

**BOARD OF EDUCATION
BEEVILLE INDEPENDENT SCHOOL DISTRICT**

Date: June 19, 2007

**Subject: Evaluation of Waivers
School Year 2006-2007**

Submitted By: Mrs. Jones

CONSENT AGENDA

Information: BISD had five waivers this school year. A brief description/evaluation of each is listed below:

1. Selected CATE courses (Architectural Drafting, Commercial Photography, and Mechanical Drafting) were offered for one credit versus 2-3 credits each.

Evaluation:

No drafting courses were taught during the 2006-2007 school year.

2. Staff Development: Three additional days of staff development was approved which lowered the number of instructional days for students to 177 days.

Evaluation:

Each staff development session was evaluated. The ratings and comments were very positive as a whole. Individual evaluations for campus staff development are detailed in the Campus Improvement Plan Evaluations.

3. Late entry of AC Jones and LRC students who had already met the TAKS requirements was allowed. The arrangement allowed the students to test in classrooms versus testing in the auditorium or gym.

Evaluation:

TAKS results were mixed. However, with the complexity of administering all of the tests to so many different groups of students, the flexibility of late entry for eleventh and twelfth graders greatly helped AC Jones and LRC with administering the TAKS and TAAS tests. Preliminary passing rates for BISD ninth grade students on TAKS were as follows: Mathematics 51%; Reading 82%. Preliminary passing rates for BISD tenth grade students on TAKS were as follows: Mathematics 64%; English Language Arts 85%; Science 49%; Social Studies 88%. Preliminary passing rates for BISD eleventh grade students on TAKS were as follows: Mathematics 76%; English Language Arts 85%; Science 69%; Social Studies 94%. Almost all of these are improvement over last year and several are at or above the stage average.

4. Six early release dates were allowed. They were on September 20, November 1, December 22, January 30, March 1 and May 31.

Evaluation:

All of the early release days were valuable to the staff of BISD. The early release days at the end of each semester were extremely valued by the teachers. It allowed the teachers to complete necessary work to complete the semester, such as permanent records and final semester grades for students. The other four days allowed teachers to work on their campus with the grade level or department to improve instruction.

5. Pregnancy Related Services (PRS) were allowed to be given to small groups of students who gathered at school versus individual one-on-one services being given in the homes of the mothers.

Evaluation:

Serving students in need of Pregnancy Related Services at school allows the district to use a half time teacher to provide these services. As much as possible, this teacher served students in small group settings. The average number of hours in small group settings was 8 hours per week. She made 41 home visits to PRS students during the year. This number includes the 1 and 2 hour PRS instructional home visits. The maximum number of students served in a week was 4. Because there were fewer PRS students this year, the instructor tutored other parenting students when there was available time.

6. Since no Photojournalism textbooks were adopted by the state, BISD applied for a waiver to purchase and use non-adopted Photojournalism textbooks. By doing this, the district was reimbursed by the state for the cost of the textbooks.

Evaluation:

No new books under this waiver were purchased this year. However, through this waiver in past years, BISD purchased 30 Journalism Today textbooks and was reimbursed by the state in the amount of \$1447.50.

7. Beeville ISD has a waiver to offer the course Athletic Training I for a ½ to 1 credit elective course.

Evaluation:

This class was not offered in 2005-2006.

8. Alternative Education Program Attendance is a waiver to allow the academic recovery program at the Learning Resource Center to take student attendance at flexible hours.

Evaluation:

1. Students that attend the Learning Resource Center are not the typical, average student; they are primarily non-traditional individuals, who perform better in a non-traditional, flexible academic environment that also provides flexibility in the attendance schedule.
2. The Learning Resource Center's Campus Improvement Plan reflects the need to create individual student academic schedules that take into consideration the student's academic, family, and health needs.
3. Full time students must attend school for 240 minutes per day in order to be counted present for the day. Student attendance is based on the actual number of hours / minutes a student is in attendance. The students are required to use a time clock to clock in and clock out in order to maintain accurate documentation of attendance on a daily basis.

4. As indicated by the district attendance summary of individual campus attendance rates for each six weeks period, The LRC showed slight improvement as compared to the previous year's data.
5. The average number of class credits earned by students who were here at least two six weeks periods was 6.0. The attendance rate for this school year was 89.2 which is higher than last year. This school year LRC had 29 students that completed their academic course work, and of those 29, 16 students met all criteria for graduation. The LRC also provided TAKS tutorials for students who did not graduate the previous year due to failing one or more TAKS tests. Two of those students who attended TAKS tutorials were able to pass and graduate this year.

ITEMS ADDRESSED:

Evaluation of Waivers

RECOMMENDED ACTION:

Approval of Evaluation of Waivers

BUDGETARY INFORMATION:

None