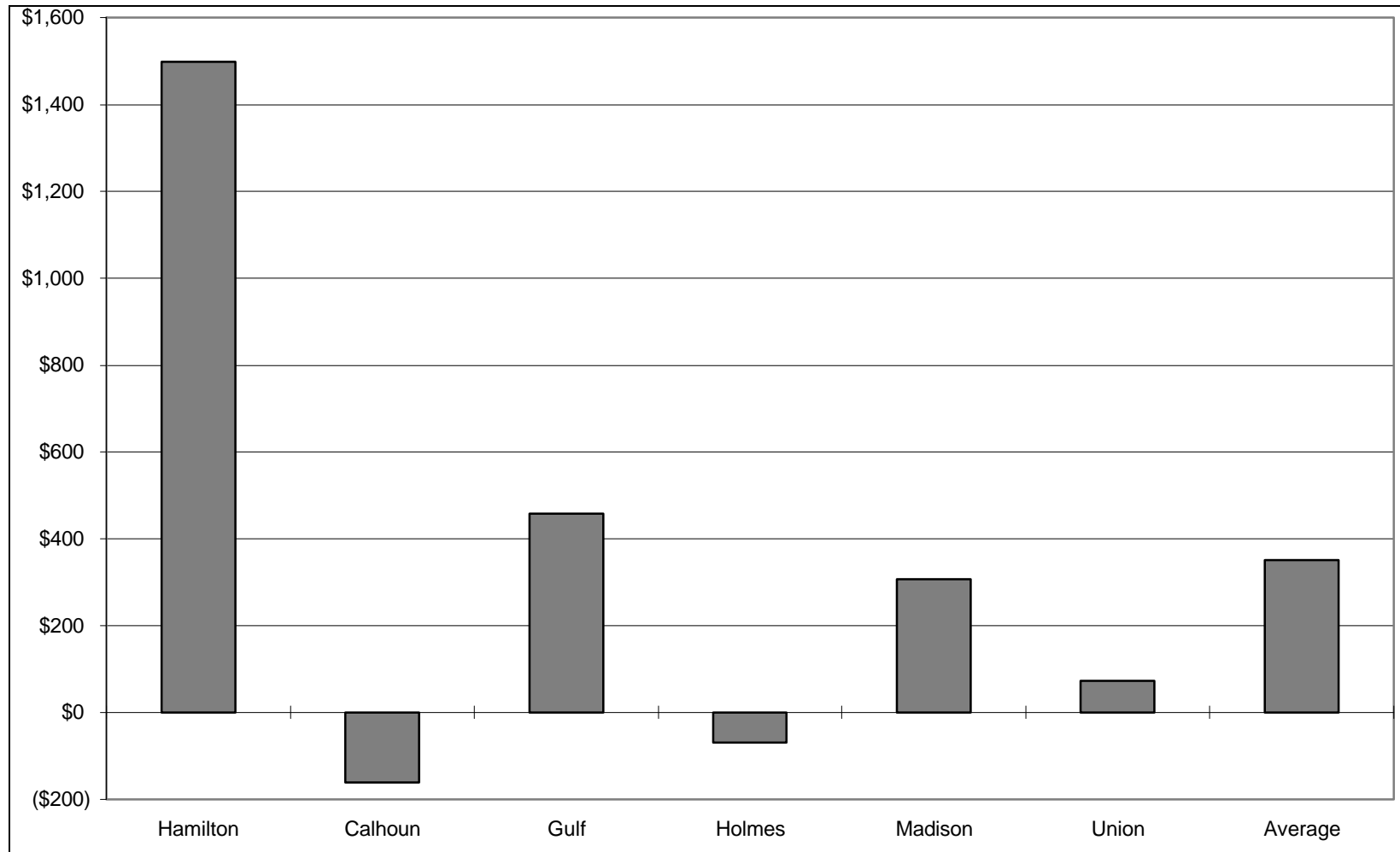
Exhibit 2-18 graphs the difference from the state average in expenditures per unweighted FTE. As the exhibit shows:

- Hamilton County has the greatest positive differential from the state level at \$1,499 above the state level.
- Calhoun County at minus \$161 and Holmes at minus \$69 are the only two districts below the state level.

Exhibit 2-19 displays the district expenditures per unweighted FTE by different grade breakdowns. The exhibit shows:

- For the kindergarten through third grade category and the ninth through 12th grade categories, Hamilton County has the highest expenditures per unweighted FTE among the comparison districts.
- Hamilton County trails only Gulf County by \$110 per FTE for the fourth through eighth grade category for the highest expenditures among the comparison districts.
- Hamilton County is above both the comparison districts average and the overall amount for the entire state in all three categories.

EXHIBIT 2-18
DIFFERENCE FROM STATE IN CURRENT EXPENDITURES PER UNWEIGHTED STUDENT FTE
1994-95



Source: Profiles of Florida School Districts (Financial Data) 1994-95, May 1996; Florida Education Finance Program 1994-95 Final Calculation, October 1995.

**EXHIBIT 2-19
DISTRICT EXPENDITURES PER UNWEIGHTED FTE
1994-95**

SCHOOL DISTRICT	GRADES		
	K - 3	4 - 8	9 - 12
Hamilton	\$4,224	\$3,981	\$4,887
Calhoun	3,365	3,350	4,266
Gulf	3,788	4,091	4,884
Holmes	3,197	3,678	4,537
Madison	3,562	3,380	4,534
Union	3,254	3,537	4,489
Average	\$3,565	\$3,670	\$4,600
Average without Hamilton	\$3,433	\$3,607	\$4,542
State	\$3,602	\$3,435	\$4,078

Source: Analysis of District Expenditures Florida Education Finance Program 1994-95,
Florida Department of Education, October 1995.

2.10 Revenue and Budget

Exhibit 2-20 shows the 1994-95 budgets for each of the comparison districts and the percentage derived from each source. As Exhibit 2-20 indicates:

- Hamilton County had the third highest budget among the comparison districts.
- Hamilton County had the second highest percentage of budget derived from local sources and consequently the second lowest percentage derived from state sources.
- Only Madison County received a larger percentage of federal dollars than Hamilton County.

A calculation was made to determine the amount of State and local funding that is received and figured on a per weighted full-time equivalent basis. As Exhibit 2-21 shows:

- Hamilton County School District is the third highest among comparison districts in funding per student, just \$24 below Union County, and \$61 below Gulf County.
- Hamilton County is below the average of the comparison districts in FEFP (Florida Education Finance Program) funding per weighted student FTE by \$398.

**EXHIBIT 2-20
GENERAL FUND BUDGET ANALYSIS
1994-95**

SCHOOL DISTRICT	FEDERAL REVENUE PERCENTAGE	STATE REVENUE PERCENTAGE	LOCAL REVENUE PERCENTAGE	TOTAL REVENUE
Hamilton	10.41%	55.66%	33.93%	\$16,481,248
Calhoun	9.61%	76.50%	13.90%	11,708,759
Gulf	6.76%	54.89%	38.36%	13,934,353
Holmes	10.30%	74.69%	15.01%	18,941,037
Madison	13.10%	73.49%	13.42%	17,942,758
Union	7.41%	80.56%	12.04%	11,540,387
Average	9.60%	69.30%	21.11%	\$15,091,424
Average without Hamilton	9.44%	72.03%	18.55%	\$14,813,459
State	7.46%	50.09%	42.45%	\$13,014,989,442

Source: Profiles of Florida School Districts (Financial Data) 1994-95, Florida Department of Education, May 1996.

**EXHIBIT 2-21
FEFP REVENUE FUNDING PER WEIGHTED STUDENT FTE
1994-95**

SCHOOL DISTRICT	WEIGHTED STUDENT FTE FUNDED	GROSS STATE & LOCAL FEFP	FUNDING PER STUDENT
Hamilton	\$2,925	\$8,612,613	\$2,944
Calhoun	2,789	7,812,610	2,801
Gulf	2,821	8,476,656	3,005
Holmes	4,321	12,356,663	2,860
Madison	4,006	11,556,413	2,885
Union	2,678	7,947,411	2,968
Average	\$3,257	\$9,460,394	\$2,905
Average without Hamilton	\$3,323	\$9,629,951	\$2,898
State		\$8,092,757,455	\$2,873

Source: Florida Education Finance Program 1994-95 Final Calculation, Florida Department of Education, October 1995.

2.11 Student Achievement

Exhibits 2-22 through 2-24 provide a look at the student achievement of Hamilton County and the comparison districts. Exhibit 2-22 indicates that:

- Among the comparison districts, Hamilton County had the third highest percentage of graduates entering college.

- Hamilton County had the third lowest percentage of graduates entering technical school upon graduation among the comparison districts.
- Hamilton County was above the comparison districts' average and the state in percentage of students entering college.

**EXHIBIT 2-22
HIGH SCHOOL GRADUATE DATA
1994-95**

SCHOOL DISTRICT	PERCENT ENTERING COLLEGE	PERCENT ENTERING TECHNICAL SCHOOL
Hamilton	61.76%	3.67%
Calhoun	37.40%	3.05%
Gulf	58.59%	10.19%
Holmes	52.79%	12.18%
Madison	62.30%	3.84%
Union	70.88%	2.53%
Average	57.29%	5.91%
Average without Hamilton	56.39%	6.36%
State	60.57%	4.50%

Source: Profiles of Florida School Districts (Student and Staff Data), Florida Department of Education, 1995-96, December 1996.

The test scores of 10th graders were also compared and analyzed. Exhibit 2-23 indicates that:

- Hamilton County was the lowest among comparison districts scoring a 31 on the reading comprehension portion of the Grade Ten Assessment Test (GTAT) and a 30 on the mathematics portion.
- Hamilton County's scores were below the state and the comparison district average for both portions of the test.

**EXHIBIT 2-23
GRADE TEN ASSESSMENT TEST
NATIONAL PERCENTILE RANK
1995-96**

SCHOOL DISTRICT	READING	
	COMPREHENSION	MATHEMATICS
Hamilton	31	30
Calhoun	47	50
Gulf	51	50
Holmes	47	54
Madison	35	30
Union	40	38
Average	42	42
Average without Hamilton	44	44
State	47	54

Source: Profiles of Florida School Districts (Student and Staff Data), Florida Department of Education, 1995-96, December 1996.

The graduation and dropout rates for the previous two school years were compared and analyzed. Exhibit 2-24 indicates that:

- Hamilton County had the third lowest graduation rate among comparison districts in 1994-95 and the second lowest for the 1995-96 school year.
- Hamilton County had the second highest dropout rate for the 1994-1995 school year and the third highest for the 1995-1996 school year among comparison school districts.
- Hamilton County was above the state and comparison district average graduation rate for 1994-95 and below for the 1995-96 school year.
- Hamilton County was above both the state and district average for dropout rates in 1994-1995 and below both for the 1995-1996 school year.

**EXHIBIT 2-24
GRADUATION AND DROPOUT RATES
1994-95 AND 1995-96 SCHOOL YEARS**

SCHOOL DISTRICT	GRADUATION RATE		DROPOUT RATE	
	1994-95	1995-96	1994-95	1995-96
Hamilton	73.98%	67.89%	7.58%	4.88%
Calhoun	80.57%	73.08%	2.55%	5.80%
Gulf	80.10%	93.42%	2.24%	1.27%
Holmes	74.72%	83.97%	3.70%	4.16%
Madison	65.22%	66.95%	11.28%	9.86%
Union	64.57%	81.40%	4.75%	4.21%
Average	73.19%	77.79%	5.35%	5.03%
Average without Hamilton	73.04%	79.76%	4.90%	5.06%
State	72.94%	73.22%	5.24%	5.02%

Source: Profiles of Florida School Districts (Student and Staff Data), Florida Department of Education, 1995-96, December 1996.

MGT alerts readers of this report that in all chapters exhibits which compare the Hamilton County School District with other school districts are based on the most recent available published reports. In most cases, these reports do not include data from the current (1996-97) school year. Instead, the most recent comparative data presented typically is from the 1995-96 school year.

3.0 SURVEY RESULTS

Surveys were sent to every district administrator, principal, and teacher in the Hamilton County School District on January 27, 1997. A total of 95 surveys were returned and analyzed. The sections which follow contain summaries of the findings for:

- district administrators
- principals
- teachers
- comparisons of administrators, principals, and teachers
- comparisons of Hamilton County School District responses to other school districts

Copies of the survey instruments are in Appendix A. Copies of the response frequencies for administrators, principals, and teachers are in Appendix B.

3.1 District Administrators Survey Results

Of the nine surveys that were disseminated to district administrators, eight were returned for a response rate of 89 percent. Due to the small population size, the demographic information for respondents will remain anonymous. In addition, the small population of administrators tends to lead to abnormally high or low percentage response rates that are unusual in a larger district with more respondents. Consequently, readers should use caution interpreting the results of this survey.

Parts A, B, and C of the survey consist of items designed to solicit opinions about a variety of school district management and performance issues. Parts D, E, F, G, and H address issues of work environment, job satisfaction, administrative structures/practices, operations, and general questions, respectively.

The survey areas are categorized into the following broad areas, each of which are summarized separately:

- District-related responses
- School board-related responses
- School administrator-related responses
- Teacher-related responses
- Student-related responses
- Parent/community-related responses
- Work environment-related responses
- Job satisfaction-related responses
- Administrative structure/practices-related responses
- Operations-related responses

District-related responses

District administrators in Hamilton County are split on the opinion of their district as 50 percent rate the overall quality of public education as *good* or *excellent*, and 50 percent rate it as *fair* or *poor*. In addition, only 25 percent indicate that the overall quality of education is improving. Administrators indicate that the emphasis on learning has increased in recent years (75 percent *agree* or *strongly agree*) and that taxpayer dollars are being used wisely to support public education in Hamilton County.

Administrators were asked to rate themselves -- 75 percent grade district-level administrators with an *A* or *B*. The Superintendent receives high ratings from the administrators: 100 percent indicate that both her work as the educational leader of the district is *good* or *excellent* and her work as the chief administrator of the school district. A large percentage (63 percent) of administrators state that the overall operation of the division is highly efficient. When asked how the operational efficiency of the district could be improved, administrators have several suggestions. The most common suggestion to improve operational efficiency, to *increase some class sizes*, is indicated by 75 percent.

Administrators indicate that the schools in the district provide safe environments. Three-fourths (75 percent) *agree* or *strongly agree* that district schools are safe and secure from crime. Additionally, 63 percent state that there is administrative support for controlling student behavior and that their schools effectively handle misbehavior problems.

Administrators are satisfied by the space and facilities within the district. All respondents (100 percent) *agree* or *strongly agree* with the statement *that their schools have sufficient space and facilities to support instructional programs*. Also, 88 percent of administrators rate as *good* or *excellent* the district's job of providing adequate instructional technology. Likewise, there is satisfaction with student services provided in the district. All administrators *agree* or *strongly agree* that there is sufficient student services provided in the schools.

School board-related responses

Survey respondents are asked to rate school board members in three areas:

- members' knowledge of the educational needs of students in the district;
- members' knowledge of operations in the district; and
- members' work at setting or revising policies for the district.

Seventy-five (75) percent of the administrators rate the board members' knowledge of the educational needs of the students and operations as *fair* or *poor*; 25 percent rate it as *good* or *excellent*. Sixty-three (63) percent rate the board members' work at setting or revising policies as *fair* or *poor*; 38 percent rate it as *good* or *excellent*.

School administrator-related responses

District administrators have fairly high opinions of school-level administrators. Sixty-three (63) percent give school-level administrators a grade of *A* or *B*. Respondents state that principals and assistant principals care about students' needs (75 percent *agree* or *strongly agree*). Also, administrators rate highly principals' work as the instructional leaders of their schools (88 percent *good* or *excellent*) and as the managers of the staff and teachers (75 percent *good* or *excellent*). Finally, 88 percent of district administrators indicate that the opportunities provided by the district to improve the skills of the school administrators are *good* or *excellent*.

Teacher-related responses

Seventy-five (75) percent of the administrators give teachers a grade of *A* or *B*. With regard to teachers and their students, administrators state that teachers care about students' needs (75 percent *agree* or *strongly agree*). Fifty (50) percent of administrators *agree* or *strongly agree* that teachers expect students to do their very best but only 38 percent state that most teachers enforce high student learning standards. Similarly (25) percent rate as *good* or *excellent* Hamilton County teachers' work in meeting students' individual learning needs.

Three-fourths (75 percent) of the administrators *agree* or *strongly agree* that teachers know the material they teach. Less than half (38 percent) rate as *good* or *excellent* teachers' work in communicating with parents. Administrators are less enthusiastic of teachers' attitudes about their jobs; even less (25 percent) rate them as *good* or *excellent*, and 75 percent rate them as only *fair* or *poor*.

Student-related responses

Administrators indicate that most students in the district are motivated to learn; 63 percent *agree* or *strongly agree*, and 75 percent rate the students' ability to learn as *good* or *excellent*. Over half (57 percent) *agree* or *strongly agree* that lessons are organized to meet students' needs. Lastly, 50 percent of administrators are in agreement that the curriculum is broad and challenging for most students.

Parent/community-related responses

Fifty (50) percent of the administrators state that the district does a *good* or *excellent* job in maintaining relations with various groups in the community. In response, half (50 percent) of the administrators state that the community really cares about its children's education. Additionally, 50 percent of the administrators state that parents in Hamilton County are not satisfied with the education their children are receiving.

Work environment-related responses

The majority of the respondents are comfortable with most aspects of their work environment. All respondents (100 percent) find the district to be an exciting, challenging place to work. They also indicate that work standards are equal to or above those of other districts (75 percent) and that Hamilton officials enforce high work

standards (63 percent). One hundred (100) percent indicate that they have sufficient authority to perform their responsibilities.

Few administrators state that teacher and staff promotions and pay increases are based upon individual performance. No administrator stated that this is true of teachers and 14 percent indicate this is true of staff. Similarly, 13 percent state that teachers who fail to meet expected work standards are disciplined and 13 percent state that staff who fail to meet expected work standards are disciplined.

Job satisfaction-related responses

All district administrators in Hamilton County are satisfied with their jobs. The same percentage plan to make a career in the district and indicate they have a future in the district. Administrators perceive that their work is appreciated by supervisors (88 percent) and that they are an integral part of the district team (100 percent). However, administrators are not as satisfied with current salary levels. Sixty-three (63) percent of the administrators state that salary levels in the district are not competitive, but 63 percent indicate that their salary level is adequate for their level of work and experience.

Administrative structures/practices responses

Administrators, in general, are favorable towards most administrative structures and practices. They state that most administrative practices are highly effective and efficient (75 percent). They also state that central office administrators are easily accessible and are open to input (88 percent). Also, 63 percent are in agreement that administrative decisions are made quickly and decisively.

The statement *authority for administrative decisions are delegated to the lowest possible level* is agreeable to 75 percent of administrators, but the statement *Hamilton County School District has too many committees* is agreeable to 75 percent as well. As a result, only 38 percent of administrators agree that the extensive committee structure in the district ensures adequate input from teachers and staff on important decisions. Only 25 percent indicate that the district has too many layers of administration. Lastly, all administrators indicate that most administrative processes are highly efficient and responsive.

Operations-related responses

District administrators were given a list of 25 programs or functions and asked to rate them with one of the following descriptions:

- should be eliminated
- needs major improvement
- needs some improvement
- adequate
- outstanding

The three programs with the highest needs improvement ratings are as follows:

- program evaluation, research, and assessment (100 percent state that it *needs some or major improvement*)
- strategic planning (88 percent)
- curriculum planning (88 percent)

When combining the *adequate and outstanding* ratings, the three highest rated programs are:

- administrative technology (75 percent state that it is adequate or outstanding)
- instructional technology (63 percent)
- budgeting (57 percent)

3.2 Principal Survey Results

Of the six principals who were sent surveys, five returned a survey -- a response rate of 83 percent. Similar to the administrators, demographic information will not be revealed.

District-related responses

Principals rate their district highly -- 80 percent rate the overall quality of public education as *good* or *excellent*, and 50 percent state that the overall quality of education is improving. Like the district administrators, principals indicate that the emphasis on learning has increased in recent years (80 percent *agree* or *strongly agree*) and that their schools can be described as *good places to learn* (60 percent). A larger majority (80 percent) state that taxpayer dollars are being used wisely to support public education in the district.

In grading district-level administrators, all principals give them an *A* or *B*. All principals give the Superintendent high marks. All rate her work as the educational leader and the chief administrator of the district as *good* or *excellent*. Twenty (20) percent of the principals state that the overall operation of the district is highly efficient; and 80 percent of the principals state that it is above average in efficiency. When asked to improve the operational efficiency of the district, the most popular suggestion is to *increase some class sizes* chosen by 80 percent of the respondents.

Most principals (80 percent) state that the schools are safe and secure from crime. In addition, principals state that the schools effectively handle misbehavior problems (80 percent).

Principals are concerned with school facilities. Sixty (60) percent indicate that there is not sufficient space and facilities to support instructional programs. In contrast, 80 percent rate the condition in which district schools are kept as *good* or *excellent*. However, principals are impressed with instructional technology and services offered within the district. All principals rate the district's job of providing adequate instructional technology as *good* or *excellent*, and all are in agreement that there is sufficient student services.

School board-related responses

Over three-fourths (80 percent) rate the board members' knowledge of the educational needs of students as *good* or *excellent*. Fewer (60 percent) state that the board members' knowledge of operations in the district is *good* or *excellent*. Principals are less confident of school board members' work at setting or revising policies for the district; just 40 percent rate it as *good* or *excellent*.

School/school administrator-related responses

Principals grade themselves highly -- all principals give school-level administrators an *A* or *B*. All respondents *agree* or *strongly agree* that principals and assistant principals care about students' needs, and all rate principals' work as the managers of the staff and teachers as *good* or *excellent*. Also, all principals rate principals' work as the instructional leaders of their schools as *good* or *excellent*. Lastly, all (100 percent) rate the opportunities provided by the district to improve the skills of school administrators as *good* or *excellent*.

Teacher-related responses

Principals have a high general opinion of teachers. Sixty (60) percent give teachers an *A* or *B*. When asked about teachers in relation to their students, principals indicate that teachers care about students' needs (100 percent *agree* or *strongly agree*). A lower percentage (60 percent) state that teachers expect students to do their very best. Principals agree that teachers know the material they teach (100 percent). However, only 20 percent rate teachers' attitudes as *good* or *excellent*.

Student-related responses

A majority of principals (60 percent) agree that Hamilton students are motivated to learn and that lessons are organized to meet students' needs. Furthermore, all principals rate students' ability to learn as *good* or *excellent*. A smaller percentage of principals (60 percent) indicate that the curriculum is broad and challenging for most students.

Parent/community-related responses

Almost two-thirds (60 percent) of the respondents state that the district does a *good* or *excellent* job of maintaining relations with various groups of the community. More (80 percent) principals state that the community really cares about its children's education. Principals have mixed opinions concerning the involvement of parents in their schools. Sixty (60) percent of the principals indicate that the parents are satisfied with the education their children are receiving. Only 40 percent *agree* or *strongly agree* that parents play an active role in decision making in the school. Also, just 20 percent rate parents' participation in school activities and organizations as *good* or *excellent*. Similarly, 20 percent rate parents' efforts in helping their children to do better in school as *good* or *excellent*.

Work environment-related responses

Hamilton County principals are satisfied with many aspects of their work environment. All principals find the district to be an exciting, challenging place to work. Eighty (80) percent indicate that work standards and expectations are equal to or above those of other districts and all indicate that school officials enforce high work standards. All principals state that they have the authority to adequately perform their job responsibilities and that they have adequate facilities in which to work. Fewer state that teachers and administrators have excellent working relationships (60 percent). Lastly, principals are satisfied concerning the issues of equipment and computer support. All principals indicate that they have adequate equipment and computer support to conduct their work.

Job satisfaction-related responses

In general, principals have a high level of job satisfaction with 100 percent either *agreeing* or *strongly agreeing* that they are very satisfied with their jobs. An equal number state there is a future for them in the district and 80 percent plan to make a career in the district. Most (80 percent) indicate that their work is appreciated by their supervisors and all principals state that they are an integral part of the district team. However, principals have mixed opinions concerning salaries. Few (20 percent) principal respondents indicate that salary levels are competitive, but 75 percent state that their salary level is adequate for their level of work and experience.

Administrative structures/practices responses

Principals are favorable towards most administrative structures and practices. Eighty (80) percent indicate that most administrative practices in the district are highly effective and efficient. All principals indicate that administrative decisions are made quickly and decisively. Equally high percentages indicate that central office administrators are accessible and open to input.

Principals are divided as to whether authority for administrative decisions are delegated to the lowest possible level. Twenty-five (25) percent *agree* or *strongly agree* that they are, while 75 percent *disagree* or *strongly disagree*. When asked about committees, only 25 percent of principals indicate that the district has too many committees; and 75 percent indicate that the district does not. Accordingly, 75 percent state that the committee structure ensures adequate input from teachers and staff on important decisions.

Operations-related responses

Like the administrators, principals were also given a list of 25 programs or functions and are asked to rate them with descriptions ranging from *should be eliminated* to *outstanding*.

The programs which received the highest needs improvement ratings are as follows:

- pupil transportation (100 percent needs *some* or *major* improvement)

- curriculum planning (80 percent)
- community relations (60 percent)
- instructional coordination/supervision (60 percent)
- personnel recruitment (60 percent)
- personnel selection (60 percent)
- staff development (60 percent)
- plant maintenance (60 percent)
- facilities planning (60 percent)

Principals in general are positive about many programs. The programs which received the highest combined *adequate* or *outstanding* ratings are:

- instructional technology (100 percent *adequate* or *outstanding*)
- pupil accounting (100 percent)
- instructional support (100 percent)
- data processing (100 percent)
- purchasing (100 percent)
- administrative technology (100 percent)
- law enforcement/security (100 percent)

3.3 Teacher Survey Results

Of the 159 teachers who were sent surveys, 82 responded -- a response rate of 52 percent. Most respondents are female (80 percent), while 20 percent are male. The majority are White (81 percent), 17 percent are African-American, one percent Hispanic, and one percent classify themselves as Other.

Respondents tend to have worked in the district for a long time -- 82 percent have worked in the district for more than 10 years with 25 percent working in the district for more than 20 years.

Respondents are spread across all grade levels. The highest percentage of respondents are from the higher grade levels: 8th grade 24 percent, 10th grade 22 percent, and 6th, 11th, and 12th, 21 percent each. The percentages total more than 100 percent as many teachers indicate that they teach multiple grades.

District-related responses

Forty-two (42) percent of the teachers indicate that the overall quality of public education in the district is *good* or *excellent*. Forty (40) percent state the overall quality of education is *improving*, while 27 percent state it is *staying the same*. However, 26 percent state it is *getting worse*. In addition, 60 percent of the teachers indicate that the emphasis on learning has increased in recent years, and 62 percent state that the schools can be described as "good places to learn." Teachers are split on whether taxpayer dollars are used wisely to support public education in the district. Only 24 percent indicate that money is used wisely, and 48 percent state that it is not.

District-level administrators are given a grade of *B* or better by 42 percent of the teachers. In addition, the Superintendent received just a fair rating from most teachers. Only 50 percent rate her work as the educational leader of the district as *good* or *excellent*, and 48 percent rate her work as the chief administrator as *good* or *excellent*.

About one-third (33 percent) state that the district is at least above average in overall operational efficiency; and 48 percent indicate that it is less efficient than most other districts. When asked to improve operational efficiency, the popular teacher response is to *reduce the number of administrators* chosen by 52 percent.

Teachers are somewhat concerned with safety and behavior issues. While 62 percent indicate their schools are safe and secure from crime; 38 percent indicate that the schools do not effectively handle misbehavior problems. However, 59 percent indicate that there is administrative support for controlling student behavior in school. Teachers are positive about the sufficiency of student services. A majority (84 percent) indicate that there are sufficient services such as counseling, speech, and health provided. Fewer (39 percent) indicate that site-based management has been implemented effectively in the district.

School/school administrator-related responses

Teachers give school-level administrators higher marks than district-level administrators. Forty-seven (47) percent award them an *A* or *B*. Over half (56 percent) of respondents rate as *good* or *excellent* the principals' work as instructional leaders of their schools. A smaller majority, 51 percent, rate the principals' work as managers of the staff and teachers as *good* or *excellent*.

Teacher-related responses

The teachers grade themselves highly with 65 percent of them giving themselves a grade of *A* or *B*. When asked about teachers in regard to their students, teachers indicate that they care about students' needs (85 percent). Eighty-two (82) percent state that teachers expect students to do their very best and 63 percent state that teachers enforce high student learning standards. Also, 63 percent of the teachers rate as *good* or *excellent* teachers' work in meeting students' individual learning needs.

Most (89 percent) of the teachers state that teachers know the material they teach. Half (50 percent) rate as *good* or *excellent* teachers' work in communicating with parents. Teachers are not as positive about their attitudes about their jobs -- only 40 percent rate them as *good* or *excellent*, and 57 percent rate them as *fair* or *poor*.

Student-related responses

Few teachers (40 percent) state that students are motivated to learn and 48 percent rate students' ability to learn as *good* or *excellent*. About two-thirds (66 percent) of respondents state that lessons are organized to meet students' needs. Fewer (50 percent) teachers indicate that the curriculum is broad and challenging for most students.

Parent/community-related responses

Just over one-third (38 percent) indicate that the district does a *good* or *excellent* job of maintaining relations with various groups in the community. Also, few (33 percent) state that the community really cares about its children's education. On the subject of parent satisfaction with Hamilton County education, the results are similar. Just over one-third (36 percent) *agree* or *strongly agree* that parents are satisfied with the education their children are receiving. The results are slightly lower when teachers are asked about whether parents play an active role in decision making in the school. Twenty-seven (27) percent indicate that parents do play an active role in decision making.

These negative results are also reflected in the teachers rating of parents' participation in school activities and organizations. Only nine percent of the teachers rate parents' participation as *good* or *excellent*, and 90 percent rate it as *fair* or *poor*. Teachers give a more negative rating of parents' efforts in helping their children to do better in school. Five percent rate parents' efforts as *good* or *excellent*, and 90 percent rate parents' efforts as *fair* or *poor*.

Work environment-related responses

District teachers are not entirely satisfied with all aspects of their work environment. Fifty-one (51) percent find the district to be an exciting, challenging place to work. Even less (40 percent) indicate that work standards and expectations are equal to or above those of other districts. Less than half (48 percent) indicate that district officials enforce high work standards.

Most teachers state that they have the authority to adequately perform their job responsibilities (79 percent). They are also pleased about the adequacy of facilities and equipment. Eighty-two (82) percent indicate that they have adequate facilities in which to conduct their work. Similarly, 76 percent indicate that they have adequate equipment and computer support to conduct their work.

Teachers are split on the subject of workload. They are divided on whether workloads are equitably distributed among teachers and staff; 46 percent are in agreement that they are, and 37 percent *disagree* or *strongly disagree*. When given the more general statement, *workload is evenly distributed*, 38 percent *agree* or *strongly agree*, and 36 percent *disagree* or *strongly disagree*. Teachers are also asked whether teacher and staff promotions and pay increases are based on individual performance. Eighty-eight (88) percent indicate that this is not true of teachers and 75 percent indicate this is not true of staff. When asked about disciplinary actions, only 11 percent state that teachers and only 10 percent state that staff who fail to meet expected work standards are disciplined.

Job satisfaction-related responses

Almost two-thirds of the district teachers (61 percent) are very satisfied with their jobs. The same percentage indicate they have a future in the district and 55 percent plan to make a career in the district. A majority state that their work is appreciated by their

supervisors (69 percent) and that they are an integral part of the district team (58 percent). However, teachers are not as satisfied with salaries. Eighty-one (81) percent of the teachers state that salary levels in the district are not competitive, and 87 percent state that their salary level is not adequate for their level of work and experience.

Administrative structures/practices-related responses

Teachers' statements are negative concerning administrative structures and practices in the district. A small percentage (33 percent) agree that administrative processes are highly effective and efficient. Few (33 percent) also indicate that administrative decisions are made quickly and decisively, and that most administrative processes are highly efficient and responsive (49 percent). Less than half of the teachers indicate that administrators are easily accessible and open to input (49 percent). In addition, few (17 percent) state that authority for administrative decisions is delegated to the lowest possible level.

With regard to committees, few teachers say there are too many committees (14 percent). However, teachers indicate the committee structure does not ensure adequate input from teachers and staff on important decisions. Twenty-eight (28) percent state that the committee structure does ensure adequate input while 54 percent indicate that it does not.

Operations-related responses

Teachers are given the same list as administrators and principals of 25 district programs or functions and are asked to rate them with descriptions ranging from *should be eliminated* to *outstanding*.

The programs which received the highest needs improvement ratings are as follows:

- budgeting (76 percent *needs some or major improvement*)
- financial management and accounting (65 percent)
- community relations (62 percent)
- strategic planning (58 percent)

Teachers are positive about some programs -- many received a combined *adequate* and *outstanding* rating totaling more than 50 percent. The programs given the highest combined *adequate* or *outstanding* ratings are:

- law enforcement/security (65 percent *adequate or outstanding*)
- custodial services (63 percent)
- food services (60 percent)
- staff development (56 percent)

Of all the programs, custodial services received the highest *outstanding* rating - 18 percent.

3.4 Comparison of District Administrators, Principals and Teachers Surveys

This section reviews the responses given by the three employee groups in comparison to each other. Exhibit 3-1 compares responses given by district administrators, principals, and teachers to Part A of the surveys, Exhibit 3-2 compares responses for Part B of the surveys, and so on through Exhibit 3-8, which compares responses to Part H of the surveys. For Parts B, D, E, and F the *agree* and *strongly agree* responses are combined and compared to the combined *disagree* and *strongly disagree* responses. In Part C, the *good* and *excellent* responses are combined and compared to the combined *fair* and *poor* responses. In Part G, the responses *needs some improvement* and *needs major improvement* are combined and compared to the combined *adequate* and *outstanding* responses. The *should be eliminated*, *neutral* and *don't know* responses are omitted from all exhibits in this section.

In Exhibit 3-1 responses to Part A of the surveys are compared. Administrators and principals generally agree on the quality of public education in the district. Teachers rate lower the quality of education and also indicate that it is not improving. Teachers are also much less positive than administrators and principals in grading the district and school administrators but grade the teachers higher.

Exhibit 3-2 compares responses to Part B of the surveys. Sixty-three (63) percent of the administrators are in agreement with the statement that *our schools do not effectively handle misbehavior problems* while 20 percent of the principals and 38 percent of the teachers are in agreement. Fewer teachers (24 percent) indicate that taxpayers dollars are being spent wisely than administrators (75 percent) or principals (80 percent). More principals (60 percent) and administrators (63 percent) are agreeable with the implementation of site-based planning than teachers (39 percent).

More administrators (100 percent) than principals (40 percent) and teachers (49 percent) state that the schools have sufficient space and facilities to support the instructional programs. Similarly, fewer administrators (0 percent) state that the schools do not have adequate materials and supplies than teachers (33 percent) or principals (20 percent). Fewer teachers (40 percent) than administrators (63 percent) or principals (60 percent) state that students are motivated to learn.

Questions concerning parents also brought differences of opinion. More teachers (62 percent) than administrators (38 percent) and principals (20 percent) state that parents take responsibility for their children's behavior in school. Likewise, the principals, (60 percent) more so than the administrators (25 percent) and teachers (36 percent) state that the parents are satisfied with the education their children are receiving. Lastly, more principals (40 percent) and administrators (38 percent) than teachers (27 percent) indicate that parents play an active role in decision making in the schools.

**EXHIBIT 3-1
COMPARISON SURVEY RESPONSES
WITHIN HAMILTON COUNTY SCHOOL DISTRICT**

PART A OF SURVEY	ADMINISTRATORS (%)	PRINCIPALS (%)	TEACHERS (%)
1. Overall quality of public education in Hamilton County School District is:			
Good or excellent	50	80	42
Fair or Poor	50	20	56
2. Overall quality of education in Hamilton County School District is:			
Improving	25	50	40
Staying the Same	63	25	27
Getting Worse	13	0	26
Don't Know	0	25	7
3. Grade given to Hamilton County School District teachers:			
Above Average (A or B)	50	60	65
Below Average (D or F)	0	0	4
4. Grade given to Hamilton County School District school administrators:			
Above Average (A or B)	63	100	47
Below Average (D or F)	0	0	17
5. Grade given to Hamilton County School District administrators:			
Above Average (A or B)	75	100	42
Below Average (D or F)	0	0	28

Exhibit 3-3 compares responses to Part C of the survey. The first three questions with disparity among the respondents concern the school board and the superintendent. A majority of principals (80 percent) indicate that the school board's knowledge of the educational needs of students is *good* or *excellent* while only 25 percent of administrators and 20 percent of teachers do. Similar responses are derived concerning the board's knowledge of operations. All administrators and principals state that the Superintendent does *good* or *excellent* work as the chief administrator of the district while 48 percent of the teachers indicate this.

There are slight differences of opinion concerning the work of the teachers. Eighty (80) percent of the principals and 63 percent of the teachers rate their work in meeting student's individual learning needs as *good* or *excellent* while only 25 percent of the

**EXHIBIT 3-2
COMPARISON SURVEY RESPONSES
WITHIN HAMILTON COUNTY SCHOOL DISTRICT**

PART B	(%A + SA) / (%D + SD) ¹		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. The emphasis on learning in Hamilton County School District has increased in recent years.	75/13	80/20	60/26
2. Hamilton County schools are safe and secure from crime.	75/13	80/0	62/21
3. Our schools do not effectively handle misbehavior problems.	63/13	20/80	38/49
4. Our schools have sufficient space and facilities to support the instructional programs.	100/0	40/60	49/39
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	0/63	20/60	33/54
6. Our schools can be described as "good places to learn."	50/25	60/0	62/21
7. There is administrative support for controlling student behavior in our schools.	63/13	100/0	59/29
8. Most students in our schools are motivated to learn.	63/25	60/20	40/40
9. Lessons are organized to meet students' needs.	57/0	60/0	66/12
10. The curriculum is broad and challenging for most students.	50/13	60/20	50/21
11. There is little a teacher can do to overcome education problems due to a student's home life.	13/50	20/60	26/57
12. Teachers in our schools know the material they teach.	75/0	100/0	89/1
13. Teachers in our schools care about students' needs.	75/0	100/0	85/6
14. Teachers expect students to do their very best.	50/13	60/0	82/9
15. Principals and assistant principals in our schools care about students' needs.	75/0	100/0	78/11
16. In general, parents do not take responsibility for their children's behavior in our schools.	38/13	20/40	62/15
17. Parents in this district are satisfied with the education their children are receiving.	25/50	60/20	36/26
18. Most parents really don't seem to know what goes on in our schools.	50/13	80/20	66/14
19. Parents play an active role in decision making in my school.	38/0	40/20	27/49
20. This community really cares about its children's education.	50/25	80/0	33/38
21. Taxpayer dollars are being used wisely to support public education in Hamilton County School District.	75/0	80/20	24/48
22. Sufficient student services are provided in Hamilton County School District (e.g., counseling, speech therapy, health)	100/0	100/0	84/11
23. Site-based management has been implemented effectively in the Hamilton County School District.	63/13	60/40	39/26

¹Percent responding Agree or Strongly Agree/Percent responding Disagree or Strongly Disagree

**EXHIBIT 3-3
COMPARISON SURVEY RESPONSES
WITHIN HAMILTON COUNTY SCHOOL DISTRICT**

PART C	(%G + E) / (%F + P) ¹		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. School board members' knowledge of the educational needs of students in the Hamilton County School District.	25/75	80/20	20/70
2. School board members' knowledge of operations in the Hamilton County School District.	25/75	60/40	32/60
3. School board members' work at setting or revising policies for the Hamilton County School District.	38/63	40/40	24/57
4. The district school superintendent's work as the educational leader of the Hamilton County School District.	100/0	100/0	50/48
5. The district school superintendent's work as the chief administrator (manager) of the Hamilton County School District.	100/0	100/0	48/45
6. Principal's work as the instructional leaders of their schools.	88/13	100/0	56/42
7. Principal's work as the managers of the staff and teachers.	75/25	100/0	51/46
8. Teachers' work in meeting students' individual learning needs.	25/50	80/20	63/35
9. Teachers' work in communicating with parents.	38/50	60/40	50/49
10. Teachers' attitudes about their jobs.	25/75	20/80	40/57
11. Students' ability to learn.	75/13	100/0	48/51
12. The amount of time students spend on task learning in the classroom.	38/25	80/0	51/45
13. Parents' efforts in helping their children to do better in school.	38/38	20/80	5/90
14. Parents' participation in school activities and organizations.	13/75	20/80	9/90
15. How well students' test results are explained to parents.	0/75	50/50	29/59
16. The condition in which Hamilton County School District schools are kept.	63/38	80/20	55/45
17. How well relations are maintained with various groups in the community.	50/38	60/40	38/51
18. The opportunities provided by the district to improve the skills of teachers.	75/13	100/0	54/45
19. The opportunity provided by the district to improve the skills of school administrators.	88/13	100/0	43/29
20. The district's job of providing adequate instructional technology.	88/13	100/0	60/37
21. The district's use of technology for administrative purposes.	88/13	100/0	48/23

¹Percent responding *Good* or *Excellent* / Percent responding *Fair* or *Poor*.

administrators give as high a rating. Similar responses were provided in assessing the teachers' work in communicating with parents.

Administrators (75 percent) and principals (100 percent) rate the students' ability to learn higher than the teachers (48 percent). More principals (80 percent) and teachers (51 percent) than administrators (38 percent) rate highly the amount of time students spend on task learning in the classroom. How well relations are maintained with various groups in the community is rated higher by the principals (60 percent) than the administrators (50 percent) or the teachers (38 percent).

Teachers differ from the other groups in their assessment of the opportunities provided by the district to improve the skills of administrators. Only 43 percent of teachers rate these opportunities as *good* or *excellent* while 88 percent of administrators and 100 percent of principals rate it as such. The final area of difference in this section concerns technology. Fewer teachers (48 percent) indicate that the district's job of providing technology for administrative purposes is *good* or *excellent* compared to the principals (100 percent) and administrators (88 percent).

Exhibit 3-4 gives the responses for each group to Part D of the surveys. Principals (80 percent) and administrators (75 percent) agree more than the teachers (40 percent) that the work standards and expectations are equal to or above those of most other districts. Similarly, more principals (100 percent) and administrators (63 percent) than teachers (48 percent) agree that district officials enforce high work standards. Fewer administrators (38 percent) than teachers (63 percent) or principals (80 percent) indicate that teachers enforce high learning standards. Principals (60 percent) indicate that teachers and administrators have excellent working relationships, however only 50 percent of administrators and 30 percent of teachers indicate this.

One of the statements lacking consensus among the groups concerns workload distribution. Teachers (46 percent) and administrators (38 percent) agree less that workloads are equitably distributed among teachers and among staff members than do principals (75 percent). When the more general statement *workload is evenly distributed* is asked, similar responses are provided.

Exhibit 3-5 details the various responses to Part E of the surveys. In this section, all groups are in agreement on every statement except one. Administrators (63 percent) and principals (75 percent) agree to a higher extent that their salary level is adequate for their level of work and experience than do teachers (seven percent).

**EXHIBIT 3-4
COMPARISON SURVEY RESPONSES
WITHIN HAMILTON COUNTY SCHOOL DISTRICT**

PART D: WORK ENVIRONMENT	(% A + SA) / (% D + SD)¹		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. I find the Hamilton County School District to be an exciting, challenging place to work.	100/0	100/0	51/25
2. The work standards and expectations in the Hamilton County School District are equal to or above those of most other school districts.	75/13	80/0	40/24
3. Hamilton County School District officials enforce high work standards.	63/25	100/0	48/30
4. Most Hamilton County School District teachers enforce high student learning standards.	38/25	80/0	63/16
5. Hamilton County School District teachers and administrators have excellent working relationships.	50/25	60/40	30/40
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	13/63	40/20	11/53
7. <u>Staff</u> who do not meet expected work standards are disciplined.	13/75	40/0	10/47
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	0/100	0/60	1/88
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	14/71	20/40	0/75
10. I feel that I have the authority to adequately perform my job responsibilities.	100/0	100/0	79/11
11. I have adequate facilities in which to conduct my work.	100/0	100/0	82/12
12. I have adequate equipment and computer support to conduct my work.	100/0	100/0	76/16
13. The workloads are equitably distributed among teachers and staff members.	38/38	75/0	46/37
14. No one knows or cares about the amount or quality of work that I perform.	0/63	0/100	21/58
15. Workload is evenly distributed.	25/38	100/0	38/36
16. The failure of Hamilton County School District officials to enforce high work standards results in poor quality work.	25/38	0/100	41/28
17. I often observe other teachers and/or staff socializing rather than working while on the job.	50/38	0/50	17/62

¹Percent responding Agree or Strongly Agree/Percent responding Disagree or Strongly Disagree

**EXHIBIT 3-5
COMPARISON SURVEY RESPONSES
WITHIN HAMILTON COUNTY SCHOOL DISTRICT**

PART E: JOB SATISFACTION	(%A + SA) / (% D + SD)¹		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. I am very satisfied with my job in the Hamilton County School District.	100/0	100/0	61/22
2. I plan to make a career in the Hamilton County School District.	100/0	80/0	55/15
3. I am actively looking for a job outside of the Hamilton County School District.	0/100	20/80	16/63
4. Salary levels in the Hamilton County School District are competitive.	13/63	20/40	6/81
5. I feel that my work is appreciated by my supervisor(s).	88/13	80/0	69/21
6. I feel that I am an integral part of the Hamilton County School District team.	100/0	100/0	58/19
7. I feel that there is no future for me in the Hamilton County School District.	0/100	0/100	16/61
8. My salary level is adequate for my level of work and experience.	63/38	75/25	7/87
9. I enjoy working in a culturally diverse environment.	88/13	100/0	83/4

¹Percent responding Agree or Strongly Agree/Percent responding Disagree or Strongly Disagree

Exhibit 3-6 details the responses given by each group to Part F of the surveys concerning the administrative structures and practices. Fewer teachers (33 percent) than administrators (75 percent) and principals (80 percent) indicate that most administrative practices are highly effective and efficient. Similarly, fewer teachers (33 percent) state that administrative decisions are made quickly and decisively than administrators (63 percent) or principals (100 percent). Similarly, more principals (100 percent) and administrators (88 percent) than teachers (49 percent) indicate that administrators are easily accessible and open to input.

More administrators (75 percent) state that authority for administrative decisions are delegated to the lowest possible level than principals (25 percent) or teachers (17 percent). Principals (75 percent) are more agreeable than administrators (38 percent) or teachers (28 percent) that the extensive committee structure in the district ensures adequate input from teachers and staff. The administrators (75 percent) state that there are too many committees more than the teachers (14 percent) or the principals (25 percent).

Lastly, all principals and the administrators state that most administrative processes are highly efficient and responsive, while fewer teachers (49 percent) indicate likewise. Similarly, more principals (100 percent) and administrators (75 percent) than teachers (38 percent) state that administrators are responsive to school needs. Almost identical responses are given concerning the quality of service that administrators provide to the schools.

Exhibit 3-7 lists the responses given to Part G of the surveys. In most cases, principals give higher *adequate* or *outstanding* ratings. The exception to this is the area of *instructional coordination/supervision*.

The administrators and teachers are similar in their assessment of the district's programs and functions. However, there are six areas where the administrators provide much higher needs improvement ratings:

- strategic planning
- program evaluation, research, and assessment
- personnel evaluation
- staff development
- plant maintenance
- custodial services

There is one area, *budgeting*, that teachers indicate needs improvement by a much larger margin than the other respondents

**EXHIBIT 3-6
COMPARISON SURVEY RESPONSES
WITHIN HAMILTON COUNTY SCHOOL DISTRICT**

PART F: ADMINISTRATIVE STRUCTURE/PRACTICES	(% A + SA) / (% D + SD)¹		
	ADMINISTRATORS	PRINCIPALS	TEACHERS
1. Most administrative practices in Hamilton County School District are highly effective and efficient.	75/0	80/0	33/39
2. Administrative decisions are made quickly and decisively.	63/13	100/0	33/27
3. Hamilton County School District administrators are easily accessible and open to input.	88/0	100/0	49/31
4. Authority for administrative decisions are delegated to the lowest possible level.	75/25	25/75	17/31
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	100/0	100/0	52/32
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	13/63	20/80	31/20
7. The extensive committee structure in Hamilton County School District ensures adequate input from teachers and staff on most important decisions.	38/38	75/25	28/54
8. Hamilton County School District has too many committees.	75/0	25/75	14/34
9. Hamilton County School District has too many layers of administrators.	25/63	0/100	46/27
10. Most Hamilton County School District administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	100/0	100/0	49/25
11. Central Office Administrators are responsive to school needs.	75/0	100/0	38/28
12. Central Office Administrators provide quality service to schools.	88/0	100/0	35/30

¹Percent responding Agree or Strongly Agree/Percent responding Disagree or Strongly Disagree

**EXHIBIT 3-7
COMPARISON SURVEY RESPONSES
WITHIN HAMILTON COUNTY SCHOOL DISTRICT**

PART G: DISTRICT/PROGRAM FUNCTION	% NEEDS SOME IMPROVEMENT + NEEDS MAJOR IMPROVEMENT	% ADEQUATE ¹ +	
		ADMINISTRATORS	PRINCIPALS
a. Budgeting	43/57	40/60	76/9
b. Strategic planning	88/13	20/80	58/19
c. Curriculum planning	88/0	80/20	53/41
d. Financial management and accounting	50/50	40/60	65/20
e. Community relations	63/25	60/40	62/35
f. Program evaluation, research, and assessment	100/0	40/60	49/33
g. Instructional technology	38/63	0/100	44/53
h. Pupil accounting	13/38	0/100	33/46
i. Instructional coordination/supervision	38/50	60/40	38/52
j. Instructional support	38/50	0/100	43/52
k. Federal Program (e.g., Title I, Special Education) coordination	13/50	0/80	30/50
l. Personnel recruitment	63/25	60/20	53/23
m. Personnel selection	38/50	60/40	53/29
n. Personnel evaluation	63/25	40/60	39/52
o. Staff development	63/25	60/40	40/56
p. Data processing	25/50	0/100	17/48
q. Purchasing	38/50	0/100	41/34
r. Law enforcement/security	38/50	0/100	22/65
s. Plant maintenance	63/25	60/40	36/53
t. Facilities planning	50/38	60/40	42/36
u. Pupil transportation	38/50	100/0	47/36
v. Food service	38/50	20/80	33/60
w. Custodial services	63/25	20/80	34/63
x. Risk management	38/50	0/80	25/43
y. Administrative technology	25/75	0/100	23/42

¹Percent responding *Needs Some Improvement* or *Needs Major Improvement* / Percent responding *Adequate* or *Outstanding*

Exhibit 3-8 details the various responses to Part H of the surveys. More administrators (63 percent) and principals (100 percent) than teachers (33 percent) indicate that the district is at least above average in efficiency. When asked how the operational efficiency could be improved, two groups, the principals (80 percent) and administrators (75 percent) have the same top choice: *increasing some class sizes*. *Reducing the number of administrators* is the most frequent response among teachers (52 percent)

**EXHIBIT 3-8
COMPARISON SURVEY RESPONSES
WITHIN HAMILTON COUNTY SCHOOL DISTRICT**

PART H: OPERATIONS	ADMINISTRATORS (%)	PRINCIPALS (%)	TEACHERS (%)
1. The overall operation of the Hamilton County School District is:			
Highly efficient	63	20	1
Above average in efficiency	0	80	32
Less efficient than most other school districts	25	0	48
2. The operational efficiency of the Hamilton County School District could be improved by:			
Offering fewer programs	13	20	10
Increasing some class sizes	75	80	7
Increasing teacher workload	13	20	2
Reducing the number of administrators	13	0	52
Reducing the number of support staff	13	20	20
Privatizing some support services	38	60	26
Joining with other districts to provide joint services (e.g., transportation, purchasing, maintenance, etc.)	13	20	27
Taking advantage of more regional services	38	0	28
Reducing the number of facilities operated by the district	25	20	22
Other	13	0	29

3.5 Comparison of Hamilton County School District Responses to Other School Districts

This section analyzes the responses of Hamilton County School District administrators, principals, and teachers to similar groups in other districts around the United States. In these previous studies, principals were not analyzed separately from district-level administrators. Therefore, in order to make meaningful comparisons, responses from Hamilton County administrators and principals have been combined. Hamilton teachers' responses are compared separately to teachers responses from the previous studies.

Parts A through C compare Hamilton County School District responses to responses from the following districts: Alachua County, Florida; Austin, Texas; Brownsville, Texas; Calhoun, Texas; Dallas, Texas; Fairfax, Virginia; Grand Prairie, Texas; Jefferson County, Colorado; La Joya, Texas; McAllen, Texas; Midland, Texas; Pharr-San Juan-Alamo, Texas; Poudre, Texas; St. Mary's County, Maryland; San Angelo, Texas; San Diego, California; Seguin, Texas; Sherman, Texas; United, Texas; and Waco, Texas.

Parts D through G compare Hamilton County School District responses to responses from the following districts: Alachua County, Florida; Fairfax, Virginia; Grand Prairie, Texas; Jefferson County, Colorado; St. Mary's County, Maryland; San Diego, California; Seguin, Texas; and United, Texas. Part H of the survey (except for the first question) is not compared to the other districts as that portion of the survey was recently modified and comparison data do not exist.

It is difficult to make meaningful comparisons between other administrators and the administrators in Hamilton County because of the extremely small size of the population (13). In a population this small, one person responding differently to a question can raise or lower the percentage response rate by seven or eight points assuming all 13 responded. For example, if six out of 13 respond to a question in a certain manner that represents 46 percent. If just one more responds in the same fashion, it represents 54 percent.

Exhibits 3-9 through 3-15 present comparisons between administrators in Hamilton County and administrators in those districts noted above. Exhibits 3-16 through 3-22 present comparisons between Hamilton County teachers and the other districts.

3.5.1 Administrator Comparisons of Hamilton County School District Responses to Other School Districts

Exhibit 3-9 compares Hamilton County School District administrator (district administrators and principals) responses with administrator responses in all the other districts for Part A of the surveys. The responses are less favorable for Hamilton County administrators concerning the overall quality of education with 62 percent grading it as *good* or *excellent*, while 87 percent in other districts rate it as high. Likewise, Hamilton administrators (83 percent) indicate that the quality is improving or staying the same at a lower percentage than the other districts (92 percent). The grades given to the various groups of employees are varied, with Hamilton

administrators giving slightly lower grades to the teachers and school administrators and much higher grades to district administrators.

As shown on Exhibit 3-10, in all cases except four, Hamilton County administrators largely agree with administrators in other districts. Hamilton County administrators (77 percent) state that the schools have sufficient space and facilities to support the instructional programs more than the other administrators (32 percent). Fewer Hamilton administrators (39 percent) than administrators in other districts (68 percent) indicate that parents are satisfied with the education their children are receiving.

Hamilton County administrators (62 percent) claim that parents *really don't know what goes on in the schools* more than other administrators (40 percent). Fewer Hamilton administrators (15 percent) than administrators in other districts (52 percent) state that parents play an active role in decision making in the schools.

Exhibit 3-11 details the responses given by Hamilton County administrators and those in other districts for Part C of the surveys. Responses vary among the administrators concerning the work of the teachers. Hamilton County administrators give lower (46 percent) *good* or *excellent* ratings than did other districts (74 percent) when rating the teachers work in meeting individual students' learning needs. Similarly, lower positive ratings (46 percent compared to 62 percent) are given by Hamilton County administrators concerning the teachers work in communicating with parents. Lastly, similar negative ratings are given when the teachers' attitudes are concerned. Hamilton administrators (77 percent) rate that area as *fair* or *poor*, while only 35 percent of the other districts give as low marks.

**EXHIBIT 3-9
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT ADMINISTRATORS AND
ADMINISTRATORS IN OTHER DISTRICTS ^{1, 2}**

PART A OF SURVEY	HAMILTON COUNTY SCHOOL DISTRICT (%)	OTHER DISTRICTS (%)
1. Overall quality of public education in the district is: Good or excellent Fair or Poor	 62 39	 87 12
2. Overall quality of education in the district is: Improving Staying the Same Getting Worse Don't Know	 33 50 8 8	 73 19 6 1
3. Grade given to district teachers: Above Average (A or B) Below Average (D or F)	 54 0	 86 1
4. Grade given to school administrators: Above Average (A or B) Below Average (D or F)	 77 0	 86 2
5. Grade given to district administrators: Above Average (A or B) Below Average (D or F)	 85 0	 68 9

¹ For comparison purposes, Administrators and Principals in some of the other districts were combined in order to benchmark against a similar grouping in Hamilton County School District.

² Other districts include Alachua, Austin, Brownsville, Calhoun, Dallas, Fairfax, Grand Prairie, Jefferson, La Joya, McAllen, Midland, Pharr-San Juan-Alamo, Poudre, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

**EXHIBIT 3-10
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT ADMINISTRATORS AND
ADMINISTRATORS IN OTHER DISTRICTS ^{1, 2}**

PART B	(% A + SA)/(% D + SD) ³	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS ²
1. The emphasis on learning in the district has increased in recent years.	77/15	86/6
2. District schools are safe and secure from crime.	77/8	67/15
3. Our schools do not effectively handle misbehavior problems.	46/39	17/69
4. Our schools have sufficient space and facilities to support the instructional programs.	77/23	32/56
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	8/62	16/73
6. Our schools can be described as "good places to learn."	54/15	90/2
7. There is administrative support for controlling student behavior in our schools.	77/8	85/7
8. Most students in our schools are motivated to learn.	62/23	72/14
9. Lessons are organized to meet students' needs.	58/33	72/11
10. The curriculum is broad and challenging for most students.	54/15	72/14
11. There is little a teacher can do to overcome education problems due to a student's home life.	15/54	15/73
12. Teachers in our schools know the material they teach.	85/0	86/4
13. Teachers in our schools care about students' needs.	85/0	89/3
14. Teachers expect students to do their very best.	54/8	84/5
15. Principals and assistant principals in our schools care about students' needs.	85/0	94/3
16. In general, parents do not take responsibility for their children's behavior in our schools.	31/23	30/54
17. Parents in this district are satisfied with the education their children are receiving.	39/39	68/9
18. Most parents really don't seem to know what goes on in our schools.	62/15	40/39
19. Parents play an active role in decision making in my school.	15/31	52/21
20. This community really cares about its children's education.	62/15	74/11
21. Taxpayer dollars are being used wisely to support public education in the district.	77/8	69/16
22. Sufficient student services are provided in the district.	100/0	55/35
23. Site-based planning has been implemented effectively in the district.	62/23	51/25

¹ For comparison purposes, administrators and principals in some other districts were combined in order to benchmark against a similar grouping in Hamilton County School District.

² Other districts include Alachua, Austin, Brownsville, Calhoun, Dallas, Fairfax, Grand Prairie, Jefferson, La Joya, McAllen, Midland, Pharr-San Juan-Alamo, Poudre, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

³ Percent responding *Agree* or *Strongly Agree*/Percent responding *Disagree* or *Strongly Disagree*.

**EXHIBIT 3-11
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT ADMINISTRATORS AND
ADMINISTRATORS IN OTHER DISTRICTS ^{1, 2}**

PART C	(% G + E) / (% F + P) ³	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS ²
1. School board members' knowledge of the educational needs of students in the district.	46/54	31/64
2. School board members' knowledge of operations in the district.	39/62	35/60
3. School board members' work at setting or revising policies for the district.	39/54	41/54
4. The district school superintendent's work as the instructional leader of the district.	100/0	66/32
5. The district school superintendent's work as the chief administrator (manager) of the district.	100/0	70/28
6. Principals work as the instructional leaders of their schools.	92/8	85/13
7. Principals work as the managers of the staff and teachers.	85/15	88/9
8. Teachers' work in meeting students' individual learning needs.	46/39	74/23
9. Teachers' work in communicating with parents.	46/46	62/34
10. Teachers' attitudes about their jobs.	23/77	62/35
11. Students' ability to learn.	85/8	80/16
12. The amount of time students spend on task learning in the classroom.	54/15	70/24
13. Parents' efforts in helping their children to do better in school.	31/54	37/58
14. Parents' participation in school activities and organizations.	15/77	33/63
15. How well students' test results are explained to parents.	17/67	43/51
16. The condition in which district schools are kept.	69/31	65/34
17. How well relations are maintained with various groups in the community.	54/39	59/37
18. The opportunities provided by the district to improve the skills of teachers.	85/8	61/37
19. The opportunity provided by the district to improve the skills of school administrators.	92/8	57/40
20. The district's job of providing adequate instructional technology.	92/8	49/48
21. The district's use of technology for administrative purposes.	92/8	49/47

¹ For comparison purposes, administrators and principals in some other districts were combined in order to benchmark against a similar grouping in Hamilton County.

² Other Districts include Alachua, Austin, Brownsville, Calhoun, Dallas, Fairfax, Grand Prairie, Jefferson, La Joya, McAllen, Midland, Pharr-San Juan-Alamo, Poudre, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

³ Percent responding *Good* or *Excellent* / Percent responding *Fair* or *Poor*.

The final question on which there is disagreement is the district's job of providing adequate technology. An overwhelming majority (92 percent) of the Hamilton administrators state that their district is doing an *good* or *excellent* job, while only 49 percent of administrators in other districts relate that their districts are doing a *good* or *excellent* job. Similarly, the same percentages are given concerning the district's use of technology for administrative purposes.

Exhibit 3-12 represents the comparison of responses to Part D of the survey, which covers the work environment. There are no questions where there are significant differences.

Exhibit 3-13 compares the responses concerning job satisfaction which are found on Part E of the survey. Responses are very similar between the Hamilton County administrators and the administrators from the other districts. There are only two questions that found disparity between the two groups of respondents. Fewer Hamilton administrators (15 percent) are in agreement that salary levels are competitive than other districts' administrators (49 percent). However, more Hamilton administrators (67 percent) state that their salary level is adequate for their level of work and experience than do administrators in other districts (37 percent).

The response comparisons to Part F of the survey which covers the administrative structures and practices of the district are found on Exhibit 3-14. The results vary on two questions between the Hamilton administrators and the administrators in other districts. Thirty-three (33) percent of other districts' administrators indicate that authority for administrative decisions are delegated to the lowest possible level, while 58 percent of Hamilton administrators reply in the same manner. More Hamilton administrators (75 percent) are in agreement that administrative decisions are made quickly and decisively than administrators in other districts (46 percent).

Exhibit 3-15 shows the comparisons between the two groups concerning district programs and functions which are found in Part G of the survey. There is only one instance in which Hamilton administrators indicate that a program needs improvement significantly less than the administrators in other districts: *instructional technology*.

There are several areas that the Hamilton administrators rate as *needs some* or *major improvement* with a higher percentage than do the administrators in other districts. These programs are as follows:

- strategic planning (62 to 44 percent *needs some or major improvement*)
- curriculum planning (85 to 49 percent)
- community relations (62 to 36 percent)
- program evaluation, research, and assessment (77 to 44 percent)
- personnel recruitment (62 to 40 percent)
- staff development (62 to 47 percent)
- plant maintenance (62 to 43 percent)
- facilities planning (54 to 40 percent)
- pupil transportation (62 to 29 percent)

**EXHIBIT 3-12
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT ADMINISTRATORS AND
ADMINISTRATORS IN OTHER DISTRICTS ^{1, 2}**

PART D: WORK ENVIRONMENT	(% A + SA) / (% D + SD) ³	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
1. I find the district to be an exciting, challenging place to work.	100/0	83/6
2. The work standards and expectations in the district are equal to or above those of most other school districts.	77/8	83/5
3. District officials enforce high work standards.	75/17	77/9
4. Most district teachers enforce high student learning standards.	54/15	74/7
5. District teachers and administrators have excellent working relationships.	54/31	61/14
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	23/46	36/33
7. <u>Staff</u> who do not meet expected work standards are disciplined.	23/46	49/23
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	0/83	11/69
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	17/58	16/64
10. I feel that I have the authority to adequately perform my job responsibilities.	100/0	79/13
11. I have adequate facilities in which to conduct my work.	100/0	68/24
12. I have adequate equipment and computer support to conduct my work.	100/0	63/29
13. The workloads are equitably distributed among teachers and staff members.	50/25	49/25
14. No one knows or cares about the amount or quality of work that I perform.	0/77	19/66
15. Workload is evenly distributed.	50/25	38/38
16. The failure of district officials to enforce high work standards results in poor quality work.	15/62	19/57
17. I often observe other teachers and/or staff socializing rather than working while on the job.	33/42	11/68

¹ For comparison purposes, administrators and principals in some other districts were combined in order to benchmark against a similar grouping in Hamilton County.

² Other districts include Alachua, Fairfax, Grand Prairie, Jefferson, St. Mary's, San Diego, Seguin, and United.

³ Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*.

**EXHIBIT 3-13
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT ADMINISTRATORS AND
ADMINISTRATORS IN OTHER DISTRICTS^{1, 2}**

PART E: JOB SATISFACTION	(% A + SA) / (% D + SD) ³	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
1. I am very satisfied with my job in the district.	100/0	82/8
2. I plan to make a career in the district.	92/0	81/3
3. I am actively looking for a job outside the district.	8/92	8/79
4. Salary levels are competitive (with other school districts).	15/54	49/37
5. My work is appreciated by my supervisor(s).	85/0	69/16
6. I am an integral part of the district team.	100/0	72/14
7. There is no future for me in the district.	0/100	7/79
8. My salary level is adequate for my level of work and experience.	67/33	37/50
9. I enjoy working in a culturally diverse environment.	92/0	91/2

¹ For comparison purposes, Administrators and Principals in some other districts were combined in order to benchmark against a similar grouping in Hamilton County.

² Other districts include Alachua, Fairfax, Grand Prairie, Jefferson, St. Mary's, San Diego, Seguin, and United.

³ Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*.

**EXHIBIT 3-14
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT ADMINISTRATORS AND
ADMINISTRATORS IN OTHER DISTRICTS^{1, 2}**

PART F: ADMINISTRATIVE STRUCTURE/PRACTICES	(% A + SA) / (% D + SD) ³	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
1. Most administrative practices in the district are effective and efficient.	77/0	60/20
2. Administrative decisions are made quickly and decisively.	75/8	46/30
3. District administrators are easily accessible and open to input.	92/0	65/21
4. Authority for administrative decisions are delegated to the lowest possible level.	58/42	33/37
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	100/0	65/12
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	15/69	40/33
7. The extensive committee structure in the district ensures adequate input from teachers and staff on most important decisions.	50/33	58/17
8. The district has too many committees.	8/75	41/31
9. The district has too many layers of administrators.	15/77	12/66
10. Most administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	100/0	58/24
11. Central Office Administrators are responsive to school needs.	85/0	67/16
12. Central Office Administrators provide quality service to schools.	92/0	67/13

¹ For comparison purposes, Administrators and Principals in some other districts were combined in order to benchmark against a similar grouping in Hamilton County.

² Other districts include Alachua, Fairfax, Grand Prairie, Jefferson, St. Mary's, San Diego, Seguin, and United.

³ Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*.

EXHIBIT 3-15
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT ADMINISTRATORS AND
ADMINISTRATORS IN OTHER DISTRICTS ^{1, 2}

PART G: DISTRICT/PROGRAM FUNCTION	% NEEDS SOME IMPROVEMENT + NEEDS MAJOR IMPROVEMENT / % ADEQUATE ³ + OUTSTANDING	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
a. Budgeting	42/58	39/58
b. Strategic planning	62/39	44/39
c. Curriculum planning	85/8	49/47
d. Financial management and accounting	46/54	34/58
e. Community relations	62/31	36/57
f. Program evaluation, research, and assessment	77/23	44/52
g. Instructional technology	25/75	55/41
h. Pupil accounting	8/59	33/53
i. Instructional coordination/supervision	46/46	35/55
j. Instructional support	25/67	47/49
k. Federal program (e.g., Chapter I, Special Education) coordination	8/62	39/45
l. Personnel recruitment	62/23	40/47
m. Personnel selection	46/46	39/51
n. Personnel evaluation	54/39	46/48
o. Staff development	62/31	47/50
p. Data processing	17/67	37/48
q. Purchasing	23/69	35/53
r. Law enforcement/security	25/67	36/54
s. Plant maintenance	62/31	43/55
t. Facilities planning	54/39	40/55
u. Pupil transportation	62/31	29/61
v. Food service	31/62	34/64
w. Custodial services	46/46	38/57
x. Risk management	23/62	28/61
y. Administrative technology	15/85	N/A

¹ For comparison purposes, administrators and principals in some other districts were combined in order to benchmark against a similar grouping in Hamilton County.

² Other districts includes Alachua, Fairfax, Grand Prairie, Jefferson, St. Mary's, San Diego, Seguin, and United.

³ Percent responding *Needs Some Improvement* or *Needs Major Improvement* / Percent responding *Adequate* or *Outstanding*.

3.5.2 Teacher Comparisons of Hamilton County School District Responses to Other School Districts

Exhibit 3-16 lists the responses Hamilton County teachers and teachers in other districts give to Part A of the surveys. Hamilton teachers (42 percent) rate as *good* or *excellent* the overall quality of education compared to 70 percent of other teachers. In addition, only 40 percent of Hamilton teachers state that the overall quality of education is *improving* while 53 percent of other teachers indicate in the same manner.

In assigning grades to the various employee groups, Hamilton teachers give lower marks to teachers and school administrators and higher marks to district administrators marks in all cases. The greatest disparity is found in the grades assigned to teachers. Sixty-five (65) percent of Hamilton teachers award grades of *A* or *B*, while 84 percent of teachers in other districts grade the teachers as high.

**EXHIBIT 3-16
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT TEACHERS AND TEACHERS IN OTHER DISTRICTS ¹**

PART A OF SURVEY	HAMILTON COUNTY SCHOOL DISTRICT (%)	OTHER DISTRICTS (%)
1. Overall quality of public education in the district is:		
Good or excellent	42	70
Fair or Poor	56	26
2. Overall quality of education in the district is:		
Improving	40	53
Staying the Same	27	25
Getting Worse	26	17
Don't Know	7	5
3. Grade given to teachers:		
Above Average (A or B)	65	84
Below Average (D or F)	4	1
4. Grade given to school administrators:		
Above Average (A or B)	47	61
Below Average (D or F)	17	11
5. Grade given to district administrators:		
Above Average (A or B)	42	40
Below Average (D or F)	28	24

¹ Other districts include Alachua, Austin, Brownsville, Calhoun, Dallas, Fairfax, Grand Prairie, Jefferson, La Joya, McAllen, Midland, Pharr-San Juan-Alamo, Poudre, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

Exhibit 3-17 lists the responses and comparisons to Part B of the survey. The Hamilton teachers (26 percent) are more inclined to disagree that the emphasis on learning has increased in recent years than other teachers (14 percent). Another area where there is disagreement is safety. Hamilton teachers (62 percent) indicate that their schools are safe and secure from crime, while only 36 percent of other teachers do. Fewer Hamilton teachers (38 percent) are in agreement that the schools do not effectively handle misbehavior problems than other teachers (53 percent).

Higher percentages of Hamilton teachers (49 percent to 31 percent) indicate that the schools have sufficient space and facilities to support the instructional programs. The next questions in which responses vary concerning students. Forty (40) percent of Hamilton teachers *agree* or *strongly agree* that most students are motivated to learn, while 51 percent of the other districts' teachers are in agreement. In addition, fewer Hamilton teachers (66 to 77 percent) indicate that the lessons are organized to meet students' needs and that the curriculum is broad and challenging for most students (50 to 70 percent).

Statements relating to the community brings varied responses from the teachers. A lower percentage of Hamilton teachers (33 percent) indicate that the community really cares about its children's education than do teachers in the other districts (53 percent). Likewise, fewer Hamilton teachers (24 percent) *agree* or *strongly agree* that taxpayer dollars are being used wisely to support education than other teachers (39 percent).

More Hamilton teachers (84 percent to 54 percent) are in agreement that sufficient student services are provided than other teachers. Additionally, fewer Hamilton teachers (26 percent) are in disagreement concerning the effective implementation of site-based management in the district than teachers in other district (37 percent).

Exhibit 3-18 lists the comparisons to Part C of the teacher surveys. In most of the statements with disagreement, the responses for the other districts tend to be more positive than the responses provided by Hamilton teachers. One exception involves the Superintendent. More Hamilton teachers (50 percent) provide *good* or *excellent* ratings than do other teachers (39 percent). Instructional technology is rated higher by Hamilton teachers as well (60 percent to 43 percent).

There are two questions relating to teachers where there are differences. Higher percentages of other teachers (78 percent) than Hamilton teachers (63 percent) rate highly the teachers work in meeting individual learning needs. Likewise, fewer Hamilton teachers (50 percent) rate highly the teachers' work in communicating with parents than other teachers (70 percent). Also, the teachers of other districts rate the principals work as the managers of staff and teachers higher (64 to 51 percent).

The students' ability to learn is rated higher by other teachers (62 to 48 percent) as is the amount of time students spend in the classroom task learning (62 to 51 percent). Similarly, fewer Hamilton teachers (nine percent to 21 percent) provided positive responses concerning parents' participation in school activities and organizations. There is disparity also on parents' efforts in helping their children do better in school. The teachers from other districts (19 percent) rate the effort as *good* or *excellent* by a larger margin than do the Hamilton teachers (five percent).

**EXHIBIT 3-17
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT TEACHERS AND TEACHERS IN OTHER
DISTRICTS ¹**

PART B	(% A + SA)/(% D + SD) ²	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
1. The emphasis on learning in district has increased in recent years.	60/26	67/14
2. District schools are safe and secure from crime.	62/21	36/41
3. Our schools do not effectively handle misbehavior problems.	38/49	53/32
4. Our schools have sufficient space and facilities to support the instructional programs.	49/39	31/59
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	33/54	29/55
6. Our schools can be described as "good places to learn."	62/21	70/13
7. There is administrative support for controlling student behavior in our schools.	59/29	49/35
8. Most students in our schools are motivated to learn.	40/40	51/33
9. Lessons are organized to meet students' needs.	66/12	77/10
10. The curriculum is broad and challenging for most students.	50/21	70/15
11. There is little a teacher can do to overcome education problems due to a student's home life.	26/57	36/47
12. Teachers in our schools know the material they teach.	89/1	87/4
13. Teachers in our schools care about students' needs.	85/6	89/3
14. Teachers expect students to do their very best.	82/9	86/6
15. Principals and assistant principals in our schools care about students' needs.	78/11	81/7
16. In general, parents do not take responsibility for their children's behavior in our schools.	62/15	60/22
17. Parents in this district are satisfied with the education their children are receiving.	36/26	46/17
18. Most parents really don't seem to know what goes on in our schools.	66/14	61/22
19. Parents play an active role in decision making in my school.	27/49	37/39
20. This community really cares about its children's education.	33/38	53/23
21. Taxpayer dollars are being used wisely to support public education in district.	24/48	39/39
22. Sufficient student services are provided in the district.	84/11	54/34
23. Site-based management has been implemented effectively in the district	39/26	38/37

¹ Other districts include Alachua, Austin, Brownsville, Calhoun, Dallas, Fairfax, Grand Prairie, Jefferson, La Joya, McAllen, Midland, Pharr-San Juan-Alamo, Poudre, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

² Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*

**EXHIBIT 3-18
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT TEACHERS AND TEACHERS IN OTHER
DISTRICTS ¹**

PART C	(%G+ E) / (%F + P) ²	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
1. School board members' knowledge of the educational needs of students in the district.	20/70	25/66
2. School board members' knowledge of operations in the district.	32/60	29/58
3. School board members' work at setting or revising policies for the district.	24/57	29/58
4. The district school superintendent's work as the instructional leader of the district.	50/48	39/50
5. The district school superintendent's work as the chief administrator (manager) of the district.	48/45	44/45
6. Principals work as the instructional leaders of their schools.	56/42	61/37
7. Principals work as the managers of the staff and teachers.	51/46	64/34
8. Teachers' work in meeting students' individual learning needs.	63/35	78/21
9. Teachers' work in communicating with parents.	50/49	70/28
10. Teachers' attitudes about their jobs.	40/57	50/48
11. Students' ability to learn.	48/51	62/37
12. The amount of time students spend on task learning in the classroom.	51/45	62/35
13. Parents' efforts in helping their children to do better in school.	5/90	19/78
14. Parents' participation in school activities and organizations.	9/90	21/77
15. How well students' test results are explained to parents.	29/59	34/55
16. The condition in which district schools are kept.	55/45	55/44
17. How well relations are maintained with various groups in the community.	38/51	44/43
18. The opportunities provided by the district to improve the skills of teachers.	54/45	55/44
19. The opportunity provided by the district to improve the skills of school administrators.	43/29	34/28
20. The district's job of providing adequate instructional technology.	60/37	43/52
21. The district's use of technology for administrative purposes.	48/23	44/27

¹ Other districts include Alachua, Austin, Brownsville, Calhoun, Dallas, Fairfax, Grand Prairie, Jefferson, La Joya, McAllen, Midland, Pharr-San Juan-Alamo, Poudre, St. Mary's, San Angelo, San Diego, Seguin, Sherman, United, and Waco.

² Percent responding *Good* or *Excellent* / Percent responding *Fair* or *Poor*

Exhibit 3-19, which contains the comparisons to Part D of the surveys, shows differences of opinions between the teachers in their responses concerning the work environment on all but six responses. In all cases of disparity, the Hamilton teachers provide more negative responses with the exception of two. More Hamilton teachers (82 percent) indicate that they have adequate facilities in which to work than the other teachers (65 percent). Higher percentages of Hamilton teachers (76 percent to 47 percent) state that they have adequate equipment and computer support to do their work.

A lower percentage of Hamilton teachers (51 percent) than teachers in other districts (72 percent) state that the district is an exciting, challenging place to work. Similarly, fewer Hamilton teachers indicate that the work standards and expectations are equal to or above those of other districts (40 to 65 percent). Fewer Hamilton teachers (48 to 60 percent) state that the district officials enforce high work standards. Also, fewer Hamilton teachers indicate that they enforce high student learning standards. Sixty-three (63) percent of Hamilton teachers *agree* or *strongly agree* with this statement while 75 percent of other teachers do.

Fewer Hamilton teachers agree that teachers (11 to 23 percent) and staff (10 to 25 percent) who do not meet expected work standards are disciplined. Eighty-eight (88) percent of the teachers in Hamilton indicate that teacher promotions and pay increases are not based upon individual performance, while 69 percent of other teachers indicate in this manner. Similar percentages are provided concerning staff promotions and pay increases. Lastly, 41 percent of Hamilton teachers are in agreement that it is the failure of district officials to enforce high work standards while only 28 percent of the teachers in other districts are in agreement.

Exhibit 3-20 lists the responses and comparisons to Part E, the job satisfaction portion of the survey. Hamilton teachers (61 percent) are not as satisfied with their jobs as teachers in other districts (73 percent) and fewer (55 percent compared to 72 percent) plan to make a career in the district. Also, fewer Hamilton teachers (63 percent) disagree that they are looking for a job outside of the district compared to the other teachers (76 percent). Lastly, fewer Hamilton teachers (61 percent) disagree that there is a future for them in the district than teachers in other districts (73 percent).

Teachers in Hamilton County are more inclined to state that salary levels are not competitive with other districts. Eighty-one (81) percent state that they are not competitive and six percent indicate that they are. Teachers in other districts are more pleased with their salaries as 50 percent indicate they are competitive, and 34 percent state that they are not. Likewise, teachers in Hamilton County *agree* or *strongly agree* less (seven percent) that their salary level is adequate for their level of work and experience than do the teachers from other districts (38 percent).

The responses and comparisons to Part F of the survey are found on Exhibit 3-21. In comparing the administrative structures and practices of their respective districts, the Hamilton teachers were more positive on most questions. More Hamilton teachers (49 percent) state that their district administrators are more easily accessible and open to input than the teachers in other districts (38 percent).

**EXHIBIT 3-19
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT TEACHERS AND TEACHERS IN OTHER
DISTRICTS ¹**

PART D: WORK ENVIRONMENT	(% A + SA) / (% D + SD) ²	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
1. I find the district to be an exciting, challenging place to work.	51/25	72/9
2. The work standards and expectations in the district are equal to or above those of most other school districts.	40/24	65/11
3. District officials enforce high work standards.	48/30	60/16
4. Most district teachers enforce high student learning standards.	63/16	75/8
5. District teachers and administrators have excellent working relationships.	30/40	39/31
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	11/53	23/41
7. <u>Staff</u> who do not meet expected work standards are disciplined.	10/47	25/31
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	1/88	9/69
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	0/75	9/47
10. I feel that I have the authority to adequately perform my job responsibilities.	79/11	80/12
11. I have adequate facilities in which to do my work.	82/12	65/26
12. I have adequate equipment and computer support to do my work.	76/16	47/41
13. The workloads are equitably distributed among teachers and among staff members.	46/37	40/44
14. No one knows or cares about the amount or quality of work that I perform.	21/58	26/52
15. Workload is evenly distributed.	38/36	34/46
16. The failure of district officials to enforce high work standards results in poor quality work.	41/28	28/40
17. I often observe other teachers and/or staff socializing rather than working while on the job.	17/62	18/64

¹ Other districts include Alachua, Fairfax, Grand Prairie, Jefferson, St. Mary's, San Diego, Seguin, and United.

² Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*

**EXHIBIT 3-20
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT TEACHERS AND TEACHERS IN OTHER
DISTRICTS ¹**

PART E: JOB SATISFACTION	(% A + SA) / (% D + SD) ²	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
1. I am very satisfied with my job in the district.	61/22	73/12
2. I plan to make a career in the district.	55/15	72/9
3. I am actively looking for a job outside the district.	16/63	9/76
4. Salary levels are competitive (with other school districts).	6/81	50/34
5. My supervisor(s) appreciates my work.	69/21	65/19
6. I am an integral part of the district team.	58/19	61/17
7. There is no future for me in the district.	16/61	8/73
8. My salary level is adequate for my level of work and experience.	7/87	38/47
9. I enjoy working in a culturally diverse environment.	83/4	88/3

¹ Other districts include Alachua, Fairfax, Grand Prairie, Jefferson, St. Mary's, San Diego, Seguin, and United.

² Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*

Fewer Hamilton County teachers (31 percent) agree that major bottlenecks exist in many administrative processes than other teachers (50 percent). Hamilton teachers offer mixed opinions concerning committees. While fewer agree (14 percent to 55 percent) that the district has too many committees, more Hamilton teachers (54 percent) than teachers in other districts (38 percent) disagree that the committee structure ensures adequate input from teachers and staff.

Lastly, Hamilton teachers as group agree more that most administrative processes are highly efficient and responsive (49 to 34 percent), that district administrators are responsive to school needs (38 percent to 10 percent), and that the district administrators provide quality service to schools (35 to 13 percent).

**EXHIBIT 3-21
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT TEACHERS AND TEACHERS IN OTHER
DISTRICTS ¹**

PART F: ADMINISTRATIVE STRUCTURE/PRACTICES	(% A + SA) / (% D + SD) ²	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
1. Most administrative practices in the district are effective and efficient.	33/39	29/35
2. Administrative decisions are made quickly and decisively.	33/27	27/37
3. District administrators are easily accessible and open to input.	49/31	38/35
4. Authority for administrative decisions are delegated to the lowest possible level.	17/31	17/32
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	52/32	49/31
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	31/20	50/17
7. The extensive committee structure in the district ensures adequate input from teachers and staff on most important decisions.	28/54	32/38
8. The district has too many committees.	14/34	55/15
9. The district has too many layers of administrators.	46/27	60/18
10. Most administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	49/25	34/31
11. Central Office Administrators are responsive to school needs.	38/28	10/58
12. Central Office Administrators provide quality service to schools.	35/30	13/51

¹ Other districts include Alachua, Fairfax, Grand Prairie, Jefferson, St. Mary's, San Diego, Seguin, and United.

² Percent responding *Agree* or *Strongly Agree* / Percent responding *Disagree* or *Strongly Disagree*

Exhibit 3-22 lists the responses and comparisons to Part G of the teacher surveys. Significantly higher needs improvement percentages by the other districts are indicated in just one program area: *law enforcement/security* (34 to 22 percent *needs some or major improvement*).

There are several area that Hamilton teachers provided higher needs improvement percentages. They are as follows:

- budgeting (76 to 55 percent *needs some or major improvement*)
- strategic planning (58 to 40 percent)
- financial management and accounting (65 to 40 percent)
- community relations (62 to 41 percent)
- personnel recruitment (53 to 30 percent)
- personnel selection (53 to 36 percent)
- purchasing (41 to 28 percent)
- pupil transportation (47 to 29 percent)

Lastly, there are eight program areas in which Hamilton teachers provide higher *adequate or outstanding* responses:

- instructional technology (53 to 34 percent *adequate or outstanding*)
- instructional support (52 to 38 percent)
- federal program coordination (50 to 37 percent)
- personnel evaluation (52 to 38 percent)
- data processing (48 to 32 percent)
- plant maintenance (53 to 41 percent)
- food service (60 to 49 percent)
- custodial services (63 to 51 percent)

3.5.3 Summary of Hamilton County School District Responses to Other School Districts

Overall, the responses from Hamilton County administrators and teachers are less positive than those in other districts. The grades given to each group of employees are lower from Hamilton County employee respondents except for the grades given to district administrators. The responses to the summary question pertaining to the overall quality of public education in the district and improvements in the quality of education are lower from Hamilton County employees.

In several areas there is a noticeable difference between Hamilton County respondents and other respondents. In most responses pertaining to parents, the responses from Hamilton County respondents are less positive. However, in questions concerning the school board, the responses are generally similar. The Hamilton County employees are more positive when posed with questions about the facilities. Technology is another area where Hamilton County employees are more satisfied than employees in other districts. Lastly, the questions pertaining to the administrative practices of the district bring much more favorable responses from Hamilton County administrators and teachers.

**EXHIBIT 3-22
COMPARISON SURVEY RESPONSES
HAMILTON COUNTY SCHOOL DISTRICT TEACHERS AND TEACHERS IN OTHER
DISTRICTS ¹**

PART G: DISTRICT/PROGRAM FUNCTION	% NEEDS SOME IMPROVEMENT + NEEDS MAJOR IMPROVEMENT / % ADEQUATE ² + OUTSTANDING	
	HAMILTON COUNTY SCHOOL DISTRICT	OTHER DISTRICTS
a. Budgeting	76/9	55/23
b. Strategic planning	58/19	40/25
c. Curriculum planning	53/41	55/35
d. Financial management and accounting	65/20	40/27
e. Community relations	62/35	41/42
f. Program evaluation, research, and assessment	49/33	41/36
g. Instructional technology	44/53	52/34
h. Pupil accounting	33/46	33/38
i. Instructional coordination/supervision	38/52	39/42
j. Instructional support	43/52	52/38
k. Federal program (e.g., Chapter I, Special Education) coordination	30/50	38/37
l. Personnel recruitment	53/23	30/38
m. Personnel selection	53/29	36/41
n. Personnel evaluation	39/52	46/38
o. Staff development	40/56	45/46
p. Data processing	17/48	21/32
q. Purchasing	41/34	28/31
r. Law enforcement/security	22/65	34/43
s. Plant maintenance	36/53	39/41
t. Facilities planning	42/36	35/31
u. Pupil transportation	47/36	29/44
v. Food service	33/60	36/49
w. Custodial services	34/63	40/51
x. Risk management	25/43	23/35
y. Administrative technology	23/42	N/A

¹ Other districts include Alachua, Fairfax, Grand Prairie, Jefferson, St. Mary's, San Diego, Seguin, and United.

² Percent responding *Needs Some Improvement* or *Needs Major Improvement* / Percent responding *Adequate* or *Outstanding*

4.0 SCHOOL DISTRICT ORGANIZATION AND MANAGEMENT

This chapter of the report contains three sections:

- 4.1 Board and Governance Issues
- 4.2 Policies and Procedures
- 4.3 District And School Organization and Management

4.1 Board and Governance Issues

CURRENT SITUATION

Policy making in Hamilton County is the responsibility of a five-member school board. All members are elected by voters from their respective districts and serve staggered four-year terms with elections held in November of even numbered years to elect or re-elect two or three board members.

Information about the current School Board of Hamilton County is shown in Exhibit 4-1. The Board Chairman has served in that capacity for most of the last 19 years.

EXHIBIT 4-1 THE SCHOOL BOARD OF HAMILTON COUNTY

Name/Residence	Title (District)	Term Expires	Serving Since	Occupation
W.P. Griffin, Jr. Jennings	Chairman (District 1)	1998	1978	Purchasing Professional
Mary Bembry Jasper	Vice-Chair (District 5)	1998	1986	Farmer
Sonny Scaff Jasper	Member (District 2)	2000	1992	Attorney
J.T. Simon Jasper	Member (District 3)	2000	1988	Minister
Horace Bates White Springs	Member (District 4)	1998	1994	Farmer

Source: Hamilton School Board Telephone Directory 1996-1997, and MGT interviews with Board Members.

FINDING

The School Board of Hamilton County has been certified as a Master Board by the Florida School Boards Association (FSBA). The FSBA Master Board Program is a 40-hour training program designed to:

- focus on the school board and the superintendent as a collective unit;
- build team concepts in a skills-based leadership curriculum utilizing and unstructured and individualized format; and
- identify areas for leadership development through self-evaluation.

COMMENDATION

The School Board of Hamilton County is commended for its recognition as a Master Board by the Florida School Boards Association.

FINDING

Beginning in December 1996, regular Board meetings were reduced from two to one per month. Since school board member salaries in Florida are set by the State, which requires a minimum of one regular board meeting per month, no reduction in Board members' \$17,396 annual salaries accompanied the decrease in regularly scheduled meetings. Meetings are held at the district's central office building and vary in their scheduled starting times. One-third of the meetings are held in the morning and the others begin in the early evening. Morning meetings may include visits to schools to gain familiarity with particular programs or issues. Typically, another special meeting is called each month and held either at the central office building or at a school site.

MGT's review of a samples of board meeting agenda packages prepared for Board members, and samples of minutes of meetings from the past year found them to be as comprehensive. MGT's interviews with Board members revealed that they were satisfied with the information provided to them to prepare for meetings and welcomed the opportunities to visit all schools as a Board at least annually. However, these document reviews and interviews also indicated that the Board has a tendency to quickly "rubber stamp" the administration's recommendations, as reflected by the relatively brief lengths of many regular meetings. As seen Exhibit 4-2, 10 of the 21 regular meetings in 1996 (48%) lasted one hour or less.

**EXHIBIT 4-2
HAMILTON COUNTY SCHOOL BOARD
MEETINGS HELD IN 1996**

Meeting Date	Location	Beginning and Ending Times		Type
January 8, 1996	Board Room	6:00 p.m.	6:45 p.m.	Regular
January 22, 1996	Board Room	6:00 p.m.	8:40 p.m.	Regular
January 30, 1996	Courthouse	7:00 p.m.	9:40 p.m.	Impasse Hearing
February 13, 1996	Board Room	9:00 a.m.	1:00 p.m.	Regular
February 26, 1996	Board Room	6:00 p.m.	7:15 p.m.	Regular
March 11, 1996	Board Room	6:00 p.m.	6:20 p.m.	Regular
March 25, 1996	Board Room	6:00 p.m.	7:00 p.m.	Regular
April 8, 1996	Board Room	7:00 p.m.	7:50 p.m.	Regular
April 29, 1996	Staff Room	5:45 p.m.	6:45 p.m.	Workshop
May 7, 1996	Board Room	5:00 p.m.	5:20 p.m.	Special
May 13, 1996	Board Room	7:00 p.m.	7:40 p.m.	Regular
May 28, 1996	Board Room	9:00 a.m.	1:00 p.m.	Regular
June 4, 1996	Board Room	5:00 p.m.	5:25 p.m.	Special
June 24, 1996	Board Room	7:00 p.m.	8:45 p.m.	Regular
July 22, 1996	Board Room	7:00 p.m.	10:00 p.m.	Regular
August 1, 1996	Board Room	6:30 p.m.	7:45 p.m.	Budget Hearing
August 13, 1996	Board Room	9:00 a.m.	11:50 a.m.	Regular
August 26, 1997	Board Room	7:00 p.m.	8:30 p.m.	Regular
September 9, 1996	Board Room	6:30 p.m.	6:45 p.m.	Budget Hearing
September 9, 1996	Board Room	7:00 p.m.	7:45 p.m.	Regular
September 23, 1996	Board Room	7:00 p.m.	8:30 p.m.	Regular
October 15, 1996	Board Room	7:00 p.m.	9:05 p.m.	Regular
October 28, 1996	Board Room	7:00 p.m.	8:45 p.m.	Regular
November 12, 1996	Board Room	9:00 a.m.	11:45 p.m.	Regular
November 19, 1996	Board Room	5:00 p.m.	5:25 p.m.	Special (reorganization)
November 19, 1996	Board Room	5:25 p.m.	6:10 p.m.	Regular
December 9, 1996	Board Room	6:00 p.m.	6:35 p.m.	Regular

Source: Administrative Assistant to the Superintendent.

As found in most other school districts MGT has surveyed, less than one-half of the administrators in Hamilton County believe their Board members are sufficiently aware of students' educational needs or district operations and set or revise district policies accordingly. Exhibit 4-3 compares survey responses from central office and school administrators on items about their Board members. The exhibit shows that Hamilton County administrators' perceptions about their Board members' *knowledge of students' educational needs* are substantially more positive than perceptions of administrators in other school districts. However, Hamilton administrators' ratings of their Board members' *knowledge of district operations* or *work at setting or revising policies*, are about the same as the ratings given on these items to board members by administrators in other districts.

**EXHIBIT 4-3
COMPARISON OF SURVEY RESPONSES FROM ADMINISTRATORS IN
HAMILTON COUNTY AND OTHER SCHOOL DISTRICTS TO SURVEY
ITEMS REGARDING THEIR SCHOOL BOARD MEMBERS¹**

Survey Item	(% G+E)/(%F+P) ²	
	Hamilton County School District Administrators	Other School District Administrators
School Board members' knowledge of the educational needs of students in the district	46/54	31/64
School Board members' knowledge of operations in the district.	39/62	35/60
School Board members' work at setting or revising policies for the district.	39/54	41/54

Source: MGT Survey Results.

¹ Administrators includes central office administrators and principals

² Percent responding Good or Excellent / Percent responding Fair or Poor.

RECOMMENDATION

Recommendation 4-1:

Return to two regularly scheduled Board meetings each month.

Since only 39 percent of the district's administrators believe Board members are sufficiently knowledgeable about district operations, and that the Board is doing a good or excellent job of setting or revising policies, the Board needs to meet more often to gain knowledge about district operations and to proactively establish or revise policies aimed at district improvement. In addition to the regular monthly Board meeting, a Board workshop should be scheduled each month to inform members and the public about current or proposed programs or practices. The Board should then develop or revise policies, as needed, to facilitate cost-effective programs or practices.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|-------------------------------|
| 1. The Board Chairman and Superintendent should revise the Board meeting calendar to schedule a Board workshop in addition to the regular meeting each month. | July 1997 |
| 2. At each workshop, the Board should address a different program or practice and, with input from district administrators responsible for the particular programs, examine the ways current policies help or hinder operations | Monthly beginning August 1997 |
| 3. Board members should be proactive in setting or revising policies based on information gleaned from workshops and regular meetings. | Ongoing beginning August 1997 |

FISCAL IMPACT

The recommendation can be accomplished with existing resources.

FINDING

The Board outsources for legal services at a very economical rate. The Board pays only \$40 per hour for legal services from a local attorney and averaged only \$643 per month for a recent 32 month period reviewed by MGT.

COMMENDATION

The Hamilton County School Board is commended for minimizing the amount it pays for legal services.

4.2 Policies and Procedures

Effective district management requires sound, clearly written and legally valid policies. The State of Florida mandates that each school district adopt policies that govern the operation of its schools and make them accessible to all school employees and the public.

CURRENT SITUATION

At the time of the review, the district was in the process of revising its 291-page policy manual which is divided into 10 chapters:

1. The District School System
2. General Administration
3. Instructional Personnel, Principals, and Instructional Supervisors
4. Non-Instructional Personnel
5. Student Personnel
6. Business Affairs

7. School Plants and Facilities
8. Curriculum and Instruction
9. School Transportation Services
10. School Food and Nutrition Services

Revisions to Chapters 1, 2, 3, 7, and 9 of the policy manual were underway, but not yet reviewed or acted upon by the Board

FINDING

A review of the district's policy manual indicates that many policies are outdated, and the need for the revision process that is underway is well-justified. In addition, the current policy manual, which is available and distributed only in hardcopy, lacks "user-friendliness." It is unnecessarily time-consuming to find all policies related to topics or keywords.

RECOMMENDATIONS

Recommendation 4-2:

Complete a full review and revision of the district's policy manual.

By eliminating policies that are no longer appropriate (e.g., those that do not reflect current organizational or programmatic structures) and adding others that are needed (e.g., policies on program evaluation and Internet access recommended in Chapters 5 and 11, respectively), the Board will have a policy manual that better serves the Board, district employees, and the public.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Board should develop a schedule for the revision of each chapter in the policy manual. July 1997
2. The Superintendent should assign the Assistant Superintendent the responsibility of working with the Board to facilitate the policy revision process. August 1997
3. As soon as each individual chapter is revised and approved by the Board, the Assistant Superintendent should give it to the MIS Coordinator to begin implementation of Recommendation 4-3, which follows. November 1997 through
June 1998

FISCAL IMPACT

This recommendation can be accomplished within existing resources.

Recommendation 4-3:

Automate the policy manual to improve its use and accessibility by the Board, the staff, and the public.

All central administrative offices, school offices and libraries have computers that could be used to access an on-line automated policy manual after the wide area computer network (discussed in Chapter 11), is operational. By featuring quick keyword searches, an automated manual would be more “user friendly” than the current hardcopy version. The on-line service would ensure prompt distribution of updates, and ensure that every manual is current.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|---------------------------------------|
| 1. The MIS Coordinator should add the revised Board-approved chapters of the policy manual to the file server for the wide area computer network as soon as this server becomes available. | Ongoing beginning in
November 1997 |
| 2. The MIS Coordinator should train Board members, central office administrators and principals in the use of the automated policy manual. | Ongoing beginning in
December 1997 |
| 3. Central office administrators and principals should acquaint their staffs with the automated policy manual and provide assistance in its use, as needed | Ongoing beginning in
January 1998 |

FISCAL IMPACT

Since the district already has plans to develop a wide area computer network (see Chapter 11), there should be no additional cost to automate the policy manual if it is developed by in-house personnel.

Presently, new or revised policies are disseminated annually to about 35 policy manual holders. If three copies are maintained in the hard copy format (instead of 35), and the other 32 users access electronic versions of the manual, two types of cost savings will result. First, 32 copies of the complete (approximately 500 pages) policy manual will not need to be printed when revision of the entire manual is completed. This will save \$800 during 1997-98 (500 pages @ \$0.05 per page x 32 copies=\$800). In the following years, as revisions/updates are made to approximately 100 pages of the manual each year, 32 fewer hard copies of these updates/revisions will be needed, saving \$160 per year. (\$.05 per page x 100 pages of updates per year x 32 copies = \$160).

Recommendation	1997-98	1998-99	1999-2000	2000-01	2001-02
Reduce Hard Copies of Policy Manual and Updates	\$800	\$160	\$160	\$160	\$160

FINDING

Hamilton County School District does not have a comprehensive administrative procedures manual for personnel to use to ensure consistent implementation of federal, state, and district policies.. Further, most departments/offices do not have procedural manuals common in many districts (e.g. personnel manual, instructional manual/handbook, etc.). An exception to this is the comprehensive procedures manual developed and maintained by the Hamilton Student Health Center.

Due to the lack of administrative procedures manuals in the district, important administrative procedures are often communicated to employees by word of mouth or contained in isolated memoranda issued by district-level administrators. No district-level office is assigned responsibility for monitoring administrative procedures for inconsistency or duplication of work effort.

RECOMMENDATION

Recommendation 4-4:

Develop a comprehensive districtwide administrative procedures manual and a series of department, school, or office manuals, as appropriate.

The manuals should be carefully cross-referenced to the Board policy manual and should be focused on standard procedures for performing functions. Administrators should be held accountable for the prompt development of administrative procedures for their areas of responsibility. Administrative procedure should be (1) the source of details for implementing board policy; (2) communicated clearly to appropriate staff; and (3) be reviewed and, if necessary, updated annually. The evaluation of each administrator should include a component on the effective development and implementation of administrative procedures in his/her area of responsibility.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|--------------------------------------|
| 1. In conjunction with the Board policy manual revision process recommended previously, the Assistant Superintendent revision should identify and present to the Superintendent policies that require the development of administrative procedures. | November 1997 through
June 1998 |
| 2. The Superintendent should assign the development of Board policy-related administrative procedures to the appropriate administrators and require all administrators to supplement these with written procedures governing the performance of expected operations by the personnel in their offices or schools. | December, 1997 through
July 1998 |
| 3. The Assistant Superintendent should review all procedure manuals and recommend improvements to avoid inconsistencies or duplication of work processes. | Ongoing beginning in
January 1998 |
| 4. The Superintendent should ensure that the evaluations of all administrators include an assessment of the effective development and implementation of administrative procedures for their departments, offices, or schools. | Annually beginning in
Spring 1998 |

FISCAL IMPACT

Administrative procedures can and should be developed by in-house staff at no additional cost to the district.

4.3 District and School Organization and Management

CURRENT SITUATION

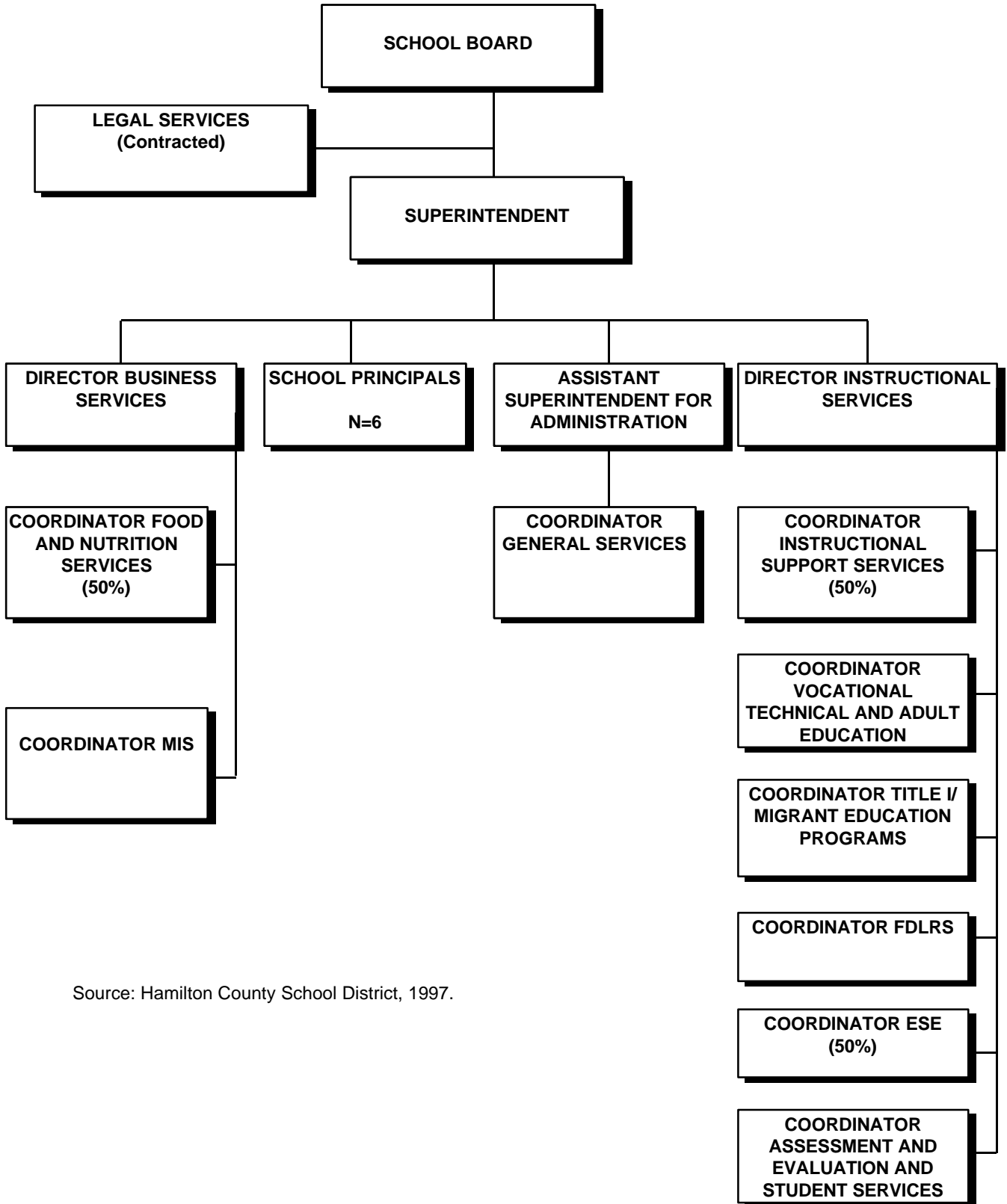
Exhibit 4-4 displays the current organizational structure of the Hamilton County School District. As seen in the exhibit, in addition to having a principal for each of its six schools, Hamilton has 12 district-level administrators:

- one superintendent,
- one assistant superintendent,
- two directors, and
- eight people serving as coordinators.

One of the eight coordinators has 50 percent of her time allocated as Coordinator of Instructional Support Services in the Department of Instructional Services and the other 50 percent of her time allocated as Coordinator of Food and Nutrition Services. Another coordinator, though a full-time employee of the district, is funded by the State to manage a regional FDLRS/Gateway office, which provides services to special education professionals and support staff in Hamilton and four surrounding counties. The Coordinator of Exceptional Student Education also is the principal of Greenwood School, a small and specialized facility presently serving 63 profoundly handicapped or trainable mentally handicapped students at all grade levels plus 40 pre-kindergarten early intervention program students.

The 12 district-level administrators are housed in six different buildings in four locations, but are within a five-minute walk or car ride of each other. The administrators and the school principals meet regularly together in sessions chaired by the Superintendent.

**EXHIBIT 4-4
HAMILTON SCHOOL DISTRICT ADMINISTRATIVE ORGANIZATION
1996-97**



Source: Hamilton County School District, 1997.

FINDING

District-level administrators and principals in Hamilton County give higher ratings to their Superintendent for her work as both the instructional leader and chief administrator of the district than MGT has found in any other school district that MGT has surveyed. Exhibit 4-5 shows that all 14 of the Hamilton administrators who responded to the survey gave the Superintendent a *good* or *excellent* rating. In other districts superintendents receive *good* or *excellent* ratings from about 66 to 70 percent of their administrators, on average.

**EXHIBIT 4-5
COMPARISON OF SURVEY RESPONSES FROM ADMINISTRATORS IN
HAMILTON COUNTY AND OTHER SCHOOL DISTRICTS TO SURVEY
ITEMS REGARDING THEIR SUPERINTENDENT¹**

Survey Item	(% G+E)/(%F+P) ²	
	Hamilton County School District Administrators	Other School District Administrators
The Superintendent's work as the instructional leader of the district	100/0	66/32
The Superintendent's work as the chief administrator (manager) of the district.	100/0	70/28

Source: MGT Survey Results.

¹ Administrators includes central office administrators and principals

² Percent responding Good or Excellent / Percent responding Fair or Poor.

MGT's interviews with Board members also revealed that most members believe the Superintendent is performing her job responsibilities very well.

COMMENDATION

The Superintendent is commended for the high regard that administrators and Board members have for her work as instructional leader and chief administrator of the district.

Having a strong instructional and administrative leader is a key factor in bringing about improvements needed in districts like Hamilton, where student achievement levels are relatively low while per pupil expenditures are relatively high. Improvement strategies that will require the Superintendent's good leadership skills follow many recommendations in this report.

FINDING

Hamilton County has relatively more administrative personnel per numbers of students served than found in other Florida school districts. Administrative personnel in Hamilton include the 15 full-time equivalent (FTE) district-level and school-level administrative positions shown previously in Exhibit 4-4, the one high school assistant

principal, plus the administrative assistants and/or secretaries assigned to assigned to the district-level and school-level administrators. Unlike other districts MGT has reviewed throughout the country, Hamilton has at least one administrative assistant or secretary assigned to each administrator.

Exhibit 4-6 shows that for the latest year that comparative figures are available, Hamilton County had twice as many administrative personnel per 1,000 students than found statewide. When the number of administrative personnel per 1,000 students in Hamilton County is compared with the average of the five comparison districts, Hamilton had 2.79 more administrative personnel per 1,000 students. With 2,278 students this year, that equates to 7.75 more administrative personnel (professional and support combined) than Hamilton would have if its administrative personnel number per 1,000 students were at the average of the other five comparison districts.

**EXHIBIT 4-6
NUMBER OF ADMINISTRATIVE STAFF PER 1,000 STUDENTS
IN HAMILTON AND COMPARISON COUNTIES
FALL 1995**

SCHOOL DISTRICT	ADMINISTRATIVE PERSONNEL PER 1,000 STUDENTS
Hamilton	8.47
Calhoun	3.95
Gulf	6.58
Holmes	5.05
Madison	6.41
Union	6.40
Average	6.14
Average without Hamilton	5.68
State	4.06

Source: Statistical Brief, Staff in Florida's Public Schools, Florida Department of Education, July 1996.

Statistical Brief, Membership in Florida Public Schools, Florida Department of Education, January 1996.

RECOMMENDATION

RECOMMENDATION 4-5:

Reduce clerical support staff by four positions.

Having at least one clerical support person assigned to each administrator is a luxury not found in other school districts and one that Hamilton County cannot afford.

Recommendations for the reduction of professional administrative positions are found later in this report in the context of specific management functions that are reviewed.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|--------------------------|
| 1. The Superintendent should meet with all administrators to devise an effective plan for sharing clerical support staff so that full-time assignment of a support personnel position to a single administrator becomes the exception, rather than the norm. | August - October 1997 |
| 2. The Superintendent should announce the planned reductions in force and begin needed rearrangement of clerical support staff office locations to facilitate their use by administrators who will be sharing in their use. | November - December 1997 |
| 3. The Superintendent should implement the plan with a reduction of four clerical support positions. | January 1998 |

FISCAL IMPACT

Based on average cost to the district of \$31,651 including fringe benefits, the reduction of four administrative support personnel will generate an annual cost savings of \$126,604.

Recommendation	1997-98	1998-99	1999-2000	2000-01	2001-02
Eliminate Four Clerical Support Staff Positions	\$63,302	\$126,604	\$126,604	\$126,604	\$126,604

FINDING

Although individual campuses produce annual school improvement plans, and these plans include mission statements, goals, and objectives for the school year, Hamilton County lacks a district-wide mission statement and a district-wide improvement plan. Therefore, no management process is in place to establish or assess the extent to which the district is accomplishing long-range systemic goals. MGT found the district to be characterized by its six small and geographically organized schools operating more as independent entities than as a "system" working together to maximize academic achievement of each student in the school district.

During interviews with school district personnel and in the public input phases of the review, MGT repeatedly received testimony about the strong feelings of the residents of the three Hamilton County cities (Jasper, Jennings, and White Springs) regarding their local schools. MGT was frequently told that most citizens of Jennings and White Springs would strongly oppose transporting students at any grade level to a more centralized instructional setting in Jasper, even if such transfers were done to provide a more effective and/or more efficient instructional delivery system for students.

RECOMMENDATION

Recommendation 4-6:

Develop a districtwide mission statement, strategic goals, objectives, and multi-year plans for achieving the goals and objectives.

Citizens of the three cities of Hamilton County must unite and put aside those local interests that inhibit the school district from providing more efficient and/or more effective instruction for all students in the county. To begin this process, the School Board must adopt a mission statement for the entire district and approve strategic goals, objectives, and plans in a multi-year district improvement plan. This plan should include centralization of instructional program delivery whenever such centralization would be in the best interests of the students and taxpayers of Hamilton County.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|----------------------------------|
| 1. The Board should call special meetings to receive public input leading to the adoption of a districtwide mission statement and long-range goals and objectives for district improvement. | Fall 1997 |
| 2. The Superintendent and her senior administrators should develop and submit to the Board a district improvement plan based on the Board-adopted mission statement, long-range goals, and objectives. | January-March 1998 |
| 3. The Board should review the district improvement plan, suggest modifications, as needed, and approve the final plan. | March - April 1998 |
| 4. The Board and Superintendent should work together to update the district improvement plan annually. | Ongoing beginning in Spring 1999 |
| 5. The Board should approve budgets for future fiscal years that are based on continued implementation of the district improvement plan. | Each Summer beginning in 1998 |

FISCAL IMPACT

None. This recommendation can be implemented using existing resources.

5.0 EDUCATIONAL SERVICE DELIVERY

In this chapter, MGT reviews educational service delivery in Hamilton County. The chapter is organized into four sections:

- 5.1 Program and Student Distribution Among Schools
- 5.2 Defining the Curriculum and Assessing Student Performance
- 5.3 Instructional Programs
- 5.4 Student Services

5.1 Program and Student Distribution Among Schools

CURRENT SITUATION

Hamilton County has six schools, all but two of which differ from any of the others in the programs they provide to students. Exhibit 5-1 shows that North Hamilton Elementary School (located in Jennings) and South Hamilton Elementary School (located in White Springs) both operate programs at 10 grade levels that begin with pre-kindergarten and go through grade eight. The other four schools are located in Jasper. They are Central Hamilton Elementary -- which has five grade levels (K - 4), Hamilton Middle School -- with four grade levels (5 - 8), Hamilton High School -- which has the four highest grade levels (9 - 12), and Greenwood School -- a special facility which has a pre-kindergarten program and also serves profoundly handicapped students from Hamilton and surrounding counties.

**EXHIBIT 5-1
STUDENT, TEACHERS, AND AIDES IN HAMILTON COUNTY**

Grade Level	North Hamilton Elementary	South Hamilton Elementary	Central Hamilton Elementary	Hamilton Middle School	Hamilton High School	Greenwood (Pre-K & ESE)	Total
Pre-K Students	11	20	0	0	9	62	102
Kindergarten Students	44	29	86	0	0	4	163
1st Grade Students	53	40	96	0	0	5	194
2nd Grade Students	42	28	99	0	0	1	170
3rd Grade Students	68	27	72	0	0	3	170
4th Grade Students	39	28	92	0	0	1	160
5th Grade Students	52	24	0	100	0	0	176
6th Grade Students	43	36	0	78	0	0	157
7th Grade Students	40	35	0	112	0	4	191
8th Grade Students	48	26	0	91	0	5	170
9th Grade Students	0	0	0	0	184	2	186
10th Grade Students	0	0	0	0	155	2	157
11th Grade Students	0	0	0	0	148	7	155
12th Grade Students	0	0	0	0	120	7	127
Total Students	440	293	445	381	616	103	2278
Teachers	24	20	27	23	40	10	144
Students/Teacher	18.3	14.7	16.5	16.6	15.4	10.3	15.8
Teacher Aides	9	5	10	6	5	15	50
Stu./(Tchrs.+ Aides)	13.3	11.7	12.0	13.1	13.7	4.1	11.7

Source: Hamilton County Schools MIS Office, January 30, 1997.

FINDING

As seen previously in Chapter 2 (Exhibit 2-10), in the most recent school year for which comparative statistics are available (1995-96), Hamilton County's ratio of students per classroom teacher (15.83) was less than that found in any of the comparison districts and much less than the statewide ratio (18.23). Exhibit 2-10 also shows that Hamilton County had one teacher aide for every 2.9 teachers, whereas the comparison districts' ratios ranged from one aide per 3.8 teachers to one aide per 7.4 teachers. The statewide figure was one aide per 4.5 teachers.

Some of the large differences between these ratios in Hamilton County and the comparison districts or the state as a whole are due to the relatively large instructional staff serving the unique but relatively small population of students at Greenwood School. Ten teachers and 15 teacher aides serve the 103 Greenwood students, with most teachers and aides serving the profoundly handicapped students at this facility. However, even at the other schools (with the exception of North Hamilton Elementary), the ratios of students per teacher are well below the statewide figure of 18.23.

MGT obtained and analyzed data from the current school year at Hamilton High School to illustrate teacher workloads as defined by class sizes. Exhibit 5-2 shows the numbers of students that were in high school classes each period during the first semester. As seen in the exhibit:

- Nearly all high school teachers taught five classes each day. Those who taught less than five periods had other duties assigned to them such as lunchroom supervision, or program-specific administrative assignments (e.g., management of the Air Force ROTC Program).
- Excluding the special education and Alternative Center teachers (who are expected to have small class sizes), 14 of the remaining 32 teachers (44%) had an average class size of less than 20 students.
- Of the 175 total classes, 43 (25%) had 15 or less students in the classroom, and 75 percent of the teachers had at least one class with 15 or less students.

To maintain the anonymity of individual teachers, Exhibit 5-2 does not show subjects taught by each teacher. It should be noted however, that teachers with the smallest average numbers of students per class were not confined to certain subject areas. MGT found small average class sizes in a variety of subject areas.

**EXHIBIT 5-2
TEACHER CLASS SIZE BY PERIOD AT HAMILTON HIGH SCHOOL
FIRST SEMESTER 1996-97**

Teacher Number	Period	No. Of Students	Average Student/Class	Teacher Number	Period	No. Of Students	Average Student/Class
1	2	12	16.6	7	1	17	18.5
	3	36			2	20	
	4	11		8	1	16	25.0
	5	15			2	12	
	6	9			4	40	
	Total	83			5	28	
2	1	21	25.0	6	29		
	2	32		Total	125	25.0	
	3	24		9	1	7	11.6
	5	17			2	13	
	6	31			3	18	
	Total	125			5	10	
3	1	21	21.2		6	10	
	2	19			*10	1	
	3	22		2		12	
	4	20		3		5	
	5	24		4		16	
	Total	106		5		8	
4	1	20	18.2	Total	51	10.2	
	2	10		11	1	22	16.8
	4	15			2	15	
	5	36			3	16	
	6	10			4	14	
	Total	91			Total	67	
5	1	16	25.6	12	1	15	14.8
	2	27			2	15	
	3	31			3	11	
	4	39			4	7	
	6	15			5	26	
	Total	128			Total	74	
6	1	9	22.6				
	2	15					
	3	36					
	5	25					
	6	28					
	Total	113					

**EXHIBIT 5-2 (Continued)
TEACHER CLASS SIZE BY PERIOD AT HAMILTON HIGH SCHOOL
FIRST SEMESTER 1996-97**

Teacher Number	Period	No. Of Students	Average Student/Class	Teacher Number	Period	No. Of Students	Average Student/Class
13	1	26	23.4	19	1	9	14.4
	2	22			2	22	
	3	15			5	24	
	5	19			6	10	
	6	35			7	7	
	Total	117			Total	72	
14	1	31	27.2		*20	1	
	2	10		2		6	
	3	32		3		11	
	4	45		5		13	
	6	18		6		8	
	Total	136		Total		50	
15	1	22	19.2	21	1	35	26.2
	3	15			2	21	
	4	21			3	31	
	5	22			4	18	
	6	16			6	26	
	Total	96			Total	131	
16	1	21	21.4	22	1	21	27.4
	2	23			2	21	
	3	15			3	34	
	4	13			4	31	
	6	35			6	30	
	Total	107			Total	137	
*17	1	7	9.2	23	1	14	29.8
	3	7			2	26	
	4	11			3	37	
	5	9			4	36	
	6	12			6	36	
	Total	46			Total	149	
18	1	33	27.6	24	1	18	22.6
	2	27			2	19	
	4	41			4	23	
	5	20			5	29	
	6	17			6	24	
	Total	138			Total	113	

**EXHIBIT 5-2 (Continued)
TEACHER CLASS SIZE BY PERIOD AT HAMILTON HIGH SCHOOL
FIRST SEMESTER 1996-97**

Teacher Number	Period	No. Of Students	Average Student/Class	Teacher Number	Period	No. Of Students	Average Student/Class		
25	2	20		31	1	27			
	3	10			2	5			
	4	8			3	19			
	5	26			5	11			
	6	23			6	19			
	Total	87			17.4	Total		81	16.2
26	1	13		32	4	22			
	2	27			5	21			
	3	26			6	9			
	5	34			Total	52		17.3	
	6	22		27	33	1	8		
	Total	122				24.4	3		13
27	2	14		4	16				
	3	22		5	21				
	4	23		6	10				
	5	29		Total	68		13.6		
	6	16		28	34		1	12	
	Total	104					20.8	2	
28	1	9		3	24				
	2	16		4	26				
	3	24		5	38				
	5	19		Total	121		24.2		
	Total	68		17.0	*35		1	8	
29	1	11		2		8			
	2	8		3		8			
	3	20		4		8			
	4	23		5		8			
	6	20		6		8			
Total	82	16.4	Total	48	8.0				
30	1	27		36	1	30			
	2	21			2	31			
	4	26			3	24			
	5	18			4	22			
	6	26			6	14			
	Total	118			23.6	Total		121	24.2
						Grand Total	3,422	19.7	

Source: Hamilton High School Guidance Office

Note: Teacher numbers marked with asterisks are special education or Alternative Center teachers. They have class sizes that average 10 or fewer students due to their students' special needs. Teachers responsible for off-campus supervision of students receiving on-the-job training or instruction at the juvenile detention facility are not included in this exhibit.

RECOMMENDATION

Recommendation 5-1:

Adjust teacher workloads and class sizes to reduce the number of instructional personnel needed to effectively deliver instruction.

The much smaller ratio of students to instructional staff (both teachers and aides) in Hamilton County schools compared to other similarly small districts is a major reason why Hamilton's per pupil expenses are over \$1,000 higher than any of the comparison districts (see Exhibit 2-17 in Chapter 2). During the 1997-98 school year, Hamilton needs to closely examine class sizes and teacher workloads in each of its schools to find ways to effectively reduce the number of instructional personnel beginning with the 1998-99 school year. With the exception of special education and alternative education, all classes should be required to have more than 15 students per teacher.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|--|
| 1. The School Improvement Team in each school that has less than 17 students per teacher should meet to develop acceptable ways of grouping grade levels or courses for the 1998-1999 school year to increase the ratio of students to teachers by at least one. | October-December 1997 |
| 2. The School Improvement Team in each school that has less than five teachers per teacher aide should meet to identify acceptable ways of grouping grade levels or courses for the 1998-1999 school year to increase the ratio of teachers to teacher aides by at least one. | October-December 1997 |
| 3. Through attrition or retirement, schools should reduce their instructional staff to conform with the increased student per teacher and teacher per teacher aide ratios developed in steps one and two. | Beginning with the 1998-99 school year |

FISCAL IMPACT

Although it is impossible to accurately determine which regular schools in Hamilton County will continue to have very low ratios of students to teachers or teachers to teacher aides in the upcoming school year, one can use this year's statistics (shown earlier in Exhibit 5-1) as a reasonable estimate of which schools will need to increase their ratios. Thus, with the exception of North Hamilton Elementary (which had 18.3 students per teacher in 1996-97), the other four regular schools (which all had less than 17 students per teacher), would each need to reduce their staff workload by at least one teacher beginning in 1998-99. All regular schools (except Hamilton High) had less than five teachers per teacher aide in 1996-97. Thus, one can conservatively estimate that these four schools would each need to reduce their staff by at least one teacher aide beginning in 1998-99.

These reductions in school staffing would produce savings that total \$245,804 per year beginning in the 1998-99 school year based on an average cost to the district (including fringe benefits) of \$38,230 per teacher and \$23,221 per teacher aide.

Recommendation	1997-1998	1998-1999	1999-2000	2000-01	2001-02
Eliminate Four Teachers	--	\$152,920	\$152,920	\$152,920	\$152,920
Eliminate Four Teacher Aides	--	\$92,884	\$92,884	\$92,884	\$92,884
Total savings	--	\$245,804	\$245,804	\$245,804	\$245,804

FINDING

The district's non-uniformity of school settings for students at various grade levels is not conducive to effective instructional management. For example, fifth grade is taught in two (but not all three) of the elementary schools, and the middle school also includes the fifth grade. Grades six through eight are found both in the middle school and at the two or the three elementary schools. Thus, coordination of instruction in several grade levels is unnecessarily complicated.

RECOMMENDATION

Recommendation 5-2:

Move the fifth grade classes now held at the middle school to Central Elementary School and make long-range plans to have all sixth, seventh, and eighth grade students in a middle school.

All fifth grade students belong in an elementary school. The fifth grade students now taught at the middle school could be accommodated at Central Hamilton Elementary beginning in the 1998-99 school year, if plans are formulated during the 1997-98 school year to re-allocate existing space at the elementary school. Making long-range plans to accommodate all students in grades six through eight in a middle school should evolve from implementation of Recommendation 8-2 in Chapter 8. When all these adjustments are implemented, instruction for elementary and middle school students can be more uniformly delivered and managed.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|-------------------------------------|
| <p>1. The Assistant Superintendent and Principals of Central Hamilton Elementary and Hamilton Middle School should meet monthly to plan and implement the successful transfer of the fifth grade program from the middle school to the elementary school.</p> | <p>November 1997 -
May 1998</p> |
|---|-------------------------------------|

- | | |
|---|---|
| 2. The fifth grade program should begin at Central Hamilton Elementary School. | August 1998 |
| 3. A phased-in transfer of middle school grade students from North Hamilton Elementary and South Hamilton Elementary to the middle school should begin in accordance with approved long-range facilities recommended in Chapter 8 of this report. | Timeline to be specified in district's long-range facilities plan |

FISCAL IMPACT

This recommendation can be implemented using existing resources. Costs associated with facility modifications are provided in Chapter 8.

5.2 Defining the Curriculum and Assessing Student Performance

CURRENT SITUATION

The staff of Hamilton County's Department of Instructional Services is responsible for defining the curriculum that should be taught to meet state standards and local policies. Most school districts develop and periodically update curriculum guides that define for teachers what should be taught in each program at each grade level. However, in Hamilton County science is the only subject area for which curriculum guides exist. Textbooks serve in lieu of curriculum guides in the other subject areas, but the Department plans to develop a mathematics curriculum guide during Summer 1997. The Department also is responsible for assessing student performance in districtwide programs and for evaluating the effectiveness of the various programs.

As shown previously in Chapter 2 (Exhibits 2-23 and 2-24), overall academic achievement of Hamilton County students is relatively low. In the most recent year for which comparative statistics are available (1995-96), Hamilton students' average scores on the reading and mathematics sections of the High School Assessment Test and their graduation rate were much lower than the average of the comparison districts and the statewide average.

Funding for the district to improve student academic performance is significantly enhanced by Federal Title I Part A funds, which provide \$686,584 for the current (1996-97) school year. These funds are used to pay for additional staff, equipment, and materials to provide supplemental instruction to students in Hamilton's elementary schools and middle school. As noted in the district's approved application for these federal funds, each of the four schools:

.... will plan and develop their own methods of assessing students' progress. The district office works collaboratively with schools to ensure appropriate assessment. Schools have elected to utilize such methods as school-developed criterion referenced tests, mid-semester progress reports, parent-teacher-student conferences, School

Improvement Team reports, as well as Parent Advisory Councils and parent, school, and community input in understanding and determining student performance.¹

The assessment and evaluation of student performance noted above involves two district-level administrators who report to the Director of Instructional Services. The Coordinator of Title I Basic and Migrant Education Programs directs the evaluation of the Title I program. The Coordinator of Assessment and Evaluation serves as the district's liaison with the DOE for the Florida Student Assessment Program, and is the coordinator of districtwide testing.

Curriculum planning also involves two district-level administrators. Job descriptions for the Coordinator of Title I Programs and for the Director of Instructional Services both include statements of responsibility for directing educational strategies to achieve desired outcomes for students.

FINDING

As shown in the MGT survey results presented in Chapter 3 (Exhibit 3-15), curriculum planning, program evaluation, research, and assessment were the functions that Hamilton County administrators identified as being most in need of improvement in the district. Three district-level administrators have overlapping responsibility for some of these functions. As stated in their job descriptions:

- The Director of Instructional Services directs planning, development, coordination, implementation and evaluation of all instructional programs. Thus, the Director is responsible for ensuring that needed programs of instruction are taught and for evaluating their effectiveness with students.
- The Coordinator of Title I Programs directs planning, development, implementation, and evaluation of the Title I Programs. (Since Title I Programs are "schoolwide" in all elementary schools and the middle schools, these functions overlap with the Director's responsibilities for programs in all schools except the high school). Thus, the Coordinator of Title I Programs also is responsible for ensuring that needed programs of instruction are taught and for evaluating their effectiveness with students.
- The Coordinator of Assessment and Evaluation is responsible for coordinating tests and for evaluating results of the district testing program. He also is the administrator in charge of administering and interpreting student performance standards. Thus, the Coordinator of Assessment and Evaluation is the third administrator in the Department of Instructional Services who is responsible for evaluating student performance outcome measures.

¹ Fiscal Year 1997 Title I Part A application from Hamilton County School District, June 24, 1996.

Having three district-level administrators with primary responsibility for helping schools to improve the way regular students are taught and/or evaluating the extent to which instruction has been effective has not produced cost-effective outcomes.

RECOMMENDATION

Recommendation 5-3:

Consolidate responsibility for districtwide curriculum coordination and for coordination of the Title I Programs under one administrator and for assessment and evaluation of district programs under another administrator.

There is no need for separate administrators responsible for curriculum coordination and for coordination of Title I Programs in small districts like Hamilton County where all elementary and middle school students are eligible for Title I services. The function of coordinating optimal instructional resources for all regular students in grades K - 8, can and should be the responsibility of one person. By having one administrator responsible for both the normally available curricular resources and the supplemental personnel and material resources of the Title I Program, the district will have a more efficient approach to curriculum management. One-half of the cost of the position should be funded through Title I funds, with the other half of the cost funded by the district.

Primary responsibility for assessment and evaluation of district programs should be assigned to one administrator, rather than divided among three administrators, which is the current situation. Further, this function should operate independent of the Department of Instructional Services, to prevent conflicts of interest. The Coordinator of Assessment and Evaluation should report directly to the Assistant Superintendent. Evaluation services required for the Title I Programs and for other programs can be requested from the Coordinator of Assessment and Evaluation through the Assistant Superintendent.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Superintendent should announce plans to reorganize the Department of Instructional Services effective in January 1998. This reorganization would consolidate responsibility for curriculum coordination and the Title I programs under one administrator and would transfer the position of Coordinator of Assessment and Evaluation to the office of the Assistant Superintendent. August 1997
2. The Assistant Superintendent should oversee the development of new job descriptions for the Director of Instructional Services and for the Coordinator of Assessment and Evaluation. October - November 1997

3. The Superintendent should select an individual best qualified to serve in the revised role of Director of Instructional Services and Title I Programs.

January 1998

FISCAL IMPACT

Implementation of Recommendation 5-3 will result in a net savings of \$61,968 annually beginning in 1998-99 as shown in the figures below, which include salaries and benefits.

Recommendation	1997-1998	1998-1999	1999-2000	2000-01	2001-02
Create Position of Director of Instructional Services and Title I Programs	(\$35,925)	(\$71,851)	(\$71,851)	(\$71,851)	(\$71,851)
Eliminate Two Former Positions	\$66,945	\$133,891	\$133,891	\$133,891	\$133,891
Net savings	\$31,020	\$62,040	\$62,040	\$62,040	\$62,040

FINDING

Survey data summarized below in Exhibit 5-3 reveal that compared to other school districts MGT has surveyed, much smaller percentages of teachers and administrators in Hamilton County believe that the overall quality of public education in the district is *good or excellent*.

**EXHIBIT 5-3
COMPARISON OF SURVEY RESPONSES FROM TEACHERS AND
ADMINISTRATORS IN HAMILTON COUNTY AND IN OTHER SCHOOL DISTRICTS
REGARDING QUALITY OF EDUCATION**

MGT Survey Item	Percent Giving a “Good” or “Excellent” Rating	
	Survey Responses from Hamilton County	Survey Responses from Other School Districts
Teachers’ ratings of the overall quality of public education in their school district	42%	70%
Administrators’ ratings of the overall quality of public education in their district.	62%	87%

Source: MGT Survey Results.

¹ Administrators includes central office administrators and principals

MGT found two factors that may account for the relatively poor ratings of the quality of education in Hamilton County given by its teachers and administrators. First, as mentioned in the "Current Situation" above, curriculum guides are virtually non-existent in the district. Thus, other than textbooks, there is no blueprint for teachers to use to ensure they are providing the instruction needed by students in each subject at every grade level. Teachers do not know what students' former teachers were expected to have taught and what students' future teachers will be expecting the current teacher to be teaching.

Second, there is no comprehensive policy to assure that all major programs in the district are systematically evaluated. Thus, ineffective instructional materials or methodologies may continue to be used without being identified as being unacceptable and in need of change.

RECOMMENDATION

Recommendation 5-4:

Improve the quality of instruction through the development and use of curriculum guides and by requiring periodic evaluation of all programs.

Curriculum guides that define the scope and sequence of learning in all subjects from kindergarten through high school are essential tools needed by teachers to do their job effectively and efficiently. Likewise, periodic program evaluation is an essential feature needed in any district that wishes to be accountable to the community for the resources it is using to instruct students.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|------------------------------|
| 1. The Director of Instructional Services should proceed with plans to develop the curriculum guide for mathematics. | Summer 1997 |
| 2. The Director should develop or adapt curriculum guides developed by other districts for the remaining subject areas. These guides should be aligned with the Sunshine State Standards. | Ongoing beginning in 1997-98 |
| 3. The School Board should develop and adopt a program evaluation policy that requires all programs to be evaluated at least every five years and program changes to be made based on the evaluations. | July - September 1997 |

FISCAL IMPACT

This recommendation can be implemented using existing resources.

5.3 Instructional Programs

CURRENT SITUATION

Although Hamilton County is one of the smallest school districts in Florida, its schools offer sufficient programs to meet all local, state, and federal requirements, and all are accredited by the Southern Association of Colleges and Schools. The greatest difference between program offerings in small districts and large districts can be seen at the high school level. Hamilton High School offers a total of 113 different courses to its students. Some of the largest school districts in the country offer their high school students a selection of over 300 different courses.

The district not only offers college preparatory courses for its students, including dual enrollment classes in which students can earn college credit, but also prepares students for the transition from school to work. Vocational programs offered by the district include general technology studies plus agri-technology, food science technology, construction technology and applied mathematics. A dual enrollment agreement is in place that allows high school juniors and seniors to attend the Suwannee Hamilton Vocational-Technical School for programs not offered by the district.

FINDING

During the period of this performance review, the Hamilton County School Board increased the length of the school day by approving the conversion of the high school schedule from the current six periods that each provided between 50 and 54 instructional minutes to four 90-minute periods beginning with the 1997-98 school year. The change will add 30 minutes of instructional time each day not only at the high school, but at the other schools as well, due to the uniform bus schedule that is followed.

The impetus to change the structure of the school day at the high school was led by Hamilton County staff who researched the implementation of such restructuring in other school districts and found improved opportunities for learning and general acceptance by teachers.

COMMENDATION

The School Board and district administrators are commended for extending the amount of instructional time that students will receive beginning in 1997-98.

Research has shown that the amount of time spent learning is directly related to improved student achievement. By increasing learning time for all students, the district will be providing more opportunities for students to learn and to improve their current status of having relatively poor achievement compared to students in other Florida school districts.

FINDING

Hamilton County has joined Madison, Lafayette, Jefferson, and Suwannee Counties and North Florida Junior College to form a Tech Prep consortium. Tech Prep is an educational reform initiative that provides an integrated program of study from high school through an associate degree in college that qualifies students for technical occupations of the future.

COMMENDATION

Hamilton County School District is commended for its participation in the Tech Prep Consortium.

Tech Prep is one of the cornerstones of recent School-to-Work initiatives that prepare students for careers in a highly technological world. By offering Tech Prep programs to Hamilton County students, the district is providing a valuable option for those students who are desire good career opportunities that do not require a baccalaureate degree.

FINDING

MGT's interviews with high school and district-level staff revealed that the vocational program at the high school has evolved over the years from one that was highly focused on preparing students for agricultural or blue collar careers to one that is highly business and technology oriented. Management responsibility for most of the vocational program also has shifted from the central office to the high school vocational department during the recent era of site-based management. At the high school, the Vocational Department Chairperson and the Business Academy Coordinator share responsibility for managing most vocational programs. The need for having both district-level and school-level managers and support staff for the vocational program is no longer justified.

Recommendation 5-5:

Consolidate responsibility for management of all vocational programs under an Assistant Principal for Occupational Education at the high school.

There is a critical national need for effective vocational education programs to serve the majority of high school graduates who will not go on to earn a baccalaureate degree. The importance of vocational education for today and tomorrow's increasingly high-tech jobs requires high schools to provide and manage effective vocational programs that articulate with postsecondary programs leading to associate degrees.

In small, single high school districts like Hamilton County, management of the vocational program is most cost-effectively done directly at the high school level, without the need for another layer of administration at the district office level. Support to the middle school's vocational program also should be provided by the assistant principal.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|---|
| 1. The School Board should create the position of Assistant Principal for Occupational Education at Hamilton High School and eliminate the positions of Coordinator of Vocational Technical and Adult Education (VTAE) in the Department of Instructional Services and Business Academy Coordinator at the high school. | To become effective at the beginning of the 1998-99 school year |
| 2. The Assistant Superintendent should coordinate development of the job description for the new assistant principal with the assistance of the high school principal and the vocational program faculty. The position description should include management of all vocational programs including coordination of the Business Academy, Tech Prep Program development, and Adult Education. | October-December 1997 |
| 3. The Administrative Assistant for Personnel should advertise the position opening for the Assistant Principal for Occupational Education. | January - February 1998 |
| 4. The high school principal and school improvement team should select the best candidate for the position, and the School Board should approve the appointment. | To become effective at the beginning of the 1998-99 school year |
| 5. The position of Administrative Secretary formerly in the office of the Coordinator of VTAE, should be transferred to the new Assistant Principal for Occupational Education. | To become effective at the beginning of the 1998-99 school year |

FISCAL IMPACT

The elimination of the position of Coordinator of VTAE in the Department of Instructional Services and the position of Business Academy Coordinator at the high school will result in a savings of \$104,498 including salaries and benefits beginning in 1998-99. Adding the position of Assistant Principal for Occupational Education that same year will cost the district \$55,098 for salary and benefits. The net annual savings will be \$49,400.

Recommendation	1997-1998	1998-1999	1999-2000	2000-01	2001-02
Eliminate Coordinator of VTAE	--	\$64,196	\$64,196	\$64,196	\$64,196
Eliminate Business Academy Coordinator	--	\$40,302	\$40,302	\$40,302	\$40,302
Create Assistant Principal for Occupational Education	--	(\$55,098)	(\$55,098)	(\$55,098)	(\$55,098)
Net savings	--	\$49,400	\$49,400	\$49,400	\$49,400

5.4 Student Services

CURRENT SITUATION

Hamilton County has a guidance counselor and a nurse at each of the five regular schools, and serves counseling and health needs of students at the Greenwood facility on an as-needed basis. The district-level Coordinator of Assessment and Evaluation is a certified school psychologist and provides psychological evaluation services as needed by students in the district. Additionally, this coordinator serves as the contact person with the DOE on student services issues.

Through a School Health Services Grant from the Florida Department of Health and Rehabilitative Services and Florida DOE, the district has staffed a full service clinic on the campus of the high school to provide health and social work services to students there and to provide the licensed practical nurses at the other schools.

FINDING

MGT's surveys found that 100 percent of the administrators and 84 percent of the teachers in Hamilton County agree or strongly agree that *sufficient student services are provided in the district*. In other school districts MGT has surveyed an average of only about 55 percent of the administrators and teachers believe that their district provides sufficient student services. This very large difference in survey results from Hamilton County and other districts demonstrates how exceptionally well-pleased administrators and teachers are with student services in Hamilton County.

COMMENDATION

Hamilton County School District is commended for the excellent student services provided by its guidance counselors, school psychologist, social worker, and nurses.

Providing quality student services helps students to do their best in school. Counselors and psychologists ensure that students are placed in appropriate classes. The social worker helps students to receive needed social services. The nurses treat hundreds of students each year for illness, injury, and provide health education and preventive care, thus reducing absenteeism.

6.0 PERSONNEL MANAGEMENT

The human resource development functions of the Hamilton County School District are reviewed in this chapter, which is organized into the following sections:

- 6.1 Personnel Administration
- 6.2 Recruitment and Employment of Personnel
- 6.3 Salaries and Employee Benefits
- 6.4 Job Descriptions
- 6.5 Employee Appraisal System
- 6.6 Staff Development

6.1 Personnel Administration

CURRENT SITUATION

Unlike larger school districts, Hamilton County does not have a self-contained "Personnel Department." Instead, the personnel functions are one of several functions for which the Assistant Superintendent for Administration is responsible. Personnel records are maintained by one person, the Administrative Assistant for Personnel. She reports directly to the Assistant Superintendent, and her office adjoins his office to facilitate communication and supervision.

The Administrative Assistant for Personnel is responsible for compiling the new employee application paperwork as well as filing and maintaining all personnel records in a secure environment, as required by the State. With a turnover of only 41 employees in the last two years, the Administrative Assistant's duties are mainly focused on maintenance of records and required reporting on existing personnel.

The Assistant Superintendent has managerial responsibility over all personnel services, and these include:

- recruitment and employment;
- reappointment and reassignment;
- performance appraisal systems;
- employee records management;
- workers' compensation;
- employee counseling;
- employee benefits;
- employee orientation;
- staff development and training; and
- direction of the staffing plan and oversight of personnel adjustments.

Additionally, the Assistant Superintendent serves as the chief negotiator for management in collective bargaining agreements. He also administers all aspects of the instructional and non-instructional contracts including violations and grievances.

Only the Superintendent, Assistant Superintendent, and Administrative Assistant for Personnel have immediate access to personnel files. Employees may review their own personnel files, as may their supervisors, but may do so only within the office of the Administrative Assistant, and only after signing a form in the individual file indicating that the file had been reviewed.

FINDING

MGT's review of a random sample of personnel records revealed that they were complete, secure, and appropriately maintained. The Administrative Assistant for Personnel also demonstrated that frequently needed, non-confidential information about each employee was quickly accessible through an automated system.

Unlike many school districts, the staff development records in Hamilton County are not maintained by the personnel office. Instead, both instructional and non-instructional staff development tracking is done by the Director of Instructional Services.

RECOMMENDATION

Recommendation 6-1:

Transfer responsibility for maintenance of staff development records to the Administrative Assistant for Personnel.

Maintaining staff development records is a clerical function that is more appropriately assigned to the Personnel Office than to the Director of Instructional Services. By having staff development records as part of each employee's personnel files, they become more comprehensive and provide one central location where all required personnel information about each employee is accessible.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|-------------------------------------|
| 1. The Director of Instructional Services should transfer all staff development records from her office to the Administrative Assistant for Personnel and train her to maintain and retrieve these records. | July - August 1997 |
| 2. The Assistant Superintendent should oversee the successful transition of responsibility for staff development records. | July - August 1997 |
| 3. The Administrative Assistant for Personnel should produce reports on staff development of individual employees as needed, upon request of the individual employee or their supervisors. | Ongoing beginning in September 1997 |

FISCAL IMPACT

None. This recommendation can be implemented using existing resources.

6.2 Recruitment and Employment of Personnel

One of the major functions of the Personnel Services Department is recruiting and employing professional personnel and support staff for authorized positions in all departments and schools.

CURRENT SITUATION

Exhibit 6-1 provides a breakdown of positions held by employees of the Hamilton County School District as of January 1997.

**EXHIBIT 6-1
HAMILTON COUNTY SCHOOL DISTRICT
EMPLOYEES BY JOB CATEGORY
JANUARY 1997**

CATEGORY NUMBER	CATEGORY NAME	HEADCOUNT OF INDIVIDUALS IN POSITION
00	Board Member	5
01	District-Based Administrator (Instructional)	2
02	District-Based Administrator (Non-Instructional)	2
03	School-Based Administrator (Principal)	6
04	School-Based Administrator (Assistant Principal)	1
05	District-Based Manager (Instructional)	4
06	District-Based Manager (Non-Instructional)	5
07	Instructional Personnel (Regular Classroom Teacher)	145
10	Instructional Personnel (Pupil Personnel Services)	12
11	Instructional Personnel (Library/Media Specialists)	4
12	Instructional Personnel (Other Instructional Staff)	10
13	Instructional Personnel (Instructional Aides)	52
14	Education Support Personnel (Other Professional Staff)	9
15	Education Support Personnel (Technicians)	1
16	Education Support Personnel (Clerical/Secretarial)	38
17	Education Support Personnel (Skilled Craft)	3
18	Education Support Personnel (Service)	86
	Total	385

Source: Hamilton County School District MIS Office, 1997.

Notes: The district does not use Categories 8 or 9. Category 12 includes various positions such as athletic director, coach, speech/language pathologists, teachers on special assignment, etc. Category 14 includes nurses and an attendance assistant. Category 18 includes custodians, food service workers, bus drivers, mechanics, maintenance workers, etc.

As shown previously in Chapter 2 (Exhibit 2-6), when compared to similar small districts in North Florida or to the state as a whole, Hamilton County has a greater disparity in the representation of minorities on its payroll (31 percent overall, and only 23 percent in professional positions) relative to the representation of minorities in the student population (55%).

FINDING

The lack of a minority recruitment plan in the district reinforces perceptions that the district is not doing all it could do to reduce the large gap between the percentage of minority employees in professional positions and the percentage of minority students.

Survey data presented in Exhibit 6-2 reveal that compared to other school districts MGT has surveyed, a much larger percentage of teachers and administrators in Hamilton County believe that the district needs to improve in the area of personnel recruitment.

**EXHIBIT 6-2
COMPARISON OF SURVEY RESPONSES FROM TEACHERS AND
ADMINISTRATORS¹ IN HAMILTON COUNTY AND IN OTHER SCHOOL DISTRICTS
TO SURVEY ITEM REGARDING PERSONNEL RECRUITMENT**

MGT Survey Item	(% Needs Some or Major Improvement)/ (% Adequate or Outstanding)	
	Survey Responses from Hamilton County	Survey Responses from Other School Districts
Teachers' ratings of personnel recruitment function in their district	53/23	30/38
Administrators' ratings of personnel recruitment function in their district.	62/23	40/47

Source: MGT Survey Results.

¹ Administrators includes central office administrators and principals

MGT's interviews with district personnel also reveal that Hamilton historically has been biased against hiring personnel from outside the county to fill vacant positions. Therefore, it should not be surprising that over half (53%) of Hamilton County teachers surveyed, compared to just over a third (36%) of the teachers in other districts, believe that *some improvements* or *major improvements* are needed in personnel selection for positions (see Exhibit 3-22 in Chapter 3 for more details).

RECOMMENDATION

Recommendation 6-2:

Improve personnel recruitment and selection by developing and implementing a minority recruitment plan and by actively seeking candidates from both Hamilton County and other counties/states to fill vacant positions.

Minority students in Hamilton County account for over one-half of the student population, yet they see minorities representing less than one-third of the total district staff and only 23 percent of the professional staff. By implementing a minority recruitment plan and actively seeking candidates for open positions from other counties and states, the district will provide a more multi-cultural learning environment to students and increase the variety of adult role models for both minority and non-minority students.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Board should develop and adopt a policy that requires: (1) a minority recruitment plan and an annual report to the Board by the administration regarding the extent to which goals of the plan are being accomplished; and (2) widespread geographic dissemination of information regarding professional position openings. Summer 1997
2. With input solicited from all other administrators, the Assistant Superintendent should develop the minority recruitment plan which should include both long-range and short-term goals and objectives, and an action plan for accomplishing each objective. Fall 1997
3. Upon review and approval of the minority recruitment plan by the Superintendent, the plan should be implemented and updated annually, as needed. Ongoing beginning in January 1998
4. The Administrative Assistant for Personnel should advertise all professional position openings electronically through DOE's Florida Information Resource Network (FIRN) including e-mailing notices of professional position openings to (1) all Florida District Superintendents, (2) the Florida Association of School Administrators, and (3) the two state-level offices of the teacher unions (FTP-NEA and AFT). All notices should include a statement encouraging readers to share the information with potentially interested professionals within and outside of the State of Florida. Ongoing beginning September 1997

FISCAL IMPACT

This recommendation can be accomplished within existing resources.

6.3 Salaries and Employee Benefits

Competitive salaries and fringe benefits, such as retirement and health benefits, are keys to attracting and retaining highly qualified and competent professional staff and employees.

CURRENT SITUATION

Salaries for administrators and support personnel are determined by pay grades and steps based on the number of years of experience.

The Hamilton County Education Association is the negotiating agent for all certified members of the instructional staff. A three-year agreement between the association and the school board was signed on July 1, 1994, and will expire on June 30, 1997.

A Hamilton County teacher with a bachelor's degree earns from \$22,063 with no experience to \$34,860 with 25 or more years of experience. Teachers holding master's, specialists', or doctoral degrees, have an additional \$2,500, \$3,500, or \$4,000, respectively, added to their base salaries. Teachers who perform extra duties such as coaching or serving as a school-related club sponsor also receive additional salary supplements that range from \$500 to \$2,500.

The district provides a comprehensive benefits package that includes health and life insurance (described in Chapter 9) and the Florida Retirement or Teacher Retirement Systems. Twelve-month employees accrue 1.5 days of vacation per month and vacation leave balances carried forward into a new fiscal year cannot exceed 30 work days. Sick leave is accrued by all employees at one day credit for each month of employment. Terminal pay at retirement or death benefits to a deceased employee's beneficiary include accrued vacation leave plus some or all accrued sick leave, depending on the number of years of service.

As of February 1997, 57 employees had 25 or more years of service with the school district. Of these, 26 had 30 or more years of service.

FINDING

As seen previously in Chapter 2 (Section 2.8) the average salary of a Hamilton County School District teacher was about \$5,600 less than the state average and about \$1,100 less than the average of Hamilton County and five other rural North Florida counties in 1996, the most recent year for which comparative salary data are published by the Florida Department of Education. Thus, teacher salaries in Hamilton County are not competitive with those of other counties.

RECOMMENDATION

Recommendation 6-3:

Apply some of the savings realized from implementing recommendations in this report to increase teacher salaries.

To attract and maintain quality teachers Hamilton County teacher salaries need to be more competitive with those of similar rural counties in Florida. To do so, Hamilton County should increase the average salary of teachers by about \$1,100 to bring it up to the average of the six comparison districts shown previously in Exhibit 2-13.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|-----------------------------------|
| <p>1. The School Board should meet to review all recommendations in this report and decide which recommendations to adopt as prescribed, which ones to adopt following some modifications, and which ones to disregard.</p> | <p>Summer 1997</p> |
| <p>2. In the annual budget development process, the Board should include fiscal implications of decisions made as a result of Strategy 1, above, including decisions regarding increases in teacher salaries that could be funded through savings realized from the implementation of recommendations in this report.</p> | <p>Annually beginning in 1998</p> |

FISCAL IMPACT

Increasing the average salary of Hamilton’s 145 teachers by \$1,100 will cost the district \$159,500 in salaries plus \$40,003 for increased benefit costs or \$199,503 total per year beginning in 1998-99.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Increase Teacher Salaries	- 0 -	(\$199,503)	(\$199,503)	(\$199,503)	(\$199,503)

FINDING

Although the salary schedule for administrators allows for additional compensation to be given to individual administrators under special circumstances, the district has done so only once in recent years. That was done to provide greater equity in the salaries of department directors. No additional compensation (i.e., bonuses) are given to administrators as a reward for outstanding and cost-effective operations.

RECOMMENDATION

Recommendation 6-4:

Provide annual bonuses of up to \$2,000 to administrators who identify and effectively implement major cost-saving practices or “re-engineer” existing practices to be significantly more cost-effective.

Since the district is struggling financially (as documented in Chapter 10 of this report), every reasonable effort to encourage more cost-effective operations should be pursued. Awarding bonuses in amounts related to the dollars individual administrator’s save the district through more cost-effective operation of their assigned areas is one way to maintain a much-needed focus on reducing district expenditures.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|--|
| 1. The Superintendent should develop an incentive pay plan for administrators in which those who demonstrate cost savings through new or improved processes or procedures will be awarded supplemental (bonus) pay. The amount of the bonus should be the lesser of \$2,000 or two percent of the total cost savings realized by the district as a result of the more cost-effective operations implemented by the administrator within a period of time specified in the Superintendent’s incentive pay plan. | July - September
1997 |
| 2. The Director of Business Affairs should authorize payment of bonuses following documentation of savings generated and actually realized in the prior fiscal year through new or improved operations by individual administrators | Annually beginning in
December 1998 |

FISCAL IMPACT

Estimates of cost savings generated by the incentive pay plan cannot be specified at this time. However, the cost of bonus pay would be two percent or less of the total savings generated by the plan.

6.4 Job Descriptions

Written job descriptions help employees and their supervisors know what duties and responsibilities are assigned to each of the different positions in a school district. Complete job descriptions also should show the reporting and supervisory relationships of each position.

CURRENT SITUATION

The Assistant Superintendent is responsible for the preparation, revision, and maintenance of job descriptions for all district positions. He maintains the job descriptions in a three-ring binder which is stored in his office.

FINDING

MGT's review of the centrally-maintained job description binder revealed that many job descriptions were outdated or incomplete, and for some positions no description was found in the binder. District administrators were aware of the deficiencies in the job descriptions and reported to MGT that a complete update/revision was planned to be completed by next year.

RECOMMENDATION

Recommendation 6-5:

Update all job descriptions that are not current or complete, and ensure that the revisions include changing roles and responsibilities that may occur as a result of implementing recommendations in this report.

Although the district has begun the process of updating job descriptions, a deadline for the completion of this task needs to be established, and plans for annual updates, as needed should be made.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|-------------------------------|
| 1. The Assistant Superintendent should establish a process and timeline for the review and updating of all job descriptions that have not been updated within the past year. | July 1997 |
| 2. The Assistant Superintendent should certify that all job descriptions are accurate and current at the beginning of each school year. | Each August beginning in 1998 |

FISCAL IMPACT

This recommendation can be implemented using existing resources.

6.5 Employee Appraisal System

Like any other employer, school districts need a sound appraisal systems to assess employees' performances, to provide directions for their professional growth, and to make appropriate decisions regarding retention of employees.

CURRENT SITUATION

Hamilton County School District Board Policies 3.31 and 4.22 require annual evaluations of instructional and non-instructional employees, respectively. Since Board members and the Superintendent are all elected officials they are exempted from personal evaluations. Copies of all other employees' most recent written evaluation reports are kept in a sealed envelopes maintained in each individual's personnel file. Each appraisal instrument is unique to that position classification.

Three different appraisal/evaluation forms are used for the annual reviews of district employees.

- A four-page form is used for administrative and supervisory personnel. This form allows the both employee and his/her supervisor to compare their ratings of the employee in terms of performing *below*, *at*, or *above* expectations on 16 different factors. It also provides for summary comments about accomplishment of objectives, an overall rating, and comments from both the employee and the supervisor regarding the performance appraisal.
- A one-page form is used for teachers. It requires the principal to rate the teacher on 35 factors using ratings of *satisfactory*, *needs improvement*, *unsatisfactory*, or *not applicable* for each factor. The form also requires comments for each *needs improvement* rating, an indication of whether the teacher's performance is *improving*, *consistent*, or *declining* since the last report. An Evaluator/Teacher Conference Record Form must be completed for all *unsatisfactory* marks on an evaluation form.
- A simple one-page form is used for the annual evaluation of non-instructional personnel who are not in supervisory positions. Supervisors use the form to rate their employees on 20 factors using a five-point rating scale where a rating of one indicates *poor* and a rating of five indicates *excellent*.

FINDING

None of the employee evaluation instruments used by the district encourages supervisors to specify actions their subordinates should take or behaviors that they should modify to improve their service to students, parents, fellow employees, or others with whom they interact as part of their job responsibilities. Thus, the annual evaluations do not provide adequate guidance for the improvement or professional growth of employees.

RECOMMENDATION

Recommendation 6-6:

Revise the annual employee appraisal/evaluation forms.

All employee appraisal/evaluation forms should include a section that requires the supervisor to list specific actions that the subordinate should take or behavior that he/she should change that should result in improved performance in the coming year. This revision to the evaluation forms will make the employee appraisal process more focused upon improvement and professional growth of all employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|----------------------------|
| 1. All Principals should meet to review and revise the teacher appraisal instrument including the addition of the section(s) requiring the specification of employee improvement strategies. | October 1997 |
| 2. The Superintendent should appoint a committee of supervisors of non-instructional personnel who should meet to review and revise the non-instructional personnel evaluation instrument including the addition of the section(s) requiring the specification of employee improvement strategies. | October 1997 |
| 3. The Superintendent and the Department Directors should meet to review and revise the performance appraisal instrument used for administrative and supervisory personnel including the addition of the section(s) requiring the specification of employee improvement strategies. | October 1997 |
| 4. Administrators should distribute copies of the revised evaluation instruments to their subordinates, and notify them of use of the new instruments at the end of the school year. | December 1997 |
| 5. In their annual evaluation of their employees, all administrators should include an assessment of the extent to which the each employee implemented the specifications for improvement (if any) found in the employee's evaluation form from the previous year. | Annually beginning in 1999 |

FISCAL IMPACT

Implementation of this recommendation can be done at additional no cost to the district using existing resources.

6.6 Staff Development

The State of Florida mandates that school districts provide professional development and in-service training to school district personnel.

CURRENT SITUATION

Most staff development in the Hamilton County School District is given to district employees through regional providers such as the Crown Consortium (based in Gainesville), and the FDLRS/Gateway regional office which is housed on the campus of Hamilton Middle School. However, the Assistant Superintendent provides professional orientation to beginning teachers as well as the Hamilton County-specific staff development for principals. As noted previously in Chapter 4 (and recommended to be moved to the Administrative Assistant for Personnel), staff development tracking of all employees is currently the responsibility of the Director of Instructional Services.

FINDING

Only 31 percent of the Hamilton County administrators give staff development an *adequate* or *outstanding* rating, compared to such ratings given by 50 percent of the administrators in other school districts MGT has surveyed. This is perplexing, given that about 90 percent of Hamilton's administrators (compared to about 60 percent in other districts), believe that the district is doing a *good* or *excellent* job of *providing opportunities* for teachers and administrators to improve their skills. It appears that while the opportunities for staff development are abundant, the quality and/or usefulness of actual staff development activities may be deficient. Since most staff development is provided outside the district, it is difficult to assess or control quality. The district does not routinely get the results of evaluations of individual staff development sessions attended by Hamilton County employees.

RECOMMENDATION

Recommendation 6-7:

Obtain evaluation reports on all staff development activities attended by Hamilton County School District employees and find alternative staff development for sessions that are not effective.

District employees need to know that the time they spend and the money the district spends in staff development is a good investment. District administrators need to be able to identify ineffective staff development activities and avoid their participation by Hamilton County employees. By insisting on receiving thorough evaluation reports on all staff development received by district employees, the district will begin the process of providing better staff development for its employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|-------------------------------------|
| 1. The Assistant Superintendent should develop a form letter to be sent to outside agencies that are potential providers of staff development for district employees. The letter should inform the potential providers that the district requires an evaluation report on each staff development session attended by Hamilton County employees, and that the district determines continued use of the staff development provider based on past evidence of effectiveness. | Ongoing beginning in August 1997 |
| 2. The Assistant Superintendent should solicit informal feedback from all employees after they return from staff development activities. | Ongoing beginning in August 1997 |
| 3. Based on evaluation data from staff development activities including informal feedback from employees, the Assistant Superintendent should identify those staff development activities that are commendable as well as those that the district will no longer support. | Ongoing beginning in September 1997 |

FISCAL IMPACT

Implementation of this recommendation can be done with existing resources.

7.0 COMMUNITY INVOLVEMENT

As Florida schools move forward with the implementation of school improvement and accountability, meaningful involvement of the community is essential. Community resources that are applied efficiently and wisely can greatly strengthen the quality of education while at the same time enhance the significance and value of schools to their communities. Increases in community involvement are important if school districts are to be able to face the challenge to improve student outcomes within tight financial restraints.

Students who are prepared to work can improve a community's economic quality of life. By the same token, the input of business and industry needs into school programs can align the community's work force with public education.

For a school district to receive the level of support from county taxpayers that is necessary to sustain quality and ensure future growth, it must find effective ways to involve the different segments of the community. Of particular importance to improve student outcomes is the participation of parents, volunteers, and business partners in the schools.

This chapter discusses those community involvement components in place at Hamilton County Public Schools, to include business partnerships, school volunteers, school advisory councils known as School Improvement Teams (SIT) PTAs, and a parent involvement program through Title I. Because an involved community is an informed one, the chapter also analyzes communications functions at the district.

The chapter is organized as follows:

- 7.1 Business and Community Involvement
- 7.2 Volunteers
- 7.3 Parent and Family Involvement
- 7.4 Communications

7.1 Business and Community Involvement

CURRENT SITUATION

Hamilton County is a community of 12,000 with a low population density of 23:1. Classified as economically depressed; a majority of the students qualifies for the federal free and reduced lunch program. Four of the district's six schools receive federal Title I funds to help supplement instruction.

Although Hamilton County may be classified as economically depressed, it does have business resources and they are somewhat involved in the schools. Business presence in the county includes several banks, grocery and drug stores, and hardware and feed stores. The county has a large number of churches and civic associations, as well as a state correctional facility. The county's largest employer, PCS Phosphate, Inc.

(formerly Occidental Mining Corporation), was the school district's major business partner through its Youth Motivator Program, a mentoring and tutoring program. However, the Youth Motivator Program was eliminated in 1993 when the company was forced to downsize. The company has recently been stabilized and employs from the local labor force. Barnett Bank of North Central Florida also had a tutoring and mentoring program, which it also discontinued.

Most school partnering done by businesses in Hamilton County is through direct teacher contact with the business and their response, usually in the form of a direct donation of money or equipment. For example, First Federal Savings of Florida donated \$5,000 worth of exercise equipment to the Community Wellness Center at South Hamilton Elementary School.

Some businesses advertise in baseball games and also have their advertisements printed in the program for football games or take out ads in the high school yearbook. Several Hamilton County businesses, individuals and civic associations contribute to the high school scholarship program managed through the Scholarship Committee at the Hamilton County High School guidance department. Exhibit 7-1 shows the monetary donations to the scholarship program, by donor, amount, and special criteria for the last two school years.

Florida statutes allow public school boards the opportunity to create educational foundations as private, non-profit "direct support organizations" to raise funds for schools. The foundations are created to increase the level of corporate and philanthropic giving and to leverage supplemental funding for the schools.

The Hamilton County School District has started an educational foundation which is managed by the principal at Central Hamilton Middle School. The Hamilton County Education Foundation awards mini-grants for classroom teachers, hosts an annual faculty/staff reception, and sponsors the Employee/Teacher of the Year award.

A teacher on special assignment coordinates the Business and Industry Academy at the high school. Application has been made for Hamilton County Public Schools, through the Business and Industry Academy, to join five neighboring counties in a School-to-Work and Tech Prep consortium. The consortium would place students for training in businesses and industries throughout the six-county region.

**EXHIBIT 7-1
HAMILTON COUNTY PUBLIC SCHOOLS SCHOLARSHIP PROGRAM,
BY DONOR AND AMOUNT, 1994-1996**

Scholarship	1994-1995, by Donor and Amount	1995-1996, by Donor and Amount
Abraham Jackson Memorial	\$500	\$500
Alabama State University	\$62,200	\$0
Alpha Delta Kappa	\$500	\$500
Alpha Kappa Alpha	\$500	\$500
Barnett Bank of North Central Florida	\$1,000	Not available
Caldwell Masonic Lodge #70	\$250	\$250
Ralph and Luna Cunningham	\$1,000	\$1,000
Delta Kappa Gamma	\$500	Not available
FAMU Academic Scholarship (4 years)	Not available	Not available
Hamilton County Farm Bureau	\$500	\$500
First Federal Savings of Florida	\$500	\$500
Florida State University Academic Scholarship	\$6,000	Not available
Hamilton County Business Women's Club	\$500	\$500
Hamilton County High School Dugout Club	\$500	\$500
Hamilton County High School Faculty and Staff	\$425	Undetermined
Hamilton County Riding Club	\$500	\$500
Muad Havener, <i>Jasper News</i>	\$350	\$350
Jackson-Udell	\$500	\$500
Jasper Hardware	\$500	\$500
Jasper Lions Club Memorial Fund	\$500	\$500
Jasper Women's Club	\$500	Not Available
Jennings United Methodist Church Memorial Fund	\$2,000.00	Not Available
Kiwanis Club	\$1,000	\$1,000
Live Oak Elks Lodge #1165	\$2,000	\$2,000
Robert and Bessie Milton	\$5,000	Not available
Norris Vocational	\$500	\$500
North Florida Junior College Academic Scholarship	Not Available	Not Available
University of Central Florida Academically Talented	\$8,000	Not Available
University of West Alabama	Not Available	Not Available
Valdosta State University Theater Department	\$900	Not available
Jewel Wise	\$500	\$500
FAMU Alumni Chapter of Hamilton County	Not available	\$600
TOTAL	\$97,625	\$11,700

Source: Hamilton High School Guidance Department, 1996.

FINDING

No board policy, strategy, program, or approach exists on recruiting and involving local businesses or civic organizations in Hamilton County Public Schools. No centrally organized, district-wide function exists for recruiting, training and using businesses in the schools. By the same token, there is no mechanism in place for business and

industry to provide input into the school curriculum regarding what their labor force needs are.

Business involvement in the district centers on the donation of equipment or funds for athletics or scholarships. Individual teachers usually present requests for donations or support from local businesses or civic groups.

Business support of the district has decreased in the last four years. When PCS Phosphate Mining, Inc. eliminated the Youth Motivator Program in 1993, the school district lost an important supplementary tutoring and mentoring program available for its students. Barnett Bank of North Central Florida also closed its tutoring and mentoring program two years ago.

The base of support for the district scholarship fund has dramatically dropped in the last two years decreasing by 734 percent from school year 1994-1995 to 1995-1996 from \$97,625 to \$11,700 (see Exhibit 7-1). This drastic drop in scholarship contributions was mainly from the lack of support from major scholarship donors outside the county such as universities both in Florida and in other states. District students are at a disadvantage when their capacity for continuing their education decreases as it has in the last two years.

Currently, the Hamilton Education Foundation has less than \$6,000. Board members and the Superintendent make personal contributions to the foundation.

RECOMMENDATIONS

Recommendation 7-1:

Develop a central, districtwide community involvement program in the Hamilton County School District which focuses on increasing business and civic involvement in the district.

The High School Business Academy Coordinator should be given responsibility for coordinating business and community affairs. The Coordinator should also assume the responsibility for managing the Hamilton Education Foundation.

Recommendation 7-2:

Create a Business and Community Advisory Council to foster business and community involvement in the schools.

Board policy should include the development of a standing committee, the Business and Community Advisory Council, comprised of the county's major employers and civic organizations. Membership on the Advisory Council should also include representatives from the Health Advisory Council, SIT teams, and PTA presidents.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The school board should develop a policy for business and community involvement in the Hamilton County Schools District. July 1997

2. The Superintendent should give all responsibility related to community and business involvement, as well as development through the Hamilton Education Foundation, to the Assistant Superintendent (with assistance from the current High School Business Academy Coordinator). August 1997

3. The Assistant Superintendent should develop a business and community involvement plan that specifies goals, objectives and strategies for meaningful involvement as well as strategies for curriculum alignment (e.g., School-to-Work programs and work skills needed by local business and industry.) January 1998

4. The Assistant Superintendent should provide staff support and serve as liaison to the Business and Community Advisory Council. The Advisory Council should meet monthly with the Superintendent and the Director of Instructional Services to provide advice and input into strengthening the ties between the district and the community, particularly the needs of the labor force. Commencing in February 1998

5. The Assistant Superintendent should manage the funds through the foundation. Foundation funds should go towards classroom mini-grants and employee recognition programs. Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The Community Wellness Center at South Hamilton Elementary School was established in 1994 by a grant from the Florida Department of Education. First Federal Savings of Florida donated \$5,000 for weight-training equipment at the Center.

For its first year of operation, the Wellness Center enjoyed use by parents, students and community members. It was open three days a week, from 3:00 p.m. to 6:00 p.m., and was staffed by volunteer personnel from the school. The Center was incorporated into the school's physical education curriculum. The Center was closed for most of 1995-1996 due to problems with the roof, which have since been repaired, and it is now operational.

According to the community involvement liaison at South Hamilton Elementary School, from three to eight persons use the Center per day that it is open; average use rates are about 15 persons per week.

COMMENDATION

Hamilton County Public Schools and South Hamilton Elementary School are commended for developing the Community Wellness Center and making it accessible to parents, students and the public.

The Community Wellness Center provides Hamilton County and especially the economically challenged White Springs area with an opportunity to develop healthier lifestyles. The Wellness Center also helps to establish South Hamilton Elementary School as an integral part of its community. School staff are commended for volunteering to monitor the use of the center during operational hours.

RECOMMENDATION

Recommendation 7-3:

Charge a minimal fee for using the Community Wellness Center.

Fees for public use of the Center could be \$1.00 per hour, well below the charge for most public or private "gyms." The revenue generated by the Center is conditional upon the availability of district staff as volunteer monitors. The funds should go to school improvement projects at South Hamilton Elementary School.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The School Board should include the charge policy for use of The Community Wellness Center in its policy for community use of facilities. July 1997
2. The community involvement liaison at South Hamilton Elementary School should manage the collection and distribution of the funds collected by the public use of Community Wellness Center. September 1997
3. The principal of South Hamilton Elementary School should ensure that funds are used for school improvement initiatives as determined by the SIT team. Ongoing

FISCAL IMPACT

Assuming that each person spends about one hour at Community Wellness Center, charging \$1.00 per hour of use would bring in revenue of about \$585 (using 196 days that the school is open per year or 39 weeks x average weekly use rate of fifteen). If the Center were to open three hours on three afternoons per week, during the summer months, additional revenue of at least \$159 could be generated.

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Charge for the use of the Community Wellness Center	\$744	\$744	\$744	\$744	\$744

FINDING

School Board Policy 2.19 states that "the facilities, the staff and the children in school shall not be employed in any manner to advertise or to promote otherwise the interests of any commercial, political, or non-school agency, individual, or organization". Exceptions include educational salesmen, educational films or materials "bearing only simple mention of the producing firm or agency," educational lectures or community activities with educational merit, and collaborations with government agencies and non-profit community-wide social service agencies.

In violation of the board policy, some businesses are advertising in the schools, particularly at athletic events. Advertisements around the field during high school baseball games bring in about \$2,600 to the high school athletic program. Advertisements in the high school yearbook and in the printed football program bring in additional revenue.

RECOMMENDATION

Recommendation 7-4:

Amend board policy to allow limited advertising for local businesses at school athletic events and for the publication of the high school yearbook.

However, advertising should not be allowed to infiltrate instructional programs or materials.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|-------------|
| 1. The school board should amend State Board Policy 2.19 to allow limited advertising at school athletic events and to help with the publication of the high school yearbook. | August 1997 |
| 2. Principals at schools who are approached by businesses wishing to advertise at athletic events should ensure that the advertisements do not infiltrate into the school curriculum. | August 1997 |
| 3. The district athletic director and journalism teacher should collect the advertising revenue and should ensure that it is applied towards school improvement projects, as directed by the School Improvement Teams. | August 1997 |

FISCAL IMPACT

Allowing local businesses to advertise at school athletic events and to help publish the yearbook should bring in at least \$3,000 per year, to be used for school improvement projects at the high school. To realize the additional income, the School Board should ensure that its revised advertising policy is well-publicized.

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Amend Policy to Allow Limited Advertising	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000

7.2 Volunteers

CURRENT SITUATION

School volunteers, whether they are parents, community or business partners, or citizens without children in the schools, are most effective when they are part of an organized school volunteer program designed and created to meet the needs of a particular school or school district. A volunteer program should have the capacity to recruit, train and apply volunteers in the most meaningful ways at the schools. Volunteers are best used when their service is continuous rather than sporadic, especially when they serve as tutors and mentors for students.

Eighty two (82) percent of Florida school districts have an organized school volunteer program with a school volunteer coordinator who is designated and provides recruitment, training and supervision of participants. The Florida Department of Education Office of Business and Education Alliances collects the statistics on volunteers in the state's school districts.

Exhibit 7-2 lists the number of volunteers reported to the Department of Education for Hamilton County and comparable counties:

**EXHIBIT 7-2
NUMBER OF VOLUNTEERS AND VOLUNTEER HOURS,
BY TOTAL NUMBER OF SCHOOLS IN HAMILTON AND
COMPARABLE SCHOOL DISTRICTS, 1995-1996**

County	Total Number of Schools	Average Number of Volunteers per School	Total Number of Volunteers	Total Volunteer Hours
Calhoun	6	83	500	0
Gulf	8	71	570	10,670
Hamilton	0	0	0	0
Holmes	0	0	0	0
Madison	7	66	461	18,862
Union	4	53	210	0

Source; *Interlock*, 1997 Directory, Office of Business and Education Alliances, Florida Department of Education, 1997.

All persons who wish to volunteer in Hamilton County Public Schools must be approved by the school board and must receive favorable results on a tuberculosis test administered through the county health department, the Full Service Schools Clinic at the high school, or by private physicians.

FINDING

In Hamilton County Public Schools, the volunteer coordinator for the district also is the high school Athletic Director, who receives a stipend of \$2,300 for serving in this capacity, but no stipend for coordination of volunteers. All schools have a school-based volunteer coordinator who recruits and trains the volunteer pool for the school.

Interviews at the Hamilton County Public Schools reveal that, despite contrary state statistics, the district does have some volunteers who assist in the classrooms. For example, at North Hamilton Elementary School, there are about 30 volunteers, most of them parents; at South Hamilton Elementary School, there are seven volunteers; the high school uses volunteers for concessions and to sell tickets at athletic events. The actual numbers of volunteers are not collected districtwide and are not reported to the state.

RECOMMENDATION

Recommendation 7-5:

Establish a districtwide volunteer program in the district to be centrally coordinated by the Assistant Superintendent (see Recommendation 7-1).

The Assistant Superintendent should ensure that each school has a pool of volunteers who are trained and applied in meaningful ways. In keeping with the spirit of site-based decision making, board policy should be amended so that schools can approve their own volunteers. The Assistant Superintendent should ensure that accurate reporting on the number of volunteers and volunteer hours for district school is submitted to the Florida Department of Education.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Superintendent should transfer the responsibilities for volunteer coordinator from the Athletic Director to the Assistant Superintendent. August 1997
2. The School Board should amend its policy to support site-based decision making as it involves volunteers by allowing SIT teams to approve volunteers on a school basis. August 1997
3. The Assistant Superintendent should ensure that each school has a pool of volunteers who are trained and applied in meaningful ways, such as tutors, and mentors. Fall 1997

- | | |
|--|-----------|
| 4. The Assistant Superintendent should work with the SIT teams at each school to identify and expand recruiting strategies for volunteers. | Fall 1997 |
| 5. The Assistant Superintendent should ensure that accurate reporting on the number of volunteers and volunteer hours for district school is submitted annually to the Florida Department of Education. | Ongoing |
| 6. The Assistant Superintendent should explore the possibility of administering the tuberculosis test on-site at each school clinic, eliminating potential transportation problems for persons who wish to volunteer in the schools, especially for volunteers residing in the southern part of Hamilton County. | Fall 1997 |

FISCAL IMPACT

Transferring the responsibilities for volunteer coordination from the Athletic Director to the Assistant Superintendent will have no fiscal impact.

7.3 Parent and Family Involvement

CURRENT SITUATION

Most educators believe that active involvement of a student's family, and especially the parents, makes the difference between a student's success and failure. Educational studies of the last few years are proving that students with involved parents have higher test scores, grades, and long-term academic achievement. The studies also show that children from low-income and minority families have the most to gain when schools involve their parents.

In Hamilton County Public Schools, three major avenues exist for parent involvement: School Advisory Councils (SIT teams), PTOs, and the Title I Parent Involvement Program.

School Advisory Councils are mandated by state legislation as part of the School Improvement and Accountability Act (Section 229.59, Florida Statutes). The legislation requires parent and community membership on each school's advisory council to ensure community involvement and a balanced composition of teachers, education support employees, students, parents, and other business and community citizens who represent the ethnic, racial and economic community. Each school has a SIT team, as well as a PTO.

The Title I program was recently extended to include all students enrolled in schools with 60 percent or more of the student body enrolled in free and reduced lunch. The new legislative changes also eliminated the requirement to have Title I parent advisory councils, and require each school to allot one percent of its total Title I funds for parent

involvement. The Title I Parent Involvement Program requires annual parent surveys, and offers parenting workshops, parent literacy training, and resources through Parent Resource Centers.

Four of the six schools in Hamilton County are Title I schools. From 20 to 30 parents are involved in each school. Each Title I school has a Title I parent involvement liaison and there is also a Title I Coordinator at the Central Office. Two schools, South Hamilton Elementary and Hamilton Middle School, have a Parent Resource Center where parents and their children can use computers, play educational games, check out videos and materials on parenting skills, and where workshops are held. The Parent Centers are staffed by the liaisons, and are open from 8:00 a.m. to 1:00 p.m. The liaisons and coordinator also make home visits to ensure parents are helping their children in educational endeavors. Newsletters are distributed to 30 parents at the Central Hamilton Middle School Parent Center.

FINDING

There is no districtwide parent involvement program for all parents at all schools. There is no outreach to those parents who do not make an effort to participate in schools through the SIT teams or the PTO. There is no board policy, strategy, program or approach to recruit and involve all parents.

No evaluations for the Hamilton County Public Schools Title I program were available. There is no evaluation of the effectiveness of parent or community participation on the SIT teams. The overall composition of the SIT teams seems to include an appropriate number of parents and community members, according to information from the principals. Parents interviewed for this study reported that some school principals do not use parents' input for school decision making.

MGT survey results noted that the overwhelming majority of principals and teachers give parents' efforts to help their children in school a *fair* or *poor* rating, and the overwhelming majority of administrators, principals and teachers believe that parental participation in school activities is fair or poor. Most principals, half the administrators, and more than half of the teachers reported that parents did not really seem to know what goes on in the schools.

According to the stakeholders interviewed at the Parent Center, few parents -- either Title I parents or non-Title I parents -- use the Centers or attend parenting events because of limited outreach on the part of the liaisons and coordinator. Many parents are intimidated, either directly by the staff or indirectly because of low literacy, bad experiences at the schools, or the shame sometimes associated with poverty; these parents traditionally do not become involved in the schools.

The benefits which now extend to all students in Title I schools also extend to all parents of children attending those school. With the majority of Hamilton County Public Schools' students on free and reduced lunch, this means that there is a potential to reach at least 1,380 parents districtwide through the Title I Parent Involvement Program. Reaching and training more parents, especially those who are poor and disenfranchised, is critical as welfare reform is enforced. The new welfare laws require that parents visit their children's school once every nine weeks; non-compliance results

in a percentage loss of the monthly check. Welfare reform also requires that recipients receive training in job skills and literacy.

The Early Childhood-Early Intervention state criteria includes the requirement for each parent to visit his or her child's pre-K classroom for one hour, in addition to one parent workshop, per six weeks. If the parent is non-compliant, the child is pulled out of the pre-K program.

RECOMMENDATION

Recommendation 7-6:

Establish a districtwide parent involvement program that focuses on recruiting and involving parents in non-Title I schools.

The Parent Involvement Program in Title I schools should be strengthened to include more outreach and an annual evaluation of the effectiveness of the program. Since there are already four Title I schools in the district and the new legislation extends parent involvement to all parents at these schools, only the high school and the Greenwood School have no parent involvement program in place.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The school board should establish a policy for parental involvement at all schools. August 1997
2. The Title I Coordinator should meet with the SIT teams and the PTOs of the high school and Greenwood School to develop strategies for increased parental involvement. The strategies should focus on outreach to parents who are not traditionally involved. Fall 1997
3. The Title I Coordinator should ensure that the Title I liaisons are trained in effective outreach methods and that they have the skills necessary to train parents in literacy and parenting skills. August 1997
4. The Title I Coordinator should assure that the Title I liaisons reach out to and invite at least 60 percent of the parents at the four Title I schools to participate in the Parent Involvement Program. September 1997
5. The Title I Coordinator should evaluate the program annually and should make these reports available to users of the Parent Centers. July 1998
6. The principals at all schools should be made accountable to the Superintendent for creating a welcoming environment for parents. Ongoing

FISCAL IMPACT

There is no fiscal impact associated with this recommendation.

7.4 Communications

CURRENT SITUATION

Open, two-way communication with the public is essential if a school system is to maintain and increase its support base in the community. As various services vie for tax dollars, messages about the education that the public pays for must be placed constantly before residents and businesses. A school system must find effective ways to communicate with the public and to receive input from the different segments of the community. An informed public, and one which is heard, provides the added support needed to maintain district excellence.

Communications includes venues such as regular publications from a school district to parents and to the community, press releases and board meetings where the public can speak.

FINDING

Because it is a relatively small district, much of the communications functions between the district and the community are informal. The Superintendent has an open door policy for the public, and is highly visible at school events and in local civic organizations.

The district publishes no regular newsletter to parents or to the community. Although the Superintendent serves as spokesperson for the district, there is no central point of contact available for the local press to inquire about school information.

Press releases originate at the school level, and only two schools (North Hamilton Elementary and Central Hamilton Elementary) provide articles for *The Jasper News*, a weekly newspaper with a circulation of 2,100. The ROTC program at the high school routinely submits press releases to the local media.

The agendas for board meetings are faxed to *The Jasper News*, but the newspaper often receives copies of the board meeting's minutes a month later.

Some schools do not produce and distribute a school calendar and parents reported that they were often unaware of school events and activities.

RECOMMENDATION

Recommendation 7-7:

Strengthen the communications function by establishing a media liaison at each school.

Hamilton County Public Schools can communicate with its community more effectively by:

- increasing the number of press releases submitted from schools to the local media;
- establishing a central point of contact for media inquiries at each school;
- submitting copies of board meeting minutes to the local media immediately after board approval of the minutes;
- producing and distributing monthly flyers to the parents at each school showing a monthly school calendar of events, activities, and teacher planning days; and
- publishing an Annual Report to the Community in the local newspaper.

Each school media liaison should generate one article per week about the school, its students, teachers and activities and should submit them to the Coordinator. The Coordinator should develop these "news items" into press releases, should add one per week for the district as a whole, and should submit them to *The Jasper News*.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|--------------|
| 1. The Assistant Superintendent should assure that each school has an assigned media liaison. | Fall 1997 |
| 2. The principal at each school, with backup from the media liaison, should serve as the media contact at the school. | Ongoing |
| 3. The Superintendent's secretary should ensure that board meeting minutes are sent to <i>The Jasper News</i> in a timely fashion. | Ongoing |
| 4. The media liaison at each school should create and distribute a monthly flyer to parents which shows all activities, events and teacher planning days for the month. The calendars should be distributed at the end of each month for the following month's activities. | Fall 1997 |
| 5. The Superintendent should publish an Annual Report to the Community in <i>The Jasper News</i> . | October 1997 |

FISCAL IMPACT

There is no fiscal impact associated with this recommendation.

8.0 FACILITIES USE AND MANAGEMENT

This chapter presents the results of the review of Hamilton County School District's facilities use and management. The functions reviewed are:

- 8.1 Facility Planning
- 8.2 Facility Use
- 8.3 Design and Construction
- 8.4 Operations and Maintenance
- 8.5 Energy Management

A comprehensive facilities use and management program should centralize and coordinate all the physical resources in the school district. The administration of the program must effectively integrate facilities planning with the other aspects of institutional planning. In small districts such as Hamilton County, the administrator for plant operations and maintenance should participate in the planning and construction activities within the district and work with the district administrators to ensure that facility activities are planned to complement the educational goals of the district. Conversely, the district administrators should be knowledgeable of the operations and maintenance activities.

To be effective, facilities managers must be involved in strategic planning activities. Facilities departments must operate under clearly defined policies and procedures, and activities must be monitored in order to accommodate changes in the resources and needs of the district's programs.

8.1 Facility Planning

Effectively managing a school district's facilities requires the district to have a sound facilities planning process which includes each of the following items:

- an appropriate organizational structure to coordinate and control the planning process;
- an accurate needs assessment process to identify both current and future requirements which includes each of the following components:
 - Valid demographic statistics including reliable estimates of future enrollments and geographic trends
 - Up to date inventory of existing space by type of space
 - Established facility use rate and space guidelines
 - Established facility capacities

- Educational program needs as related to current facilities
- Comparisons of future space needs with current inventories by type of space to identify areas of space shortages and overages
- School boundary analysis
- Transportation analysis;
- an accurate definition of the scope of improvements necessary to meet the identified need which includes each of the following components:
 - Facility needs programming
 - Accurate cost estimating
 - Scheduling to match needs with planned improvements
 - Specific improvement plans for each school;
- effective strategies planned to insure the scope of needs will be addressed; and
- a plan for public approval of the facilities improvement needs.

CURRENT SITUATION

The facility planning function for the six schools in Hamilton County begins at the school level where each principal prepares an annual needs assessment. Facility planning for the central offices begins with the General Services Coordinator who prepares a district needs assessment. These needs assessments are reviewed by district administrators who prioritize the requests based on their perception of the need and the revenue projections. Discussions of the prioritized lists are held with all principals where a consensus is reached. These priorities are taken to the Board before final decisions are made and facility priorities are established. The planning functions involving demographics, inventory, facility use, boundary analysis and transportation needs are conducted by staff under the Assistant Superintendent for Administration but are discussed in detail with all district and school administrators.

When major improvements are planned, the involvement of staff and the community in the design depends on the coordination of the individual school administrator and the Assistant Superintendent for Administration.

This process has resulted in the following major projects which were funded through grants, PECO, and district funds being completed during the past three years:

- Science facility at North Hamilton
- Technology Center at Hamilton Middle School

- Re-roofing at Hamilton High School

The majority of items prioritized and funded through this process, however, are funded through the general fund and could be considered minor or maintenance projects. The first, second, and third-level priority items for the 1996-97 year are:

- Ten equipment purchase and/or replacement projects
- Four Grounds Improvement Projects
- Three Floor Covering Projects
- Three HVAC (heating, ventilating, air conditioning) Projects
- One Window Replacement Project
- One Interior Finish Improvement Project
- One Roofing Project
- One Plumbing Improvement Project
- One Exterior Finish Improvement Project
- The Addition of a Metal Building
- The Purchase of School Busses

FINDING

The inventory of all facilities, sites, property and equipment are housed in the Office of the Assistant Superintendent and include the following:

- Florida Inventory of School Houses (FISH) complete with an inventory by space type and capacity up to date as of January 1995;
- the Educational Plant Survey including total square feet, capacity, utilization rate, and specific recommendations for each facility (Completed in 1994); and
- a district inventory of facilities and equipment, updated annually.

COMMENDATION

The district is commended for keeping up-to-date, readily available inventory information, essential for facility planning.

FINDING

The recent addition of a science room/lab at North Hamilton and technology center at Hamilton Middle School reflect recent trends in school facility planning for these types of spaces. The science room is designed as a combination science/lab space with the lecture space associated with the lab but in a separate tiered configuration. The technology center is a student-centered environment where there is a wide variety of student activities taking place simultaneously and ample opportunities for student-teacher interaction. It was reported by staff at both sites that the final design reflects the goals for the program.

COMMENDATION

The district is commended for providing new/remodeled educational program spaces that reflect the latest trends in space design and the program goals of the district.

FINDING

Facility improvements in the district are conducted annually with improvements based on such considerations as the perceived need at that time, the budgeted funds available, and the availability of grants. This practice has resulted in a piecemeal approach to facility improvements throughout the district. There is no formal process for assessing facility conditions, the current utilization of facilities (discussed in Section 8.2 below), and long-term facility needs. This action has resulted in the expenditure of significant funds for short-term needs prior to the establishment of the long-term goals. Examples include:

- The replacement of the roof on the main building at Hamilton High School was made prior to determining the long-term viability of the facility for the high school program.
- While the addition of the science room/lab at North Hamilton Elementary reflects a sound design (as discussed above), it may be more than is necessary depending on the long-term plans for the outlying elementary schools. If the grade level configurations were to change, the need for this type of high level science facility may not be necessary.
- Space has been dedicated and renovated for special program needs at the middle and high school prior to establishing the long-term need for regular program space at those schools.

Recommendation 8-1:

Develop a formal process for determining long-term facility needs that includes:

- **a physical condition analysis of all facilities to determine the condition of the structure, interior and exterior conditions, mechanical condition and building safety issues;**
- **an assessment of the current and future utilization rates;**
- **the development of educational specifications for facility improvements;**
- **the educational suitability (based on the educational specifications) of current facilities; and**
- **involvement of all stakeholders in the decision making process (Board, Staff, Administration, Community).**

The development of a long-range facility plan will assist the district to make short-term decisions based on the long-term vision. Based on the condition of current facilities and the plan for the best utilization of facilities, it may be in the best interest of the district to replace facilities rather than continue to repair. The data produced through the above processes will help gain community support for changes and help when applying for state funding through the special facility funding account of the PECO allocations. The district should, however, continue to maintain the current level of levy funding for capital projects in order to have the necessary revenue to carry out the short-term facility decisions.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|---|
| 1. The Coordinator for General Services should request budget funds for conducting a physical condition and suitability analysis of all facilities. | July 1997 |
| 2. The physical condition analysis should be completed. | 1997-98
school year |
| 3. The Assistant Superintendent should work with staff and community to develop educational program specifications for facility improvements. | 1997-98
school year |
| 4. The Facility Use Plan, including grade-level organization, should be discussed with district administrators, staff, and community. | 1997-98
school year |
| 5. Facility improvements should be based on the long-term plan. | Beginning in the 1998-99
school year |

FISCAL IMPACT

Conducting of the physical condition analysis will require a one-time cost of approximately \$12,000 to purchase computer software and hardware. Other parts of this recommendation can be accomplished within existing district resources.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Develop Facility Plan	(\$12,000)	-----	-----	-----	-----

8.2 Facility Use

The effective and efficient use of facilities is a primary responsibility of all public institutions, especially for public school districts that face constrained budgets and higher user expectations. Proper facility use requires insightful planning (as discussed above) including:

- a detailed facilities inventory;
- an assessment of facility needs for repair and renovation;
- effective utilization of existing resources;
- effective utilization of temporary buildings; and
- clear and effective policies and procedures governing the use of facilities, boundary changes and consolidations.

CURRENT SITUATION

An analysis of the current utilization of Hamilton County school facilities is shown in Exhibit 8-1 below.

**EXHIBIT 8-1
UTILIZATION OF HAMILTON COUNTY SCHOOL FACILITIES**

School	Grade Level	Enrollment	Capacity*	Permanent S.F.	Portable S.F.	S.F. per Student
Central Hamilton	K - 4	445	502	46,754	4,145	114
Hamilton Sr. High	9-12	616	845	125,591	3,558	210
North Hamilton	PK - 8	440	456	50,062	3,584	122
South Hamilton	PK - 8	293	352	51,067	888	177
Hamilton Middle**	5-8	381	661	66,606	720	177
Greenwood***	PK-12	103	43	14,962	2,127	166

Source: Hamilton County School Plant Survey.

* District Determined Capacity

** Hamilton Middle also houses most personnel from the Department of Instructional Services, including FDLRS staff. Thus, office space for approximately two dozen non-middle school staff is being provided from extra space at the middle school.

*** Greenwood School housed 40 Pre-K early intervention students and 63 K-12 Special Needs Students on the analysis data

FINDING

In accordance with most recognized standards of facility use at schools that primarily house regular programs, (Greenwood School which houses special programs is a exception), all schools except North Hamilton are underutilized at the current enrollment levels.

Exhibit 8-2 below compares the current enrollment using the following criteria:

- the district determined capacity;
- the capacity at the generally recognized gross square footage requirement of 100 s.f./pupil at elementary, 125 at the middle level and 150 at the high school level; and
- the capacity as determined by multiplying the number of teaching stations times an average class size of 25 times an efficiency factor of 85 percent.

**EXHIBIT 8-2
HAMILTON COUNTY SCHOOL CAPACITY**

School	Enrollment	District Capacity	Capacity at S.F. per Student*	Capacity at # of Teaching Stations*
Central Hamilton	445	502	467	468
Hamilton Sr. High	616	845	837	701
North Hamilton	440	456	445	383
South Hamilton	293	352	454	340
Hamilton Middle	381	661	533	638

Source: MGT analysis.

*Not including portables.

Recommendation 8-2:

Review the current utilization and possible alternatives to construction (in conjunction with the building condition evaluation recommended in Section 8.1 above) to determine the long-term best use of each facility.

These alternatives are listed below:

- To alleviate the possible crowding at North Hamilton, the middle level students could be housed at Hamilton Middle School with no facility changes being necessary.
- If facility conditions at Hamilton Senior High and Hamilton Middle indicate a need to replace much of the space, it may be more cost effective to house the middle school programs in the adequate facilities at the current high school and place the high school at another site.
- Space requirements at South Hamilton allow for discontinuing use of the areas that are in poor condition.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|-------------------------|
| 1. The district administration should study facility needs/ capacities and review with staff and community | Fall 1997 |
| 2. The long-range Facility Plan and alternatives should be developed. | 1997 - 1998 school year |

3. Long-range facility plans should be adopted by the Board. June 1998
4. The long-range Facility Plan should be implemented. 1998-99 year

FISCAL IMPACT

This recommendation can be accomplished with existing district resources. The possible long-term savings with implementation of facility changes are significant. For example, if facility additions are necessary at North Hamilton due to increased enrollment, the cost would likely exceed \$400,000 (estimated addition of 6,000 square feet at \$70 per square foot = \$420,000). This cost could be avoided by housing the middle level students at Hamilton Middle School.

FINDING

Portable classrooms are in use at all schools even when the current facility is underutilized. Portable classrooms should be used when a specific program requires space that is unique (as is the case for the pre-kindergarten classes at Greenwood) or when space needs dictate the requirement for space on a short-term basis.

This is not the case at Central Hamilton, Hamilton Middle, Hamilton Senior, and South Hamilton where over 9,000 square feet of portables are in use. At Greenwood, portables comprise 15 percent of the total space and house the majority of students, which causes excessive strain on the core facilities.

Recommendation 8-3:

Establish a policy on the use of temporary facilities that will provide the criteria for need and establish limits on the total amount of temporary space at a particular facility.

This policy should eliminate the need for portables currently in use at the schools indicated above.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Assistant Superintendent should meet with district administrative personnel and prepare a policy on use of portables. September 1997
2. The recommended policy should be submitted to the school board. November 1997
3. The policy and guidelines should be implemented. January 1998

FISCAL IMPACT

This recommendation will eliminate the need for over 9,000 square feet of portables and the operational costs associated with them. Assuming an average of \$1.50 per square foot for operational costs, the savings will be over \$13,500 per year.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Reduce Portable Classrooms	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500

FINDING

With the exception of the auditorium at Hamilton Senior High School, the community use of facilities is minimal. Discussions with school administrators indicated that schools are normally closed when the student day ends, unless specific school programs are in operation. The Board adopted a policy in February 1997 which sets the rental rates for community use of each facility.

Recommendation 8-4:

Implement and encourage use of the policy regarding community use of facilities.

Encouraging community use of school facilities should improve school-community relations, provide a positive interaction between the school and the community, and generate a modest amount of income. This recommendation will require the implementation of night custodians as recommended in Section 8.4.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|--------------|
| 1. District administrators should publicize the recent policy adoption and encourage community members to take advantage of it. | July 1997 |
| 2. Site administrators should encourage community use of the facility. | July 1997 |
| 3. The provisions of the policy should be implemented. | 1997-98 year |

FISCAL IMPACT

Assuming community use of facilities at a modest level, it is likely the policy will generate revenue in excess of added utility costs of approximately \$5,000 per year at Hamilton Senior High and \$1,000 per year at the remaining schools.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Promote Community Use of Facilities	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

FINDING

The district currently owns an abandoned facility in White Springs. Examination of this facility showed it to be in a serious state of disrepair. Portions of former covers over

outside walkways have collapsed, there are exposed plumbing fixtures and infrastructure throughout the facility, and roof sections have fallen. It is also apparent that individuals have been rummaging through many sections of the grounds and facility. This situation is potentially a serious liability to the district.

Recommendation 8-5:

Eliminate access to the abandoned White Springs facility and increase efforts to sell or otherwise dispose of the site.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|-------------|
| 1. The Department of General Services should secure the property and place signs indicating that access is prohibited. | July 1997 |
| 2. The District Administration should actively advertise the site for sale. | Summer 1997 |

FISCAL IMPACT

The initial cost to secure the facility is estimated to be \$5,000. The long-term result will generate revenue when the property is sold.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Secure White Springs Site	(\$5,000)	---	---	---	---

8.3 Design & Construction

The purpose of design and construction is to provide new and modernized facilities that meet the needs of students at the lowest possible cost. Components of this function include:

- providing new and modernized facilities that are based on the educational program of the district;
- selecting and acquiring of appropriate school sites;
- securing competent architectural services to assist in planning and constructing facilities;
- developing a capital budget that balances facility needs, expenditures necessary to meet those needs, and how expenditures will be financed;
- translating architectural plans into a quality school building within the budget and time scheduled; and

- conducting an orientation program so that users of the facility can better understand the design rationale and the way the building should be used.

CURRENT SITUATION

The design and construction function in Hamilton County has been minimal due to the small number of construction projects that have taken place in recent years. Exhibit 8-3 provides details about these projects.

**EXHIBIT 8-3
ANALYSIS OF CONSTRUCTION PROJECTS IN THE
HAMILTON COUNTY SCHOOL DISTRICT**

Project	Bid Date	Bid Amount	Change Orders	Cost per Square Foot
Hamilton Senior High Roof	5-7-96	\$559,946	\$54,167	\$11.73
Hamilton Middle School Technology Lab	4-25-95	\$609,872	\$9,476	\$155.93
North Hamilton Science Room	1-24-94	\$259,600	\$6,856	\$171.19

Source: Hamilton County School District Financial Records, 1997.

FINDING

All construction bid specifications, construction documents, and financial records are kept up to date and easily accessible. The records show an average change order dollar amount of less than five percent of the total estimated costs for recent construction projects. This can be compared to the commonly desired range of five to seven percent for renovations and additions.

COMMENDATION

The district is commended for keeping change orders on recent construction projects at a reasonable level.

Keeping change orders at a reasonable level reflects proper planning and oversight of construction particularly for renovation projects where potential problems are frequently overlooked during the planning stages and the cost is significantly increased.

FINDING

The cost for recent renovation projects in Hamilton County are higher than would be expected. Costs for new school construction in North Florida in 1995 averages in the range of \$60 - \$75 per square foot. Even with the accepted increase of up to 50 percent for renovations, the costs should be in the \$90 to \$115 range. Since the additions that have occurred have been in high cost areas (science and technology

rooms), it would be expected that they would fall at the higher end of the cost range. The actual costs, however, have exceeded the upper range by over 30 percent.

RECOMMENDATION

Recommendation 8-6:

Implement generally recognized cost savings measures, particularly when major construction projects are funded.

Common cost saving measures, including value engineering, careful development of material specifications, and separation of equipment bids have proven to significantly reduce construction costs in other districts and are needed in Hamilton County.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|----------------------|
| 1. The Assistant Superintendent should require architectural firms to include cost savings measures in all future construction projects. | July 1997
Ongoing |
| 2. The Coordinator of General Services should participate in all construction activities. | July 1997
Ongoing |

FISCAL IMPACT

There is no immediate fiscal impact to this recommendation. As future projects are funded, the district can expect to realize up to 10 percent savings with the implementation of proper cost saving measures.

8.4 Operations and Maintenance

The operations and maintenance function involves providing efficient and effective maintenance and custodial services of the school system's facilities and grounds. To be effective, the system requires well defined structures and processes which:

- are staffed with the appropriate levels and mix of tradesmen, supervisors, custodians and support staff;
- are organizationally structured to operate effectively and efficiently;
- have adequate information to plan and manage daily operations; and
- are responsive to work order requests from schools.

CURRENT SITUATION

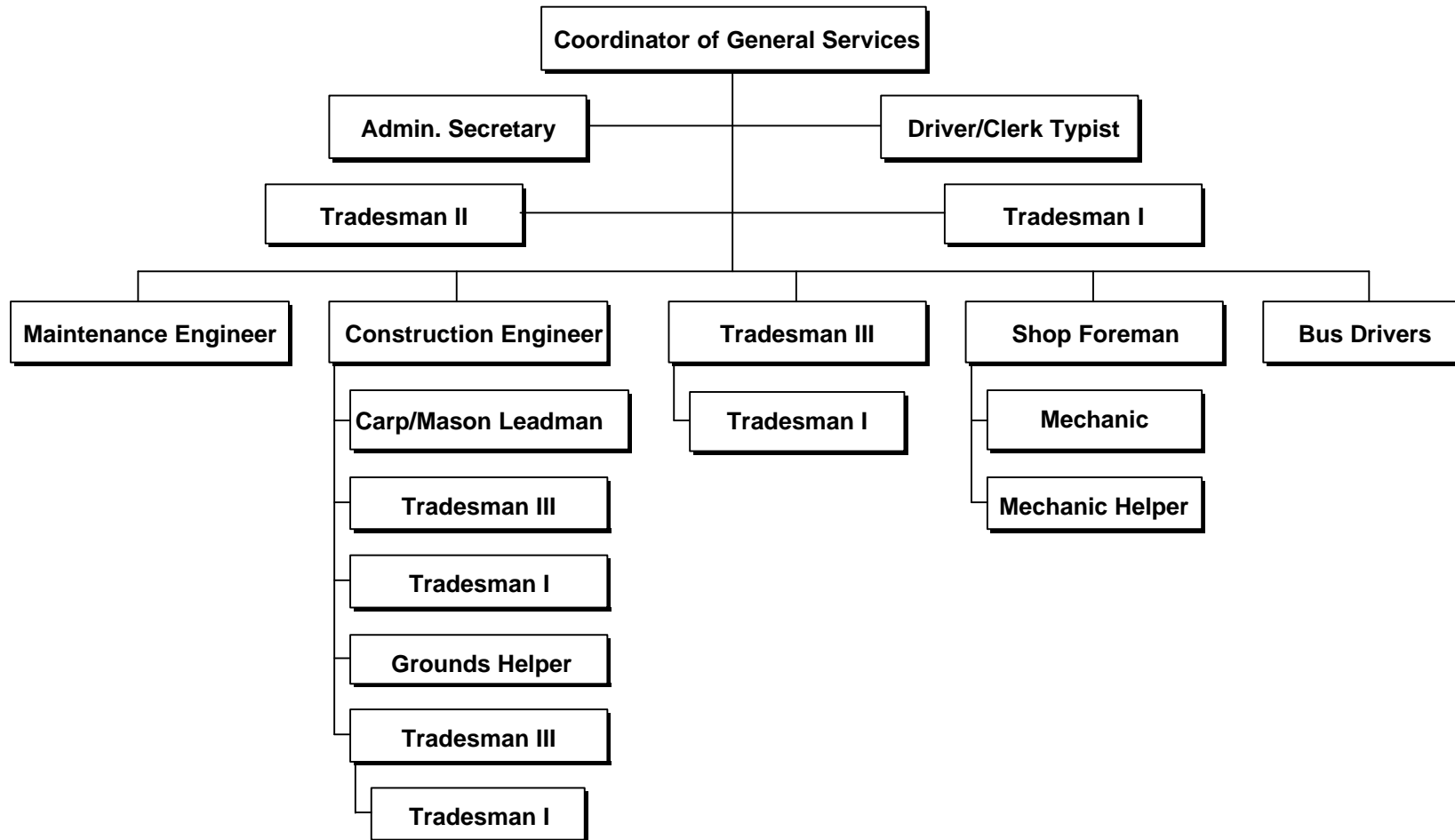
Maintenance services in the district are provided through the General Services Unit under the supervision of the Coordinator of General Services. The organizational chart for this unit is shown in Exhibit 8-4.

The positions shown in the exhibit provide services for both the maintenance and transportation functions in the district. The positions dealing with transportation (shop foreman, mechanic, mechanic helper, and part time tradesman and clerical) are discussed in Chapter 13 of this report. In addition to the positions shown in Exhibit 8-4, there are full-time maintenance staff assigned to the North and South Hamilton Elementary Schools.

Responsibilities of the Maintenance Unit include:

- provision of maintenance services to all facilities through a work order process;
- periodic inspections of all facilities;
- implementation of a preventive maintenance program;
- prioritization of maintenance projects;
- coordination of the district safety program;
- maintenance of an inventory of parts and supplies; and
- maintenance of district grounds.

EXHIBIT 8-4
 HAMILTON COUNTY SCHOOL DISTRICT
 GENERAL SERVICES UNIT
 ORGANIZATIONAL CHART



Source: Hamilton County School District, 1997.

Custodial staff are supervised by the principal and, therefore, are included within the organizational chart for each building. Custodial staff are based on the formula shown in Exhibit 8-5, which was developed as a part of the School Staffing Plan completed for the district by the Florida Association of School Superintendents in 1996.

**EXHIBIT 8-5
CUSTODIAL STAFFING FORMULA**

1.	Teacher Factor	=	number of teachers	=	$\frac{\quad}{8}$	=	
2.	Student Factor	=	number of students	=	$\frac{\quad}{225}$	=	
3.	Room Factor	=	number of rooms	=	$\frac{\quad}{11}$	=	
4.	Area Factor	=	total area of building	=	$\frac{\quad}{15,000}$	=	
5.	Site Factor	=	number of acres	=	$\frac{\quad}{2}$	=	
					Total	=	

$$\frac{\text{Total}}{5} = \text{unit x local adj} = \text{total allocation}$$

Formula Components:

- | | | | |
|----|----------------|---|---|
| 1. | Teacher Factor | - | Total number of instructional units allocated. |
| 2. | Student Factor | = | The official student projection for the 199-97 school year. |
| 3. | Room Factor | - | In computing room equivalencies, the following factors are added to determine total rooms: <ul style="list-style-type: none"> a. Number of classrooms, including portable classrooms. b. Number of offices (very small offices or small office/work areas in "open schools" are combined). c. Number of gang toilets. d. Square feet for large rooms and storage areas divided by 800 square feet. e. Square feet for gym, cafeteria and library divided by 1,000 square feet. |
| 4. | Area Factor | - | Building area reflects total enclosed space; that is, outside wall to outside wall, including hallways, covered walkways and enclosed "outside space." |
| 5. | Site Factor | - | Site acreage is computed as follows: The total building area, including portables, is translated into acreage. For each acre of building area, the school is responsible for 7,161.3 square feet of surrounding space (countywide maintenance mows the rest of the usable site). This additional square footage is added to the building area to determine acreage factor. |

Source: Hamilton County School District, 1997.

While the staffing formula has not been fully implemented, the actual current custodial allowance at each site is shown in Exhibit 8-6.

**EXHIBIT 8-6
CURRENT CUSTODIAN STATISTICS**

School	Number of Custodians	Square Feet per Custodian
North Hamilton	2.5	21,458
South Hamilton	2.5	20,782
Central Hamilton	1.0*	*
Greenwood	1.0	17,089
Hamilton Senior High	6.0	21,525
Hamilton Middle	3.0	22,442

Source: Hamilton County School District.

*With the exception of one day custodian, custodial services at Central Hamilton have been contracted to a janitorial service.

FINDING

The outsourcing of custodial services at Central Hamilton Elementary School has resulted in cost savings to the district. The bid for janitorial services is \$2,499 per month which can be compared to a monthly personnel cost of \$2,622 based on the addition of 1.5 positions that would be required to staff Central Hamilton similar to the levels at the other schools.

COMMENDATION

The district is commended for piloting the outsourcing of custodial services at Central Hamilton Elementary School.

The analysis of the service indicates that the costs can be reduced while maintaining an equal or greater level of service.

FINDING

The assignment of maintenance staff to the North and South Hamilton Elementary School sites has resulted in a reduction of the travel time necessary within the Maintenance Department, an ability to deal with minor maintenance issues at the school site in a timely manner, and a higher level of satisfaction by personnel at those sites.

COMMENDATION

The district is commended for assigning maintenance staff at the outlying school sites.

This practice has reduced costs while increasing the level of service and customer satisfaction.

FINDING

The method for processing maintenance work orders begins with the site administrator and/or maintenance staff preparing the work order and sending it to General Services. The work order is then prioritized by the General Services Coordinator and maintenance staff are assigned. There is no formal process for responding back to the schools so staff. Thus, they do not know when to expect the work to be completed.

However, when the maintenance work order request is deemed by the site administrator to be an emergency, the process is streamlined so that the central maintenance services immediately receives the paperwork and dispatches service to the site. All site administrators indicate that emergency work orders are responded to in a timely manner.

COMMENDATION

The General Services Unit is commended for providing immediate response to emergency work order requests.

The quick response time has resulted in the ability (in many cases) to keep the facility operating and in the reduction of continued deterioration.

Recommendation 8-7:

Automate the work order process to provide for a tracking and response system.

The methodology for processing work orders should contain the following elements:

- an electronic format for sending work orders from the school sites to general services;
- an electronic reply including an estimate from general services as to the time and cost to complete the work required;
- a follow-up regarding any work order requests that are not completed in the estimated time frame; and
- a monthly reporting system indicating the work completed, the response time and the costs associated.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Coordinator of General Services should prepare a work order system. Summer 1997
2. The Assistant Superintendent should provide for the automation of the work order system. Fall 1997

3. The automated work order system should be implemented.

January 1998

FISCAL IMPACT

It is estimated that the cost for additional hardware and software necessary to implement the automated work order system will be approximately \$12,000.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Automate Work Order System	(\$12,000)	---	---	---	---

FINDING

Preventative maintenance programs in the district, while a stated responsibility of the General Services Unit, exist only for summer maintenance of the HVAC systems and a five-year paint schedule. In these two areas, there is general agreement that the schedule is maintained, yet records of the preventative maintenance cycle do not exist.

Recommendation 8-8:

Implement a preventive maintenance program that provides regularly scheduled reviews and repairs for all areas of facility maintenance.

These reviews should occur on an annual basis for all schools and administrative facilities for HVAC related items and on a two-year basis for regular building interior maintenance. The painting should continue on a five-year rotating basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|---------------|
| 1. The Coordinator of General Services should prepare a preventative maintenance schedule. | Summer 1997 |
| 2. The Coordinator of General Services should review the schedule with district and site administrators. | October 1997 |
| 3. The Board should approve the preventive maintenance system and schedule. | November 1997 |
| 4. The preventive maintenance system and schedule should be implemented. | January 1998 |

FISCAL IMPACT

The implementation of a preventive maintenance schedule can be accomplished with existing district staff. The long-term savings should reduce the cost of repairs by five percent. Assuming that the maintenance staff currently spends ten percent of its time with emergency repairs, this savings will equal about \$6,900 per year.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Implement Preventive Maintenance System	\$6,900	\$6,900	\$6,900	\$6,900	\$6,900

FINDING

Custodians at all schools except North and Central Hamilton work day schedules only. North Hamilton schedules one part-time custodian in the evening and at Central Hamilton, where the service is outsourced, only one custodian is on duty during the day. This system of allowing custodians to work during the school day means that cleaning schedules are dictated by the class schedules and do not allow for staff to be on site during the evening hours. In addition, at Central Hamilton, the custodial services are provided at night at a lower cost than district operated services with a general consensus that the school is kept in a cleaner condition.

Recommendation 8-9:

Schedule one custodian per school during school hours and the remaining staff during after school hours.

This will allow for increased use of buildings by the community (as recommended in Section 8.2 above) and will allow for greater efficiency by doing the cleaning when the schools are for the most part unoccupied. In addition, as staffing attrition occurs, continue to solicit bids for outsourcing of custodial services. This option has proven to save funds while maintaining or improving the level of service to the schools.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|-------------------------|
| 1. Site Administrators should schedule all but one custodian to an after-school schedule. | July - August 1997 |
| 2. Evening custodial schedules should be implemented. | 1997 - 1998 school year |
| 3. The Assistant Superintendent should prepare specifications for outsourcing of custodial services at two schools, in addition to Central Hamilton. | Fall 1997 |
| 4. The Assistant Superintendent should solicit bids for outsourcing custodial services at South Hamilton and Hamilton Middle Schools. | Spring 1998 |
| 5. Custodial services at South Hamilton and Hamilton Middle School should be outsourced. | 1998 - 1999 school year |
| 6. The Assistant Superintendent should prepare specifications for outsourcing of custodial services at Hamilton Senior High School. | Fall 1998 |

- | | |
|--|------------------|
| 7. The Assistant Superintendent should solicit bids for Hamilton Senior High School. | Spring 1999 |
| 8. Custodial services at all schools except Greenwood, where only one custodian is assigned, should be outsourced. | 1999 - 2000 year |

FISCAL IMPACT

The implementation of night schedules can be accomplished with existing resources. Based on the experience at Central Hamilton, the outsourcing of custodial services will reduce costs by approximately five percent. If each school were to continue to have one district custodian and all other were contracted, the savings will equal \$20,100 annually. The savings shown below reflects the phase-in schedule recommended.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Outsource Custodial Services	---	\$8,050	\$20,100	\$20,100	\$20,100

FINDING

Custodial and maintenance supplies are purchased primarily on an as-needed basis. School custodians request items from General Services who purchase locally. While some maintenance items are bid annually, custodial supplies are not.

Recommendation 8-10:

Prepare an annual estimate of needed supplies and purchase through the bid process.

General Services staff and each school should estimate the annual needs for cleaning supplies, paper towels, tissue, etc. and submit to the General Services Director for the preparation of the annual bid.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|-------------|
| 1. The General Services Coordinator should prepare an order form for regular supplies. | July 1997 |
| 2. Site Administrators and General Services staff should prepare estimated orders for annual supplies. | July 1997 |
| 3. The General Services Coordinator should prepare a districtwide order for custodial and maintenance supplies. | August 1997 |

4. The Assistant Superintendent should solicit bids for supplies. September 1997
5. Supplies should be purchased from the low bidder. 1997 - 1998
school year

FISCAL IMPACT

It is estimated that the cost of supplies can be reduced by a minimum of five percent by purchasing through a bid process. This results in an annual savings of about \$6,100

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Bid Custodial Supplies	\$6,100	\$6,100	\$6,100	\$6,100	\$6,100

8.5 Energy Management

Proper energy management is a vital tool for the efficient distribution of the school system's utilities. Energy audits and other sources of data are essential to control energy costs. Such data are used by management to determine priorities and to monitor and evaluate the success of a program. While the purpose of the energy management program is to minimize waste, the program should also ensure comfort in occupied spaces and encourage energy awareness in all facilities.

CURRENT SITUATION

Energy costs for schools in Hamilton County during the 1995-96 year are shown in Exhibit 8-7.

**EXHIBIT 8-7
ENERGY COSTS IN THE HAMILTON COUNTY SCHOOL DISTRICT
1995-96**

School	Electricity	Heating Oil	Gas	Total	Cost per Square Foot
Central Hamilton	\$32,352	0	\$3,191	\$35,543	\$0.69
Hamilton Sr. High	\$81,161	\$4,213	\$6,440	\$91,814	\$0.71
North Hamilton	\$38,316	\$2,351	\$2,071	\$42,738	\$0.80
South Hamilton	\$19,382	\$3,642	\$1,896	\$24,920	\$0.48
Hamilton Middle School	\$31,113	\$7,434	\$3,163	\$41,710	\$0.62
Greenwood	\$15,516	0	0	\$15,516	\$0.91

Source: Hamilton County School District Financial Records, 1997.

In March 1996, the district entered into an agreement with the Panhandle Area Educational Consortium for energy management program services. At a cost of

\$10,000, the district will receive \$85,000 for energy efficiency projects and the opportunity to apply for further grants through the consortium pool. The district has identified the replacement of HVAC equipment at Hamilton Senior High School as the first priority for use of these funds.

COMMENDATION

Hamilton County School District is commended for entering into the agreement with the Panhandle Area Educational Consortium for energy management services.

The activities and corresponding funding opportunities offered through the consortium should serve to reduce cost and increase energy awareness throughout the district.

Recommendation 8-11:

Focus future energy efficiency projects at the North Hamilton facility where energy costs are high.

While the highest energy costs are at Greenwood, the primary cause is due to the number of portable classrooms which are less energy efficient. Recommendations regarding the use of portable classrooms are included in Section 8.2 above. Opportunities available through the Consortium include the following possibilities at North Hamilton which would significantly reduce energy costs:

- Improvements to the HVAC system
- Re-lighting
- Building insulation improvements

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|------------------------|
| 1. District administrators should prioritize energy management projects at North Hamilton Elementary School. | 1997-98
school year |
| 2. The Assistant Superintendent should apply for Consortium funding of the highest priority project at North Hamilton Elementary School. | 1997-98
school year |
| 3. The project should be implemented (if funded). | 1998-99
school year |

FISCAL IMPACT

This recommendation can be implemented with current resources and through additional grant funding via the Consortium. The possible savings (if the energy projects are completed), should be substantial and begin to show savings in energy costs of five percent in 1998-99, and 10 percent beyond the first year of implementation.

Facilities Use and Management

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Increase Energy Efficiency at North Hamilton Elementary	---	\$2,100	\$4,200	\$4,200	\$4,200

9.0 ASSET AND RISK MANAGEMENT

This chapter addresses Hamilton County School District's activities and programs designed to manage its assets and protect the district and its employees from major risk factors such as lawsuits, accidents, and illnesses. This chapter contains five major sections:

- 9.1 Health Insurance
- 9.2 Risk Management Activities
- 9.3 Fixed Assets and Inventory Control
- 9.4 Cash Management and Practices
- 9.5 Tax Collections

9.1 Health Insurance

CURRENT SITUATION

The responsibility for Health and Life Insurance is assigned to the Payroll Specialist reporting directly to the MIS Coordinator who reports to the Director of Business Services. The Payroll Specialist manages the daily administrative processes and the Director of Business Services (in coordination with the Assistant Superintendent) is responsible for selecting and negotiating a contract with a carrier if and when it is bid. Although the Assistant Superintendent recently assumed responsibility for Risk Management, the actual coordination of health and life insurance is generally a finance responsibility.

The Hamilton County School Board currently provides two Blue Cross/Blue Shield Health Insurance Options for employees, with Option 1 being the most popular with employees. Exhibit 9-1 reflects the breakdown of the two options.

Hamilton County School Board has maintained Blue Cross/Blue Shield as its primary provider for approximately the past nine years. During the past fiscal year, Blue Cross /Blue Shield raised the deductible for employee health insurance from \$200 to \$500. The Superintendent and Board agreed with the change to maintain the same premium rates. Efforts to communicate this change were through meetings as well as including a flyer in each employee's pay check.

Over the past few years, the Superintendent's staff has been unsuccessful in its attempts to have teachers and other staff authorized to participate in the state employees' health insurance plan.

**EXHIBIT 9-1
HAMILTON COUNTY SCHOOL DISTRICT
HEALTH BENEFIT SUMMARY: BLUE CROSS/BLUE SHIELD
1996-1997**

BENEFIT	OPTION 1	OPTION 2
	POS 52 NON-STANDARD	POS 52 NON-STANDARD
Lifetime Maximum	\$1,000,000	\$1,000,000
Calendar Year Deductible (2 per family)	\$500	\$500
Maximum Out-of-Pocket Calendar Year (2 per family)	\$1,000*	\$1,000*
PPC Providers Non PPC Providers	80% 70%	80% 70%
Prescription Drugs (deductible waived)	80%	80%
Office Visits at PPC Physicians	Subject to deductible Payable at 80%	\$15 Copay
Laboratory Services (at Independent Clinical Lab)	Subject to deductible Payable at 80%/70%	Deductible waived Payable at 80%/70%
Mental Health		
- Inpatient	31 days. Subject to deductible. Payable at 80%/70%	31 days. Subject to deductible. Payable at 80%/70%
- Outpatient	\$1,000 maximum. Subject to deductible. Payable at 80%/70%	\$15 Copay Per Office Visit at PPC Physician's Office; Out-of- Network, Subject to deductible and Coinsurance
Well Child Care	Deductible waived Payable at 80%/70%	\$15 Copay at PPC Providers; Out- of-Network deductible waived, payable at 70%
Accident Care	1st \$500 covered at 100%. Then subject to deductible and 80%/70%	\$15 Copay at PPC Providers Office; Other Providers 1st \$500 covered at 100% then subject to deductible and 80%/70

*Excludes deductible and, when applicable, copays.

Source: Hamilton County School District, Business Services Department, 1997.

FINDING

During the 1993-94 fiscal year, the School Board had in place an Insurance Advisory Committee as outlined in School Board Policy 6.13. The committee membership was composed of only school board employees. During the 1993-94 bidding process, the Insurance Committee evaluated and recommended that the employee health insurance bid be awarded to NEFEC. The Board, according to its official minutes, awarded the lowest and best bid to NEFEC as recommended by the Insurance Committee. Subsequently, the Board brought the awarded bid back to the agenda for reconsideration, and all firms were asked to hold their bids open for a set period. The only indication of why this action took place, as noted in the minutes, was to give every employee the opportunity to hear what each bidder had to offer and to vote for their preference. The original assignment of the committee members was to serve as the representatives of all employees. The bid was later awarded to Blue Cross/Blue Shield. In October 1995, the Insurance Advisory Committee requested to be abolished and to assign the responsibility to a five-member committee from the Finance Department and the bargaining association.

RECOMMENDATIONS

Recommendation 9-1:

Reestablish the Insurance Advisory Committee to set standards for health insurance. Enhance the membership of the committee by adding community participation including a qualified volunteer in the area of insurance and risk management.

The School Board should enhance its community credibility by involving more participation by community volunteers. The purpose of establishing a committee or task force is to allow a fair representative group to undertake assigned responsibilities and submit conclusive recommendations for the Board to consider. Although the Board has no obligation to follow the recommendations of its committees, it does lose an element of community and organizational support when it reverses its own decision after supporting the committee's recommendation.

Once standards are established, it should be the school district's responsibility to bid, review the committee's recommendation, and, if necessary, negotiate the most cost effective options for the employees.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent should establish a balanced representative committee structure and recommend to the School Board the formation and membership of the Insurance Advisory Committee. July 1997

2. The School Board should approve a new Insurance Advisory Committee and direct the Superintendent and staff to complete the process and implement the committee August 1997

FISCAL IMPACT

This recommendation can be addressed within existing resources.

Recommendation 9-2:

Establish a set period of time to rebid health and life insurance benefits to maximize the Board's ability to secure cost effective benefits for its employees.

The School Board should bid its health and life insurance benefits annually to gain the maximum effectiveness, efficiency, and cost benefit for the employees and as guardians of the taxpayer's resources.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The School Board should establish a set period of time for rebidding its health and life insurance, and instruct the Superintendent to implement the necessary procedures. July 1997
2. The Superintendent and staff should revise or create the necessary formal procedures documenting the established process for bidding of health and life insurance benefits. August 1997

CURRENT SITUATION

The Hamilton County School Board has been very liberal in its insurance contributions on behalf of its employees. Exhibit 9-2 displays the current Board contribution for both health insurance options. During the 1996-97 health insurance renewal process, the Board was faced with an increase in the deductible from \$200 to \$500 in order to hold the premium at the same level. The Board continued to pay a significant share of the total premium.

FINDING

A comparison of the most recent 1994-95 health insurance premiums with comparison school districts is reflected in Exhibit 9-3. As can be seen, Columbia County is the only school district paying near the same level of board contributions. The average of the Board contributions in the other eight school systems is approximately \$1,136, or almost \$700 less than Hamilton County.

**EXHIBIT 9-2
HEALTH INSURANCE PREMIUM
1996-97**

OPTION 1: \$500 Deductible; 80/70 Co-Insurance; \$1,000 Stop Loss; Mediscript Program

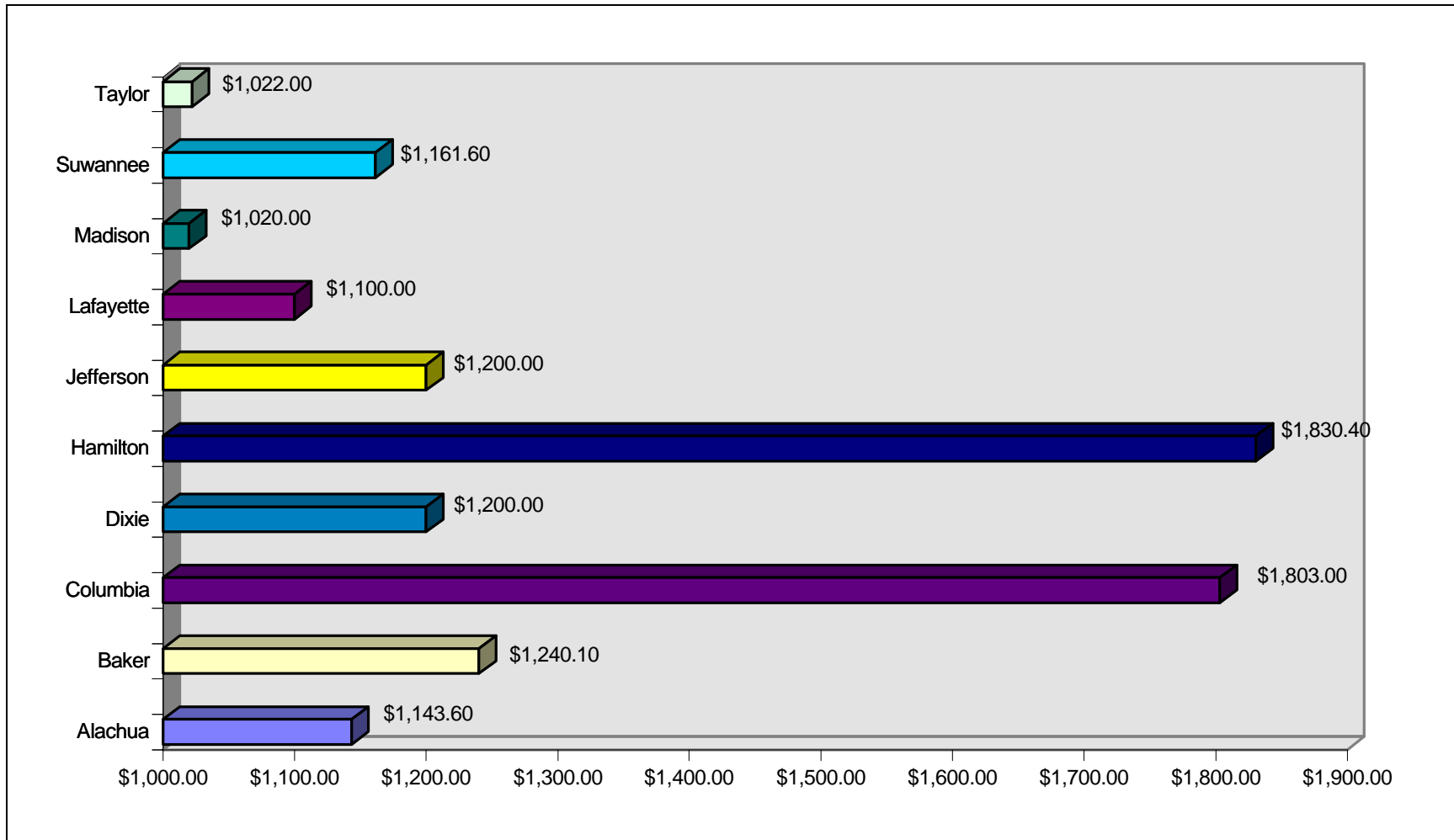
Type of Coverage	Total Premium	Less Board Contribution	Employee Cost
Single	\$195.72	\$195.72	\$.00
Two-Person	\$399.21	\$195.72	\$203.49
Family	\$518.62	\$195.72	\$322.90
Family with Spouse Employed	\$518.62	\$389.52	\$129.10

OPTION 2: \$15 Office Visit Co-Pay; \$500 Deductible; 80/70 Co-Insurance; \$1,000 Stop Loss; Mediscript Program

Type of Coverage	Total Premium	Less Board Contribution	Employee Cost
Single	\$214.75	\$195.72	\$19.03
Two-Person	\$438.22	\$195.72	\$242.50
Family	\$569.36	\$195.72	\$373.64
Family with Spouse Employed	\$569.36	\$389.52	\$179.84

Note: The premiums are based on 10 payments per year and include the \$5,000 basic life coverage.
Source: Hamilton County School District, Business Department, 1997.

EXHIBIT 9-3
COMPARISON OF SELECTED SCHOOL BOARD INSURANCE CONTRIBUTIONS
1994-95



Source: Hamilton County School District, Business Services, 1997.

RECOMMENDATION

Recommendation 9-3:

Reduce the district's contribution to each employees health insurance premium by \$600 in total, implemented in \$200 per year increments beginning in 1998-99.

Based on the comparative data presented in Exhibit 9-3, the Board has an opportunity to reduce its contribution to employees' health insurance premiums to be more in line with other districts.

IMPLEMENTATION STRATEGIES AND TIMELINES

- | | |
|---|------------------------|
| 1. The School Board should approve the reduction in health and life insurance premiums in concept to be effective in the next fiscal year. | July 1997 |
| 2. The School Board should proceed to instruct staff to rebid the health and life insurance program within the next reasonable time period after receipt of this recommendation. | 1997-98
fiscal year |
| 3. The Superintendent and staff should implement the necessary operational changes to establish the proper sequence of events to accomplish the planned Board premium reductions. | 1997-98
fiscal year |

FISCAL IMPACT

To implement the recommendation within the 1997-98 fiscal year would not allow adequate time to establish the proper process and provide adequate time for the Board to communicate its decision with its employees and allow them time to adjust to the planned change.

The cost savings that would be generated by this decision would be based on a reduction of \$200 per employee times approximately 388 employees in the school district for a total cost saving for the first year of approximately \$77,600. The second year would add an additional \$200 per employee savings, followed by a final \$200 per employee reduction in the third and later years (\$232,800).

The additional health insurance costs borne by the largest category of full-time employees (i.e., teachers) will be more than offset if Recommendation 6-3 to increase teacher salaries is implemented.

Recommendation	1997-98	1998-99	1999-2000	2000-01	2001-02
Reduce Portion of Insurance Premium Paid by the District	-----	\$77,600	\$155,200	\$232,800	\$232,800

9.2 Risk Management Activities

CURRENT SITUATION

No single Hamilton County School District office is responsible for managing the school district's Risk Management program. Responsibility for the Risk Management function within the school system has been an on-going shared responsibility with minimal accountability; and current job description does not reflect appropriate responsibilities.

Prior to last year, Risk Management was the responsibility of the Coordinator of General Services. The transition of responsibility to the Assistant Superintendent of Administration and transfer of records and files was incomplete, creating gaps in analysis, and inability to know the total amount of outstanding claims. Numerous workers' compensation claims aged over a six-to-eight year period were still outstanding and unresolved.

Included with workers' compensation, is the administration for property and casualty insurance. Workers' Compensation, as well as property and liability insurance, are administered through the Panhandle Area Educational Consortium (PAEC) for Risk Management. PAEC is located in Chipley, Florida. Controlling workers' compensation claims and managing light duty activities is necessary to have an effective risk management program. Exhibit 9-4 reflects the 1996-97 types of insurance coverage currently provided by the Consortium.

The Hamilton County School District has been with PAEC since 1988, and Exhibits 9-5, 9-6, 9-7 display the claim history of Hamilton and its peer school districts, except for Union County which is not a member of the consortium.

The exhibits cover a seven-year period and analyze workers' compensation, property insurance, and casualty insurance. During the 1989-90 fiscal year, Hamilton County had over \$400,000 in claims and had more than twice as much in claims as any of the 12-member consortium districts. In 1992-93 and 1993-94, Hamilton County had the third highest amount of workers' compensation claims and the highest among its peer districts. In 1994-95, Hamilton County had the fifth highest claim record and the second highest among its peer districts, falling behind Madison County School system for the first time.

FINDING

A further analysis of the internal records for Risk Management maintained by the school district are reflected in Exhibit 9-8. Of significance, is the unfortunate status of incomplete records available for the MGT team to make appropriate assessments and decisions based on reliable and current data.

In addition to the responsibility being transferred and coordinated among several departments, the lack of accountability within the organization for the Risk Management function has created important gaps in the decision making process. These gaps have the potential to create inappropriate decisions that may have negative cost implications.

Currently, no one is consistently analyzing all workers' compensation claims by worker category over the past five or more years to establish computer-generated trends and management information. No one is developing specific training programs for employees and students in an effort to reduce job-related accidents (Exhibit 9-8).

**EXHIBIT 9-4
PAEC 1996-97 INSURANCE DATA**

CARRIER	COVERAGE DESCRIPTION	LIMITS	PAEC SIR	DISTRICT DEDUCTIBLE
Northfield Insurance Co. (70%) Underwriters at Lloyds (30%)	Aggregate Package Section I - Property & APD	\$1 MIL per occurrence Include SIR/ annual agg Flood, Earthquake & Debris Removal	\$100,000 per occ	\$500 per occ
	Section II - General Liability	\$1 MIL per occurrence include SIR/ \$1 MIL annual agg Products/Completed Oper.	\$100,000 per occ	\$500 per occ
	Section III - Automobile Liability	\$1 MIL per occurrence include SIR	\$100,000 per occ	\$500 per occ
	Section IV - School Board Legal Liability	\$1 MIL per occurrence include SIR/ \$1 MIL annual aggregate per District	\$100,000 per occ	\$2,500 per occ
	Section V - Workers' Comp./ Employers Liability	\$350,000 per occurrence include SIR	\$150,000 per occ	N/A
	Section VI - Crime	\$2,500 per occurrence Employee Dishonesty \$25,000 per occurrence Money & Securities; Money Orders & Counterfeit Currency; and Depositors Forgery	\$100,000 per occ	\$500 per occ
	Aggregate XS of Loss Fund	\$1 MIL annual aggregate Aggregate excess excludes wind losses and flood losses in Flood Zone A.	\$1,780,000 Loss Fund	N/A
Northfield Insurance Co.	Excess School Board Legal Liab.	1 MIL xs 1 MIL per occ/annual agg	N/A - See Primary	N/A - See Primary
Northfield Insurance Co.	Excess Property (First Layer)	4 MIL xs 1 MIL per occurrence/ annual aggregate Flood, Earthquake, and Debris Removal	N/A - See Primary	N/A - See Primary
Premier Insurance Co.	Excess Property (Second Layer)	\$390,772,958 xs \$5 MIL per occurrence/ excluding flood and earthquake	N/A - See Primary	N/A - See Primary
Employer's Reinsurance Corp.	Excess Workers' Comp.	Part One - Worker's Compensation - Statutory Part Two - Employer's Liability - \$1,000,000	N/A - See Primary	N/A - See Primary
Hartford Steam Boiler	Boiler & Machinery	\$10 MILLION	N/A	\$1,000 - under 100 HP \$2,500 - 100 HP & over
Hartford Ins. Co.	Crime	\$500,000 per occ Coverage Form O (Employee Dishonesty) \$100,000 per occurrence Coverage Form C (Theft, Disappearance & Destruction)	N/A	\$2,500 Covg Form D \$25,000 Covg Form C
Hartford Ins. Co.	Crime (Fiscal Agent)	\$1 MIL xs \$500,000 Coverage Form O Washington Co. School Board as Fiscal Agent	N/A	XS of PEBKUS 165
National Fire & Marine	Facilities Use Policy	\$100,000 Ea Person/\$200,000 Ea Accident \$1 MIL Annual Aggregate/Ea District	N/A	\$250 per claim

Source: Hamilton County School District, Risk Management, 1997.

**EXHIBIT 9-5
PAEC RISK MANAGEMENT CONSORTIUM
CLAIM HISTORY
SEVEN-YEAR ANALYSIS
WORKERS' COMPENSATION**

DISTRICT	STUDENT MEMBERSHIP	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	TOTAL 7-YEAR AVERAGE
CALHOUN	2,288	\$2,422.35	\$954.82	\$1,136.46	\$17,911.36	\$798.49	\$1,996.61	\$8,583.28	\$4,829.05
GULF	2,346	\$147,678.39	\$33,533.44	\$153,308.26	\$217,765.14	\$32,512.25	\$8,038.00	\$7,621.07	\$85,779.51
HOLMES	3,820	\$36,726.19	\$288,399.32	\$43,287.23	\$368,245.52	\$20,785.65	\$9,566.47	\$9,363.40	\$110,910.54
HAMILTON	2,336	\$6,086.11	\$402,412.57	\$70,273.90	\$5,214.18	\$123,873.39	\$75,191.21	\$89,741.22	\$110,398.94
MADISON	3,479	\$70,204.24	\$177,517.35	\$49,275.86	\$119,312.22	\$19,471.45	\$23,862.83	\$95,406.06	\$79,292.86
TOTAL	14,269	\$263,117.28	\$902,817.50	\$317,281.71	\$728,448.42	\$197,441.23	\$118,655.12	\$210,715.03	\$391,210.90
AVERAGE	2,854	\$52,623.46	\$180,563.50	\$63,456.34	\$145,689.68	\$39,488.25	\$23,731.02	\$42,143.01	\$78,242.18
AVERAGE (WITHOUT HAMILTON)	2,983	\$129,431.53	\$350,566.90	\$140,788.27	\$358,442.83	\$67,552.65	\$40,030.61	\$80,776.39	\$166,798.45

Source: Hamilton County School District, Risk Management, 1997.

**EXHIBIT 9-6
PAEC RISK MANAGEMENT CONSORTIUM
CLAIM HISTORY
SEVEN-YEAR ANALYSIS
PROPERTY INSURANCE (INCLUDES AUTO)**

DISTRICT	STUDENT MEMBERSHIP	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	TOTAL 7-YEAR AVERAGE
CALHOUN	2,288	\$0.00	\$2,318.00	\$2,092.47	\$0.00	\$825.44	\$3,275.07	\$3,000.05	\$1,644.43
GULF	2,346	\$1,546.50	\$2,493.98	\$6,159.15	\$9,133.61	\$6,490.52	\$16,180.75	\$4,864.77	\$6,695.61
HOLMES	3,820	\$12,605.55	\$1,415.90	\$11,929.00	\$9,402.30	\$2,938.60	\$5,323.04	\$15,000.00	\$8,373.48
HAMILTON	2,336	\$1,684.00	\$0.00	\$2,385.25	\$1,837.11	\$0.00	\$0.00	\$0.00	\$843.77
MADISON	3,479	\$11,448.08	\$2,304.53	\$1,706.54	\$2,706.45	\$8,455.80	\$429,469.00	\$7,378.52	\$66,209.85
TOTAL	14,269	\$27,284.13	\$8,532.41	\$24,272.41	\$23,079.47	\$18,710.36	\$454,247.86	\$30,243.34	\$83,767.14
AVERAGE	2,854	\$5,456.83	\$1,706.48	\$4,854.48	\$4,615.89	\$3,742.07	\$90,849.57	\$6,048.67	\$16,753.43
AVERAGE (WITHOUT HAMILTON)	2,983	\$13,221.07	\$3,686.71	\$11,016.78	\$11,080.46	\$9,148.82	\$226,305.16	\$14,371.66	\$41,261.52

Source: Hamilton County School District, Risk Management, 1997.

Note: Union County is not part of the consortium, but is a comparable district throughout our report.

**EXHIBIT 9-7
PAEC RISK MANAGEMENT CONSORTIUM
CLAIM HISTORY
SEVEN-YEAR ANALYSIS
CASUALTY INSURANCE**

DISTRICT	STUDENT MEMBERSHIP	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	TOTAL 7-YEAR AVERAGE
CALHOUN	2,288	\$61,129.49	\$3,682.57	\$3,496.09	\$0.00	\$0.00	\$4,732.15	\$10,944.53	\$11,997.83
GULF	2,346	\$4,886.51	\$0.00	\$714.63	\$0.00	\$2,560.16	\$6,512.53	\$628.06	\$2,185.98
HOLMES	3,820	\$101,029.33	\$59,898.46	\$27,708.89	\$3,158.49	\$1,000.08	\$198.00	\$0.00	\$27,570.46
HAMILTON	2,336	\$7,860.21	\$0.00	\$0.00	\$3,862.12	\$498.05	\$142.04	\$10,225.00	\$3,226.77
MADISON	3,479	\$7,897.25	\$52,907.71	\$17,209.73	\$3,952.92	\$7,135.29	\$1,654.80	\$28,654.48	\$17,058.88
TOTAL	14,269	\$182,802.79	\$116,488.74	\$49,129.34	\$10,973.53	\$11,193.58	\$13,239.52	\$50,452.07	\$62,039.94
AVERAGE	2,854	\$36,560.56	\$23,297.75	\$9,825.87	\$2,194.71	\$2,238.72	\$2,647.90	\$10,090.41	\$12,407.99
AVERAGE (WITHOUT HAMILTON)	2,983	\$74,153.97	\$57,323.73	\$23,690.65	\$4,521.24	\$5,472.28	\$5,401.21	\$19,933.65	\$27,213.82

Source: Hamilton County School District, Risk Management, 1997.

Note: Union County is not part of the consortium, but is a comparable district throughout our report.

**EXHIBIT 9-8
RISK MANAGEMENT CLAIM HISTORY
PAEC SUMMARY LIABILITY/PROPERTY/WORKERS' COMPENSATION**

Number of Claims by Category	1991-92	1992-93	1993-94	1994-95	1995-96
Errors and Omissions		1	1	1	N/A
Auto	5	0	0	0	N/A
General Liability/Bodily Injury	1	6	1	1	N/A
General Liability Property Damage	1	1	2	1	N/A
All Risk Contexts	1	0	0	0	N/A
Workers' Compensation	36	25	33	27	N/A
Medically Only	33	18	26	24	24
Indemnity	3	7	7	3	6
TOTAL	44	33	37	30	N/A
Expense and Reserve Balances	1991-92	1992-93	1993-94	1994-95	1995-96
(1) Net Loss	\$10,614	\$77,761	\$511,763	\$77,339	N/A
(2) Net Expense Payments	0	\$1,620	\$3,544	\$6,808	N/A
(3) Loss Reserve	0	\$39,111	\$19,879	\$16,135	N/A
(4) Experience Reserve	0	\$5,881	\$148	\$685	N/A

Source: Hamilton County School District, Risk Management, 1997.

Although administrators' and principals' responses to the MGT survey showed that they believed most administrative practices in Hamilton County School District were highly effective and efficient, the teachers felt otherwise. Only 33 percent of the teachers believe this to be the case. This is contrasted to the administrators, where 75 percent *agree*, and the principals, where 80 percent *agree*. Further, only 43 percent of the teachers indicated that risk management as *adequate* or *outstanding* compared to 62 percent of the administrators.

RECOMMENDATION

Recommendation 9-4:

Maintain consistency of the Risk Management responsibility and establish the Assistant Superintendent as the primary administrator.

By maintaining consistent accountability the district can establish a more timely and accurate management information system to make informed decisions. The school system should be in a better position to start establishing specific training programs to help establish more effective cost containment.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent should place permanent and sole responsibility for Risk Management with the Assistant Superintendent for Administration July 1997
2. The Assistant Superintendent should establish a management information process for the Risk Management data to support future decisions. August 1997

FISCAL IMPACT

There is no fiscal impact for implementation of this recommendation.

FINDING

The Assistant Superintendent's current job description does not include the responsibility for the Risk Management function. If the Assistant Superintendent will assume this responsibility as recommended in Recommendation 9-4, then these duties need to be added.

RECOMMENDATION

Recommendation 9-5:

Revise the current job descriptions to reflect the change in responsibilities related to the Risk Management area to provide for accountability.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent should instruct staff to revise the necessary job descriptions and submit them for approval according to Florida Statute and State Board Rule. July 1997
2. The Board should approve the revised job descriptions and request that the Assistant Superintendent provide on-going analysis and timely reporting of all Risk Management activities to enhance accountability and decision making. August 1997

FISCAL IMPACT

There is no fiscal impact for implementation of this recommendation.

FINDING

Hamilton County School District has been a member of PAEC since 1988. Recently the organization established a managed care provider for its members. Under the managed care provider process notices of injury are now handled by the provider and

taken directly by telephone from the employee thus eliminating significant time normally required by the district office. While implementing this change the Hamilton County School District provided considerable training for its employees.

The Hamilton County School District created three light duty positions for workers' compensation claimants to allow them to be on the payroll with light duty activities thus reducing the impact to the workers' compensation program.

The major area within the organization for workers' compensation claims was recently determined to be the Food Service Department. To encourage individual departments to be more safety conscious each department has started to pay their prorated share of any increased premiums.

COMMENDATIONS

The Hamilton County School District is commended for its initiative to create three light duty positions to maximize the effectiveness of workers compensation claimants by getting them back on the active payroll.

The Hamilton County School District is commended for utilizing PAEC and establishing a Managed Care Provider to handle workers compensation claims, thus reducing the workload of staff.

9.3 Fixed Assets And Inventory Control

CURRENT SITUATION

General fixed assets for the Hamilton County School District, as reflected on the 1995-96 Annual Financial Report, amounted to \$15,471,638. General fixed assets are defined by Hamilton County School District as tangible items with a unit cost of \$500 or more and a useful life of at least one or more years. Any donated fixed assets are recorded at estimated fair market value at the time received.

Currently, the school district does not have an automated inventory control system that updates general ledger accounts as inventory items are purchased.

Due to the decentralized purchasing process within the district, furniture, fixtures and equipment and other materials are received at each individual site. Accountability for the assets is the responsibility of each site administrator.

There is no bar coding inventory system currently in place.

Physical inventory counts are performed annually by the maintenance and food service departments. These two departments represent the only two recorded physical inventory counts taken by departments. Finance reconciles property records on an on-going basis according to the use of object codes (641) which designate items to be inventoried based on the \$500 dollar inventory control limit. These items are validated as purchase orders are processed through the department and manually added to the fixed asset inventory records.

FINDING

The current process of inventory control is to record a beginning inventory figure on the financial records and automatically update the figure at year end based on the physical count taken by food service and the maintenance departments. Materials processed by purchase order in excess of the district \$500 limit are captured and posted to the property inventory records by the Finance department throughout the year. There is no updating of the fixed asset group of accounts in the general ledger throughout the year.

An on-site review of the Maintenance Department warehouse indicates that proper inventory control processes are inadequate. Although inventory items are recorded by a PC software program for stock control purposes there is no standard of first-in, first-out (FIFO) or last-in, first-out (LIFO) inventory method. Items are dispersed as they are grabbed off the shelf or from the floor. Items are scattered throughout the facility and although the person in the warehouse may have some idea where items are located the general condition of the facility indicated that it would be common to miss items due to clutter in corners and disarrayed items that are not always in the same location. General observation revealed the following concerns:

- numerous boxes scattered on the floor and unmarked;
- overall appearance of disorganization with scattered trash;
- different parts and items mixed; and
- items stuffed in corners and hard to distinguish.

The school district is in the process of having its existing software programs enhanced to automate the inventory process throughout the school district.

COMMENDATION

The school district is commended for its initiative to update its inventory process to provide for automated use of scanning devices to make the process more efficient and effective.

RECOMMENDATIONS

Recommendation 9-6:

Implement an overhauled maintenance inventory process to include the use of FIFO and a reorganized facility.

Common accounting procedures require some level of inventory accountability by the use of one of the standard inventory control methods such as LIFO or FIFO. Without a better organized warehousing of material, it is impossible to determine if items are being misplaced, stolen or destroyed due to poor storage.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent, in collaboration with the Assistant Superintendent and the Business Services Department, should assist the Coordinator of General Services in July 1997

establishing an acceptable inventory control recording process and implement immediate reorganization of the maintenance warehouse facility.

2. The Coordinator of General Services should implement the use of a FIFO or LIFO inventory method September 1997
3. The Coordinator of General Services should utilize existing staff, and other available staff to be reassigned, to assist in establishing a well organized and controlled warehouse. September-October
1997
4. The Assistant Superintendent should make unscheduled visits to the warehouse to monitor the organization as well as the process. Ongoing

FISCAL IMPACT

There is no fiscal impact to implement this recommendation.

FINDING

Normal audit procedures require that all items purchased based on asset control limits be recorded on the inventory records of the district as well as the general ledger fixed asset group of accounts. The district's asset control limit is \$500, but recent state regulations permit raising it to \$750. Currently, the district is only recording beginning and ending inventory figures furnished by Food Service and Maintenance. There is no validation of the district records to the physical inventory count taken at year end requiring these two units to document and account for any recorded differences. This check and balance is a key element of fiscal control which is missing thus jeopardizing the safeguarding of the district's fixed assets.

Recommendation 9-7:

Revise the current method of recording inventory on the financial records of the school district.

The Business Services Department should establish a method to record to record items purchased which fall within the inventory control limits, Then the Business Services Department and the Office of General Services should establish an end of the year reconciliation process that accounts for all differences between actual counts and the recorded book value.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Director of Business Services should coordinate the implementation of a process to post recorded inventory purchases, no less than weekly, to the district general ledger fixed asset group of accounts. July 1997

2. The Director of Business Services should establish an on-going reconciliation process that balances the amount of posted inventory to the recorded entry in the general ledger fixed asset accounts. July 1997
3. The Director of Bus Services should issue an annual end of the year memorandum to the Coordinator of General Services outlining the actual count process to be followed and the required timelines for submission to the Finance Department. Annually in June
4. The Director of Bus Services in collaboration with the Coordinator of General Services should implement the revised inventory control process. August 1997

FISCAL IMPACT

There is no fiscal impact to implement this recommendation.

9.4 Cash Management And Practices

CURRENT SITUATION

The Director of Business Services is responsible for the Hamilton County School District's investment and cash management functions. The Executive Secretary assists with the manual cash book process used as the primary method for cash flow control, including monitoring of outstanding investments.

The Hamilton County School District invests its idle funds with the State Board of Administration (SBA) Investment Pool to maximize interest earnings.

The manual "cash book" is used to post revenue at the end of the month and expenditures on a weekly basis.

The school district utilizes two bank accounts with First Federal Saving and Loan.

FINDING

Previous investment practice utilized both Certificates of Deposit and the SBA. Florida Statute requires school districts to maximize interest earnings on idle funds.

The district maintains a payroll bank account and a general fund bank account with First Federal. Both accounts are Now interest bearing but neither account is considered a sweep or zero balance account. The payroll account maintains a \$2500 floating balance. Food Service maintains a bank account as do each of the school sites.

The current cash book process is maintained by two individuals who provide manual posting, calculation and analysis. The process provides opportunities for manual processing errors as well as extensive calculations which could be eliminated with a formula driven electronic spreadsheet. In addition, the cash book recording process is a day-to-day posting activity with gaps caused by only recording revenue monthly and expenditures weekly. The current method does not provide cash flow projections and multiple year trending.

COMMENDATION

The Hamilton County School District is commended for its investment practices to maximize earning on idle funds.

RECOMMENDATIONS

Recommendation 9-8:

Create a PC spreadsheet cash book to eliminate the manual calculations and handwritten entries.

The use of a PC spread sheet will improve the efficiency and effectiveness and minimize the potential for manual posting errors. The automated spreadsheet will improve the processing time and increase the flexibility for the use of the recorded data.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Director of Business Services should create a PC spreadsheet that enhances the current manual cash book maintained by the department. July 1997
2. The Business Services Department should implement the use of the PC spreadsheet August 1997

FISCAL IMPACT

There is no fiscal impact for implementing the recommendation.

Recommendation 9-9:

Create a formal electronic cash flow projection document and implement an ongoing cash flow analysis process.

Current practice is to utilize the cash book as a basis for determining cash flow and anticipating cash flow needs. The cash book only posts revenue once per month and expenditures weekly which does not allow for day-to-day preventative measures. By developing an on-going automated cash flow projection model which includes major revenue sources, major expenditure activities, outstanding investments, existing fund

balances, and prior historical data for trending and cross-checking purposes the district will be in a better posture to be in a preventive rather than reactionary crisis mode.

IMPLEMENTATION STRATEGIES AND TIMELINES

- | | |
|--|-------------|
| 1. The Director of Business Services should create an automated cash flow analysis spreadsheet and, if necessary, utilize other school districts as a reference source in developing major factors to incorporate. | July 1997 |
| 2. The Director of Business Services should implement the cash flow analysis to be used on a basis more frequently than weekly. | August 1997 |

FISCAL IMPACT

There is no fiscal impact for implementation of this recommendation.

9.5 Tax Collections

CURRENT SITUATION

The school district currently levies a total of 9.2510 mills based on a certified tax role of \$425,055,944. This millage is reflected in Exhibit 9-9.

**EXHIBIT 9-9
TOTAL MILLAGE LEVIED
1996-97**

A. CERTIFICATION OF TAXABLE VALUE OF PROPERTY IN COUNTY BY PROPERTY APPRAISER CURRENT YEAR GROSS TAXABLE VALUE: \$425,055,944.00	
B. MILLAGE LEVIES ON NONEXEMPT PROPERTY:	
DISTRICT MILLAGE LEVIES	Nonvoted Millage*
1. Required Local Effort Tax	6.4910
2. Current Operating Discretionary Tax	0.7600
3. Capital Improvement Tax	2.000
4. Interest and Sinking Tax	0
TOTAL MILLS	9.2510

Note: Ad Valorem Tax Levies are calculated using 95% of current year gross taxable value.
Source: Hamilton County School District, Business Services Department, 1997.

*The district does not have voted millage levies at this time.

The current level of millage generates approximately \$3,773,000 of which \$2,928,000 goes into the general operating fund. The school district levies all allowable millage in accordance with state stature.

State law only permits school districts to budget tax collections at 95 percent of the current year's gross taxable value.

The top 10 taxpayers in Hamilton County include:

- PCS
- Florida Power
- Norfolk Railroad
- All-Tel
- 4-State Timber Venture
- Binville
- Waldo Kennedy
- Suwannee Valley Electric Cooperative
- Ring Power Corporation
- Hamilton Turpentine.

FINDING

An analysis of the past four years tax collections indicates that the Hamilton County School District has overcollected its anticipated budgeted tax collections by an average of \$96,000 in the general operating fund while undercollecting by an average of \$18,000 in the capital improvement fund for a net over collection of approximately \$77,000.

Exhibit 9-10 displays the actual five-year comparison of tax collections versus budgeted tax anticipated revenue.

**EXHIBIT 9-10
HAMILTON COUNTY SCHOOL BOARD
FIVE-YEAR COMPARISON OF TAXES**

District Operating Fund (LRE, Discretionary, Sup. Dis.)	1992-93	1993-94	1994-95	1995-96	1996-97
Budgeted	3,023,531	3,301,381	2,860,024	2,860,001	2,927,976
Received	3,188,602	2,183,296	4,194,404	2,862,329	
Balance	(165,071)	1,118,085	(1,334,380)	(2,328)	
Capital Improvement (370 - 2 Mill Tax)	1992-93	1993-94	1994-95	1995-96	1996-97
Budgeted	376,978	441,583	764,713	786,755	807,605
Received	394,904	328,705	756,802	816,755	
Balance	(17,926)	112,878	7,911	(30,000)	

Note: Information taken from prior year budgets and Annual Financial Statements
Source: Hamilton County School District, Business Services Department, 1997.

COMMENDATION

The Hamilton County School District is commended for its efforts to monitor its tax collections and delinquent taxes and work with the county tax collector to maximize their tax collection revenue.

10.0 FINANCIAL MANAGEMENT

This chapter reviews the financial management functions and processes of the Hamilton County School District. The following three sections are included:

- 10.1 Organization
- 10.2 Financial Management
- 10.3 Payroll/Employee Benefits

10.1 Organization

CURRENT SITUATION

The Hamilton County School District manages revenue and expenditures in excess of \$18.2 million. The current organization of the Financial Management area includes a Director of Business Services, Executive Secretary, MIS Coordinator, Fiscal Assistant/Accounts Payable, District Capital and Federal Projects Accountant, Computer/Programmer/Trainer/Operator, and a Payroll Specialist.

These seven staff members are responsible for investing and managing cash, fixed asset control, payroll, benefits, accounts payable, budgeting, coordination of auditing activities, inventory control, federal, state and local revenue, related special projects and categorical funds, capital outlay and debt service, purchasing, food service accounting and technology districtwide.

Although the department established goals and objectives several years ago, there is no formal and consistent planning supported by established goals. Further, the coordination of auditing activities has undergone changes in the past several years in an attempt to maximize the resources of the school district.

FINDING

Since 1995, Hamilton County has used a CPA firm to audit schools' internal accounts. The use of the CPA firm has allowed district staff to concentrate on the numerous other financial responsibilities necessitated by negative changes in available revenue resources .

COMMENDATION

The Hamilton County School District is commended for outsourcing the auditing of school internal accounts to a CPA firm allowing for more effective use of its own staff time and resources.

FINDING

The responsibility for MIS is one of the key responsibilities within the financial organization. Currently, the MIS function is managed by a coordinator with the assistance of a computer/programmer/trainer/operator, and a payroll specialist. The existing organizational structure identifies the Payroll Specialist as reporting directly to the MIS Coordinator. Current reporting is done primarily due to the office physical location more than the functionality of how to best operate the department.

RECOMMENDATION

Recommendation 10-1:

Increase the span of control of the Director of Business Services by having the payroll specialist report directly to the Director of Business Services.

The existing span of control for the Director of Business Services is 4:1 compared to the most current national standard of 11:1.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent should reorganize the central office to have the Payroll Specialist report directly to the Director of Business Services. July 1997
2. The Assistant Superintendent should revise all job descriptions affected by this reorganization. August 1997

FISCAL IMPACT

There is no fiscal impact for implementing this recommendation.

FINDING

Currently, the Business Services Department does not operate with any formally communicated goals and objectives. Three years ago, the Business Services Department established five short-term and five long-term goals. These goals are shown in Exhibit 10-1. Most of these goals have been accomplished .

No area of the central office organization is required to develop and update annual and long-term goals to establish a basis for assessment and attainment of objectives. Without annual goals and objectives, there is a lack of formal communicated direction for staff as an organization. With no specific direction, organizations become reactionary and operate according to crisis management instead of being proactive and exercising creative problem solving decision making.

**EXHIBIT 10-1
BUSINESS SERVICES DEPARTMENT GOALS
PREPARED MAY 1994**

<u>Current/Short-Term Goals</u>	<u>Long-Range Goals</u>
<ul style="list-style-type: none">■ Benefits Package (*VISTA)<ul style="list-style-type: none">- United Way- Earned Income Credit U.S.■ System Upgrade-Technology<ul style="list-style-type: none">- Sick Leave On-Line- Annual Leave On-Line■ Privacy Fence<ul style="list-style-type: none">- between buildings for lunch area■ Officer Upgrade and Improvement<ul style="list-style-type: none">- furniture enhancement■ CAPS (Food Service Software)<ul style="list-style-type: none">- free and reduced application- revenue and reimbursement- inventory, bidding and purchasing	<ul style="list-style-type: none">■ Terms 1995-96 (AS 400 Software)<ul style="list-style-type: none">- Human Resources Enhancements- Finance Enhancements- Fixed Assets-immediate■ Electronic Direct Deposit 1995-96■ Transportation on-line technology■ Inservice-District■ Establish Procedures

Source: Business Services Department, 1997.

RECOMMENDATION

Recommendation 10-2:

Develop annual measurable goals and objectives in collaboration with a districtwide strategic planning process.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Director of Business Services should develop specific and measurable short and long-range goals and objectives as part of the annual budgeting process and correlate them with the district's strategic plan. Ongoing

FISCAL IMPACT

There should be no fiscal impact for implementation of this recommendation.

10.2 Financial Management

CURRENT SITUATION

The Hamilton County School District currently operates a \$18.2 million budget comprised of \$12.4 million for operations, \$2.6 for special revenue, \$2.7 for capital projects, and the balance for internal service activities.

As with most school districts in the State of Florida, the Hamilton County's salaries and benefits, as a percentage of the operating budget, amount to approximately 84 percent. Non-salary expenses amount to 16 percent. Of the non-salary expenses, the Hamilton County School District has been spending close to 10 percent on travel.

Exhibit 10-2 reflects a five year analysis of the school districts operating budget and elements that affect its stability.

The Hamilton County School District has maintained its share of federal and specially funded grants and projects over the years. The 1994-95 Annual Financial Report reflected federal expenditures of approximately \$1.5 million, and in 1995-96, that amount had risen to \$2.7 million. Many of these projects involve hiring additional staff to administer the program or project. Typically, federal dollars for new programs are used as seed money which create a dilemma for school districts once the project or grant terminates. Districts struggling with balancing fiscal resources cannot always afford to maintain project and grant staff once the project has terminated.

FINDING

An alarming trend reflected in Exhibit 10-2 is the 13.5 increase in the total number of staff (i.e., 46 more) over the five-year period, while the number of unweighted students (close to actual headcount) remained basically the same and somewhat reduced. Typical patterns are usually the reverse in other school districts. School systems generally will gain consistent growth in children, while building new facilities and staff grows at a much slower rate.

As noted in the exhibit, the trend and the practice of maintaining staff when projects have been terminated may account for many of the increased positions over the past several years.

**EXHIBIT 10-2
OPERATING FUND
FIVE-YEAR ANALYSIS OF HISTORICAL YEAR END INFORMATION**

Category	1991	1992	1993	1994	1995 (unaudited)
Beginning Balance	\$2,415,639	\$1,964,068	\$1,961,418	\$1,752,629	\$1,404,339
Add: Revenue	\$10,118,802	\$10,160,193	\$10,168,234	\$10,182,754	\$11,811,464
Sub: Expenditures	\$10,808,772	\$10,379,591	\$10,736,642	\$10,875,968	\$12,058,961
Adjust: Transfers	\$238,399	\$216,748	\$359,619	\$344,924	(\$157,372)
Ending Fund Balance	\$1,964,068	\$1,961,418	\$1,752,629	\$1,404,399	\$999,470
Reserves	\$155,217	\$173,530	\$206,395	\$229,596	\$13,492
Percentage of Raise:					
Instructional	4.5 - 7.1	.0 - 2.8	.5 - 4.1	.9 - 7.5	3.8 - 10.0
Non-Instructional	4.3	4.0	.8 - 1.3	3.9	3.6 - 4.2
Employees as of March 30th:					
Total per unemployment report	436	418	421	408	444
Less Substitute Teachers	94	54	57	55	56
Total Employees	342	364	364	353	388
FTE:					
Unweighted	2,336	2,362	2,313	2,339	2,327
Weighted	2,874	2,884	2,839	2,969	2,924

Source: Hamilton County School District, Department of Business Services, 1997

It also should be noted that since 1992, the school district has received help from the Florida Department of Education in how to best balance its limited resources. Current projections and trends in the district's fund balance indicate that the district is in need of alternatives to replace reduced available revenues. Cost savings and reduction of expenditure efforts are necessary for the district to maintain its fiscal credibility.

RECOMMENDATION

Recommendation 10-3:

Reduce the total number of school district employees by at least 20 positions.

In 1984-85, the Hamilton County School District had 289 total staff and 2,304 students compared to 388 staff in 1995 and 2,327 students. An analysis of growth in positions since 1984 indicated a 27 percent growth in non-bargaining unit (secretaries, clerical, etc.) staff, 14 percent growth in maintenance staff, 45 percent growth in teachers and related staff, 10 percent growth in teacher aides and a four percent growth in administration.

Actual growth of staff, over the past five years alone, has been 46 positions. An additional element of this recommendation is to establish a formal Board policy and procedure to identify the process for consideration and continuation of project and grant staff funded by non-general operating fund revenue.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent should utilize attrition where possible (e.g., retirements, resignations) to avoid having to terminate staff. FY 1997-98

2. The Superintendent should make a recommendation to the Board to reduce at least 20 positions (See pages 16-2 and 16-3 for summaries of position deletions suggested in this report). FY 1997-98

3. The Board should eliminate the positions. By July 1998

FISCAL IMPACT

The fiscal impact of this recommendation is not shown here. Instead, it is shown in other chapters of this report which, in total, recommend the elimination of 26 positions and the addition of three positions.

FINDING

Travel expenditures for the past three years have averaged approximately \$135,000. Most school districts struggling to balance resources are quick to curb expenditures such as travel as one way of improving community perceptions which at the same time increase the level of budget constraint awareness among employees.

In 1995-96, the district's travel expenditures totaled \$175,000 of the \$1.8 million it spent on non-salary related expenses. Therefore, the travel expenditure is almost 10 percent of the total non-salary expenses for the school district. Nearly 20 percent of the travel dollars were spent on FDLRS and other restricted projects which include travel expenses as part of the grant.

RECOMMENDATION

Recommendation 10-4:

Reduce non-grant funded district travel expenditures by at least 50 percent.

IMPLEMENTATION STRATEGIES AND TIMELINES

- | | |
|---|-----------|
| 1. The Superintendent should freeze all travel immediately, approve out-of-county travel (except by FDLRS, Rural Institute staff, and other grant-funded programs) on an exception basis, and work with a maximum travel budget of no more than \$46,000. | June 1997 |
|---|-----------|

FISCAL IMPACT

The current expenditures for travel, which average about \$91,000 annually (excluding FDLRS and other grant-funded programs), should be reduced by at least 50 percent. The school district will save approximately \$45,500 per year by reducing non-grant funded travel.

Recommendation	1997-98	1998-99	1999-2000	2000-01	2001-02
Reduce Travel Costs by 50 Percent	\$45,500	\$45,500	\$45,500	\$45,500	\$45,500

10.3 Payroll/Employee Benefits

CURRENT SITUATION

The Hamilton County School District payroll/employee benefits area currently handles the following types and amounts of activity:

- 77 tax sheltered annuities for employees;
- 20 drop and add changes for union deductions;
- 11 manual checks for supplemental pay;
- 25 health insurance participation changes;
- 521 W-2's for employees; and
- 5,347 total paychecks processed.

The school board provides health and life insurance benefits for all employees. Employees are entitled to various amounts of sick and annual leave based on the position they hold within the district.

FINDING

Although many school districts throughout the state provide school employees a voluntary sick leave bank and a cafeteria plan for benefits, the Hamilton County School District does not provide its employees with either of these benefits.

A voluntary sick leave bank provides employees an option of contributing an earned sick leave day into a bank which allows all those participating to have access to the sick leave bank should an extreme emergency arise and all other types of leave have been utilized. Typically, the school district establishes a formal policy and outlines the following elements:

- the rules for membership;
- establishment and duration of the bank;
- replenishment contribution process;
- administration and governance of the bank;
- eligibility;
- benefits;
- participation abuse;
- withdrawal from participation, and
- discontinuance of the sick leave bank.

The term cafeteria plan, flexible benefit plan, and flexible spending arrangement often are used interchangeably to describe benefit plans that allow employees to choose from a range of benefits and services. There are several advantages of implementing such a plan for employees. Some advantages include:

- employees save both federal income taxes as well as FICA;
- employers save FICA taxes;
- flex plans provide a strong incentive for employees to eliminate duplicate health care coverage with their spouse;
- allows for payment of dependent care or medical expenses with pre-tax dollars; and
- softens the impact of benefit cutbacks by an employer.

RECOMMENDATIONS

Recommendation 10-4:

Develop a sick leave bank policy and implement a sick leave bank for employees.

The policy for sick leave should include the elements outlined in the finding. Examples of typical language can easily be obtained from other school systems. The Panhandle Consortium is an excellent resource for the school system to utilize.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent should designate the Assistant Superintendent to develop a formal policy for approval by the Board. July 1997
2. The Board should approve the policy. September 1997
3. The Superintendent and staff should initiate the necessary communication and training with employees. October -
December 1997
4. The Superintendent and staff should implement the sick leave bank. January 1998

FISCAL IMPACT

There should be no fiscal impact for implementation of this recommendation.

Recommendation 10-5:

Conduct a needs assessment to determine if a cafeteria plan would support the strategic goals of the organization.

Flexible cafeteria benefit plans may not be appropriate for all employers. It is important to conduct a thorough needs assessment to determine if a cafeteria plan would support the goals of the organization. The basic steps to the needs assessment process would be:

- estimate the extent to which employees receive duplicate coverage and if they are willing to trade for other benefits;
- analyze employees benefit preferences and their response to the idea of a cafeteria plan;
- determine administrative needs and possible approaches to plan administration;
- compare the projected costs under the cafeteria plan with those forecasted under the current process;

- evaluate how a cafeteria plan would fit with the prevailing organization values and culture; and
- determine whether the cafeteria plan supports the districts long-term strategies.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Assistant Superintendent should conduct the needs assessment for a cafeteria benefit plan following the six basic steps listed above. Fall 1997
2. The Assistant Superintendent should consult with officials in the Jackson County School District and other small districts in the PAEC Consortium who have implemented cafeteria benefits plans. Fall 1997

FISCAL IMPACT

There should be no fiscal impact to conduct the needs assessment.

11.0 ADMINISTRATIVE AND INSTRUCTIONAL TECHNOLOGY

This chapter addresses the use of technology in both instructional and administrative areas within the Hamilton County School District. The chapter is organized into three sections:

- 11.1 Technology Organization
- 11.2 Administrative Technology
- 11.3 Instructional Technology

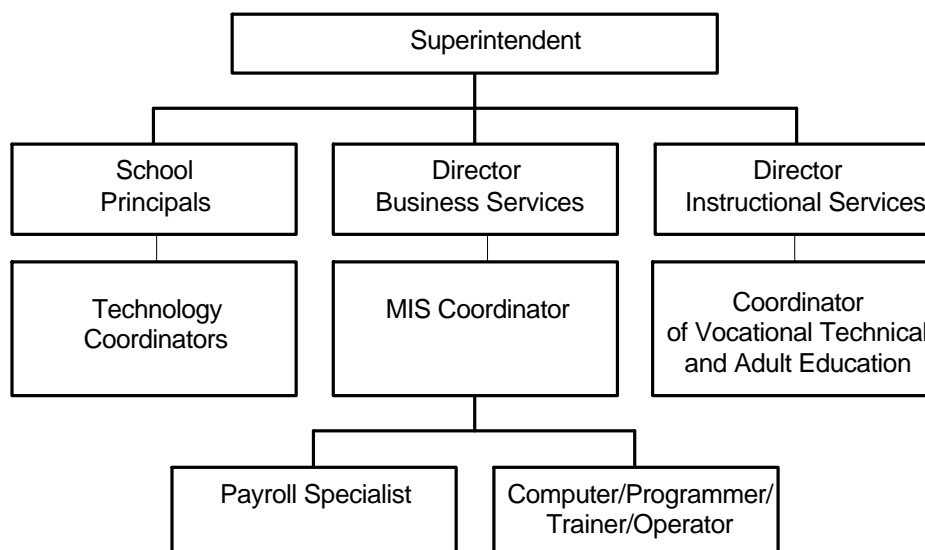
11.1 Technology Organization

CURRENT SITUATION

The organizational structure and use of technology is decentralized within the Hamilton County School District. The central offices and the schools individually plan and implement the different facets of technology. From productivity applications to networking, individual offices and schools usually determine the product best suited to their needs.

The organization of the technology function within the school district consists of the administrative computing staff, an instructional technology coordinator in schools, and school support staff. Exhibit 11-1 depicts this organizational structure.

**EXHIBIT 11-1
HAMILTON COUNTY SCHOOL DISTRICT
TECHNOLOGY ORGANIZATION**



Source: Hamilton County School District, 1997.

Technology coordinators are named in each school and report to the school principals. Most coordinators perform this function on a part-time basis due to their primary teaching duties. The amount of time dedicated to technology in most cases is less than 10 percent. Only Central Elementary School has a full-time technology teacher who also serves as a coordinator. Technology coordinators receive a \$500 per year stipend for performing this function. The responsibilities of the technology coordinators at each school include:

- troubleshooting equipment and software;
- technology planning;
- staff training;
- staff assistance; and
- district technology coordination.

The Coordinator of Vocational Technical and Adult Education (VTAE) (presently a district office administrative position), works with the school technology coordinators to implement technology throughout the classrooms. This Coordinator received the responsibilities for instructional technology through the Vocational Technology/Adult Education programs, where most instructional technology began. The instructional technology related responsibilities of the Coordinator include:

- monitoring classroom computer use;
- school technology coordination;
- school technology planning; and
- indirect oversight of school technology coordinators.

The MIS Coordinator is responsible for:

- coordinating the efforts of administrative technology;
- staff training and assistance;
- district student and financial information systems;
- Department of Education (DOE) student surveys;
- technology planning; and
- overall technology oversight.

To perform these functions, the MIS Coordinator has two staff members -- a Computer/Programmer/Trainer/Operator and a Payroll Specialist.

The duties of the Payroll Specialist involve coordinating, monitoring and performing payroll functions. Except for minor training assistance provided to staff members on the use of TERMS software for student and financial information, the Payroll Specialist does not perform technology-related duties.

The Computer/Programmer/Trainer/Operator performs most hands-on duties for administrative technology. The position incumbent is responsible for:

- computer programming and operation;
- staff training in the use of TERMS;
- equipment installation; and
- microcomputer computer support.

FINDING

The Coordinator of VTAE also is assigned responsibility for instructional technology coordination. However, this Coordinator does not have a broad-based technology background, and the role is not assigned to the appropriate district-level manager.

RECOMMENDATION

Recommendation 11-1:

Transfer responsibilities for Instructional Technology from the Coordinator of VTAE to the MIS Coordinator.

Coordinating any effort requires extensive expertise. By transferring the coordination of instructional technology to the MIS Coordinator, the district can capitalize on the knowledge of this individual and reap the corresponding benefits. In addition, placement of all technology functions under a single organization insures proper and contiguous planning of all district technology functions.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Assistant Superintendent should transfer responsibility for coordination of instructional technology to the MIS Coordinator. July 1997
2. The Assistant Superintendent should modify the position description of the MIS Coordinator to include instructional technology responsibility. July 1997
3. The MIS Coordinator should assume responsibility for Instructional Technology. August 1997

FISCAL IMPACT

This recommendation can be implemented with existing resources and no additional fiscal impact.

FINDING

Each Hamilton County School has prepared a technology plan for guidance in implementing instructional technology. Further, each school technology plan is compiled into a common technology plan for all schools. Administrative technology issues, however, are absent from those plans.

RECOMMENDATION

Recommendation 11-2:

Revise the district technology plan to include all administrative functions at both the school and central office levels.

Technology plans are prepared to provide guidance and direction for technology progression. Primary components of a technology plan usually include:

- administrative tools;
- instructional tools;
- network concerns;
- administrative support applications; and
- mainframe/minicomputer strategies.

A technology plan is primarily a blueprint for the implementation of technology and is usually depicted over a five-year period. Plans are detailed enough to include the implementation times and cost schedules necessary for properly shaping progression and scheduling budgets.

Although most technology plans are created for the following five-year period, the plans usually state that years four and five are spent reevaluating the plan for the next five years. This method of planning allows organizations to chart immediate directions yet provides flexibility for the ongoing changes typical of technology.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|---|--------------------------------|
| 1. The Coordinator of MIS, principals, and school technology coordinators should develop a district-wide technology plan to include both instructional and administrative aspects, schedules, and costs for implementation. | August 1997 -
February 1998 |
| 2. The districtwide technology plan should be submitted to the School Board by the Superintendent. | March 1998 |
| 3. After review and revisions, as needed, the School Board should approve the technology plan and make appropriate funding plans. | April 1998 |

FISCAL IMPACT

The fiscal impact associated with creating a districtwide technology plan can be accomplished within existing resources.

FINDING

As stated previously, each school has a technology coordinator for providing guidance to co-workers, school administrators, and students on the use of technology. Coordinators are usually teachers who have been given additional technology-related duties. However, numerous interviewees stated that the coordinators most often are insufficiently trained and do not have sufficient time to perform this function.

RECOMMENDATION

Recommendation 11-3:

Provide additional training to technology coordinators.

Although it is not necessary for persons performing this role to be completely knowledgeable in all computer aspects, coordinators do need to be very familiar with basic troubleshooting procedures, operating system configuration, basic application concepts, and basic networking.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The School Board should fund additional training for the school technology coordinators. July 1997
2. The school technology coordinators should attend training courses to broaden their computer knowledge. Ongoing beginning in 1997-98

FISCAL IMPACT

The fiscal impact associated with providing additional training to the school technology coordinators is approximately \$1,500 per coordinator in 1997-98 (6 coordinators times \$1,500 equals \$9,000). Additional minimal training costing about \$2,000 annually will be needed in subsequent years.

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Provide Training To Technology Coordinators	(\$9,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)

14.2 Administrative Technology

CURRENT SITUATION

Hamilton County School District offices use technology to assist in the daily duties required for proper operation. Administrative technology encompasses three different support mechanisms for the district. They are:

- microcomputers/productivity tools;
- district-wide applications; and
- networks.

Microcomputers are available in all school and district administrative offices. The computers are used along with productivity software and computer peripherals to create documents and presentations, track district information, and provide access to district-wide applications.

During June 1995, the DOE issued a Statistical Brief about the use of personal computers in Florida public schools. Exhibit 11-2 shows the number of schools using microcomputers for different administrative purposes in Hamilton County and in comparison school districts. As shown, Hamilton is comparable to other districts in the use of technology for administrative purposes.

**EXHIBIT 11-2
NUMBER OF SCHOOLS
USING MICROCOMPUTERS FOR ADMINISTRATION BY PURPOSE,
1994-1995**

Purpose	Hamilton	Calhoun	Gulf	Holmes	Madison	Union
Athletics	1	1	0	3	0	2
Attendance	2	0	0	7	5	2
Budget Planning	4	0	0	5	1	2
Desktop Publishing	4	4	0	4	6	3
Discipline	0	1	0	7	5	3
Food Service	3	0	0	5	2	2
FTE	3	0	0	8	5	2
Grade Analysis and Reporting	2	1	0	6	5	1
Guidance and Counseling	3	2	0	7	3	3
Instructional Management	2	1	1	7	3	3
Internal Accounts	3	1	2	5	3	3
Inventory & Property Records	1	5	2	5	3	3
Media Center	4	3	3	8	2	2
Staff Records	2	0	1	7	3	2
Student Records	1	0	0	8	5	3
Student Scheduling	1	0	0	5	4	3
Student Transportation	1	0	0	5	1	2
Word Processing	7	7	6	7	7	4
Other	0	0	0	0	0	2

Source: Department of Education, Statistical Brief, Series 95-17B, June 1995.

On the Fall 1996 Microcomputer Resources Survey, the district reported 751 microcomputers in use for either instructional and/or administrative purposes. Exhibit 11-3 shows the results of this survey.

**EXHIBIT 11-3
HAMILTON COUNTY SCHOOL DISTRICT
MICROCOMPUTER RESOURCES SURVEY
FALL 1996**

School	Primary Use	Apple II Series	Apple Mac	IBM PC, PS/2	Tandy 1000, 1200, 2000, 3000, 4000, 5000	Other IBM PC, PS/2 Compatible	Total by Use
Central Hamilton Elementary	Administration	0	0	5	0	0	5
	Instruction	59	70	0	0	0	129
Hamilton County High	Administration	0	0	13	0	0	13
	Instruction	8	9	174	0	13	204
North Hamilton Elementary	Administration	0	0	3	0	1	4
	Instruction	36	66	10	0	1	113
South Hamilton Elementary	Administration	0	0	6	0	0	6
	Instruction	24	57	0	0	2	83
Hamilton Middle	Administration	0	0	4	0	0	4
	Instruction	38	71	25	0	0	134
Hamilton VTAE	Administration	0	0	2	0	0	2
	Instruction	0	0	1	0	0	1
Greenwood	Administration	0	0	2	0	0	2
	Instruction	5	8	0	1	0	14
Superintendent's Office	Administration	0	2	24	0	0	26
	Instruction	11	0	0	0	0	11
Totals		181	283	269	1	17	751

Source: Hamilton County School District, 1997.

The exhibit above indicates that the Hamilton County School District possesses a wide range of personal computer (PC) equipment, and that the equipment is proportionately dispersed among district schools. Productivity tools used on the PCs for administrative purposes vary by office. Most offices rely on the Office Suite from Corel Corporation to provide word processing, spreadsheet, and presentation applications.

In addition to microcomputers, the Hamilton County School District has installed a "state-of-the-art" IBM AS400 minicomputer. The AS400 operates the district's student, financial and food service applications and can be accessed from central and school administrative offices. The central offices and Hamilton High School are connected to the AS400 through twin-axial wiring. The remaining schools are connected through 9600-baud synchronous modems.

The student and financial applications are part of the Total Educational Resource Management System (TERMS) software provided by Educational Data Resources, Inc. in Orlando, Florida. TERMS provides the district with the following student information capabilities:

- demographics/general;
- scheduling;
- attendance/discipline;

- grade reporting/transcripts;
- special programs;
- test scores; and
- external (state) reporting.

Financial capabilities include:

- general ledger/financial reporting;
- budgeting;
- encumbrance accounting;
- accounts payable; and
- bidding.

The district also is in the planning stage for converting its inventory to the Facilities Management module of TERMS. This module performs fixed asset accounting and warehousing.

In addition to TERMS, the AS400 also runs a portion of the Computer-Assisted Food Service (CAFS) program. The CAFS program is designed to provide assistance in the free and reduced lunch program.

The school district is in the process of installing a local area network (LAN) in each of its schools. During the on-site review, MGT found that all facilities, except South Hamilton Elementary and the central offices, had been wired. Completion of the wiring was scheduled for Spring. The cables used for the LAN are industry standard for today's network applications.

With assistance from the DOE's Florida Information Resource Network (FIRN), the district has continuing plans to implement a wide area network (WAN). The WAN will connect all Hamilton County facility LANs into a contiguous network that will allow information and resource sharing. In addition, the WAN will provide the infrastructure from which each school can receive Internet access.

FINDING

The district sought and received assistance from the FIRN in implementing LANs and WANS. FIRN is providing guidance and assistance in all technology areas. For example, FIRN staff members installed the LAN wiring at Hamilton Middle School. FIRN also is providing a portion of the equipment necessary for connecting the district to the Internet. A T1 communications line capable of transmitting 1.544 megabites of information per second is being installed by FIRN.

COMMENDATION

The Hamilton County School District is commended for seeking and receiving the assistance of FIRN.

Quite often, small school districts, such as Hamilton County, are left behind in technology progression. This is due, in a large part, to the enormous costs associated with technology equipment and implementation. By seeking outside assistance both in

knowledge and funding, the Hamilton County School District will be at the forefront of this progression.

FINDING

Hamilton County has acquired and installed an excellent software application for monitoring its student and financial applications. The application (TERMS) provides the necessary functionality for recording district information. In addition, TERMS was designed for use in Florida school districts and has built-in State reporting requirements. This feature allows the district to automatically respond to student data requests from the State without the use of large amounts of staff time.

COMMENDATION

The Hamilton County School District is commended for implementing the TERMS application.

This application fully meets the needs of the district in the areas of student and financial information and reduces district personnel resource needs by automatically compiling State survey information.

FINDING

The Hamilton County School District is a member of the AS400 Consortium, which is a group of Florida school districts using an IBM AS400 minicomputer and the TERMS application. Consortium members include the counties of:

- Hamilton
- Columbia
- Jackson
- Monroe
- Baker
- Bradford
- St. John's

FIRN assists consortium members with the salary requirements of a consortium staff person -- 75 percent is paid by FIRN with the remaining 25 percent paid by the member school districts. This person makes minor modifications to the TERMS application as required by each district. He tracks the completed modifications and disperses them to the districts via the FIRN network.

In addition to pooling resources for staffing requirements, consortium members also receive other benefits related to membership. Most notably, members receive a significant discount on the purchase price of TERMS from Educational Data Resources. Members pay a flat rate per student plus \$5,000 to purchase the application. This amount is significantly lower than the cost to non-member school districts.

COMMENDATION

The Hamilton County School District is commended for becoming a member of the AS400 Consortium.

Consortium membership has saved the district money and has enabled the district to share experiences with others.

FINDING

The Hamilton County School District has installed a Wide Area Telephone Service (WATS) line for personnel to use in calling the district while traveling. The WATS line (accessed through a 1-800 number) reduces the need to issue calling cards and permits travelers to remain in contact with district offices. The line also eliminates the need for personnel to use personal calling cards when contacting offices.

COMMENDATION

The district is commended for installing a WATS line.

The WATS line has enabled traveling personnel to remain in district contact without using more expensive district or personal calling cards.

FINDING

The Hamilton County School District relies on individual schools to maintain an inventory of computer equipment installed within their schools. The schools perform this function manually as part of the yearly DOE microcomputer survey. The MIS Coordinator maintains the computer equipment inventory for the central offices. Neither school nor central office inventories maintain critical equipment information such as date of purchase, type of processor, and hard drive capacity.

RECOMMENDATION

Recommendation 11-4:

Implement the Facilities Management module of the TERMS software package and begin maintaining detailed records of all computer equipment assets in a centralized repository.

The district already has purchased the Facilities Management module of TERMS, but has not implemented the module due to time constraints on personnel. The Fixed Assets portion of this module provides a comprehensive manner in which to track and monitor district assets. Proper asset tracking is critical to proper reporting of district purchases and monitoring of equipment age. By implementing the centralized inventory using the TERMS application, the district can readily determine the status and value of its fixed assets.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|---|-------------|
| 1. The MIS Coordinator should implement the Facilities Management module of the TERMS application. | July 1997 |
| 2. School principals should assign equipment inventory responsibilities to a school representative. | August 1997 |
| 3. The MIS Coordinator should train school representatives on the recording of fixed assets within TERMS. | August 1997 |
| 4. The school representatives should record equipment inventories in the TERMS application. | Fall 1997 |
| 5. The MIS Coordinator should record equipment inventories for administrative offices into the TERMS application. | Fall 1997 |
| 6. School representatives and the MIS Coordinator should maintain an accurate inventory, as new equipment is received or old equipment removed. | Ongoing |

FISCAL IMPACT

The fiscal impact associated with maintaining an accurate inventory of district assets can be accomplished using existing resources.

FINDING

The school district recently purchased color printers for use in administrative offices although they have relatively few needs for printing color documents. The printers are Hewlett-Packard DeskJet models that require both a black and white, and a color ink cartridge. Cartridges for these printers average \$30 each at retail cost.

RECOMMENDATION

Recommendation 11-5:

Refrain from purchasing replacement color cartridges for the DeskJet printers.

The cartridges are expensive and have a short life span. Additionally, the production of color documents from administrative offices should be limited to specific products that cannot be done in standard black and white.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|---|-----------|
| 1. The Superintendent should issue a directive to all administrative personnel, except those performing desktop publishing duties, discouraging the purchase of replacement color cartridges. | July 1997 |
|---|-----------|

2. Appropriate use of color and of black and white printer cartridges should be included in the administrative procedures manual recommended in Chapter 4 of this report.

January 1998

FISCAL IMPACT

Due to the district's lack of a comprehensive equipment inventory, the exact number of color printers in the district inventory could not be established. Estimates from district officials put the number not specifically needed for color applications at seven. Since the average cartridge life span in an office setting is estimated at three months and the average cost per color cartridge to the district is \$21 after educational discount, the school district can anticipate savings of \$84 per year per printer or \$588 per year for the seven printers.

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Restrict Use of Color Printers	\$588	\$588	\$588	\$588	\$588

FINDING

The Hamilton County School District does not have a maintenance plan for the district's computer, video, and copier equipment. Interviewees stated that it was common to have large amounts of equipment in disrepair with maintenance performed only when equipment availability became critical. With computer equipment, one unit sometimes is cannibalized to restore working order to another.

Additionally, it was noted that some district copiers were not under maintenance contracts. Copiers under maintenance contract were newer models that were still part of a purchase agreement. The maintenance contract for models no longer under purchase agreements was eliminated.

For all technology equipment, non-warranty maintenance is paid directly from a school's budget.

RECOMMENDATION

Recommendation 11-6:

Explore opportunities with the Panhandle Area Educational Consortium (PAEC) for receiving maintenance on technology equipment.

The PAEC provides opportunities for small school districts that would be otherwise be unavailable to them because of cost. The consortium pools the resources of small districts to provide large district capabilities. For example, smaller districts usually cannot afford to staff a Title I specialist. The consortium hires a Title I staff member and provides services to the small districts at a shared cost.

Equipment maintenance falls into this category. The Hamilton County School District, with its remote location, does not have the necessary funding to enter into a maintenance contract alone. However, through PAEC, the district could receive this service in conjunction with other districts.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Assistant Superintendent should contact PAEC about securing maintenance for its computer, video, and copier equipment. Summer 1997
2. A maintenance contract should be secured. Fall 1997

FISCAL IMPACT

Pursuing equipment maintenance through the PAEC should cost about the same amount the district now pays for non-warranty maintenance, but should result in less equipment remaining in a state of disrepair.

11.3 Instructional Technology

CURRENT SITUATION

Instructional technology use within the Hamilton County School District is most prevalent in two different areas: video and computers.

Instructional use of videos is based upon programs received from satellite transmissions and recorded at the individual schools for later viewing. Each school has a satellite dish for performing this function. Recordings are made in the school's media center and then distributed to teachers when requested.

Computer-based instruction in schools ranges from integrated learning systems to teacher-led productivity tool classes. The integrated learning systems are predominately purchased from Jostens Learning Corporation and Computer Curriculum Corporation. They provide a graphical environment in which students are offered learning experiences in a variety of subject areas.

During June 1995, the DOE issued a Statistical Brief about the use of personal computers in Florida public schools. Exhibit 11-4 shows the estimated students using microcomputers by course or subject.

**EXHIBIT 11-4
HAMILTON COUNTY SCHOOL DISTRICT
ESTIMATED STUDENTS USING MICROCOMPUTERS BY COURSE OR SUBJECT**

COURSE OR SUBJECT	Central Hamilton Elementary	Hamilton County High	North Hamilton Elementary	South Hamilton Elementary	Hamilton Middle	Greenwood
Art	0	4	0	0	0	0
Business Education	0	350	0	0	0	0
Computer Applications	0	90	200	0	200	104
Computer Literacy	0	80	400	289	0	104
Computer Programming	0	0	0	0	0	0
English as a Second Language	0	0	40	0	0	0
Foreign Language	0	50	0	0	0	0
Health/Physical Education	0	0	0	0	0	0
Language Arts/English	0	200	450	289	380	20
Mathematics	447	90	450	269	380	20
Music	0	0	0	0	0	0
Non-business Vocational	0	100	100	0	0	0
Reading	358	0	450	269	0	0
Science	0	0	150	85	100	0
Social Studies	0	0	300	0	100	0

Source: Hamilton County School District, 1997.

As seen above, a large number of Hamilton County students use computers for some type of educational program. The most prevalent use is in the following courses:

- Business Education
- Computer Applications
- Computer Literacy
- Language Arts/English
- Mathematics
- Reading

FINDING

Each Hamilton County School has a satellite dish and the appropriate video recording equipment for offering a variety of instructional opportunities to teachers. In addition, each classroom is equipped with a television. The teachers use the video recordings to expose students to an array of information that would otherwise not be available. Instructional programs such as foreign language, science and nature, mathematics and geography are offered through this technology.

COMMENDATION

The Hamilton County School District is commended for taking advantage of the public education opportunities available through satellite transmissions.

The satellite transmissions provide Hamilton County students with educational opportunities not otherwise provided.

FINDING

A closer examination of the data previously shown in Exhibit 11-3 indicates that the Hamilton County School District possesses 677 microcomputers for instructional use. With 2,278 students, the computer to student ratio is 1:3.4.

COMMENDATION

The Hamilton County School District is commended for providing the computer resources for student instruction.

A typical ratio of computers to students in other districts MGT has reviewed is approximately one computer for every seven to twelve students. Hamilton has one computer for every three to four students

The district is cautioned that this commendation should not be interpreted as justification to discontinue computer purchases. In contrast, computer technology is changing rapidly. When one product ceases to provide a necessary capability, another product is quickly developed to fill the void. For this reason, there is a constant need to update and upgrade equipment.

FINDING

Central Elementary and Hamilton Middle School received a total of \$90,000 in "Break the Mold" grants from the Department of Education. The Department provided the grants to assist the schools to increase their technological capabilities. The grants were specified for non-capital expenditures, but the schools were able to use the money for some valuable technology resources including:

- network wiring;
- network interface cards;
- professional development (technology oriented);
- Internet access;
- second chance programs; and
- distance learning.

COMMENDATION

Central Elementary and Hamilton Middle School are commended for seeking additional resources such as the "Break the Mold" grant.

FINDING

The Hamilton County School District has not implemented a policy concerning the use of the Internet. MGT's review of the district policy manual and questions asked of interviewees confirmed this fact.

RECOMMENDATION

Recommendation 11-7:

Create a policy for use of the Internet.

The Internet holds tremendous potential for providing staff and students with a comprehensive distance learning program. However, there is content on the Internet that is not suitable for a school environment. Therefore, it is very important that the district addresses what content can be accessed, when, and by whom.

In creating an Internet policy, the following items should not be overlooked:

- content access;
- participants;
- educational opportunities;
- access times;
- district responsibilities;
- administrative staff responsibilities;
- teacher responsibilities;
- parent responsibilities; and
- student responsibilities.

By addressing these areas, the district will lower its liability and show that it is responsive to parental concerns. Once the policy is created, all students and their parents, and all staff members should sign a statement indicating that they have read and understand the policy.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Superintendent should draft an Internet use policy. July 1997
2. The Superintendent should submit the Internet use draft policy to the school board. August 1997
3. The Internet use policy should be approved by the Board. September 1997
4. The Superintendent should acquire signatures from parents and staff verifying that the policy has been read and that their child will abide by the rules identified in the policy. October 1997

FISCAL IMPACT

The fiscal impact associated with creating an Internet use policy and with acquiring confirmation of student/parent/staff understanding can be accomplished using existing resources.

FINDING

Although some evidence of distance learning was found, the district is not taking full advantage of this valuable and cost effective educational opportunity. Numerous sources for receiving distance learning programs are available. However, the source with the most potential and the lowest cost is the Internet.

The Internet is fast becoming an enormous information repository. Organizations that produce various types of instructional materials are taking full advantage of this medium by configuring their material in an easily accessible and usable way. Such materials provide exceptional learning experiences for students.

RECOMMENDATION

Recommendation 11-8:

Continue plans for providing Internet access and creating a Wide Area Network (WAN).

As stated, the Internet is becoming a large avenue for receiving instructional material for use by students and staff. With the information and programs already available, the district cannot afford to neglect this path for providing educational opportunities. Any delay in implementing its Internet connection will place the district further behind in its educational responsibilities.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|---|---------|
| 1. The School Board should continue to fund plans for providing the district with Internet access. | Ongoing |
| 2. The MIS Coordinator should oversee activities to ensure Internet access is provided to district schools. | Ongoing |

FISCAL IMPACT

The fiscal impact associated with implementing Internet access in all district schools can be accomplished under current budget proposals.

12.0 PURCHASING

This chapter addresses the efficiency and effectiveness of the Hamilton County School District purchasing process. As a small school district with less than 400 employees and less than 3,000 students, Hamilton is not in a position (on its own) to leverage significant cost saving without a well-managed purchasing process.

The “decentralized purchasing” operation is currently inefficient and ineffective, costing the taxpayers of Hamilton County dollars that could be going into the classroom or to help the school system alleviate its on-going financial problems. Opportunities exist to establish a stronger, more focused operation with better checks and balances. Consortiums and cooperatives are alternatives available to assist the school district maximize its purchasing power.

By tightening the controls of the existing policies and procedures, the school district can improve its manageability of the process.

CURRENT SITUATION

The Hamilton County School District purchasing function is considered a “decentralized purchasing” operation. Based on Hamilton County School District internal guidelines, Coordinators and higher level administrators are authorized to purchase items. A total of 22 employees are authorized to originate a purchase order. Many existing practices are predicated on past experiences which have created a reluctance of staff to venture into the same practices which were not successful in the past. For example, past experience with bulk purchasing due to poor quality of items received on a state bid have almost eliminated the practice of bulk purchasing supplies for cost effectiveness.

The process for issuing a purchase order involves manually issuing a five-part, color-coded formal purchase order for all items to be purchased. A purchase order procedure for an item costing \$1.50 is the same as for one costing \$1,500. This manual process is labor intensive and raises constant concerns about how long it takes to issue a purchase order to a customer.

The school district uses an IBM AS400 computer with a common educational software package called TERMS, which provides some level of district budget control at the central office when entering purchase orders for encumbering funds. At the time of encumbrance, the individual site’s budget is verified for available dollars. If inadequate funds are indicated, the purchase order is returned to the site to request a budget amendment and resubmittal of the purchase order. It should be noted that sites are expected to verify available funds prior to submitting a purchase order, but this is not always the situation. When purchase orders are encumbered in TERMS, the purchase order is reviewed for fixed asset control and processed accordingly. Each purchase order requires signatures from the originator, the Director of Business Services, and Superintendent. Once the information is entered on-line, sites have access to review the status of all activity at any point in the processing cycle.

FINDING

The current purchasing practice requires three verbal quotes for any item that costs between \$250 and \$9,999. The lowest and best quote is expected to be awarded. Purchases of \$10,000 or more require formal advertising and sealed bids along with School Board approval. School Board Policy 6.12, currently under revision, outlines these procedures. Policy 6.12 also outlines the use of the following additional items:

- emergency purchases,
- lease purchases,
- exceptions to purchasing bid requirements,
- bulk purchases; and
- internal purchases.

School construction bids are covered under School Board Policy 6.13.

Minimal formal bids are processed by the school district due to its decentralized process. Currently, the district processes the following bids:

- pest control;
- typewriter maintenance;
- fuel;
- heat/propane; and
- selected materials.

Maintenance staff use the Maintenance Department purchase requisition to obtain certain supplies. It is estimated that Hamilton County School District processes approximately 20 percent of its purchase orders for items costing \$250 or less.

RECOMMENDATION

Recommendation 12-1:

Implement the use of the purchasing cards to improve efficiency in processing low dollar purchases.

The district should develop a policy and procedure for the purchasing cards. The use of purchasing cards is becoming more prevalent within organizations in an attempt to maximize efficiencies for low dollar purchases from any vendor that will accept VISA, MASTERCARD, or American Express. The program allows the cardholder to purchase approved commodities and services directly from vendors. Accounts payable/purchasing staff typically monitor the performance of the program.

The use of purchasing cards should accomplish the following:

- provide an efficient method of purchasing and paying for goods and services not exceeding \$749 (or limit set by HCSD) per purchase;
- reduce the use of costly processing of five-part purchase orders;
- ensure purchasing card purchases are in accordance with policy;
- reduce time spent by the accounting department processing low dollar transactions;
- ensure the school system bears no legal liability from inappropriate use of the purchasing cards; and
- provide for disciplinary action if the purchasing cards are misused.

Basically, the procurement responsibility under the recommended system, is delegated to the ordering department, and is in line with the district's decentralized purchasing concept. This practice enables an authorized cardholder to place an order directly with the vendor. When a purchase authorization is requested by a vendor at the point-of-sale, the purchasing card system validates the transaction against preset limits established by the school district. All transactions are approved or declined (electronically) based on the purchasing card authorization criteria established. Authorization criteria may be adjusted periodically as needed and may include:

- number of transactions allowed per month;
- number of transactions allowed per day;
- monthly spending limit;
- single purchase limit (e.g., not to exceed \$499); and
- approved merchant category codes.

The total authorization process occurs through the electronic system which supports the purchasing card processing services under an agreement the school system would negotiate with a local or nearby bank. To implement the program, Hamilton County School District should contract with a procurement card company to provide the cards. Through negotiation efforts, the card and service fees can be eliminated from the agreement (no cost to the district).

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Superintendent should appoint a committee of potential users to contact other procurement card users by telephone. Users in Florida include the Volusia County School District and (beginning in July 1997) the Florida Departments of Management Services, Transportation, Banking and Finance July 1997
2. The Committee should assess its options with providers and proceed to gain the necessary approval to proceed. Summer 1997

3. The Committee should develop an RFP for approval and proceed while developing policies and procedures. Fall 1997
4. The Committee should complete a needs assessment to determine who will receive the cards. December 1997
5. The Hamilton County School District should pilot the program with selected areas of the organization. January-April 1998
6. The Committee should conduct districtwide training. May 1998
7. The Superintendent and Committee should implement the program districtwide. July 1998

FISCAL IMPACT

This recommendation should be implemented using existing resources.

FINDING

Based on interviews conducted by the review team and a follow-up analysis of purchase orders, the school district staff is justifiably concerned about the delay in processing purchase orders. Delays can create ineffective operations by requiring constant follow-up and possibly lack of receiving needed instructional materials to conduct a classroom assignment.

A review of approximately 45 purchase orders indicated that the processing timelines currently average 6.6 days from the date of the purchase order until it is signed by the Superintendent.

Further analysis indicates the delays typically occurred between the date of typing the purchase order until it is received in the Superintendent's office for her review and approval. The delay was not due to waiting for the Superintendent's signature.

RECOMMENDATION

Recommendation 12-2:

Establish specific procedures with accountability to reduce the processing time of purchase orders to improve the overall efficiency of the operation.

The current utilization of on-line purchasing also should be expanded.

Currently, purchase orders are manually prepared at individual sites, submitted to the district office for review, entered into the TERMS software system, validated for budget control, and either returned for a budget amendment or encumbered and forwarded to the vendor.

Other versions of the TERMS software systems utilized around state provide for on-line automated issuance of purchase orders from the end user site as opposed to the end user still typing manual purchase orders. In addition to establishing specific formal procedures for purchase order processing, the school district should pursue the enhanced on-line capabilities of issuing purchase orders. This capability also provides up-front budgetary control at the site, rather than budgetary control occurring in finance as a manual purchase order is entered into the system.

IMPLEMENTATION STRATEGIES AND TIMELINES

- | | |
|--|------------------------|
| 1. The Director of Business Services should determine what it will entail to fully implement automated purchasing and budgetary control with the existing software TERMS. | July 1997 |
| 2. The Director of Business Services should develop an action plan for implementation and training of the full TERMS automated purchasing and budgetary control program. | August 1997 |
| 3. The Director of Business Services should proceed to develop formal procedures to improve the purchasing process and incorporate the necessary changes in one training module. | September 1997 |
| 4. The Director of Business Services should proceed to implement the needed revisions and conduct the necessary training. | 1997-98
School Year |

FISCAL IMPACT

The cost of implementing this recommendation should be part of the on-going maintenance fee paid by the district to the vendor for any enhancements available to its users. Any costs associated with the training should become part of the in-service and training priorities for 1997-98.

FINDING

The Hamilton County School District has maintained decentralized purchasing since the mid-1970s when the district hired a purchasing agent and attempted to establish a more centralized purchasing process without any success. The purchasing agent position was deleted in the late 1970s.

Decentralized purchasing allows many individuals in the district to purchase items without regard to established purchasing standards and without knowing if they are achieving cost savings for the school district.

The only purchasing limitation is the existing \$10,000 limit for implementation of the formal bid process. End users are expected to obtain and document three verbal quotes if an item exceeds \$250. There is no check and balance process in place to monitor and properly control the system.

RECOMMENDATION

Recommendation 12-3:

Hire a qualified purchasing agent and centralize the purchasing process to establish efficiency and cost savings.

Standards for purchasing furniture, fixtures and equipment can assist the school system to improve its management of resources, its inventory control process, and provide cost savings to be redirected to the classroom or to offset any existing fiscal priority needs.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Assistant Superintendent should contact other school districts to determine how they maximize the use of a purchasing agent. July 1997

2. The Assistant Superintendent should complete the necessary needs assessment and develop a job description for the purchasing agent, who should report to the Director of Business Services. September - November 1997

3. The Assistant Superintendent should advertise for a qualified purchasing agent and proceed to hire. December 1997- January 1998

4. The new purchasing agent should begin to develop the necessary framework for a centralized purchasing process including the use of purchasing cards (see Recommendation 12-1). February-April 1998

FISCAL IMPACT

According to local markets and the prevailing wage, it is anticipated that the school system will have to pay somewhere in the neighborhood of \$25,000 in salary plus benefits yielding a total annual cost of \$33,227 for the position. The first year's estimate is prorated for the actual starting date of expected employment.

Recommendation	1997-98	1998-99	1999-2000	2000-01	2001-02
Hire a Purchasing Agent	(\$16,700)	(\$33,227)	(\$33,227)	(\$33,227)	(\$33,227)

FINDING

A review of the past three years of supply and material expenditures indicates that a disproportionate amount of dollars is being spent with one local vendor, even though similar vendors have comparable products within a reasonable marketing distance and at a comparable price.

Eight of the district's more common vendors providing supplies and materials were evaluated over approximately a five-year period, and the expenditure results of that analysis are reflected in Exhibit 12-1.

**EXHIBIT 12-1
HAMILTON COUNTY SCHOOL DISTRICT
SELECTED VENDOR EXPENDITURES**

VENDOR	July 1, 1992- June 30, 1995	July 1, 1995- June 30, 1996	July 1, 1996- June 30, 1997	FIVE-YEAR TOTAL	PERCENT OF TOTAL
Jasper Hardware	\$153,091.22	\$43,977.77	\$41,194.38	\$238,263.37	44%
North FL Home & Garden	\$32,173.49	\$9,295.87	\$8,875.70	\$50,345.06	9%
C.C. Dickson	\$37,161.85	\$16,408.13	\$5,229.02	\$58,799.00	11%
Sunshine Electric	\$20,353.53	\$1,876.12	\$926.62	\$23,156.27	4.3%
Interstate Supply	\$80,099.30	\$22,728.90	\$12,347.25	\$115,175.45	22%
Trayco	\$17,381.59	\$1,826.52	\$1,875.39	\$21,083.50	4%
Whiteside	\$9,542.34	\$1,972.19	\$5,410.52	\$16,925.05	3%
Fleet	\$10,192.04	\$2,250.99	\$2,480.14	\$14,923.17	2.7%
TOTAL	\$282,976.16	\$100,336.49	\$78,339.02	\$53,8670.87	100%

Source: Hamilton County School District, Department of Business Services, 1997

An analysis of several purchases revealed that items purchased are not always at the best price. A comparison of one telephone bid found that the vendor who received the bid was the lowest bidder on only four out of 17 items reviewed. In this example, the school system lost approximately \$240 on a \$5,000 purchase order equating to a five percent cost. The school district estimates that approximately 5,000 purchase orders are processed per year. It is reasonable to expect that with decentralized purchasing and minimal effective monitoring of purchasing activities, the district is not maximizing its ability to reduce costs and safeguard the assets of the district on behalf of the community.

RECOMMENDATION

Recommendation 12-4:

Implement specific purchasing procedures that require strict accountability for maximizing cost savings. In addition, change school board policy to require three written vendor estimates for purchases of \$500 to \$9,999.

More than 50 percent of the school district purchasing activity occurs within the General Services Unit. The initial emphasis to control cost savings should be implemented by starting a more formal process of accountability in the area of highest opportunity. The volume and typical methods of purchasing occurring within a maintenance and operational activity offer the most immediate efficiency gain.

It will be necessary to establish specific on-going price comparisons of standard purchases. An analysis of types and volume of materials and supplies normally purchased over the last several years will provide valuable data in order to solicit more potential vendors. If the district can identify an expected volume for an estimated period of time and request formal written responses to a larger and broader list of vendors, the district will find opportunities to maximize its resources.

School districts use similar materials and supplies. Surrounding communities and school districts provide an opportunity for potential shared purchasing services. Hamilton County, for example, belongs to the Panhandle Area Education Consortium. It provides cooperative purchasing opportunities. There are other consortiums such as the N.E. Florida Education Consortium that are very active with their cooperative purchasing program. Several small school districts piggyback on Alachua County bids to save money. Utilizing multiple counties, similar to the insurance consortium concept, can provide additional leverage in dealing with vendors. Attempts should be made to find existing groups or to take the initiative to form a cooperative with other agencies, possibly within the community.

IMPLEMENTATION STRATEGIES AND TIMELINES

- | | |
|---|------------------------------|
| 1. The Superintendent should appoint a committee to establish a formal plan for obtaining background data in order to develop the necessary criteria for formal vendor requests related to providing standard items at less cost. | July -
September 1997 |
| 2. The committee should proceed to obtain additional ideas from other school districts and/or agencies. | October 1997 |
| 3. The committee should develop formal standards and procedures to enhance the existing proposed purchasing policy and procedures. | November 1997 |
| 4. The committee should initiate the new standards and procedures within the General Services Unit to help | December 1997-
April 1998 |

determine the potential issues and concerns that will arise upon full implementation thus allowing for revision and improvement of the plan and development of any needed Board policies.

5. The committee should report its initial evaluation of the changes to the Superintendent, then make any necessary revisions, and proceed to fully implement the purchasing changes.

June-July 1998

FISCAL IMPACT

The school district processes approximately 5,000 purchase orders per year. Based on data in Exhibit 12-1 and the analysis of selected purchase orders, the school district has the potential to save an additional five percent of the expenditures processed in the General Services Unit. During 1995-96, the district spent almost \$1.4 million; the General Services Unit processed almost \$800,000 or 57 percent of all purchases expenditure. Applying the five percent potential savings to the total expenditures in the General Services Unit alone, it is reasonable to conclude that the school district would have a cost avoidance of \$40,000.

Recommendation	1997-98	1998-99	1999-2000	2000-01	2001-02
Implement New Purchasing Procedures	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000

13.0 TRANSPORTATION

This chapter addresses transportation in the Hamilton County School District. It is organized into the following five sections:

- 13.1 Budget, Expenditures and Funding
- 13.2 Organization
- 13.3 Management Policies
- 13.4 Routing and Scheduling
- 13.5 Vehicle Maintenance

13.1 Budget, Expenditures And Funding

CURRENT SITUATION

State law authorizes each school district in Florida to provide transportation to and from school and for extracurricular activities for students in the general population. In addition, federal law requires transportation to be provided to students with disabilities, even if a school district does not provide transportation to its general population.

School districts in Florida are eligible for a transportation funding allotment from the state for transporting regular and special education students to and from school and vocational students to and from remote class sites. Regular students include students attending neighborhood and magnet schools. The rules of eligibility for transportation funding from the state are set by the Florida Department of Education (DOE). Transportation expenses that exceed the state allotment and extracurricular transportation costs are paid with local funds.

The regular transportation allotment is limited to students who live two or more miles from the school they attend. Regular students living within two miles of their school must arrange their own transportation. Exceptions are granted for students whose trip to and from school would traverse hazardous areas.

Local districts are reimbursed for qualifying transportation expenses using a legislated formula based on three indices. The Florida Price of Living Index (FPLI), the rurality index, and the bus occupancy index. Each of the indices is used along with total adjusted students to determine the base allocation factor, which in turn is used to determine the student transportation allocation from the state. Exhibit 13-1 shows the transportation allocations for 1995-1996 received from the state by Hamilton County and the comparison school districts.

**EXHIBIT 13-1
STATE TRANSPORTATION ALLOCATION FOR HAMILTON COUNTY
AND COMPARISON SCHOOL DISTRICTS
1995-1996**

School District	State Transportation Allocation
Hamilton	\$416,964
Calhoun	\$482,407
Gulf	\$406,509
Holmes	\$869,381
Madison	\$725,345
Union	\$472,119

Source: Department of Education, Final Calculation
Student Transportation Allocation, 1995-1996.

In Florida, each school district is responsible for the capital cost of purchasing and replacing school buses. Districts may purchase school buses through the Florida Department of Management Services under a master state contract.

Lane miles are reported to the state by school districts to provide an indication of the transportation concerns of the district. Exhibit 13-2 shows lane miles in Hamilton County and comparison districts.

**EXHIBIT 13-2
LANE MILES FOR HAMILTON COUNTY AND
COMPARISON SCHOOL DISTRICTS
1994-1995**

School District	Paved Miles	Unpaved Miles	Total Miles
Hamilton	199	375	574
Calhoun	139	404	543
Gulf	204	132	336
Holmes	207	589	796
Madison	234	489	723
Union	163	303	466

Source: Department of Education, Q-Links, 1994-1995.

The budget for the transportation costs in the district is shown in Exhibit 13-3. As can be seen, the combination of salaries and benefits amounts to almost 70 percent of the overall budget for transportation.

**EXHIBIT 13-3
HAMILTON COUNTY SCHOOL DISTRICT
TRANSPORTATION BUDGET
1996-1997**

Object	Budget	Percent of Total
Salaries	\$362,020	48.61%
Benefits	\$158,012	21.22
Professional & Technical	\$5,200	0.70
Insurance - Other	\$18,000	2.42
Travel	\$1,500	0.20
Tires and Tubes	\$15,293	2.05
Capital Equipment	\$7,600	1.02
Non-Capital Equipment	\$4,000	0.54
Vehicles	\$0	0.00
Non-Capital Software	\$1,200	0.16
Dues & Fees	\$1,200	0.16
Other Purchased Services	\$20,294	2.72
Natural Gas	\$300	0.04
Bottled Gas	\$600	0.08
Electricity	\$4,500	0.60
Heating Oil	\$500	0.07
Gasoline	\$5,000	0.67
Diesel Fuel	\$42,000	5.64
Supplies	\$6,523	0.88
Oil & Grease	\$3,500	0.47
Repair Parts	\$75,178	10.09
Repair & Maintenance	\$10,408	1.40
Communications	\$700	0.09
Public Utility	\$1,250	0.17
Total	\$744,778	100.00%

Source: Hamilton County School District, General Services records, 1997.

The salaries and benefits as a percentage of transportation operating budget for Hamilton County and comparison school districts are shown in Exhibit 13-4.

**EXHIBIT 13-4
SALARIES AND BENEFITS AS A PERCENT OF TRANSPORTATION
OPERATING BUDGET FOR HAMILTON COUNTY
AND COMPARISON DISTRICTS
1994-95**

School District	Salaries and Benefits as a Percent of Transportation Operating Budget
Hamilton	70%
Calhoun	72%
Gulf	75%
Holmes	67%
Madison	73%
Union	69%
State Average	77%

Source: Department of Education, Q-Links, 1994-1995.

FINDING

The district spends more per student to provide transportation services than do other school districts. The expenditure per student calculation (Exhibit 13-5) of \$617 is 12 percent above the state average and 23 percent above the comparison district average. Further, the district relies on local funding for transportation to a greater extent than the average of the comparison districts or the state average.

**EXHIBIT 13-5
HAMILTON COUNTY AND COMPARISON SCHOOL DISTRICTS
TRANSPORTATION EXPENDITURES AND TRANSPORTATION ALLOCATION
1994-95**

School District	Transportation Expenditures	Transportation Allocation	Percent State Funding	Percent Local Funding	Expenditures Per Student
Hamilton	\$656,239	\$297,954	45%	55%	\$617
Calhoun	535,909	299,797	56%	44%	\$416
Gulf	761,798	296,549	39%	61%	\$602
Holmes	1,271,218	554,596	44%	56%	\$527
Madison	982,810	661,283	67%	33%	\$488
Union	591,216	284,941	48%	52%	\$477
Comparison District Average			51%	49%	\$502
State Average			48%	52%	\$549

Source: Department of Education, Q-Links, 1994-1995.

RECOMMENDATION

Recommendation 13-1:

Take necessary action to maximize state allocation.

Several controlling factors affect the expenditure per student amount and the state to local funding ratio. Most prevalent among these factors is the number of eligible students receiving transportation. During funding calculations performed by the state, average eligible student counts, as reported by the district during the October and February transportation surveys, are used for calculating a bus occupancy index. This index is used to calculate a district base allocation factor. The bus occupancy index is the only index that can be controlled by the district based upon its transportation decisions. Other indices, such as the Florida Price of Living Index and rurality index are not based on district decisions.

In order to receive the maximum portion of the state transportation appropriation, districts must attempt to maximize its bus occupancy index. The bus occupancy index is a factor ranging from 0.9 to 1.1 and is an indexing of all state school districts based on the average bus occupancy of the district. The average bus occupancy is calculated by taking the average number of eligible students during the October and February transportation surveys and dividing that number by the number of buses serving those students. For the final transportation calculation of 1995-1996, Hamilton County School District was second only to Jefferson County as having the lowest bus occupancy index.

As stated, the bus occupancy index is based on the average bus occupancy. Only two factors control the average bus occupancy. They are:

- average eligible student counts; and
- number of buses serving those students.

The district must take appropriate action to maximize its bus occupancy average in order to receive maximum transportation funding from the state. The recommendations listed in the Routing and Scheduling section of this chapter will provide guidance in performing this function.

SEE SECTION 13.4 FOR THIS RECOMMENDATION'S RELATED IMPLEMENTATION STRATEGIES, TIMELINE, AND FISCAL IMPACT.

13.2 Organization

Transportation functions which include routing, scheduling, and vehicle maintenance for both buses and the general fleet, are the responsibility of the Office of General Services.

Management of the transportation function is the duty of the Coordinator for General Services. The coordinator is assisted by staff assigned to transportation duties. Exhibit

13-6 shows the staffing levels for the transportation function of the Department of General Services.

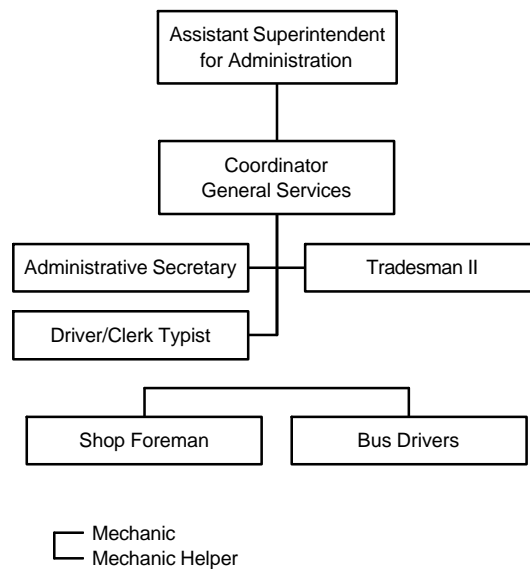
**EXHIBIT 13-6
HAMILTON COUNTY SCHOOL DISTRICT
GENERAL SERVICES STAFFING LEVEL
FOR TRANSPORTATION FUNCTIONS**

Position Title	Number of Positions
Coordinator	1.00
Administrative Secretary	0.50
Driver/Clerk Typist	1.00
Tradesman II	0.75
Shop Foreman	1.00
Mechanic	1.00
Mechanic Helper	0.50
Bus Drivers	25.00
Substitute Bus Drivers	4.00
Bus Attendants	1.00
Total Positions	35.75

Source: Hamilton County School District records, 1997.

The organizational structure for the transportation functions of the Office of General Services is shown in Exhibit 13-7.

**EXHIBIT 13-7
HAMILTON COUNTY SCHOOL DISTRICT
GENERAL SERVICES ORGANIZATIONAL STRUCTURE
FOR TRANSPORTATION FUNCTIONS**



Source: Hamilton County School District, 1997.

An analysis of the number of buses per mechanic (Exhibit 13-8) indicates that the Hamilton County School District has sufficient mechanics to perform bus maintenance duties. For this comparison, the shop foreman for Hamilton County was included, since a large percentage of his duties are spent as a mechanic.

**EXHIBIT 13-8
COMPARISON OF MECHANIC LABOR FORCE
FOR HAMILTON COUNTY AND COMPARISON SCHOOL DISTRICTS
1994-1995**

School District	Number of Mechanics	Percent Dedicated to Bus Maintenance	Adjusted Mechanics	Number of Buses	Buses Per Mechanic	Annual Miles Operated	Mechanics Per 100,000 Miles
Hamilton	2.5	90%	2.25	39	17.33	456,705	0.49
Calhoun	3	67%	2.00	22	11.00	265,150	0.75
Gulf	4	85%	3.40	26	7.65	314,218	1.08
Holmes	3	90%	2.70	43	15.93	465,944	0.58
Madison	2	90%	1.80	38	21.11	552,590	0.32
Union	3	95%	2.85	21	7.37	242,108	1.18
Comparison District Average	3	86.1%	2.59	31	11.97	382,786	0.68

Source: Number of mechanics from individual districts, 1997. Hamilton buses from Hamilton County School District inventory, 1997. Other information from Department of Education, Q-Links, 1994-1995.

As shown above, district is in line with the comparison districts. The number of mechanics per bus is slightly higher than the average while the number of mechanics per 100,000 miles is slightly lower than average. Reviews of other districts have shown that an optimal level is between 0.41 and 0.60 mechanics per 100,000 miles. The Hamilton district falls within this range.

COMMENDATION

The Coordinator of General Services is commended for maintaining a transportation mechanic labor force in-line with state and small district standards.

13.3 Management Policies

FINDING

The Hamilton County School District vehicle inventory records indicate the school district has implemented a ten to twelve year bus replacement program. Hamilton buses are numbered based on the year purchased. Using this information, a purchasing pattern can be established. As shown in Exhibit 13-9, the district has purchased 27 buses over the past ten years; the same as the number of regular daily routes.

**EXHIBIT 13-9
HAMILTON COUNTY SCHOOL DISTRICT
BUS NUMBERS**

Bus Numbers		
9-82	10-82	
1-83	2-83	3-83
1-84	2-84	3-84
1-85	2-85	3-85
1-86		
1-87	2-87	3-87
1-88	2-88	3-88
1-89	2-89	3-89
1-90	2-90	3-90
1-91	2-91	3-91
1-92	2-92	3-92
1-93	2-93	
1-94	2-94	
1-95	2-95	
1-96	2-96	3-96

Source: Hamilton County School District, Office of General Services, 1997.

COMMENDATION

The Hamilton County School District is commended for implementing a 10 to 12 year bus replacement program.

School buses servicing rural counties are under extreme conditions for wear and tear. As shown in Exhibit 13-2, over 65 percent of the lane miles traveled by Hamilton buses are on unpaved roads which severely decreases the life of buses. By implementing a responsive replacement program, the district can ensure the safety and well-being of its students.

FINDING

Full-time bus drivers are paid for three hours per day regardless of the number of hours actually spent working. Bus drivers indicated, and it was actually observed, that it is common for drivers to attend meetings and training, complete paperwork, or perform other duties in addition to driving routes of more than three hours.

A common complaint from drivers is that substitute drivers make \$8.89 per hour and drive routes of five hours per day. As such, substitute make as much money as drivers that have worked for the district for 15 years.

As shown in Exhibit 13-10, approximately 44 percent of bus drivers work longer than the three-hour payment period with an additional 24 percent at or near this same time

period. Although the district is not violating the Fair Labor Standards Act by not paying drivers for actual time worked, the district should be recording actual time worked.

**EXHIBIT 13-10
HAMILTON COUNTY SCHOOL DISTRICT
CALCULATED ROUTE TIME
(IN HOURS AND MINUTES - HH:MM)**

Bus Number	A.M. Route Time (HH:MM)	P.M. Route Time (HH:MM)	Total Route Time (HH:MM)
2-87	0:33	0:40	1:13
2-91	0:47	0:54	1:41
2-96	0:58	2:00	2:58
1-89	1:30	1:17	2:47
1-94	1:28	1:42	3:10
3-89	2:20	2:10	4:30
1-93	1:17	1:30	2:47
2-90	1:10	1:25	2:35
2-93	1:50	2:15	4:05
1-95	1:15	1:30	2:45
1-83	1:05	0:52	1:57
3-91	2:00	2:00	4:00
1-91	0:48	0:44	1:32
1-92	1:55	1:55	3:50
3-90	1:30	1:30	3:00
2-94	1:30	1:30	3:00
1-87	1:20	1:40	3:00
1-85	2:00	2:05	4:05
2-95	1:36	1:50	3:26
3-83	1:33	2:02	3:35
2-92	1:04	1:22	2:26
3-92	1:43	2:15	3:58
1-90	2:00	2:30	4:30
3-85	1:40	1:40	3:20
1-96	0:36	0:36	1:12
Totals	35:28	39:54	75:22
Average Daily Route Time Per Driver			3:01

Source: Hamilton County School District, Office of General Services, 1997.

RECOMMENDATION

Recommendation 13-2:

Fully compensate drivers for hours worked.

Driving a bus can be a stressful job. Drivers deserve to be paid for hours provided to the district. To provide equity to drivers, the school district must change its policy concerning three-hour maximum payment and place a new policy into effect that provides this equity. The new policy should include:

- minimum two hour per day payment for days in which driver is not absent;
- payment for all hours actually worked; and
- bidding procedures allowing drivers to select the route of their choice based on seniority.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|---|-------------|
| 1. The Coordinator of General Services should recommend changes to the bus driver payment policy to the School Board. | July 1997 |
| 2. The School Board should approve the new payment policy. | August 1997 |

FISCAL IMPACT

The task of calculating the fiscal impact of this recommendation is difficult due to the lack of information available enumerating the actual time worked by bus drivers. For this reason, a conservative estimate of one hour per week per driver in addition to route time will be used. Since the average daily route time per driver is three hours, the district is currently paying drivers approximately \$223,511 per year (27 drivers times three hours per day times 180 days times \$15.33 average salary equals \$223,511).

Under the recommended payment process, the district would pay drivers approximately \$298,015 (27 drivers times four hours per day times 180 days times \$15.33 average salary equals \$298,015) resulting in an annual cost to the district of \$74,504 (\$298,015 minus \$223,511 equals \$74,504). This calculation is based on the average daily route time (Exhibit 13-10) plus one hour additional duty time.

The greatest difference between this recommendation and the current situation is the compensation level of drivers. Drivers that drive longer routes will be compensated at a greater rate than those driving shorter routes.

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Fully Compensate Drivers For Hours Worked	(\$74,504)	(\$74,504)	(\$74,504)	(\$74,504)	(\$74,504)

FINDING

The General Services office does not track, monitor or use performance indicators that could be used to monitor accomplishments and establish standards. Careful monitoring of indicators can assist the office in determining that it is operating in the safest and most efficient and effective manner.

General Services does not track information normally used for such performance indicators. As a result, management cannot identify problem areas, prevent them from occurring or measure progress.

RECOMMENDATION

Recommendation 13-3:

Monitor and measure performance through the use of performance indicators.

General Services should develop and use performance indicators in an effort to detect and prevent problem areas. Indicators to monitor should include:

- average rider trip time;
- ridership rates;
- accidents per 100,000 miles;
- incidents per 1,000 riders;
- miles between road calls;
- percent periodic maintenance completed on-time;
- repair turnover time;
- driver absentee rate;
- percent of routes on-time;
- riders per mile;
- riders per route; and
- cost per mile.

During the first year, the Coordinator of General Services should determine the goals for each indicator. At least annually, the coordinator should evaluate these indicators for sound management practices comparing actual to intended data. Should any indicator goal not be attained, the Coordinator should evaluate the processes relating to the indicator for areas that require additional attention.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Coordinator of General Services should determine performance indicators needed to monitor and assess the capabilities of transportation functions. July 1997

2. The Coordinator of General Services, with assistance from MIS personnel, should establish a personal computer database for recording the information necessary to compile and monitor performance indicators. August 1997

- | | |
|---|----------------------|
| 3. General Services personnel should begin to track information for performance indicators. | September 1997 |
| 4. The Coordinator of General Services should modify performance indicator goals in accordance with district objectives on an annual basis. | June 1998
Ongoing |

FISCAL IMPACT

The creation of performance indicators will be offset by gains in productivity, therefore, the fiscal impact of creating and maintaining performance indicators can be accomplished using existing resources.

FINDING

In December 1992, the district formally requested a study of the district's transportation activities from the DOE, but has not completely implemented the following proposed recommendations.

- Combine stops less than two-tenths (2/10) of a mile apart.
- Discontinue spur routes for students whose homes are less than one and one-half (1 ½) miles from the main route.
- Route all buses to always be moving toward the school in the A.M. and home in the P.M., whenever possible.
- Discontinue overlapping of bus routes due to the location of the driver's home, with the exception of the children living in the driver's home. Route buses in a manner that requires no two buses to cover the same area to the same school.
- Remove service to students living within the two mile limit with the exception of special needs students or others who are eligible for state funding.
- Stagger school opening times to use present buses effectively with multiple trips.
- The elementary town route stop for the Pre-K through grade 4 should be located at one or two central locations.
- When a driver retires or resigns, check the route carefully before assigning it to a different driver to be sure it is cost effective.
- Develop a new method of driver compensation to prevent the school bus driver from feeling threatened by shorter routes.
- Management should ride and review all school bus routes at least twice a year.

RECOMMENDATION

Recommendation 13-4:

Take prompt action to implement Department of Education recommendations.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Superintendent, in conjunction with the Coordinator of General Services, should review the Department of Education report and complete the implementation of all recommendations. Summer 1997

FISCAL IMPACT

The fiscal impact associated with reviewing the DOE report and implementing recommendations is incorporated in other recommendations in this chapter.

13.4 Routing and Scheduling

CURRENT SITUATION

Routing and scheduling are required to ensure sufficient buses are available for transporting students to their assigned school. Buses are assigned routes and scheduled for student pick-up based on the carefully made decisions of the route coordinator.

In the Hamilton County School District, the routing and scheduling of school buses is based on the same routes and schedules used 15 years ago. Because only minor changes in the population and density areas have occurred, the district has been able to maintain a steady route and schedule plan. Consequently, all routes and schedules fall under the direction of the Coordinator of General Services rather than a routing coordinator.

Exhibit 13-11 shows the daily bus schedules for Hamilton County, and Exhibit 13-12 shows the school bell times that correspond to the daily bus schedules.

The district transports 48 percent of its students (Exhibit 13-13), which is the lowest percentage of the comparison districts. In addition, the district provides transportation for 33 handicapped or teen parent students. The district has no students who provide their own transportation based on remote residency.

**EXHIBIT 13-11
HAMILTON COUNTY SCHOOL DISTRICT
DAILY BUS SCHEDULES**

Bus Number	A.M. Route	P.M. Route
2-87	7:37 - 8:10	2:45 - 3:25
2-91	6:50 - 7:37	2:38 - 3:32
2-96	7:00 - 7:58	2:00 - 4:00
1-89	6:30 - 8:00	2:48 - 4:05
1-94	6:47 - 8:15	2:00 - 3:42
3-89	6:00 - 8:20	2:05 - 4:15
1-93	6:45 - 8:02	2:00 - 3:30
2-90	7:00 - 8:10	2:00 - 3:25
2-93	6:25 - 8:15	1:55 - 4:10
1-95	7:00 - 8:15	2:00 - 3:30
1-83	7:00 - 8:05	2:18 - 3:10
3-91	6:00 - 8:00	2:20 - 4:20
1-91	7:02 - 7:50	2:40 - 3:24
1-92	6:05 - 8:00	2:20 - 4:15
3-90	6:45 - 8:15	1:45 - 3:15
2-94	6:45 - 8:15	1:45 - 3:15
1-87	7:00 - 8:20	1:45 - 3:25
1-85	6:00 - 8:00	2:15 - 4:20
2-95	6:30 - 8:06	1:50 - 3:40
3-83	6:35 - 8:08	1:55 - 3:57
2-92	6:49 - 7:53	2:35 - 3:57
3-92	6:15 - 7:58	2:00 - 4:15
1-90	6:00 - 8:00	2:00 - 4:30
3-85	6:30 - 8:10	2:00 - 3:40
1-96	7:10 - 7:46	2:54 - 3:30

Source: Hamilton County School District, 1997.

**EXHIBIT 13-12
HAMILTON COUNTY SCHOOL DISTRICT
SCHOOL BELL TIMES**

School	A.M.	P.M.
Central Hamilton Elementary	7:55	2:15
Hamilton County High School	8:00	2:24
Hamilton Middle School	8:08	2:35
North Hamilton Elementary School	8:10	2:36
South Hamilton Elementary School	8:07	2:32
Greenwood	8:00	2:00

Source: Hamilton County School District records, 1997.

**EXHIBIT 13-13
TRANSPORTATION DEMOGRAPHICS ON
HAMILTON COUNTY AND COMPARISON SCHOOL DISTRICTS**

Demographic Information	Hamilton	Calhoun	Gulf	Holmes	Madison	Union
Population Per Square Mile	21	19	21	32	23	42
Membership	2,380	2,288	2,264	3,699	3,359	2,094
Transported	1,137	1,317	1,271	2,424	2,057	1,236
Percent Transported	48	58	56	66	61	59
Courtesy Riders	645	278	153	343	152	111
Percent Courtesy Riders	56.7	21.1	12.0	14.2	7.4	9.0
Handicapped/Teen Parent	33	0	34	9	44	1
Percent Handicapped/Teen Parent	2.9	0.0	2.7	0.4	2.1	0.1
Buses in Daily Service	27	20	25	42	31	19
Buses in Inventory	36	22	26	43	38	21
Total Annual Miles	456,705	265,150	314,218	465,944	552,590	242,108
Annual Daily route Miles	267,684	240,573	253,170	429,363	485,658	182,925
Percent Daily Route to Annual Miles	58.6	90.7	80.6	92.1	87.9	75.6
Expenditures Per Annual Mile	\$1.31	\$1.76	\$2.06	\$2.34	\$1.58	\$1.98

Source: Department of Education, Q-Links 1994-1995

In addition to providing regular daily service, the district also provides transportation for field trips or extra curricular activities such as athletics, band, and chorus. It is not uncommon for a person with responsibilities other than driving a bus to transport students during outings. Substitute drivers including district administrators, principals, teachers, coaches and mechanics are often used for these purposes. Exhibit 13-14 shows the number of field and extracurricular trips for the Hamilton County School District during 1994-1995.

**EXHIBIT 13-14
HAMILTON COUNTY SCHOOL DISTRICT
SCHOOL TRIPS
1994-1995**

School	Number Trips	Total Miles
Hamilton County High School	181	23,599
Hamilton County Middle School	49	5,363
Central Hamilton Elementary School	39	3,263
North Hamilton Elementary School	67	2,632
South Hamilton Elementary School	37	3,610
Greenwood	16	1,754
Totals	389	40,221

Source: Hamilton County School District, 1997.

FINDING

The Hamilton County School District policy manual (Section 9-11) states:

Except for an exceptional child, two (2) miles shall be regarded as a reasonable walking distance to walk to school or two-tenths (2/10) miles to the nearest bus stop.

Any student living less than two (2) miles from the nearest appropriate school, as determined by the school board, shall not ride a school bus except upon authorization of the school board

No student residing within two (2) miles of the school which he attends will be transported to school by school bus except upon authorization of the school board.

In fact, the Hamilton County School District has both the largest courtesy rider rate of the comparison districts (Exhibit 13-13) and the largest rate of all districts in the state. Of the 1,137 students transported, 645 or 56.7 percent are courtesy riders.

RECOMMENDATION

Recommendation 13-5:

Eliminate courtesy riders.

As stated in Section 13.1 of this chapter, the only way a school district can maximize its state funding for transportation is by maximizing its bus occupancy index. To do this, a district must only transport eligible students on the least number of buses possible. This scenario will provide the highest bus occupancy index for the district.

By eliminating courtesy riders, the school district should be able to decrease the number of drivers used and the number of buses required. Based on the 645 riders and the type of buses in use, the district can expect to reduce the number of daily buses and their drivers from 27 to 17.

This recommendation is consistent with the recommendation provided by the DOE in its report to the district dated July 19, 1993.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|--|-------------|
| 1. The Coordinator of General Services, should work with the School Board, to change district policy concerning providing transportation to courtesy riders. | July 1997 |
| 2. The Coordinator of General Services and the School Board should hold district meetings with parents explaining the decision to eliminate transportation to courtesy riders. | August 1997 |

- | | |
|---|-------------|
| 3. The School Board should eliminate 10 bus driver positions | August 1997 |
| 4. The district should begin transporting only students eligible for state funding. | Fall 1997 |
| 5. The district should sell 10 of its oldest buses from inventory. | Fall 1997 |

FISCAL IMPACT

Selling 10 buses will reduce the district fleet from 39 to 29 buses and the number of regular daily routes from 27 to 17. The fiscal impact of selling the 10 buses will result in a revenue of at least \$10,000 for the district (based on a conservative average net sales profit of \$1,000 per bus). In addition, eliminating the miles and maintenance of the 10 buses will result in savings of \$27,000 annually (10 buses times an average 50 miles per day times 180 days equals 90,000 miles per year times 30 cents per mile average cost for maintenance and fuel equals \$27,000).

Eliminating 10 bus driver positions will result in an annual savings of \$82,782 calculated using \$15.33 as an average bus driver salary (10 drivers times \$15.33 per hour times 3 hours per day times 180 days equals \$82,782). Not all bus drivers receive benefits due to work schedules of less than three hours per day; therefore, calculation of additional savings generated through a reduction in employee benefits could not be determined.

Reducing the number of courtesy riders will increase the district's bus occupancy index from 0.9053 to approximately 1.0000 resulting in additional revenue from the state of approximately \$42,729 annually (1,163 adjusted students times 0.9894 FPLI times 1.0000 bus occupancy index times 1.1000 rurality index equals 1,266 base allocation factor times \$356.08 state allotment per adjusted student equals \$450,797 minus \$408,068 current allotment equals \$42,729).

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Sell 10 Buses	\$10,000	\$0	\$0	\$0	\$0
Eliminate Maintenance and Fuel for 10 Buses	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000
Eliminate 10 Bus Driver Positions	\$82,782	\$82,782	\$82,782	\$82,782	\$82,782
Additional Revenue From State	\$42,729	\$42,729	\$42,729	\$42,729	\$42,729
Total Savings	\$162,511	\$152,511	\$152,511	\$152,511	\$152,511

FINDING

The school district is providing transportation to Elderhostel groups which are involved with the Stephen Foster Citizen Support Organization, Inc. located in White Springs, Florida. Transportation is provided to senior citizen members of the Elderhostel groups as part of the district's community education program. Trips are provided to the

Okefenokee Swamp. The senior citizens are not part of the Hamilton County population. They are members of the Elderhostel organization located in Massachusetts and come to Hamilton County from different parts of the country.

Requests to district staff for proof of reimbursement for transportation costs from the group to the district could not be satisfied. The district had no record whether any reimbursement has been made.

RECOMMENDATION

Recommendation 13-6:

Obtain full reimbursement of transportation services provided to outside organizations.

All district records should be reviewed to determine the number of non-reimbursed trips provided to the organization and request immediate reimbursement. The district should not provide transportation to non-students unless fully compensated at a commercial rate.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|--|-------------|
| 1. The Coordinator of General Services, should notify the Stephen Foster Citizen Support Organization, Inc. of its intent to discontinue transportation services or receive full compensation. | Immediately |
| 2. The Coordinator of General Services in conjunction with the Finance Department, should discover past non-compensated services provided and invoice the Stephen Foster Citizen Support Organization, Inc. accordingly. | July 1997 |

FISCAL IMPACT

Previous trips provided to the organization have been provided at a rate of fuel cost plus driver cost. An examination of trip records indicates that approximately 14.5 gallons of diesel fuel (108 miles) and nine hours of driver time are required for a round trip to the Okefenokee. Based on the district fuel charge of 98 cents per gallon and a driver rate of \$6.15, the cost of providing this service is approximately \$70 (14.5 times 0.98 plus nine times \$6.15 equals \$69.56).

A memo addressed to the district from the Stephen Foster Citizen Support Organization, Inc. indicates that the service approximately every three weeks. Based on this three-week schedule, the district provided transportation services 17 time per year at a cost of \$1190 (17 times \$70 equals \$1190). However, the district rate of fuel cost plus driver cost does not fully reflect the cost of providing transportation services (Recommendation 13-7). A rate of \$0.30 per mile plus driver time is a closer estimate of the actual cost based on previous studies performed by the review team. At this rate, the cost to the district is \$87.75 per trip for a total of \$1492 per year. The district should bill previous trips provided at this trip rate.

Should the district decide to continue transportation services for the Elderhostel organization, it should provide the service at a commercial rate of \$0.85 per mile plus driver salary. The \$0.85 commercial rate is based on rates established during previous studies performed by the review team. Based on this rate, the per trip commercial rate is \$148 (109 miles times \$0.85 per mile plus nine hours times \$6.15 salary equals \$148). Providing the organization with 17 trips annually would provide the district with \$2,516 in annual revenues (17 trips times \$148 per trip equals \$2,516).

Recommendations	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Invoice for Past Transportation Services	\$1,492	\$0	\$0	\$0	\$0
Provide Future Transportation at Commercial Rate	\$2,516	\$2,516	\$2,516	\$2,516	\$2,516

FINDING

The district provides field trip services at a rate equal to the cost of fuel for the trip plus driver salary. The actual rate is substantially more than this due to the maintenance requirements of the vehicle, vehicle wear, and insurance.

RECOMMENDATION

Recommendation 13-7:

Adopt a transportation rate for field trips equal to a per mile rate plus driver salary.

The per mile rate should equal the fully reflective per mile cost of operating a school bus. The rate should include the following costs:

- fuel;
- maintenance;
- vehicle depreciation; and
- insurance.

Until General Services can determine a district specific per mile rate through an examination of district information (Recommendation 13-3), a rate of \$0.30 per mile should be used.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|--|-------------|
| 1. The Hamilton County School Board should adopt the \$0.30 per mile plus driver salary rate for field trips. | July 1997 |
| 2. The Coordinator of General Services should evaluate district information to determine a district specific, per mile transportation rate and recommend rate to school board. | August 1997 |

3. The Hamilton County School Board should adopt the new per mile transportation rate. September 1997

FISCAL IMPACT

The fiscal impact associated with implementing a per mile transportation rate can be accomplished within existing resources. Funds no longer required by General Services to supplement transportation cost will need to be in school budgets to cover additional costs, therefore balancing the fiscal impact.

FINDING

Bus drivers are paid an hourly rate equal to \$6.15 for field trips and extracurricular activities beginning when the trip starts and ending when the trip ends. This salary rate continues even though the driver may not be driving. For instance, a driver is paid at the hourly rate for field trips that require overnight stays (such as those for athletic, band and chorus activities) even though the driver may be asleep in a hotel room.

RECOMMENDATION

Recommendation 13-8:

Discontinue driver hourly payment during long periods where services are not required (e.g. overnight trips).

Payment for time during events, such as baseball games, should continue provided the driver's services will be again required immediately after the event.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Hamilton County School Board should adopt a modified payment policy for bus driver services during field trips. July 1997

FISCAL IMPACT

Since district records do not identify field trips that required overnight stays, the fiscal impact of this recommendation cannot be calculated. However, based on a conservative estimate of 12 annual trips requiring overnight stays for a total of 15 nights, the district can anticipate annual savings of \$738 (15 nights times eight hours sleep times \$6.15 equals \$738).

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Reduce Driver Pay for Overnight Trips	\$738	\$738	\$738	\$738	\$738

FINDING

Bus driver interviewees indicated that they are frequently required to deviate from a main route to pick-up students who live less than a few hundred yards from the main route.

Additionally, the Hamilton County School District Policy Manual States (Section 9-11):

The spur route will be in excess of two-tenths (2/10) miles from the trunk route.

RECOMMENDATION

Recommendation 13-9:

Discontinue spur routes of distances less than one and one-half miles.

State Board Rule 6A-3.001(3) establishes a reasonable walking distance of 1.5 miles for any student between home and the assigned bus stop. Spur routes cannot be credited to the district for the purpose of calculating state funding and therefore add extra expense to the district. Student riding time is also increased.

This recommendation is consistent with the recommendation provided by the Department of Education in its report to the district dated July 19, 1993.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|--|-------------|
| 1. The School Board should adopt a policy requiring students to walk to bus stops less than 1 ½ miles from their home. | July 1997 |
| 2. The Coordinator of General Services should establish new bus stops to eliminate spur routes. | July 1997 |
| 3. The Coordinator of General Services should notify parents of affected students of the new bus stops. | August 1997 |

FISCAL IMPACT

The elimination of spur bus routes will have minimal savings in driver time and vehicle maintenance which can not be quantified.

13.5 Vehicle Maintenance

The Hamilton County School District has a total of 39 buses and 16 general fleet vehicles in its inventory. Exhibit 13-15 shows the district inventory by vehicle type.

**EXHIBIT 13-15
HAMILTON COUNTY SCHOOL DISTRICT
VEHICLE INVENTORY**

Vehicle Type	Number
Buses	39
Van	6
Pickup	4
Dump Truck	1
Station Wagon	4
Sedan	1
Total	55

Source: Hamilton County School District records, 1997.

Vehicle maintenance is performed at the district maintenance facility located in Jasper. The maintenance facility is equipped with a three-bay garage that is sufficiently outfitted with lift equipment to perform vehicle maintenance. The garage is not equipped with paint facilities which necessitates vendor use for such functions.

Buses are inspected every 20 days of use in compliance with state law. If items are found that effect the safety of the bus, it is taken out of services until the problem is fixed. Buses located at the North and South parking compounds are transported to district maintenance facility for inspections. Spare buses are used as replacements until the inspection and necessary repairs are completed.

Warranty work for district buses if performed either in Jacksonville or Tallahassee due to vendor support being unavailable in Jasper. Warranty work for the general fleet is performed by the vendor providing the vehicle.

FINDING

The Hamilton County School District has located fueling stations at the North and South parking compounds eliminating the cost of transporting vehicles to Jasper for fueling.

COMMENDATION

The Hamilton County School District is commended for installing the North and South fueling stations.

The fueling stations are responsible for saving the district considerable costs in fuel and employee time.

FINDING

The Hamilton County School District vehicle inventory lists 39 school buses which greatly exceeds a 15 percent spare rate found acceptable by members of the review team during previous studies. Inventories that include more than a 15 percent spare

rate require more fuel, maintenance and employee time than is actually necessary to maintain a comprehensive transportation system.

RECOMMENDATION

Recommendation 13-10:

Eliminate buses in excess of the 15 percent spare bus rate.

In Recommendation 13-5, 10 buses were eliminated by eliminating courtesy ridership resulting in a decrease in bus routes from 27 to 17 and in bus inventory from 39 to 29. This recommendation further reduces the bus inventory from 29 to 20 buses leaving 17 buses for regular daily routes and three spare buses. One each of the spare buses should be located at the North, South and main parking compounds.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Coordinator of General Services should select nine of the oldest buses for sale. July 1997
2. The district should sell nine buses. August 1997

FISCAL IMPACT

Selling nine buses should generate district revenue in the amount of \$9,000 (\$1,000 per bus). However, based on the purchasing routine of replacing buses every 10 to 12 years, the district can reduce its average yearly bus purchases from three to two to maintain the proper inventory. This results in an additional annual savings of \$42,455 (state contract price for a 65 passenger bus). In addition, after eliminating 19 buses from its inventory, the oldest bus in the fleet will be eight years old eliminating the need for the district to purchase buses for the next two years. This will also result in an additional savings equal to \$84,910 (two buses times \$42,455 state contract price equals \$84,910) for the first two years.

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Eliminate 9 Buses From Inventory	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Reduce Number Of Yearly Bus Purchases By One	\$42,455	\$42,455	\$42,455	\$42,455	\$42,455
Eliminate Bus Purchases For Two Years	\$84,910	\$84,910	\$0	\$0	\$0
Total Savings	\$136,365	\$136,365	\$51,455	\$51,455	\$51,455

FINDING

The Hamilton County School District mistakenly purchased a 47 passenger bus with a wheelchair lift. The bus had been used twice prior to the review period. It remains

basically unused at the General Services parking compound in Jasper. General Services staff indicated there are plans to retrofit the bus with standard seats so that it could be used for regular students.

RECOMMENDATION

Recommendation 13-11:

Locate a buyer for the mistakenly purchased 47 passenger bus.

Large Florida school districts close to Hamilton County (including the districts of Leon, Duval, and Alachua Counties in Florida) and the Lowndes County School District in Georgia, routinely purchase 47 passenger buses with lifts. The district should sell the bus, even at a slight loss and remove it from its inventory.

IMPLEMENTATION STRATEGY AND TIMELINE

- | | |
|--|-------------|
| 1. The Coordinator of General Services should locate a buyer for the 47 passenger bus. | July 1997 |
| 2. The district should sell the 47 passenger bus. | August 1997 |

FISCAL IMPACT

Selling the 47 passenger should result in revenue of \$40,000 for the school district.

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Sell 47 Passenger Bus	\$40,000	\$0	\$0	\$0	\$0

FINDING

Vehicle maintenance is performed by General Services for vehicles not owned by the district. Vehicles owned by FDLRS are maintained by General Services. The shop rate charged to this organization (\$20 per hour) does not fully reflect the cost incurred by the district.

RECOMMENDATION

Recommendation 13-12:

Increase the shop rate to reflect the actual cost of performing vehicle maintenance.

Any services provided to organizations by the district should be charged at a rate that fully recovers the cost to perform the service. In this manner, both the organization and the district get a good deal. The organization receives a service at a discount and the district provides work to mechanics that might not be busy otherwise.

Extraneous cost captured in the new rate should include:

- mechanic salary;
- mechanic benefits;
- supervisor salary (prorated);
- supervisor benefits (prorated);
- insurance;
- equipment wear; and
- facility use.

The new shop rate is anticipated to be between \$30 and \$40 per hour.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Coordinator of General Services should evaluate maintenance costs to establish a fully reflective shop rate. July 1997

2. The school board should adopt the new shop rate. August 1997

FISCAL IMPACT

Based on the current shop rate and the eleven hours of service provided to FDLRS over eight months, the district can expect an increase in revenues of \$150 annually (15 hours per year times additional \$10 in shop rate equals \$150).

Recommendation	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Increase Shop Rate	\$150	\$150	\$150	\$150	\$150

14.0 FOOD SERVICE

This chapter addresses the Food Services Department which is responsible for providing food to the students in a cost efficient manner while abiding by federal and state nutrition guidelines. This chapter contains four major sections:

- 14.1 Meal Participation
- 14.2 Marketing
- 14.3 Policies and Procedures
- 14.4 Hamilton County High School Issues

According to the MGT survey results, 50 percent of the administrators, 80 percent of the principals, and 60 percent of the teachers rate the food services in the Hamilton County School District as *adequate* or *outstanding*. This figure is comparable to what administrators in other districts indicate. In contrast, Hamilton County teachers rate the food services higher than do teachers in other districts.

14.1 Meal Participation

CURRENT SITUATION

Currently, the Food Services Unit in the Hamilton County School District serves almost 2,300 students at five schools and one satellite facility at the Greenwood School. It employs a staff of approximately 35 employees. Funds from food services pay half of the salary for the Food Services Coordinator who also serves as the Coordinator of Instructional Support Services. In addition, the Food Services Unit funds half the salary of an administrative secretary and a five-hour per-day warehouse worker. For the 1996 - 1997 school year, it has an operating budget of approximately \$980,000.

Hamilton Food Services served over 320,000 lunches and 117,000 breakfasts during the 1995-96 school year. This equates to about 1,800 lunches and 650 breakfasts served on a daily basis. Exhibit 14-1 shows that, for the month of December 1996, a total of 25,118 lunches were served during 15 available serving days. Of these, 16,190 or 64 percent, were served to students eligible for federally-supported free lunches and 2,156 or nine percent, were served to students paying reduced lunch prices. The remaining 6,772 or 27 percent paid full price for their meals.

**EXHIBIT 14-1
MEAL COUNTS IN THE HAMILTON COUNTY SCHOOL DISTRICT
DECEMBER 1996**

LUNCH							
SCHOOL	PAID	PAID % of TOTAL	REDUCED	REDUCED % of TOTAL	FREE	FREE % OF TOTAL	TOTAL
High	1,178	31.6%	291	7.8%	2,262	60.6%	3,731
Middle	1,419	30.6%	380	8.2%	2,843	61.2%	4,642
Central	1,407	22.9%	598	9.7%	4,148	67.4%	6,153
North	1,624	28.9%	339	6.0%	3,654	65.1%	5,617
South	1,056	27.4%	442	11.5%	2,361	61.2%	3,859
Greenwood	88	7.9%	106	9.5%	922	82.6%	1,116
Total	6,772	27.0%	2,156	8.6%	16,190	64.5%	25,118

BREAKFAST							
SCHOOL	PAID	PAID % of TOTAL	REDUCED	REDUCED % of TOTAL	FREE	FREE % OF TOTAL	TOTAL
High	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Middle	123	6.9%	90	5.1%	1,557	88.0%	1,770
Central	261	7.1%	294	8.0%	3,141	85.0%	3,696
North	92	4.2%	79	3.6%	2,031	92.2%	2,202
South	88	6.1%	75	5.2%	1,273	88.6%	1,436
Greenwood	46	4.2%	99	9.0%	958	86.9%	1,103
Total	610	6.0%	637	6.2%	8,960	87.8%	10,207

Source: Hamilton County School District Food Services, 1997.

Breakfast figures were slightly different. Of the 10,207 breakfasts served, 8,960 or 88 percent, were served to students on the free lunch plan and 637 or six percent were served to students receiving reduced lunch benefits. The remaining 610 or six percent were served to students at full price. The number of breakfasts served is lower than the number of lunches served in part to the lack of breakfast service at Hamilton County High School.

As seen in Exhibit 14-2, of the 2,265 students that were enrolled in Hamilton County School District as of February 1997, 1,453 or 64 percent were receiving free or reduced lunches. Among the schools, the percentages receiving free or reduced lunches range from a low of 44 percent at Hamilton County High School to a high of 90 percent at the Greenwood School.

**EXHIBIT 14-2
FREE AND REDUCED LUNCHES IN THE
HAMILTON COUNTY SCHOOL DISTRICT
AS OF FEBRUARY 1997**

SCHOOL	ENROLLMENT	FREE AND REDUCED	PERCENT FREE & REDUCED
Central	438	327	74.7%
High School	614	271	44.1%
North	448	311	69.4%
South	284	200	70.4%
Middle	379	252	66.5%
Greenwood	102	92	90.2%
Total	2,265	1,453	64.2%

Source: Hamilton County School District Food Services, 1997.

FINDING

Monetarily, Hamilton County Food Services is not a self-supporting operation and has had to rely on fund transfers in recent years from the general budget to meet its budget. For the 1995-96 school year, this amounted to over \$50,000. Revenues received totaled about \$790,000 while the expenditures totaled just under \$850,000. Exhibit 14-3 summarizes the overall revenues and expenditures for the last three school years.

**EXHIBIT 14-3
SUMMARY OF EXPENDITURES AND REVENUES
IN FOOD SERVICES DEPARTMENT
1993-1994 TO 1995-1996**

CATEGORY	1995 - 1996	1994 - 1995	1993 - 1994
Revenue	\$793,393	\$714,935	\$686,839
Expenditures	\$846,718	\$808,529	\$776,422
(Shortage)/Overage	(\$53,325)	(\$93,594)	(\$89,583)

Source: Hamilton County School District Food Services, 1997.

Exhibit 14-4 summarizes the expenditures for the past three school years. As seen in the exhibit, the total amount of expenditures has risen by almost five percent from 1994-95 to the 1995-96 school year. They rose by just over four percent between the previous two years.

When comparing the expenditures between the different school years, the category that had the greatest percentage increase was supplies. From the 1994-1995 school year to the next, this category increased by almost \$15,000, an increase of 54 percent. This was partly offset by a decrease in the indirect cost charged to the Food Services Department from \$29,000 to \$18,500, a decrease of 36 percent.

When comparing the percentages of the total budget that each category represents, there are no drastic changes. However, salaries as a percentage of the total budget have increased from 35.8 percent in 1993-94 to 37.8 percent in 1995-96. Correspondingly, purchased food, while increasing in dollar amounts over the years, has decreased as a percentage of the total budget from 37.8 percent in 1993-94 to 36.6 percent in 1995-96.

**EXHIBIT 14-4
ANALYSES OF FOOD SERVICE EXPENDITURES
1993-1994 TO 1995-1996**

BUDGET CATEGORY	1995-96			1994-95			1993-94	
	AMOUNT	% OF TOTAL	% INCREASE	AMOUNT	% OF TOTAL	% INCREASE	AMOUNT	% OF TOTAL
Salaries	\$320,136	37.8%	6.9%	\$299,483	37.0%	7.9%	\$277,584	35.8%
Benefits	131,379	15.5%	3.3%	127,232	15.7%	4.4%	121,879	15.7%
Purchased Services	11,723	1.4%	7.0%	10,951	1.4%	0.4%	10,906	1.4%
Energy Services	356	0.0%	N/A	-	0.0%	N/A	-	0.0%
Supplies	42,298	5.0%	54.1%	27,449	3.4%	-9.5%	30,333	3.9%
Purchased Food	310,046	36.6%	2.3%	303,047	37.5%	3.3%	293,495	37.8%
All Other	10	0.0%	-93.0%	143	0.0%	-96.1%	3,693	0.5%
Other Expenses	12,226	1.4%	10.2%	11,096	1.4%	-9.3%	12,234	1.6%
Indirect Cost	18,544	2.2%	-36.3%	29,128	3.6%	10.8%	26,298	3.4%
Total	\$846,718	100.0%	4.7%	\$808,529	100.0%	4.1%	\$776,422	100.0%

Source: Hamilton County School District Food Services, 1997.

The value of the food commodities donated by the United States Department of Agriculture (USDA) decreased from \$64,645 to \$62,198, a decrease of almost four percent. Therefore, the total value of donated and purchased food rose by \$4,252 but the number of meals served has risen by only two-tenths of a percent.

Exhibit 14-5 provides an analysis of costs per meal served for the last three school years. The actual number of lunches served per year has declined by almost 5,000 meals or about 1.5 percent. Conversely, the number of breakfasts served has increased by about 15,000 meals or 13 percent. However, both lunch and breakfast per meal costs have risen. The cost per lunch has risen about \$0.20 per plate over the past two school years and the cost per plate for breakfast has risen about \$0.19.

**EXHIBIT 14-5
ANALYSIS OF PER MEAL COSTS
1993-1994 TO 1995-1996**

	1995-96	% INCREASE	1994-95	% INCREASE	1993-94
Total Lunches Served	320,480	-1.2%	324,466	-0.3%	325,455
Total Breakfasts Served	117,402	4.3%	112,547	9.9%	102,444
Total Meals Served	437,882	0.2%	437,013	2.1%	427,899
Cost Per Lunch Served	1.912	-4.7%	2.0059	17.2%	1.7113
Cost Per Bkfst Served	1.4368	14.9%	1.2506	0.5%	1.2444

Source: Hamilton County School District Food Services, 1997.

The revenues received by the department for the past three school years are detailed in Exhibit 14-6. It shows that the total amount of revenue received has increased each year. The revenue is categorized into three different types: lunch, breakfast, and other. In the exhibit, each is calculated as a percentage of the total revenue received. Of the three types, lunch revenue is declining as a percent of the total from 72 percent in 1993-94 to 67 percent in 1995-96. Breakfast totals have risen from 16 percent to 20 percent over the same time frame and other revenue has risen slightly from 12 percent to 13 percent.

**EXHIBIT 14-6
ANALYSIS OF FOOD SERVICE REVENUES
1993-1994 TO 1995-1996**

REVENUE CATEGORY	1995-96			1994-95			1993-94	
	AMOUNT	% OF TOTAL	% INCREASE	AMOUNT	% OF TOTAL	% INCREASE	AMOUNT	% OF TOTAL
LUNCH								
Student Payments	\$111,663	20.9%	-2.4%	\$114,457	22.8%	-6.2%	\$122,056	24.8%
Section 4/11 Reimburseme	406,877	76.2%	4.8%	388,294	77.2%	4.8%	370,683	75.2%
State Matching	15,425	2.9%	N/A	-	0.0%	-	-	0.0%
Interest	45	0.0%	N/A	-	0.0%	-	-	0.0%
Lunch Total	\$534,010	67.3%	6.2%	\$ 502,751	70.3%	2.0%	\$492,739	71.7%
BREAKFAST								
Student Payments	\$8,141	5.3%	22.2%	\$6,664	5.4%	23.0%	\$5,416	4.8%
Severe Need/Regular Reim	129,221	83.6%	9.7%	117,829	94.6%	9.7%	107,397	95.2%
State Supplement	17,217	11.1%	N/A	-	0.0%	-	-	0.0%
BreakfastTotal	\$154,579	19.5%	24.2%	\$ 124,493	17.4%	10.4%	\$112,813	16.4%
OTHER REVENUE								
Adult Sales	\$43,377	41.4%	-1.7%	\$44,117	50.3%	19.8%	\$36,813	45.3%
Other Food Sales	11,137	10.6%	73.2%	6,430	7.3%	-37.3%	10,259	12.6%
75% Student/Adult Ala Cart	50,290	48.0%	146.1%	20,433	23.3%	-	19,011	23.4%
Summer FS Reimbursemer	-	0.0%	-100.0%	16,711	19.1%	9.9%	15,204	18.7%
Other Revenue Total	\$104,804	13.2%	19.5%	\$87,691	12.3%	7.9%	\$81,287	11.8%
GRAND TOTAL	\$793,393		11.0%	\$714,935		4.1%	\$686,839	

Source: Hamilton County School District Food Services, 1997.

Within each type of revenue, it is difficult to track percentage increases as the method used to report revenue figures to the State has changed during the time frame. However, it is possible to compare the totals at the lunch, breakfast, and other revenue categories. The breakfast revenue totals have increased dramatically from \$113,000 in 1993-94 to \$155,000 in 1995-96, an increase of 27 percent over the time period. Correspondingly, lunch revenues have risen from \$493,000 to \$534,000 an increase of eight percent and other revenue has increased from \$81,000 to \$105,000, an increase of 29 percent. Overall, revenue has increased from \$687,000 to \$793,000, an increase of 16 percent.

Lunch participation is a calculation used to determine what percentage of those who actually attended school, and were available to eat lunch, ate a reimbursable lunch. Participation is calculated by totaling the number of meals served and dividing that by the average amount of students in attendance. The average amount of students in attendance is figured by using an attendance factor that is the percentage of students that are expected to be in attendance on any given day.

As shown in Exhibit 14-7, the lunch participation rate ranged from a low of 43 percent at the high school to a high of 99 percent at Central Elementary. The low participation rate at the high school can be attributed to several factors:

- students purchasing a-la-carte items instead of reimbursed meals
- students eating off-campus
- crowded dining facility
- students using vending machines

These issues will be covered in depth in a later section of the chapter that discusses issues of concern at Hamilton County High School.

**EXHIBIT 14-7
LUNCH PARTICIPATION
DECEMBER 1996**

SCHOOL	STUDENTS ENROLLED	ATTENDANCE FACTOR	AVERAGE DAILY ATTENDANCE	# DAYS SERVED	# TOTAL SERVED	AVERAGE DAILY MEAL PARTICIPATION	AVERAGE DAILY LUNCH PARTICIPATION PERCENTAGE
HCHS	614	94.90%	583	15	3,731	249	42.7%
Middle	379	94.90%	360	15	4,642	309	86.0%
Central	438	94.90%	416	15	6,153	410	98.7%
North	448	95.10%	426	15	5,617	374	87.9%
South	284	95.10%	270	15	3,859	257	95.3%
Greenwood	102	95.10%	97	15	1,116	74	76.7%
Total	2,265	95.00%	2,152	15	25,118	1,675	77.8%

Source: Hamilton County School District Food Services, 1997.

RECOMMENDATION

Recommendation 14-1:

Cut staffing levels at South Elementary School due to declining enrollment.

There are three main areas into which all food service expenses can be grouped: labor, food costs, and non-food costs. Of these three, labor costs comprise a majority of the expenditures as salaries, benefits, and purchased services combined account for almost 55 percent of the overall expenditures.

High labor costs are due to the salary costs of some Food Service employees that have advanced to the upper steps in the pay scale and have become certified. Hamilton County is unique in the longevity of their employees' tenure and the hourly rates they earn. While their dedication is appreciated and the experience gained is exhibited by their performance, the high hourly rate that many employees earn leads to high labor costs that are expended to reward the employees longevity.

A staffing formula study was conducted for the district by the Florida Association of District School Superintendents. Recommendations were made based on the number of meals served at each facility. Adjustments were made for facilities which operate dish machines, staff multiple serving lines, and operate satellite facilities.

Based on the staffing formula, staffing computations were calculated for the 1996-97 school year. For each school, current staff levels are at or below the recommended level provided by the staffing formula study and it is recommended that staff levels should be maintained at this level for all schools with the exception of South Elementary.

The staffing formula recommends that no facility that prepares and serves food will be awarded less than 24.50 hours per day, the recommended staff allocation for 0 to 350 meal equivalents. Based on calculations prepared in December 1996 when the membership was 312, South Hamilton Elementary served the equivalent of 361 meals. That would allow them 25 hours. Since a dish machine is in place they are allocated an additional two hours per day increasing their allocation to 27 hours. It appears that enrollment is declining at South Elementary; in February 1997, the enrollment was only 284 students.

Staff levels at South Elementary should be reduced from 27 hours per day to 24.50 to compensate for the declining enrollment. As there are currently only five employees including the manager at the facility, the reduction of an entire position would spread staff too thin during serving times. Therefore the cuts should be made by a reduction in each of the current employees work day by one-half of an hour.

IMPLEMENTATION STRATEGIES AND TIMELINES

1. The Food Services Coordinator and the Principal should meet and advise the manager and the four employees of the reduction in hours. July 1997

2. South Elementary should begin the school year with reduced staff levels. August 1997

FISCAL IMPACT

When calculating the fiscal impact, the salaries of the current employees were used along with the calculated benefit rate. The reduction in work time will save the district \$5,300 annually.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Reduce Workers' Hours at South Elementary	\$5,300	\$5,300	\$5,300	\$5,300	\$5,300

FINDING

Currently all employees who work at least 20 hours per week are eligible for benefits. The benefit rate is calculated at 25.08 percent of a person's hourly rate plus another \$1,957 for health insurance.

RECOMMENDATION

Recommendation 14-2:

Employ future food service workers for less than four hours per day.

All existing employees that are currently receiving benefits should continue to receive them. A new policy should be put in place for the 1997-98 school year that states that any new food service workers hired shall work less than four hours per day, and any current employees who works less than four hours per day will continue to remain at that level.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|-------------|
| 1. The School Board should adopt a policy that freezes Food Service Workers hours at the September 1997 level until further notice. | Summer 1997 |
| 2. The School Board should adopt a policy whereby all new food service workers will be limited to positions requiring less than four hours per day. | Summer 1997 |

FISCAL IMPACT

It is difficult to determine the fiscal impact this recommendation will have on future school years as it is not known how many new workers will be hired. Staff levels should remain constant, so the only new staff hired will be to replace existing staff.

To determine the fiscal impact, it is assumed that the number of new hires for the upcoming school year will be approximately the same as it was for 1996-97 school year, which was four. Of these new hires, two were three-hour employees who received no benefits. Of the other two, one was a 4.5 hour employee and the other was a five-hour employee and therefore both were eligible to receive benefits. The two are currently receiving benefits at a cost of \$6,793 per year. If the same turnover occurs in the following years, \$6,793 per year in savings will be realized by not paying for benefits for any additional new employees, for a total of \$33,965 for five years. This scenario assumes that at least two of the employees that leave are currently receiving benefits.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Reduce Hours for Future Food Service Workers	\$6,793	\$6,793	\$6,793	\$6,793	\$6,793

FINDING

The second major category of food services expenditures are food costs. As discussed earlier, food costs as a percentage of total expenditures have decreased from 1993-94 to 1995-96. However, there has been an increase each year in the amount spent on food purchases. Nonetheless, the percentage increase is lower than the overall percentage increase of expenditures.

The above numbers, in conjunction with the decrease in the value of commodities, provides proof that some measures to control food costs are in place. However, at the schools visited, MGT staff observed large food portions being given to students. Some students were provided with five items. At one particular meal, MGT staff was served a piece of baked chicken, greens, rice, cornbread, banana, and milk. Students also were observed with the same number of items on their plates.

RECOMMENDATION

Recommendation 14-3:

Reduce food costs by two percent per year and decrease portions served.

Decrease the number of items served from five items to four. In the example above, either the cornbread or the rice could be offered as a choice to satisfy the bread requirement.

Each cafeteria manager should be instructed to look for cost savings in food costs. A target cost reduction of two percentage points per year should be set as a goal with a total reduction in the food budget of 10 percent over the existing budget over the five years. Commodities should be utilized as much as possible. A plan should be devised for managers to track costs at their kitchens and post weekly progress so staff are aware of the efforts being made.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|----------------|
| 1. The Food Services Coordinator should hold meetings with each cafeteria manager prior to beginning of school year and discuss implementation of plan to reduce food costs. | August 1997 |
| 2. The school year should begin with the offering of four choices instead of five to all children being served a reimbursable lunch. | August 1997 |
| 3. The Food Services Coordinator should begin quarterly meetings with cafeteria managers to track and discuss the cost savings realized to date and provide constructive feedback, and take corrective measures when necessary. | September 1997 |

FISCAL IMPACT

Based on the total food costs for 1995-96 and the amount budgeted for 1996-97, a two percent reduction in supply costs would amount to a savings of \$6,200 in the 1997-98 school year and an additional \$6,200 in each successive year. The following figures assume that the budget will remain constant as it did from 1995-96 to 1996-97.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Reduce Food Costs By Two Percent Annually	\$6,200	\$12,400	\$18,600	\$24,800	\$31,000

FINDING

The third component of expenditures are the non-food costs. Supplies are a major element of the non-food costs. The expenditure for supplies rose dramatically by 54 percent from 1994-1995 to 1995-1996 due to purchases of non-capital small equipment such as an a la carte food cart for the high school, carts to transport food to and from the satellite facility at Greenwood, and purchases of large quantities of cookware that were in need of replacement.

The use of utensils is an another area that needs to be addressed. In some of the schools, plastic utensils are used while at others silverware is used. There has been a problem in the past with students discarding the non-disposable utensils. Efforts have been made to retrieve the forks and spoons with magnetic attachments to the garbage cans with little success.

RECOMMENDATION

Recommendation 14-4:

Reduce expenditures on supplies by five percent per year over five years.

Efforts should not be wasted on attempting to retrieve silverware at the high school as students at that age are used to fast-food restaurants and the disposable concept. However, efforts should be made at the middle school and elementary schools to limit the amount of silverware that is thrown away. Keep the magnetic guards in place and attempt to get the administrative staff involved by disciplining students who are caught disposing of silverware.

All cafeteria managers should be instructed to look for cost savings measures in their supply expenditures such as cleaning supplies, paper goods, and disposable items. A target cost reduction of five percentage points per year should be set as a goal with a total reduction in the supplies budget of 25 percent over the existing budget over the five years. Because of recent expenditures for supplies and equipment, which should last for many years, limits should be placed on purchases of additional cookware and utensils, and every effort should be made to ensure that the usable life of each piece is achieved. A plan should be devised for each manager, similar to the food costs plan, to track costs at their kitchens. Weekly progress reports should be posed so staff are aware of the efforts being made.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Food Service Coordinator should hold meetings with each cafeteria manager prior to beginning of school year and discuss implementation of the plan to reduce supply costs. August 1997
2. The Food Services Coordinator should begin quarterly meetings with cafeteria managers to track and discuss the cost savings realized to date, provide constructive feedback, and take corrective measures when necessary. September 1997

FISCAL IMPACT

Based on the total supply costs for 1995-96 and the amount budgeted for 1996-97, a five percent reduction in food costs would amount to a savings of \$2,150 in the 1997-98 school year. The following figures assume that the budget will remain constant as it did from 1995-96 to 1996-97.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Cut Supply Costs by Five Percent Each Year	\$2,150	\$4,300	\$6,450	\$8,600	\$10,750

FINDING

Hamilton County has joined with other North Florida counties to form a cooperative buying agreement with food vendors. This agreement lowers costs because the bids for the various counties are combined to increase the volume of purchases, and economies of scale are realized. Currently, the food service distributing company utilized is Sysco, and it makes drop shipments at each school. Similar arrangements are made with bread, milk, and produce vendors to make deliveries directly to the schools. Some vendors are distant, but their per item costs are lower than local vendors can provide.

COMMENDATION

Hamilton County Food Services is commended for taking part in a cooperative buying agreement and pursuing vendors outside of the area to obtain the lowest possible price for food items.

It is difficult for a small, rural county to have a wide choice of competitive vendors and the Food Services Coordinator is commended for aggressively pursuing these opportunities.

14.2 Marketing

CURRENT SITUATION

Some large school districts market their food services in the same manner that a business would. Marketing concepts such as billboards, radio and television announcements of menus, and product promotions are utilized to increase participation in the program. Hamilton County is a small county and does not have the resources that larger counties have to utilize some of the methods listed above. However, there are many internal mechanisms that can be put into place to make students, parents, and district employees more aware of the food service program and what it has to offer.

FINDING

Efforts to promote the Food Service's Unit are almost nonexistent. Menus are printed internally using spreadsheet software and the information on the menus are displayed adequately. Currently, local radio is not utilized to broadcast menus.

RECOMMENDATION

Recommendation 14-5:

Increase awareness of the food services program by printing more colorful menus and broadcasting menus over local radio.

The district should have menus printed by an outside company such as School Marketing Partners. This company prints the menus in a colorful booklet that includes coupons for children-oriented products, games, and surveys. There is no cost to the district as the company derives its benefits from the coupons that are placed in the booklets.

The radio stations in the area cover a broad geographical area and there is not a station that covers Hamilton County exclusively. Regardless, efforts should be made to have a station that is popular in the area to broadcast the menus during their morning news broadcast. Students could be included as they could be used to read the menus over the air.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|----------------|
| 1. The Food Services Coordinator should contact several menu printing services such as the School Marketing Partners and determine which is best suited to Hamilton County and contact local radio stations. | August 1997 |
| 2. If a suitable radio station is found, the Food Services Coordinator should begin to set up school visits for children to read the school menu. | September 1997 |
| 3. The Food Services Coordinator should begin the distribution of menus through school homerooms if a suitable partner is located. | October 1997 |

FISCAL IMPACT

An exact fiscal impact is difficult to determine for marketing. Promotional ideas that work in larger school districts may not have the same effect on smaller, rural districts. However, neither of the above recommendations will cause the district to incur additional expenditures and by increasing the awareness of the program, participation should increase.

FINDING

The cafeterias receive excessive amounts of commodities that are disliked by students. An example of this is a processed turkey product used to substitute beef, turkey "chub". Students and faculty have both expressed a dislike for this product but the cafeterias continue to serve it because of cost savings reasons.

RECOMMENDATION

Recommendation 14-6:

Improve the monitoring of the delivery and use of commodities.

Student taste tests should be conducted to determine student preferences. This activity could be done in conjunction with a class project to make it more educational and increase the interest for teachers. If there are continual problems with certain items, efforts should be made to have the item discontinued or replaced.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. With the assistance of teachers, principals, and the managers at each school, the Food Services Coordinator should conduct taste testing for students through class projects. October 1997
2. Based on the taste tests and the input of food service employees, the Food Services Coordinator should determine which commodities are liked and disliked. November 1997
3. The Food Services Coordinator should contact state and federal departments in charge of distribution of commodities and attempt to have commodities that are not suitable for the tastes of the students in Hamilton County discontinued. January 1998

FISCAL IMPACT

Fiscal impact is difficult to determine. However, if food is served that students enjoy eating, participation is likely to increase.

FINDING

The food service personnel at the cafeterias do not consistently wear uniforms. For example, personnel were observed wearing T-shirts and white uniforms at the same location.

RECOMMENDATION

Recommendation 14-7:

Establish a uniform policy for cafeteria personnel.

To enhance the professionalism of the lunchroom staff, consistent uniforms should be worn at each school. The managers should collaborate with their staff and allow them to provide input to the choices. A local vendor should be contracted to provide the uniforms in bulk to lower the cost to the food service employees. Employees should be allowed to wear school T-shirts on certain days as an option to promote school spirit.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|--------------|
| 1. The Food Services Coordinator should meet with school food service personnel prior to the beginning of the school year to gather their input. | August 1997 |
| 2. The Food Services Coordinator should contact local vendors to gather quotes and attempt to keep the price lower than \$50 per employee. | October 1997 |
| 3. The Food Services Coordinator should make a blanket purchase order with the preferred vendor and have the uniforms paid for by the employees using payroll deductions of no more than \$10 per pay period to minimize the impact on employees. | January 1998 |

FISCAL IMPACT

No direct fiscal impact will be realized but by improving the professionalism of the staff, participation will likely increase.

14.3 Policies and Procedures

CURRENT SITUATION

The Hamilton County School District has a policies and procedures manual in place to address food service. The manual has not had any amendments to it since 1986, although some parts of the personnel section were revised in 1991 and 1993. The manual has not been updated to reflect changes that pertain to procedures to follow with the CAFS (Computer Assisted Food Service) System.

FINDING

When a Food Service employee misses a day of work, the school's Food Services Manager must find a substitute to replace the worker. Each manager has a substitute

list that they call from and oftentimes the persons on the list are unreliable and do not show. During the 1995-96 school year, over \$12,000 was spent on other personnel services and there is \$13,000 budgeted for the current school year of which over \$4,600 had been spent through December 1996. The unreliability of the current substitutes creates extra work for the managers as they have to perform the work of the substitute that does not show up.

RECOMMENDATION

Recommendation 14-8:

Create a roving substitute position.

Currently the high school has eight employees including the manager. The hours currently allocated are equal to what the staffing formula suggests. In order to alleviate the substitute problem, one of the three-hour employees currently assigned to the high school should become a roving substitute or the duty could be rotated among several employees.

This roving employee will have the high school as a home base and will work there if there is not a need for a substitute at another school. In the case of an extended period of absence of a week or longer, a person from the substitute list will be utilized so one school does not monopolize the time of the roving employee. The roving employee will be paid for gas mileage when duty calls them to work at South or North Elementary as this would take the employee away from her normal working area which would be in Jasper where the other schools are located.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|----------------|
| 1. The Food Services Coordinator should meet with the manager and principals at the high school to determine the best candidate(s) for the roving position. | August 1997 |
| 2. The Food Services Coordinator should meet with district personnel to determine if this situation is feasible and allowable under union guidelines. | September 1997 |
| 3. The Food Services Coordinator should advise the employee of the new arrangement and allow for gradual adjustment to the new working arrangement. | October 1997 |

FISCAL IMPACT

Assuming that the amount of work that will need to be handled by substitutes will be cut in half, the budget for other personnel services should be reduced by 50 percent. This will amount to a savings of \$6,500. Mileage reimbursements for the roving substitute may cost about \$50 per month (\$450 for the school year), thus, net savings are \$6,050 per year.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Create a Roving Substitute Position	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050

FINDING

The procedures to follow for the accounting of meals served and cash collected are not well documented. In addition, the cash handling policies found in the current policies and procedures manual is very generic in its description of procedures for handling cash.

Each school appears to have different methods for the handling of cash receipts and calculating the number of meals served. For example, in some schools the cash is kept overnight in the school office and at other schools it is taken directly to a bank.

RECOMMENDATION

Recommendation 14-9:

Update the policies and procedures manual.

The Food Services Coordinator should update the policies and procedures manual to reflect changes that have taken place due to the CAFS system. Uniform cash handling procedures need to be implemented at each school regardless of its geographical location or school level. Employees who handle cash should be bonded.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|----------------|
| 1. The Food Services Coordinator should meet with the managers at the schools to determine what the current cash procedures and meal accounting procedures are . | August 1997 |
| 2. The Food Services Coordinator should develop uniform policies for each school. | September 1997 |
| 3. The Food Services Coordinator should submit draft cash handling and meal accounting procedures to the Finance Director for approval. | October 1997 |
| 4. The Food Services Coordinator should finalize cash handling and meal accounting procedures. | November 1997 |
| 5. The Food Services Coordinator should train employees and managers in cash handling and meal accounting procedures. | January 1998 |

FISCAL IMPACT

A uniform cash handling procedure spread across all schools will allow for easier detection of errors and increase the management control over funds. Such a policy will reduce the risk of money lost due to employee theft.

FINDING

It is the policy of the School Board to have the custodial staff clean the “hard to reach” places such as hoods and vents in the kitchen, mop the floors, and move heavy equipment in exchange for one free meal a day. Food Services purchases specific cleaning supplies for this purpose, and often times, the supplies are not utilized.

RECOMMENDATION

Recommendation 14-10:

Monitor the cleaning performed by custodial staff.

Custodial staff should utilize the special cleaning supplies purchased by Food Services as they are designed specifically for their sanitary capabilities. If problems persist, the principal should be notified in an attempt to rectify the situation.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|----------------|
| 1. The Food Services Coordinator should meet with the Principals to develop appropriate procedures for use of Food Service cleaning supplies. | September 1997 |
| 2. The Principals should incorporate the procedures in their schools’ procedures manuals and ensure that custodians follow the procedures. | September 1997 |

FISCAL IMPACT

There is no direct fiscal impact.

FINDING

Catering programs by school food service departments can be a profitable enterprise. Opportunities exist for the departments to bring in additional funds by catering school sponsored events such as banquets, PTA meetings, and dances. Staff and board meetings, retreats, and conferences present additional opportunities to bring in revenue. While there is some catering activity ongoing, it is not aggressively pursued.

RECOMMENDATION

Recommendation 14-11:

Initiate and publicize a formalized catering program.

A brochure should be created outlining the types of catering services that can be provided for different functions by the Food Services Unit. This brochure should contain descriptions of different types of platters or combinations of items that can be served and the corresponding prices that go along with it. Examples of items to include are pastries, fruit, coffee, sandwiches, finger foods, sodas, and bottled water.

When kitchen employees are used for catering purposes, the Food Services Unit must be reimbursed for the amount of staff labor that was utilized. This is above and beyond the price of the food served. For instance, if a Food Services Assistant caters a Board meeting and stays for the meeting to assist in serving, Food Services will bill the cost center responsible for the event and the employee will be reimbursed accordingly if hours above normal working hours are spent.

IMPLEMENTATION STRATEGIES AND TIMELINE

- 1. The Food Services Coordinator should plan for expanded catering services. Fall 1997
- 2. The Food Services Coordinator should develop a brochure and price list of catering services. January 1998
- 3. The Food Services Coordinator should meet with principals and administrators and other personnel who may be potential customers and market the catering program to them. February 1998

FISCAL IMPACT

A successful catering program has the potential to bring in thousands of dollars of revenue depending on the aggressiveness of the marketing efforts. For instance, Hillsborough County, Florida has a successful catering program and revenues generated from it amounted to about .03 percent of total revenue for the 1995-96 school year. If Hamilton County had similar success, almost \$2,500 in additional revenue would be gained per year.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Expand Catering	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500

FINDING

The administration at both the central office and at the schools appear to have different perspectives on the operation of food services than does the Food Services Coordinator. Food services departments in other districts are viewed upon as profit generating departments that assist the district by placing funds back into the general fund. In interviews with staff at the central office and schools the impression is that the mission of food services in Hamilton County is strictly to serve students food.

RECOMMENDATION

Recommendation 14-12:

Establish goals and objectives for a profitable food services operation.

The Food Services Coordinator should initiate contact with the administration at both the central office and the schools and discuss ways that both parties can assist each other in making Food Services a profitable operation to the school district. Goals and objectives should be created to ensure that Food Services is not only profitable but that allow it to become an integral part of the school's educational mission.

IMPLEMENTATION STRATEGIES AND TIMELINE

1. The Food Services Coordinator should develop goals and objectives for the Food Service Unit for the upcoming year and in the near future. July 1997

2. The Food Services Coordinator should schedule meetings with principals and administrators to promote a team concept to make Food Services a profitable enterprise. August 1997

FISCAL IMPACT

There is no direct fiscal impact for this recommendation. However, this recommendation is the cornerstone for all the other recommendations that will enable Food Services to become a profitable department.

FINDING

As mentioned earlier, CAFS, a computerized food service management system has been implemented that automates many cashiering, accounting, and inventory procedures that were previously done by hand at the schools and central office. The system is designed for school food services and is multi-faceted. Currently, the CAFS system is utilized to assist in the following functions:

- bidding, procurement, and inventory;
- free and reduced price meal processing;
- recipe preparation and analysis;
- point of service (Cashiering); and
- cash and meal service reporting.

Plans exist to increase the capability of the system so that it will perform accounting procedures including producing general ledgers, processing accounts payable, and keeping inventory of fixed assets.

COMMENDATION

Hamilton County Food Services is to be commended for its use of the CAFS System.

The district is years ahead of many other larger districts that have yet to fully implement such a system.

14.4 Hamilton County High School Issues

CURRENT SITUATION

Of the six schools in the district, Hamilton County High School has the lowest participation rate. Typically, high schools tend to have lower participation rates than elementary and middle schools. Even if they are eligible, students of high school age tend to be reluctant to take part in the free or reduced lunch program. As a result, overall participation is lower because this is the group that tends to participate in greater numbers and as a result draw more reimbursable funds.

FINDING

Vending machines located in the cafeteria and just outside are in operation at the high school during meal serving times. This is in direct violation of Hamilton County School Board Policy 10.501 which states:

There shall not be any sale of food and beverage items, including those classified as "foods of minimum nutritive value", in competition with the district approved food service programs. Secondary schools shall not allow competitive sales of foods and beverages to begin until one (1) hour following the close of the last lunch period.

In addition, this is in violation of Florida Department of Education Rule 6A-7.042 (c) which the above policy paraphrases.

The Food Services Unit receives some proceeds from the sale of items both in the soft drink machine located in the outside corridor and the two machines inside of the cafeteria. The amount of time spent collecting the proceeds from the vending companies, tabulating the distribution, and distributing the proceeds to the proper recipients is time consuming. It is not worth the loss of revenue realized had the students purchased a reimbursable meal or a la carte items.

The soft drink machine was put in place through an agreement with a soft drink company that purchased scoreboards for the football field and the gymnasium. This contract is in place until 1998.

Many students utilize the snack and soft drink machines during lunch hours instead of a meal. The nutritional value and empty calories of the items in these machines surely do not contribute to the overall well being of the students as they are a poor substitute for the nutritionally balanced items offered in the serving lines.

RECOMMENDATION

Recommendation 14-13:

Discontinue the use of vending machines until one hour after the last lunch period.

Besides being in violation of both State and School Board rules, the sale of low-nutritional value vending items during lunch periods reduces the amount of direct revenue collected by the Food Services Unit. The machines that are located in the cafeteria should be removed and the snack and juice items that are sold in them should be sold as a la carte items. The soft drink machine in the outside corridor should be unplugged until one hour after the last lunch period has finished.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|-------------|
| 1. The Food Services Coordinator should have the machines currently located in the cafeteria moved to the outside corridor prior to the beginning of the new school year and ensure that they are unplugged or locked during lunch hours. | August 1997 |
| 2. The Food Services Coordinator should begin the selling of duplicate items found in the vending machines as a la carte items. | August 1997 |

FISCAL IMPACT

During the three month period from March through May of 1996, a net profit of \$894 was realized from the sale of vending items. This amounts to an average of nearly \$300 per month which over the course of the school year totals \$2,700 of net profit. The profit margin that the Food Services Unit receives is 15 percent of the gross proceeds so it is estimated that \$18,000 in total was received through the food vending machines.

Currently items sold through the a la carte line are marked up an average of 100 percent. For instance a bottle of drinking water costs the Food Services unit \$0.36, and is sold for \$0.75. Therefore, if the food vending machines were removed and the identical items transferred to the a la carte line much higher profit margins would be realized. During the 1995-1996 school year, this would have amounted to a net profit of \$9,000, an increase of \$6,500.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Transfer Vending Items	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500

FINDING

Twelfth grade students with good behavior records and parental approval may leave the campus during lunch periods. Many go to a fast-food restaurant located a few blocks from the campus. The traffic is heavy at the intersection and in the short amount of time allotted for the lunch period, some students take unnecessary risks when crossing the highway. District officials report that some high school students who are not yet in the 12th grade also leave the campus during lunch periods.

RECOMMENDATION

Recommendation 14-14:

Prohibit students from leaving campus during lunch periods.

Besides decreasing participation, students racing to and from their lunch destinations presents a safety hazard. Districts in much larger counties such as Lee and Hillsborough have discontinued open campuses for lunch.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|---------------|
| 1. The Food Services Coordinator should take an informal survey of other small districts throughout the state and determine the percentage of districts with closed campuses. | January 1998 |
| 2. The Food Services Coordinator should meet with the high school Principal to discuss a closed campus for lunch and stress the safety aspects, the policies of other districts, and the possibility of increasing participation. | February 1998 |
| 3. If the Principal concurs, Hamilton County High School should begin the new school year with a closed campus for lunch. | August 1998 |

FISCAL IMPACT

Participation should increase as a result of the change. During the month of December 1996, on average, 78 students per day out of a possible 343 that do not receive free or reduced lunch benefits actually paid for a full price meal. The remaining used vending machines, purchased a la carte items, brought their lunch, or ate off campus. If a modest increase of just 25 more students per day ate a reimbursable lunch, an additional \$5,625 per year would be realized.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Close the Campus at Lunch	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625

FINDING

The high school does not offer breakfast to the students. The serving of breakfast is an opportunity to increase revenue and provide the students with nutritional food that will assist them in the learning process throughout the day.

Surveys have been conducted in the past by the school to determine if there is an interest and reportedly there has not been a great enough response to warrant it. Security and discipline has also been expressed as a concern as there is not faculty available to monitor the students during that time.

RECOMMENDATION

Recommendation 14-15:

Conduct a survey of parents and students to determine their interest level in the serving of breakfast.

The Food Services Unit should create a survey and distribute it to parents and students to determine the interest level in breakfast. Included in the survey should be questions to gauge the reaction to alternative types of breakfast service such as bag breakfasts in homerooms.

Research findings support the linkage between the serving of school breakfast and student learning. As a result, principals and food service administrators across the United States are continuing to implement innovative programs to increase student breakfast participation at elementary and secondary schools. These programs include replacing cafeteria lines with a number of mobile carts located in building hallways that serve quick-serve menu formats. One high school reported an increase from 50 to over 750 average daily reimbursable breakfasts. Other programs have used teachers to deliver bag breakfasts to their classrooms and students eat at their desks while listening to morning announcements. For example, a high school in Brownsville, Texas using the breakfast-in-a-bag program reported a 600 percent increase in the number of average daily breakfasts served.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|---------------|
| 1. The Food Services Coordinator should discuss the serving of breakfast at high schools with other districts around the state that have been successful. | October 1997 |
| 2. The Food Services Coordinator should discuss with the principal the possibility of serving breakfast at the high school and have a prepared survey ready to have distributed. | November 1997 |
| 3. The Food Services Coordinator should distribute the survey to all high school students and follow up with phone calls to a random sampling of parents. | January 1998 |
| 4. The Food Services Coordinator should assess the responses to the survey and if there appears to be an interest, begin planning for breakfast service for the next school year. | March 1998 |

FISCAL IMPACT

As there currently is no breakfast service at the high school, if one is implemented and is successful, it should generate approximately \$3,000 in profits each year, based on programs in similar schools.

FINDING

The cafeteria at the high school is too small to accommodate the number of students that could possibly utilize it if participation were to increase. There are only 161 chairs currently in the cafeteria and the enrollment of over 600 students are split into only two lunch periods. Even though lunch participation is low at the high school, in observing both lunch periods, almost every table was full.

RECOMMENDATION

Recommendation 14-16:

Create a third lunch period and add additional chairs and tables.

A third lunch period should be created to accommodate all of the students. The wall separating the small teacher's dining area should be removed and the vending machine taken out to make space for additional tables.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|---|---------------|
| 1. The Food Services Coordinator should meet with the Principal to discuss the feasibility of creating a third lunch period and the demolition of the wall in the cafeteria | October 1997 |
| 2. In conjunction with the remodeling effort discussed in Recommendation 14-17, the Food Services Coordinator should discuss the demolition of the wall with the Coordinator of General Services. | November 1997 |
| 3. The Coordinator of General Services should have the demolition of the wall included in the remodeling plan. | January 1998 |
| 4. If approved by the Principal, Hamilton County High School should begin the school year with three lunch periods | August 1998 |

FISCAL IMPACT

The adding of an additional lunch period and the demolition of the wall will not affect the budget of the Food Services Unit, however an overall impact will be recognized by the district. (See Recommendation 14-17 for fiscal impact).

FINDING

The cafeteria is not an inviting place to eat. While every effort is made to make it as clean as possible, it is in desperate need of remodeling. The furniture has not been replaced since the 1970s and many chairs and tables wobble. In addition, the outside dining area for students is lacking in any amenities such as umbrellas for the tables or an awning covering the tables.

RECOMMENDATION

Recommendation 14-17:

Remodel the high school cafeteria.

In order to make the cafeteria a more open, cheerful place to eat, efforts must be taken to modernize the dining area and improve the outside dining area. Meetings should be scheduled with administration of the school and the district to have funds appropriated for this effort.

IMPLEMENTATION STRATEGIES AND TIMELINE

- | | |
|--|---------------|
| 1. The High School Cafeteria Manager and the Food Services Coordinator should create a list of improvements that need to be made to improve the appearance of the cafeteria. | October 1997 |
| 2. The Food Services Coordinator should schedule a meeting with the Facilities Director and discuss a plan for remodeling for the 1998-1999 school year. | November 1997 |
| 3. In collaboration with the Coordinator of General Services, the Food Services Coordinator should calculate the costs of a remodeling effort. | December 1997 |
| 4. The two Coordinators should present a remodeling plan to the Principal, Superintendent, and School Board. | January 1998 |
| 5. The School Board should hire subcontractors to design and remodel the cafeteria. | March 1998 |

FISCAL IMPACT

The remodeling of the cafeteria will not affect the budget of Food Services as it will be an expenditure to the General Fund. However, a remodeled cafeteria with expanded seating will draw more students to the facility and will increase profits. It is estimated that the remodeling effort including architectural fees will total \$15,000 in the 1998-1999 school year.

Recommendation	1997-98	1998-99	1999-00	2000-01	2001-02
Remodel Cafeteria		(\$15,000)	---	---	---

15.0 SAFETY AND SECURITY

This chapter addresses the safety and security issues of the Hamilton County School District. It is organized into the following two sections:

- 15.1 Student Discipline
- 15.2 Facility Safety and Security

15.1 Student Discipline

CURRENT SITUATION

With its remote location and small size, the Hamilton County School District does not have some of the major safety and security issues facing larger districts. As shown in Exhibit 15-1, except for Madison County School District (which reported a large number of incidents of crime and violence incidents in several categories), the number of incidents per 1,000 students for Hamilton County (excluding disorderly conduct and fighting), is similar to the comparison districts. In fact, the incident rate for the district is lower than all school districts except Holmes.

EXHIBIT 15-1 CRIME AND VIOLENCE INCIDENTS IN HAMILTON COUNTY AND COMPARISON SCHOOL DISTRICTS

Type of Incident	Hamilton	Calhoun	Gulf	Holmes	Madison	Union
Alcohol	2	8	5	11	1	3
Arson	0	0	0	0	2	0
Assault	28	4	11	0	45	2
Battery	2	19	8	0	3	7
Breaking and Entering/Burglary	3	0	2	5	16	1
Disorderly Conduct	1,018	68	248	43	787	75
Fighting	188	73	104	88	269	260
Firearm Incident/Possession	0	0	1	0	0	1
Homicide	0	0	0	0	0	0
Larceny/Theft	8	15	14	2	32	19
Malicious Harassment/Hate Crimes	0	2	1	0	23	0
Motor Vehicle Theft	0	0	0	0	0	4
Narcotics Excluding Alcohol	1	2	5	9	2	2
Other Weapons Possession	2	3	3	1	17	5
Robbery	0	0	1	0	0	0
Sexual Battery	0	0	0	0	2	0
Sexual Harassment	0	0	3	0	4	6
Sex Offenses	1	14	2	0	36	0
Trespassing	2	3	0	0	5	0
Vandalism	9	4	13	2	12	13
Other Major Crime/Violence	1	0	0	0	0	0
Total	1,265	215	421	161	1,256	3,98
Total Excluding Disorderly Conduct & Fighting	59	74	69	30	200	63
District Membership	2,380	2,288	2,264	3,699	3,359	2,094
Incidents Per 1,000 Students	24.79	32.34	30.48	8.11	59.54	30.09

Source: Department of Education, Crime and Violence Incident Report, 1994-1995. District membership from Department of Education, Q-Links, 1994-1995. Incidents per 1,000 students exclude disorderly conduct and fighting.

To address student discipline concerns, the district has an Alternative Learning Center with programs designed for providing separate structured learning environments to high school and middle school students with major discipline problems. Hamilton High School and Hamilton Middle School also have in-school suspension programs.

The Alternative Learning Center offers programs during the day. In addition, a program is provided at night for students charged with felonies committed off-campus.

FINDING

In its application to the Florida Department of Juvenile Justice for renewal of a \$30,000 grant for the Hamilton County Truancy Intervention Program (TIP), the district showed a 25 percent reduction in the number of crimes committed by truants during the program's first year of operation (1995-96). Additional positive outcomes attributed to TIP are shown in Exhibit 15-2. These include a 26 percent reduction in the number of suspensions and a nine percent reduction in the number of unexcused absences for students.

**EXHIBIT 15-2
IMPROVEMENTS ASSOCIATED WITH THE HAMILTON COUNTY
TRUANCY INTERVENTION PROGRAM**

Program Effectiveness Measure	Number Year Before Program Began 1994-95	Number First Year of Program 1995-96	Percent Improvement
Unexcused Absences	776	705	9%
Crimes Committed by Truants	1,018	763	25%
Truants Suspended	56.6%	41.9%	26%

Source: Hamilton County Schools Application to the Florida Department of Juvenile Justice for Grant Renewal for the Truancy Intervention Program, February 6, 1997.

COMMENDATION

Hamilton County's Truancy Intervention Program is commended for demonstrating positive outcomes during its first year of operation.

FINDING

To help maintain a safety and minimally disruptive instructional environment, the district operates alternative education programs for students guilty of misconduct. Students guilty of minor acts of misconduct are assigned to the in-school suspension program or given after-school detention. Students guilty of major acts of misconduct are removed from the day school setting and assigned to the after-school alternative program which operates from 3 p.m. to 8 p.m.

Under contract with a juvenile detention facility (Panther Success Center), the district also provides instructional services to its students who have been court-assigned to this facility due to criminal behavior.

COMMENDATION

The district is commended for providing instructional services to students guilty of misconduct or criminal activity in settings that are removed from other students.

The district provides students, even those guilty of serious misconduct, with educational opportunities. By removing students who are disruptive or dangerous to other students and to teachers, and placing them in separate classrooms, the district demonstrates its concern for the safety and security of other students and teachers.

15.2 Facility Safety and Security

CURRENT SITUATION

Hamilton County schools have a low incidence of problems with safety and security situations. As shown in Exhibit 15-1, the number of vandalisms, burglaries and thefts in the district are lower than, or are comparable to, the comparison districts.

Each school (except Hamilton High School and Central Elementary School) is equipped with security fences that restrict unwanted visitors. Although the fences are not completely closed with gates and locks to outside visitors, the fences provide a deterrent to criminal activities.

In addition to school fences, the district has employed other safety and security measures. Most notable is the security lighting installed at the high school parking lot and the video cameras installed on some school buses. The security lighting has made it safer for students and employees to walk to their cars, while the school bus security cameras have protected students by monitoring bus activity.

During the survey period of this review, employees were asked to rate the law enforcement/security component of the district. All principals felt that law enforcement/security was *adequate* or *outstanding*, 65 percent of teachers and half of district administrators felt the same way. This finding is in vast contrast to surveys conducted in other districts by MGT where less than half of the administrators, principals, and teachers indicated that their district was safe and secure.

FINDING

The school district is a member of the Panhandle Area Educational Consortium (PAEC) which provides services to smaller school districts that are frequently affordable only by larger districts. Among these services, PAEC has provided the district with a risk

assessment of all school facilities. The risk assessment identified all potential safety risks located in schools and recommended actions to alleviate those risks.

COMMENDATION

The district is commended for becoming a member of the PAEC and for taking advantage of the services offered.

Normally smaller districts cannot afford to dedicate staff to certain full-time functions such as risk management, but also can not afford to neglect these functions. For this reason, small school districts must be creative in acquiring cost effective and comprehensive services. PAEC provides the Hamilton County School District with these capabilities.

FINDING

A review of the emergency action plans in several schools revealed that some were less comprehensive than others. The plan for Hamilton Middle School was the most comprehensive, including procedures for the following:

- emergency evacuation
- lock down drill
- tornado drill
- fire drill evacuation
- emergency health needs

The middle school plan also included guidelines for securing emergency information cards for both staff and students.

RECOMMENDATION

Recommendation 15-1:

Evaluate school emergency action plans to ensure all schools are following the same procedures.

Information on the following procedures should be included in each school's plan:

- emergency evacuation
- in-climate weather
- bomb threat
- unauthorized visitors
- fire
- health emergency

As part of these procedures, the responsibilities of both staff and students should be identified. In addition, the plan also should include procedures for acquiring emergency action cards on all students and staff. The following should be required on emergency action cards:

- name
- address
- parent/guardian/spouse
- additional emergency contact
- preferred health provider
- insurance information
- special health information

By requiring students and staff to complete this information, schools will be better prepared to deal with emergency situations.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Superintendent, in conjunction with principals, should create a comprehensive emergency action plan for use in each school. July 1997
2. Each principal should distribute the plan to school representatives and instruct them in its use. September 1997

FISCAL IMPACT

Creating a common school emergency action plan can be accomplished within existing resources.

FINDING

Although the school district policy manual addresses the use of eye protection devices, a tour of the high school noted several students working on industrial equipment without such protection. The students were in close proximity to hazardous materials warranting eye protection. One student performing the work was wearing protection.

RECOMMENDATION

Recommendation 15-2:

Instruct students and staff on the importance of wearing eye protection and the situations that require its use.

Often students and staff become lax in promoting safety habits. For this reason, it is important for the district to periodically issue, to applicable students and staff, the directions for eye protection and the policy directing its use. Additionally, principals should perform unannounced inspections to verify these procedures are being followed.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Assistant Superintendent should distribute information about the School Board Policy concerning eye protection to all school staff. August 1997
2. Principals should conduct unannounced inspections of applicable areas where eye protection should be used. Ongoing

FISCAL IMPACT

Distributing information eye protection policies and monitoring policy compliance can be accomplished within existing resources.

FINDING

The school district purchased badge-making equipment in June 1996 for creating visitor tags. The district planned to use such tags for identifying visitors to school facilities. However, the badge-making equipment has not been used for this purpose at the time of the MGT review.

RECOMMENDATION

Recommendation 15-3:

Begin issuing visitor badges for all non-school employees visiting school and central office facilities.

This recommendation includes the creation of identification badges for district employees visiting a school to which they are not assigned (i.e. maintenance workers, district administrative staff). In addition, as part of the emergency procedures created as a result of Recommendation 15-1 above, school staff and students should be instructed to immediately notify school administrative offices of unauthorized visitors.

IMPLEMENTATION STRATEGY AND TIMELINE

1. The Coordinator of General Services should begin creating identification badges for non-school administrative staff and visitors. July 1997
2. The Coordinator of General Services should distribute badges and information describing their use to schools and non-school administrative staff. Summer 1997

FISCAL IMPACT

The fiscal impact associated with issuing identification badges can be accomplished using existing resources.

16.0 SUMMARY OF POTENTIAL COSTS AND SAVINGS

Based on analyses of data obtained from interviews, surveys, community input, state and local documents, and first-hand observations in the school district, the MGT team developed over 90 recommendations for this report. About 40 percent of these recommendations have fiscal implications and are summarized in this chapter. **It is important to keep in mind that the identified cost savings are incremental and cumulative.**

MGT identified total gross savings of nearly \$5.5 million that could be realized by the Hamilton County School District over the next five years (school years 1997-98 to 2001-02) if the recommendations are implemented. The recommendations include investment opportunities of \$136,129 in fiscal 1998 and total investment opportunities of \$1,880,861 over the next five years.

As shown below, and in detail in Exhibit 16-2, full implementation of the recommendations in this report could produce net savings of \$434,648 in the next year. The Hamilton County School District could achieve total net savings of nearly \$3.6 million by the 2001-02 school year if all recommendations are implemented.

EXHIBIT 16-1 SUMMARY OF NET SAVINGS

Year Savings Begin		Total
1997-1998	Initial Annual Net Savings	\$434,648
1998-1999	Annual Net Savings	\$730,604
1999-2000	Annual Net Saving	\$745,794
2000-2001	Annual Net Savings	\$831,744
2001-2002	Annual Net Savings	\$840,094
	One Time (Cost) Savings	\$7,492
TOTAL NET SAVINGS PROJECTED FOR 1997-2002		\$3,590,376

It is important to keep in mind that only recommendations with fiscal impact are identified in this chapter. Many additional recommendations to improve the efficiency and effectiveness of the district are contained in Chapters 4 through 15.

Implementation strategies, timelines and fiscal impacts follow each recommendation in this report. The implementation section associated with each recommendation identifies specific actions to be taken. Some recommendations should be implemented immediately, some over the next year or two, and others over several years.

MGT recommends that the School Board ask Hamilton County administrators to give each of these recommendations their most serious consideration, develop a plan to proceed with their implementation, and a system to monitor subsequent progress.

**EXHIBIT 16-2
SUMMARY OF POTENTIAL SAVINGS AND COSTS IN HAMILTON COUNTY**

CHAPTER REFERENCE	Annual (Costs) or Savings/Revenue					Total 5-year (Costs) or Savings	One-Time (Costs) or Savings
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002		
Chapter 4: School District Organization and Management							
4-3	Reduce Hard Copies (p.4-7)	\$800	\$160	\$160	\$160	\$160	\$1,440
4-5	Eliminate Four Clerical Support Staff (p.4-13)	\$63,302	\$126,604	\$126,604	\$126,604	\$126,604	\$569,718
Chapter 5: Educational Service Delivery							
5-1	Eliminate Four Teachers (p.5-7)	\$0	\$152,920	\$152,920	\$152,920	\$152,920	\$611,680
5-1	Eliminate Four Aides (p.5-7)	\$0	\$92,884	\$92,884	\$92,884	\$92,884	\$371,536
5-3	Create Director Position (p.5-11)	(\$35,925)	(\$71,851)	(\$71,851)	(\$71,851)	(\$71,851)	(\$323,329)
5-3	Eliminate Two Positions (p.5-11)	\$66,945	\$133,891	\$133,891	\$133,891	\$133,891	\$602,509
5-5	Eliminate Coordinator of VTAE (p.5-16)	\$0	\$64,196	\$64,196	\$64,196	\$64,196	\$256,784
5-5	Eliminate Business Academy Coordinator (p.5-16)	\$0	\$40,302	\$40,302	\$40,302	\$40,302	\$161,208
5-5	Create Assistant Principal for Occupational Education (p.5-16)	\$0	(\$55,098)	(\$55,098)	(\$55,098)	(\$55,098)	(\$220,392)
Chapter 6: Personnel Management							
6-3	Increase Teacher Salaries (p.6-7)	\$0	(\$199,503)	(\$199,503)	(\$199,503)	(\$199,503)	(\$798,012)
Chapter 7: Community Involvement							
7-3	Charge for Center Use (p.7-7)	\$744	\$744	\$744	\$744	\$744	\$3,720
7-4	Amend Advertising Policy (p.7-8)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Chapter 8: Facilities Use and Management							
8-1	Develop Facilities Plan (p.8-6)	\$0	\$0	\$0	\$0	\$0	(\$12,000)
8-3	Reduce Portable Classrooms (p.8-10)	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$67,500
8-4	Promote Community Use of Facilities (p.8-10)	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
8-5	Secure White Springs Site (p.8-11)	\$0	\$0	\$0	\$0	\$0	(\$5,000)
8-7	Automate Work Order System (p.8-19)	\$0	\$0	\$0	\$0	\$0	(\$12,000)
8-8	Implement Preventive Maintenance (p.8-20)	\$6,900	\$6,900	\$6,900	\$6,900	\$6,900	\$34,500
8-9	Outsource Custodial Services (p.8-21)	\$0	\$8,050	\$20,100	\$20,100	\$20,100	\$68,350
8-10	Bid Custodial Supplies (p.8-22)	\$6,100	\$6,100	\$6,100	\$6,100	\$6,100	\$30,500
8-11	Increase Energy Efficiency (p.8-24)	\$0	\$2,100	\$4,200	\$4,200	\$4,200	\$14,700
Chapter 9: Asset and Risk Management							
9-3	Reduce Insurance Subsidy (p.9-7)	\$0	\$77,600	\$155,200	\$232,800	\$232,800	\$698,400
Chapter 10: Financial Management							
10-4	Reduce Travel Costs by 50 Percent (p.10-7)	\$45,500	\$45,500	\$45,500	\$45,500	\$45,500	\$227,500
Chapter 11: Administrative and Instructional Technology							
11-3	Provide Training in Technology (p.11-5)	(\$9,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$2,000)	(\$17,000)
11-5	Restrict Use of Color Printers (p.11-12)	\$588	\$588	\$588	\$588	\$588	\$2,940

EXHIBIT 16-2 (Continued)
SUMMARY OF POTENTIAL SAVINGS AND COSTS IN HAMILTON COUNTY

CHAPTER REFERENCE	Annual (Costs) or Savings/Revenue					Total 5-year (Costs) or Savings	One-Time (Costs) or Savings
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002		
Chapter 12: Purchasing						\$0	
12-3	Hire Purchasing Agent (p.12-6)	(\$16,700)	(\$33,227)	(\$33,227)	(\$33,227)	(\$33,227)	(\$149,608)
12-4	Implement Purchasing Procedures (p.12-9)	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000	\$180,000
Chapter 13: Transportation							
13-2	Fully Compensate Drivers (p.13-10)	(\$74,504)	(\$74,504)	(\$74,504)	(\$74,504)	(\$74,504)	(\$372,520)
13-5	Sell 10 Buses (p.13-17)	\$0	\$0	\$0	\$0	\$0	\$10,000
13-5	Eliminate Maintenance and Fuel for 10 Buses (p.13-17)	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000	\$135,000
13-5	Eliminate 10 Bus Driver Positions (p.13-17)	\$82,782	\$82,782	\$82,782	\$82,782	\$82,782	\$413,910
13-5	Additional Revenue From State (p.13-17)	\$42,729	\$42,729	\$42,729	\$42,729	\$42,729	\$213,645
13-6	Invoice for Past Transportation Services (p.13-19)	\$0	\$0	\$0	\$0	\$0	\$1,492
13-6	Invoice Future Transportation Services (p.13-19)	\$2,516	\$2,516	\$2,516	\$2,516	\$2,516	\$12,580
13-8	Reduce Pay for Overnight Trips (p.13-20)	\$738	\$738	\$738	\$738	\$738	\$3,690
13-10	Eliminate Nine Buses From Inventory (p.13-23)	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000	\$45,000
13-10	Reduce Number Of Yearly Bus Purchases (p.13-23)	\$42,455	\$42,455	\$42,455	\$42,455	\$42,455	\$212,275
13-10	Eliminate Some Bus Purchases (p.13-23)	\$84,910	\$84,910	\$0	\$0	\$0	\$169,820
13-11	Sell 47 Passenger Bus (p.13-24)	\$0	\$0	\$0	\$0	\$0	\$40,000
13-12	Increase Shop Rate (p.13-25)	\$150	\$150	\$150	\$150	\$150	\$750
Chapter 14: Food Service							
14-1	Reduce Hours at South Elementary (p.14-7)	\$5,300	\$5,300	\$5,300	\$5,300	\$5,300	\$26,500
14-2	Reduce Hours for Future Employees (p.14-8)	\$6,793	\$6,793	\$6,793	\$6,793	\$6,793	\$33,965
14-3	Reduce Food Costs by Two Percent (p.14-9)	\$6,200	\$12,400	\$18,600	\$24,800	\$31,000	\$93,000
14-4	Reduce Supply Costs by Five Percent (p.14-11)	\$2,150	\$4,300	\$6,450	\$8,600	\$10,750	\$32,250
14-8	Create a Roving Substitute Position (p.14-15)	\$6,050	\$6,050	\$6,050	\$6,050	\$6,050	\$30,250
14-11	Formalize a Catering Program (p.14-18)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
14-13	Transfer Vending Items to A-La-Carte (p. 14-21)	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$32,500
14-14	Close Campus at Lunch (p.14-22)	\$5,625	\$5,625	\$5,625	\$5,625	\$5,625	\$28,125
14-17	Remodel High School Cafeteria (p.14-26)	\$0	\$0	\$0	\$0	\$0	(\$15,000)

**EXHIBIT 16-2 (Continued)
SUMMARY OF POTENTIAL SAVINGS AND COSTS IN HAMILTON COUNTY**

CHAPTER REFERENCE	Annual (Costs) or Savings/Revenue					Total 5-year (Costs) or Savings	One-Time (Costs) or Savings
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002		
Chapter 15: Safety and Security							
NO FISCAL IMPACT							
TOTAL SAVINGS	\$570,777	\$1,166,787	\$1,181,977	\$1,267,927	\$1,276,277	\$5,463,745	
TOTAL (COSTS)	(\$136,129)	(\$436,183)	(\$436,183)	(\$436,183)	(\$436,183)	(\$1,880,861)	
TOTAL ONE-TIME SAVINGS (COSTS)							\$7,492
TOTAL NET SAVINGS	\$434,648	\$730,604	\$745,794	\$831,744	\$840,094	\$3,582,884	

Total Five-Year and One-Time Savings = \$3,590,376

**APPENDIX A:
SURVEY INSTRUMENTS**

PERFORMANCE REVIEW OF THE HAMILTON COUNTY SCHOOL DISTRICT

DISTRICT ADMINISTRATOR SURVEY

No attempt will be made to identify individual district administrators in this survey. Please mail your completed survey directly to MGT of America by January 17, 1997 as directed on page 7.

PART A:

DIRECTIONS: For items 1-8, please place a check (✓) on the blank line that completes the statement or answers the question. For items 9 and 10, please write in the numbers.

1. I think the overall quality of public education in Hamilton County School District is:
- _____ Excellent
_____ Good
_____ Fair
_____ Poor
_____ Don't Know
2. I think the overall quality of education in Hamilton County School District is:
- _____ Improving
_____ Staying the Same
_____ Getting Worse
_____ Don't Know

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
4. In general, what grade would you give the school-level administrators in Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
5. In general, what grade would you give the district-level administrators in the Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
6. In what area of the district office do you work this year?
- _____ Human Resources
_____ Business Services
_____ Curriculum and Instruction
_____ Student Support Services
_____ Facilities/Transportation
_____ Other (Please categorize) _____
7. I am a:
- _____ Female _____ Male
8. What is your race/ethnic group?
- _____ White _____ Black
_____ Hispanic _____ Asian
_____ Other
10. How long have you worked in the Hamilton County School District?
- _____ Years
- 9a. How long have you been in your current position in the Hamilton County School District?
- _____ Years
- 9b. How long have you been in a similar position in the Hamilton County School District?
- _____ Years

PART B:

DIRECTIONS: Please indicate whether you strongly agree (SA), agree (A), neither agree or disagree (N), disagree (D), or strongly disagree (SD) with each statement. Please circle the appropriate response (SA, A, N, D, SD) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- | | | | | | | |
|---|----|---|---|---|----|----|
| 1. The emphasis on learning in Hamilton County School District has increased in recent years. | SA | A | N | D | SD | DK |
| 2. Hamilton County schools are safe and secure from crime. | SA | A | N | D | SD | DK |
| 3. Our schools do not effectively handle misbehavior problems. | SA | A | N | D | SD | DK |
| 4. Our schools have sufficient space and facilities to support the instructional programs. | SA | A | N | D | SD | DK |
| 5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics. | SA | A | N | D | SD | DK |
| 6. Our schools can be described as "good places to learn." | SA | A | N | D | SD | DK |
| 7. There is administrative support for controlling student behavior in our schools. | SA | A | N | D | SD | DK |
| 8. Most students in our schools are motivated to learn. | SA | A | N | D | SD | DK |
| 9. Lessons are organized to meet students' needs. | SA | A | N | D | SD | DK |
| 10. The curriculum is broad and challenging for most students. | SA | A | N | D | SD | DK |
| 11. There is little a teacher can do to overcome education problems due to a student's home life. | SA | A | N | D | SD | DK |
| 12. Teachers in our schools know the material they teach. | SA | A | N | D | SD | DK |
| 13. Teachers in our schools care about students' needs. | SA | A | N | D | SD | DK |
| 14. Teachers expect students to do their very best. | SA | A | N | D | SD | DK |
| 15. Principals and assistant principals in our schools care about students' needs. | SA | A | N | D | SD | DK |
| 16. In general, parents do not take responsibility for their children's behavior in our schools. | SA | A | N | D | SD | DK |
| 17. Parents in this district are satisfied with the education their children are receiving. | SA | A | N | D | SD | DK |
| 18. Most parents really don't seem to know what goes on in our schools. | SA | A | N | D | SD | DK |
| 19. Parents play an active role in decision-making in my school. | SA | A | N | D | SD | DK |
| 20. This community really cares about its children's education. | SA | A | N | D | SD | DK |
| 21. Taxpayer dollars are being used wisely to support public education in the Hamilton County School District. | SA | A | N | D | SD | DK |
| 22. Sufficient student services are provided in the Hamilton County School District (e.g., counseling, speech therapy, health) | SA | A | N | D | SD | DK |
| 23. Site-based management has been implemented effectively in the Hamilton County School District. | SA | A | N | D | SD | DK |

PART C:

DIRECTIONS: For each item, please indicate whether you feel the Hamilton County School District situation is excellent (E), good (G), fair (F), or poor (P). Please circle the appropriate response (E, G, F, P) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- | | | | | | |
|---|---|---|---|---|----|
| 1. School board members' knowledge of the educational needs of students in the Hamilton County School District. | E | G | F | P | DK |
| 2. School board members' knowledge of operations in the Hamilton County School District. | E | G | F | P | DK |
| 3. School board members' work at setting or revising policies for the Hamilton County School District. | E | G | F | P | DK |
| 4. The district school superintendents' work as the educational leader of the Hamilton County School District. | E | G | F | P | DK |
| 5. The district school superintendents' work as the chief administrator (manager) of the Hamilton County School District. | E | G | F | P | DK |
| 6. Principals' work as the instructional leaders of their schools. | E | G | F | P | DK |
| 7. Principals' work as the managers of the staff and teachers. | E | G | F | P | DK |
| 8. Teachers' work in meeting students' individual learning needs. | E | G | F | P | DK |
| 9. Teachers' work in communicating with parents. | E | G | F | P | DK |
| 10. Teachers' attitudes about their jobs. | E | G | F | P | DK |
| 11. Students' ability to learn. | E | G | F | P | DK |
| 12. The amount of time students spend on task learning in the classroom. | E | G | F | P | DK |
| 13. Parents' efforts in helping their children to do better in school. | E | G | F | P | DK |
| 14. Parents' participation in school activities and organizations. | E | G | F | P | DK |
| 15. How well students' test results are explained to parents. | E | G | F | P | DK |
| 16. The condition in which Hamilton County School District schools are kept. | E | G | F | P | DK |
| 17. How well relations are maintained with various groups in the community. | E | G | F | P | DK |
| 18. The opportunities provided by the district to improve the skills of teachers. | E | G | F | P | DK |
| 19. The opportunity provided by the district to improve the skills of school administrators. | E | G | F | P | DK |
| 20. The district's job of providing adequate instructional technology. | E | G | F | P | DK |
| 21. The district's use of technology for administrative purposes. | E | G | F | P | DK |

PART D: Work Environment. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I find the Hamilton County School District to be an exciting, challenging place to work.						
2. The work standards and expectations in the Hamilton County School District are equal to or above those of most other school districts.						
3. Hamilton County School District officials enforce high work standards.						
4. Most Hamilton County School District teachers enforce high student learning standards.						
5. Hamilton County School District teachers and administrators have excellent working relationships.						
6. <u>Teachers</u> who do not meet expected work standards are disciplined.						
7. <u>Staff</u> who do not meet expected work standards are disciplined.						
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.						
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.						
10. I feel that I have the authority to adequately perform my job responsibilities.						
11. I have adequate facilities in which to conduct my work.						
12. I have adequate equipment and computer support to conduct my work.						
13. The workloads are equitably distributed among teachers and among staff members.						
14. No one knows or cares about the amount or quality of work that I perform.						
15. Workload is evenly distributed.						
16. The failure of Hamilton County School District officials to enforce high work standards results in poor quality work.						
17. I often observe other teachers and/or staff socializing rather than working while on the job.						

PART E: Job Satisfaction. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I am very satisfied with my job in the Hamilton County School District.						
2. I plan to make a career in the Hamilton County School District.						
3. I am actively looking for a job outside of the Hamilton County School District.						
4. Salary levels in the Hamilton County School District are competitive.						
5. I feel that my work is appreciated by my supervisor(s).						
6. I feel that I am an integral part of the Hamilton County School District team.						
7. I feel that there is no future for me in the Hamilton County School District.						
8. My salary level is adequate for my level of work and experience.						
9. I enjoy working in a culturally diverse environment.						

PART F: Administrative Structure and Practices. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. Most administrative practices in Hamilton County School District are highly effective and efficient.						
2. Administrative decisions are made quickly and decisively.						
3. Hamilton County School District administrators are easily accessible and open to input.						
4. Authority for administrative decisions are delegated to the lowest possible level.						
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.						
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.						
7. The extensive committee structure in Hamilton County School District ensures adequate input from teachers and staff on most important decisions.						
8. Hamilton County School District has too many committees.						
9. Hamilton County School District has too many layers of administrators.						
10. Most Hamilton County School District administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.						
11. Central Office Administrators are responsive to school needs.						
12. Central Office Administrators provide quality service to schools.						

PART G: Hamilton County School District Operations. Please indicate your opinion of the operations of each of the following district functions by placing an "X" in the appropriate column for each function.

District/Program Function	Should Be Eliminated	Needs Major Improvement	Needs Some Improvement	Adequate	Outstanding	Don't Know
a. Budgeting						
b. Strategic planning						
c. Curriculum planning						
d. Financial management and accounting						
e. Community relations						
f. Program evaluation, research, and assessment						
g. Instructional technology						
h. Pupil accounting						
i. Instructional coordination/supervision						
j. Instructional support						
k. Federal Program (e.g., Chapter I, Special Education) coordination						
l. Personnel recruitment						
m. Personnel selection						
n. Personnel evaluation						
o. Staff development						
p. Data processing						
q. Purchasing						
r. Law enforcement/security						
s. Plant maintenance						
t. Facilities planning						
u. Pupil transportation						
v. Food service						
w. Custodial services						
x. Risk management						
y. Administrative technology						

PART H: General Questions

DIRECTIONS: Please respond to each item as indicated. Please print your comments.

1. The overall operation of the Hamilton County School District is **(Check [✓] one)**.

- Highly efficient
- Above average in efficiency
- Less efficient than most other school districts
- Don't know

2. The operational efficiency of the Hamilton County School District could be improved by **(Check [✓] as many as apply)**:

- Offering fewer programs
- Increasing some class sizes
- Increasing teacher workload
- Reducing the number of administrators
- Reducing the number of support staff
- Privatizing some support services
- Joining with other districts to provide joint services (e.g., transportation, purchasing, maintenance, etc.)
- Taking advantage of more regional services
- Reducing the number of facilities operated by the district
- Other (please specify) _____

3. Do you have suggestions to improve the overall efficiency and effectiveness of the management and performance of the Hamilton County School District? Please attach an additional page or write on back with comments, if needed.

PLEASE RETURN YOUR COMPLETED SURVEY BY JANUARY 17, 1997 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:

**MGT of America, Inc.
Post Office Box 38430
Tallahassee, Florida 32315-9958**

THANK YOU FOR YOUR COOPERATION!

PERFORMANCE REVIEW OF THE HAMILTON COUNTY SCHOOL DISTRICT

PRINCIPAL SURVEY

No attempt will be made to identify individual principals in this survey. Please mail your completed survey directly to MGT of America by January 17, 1997 as directed on page 7.

PART A:

DIRECTIONS: For items 1-8, please place a check (✓) on the blank line that completes the statement or answers the question. For items 9 and 10, please write in the numbers.

1. I think the overall quality of public education in Hamilton County School District is:
- _____ Excellent
_____ Good
_____ Fair
_____ Poor
_____ Don't Know
2. I think the overall quality of education in Hamilton County School District is:
- _____ Improving
_____ Staying the Same
_____ Getting Worse
_____ Don't Know

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
4. In general, what grade would you give the school-level administrators in Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
5. In general, what grade would you give the district-level administrators in the Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
6. In what type of school do you work this year?
- _____ Elementary School
_____ Junior High/Middle School
_____ High School
_____ District Office
_____ Other (Please categorize) _____
7. I am a:
- _____ Female _____ Male
8. What is your race/ethnic group?
- _____ White
_____ Hispanic
_____ Other
_____ Black
_____ Asian
- 9a. How long have you been in your current position in the Hamilton County School District?
- _____ Years
- 9b. How long have you been in a similar position in the Hamilton County School District?
- _____ Years
10. How long have you worked in the Hamilton County School District?
- _____ Years

PART B:

DIRECTIONS: Please indicate whether you strongly agree (SA), agree (A), neither agree or disagree (N), disagree (D), or strongly disagree (SD) with each statement. Please circle the appropriate response (SA, A, N, D, SD) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- | | | | | | | |
|---|----|---|---|---|----|----|
| 1. The emphasis on learning in Hamilton County School District has increased in recent years. | SA | A | N | D | SD | DK |
| 2. Hamilton County schools are safe and secure from crime. | SA | A | N | D | SD | DK |
| 3. Our schools do not effectively handle misbehavior problems. | SA | A | N | D | SD | DK |
| 4. Our schools have sufficient space and facilities to support the instructional programs. | SA | A | N | D | SD | DK |
| 5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics. | SA | A | N | D | SD | DK |
| 6. Our schools can be described as "good places to learn." | SA | A | N | D | SD | DK |
| 7. There is administrative support for controlling student behavior in our schools. | SA | A | N | D | SD | DK |
| 8. Most students in our schools are motivated to learn. | SA | A | N | D | SD | DK |
| 9. Lessons are organized to meet students' needs. | SA | A | N | D | SD | DK |
| 10. The curriculum is broad and challenging for most students. | SA | A | N | D | SD | DK |
| 11. There is little a teacher can do to overcome education problems due to a student's home life. | SA | A | N | D | SD | DK |
| 12. Teachers in our schools know the material they teach. | SA | A | N | D | SD | DK |
| 13. Teachers in our schools care about students' needs. | SA | A | N | D | SD | DK |
| 14. Teachers expect students to do their very best. | SA | A | N | D | SD | DK |
| 15. Principals and assistant principals in our schools care about students' needs. | SA | A | N | D | SD | DK |
| 16. In general, parents do not take responsibility for their children's behavior in our schools. | SA | A | N | D | SD | DK |
| 17. Parents in this district are satisfied with the education their children are receiving. | SA | A | N | D | SD | DK |
| 18. Most parents really don't seem to know what goes on in our schools. | SA | A | N | D | SD | DK |
| 19. Parents play an active role in decision-making in my school. | SA | A | N | D | SD | DK |
| 20. This community really cares about its children's education. | SA | A | N | D | SD | DK |
| 21. Taxpayer dollars are being used wisely to support public education in the Hamilton County School District. | SA | A | N | D | SD | DK |
| 22. Sufficient student services are provided in the Hamilton County School District (e.g., counseling, speech therapy, health) | SA | A | N | D | SD | DK |
| 23. Site-based management has been implemented effectively in the Hamilton County School District. | SA | A | N | D | SD | DK |

PART C:

DIRECTIONS: For each item, please indicate whether you feel the Hamilton County School District situation is excellent (E), good (G), fair (F), or poor (P). Please circle the appropriate response (E, G, F, P) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- | | | | | | |
|---|---|---|---|---|----|
| 1. School board members' knowledge of the educational needs of students in the Hamilton County School District. | E | G | F | P | DK |
| 2. School board members' knowledge of operations in the Hamilton County School District. | E | G | F | P | DK |
| 3. School board members' work at setting or revising policies for the Hamilton County School District. | E | G | F | P | DK |
| 4. The district school superintendents' work as the educational leader of the Hamilton County School District. | E | G | F | P | DK |
| 5. The district school superintendents' work as the chief administrator (manager) of the Hamilton County School District. | E | G | F | P | DK |
| 6. Principals' work as the instructional leaders of their schools. | E | G | F | P | DK |
| 7. Principals' work as the managers of the staff and teachers. | E | G | F | P | DK |
| 8. Teachers' work in meeting students' individual learning needs. | E | G | F | P | DK |
| 9. Teachers' work in communicating with parents. | E | G | F | P | DK |
| 10. Teachers' attitudes about their jobs. | E | G | F | P | DK |
| 11. Students' ability to learn. | E | G | F | P | DK |
| 12. The amount of time students spend on task learning in the classroom. | E | G | F | P | DK |
| 13. Parents' efforts in helping their children to do better in school. | E | G | F | P | DK |
| 14. Parents' participation in school activities and organizations. | E | G | F | P | DK |
| 15. How well students' test results are explained to parents. | E | G | F | P | DK |
| 16. The condition in which Hamilton County School District schools are kept. | E | G | F | P | DK |
| 17. How well relations are maintained with various groups in the community. | E | G | F | P | DK |
| 18. The opportunities provided by the district to improve the skills of teachers. | E | G | F | P | DK |
| 19. The opportunity provided by the district to improve the skills of school administrators. | E | G | F | P | DK |
| 20. The district's job of providing adequate instructional technology. | E | G | F | P | DK |
| 21. The district's use of technology for administrative purposes. | E | G | F | P | DK |

PART D: Work Environment. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I find the Hamilton County School District to be an exciting, challenging place to work.						
2. The work standards and expectations in the Hamilton County School District are equal to or above those of most other school districts.						
3. Hamilton County School District officials enforce high work standards.						
4. Most Hamilton County School District teachers enforce high student learning standards.						
5. Hamilton County School District teachers and administrators have excellent working relationships.						
6. <u>Teachers</u> who do not meet expected work standards are disciplined.						
7. <u>Staff</u> who do not meet expected work standards are disciplined.						
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.						
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.						
10. I feel that I have the authority to adequately perform my job responsibilities.						
11. I have adequate facilities in which to conduct my work.						
12. I have adequate equipment and computer support to conduct my work.						
13. The workloads are equitably distributed among teachers and among staff members.						
14. No one knows or cares about the amount or quality of work that I perform.						
15. Workload is evenly distributed.						
16. The failure of Hamilton County School District officials to enforce high work standards results in poor quality work.						
17. I often observe other teachers and/or staff socializing rather than working while on the job.						

PART E: Job Satisfaction. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I am very satisfied with my job in the Hamilton County School District.						
2. I plan to make a career in the Hamilton County School District.						
3. I am actively looking for a job outside of the Hamilton County School District.						
4. Salary levels in the Hamilton County School District are competitive.						
5. I feel that my work is appreciated by my supervisor(s).						
6. I feel that I am an integral part of the Hamilton County School District team.						
7. I feel that there is no future for me in the Hamilton County School District.						
8. My salary level is adequate for my level of work and experience.						
9. I enjoy working in a culturally diverse environment.						

PART F: Administrative Structure and Practices. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. Most administrative practices in Hamilton County School District are highly effective and efficient.						
2. Administrative decisions are made quickly and decisively.						
3. Hamilton County School District administrators are easily accessible and open to input.						
4. Authority for administrative decisions are delegated to the lowest possible level.						
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.						
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.						
7. The extensive committee structure in Hamilton County School District ensures adequate input from teachers and staff on most important decisions.						
8. Hamilton County School District has too many committees.						
9. Hamilton County School District has too many layers of administrators.						
10. Most Hamilton County School District administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.						
11. Central Office Administrators are responsive to school needs.						
12. Central Office Administrators provide quality service to schools.						

PART G: Hamilton County School District Operations. Please indicate your opinion of the operations of each of the following district functions by placing an "X" in the appropriate column for each function.

District/Program Function	Should Be Eliminated	Needs Major Improvement	Needs Some Improvement	Adequate	Outstanding	Don't Know
a. Budgeting						
b. Strategic planning						
c. Curriculum planning						
d. Financial management and accounting						
e. Community relations						
f. Program evaluation, research, and assessment						
g. Instructional technology						
h. Pupil accounting						
i. Instructional coordination/supervision						
j. Instructional support						
k. Federal Program (e.g., Chapter I, Special Education) coordination						
l. Personnel recruitment						
m. Personnel selection						
n. Personnel evaluation						
o. Staff development						
p. Data processing						
q. Purchasing						
r. Law enforcement/security						
s. Plant maintenance						
t. Facilities planning						
u. Transportation						
v. Food service						
w. Custodial services						
x. Risk management						
y. Administrative Technology						

PART H: General Questions

DIRECTIONS: Please respond to each item as indicated. Please print your comments.

1. The overall operation of the Hamilton County School District is **(Check [✓] one)**.

- Highly efficient
- Above average in efficiency
- Less efficient than most other school districts
- Don't know

2. The operational efficiency of the Hamilton County School District could be improved by **(Check [✓] as many as apply)**:

- Offering fewer programs
- Increasing some class sizes
- Increasing teacher workload
- Reducing the number of administrators
- Reducing the number of support staff
- Privatizing some support services
- Joining with other districts to provide joint services (e.g., transportation, purchasing, maintenance, etc.)
- Taking advantage of more regional services
- Reducing the number of facilities operated by the district
- Other (please specify) _____

3. Do you have suggestions to improve the overall efficiency and effectiveness of the management and performance of the Hamilton County School District? Please attach an additional page with comments or write on back, if needed.

PLEASE RETURN YOUR COMPLETED SURVEY BY JANUARY 17, 1997 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:

**MGT of America, Inc.
Post Office Box 38430
Tallahassee, Florida 32315-9958**

THANK YOU FOR YOUR COOPERATION!

PERFORMANCE REVIEW OF THE HAMILTON COUNTY SCHOOL DISTRICT

TEACHER SURVEY

No attempt will be made to identify individual teachers in this survey. Please mail your completed survey directly to MGT of America by January 17, 1997 as directed on page 7.

PART A:

DIRECTIONS: For items 1-9, please place a check (✓) on the blank line that completes the statement or answers the question. For item 10, please write in the number.

1. I think the overall quality of public education in Hamilton County School District is:
- _____ Excellent
_____ Good
_____ Fair
_____ Poor
_____ Don't Know
2. I think the overall quality of education in Hamilton County School District is:
- _____ Improving
_____ Staying the Same
_____ Getting Worse
_____ Don't Know

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
4. In general, what grade would you give the school-level administrators in Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
5. In general, what grade would you give the district-level administrators in the Hamilton County School District?
- _____ A
_____ B
_____ C
_____ D
_____ F
_____ Don't Know
6. In what type of school do you teach this year?
- _____ Elementary School
_____ Junior High/Middle School
_____ High School
_____ District Office
_____ Other (Please categorize) _____
7. I am a:
- _____ Female
_____ Male
8. What is your race/ethnic group?
- _____ White
_____ Hispanic
_____ Other
_____ Black
_____ Asian
9. What grade or grades are you teaching this year?
- _____ Pre-K
_____ K
_____ 1
_____ 2
_____ 3
_____ 4
_____ 5
_____ 6
- _____ 7
_____ 8
_____ 9
_____ 10
_____ 11
_____ 12
_____ Adult
10. How long have you taught in the Hamilton County School District?
- _____ Years

PART B:

DIRECTIONS: Please indicate whether you strongly agree (SA), agree (A), neither agree or disagree (N), disagree (D), or strongly disagree (SD) with each statement. Please circle the appropriate response (SA, A, N, D, SD) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- | | | | | | | |
|---|----|---|---|---|----|----|
| 1. The emphasis on learning in Hamilton County School District has increased in recent years. | SA | A | N | D | SD | DK |
| 2. Hamilton County schools are safe and secure from crime. | SA | A | N | D | SD | DK |
| 3. Our schools do not effectively handle misbehavior problems. | SA | A | N | D | SD | DK |
| 4. Our schools have sufficient space and facilities to support the instructional programs. | SA | A | N | D | SD | DK |
| 5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics. | SA | A | N | D | SD | DK |
| 6. Our schools can be described as "good places to learn." | SA | A | N | D | SD | DK |
| 7. There is administrative support for controlling student behavior in our schools. | SA | A | N | D | SD | DK |
| 8. Most students in our schools are motivated to learn. | SA | A | N | D | SD | DK |
| 9. Lessons are organized to meet students' needs. | SA | A | N | D | SD | DK |
| 10. The curriculum is broad and challenging for most students. | SA | A | N | D | SD | DK |
| 11. There is little a teacher can do to overcome education problems due to a student's home life. | SA | A | N | D | SD | DK |
| 12. Teachers in our schools know the material they teach. | SA | A | N | D | SD | DK |
| 13. Teachers in our schools care about students' needs. | SA | A | N | D | SD | DK |
| 14. Teachers expect students to do their very best. | SA | A | N | D | SD | DK |
| 15. Principals and assistant principals in our schools care about students' needs. | SA | A | N | D | SD | DK |
| 16. In general, parents do not take responsibility for their children's behavior in our schools. | SA | A | N | D | SD | DK |
| 17. Parents in this district are satisfied with the education their children are receiving. | SA | A | N | D | SD | DK |
| 18. Most parents really don't seem to know what goes on in our schools. | SA | A | N | D | SD | DK |
| 19. Parents play an active role in decision-making in my school. | SA | A | N | D | SD | DK |
| 20. This community really cares about its children's education. | SA | A | N | D | SD | DK |
| 21. Taxpayer dollars are being used wisely to support public education in the Hamilton County School District. | SA | A | N | D | SD | DK |
| 22. Sufficient student services are provided in the Hamilton County School District (e.g., counseling, speech therapy, health) | SA | A | N | D | SD | DK |
| 23. Site-based management has been implemented effectively in the Hamilton County School District. | SA | A | N | D | SD | DK |

PART C:

DIRECTIONS: For each item, please indicate whether you feel the Hamilton County School District situation is excellent (E), good (G), fair (F), or poor (P). Please circle the appropriate response (E, G, F, P) located to the right of each item. If you feel you do not have enough information to give an opinion, circle the don't know (DK) response.

- | | | | | | |
|---|---|---|---|---|----|
| 1. School board members' knowledge of the educational needs of students in the Hamilton County School District. | E | G | F | P | DK |
| 2. School board members' knowledge of operations in the Hamilton County School District. | E | G | F | P | DK |
| 3. School board members' work at setting or revising policies for the Hamilton County School District. | E | G | F | P | DK |
| 4. The district school superintendents' work as the educational leader of the Hamilton County School District. | E | G | F | P | DK |
| 5. The district school superintendents' work as the chief administrator (manager) of the Hamilton County School District. | E | G | F | P | DK |
| 6. Principals' work as the instructional leaders of their schools. | E | G | F | P | DK |
| 7. Principals' work as the managers of the staff and teachers. | E | G | F | P | DK |
| 8. Teachers' work in meeting students' individual learning needs. | E | G | F | P | DK |
| 9. Teachers' work in communicating with parents. | E | G | F | P | DK |
| 10. Teachers' attitudes about their jobs. | E | G | F | P | DK |
| 11. Students' ability to learn. | E | G | F | P | DK |
| 12. The amount of time students spend on task learning in the classroom. | E | G | F | P | DK |
| 13. Parents' efforts in helping their children to do better in school. | E | G | F | P | DK |
| 14. Parents' participation in school activities and organizations. | E | G | F | P | DK |
| 15. How well students' test results are explained to parents. | E | G | F | P | DK |
| 16. The condition in which Hamilton County School District schools are kept. | E | G | F | P | DK |
| 17. How well relations are maintained with various groups in the community. | E | G | F | P | DK |
| 18. The opportunities provided by the district to improve the skills of teachers. | E | G | F | P | DK |
| 19. The opportunity provided by the district to improve the skills of school administrators. | E | G | F | P | DK |
| 20. The district's job of providing adequate instructional technology. | E | G | F | P | DK |
| 21. The district's use of technology for administrative purposes. | E | G | F | P | DK |

PART D: Work Environment. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I find the Hamilton County School District to be an exciting, challenging place to work.						
2. The work standards and expectations in the Hamilton County School District are equal to or above those of most other school districts.						
3. Hamilton County School District officials enforce high work standards.						
4. Most Hamilton County School District teachers enforce high student learning standards.						
5. Hamilton County School District teachers and administrators have excellent working relationships.						
6. <u>Teachers</u> who do not meet expected work standards are disciplined.						
7. <u>Staff</u> who do not meet expected work standards are disciplined.						
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.						
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.						
10. I feel that I have the authority to adequately perform my job responsibilities.						
11. I have adequate facilities in which to conduct my work.						
12. I have adequate equipment and computer support to conduct my work.						
13. The workloads are equitably distributed among teachers and among staff members.						
14. No one knows or cares about the amount or quality of work that I perform.						
15. Workload is evenly distributed.						
16. The failure of Hamilton County School District officials to enforce high work standards results in poor quality work.						
17. I often observe other teachers and/or staff socializing rather than working while on the job.						

PART E: Job Satisfaction. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. I am very satisfied with my job in the Hamilton County School District.						
2. I plan to make a career in the Hamilton County School District.						
3. I am actively looking for a job outside of the Hamilton County School District.						
4. Salary levels in the Hamilton County School District are competitive.						
5. I feel that my work is appreciated by my supervisor(s).						
6. I feel that I am an integral part of the Hamilton County School District team.						
7. I feel that there is no future for me in the Hamilton County School District.						
8. My salary level is adequate for my level of work and experience.						
9. I enjoy working in a culturally diverse environment.						

PART F: Administrative Structure and Practices. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree; DK = Don't Know).

STATEMENT	SA	A	N	D	SD	DK
1. Most administrative practices in Hamilton County School District are highly effective and efficient.						
2. Administrative decisions are made quickly and decisively.						
3. Hamilton County School District administrators are easily accessible and open to input.						
4. Authority for administrative decisions are delegated to the lowest possible level.						
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.						
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.						
7. The extensive committee structure in Hamilton County School District ensures adequate input from teachers and staff on most important decisions.						
8. Hamilton County School District has too many committees.						
9. Hamilton County School District has too many layers of administrators.						
10. Most Hamilton County School District administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.						
11. Central Office Administrators are responsive to school needs.						
12. Central Office Administrators provide quality service to schools.						

PART G: Hamilton County School District Operations. Please indicate your opinion of the operations of each of the following district functions by placing an "X" in the appropriate column for each function.

District/Program Function	Should Be Eliminated	Needs Major Improvement	Needs Some Improvement	Adequate	Outstanding	Don't Know
a. Budgeting						
b. Strategic planning						
c. Curriculum planning						
d. Financial management and accounting						
e. Community relations						
f. Program evaluation, research, and assessment						
g. Instructional technology						
h. Pupil accounting						
i. Instructional coordination/supervision						
j. Instructional support						
k. Federal Program (e.g., Chapter I, Special Education) coordination						
l. Personnel recruitment						
m. Personnel selection						
n. Personnel evaluation						
o. Staff development						
p. Data processing						
q. Purchasing						
r. Law enforcement/security						
s. Plant maintenance						
t. Facilities planning						
u. Transportation						
v. Food service						
w. Custodial services						
x. Risk management						
y. Administrative Technology						

PART H: General Questions

DIRECTIONS: Please respond to each item as indicated. Please print your comments.

1. The overall operation of the Hamilton County School District is **(Check [✓] one)**.

- Highly efficient
- Above average in efficiency
- Less efficient than most other school districts
- Don't know

2. The operational efficiency of the Hamilton County School District could be improved by **(Check [✓] as many as apply):**

- Offering fewer programs
- Increasing some class sizes
- Increasing teacher workload
- Reducing the number of administrators
- Reducing the number of support staff
- Privatizing some support services
- Joining with other districts to provide joint services (e.g., transportation, purchasing, maintenance, etc.)
- Taking advantage of more regional services
- Reducing the number of facilities operated by the district
- Other (please specify) _____

3. Do you have suggestions to improve the overall efficiency and effectiveness of the management and performance of the Hamilton County School District? Please attach an additional page with comments or write on back, if needed.

PLEASE RETURN YOUR COMPLETED SURVEY BY JANUARY 17, 1997 IN THE ATTACHED POSTAGE-PAID ENVELOPE TO:

**MGT of America, Inc.
Post Office Box 38430
Tallahassee, Florida 32315-9958**

THANK YOU FOR YOUR COOPERATION!

**APPENDIX B:
SURVEY RESULTS**

**PERFORMANCE REVIEW OF
HAMILTON COUNTY SCHOOL DISTRICT**

**DISTRICT ADMINISTRATOR SURVEY RESULTS
(n=8)**

PART A:

1. I think the overall quality of public education in Hamilton County School District is:

Excellent	0%
Good	50
Fair	50
Poor	0
Don't Know	0

2. I think the overall quality of education in Hamilton County School District is:

Improving	25%
Staying the Same	63
Getting Worse	13
Don't Know	0

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in Hamilton County School District?

A	0%
B	50
C	50
D	0
F	0
Don't Know	0

4. In general, what grade would you give the school-level administrators in Hamilton County School District?

A	0%
B	63
C	38
D	0
F	0
Don't Know	0

5. In general, what grade would you give the district-level administrators in the Hamilton County School District?

A	0%
B	75
C	25
D	0
F	0
Don't Know	0

Due to a small sampling size, the responses to Questions 6-10 have been intentionally omitted so as not to identify the respondents.

PART B:

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (SEE LEGEND)*					
	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. The emphasis on learning in Hamilton County School District has increased in recent years.	13	63	13	13	0	0
2. Hamilton County School District schools are safe and secure from crime.	25	50	13	13	0	0
3. Our schools do not effectively handle misbehavior problems.	13	50	25	13	0	0
4. Our schools have sufficient space and facilities to support the instructional programs.	38	63	0	0	0	0
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	0	0	38	63	0	0
6. Our schools can be described as "good places to learn."	13	38	25	25	0	0
7. There is administrative support for controlling student behavior in our schools.	13	50	25	13	0	0
8. Most students in our schools are motivated to learn.	0	63	13	25	0	0
9. Lessons are organized to meet students' needs.	0	57	29	0	14	0
10. The curriculum is broad and challenging for most students.	25	25	25	13	13	0
11. There is little a teacher can do to overcome education problems due to a student's home life.	0	13	38	50	0	0
12. Teachers in our schools know the material they teach.	25	50	25	0	0	0
13. Teachers in our schools care about students' needs.	13	63	25	0	0	0
14. Teachers expect students to do their very best.	13	38	38	13	0	0
15. Principals and assistant principals in our schools care about students' needs.	13	63	25	0	0	0
16. In general, parents do not take responsibility for their children's behavior in our schools.	0	38	50	13	0	0
17. Parents in this district are satisfied with the education their children are receiving.	0	25	25	50	0	0
18. Most parents really don't seem to know what goes on in our schools.	25	25	38	13	0	0
19. Parents play an active role in decision-making in my school.	0	0	50	38	13	0
20. This community really cares about its children's education.	0	50	25	25	0	0
21. Taxpayer dollars are being used wisely to support public education in Hamilton County School District.	13	63	25	0	0	0
22. Sufficient student services are provided in Hamilton County School District (e.g., counseling, speech therapy, health).	50	50	0	0	0	0
23. Site-based management has been implemented effectively in the Hamilton County School District.	13	50	25	13	0	0

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART C:

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (see legend)				
	E (%)	G (%)	F (%)	P (%)	DK (%)
1. School board members' knowledge of the educational needs of students in the Hamilton County School District.	0	25	75	0	0
2. School board members' knowledge of operations in the Hamilton County School District.	13	13	75	0	0
3. School board members' work at setting or revising policies for the Hamilton County School District.	0	38	50	13	0
4. The district school superintendent's work as the instructional leader of the Hamilton County School District.	50	50	0	0	0
5. The district school superintendent's work as the chief administrator (manager) of the Hamilton County School District.	75	25	0	0	0
6. Principals' work as the instructional leaders of their schools.	25	63	13	0	0
7. Principals' work as the managers of the staff and teachers.	0	75	25	0	0
8. Teachers' work in meeting students' individual learning needs.	0	25	50	0	25
9. Teachers' work in communicating with parents.	0	38	38	13	13
10. Teachers' attitudes about their jobs.	0	25	50	25	0
11. Students' ability to learn.	0	75	13	0	13
12. The amount of time students spend on task learning in the classroom.	0	38	13	13	38
13. Parents' efforts in helping their children to do better in school.	0	38	25	13	25
14. Parents' participation in school activities and organizations.	0	13	50	25	13
15. How well students' test results are explained to parents.	0	0	38	38	25
16. The condition in which Hamilton County School District schools are kept.	13	50	38	0	0
17. How well relations are maintained with various groups in the community.	0	50	38	0	13
18. The opportunities provided by the district to improve the skills of teachers.	13	63	13	0	13
19. The opportunity provided by the district to improve the skills of school administrators.	38	50	13	0	0
20. The district's job of providing adequate instructional technology.	25	63	13	0	0
21. The district's use of technology for administrative purposes.	25	63	0	13	0

Legend:

*E = Excellent, G = Good, F = Fair, P = Poor, DK = Don't Know

PART D: Work Environment.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I find the Hamilton County School District to be an exciting, challenging place to work.	38	63	0	0	0	0
2. The work standards and expectations in the Hamilton County School District are equal to or above those of most other school districts.	13	63	13	13	0	0
3. Hamilton County School District officials enforce high work standards.	13	50	13	25	0	0
4. Most Hamilton County School District teachers enforce high student learning standards.	0	38	38	25	0	0
5. Hamilton County School District teachers and administrators have excellent working relationships.	0	50	25	25	0	0
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	0	13	13	38	25	13
7. <u>Staff</u> who do not meet expected work standards are disciplined.	0	13	0	50	25	13
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	0	0	0	43	57	0
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	0	14	14	29	43	0
10. I feel that I have the authority to adequately perform my job responsibilities.	50	50	0	0	0	0
11. I have adequate facilities to do my work.	50	50	0	0	0	0
12. I have adequate equipment and computer support to do my work.	63	38	0	0	0	0
13. The workloads are equitably distributed among teachers and among staff members.	13	25	13	25	13	13
14. No one knows or cares about the amount or quality of work that I perform.	0	0	38	25	38	0
15. Workload is evenly distributed.	0	25	38	13	25	0
16. The failure of Hamilton County School District officials to enforce high work standards results in poor quality work.	25	0	25	13	25	13
17. I often observe other teachers and/or staff socializing rather than working while on the job.	25	25	0	25	13	13

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART E: Job Satisfaction.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I am very satisfied with my job in the Hamilton County School District.	50	50	0	0	0	0
2. I plan to make a career in the Hamilton County School District.	86	14	0	0	0	0
3. I am actively looking for a job outside of the Hamilton County School District.	0	0	0	13	88	0
4. Salary levels in the Hamilton County School District are competitive.	0	13	25	38	25	0
5. I feel that my work is appreciated by my supervisor(s).	50	38	13	0	0	0
6. I am an integral part of the Hamilton County School District team.	38	63	0	0	0	0
7. There is no future for me in the Hamilton County School District.	0	0	0	25	75	0
8. My salary level is adequate for my level of work and experience.	0	63	0	13	25	0
9. I enjoy working in a culturally diverse environment.	38	50	13	0	0	0

Legend:

*SA = Strongly Agree A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART F: Administrative Structure and Practices.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. Most administrative practices in Hamilton County School District are highly effective and efficient.	25	50	25	0	0	0
2. Administrative decisions are made quickly and decisively.	0	63	25	0	13	0
3. Hamilton County School District administrators are easily accessible and open to input.	50	38	13	0	0	0
4. Authority for administrative decisions are delegated to the lowest possible level.	0	75	0	13	13	0
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	25	75	0	0	0	0
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	0	13	25	38	25	0
7. The extensive committee structure in Hamilton County School District ensures adequate input from teachers and staff on most important decisions.	0	38	25	38	0	0
8. Hamilton County School District has too many committees.	0	0	25	75	0	0
9. Hamilton County School District has too many layers of administrators.	0	25	13	38	25	0
10. Most Hamilton County School District administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	13	88	0	0	0	0
11. Central Office Administrators are responsive to school needs.	13	63	13	0	0	13
12. Central Office Administrators provide quality service to schools.	25	63	13	0	0	0

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART G: Hamilton County School District Operations.

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
a. Budgeting	0	0	43	57	0	0
b. Strategic planning	0	25	63	13	0	0
c. Curriculum planning	0	50	38	0	0	13
d. Financial management and accounting	0	13	38	50	0	0
e. Community relations	0	25	38	25	0	13
f. Program evaluation, research, and assessment	0	0	100	0	0	0
g. Instructional technology	0	0	38	63	0	0
h. Pupil accounting	0	0	13	38	0	50
i. Instructional coordination/supervision	0	0	38	50	0	13
j. Instructional support	0	0	38	38	13	13
k. Federal Program (e.g., Chapter I, Special Education) coordination	0	0	13	38	13	38
l. Personnel recruitment	0	25	38	25	0	13
m. Personnel selection	0	25	13	50	0	13
n. Personnel evaluation	0	25	38	25	0	13
o. Staff development	0	13	50	25	0	13

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
p. Data processing	0	0	25	50	0	25
q. Purchasing	0	13	25	38	13	13
r. Law enforcement/security	0	0	38	50	0	13
s. Plant maintenance	0	50	13	25	0	13
t. Facilities planning	0	25	25	38	0	13
u. Pupil transportation	0	38	0	50	0	13
v. Food service	0	13	25	50	0	13
w. Custodial services	0	38	25	25	0	13
x. Risk management	0	0	38	50	0	13
y. Administrative technology	0	0	25	63	13	0

PART H: General Questions

1. The overall operation of Hamilton County School District is:

Highly efficient	0%
Above average in efficiency	63
Less efficient than most other school districts	25
Don't know	13

2. The operational efficiency of Hamilton County School District could be improved by:

Offering fewer programs	13%
Increasing some class sizes	75
Increasing teacher workload	13
Reducing the number of administrators	13
Reducing the number of support staff	13
Privatizing some support services	38
Joining with other districts to provide joint services (e.g., transportation, purchasing, maintenance, etc.)	13
Taking advantage of more regional services	38
Reducing the number of facilities operated by the district	25
Other	13

PERFORMANCE REVIEW OF HAMILTON COUNTY SCHOOL DISTRICT

PRINCIPAL SURVEY RESULTS (n=5)

PART A:

1. I think the overall quality of public education in Hamilton County School District is:

Excellent	0%
Good	80
Fair	20
Poor	0
Don't Know	0

2. I think the overall quality of education in Hamilton County School District is:

Improving	50%
Staying the Same	25
Getting Worse	0
Don't Know	25

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in Hamilton County School District?

A	0%
B	60
C	20
D	0
F	0
Don't Know	20

4. In general, what grade would you give the school-level administrators in Hamilton County School District?

A	0%
B	100
C	0
D	0
F	0
Don't Know	0

5. In general, what grade would you give the district-level administrators in the Hamilton County School District?

A	20%
B	80
C	0
D	0
F	0
Don't Know	0

Due to a small sampling size, the responses to Questions 6-10 have been intentionally omitted so as not to identify the respondents.

PART B:

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (SEE LEGEND)*					
	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. The emphasis on learning in Hamilton County School District has increased in recent years.	40	40	0	20	0	0
2. Hamilton County School District schools are safe and secure from crime.	20	60	0	0	0	20
3. Our schools do not effectively handle misbehavior problems.	20	0	0	60	20	0
4. Our schools have sufficient space and facilities to support the instructional programs.	20	20	0	40	20	0
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	0	20	20	0	60	0
6. Our schools can be described as "good places to learn."	20	40	20	0	0	20
7. There is administrative support for controlling student behavior in our schools.	20	80	0	0	0	0
8. Most students in our schools are motivated to learn.	0	60	20	20	0	0
9. Lessons are organized to meet students' needs.	0	60	40	0	0	0
10. The curriculum is broad and challenging for most students.	0	60	20	20	0	0
11. There is little a teacher can do to overcome education problems due to a student's home life.	0	20	20	40	20	0
12. Teachers in our schools know the material they teach.	0	100	0	0	0	0
13. Teachers in our schools care about students' needs.	0	100	0	0	0	0
14. Teachers expect students to do their very best.	20	40	40	0	0	0
15. Principals and assistant principals in our schools care about students' needs.	40	60	0	0	0	0
16. In general, parents do not take responsibility for their children's behavior in our schools.	0	20	40	40	0	0
17. Parents in this district are satisfied with the education their children are receiving.	0	60	0	20	0	20
18. Most parents really don't seem to know what goes on in our schools.	0	80	0	0	20	0
19. Parents play an active role in decision-making in my school.	0	40	40	20	0	0
20. This community really cares about its children's education.	20	60	20	0	0	0
21. Taxpayer dollars are being used wisely to support public education in the Hamilton County School District.	20	60	0	0	20	0
22. Sufficient student services are provided in the Hamilton County School District (e.g., counseling, speech therapy, health).	80	20	0	0	0	0
23. Site-based management has been implemented effectively in the Hamilton County School District.	40	20	0	20	20	0

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART C:

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (see legend)				
	E (%)	G (%)	F (%)	P (%)	DK (%)
1. School board members' knowledge of the educational needs of students in the Hamilton County School District.	20	60	20	0	0
2. School board members' knowledge of operations in the Hamilton County School District.	20	40	40	0	0
3. School board members' work at setting or revising policies for the Hamilton County School District.	0	40	40	0	20
4. The district school superintendent's work as the instructional leader of the Hamilton County School District.	60	40	0	0	0
5. The district school superintendent's work as the chief administrator (manager) of the Hamilton County School District.	40	60	0	0	0
6. Principal's work as the instructional leaders of their schools.	20	80	0	0	0
7. Principal's work as the managers of the staff and teachers.	20	80	0	0	0
8. Teachers' work in meeting students' individual learning needs.	0	80	20	0	0
9. Teachers' work in communicating with parents.	20	40	20	20	0
10. Teachers' attitudes about their jobs.	0	20	80	0	0
11. Students' ability to learn.	0	100	0	0	0
12. The amount of time students spend on task learning in the classroom.	20	60	0	0	20
13. Parents' efforts in helping their children to do better in school.	20	0	60	20	0
14. Parents' participation in school activities and organizations.	20	0	40	40	0
15. How well students' test results are explained to parents.	0	50	50	0	0
16. The condition in which Hamilton County School District schools are kept.	0	80	20	0	0
17. How well relations are maintained with various groups in the community.	0	60	40	0	0
18. The opportunities provided by the district to improve the skills of teachers.	40	60	0	0	0
19. The opportunity provided by the district to improve the skills of school administrators.	80	20	0	0	0
20. The district's job of providing adequate instructional technology.	60	40	0	0	0
21. The district's use of technology for administrative purposes.	40	60	0	0	0

Legend:

*E = Excellent, G = Good, F = Fair, P = Poor, DK = Don't Know

PART D: Work Environment.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I find the Hamilton County School District to be an exciting, challenging place to work.	25	75	0	0	0	0
2. The work standards and expectations in Hamilton County School District are equal to or above those of most other school districts.	20	60	0	0	0	20
3. Hamilton County School District officials enforce high work standards.	25	75	0	0	0	0
4. Most Hamilton County School District teachers enforce high student learning standards.	0	80	20	0	0	0
5. Hamilton County School District teachers and administrators have excellent working relationships.	20	40	0	40	0	0
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	0	40	40	20	0	0
7. <u>Staff</u> who do not meet expected work standards are disciplined.	0	40	60	0	0	0
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	0	0	20	60	0	20
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	0	20	20	40	0	20
10. I feel that I have the authority to adequately perform my job responsibilities.	80	20	0	0	0	0
11. I have adequate facilities to conduct my work.	60	40	0	0	0	0
12. I have adequate equipment and computer support to conduct my work.	60	40	0	0	0	0
13. The workloads are equitably distributed among teachers and among staff members.	50	25	25	0	0	0
14. No one knows or cares about the amount or quality of work that I perform.	0	0	0	60	40	0
15. Workload is evenly distributed.	25	75	0	0	0	0
16. The failure of Hamilton County School District officials to enforce high work standards results in poor quality work.	0	0	0	80	20	0
17. I often observe other teachers and/or staff socializing rather than working while on the job.	0	0	50	50	0	0

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART E: Job Satisfaction.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I am very satisfied with my job in the Hamilton County School District.	60	40	0	0	0	0
2. I plan to make a career in the Hamilton County School District.	40	40	0	0	0	20
3. I am actively looking for a job outside of the Hamilton County School District.	20	0	0	20	60	0
4. Salary levels in the Hamilton County School District are competitive.	0	20	40	40	0	0
5. I feel that my work is appreciated by my supervisor(s).	40	40	20	0	0	0
6. I feel that I am an integral part of the Hamilton County School District team.	40	60	0	0	0	0
7. I feel that there is no future for me in the Hamilton County School District.	0	0	0	40	60	0
8. My salary level is adequate for my level of work and experience.	0	75	0	25	0	0
9. I enjoy working in a culturally diverse environment.	75	25	0	0	0	0

Legend:

*SA = Strongly Agree A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART F: Administrative Structure and Practices.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. Most administrative practices in Hamilton County School District are highly effective and efficient.	20	60	20	0	0	0
2. Administrative decisions are made quickly and decisively.	50	50	0	0	0	0
3. Hamilton County School District administrators are easily accessible and open to input.	40	60	0	0	0	0
4. Authority for administrative decisions are delegated to the lowest possible level.	25	0	0	25	50	0
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	60	40	0	0	0	0
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	0	20	0	40	40	0
7. The extensive committee structure in Hamilton County School District ensures adequate input from teachers and staff on most important decisions.	0	75	0	0	25	0
8. Hamilton County School District has too many committees.	0	25	0	50	25	0
9. Hamilton County School District has too many layers of administrators.	0	0	0	60	40	0
10. Most Hamilton County School District administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	20	80	0	0	0	0
11. Central Office Administrators are responsive to school needs.	20	80	0	0	0	0
12. Central Office Administrators provide quality service to schools.	20	80	0	0	0	0

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART G: Hamilton County School District Operations.

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
a. Budgeting	0	0	40	40	20	0
b. Strategic planning	0	0	20	60	20	0
c. Curriculum planning	0	20	60	20	0	0
d. Financial management and accounting	0	0	40	60	0	0
e. Community relations	0	0	60	0	40	0
f. Program evaluation, research, and assessment	0	0	40	60	0	0
g. Instructional technology	0	0	0	50	50	0
h. Pupil accounting	0	0	0	75	25	0
i. Instructional coordination/supervision	0	0	60	20	20	0
j. Instructional support	0	0	0	50	50	0
k. Federal Program (e.g., Chapter I, Special Education) coordination	20	0	0	80	0	0
l. Personnel recruitment	0	20	40	20	0	20
m. Personnel selection	0	0	60	20	20	0
n. Personnel evaluation	0	0	40	60	0	0
o. Staff development	0	0	60	0	40	0

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
p. Data processing	0	0	0	50	50	0
q. Purchasing	0	0	0	80	20	0
r. Law enforcement/security	0	0	0	50	50	0
s. Plant maintenance	0	20	40	20	20	0
t. Facilities planning	0	0	60	20	20	0
u. Pupil transportation	0	60	40	0	0	0
v. Food service	0	0	20	60	20	0
w. Custodial services	0	20	0	60	20	0
x. Risk management	0	0	0	40	40	20
y. Administrative Technology	0	0	0	100	0	0

PART H: General Questions

1. The overall operation of Hamilton County School District is:

Highly efficient	20%
Above average in efficiency	80
Less efficient than most other school districts	0
Don't know	0

2. The operational efficiency of Hamilton County School District could be improved by:

Offering fewer programs	20%
Increasing some class sizes	80
Increasing teacher workload	20
Reducing the number of administrators	0
Reducing the number of support staff	20
Privatizing some support services	60
Joining with other districts to provide joint services (e.g., transportation, purchasing, maintenance, etc.)	20
Taking advantage of more regional services	0
Reducing the number of facilities operated by the district	20
Other	0

PERFORMANCE REVIEW OF HAMILTON COUNTY SCHOOL DISTRICT

TEACHER SURVEY RESULTS (n=82)

PART A:

1. I think the overall quality of public education in Hamilton County School District as:

Excellent	2%
Good	39
Fair	43
Poor	13
Don't Know	2

2. I think the overall quality of education in Hamilton County School District is:

Improving	40%
Staying the Same	27
Getting Worse	26
Don't Know	7

Students are often given the grades A, B, C, D and F to denote the quality of their work. Suppose teachers and administrators were graded the same way.

3. In general, what grade would you give the teachers in Hamilton County School District?

A	6%
B	59
C	26
D	4
F	0
Don't Know	5

4. In general, what grade would you give the school-level administrators in Hamilton County School District?

A	9%
B	38
C	31
D	10
F	7
Don't Know	5

5. In general, what grade would you give the district-level administrators in the Hamilton County School District?

A	6%
B	36
C	24
D	19
F	10
Don't Know	6

6. In what type of school do you work this year?

Elementary School	44
Junior High/Middle School	30
High School	21
Other (Please categorize)	5

7. I am a:

Female	80%
Male	21

9. What grade or grades are you teaching this year?

Pre-K	7%	7	20%
K	15	8	24
1	15	9	17
2	15	10	22
3	17	11	21
4	12	12	21
5	17	Adult	0
6	21		

8. What is your race/ethnic group?

African American	17%
Asian	0
Hispanic	1
White	81
Other	1

10. How long have you taught in Hamilton County School District?

1-5 years	18%
6-10	27
11-15	18
16-20	12
21 years or more	25

PART B:

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (SEE LEGEND)*					
	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. The emphasis on learning in Hamilton County School District has increased in recent years.	11	49	12	13	12	2
2. Hamilton County School District schools are safe and secure from crime.	4	59	16	20	1	1
3. Our schools do not effectively handle misbehavior problems.	15	23	12	34	15	1
4. Our schools have sufficient space and facilities to support the instructional programs.	7	42	10	26	13	2
5. Our schools do not have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	12	21	11	38	16	2
6. Our schools can be described as "good places to learn."	6	56	17	15	6	0
7. There is administrative support for controlling student behavior in our schools.	16	43	11	16	13	1
8. Most students in our schools are motivated to learn.	2	38	20	22	18	0
9. Lessons are organized to meet students' needs.	4	62	16	11	1	6
10. The curriculum is broad and challenging for most students.	5	45	26	20	1	4
11. There is little a teacher can do to overcome education problems due to a student's home life.	5	21	17	47	10	0
12. Teachers in our schools know the material they teach.	11	78	5	1	0	5
13. Teachers in our schools care about students' needs.	19	66	6	6	0	3
14. Teachers expect students to do their very best.	21	61	7	9	0	3
15. Principals and assistant principals in our schools care about students' needs.	21	57	10	7	4	1
16. In general, parents do not take responsibility for their children's behavior in our schools.	22	40	21	12	2	2
17. Parents in this district are satisfied with the education their children are receiving.	1	35	27	26	0	11
18. Most parents really don't seem to know what goes on in our schools.	16	50	16	14	0	4
19. Parents play an active role in decision-making in my school.	4	24	22	37	12	1
20. This community really cares about its children's education.	3	31	26	32	6	3
21. Taxpayer dollars are being used wisely to support public education in the Hamilton County School District.	3	21	22	24	25	6
22. Sufficient student services are provided in the Hamilton County School District (e.g., counseling, speech therapy, health).	17	67	1	6	5	4
23. Site-based management has been implemented effectively in the Hamilton County School District.	4	35	24	14	13	11

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART C:

STATEMENTS ON SURVEY INSTRUMENT	CATEGORY (see legend)				
	E (%)	G (%)	F (%)	P (%)	DK (%)
1. School board members' knowledge of the educational needs of students in the Hamilton County School District.	2	17	35	34	11
2. School board members' knowledge of operations in the Hamilton County School District.	5	27	34	26	9
3. School board members' work at setting or revising policies for the Hamilton County School District.	5	19	38	19	20
4. The district school superintendent's work as the instructional leader of the Hamilton County School District.	20	31	31	17	2
5. The district school superintendent's work as the chief administrator (manager) of the Hamilton County School District.	22	26	27	18	7
6. Principal's work as the instructional leaders of their schools.	16	40	27	15	2
7. Principal's work as the managers of the staff and teachers.	15	37	33	13	2
8. Teachers' work in meeting students' individual learning needs.	5	59	29	6	1
9. Teachers' work in communicating with parents.	7	43	40	9	1
10. Teachers' attitudes about their jobs.	2	38	39	18	2
11. Students' ability to learn.	4	44	45	6	1
12. The amount of time students spend on task learning in the classroom.	4	48	37	9	4
13. Parents' efforts in helping their children to do better in school.	0	5	43	48	5
14. Parents' participation in school activities and organizations.	0	9	33	57	1
15. How well students' test results are explained to parents.	0	29	39	20	12
16. The condition in which Hamilton County School District schools are kept.	4	51	34	11	0
17. How well relations are maintained with various groups in the community.	1	37	47	4	11
18. The opportunities provided by the district to improve the skills of teachers.	10	44	29	16	1
19. The opportunity provided by the district to improve the skills of school administrators.	13	29	22	7	28
20. The district's job of providing adequate instructional technology.	10	50	27	10	4
21. The district's use of technology for administrative purposes.	9	39	21	2	29

Legend:

*E = Excellent, G = Good, F = Fair, P = Poor, DK = Don't Know

PART D: Work Environment.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I find the Hamilton County School District to be an exciting, challenging place to work.	7	43	25	15	10	0
2. The work standards and expectations in the Hamilton County School District are equal to or above those of most other school districts.	4	36	22	16	7	15
3. Hamilton County School District officials enforce high work standards.	3	46	20	20	10	1
4. Most Hamilton County School District teachers enforce high student learning standards.	1	62	20	10	6	1
5. Hamilton County School District teachers and administrators have excellent working relationships.	3	27	26	24	16	5
6. <u>Teachers</u> who do not meet expected work standards are disciplined.	0	11	15	40	14	21
7. <u>Staff</u> who do not meet expected work standards are disciplined.	0	10	21	30	17	22
8. <u>Teacher</u> promotions and pay increases are based upon individual performance.	0	1	7	25	63	4
9. <u>Staff</u> promotions and pay increases are based upon individual productivity.	0	0	11	25	51	14
10. I feel that I have the authority to adequately perform my job responsibilities.	30	49	10	6	5	0
11. I have adequate facilities to do my work.	12	69	6	7	5	0
12. I have adequate equipment and computer support to do my work.	15	61	8	13	4	0
13. The workloads are equitably distributed among teachers and among staff members.	3	43	16	24	14	1
14. No one knows or cares about the amount or quality of work that I perform.	5	16	20	35	24	1
15. Workload is evenly distributed.	3	35	24	26	10	3
16. The failure of Hamilton County School District officials to enforce high work standards results in poor quality work.	3	38	19	21	7	12
17. I often observe other teachers and/or staff socializing rather than working while on the job.	4	14	17	37	25	4

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART E: Job Satisfaction.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. I am very satisfied with my job in Hamilton County School District.	20	42	17	18	4	0
2. I plan to make a career in Hamilton County School District.	18	37	21	13	1	10
3. I am actively looking for a job outside of Hamilton County School District.	1	15	16	31	33	5
4. Salary levels in Hamilton County School District are competitive.	1	5	11	12	68	2
5. My supervisor(s) appreciates my work.	17	52	10	10	11	0
6. I am an integral part of the Hamilton County School District team.	11	46	21	9	10	3
7. There is no future for me in the Hamilton County School District.	5	11	19	31	30	4
8. My salary level is adequate for my level of work and experience.	0	7	6	33	54	0
9. I enjoy working in a culturally diverse environment.	16	67	14	3	1	1

Legend:

*SA = Strongly Agree A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART F: Administrative Structure and Practices.

STATEMENT	SA (%)	A (%)	N (%)	D (%)	SD (%)	DK (%)
1. Most administrative practices in Hamilton County School District are highly effective and efficient.	0	33	23	18	21	6
2. Administrative decisions are made quickly and decisively.	4	29	27	12	15	13
3. Hamilton County School District administrators are easily accessible an open to input.	7	42	17	17	13	4
4. Authority for administrative decisions is delegated to the lowest possible level.	1	16	28	18	12	24
5. Teachers and staff are empowered with sufficient authority to effectively perform their responsibilities.	5	47	14	19	14	3
6. Major bottlenecks exist in many administrative processes which cause unnecessary time delays.	5	26	25	16	4	25
7. The extensive committee structure in Hamilton County School District ensures adequate input from teachers and staff on most important decisions.	3	25	10	38	16	9
8. Hamilton County School District has too many committees.	4	10	27	28	6	25
9. Hamilton County School District has too many layers of administrators.	23	23	17	20	6	11
10. Most Hamilton County School District administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient and responsive.	5	44	22	19	6	4
11. Central Office Administrators are responsive to school needs.	6	32	25	15	14	9
12. Central Office Administrators provide quality service to schools.	5	30	28	16	14	8

Legend:

*SA = Strongly Agree, A = Agree, N = Neither Agree/Disagree, D = Disagree, SD = Strongly Disagree, DK = Don't Know

PART G: Hamilton County School District Operations.

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
a. Budgeting	0	40	36	9	0	15
b. Strategic planning	0	27	31	19	0	23
c. Curriculum planning	0	22	32	39	1	6
d. Financial management and accounting	0	40	25	17	3	16
e. Community relations	0	20	42	32	4	3
f. Program evaluation, research, and assessment	3	15	33	33	0	15
g. Instructional technology	0	9	35	49	4	4
h. Pupil accounting	1	10	23	46	0	19
i. Instructional coordination/supervision	0	11	27	51	1	10
j. Instructional support	0	18	25	48	4	5
k. Federal Program (e.g., Chapter I, Special Education) coordination	4	9	21	46	4	16
l. Personnel recruitment	1	26	27	21	3	23
m. Personnel selection	0	27	27	27	3	18
n. Personnel evaluation	0	17	23	49	3	9
o. Staff development	0	14	26	54	3	4

District/Program Function	Should Be Eliminated (%)	Needs Major Improvement (%)	Needs Some Improvement (%)	Adequate (%)	Outstanding (%)	Don't Know (%)
p. Data processing	0	5	12	47	1	35
q. Purchasing	0	22	18	34	0	25
r. Law enforcement/ security	0	7	16	61	4	13
s. Plant maintenance	0	17	20	51	3	10
t. Facilities planning	0	22	20	34	1	22
u. Pupil transportation	0	25	22	34	3	17
v. Food service	0	19	14	44	17	6
w. Custodial services	0	20	15	45	18	3
x. Risk management	3	12	13	43	0	30
y. Administrative technology	5	7	17	40	1	30

PART H: General Questions

1. The overall operation of Hamilton County School District is:

Highly efficient	1%
Above average in efficiency	32
Less efficient than most other school districts	48
Don't know	19

2. The operational efficiency of Hamilton County School District could be improved by:

Offering fewer programs	10%
Increasing some class sizes	7
Increasing teacher workload	2
Reducing the number of administrators	52
Reducing the number of support staff	20
Privatizing some support services	26
Joining with other districts to provide joint services (e.g., transportation, purchasing, maintenance, etc.)	27
Taking advantage of more regional services	28
Reducing the number of facilities operated by the district	22
Other	29