



# ARGYLE ISD

90th Texas Legislative Priorities  
*Fund What's Already Required*

## ARGYLE ISD

*Fast-Growth, High-Achieving Destination District*

### WHO WE ARE

13-time Lone Star Cup Champions (Academics, Fine Arts, & Athletics)  
19-time UIL Academic Team State Championships  
8 Different Sports with 26 total State Championships  
8-time Marching Band State Champions  
Full production theatre classes, 7-12

#### Principle

1

### Student Learning & High-Quality Staff

Argyle ISD is a fast-growing, high-achieving, A-rated school district located in southern Denton County. The district consistently outperforms state and regional benchmarks, with SAT and ACT averages, as well as STAAR "Meets" and "Masters" scores, exceeding expectations. Argyle ISD is dedicated to preparing students for post-secondary success.

Argyle ISD is a 13-time UIL Lone Star Cup champion, highlighting its strong commitment to the overall student experience. The district ensures students have access to quality extracurricular activities that foster teamwork, grit, resilience, and leadership skills.

#### Principle

2

### Student Experience

#### Principle

3

### Financial Integrity & Resource Stewardship

Argyle ISD has earned a Superior FIRST (Financial Integrity Rating System of Texas) rating for 23 consecutive years, reflecting its commitment to financial excellence. The district has also been recognized with Transparency Stars by the Texas Comptroller, demonstrating its dedication to fiscal responsibility. Argyle ISD's finance department upholds the highest standards of integrity and resource stewardship, ensuring accountability to taxpayers.

Argyle ISD is proud to keep our community informed through clear, consistent, and timely communication. We value transparency, encourage two-way dialogue, and strive to be responsive. By staying connected and working together, we strengthen relationships and support student success.

#### Principle

4

### Community Engagement

#### Principle

5

### Fast-Growth

Argyle ISD is a fast-growing school district serving 6,800 students, with a current annual growth rate of 6.5%. As the district navigates challenges like securing land and managing construction costs in an inflation-driven market, it remains focused on meeting the needs of its expanding community. With enrollment expected to nearly double over the next decade, Argyle ISD is committed to strategic planning and sustainable growth to support future generations of students.

Argyle ISD remains committed to providing the **high-quality educational experience** our **community expects**, grounded in the **conservative, small-town values** that define our district even amid **rapid growth**. We remain focused on **fiscal responsibility, strong stewardship, and maximizing every taxpayer dollar**. However, **sustaining the student experiences** our community values requires the **state to close the funding gaps** associated with **requirements and responsibilities** already placed on public schools. **Continued partnership with state leaders is essential** to ensure districts have the resources necessary to **meet those expectations responsibly and sustainably**.



# ARGYLE ISD

## 90th Texas Legislative Priorities

### ARGYLE ISD BOARD ADOPTED Top Legislative Priorities

#### CLOSE FUNDING GAPS • REWARD WHAT WORKS • PROTECT TAXPAYERS • CUT THE COMPLEXITY

Argyle ISD's legislative priorities are centered on a **simple goal**: strengthen public education by fully supporting existing obligations, incentivizing excellence, delivering meaningful tax relief, and allowing local districts to focus resources where they matter most—on students and classrooms.

Priority

1

#### CLOSE FUNDING GAPS

##### Fully Funding Existing Obligations

Align state funding with the actual cost of requirements already placed on public schools so districts can meet expectations responsibly and sustainably.

##### Rewarding What Texas Expects

Reward **strong outcomes, effective practices, innovation**, and the **educators and districts** delivering **exceptional opportunities** for students.

Priority

2

#### INCENTIVIZE EXCELLENCE

Priority

3

#### DELIVER PROPERTY TAX RELIEF

##### Protecting Taxpayers

Provide meaningful relief for Texas taxpayers while maintaining the resources necessary for school districts to meet state and community expectations.

##### Cutting the Complexity

Reduce unnecessary complexity, duplicative requirements, and administrative burden so districts can focus more time and resources on students, staff, and classrooms.

Priority

4

#### SIMPLIFY THE SYSTEM



Close Funding Gaps • Reward What Works • Protect Taxpayers • Cut the Complexity

#### IN SUMMARY

Argyle ISD's legislative priorities are focused on **strengthening** what is already in place: **fully funding existing obligations, rewarding excellence, protecting taxpayers, and reducing unnecessary complexity**. Together, these priorities support a more **sustainable, efficient system** that allows local schools to focus resources where they **matter most**—on **students, staff, and classrooms**.

**Dr. Courtney Carpenter**

Argyle ISD Superintendent of Schools

**Dr. Chris Daniel**

Argyle ISD Deputy Superintendent

**Liz Stewart**

Argyle ISD Chief Financial Officer

**Dr. Dawn Jordan**

Argyle ISD Assistant Superintendent

**Rick Herrin**

Argyle ISD Chief Communications Officer



# ARGYLE ISD

## FUND WHAT'S ALREADY REQUIRED

Priority  
**1**  
Details

### CLOSE FUNDING GAPS

#### FULLY FUNDING EXISTING OBLIGATIONS

Align state funding with the actual cost of requirements already placed on public schools so districts can meet expectations responsibly and sustainably.

#### SAFETY & SECURITY

Close the funding gap for state-required school safety measures, including **armed security, personnel, training, equipment, facility requirements, emergency planning, and new expectations for extracurricular event security**. Texas increased the School Safety Allotment in HB 2 to \$20 per ADA plus \$33,540 per eligible campus, but districts continue to absorb costs tied to increasingly comprehensive safety requirements.

Amount AISD Received: **\$367,138**

Amount of Actual AISD Expenditures: **\$1,247,961**

Funding Gap: **\$880,823**

#### SPECIAL EDUCATION

Ensure special education funding follows the **actual intensity and cost of services** required for each student. Texas has begun transitioning to a new service-intensity funding model, but the next step should be ensuring that state funding more fully supports **mandated evaluations, specialized personnel, related services, transportation, equipment, and individualized student needs**.

Amount AISD Received: **\$5,871,128**

Amount of Actual AISD Expenditures: **\$7,276,182**

Funding Gap: **\$1,405,054**

#### COMPENSATION FOR THE ENTIRE TEAM – SUPPORT STAFF RETENTION ALLOTMENT

Build on the state's investment in teacher compensation by providing comparable, meaningful funding for the **employees who support classrooms every day**—including **instructional aides, bus drivers, custodians, nurses, counselors, food-service staff, administrative support, and other essential personnel**. HB 2 created both the Teacher Retention Allotment and a Support Staff Retention Allotment, but the latter is funded at **\$45 per adjusted ADA rather than** through employee-specific increases comparable to the teacher allotment.

Amount AISD Received: **\$252,776**

Amount of Actual AISD Expenditures: **\$640,008**

Funding Gap: **\$387,232**

#### TRANSPORTATION

**Modernize transportation funding** to reflect the real cost of safely getting students to and from school—including **buses, fuel, maintenance, drivers, seatbelt requirements, special transportation, and the additional routes created by growth**. HB 2 increased the special-education transportation rate, but transportation remains a **significant operational** responsibility for districts.

Amount AISD Received: **\$458,035**

Amount of Actual AISD Expenditures: **\$3,029,606**

Funding Gap: **\$2,571,571**

#### BASIC OPERATING COSTS

Strengthen and regularly adjust the Allotment for Basic Costs (ABC) to keep pace with **unavoidable operating expenses**, including **utilities, employee benefits and payroll costs, property and casualty insurance, transportation, and TRS-related costs**. HB 2 created the ABC at \$106 per enrolled student for specified operating expenses; the **long-term priority** should be ensuring that this **allotment reflects changing actual costs** rather than remaining static.

Amount AISD Received: **\$692,180**

Amount of Actual AISD Expenditures: **\$7,926,075**

Funding Gap: **\$7,233,895**

#### REQUIREMENTS SHOULD COME WITH THE RESOURCES TO MEET THEM.

Total Amount AISD Received: **\$7,641,257**

Amount of Actual AISD Expenditures: **\$20,119,832**

**AISD Funding Gap: \$12,478,575**



# ARGYLE ISD

## THE DISTRICT INCENTIVE ALLOTMENT

Priority

2

Details

### INCENTIVIZE EXCELLENCE

#### REWARDING WHAT WORKS

Reward the State's expected strong outcomes, effective practices, innovation, and the educators and districts delivering exceptional opportunities for students.

#### INTRODUCTORY STATEMENT

This proposed amendment to House Bill 2 would establish a **"District Incentive Allotment"** by applying a percentage increase to a district's Average Daily Attendance (ADA) based on performance across three existing state expectations: student attendance, financial integrity, and academic accountability. Rather than providing a flat incentive, the allotment would operate on a sliding scale tied to the number of performance metrics achieved: **a 0.5% increase in ADA for meeting one metric, a 1% increase for meeting two metrics, and a 3% increase for meeting all three metrics.** This approach aligns with the spirit of House Bill 2 by rewarding districts for strong performance in areas already measured and expected by the state, while providing a meaningful financial incentive for continuous improvement in attendance, fiscal stewardship, and student outcomes.

#### FUNDING INCENTIVE THROUGH ADA ADJUSTMENT

This amendment incentivizes Districts by providing a percentage increase to a District's Average Daily Attendance (ADA) when established performance standards are met.

#### ELIGIBILITY CRITERIA AND SLIDING-SCALE INCENTIVE

- **94% or above ADA** – Encourages Districts to maintain strong student attendance.
- **"A" FIRST Rating** – Requires exemplary financial management, as assessed through the state's Financial Integrity Rating System of Texas.
- **"B" or above TEA Rating** – Ensures academic and operational accountability under the state's A-F accountability system.

Districts would receive an ADA adjustment based on the number of criteria met:

- **One metric met:** 0.5% increase to ADA
- **Two metrics met:** 1% increase to ADA
- **All three metrics met:** 3% increase to ADA

#### IMPLEMENTATION

The TEA Commissioner would be responsible for establishing rules to certify qualifying Districts, verify performance metrics, and administer the District Incentive Allotment through the appropriate ADA adjustment.

#### FALLBACK

Districts that do not meet any of the established performance standards would continue to receive funding under the traditional ADA-based formula with no incentive adjustment.

## PROPOSED AMENDMENT TO TEXAS HOUSE BILL 2: *THE DISTRICT INCENTIVE ALLOTMENT*

**REWARD WHAT WORKS BY INVESTING IN PROVEN PRACTICES, STRONG OUTCOMES, AND  
THE PEOPLE DELIVERING THEM.**



# ARGYLE ISD

## PROTECTING TAXPAYERS

Priority

3

### DELIVER PROPERTY TAX RELIEF

#### PROTECTING TAXPAYERS

Provide meaningful relief for Texas taxpayers while maintaining the resources necessary for school districts to meet state and community expectations.

#### INTRODUCTORY STATEMENT

Argyle ISD ***supports meaningful property tax relief*** and ***appreciates the Legislature's commitment to lowering the burden*** on Texas taxpayers. The ***key*** is ensuring that tax relief is ***fully funded by the state*** so families benefit ***without shifting*** the cost to local schools or ***reducing the resources*** available to students.

#### FULLY FUND PROPERTY TAX RELIEF

Ensure any increase in the homestead exemption, tax-rate compression, or other school property tax relief is accompanied by ***permanent state funding*** that ***fully replaces lost local revenue***, rather than relying on temporary hold-harmless provisions.

#### KEEP DISTRICTS FINANCIALLY NEUTRAL

When the state increases the mandatory homestead exemption or makes other changes that reduce local property values available for school funding, ***automatically and permanently adjust state aid*** so districts are not financially disadvantaged by the tax-relief measure.

#### DON'T SHIFT THE COST TO SCHOOLS

Structure property tax relief so it does not reduce a district's ability to fund day-to-day operations through ***M&O*** or meet ***voter-approved debt obligations through I&S***. State-directed tax relief should be ***funded by the state—not absorbed by local school districts***.

**PROVIDE MEANINGFUL PROPERTY TAX RELIEF—WITHOUT SHIFTING THE COST TO PUBLIC SCHOOLS.**



# ARGYLE ISD

## CUTTING THE COMPLEXITY

Priority

4

### SIMPLIFY THE SYSTEM

#### CLEAR RULES. CONSISTENT TIMELINES. ONE SYSTEM.

Reduce unnecessary complexity, duplicative requirements, and administrative burden so districts can focus more time and resources on students, staff, and classrooms.

#### INTRODUCTORY STATEMENT

Texas school districts **support** transparency, accountability, parental rights, and strong safeguards for students. But when laws addressing similar responsibilities carry different timelines, definitions, posting requirements, reporting systems, or implementation guidance, **complexity can create unnecessary compliance risk** without improving outcomes for students. The Legislature can strengthen implementation by **aligning requirements** and requiring TEA to provide districts with **timely, authoritative, and practical guidance**.

#### ALIGN TIMELINES AND POSTING REQUIREMENTS

Standardize procedural requirements when statutes address similar board actions. For example, the **Texas Open Meetings Act generally requires** that meeting notice be posted for at least three business days before the meeting, while the **SB 12 annual compliance certification requires** a special seven-day website posting before the board meeting at which the certification is approved. Creating one consistent framework for board notice and posting requirements would reduce inadvertent compliance errors without diminishing public transparency.

#### CLARIFY AND ALIGN MISCONDUCT REPORTING REQUIREMENTS

Protect students by **establishing clear, consistent standards** for employee misconduct reporting. While districts understand the importance and urgency of reporting serious concerns, **current requirements** can leave school leaders making difficult judgment calls about whether conduct requires immediate reporting to TEA/SBEC or law enforcement, or whether it is more appropriately addressed through a local personnel investigation. With those thresholds unclear, agencies have reported that overreporting can burden agencies and reduce efficiency. **Provide clearer statutory definitions, aligned terminology, and practical statewide guidance** that helps districts quickly determine what must be reported, to whom, within what timeline, and what remains within the district's responsibility to investigate.

#### ALIGN SCREENTIME EXPECTATIONS WITH ASSESSMENT/INSTRUCTION REALITIES

Align state mandates so districts are not forced to navigate competing expectations. If **reducing student screen time** is a priority, state testing, instructional-material requirements, and funding structures should support that goal **rather than driving greater dependence on digital delivery**. Districts need **flexibility to balance** technology with print, hands-on learning, and other instructional approaches that best support students. That flexibility must also be **backed by adequate funding** so districts can **provide high-quality printed materials** without **absorbing additional local costs**. State policies should reinforce one another and provide clear, practical pathways for implementation—not create new layers of complexity or conflicting expectations.

#### ALIGN TRUSTEE TRAINING WITH THE TRUSTEE'S LEGAL ROLE

Ensure state-mandated trustee training on parental rights reinforces both parental rights and the statutory governance structure of Texas school districts. The parental-rights trustee training was created by SB 204, not SB 12, and its adopted purpose includes ensuring that trustees govern in compliance with parental-rights laws. At the same time, Texas law establishes that the board governs and oversees management as a corporate body, while the superintendent is responsible for the day-to-day implementation of board policy.

**ACCOUNTABILITY SHOULD BE RIGOROUS. COMPLIANCE SHOULD NOT BE UNNECESSARILY COMPLICATED.**